

Learning and assessment strategies around AI

Purpose of this text

The purpose of this text is to provide guidance for teachers and school leaders in their pedagogical work, where AI is now part of everyday life. A digital learning environment can enhance learning but can also hinder learning and open up for cheating.

Problems and opportunities with AI in education

The Swedish National Agency for Education writes that AI in education can be used, for example, to monitor students' progress, understand their current strengths and difficulties, and provide quick feedback in the form of explanations and appropriate tasks. When students use these digital systems, large amounts of user data are created that can be used to analyse student learning, which is usually referred to as learning analytics (Skolverket.se October 2023).

AI has helped to visualise which working methods are suitable and not suitable in schools. The fact that it is now so obviously possible to cheat with the help of AI makes old knowledge of cheating on homework even more relevant. If the teacher cannot verify who did the work, the material cannot be used as a basis for grading.

There are also challenges with AI. One challenge is that students can easily lose focus when having access to digital tools and thus access to various social media. This can happen especially if the tasks given are perceived as too easy, too difficult or too big. Or that there are no feedback systems where the teacher checks if the students have done what they were supposed to do.

It is now possible to use AI technology to help with text processing in different ways and to produce high quality texts. This makes it more difficult for teachers to detect whether a student has used AI. Since AI services were launched to the public at the end of 2022, AI can write essays and solve problems in no time. In a survey, as many as 52% of young people aged 15-24 say they have used AI in an unauthorised way at school, according to a report by Ungdomsbarometern (SVT, September 2023).

Strategies to prevent cheating

- The Swedish National Agency for Education advises against using assignments as a basis for grading.
- To prevent cheating, teachers need to have control over the assessment situation. Assignments that the pupil completes outside school involve less control and should therefore not be used in the grading system.
- Cheating in connection with work done at home is nothing new. Family, friends or someone else may have influenced the work.

- Assignments can be used as an exercise, but since grading is an exercise of authority, it must be reliable and legally secure. This relies on the trustworthiness of the mark scheme and the fact that it reflects the student's knowledge of the subject.
- Controlled forms of assessment do not mean that tests alone can provide valid evidence, as forms of assessment can vary depending on the subject. Every lesson is an opportunity to practise and demonstrate new knowledge.
- In order for you to be able to confidently evaluate the quality of the student's knowledge when grading, it is important that the assessment situations you design provide you with a sufficiently broad and varied basis. The evidence needs to be relevant to an evaluation of the student's knowledge in relation to the grading criteria.
- You may need to consider how to ensure that all pupils are given good opportunities to demonstrate their knowledge in different assessment situations, so that it is possible to monitor the development of all pupils' knowledge and not just those who find it easier to demonstrate their knowledge. This also applies to less formal assessment situations in the classroom.
- You can also consider how a more formal assessment situation can provide a relevant picture of students' knowledge, for example, when designing assignments and deciding how they will be carried out.
- The grade should reflect the quality of the student's knowledge at the end of the term. It is therefore important to carefully consider the weight given to evidence from assessments made early in the term. It may not always be the case that later assessments provide a more relevant picture of a student's knowledge, but they can often carry more weight in the grading process as students' knowledge is expected to deepen and develop through their learning.
- When analysing learners' knowledge of some of the assessment criteria, you may give more weight to some assessments that have covered more essential parts of the subject's purpose and/or more of the core content, and thus are linked to more or larger areas of work.
- You can evaluate assessment events differently in terms of their reliability. For example, there may have been specific reasons why a learner had difficulty demonstrating their knowledge in a particular assessment situation. For example, the student may have been ill or misunderstood a task.
- You can also give less weight to an assessment session if you find that it did not give students a fair chance to show all their knowledge in a piece of work. This may be because the students did not have time to explore the topic in the way you intended in your teaching.

Special considerations when students write more independent work with the aim of enhancing learning and preventing cheating.

- Ensure that the whole process is assessed and not just the end result.
- Is there a written plan of the entire work where you can follow the workflow before, during and after?
- Are there a number of different, both oral and written, opportunities for assessment during the course of the work?
- Is there an assessment of the planning phase, including for example method, sources, synopsis and mind map?

- Using, for example, mind maps, the final product can be written in a locked digital environment for a limited number of hours.
- The assessment also includes receiving and giving criticism at various oppositions.
- Submission of work done at home can be done as training, but not as a basis for assessment.
- Teachers who want to use assignments as a basis for grading need to explain to the principal how to manage the risk of cheating. Each work/subject team decides whether assignments can be used as a basis for grading, and if so, how to ensure reliability.
- If generative AI is used in teaching, the teacher must have constant insight into what students are doing.
- Teachers who want to use AI in their teaching must first receive training from our ICT educator.

Consequences of cheating

It is serious when a student uses unauthorised aids or otherwise tries to mislead when assessing the student's knowledge.

Procedures for how the school handles cheating and the disciplinary measures to be taken when a student cheats are contained in the school's rules of behaviour.

These rules are:

1. Discussion with the pupil about the incident.
2. Talking to the guardian about the incident.
3. The pupil may risk receiving a written warning about the incident.
4. If the cheating continues, the pupil risks being suspended from teaching.
5. In the event of a suspension, the political committee will be informed.

Responsibility, monitoring and evaluation

The principal is responsible for ensuring that the above guidelines are well known, used and regularly updated.

Sources

Swedish National Agency for Education

[Artificiell intelligens i skolan kräver ökad insikt hos lärarna - Skolverket](#)

(Artificial intelligence in schools requires greater insight among teachers - Skolverket)