



MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF HADJ LAKHADER - BATNA 1  
FACULTY OF HUMAN AND SOCIAL SCIENCES  
LABORATORY OF ROAD USER'S PSYCHOLOGY



17 | DECEMBER  
18 | 2024

# INTERNATIONAL CONFERENCE (2<sup>nd</sup> EDITION) ON RETHINKING ABOUT THE HIGHER EDUCATION ASSESSMENT CHALLENGES & OPPORTUNITIES: USE OF **AI**

**HONORY PRESIDENT:**

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# INTERNATIONAL CONFERENCE (2<sup>nd</sup> EDITION) ON RETHINKING ABOUT THE HIGHER EDUCATION ASSESSMENT CHALLENGES & OPPORTUNITIES. USE OF AI

## Problematic of the Event

The higher education assessment's prospect is constantly evolving, promoted by developments and creativity in pedagogy, technology, and societal needs and domains. The International Conference on Rethinking Higher Education Assessment seeks to provide a platform and venue for educators, academics, researchers, policymakers, and practitioners to engage in critical discussions, share innovative approaches, and delve into emerging trends in assessment practices (Boud & Falchikov, 2006). Educationalists, researchers and teachers consider assessment as a mean of measuring the attainment of higher order educational goals. These goals necessitate a thorough comprehension and active application of knowledge in more complicated and realistic settings or real-life context. From traditional exams to project-based assessments and competency-based evaluations, the conference will explore various assessment methodologies and their implications for teaching and learning (Brookhart, 2013). Moreover, many teachers believe that depending on certain models such as LOA dimensions and Bloom's taxonomy facilitates the creation of appropriate assessments as these later correlates with the aim and objectives of curriculum. The disciplinary area of assessment benefits and is influenced by second language acquisition (SLA) research and theories of learning from a perspective of the field of second and foreign language (Alderson et al., 2017). Among the various paradigms that have been proposed over recent years of learning-oriented assessment (Turner & Purpura, 2016)

In this spectrum, this conference will scrutinize the impact of assessment practices on students' engagement, motivation, and success, in addition to the alignment of the assessments with the institutional missions (Brown & Hattie, 2013).

In addition to examining challenges, the conference will highlight potential to reimagine assessment in higher education. This involves using technology to provide adaptive and individualized assessments, supporting inclusion and fairness in assessment processes, and encouraging realistic assessment experiences that mirror real-world situations (Knight & Yorke, 2003). Likewise, the conference will investigate the significance of assessment in developing critical thinking, creativity, and transdisciplinary abilities required for the future workforce (Wiggins and McTighe, 2005).

Importantly, the conference will tackle the use artificial intelligence tools in the domain of assessment. This is inevitable as AI tools proliferated to reach almost every wing in the teaching and learning process. Besides, AI tools pave the way to more personalized, automate, wide range of assessments, and instant feedback. Just like the advent of artificial intelligence, accessible to students, university professors will be confronted with a new type of plagiarism, much more complicated to spot and therefore sanction than before.

### Reference:

Alderson, J. C., Brunfaut, T., & Harding, L. (2017). Bridging assessment and learning: a view from second and foreign language assessment. *Assessment in Education: Principles, Policy & Practice*, 24(3), 379-387.

Purpura, J. E. (2016). Second and foreign language assessment. *The Modern Language Journal*, 100(S1), 190-208. <http://dx.doi.org/10.1111/modl.12308>.



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### Main Axes

The Interventions can cover one of the following suggested axes conference suggests the following but they are not limited to them.

- 1-Artificial Intelligence and assessment.
- 2-AI and plagiarism.
- 3-Assessment Design and Innovation.
- 4- Cognitive assessment and online learning.
- 5- Performance Assessment.
- 6- Portfolio and E- portfolio assessment.
- 7- Self-assessment and peer assessment methods.
- 8- Synchronous and asynchronous assessment.
- 9- Assessment and plagiarism.
- 10- Risks presented when using AI tools.

### SUBMISSION



**SCAN FOR  
MORE**

**CONFERENCE LANGUAGE:  
ENGLISH, ARABIC AND FRENCH**

## INTERACTIVE WORKSHOP

An engaging workshop on utilizing AI for educational and assessment purposes is organised for teachers.

**NB:**

For the workshop's registration, use the following link:

<https://bit.ly/4etOUhR>

The places are limited to ensure effective practice.

### SAVE THE DATE

PROPOSAL SUBMISSION  
DEADLINE: 01/12/2024  
NOTIFICATION OF ACCEPTANCE:  
02/12/2024 FULL-TEXT  
SUBMISSION: 13/12/2024

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**ON RETHINKING ABOUT THE HIGHER EDUCATION ASSESSMENT**  
**CHALLENGES & OPPORTUNITIES USE OF**

**AI**



**Honorary Guest**

**Pr. David NUNAN**

**University of Hong Kong, People's  
Rebulic of China**

**Among our Keynote Speakers**



**Dr. Ferit Kilickaya**

**Burdur Mehmet Akif Ersoy University, Turkiye**

**Dr. Abdu Lkadi**

**University of Bergen, Norway**



**Dr. Daniel Xerri**

**University of Malta, Malta**

