

## **Using Vlogs and Artificial Intelligence for Assessment in Higher Education: An Interactive Exploration of Benefits, Limitations, and Next Steps**

Vlogs have become a popular form of self-expression and communication in higher education, allowing individuals to share personal experiences and knowledge in an engaging and interactive way. They have been shown to be an effective tool for assessing various learning outcomes, such as critical thinking and digital literacy. However, the use of vlogs as a form of assessment also has limitations, such as cheating and the use of Artificial Intelligence (AI). A study by Li et al (2020) proposed a framework for educators to work together with AI to improve the student experience, by using AI to support the assessment process and detect plagiarism, while also ensuring fairness and reducing bias. A hybrid approach combining human and AI evaluations was found to improve the accuracy and reliability of the assessment. We propose an interactive 45-minute session to bridge traditional assessment methods with technology.

**Keywords:** Assessments, Video Blogs (Vlogs), and Artificial Intelligence (AI)

## **Introduction**

Video blogs, or vlogs, have been increasingly used as a form of assessment in higher education over the past decade. A vlog takes the form of digital media that involves creating and publishing video content online. It is a type of online self-expression, where individuals or organizations share their personal experiences, opinions, or knowledge through video. According to Papp et al (2019), vlogs have become a popular form of self-expression and communication, particularly among younger generations. Vlogs involve a type of digital storytelling that allows individuals to share their personal experiences and knowledge in an engaging and interactive way (Lim & Chai, 2010). In the past decade, vlogs have been shown to be an effective way to assess a variety of learning outcomes, including critical thinking, digital literacy, and communication skills in higher education. However, the use of vlogs as a form of assessment also has some limitations that need to be considered, particularly in relation to cheating and the use of Artificial Intelligence (AI).

## **Theoretical Foundations and Teaching Implications**

One potential benefit of using vlogs as a form of assessment is that they may help prevent cheating by allowing for a more authentic assessment of students' understanding and application of the material. For example, a study published in 2018 by Bosch (2018) found that vlogs allowed students to reflect on their own learning process and provided them with valuable feedback on their progress, which could be useful in identifying plagiarism. Additionally, the study argues that vlogs can also prevent cheating by allowing students to demonstrate their own understanding and application of the material, as opposed to relying on memorization. Another study by Lim and Chai (2010) found that vlogs were an effective tool for assessing students' ability to explain complex scientific concepts in a clear and concise manner, by using vlogs,

students were able to show their understanding and application of the material, which makes it harder for them to cheat.

However, the use of AI in vlog assessment can also raise ethical concerns such as fairness and bias. In a study published in 2020 by Li et al (2020) explored the ethical issues associated with the use of AI in vlog assessment and proposed a framework to ensure fairness and reduce bias. The authors suggest that educators can work together with AI to improve the student experience by using AI to support the assessment process and detect plagiarism, while also ensuring that the assessment is fair and unbiased. For example, AI tools can be used to provide feedback on the content and style of the vlogs, while human educators can provide feedback on the understanding and application of the material. In a study published in 2019, Chen et al (2019) proposed a hybrid approach for vlog assessment which combines human and AI evaluations, the study found that this approach improves the accuracy and reliability of the assessment.

Another potential benefit of using vlogs as a form of assessment is that they can provide a more authentic assessment of students' skills and abilities. For example, a study published in 2017 by Park (2017) found that vlogs were an effective tool for assessing digital literacy in a college-level media studies course. The authors argue that vlogs are a more authentic form of assessment as they reflect the real-world application of digital literacy skills. A study published in 2019, Papp et al (2019) found that vlogs were an effective tool for assessing students' ability to analyze and interpret data in a statistics course, they argued that vlogs are an authentic form of assessment as they reflect the students' ability to apply the knowledge in real-world situations.

While vlogs can be an effective tool for assessment, there are also some limitations to consider. One limitation is that the assessment of vlogs can be time-consuming, particularly if AI tools are not used to support the process. Additionally, there may be concerns about privacy and

consent, as students may be hesitant to share personal information through vlogs. To address these limitations, educators can use AI to automate the assessment process and provide feedback on vlogs, while also ensuring that the assessment is fair and unbiased. A study published in 2018 by Nguyen et al (2018) proposed a framework for vlog assessment which includes the use of AI to provide automated feedback and support the assessment process, while also ensuring the privacy and consent of the students.

In addition to using AI for assessment, there are other ways educators can use AI to improve the student experience. For example, AI-powered personalization can be used to create customized learning experiences for individual students. Additionally, AI can be used to provide real-time feedback and support for students, helping them to stay on track and identify areas where they need additional help. A study published in 2020 by Smith et al (2020) found that the use of AI-powered personalization and real-time feedback improved the student performance and engagement. Furthermore, AI can be used to provide students with additional resources and support, such as personalized study plans and recommendations for further reading. A study published in 2021 by Jones et al (2021) found that the use of AI-powered resources and support improved student understanding and retention of material.

Taken together, the literature suggests that vlogs can be a valuable tool for assessing a wide range of learning outcomes in higher education. However, it is important to consider the limitations and ethical concerns associated with using vlogs as a form of assessment. By working together with AI, educators can improve the student experience and prevent cheating, while also ensuring that the assessment is fair and, at least, partially free from bias. Furthermore, AI can be used to improve the student experience by providing customized learning experiences, real-time feedback, and additional resources and support.

**Learning Objectives:**

Learning Objective 1: Participants will be able to demonstrate their understanding and application of the session material through an awareness of vlogs, which have been shown as one way to prevent cheating and provide more authentic assessment of students' knowledge and skills.

Learning Objective 2: Participants will become familiar with and potentially be able to use AI-related tools to support the vlog assessment process and its consequences for fairness and bias.

**Exercise Overview**

In this interactive session, participants will have the opportunity to explore the use of vlogs as a form of assessment and the potential benefits and limitations of using vlogs in higher education. Participants will also learn about the use of AI in vlog assessment and the ethical considerations involved, as well as other ways AI can be used to improve the student experience. The session will be divided into the following parts:

1. Introduction to the use of vlogs as a form of assessment and the potential benefits and limitations – including empirical and practical knowledge obtained through one of the author's use of vlogs in an undergraduate course in organizational behavior.
2. Discussion of the use of AI in vlog assessment and the ethical considerations involved.
3. Exploration of different AI tools and techniques that can be used to support the vlog assessment process, as well as other ways AI can be used to improve the student experience.
4. Group work: participants will work in small groups to design a vlog assessment task and discuss the potential benefits and limitations of using vlogs for this task, as well as ways AI can be used to support the assessment process.
5. Conclusion and next steps: participants will reflect on the session and discuss potential next steps for incorporating vlogs and AI into their own teaching practice.

The session will be 45 minutes long and will be delivered in-person. The format will be a mix of presentation, discussion, and group work. See Appendix A for a detailed session plan, description, and questions/solutions.

## References

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## Appendix A: Detailed Session Plan

1. Introduction (10 minutes)
  - Introduce the topic of using vlogs as a form of assessment in higher education and the potential benefits and limitations of using vlogs.
  - Explain the objective of the session and what participants can expect to learn.
  - Provide a brief overview of the session agenda.
2. Discussion on the use of AI in vlog assessment and ethical considerations (15 minutes)
  - Facilitate a group discussion on the use of AI in vlog assessment and the ethical considerations involved.
  - Encourage participants to share their experiences and ideas on how to ensure fairness and reduce bias in vlog assessment using AI.
  - Provide examples of AI tools and techniques that can be used to support the vlog assessment process.
3. Exploration of different ways AI can be used to improve the student experience (10 minutes)
  - Provide examples of other ways AI can be used to improve the student experience, such as personalized learning experiences and real-time feedback.
  - Encourage participants to share their own ideas on how AI can be used to improve the student experience in their own teaching practice.
4. Group work (10 minutes)
  - Divide participants into small groups and assign them a task to design a vlog assessment task for a specific course or subject.
  - Provide a template for them to use as a guide.
  - Ask each group to discuss the potential benefits and limitations of using vlogs for this task, as well as ways AI can be used to support the assessment process.
5. Conclusion and next steps (10 minutes)
  - Summarize the main points discussed during the session.
  - Encourage participants to reflect on how they can incorporate vlogs and AI into their own teaching practice.
  - Provide resources for further learning and support.
  - Allow a few minutes for questions and answers.

### Potential answers for the session:

- The use of vlogs as a form of assessment can provide a more authentic assessment of students' understanding and application of the material and can help prevent cheating.
- Ethical considerations when using AI in vlog assessment include fairness and bias.
- AI tools can be used to provide feedback on the content and style of the vlogs, detect plagiarism, and support the assessment process.

- AI can be used to improve the student experience by providing personalized learning experiences, real-time feedback, and additional resources and support.
- Educators can use a hybrid approach that combines human and AI evaluations to improve the accuracy and reliability of the assessment.