AmiEs-2026

2026 International Symposium on
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23 – 26 September 2026 | Porto, Portugal

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When Reports Become “Too Good”

Rethinking Assessment in the Age of Generative AI



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A Smarter Tomorrow.

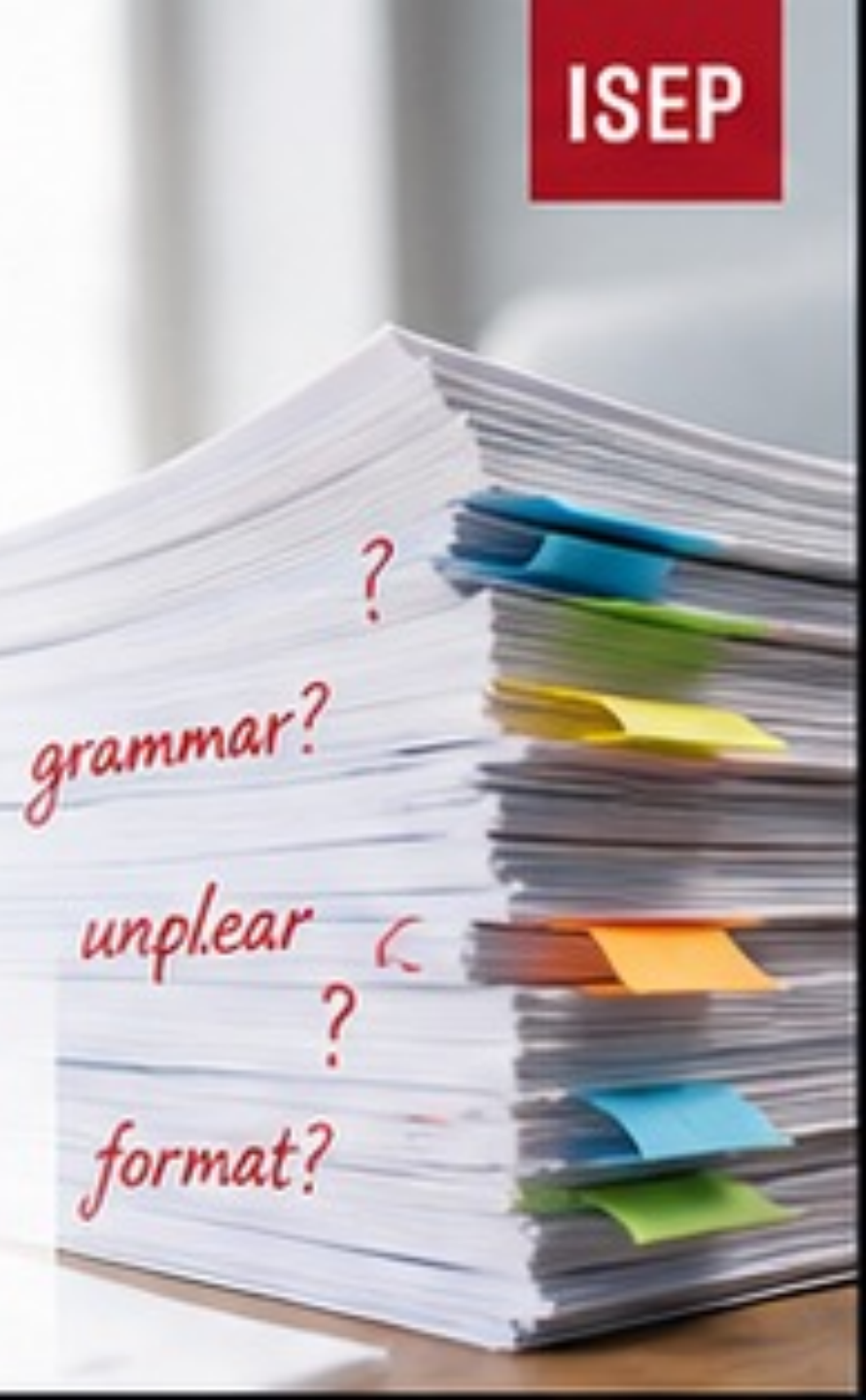
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1. Before GenAI

Common issues in academic writing

- Grammatical and syntactic errors
- Difficulties in structuring technical discourse
- Aa Limited vocabulary
- ? Problems with clarity and coherence



These aspects often required considerable time during supervision and oral examinations and could significantly affect the evaluation.

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2. Then Something Changed

Since the widespread availability of GenAI tools…

Before

- More language errors
- Simple and repetitive vocabulary
- Less structured text
- Lower clarity and coherence

After (more recent reports)

- Linguistically more polished
- More sophisticated vocabulary
- Better structured and coherent
- More consistent academic style

IDEAS
STRUCTURE
CLARITY
QUALITY



Observation ≠ proof of causation: a polished report alone cannot tell us how much GenAI contributed.

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3. The Paradox

Reports and dissertations appear to be better written…

… but this does not necessarily mean that students have improved in the same proportion.



“Better writing is not necessarily better evidence of learning.”

4. What Are We Actually Assessing?

Quality of the text (formal aspects)

- Grammar and syntax
- Structure and organisation
- Academic style
- Vocabulary and fluency

≠

Student knowledge and competences (substantive aspects)

- Understanding of the work
- Justification of technical decisions
- Critical thinking
- Implementation skills
- Ability to defend and discuss

Good writing is still important — but it is no longer a reliable indicator of all these competences.

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5. The Oral Defence Becomes More Important

A key moment to assess real understanding

- Explain and justify technical decisions
- Discuss implementation, methodology and results
- Answer unexpected questions
- Reflect on limitations and alternative approaches
- Demonstrate critical thinking and autonomy



"The **defence** reveals what students **know**, not what **tools** they may have used."

6. From Product to Evidence of Learning

A broader view of assessment



Key idea:

Instead of focusing on detecting AI use, we can strengthen assessment by considering multiple sources of evidence.

→

From a single product to a richer and fairer assessment of student learning.

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7. Final Thoughts

> If AI can help students write like experts, assessment must help us discover whether they can also think like experts.



Same tools. New opportunities for deeper learning.

Better writing is welcome. Better evidence of learning is essential.

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Thank you!

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