

Turning Assessment Challenges into Opportunities in the Generative AI Era through Computer Supported Collaborative Learning (CSCL)

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Assessment in higher education faces growing pressures, as generative AI now enables students to produce polished assignments in seconds. Many institutions have responded by reverting to in-person, pen-and-paper exams, a solution that mitigates some concerns but introduces new limitations and narrows educational aims. We will provide an original venue for collaborative exploration of how Computer Supported Collaborative Learning (CSCL) can offer fresh perspectives and pathways for addressing these challenges and creating opportunities. Grounded in CSCL theory, design, and analytics, we examine conceptualizing AI as a dialogic, collaborative partner; designing innovative assessments; assessing processes rather than products; and using collaborative analytics to support learning in AI-enriched environments. We will instantiate these potentialities through the description of a series of pilot studies the Center for Dialogic Education recently conducted in higher education in Israel for assessing the quality of group work and of the contribution of individuals to group work. The Center negotiated with several universities and colleges the use of an innovative CSCL tool – the Togeder platform – in assessment sessions.