

AI & Authentic Assessment in a Digital Era

CONFERENCE PACK

July 2026

Session 3

Human–AI Dialogic Assessment: Supporting Authenticity, Feedback and Professional Judgement in Higher Education

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Do you worry about how the students will perceive the value of the education they are getting when they are being assessed by AI?

This is a great question, I know I answered it in class. However, I have had more time to reflect on this now. I think it's a legitimate concern. If students believe they are simply being judged by an algorithm, it could undermine trust in both the assessment and the qualification.

That's why I'm not building an AI assessor; I'm building an AI-facilitated assessment process. The AI supports the dialogue, gathers evidence, and maps it against the assessment criteria, but the professional judgement remains with the human assessor. I think students place value not only in the outcome, but in knowing that an experienced practitioner has interpreted their evidence, understood the context, and taken responsibility for the final decision. For me, AI should strengthen that relationship, not replace it.

Whilst we did initially think it could overtake the human, my opinion has changed somewhat. I also think Human–AI interaction is needed, which allows the assessment to prepare the learner for the world of work and how they might be communicating – with this in mind, I don't think it will de-value the assessment.

Surely a key question before redesigning Assessment is to ask what are we trying to teach? How has AI changed what our Learning Objectives should be. Then we need to ask how we can assess that best.

Agreed, but assessment and learning/what we are trying to teach is linked. Curriculum plans, schemes of work, those changes all happen at the same level. In TVET this occurs because of our holistic approach.

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How can [dialogic assessment] be scaled to modules of 800+ students and made inclusive? This is always the challenge.

I think scalability and inclusivity are actually inseparable. My research is exploring whether AI can support dialogic assessment by adapting the dialogue to the learner, rather than expecting every learner to adapt to the assessment. That might mean multilingual support for EAL learners, different pacing and questioning strategies for neurodivergent learners, or additional scaffolding where needed. The human assessor remains responsible for professional judgement, but AI creates opportunities for more equitable participation in dialogue, even across very large cohorts. I am putting it to the test on this level of inclusivity, everytime we do a new test on the model, I analyse the transcript for the socio-linguistic flow and then improving it.

Scalability is not an issue, you can create something for each course.



Keep in touch

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