

AI and Academic Integrity: Moving Beyond the Binary of Cheating

Download Session Resources: <https://bit.ly/4cywFZ0>

Getting To Know Me



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AI Education Project
(aiEDU)



Our Mission

The AI Education Project (aiEDU) is a non-profit devoted to making sure that all students are ready to live, work and thrive in a world where AI is everywhere.

We work with education systems to advance AI literacy and AI readiness through high quality curriculum, professional development, and strategic partnerships with states, school districts, and other systems.





AGENDA

01 Welcome

02 Sample Assignment

03 Strategies

04 Practice

05 Closing



Objectives

Define academic integrity and cheating

Identify and apply proactive solutions to address AI use while supporting authentic student learning

Session Resources

<https://bit.ly/4cywFZ0>



Participant Agreement


Speak up, ask questions, join in

Reflect

Keep an open mind

Who's in the Room?

Are you already having conversations with students about when to use AI?

1. Yes we talk about this regularly
 2. We talk about this sometimes
 3. I've never discussed it directly with students
 4. I'm unsure how to approach the conversation
- 



AI Readiness



aiEDU defines AI Readiness as the knowledge and capabilities needed to apply one's human advantage with evolving technology.

A person is AI ready when they can leverage the combination of core content knowledge and durable skills like critical thinking and collaboration alongside AI to achieve their life and career potential.



AI literacy

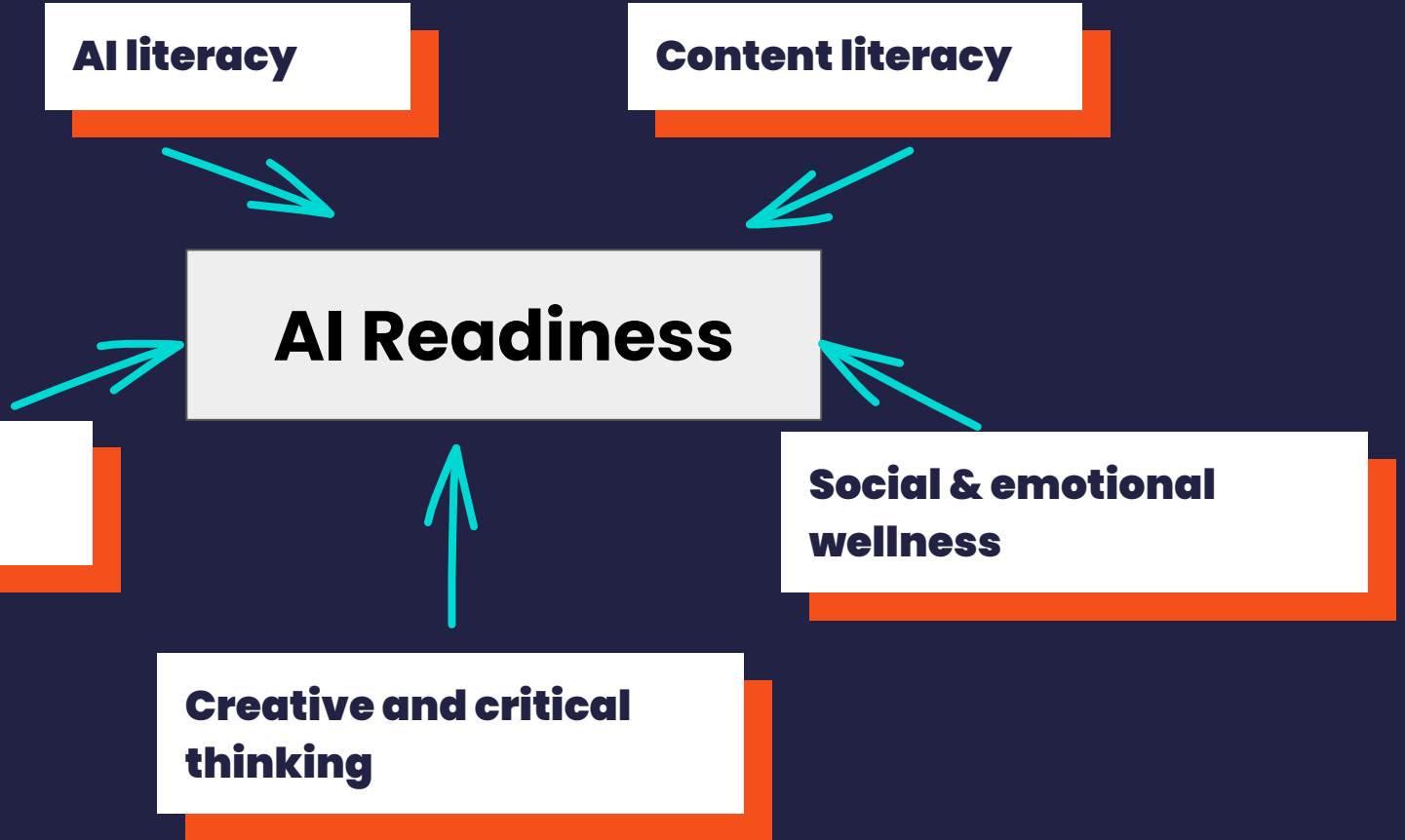
Content literacy

AI Readiness

**Media & civics
literacy**

**Social & emotional
wellness**

**Creative and critical
thinking**





02

Sample Assignment

Sample Assignment

Handout Page 2

Imagine you are a student in a communications class.

Your Task:

Your organization is launching a new social media platform called LipService.

You need to create a buzz around this product. Develop a YouTube ad script aimed at 18–25 year olds.

Please start building your script and be ready to share your process with the whole group.

Discuss the following with a small group:

- What was your process for completing the assignment?
- Did you use AI? Why or why not?
- Were the goals and objectives clear? If so, what were the goals and objectives (skills and content knowledge) of the assignment?
- If you used AI, did it help you achieve the objectives?
- How did you avoid cheating? (student hat) Why and how might a student be tempted to “cheat” on this assignment? (teacher hat)

The Big Question

 Do you think you cheated on this assignment?



Academic Integrity

The agreements about student learning and how students will show that learning

Cheating

When the agreements about student learning are broken

What's Cheating? What's OK?

AI does student work for them with no thought by the student

AI writes content but student edits it based on learning from class

Student re-writes AI generated content with own improvement ideas

AI generates multiple drafts; student chooses best parts of AI drafts

Student writes bullet points to include but AI writes the draft

AI guides student through writing process as a writing coach

Student creates content until stuck; asks AI for help to get "unstuck"

Student writes a draft; AI writes a draft; student adds best AI ideas

Student gathers stats/research via AI but creates all content on own

Student consults Internet/AI for writing ideas but creates content on own

Student writes all content but asks AI for feedback to improve

Student does all work without any assistance from AI, the Internet, etc.

More AI creation

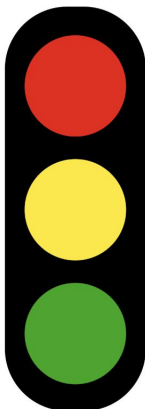


More Human
Work

What's Cheating? What's OK?

AI Use Stoplight

Unsure about using AI? Ask your TTSD instructor for the red, yellow, or green light on any task or assignment, using the AI Use Stoplight as a reference.



Red Light: AI Use Not Allowed

- Your work should be completely original
- You should not use AI for planning or drafting
- Using AI would defeat the purpose of this task, assignment or assessment

Yellow Light: AI Use Allowed with Citation

- You can use AI for this task or assignment but you **MUST** give credit to the AI tool
- Please follow your instructor's guidance regarding citing and crediting the AI tool

Green Light: AI Use Allowed without Citation

- You can use AI for this task, assignment or assessment and you do not need to cite it
- The use of AI does not significantly impact the originality of your work

Protect your personal information: Never share personal information like your name, address, school ID or school with an AI tool. Be thoughtful about what you input, as it might be stored or used. When in doubt, ask a teacher, trusted adult, or data privacy expert.

Double-check AI-generated content: Remember, AI is still under development. It can sometimes provide biased, unwise, or incorrect information. Verify generated content by comparing it with information or advice from reputable sources.

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5 Step Scaffolding Scale for Students



Level 1 No AI Assistance	Level 2 AI - Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
No AI tools are used at any point. Students rely solely	AI tools can help generate ideas. Final content must	AI can help with drafting initial versions.	AI-generated content can be included.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

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 emphasize 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



When Is It Okay to Use a Tool?

Acceptable Assist

Does this help me
express my own
thinking?

- Spell check
- Calculator
- Dictionary,
thesaurus
- Speech-to-text



Gray Zone

Is this
scaffolding/enhancing my
learning or replacing it?
(varies by context)

- Rewrite this to be clearer
- Suggest an outline
- Provide examples
- Provide transitions or
hooks
- Give me a hint
- Summarize this text



Substitute for Thinking

Does this produce the
work product for me?

- Generate an essay
- Write the thesis
- Solve these
problems
- Write the lab
conclusion
- On a test



Why Not Just Use a AI Detection Tool?


IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the

Your Text is AI/GPT Generated



98.51% AI GPT*

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BOT BUST

PROFESSOR FLUNKS ALL HIS STUDENTS AFTER CHATGPT FALSELY CLAIMS IT WROTE THEIR PAPERS

Texas A&M University—Commerce seniors who have already graduated were denied their diplomas because of an instructor who incorrectly used AI software to detect cheating

By MILES KLEE
MAY 17, 2023



Cornell University

arXiv > cs > arXiv:2304.02819

Computer Science > Computation and Language

[Submitted on 6 Apr 2023 (v1), last revised 10 Jul 2023 (this version, v3)]

GPT detectors are biased against non-native English writers

Weixin Liang, Mert Yuksekgonul, Yining Mao, Eric Wu, James Zou

The rapid adoption of generative language models has brought about substantial advancements in digital communication, while simultaneously raising concerns regarding the potential misuse of AI-generated content. Although numerous detection methods have been proposed to differentiate between AI and human-generated content, the fairness and robustness of these detectors remain underexplored. In this study, we evaluate the performance of several widely-used GPT detectors using writing samples from native and non-native English writers. Our findings reveal that these detectors consistently misclassify non-native English writing samples as AI-generated, whereas native writing samples are accurately identified. Furthermore, we demonstrate that simple prompting strategies can not only mitigate this bias but also effectively bypass GPT detectors, suggesting that GPT detectors may unintentionally penalize writers with constrained linguistic expressions. Our results call for a broader conversation about the ethical implications of deploying ChatGPT content detectors and caution against their use in evaluative or educational settings, particularly when they may inadvertently penalize or exclude non-native English speakers from the global discourse. The published version of this study can be accessed at [this http URL](https://arxiv.org/abs/2304.02819).

Subjects: Computation and Language (cs.CL); Artificial Intelligence (cs.AI); Human-Computer Interaction (cs.HC); Machine Learning (cs.LG)

Cite as: arXiv:2304.02819 [cs.CL]
(or arXiv:2304.02819v3 [cs.CL] for this version)
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[Articles to Learn More](#)

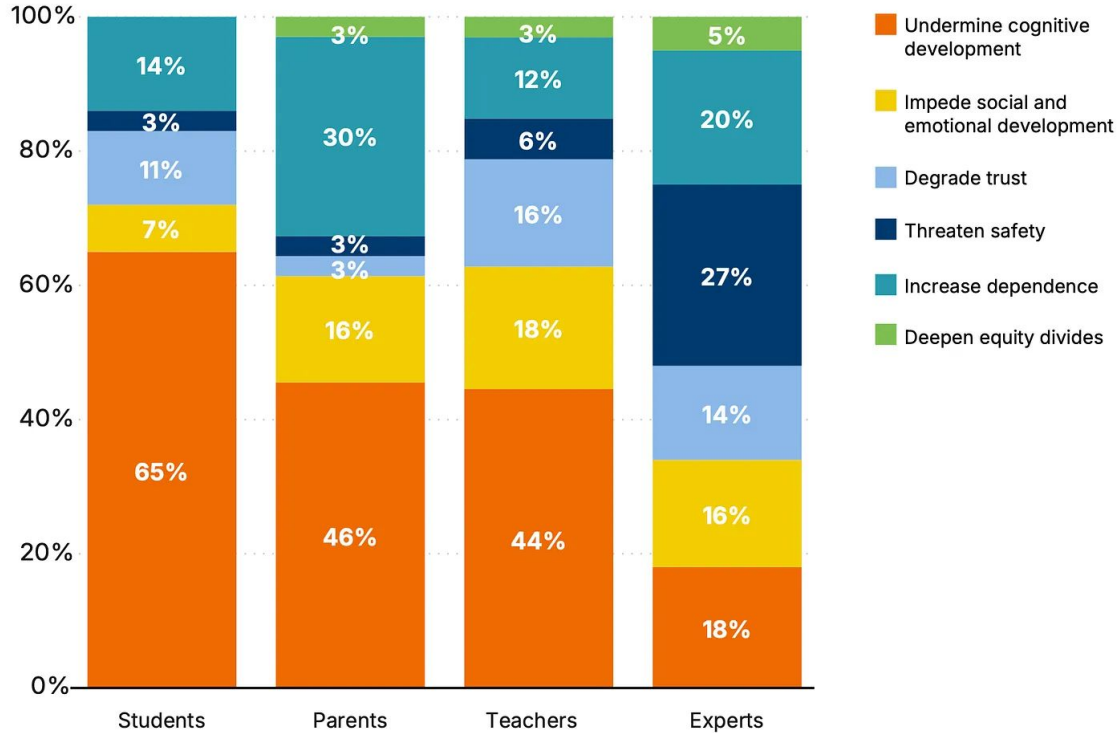


The Detection Trap



Image Made with Generative AI. Source: Bedigan, M. (2026, January 5). *Who loses when AI detection tools fail?* The Independent.

Risks identified by study participants



In this figure: teachers n = 117; experts = 72; students = 68; parents = 41.²

© Center for Universal Education at the Brookings Institution, 2026.

Understanding the Root Cause

Cause of cheating	Antidote
The material being tested does not feel relevant or valuable to students	Design meaningful assessments that are relevant to student's lives
There is a lack of focus on academic integrity, trust, and relationship building	Establish academic integrity norms with student input
There is more focus on grades than learning	Demonstrate that the purpose of assessment is to guide future learning
There is high stress, pressure, or anxiety around assessments	Shift from high-stakes tests to low-stakes assessment for mastery of learning
Students have no agency in the assessment process	Let students choose how they will demonstrate their learning/understanding

Source: *The Real Way to Stop Cheating in an AI World*, Richard Cullatta

Key Ideas



Everyone has a different perception of what it means to cheat; **defining the term and setting some acceptable uses of AI for each assignment can help reduce cheating.**

Cheating detection tools are not the answer to curb cheating in the age of generative AI.

The focus should be on defining the expectations, and understanding and addressing the root causes.





03

Strategies for Shifting the Assignment



Sample Assignment, Revised

Imagine you are a student in a communications class.

- Write and revise precise phrases and sensory language to convey a compelling story in a script
- Analyze the impact of AI as a feedback mechanism.

Your organization is launching a new social media platform called LipService. You are tasked with creating a buzz around this product. Create a catchy and succinct YouTube ad script aimed at 18–25 year olds. Be prepared to share your initial draft, prompts, and your revised script. We'll discuss the process and look at revised scripts as a class.

1. Write an initial draft **WITHOUT** any AI support. *Let your thinking start the process!*
2. Write the prompts you would use with AI. *Think through what specifically you want the AI tool to support with. Is it with precision of text? Sensory language? Structure?*
3. Refine your draft with school-approved AI tools. *Use AI as a collaborator.*

In what ways does this revised assignment better support academic integrity?

What characteristics are most important when designing an assignment that includes AI use?



Different Approaches to Assignment Redesign

The framework demonstrates the viability of the six types of assessment redesign responses to generative AI over the short, medium, and long term.

Generative AI is not going away.

Blocking it entirely widens the digital divide.

	Short-term	Medium-term	Long-term
1. Ignore	Might get away with it momentarily		
2. Ban	Problematic	Becomes risky	
3. Invigilate	Where appropriate	Where appropriate	Where appropriate
4. Embrace	Being mindful of equity issues	Where appropriate	
5. Design around	Risky		
6. Rethink	Requires time and effort		

red - likely not viable **orange** - care needed **green** - seems most viable

Criteria for Success

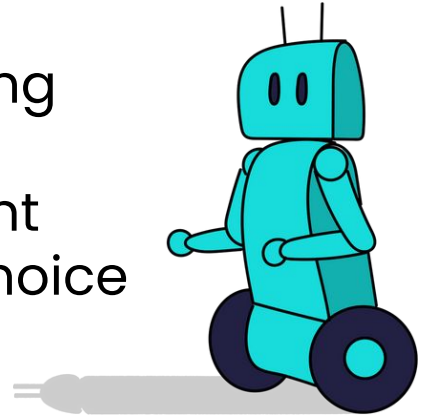
Effective assignments should have:	Meaningful Student Assignments Should:
A student learning objective	Have a clear & measurable learning objective that articulates content and durable skills
Explicit consideration of process and not just product	Require student interaction, collaboration, or thinking beyond what can be produced entirely with an AI tool Have students engage in reflection on the process, not just the product
Parameters and rationale for AI use	Have explicit instructions around the acceptable use of AI tools, describing how, when and how much AI tool use is acceptable Have explicit description and discussion about <i>why</i> this level of AI use is allowed for the assignment
Accountability around AI use	Have a clear and sustainable way for students show their AI use

Guiding Questions

Effective assignments should have:	Guiding questions
A student learning objective	What is the learning for students? What are the durable skills practiced and assessed?
Explicit consideration of process and not just product	Can the assignment be completed entirely by AI? How might students demonstrate the process that they used to complete the assignment?
Parameters and rationale for AI use	What is the level of allowed AI use? When can it be used in the process?
Accountability around AI use	How will students show their AI use? How will I review work for AI use?

Considerations

- Focus on the process not the product, including providing opportunities for revision
- Include clear directions for how AI can and should be used
- Emphasize critical thinking, including embedding critiques of what AI produces as part of the assessment
- Create opportunities for student choice





Contextual Considerations

- 1 School and/or district policies
- 2 Grade level
- 3 Learning differences
- 4 Student language acquisition
- 5 Curriculum sequence
- 6 Tech Access
- 7 Prohibiting AI



Think about your school/districts AUP or Academic Integrity policy, is there opportunity for you to revisit these with your students?



04

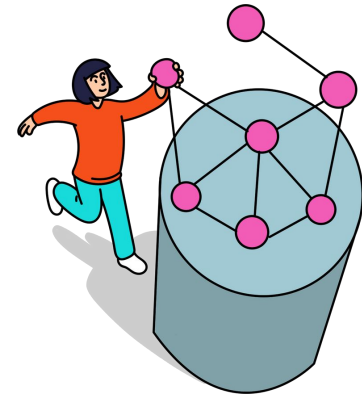
Practice



KEY IDEAS

Characteristics of assignments including AI:

1. Explicit student learning objective
2. Explicit consideration of process and not just product
3. Parameters for AI use including rationale
4. Mention of accountability for AI parameters



Revise This Assignment:

Develop talking points to use in a debate about the role of Abraham Lincoln in the abolishment of slavery.



Key Ideas

- To curb cheating in the age of generative AI the focus should be on defining the expectations.
- Every assignment can be redesigned so that it focuses on assessing the key learning outcomes.



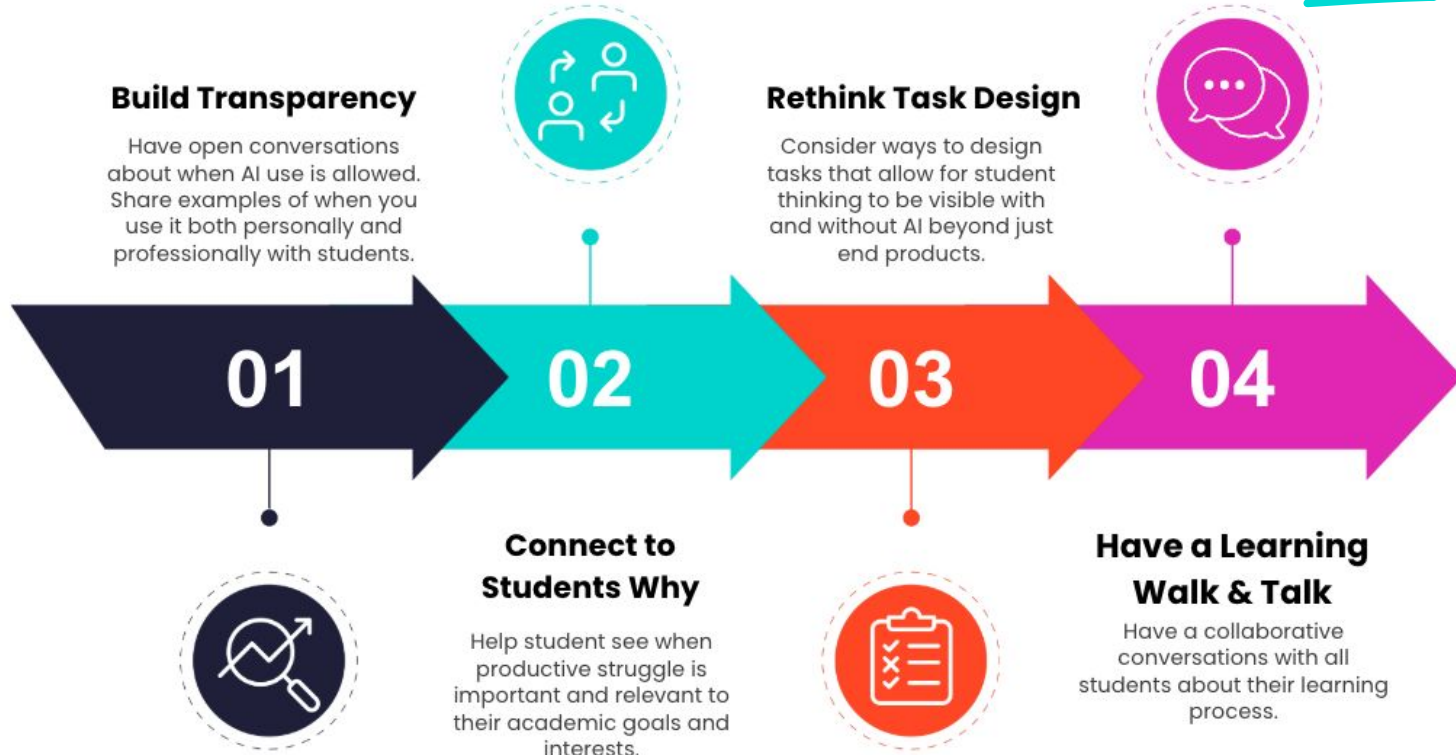


05

Closing



Developing Academic Integrity With AI





A Learning Walk & Talk: What did students learn?

Process

- ✓ How did they approach the task?
- ✓ Annotations, drafts, notes
- ✓ Decisions, revisions, challenges

Product

- ✓ What does the final work show?
- ✓ Choices in structure, examples and organization
- ✓ Reasoning and judgement

Performance

- ✓ Can the student explain it?
- ✓ Conferences, discussion, presentation, reflection
- ✓ Demonstrate ownership in real time

Was AI Allowed?

- ✓ How did they evaluate AI outputs?
- ✓ When and how did they use AI?
- ✓ Did AI support the task without replacing the thinking?

**How will you use today's
learnings in your work?**



Resources

- [aiEDU's Cultivate Critical Thinking](#)
- [Leon Furze AI Assessment Scale \(original\)](#)
- [Leon Furze AI Assessment Scale \(revised\)](#)
- [Matt Miller's AI Scale](#)
- [Deeper Learning, Not Passive Compliance](#)
- [aiEDU's Learning Walk & Talk](#)
- [Which Skills Matter Now? A Data-Driven Framework for K-12 in the Age of AI \(aiEDU + Burning Glass Institute\)](#)

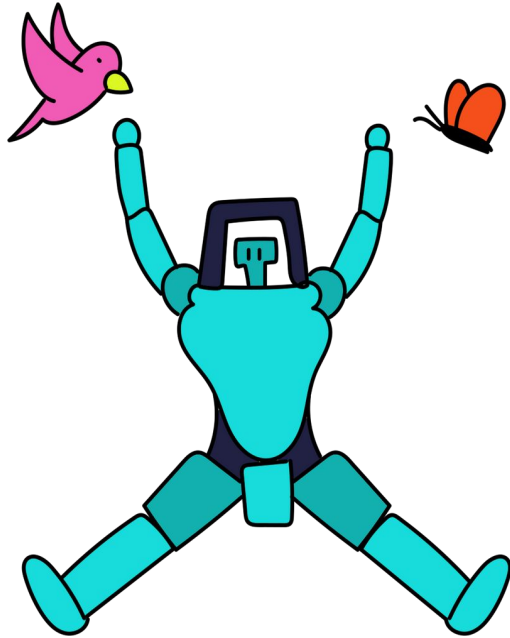
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Tell Us What You Think!

Thank you for participating in aiEDU's professional learning session! We'd love to hear your thoughts on how the session went and how we can make it even better. Please take a minute to complete the brief survey below.





Say Hello!



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Learn More, Get More

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**Thank
You!**