CREATIVE AND INNOVATIVE ASSESSMENT STRATEGIES IN HIGHER EDUCATION THAT ARTIFICIAL INTELLIGENCE IS INCAPABLE OF EASILY REPLICATING; FROM ACADEMICS' PERSPECTIVE

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The emergence of Artificial Intelligence (AI) tools like ChatGPT has caused blunt creativity and innovativeness among undergraduate students. Although the early 1990s are evident as the dawn of AI exploration in Sri Lanka, with the launch of ChatGPT in late 2022, even school children began to benefit from AI. Due to the ability of ChatGPT to comprehend and generate human-like texts, undergraduate students are still assisted by AI in their assignments. The problem persists since not all higher education institutes can access AI detectors. In light of this, giving students unique and creative assessments that are difficult for artificial intelligence to replicate is one-way educators may foster student creativity while preventing them from using AI technologies to complete the assessments. The primary goal of this study is to investigate AI limitations and consider AI limitations, suggesting creative and innovative assessment strategies in higher education that artificial intelligence is incapable of easily reproducing. The current study used a qualitative study design that followed the interpretivism philosophy and inductive approach. Eight structured interviews were conducted physically with academics representing higher education and reached saturation. Content analysis was used to analyze qualitative data. Socratic Seminars, Oral Exams, Reflective Essays, Fieldwork, Polls and Quizzes, and Live Discussions were the outcomes of the research. The study highlights the importance of designing assessments go beyond conventional structures to enhance the undergraduate's creativity.

Keywords: Artificial Intelligence, Creative & Innovative assessment strategies, Higher education