



When the proxy breaks: What GenAI reveals about assessment

Dr Hanelie Adendorff (Stellenbosch University) &
Ms Sukaina Walji (University of Cape Town)

Monday, 8 June 2026 | 16h00–17h00 SAST

HOW TO ATTEND:

In person (main venue):

- Road House Cinema (Neelsie) Stellenbosch University

Watch at satellite venues:

- Room P215, 2nd Floor Physics Building University of the Witwatersrand
- Seminar Room K310 Physics Building G5 North-West University

Online (live stream)

--- Please note, a recording of the lecture will be published on the NITheCS YouTube channel following the event ---

ABSTRACT

The arrival of Generative AI in higher education has triggered a familiar response: regulate its use, detect it, and redesign teaching, learning, and assessment around it. This talk argues that these responses misidentify the problem. GenAI has not introduced uncertainty into assessment; it has exposed an uncertainty that was always there. When a machine can pass a test, we must ask what the test is measuring. Drawing on collaborative work across two South African universities, including a practitioner guide of do's, don'ts, and don't knows, the talk explores what it means to act with epistemic humility in a shifting landscape. Through a case of assessment redesign in a Science course, it shows how uncertainty can be productive when temporarily stabilised, reflexively worked through, and translated into practice without premature closure. Rather than offering a model to replicate, the talk presents a way to understand the current moment – where assessment expertise lies less in the correct application of principles and more in the capacity to reason carefully when those principles conflict or fail. In an age of powerful generative tools, the key competence may be knowing what we do not yet know.

BIOGRAPHIES

Dr Hanelie Adendorff is a senior advisor in the Centre for Teaching and Learning at Stellenbosch University. With a PhD in Chemistry, she has worked in academic professional development since 2002. Her work focuses on teaching, learning, and assessment in higher education, particularly the implications of AI. She collaborates with academics to design meaningful learning experiences and has contributed to blended learning, science education, curriculum decolonisation, and AI literacy. She serves on the editorial board of *Critical Studies in Teaching and Learning* (CriSTaL) and has published on professional development and science education.



Ms Sukaina Walji is Director of the Centre for Innovation in Learning and Teaching at UCT. She advises on digital transformation in higher education and has led the development of key institutional policies - UCT's AI in Education Framework, Digital and Online Education Policy, and Assessment Policy. Her work bridges research, policy, and practice, focusing on equity in digital education. She also contributes to rethinking assessment in the AI era to ensure it remains meaningful, fair, and inclusive. She holds a degree in Modern History from Oxford University and a Master's in Online and Distance Education from the Open University, UK.

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