

# TEACHING IN THE OPEN LANE

Designing, delivering and assessing  
learning in an AI-rich context



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# OPEN LANE

Assessments in which students **have access** to AI tools

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# CLOSED LANE

Assessment conditions in which students **do not have access** to AI tools

# BESPOKE DEPARTMENTAL TWO-LANE WORKSHOPS AY25/26

**250** ACADEMICS

**13** DEPARTMENTS & SCHOOL

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- Translating institutional policy into disciplinary practice
- Course-specific materials and professional contexts
- Fostering course-wide design
- Plural perspectives, differing priorities
- 'AI literacy': a concept in-formation
- Co-discovery with students: an emerging reality

# PARAMETERS FOR AI INNOVATION

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- ❑ Sector / accreditation bodies offer direction, not prescription — e.g. ‘critical / responsible AI literacy’
  - ❑ The institutional ‘prescription trap’: balancing guidance with educational design freedom
  - ❑ Two-lane as a deliberately ‘spacious’ framework
  - ❑ Complex institutional stakeholder landscape
  - ❑ A paradigm shift requiring joined-up thinking
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## AI INTERSECTIONS

# AI DOESN'T STAY IN ITS LANE



# Authentic assessment to develop the competencies of future practitioners

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Alison Tincknell-Smith, Nicholas Willsmer &  
Christian Michelet

# Background

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**GenAI/open lane consideration** → can we integrate human interaction in assessment in a manner which...

- ...navigates the role GenAI plays in the submission
- ...benefits students

**CASES Competency 8.4:** ‘Be able to contribute effectively to work undertaken as part of a multidisciplinary team (MDT)’

**Requires:** Role proficiency **AND** Interpersonal skills and attributes (e.g., Stewart et al., 2024)

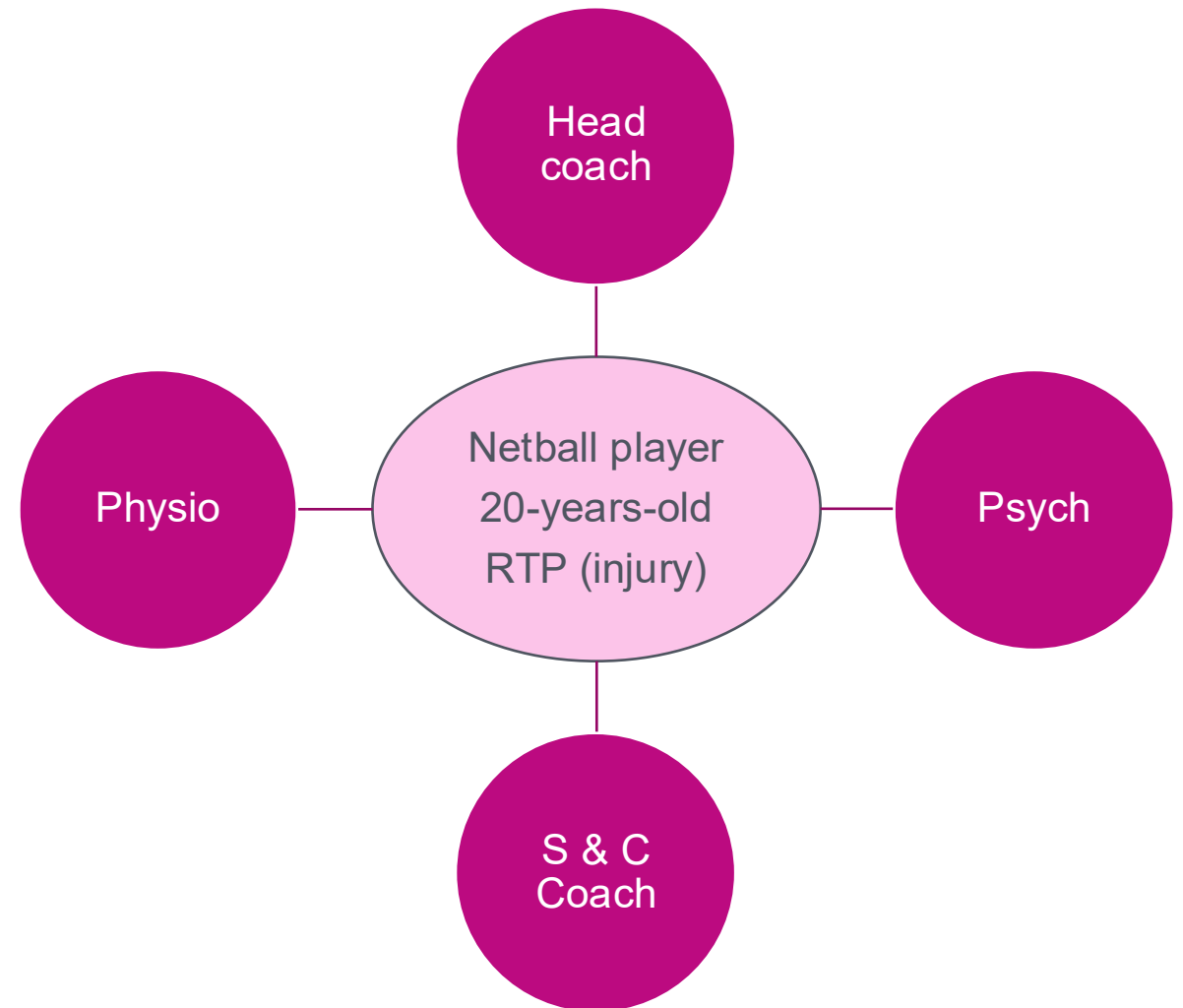
**Authentic assessment:**

- Engages students in tasks which resemble workplace settings
- Involves realism, cognitive challenge, and evaluative judgement (Villarroel et al., 2018)
- Improves the learning experience and employability skills of HE students (e.g., Sokhanvar et al., 2021)

**Aim** → to develop an authentic assessment which integrates the interpersonal skills required to contribute effectively to multidisciplinary teams

# Assessment design

- BSc (Hons) Sports Performance
- Compulsory 10-credit final year (L6) unit
- Single point of assessment (100%)
- Visual or recorded presentation, Group (CWVG)
- Hypothetical athlete cases
- Allocated practitioner roles
- Cases and roles designed to resemble practice
- Roles also aligned to optional units and graduate career destinations



# Assessment design

## Task:

- Select an athlete case and prepare a recorded narrated presentation through which you summarise the case and present your proposed intervention. The presentation should include an explanation of how the proposed intervention has been informed through engagement in a specific group activity (case conference).

## Case conference:

- 20-minutes
- Student/Practitioner-led



## Student feedback

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*'The case conference was helpful in understanding realistic conferences'*

*'...in my opinion the ideal assessment, it has an absolute direct correlation to real life practice – while also being equally challenging and an enjoyable experience'*

*'...I think learning what applied practice is really like and being in more, like, a real-life situation was really refreshing [...] It also taught me a case conference wasn't as easy as I thought it was. There's multiple levels to it, just trying to balance all these opinions, and all these domains can be really difficult to manage [...] ...to have so many people in one room that are so dedicated to an athlete and, you know, keeping that athlete at the centre and really working for them, was a really nice experience'*



# Observations and reflections

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## Primary observations:

- The assessment integrated a variety of critical thinking and interpersonal skills required when contributing to MDT
- Pursuing authenticity prompted meaningful discussions with students about applied practice
- Integrating an authentic group discussion positively engaged students in groupwork

## Reflections on this assessment as a practical approach to the open lane:

- Integrating authentic human interaction **and** requiring an explanation of process, scaffolded how GenAI could contribute to the task rather than attempting to exclude it
- GenAI considerations can be integrated within a focus on authenticity, rather than being the sole focus



*Attendance, AI, and the  
maintenance of a thinking  
community*



# Regulations for Students 2025/26

The regulations students at the University need to follow while studying here.

## 3. ATTENDANCE AND PROGRESS

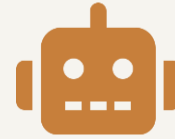
- 3.1 Students shall attend regularly, and students are expected to make academic progress within the maximum period for completion of study and assessment.
- 3.2 Unexpected absence due to personal reasons including ill health shall be notified at the time by students to the Head of their Department if the absence extends or is likely to extend beyond the period of three working days. Students may be granted planned absence only with the prior permission of the Head of their Department or delegate.
- 3.3 If a student's attendance or academic progress is not satisfactory, the student may be suspended for a period not exceeding 12 months, or the student may have their registration terminated and they may be withdrawn. The Director of Academic Registry, as delegated by Senate, will give due warning prior to taking any action and will consider the nature and timing for such action in consultation with the Director of Studies for the student's course and relevant professional services. Requests for re-registration may

# Two anxieties



## Empty seats

Students aren't attending.



## Suspect work

We're no longer sure submitted work reflects students thinking.

*... one response*

**monitor · detect · prove · SANCTION**

# What if our *reflex mistakes* *the symptom* for the *disease?*

Empty seats and suspect work are signs that something is wrong but greater surveillance and detection can't fix what's actually broken.

# Innovation, or maintenance?



## INNOVATION

disrupt

automate

replace

fast



## MAINTENANCE & CARE

tend

attend

sustain

slow



# Maintenance is absolutely necessary — *and maintenance is always optional.*

You can defer it. Nothing breaks the first time, or the tenth — then, all at once, everything stops.



# The infrastructure we let run down



## A community of inquiry

We learn to think with and against each other.

*“Inquiry is generally social or communal in nature because it rests on a foundation of language, of scientific operations, of symbolic systems, of measurements and so on, all of which are uncompromisingly social.”*

# We don't need to defend the lecture.

What needs defending is:

*dialogic, friction-full activity of thinking in the presence of others.*



# The mind is maintained, not owned.

Used unthinkingly AI can become a frictionless partner that asks nothing of you and forms nothing in you.

**Letting AI think for you is “deferred maintenance of the mind”** — it feels fine, until the capacity you stopped using is simply gone.



# Care as maintenance



To care, is to first notice and attend.

*Surveillance and care can run on the same data — but they aim at different ends.*



**Surveillance**

attend → control

**SANCTION**



**Care**

attend → respond

**REACH OUT**

- **A procedure is a maintenance schedule**

- **Expectations are respect.**

To expect something of someone is to believe in their capacity.

- **No expectation is abandonment.**

This may fall hardest on the students we claim to widen access and participation for.

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# Two ways this goes wrong

**1**

## **Don't make care unfunded.**

Care is often invisible and devalued. If “showing up” is another cost placed on stretched students and unseen staff, it's injustice in a warmer word.  
Resource it — it must cut both ways.

**2**

## **Tell can't from won't.**

Students miss class for work, commuting, caring, money, illness.  
A procedure that can't distinguish struggle from disengagement punishes poverty and calls it standards.



The deepest answer to AI isn't detection or surveillance.

**Come and  
think with us.**

*We want to see you. We want to spend time thinking with you, and we are keeping a place for you where that still happens.*

Credé, M., Roch, S. G., & Kieszczynka, U. M. 2010. Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance With Grades and Student Characteristics, *Review of Educational Research*, 80(2), 272-295. <https://doi.org/10.3102/0034654310362998>

Lipman, M., 2003. Thinking in education. Second edition. Cambridge: Cambridge University Press.

Noddings, N., 2012. The caring relation in teaching. *Oxford review of education* [Online], 38(6), pp.771–781. Available from: <https://doi.org/10.1080/03054985.2012.745047>