

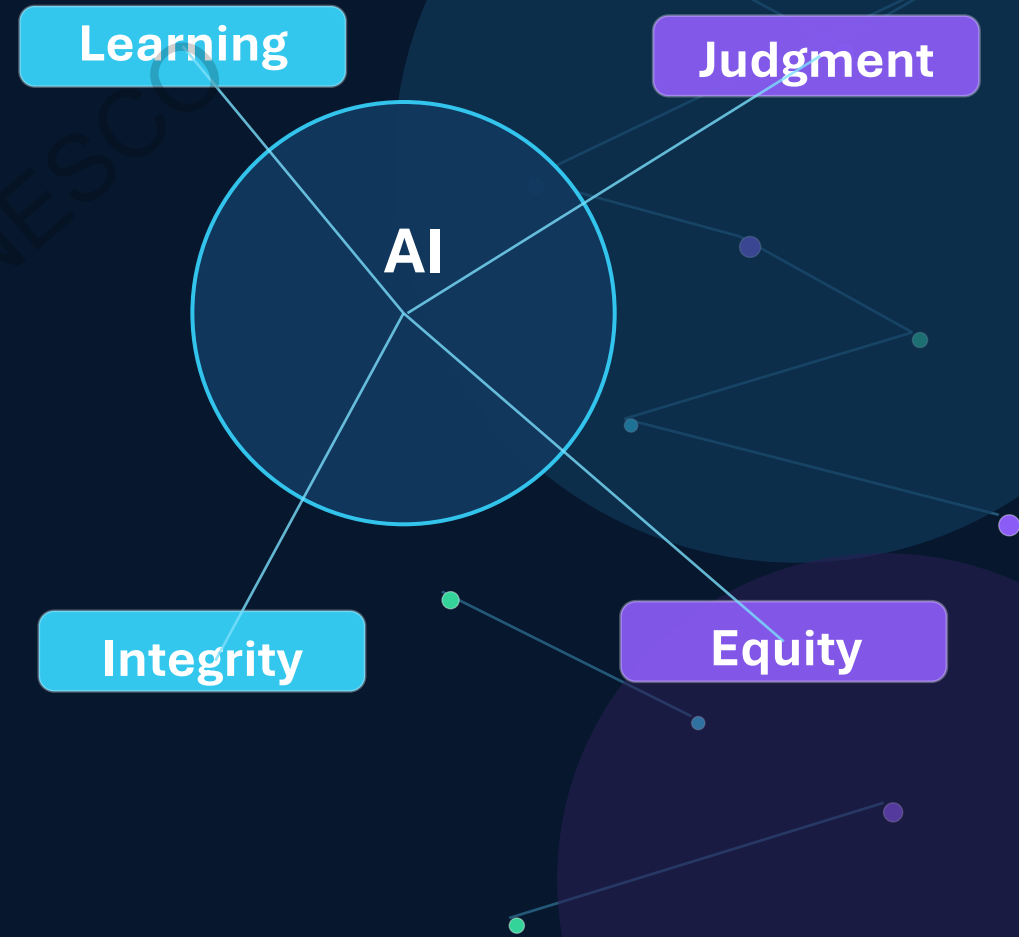
Using AI Critically in Case-Based Assessments

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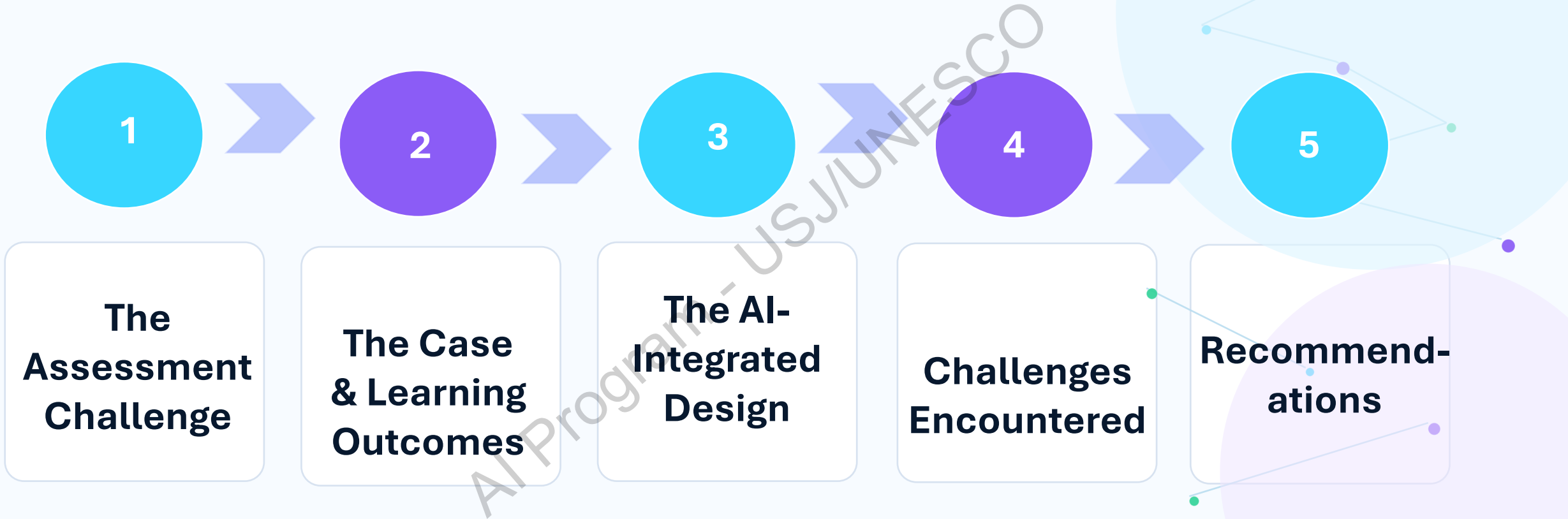
*Good-Practice Exchange: Assessing Student Learning Outcomes
in the Era of AI*

June 11, 2026



Outline

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



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

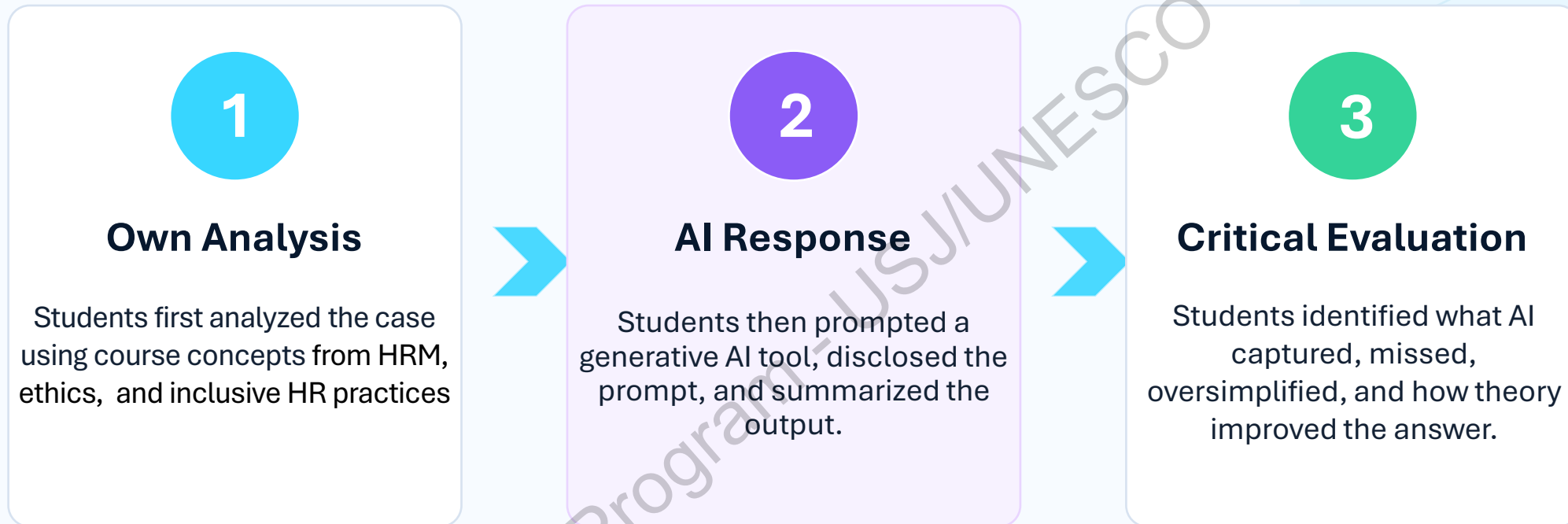
The question is open-ended.

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



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!

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