Authentic Assessment: A Case Study on Engaging Students in Business Administration and Preventing Academic Misconduct

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EXECUTIVE SUMMARY

This chapter describes how the course 'Strategy in Practice' in the bachelor business administration at the Tilburg University in the Netherlands fosters deep learning and limits academic misconduct through promoting student engagement and authentic assessment. The chapter demonstrates the course's effectiveness in limiting students misuse of artificial intelligence by utilizing frameworks for student engagement and authentic assessment. The course design allows flexibility in time and location for students to work on their assignment, alongside structured deadlines and obligatory interactions. Therefore, students experience a balanced mix of freedom and obligation which leads to enhanced behavioral, emotional, cognitive, and agentic engagement. The authentic assessment is rooted in real-world business analysis and comprehensive feedback mechanisms to ensure a genuine learning experience that

encourages students to apply theory to practice.

INTRODUCTION

Before November 2022, the moment that ChatGPT became available for the worldwide public, most people did not really understand what Large Language Models (LLMs) were and why they would be interested in using them. Since November 2022, a lot has changed. More and more applications which use AI to assist people have become available, ranging from asking advice on what to cook for dinner to creating a picture for the yearly Christmas card. The use of artificial intelligence (AI) has become widespread in super speed (Hu, 2023).

Like with any digital innovation, younger generations quickly felt comfortable using it to make all kind of things in their life easier (Vosloo, 2023). Younger generations often see schoolwork as one of their daily challenges and it turned out that this daily burden can be easily made lighter with the use of LLMs. Shortly after the introduction of ChatGPT, it became clear that ChatGPT could help students in many different ways from French homework to writing computer codes. The use of LLMs is like the use of many things. If you practice, you become better and because students immediately started practicing, they quickly saw more and more uses (Grájeda et al. 2024) which their teachers could not have foreseen. It seemed that students in (higher) education quickly gained a competitive advantage over their teachers who worried that students were using ChatGPT to make their assignment, but did not really had the tools to check.

As a first response, many educational institutions (e.g., Australia's Queensland and Tasmania schools and New York City and Seattle school districts) decided they should make the use of AI by students as difficult as possible (Khalil & Er, 2023; Reuters, 2023; Sloan, 2023). Steering groups were created to give advice on how (not) to use ChatGPT in education, short-term policy documents were written with all kinds of steps to take when suspicion of unauthorized use of AI was used in summative assessments. Ideas ranged from writing essays by hand, abolishing take home assignments, and increasing the number of invigilating tests. This search for control caused all kind of other practical problems like not having enough on-campus rooms for sit-in exams.

The frenetic response was immediately encountered by comments either asserting the impossibility of permanently banning AI usage on the long term, or comparing it to past (obsoleted) worries about the rise of calculators, internet, and Wikipedia in education. Those worrisome disruptions in the past, are no longer seen as forces to inhibit learning (Toscona, 2023). Even more important, the calculator and internet have even become steppingstones for deeper learning because they replace mechan-