

# Assessing Graduate Students in Age of AI

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# Assessments for originality



Design **authentic** learning experiences that encourage critical thinking, creativity, and responsible AI use





# AI Capabilities in Education

Over 85% of students use generative AI tools for schoolwork.

- a. "thinking companion" to brainstorm,
- b. Summarize complex concepts
- c. Write paper and reports
- d. Research topics
- e. Analyze data

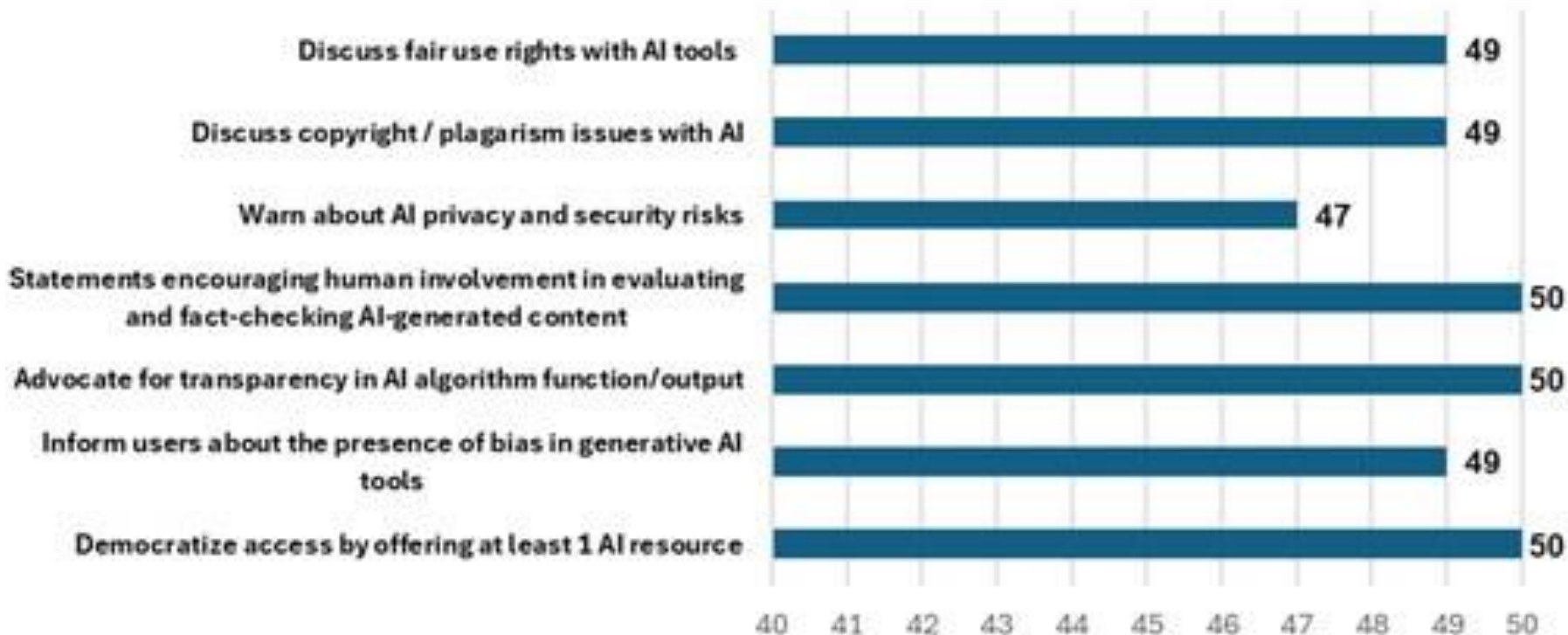


# AI Policies in U.S. Universities:

A Critical Analysis of Policy Gaps and Library Involvement.



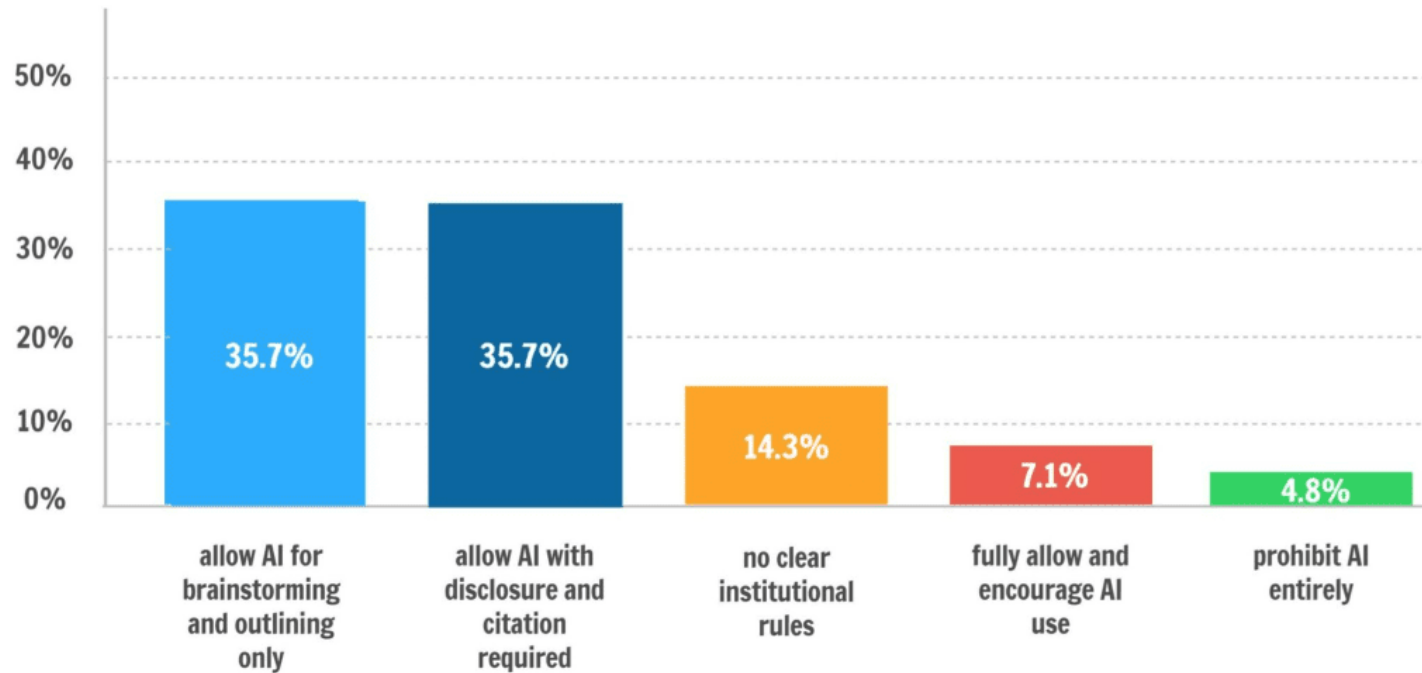
## # of Universities with AI Policies/Resources Aligned with ARL Guidelines





## AI usage policy accross different universities

litero |



# Graduate Degrees

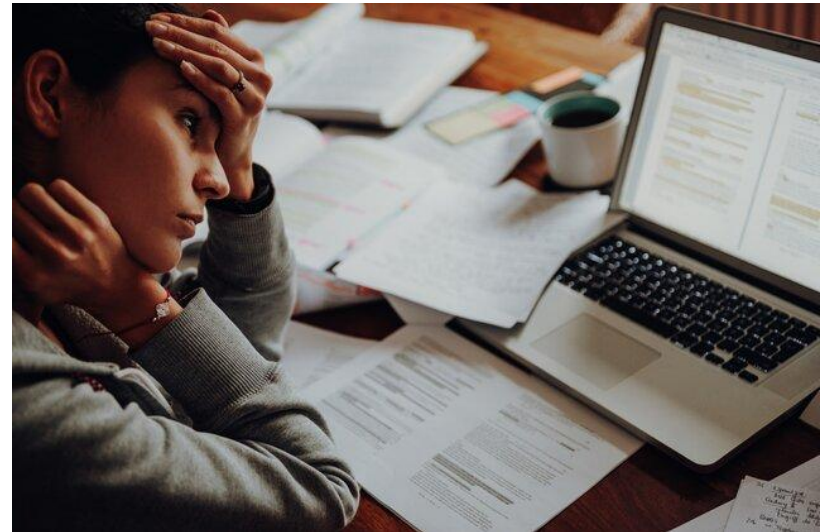


## The Why

- a. Develop expertise in a specific discipline
- b. Career promotion
- c. Career transition
- c. Increase earning power
- d. Academic career path

## Traditional Assessments

- a. Written exams
- b. Oral exams
- c. Practicums
- d. Residences
- e. Theses and Dissertations based on original research



# Employers looking for ...



Problem Solver

Effective Communicators

Collaborative team members

Formulating constructive questions

Display critical thinking skills





# Assessments for originality

Design authentic learning experiences that encourage critical thinking, creativity, and responsible AI use:

- » Flipped classroom
- » Problem solving assignments
- » Activity based learning
- » Pecha Kucha
- » Experiential Learning Practicum





# FLIPPED CLASSROOM



# Flipped classroom onsite classes

## Traditional –

- Materials prepared to be delivered in class
- Students listen to lectures, or other guided instructions take notes
- Homework assigned to demonstrate learning



## Flipped classroom

- Instructor record and share lectures
- Students listen to lectures outside of class
- Class time devoted to applied learning activities and higher order thinking tasks with instructor and peer support





# PROBLEM SOLVING





# Problem Solving Method

Student-centered, active-learning approach where students use critical thinking and previously learned skills to resolve real-world challenges

- Case Studies analysis
- Building models, such as mathematical models for business decisions





# Problem solving steps

1. Empathizing with the user / Gathering information
2. Defining the problem
3. Ideating / Finding solutions
4. Creating and evaluating solutions:  
Sharing out and receiving critique
5. Refining and adjusting those solutions





# ACTIVITY BASED

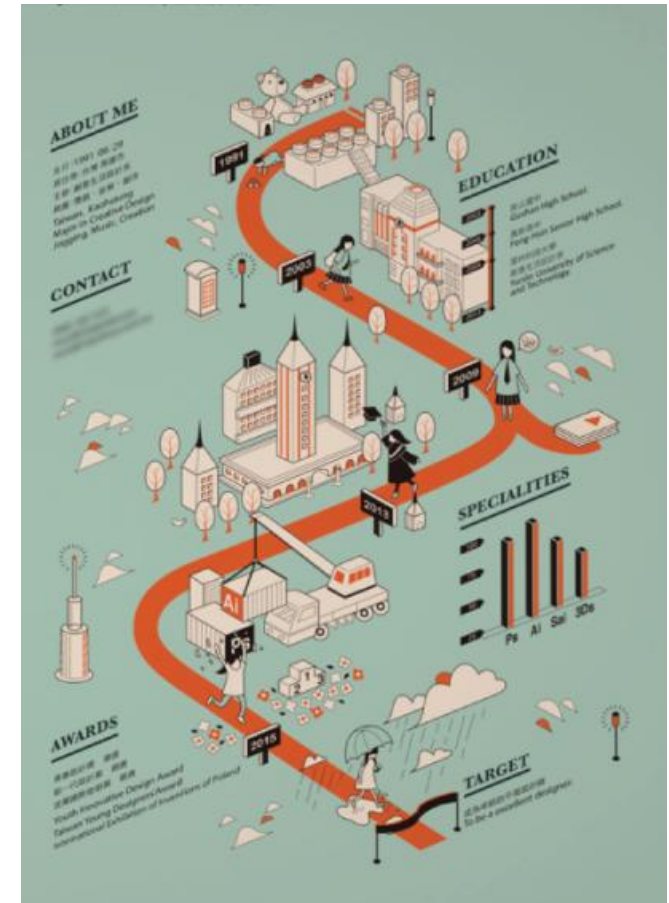


# Activity based learning



» Students actively construct knowledge through "learning by doing" rather than passively listening to lectures.

- Role playing such as negotiation course
- Debating controversial topic
- Experimenting such as science labs
- Gamification for math and strategy
- Infographic to summarize complex topic





# PECHA KUCHA





# Structure of a Pecha Kucha 20x20

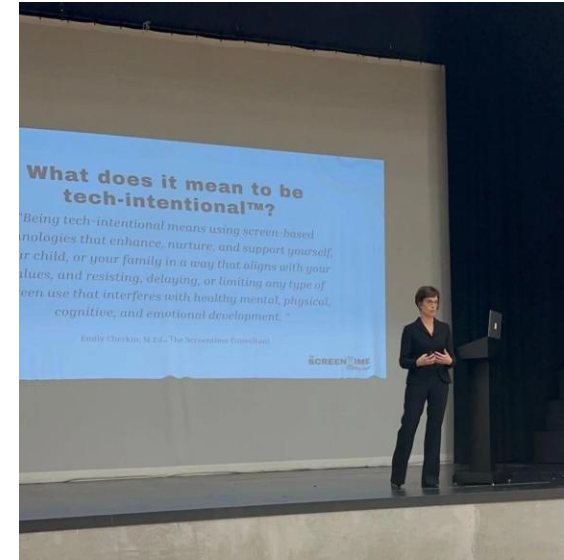
- 20 slides
- Images only, with few if any words
- Each slide is limited to 20 seconds resulting in 6 minutes 40 seconds presentations



# Pecha Kucha



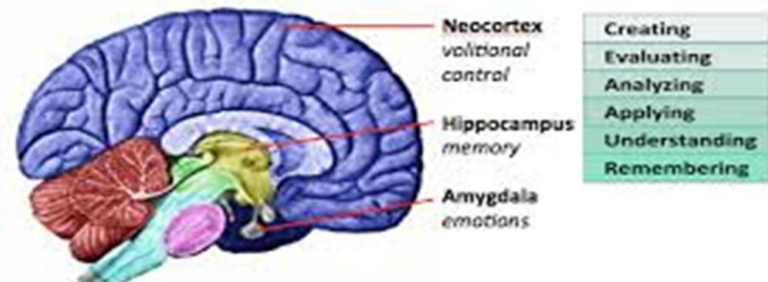
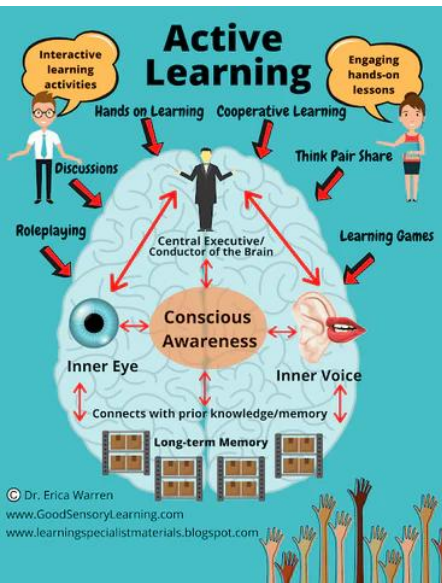
- Pecha Kucha alternative to traditional research presentations.
- Visual emphasis encourages a deeper engagement with the subject matter and the need for concise articulation challenges students to prioritize key information.



# Benefits to the Presenter



- Enhances **meticulous organization** to curate for essential information.
- Time constraint promotes **logical flow** and demands **concise articulation** of ideas.
- Necessitates ability to **synthesize complex information** into a coherent narrative.
- Learn to think visually and use imagery to enhance understanding, **evoke emotion**, and maintain audience engagement.
- Hones ability to **communicate efficiently**.
- Carefully **choose words** to ensure each sentence contributes to the overall message.





# Benefits for Audience



## Enhanced Engagement and Attention:

- The rapid pace keeps attention.
- Constant visual and verbal stimulation prevents monotony.
- Short slide duration encourages focus.,
- Audience maintains **interest**, not distracted.

## Concise and Focused Delivery:

- Delivers key concepts
- Digestible and efficient manner
- The audience receives a concentrated dose of information.





# **EXPERIENTIAL LEARNING PRACTICUM**

# Experiential Learning Example



- Health Care Strategy Practicum Consulting

At the Carey Business School, project-based experiential learning (EL) is the process of applying business knowledge and skills in real-world environments while embracing the complexity of teaming, partner engagement, context, and creative problem solving.





# Learning objectives for the Health Care Strategy



Size up, quickly and accurately, complex and unstructured situations by identifying the core problems and issues in a healthcare setting



Analyze quantitative and descriptive data to identify strategies which are appropriate to each situation, evaluate alternatives, and recommend specific courses of action for creative solutions to problems/issues



Select and apply the appropriate business tools, such as SWOT, PESTEL, Financial Analysis, etc. to a health care analysis.



Analysis Case studies in the Health Care space to hone critical thinking skills.

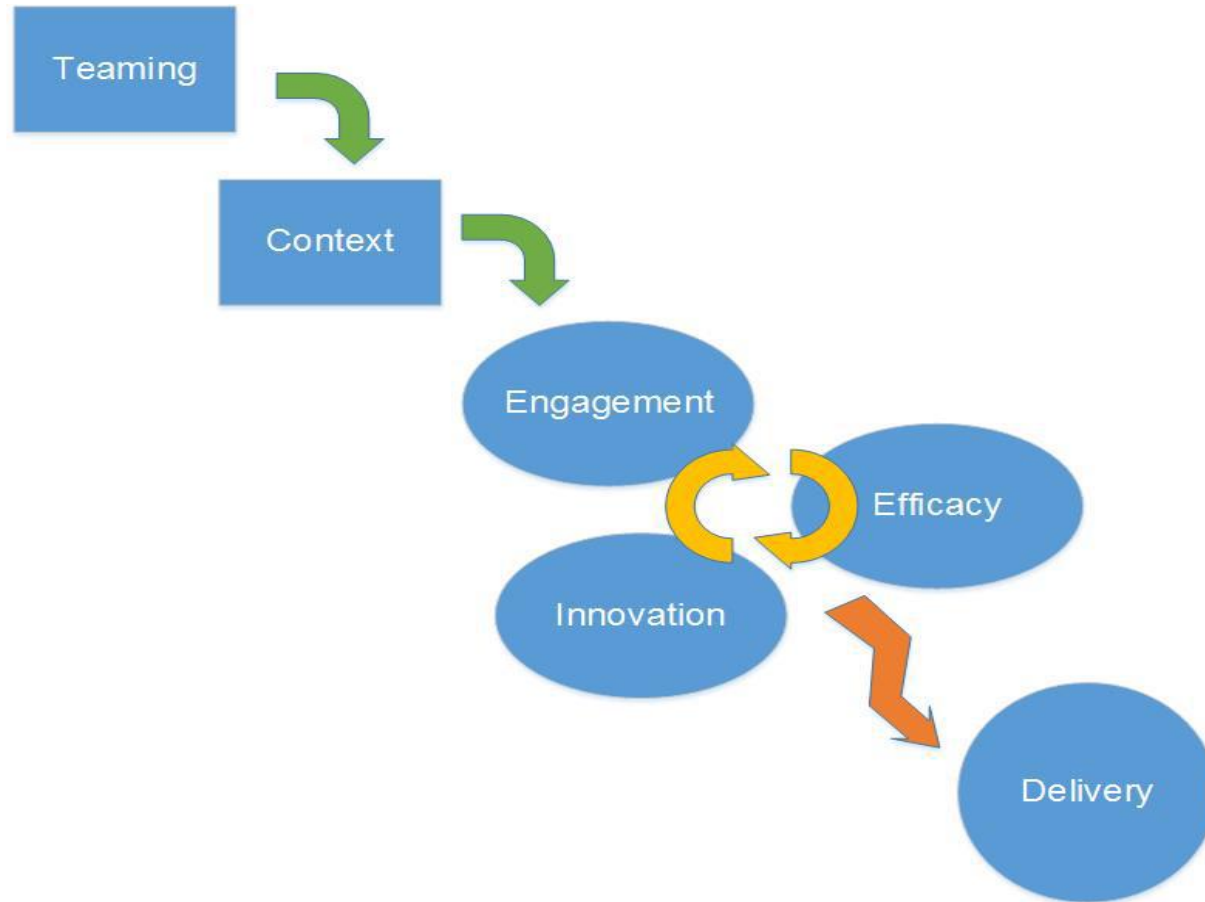


# Project-based Experiential Learning Process

- Teaming – collaborative culture
- Context –navigate real-life complex organizations cultures and structures, and external and internal influences,
- Engagement - Build a productive working relationship with your project partners,
- Innovation – develop novel ideas that work in context
- Delivery – Report to client with recommendations communicate their methodology, recommendations, and implementation plan to convince their clients their solutions are worth pursuing.



# Project-based Experiential Learning Process Methodology



# Project-based Experiential Learning Components

Team-Based

Project  
Sponsors

Opportunity  
or Challenge

Data

Creative  
Problem  
Solving

Appropriate  
Timelines



# “Gold Standard” Experiential Learning Courses at the Carey Business School?

Ambiguity

Unfamiliar  
Contexts

Relationships

Reflection

Feedback

Impact and  
Consequences



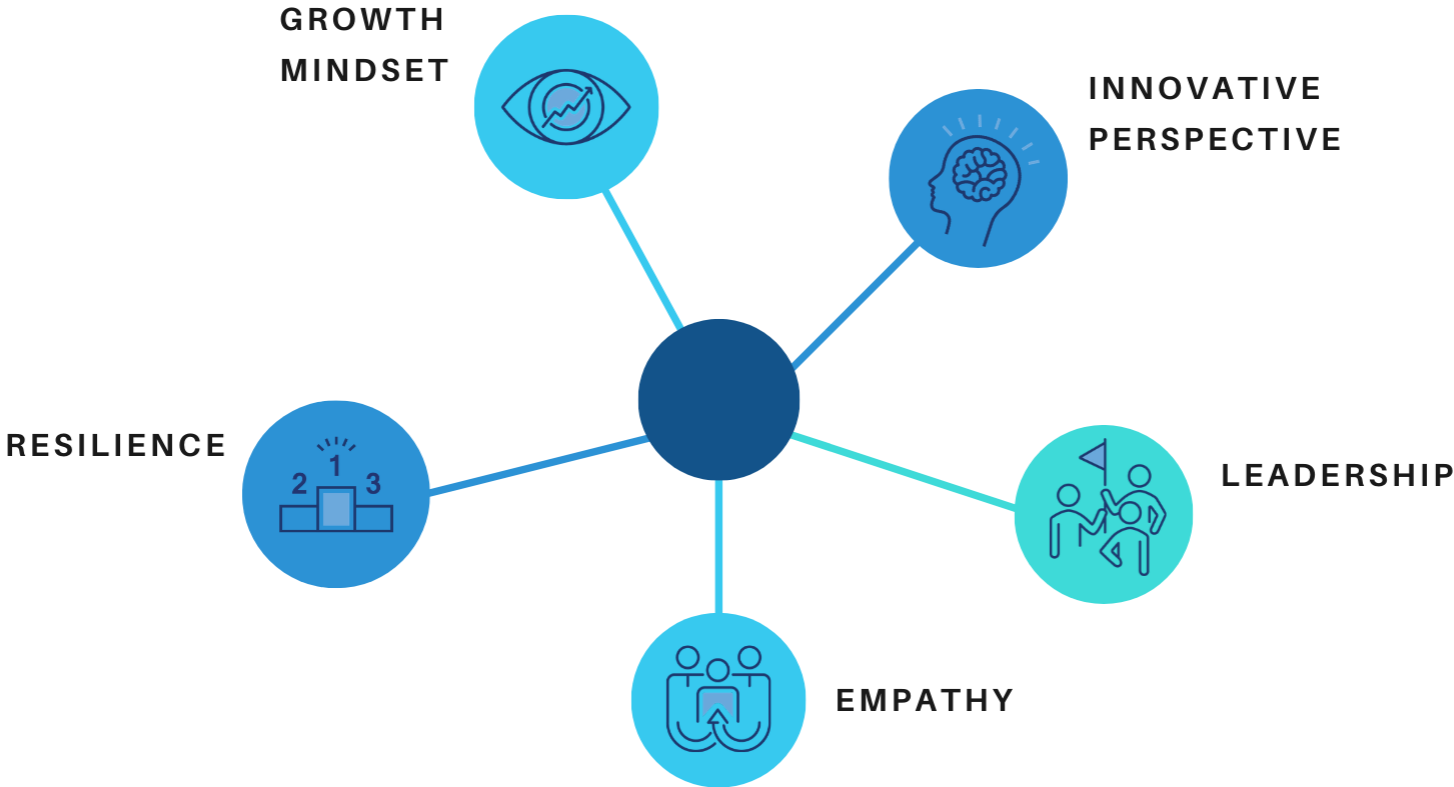


# Project-based Experiential Learning



# JOHNS HOPKINS CAREY BUSINESS SCHOOL

Core Competencies





# Five Dysfunctions of a Team

• Patrick Lencioni



Absence of trust—unwilling to be *vulnerable* within the group



Fear of conflict—seeking *artificial harmony* over constructive passionate debate



Lack of commitment—feigning buy-in for group decisions creates *ambiguity* throughout the organization



Avoidance of accountability—ducking the responsibility to call peers on counterproductive behavior which sets *low standards*



Inattention to results—focusing on personal success, status and ego before team success



# Kolb's Model

## 01

Engage: EL programs engage with external entities or immerse students in complex contexts to approximate real-world experience

## 02

Reflect: Faculty and staff facilitate learning throughout engagements by fostering a practice of mentorship, reflection, and feedback.

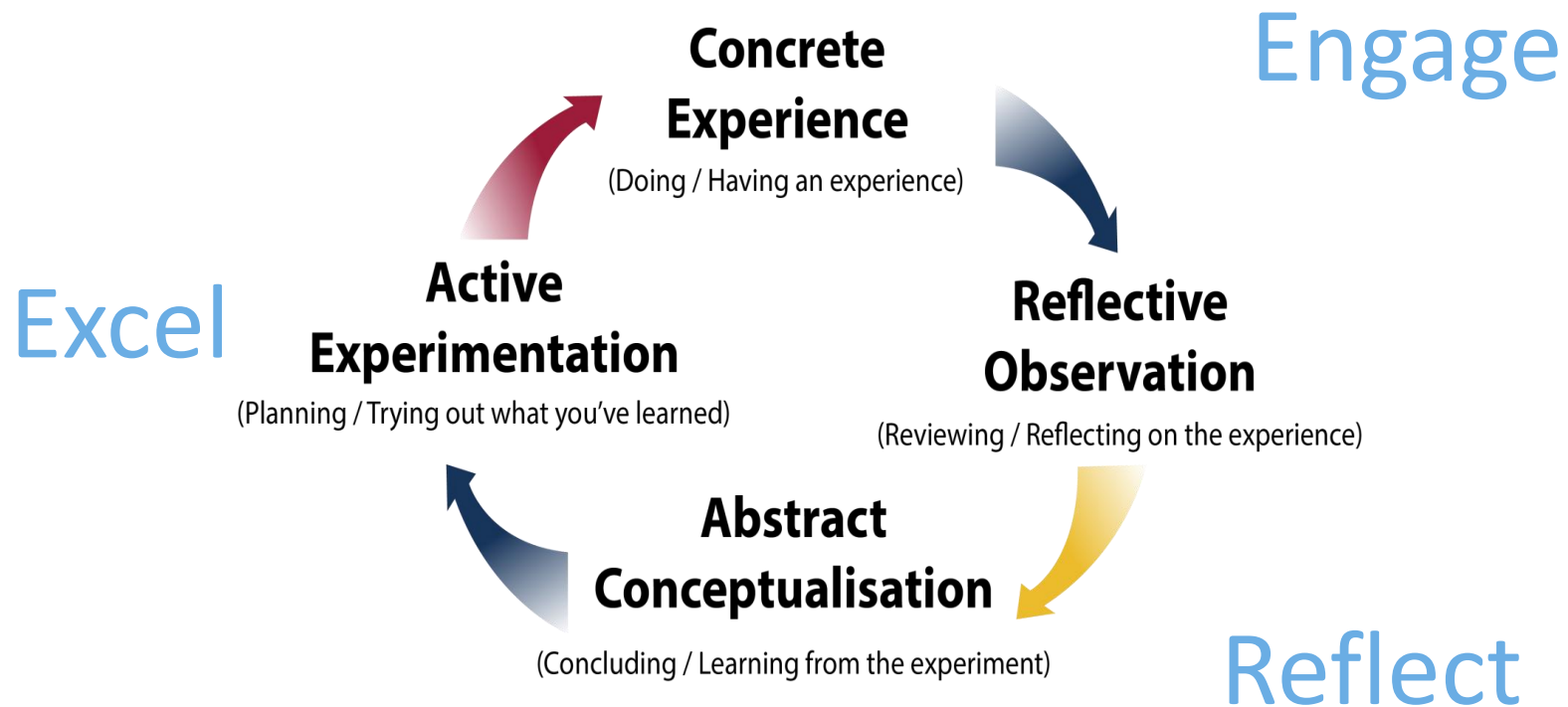
## 03

Excel: By enabling an iterative process of client engagement and reflection, students learn how to apply program learning to future scenarios, focusing on preparing students for the marketplace post-graduation.





# OEL External Brand: Engage, Reflect,



\*Kolb, 1984





# Student testimonials

- Overall, this was a fantastic course that really helped me bring together many of the concepts and key learning objectives from other courses throughout my degree program. ....
- I thoroughly enjoyed this course and learning from my group members. Each person contributed different thoughts and ideas that helped me learn and grow throughout the past 16 weeks of this course. I will recommend this course to friends and I am grateful for the value that it brought to the workplace for me. ....
- I believe this course should be required for anyone in the MBA program at Carey. This course is truly the culmination of skills that one develops as they complete their course work for the MBA. ....
- I had a great experience overall and will recommend this course to other classmates. The challenges mixed with the real- life applicable information was helpful to me. It was nice to have a course where I actually felt I was learning something that applies to the real world, opposed to reading an article and getting graded based on my responses ....





# References

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Thank you for your attention



?Questions?



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CAREY BUSINESS SCHOOL



# APPENDIX



## Part 1 (8 weeks)



### Course content

- Videos on health care strategy.
- Videos on project-based learning model
- Video interviews with health care practitioners.
- Synchronous online sessions.
- Assigned readings.
- Case-based discussions on health care strategy.



### EL Activities

- Journaling: Reflection and feedback on project progress.
- Pulse Checks: Reflection on project-based teamwork.
- Team contract.
- Team collaboration on work plan development.

## Part 2 (8 weeks)



### Course Content

- Videos on Carey Core Competencies.



### EL Activities

- Journaling: Reflection on project progress and Carey Competencies.
- Pulse Checks: Reflection on project-based teamwork.
- Team work plan implementation.
- Final team presentations.



# Client Testimonials



Our Center very much appreciated working with Dr. Robeson's Client Consulting Practicum course. The students assigned to our Center provided very valuable insight regarding Medicaid eligibility for one of our maternal child health programs. We are currently using the results of the student project and are grateful for their efforts.

Kristen Speakman, American Indian Family Spirit

On behalf of the Johns Hopkins Medicine Patient Engagement Program's (PEP) Steering Committee,.....I was extremely impressed with what the students accomplished in a few short months. They identified key competitors and completed a comprehensive comparison of PEP's strengths and weaknesses. They developed a reasonable marketing and pricing strategy that included the team's rationale plus a comparison to key competitors. They created a social marketing strategy to aim in taking PEP outside of Johns Hopkins. ....Their work was evidence-based and validated many of our initial hunches. The student's work was invaluable and will help us to take PEP to the next level. I am extremely grateful to the students and the faculty instructor/advisors to helping to make this project a success. Thank you!

Tracy Novak, Howard General Hospital, JHMI





# Student Responses to Reflection

- Carey Competencies Reflections
  - The Carey Competencies really provide guidance on applying what we learn to a standard of ethics and principles.
  - For someone like me who is self-reflective and tends to like to intellectualize assignments, the journal entries helped me direct my thoughts along with my professional development. It allowed me to be self-critical, and self-check my behavior and skills. It allowed me research and understand the competencies in particular leadership, growth mindset, empathy and resilience.
- Team Diversity Reflections
  - Our team diversity was key to our success. The key diversity was in our professional experiences, however also having a mix of gender, age and Geography
  - Our group has different facets of diversity, including gender (2 male and 2 female), culture, work styles and work experiences. For our team, this has worked and we have been able to capitalize on our differences to make them strengths.
  - Our team has considerable diversity in terms of work experience, cultural background and approach to problem solving. .... I believe we culturally have a very diverse group which I think adds to our ability to communicate.

