T-13

INTEGRATING ARTIFICIAL INTELLIGENCE INTO HIGHER EDUCATION ASSESSMENT: INSIGHTS FROM UNIVERSITY LECTURERS

Attila Rausch *, Gulnara Duishekeeva **, László Horváth *

** Institute of Education, Eötvös Loránd University*
*** Eötvös Loránd University*

Keywords: artificial intelligence; assessment; higher education

Recent advances in generative artificial intelligence (AI), such as large language models, present both opportunities and challenges to traditional educational approaches. While policy development and assessment strategies dominate current discussions, research on the broader transformation of higher education in an AI-powered context remains limited (Agostini & Picasso, 2024; Chiu, 2023). Recognizing the crucial influence of generative AI on learning outcomes, pedagogy, and assessment, this study aims to investigate university lecturers' use of AI in assessment practices. This presentation shares preliminary results of our study from an online questionnaire administered in January 2025 to lecturers and PhD students at a large Hungarian university. The 397 respondents represented diverse disciplines and levels of teaching experience. The self-constructed questionnaire explored usage patterns, attitudes toward using AI in assessment, AI-driven feedback, ethical concerns, and perceived benefits and challenges. Results indicate that only 12% of participants utilized prompt engineering to create new quizzes and test questions, 7% used it to develop open-ended assignments, and 8.6% employed it to formulate assignment instructions. However, a significant majority (81%) reported difficulties with effectively integrating prompt engineering into student assessment practices. Additionally, a significant negative correlation was found between age and lecturers` perceived ability to design basic prompts for AI tools ($r = -.15$, $p < .01$), as well as their perceived capability to create prompts tailored to specific educational tasks ($r = -.21$, $p < .01$). The results revealed varied levels of engagement and attitudes toward AI-driven assessment. While results showed the potential of AI to enhance assessment practices, concerns were raised about ethical implications, biases, in addition to the lack of knowledge, understanding, and adequate training. These findings underscore the importance of developing AI literacy and prompt engineering skills, particularly among older educators, and highlight the need for institutional support to facilitate the effective integration of AI into higher education assessment.

The research was carried out within the NKFIH 2022-1.1.1-KK-2022-00003 Digital Education Development Competence Center project.