



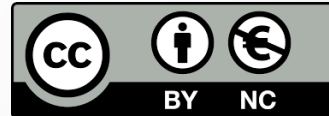
Inclusive and Compassionate Assessment in the Age of AI



Maha

Maha Bali, PhD  @bali_maha  mahabali.bsky.social
Center for Learning & Teaching, American University in Cairo,
Co-facilitator Equity Unbound

QMU, May 28, 2025



السلام عليكم

Slides open for
commenting:

<https://bit.ly/QMUbali>






Sleepless in
Seattle (M)

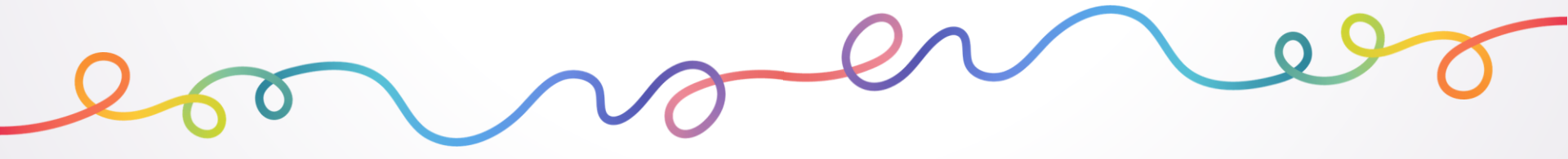
What I hope to do today... interactive!

- Check-in sleepless in Seattle (Menti)
- How you feel about AI, metaphors of AI, your assessments
- Cake analogy (cooking background)
- Your key values: kindness, fairness, integrity
- 4 I's of Oppression
- Compassionate learning design applied to AI
- Learning/Equity Matrix (according to your teaching philosophy)





*“... **coloniality survives colonialism.** It is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience. In a way, as modern subjects we breathe coloniality all the time and every day’ (Maldonado-Torres, 2007, p. 243)*





And also in technologies like generative AI





Against AI Shaming

We can hold multiple views and be excited about AI despite its ethical issues; we can reject AI despite its potential.

[\(blogpost\)](#)

DIGITAL LITERACIES, EDUCATIONAL TECHNOLOGY

Against AI-Shaming


February 11, 2025 | Maha Bali

Estimated reading time: 8 minutes, 58 seconds

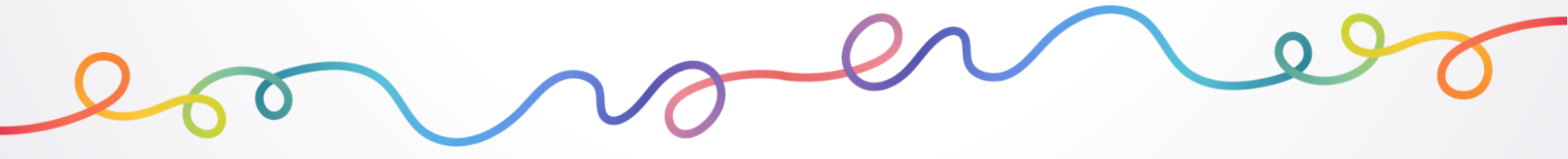
I'm facilitating AI roundtables at my department's Symposium and I've invited faculty members from across disciplines to share what they're doing in their classes. I've told them there is "no AI shaming".

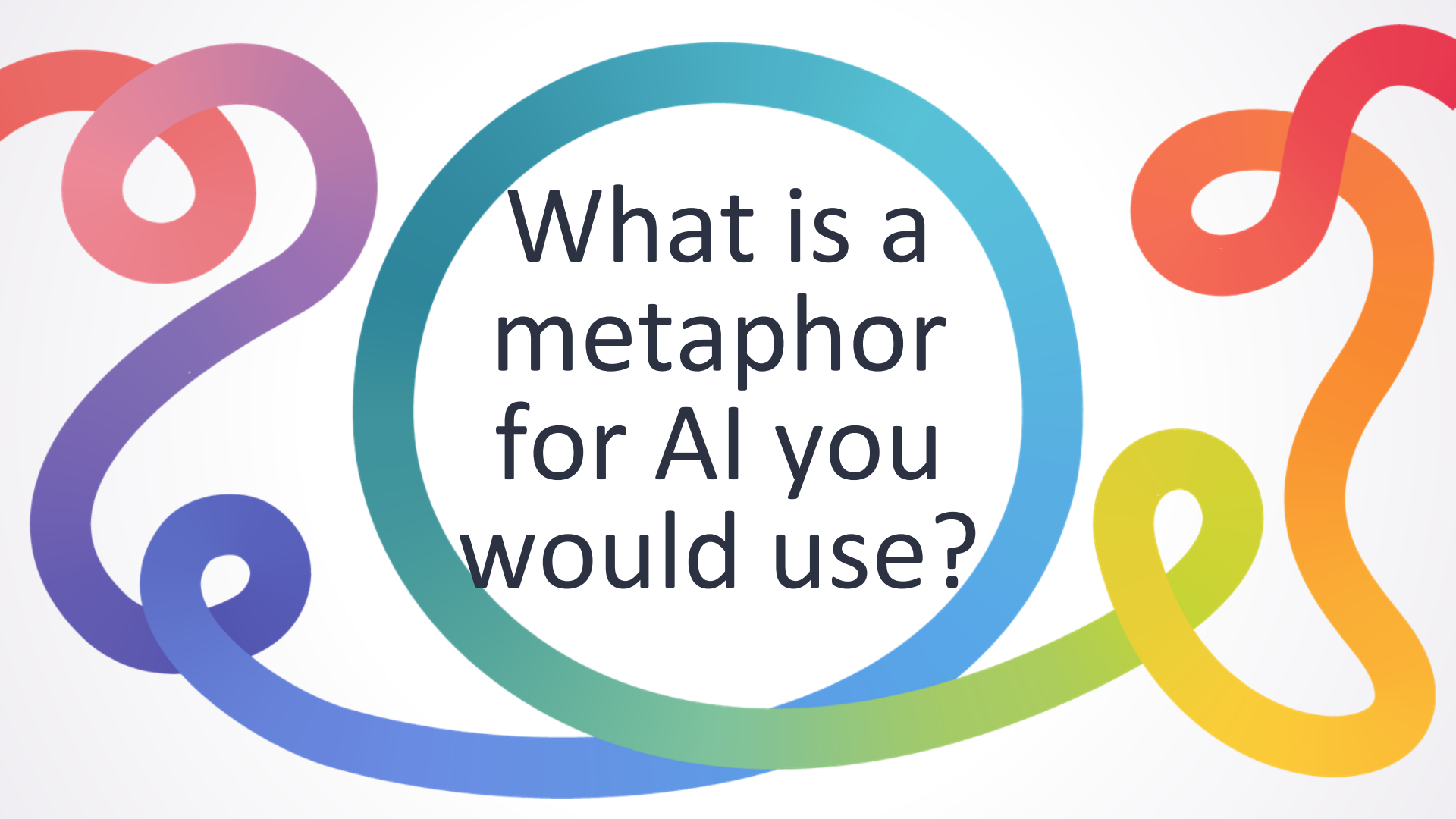


How do you
feel about
AI these
days?



What is something you are grieving (due to the existence of genAI) that you have or haven't named out loud yet? (M)





What is a
metaphor
for AI you
would use?

Assistant, Parrot, or Colonizing Loudspeaker? ChatGPT Metaphors for Developing Critical AI Literacies (Gupta, Atef, Mills & Bali, 2024)

<https://openpraxis.org/articles/10.55982/openpraxis.16.1.631>

Image of Parrot, assistant and Loudspeaker generated by
Maha Bali using [DALLE-3](https://dalle.com) via poe.com



4 I's of Oppression Lego's video




Ways AI Can Reproduce Oppression at All Levels

Level	Example
Ideological	Implicit bias in outputs (epistemic injustice)
Internalized	Non native speakers think it writes better and lose their own writing voice
Interpersonal	AI detectors conversations AI as censor
Institutionalized	Grading or learning analytics based on norms AI admission/recruitment reproducing bias Facial recognition racism




Where on the
AI
assessment
scale are
you?



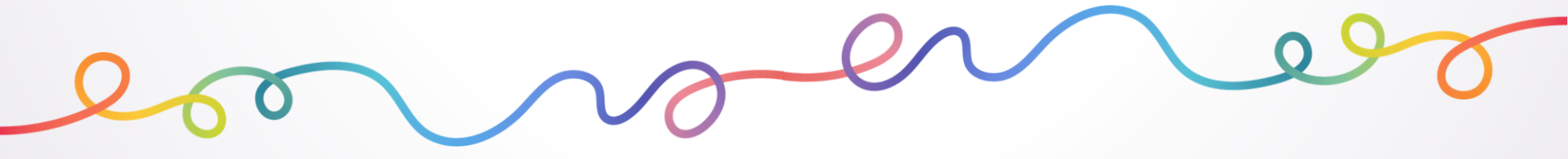
What is AI
good/bad
for?


“AI cannot be considered **inevitable, beneficial or transformative** in any straightforward way. You do not even need to take a strongly normative perspective either way to see that AI in education is highly **contested and controversial**. It is, in other words, a public problem that requires public deliberation and ongoing oversight if any **possible benefits** are to be realized and its **substantial risks** addressed.” - Ben Williamson (emphasis mine)





“Teams of educators who are aware of the potential inequalities in assessment can control the diversity of data a specialist tool is trained on (**anticipatory accountability**), and assess potential bias in the outputs (**remedial accountability**). But if we start using AI in areas such as feedback and learning analytics, our capacity to identify implicit bias could be reduced, while relegating AI to what is often incorrectly assumed to be a neutral technology.” me, [When it comes to AI, is transparency enough?](#)





“...This can be **avoided** through the use of comprehensive auditability regimes and transparent design and use practices where learners are fully informed of the data being collected on them. At the very least, educators should use systems that have some **explainability in place**, and **be able to justify**, with human reasoning, the decisions made by these systems on critical issues such as college admissions and recruitment.”

- me, [When it comes to AI, is transparency enough?](#)
- 

On the importance of critical AI literacy

Understand
how it works



Recognize
inequalities &
biases



Assess
appropriate use



Critical
AI
Literacy



Examine ethical
issues



Craft effective
prompts

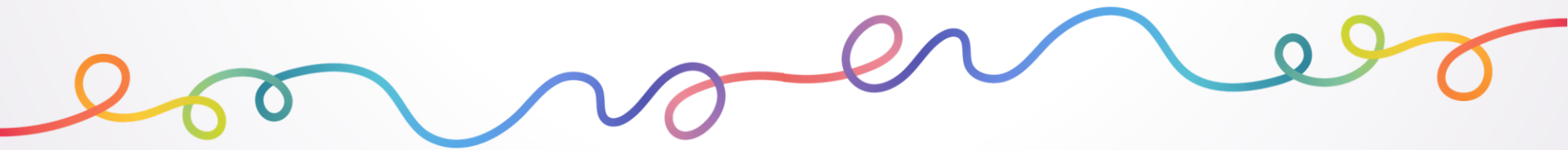


From Bali, M. (2024). Where are the crescents in AI?
LSE HE blog.

<https://blogs.lse.ac.uk/highereducation/2024/02/26/where-are-the-crescents-in-ai>



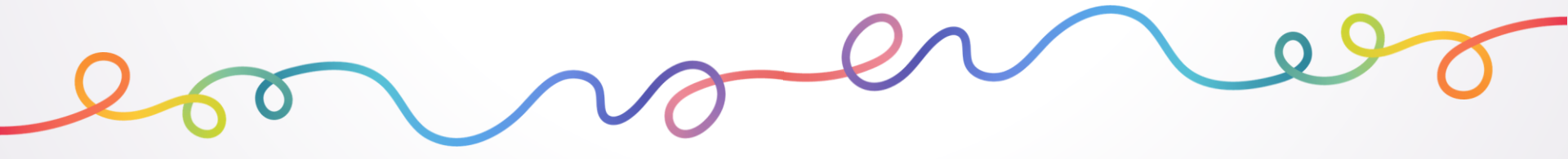
Do you bake? From scratch or from cake mix?
(M)





Cake analogy

(*Teaching and Generative AI: Pedagogical Possibilities and Productive Tensions* <https://www.usu.edu/empowerteaching/publications/books/teaching-ai/>)





Cake as a metaphor
for AI



When would you
make it from scratch,
from box, bakery or
grocery?



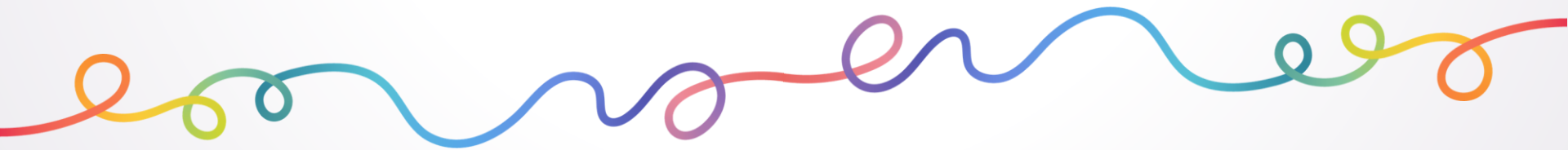


Exploration of your top values (M)






How might your values impact how you respond to Generative AI in your classes?



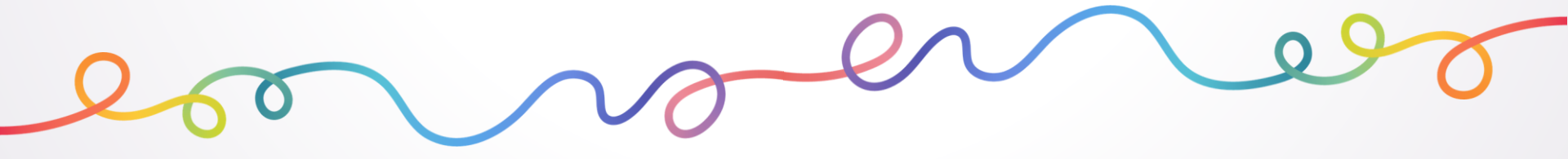


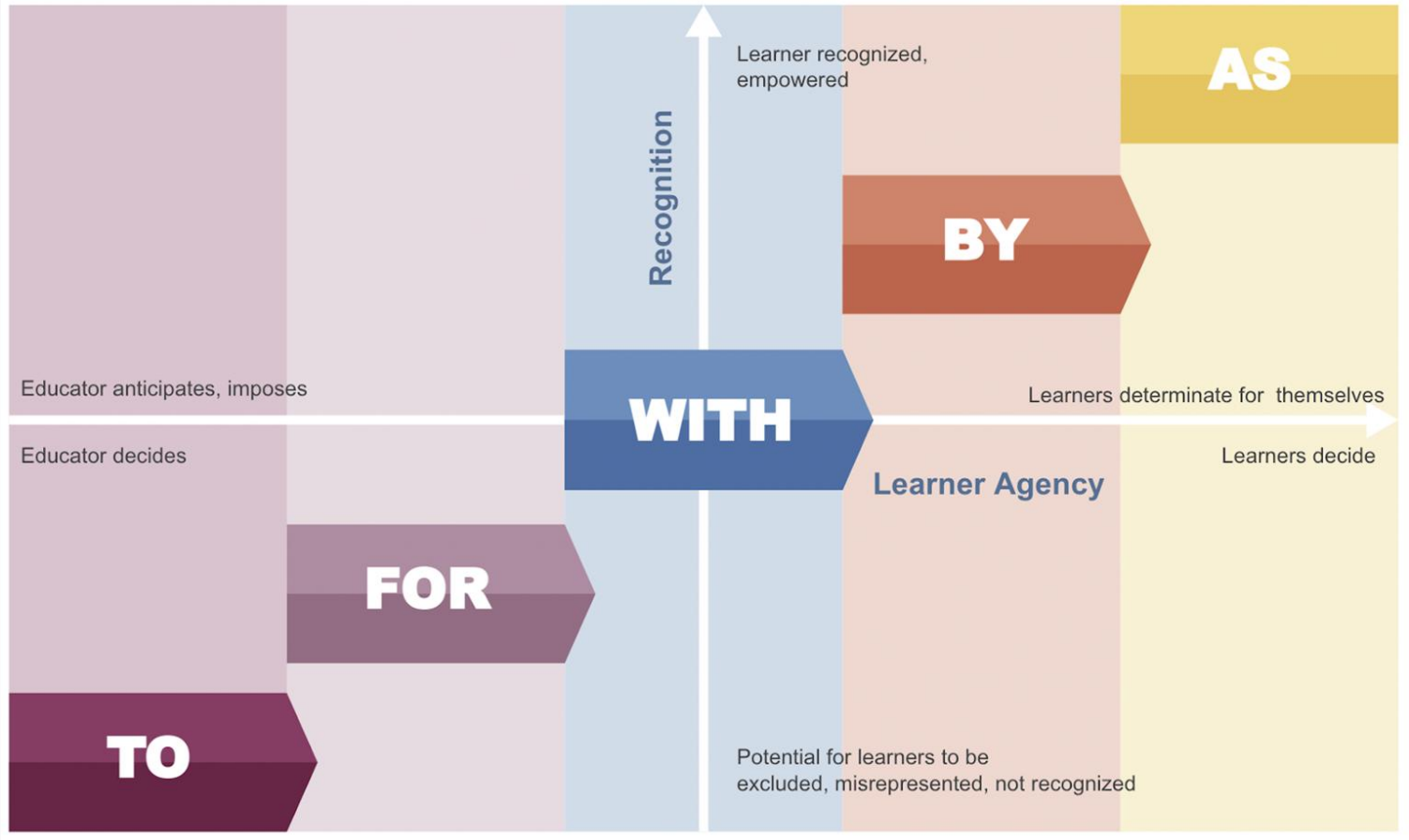
Responding to AI through Compassionate Learning Design





Understand what can lead learners to take
(unauthorized) shortcuts & build a
compassionate communal response-
[blogpost with Yasser Tamer](#)





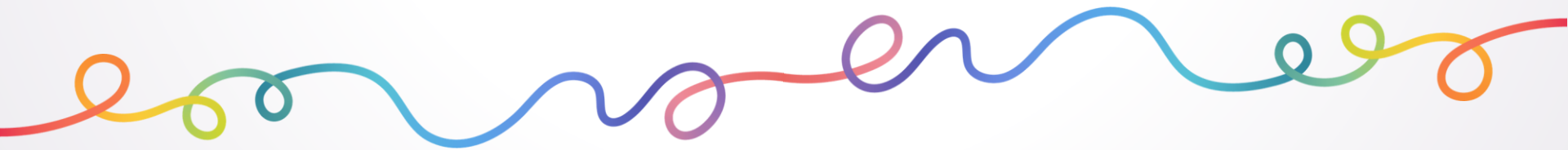
From designing with empathy to co-designing with compassion based on Wehipeihana (2013)

	TO	FOR	WITH	BY	AS
What it involves	Educator decides which AI tool to use and scaffolds preferred use. Educator decides on criteria for appropriate use without inputs from students.	Educator asks students which AI tools they are familiar with to inform selected tool/s. Criteria for appropriate use decided by educator in advance.	Educator and students openly discuss AI tools and ways of using it, appropriate use is negotiated. Educator invites students to make suggestions for revisions to criteria for assessments	Once familiarity has been established, students decide on criteria for appropriate use of AI tools, lecturer may make these official in the form of a submission brief	Students establish and share strategies and experiences of using AI tools to support their learning. Students decide on criteria for appropriate use and share these in the form of a reflection to accompany a submission
Pedagogic strategies / Examples	Educator models use of AI tool, decides on question prompts, and leads analysis of output, scaffolds critical AI literacies through demonstration.	Educator models use of AI tool, asks students to make suggestions to revise question prompts and facilitates discussion around analysis of outputs. Afterwards the educator may set an individual or group task to scaffold critical AI literacies experientially.	Educator and students collaborate on a toolbox of relevant AI tools and co-design the criteria in an assessment brief on appropriate use of AI tools for a particular assignment.	Students use agreed criteria as part of a peer review task and negotiate further revisions to criteria for the final submission based on their findings	While this may happen informally in study groups, this is where educators intentionally create space for such interactions in formal curricula.



Learning/Equity Matrix

Fill your own matrix - it is context dependent



When choosing our response to a new tech:

- Does it enhance or support student **learning**?
- Does it **disadvantage** some students?
- Does it **help teachers** or **learners** do something **valuable** or that would have been **difficult or unimaginable without** it?
- How does it affect **trust and community** in the classroom?



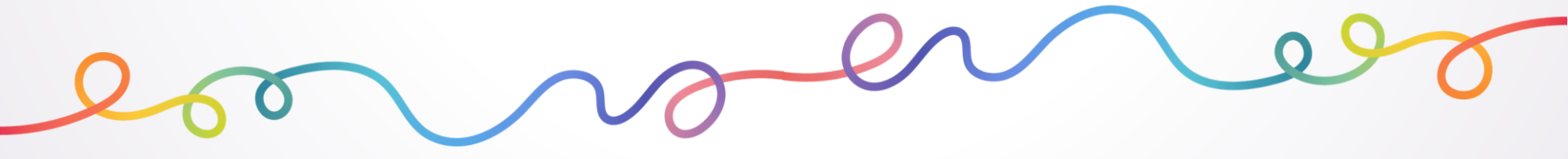
E.g. using AI in Exam Proctoring

- Does this enhance learning in any way?
- How does this technology influence trust in our classes?
- Which groups of students may be unfairly disadvantaged by it?
 - Neurodivergent, darker skin color, get anxious





E.g. using AI to create MCQ exams

- Is this something we believe supports learning and want to do more of, only faster?
 - Is this an equitable assessment type?
 - Will the output really be correct, or will it take more time from teachers to verify?
- 



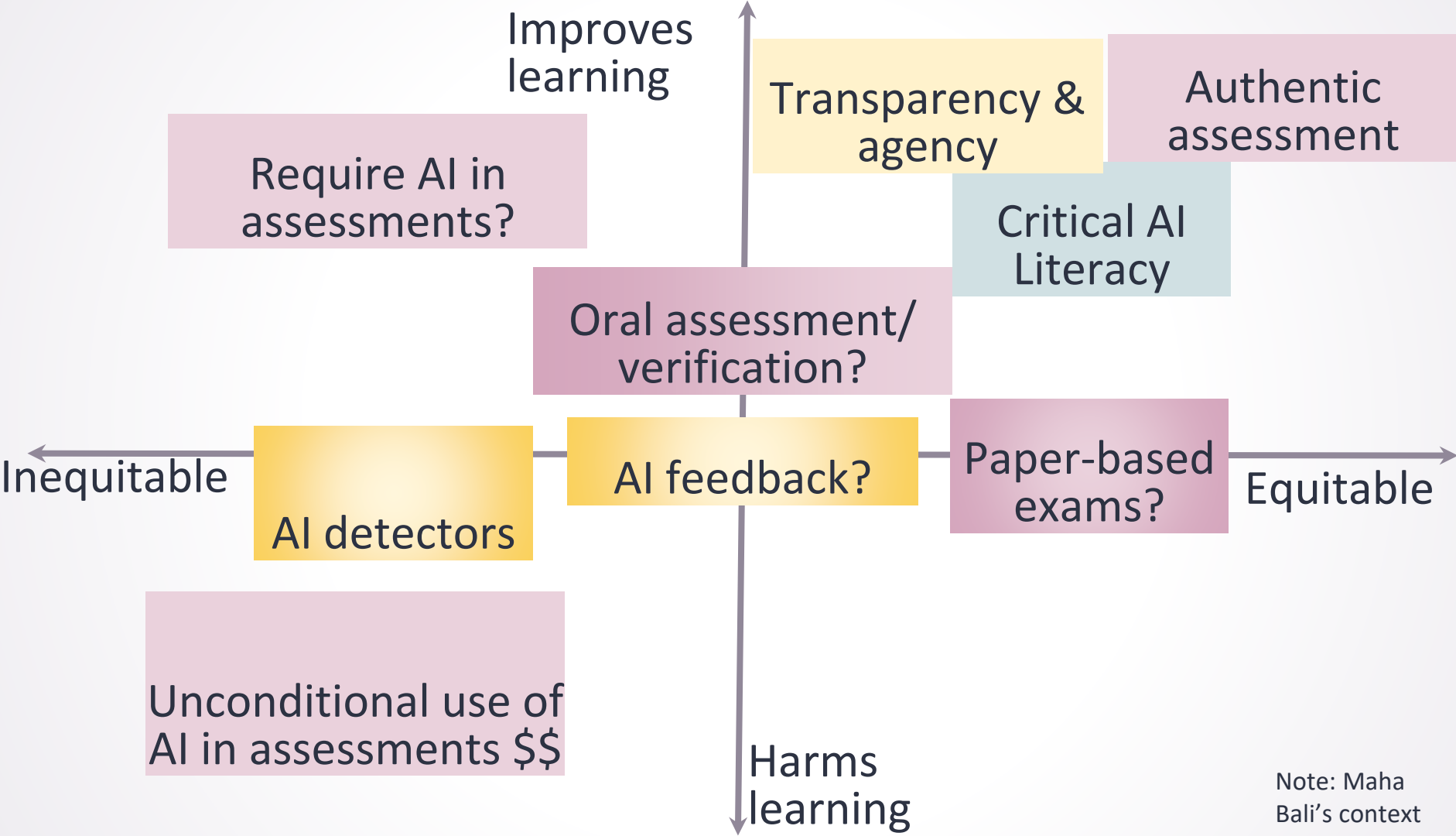
Where might AI use in education exacerbate or reproduce inequity? (M)

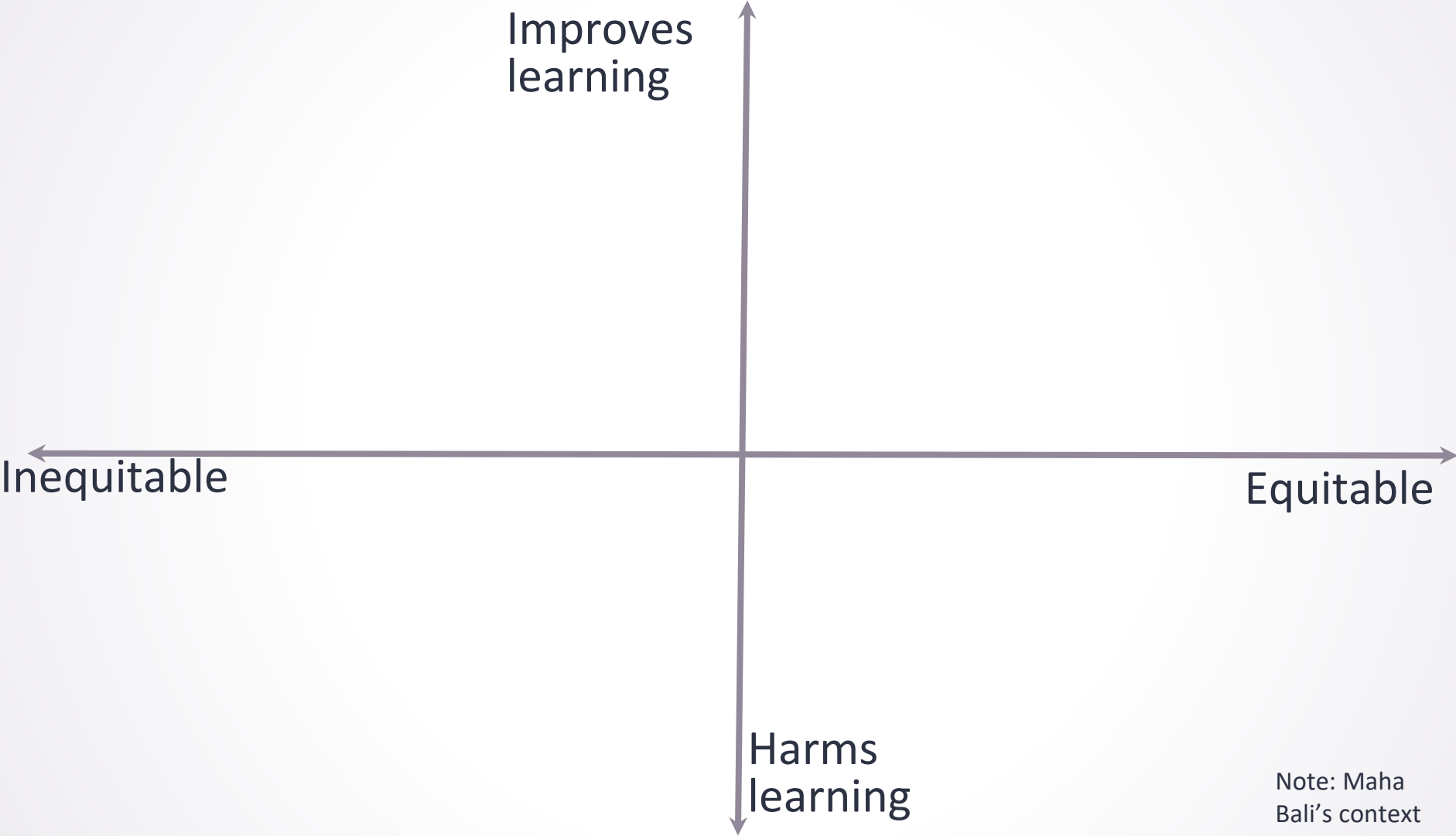




Where might AI use in education support equity? (M)







Improves
learning

Inequitable

Equitable

Harms
learning

Note: Maha
Bali's context



Some resources to recommend...





MYFest25

MYFest25
JUNE JULY AUGUST
2025



What is MYFest?

Schedule

Contact Us

Equity Unbound

Join us for MYFest25 - three months of PD, including AI, choose-your-own-learning-journey. Express interest:

<https://myfest.equityunbound.org>

Inspiration for assignments to promote Critical AI Literacy

- AI Pedagogy Project Assignments: <https://aipedagogy.org/assignments>
- Exploring AI Pedagogy: <https://exploringaipedagogy.hcommons.org/>
- 101 Creative Uses for AI in Education: <https://zenodo.org/records/8072950>
- LearnwithAI Toolkit: <https://umaine.edu/learnwithai/>
- TextGenEd: <https://wac.colostate.edu/repository/collections/textgened/>
- Teaching with AI book:
<https://www.usu.edu/empowerteaching/publications/books/teaching-ai/>
- Towards AI Literacy: 101+ Creative and Critical Practices, Perspectives and Purposes <https://doi.org/10.5281/zenodo.11613520>



How to use AIPP to develop critical AI literacy <https://aipedagogy.org/>

Dimension of critical AI literacy	AIPP Resource to use
How generative AI works	AI Starter & LLM Tutorial
Awareness of inequalities and biases	Critical analysis across AI tools and stereotypes
Ethical issues	Debating the ethics of generative AI or Close reading of ToS
Appropriate use	AI Sandwich A tale of two critiques (Cake analogy)
Prompt engineering	Resources (external links) → Prompting



Key takeaways? (M)





Thank You

bali@aucegypt.edu

Questions? (M)