SP 26 LUNCH AND LEARN | WORKSHOP 2

AI Ethics & Academic Integrity

UHD CENTER FOR TEACHING AND LEARNING EXCELLENCE

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UHD Center For Teaching and Learning Excellence!

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AI Ethics & Academic Integrity

In this workshop, we will explore the evolving intersection of AI use and academic integrity. Together, we will discuss the challenges and ethical considerations surrounding student use of AI and review practical strategies for safeguarding learning and academic integrity. Faculty will explore their stances on the student use of AI and how it impacts course learning goals. This session will feature information on AI detection, Turnitin AI detection, Turnitin's disclaimer, and tips for mitigating AI detection false positives.

Objectives

Explore Your Stance On AI

Discuss Challenges with Academic Integrity

Examine Student AI Use

Consider How It Affects Learning

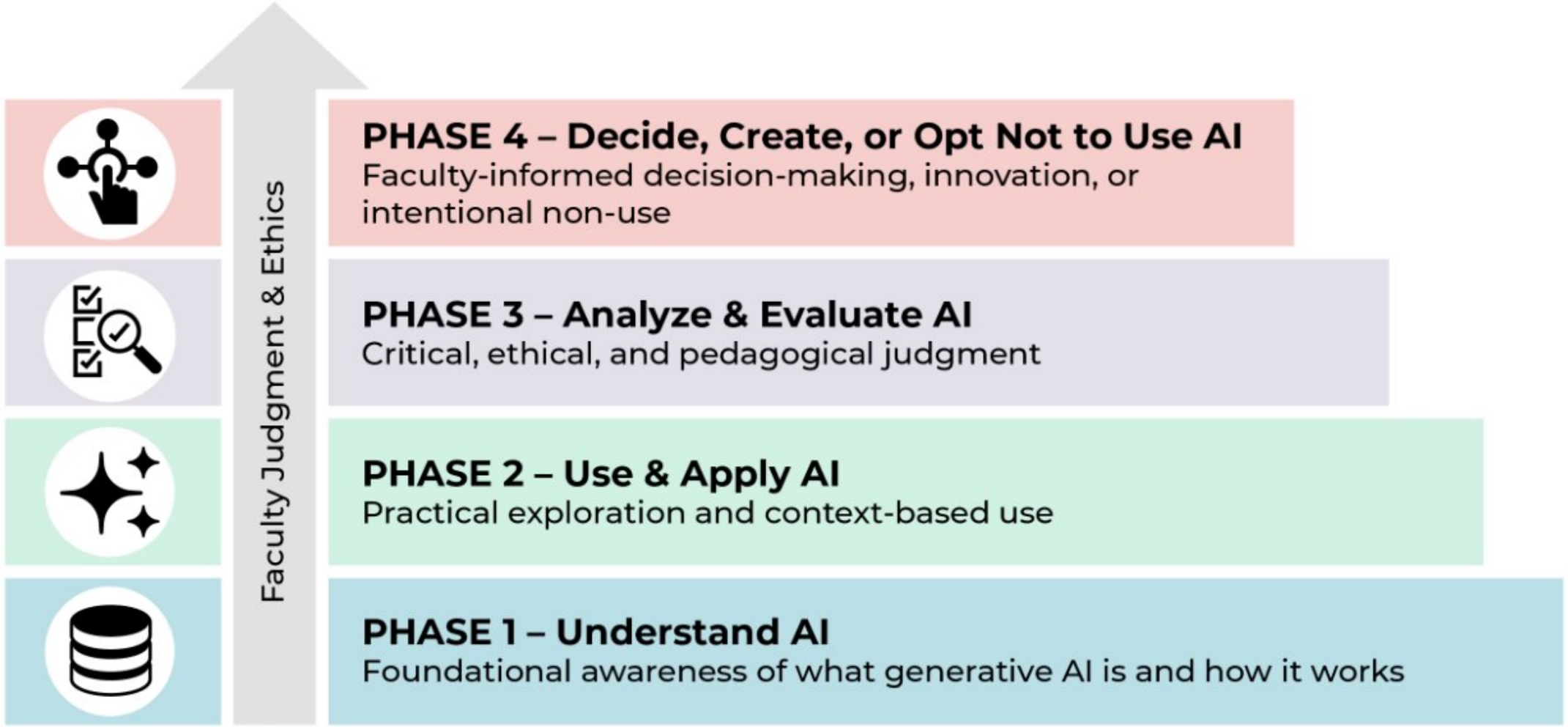
Review Strategies For Safeguarding Learning & Academic Integrity

Outline

- Introductions
- Faculty Generative AI Framework
- **ACTIVITY:** Considering Student AI Use & Learning Part 1
- **Research Brief #1:** Student AI Use
- Understanding AI & Student Behavior
- **Research Brief #2:** AI Detection Accuracy
- AI Detection & The Turnitin AI Detector
- Safeguarding Academic Integrity
- **ACTIVITY:** Considering Student AI Use & Learning Part 2

Faculty Generative AI Framework

A Scaffolded Approach to Informed-Decision Making



Adapted from Educause AI Literacy in Teaching and Learning: A Durable Framework for Higher Education

Considering Student AI Use & Learning

STEP 1: Establish Learning Goals

Don't want them to use AI because I want them to:

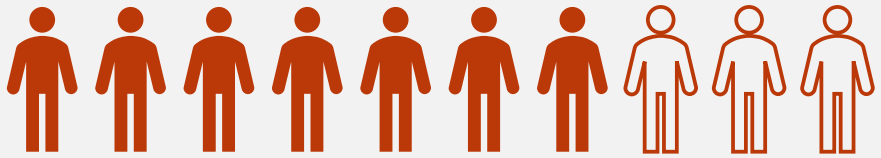
- Engage deeply with the content
- Analyze sources
- Synthesize information
- Utilize their own judgement

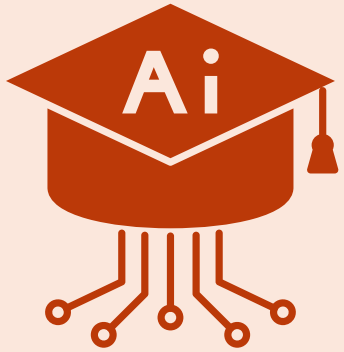
Do want them to use AI because I want them to:

- Get research assistance
- Be ready for today's workplace
- Have a level playing field for learning
- Receive guidance for responsible use in my discipline

Research Brief 1: Student AI Use

A majority of students, 70% recognize the importance of AI in their future careers.





Only a small proportion of students **(20%)** state that they are comfortable entering a prompt into gen Ai and turning in the answer it provides

64%

of students surveyed in 2025 agreed that AI has positively affected their learning experience.

Several surveys conducted worldwide in 2024-2025 indicate that a **significant amount of students** (80 – 92%) are using AI for their studies.**

However, 35% of students surveyed in 2025 agreed that AI has negatively affected their learning experience.

Students vs Faculty & Staff

I am comfortable submitting a prompt to an AI like ChatGPT and turning in the answer it provides

⚠ Note: Question wording differs between groups

Group 1: "I am comfortable submitting a prompt to an AI like ChatGPT and turning in the answer it provides"

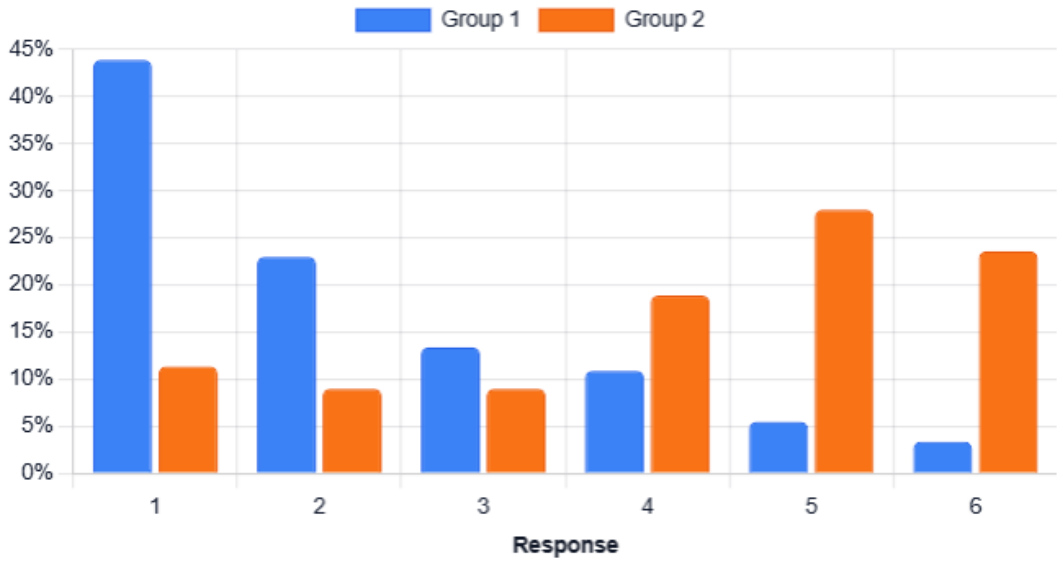
Group 2: "I am comfortable submitting a prompt to an AI like ChatGPT to generate content for professional or academic tasks"

Group 1: 116,217 responses | **Group 2**: 15,209 responses

Copy | Export | Share

Comparison

Response	Group 1	Group 2
1. Strongly disagree	43.9%	11.4%
2. Disagree	23%	9%
3. Somewhat disagree	13.4%	9%
4. Somewhat agree	10.9%	18.9%
5. Agree	5.5%	28%
6. Strongly agree	3.4%	23.6%



Understanding AI and Student Behavior

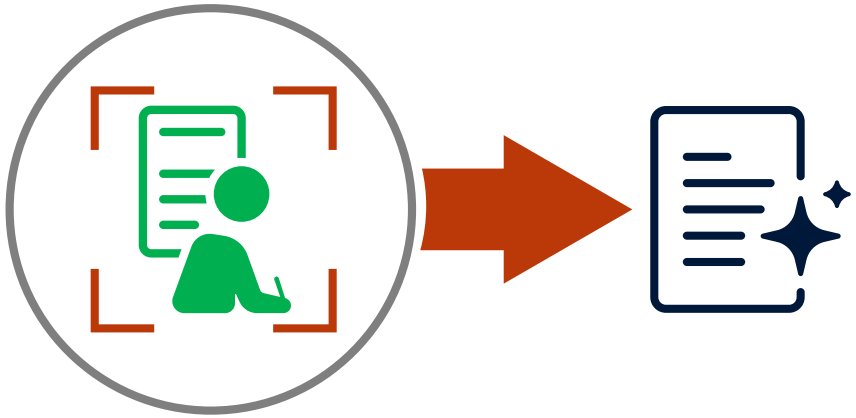
The Opposite of Cheating: Teaching for Integrity in the Age of AI

(Bertram Gallant & Rettinger)

- Integrity is **situational**, not just individual
- Students don't always view AI use as cheating
- Even when students know a line is crossed, **context can outweigh values**
- AI reveals existing integrity vulnerabilities
- **Faculty vs. student perspectives differ:**
  - Faculty → assignments show *individual thinking*
  - Students → assignments are tasks to complete *efficiently under constraints*

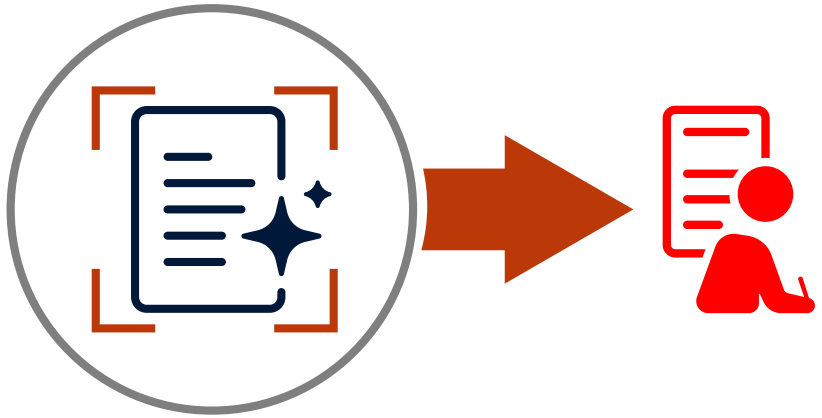
If we treat AI as the problem, we'll focus on **policing**. If we treat AI as a **signal**, we can focus on designing for learning and integrity.

AI Detection Accuracy



False Positives

When human writing is identified as AI.



False Negatives

When AI-generated work is identified as human written.

AI Detection Accuracy

Turnitin AI Detector And False Positives

- 100% Accuracy in a study comparing 16 AI Detectors (Walters 2023)
- 100% Accuracy in labeling human writing as human writing (Weber-Wulf et al. 2023)

Several Studies Attempt to "Dupe" Turntin AI Detector

- 91% Of Submissions Identified As Containing AI, despite prompting techniques used to reduce the accuracy of AI detection (Perkins, et al. 2023)
- 95% Of Submissions Identified As Containing AI, despite manual editing to avoid detection (Weber-Wulff, et al. 2023)
- 93% Accurate after using lexical variation, paraphrasing, round-trip translation. (Parasdeep et al. 2025)

- **Turnitin Biased Toward Human Writing**

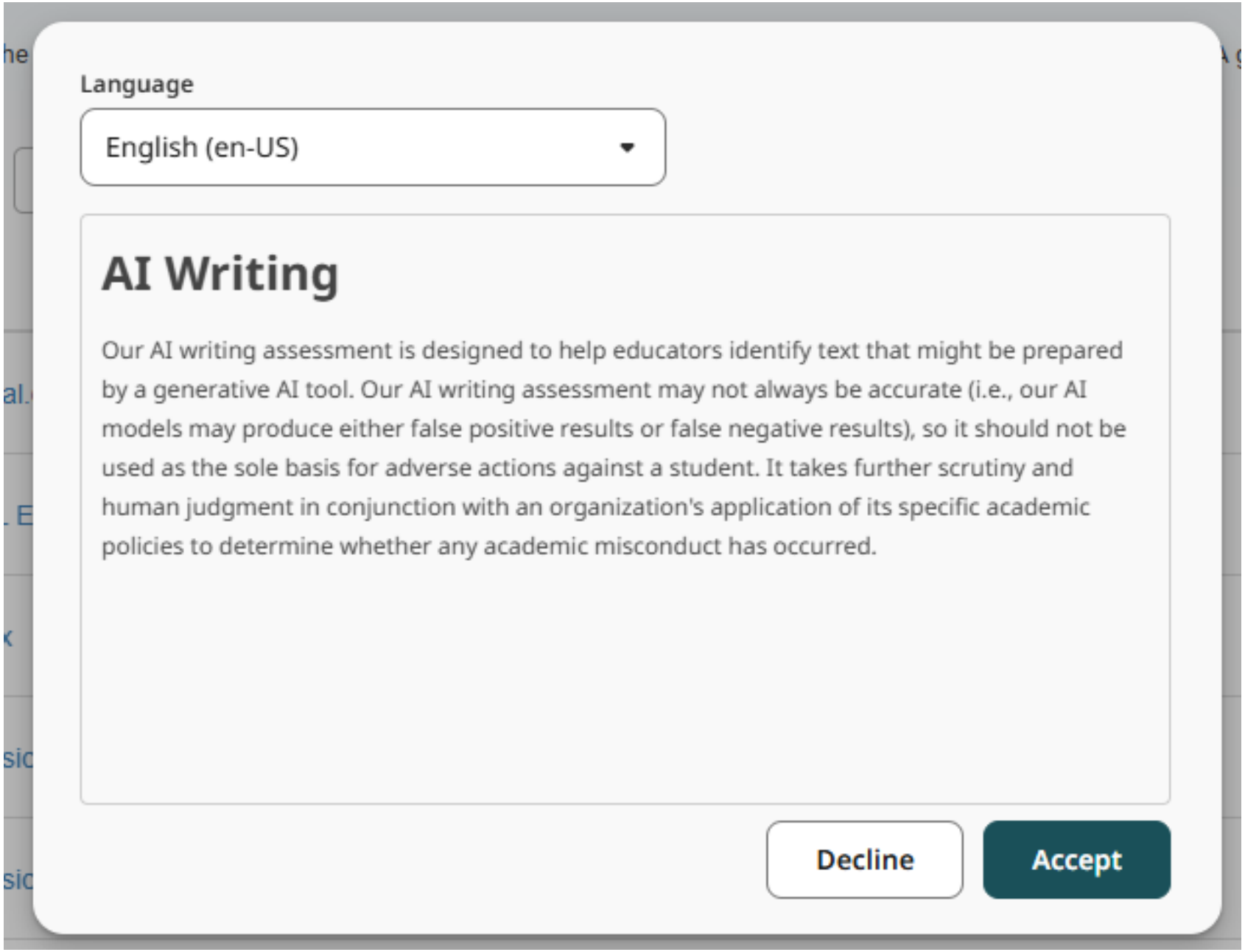
"Tripping Up" AI Detection Tools

Methods That Can Lead To False Positives

- Translated Human Text can lead to False Positives
- Use of Grammarly can lead to False Positives

Tricks That Can Lead To False Negatives:

- Paraphrasing with other AI Tools
- Round-Trip Translation (English – Non-English - English)
- Adding Spelling Errors
- Increasing "Burstiness"
- Decreasing Complexity
- Increasing Complexity


Language
English (en-US)
AI Writing
Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.
Decline
Accept

Turnitin's AI Detector

- Requires a 300-word minimum submission to detect.
- Will not give ratings between 1-20%
- 20% AI Detected is the threshold.
- Weighs on the side of students.

- In the next several slides, we will discuss scenarios of how the Turnitin Detector can be used without negatively impacting the students' grade.

If You Are Going To Use Turnitin AI Detection:

- Try enabling Turnitin for written work for one semester, for your own observations, without consequences for the students.
- Observe the results and compare to the students' work and your AI course syllabus statement.
- If the detection and results assist you in evaluating student work, develop a new transparent syllabus statement & course policies for next semester.
- Don't rely wholly on your syllabus statement to communicate with students.
- **Remind students that you are using it with each set of written assessment instructions.**

With Each Assessment

- Be Transparent
- Clearly State in the assignment instructions:
  - Is AI Allowed?
  - Are you using AI Detection?
  - What are the consequences???
- AI ASSESSMENT SCALE HANDOUT

AI Assessment Scale (HANDOUT)

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Resource:

Syllabi Policies for AI GenAI tools - different institutions and disciplines

If Turnitin Flags Student Work As AI

A: Complete your own evaluation of the work.

- Is the information accurate?
- Did they use legitimate sources?
- Does the information in the work match the cited sources?

B: Use it as a starting point for conversation with your students.

- Emails & Announcements
- Share course AI detection statistics.
- Reiterate to the class that you are detecting AI.

C: Request a 1:1 meeting with the student.

- Did They Use AI?
- Have Students Explain Their Writing Process.
- What Was Their Prompt?
- Do they actually understand the material?
- Allow Them To Resubmit.

Course Design Adjustments

3 Course Design Adjustment Approaches:

★ Collaboration ★ Metacognition ★ Authentic Engagement

- Shared knowledge construction, interdependent groups, peer review
- Process reflections, document their thinking, and critically evaluate their methods and tools.
- Emphasize process, personal connection, community and local connections

Next sessions of Lunch & Learn AI Series:
AI Resilience via Authentic Assessments & AI Resilience via Transparency

Connecting the Pieces on **Safeguarding Academic Integrity** in the Age of AI

Safeguarding Academic Integrity in the Age of AI

Thoughtful Design

- Collaborative Inquiry
- Authentic Engagement
- Metacognition
- Resilient Design

Mediation with

- Instructor Presence
- Communication
- Guidance
- Dialogue

Transparency in

- Student AI Use
- Grading Policies
- Faculty AI Use
- Assessment

AI Shared Understanding

- AI Literacy
- AI tools
- AI Policies

Considering Student AI Use & Learning

STEP 2: Identify Outcomes

For each statement that you wrote for Step 1, name the underlying learning outcome or competency you expect students to achieve. These should reflect what students must know, do, or demonstrate by the end of the course. **Feel free to partner with a colleague.**

- Analyze reasons for cultural differences.
- Identify skeletal features of extinct hominins.
- Describe how biological anthropologists collect data.

OR

- Identify fundamental business functions.
- Explain how organizations create value.
- Describe factors that influence business decisions

Considering Student AI Use & Learning

STEP 2: Identify Outcomes

Additional Resources

- Considering AI Use & Learning
- AI Assessment Scale
- Do's & Don’ts

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