



INDUSTRY

WEEKLY DIGEST

Authentic Assessments in Business Schools

By now, it should come as no surprise that students may increasingly revert to generative artificial intelligence (GenAI) for the purpose of assessments, which deserves attention to ensure that learning and integrity are preserved.

While universities are responding at the institutional level, the spotlight is also on individual academics who may have to re-think existing assessment strategies.

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In recent times, we have seen the rapid evolution of GenAI and its application in transforming various industries and higher education has not been unscathed. While benefits and opportunities for learning and teaching are recognized, there are also significant challenges.

In this week's issue **Dr Jill Juergensen** shares guidance on creating authentic assessments in the age of GenAI.

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About Dr Jill Juergensen, FHEA

Dr Jill Juergensen is a Lecturer in International Business and Strategy at **Surrey Business School**. Her research focuses on SMEs, organisational learning, innovation and international

business activities. Her work has been published in leading academic journals and has informed policy publications by the **European Commission** and **OECD**.

A PRACTICAL GUIDE TO ACHIEVING AUTHENTIC ASSESSMENTS AMIDST THE RISE OF GenAI By **Dr Jill Juergensen**

Universities and Business Schools across the UK are increasingly adopting authentic assessments to ensure student learning and to better prepare graduates for the future. The concept of authentic assessment is not new and has been around since the late 1980s. But, in today's context of GenAI, achieving authentic assessments is arguably more important than ever. Authentic assessments are designed in such a way that they reflect 'real-world' challenges and tasks, requiring the application of knowledge and skills in a practical way.

According to research (**Centre for Learning and Teaching**, 2024), authentic assessments have three inter-related features: **Realism** which means there is a real context framing the task at hand, **cognitive challenge** which includes the creative application of knowledge to said task and **evaluation judgement** whereby learners decide what information or skills are relevant to the task at hand, and in what way. These elements become especially important for modern Business Schools, which increasingly teach contemporary issues around sustainability and the global economy.

A practical example for Business Schools

includes the task for students to write a CEO brief (e.g., on the company's existing sustainability practices) and to make relevant recommendations. The brief could be prepared in multiple and different formats, such as a written one-page document or a poster/PowerPoint slide which visually communicates the key points. Examples like this would ensure students have to engage in active research and knowledge application based on a real-world task at hand. Let's face it: GenAI is here to stay - let's make sure student learning and skills development does so, too!

Further Reading:

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43(5), 840-854.
<https://doi.org/10.1080/02602938.2017.1412396>



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