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*Semmelweis University,  
Mental Health Sciences Institute*

# Authentic Learner Engagement and the Crisis of Assessment Visibility in the Age of Generative AI

Cognitive Engagement, Educational Evidence, and  
Institutional Responsibility in Higher Education

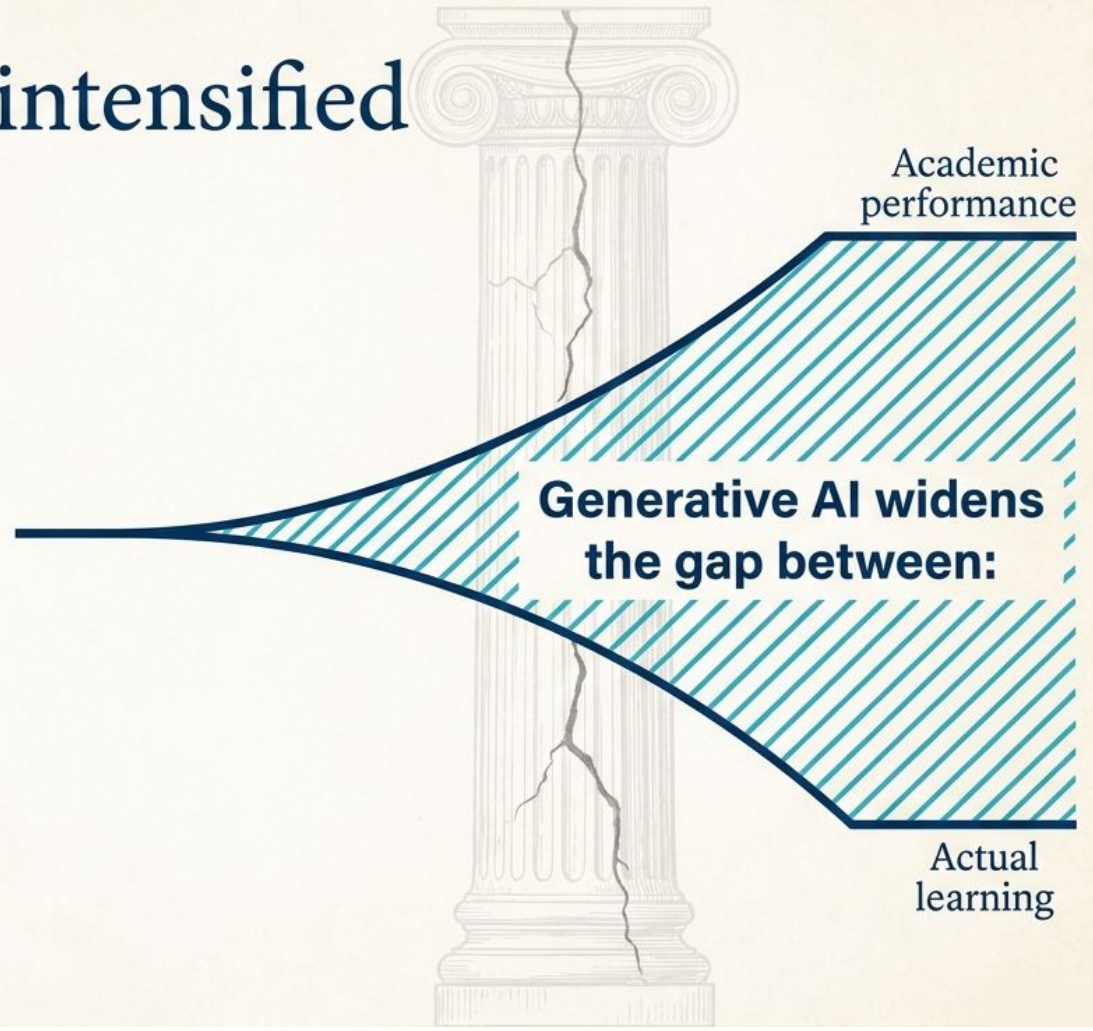


Walter Fontanini  
2026.06.05.

# An old problem, intensified

Universities have  
never assessed  
learning directly.

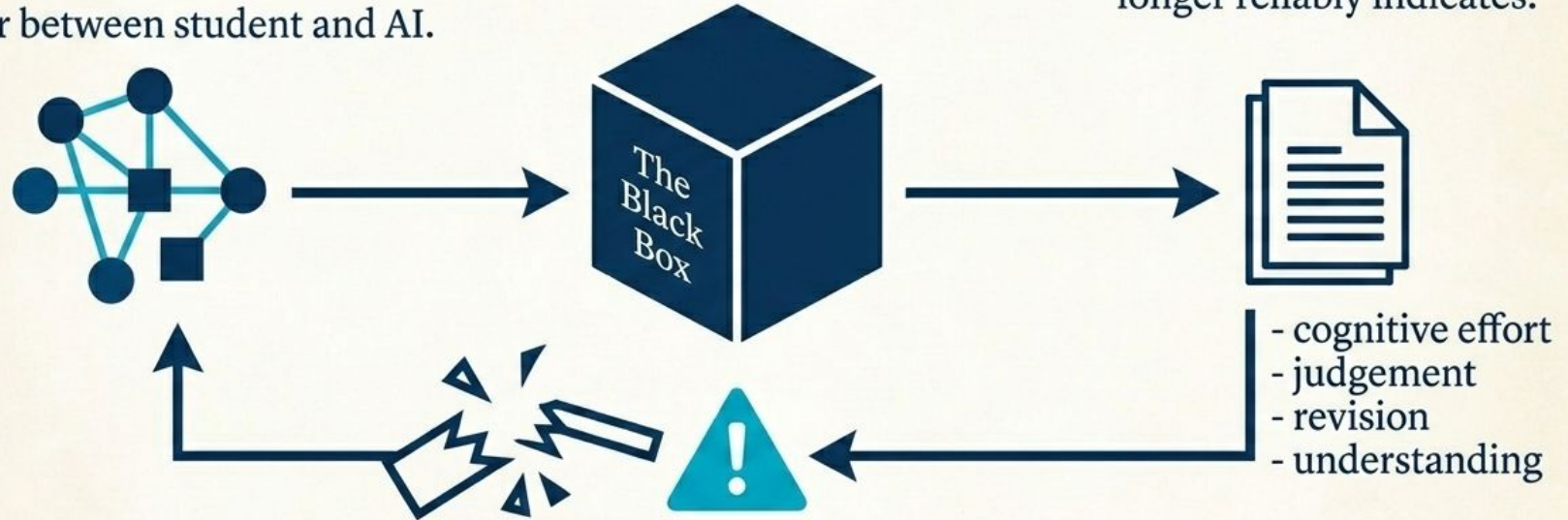
**They assess  
its products.**



# Evidential Uncertainty

The same essay may represent very different distributions of labour between student and AI.

A finished product no longer reliably indicates:



**What does this product actually evidence?**

# What is Educationally at Stake?

Not merely:

submission

activity

participation

But:

## Cognitive Engagement

interpretation

selection

evaluation

revision

judgement

# From Evidential Uncertainty to a Crisis of Visibility



## **Evidential uncertainty**

Assessors cannot confidently infer what intellectual work a product represents.

## **Crisis of assessment visibility**

Universities continue to rely on assessment formats that no longer make learning processes sufficiently visible.

# Beyond Originality

The key question is:

The key question  
question is not:

"Is this text  
original?"

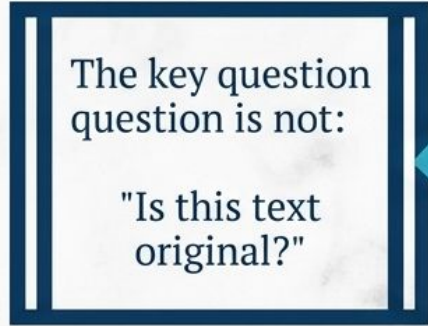
Who selected?

Who judged?

Who revised?

Who can defend the claim?

**Accountable  
Intellectual Agency**



# From Product Sufficiency to Evidential Richness

Assessment should generate evidence of:

- planning
- revision
- feedback uptake
- justification
- accountability



# Conclusion

Generative AI does not simply threaten authenticity.

It weakens the evaluative inferences through which universities have long treated finished products as evidence of learning.

The stand-alone final essay is no longer a sufficient assessment of cognitive engagement.

**It must be embedded within a broader  
Evidential Ecology.**





The first depiction of AI Language  
“Learning” Model

*Raphael, 1509, Vatican City*

*Thank you for your attention!*

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