# AI, teaching, and academic integrity

This is a working list of articles and resources related to artificial intelligence, teaching, and academic integrity. It was compiled by Doug Ward of the **Center for Teaching Excellence** for a March 2023 online session on AI and teaching. [CTE has created a webpage](https://cte.ku.edu/adapting-classes-artificial-intelligence-era) and related documents providing an overview of AI resources and [AI, writing and critical thinking](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fcte.ku.edu%2Fsites%2Fcte%2Ffiles%2Fimages%2FAI%2520resources%2520related%2520to%2520critical%2520thinking.docx&wdOrigin=BROWSELINK).

## CTE resources

* [Adapting your course to artificial intelligence](https://cte.ku.edu/adapting-classes-artificial-intelligence-era), CTE website.
* [The bots are here to stay. Do we deny or do we adapt?](https://cteblog.ku.edu/the-bots-are-here-to-stay-do-we-deny-or-do-we-adapt/), by Doug Ward, Bloom’s Sixth, CTE blog (20 January 2023).
* [Exploring the reasoning and the potential of ChatGPT](https://cteblog.ku.edu/exploring-the-reasoning-and-the-potential-of-chatgpt/), by Doug Ward, Bloom’s Sixth, CTE blog (5 February 2023).
* If you just need a laugh: [In this issue of Pupil, we mock the Age of AI Anxiety](https://cteblog.ku.edu/in-this-issue-of-pupil-we-mock-the-age-of-ai-anxiety/), Bloom’s Sixth, CTE blog (3 March 2023).

## Promoting academic integrity

Educators have expressed many concerns about how students might use ChatGPT and other AI tools in their coursework. That has led to the creation of several tools for detecting written work created by artificial intelligence. Turnitin, a service KU subscribes to, will soon release an AI detector that will be available in Canvas (see below). That type of tool can be helpful, but it is important that instructors talk with students about academic integrity and create a class environment that promotes inclusion and trust. [Recent research conducted by the educational consultant Challenge Success](https://hechingerreport.org/opinion-we-can-add-chatgpt-to-the-latest-list-of-concerns-about-student-cheating-but-lets-go-deeper/) suggests that students are less likely to cheat when:

* *they feel a sense of belonging to a community that values integrity and effort*
* *they believe the teacher truly cares about them and their learning*
* *they care about the teacher’s opinion of them*
* *they feel invested in building their own knowledge and skills and see the purpose of the assignments in helping them to do so.*

The [organization says students are more likely to cheat](https://challengesuccess.org/wp-content/uploads/2021/04/ChallengeSuccess-AcademicIntegrity-WhitePaper.pdf) when they are stressed and when they believe that grades are more important than learning. All of this meshes with findings from the scholarship of teaching and learning, which has found that students who feel a sense of belonging and trust are more likely to persist in college and, ultimately, to graduate.

## Detecting writing created by AI

[New tool from Turnitin](https://www.turnitin.com/solutions/ai-writing). Turnitin’s AI detection tool will become available in early April. As with any other such tool, the AI detection tool should be used with care. It can give false positives, and it doesn’t always flag text that was generated with an AI writer. Because of that, it should be used to provide information, not to serve as a sole judge of academic integrity. The company has created [an FAQ handout on the new tool](https://storage.pardot.com/45292/1678979271JzZV2ByR/AI_writing_FAQs.pdf). It has also created [a slide deck explaining how the tool works](https://kansas.sharepoint.com/sites/EdTechs/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FEdTechs%2FShared%20Documents%2FGeneral%2FAI%20Writing%20Detection%20User%20Guide%2Epdf&parent=%2Fsites%2FEdTechs%2FShared%20Documents%2FGeneral&p=true&ga=1).

* [AI Text Classifier](https://platform.openai.com/ai-text-classifier). *Created by OpenAI,* [*which is upfront about the tool’s weaknesses*](https://openai.com/blog/new-ai-classifier-for-indicating-ai-written-text/)*: It can misidentify material and can be fooled with some editing; it requires at least 150 to 250 words; and it doesn’t work well in languages other than English or with text written by children.*

## AI and policy

[Few universities have adopted official policies](https://www.highereddive.com/news/few-faculty-say-their-college-has-chatgpt-guidance/645130/) related to artificial intelligence. Some have said existing policies cover student use of AI in assignments. Many departments, colleges, [teaching centers](https://crlt.umich.edu/blog/chatgpt-implications-teaching-and-student-learning) and [committees](https://sites.rutgers.edu/critical-ai/about-us/) have created possible guidelines and syllabus statements, though. Here is a sampling of those.

* [Classroom Policies for AI Generative Tools](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/mobilebasic). *A Google doc with examples from several colleges and universities.*
* [Association of Research Libraries](https://publications.arl.org/18nm1dh/) guide for AI policies.
* [Boston University Computing and Data Sciences](https://www.bu.edu/cds-faculty/culture-community/conduct/gaia-policy/) *adopted a policy created by students in an ethics class*.
* [University of Guelph](https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/).
* [University of Manitoba](https://news.umanitoba.ca/academic-integrity-and-artificial-intelligence/). *A page on “What students need to know” about artificial intelligence and academic integrity.*
* [North Dakota](https://www.grandforksherald.com/news/north-dakota/north-dakota-higher-ed-leaders-form-task-force-to-combat-negative-effects-of-artificial-intelligence) has created a task force on overcoming the negative effects of AI on students and campuses.
* [Northwestern Office of the Provost](https://www.northwestern.edu/provost/faculty-resources/student-and-teaching-resources/generative-ai-tools-and-the-impact-on-teaching-and-learning.html).
* University of South Australia.
* [Virginia College of Arts and Sciences](https://www.cavalierdaily.com/article/2023/03/generative-ai-in-teaching-and-learning-task-force-hosts-town-hall-with-the-college-of-arts-and-sciences) *has created a* [*Generative AI Task Force for Teaching and Learning*](https://provost.virginia.edu/subsite/genai/about)*, which is holding a series of meetings in March and April*.
* University of Southern California Committee on Information Services.
* [University of Toronto](https://www.viceprovostundergrad.utoronto.ca/strategic-priorities/digital-learning/special-initiative-artificial-intelligence/).
* [Stanford Office of Community Standards](https://communitystandards.stanford.edu/generative-ai-policy-guidance). *Says material from generative AI tools should be treated like material from a person.*
* [Yale](https://poorvucenter.yale.edu/AIguidance).

## Teaching and learning resources related to AI

* [ChatGPT as an Assistive Technology](https://www.insidehighered.com/views/2023/03/01/chatgpt-can-help-students-and-faculty-adhd-opinion), by Maggie Melo. Inside Higher Ed (1 March 2023). *Says chatbots can help people who have ADHD because they provide a minimalist workspace, eliminate a need to move among open browser links, and provide a starting point for writing.*
* [In the Age of A.I., Major in Being Human](https://www.nytimes.com/2023/02/02/opinion/ai-human-education.html), by David Brooks. New York Times (2 February 2023). *Excellent advice for students on preparing for a career in an AI world. He recommends classes that help students write with a distinctive voice, improve their presentation skills, push their creativity, provide unusual worldviews, cultivate empathy, and develop situational awareness.*
* [Arxiv announces new policy on ChatGPT and similar tools](https://blog.arxiv.org/2023/01/31/arxiv-announces-new-policy-on-chatgpt-and-similar-tools/), Arxiv blog (31 January 2023). Also see [Policy for authors’ use of generative AI language tools](https://info.arxiv.org/help/moderation/index.html#policy-for-authors-use-of-generative-ai-language-tools), Arxiv (n.d.).
* [ChatGPT listed as author on many research papers; many scientists disapprove](https://www.nature.com/articles/d41586-023-00107-z), Nature (18 January 2023).
* [Upgrade Your Course Syllabus for ChatGPT](https://medium.com/%40rwatkins_7167/updating-your-course-syllabus-for-chatgpt-965f4b57b003), by Ryan Watkins, Medium (19 December 2022). *A George Washington University professor offers helpful suggestions, including advice about ethics and about using AI in coursework.*
* [When AI Is Writing, Who Is the Writer?](https://www.insidehighered.com/views/2023/01/31/teaching-ai-writing-terms-co-authorship-opinion), by Sean Ross Meehan, Inside Higher Ed (31 January 2023). *A professor at Washington College in Maryland suggests that we should use ChatGPT and other tools as collaborative authors. He references a policy on the OpenAI website (see below).*
* [AI Bots Can Seem Sentient. Students Need Guardrails](https://www.insidehighered.com/news/2023/02/22/ai-bots-can-seem-sentient-students-need-guardrails),” by Susan D’Agostino, Inside Higher Ed (22 February 2023).
* [Teaching and Learning With Artificial Intelligence Apps](https://taylorinstitute.ucalgary.ca/teaching-with-AI-apps), by Sarah Eaton and Lorelei Anselmo, Taylor Institute for Teaching and Learning, University of Calgary (January 2023). *Offers a thoughtful overview on academic integrity and some questions for engaging students about artificial intelligence.*
* [Educator considerations for ChatGPT](https://platform.openai.com/docs/chatgpt-education). *Guidance from OpenAI, created with the help of educators.*
* [Sentient Syllabus Project](http://sentientsyllabus.org/), *a collaborative resource created by professors in Canada, the U.S., and Japan to help instructors use artificial intelligence resources meaningfully. The site can be challenging to navigate, but it contains thoughtful materials related to syllabus language, objectives, and activities.*

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