Beyond AI: Global Approaches to Decolonised Assessment

Exploring Globalised and Equitable Assessment Practices

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Why **Decolonise** Assessment?

- Cultural bias in standard assessments
- AI’s reinforcement of existing inequities
- Narrow definitions of “knowledge” and “achievement”

Implications of AI

Bias

in algorithm

Limited

in cultural adaptability

Reinforcing

traditional power dynamics

Key Principles

Accessibility

Globalised knowledge systems

Process over product

Global Case Studies

- South Africa: Ubuntu-based assessments (Chakabwata & Mukazi, 2022)
- New Zealand: Integrating Mātauranga Māori in assessments (Kerr & Averill, 2021)
- Brazil: Community-based learning assessments (da Silva, dos Santos & Mariano, 2021)

Practical Strategies

- Diverse assessment formats (e.g., storytelling, oral presentations and dialogue)
- Co-creation of assessments with learners
- Use of reflective journals and portfolios

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Moving **Forward**

AI Ethics

Consider the ethical implications of AI in assessment, particularly its potential to perpetuate biases. Push for AI development that respects globalised knowledge.

Policy Changes

Advocate for policies that support decolonised approaches to assessment, recognising learner needs in global education systems.

“Globalised” Training

Training should include exposure to decolonised assessment practices, allowing educators to design assessments that respect and celebrate cultural differences.

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Thank You

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