

Investigating Best Strategies Towards Creating Alternative Assessment in Literature

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Abstract : As ChatGpt and other Artificial Intelligence (AI) forms are becoming part of our regular academic world, the consequences are being gradually discussed. The extent to which an essay written by a student is itself of any value if it has been downloaded by some form of AI is perhaps central to this discourse. A larger question is whether writing should be taught as an academic skill at all. In literature classrooms, this has major consequences as writing a traditional paper is still the single most preferred form of assessment. This study suggests that it is imperative to investigate alternative forms of assessment in literature, not only because the existing forms can be written by AI, but in a larger sense, students are increasingly skeptical of the purpose of such work. The extent to which an essay actually helps the students professionally is a question that academia has not yet answered. This paper suggests that using real-world tasks like creating podcasts, video tutorials, and websites is a far better way to evaluate students' critical thinking and application of ideas, as well as to develop digital skills which are important to their future careers. Using the example of a course in literature, this study will examine the possibilities and challenges of creating digital projects as a way of confronting the complexities of student evaluation in the future. The study is based on a specific university English as a Foreign Language (EFL) context.

Keywords : assessment, literature, digital humanities, chatgpt

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