AI augmented versus authentic assessments: Friend or foe?

NTU ALTC 2024

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Introduction
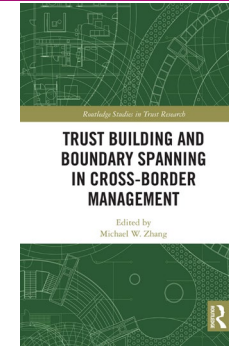
I would like to share with you my understanding and experience in assessment design for my teaching of the module Networks & International Strategic Alliances (NISA) for our MSc students with interest in international business (the IB route).

The original design was completed in 2019 and the delivery started in October 2020. The module is based on my Routledge edited volume published in 2018. My talk today is shaped to a large extent by the increasing use of AI tools, such as ChatGPT, both by students and staff in their writing assessment tasks.

For the purpose of today's presentation, I use machine learning (ML), a subfield of artificial intelligence (AI), to compare it with human leaning. According to a survey conducted by Deloitte in 2020, 67% of companies using ML with 97% planning to use it in the next year (cited from Brown, 2021).

In higher education, NTU have recently introduced the guidelines for using AI in teaching and learning (NTU, 2024). I have attended a number of training sessions presented by, amongst others, Adam Borrie, Alastair Town, Peter Williams at the university level, and Clive Whysall from NBS.
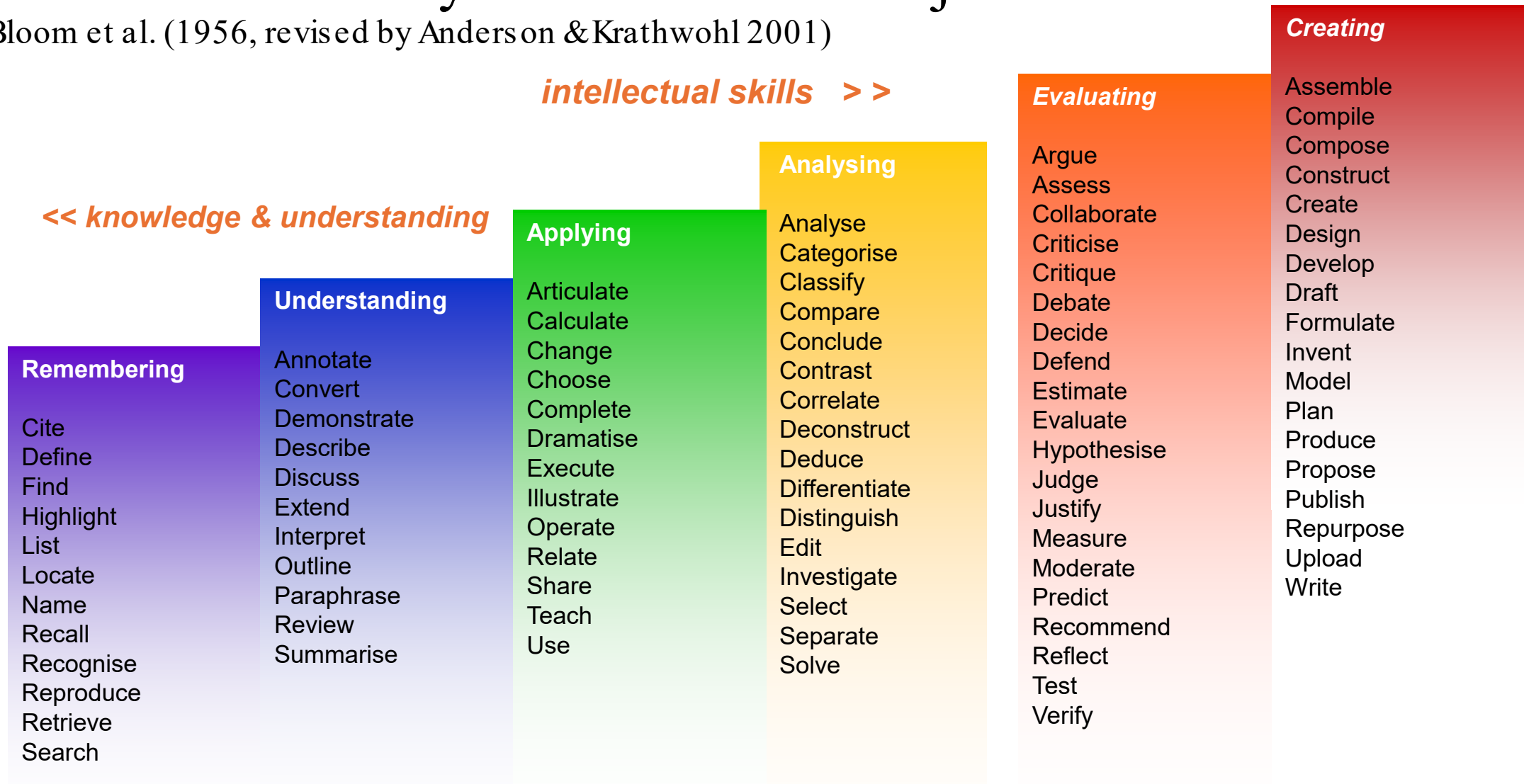
Aims of the NISA module

➢ stimulate your interest in the dynamics and complexity of international strategic management given its multi-faceted nature and content

➢ help you critically reflect on current developments in the field of international strategic management, namely ownership and control, resource commitment, inter-partner relationships, dynamic capabilities, business models, and stakeholder ecosystems.

➢ address critical issues such as building trust between international business partners and how trust exchanges are developed with external stakeholders.

Let's revisit the Bloom's taxonomy before looking at the Los of this module.

Bloom's Taxonomy of Educational Objectives

Bloom et al. (1956, revised by Anderson & Krathwohl 2001)

intellectual skills > >

<< knowledge & understanding

Remembering

Cite
Define
Find
Highlight
List
Locate
Name
Recall
Recognise
Reproduce
Retrieve
Search

Understanding

Annotate
Convert
Demonstrate
Describe
Discuss
Extend
Interpret
Outline
Paraphrase
Review
Summarise

Applying

Articulate
Calculate
Change
Choose
Complete
Dramatise
Execute
Illustrate
Operate
Relate
Share
Teach
Use

Analysing

Analyse
Categorise
Classify
Compare
Conclude
Contrast
Correlate
Deconstruct
Deduce
Differentiate
Distinguish
Edit
Investigate
Select
Separate
Solve

Evaluating

Argue
Assess
Collaborate
Criticise
Critique
Debate
Decide
Defend
Estimate
Evaluate
Hypothesise
Judge
Justify
Measure
Moderate
Predict
Recommend
Reflect
Test
Verify

Creating

Assemble
Compile
Compose
Construct
Create
Design
Develop
Draft
Formulate
Invent
Model
Plan
Produce
Propose
Publish
Repurpose
Upload
Write

Source: adapted from the Derek Bok Center for T&L at Harvard University, and the Educational Development Unit at Imperial College

LOs of the NISA module

Knowledge and understanding

After studying this module you should be able to:

a) Demonstrate a critical understanding of the concepts and associated theories of market, networks, international strategic alliances, inter-partner relationships, trust building, boundary spanning, and systems thinking

b) Critically analyse the factors and variables influencing decision making in managing international strategic alliances

c) Systematically evaluate the formulation and implementation of international strategies by examining the roles of boundary spanners and their activities of building trust between partners

d) Synthesize the analysis and evaluation to offer practical recommendations for international business practitioners to implement competitive strategies and make strategic changes

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Skills, qualities and attributes

After studying this module you should be able to:

e) Independently study and review relevant concepts, theories and frameworks of international strategic management

f) Apply advanced level of methods, either/both quantitative or/and qualitative, to the analysis of international strategic management issues and cases

g) Critically reflect on the complex and changing nature of international strategic alliances by identifying the links, or the missing links, in the conceptualisation and theorisation of market, networks, and inter-partner relationships

h) Report and present in confidence, in both academic writing and professional presentation, the review, analysis, findings, and discussion of the issues under investigation

Assessments of the module

1. Individual work: critical literature review (CLR), accounting for 60% of the total mark. You will conduct an extensive search and critical review of literature on a topic agreed with your module leader (2,000 words +/- 10%). Designed to test a, c, e, g learning outcomes.

   ➢ CLR should be word-processed in **MS Word** (no PDF files), using 1.5 spacing with margins of 2.54cm all round. Pages should be numbered.

   ➢ Name your file with your **student ID – CLR49600**.

   ➢ The word count should include all text (plus endnotes and footnotes), but exclude diagrams, tables, bibliography and appendices. Follow the Harvard style of referencing and references.

   ➢ Submit an electronic copy in the relevant Dropbox in our Learning Room **by time and date**

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2. Group work: presentation of a business case of an international strategic alliance or partnership. You will present a case study of a chosen business partnership analysing their strategies and evaluating the performance in general and the effectiveness of managing complex inter-partner relationships in particular, using the taught theories and frameworks. In groups of 4 (maximum 5), this group presentation accounts for 40% of the total mark. It is designed to test b, c, d, f, h learning outcomes.

➤ Your group need to design and complete 15-minute PowerPoint Slides, leaving 5 munities for handling Q&A time

➤ Only the elected Group Leader need to submit the PowerPoint file in the designated Dropbox. Name the file with your group name and module code such as **Group1 – 49600**.

➤ Submit an electronic copy in the relevant Dropbox in our Learning Room by **23:00 on date.** And Group Presentation will take place **on date from time.**

Students' support for CLR

Apart from uploading the assessment rubric and marking criteria, I also provided them with the following guidelines:

➢ Guidelines for CLR Guidelines for critical literature review-NISA.pdf

➢ Potential topics for CLR Potential topics for CLR.pdf

➢ A CLR exemplar CLR Sample 1.pdf

➢ An indictive reading list Indictive reading list NISA.pdf

An example from one of my students on topic of trust

Elements of TRUST

One of your goals as a leader is to earn the confidence of the staff. With justification, too. Trust is a key factor in determining whether others will view a leader favourably or adversely, as we frequently observe while teaching leaders. However, building that trust isn't always easy, and perhaps more importantly, regaining it after you've lost it.

The Three elements of TRUST

It is easier for leaders to increase the level of trust that people have in them. The three parts are listed below:

Positive Relationships: How well a leader can establish enduring bonds with other people and groups determines how much others will trust them.

In order to inspire trust, a leader must:

1. Keep up with the problems and worries of other people.

2. Results should be balanced with consideration for others.

3. Encourage collaboration among people

Good Judgement/ expertise: The level of a leader's knowledge and expertise is another aspect that influences whether followers trust them. Along with having extensive experience, they must comprehend the technical aspects of the job. Which implies:

1. When they decide something, they make wise choices.

2. Others respect their perspectives and ideas.

3. They significantly aid in getting objectives with their knowledge and experience.

Consistency: The third component of trust is how much a leader follows through on their commitments and does what they say they will do. People are more likely to trust a leader if they:

set a positive example and serve as a role model.

Be a role model.

Respect commitments and keep your word.

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CLR : Using ChatGPT3.5 on topic of networks and international alliances

Formal Alliances: These are typically formalized agreements between two or more nations, often with specific obligations and commitments outlined in treaties or charters. Examples include NATO (North Atlantic Treaty Organization), which serves as a collective defense alliance among North American and European countries, and the United Nations, which provides a forum for international cooperation and conflict resolution.

Regional Alliances: These alliances focus on specific geographic regions and address regional security and economic challenges. Examples include the Association of Southeast Asian Nations (ASEAN), the African Union (AU), and the Organization of American States (OAS).

Economic Alliances and Trade Networks: Economic alliances such as the European Union (EU), the North American Free Trade Agreement (NAFTA, replaced by the United States-Mexico-Canada Agreement or USMCA), and the Trans-Pacific Partnership (TPP, now known as the Comprehensive and Progressive Agreement for Trans-Pacific Partnership or CPTPP) promote trade liberalization, economic integration, and cooperation among member states.

Security Partnerships: These partnerships involve cooperation on security matters, including intelligence sharing, joint military exercises, and counterterrorism efforts. Examples include the Five Eyes alliance (comprising the United States, United Kingdom, Canada, Australia, and New Zealand) and the Quadrilateral Security Dialogue (Quad), involving the United States, Japan, India, and Australia.

Informal Networks: Informal networks, often referred to as coalitions or ad hoc partnerships, can emerge to address specific issues or crises. These networks allow countries to collaborate flexibly without the constraints of formal agreements. For instance, the Global Coalition to Counter ISIS formed in response to the threat posed by the Islamic State, involving a diverse group of nations with varying levels of participation.

Diplomatic Networks: Diplomatic alliances and partnerships are crucial for advancing countries' foreign policy objectives and addressing shared concerns on the international stage. Diplomatic ties can be formalized through embassies, consulates, and bilateral agreements, facilitating communication and cooperation between governments.

Created on 7 February 2024

Building Trustworthy Partnerships

Trust is the cornerstone of any successful partnership. It is the glue that binds individuals together, allowing them to work towards a common goal. Building trustworthy partnerships requires time, effort, and a commitment to open communication and mutual respect.

Understanding Trust

Trust is a multifaceted concept. It involves having confidence in another's abilities, believing that they will act in your best interests, and feeling safe enough to be vulnerable with them. In a partnership, trust is about knowing that your partner will fulfill their responsibilities and uphold their commitments.

The Importance of Trust in Partnerships

Trust is crucial in partnerships for several reasons. Firstly, it fosters a positive working environment where individuals feel valued and respected. This can boost morale and productivity. Secondly, trust can facilitate effective communication, as partners are more likely to share their thoughts and ideas openly. Lastly, trust can lead to increased collaboration and innovation, as partners are more willing to take risks and explore new ideas together.

Building Trust

Building trust in partnerships involves several key steps:
Open and Honest Communication: Partners should communicate openly and honestly with each other. This includes expressing their thoughts, feelings, and concerns, as well as providing constructive feedback.
Reliability: Partners should be reliable and follow through on their commitments. This can help to build trust as it shows that they are dependable and can be counted on.
Transparency: Partners should be transparent in their actions and decisions. This can help to build trust as it shows that they have nothing to hide.
Mutual Respect: Partners should respect each other's skills, abilities, and contributions. This can help to build trust as it shows that they value each other's input and expertise.
Shared Goals and Values: Partners should have shared goals and values. This can help to build trust as it shows that they are working towards a common purpose.

Created on 4 June 2024

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Assessment Framework for Group Presentation

Content 1. Knowledge and understanding of the topic and theories 2. Application of analytical frameworks or tools 3. Analysis and discussion of the company's international strategy in relation to market entry, ownership, resource commitment, trust relationship between the partners 4. Evidence and data to support arguments 5. Conclusion with links to theories and feasible recommendations	
Presentation and group dynamics 1. Articulation of the concepts and theories 2. Communication with eye contact 3. Connection and coordination amongst group members 4. Quality slides with visual impact 5. Time keeping	
Handling questions 1. Clarity of the answers 2. Relevance of the answers to the questions	
Grade Marker Signature:	

Data, information, knowledge, understanding, and wisdom

Ackoff (1989) posits that **Data** are symbols, whilst **Information** is data that are processed to be useful, which provides answers to 'what', 'where', 'when' and 'who' questions. **Knowledge** is the application of data and information to answer the 'how' questions. This is followed by **Understanding** which is to answer the 'why' questions. Finally, **Wisdom** is the result of evaluated understanding.

Note that data are critical to machine learning but 'they are useless on their own until one extracts knowledge or inferences from them' (Ghahramani, 2015, p. 453).

That being said, machine learning systems can perform three functions, namely descriptive, predictive, and descriptive narrative and analysis (Brown, 2021), germane to the process of human learning. Therefore, I have developed a conceptual framework comparing the two types of learning (see next slide).
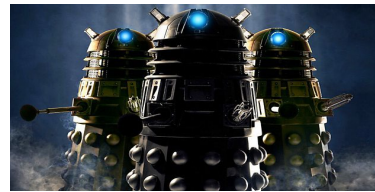
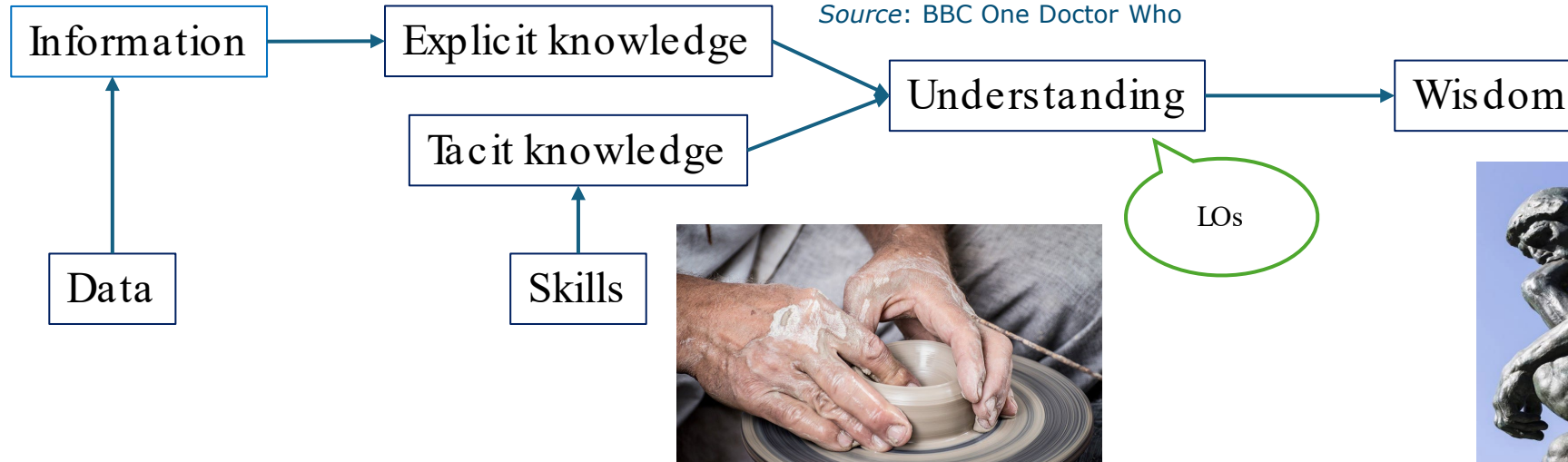# The learning processes for both human and machine: from data to wisdom

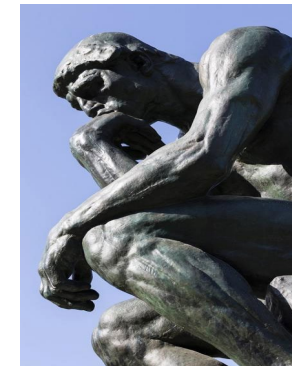(Please do not cite as the content is a part of a paper in draft)

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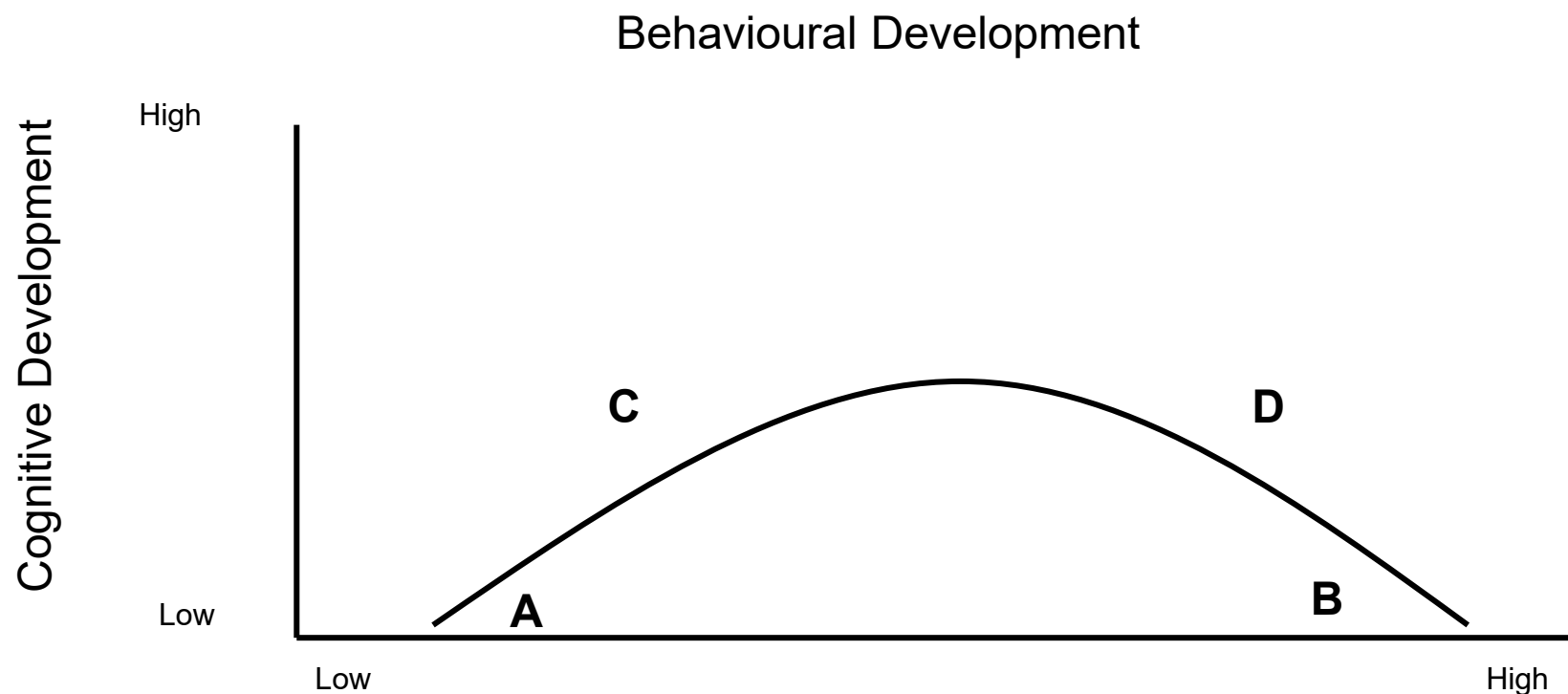
Ethics?

Source: BBC One Doctor Who

Information → Explicit knowledge

Data → Information

Tacit knowledge

Skills → Tacit knowledge

Explicit knowledge → Understanding

Tacit knowledge → Understanding

Understanding → Wisdom

LOs

Source: elium

Source: Musée Rodin

Strike a balance between cognitive and behavioural developments

Behavioural Development

Source: Fiol and Lyles (1985, p. 807)

Summary

I used to regard negatively the use of AI tools for writing coursework as a kind of cheating (foes to my assessment tasks). I now treat those tools more positively as a part of the learning process to improve students' learning outcomes (friendly assistants). I admit that I still do not know how to effectively use them to achieve desirable LOs.

Furthermore, it is not about preventing the use of AI tools, by both academics and students alike, rather about HOW we can utilise them to help enhance students' learning experience and outcomes.

My view and understanding is that the more specific and well-defined the assessment tasks are the more challenging it is for AI tools to return pertinent answers. In addition, the more local and current the data/evidence are the more difficult it is for AI tools to generate convincing arguments.

From the above I contend that despite the rapid development of machine learning systems and AI tools, their ability and intelligence are far from that of humans. And they have a long way to go to catch up with the wisdom human beings have accumulated through the millenniums, if they will be able to do so at all.

References

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Thank you for your attention!

Any questions?