The Influence of Artificial Intelligence (AI) on Teaching Practices

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Context

- The advent of generative AI in 2022 impacted the education sector.
- It sparked concerns and questions in higher education (Audran, 2024).
- It caused fear of intellectual decline, overreliance on AI tools and diploma devaluation (Roy et al., 2025).
- It triggered a significant increase in academic dishonesty (Goodier, 2025).

Research Problem

To what extent have AI developments changed assessment practices in higher education?

Methodology

Systematic literature review:

- **EPPI method** from the University of London (EPPI Centre, 2010)
- **Inclusion criteria**:

  English, French, ~~Spanish~~ and ~~Portuguese~~

  Peer-reviewed scientific articles

  Empirical studies

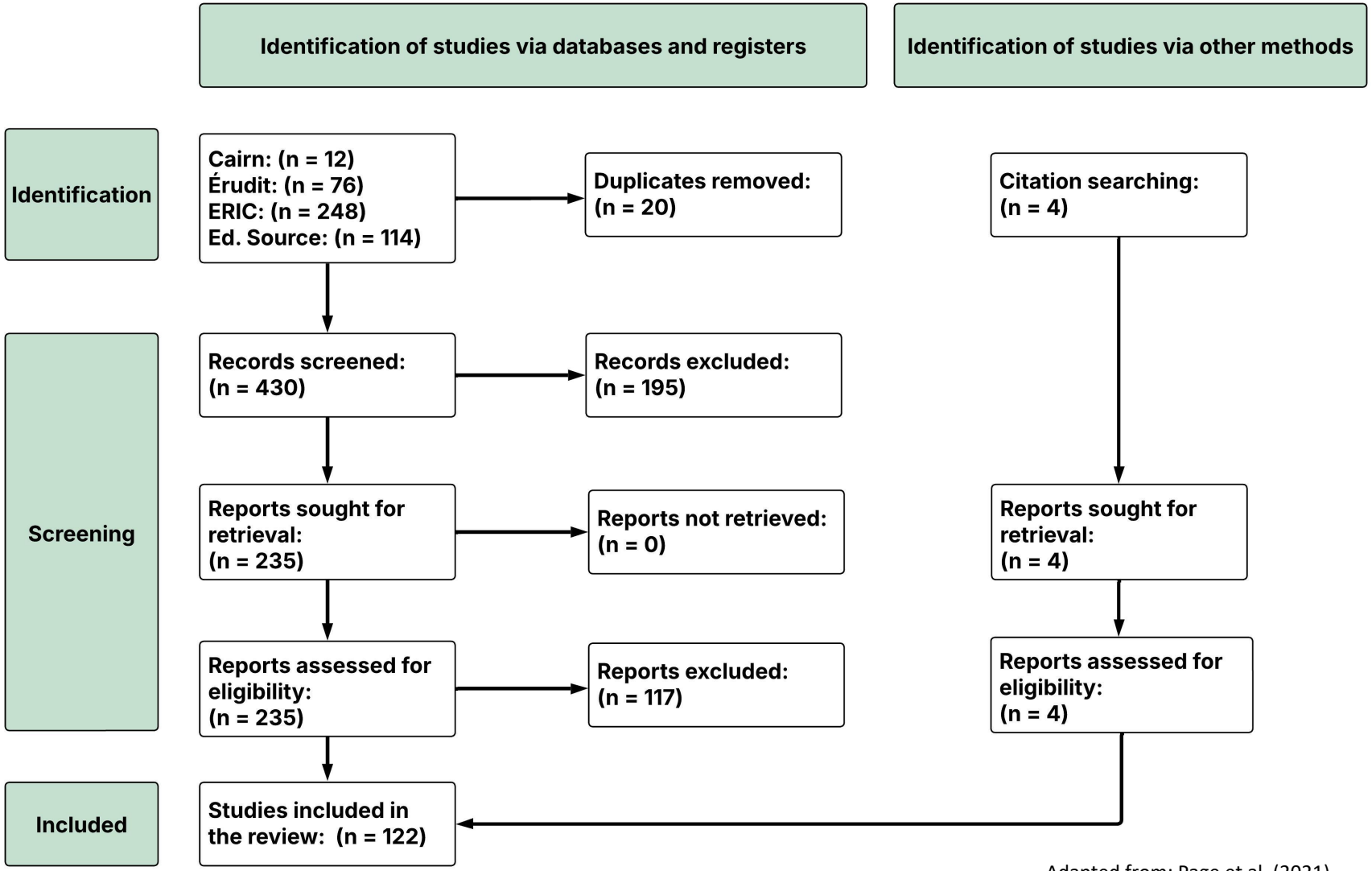
  Years searched: before 2025
- **Bibliographic databases**:

  Education Source, ERIC, Érudit and Cairn

Keywords and Search Query

Assessment and academic dishonesty	((assess* OR evaluation OR test OR screening OR exam*) **OR** (cheating OR plagiarism OR integrity OR fraud* OR dishonesty OR tricherie OR plagiat OR intégrité académique))
AND	
Artificial intelligence	(ai OR artificial intelligence OR chatgpt OR chatbot OR conversational agent OR ia OR intelligence artificielle OR agent conversationnel)
AND	
Higher education	(higher education OR college OR universit* OR post secondary OR postsecondary OR undergraduate OR graduate OR enseignement supérieur OR cégep)

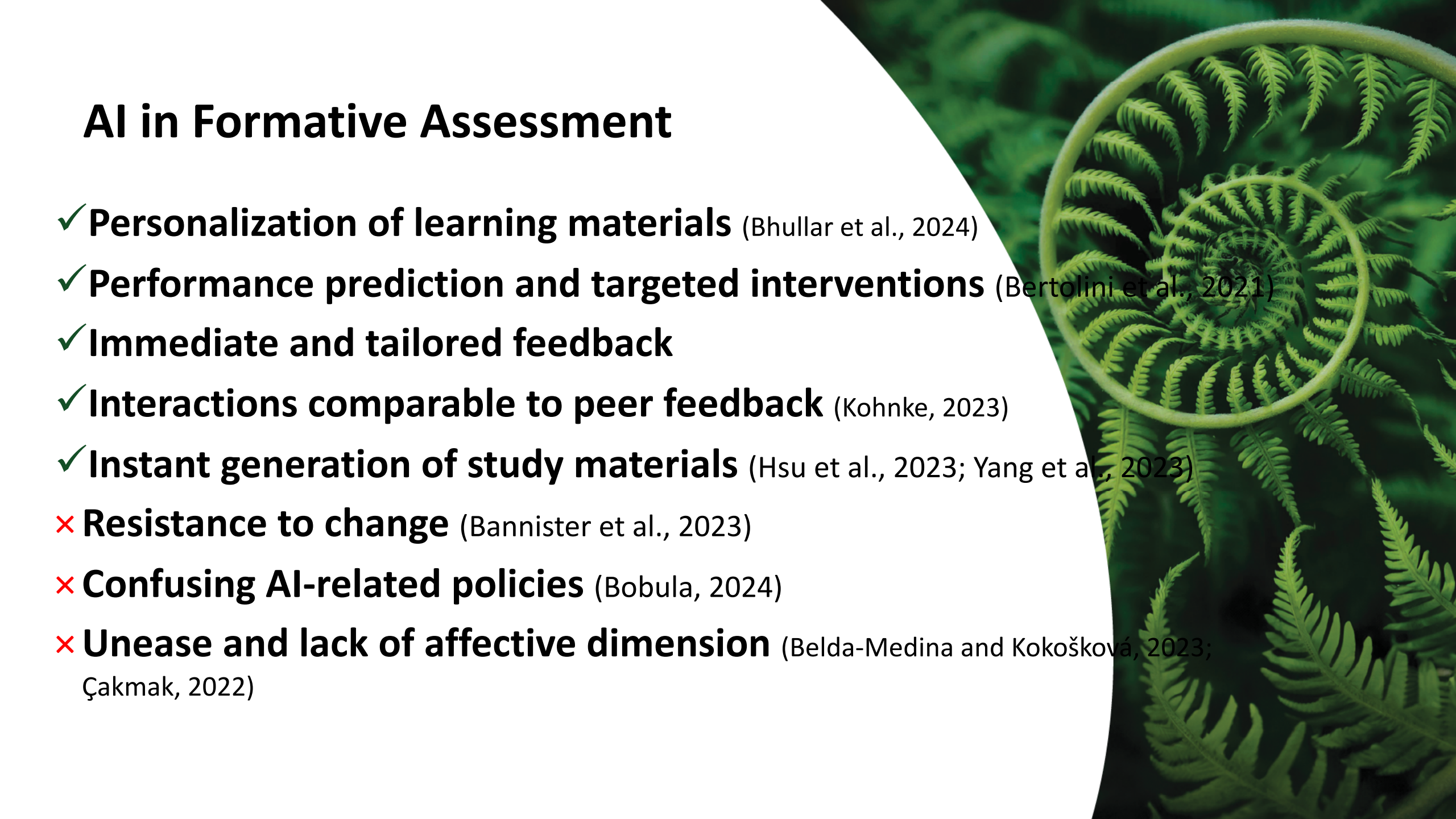
PRISMA Flow Diagram



Adapted from: Page et al. (2021)

AI in Formative Assessment

- ✓ **Personalization of learning materials** (Bhullar et al., 2024)
- ✓ **Performance prediction and targeted interventions** (Bertolini et al., 2021)
- ✓ **Immediate and tailored feedback**
- ✓ **Interactions comparable to peer feedback** (Kohnke, 2023)
- ✓ **Instant generation of study materials** (Hsu et al., 2023; Yang et al., 2023)
- × **Resistance to change** (Bannister et al., 2023)
- × **Confusing AI-related policies** (Bobula, 2024)
- × **Unease and lack of affective dimension** (Belda-Medina and Kokošková, 2023; Çakmak, 2022)



AI in Summative Assessment
(design and grading)

- **Professors conflicted between tradition and innovation**

  (Hyde et al., 2024; Khlaif et al., 2024; Xia t al., 2024)

✓ **AI can assist professors in designing assessments**

(Kanik, 2024; O, 2024; Onal and Kulavuz-Onal, 2024)

✓ **AI can help professors grade student work**

(Beseiso et al., 2021; Geçkin et al., 2023)

× **AI-based grading raise privacy concerns** (Kumar, 2023)

× **AI-based grading may underscore the need for human feedback** (Bhullar et al., 2024; Kortenmeyer, 2023)

AI in Summative Assessment
(cheating prevention)

x **AI encourages academic fraud** (Xia et al., 2024)

x **More than half of students cheat using AI** (Krecar et al., 2024)

- **Exams should be proctored** (Cotton et al., 2024; Kortenmeyer and Bauer, 2024)…

x **AI detection tools seem inaccurate and inefficient** (Jia and He, 2022; Oravec, 2022)

- **Authentic assessments can potentially favour deep thinking and knowledge mobilization** (Farrokhnia et al., 2024; Nguyen Thanh et al., 2023; Ulum, 2020)

Discussion and Conclusion

- While AI supports formative tasks, it can still produce inaccurate, biased or harmful content
- Standard assessments are increasingly outsmarted by students using AI
- Proctored exams, authentic assessments and oral presentations may be the key
- Effective institutional policies are needed
- Proper training is an imperative
- A careful consideration should be given to privacy and copyrights

Questions to the Audience

- How does AI influence your teaching practices?
- How do you address the challenges brought by AI in education?
- Should assessment practices be rethought entirely?
- To what extent will AI reshape the university model and redefine the role of certifications in society?

Contact and Acknowledgements

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