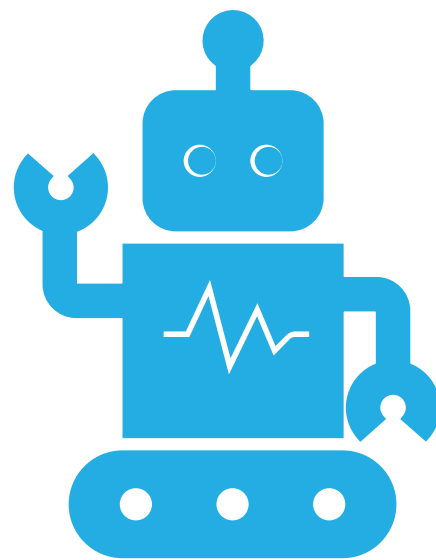




# **NAVIGATING INCLUSIVE ASSESSMENT IN THE AGE OF AI: ENHANCING EQUITY AND DIVERSITY IN ONLINE LEARNING**

Nikki Childrose, Ph.D.



**WILL THE ROBOTS REPLACE US?**

**NOT SO  
FAST...ROBOTS**





# **TEACHING LIKE YOUR HAIR IS ON FIRE**

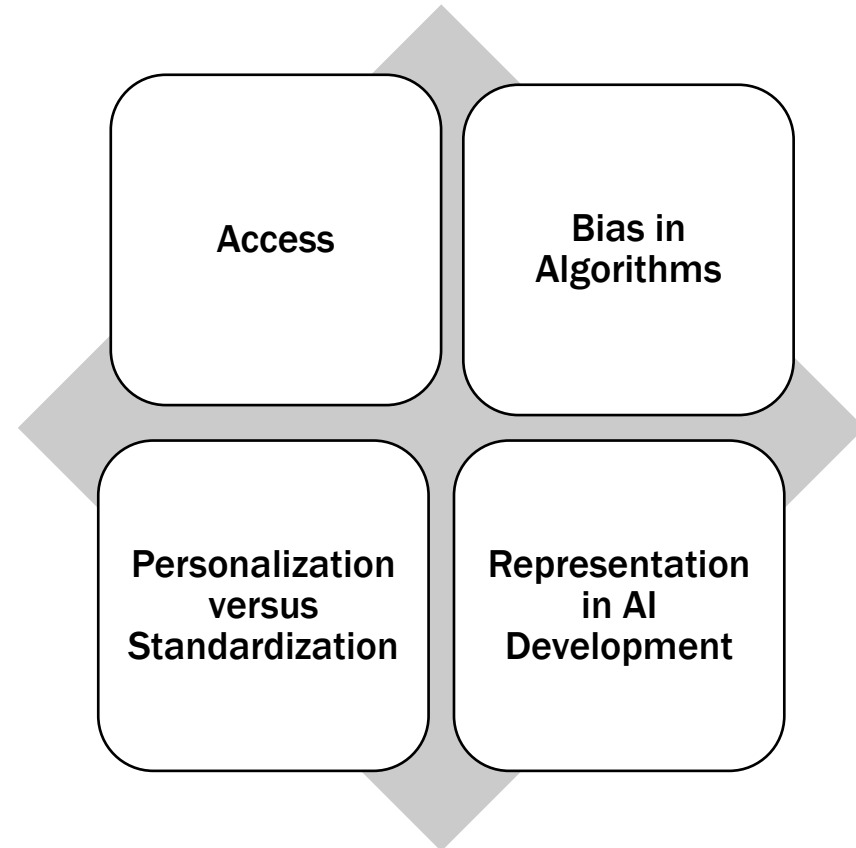
**enthusiasm, urgency, energy, and AI**

# INTERSECTIONALITY: AI AND HIGHER EDUCATION

Understanding how various social identities—such as race, gender, socioeconomic status, and differing abilities—interact with the deployment and impact of artificial intelligence in educational settings.

How well do all students obtain outcomes?

How can AI be used to promote equitable outcomes?



# TODAYS OBJECTIVES

- Explore how AI can support inclusive assessment practices that can be adapted for a variety of disciplines.
- Understand how adult learning theory and universal design principles apply to AI enhanced assessment.
- Share practical approaches for integrating AI with DEI principles.
- Emphasize transparency, fairness, and maintaining the human element in innovative, quality, and meaningful education.

# Artificial Intelligence

**Generative AI: artificial intelligence capable of producing content, including books, artwork, music, etc. (ChatGPT)**

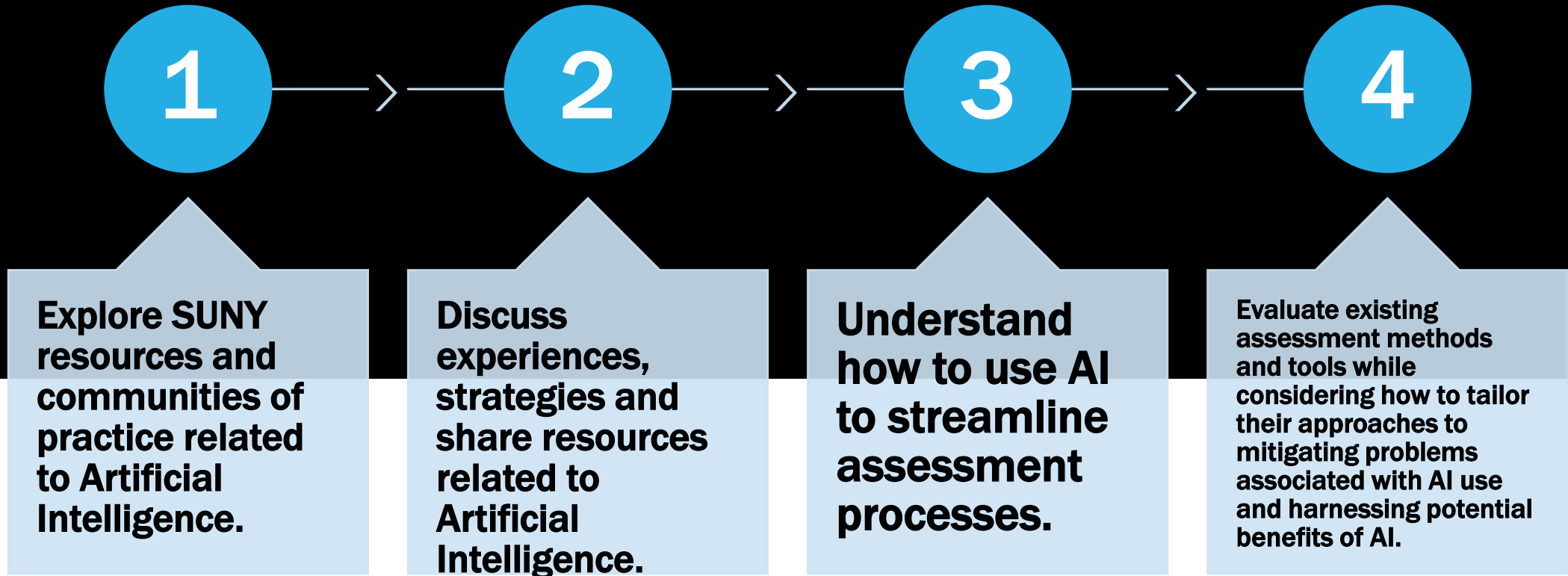
**Non-generative AI: artificial intelligence that organizes, categorizes, aggregates data, (chatbots, consumer profiles that select targeted ads during your social media experiences).**

# ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

- Increasing integration of AI tools in online learning environments
- Grading systems, personalized learning
- Challenges: Ensuring assessments are authentic, fair, inclusive, and equitable
- What tools are we already using?



# Navigating Assessment in the Digital Era: Confronting Equity, Inclusion, Systems Thinking, and AI



# ARTIFICIAL INTELLIGENCE



**Classroom**



**Equity**



**Assessment**

**Systems Thinking**

# NEWS EXPLORING THE ROLE OF AI IN HIGHER EDUCATION

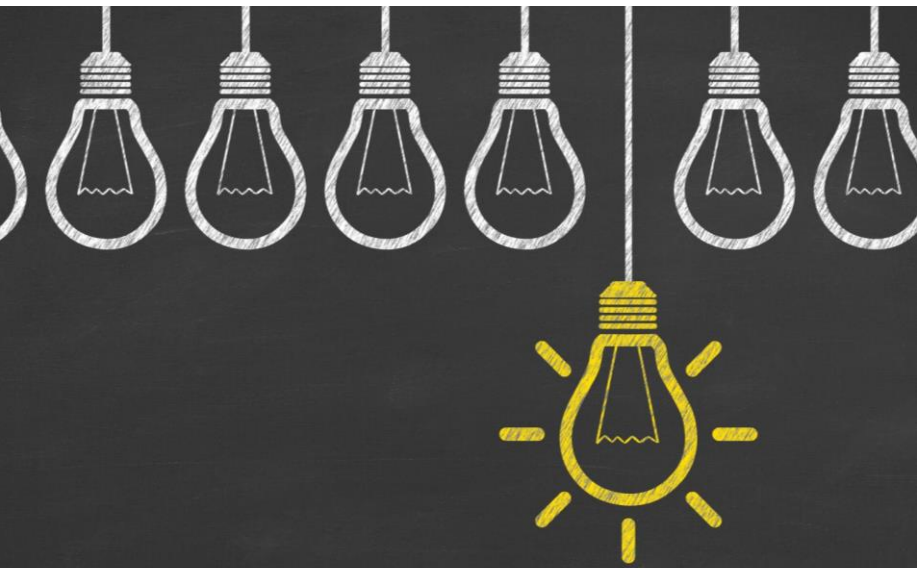


“Perhaps paradoxically,” says Argamon, “AI is a technology that allows education to become more humanly focused.” It allows university teachers to focus on the most important part of their work, “teaching the students, rather than teaching a curriculum.”

(From: Press, G., 2024 in Forbes)

<https://www.forbes.com/sites/gilpress/2024/02/14/is-ai-going-to-transform-higher-education-and-how/?sh=bb90e2b2a5d9>

# LITERATURE EXPLORING THE ROLE OF AI IN ACADEMIC ASSESSMENT

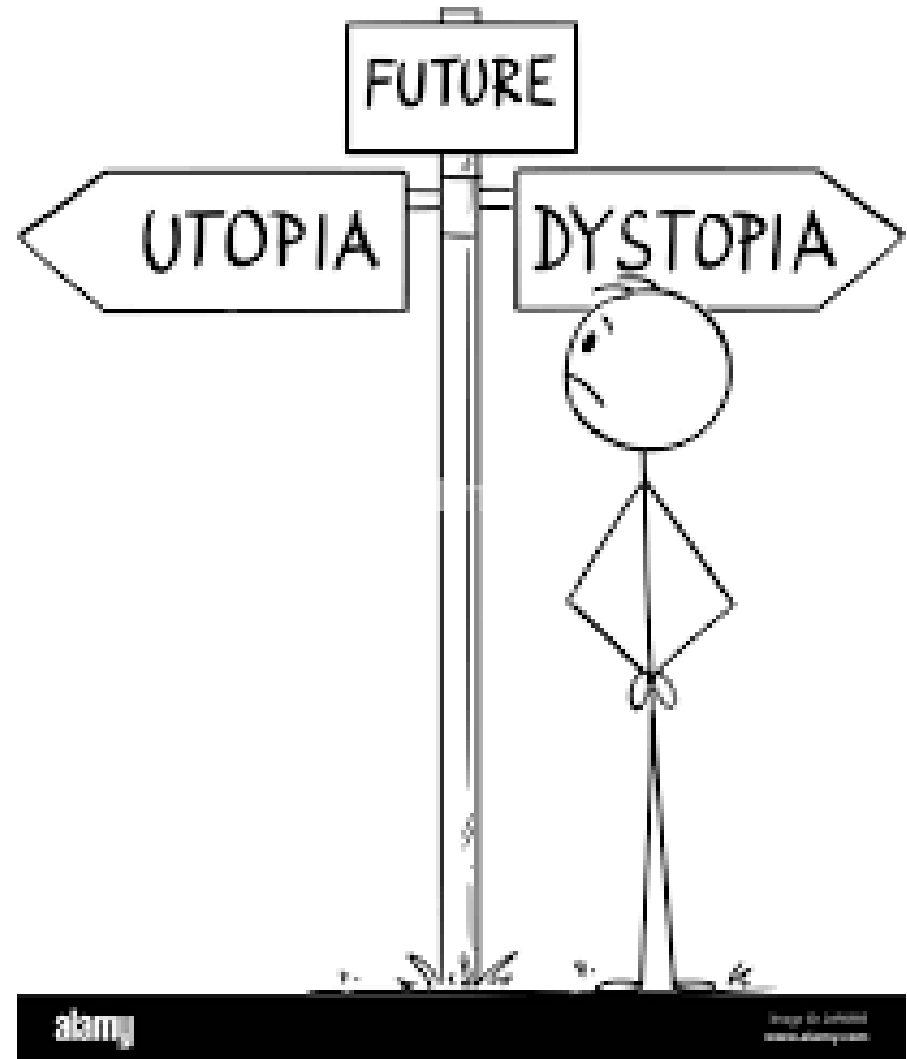


Communications of the ACM (2024) called for “updated pedagogical strategies that focus on new skill sets.”

“...AI can automate our way into our jobs, to let us once again focus on the important, meaningful parts.”

<https://cacm.acm.org/research/computing-education-in-the-era-of-generative-ai/>

**I WAS HERE**



A close-up, low-angle shot of a field of golden wheat. Several bright red poppies are scattered throughout the wheat, some in sharp focus and others blurred. The background is a clear, light blue sky. The overall mood is peaceful and natural.

**AND THEN ONE  
DAY... I WENT  
TO A  
CONFERENCE**

UNIVERSITY OF MARYLAND

# ATD RURAL RESILIENCY



Building Resiliency in Rural Communities



The Future of Work



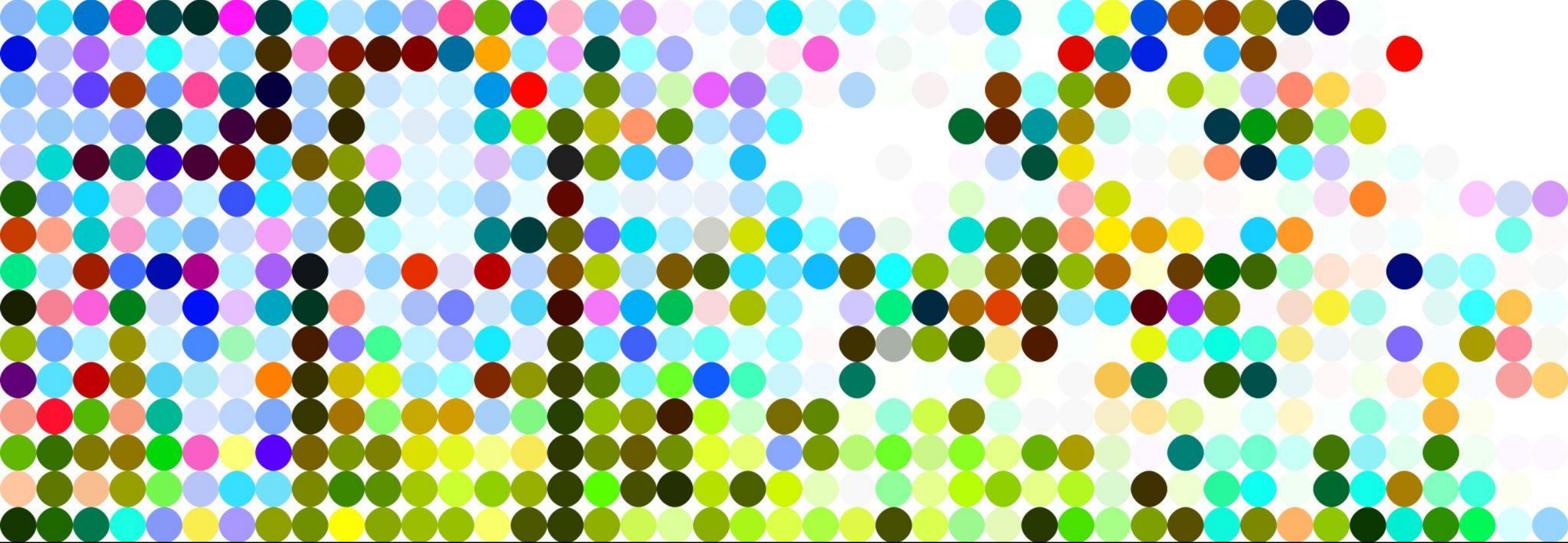
Equitable Outcomes and Student Success

# UNDERSTANDING INCLUSIVE ASSESSMENT

- Assessments that are fair, accessible, and representative of diverse student backgrounds.
- Ensures students are not excluded or disadvantaged.
- Promotes more equitable outcomes.
- Addresses varied learning needs, preferences, and styles.
- Culturally sensitive and relevant.

**Course Context: A course in Environmental Studies focused on sustainable practices.**

**Example: A Redesign—→From one timed high stakes test to a Project-based assessment**



# 3 CATEGORIES FOR LEARNING

Let's Explore Each One and Consider Where You Stand on This Spectrum?

# 1. AI TOOLS ARE NOT PERMITTED FOR STUDENTS:



Testing and Exams



Some labs or applied learning activities



Discussion-based or reflection-based assessments

## 2. AI TOOLS CAN BE USED IN AN ASSISTIVE ROLE



drafting and structure content;



supporting the writing process in a limited manner;



as a support tutor;



exam practice and studying



supporting a particular process such as testing code or translating content;

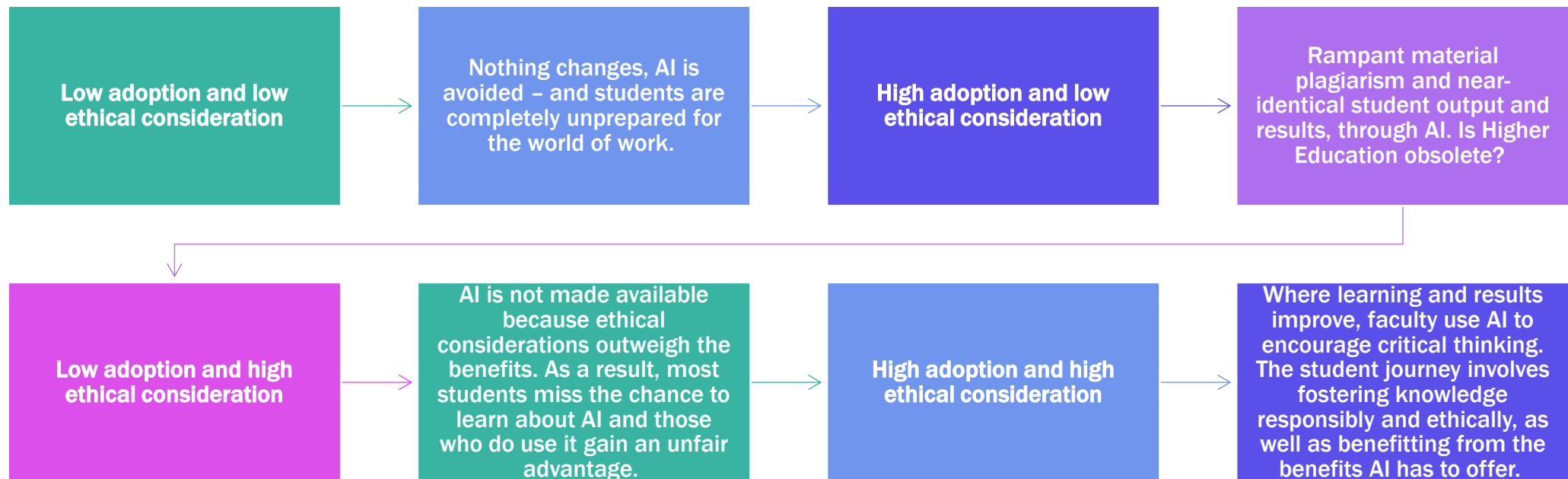


giving feedback on content, or proofreading content.

# 3. AI HAS AN INTEGRAL ROLE

- drafting and structuring content;
- generating ideas;
- comparing content (AI generated and human generated);
- creating content in particular styles;
- producing summaries;
- analyzing content;
- reframing content;
- researching and seeking answers;
- creating artwork (images, audio and videos);
- playing a Socratic role and engaging in a conversational discussion;
- developing code;
- translating content;
- generating initial content to be critiqued by students.

# THE SPECTRUM OF TEACHING WITH AI



# TEACHING AND LEARNING TIPS



**BEGIN WITH SMALL  
STEPS**



**PROMOTE  
RESPONSIBLE USAGE**

# ADULT LEARNING THEORY

Self-directed learning

Experience-based  
education

Relevance to learners'  
lives

Engagement and  
Motivation

# FRAMEWORK: UNIVERSAL DESIGN FOR LEARNING

- Remove Barriers
- Provide Equal Opportunities for all students to learn
- There is no “typical” student





# LET'S TRY IT!

As we brainstorm how AI could work for  
assessments in your courses.

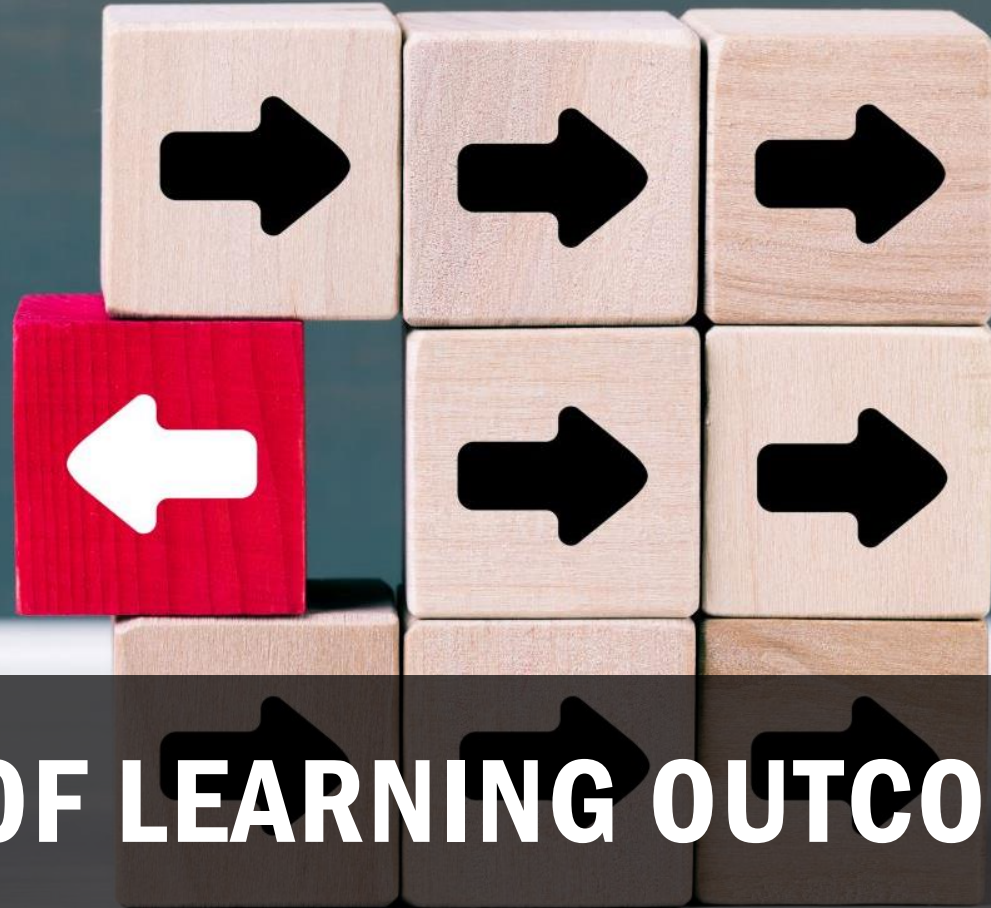
# QUESTIONS TO CONSIDER

How will this assignment help all students, particularly those from diverse backgrounds, learn key course content and develop important skills such as critical thinking? How does it support equitable learning goals and outcomes for all participants?

In what ways might students from varied experiences and backgrounds apply the knowledge and skills acquired through this assignment in their future coursework or careers? How can this assignment promote equity in professional opportunities?

How will the assignment enhance all students' understanding and experience with generative AI tools, particularly for those who may have less familiarity? Why is this inclusive approach important for their future academic and professional success?

What specific questions or barriers related to inclusivity and equity do you anticipate students might encounter when using AI for this assignment? How do you plan to address these challenges to ensure all students can succeed?



**DEVELOPMENT OF LEARNING OUTCOMES**

# Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.



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|            | RECOMMENDATION | AI CAPABILITIES                                                                                                     | DISTINCTIVE HUMAN SKILLS                                                                                                                      |
|------------|----------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| CREATE     | Review         | Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases | Formulate original solutions incorporating human judgement, collaborate spontaneously                                                         |
| EVALUATE   | Review         | Identify pros and cons of various courses of action, develop rubrics                                                | Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action                               |
| ANALYZE    | Amend          | Compare and contrast data, infer trends and themes, compute, predict                                                | Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices      |
| APPLY      | Review         | Make use of a process, model, or method to illustrate how to solve a quantitative inquiry                           | Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development |
| UNDERSTAND | Review         | Describe a concept in different words, recognize a related example, translate                                       | Contextualize answers within emotional, moral, or ethical considerations                                                                      |
| REMEMBER   | Amend          | Recall factual information, list possible answers, define a term, construct a basic chronology                      | Recall information in situations where technology is not readily accessible                                                                   |

# EXAMPLE

- Be specific in your instructions
- Review with colleagues
- Revise
- Map and align to your ILOs and PLOs



You

make these learning outcomes more equitable and add an additional civic engagement learning outcome: 1. Students will demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation.  
2. Students will understand the role of individual participation in US communities and government;  
and apply historical and contemporary evidence to draw, support, or verify conclusions



ChatGPT

Certainly! Here are revised and more equitable learning outcomes, along with an additional civic engagement learning outcome:

1. Students will critically analyze and appreciate the multifaceted aspects of United States society and history, recognizing and valuing the diverse perspectives, experiences, and contributions of individuals and communities that shape the nation.
2. Students will examine and comprehend the significance of active individual engagement within US communities and governmental structures, incorporating diverse voices and narratives to inform their understanding. They will evaluate historical and contemporary evidence to construct informed perspectives and support nuanced conclusions.
3. Students will cultivate a sense of civic responsibility and engagement, actively participating in community initiatives, advocacy efforts, and democratic processes to address societal challenges and promote inclusive, equitable practice. They will collaborate with diverse stakeholders, applying historical insights and contemporary knowledge to enact positive social change.





# BUILDING ASSESSMENT ACTIVITIES AND ASSIGNMENTS

**Brainstorming**-By providing ChatGPT with prompts or questions related to the course content or learning goals, instructors can prompt the model to generate additional ideas, insights, and perspectives that can inform the assignment creation process.

**Customization or Adaptation**-Instructors can tailor ChatGPT's output to suit the specific needs and preferences of their students.

ChatGPT allows instructors to adjust parameters such as prompt length, complexity, and focus, enabling them to generate prompts that align with course objectives, learning outcomes, and student proficiency levels.

## **AI Prompt for Creating Inclusive Assessments:**

*“Design an inclusive assessment for my [Course Name] class, which covers [specific topics or subjects]. The assessment should consider the diverse backgrounds and learning styles of my students. Please include the following elements”:*

- 1.Diverse Learning Formats:** Suggest at least three different formats (e.g., written assignments, presentations, projects) that students can choose from to demonstrate their understanding of the material.
- 2.Cultural Relevance:** Propose ways to incorporate culturally relevant content that resonates with a variety of students’ experiences and backgrounds. Include examples or topics that students can relate to.
- 3.Accessibility Features:** Recommend strategies to ensure the assessment is accessible to all students, including those with disabilities. Consider accommodations such as extended time, alternative formats, or support resources.
- 4.Collaboration Opportunities:** Suggest methods for collaborative assessments that promote teamwork and allow students to learn from each other’s perspectives, including strategies for grouping students effectively.
- 5.Feedback Mechanisms:** Describe how to implement formative feedback throughout the assessment process, allowing students to receive guidance and improve their work before the final submission.
- 6.Reflection Component:** Include a reflective element where students can express how their cultural backgrounds or personal experiences influenced their understanding of the course material.
- 7.Evaluation Criteria:** Outline a rubric that emphasizes creativity, effort, collaboration, and understanding of concepts, ensuring that students are assessed fairly based on their individual contributions and learning styles.

# EXAMPLE

When designing an assessment activity:

- Be specific
- Address diverse student learning styles
- Revise and customize the framework of the assignment to suit your teaching style and content



You

Align these outcomes to one activity to assess outcome 3



ChatGPT

Certainly! Here's an activity aligned with outcome 3:

Activity: Community Action Project

Description: Students will collaboratively design and implement a community action project aimed at addressing a specific social issue or inequity within their local community. This project will require students to apply their understanding of historical injustices and contemporary challenges, as well as their knowledge of civic engagement and inclusive governance, to create meaningful change.

Steps:

1. **Identify a Social Issue:** Students will research and identify a pressing social issue or inequity within their local community. This could include topics such as access to education, healthcare disparities, environmental justice, or housing inequality.
2. **Conduct Research:** Students will conduct thorough research to understand the historical roots and current manifestations of the chosen social issue. They will analyze how systemic factors contribute to the problem and identify key stakeholders and community resources.
3. **Develop a Plan:** Working collaboratively, students will develop a comprehensive plan for their community action project. This plan should outline specific goals, objectives, and strategies for

Message ChatGPT



ChatGPT can make mistakes. Check important info.

# DISCUSSION BOARDS

*“Help me create an asynchronous online discussion board activity for my online course. You will develop a discussion board based on the details I provide. When writing the activity, use the format: Purpose, Task, Criteria. The Purpose should be a concise, two to three-sentence description of the activity's purpose and the intended learning outcomes. The Task should outline the steps for participation. The Criteria should be a rubric formatted as a table with three performance levels: 'Met,' 'Developing,' and 'Not Met.' Place the 'Met' level on the left side of the rubric. Ensure all wording is learner-centered. Avoid using the words: additionally, delved, delve, understand, understanding, demonstrate, or furthermore.”*

From: (2023 National Louis University)

# TIPS

- 1. Define Clear Learning Objectives:** Provide your AI with specific, measurable, learner-centered objectives for the discussion. Use strong action verbs and limit to one verb per objective.
- 2. Provide Information About Learners:** Inform your AI about the learners' academic level and learning preferences. This helps tailor discussions to their needs and capabilities.
- 3. Encourage Critical Thinking and Analysis:** Direct your AI to create prompts that encourage collaboration, analysis, evaluation, and synthesis of ideas, rather than mere recollection of facts.
- 4. Create Open-Ended Prompts:** Prompts should be open-ended to allow for diverse perspectives and flexible participation options.
- 5. Create AI-Resistant Discussions:** To create an AI-resistant discussion, ask students to reflect on personal experiences, require the analysis of current and recent events, or reference information sources in their posts. You could also encourage students to collaborate with one another to build the product iteratively over time especially in their replies, which should further the discussion.

# ASSESSMENT: ENTRY TICKETS

*Develop a recipe for a civilization.*

*What specific “ingredients” are required?*

# TIPS: WE'RE A TEAM

**Achieve higher-level thinking skills and encourage academic integrity:**

- Use AI writers (students) as researchers
- Use AI writers (students) to produce text on a given topic being discussed
- Use different AI writers (students or groups) to produce different versions of text on the same topic, to compare and evaluate
- Discuss related research—compare and contrast



# RUBRIC DEVELOPMENT

ChatGPT can assist instructors in creating rubrics by generating criteria, descriptions, and rating scales based on input provided by the instructor.



# EXAMPLE

- Customize the rubric with criteria and descriptions that are best for your courses and students
- Change points within the system
- Input this into your LMS to provide specific and personalized feedback to students
- Saves time!



ChatGPT

Certainly! Here's the rubric in table form:

| Criteria                          | Description                                                                                                                                                                     | Points |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Identification of Social Issue    | Clearly identifies a pressing social issue or inequity within the local community, providing thorough research and analysis of its historical roots and current manifestations. | 3      |
|                                   | Identifies a social issue or inequity with some research and analysis, but lacks depth or clarity.                                                                              | 2      |
|                                   | Identifies a social issue or inequity, but research and analysis are minimal or lacking.                                                                                        | 1      |
|                                   | Does not identify a social issue or inequity.                                                                                                                                   | 0      |
| Development of Comprehensive Plan | Develops a well-thought-out plan with clear goals, objectives, and strategies for addressing the social issue. Considers diverse perspectives and community resources.          | 4      |
|                                   | Develops a plan with goals, objectives, and strategies, but may lack some depth or clarity. Considers some diverse perspectives and community resources.                        | 3      |
|                                   | Develops a plan with basic goals and strategies, but lacks detail or coherence. Limited consideration of diverse perspectives and community resources.                          | 2      |
|                                   | Develops a plan with minimal goals and strategies, lacking coherence or relevance. Little consideration of diverse perspectives and community resources.                        | 1      |

Message ChatGPT



ChatGPT can make mistakes. Check important info.

# IMPORTANT TIPS: REVIEW/REVISE

- Be specific and detailed in your instructions to ChatGPT, providing clear guidance on what you want the rubric to include and how you want it to be structured.
- Break down complex concepts or criteria into simpler components to facilitate ChatGPT's understanding and generation process.
- Provide examples, templates, or references to help ChatGPT generate accurate and relevant output.
- Review the output generated by ChatGPT carefully, checking for accuracy, clarity, and consistency. Make adjustments or corrections as needed to ensure the rubric meets your requirements.
- Consider incorporating human expertise and judgment into the rubric creation process, using ChatGPT's output as a starting point or supplement to inform your own decision-making.
- Experiment with different prompts, parameters, and approaches to see which ones yield the most useful and effective results for your specific needs.

A high-angle, slightly blurred photograph of a classroom. Several black plastic chairs with attached wooden desks are arranged on a light-colored wooden floor. The desks are a light tan color, and the chairs are black. The floor is made of large, light-colored wooden planks. The text "EQUITY AND ENGAGING DIVERSE LEARNERS" is overlaid in the center in a bold, white, sans-serif font.

# **EQUITY AND ENGAGING DIVERSE LEARNERS**

# KNOWLEDGE CHECKS



 You

Can you test my knowledge on ancient civilizations by asking me specific questions? Start by asking me which civilization I'm most interested in and why.

 ChatGPT

Sure! Which ancient civilization are you most interested in, and what draws you to it?

 You

Rome

 ChatGPT

Great choice! Rome is a fascinating civilization with a rich history and significant influence on Western culture. Here are a few questions to test your knowledge:

1. Who were Romulus and Remus, and what is their significance in Roman mythology?
2. What were the main social classes in ancient Rome, and how did they function within society?
3. Can you name at least three famous Roman emperors and briefly describe their reigns or contributions to Roman history?
4. What was the significance of the Twelve Tables in Roman law?
5. How did the Roman Republic transition into the Roman Empire, and what were some key factors contributing to this transition?
6. What architectural marvel is often considered the symbol of Rome and was used for entertainment and public spectacles?



Message ChatGPT



# CIVIC EDUCATION

[play](#)[teach](#)[about](#)

Helpful for review  
Formative Assessment and  
Feedback  
Engaging students

[<< BACK TO THE TEACH HUB](#)

## The Proof Is in: iCivics Games Strengthen Civic Knowledge and Dispositions



February 04, 2021

This year, we had 37,000 students test two of our best election games: *Win the White House* and *Cast Your Vote*. In the first, you are challenged to build a winning campaign for the presidency: strategic messaging, fundraising, and polling included! In the second, you must discover what it takes to become an informed voter – values, key issues, and candidates’ stances – before casting a vote in an imaginary local election. Both games were modified. Slightly.

Before game-play, students had to answer a short quiz. Questions assessed content knowledge (such as “What is an incumbent?”), but also civic dispositions – meaning a set of tendencies and qualities that lend to democratic character formation – such as “How likely are you to get involved in a political campaign?” or even “I plan on following the news around the next election.” Then, once they played the game, students answered those same questions.

~~The results exceeded our best expectations.~~

# PERSONALIZED FEEDBACK

- AI-powered assessment tools can analyze student performance data and provide personalized feedback tailored to individual learning needs.
- By identifying areas of strength and weakness, AI can offer targeted suggestions for improvement, helping students enhance their understanding and mastery of course content.
- *Examples: \*Grammarly, Edmondo, Smart Sparrow → \*LMS (replacement strings)*

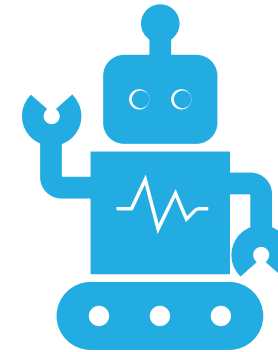
# PERSONALIZED LEARNING SUPPORT

- AI algorithms analyze student performance data to identify learning gaps and provide personalized support.
- By automating routine assessment tasks, professors can focus on delivering tailored interventions and guidance to students who may require additional assistance, as demonstrated in research by Gašević et al. (2016) and Luckin et al. (2016).

# TAKEAWAYS: TRANSPARENCY



**Clearly Communicate the Use of AI:**  
Open discussions about how AI technology is being used in the classroom.



This includes explaining the purposes of AI implementation, the types of data collected, and how it will be utilized to support learning.

# OPTIONS ARE ALWAYS GOOD

- Some students may be uncomfortable creating accounts in and using AI applications, given the privacy and security concerns.
- When integrating AI into assignments and other learning activities, avoid making AI use a required task.
- Instead, provide alternative tools or approaches that will support students to achieve the same learning outcomes.

# **TAKEAWAYS: FAIRNESS AND CRITICAL THINKING**

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**Provide Information on Data Privacy and Security:** Always address concerns regarding data privacy and security associated with AI systems. They should clearly explain what data is being collected, how it is being stored, and the measures in place to protect students' privacy.

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**Encourage Critical Thinking:** Have discussions about the ethical implications of AI and encourage students to critically evaluate AI-driven content and feedback. This includes examining biases, limitations, and potential impacts on society.

## Center for Innovation, Teaching, and Learning: AI for Educators

[Home](#)

[AI for Educators](#)

[AI for Students](#)

[Civil Discourse](#)

[Library Resources](#)

[Professional Development Resources](#)

### Scholarly Articles

If asked to log in with a username and password, use the same login that you use for Brightspace.

- [Against Artificial Education: Towards an Ethical Framework for Generative Artificial Intelligence \(AI\) Use in Education](#) ⓘ
- [Analysis of college students' attitudes toward the use of ChatGPT in their academic activities: effect of intent to use, verification of information and responsible use](#) ⓘ
- [Clarifying Ethical Dilemmas in Sharpening Students' Artificial Intelligence Proficiency: Dispelling Myths About Using AI Tools in Higher Education](#) ⓘ
- [Embracing artificial intelligence in the arts classroom: understanding student perceptions and emotional reactions to AI tools](#) ⓘ
- [Exploring the use of ChatGPT to analyze student course evaluation comments](#) ⓘ
- [First-year students AI-competence as a predictor for intended and de facto use of AI-tools for supporting learning processes in higher education](#) ⓘ
- [Have Courage to Use your Own Mind, with or without AI: The Relevance of Kant's Enlightenment to Higher Education in the Age of Artificial Intelligence](#) ⓘ
- [Human-AI collaboration patterns in AI-](#)

### ChatGPT

In 2023, New York City public schools blocked access to the popular artificial intelligence tool ChatGPT. Educators are concerned that students could use this technology to write papers – the tool wasn't even a month old when a college professor in South Carolina caught a student using it to write an essay in philosophy class. In the video below, Darren Hick of Furman University joins John Yang to discuss. To access this video from off-campus, log in using your C-GCC email address and the password you use to access your email, Brightspace, etc.

#### ChatGPT



Search this Guide

Search

### Downloadable Materials

- [Understanding Artificial Intelligence Ethics and Safety](#)  
Downloadable 97-page PDF from the Alan Turing Institute

### An Introduction to AI

- [7 Things You Should Know About Generative AI](#)  
An explanation of generative AI for newcomers.
- [AI Guidance for Teachers](#)  
Yale University guide to understanding Generative AI, addressing it in your syllabus, examples of AI integration from Yale faculty, and much more.
- [Artificial Intelligence](#)  
Page from the University of Washington Health Sciences Library that offers a great introduction to AI. It includes links on classroom uses, academic standards, and much more.
- [Free Instruction on AIs](#)  
Directory of links to free online classes to learn about AI technologies.

### AI and Copyright

- [Generative AI Has a Visual Plagiarism](#)



[SUNY Columbia-Greene Community College](#) / [LibGuides](#) / [Center for Innovation, Teaching, and Learning](#) / [AI for Students](#)

## Center for Innovation, Teaching, and Learning: AI for Students

[Home](#)[AI for Educators](#)[AI for Students](#)[Civil Discourse](#)[Library Resources](#)[Professional Development Resources](#)

### Websites

- [Generative AI and Learning: Some Advice for Students](#)  
Yale University page that discusses learning about AI, ethical concerns, and learning with AI.

### How to Use Perplexity AI for Beginners



### AI links

- [ChatGPT](#) ⓘ
- [Claude](#) ⓘ
- [DALL-E](#) ⓘ
- [Descript](#) ⓘ
- [Jasper](#) ⓘ
- [Microsoft Copilot](#) ⓘ
- [Perplexity AI](#) ⓘ
- [Stable Diffusion](#) ⓘ
- [There's an AI for that](#) ⓘ

Last Updated: Sep 18, 2024 3:44 PM

URL: [https://sunygc.libguides.com/e\\_nhn?q=1422632](https://sunygc.libguides.com/e_nhn?q=1422632)

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# TAKEAWAY:

# REFLECTION AND FEEDBACK

- Solicit feedback from students and other stakeholders about their experiences with AI-enhanced teaching and learning.
- This feedback can inform adjustments to AI systems and ensure that they align with the needs and preferences of the learning community.
- Consider digital equity such as access to technologies whenever they are used for teaching and learning.



**INFORMED AND EMPOWERED!**

# RESOURCES

<https://www.fitnyc.edu/gateways/employees/faculty-academic-support/cet/aitaskgroup-fact2-document-101223.pdf>



## FACT² Guide to Optimizing AI in Higher Education

Submitted by the FACT² Task Group on Optimizing Artificial  
Intelligence in Higher Education to the Faculty Council on  
Teaching and Technology September 22, 2023

# RESOURCES

**Navigating Assessment in the Digital Era:  
Confronting Equity, Inclusion, System Thinking and  
AI**

November 9, 2023

<https://scoa.suny.edu/regional-drive-ins/2023-zoom-in-workshop/>



# LET'S CONNECT!

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