Chapter 9
Exploring Generative Artificial Intellegence (AI) Impact on Assessment and Evaluation in Management Education: A Critical Review

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ABSTRACT

ChatGPT has emerged as a topic of considerable discourse within management education in recent weeks, owing to its profound transformative potential in reshaping the paradigms of assessment methodology and evaluation. Unlike conventional educational technologies, which typically leave discernible traces of usage, ChatGPT boasts an unparalleled capacity for evading detection during its application. This characteristic engenders a multifaceted quandary for educators in the field of management education, who aspire to harness this technology to remain pertinent in the evolving educational landscape while preserving the principles of authentic and

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meaningful learning experiences. Management educators' expeditious formulation and implementation of policies integrating ChatGPT and its succeeding iterations of generative artificial intelligence has become an imperative task. The accessibility and cost-effectiveness inherent to these technologies further accentuate the urgency of such policy development.

1. INTRODUCTION

In recent years, there has been a discernible and substantial surge in the widespread application of Artificial Intelligence (AI) across diverse industries. This surge is particularly evident within the context of education, where AI is being increasingly acknowledged as a transformative force that has the potential to reshape and redefine pedagogical practices (Adiguzel et al., 2023). This phenomenon is attributed to AI's innate capacity to effectively address some of the most intricate and pressing challenges in the educational landscape. The transformative potential of AI in education is rooted in foundational theories of intelligence and machine learning. The theoretical groundwork for AI was first laid by Turing (1950), who explored the concept of machine intelligence. Further, Bloom (1956) established crucial principles for understanding educational objectives and assessing learning outcomes, which have since influenced AI-based educational tools. In addition, Vygotsky et al., (1978) social learning theories have been instrumental in developing AI-driven personalized learning environments.

Within the context of education, AI is emerging as a potent solution that holds promise in personalized learning, immediate feedback provision, and data-driven decision-making (Alam & Mohanty, 2022; Chu et al., 2022) This discernible shift in pedagogical paradigms is underscored by the observations made by Hwang et al., (2022), who expound upon AI's pedagogical orientation that pivots around tailoring instructional methodologies to cater to the unique needs and proclivities of individual learners. This personalization extends to providing targeted feedback to rectify specific areas of knowledge lacunae. Such transformative potentials of AI in fostering bespoke educational experiences have garnered substantial attention and enthusiasm from researchers and practitioners alike (Almusaed et al., 2023).

Numerous studies have provided empirical evidence of AI's catalytic role in encouraging the adoption and assimilation of diverse learning methodologies (Chen et al., 2022; Luan et al., 2020; Pan et al., 2022). These studies collectively paint a vivid picture of AI's far-reaching impact on pedagogical practices, elucidating its potential to usher in a profound revolution in the educational milieu. By adapting to diverse instructional approaches, AI amplifies the efficiency and efficacy of educational processes, thereby instigating a paradigmatic shift in the conventional