

## Investigating Gen-AI Integration in Assessment Redesign Among Higher Education Lecturers

Analisa Hamdan, Asia Pacific University of Technology & Innovation, Malaysia  
Abtar Darshan Singh, Asia Pacific University of Technology & Innovation, Malaysia  
Aisyamariam Abdul Uzza, University of St Andrews, United Kingdom  
Fumiko Konno, Asia Pacific University of Technology & Innovation, Malaysia  
Fahd Ali Raza, Asia Pacific University of Technology & Innovation, Malaysia

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### Abstract

Across the world, higher education lecturers face growing pressure to redesign assessments due to students' widespread use of Generative AI (Gen AI) tools like ChatGPT, Copilot, and Gemini. Despite institutional restrictions, students still use Gen AI tools, raising concerns about the authenticity, fairness, and relevance of traditional assessments. Conventional models often fail to foster the higher-order thinking, creativity, and authentic skills needed in AI-integrated learning. This qualitative, exploratory study investigates how lecturers embed Gen AI in assessment redesign. Using Technological Pedagogical Content Knowledge (TPACK) framework, the analysis considers how lecturers balance pedagogy, technology and content when configuring or discouraging AI support. Biggs' Constructive Alignment model assesses task coherence with learning outcomes, while Furze's AI Assessment Scale classifies AI transparency, from no AI to full AI, defined as explicit disclosure and embedding of AI assistance. Semi structured interviews with 20 STEAM lecturers at Malaysian private universities were purposively sampled and thematically analysed in NVivo, identifying four key themes. Findings show that Gen AI scaffolds learner agency, personalises feedback and stimulates higher order cognition, yet lecturers wrestle with tensions between empowerment and academic integrity. Adoption is hindered by inconsistent policies, limited professional development and digital equity challenges. Discipline specific variations reveal emerging best practices: for example, re authoring a reflective essay prompt into an AI assisted critique task demonstrates how theory guided redesign, AI classification and outcome alignment. The study recommends revising curricula, training faculty, clarifying AI guidelines, and supporting students to ensure pedagogically sound and ethical assessment in the AI era.

*Keywords:* generative AI, assessment redesign, TPACK, Constructive Alignment, Furze's AI Assessment Scale

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## Introduction

The rapid emergence of Generative Artificial Intelligence (Gen-AI) tools such as ChatGPT, Microsoft Copilot, and Google Gemini has fundamentally disrupted higher education assessment. Recent surveys indicate that between 86% and 92% of undergraduates now use Gen-AI in their studies, often irrespective of institutional restrictions (Digital Education Council, 2024; Freeman, 2025). As a result, assessment practices designed for a pre-AI era have become increasingly ineffective in measuring authentic student learning, posing significant challenges for educators worldwide (Rudolph et al., 2023; Wiley, 2025).

This disruption presents a multifaceted problem. Traditional assessments, including take-home essays, research papers, and standardised tests, are highly vulnerable to AI-assisted completion, making it difficult to distinguish genuine student understanding from AI-generated output (Sullivan et al., 2023). At the same time, institutional responses remain inconsistent, ranging from prohibition to cautious acceptance, often leaving lecturers uncertain, stressed, and inadequately supported (El Khoury, 2025; Michel-Villarreal et al., 2023). Compounding this issue, students frequently report confusion about what constitutes permissible AI use and academic misconduct due to unclear or inconsistent guidance (Harrad et al., 2024).

The unreliability of AI detection tools has further intensified this challenge. Evidence shows that detection systems produce false positives and disproportionately disadvantage non-native English speakers, rendering punitive or technology-driven approaches untenable (UNESCO, 2025). This has prompted a fundamental shift in assessment discourse from enforcement toward pedagogy, captured by Wiley's (2025, p. 865) question: "What evidence of learning would I now find persuasive?" Consequently, educators are increasingly rethinking assessment design to prioritise meaningful learning over prohibition.

Despite rapid growth in Gen-AI-related educational research, significant gaps remain. Existing studies focus largely on institutional policies, student usage patterns, or conceptual frameworks, with limited empirical attention to lecturers' lived experiences, decision-making processes, and practical assessment redesign strategies (Belkina et al., 2025; Khlaif et al., 2025; Michel-Villarreal et al., 2023). Discipline-specific practices, particularly within STEAM fields where AI has distinct pedagogical implications, also remain underexplored (Thapa, 2025). Recent reviews therefore call for qualitative, context-sensitive research that captures how educators navigate these changes in practice (Mpolomoka, 2025).

Responding to these gaps, this study examines lecturers' assessment redesign practices through three complementary theoretical lenses: the Technological Pedagogical Content Knowledge (TPACK) framework, Biggs' Constructive Alignment model, and Furze's AI Assessment Scale. Together, these frameworks enable a nuanced analysis of how lecturers balance pedagogy, technology, and disciplinary knowledge while redefining assessment in AI-enabled contexts. By integrating these perspectives, the study provides a theoretically grounded account of current challenges, emerging practices, and opportunities for more coherent and pedagogically sound AI-integrated assessment design, addressing recent calls for more sophisticated analytical approaches to Gen-AI in higher education (Jin et al., 2025; Khlaif et al., 2025).

## Research Purpose and Questions

The purpose of this study is to examine how lecturers in Malaysian private universities redesign assessments in response to Gen-AI integration, with specific attention to the pedagogical, technological, and ethical dimensions of this process. The research is guided by four primary questions:

1. How do lecturers integrate Gen-AI considerations in assessment redesign?
2. How well do redesigned assessments align with intended learning outcomes?
3. How do lecturers classify and communicate permitted AI use to students?
4. What challenges and opportunities arise in the assessment redesign process?

Therefore, this study contributes empirical evidence to inform faculty development programs, institutional policy formulation, and pedagogical best practices for assessment design in the AI era. The findings have practical significance for individual educators seeking to redesign their assessments, institutional leaders developing AI policies and support structures, and students navigating expectations for responsible AI use in their academic work.

## Literature Review

### The Gen-AI Revolution in Higher Education

The rapid proliferation of sophisticated Generative AI tools has catalysed a paradigm shift in higher education, fundamentally altering how students engage with learning and assessment (Lim et al., 2023; Michel-Villarreal et al., 2023). While these tools offer efficiencies and learning support, their rapid student adoption has exposed a structural misalignment between traditional assessment designs and emerging AI-enabled learning practices, rendering many established assessment methods vulnerable to misuse and challenging long-standing notions of academic integrity (Rudolph et al., 2023; Sullivan et al., 2023).

Technological advancement in AI has also outpaced the capacity of higher education institutions to develop empirically grounded pedagogical responses. The Stanford AI Index Report (2025) shows that industry produced 55 notable AI models in 2024, compared to none from academia alone, highlighting a widening gap between AI innovation and educational governance. This industry-driven acceleration has resulted in powerful general-purpose tools entering educational spaces faster than institutions can evaluate their pedagogical implications, leaving lecturers to respond individually rather than systematically.

Institutional responses to Gen-AI have therefore been uneven and reactive. El Khoury's (2025) "seven waves of assessment and Gen-AI" illustrate a progression from initial anxiety and policy defensiveness toward more developmental approaches involving faculty support and ethical frameworks. However, the prevalence of "living document" policies that defer AI-related decisions to individual instructors reflects not only disciplinary flexibility, but also institutional uncertainty and limited strategic coordination. While such decentralisation acknowledges contextual differences, it simultaneously shifts responsibility to lecturers without providing sufficient guidance or shared pedagogical frameworks (El Khoury, 2025).

Collectively, the literature suggests that the central challenge is no longer whether Gen-AI should be addressed in higher education, but how assessment practices can be coherently redesigned in ways that preserve pedagogical integrity while recognising the realities of AI-

augmented learning environments. This unresolved tension provides the foundation for the present study.

### **The Academic Integrity Crisis and Post-detection Era**

The rapid adoption of Generative AI has precipitated a crisis of academic integrity that has fundamentally undermined detection-based approaches to assessment governance. Empirical evidence now shows that AI detection tools are unreliable, frequently generating false positives and disproportionately disadvantaging non-native English speakers, while failing to consistently identify AI-generated content (MIT Sloan, n.d.; UNESCO, 2025.). This failure signals not merely a technical limitation but a structural dead end, as the escalating arms race between AI generation and detection has rendered policing-oriented policies pedagogically and ethically untenable (Inside Higher Ed, 2025).

As a result, higher education has entered what may be characterised as a post-detection era, requiring a shift from punitive enforcement toward pedagogical cultivation of academic integrity. Emerging models emphasise transparency, student education, and responsible use rather than prohibition. The “Educate, Enable, Expect” framework exemplifies this shift by advocating explicit instruction on ethical AI use, supported practice environments, and clearly articulated expectations for integrity (Oldham, 2025). Central to this approach is robust disclosure and citation, repositioning AI tools as acknowledged intellectual supports rather than concealed shortcuts (Stanford Teaching Commons, 2024; thesify.ai, 2025).

This reconceptualization has also prompted a broader rethinking of academic honesty itself. Concepts such as “post-plagiarism” reflect an evolving understanding that integrity in AI-enabled contexts cannot rely on authorship purity alone, but must instead focus on transparency, judgment, and accountability (Eaton, 2023). Collectively, the literature suggests that sustaining academic integrity in the Gen-AI era depends less on restricting technology and more on redesigning assessments and norms that align ethical practice with contemporary learning realities.

### **Pedagogical Frameworks for Assessment Redesign**

In response to the limitations of traditional assessments in AI-enabled contexts, the literature increasingly converges on a shift from rote memorisation toward higher-order cognitive skills such as analysis, evaluation, synthesis, and creativity (thesify.ai, 2025; UNESCO, 2025). This shift reflects a broader recognition that assessment resilience is achieved not by excluding AI, but by redesigning tasks so that learning outcomes emphasise judgment, context, and meaning making beyond AI’s generative capabilities.

Two complementary assessment pathways have emerged. AI-resistant strategies prioritise authentic and process-oriented designs, including project-based tasks, portfolios, simulations, and case studies that mirror real-world complexity and are difficult to outsource to AI (ASCCC, n.d.; Khlaif et al., 2025). Process-focused approaches further strengthen integrity by foregrounding learning trajectories through staged submissions, reflective journals, and iterative feedback, while contextualised and personalised assessments require students to draw on unique experiences or local contexts, creating natural barriers to AI substitution (Stanford Teaching Commons, 2024; UNESCO, 2025). Assessment through dialogue, such as oral examinations and presentations with spontaneous questioning, similarly demands real-time articulation of understanding that AI cannot easily replicate (Inside Higher Ed, 2025).

In parallel, AI-integrated approaches reposition Gen-AI as a pedagogical partner rather than a prohibited tool. Students are assessed on their ability to critique AI-generated outputs, use AI for structured ideation, and ethically refine co-produced artefacts, shifting the focus from content generation to evaluative and metacognitive competence (John Hopkins University, 2024; Stanford Teaching Commons, 2024; UNESCO, 2025). Taken together, these frameworks suggest that effective assessment redesign lies not in choosing between resistance or integration, but in aligning AI use with pedagogical intent and clearly articulated learning outcomes. While these pedagogical strategies outline *what* assessment redesign may involve in AI-enabled contexts, they do not sufficiently explain *how* lecturers make situated design decisions, maintain alignment with learning outcomes, or determine appropriate levels of AI involvement in practice.

### **Theoretical Frameworks: TPACK, Constructive Alignment, and Furze's Scale**

This study employs three complementary theoretical frameworks to analyse lecturer practices in assessment redesign.

TPACK (Technological Pedagogical Content Knowledge) provides a lens for understanding how lecturers integrate technology into their teaching practices. Originally developed by Mishra and Koehler (2006), TPACK posits that effective technology integration requires the intersection of three knowledge domains: technological knowledge (understanding of tools and their capabilities), pedagogical knowledge (understanding of teaching and learning processes), and content knowledge (understanding of subject matter). In the context of Gen-AI integration, TPACK helps explain how lecturers balance these three domains when deciding whether, when, and how to incorporate or restrict AI use in assessments.

Constructive Alignment, developed by Biggs (1996), emphasizes the coherence between intended learning outcomes (ILOs), learning activities, and assessment tasks. In a constructively aligned curriculum, what students are expected to learn, how they learn it, and how their learning is assessed are all mutually supportive. This framework is particularly relevant in the Gen-AI era because the introduction of AI capabilities potentially disrupts established alignments. Lecturers must ensure that redesigned assessments still authentically measure the intended learning outcomes, even as the tools and processes students use to complete those assessments evolve.

Furze's AI Assessment Scale provides a taxonomy for classifying the degree of AI integration permitted in assessments, ranging from “No AI” (complete prohibition) through “Limited AI,” “Partial AI,” and “High AI” to “Full AI” (complete integration with full transparency). This framework emphasizes the importance of clearly communicating AI use boundaries to students and aligns with the broader pedagogical shift toward transparency and explicit expectations (Furze, 2024, as cited in presentation materials).

### **Faculty Development and Institutional Support**

Despite the growing use of Generative AI in teaching, a clear gap persists between faculty adoption and pedagogical preparedness. A 2025 Digital Education Council survey found that although 61% of faculty have used AI in teaching, 40% still identify as beginners and only 17% consider themselves advanced or expert, with many expressing concern about students' over-reliance on AI and limited ability to critically evaluate AI-generated output (Campbell University, 2025). This underscores the urgent need for stronger institutional support and

targeted professional development. While some universities, such as the University of North Carolina and DePaul University, have introduced workshops, institutes, and financial incentives to support AI-informed assessment redesign (CFE UNC, 2025; DePaul University, 2025), such initiatives remain uneven and insufficiently scaled. Closing this AI literacy and capacity gap among educators is therefore essential to ensure effective, ethical, and equitable integration of Gen-AI in higher education (Thapa, 2025).

## Theoretical Framework

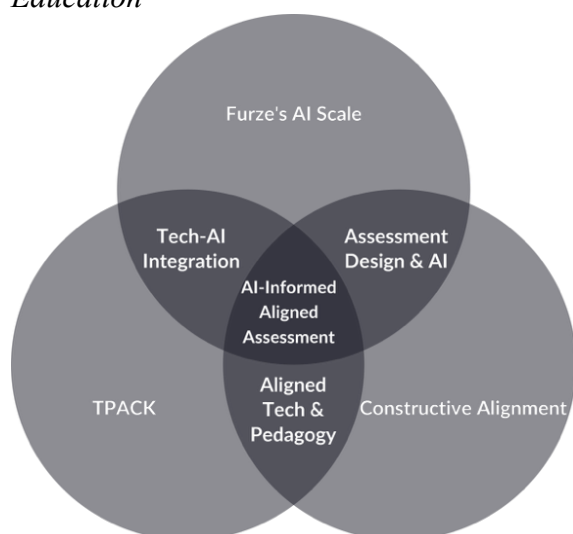
This study integrates three complementary theoretical frameworks to provide a comprehensive analytical lens for understanding how lecturers redesign assessments in response to Gen-AI integration. Each framework addresses a distinct but interconnected dimension of the assessment redesign process.

## Conceptual Integration of Frameworks

The TPACK framework examines the decision-making processes lecturers employ as they balance technological capabilities, pedagogical principles, and disciplinary content knowledge when integrating Generative AI into assessment. It illuminates the cognitive and professional judgments involved in assessment redesign and explains why lecturers make differing choices regarding the extent and manner of AI use. Biggs' Constructive Alignment model provides an evaluative lens for assessing the pedagogical coherence of redesigned assessments by examining the alignment between intended learning outcomes, learning activities, and assessment tasks, ensuring that redesign efforts maintain academic rigor rather than merely responding to technological disruption. Furze's AI Assessment Scale offers a practical classification system for the resulting assessment designs by positioning them along a continuum of AI integration and emphasizing transparency in communicating expectations and boundaries to students. Figure 1 presents the conceptual framework of this study, illustrating how these three theoretical lenses intersect to inform assessment redesign in an AI-enabled context.

### Figure 1

*Conceptual Framework for Lecturers' Gen-AI Assessment Redesign Practices in Higher Education*



Together, these frameworks enable a multi-dimensional analysis that examines not only what lecturers are doing (Furze's Scale), but why they are making these choices (TPACK) and whether the outcomes are pedagogically sound (Constructive Alignment). The conceptual framework for this study positions these three theoretical lenses as intersecting perspectives on a single phenomenon: the transformation of assessment practice in response to Gen-AI.

## **Methodology**

### **Research Design**

This study employs a qualitative, exploratory research design to investigate how lecturers integrate Gen-AI considerations into assessment redesign. A qualitative approach is appropriate because the phenomenon under investigation is complex, contextual, and relatively new, requiring rich, detailed data to capture the nuances of lecturer experiences, decision-making processes, and emerging practices (Creswell & Poth, 2018). The exploratory nature of the study acknowledges that Gen-AI integration in assessment is a rapidly evolving area where established theories and frameworks are still being developed and tested.

The research is situated within an interpretive paradigm, recognizing that knowledge about assessment redesign is socially constructed through the lived experiences of lecturers as they navigate this technological disruption. The aim is not to establish universal laws or generalizable findings, but rather to develop a contextualized, theoretically informed understanding of current practices, challenges, and innovations that can inform future research and practice.

### **Participants and Sampling**

The study involved 20 lecturers from STEAM disciplines (Science, Technology, Engineering, Arts, and Mathematics) at private universities in Malaysia. Purposive sampling was employed to select participants who met specific criteria: (1) currently teaching undergraduate courses in STEAM fields, (2) have experience redesigning at least one assessment in response to Gen-AI integration, and (3) willing to reflect on and articulate their redesign processes and rationales.

The selection of STEAM disciplines was deliberate, as these fields represent diverse approaches to knowledge construction and assessment. Science and mathematics emphasize problem-solving and analytical reasoning; technology and engineering focus on applied, project-based learning; and arts disciplines value creativity, interpretation, and critical analysis. This disciplinary diversity allowed the study to capture a range of assessment redesign strategies and AI integration approaches.

The Malaysian private university context is significant because private institutions in Malaysia often have greater flexibility in policy development and pedagogical innovation compared to public universities, which may be constrained by more centralized governance structures. However, they also face resource constraints and competitive pressures that shape their responses to technological change.

Ethical approval was obtained from the institutional review board, and all participants provided informed consent. Participants were assured of confidentiality and anonymity, identifying information has been removed from all quoted material in this report.

## Data Collection

Data were collected through semi-structured interviews conducted between March to May 2025. The interview protocol was developed based on the three theoretical frameworks, with questions designed to elicit information about participants' assessment redesign processes (TPACK), alignment considerations (Constructive Alignment), and AI classification and communication practices (Furze's Scale).

The semi-structured interview guide included questions such as:

- How have you modified your assessments in response to Gen-AI availability?
- What factors influenced your decisions about whether and how to integrate AI into assessments?
- How do you ensure that redesigned assessments still measure the intended learning outcomes?
- How do you communicate to students what AI use is permitted or prohibited?
- What challenges have you encountered in the redesign process?
- What opportunities or benefits have you observed?

Interviews lasted approximately 45-60 minutes and were conducted in person depending on participant preference and availability. All interviews were audio-recorded with participant permission and transcribed verbatim for analysis. Field notes were also maintained to capture contextual observations and initial analytical impressions.

## Data Analysis

Data analysis followed a thematic analysis approach guided by the three theoretical frameworks. Analysis was conducted using NVivo qualitative data analysis software, which facilitated systematic coding, theme development, and framework-based organization of findings.

The analysis process involved several iterative stages:

- **Initial Coding:** Transcripts were read thoroughly and coded inductively, identifying any concept, practice, challenge, or strategy mentioned by participants related to assessment redesign and Gen-AI integration.
- **Framework-Based Coding:** A second coding cycle applied deductive codes derived from the three frameworks. For example, statements about balancing pedagogical goals with technological capabilities were coded under TPACK; discussions of learning outcome coherence were coded under Constructive Alignment; and descriptions of AI use levels were coded under Furze's Scale.
- **Theme Development:** Initial codes were collated and organized into potential themes through an iterative process of grouping, comparison, and refinement. Themes were developed both within and across the theoretical frameworks.
- **Theme Validation:** Themes were reviewed against the original transcripts to ensure they accurately represented participant perspectives and were substantiated by sufficient data. Discrepant cases and alternative interpretations were actively sought and considered.
- **Synthesis:** Final themes were synthesized into a coherent narrative that addressed the research questions and was organized by the theoretical frameworks.

Throughout the analysis, attention was paid to disciplinary variations, with specific consideration of how STEAM fields differed in their approaches to assessment redesign.

### **Trustworthiness and Rigor**

Multiple strategies were employed to ensure the trustworthiness of the study. Credibility was established through prolonged engagement with the data, triangulation across participant perspectives and theoretical frameworks, and member checking with selected participants. Transferability was supported through thick contextual description, enabling readers to assess relevance to other settings. Dependability was ensured by maintaining an audit trail of the research process, including interview protocols, coding procedures, and analytic memos. Confirmability was addressed through reflexive practice, with the researcher critically acknowledging positionality and potential bias as an educator navigating similar Gen-AI challenges.

## **Findings and Discussions**

The thematic analysis revealed four major themes that illustrate how participants are integrating Gen-AI considerations into assessment redesign, highlighting both its pedagogical potential and the challenges encountered in practice.

### **Theme 1: Gen-AI Enhances Learner Agency**

Across interviews, participants consistently recognized that Gen-AI, when intentionally integrated, can enhance learner agency by supporting idea generation, scaffolding early-stage learning, providing personalized feedback, and promoting higher-order thinking.

#### ***Supporting Idea Generation and Brainstorming***

Participants described using Gen-AI as a structured brainstorming partner in the early stages of assignments, requiring students to critically evaluate AI-generated ideas against disciplinary criteria and justify their final choices. This approach expanded students' creative exploration rather than replacing their thinking, aligning with studies that position AI as a collaborative learning tool rather than a shortcut (John Hopkins University, 2024; Stanford Teaching Commons, 2024).

#### ***Scaffolding Early-Stage Learning***

Participants highlighted Gen-AI's role in providing just-in-time scaffolding for students struggling with foundational concepts. Students were permitted to seek AI-generated explanations or hints but were required to document their prompts and reflect on how AI responses supported their understanding. This practice aligns with established scaffolding principles (Vygotsky, 1978) while addressing concerns about over-reliance through transparency and accountability.

#### ***Providing Personalized Feedback***

Several participants redesigned assessments to incorporate AI-generated feedback as a learning resource. Students were required to analyse AI feedback on drafts, revise their work, and reflect on which suggestions were accepted or rejected and why. While this helped address workload

and feedback delays in large classes, participants emphasized that instructor judgment remained central to maintaining academic standards (Mpolomoka, 2025).

### ***Enabling Higher-Order Thinking When Scaffolded***

Participants reported that Gen-AI can promote higher-order thinking when assessments shift from content production to evaluation and critique. Tasks such as analysing flawed AI-generated reports required students to identify methodological errors, misinterpretations, and logical flaws, demanding deep disciplinary understanding. This approach aligns with higher-order cognitive processes in Bloom's taxonomy and contemporary guidance on AI-enhanced assessment design (UNESCO, 2025).

## **Theme 2: Balancing Empowerment and Academic Integrity**

While participants recognized Gen-AI's potential to enhance learning, they also expressed deep concern about balancing student empowerment with academic integrity. This theme captures persistent tensions related to student thinking, authenticity, ethical disclosure, and uncertainty around acceptable AI use.

### ***Risk of Overshadowing Student Thinking***

A core concern was that Gen-AI may obscure or replace students' own thinking. As one philosophy lecturer reflected, "When I read student essays now, I constantly wonder: Is this their thinking or the AI's? ... the whole point of philosophical writing is to develop and articulate your own arguments." Participants struggled with the fact that AI-generated output is often indistinguishable from student work, even though the learning value lies in the cognitive process of producing that work.

In response, several participants redesigned assessments to foreground process over product. A biology lecturer explained, "The final product is less important than the documented journey. This makes it much harder to outsource the work to AI because they have to show me their thinking along the way." Such process-oriented designs align with pedagogical strategies that emphasize making learning visible and reflect TPACK-informed integration (Stanford Teaching Commons, 2024; UNESCO, 2025).

### ***Difficulty Confirming Authentic Work***

Closely related was the challenge of verifying authentic student learning. Participants widely rejected AI-detection tools due to inaccuracy and bias. An engineering lecturer noted, "They kept flagging international students' work as AI-generated when I knew it wasn't ... detection tools are worse than useless because they undermine trust."

As a result, participants adopted alternative verification strategies, including oral defenses, in-class assessments, and highly contextualized tasks. A chemistry lecturer explained, "An AI can solve general chemistry problems, but it can't explain anomalies in data from our lab setup." These approaches created what one participant described as "natural barriers to AI substitution" by requiring context-specific knowledge unavailable to AI systems.

### ***Ethical Dilemmas Around Disclosure***

Participants also faced ethical tensions around AI-use disclosure. Students were often unclear about what constituted reportable AI use. A communications lecturer observed, “Does using Grammarly count? What about AI for translation or outlining? The boundaries were far from clear.” Participants also worried that disclosure requirements might incentivize concealment rather than honesty. As one mathematics lecturer stated, “I fear I’m just teaching them to hide their AI use rather than use it responsibly.” These concerns reflect broader debates about how academic integrity should be reconceptualized in AI-enabled learning environments (Eaton, 2023).

### ***Uncertainty About Permitted AI Use Boundaries***

Finally, participants reported significant uncertainty in defining defensible boundaries for acceptable AI use. A technology lecturer shared, “I allow AI for debugging because that’s industry practice, but not for generating code. When students ask why, honestly, the line feels arbitrary sometimes.” This uncertainty was exacerbated by inconsistent policies across courses and institutions. As one chemistry lecturer noted, “Every professor has different AI rules ... I understand why this is confusing for students.” These findings underscore the importance of transparency and clarity emphasized in Furze’s AI Assessment Scale, while also revealing that such clarity requires continuous dialogue, contextual judgment, and stronger institutional coordination rather than rigid, one-size-fits-all rules.

## **Theme 3: Adoption Hindered by Systemic Barriers**

Although participants demonstrated considerable pedagogical creativity in redesigning assessments, their efforts were consistently constrained by systemic barriers at the institutional level. This theme highlights challenges related to policy inconsistency, limited professional development, digital equity, and workload pressures.

### ***Inconsistent Institutional Policies***

Participants expressed widespread frustration with unclear and inconsistent institutional policies on Gen-AI use. While some universities had issued guidelines, these were often vague or insufficiently actionable. As one biology lecturer noted, “Our university put out a policy statement about AI, but it basically just said ‘faculty should decide’ without giving us any framework or support. It felt like they were passing the buck rather than leading.”

The lack of institutional coordination resulted in wide variation across courses, confusing students and creating inequities in expectations. Participants differed in their preferences for centralized versus flexible approaches, reflecting broader debates on AI governance in higher education (El Khoury, 2025). Several advocated for adaptable or “living policies” that could evolve alongside technological and pedagogical developments. An engineering lecturer explained, “Any policy written today will be obsolete in six months. We need frameworks and principles rather than rigid rules.”

### ***Limited Professional Development Opportunities***

Limited access to targeted professional development emerged as a major barrier to effective AI-informed assessment redesign. Despite using Gen-AI personally, many participants felt

unprepared to teach responsible AI use or design pedagogically sound AI-integrated assessments. A mathematics lecturer stated, “I use ChatGPT personally, but that doesn’t mean I know how to teach students to use it responsibly. I need training in the pedagogy of AI, not just the technology.”

Participants also criticized existing workshops for focusing on technical features or academic misconduct rather than practical pedagogical strategies. As an engineering lecturer observed, “I’ve attended three workshops on AI in teaching, and they all just told me what AI can do and why I should worry about cheating. What I need are concrete examples in my discipline.” These findings mirror evidence of a persistent gap between faculty AI use and pedagogical readiness (Campbell University, 2025).

### **Conclusion**

The integration of Generative AI in Malaysian private higher education represents not merely a technological shift but a fundamental rethinking of assessment, learning, and academic integrity. This study demonstrates that while Gen-AI can enhance learner agency, higher-order thinking, and formative feedback when thoughtfully integrated, participants face persistent tensions related to academic authenticity, ethical boundaries, and uneven institutional support. Viewed through the complementary lenses of TPACK, Constructive Alignment, and Furze’s AI Assessment Scale, the findings reveal both innovative assessment redesign practices and systemic constraints, including policy inconsistency, limited professional development, and discipline-specific challenges. Collectively, these insights position Gen-AI as both a disruption and an opportunity that necessitates coordinated action by participants, institutions, and students to develop AI literacy, redesign authentic assessments, and uphold educational values, ensuring that AI integration ultimately strengthens pedagogical rigor, equity, and meaningful learning in an AI-augmented higher education landscape.

### **Declaration of Generative AI and AI-Assisted Technologies in the Writing Process**

The author declares that Grammarly and QuillBot, both AI-assisted writing tools, were used solely for proofreading and language refinement purposes in this manuscript. Their use was limited to correcting grammatical and spelling errors and improving clarity and accuracy of expression. No other AI or AI-assisted technologies were used in the generation of content for this manuscript. All ideas, research design, procedures, findings, analyses, and discussions are the author’s original work and are derived from the systematic conduct of the research. Following these improvements, the authors conducted a thorough manual review to ensure the accuracy, clarity, and coherence of the manuscript, acknowledging the inherent limitations of AI-assisted tools.

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**Contact email:** [analisa@apu.edu.my](mailto:analisa@apu.edu.my)