Supplementary Materials

File S1

Interview protocol

We are researchers from various Palestinian universities conducting a qualitative study on redesigning assessments to align with the needs of the generative AI era. The goal of this study is to propose a conceptual framework for assessment redesign, examine the challenges involved, and explore new types of assignments that are suitable for the integration of generative AI.

We are inviting you to participate because you teach in a Palestinian higher education institution, attended workshops on assessment redesign, and have experience using generative AI in your teaching practices. The interview is expected to last between 30 and 45 minutes, depending on your availability. It will be recorded for accuracy.

The information and data collected during this interview will be used solely for academic research purposes. It will not be shared with any third parties and will be securely stored in a password-protected system. Participation in this interview is voluntary, and no compensation will be provided for your time. You are free to withdraw from the study at any point or choose not to answer any questions that you feel uncomfortable with.

If you agree to participate, please sign the consent form below.

Research Team

Signature of the Participant

Signature:

Date:

Interview questions

Can you describe your experience with generative AI tools in your teaching practices?

How have you integrated generative AI into your course assessments?

What specific generative AI tools or platforms have you found most useful for assessment purposes? Why?

Can you share an example of an assignment or task where generative AI was effectively utilized?

What were the outcomes or changes you observed in student performance or engagement after incorporating generative AI?

What motivated you to rethink and redesign your course assessments for the generative AI era?
How do you perceive the role of generative AI in fostering 21st-century skills, such as critical thinking or creativity, in students?
What institutional or external factors influenced your decision to adopt AI-enhanced assessment methods?

How has your understanding of assessment principles evolved since the introduction of generative AI into education?

Do you believe generative AI has made assessments more equitable or inclusive? Why or why not?

What challenges have you faced when redesigning assessments to incorporate generative AI?

How have students reacted to the inclusion of generative AI in their assessments?

Have you encountered any ethical concerns or dilemmas when integrating AI into assessments? If so, how did you address them?

What difficulties, if any, did you face in aligning AI-enhanced assessments with institutional policies or standards?

What types of assessments have you redesigned to integrate generative AI, and how do they differ from traditional assessments?

File S2

Focus Group Protocol for Discussing Redesign Assessment in the Gen AI Era

Objective: To explore how faculty members redesign their courses assignments to be suitable for Gen AI
Duration: 1 hour
Participants: Faculty members from various universities teaching different topics with various Gen AI integration levels
Moderators: Three moderators
Thank you for accepting our invitation to this discussion group

Prompt #1: "Redesigning assessments for the generative AI era requires balancing traditional assessment principles with innovative approaches." How does this resonate with your experience?

Prompt #2: "Integrating generative AI into assessments fosters creativity and critical thinking among students." Based on your experience, do you find this to be true?

Prompt #3: "Challenges such as ethical concerns and resource limitations hinder the effective integration of generative AI in assessments." Can you share examples from your context?

Prompt #4: "The motivation to redesign assessments often stems from the need to align with technological advancements and student expectations." How has this influenced your practices?

Prompt #5: "Generative AI opens opportunities to create personalized and adaptive assessments that cater to diverse learning needs." What types of assignments have you found effective in this context?

Prompt #6: "The lack of institutional policies on AI use in education creates uncertainty in implementing AI-enhanced assessments." Do you agree? How has this affected your work?

Prompt #7: "Students' ability to collaborate with generative AI during assessments helps develop essential skills for the future workforce." Can you provide examples where this was evident?

Prompt #8: "Faculty members' comfort and expertise with generative AI directly impact the success of its integration into assessments." What support do you think is necessary to enhance this comfort?

Prompt #9: "Redesigning assessments for the generative AI era requires a shift from product-focused evaluation to process-oriented assessment." How does this shift align with your experiences?

Prompt #10: "Ethical use of generative AI in assessments fosters a sense of responsibility and accountability among students." How do you incorporate this into your assessment practices?