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Institut d'ergothérapie

+ Quality of AI use

Assessing Students declared AI use in assignments

Hadi Fakih,
Occupational Therapist | Instructor | Trainer

Can you guess the AI Generated text?

Guess the AI

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A

In the realm of modern therapy, it is highly imperative to delve into the multifaceted dimensions of mental health interventions to foster holistic healing. [...] Moreover, implementing them – in their diversity, is not only preferable, but it is a requirement [...]. In conclusion, maximizing these functional outcomes is of paramount importance for elevating the overarching quality of life for diverse patient populations.

B

When working with the adolescent group in the acute psychiatric ward, traditional verbal therapies often increase their agitation. [...] I decided to pivot the session toward a structured woodworking activity, carefully grading the steps to match each patient's immediate tolerance for frustration. [...] Watching them shift from high anxiety to a state of sustained focus confirmed how tangible, goal-directed occupations can practically rebuild executive functioning.

They both were!

We are not policing the use of AI,

So, what now?

Paradigm Shift

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- **End of the technological policing era:** Automated **AI detection software** is technically **unreliable**, obsolete, and creates a counterproductive **climate of suspicion**.
- **Evolution of the core question:** The heart of the pedagogical issue is no longer about **"If"** (did the student use AI?), but exclusively about **"How"** (in what manner did they collaborate with the tool?)
- **Shift in assessment practices:** Moving **grading** away from the standardized **final product** toward a rigorous analysis of the learner's intellectual journey, methodological **process**, and critical posture.

But how can we assess this journey?

We went on our own journey

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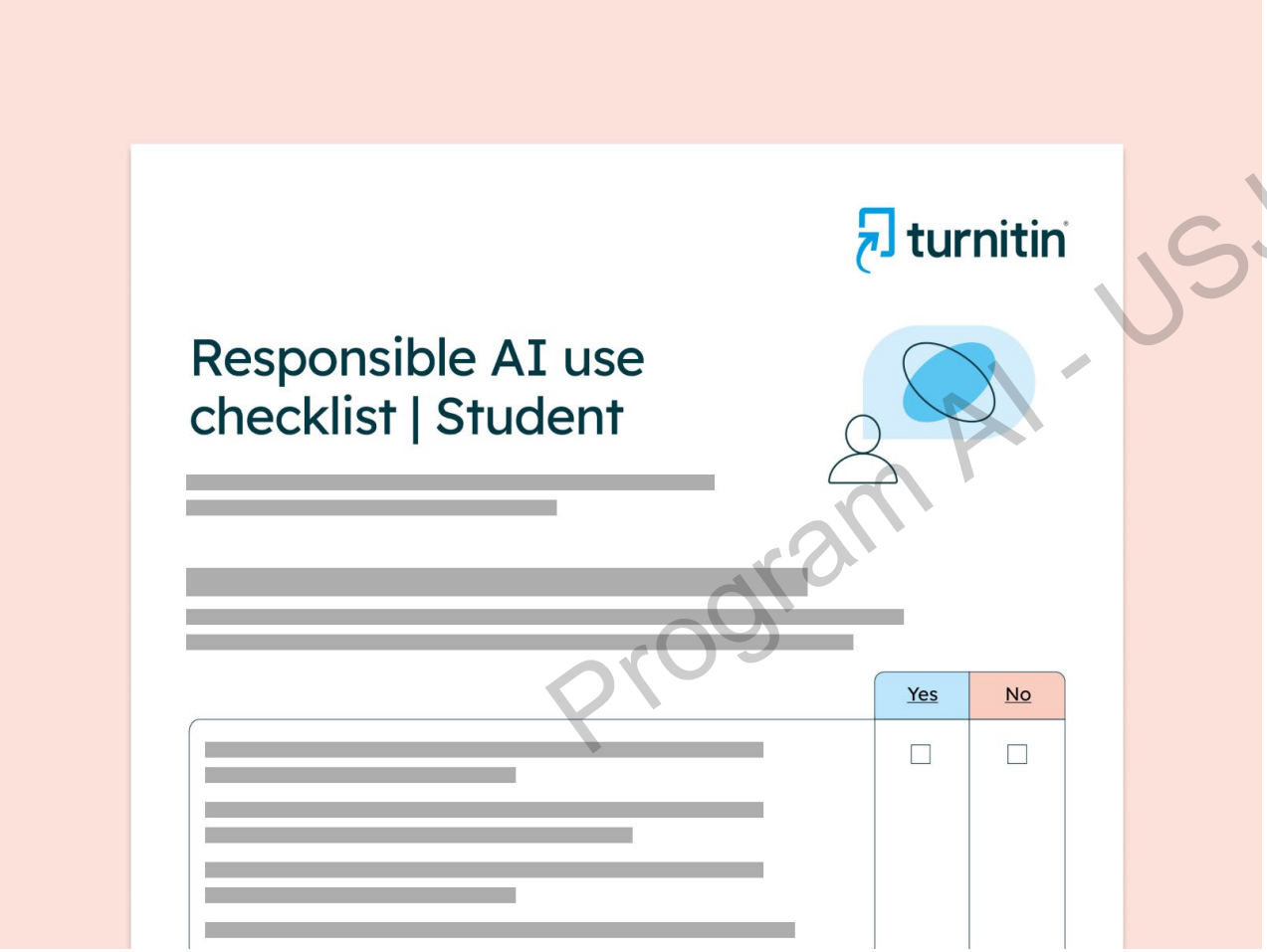

Desk Review

1. **Turnitin Resources:** Student Checklist
2. **Best practices from other universities**
3. **Use of AI in our department**
4. **USJ Guidelines for AI use**

We went on our own journey

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1. Develop our department's AI Integration Strategy
2. Desk Review
3. Rubric Development
4. Consultation & Feedback with Faculty Members
5. Rubric Revision & Guiding Questions
6. Piloting Phase : 2025-2026 Academic Year

Institut d'Ergothérapie (IET), USJ

L'émergence de l'intelligence artificielle (IA) transforme profondément les pratiques d'apprentissage et remet en question les modalités traditionnelles d'évaluation dans l'enseignement supérieur. Dans ce contexte, l'enjeu n'est plus uniquement de prévenir l'usage inapproprié de l'IA, mais de repenser ce que signifie "apprendre" et "démontrer un apprentissage" à l'ère de ces outils.

À l'Institut d'Ergothérapie (IET), nous avons adopté une approche intégrée visant à aligner l'usage de l'IA avec l'évaluation des acquis d'apprentissage, en particulier dans un domaine professionnalisant où le jugement clinique, la réflexivité et la communication sont centraux.

1. **Redéfinir les acquis d'apprentissage à l'ère de l'IA**

L'intégration de l'IA nous a amenés à revisiter nos résultats d'apprentissage. Au-delà de la production de contenus, nous mettons désormais l'accent sur :

- La capacité à mobiliser l'IA de manière critique et contextualisée
- Le jugement professionnel face à des contenus générés
- La réflexivité sur le processus d'apprentissage
- L'intégration de données cliniques complexes

The Institute of Occupational Therapy (IET) at USJ's AI Integration Strategy

The Rubric

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Criteria	Reflexive Questions
Relevance of tool choice	Why was this specific AI chosen? Does the tool precisely match the nature of the task (e.g., Perplexity for searching real sources vs. ChatGPT for paraphrasing)?
Critical and judicious use	How did the student validate the accuracy of the machine's claims? What errors, approximations, or characteristic AI biases did they identify and correct?
Process traceability	Is the methodological approach transparently documented? Are key prompts and successive iterations viewable and tracked in the appendix?
Appropriation and adaptation	What is the human added value? How was the raw generated material reworked, synthesized, and seamlessly integrated into the student's personal clinical reasoning?
Ethics and institutional compliance	Were deontological rules respected? Was ensurement made that no real or confidential patient data was injected into public AI servers?

Score /5

The practice

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- **The "AI Usage Quality" Rubric:** An institutional cross-curricular assessment tool now systematically mandated as a mandatory appendix to every written assignment submitted by students.

- **Pilot Phase (Academic Year 2025-2026):** Targeted and immersive deployment at the Institute across three pivotal courses:
  - Occupational therapy intervention in mental health (clinical analysis)
  - Fieldwork/internship report writing (professional posture)
  - 4th-year course research papers (scientific rigor)

- **Contractual transparency:** Explicit pedagogical alignment from day one of the semester by embedding the rubric directly into the syllabi.

Expected Outcomes

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- **Develop genuine AI literacy:** Transform students from passive consumers of generic outputs into lucid, autonomous, & responsible "drivers" of generative AI.
- **Sanctuate academic integrity through transparency:** Eliminate concealment and unintentional plagiarism by offering an official framework that permits AI use while requiring its disclosure.
- **Stimulate applied clinical reasoning:** Force students to confront the machine's theoretical answers with the unique, concrete complexity of real-world occupational therapy care situations.
- **Establish a climate of mutual trust:** Free the educational relationship from mistrust to open a space for honest dialogue regarding the evolution of professional digital skills.

AI Tools Utilized

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- **Technological autonomy:** No single mandatory tool is imposed, encouraging students to explore, compare, and select the software solutions best suited to their assignment goals.

- **Conversational Large Language Models (LLMs):** Mobilization of major platforms (ChatGPT, Claude, Gemini) for ideation phases, complex outline structuring, and stylistic or linguistic refinement.

- **Augmented search engines and sourced databases:** Mandatory use of specialized tools (Perplexity AI, Consensus, Elicit) to ensure reliable scientific literature reviews backed by authentic references.

Let us try it out together!

0

1

2

3

The Rubric

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Institut d'ergothérapie

Criteria	Reflexive Questions
Relevance of tool choice	Why was this specific AI chosen? Does the tool precisely match the nature of the task (e.g., Perplexity for searching real sources vs. ChatGPT for paraphrasing)?

A **4th-year student** needs to conduct a rigorous scientific **literature review** regarding interventions for depression. Instead of using sourced tools, the student relies **entirely on ChatGPT to find peer-reviewed papers**. As a result, the tool generates fictitious citations ("**AI hallucinations**").

Score /3

The Rubric

Université Saint-Joseph de Beyrouth
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Institut d'ergothérapie

Criteria	Reflexive Questions
Critical and judicious use	How did the student validate the accuracy of the machine's claims? What errors, approximations, or characteristic AI biases did they identify and correct?

While writing an internship report, a student uses a conversational AI to suggest activities for a mental health patient. The AI generates a generic response containing a heavily biased assumption and an "hallucinated" assessment tool that does not exist. The student recognizes these errors, cross-references the data with their course material, deletes the false assessment, and rewrites the section with accurate facts.

0 1 2 3

Score /3

The Rubric

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Criteria	Reflexive Questions
Process traceability	Is the methodological approach transparently documented? Are key prompts and successive iterations viewable and tracked in the appendix?

A student submits a highly sophisticated essay on occupational therapy in mental health. The work is well-written, but the student completely forgets to include any appendix regarding their AI usage. There are no screenshots, no initial prompts, and no record of the adjustments made during the conversation with the tool.

Score /3

The Rubric

Université Saint-Joseph de Beyrouth
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Institut d'ergothérapie

Criteria	Reflexive Questions
Appropriation and adaptation	What is the human added value? How was the raw generated material reworked, synthesized, and seamlessly integrated into the student's personal clinical reasoning?

A student asks Claude to write a section of their internship report regarding a patient's health status. The AI outputs a highly academic, generic paragraph filled with empty jargon ("it is crucial to note", "pivotal role"). The student copies and pastes this text word-for-word into their final submission without any changes or personal clinical context.

Score /3

The Rubric

Université Saint-Joseph de Beyrouth
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Institut d'ergothérapie

Criteria	Reflexive Questions
Ethics and institutional compliance	Were deontological rules respected? Was ensurement made that no real or confidential patient data was injected into public AI servers?

To save time when preparing a case study for their mental health course, a student copies a real patient's clinical file, including the patient's full history, specific diagnostic notes, placement details... and pastes it directly into a public AI prompt to generate a treatment plan.

0 1 2 3

Score /3

How did we do?

Key Benefits Observed

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- **Immediate restoration of authentic dialogue:** A pacified classroom environment that allows open discussion about the concrete limits of the tool, conceptual flaws, and bypass strategies.

- **Upgrade in methodological skills:** Structural improvement in student thinking, as they are forced to rigorously conceptualize their workflow beforehand to formulate effective queries.

- **Ethical awareness in healthcare:** Deep anchoring of deontological responsibility regarding sensitive data, as students concretely measure the risks of information leaks related to medical confidentiality.

Don't take it from me!

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"*[...]It's reassuring to have clarity on how our work is actually assessed [...]*"

- *First year student*

"*[...] I feel at ease in seeking support to better understand and use AI [...]* "

- *Third year student*

Challenges Encountered

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- **Logistical complexity of traceability:** Initial difficulty for students to archive, synthesize, and present their AI conversation history without excessively bloating assignment appendices.
- **Inherent evaluation subjectivity:** Difficulty for graders to precisely estimate the exact boundary between a student's actual editing work and the raw performance of an AI guided by an extremely precise prompt.
- **Persistence of transparency anxiety:** Psychological resistance from certain students who, out of habit, fear disclosing the true extent of their AI use, worrying it might subconsciously penalize them.
- **Cognitive overload for faculty:** Grading time initially lengthened due to the necessity of simultaneously assessing disciplinary content and technological usage methodology.

Recommendations for Scaling

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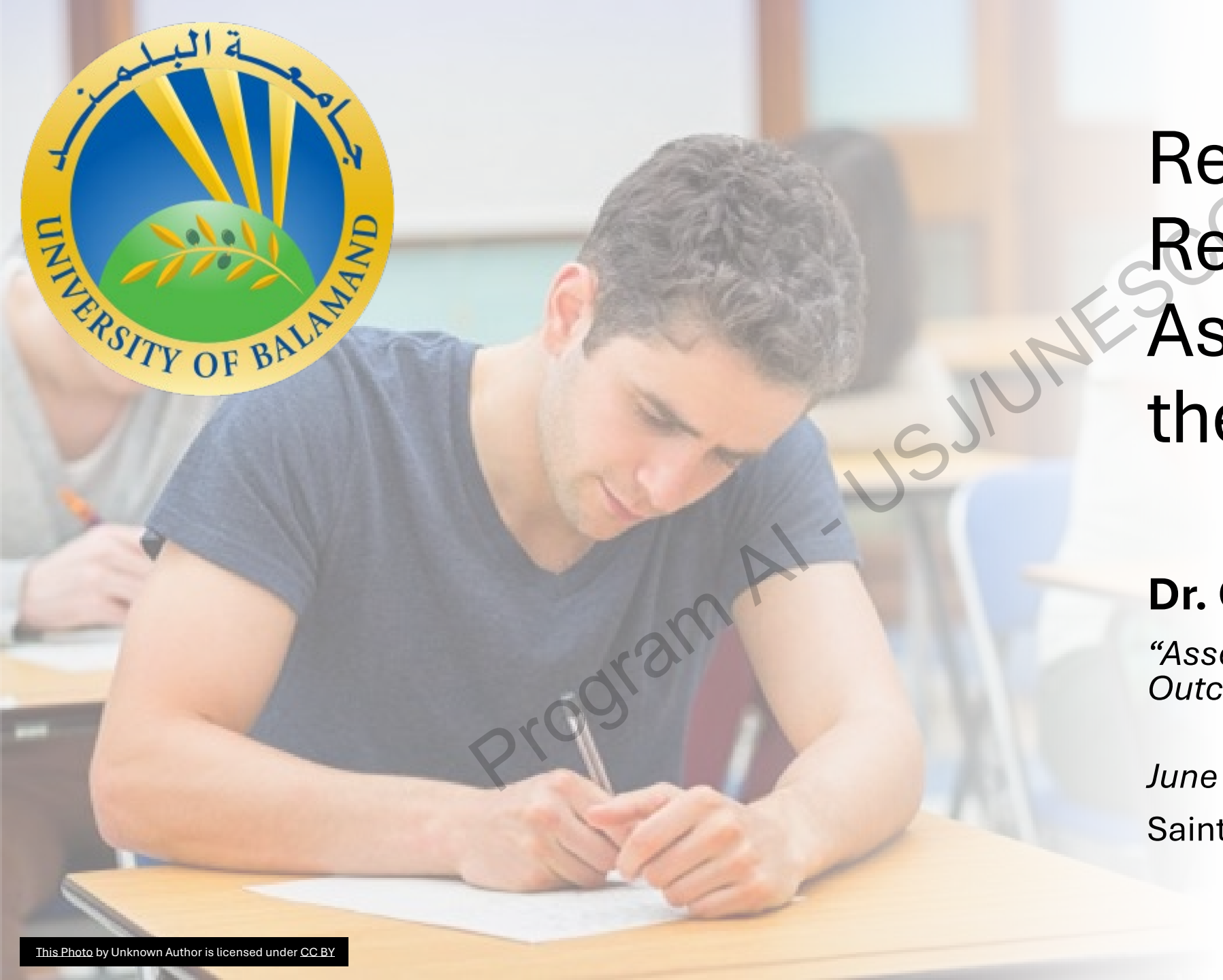
- **Standardize the traceability protocol:** Mandate a universal, concise appendix matrix for students, to streamline the grading process.
- **Implement assessment calibration workshops:** Organize regular harmonization sessions among faculty to align grading standards for the rubric and guarantee absolute fairness.
- **Modulate weighting based on academic level:** Establish a progressive framework (more flexible criteria in 1st year focused on exploration, uncompromising criteria in 4th year focused on clinical expertise).
- **Safeguard synchronous "offline" assessments:** Maintain a vital hybrid balance with traditional, in-class written exams (without screens) to verify long-term memory retention and spontaneous intellectual reactivity.

Thank you!

+ Ask away!



Redesigning Research Paper Assessment in the Age of AI

Dr. Ghania Zgheib

"Assessing Student Learning Outcomes in the Era of AI"

June 11, 2026

Saint Joseph University , Lebanon

Challenges in Assessment

From Pre-AI to the AI Era

PRE-AI ERA

Main Challenge: Plagiarism

Students may copy content from existing sources.

How it was addressed:

Detected using plagiarism detection tools like Turnitin.

AI ERA

Key Challenges:

- Originality of student work is difficult to verify
- Plagiarism and AI-generated content are hard to detect

Why it's challenging:

AI tools can generate human-like, original-sounding content that is difficult to detect using traditional plagiarism and AI detection tools.

The Way Forward

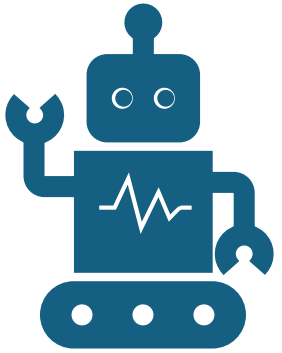
We need to rethink assessment design to promote authenticity, critical thinking, and meaningful learning in the age of AI.

Assessment Method

Process-oriented research paper

Expected Outcomes

Developing skills for ethical and responsible use of AI



Using AI as a support tool for learning.

Process-Oriented Research Paper

1. Generate an outline using ChatGPT and revise it
2. Discuss the outline with professor
3. Search for most recent articles + annotations related to the topic on Perplexity
4. Write the research paper based on the outline using the generated sources
5. Upload the research paper on GenAI along with the rubric and ask for feedback.
6. Revise the paper based on GenAI feedback.
7. Present the findings of the paper in class/ oral defense.

Example of AI Generated Outline

I. Introduction

- Traditional assessments are often stressful and disengaging
- Rise of gamification and AI in education

II. Overview of Gamified AI Assessment

- Gamification: use of game elements (points, badges, levels) to increase motivation
- AI in education: personalization, adaptive feedback, automated assessment
- Gamified AI assessment: combines both to create interactive, adaptive testing
- AI adjusts difficulty and provides feedback; gamification adds rewards and challenges

Rubric

Criteria	Exemplary (90-100%)
1. AI-Assisted Outline Development (5 pts)	Generated a detailed outline using AI; critically revised and improved it; changes are clearly documented and justified.
2. Literature Search and Source Selection (10 pts)	Identified recent, highly relevant scholarly sources and annotations; demonstrates strong source evaluation skills.
3. Instructor Consultation and Outline Revision (10 pts)	Clearly incorporated instructor feedback and significantly improved the outline.
4. Quality of Research Paper Content (25 pts)	Presents a comprehensive overview of the topic with strong theoretical grounding; arguments are well developed and supported by evidence.
5. Critical Analysis of Strengths and Limitations (25 pts)	Provides balanced, insightful analysis of strengths and weaknesses specific to the topic; avoids generalizations.
6. AI Feedback Utilization and Reflection (10 pts)	Uploads paper to GenAI (e.g. ChatGPT); critically evaluates feedback; thoughtfully revises paper and explains which suggestions were accepted or rejected.
7. Oral Presentation / Defense (10 pts)	Demonstrates deep understanding of the topic and research process; confidently answers questions and explains AI use.
8. Academic Writing and Referencing (5 pts)	Writing is clear, coherent, and virtually error-free; APA style is consistently accurate; AI use is transparently disclosed.

Example of AI Feedback Use and Reflection

During the writing of this research paper, I used ChatGPT as a learning and writing support tool. Specifically, I used it to obtain feedback on the organization, clarity, grammar, and academic style of my work. I also used ChatGPT to check if the content of my paper addresses the requirements of the rubric. The ideas, analysis, articles selection, and final content of the paper are my own. ChatGPT recommended that I use more complex sentences than simple sentences and fragments. I revised the sentences accordingly. It also asked me to revise the spelling of some words which I did. Furthermore, ChatGPT pointed out that the Strengths of Gamified AI assessments are general. They require more synthesis and more sources which I revised accordingly. This was a good exercise as it helped me improve my writing skills and the content of my paper.

Oral Presentation/ Defense

Student was asked to provide an example of an assessment using Gamified AI.

Challenges

Assessments in the AI era are more time consuming

Humanized AI-generated work

Students' evaluation of the output generated by AI

Benefits

STUDENTS LEARN THAT AI IS A TOOL FOR SUPPORT RATHER THAN A SUBSTITUTE FOR THINKING.

BUILDS AI LITERACY

SUPPORTS FORMATIVE ASSESSMENT

STRENGTHENS ACADEMIC WRITING

PROMOTES CRITICAL THINKING

Recommendations

Institutional level policies should be available to students.

At the course level, every course should clearly state whether GenAI use is allowed or not and how students may or may not use it.

At the assignment level, provide clear guidelines.

Provide feedback at the different stages of the assessment.

AI Transparency Requirement

AI tools used (e.g., ChatGPT, Perplexity, NotebookLM)

Prompts used to generate the outline and obtain feedback

Description of how AI outputs were modified

Reflection (250–300 words) on the benefits and limitations of AI during the research process

Rethinking and Redesigning Assessments

- Presentations
- Demonstrations
- Walkthroughs
- Teach-back sessions
- Group work with peer evaluations
- Community-based learning
- Designing Prototypes
- Field observations
- Recorded reflections

Thank you

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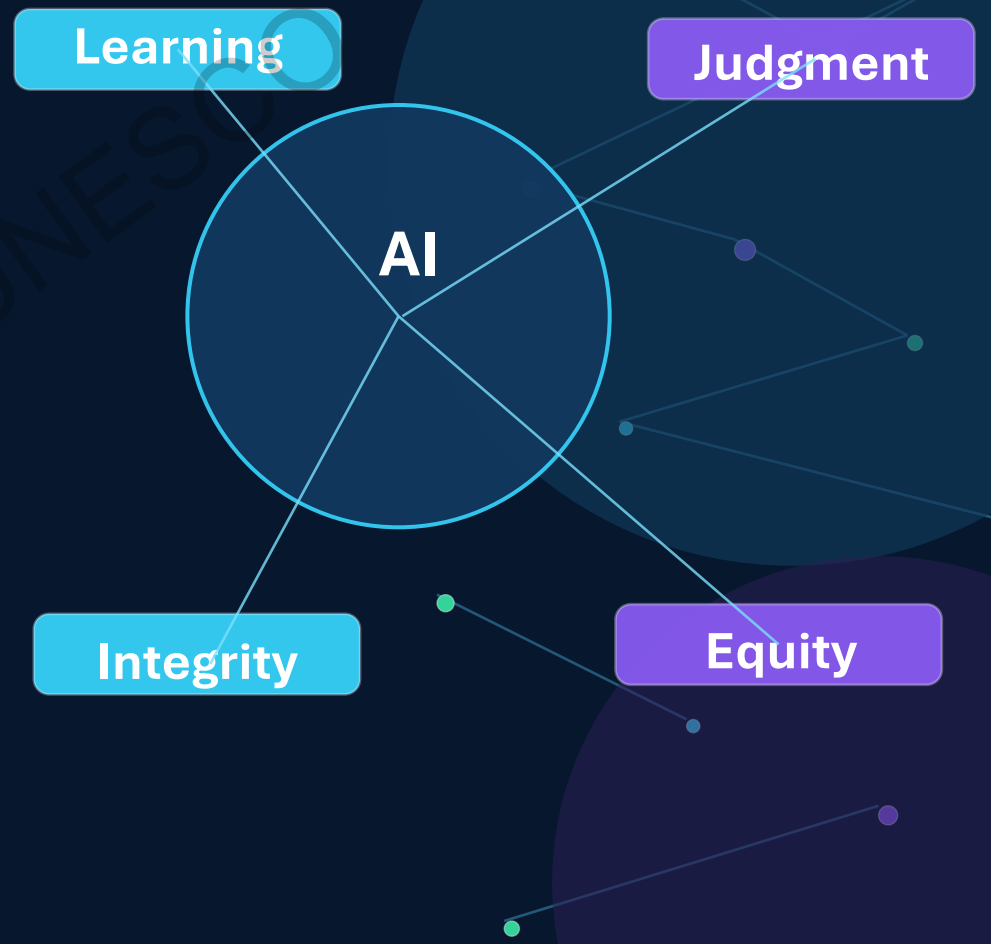
Using AI Critically in Case-Based Assessments



Fida Afiouni
American University of Beirut

Good-Practice Exchange: Assessing Student Learning Outcomes in the Era of AI

June 11, 2026

Outline

A Story of Assessment Redesign: from Threat Detection to Critical AI Literacy

1. The Assessment Challenge
2. The Case & Learning Outcomes
3. The AI-Integrated Design
4. Challenges Encountered
5. Recommend-ations

The Assessment Challenge

What AI makes easy

- Coherent summaries
- Plausible recommendations
- Generic ethical language
- Professional-looking writing

What remains hard

- Close reading of the case
- Context-sensitive judgment
- Applying theory precisely
- Recognizing biases and omissions

Design response

Move from AI detection to AI critique: requires disclosure, evaluation, improvement, and live application

How can students use AI without outsourcing the intellectual work?

The Case: One Broad Question, Many Possible Judgments

HBR Quick Case: *“Overlook the Infraction or Stick to the Rules?”*

The Dilemma

Maria is high performing but repeatedly late because she takes her twins to daycare.

Jen clocks her in; Jake opens an emergency exit.

The rule violation is real, but the policy context is unclear.

Take-home Prompt

“What should Myles do?”

The simplicity of the question invited reasoning, not standardized answers.

Why it Works for AI

The question is open-ended.

AI can produce a plausible answer.

Good answers require nuance, evidence, and theory.

There is no single mechanical solution.

Assessment Design: Three-Stage AI Integration

1

Own Analysis

Students first analyzed the case using course concepts from HRM, ethics, and inclusive HR practices

2

AI Response

Students then prompted a generative AI tool, disclosed the prompt, and summarized the output.

3

Critical Evaluation

Students identified what AI captured, missed, oversimplified, and how theory improved the answer.

Design principle

AI use was permitted, but only when made transparent, contestable, and subordinate to disciplinary reasoning.

Authentication without Policing

Take-Home Assignment

What should Myles do?

Students were allowed to prepare using AI but had to disclose and critique outputs.

In-class Discussion

A different set of targeted questions from the take-home task.

Specific case details: Maria's performance, Jen and Jake's roles, policies, childcare, employment-at-will.

Perspective-taking: business case, social justice, critical feminist lenses.

→ Students defended judgment in real time.

Result:

Students learned that AI can support preparation, but cannot replace reading, theory, or judgment.

Turning AI Output into a Learning Moment in Class

Business-Case Lens	What protects performance, consistency, risk management, and operational reliability?
Social Justice Lens	What does fairness require when rules meet unequal constraints and caregiving realities?
Critical Feminist Lens	What gendered assumptions about care, attendance, and the 'ideal worker' are hidden?

Prompt for students: **Which perspective does the AI response privilege? What does it neglect?**

What Students Learned to Critically Evaluate

AI often captured well

The misconduct that should be addressed.

The fact that a balanced managerial response is preferable over an automatic dismissal.

The importance of policy clarity and consistency.

The need for Myles to consider legal and operational risks.

AI often missed/flattened

Caregiving as a gendered and structural constraint.

The organization's role in supporting working parents.

The difference between equality and equity.

The hidden assumptions behind 'neutral' attendance rules.

Key Learning: coherent writing is not the same as responsible analysis.

Learning Outcomes

Ethical HR Judgment

Address misconduct with proportionality, context, fairness, and human judgment.

Critical Thinking

Analyze the same problem through business-case, social justice, and critical feminist perspectives.

Inclusive HR Practice

Distinguish equal treatment from equitable, context-sensitive response.

Responsible AI Literacy

Use AI transparently, critique what it misses, and retain ownership of the final recommendation.

The goal was *not* to ask: **Did students use AI?**
The goal was to ask: **Can students judge AI critically and improve on it?**

Challenges Encountered

Ethical and Transparency Concerns

Students may not disclose how they used AI and try to cheat in class by using AI.

Increased Instructor Workload

Designing AI-integrated assessments requires significant effort and new rubrics

Balancing Learning and Efficiency

Instructors must determine when AI enhances learning and when it short-circuits it.

Effectively grading class participation

Teaching Assistants are needed to Keep track of class discussions.

Design move

Pair the written AI-supported assignment with a live component that asks new, more targeted questions.

Benefits of the Practice

Transparency

Students disclosed prompts and AI use instead of hiding them.

Critical Depth

Students compared AI output with course concepts and case evidence.

Better Judgment

Authentication

The in-class component revealed close reading and genuine understanding.

Responsible AI Literacy

Students learned that AI can support but cannot replace human judgment.

Recommendations

1	**Permit Conditional AI Use**	Require disclosure, prompt documentation, and request explanation of how AI shaped the work.
2	**Encourage critical evaluation of AI**	Ask what the output captures, misses, assumes, and privileges.
3	**Use multiple lenses**	Have students analyze the same problem from different theories, stakeholders, or values.
4	**Add a follow-up component**	Use discussion, oral defense, short write-up, or applied task to test ownership.
5	**Assess judgment, not just output**	Reward evidence, conceptual application, context sensitivity, and ethical reasoning.

Model Template

Assignment Step	Student Task
Personal Analysis	Develop an answer using course concepts and evidence.
AI Interaction	Use AI, disclose the prompt, and summarize the response.
AI Critique	Identify strengths, omissions, assumptions, and bias.
Improved Answer	Revise the recommendation using theory, context, and judgment.
Follow-up	Defend or apply the answer in a new in-class situation.

Assessment Criteria

transparency • evidence • conceptual application • critique of AI • contextual judgment • ownership

AI Shouldn’t Think for Students; It Should Reveal Their Thinking!

Make AI Visible

Require disclosure and prompt documentation.

Make AI Questionable

Ask students to critique assumptions, omissions, and biases.

Make Learning Defensible

Add live, applied, or reflective follow-ups.

Thank You!

Happy to connect!

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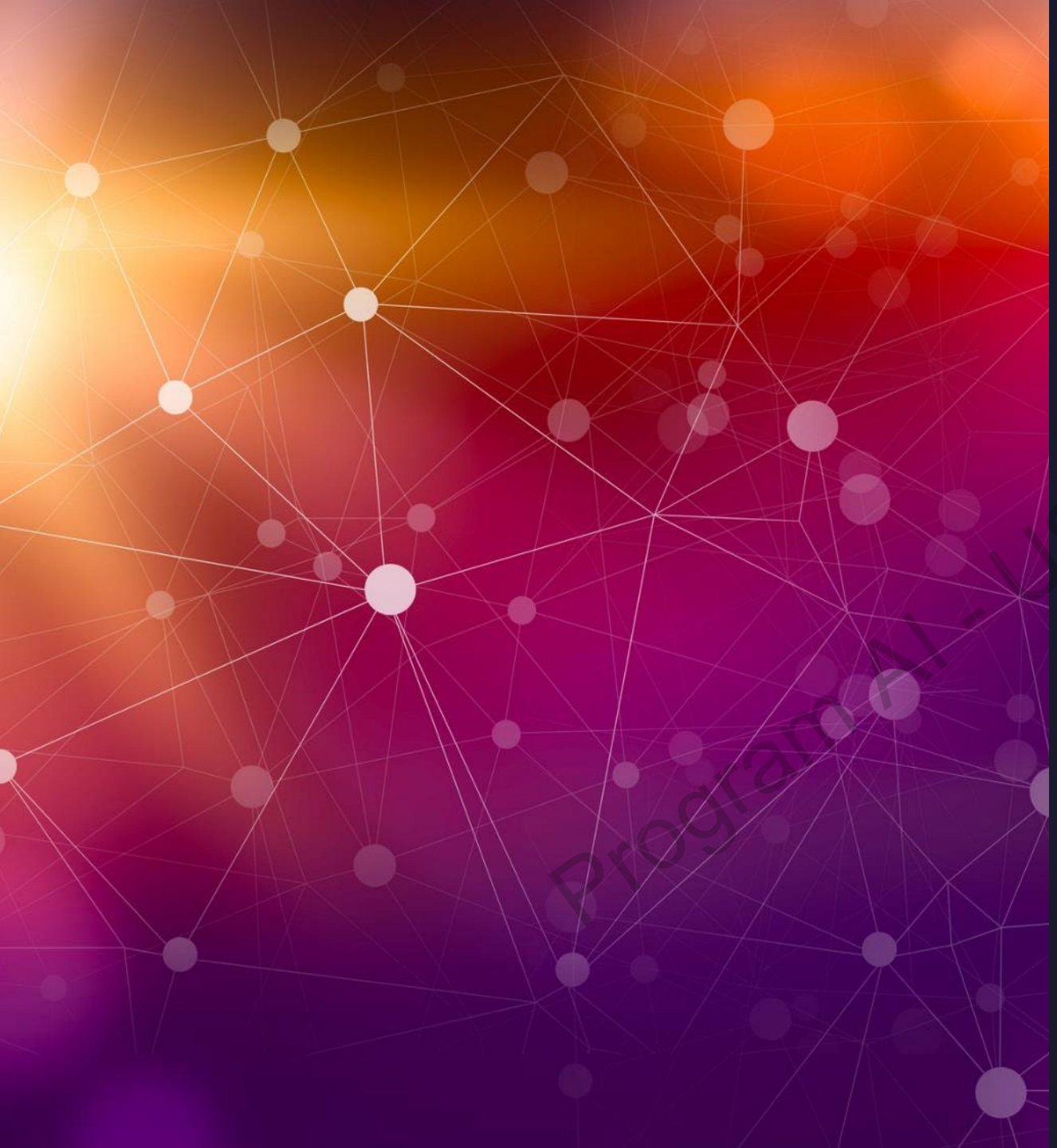
LinkedIn: linkedin.com/in/fidaafiouni

Scan the QR code to visit my LinkedIn profile.



Évaluer l’analyse clinique à l’ère de l’IA

Accompagner la réflexion sans la remplacer

Sommaire

Introduction

Présentation de la bonne pratique

Mise en œuvre du dispositif

Analyse de la pratique

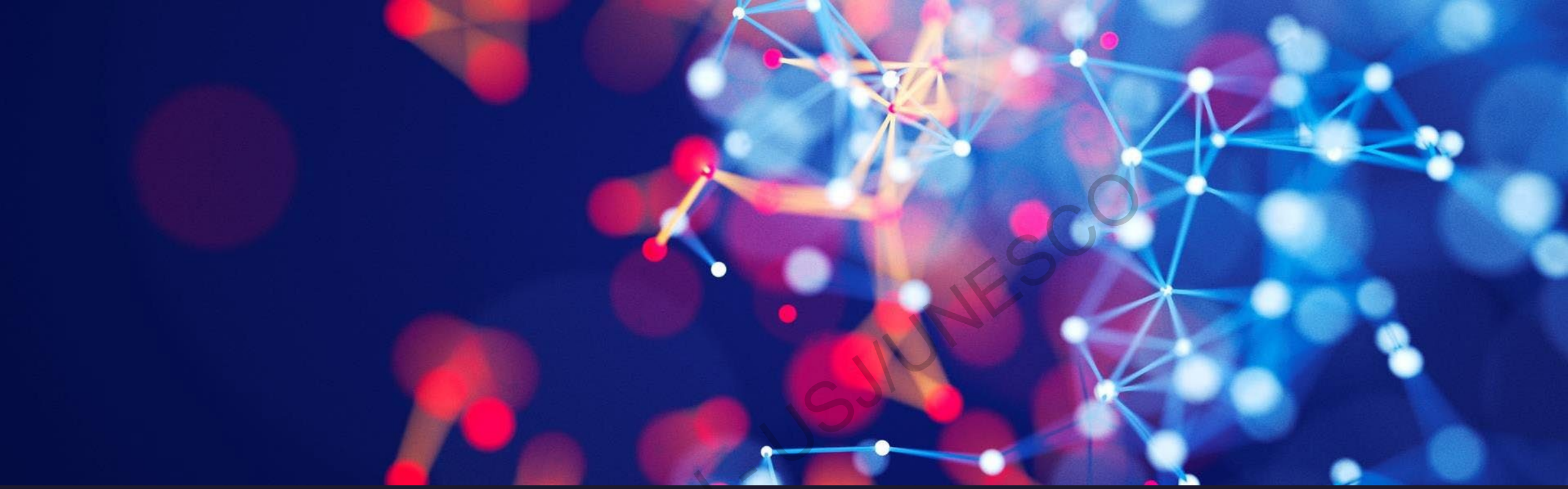
Recommandations et perspectives

Conclusion

Annexe 1 : Fiche autoréflexive à l'usage des étudiants

Annexe 2 : Témoignage inversé

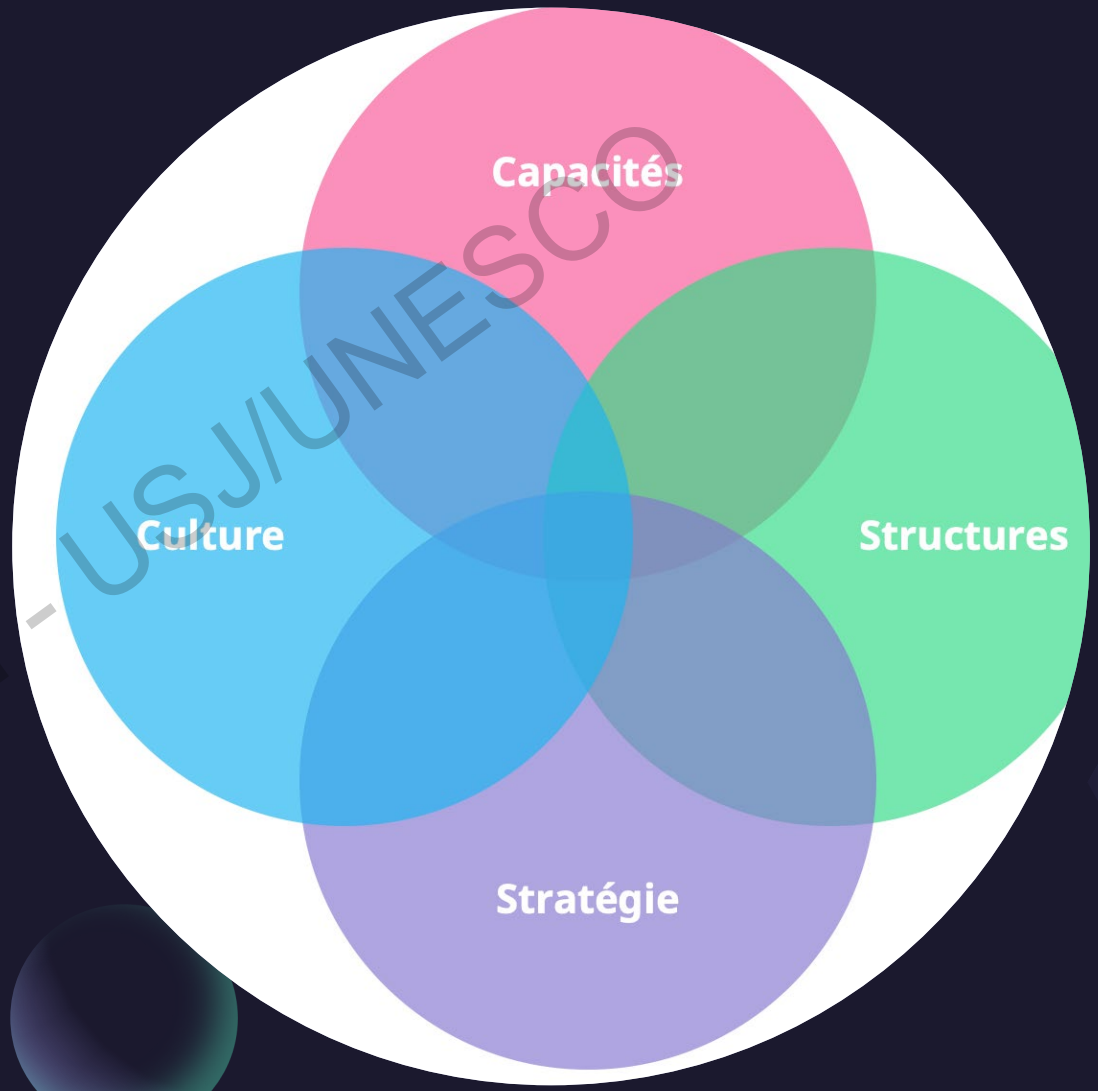
Annexe 3 : Charte d'usage de l'IA dans les pratiques d'enseignement et d'évaluation



Introduction

Contextes et enjeux

- L'IA transforme les pratiques d'enseignement ;
- Le recours à l'IA s'accompagne du risque de fraude et de perte d'authenticité ;
- Enjeux spécifiques en psychologie clinique et, plus spécifiquement, en psychosomatique.



Problématique

Comment concilier l'usage de l'IA et l'authenticité de la pensée clinique ?

Présentation de la bonne pratique :
L'analyse réflexive accompagnée

- Mots-clés :

IA, éthique, réflexivité, évaluation.

- Objectifs :

  - Encourager l'autonomie ;
  - Distinguer aide et substitution ;
  - Évaluer la démarche plutôt que le produit.

Mise en œuvre du dispositif

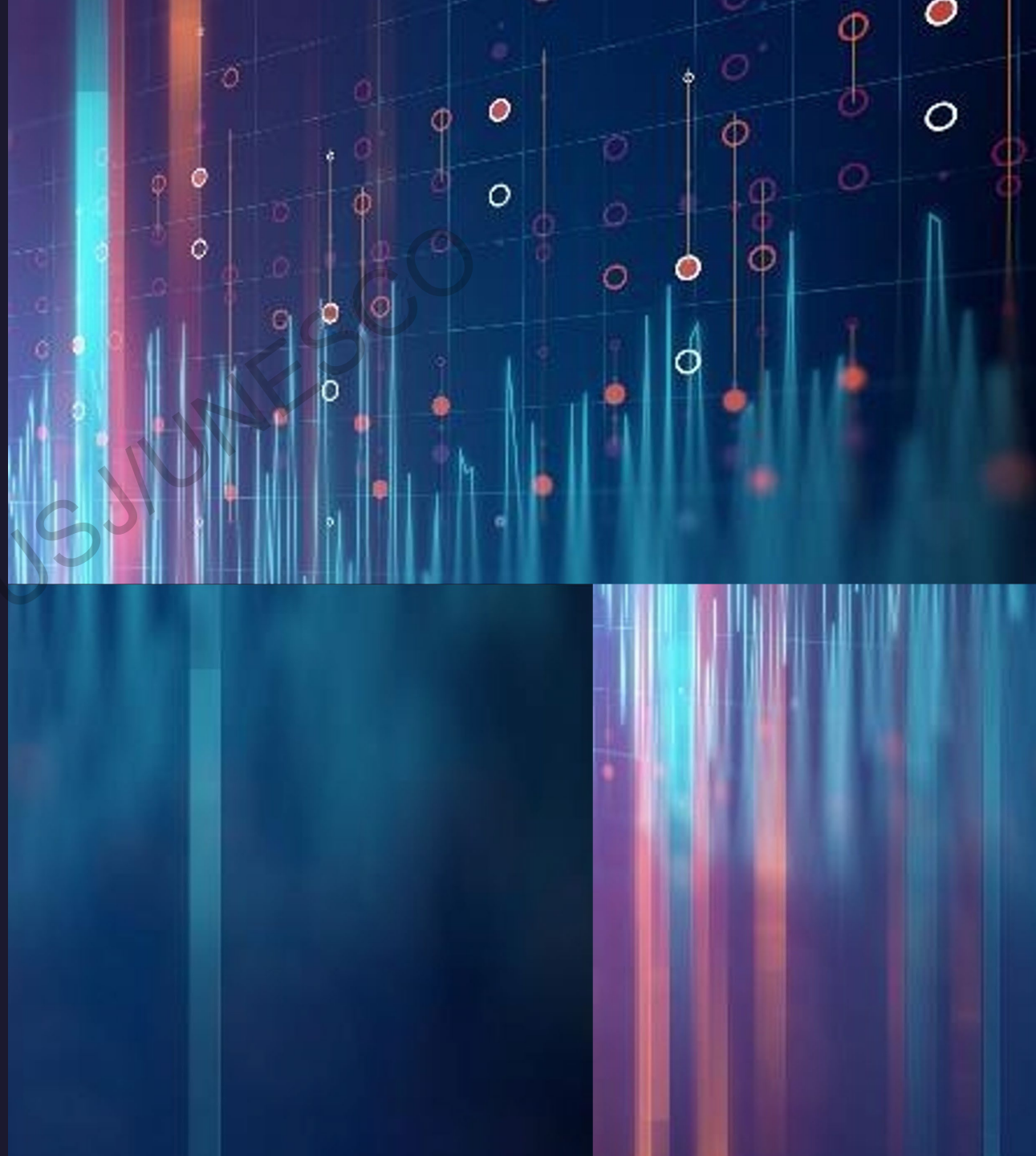
- Présentation du cadre éthique et pédagogique de l'usage de l'IA ;
- Travail d'analyse collective ;
- Déclaration d'usage de l'IA ;
- Note réflexive ;
- Soutenance orale réflexive ;
- Validation du raisonnement personnel.

Difficultés rencontrées et bénéfices observés

- Usage superficiel et intégral de l'IA ;
- Inégalité des étudiants face au recours à l'IA ;
- Temps d'évaluation plus long.
- Authenticité retrouvée ;
- Développement éthique ;
- Dialogue pédagogique renforcé.

Recommandations

- Former les étudiants à la littératie de l'IA ;
- Valoriser le processus entrepris ;
- Intégrer l'oral réflexif ;
- Créer une charte ;
- Partager les pratiques.



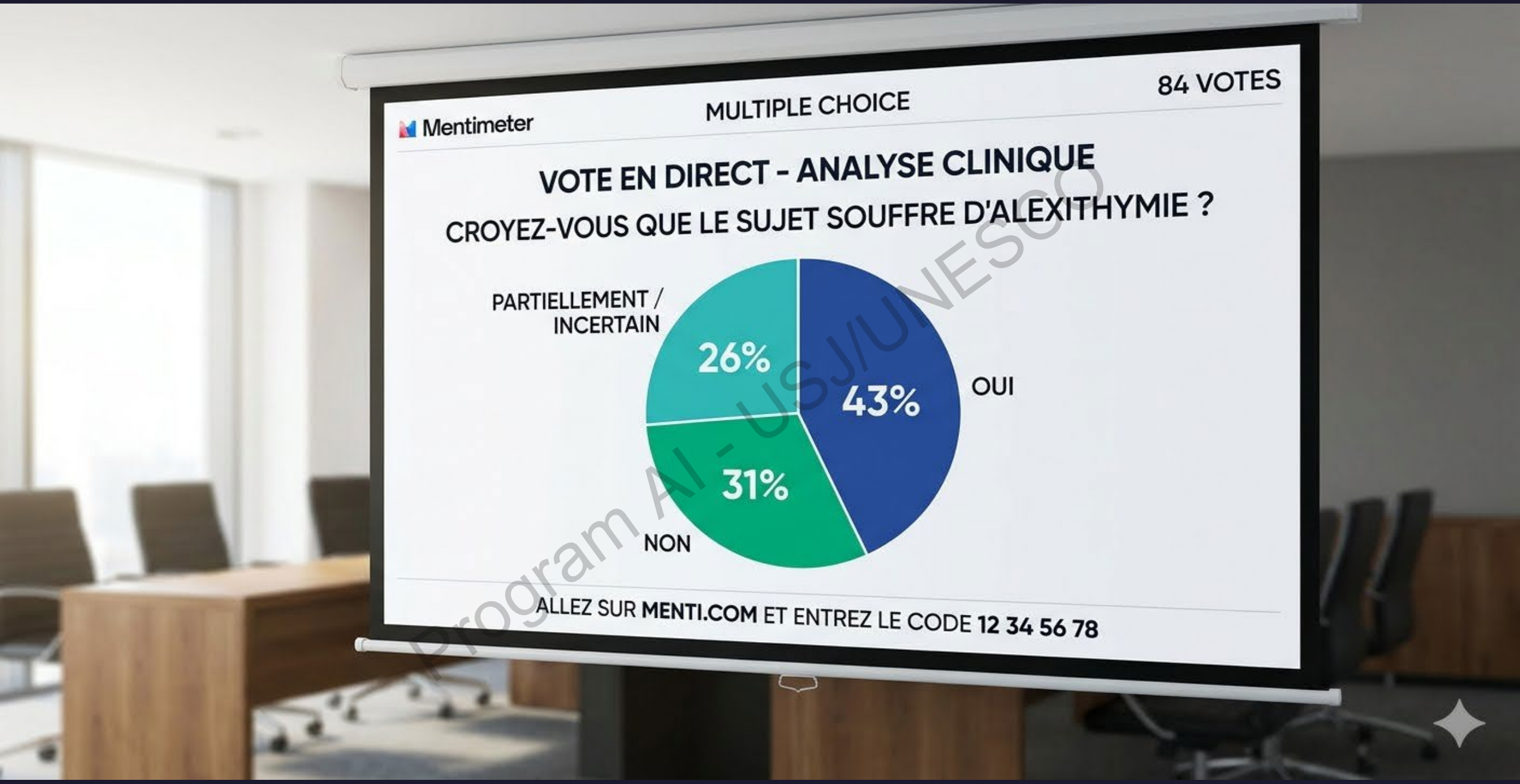
De l’usage quasi systématique de Mentimeter

Mentimeter (ou Menti) est un outil que les enseignants utilisent pour des questions en direct, avec QR code, et résultats instantanés en graphiques (camemberts, barres, nuages de mots, etc.).

L’enseignant va sur mentimeter.com, avec un compte Google / Microsoft. Il choisit le plan gratuit qui permet des questions à choix multiples, des graphiques en temps réel, un QR code automatique. Il crée un contenu. Par exemple, Question : *Cette information vous semble-t-elle fiable ?* Réponses :Oui | Non | Je ne sais pas. Mentimeter transforme alors automatiquement les réponses en camembert ou histogramme.

L’enseignant projette Mentimeter au tableau. Les étudiants scannent le QR et répondent en temps réel. Les résultats apparaissent instantanément : camembert qui se remplit, barres qui montent, chiffres qui s’actualisent. L’effet pédagogique en est garanti : silence + attention + curiosité.

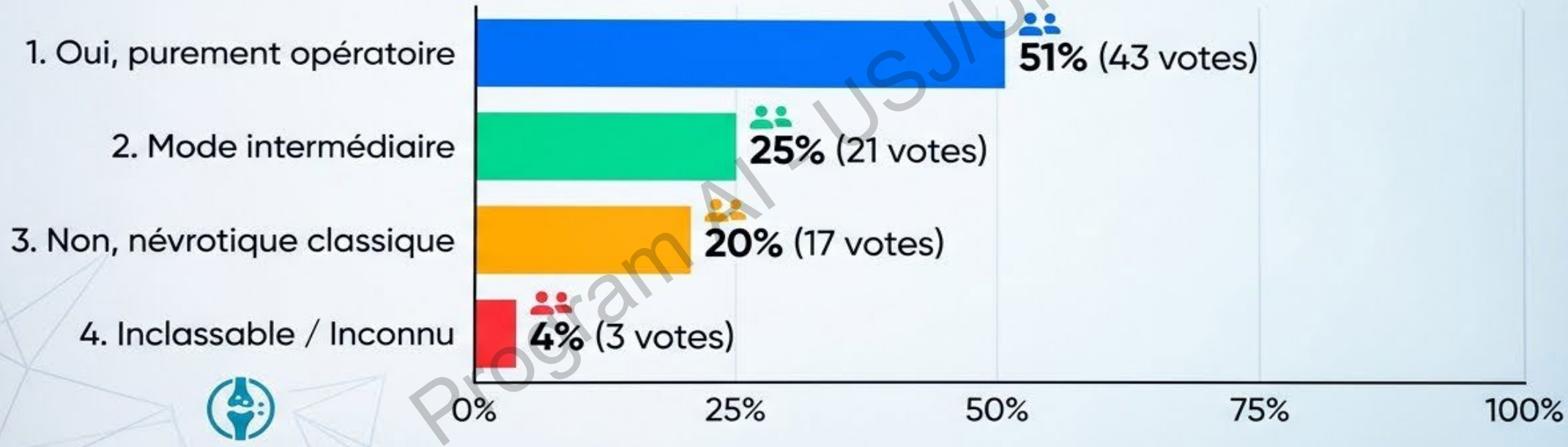
L’enseignant commente les résultats à chaud, demande, par exemple : « Pourquoi cette majorité ? » « Qu’est-ce qui a influencé votre réponse ? », il relance l’interaction avec une seconde question pour voir l’évolution des opinions… Le travail en direct est très efficace notamment pour les biais cognitifs, l’esprit critique, les mini-débats argumentés. Avec Mentimeter, l’enseignant pourra comparer avant / après discussion, visualiser les zones de consensus et de tension et illustrer que l’IA peut bien être un objet d’évaluation.



Mentimeter

VOTE EN DIRECT – ANALYSE CLINIQUE

PENSEZ-VOUS QUE SON MODE DE FONCTIONNEMENT SOIT OPÉRATOIRE ?



Total : 84 votes

Allez sur **Menti.com** code **12 34 56 78**

De l’usage quasi systématique de Kahoot à la fin de chaque présentation orale

Kahoot est une plateforme intelligente d'apprentissage ludique qui permet de créer notamment des quiz interactifs et des QCM. Les utilisateurs peuvent participer aux activités proposées sur leurs appareils propres (smartphones, tablettes, ordinateurs), en passant par le scan d’un QR code ou encore par un code PIN. Pour leur part, les réponses des uns et des autres sont affichées en temps réel sur un écran partagé, suivies de la réponse correcte.

En plus des quiz, la plateforme propose d'autres formats, comme les jeux de préparation aux examens ou les micro-leçons.

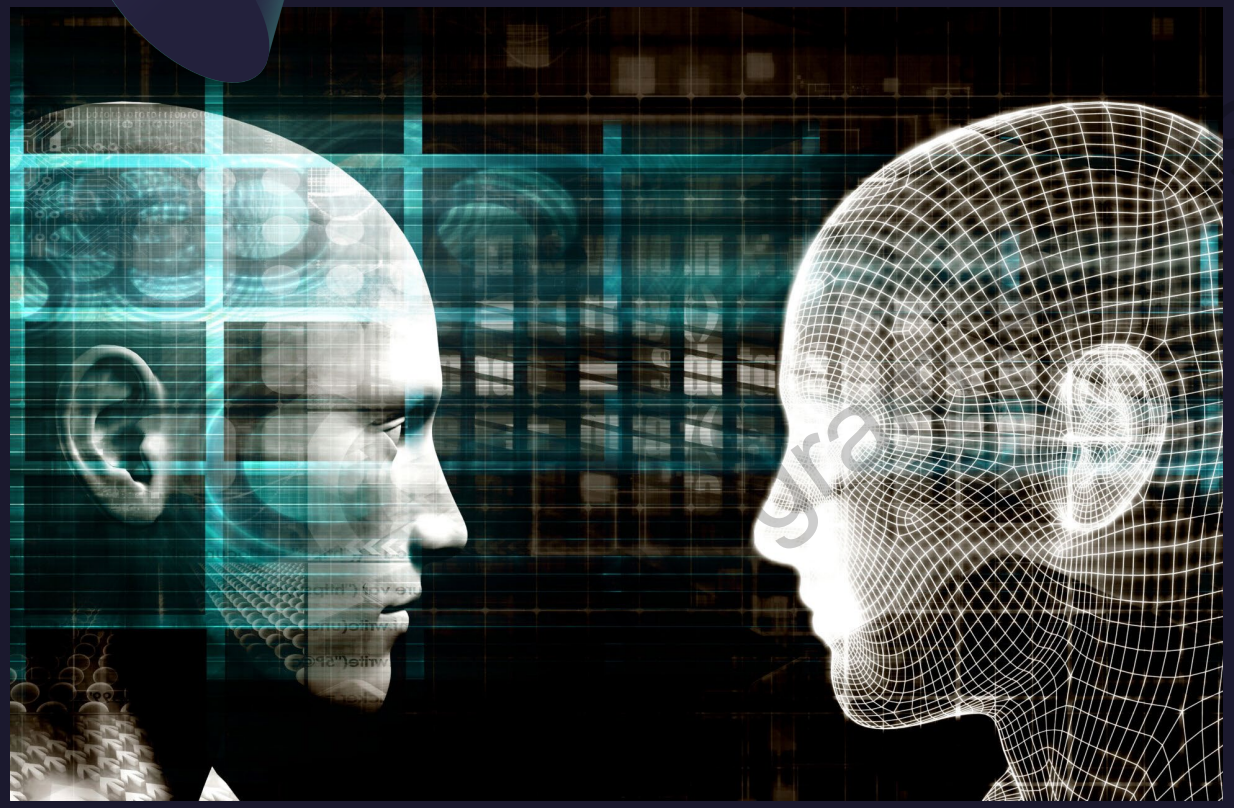
Ce que j'évalue principalement avec l'IA :

- Le produit final ;
- Le raisonnement ;
- Le processus ;
- La capacité réflexive de l'étudiant.

Les apports conceptuels à l'heure actuelle :

- Évaluer ce que l'IA ne fait pas (encore), en l'occurrence la justification des choix, l'articulation théorie / terrain, le positionnement critique, la subjectivation du savoir ;
- Rendre l'usage de l'IA explicite et traçable, avec une déclaration d'assistance et une analyse critique de la réponse générée ;
- Déplacer la valeur vers l'oral, le temps réel, des interactions de classe via des plateformes. de courts débats argumentés, des questions imprévues.

En guise de conclusion



Une phrase que je répète souvent aux étudiants : « L'intelligence artificielle peut imiter la pensée, mais elle ne peut pas ressentir le transfert ».

Annexe 1
Fiche autoréflexive

Éléments d'analyse	Éléments de réponses
1. Quelle a été ma première réaction face au récit de cas ?	
2. Quelles hypothèses cliniques personnelles ai-je formulées ?	
3. Ai-je recouru à une IA ? Si oui, laquelle ? Pour quelles raisons et à quelle étape ? 4. Quels *prompts* ai-je utilisés ? Sont-ils perfectibles ?	
5. Quelles différences perçois-je entre mon raisonnement et celui d'une IA ?	
6. En quoi cette réflexion m'a-t-elle aidé.e à mieux comprendre le fonctionnement psychique du sujet étudié ?	

Annexe 2 : Témoignage inversé
Bonne pratique d'étudiants en termes d'auto-évaluation

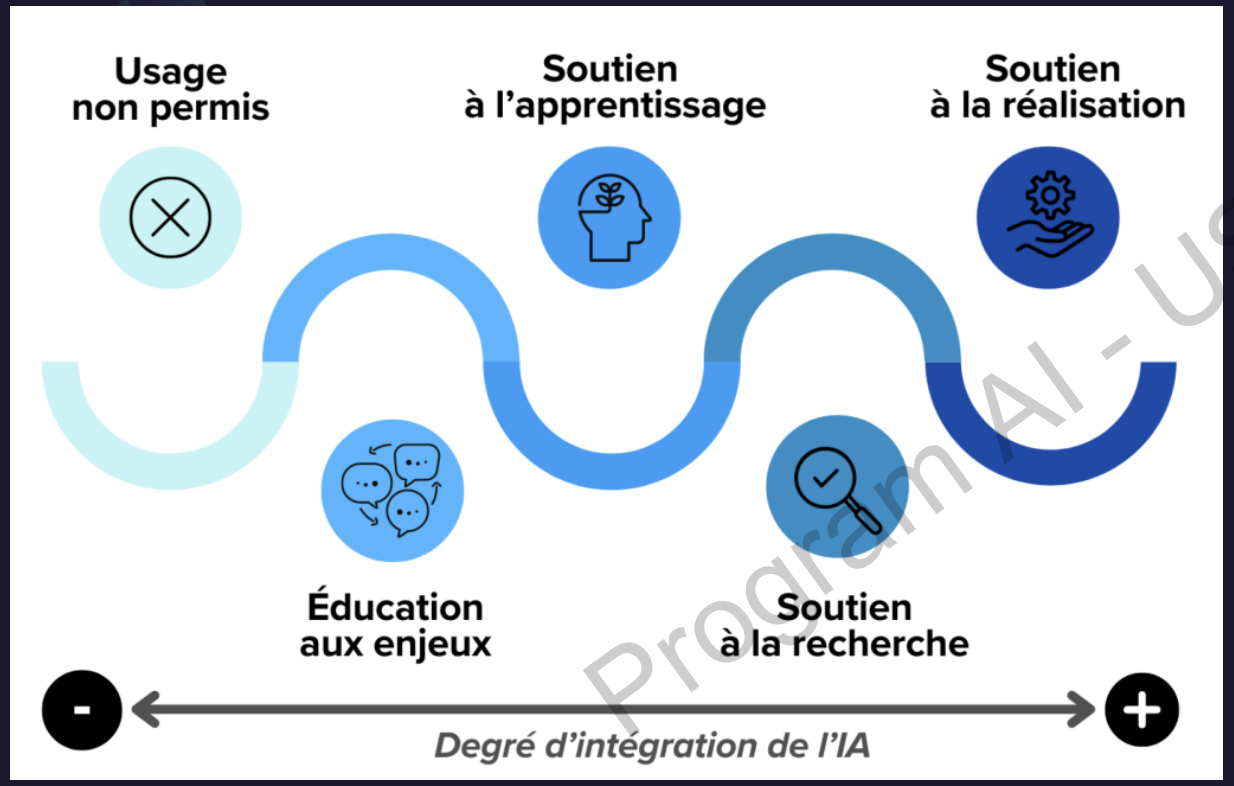
A ma proposition d'avoir une posture autoréflexive à l'égard de l'usage de l'IA et de remplir la fiche y afférente pour gagner en lucidité et en transparence avant toute présentation orale, deux étudiants m'ont demandé de faire un témoignage selon quoi :

- Avant chaque test, examen partiel ou examen final, ils demandent à l'IA, après y avoir télédéposé les éléments de cours de leur préparer une épreuve en conséquence (en ce qui concerne mon cours, un QCU, une question de cours, une question ouverte, un récit de cas clinique) ;

- Par suite, ils lui demandent de les corriger et de les noter ;

- Enfin, ils lui demandent de reformuler d'autres consignes en regard des erreurs commises et de les réévaluer en leur donnant des recommandations pour éviter de refaire les erreurs déjà faites.

Annexe 3 :
Charte d'usage de l'IA dans les pratiques d'enseignement et d'évaluation



Préambule

Article 1 | Principes généraux

Article 2 | Usages pédagogiquement acceptables

Article 3 | Usages non autorisés

Article 4 | Transparence et citation

Article 5 | Responsabilités partagées

Article 6 | Sanctions

Article 7 | Formation continue et révision

Conclusion

Charte d’usage de l’IA dans les pratiques d’enseignement et d’évaluation (Charte toujours en chantier)

Préambule

L’intelligence artificielle (IA) transforme nos manières d’apprendre, d’écrire, de penser et d’enseigner.

Le Département de Psychologie Clinique et des Sciences Sociales reconnaît l’importance de ces outils dans la formation universitaire, tout en affirmant la primauté de la réflexion critique, de l’intégrité académique et du respect du travail intellectuel personnel.

Cette charte a pour but de favoriser un usage raisonné, transparent et éthique de l’IA au sein du département, tant du côté des enseignants que des étudiants.

Article 1 | Principes généraux

L’usage de l’IA doit soutenir la compréhension et la créativité, non les remplacer.

L’IA est un outil d’aide, pas un producteur légitime de savoir.

Toute utilisation doit être déclarée, encadrée et assumée par l’utilisateur.

Le respect de l’intégrité académique et de la propriété intellectuelle demeure non négociable.

Le département promeut la formation à la littératie numérique et à l’éthique de l’IA.

Article 2 | Usages pédagogiquement acceptables

Sont considérés comme appropriés les usages suivants :

Explorer des idées, reformuler un texte ou obtenir des définitions de base.

Vérifier la clarté ou la cohérence d'un raisonnement.

Aider à structurer un plan ou une présentation.

Simuler des scénarios d'entretien, de cas clinique ou de supervision, à des fins formatives.

Développer des supports pédagogiques à titre d'appui, sous la supervision de l'enseignant.

Article 3 | Usages non autorisés

Sont considérés comme abusifs ou contraires à l'éthique académique :

La soumission comme travail personnel d'un texte produit partiellement ou entièrement par une IA.

La dissimulation du recours à un outil d'IA dans un travail noté.

L'utilisation de l'IA pour analyser des données cliniques réelles sans autorisation ni protection de la confidentialité.

L'emploi de l'IA pour contourner les exigences d'apprentissage ou de réflexion personnelle.

Article 4 | Transparence et citation

Toute utilisation d'un outil d'IA dans un travail doit être explicitement mentionnée (dans une note de bas de page ou une section « Méthodologie »).

La mention doit inclure :

Le nom de l'outil utilisé (ex. ChatGPT, Claude, Gemini, Copilot, etc.) ;

La tâche effectuée (ex. reformulation, aide à la structure, recherche d'exemples) ;

Le degré d'intervention de l'outil (mineur, modéré, important).

Les étudiants doivent être capables d'expliquer et de justifier leur démarche personnelle, notamment lors d'évaluations orales.

Article 5 | Responsabilités partagées

Du côté des enseignants :

Définir clairement les conditions d'usage de l'IA dans chaque cours.

Sensibiliser les étudiants aux biais et aux limites des outils.

Concevoir des évaluations favorisant la pensée critique et la réflexivité.

Vérifier la cohérence entre le style du travail et le niveau de l'étudiant.

Du côté des étudiants :

Utiliser l'IA de manière responsable, critique et transparente.

Maintenir une attitude d'apprentissage active et personnelle.

Citer l'usage de l'IA comme toute autre source d'aide documentaire.

Respecter la confidentialité des données utilisées dans les travaux cliniques.

Article 6 | Sanctions

Tout manquement à la présente charte pourra entraîner :

Un avertissement académique ;

Une réévaluation du travail concerné ;

Ou, en cas de fraude manifeste, une procédure disciplinaire conformément au règlement universitaire.

Article 7 | Formation continue et révision

Le département s'engage à offrir régulièrement des ateliers de formation sur l'IA pour enseignants et étudiants.

Cette charte sera révisée chaque année pour s'adapter à l'évolution rapide des technologies et des usages.

Conclusion

L'objectif de cette charte n'est pas de restreindre, mais de guider.

Elle vise à développer chez chacun une éthique de la responsabilité numérique, où la technologie devient un allié de la pensée humaine plutôt qu'un substitut.

Merci de votre écoute

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