Addressing and Integrating AI into a Film Genre Assessment

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1. Background

The COM267 Hollywood Cinema course previously included two assessments: a research essay applying genre theory to a film, and a case study on a Hollywood director or filmmaking practice. However, Large Language Models (LLMs) can now competently generate traditional research essays, particularly on well-established topics such as film genre theory. This raised concerns about students substituting AI-generated content for their own work and undermined the validity of the assessment. As a result, the research essay required redesigning to ensure learning objectives could still be achieved while minimizing unedited AI substitution. At the same time, the revision aimed to integrate AI constructively into the assessment, enabling students to produce work beyond their unaided capabilities.

2. Solutions

This assessment was redesigned into a creative and reflective task in which students created and analyzed a fictional genre film. Key elements included:

1. **Creating a fictional film:** Students produced a fake film title, synopsis, and poster that both evoked the selected genre and demonstrated originality.
2. **Theory-based reflection:** The most heavily weighted component required students to explain how their fictional film embodied a specific genre theory and demonstrated evolution by referencing two real genre films.
3. **Using XIPU AI for visual design:** As students were not trained in design or photography, they were encouraged to use XIPU AI to generate poster images and were trained in effective prompting techniques.
4. **Peer engagement and public display:** Students shared their posters on a Learning Mall forum, voted on the best designs, and the top ten posters received bonus marks and were displayed publicly on campus.

3. Outcomes and Benefits

The revised assessment preserved the original learning objectives while reducing the feasibility of unedited AI substitution. By requiring theory-based reflection grounded in specific genre films, students demonstrated deeper understanding and analytical ability. The integration of XIPU AI enabled students to produce visually compelling work, increased engagement, and enhanced enjoyment. Peer voting and public exhibition further motivated students and fostered a sense of community and academic creativity.

4. Replicability and Promotion Value

This case is highly replicable across courses that combine theory, creativity, and reflection, such as media studies, cultural studies, and interdisciplinary subjects. By positioning AI as a creative support tool rather than a writing

substitute, the model offers a practical framework for assessment redesign in the AI era.

5. Next Steps

Future plans include encouraging deeper critical reflection on AI use, such as incorporating AI usage logs or self-evaluations. The approach may also be extended to group projects or cross-course exhibitions to further support collaborative and innovative learning.