

Evaluation methods in the practical academic writing class: the challenge of AI-assisted papers

Monday 23 June 2025 14:10 (20 minutes)

The use of generative AI in academic writing currently hinders the objective assessment of students' tasks. A comprehensive approach to evaluation is needed to take recent developments into account while modifying outdated examination formats.

Problemstellung

Teachers are challenged to: encourage the production and submission of academic tasks without the use of AI; allow for the correct implementation of AI tools in the right contexts; help students recognise the shortcomings of AI-enhanced writing; design examination formats that enable fair assessment.

Kurzbeschreibung

The use of generative AI in academic writing currently hinders the objective assessment of students' tasks. A comprehensive approach to evaluation is needed to take recent developments into account while modifying outdated examination formats.

Abstract

The aim of the academic writing class is to provide students with a solid foundation in advanced writing skills for a career in teaching and researching. The recent rise of freely-available AI software, however, has impacted students' attitudes and performance in class, posing a significant challenge to their teachers and examiners. This short presentation will illustrate with real-life examples the many problems (ethical, didactic, curricular) currently being discussed in connection with generative AI, as well as offer solutions for fair, objective assessment of students' writing tasks.

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Session Classification: Parallele Vorträge: Kompetenzorientiertes Prüfen

Track Classification: II. Gestaltung digitaler Prüfungsformate