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REDEFINING ASSESSMENT TASKS TO PROMOTE STUDENTS' CREATIVITY AND INTEGRITY IN THE AGE OF GENERATIVE ARTIFICIAL INTELLIGENCE

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The arrival of generative artificial intelligence (GenAI) has forced university lecturers to adjust their assessment practices to ensure that students' coursework is creatively their own and free of plagiarism. This study proposes a theoretical model for the use of authentic assessment as a possible strategy to promote simultaneously students' creativity and integrity – the *Academic Integrity and Creativity in the age of Artificial Intelligence* (AICAI) model. Lecturers are encouraged to rethink their assignments and examine each of the following components with academic integrity in mind: their personal characteristics, the objectives of the assignment, the type of assessment that is appropriate for the needs of the students, the cognitive offloading that will be done or not with GenAI, the type of authentic task they wish to propose and its characteristics, the instructions and assessment criteria that will be given to students. The choices made should aim to engage students and, thereby, diminish the temptation to plagiarise.

By combining different strands of pedagogical theory and research, the **AICAI** assessment design model proposed in this presentation has brought into focus the challenges as well as the opportunities that have emerged with the inclusion of GenAI in higher education. On a more practical level, it offers a systemic approach and advice as to how the challenges can be mitigated and benefits maximised for all parties involved in university assessment.

Key words: Academic integrity, assessment, creativity, generative artificial intelligence, plagiarism prevention

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PROMPT ENGINEERING SKILLS IN THE UNIVERSITY STUDENT'S ACTIVITY

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Introduction. Artificial Intelligence (AI) is becoming an increasingly powerful tool that can perform various tasks in diverse areas. Recently, chatting with Chat GPT using prompts has become one of the most exciting activities being integrated into education. Regarding education, a discussion in the literature about the nature of prompt engineering competency (an intuitive ability or skill that needs to be learned) (J. Oppenlaender et al., L. Giray, S. Jacob, A. Sharma, E. Zahid, and others) [1, 2] has recently been observed.

Materials and Methods. The choice of methods is determined by the purpose of the work and the subject of study: a systematic approach to the analysis of recent publications on the problems of prompt engineering and corresponding learning skills in the university student's activity, general scientific techniques, and methods, in particular generalization and comparison, were applied.

The purpose of the work is to determine the principal skills in prompting conversation with AI tools that are useful for the students in their learning activity.