**Références**

**Diapositive 1 :**

* Site web du PUPP <https://pupp.uqo.ca/fr/>
* Site web du PUPP sur l’intelligence artificielle <https://pupp.uqo.ca/fr/intelligence-artificielle-et-plagiat/>

**Diapositive 8-9 : Modèle d’évaluation proposée**

* Peters, M., Smith, J. et Angelov, D. (2023). Planification d’une tâche évaluative qui favorise la créativité et l’intégrité académique. <http://w4.uqo.ca/mpeters/ateliers-workshops>

**Diapositives 11-12 : Taxonomie de Bloom révisée / Objectifs et IA2**

* Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom’s Taxonomy of Educational Objectives (Complete edition). New York: Longman.
* Prof Innovant. (2023). Taxonomie de Bloom révisée : verbes d’action. <https://www.profinnovant.com/taxonomie-de-bloom-revisee-verbes-daction/>

**Diapositives 13-14 : Taxonomie de Bloom révisée / Objectifs et IA2**

* Oregon State University. (2023). Advancing Meaningful Learning in the Age of AI: Bloom’s Taxonomy Revisited. [https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/meaningful-learning/?fbclid=IwAR3nzsEV0-BTPXTRdgAW6EqcbyL3pWx-LmNfH88fVjew-hZLEMe3-z5Wn1Y](https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/meaningful-learning/?fbclid=IwAR3nzsEV0-BTPXTRdgAW6EqcbyL3pWx-LmNfH88fVjew-hZLEMe3-z5Wn1Y" \t "_blank)
* Stasse, S. (2023). Bloom revisité à la sauce IA. Cadre 21. <https://www.cadre21.org/pedagogie/bloom-revisite-a-la-sauce-ia/?fbclid=IwAR1YeXLZLby3u3OWeVArzQUYp2UKWlTgXzLJE9j94PZOYBvdKV6FDoSPhDE>

**Diapositives 15-16 : Compétences fondamentales ou non…❤️**

* Sidorkin, A. S. (2023, December 20). AI Pedagogy, the Introduction. AI-EDU. <https://aiczar.blogspot.com/2023/12/ai-pedagogy-introduction.html?fbclid=IwAR2xNsIp8_dtp8vUHTPc7XAOcEaRj3gWW69R3L2fBNeoqrtreWft50v7UcE>

**Diapositive 19 : Le délestage cognitif**

* Risko EF, Gilbert SJ. (2016). Cognitive offloading. Trends in Cognitive Sciences. 20(9):676–688. doi: 10.1016/j.tics.2016.07.002.

**Diapositive 20-21 : Le délestage cognitif, l’évaluation et l’IA**

* Dawson, P. (2020). Cognitive Offloading and Assessment. In: Bearman, M., Dawson, P., Ajjawi, R., Tai, J., Boud, D. (eds) Re-imagining University Assessment in a Digital World. The Enabling Power of Assessment, vol 7. Springer, Cham. <https://doi.org/10.1007/978-3-030-41956-1_4> **❤️**

**Diapositives 24-28 : Les cinq choix de Leon Furze ❤️**

* Furze, L. (2023, October 04). Rethinking Assessment for Generative AI: Beyond the Essay. LeonFurze.com. <https://leonfurze.com/2023/10/04/rethinking-assessment-for-generative-ai-beyond-the-essay/?fbclid=IwAR2AovmNzhN94MJlxPSkffge-Hh58PALY-q2wcedRu5uJZnSLO20JPytGTQ>
* Furze, L. (2023). AI Assessment Where Does your Assessment Sit on the Scale? <https://leonfurze.com/wp-content/uploads/2023/04/scalePDF.pdf>

**Diapositive 29 : Activité de génération totale**

* Johnston, J. (2023). AI Assignment Flip - 10 Examples. LinkedIn. <https://www.linkedin.com/pulse/ai-assignment-flip-10-examples-jason-johnston/>.

**Diapositive 33 : L’évaluation authentique**

* Frey, B. B., Schmitt, V. L., & Allen, J. P. (2012). Defining authentic classroom assessment. Practical Assessment, Research & Evaluation, 17(2).
* Kashani-Vahid, L., Afrooz, G., Shokoohi-Yekta, M., Kharrazi, K., & Ghobari, B. (2017). Can a creative interpersonal problem solving program improve creative thinking in gifted elementary students? Thinking Skills and Creativity, 24, 175-185.
* Wadaani, M. R. (2015). Teaching for Creativity as Human Development toward Self-Actualization: The Essence of Authentic Learning and Optimal Growth for All Students.Creative Education, 6,669-679.
* Wiggins, G. (2011). A true test: toward more authentic and equitable assessment. Phi Delta Kappan, 92(7), 81–93.

**Diapositive 34 : Caractéristiques d’une activité d’évaluation authentique intègre**

* Spiller, D. (2014). Assessment matters: Academic Integrity. The University of Waikato. <https://www.waikato.ac.nz/__data/assets/pdf_file/0006/352869/Assessment-Matters_-Group-Work-Assessment.pdf>
* Fahim, S. (n.d.). Assessments – Prevention Strategies to Combat Plagiarism [PowerPoint presentation]. The British University in Egypt. https://www.bue.edu.eg/powerpoints-academic-honesty/

**Diapositive 42 : Au-delà de la dissertation… ❤️**

* Furze, L. (2023, October 04). Rethinking Assessment for Generative AI: Beyond the Essay. LeonFurze.com. <https://leonfurze.com/2023/10/04/rethinking-assessment-for-generative-ai-beyond-the-essay/?fbclid=IwAR2AovmNzhN94MJlxPSkffge-Hh58PALY-q2wcedRu5uJZnSLO20JPytGTQ>

**Diapositive 45: La nouvelle dissertation ❤️**

* Brancato, M. and Kopp, N. (2024, September 27). Want Your Students to Write Better? Assign Video Essays. The Chronicle of Higher Education. <https://www.chronicle.com/article/want-your-students-to-write-better-assign-video-essays>

**Diapositive 46: Pour une activité complète sur la vidéo-dissertation**

* **Peters, M. (2025). Activité sur la vidéo-dissertation à l’ère de l’IA.** <https://mpeters.uqo.ca/dissertation>

**Diapositives 48-50 : Le débat ❤️**

* **Bauschard, S. (2023, November 05). Debating in the World of AI. Education Disrupted: Teaching and Learning in An AI World.** <https://stefanbauschard.substack.com/p/debating-in-the-world-of-ai?utm_source=post-email-title&publication_id=1673728&post_id=138620336&utm_campaign=email-post-title&isFreemail=true&r=2fm3lf&utm_medium=email>

**Diapositive 51: Pour une activité complète sur le débat**

* **Peters, M. (2025). Activité du débat à l’ère de l’IA.** <https://mpeters.uqo.ca/activite-du-debat-a-lere-de-lia/>

**Diapositive 54 : La classe inversée**

* Bissonnette, S., & Gauthier, C. (2012). Faire la classe à l'endroit ou à l'envers? Formation profession, 20(1), 23-28. <https://r-libre.teluq.ca/773/>
* Guilbault, M., & Viau-Guay, A. (2017). La classe inversée comme approche pédagogique en enseignement supérieur : état des connaissances scientifiques et recommandations. Revue internationale de pédagogie de l’enseignement supérieur, 33(1), <https://doi.org/10.4000/ripes.1193> .
* Tardif, S., & Rivard, M. (2021). La classe inversée en mode virtuel : portrait d’une formule gagnante. Revue hybride de l’éducation, 4(6), 15-24. [https://doi.org/https://doi.org/10.1522/rhe.v4i6.1220](https://doi.org/https%3A//doi.org/10.1522/rhe.v4i6.1220)

**Diapositive 58: Pour une activité complète sur la classe inversée**

* **Peters, M. (2025). Activités pour la classe inversée à l’ère de l’IA.** <https://mpeters.uqo.ca/classe-inversee>

**Diapositives 60-61 : Le quiz qui favorise l’intégrité**

* Woldai, B., Henne, S., Fersch, M.-L., Kamath Barkur, S. et Schacht, S. (2023). *A Qualitative Evaluation of an AI-Supported Quiz Application to Assess Learning Progress.* Communication présentée The Paris Conference on Educations 2023 IAFOR, Paris. Repéré à <https://papers.iafor.org/wp-content/uploads/papers/pce2023/PCE2023_70567.pdf>
* Chahna, G. (2023). On ChatGPT: what promise remains for multiple choice assessment? *Journal of Learning Development in Higher Education,* (27). doi: 10.47408/jldhe.vi27.1009 Repéré à <http://dx.doi.org/10.47408/jldhe.vi27.1009>
* Rusinovich, Y. et Rusinovich, V. (2024). Prevention of Artificial Intelligence (AI) Misuse in Online Medical Education. *ML in Health Science, 1*(1). doi: <https://doi.org/10.62487/8ny3zh09>

**Diapositive 63: Pour une activité complète sur le quiz**

* **Peters, M. (2025). Quiz à l’ère de l’IA.** <https://mpeters.uqo.ca/lien1>

**Diapositive 65 : Seth’s Ideas on the Manual… ou les consignes**

* Godin, S. (2023). Thoughts on the Manual. Seth’s Blog. <https://seths.blog/2023/09/thoughts-on-the-manual/>

**Diapositives 66-67 : Consignes**

* Smith, C. D., Worsfold, K., Davies, L., Fisher, R. et McPhail, R. (2013). Assessment literacy and student learning: the case for explicitly developing students ‘assessment literacy’. Assessment & Evaluation in Higher Education, 38(1), 44-60. doi: 10.1080/02602938.2011.598636
* Harris, Robert (2015).  Antiplagiarism Strategies for Research Papers. Virtual Salt. <http://www.virtualsalt.com/antiplag.htm> **❤️**
* Cullen, C. (2020). Syllabi Designed with Integrity In Mind.  Sur le site web <https://www.academicintegrity.org/integrity/syllabi-designed-with-integrity-in-mind/>

**Diapositive 69 : Consignes pour l’intégrité**

* Dumin, L. (2024). Annotated PDFs Assignment Information. [https://ucok-my.sharepoint.com/:w:/g/personal/ldumin\_uco\_edu/EUqI8bd0451PuBfymuea1DYBuamYV-rl4vx7k4hFr6\_Qmg?rtime=pxeeQfkV3Eg](https://ucok-my.sharepoint.com/%3Aw%3A/g/personal/ldumin_uco_edu/EUqI8bd0451PuBfymuea1DYBuamYV-rl4vx7k4hFr6_Qmg?rtime=pxeeQfkV3Eg)

**Diapositive 70 : Consignes**

* Spannagel, C. (2023). Rules for Tools. Pädagogische Hochschule Heidelberg. [https://csp.uber.space/phhd/rulesfortools.pdf](https://csp.uber.space/phhd/rulesfortools.pdf%22%20%5Ct%20%22_blank) **❤️**

**Diapositive 73 : Critères d’évaluation**

* Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education–a systematic literature review. Thinking Skills and Creativity, 8, 80–91.
* Shin et al. (2012) White M, Kern ML. Positive education: Learning and teaching for wellbeing and academic mastery. International Journal of Wellbeing. 2018;8(1):1-17. DOI: 10.5502/ijw.v8i1.588
* De Bruijn-Smolders, M., Timmers, C. F., Gawke, J. C. L., Schoonman, W., & Born, M. P. (2016). Effective self-regulatory processes in higher education: research findings and future directions. a systematic review. Studies in Higher Education, 41(1), 139–158.

**Diapositive 75 : Critères pour l’écriture avec IA2**

* Sidorkin, A. S. (2023). Assessing Writing with AI. AI Czar’s Codex. <https://sidorkin.blogspot.com/2023/11/assessing-writing-with-ai.html?fbclid=IwAR1UCNe73s1zLs3SrTRyK5gt6Z3TEjxq3o3M41dVHXwwijPfA-jLwW84Cpo>

Pour m’écrire martine.peters@uqo.ca