



TEACHERS' ASSESSMENT PRACTICES TOWARD AUTHENTIC LEARNING IN THE ERA OF GENERATIVE ARTIFICIAL INTELLIGENCE

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ABSTRACT

This study examined the extent of teachers' assessment practices toward authentic learning in the era of generative artificial intelligence (GenAI), as well as the level of students' authentic learning and their reliance on GenAI. Specifically, it explored the relationship between teachers' assessment practices and students' authentic learning, and likewise between students' authentic learning and their reliance on GenAI. A descriptive-correlational research design employing a quantitative approach was utilized. Data were collected through a validated questionnaire and analyzed using statistical tools such as weighted mean, average weighted mean, standard deviation, and coefficient of determination.

The findings revealed that teachers' assessment practices toward authentic learning are implemented to a great extent, with performance-based and traditional assessments being more prominent, while authentic and AI-responsive assessments are less consistently applied. Similarly, students demonstrated a high level of authentic learning, particularly in social contexts such as collaboration and communication; however, authentic tasks and physical

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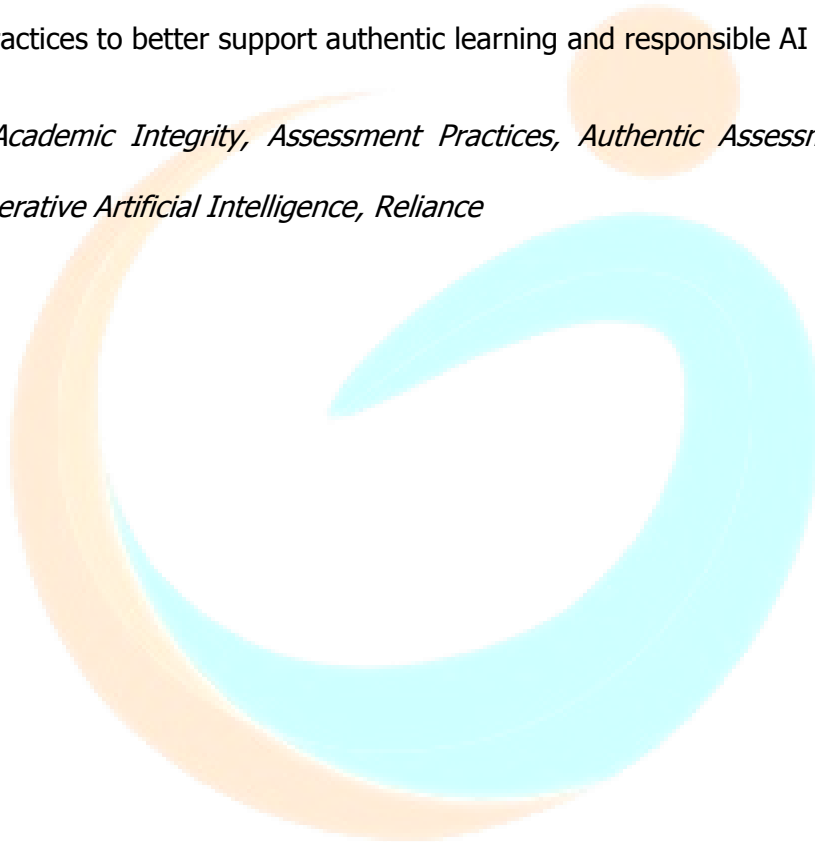
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contexts require further strengthening. Moreover, students exhibited a high reliance on GenAI, mainly for drafting and improving written outputs rather than for critical evaluation. Furthermore, teachers' assessment practices showed a significant but varying influence on students' authentic learning, while students' engagement in authentic learning significantly influenced their reliance on GenAI. Overall, the findings indicate the need to enhance assessment practices to better support authentic learning and responsible AI use.

Keywords: *Academic Integrity, Assessment Practices, Authentic Assessment, Authentic Learning, Generative Artificial Intelligence, Reliance*



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