

CELL

CENTER OF EXCELLENCE IN
LEADERSHIP OF LEARNING

UNIVERSITY OF INDIANAPOLIS

CHEAT THE SYSTEM: NAVIGATING ACADEMIC INTEGRITY IN THE AGE OF AI

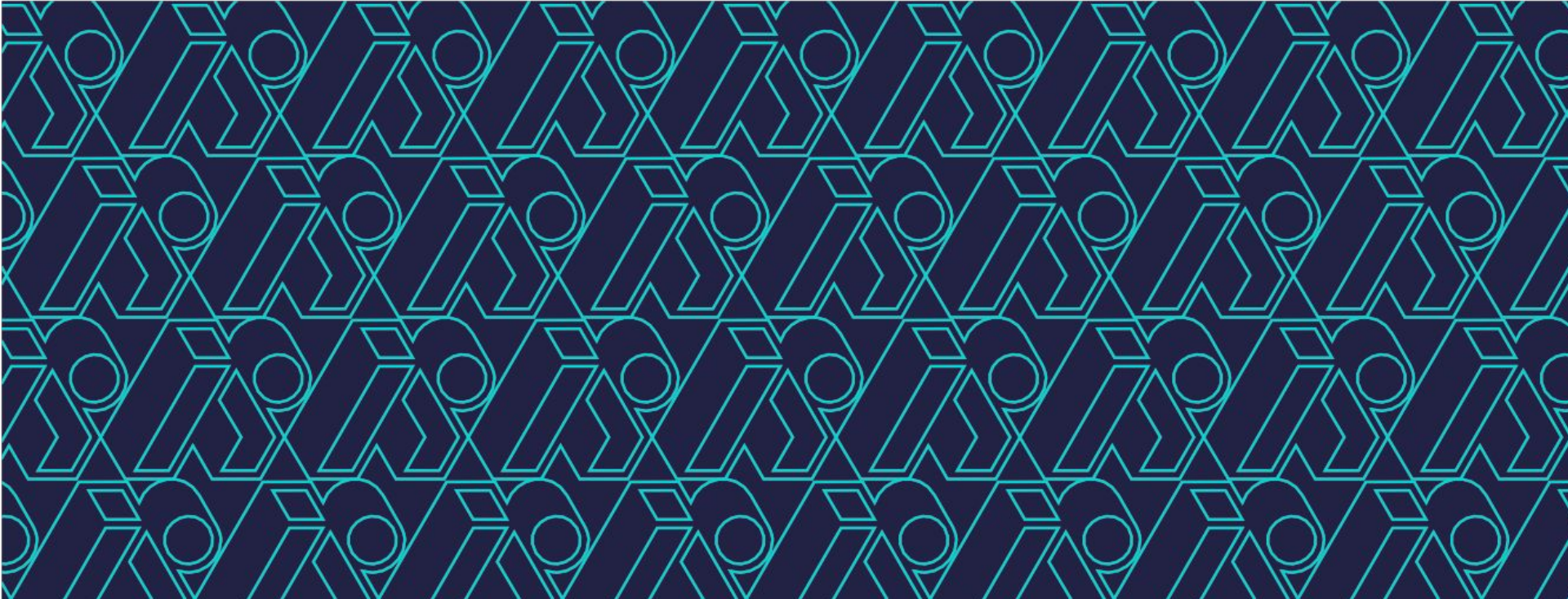
Presenters:

Kristen Kayser

Senior Lead, Midwest Programs

aiEDU

**INDIANA EARLY
COLLEGE SUMMIT**



Cheat the System: Navigating Academic Integrity in the Age of AI

Meet the Presenter



Kristen Kayser

**Sr. Lead, Midwest Programs,
The AI Education Project (aiEDU)**

Background:

- HS math and AVID teacher
- Sr. Mastery Learning Specialist, Cleveland Metro
- HS principal, Cleveland Metro
- Coordinator of Secondary Curriculum, Xenia Community Schools
- College Board, Midwest State & District Partnerships



Agenda

1. Intro to aiEDU
2. Framing the Challenge: The AI Integrity Landscape
3. “You Make the Call” – Tabletop Exercise
4. Navigating the Response: Leadership Strategies
5. Resource Walkthrough



01

Intro to aiEDU

Getting To Know Us

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.





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

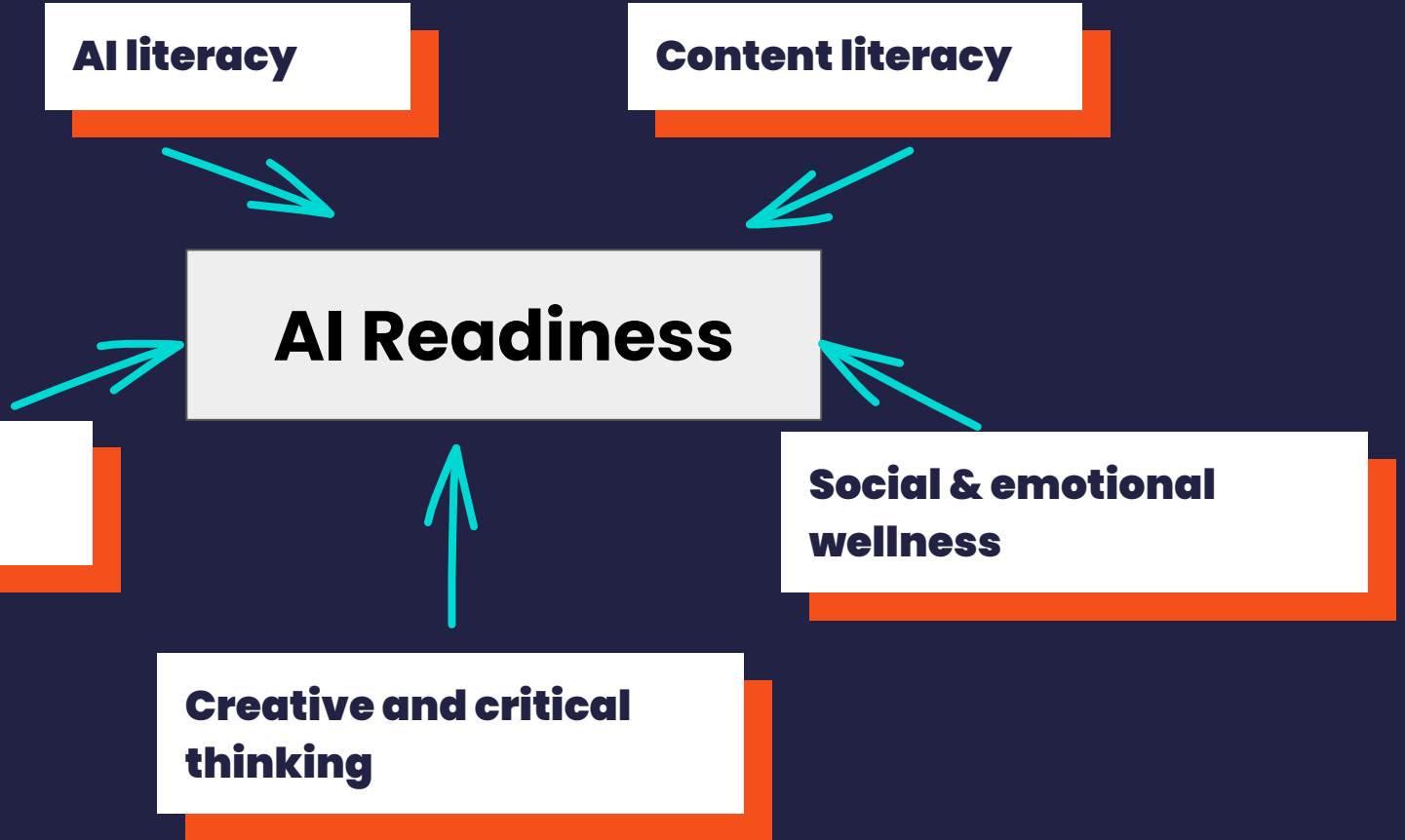
Content literacy

AI Readiness

**Media & civics
literacy**

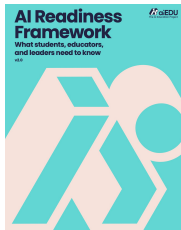
**Social & emotional
wellness**

**Creative and critical
thinking**

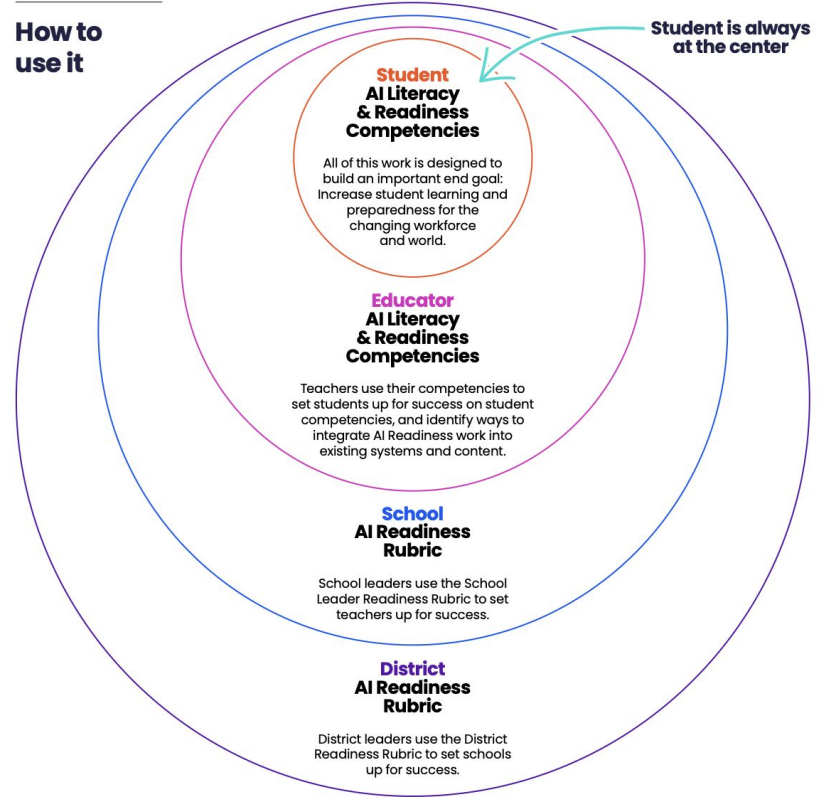




Defining AI Readiness



How to use it





02

Framing the Challenge: The AI Integrity Landscape

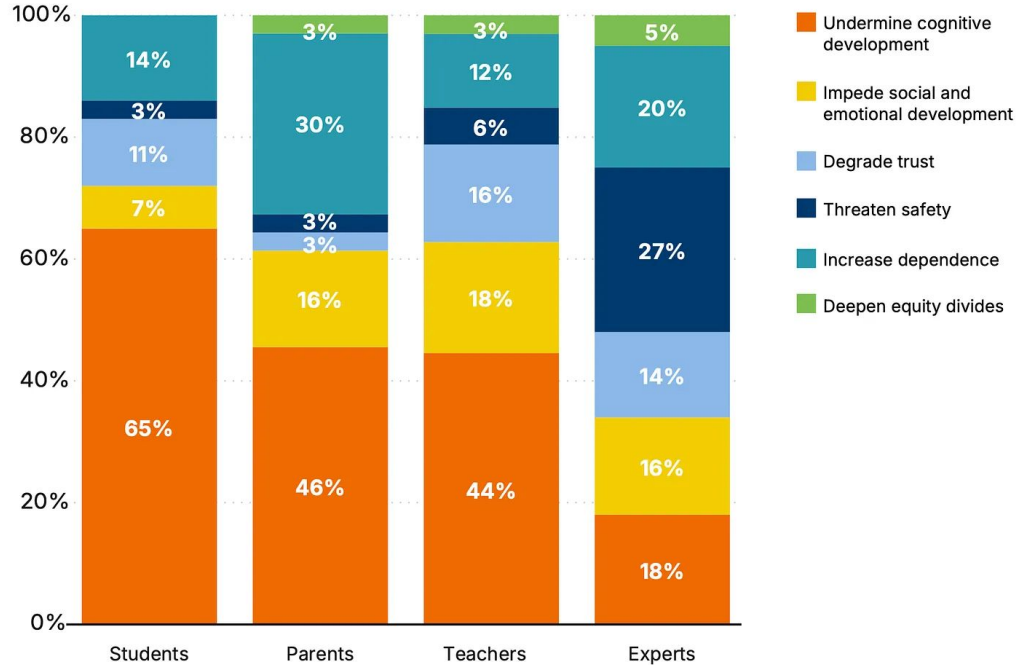


The Detection Trap



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.



The Detection Trap

What are AI Detectors?

- **Plagiarism checkers** find matching text in indexed sources and show the source links for review. Helpful for spotting overlap, but they can miss paraphrase or patchwork.
- **AI detectors** do not match to a source. They look for writing patterns and output a probability score, not proof. False positives can happen, especially with edited or multilingual writing.



grammarly



turnitin™



Copyleaks



Google Classroom



QuillBot



GPTZero



Scribbr



What the Research Says



Journal of Higher Education Policy and Management

JOURNAL OF
HIGHER
EDUCATION
POLICY AND
MANAGEMENT



ISSN: 1360-080X (Print) 1469-9508 (Online) Journal homepage: www.tandfonline.com/journals/cjhe20

Heads we win, tails you lose: AI detectors in education

Mark Andrew Bassett, Wayne Bradshaw, Hannah Bornsztejn, Alyce Hogg, Kane Murdoch, Bridget Pearce & Colin Webber

To cite this article: Mark Andrew Bassett, Wayne Bradshaw, Hannah Bornsztejn, Alyce Hogg, Kane Murdoch, Bridget Pearce & Colin Webber (29 Jan 2026): Heads we win, tails you lose: AI detectors in education, Journal of Higher Education Policy and Management, DOI: [10.1080/1360080X.2026.2622146](https://doi.org/10.1080/1360080X.2026.2622146)

To link to this article: <https://doi.org/10.1080/1360080X.2026.2622146>



© 2026 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.



Published online: 29 Jan 2026.



[Submit your article to this journal](#)



[View related articles](#)

- Low accuracy and unreliability; false positives
- Systemic bias and discrimination
- Easily bypassed by students
- The Detective Work Trap
- Burden of Proof
- Data Privacy and security



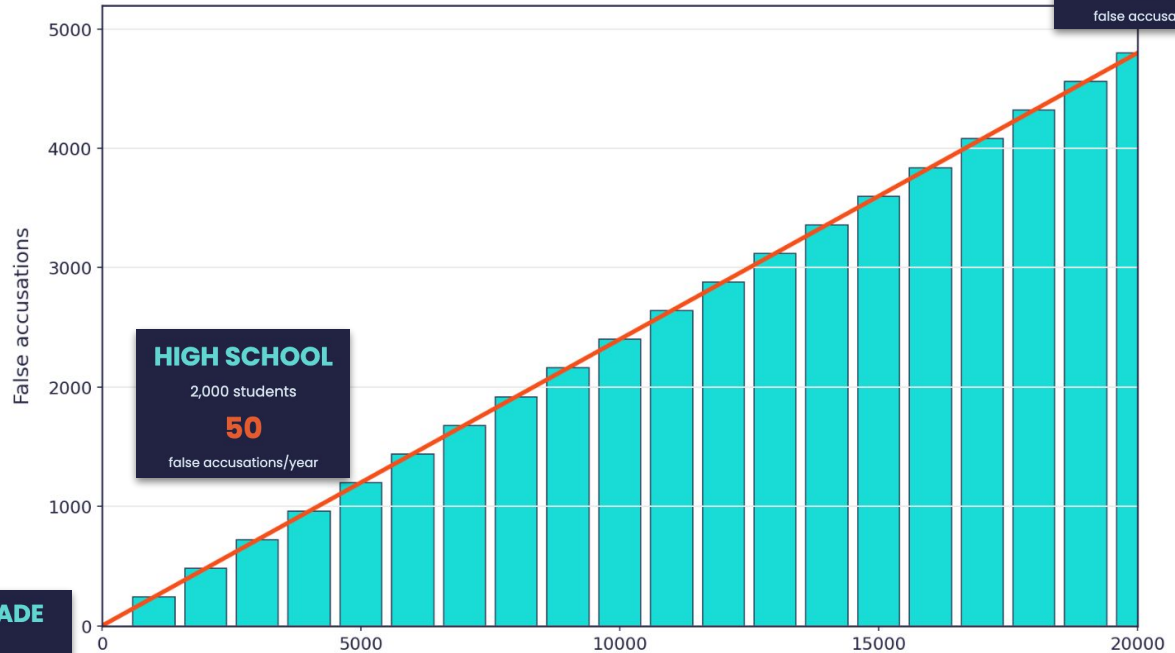
The Scale of the Problem

Small error rates become massive at institutional scale

Many tools report a 1–2% false positive rate...



...but small percentages become **real students**.



The impact is not only academic — it is deeply personal.



Key Ideas

- 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

"You Make the Call"



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



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

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

Share in the chat:
What have you experienced as the most prevalent cause of cheating? What else would you add?

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

Is it Cheating?

You Make the Call

Tabletop Deliberation Exercises for District Leaders



Acceptable Assist

(Helps express own thinking)



Gray Zone

(Scaffolding vs. Replacing)



Substitute for Thinking

(Produces the work product)



Scenario 1: The "Humanized" Draft

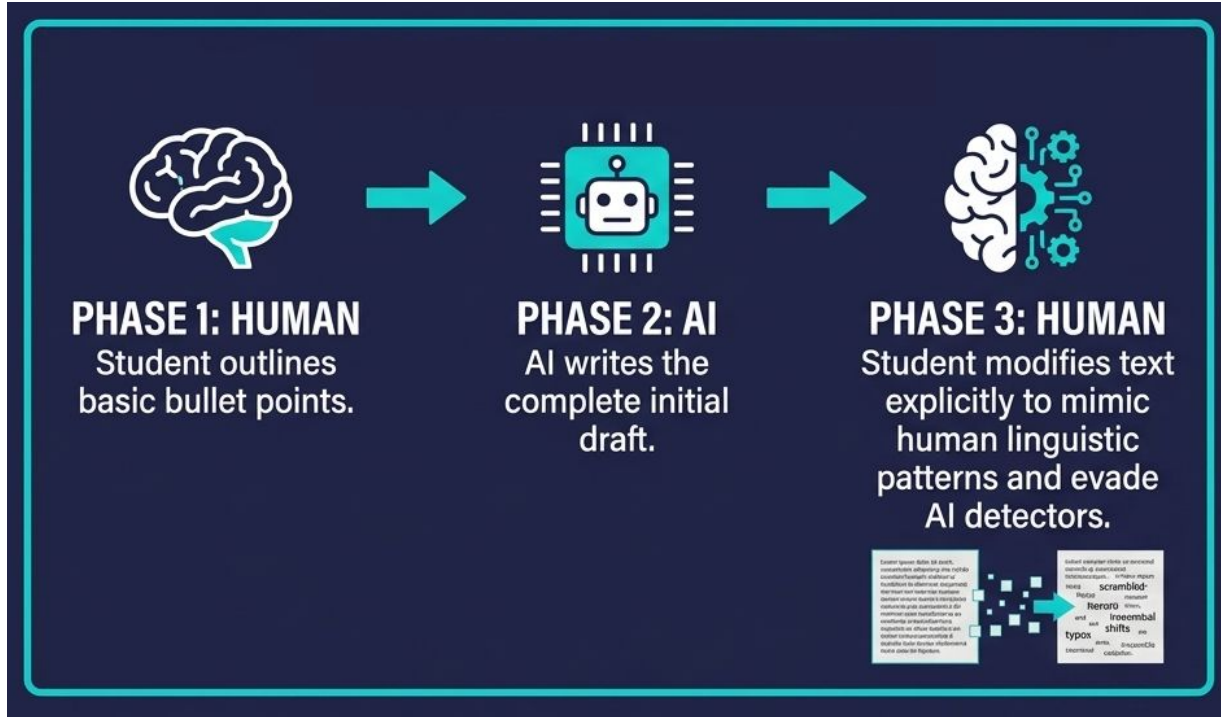
Deliberation



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



Scenario 1: The "Humanized" Draft

DEBRIEF

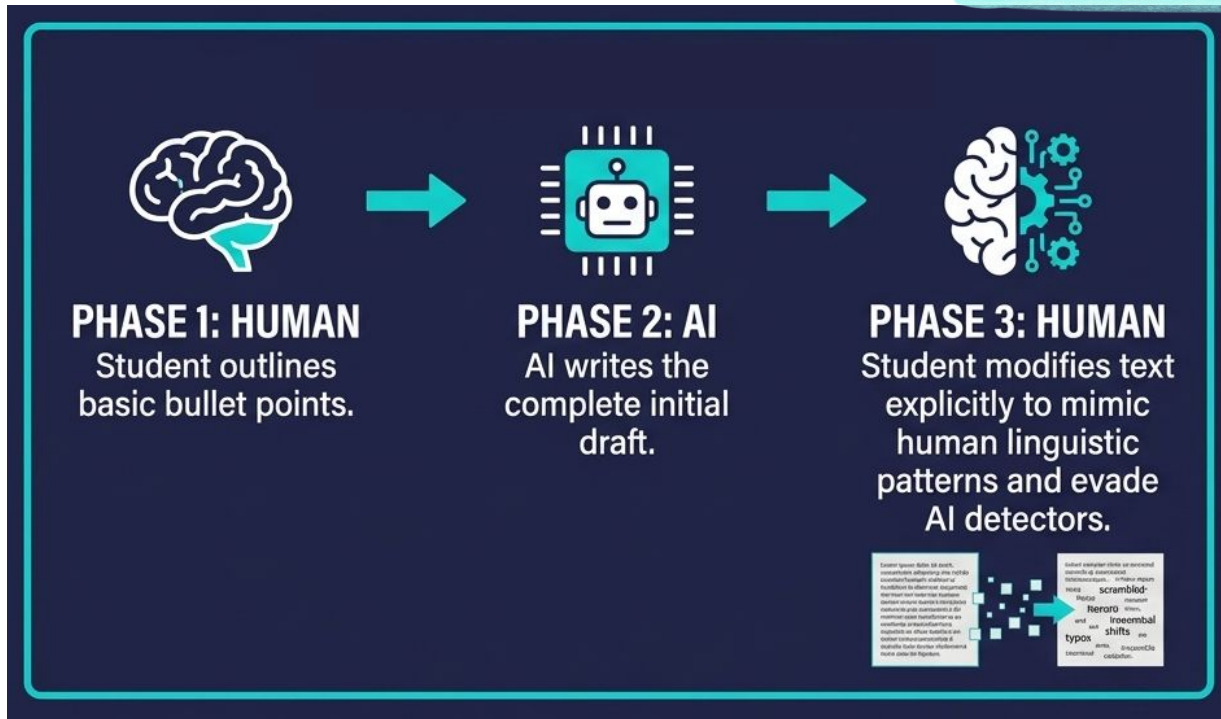
Deliberation



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



Scenario 2: The Feedback Loop

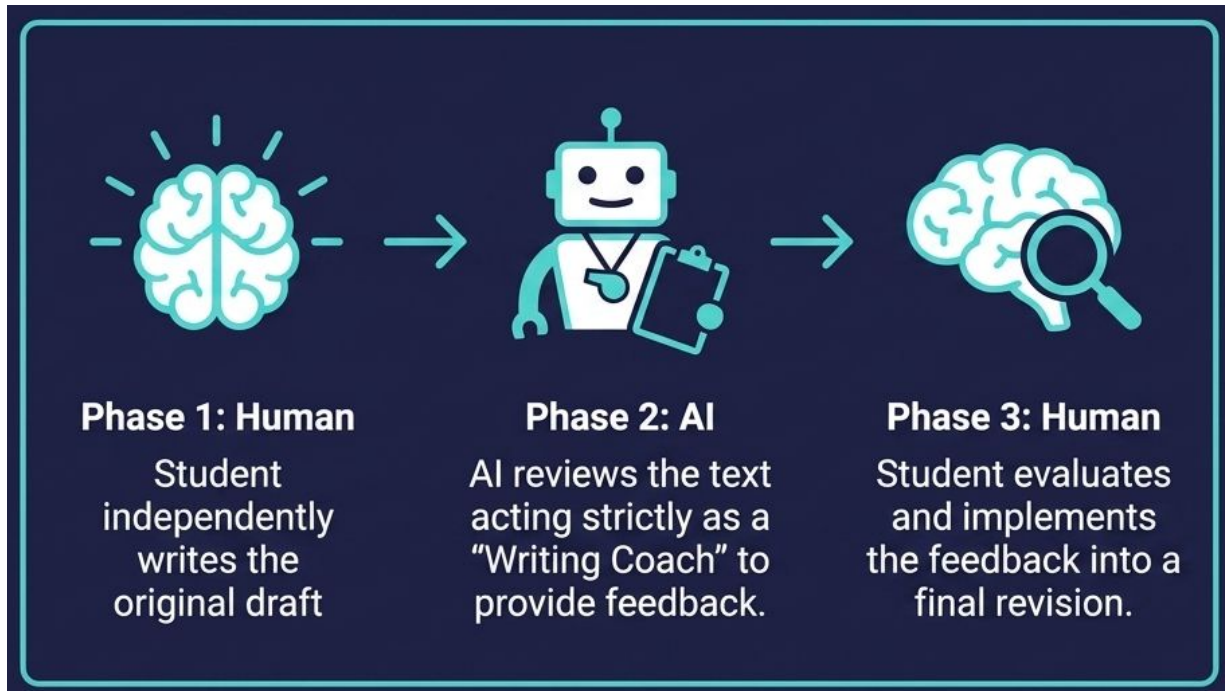
Deliberation



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



Scenario 2: The Feedback Loop

DEBRIEF

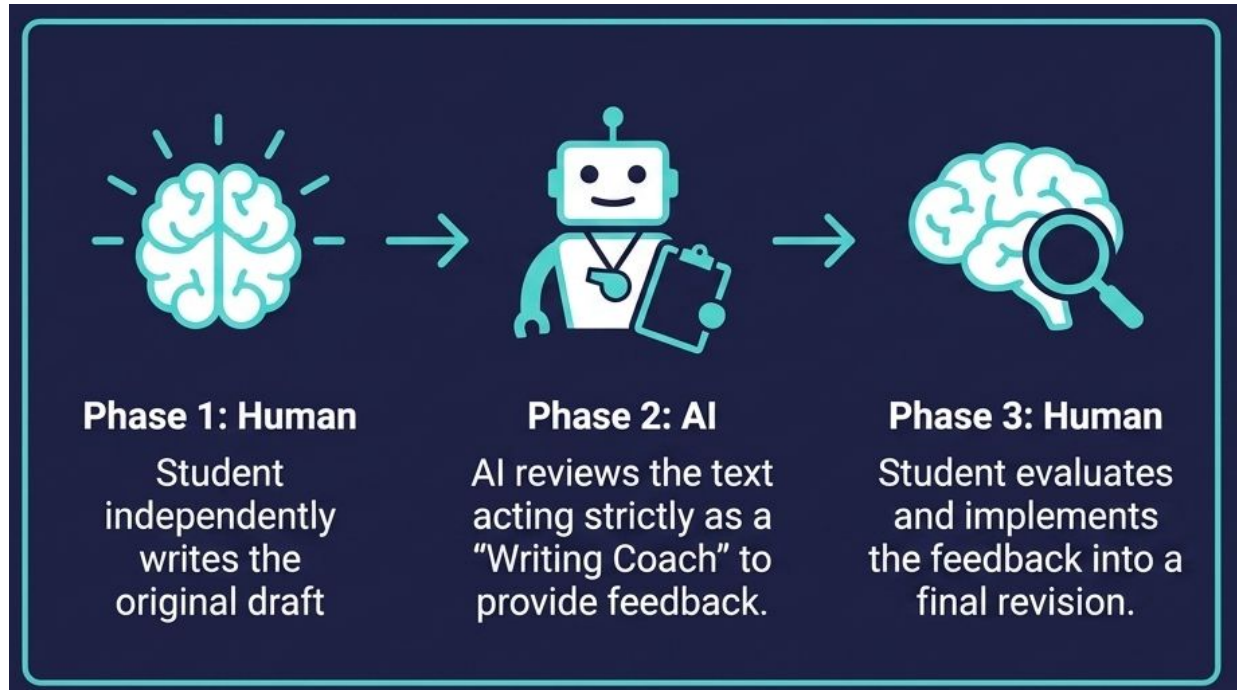
Deliberation



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



Scenario 3: The “Unstuck” Moment

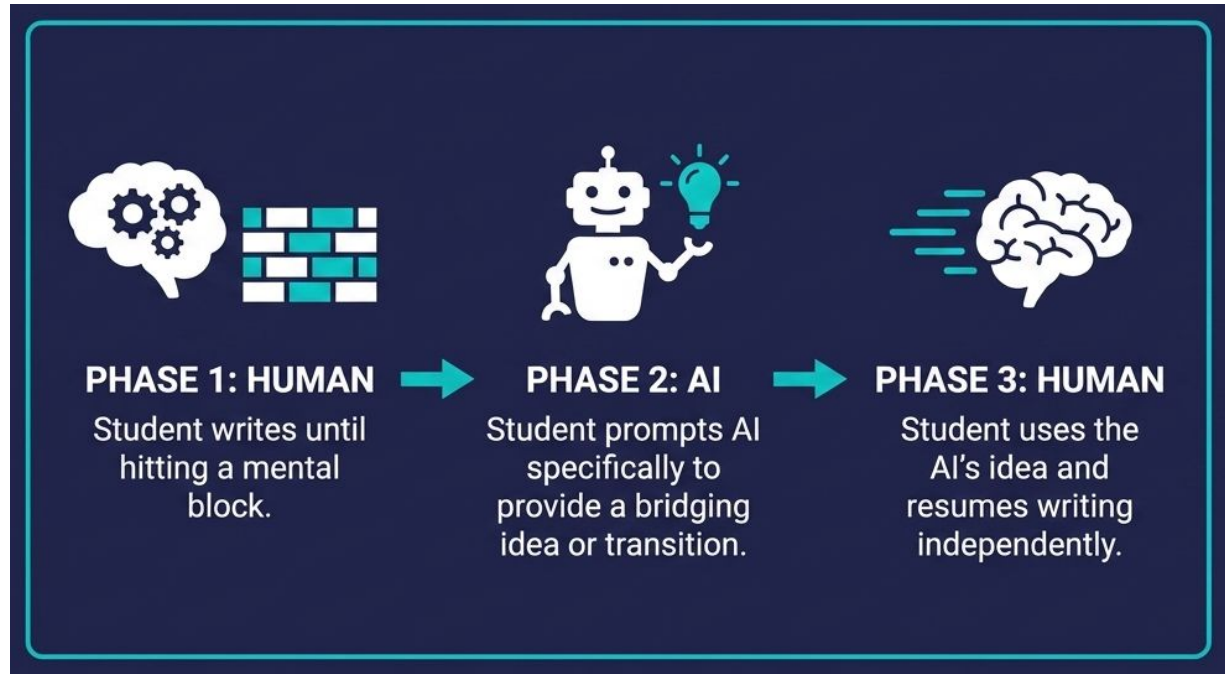
Deliberation



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



Scenario 3: The “Unstuck” Moment

DEBRIEF

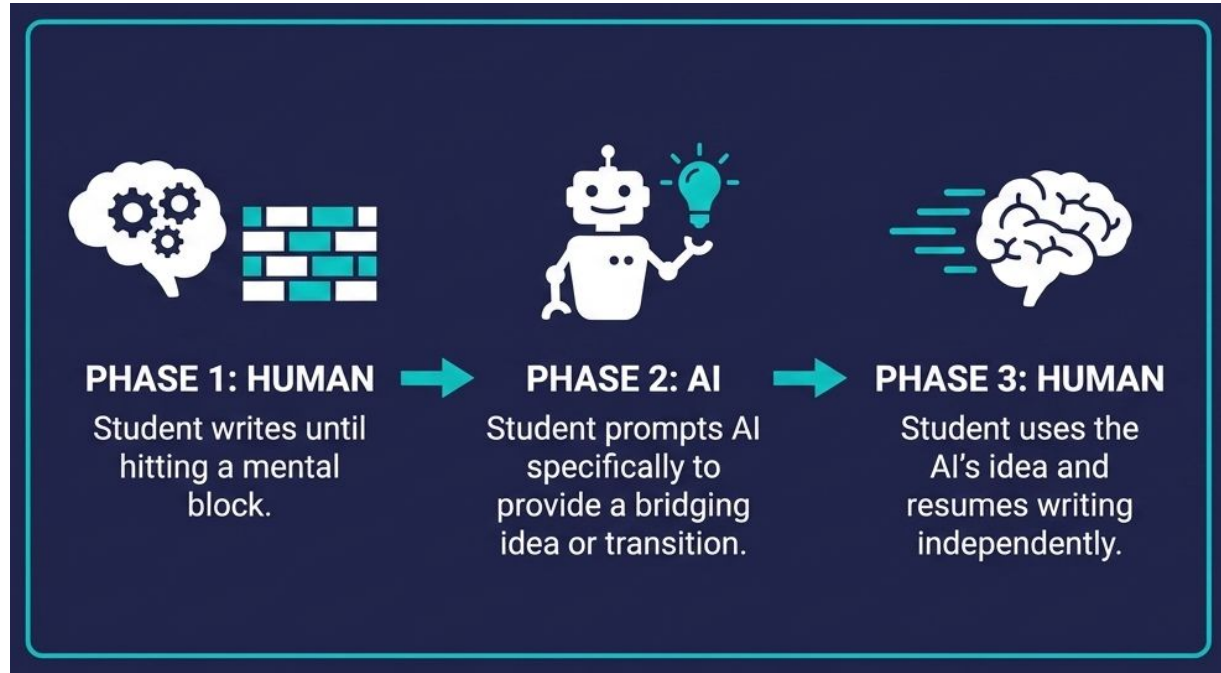
Deliberation



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



Scenario 4: The Research Assistant

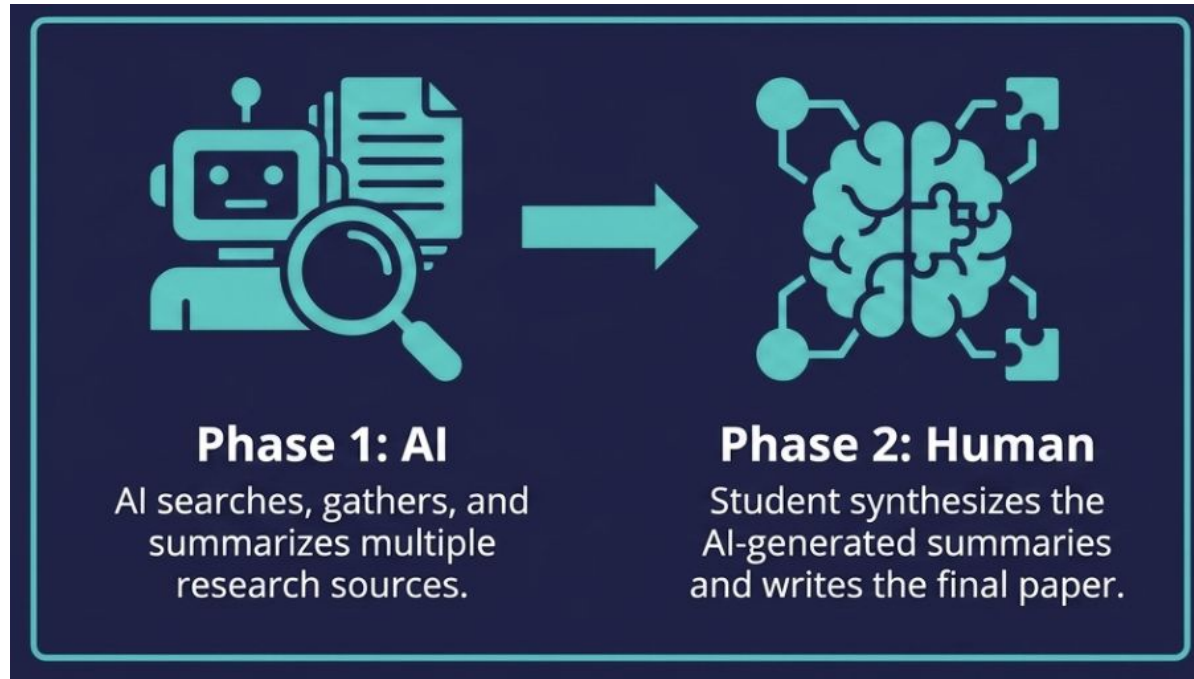
Deliberation



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



Scenario 4: The Research Assistant

DEBRIEF

Deliberation

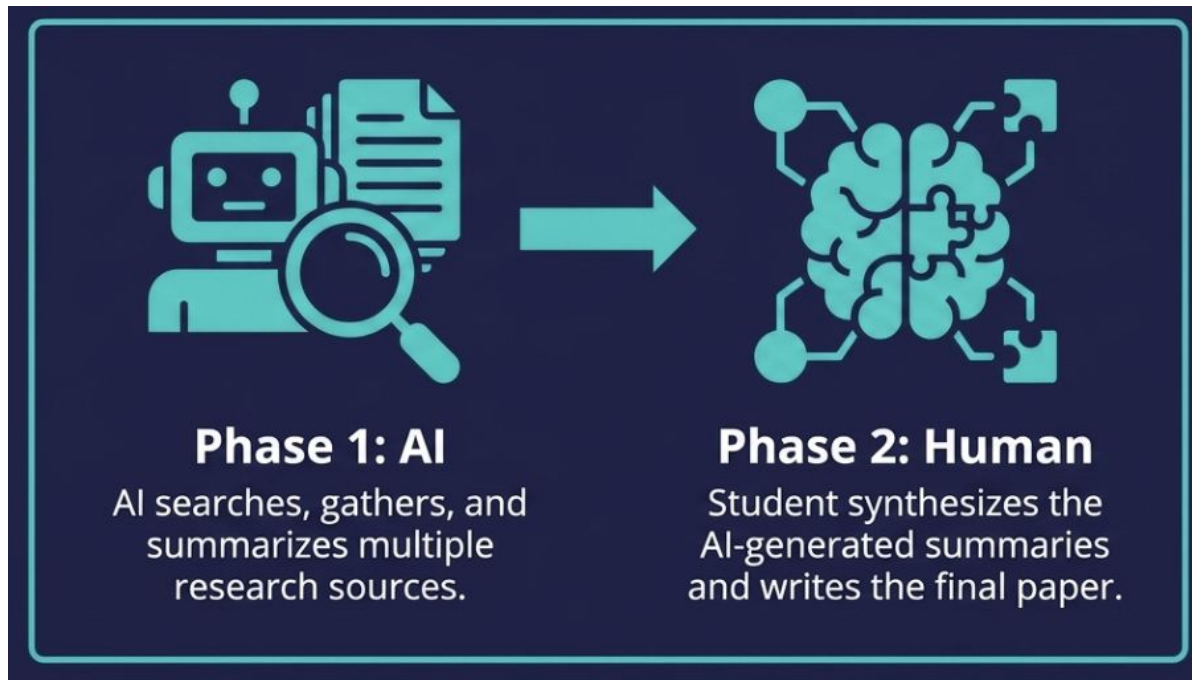
n



Where does this land on the AI Usage Continuum?



How would your current district policy handle this situation?



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.
- AI always has the potential in playing a role in student work; where do we draw the line?





04

Navigating the Response: Leadership Strategies



But what happens when the AI Detector Flags A Student?

- Treat scores as ‘flags not verdicts’
- Account for systemic bias
- Start from a place of curiosity
- Have a “Learning Walk and Talk”
- Allow students to demonstrate their understanding in multiple ways

AI detection should trigger curiosity and conversation — not automatic judgment.



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?



A Learning Walk & Talk

Learning Walk & Talk

A **Learning Walk & Talk** is a supportive, non-judgmental chat where students make learning visible by explaining how they explored ideas, made decisions, and created their work. Instead of focusing only on the final product, it looks at learning in action across any subject. Students show ownership by describing their process, demonstrating their understanding, and explaining the thinking behind their final product, including how they used tools (like AI) responsibly.

Start with a simple project timeline and a five-minute conversation using questions like the ones below.



Focus on the Process (The "How-To" of their work)

Instead of asking for proof of work, ask them to tell the story of their struggle and success.

- What was the hardest part, and how did you get past it?
- What choice did you make that changed your direction, and why?
- What tool or source helped most, and how did you decide it was trustworthy?



Focus on the Product (Higher-Order Thinking)

Instead of recall, these target "Cognitive Stretch"—applying and evaluating their work

- If you did this again without these sources, where would you look next?
- Why did you organize it this way, and how does that shape meaning?
- What is one question you still have that you could not answer yet?



Focusing on Performance (Seeing the Human Voice)

These questions help verify understanding by asking the student to "own" the content in real-time

- Walk me through your thinking in one key moment from your work.
- Explain your main idea in 30 seconds to someone outside this class.
- Point to one line or example you are proud of, and tell me why you wrote it that way.



- Moves from *detecting AI misuse* to understanding student thinking
- Focuses on how learning happened, not just what was produce
- Centers growth, reflection, and ownership rather than suspicion
- This is something done with **ALL** students

Create Your Own
Project Timeline for a
Learning Walk & Talk

Name: _____
Project Title: _____
Walk & Talk Date: _____

Start Here's what I did... Finish!

What were the main steps of my project in order?

- What challenges did I face?
- Where did I use different tools?
- What choices changed my direction?
- What did I learn most?

What were the main steps of my project in order?

Next Steps & Goals:

-
-
-
-

Image created with Chat GPT



Which Skills Matter Now?

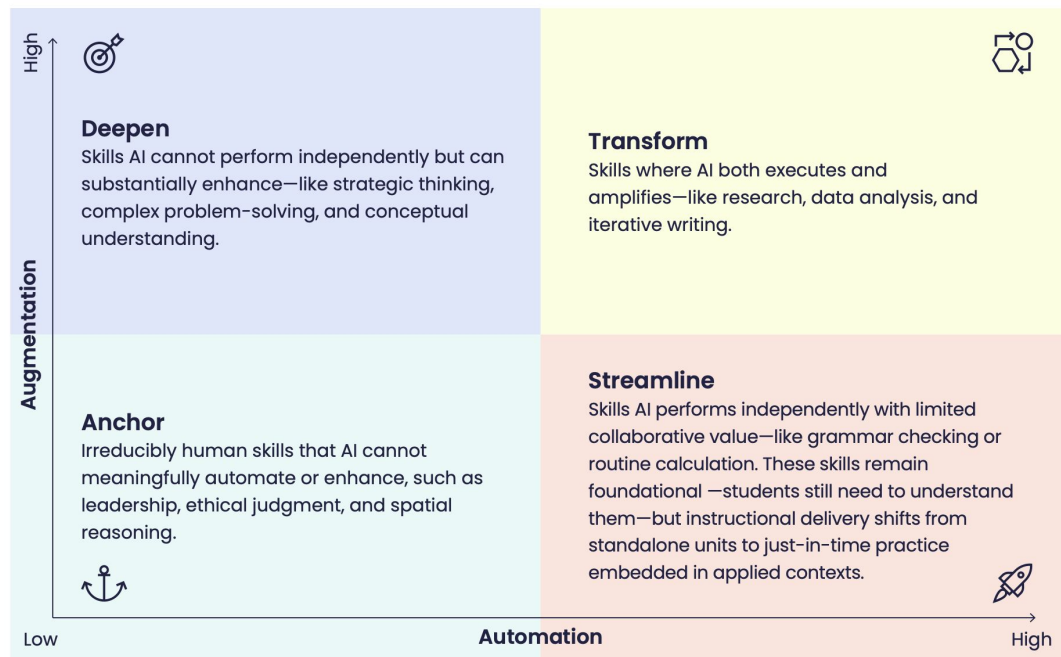
A framework for deciding what to protect, deepen, transform, or streamline

In “The Research Assistant”, the same assignment contained **all four** quadrants.

- Finding sources = Streamline.
- Evaluating credibility = Deepen.
- Drawing conclusions = Anchor.
- Research = Transform.

That's why blanket AI policies don't work.

Figure 2. The Four Quadrants of AI Automation and Augmentation





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.

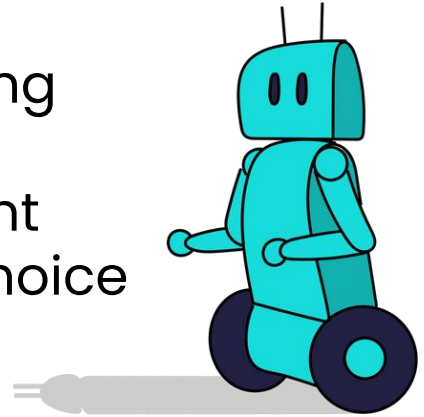
Blocking it entirely widens the digital divide.

	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

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



Guiding Questions



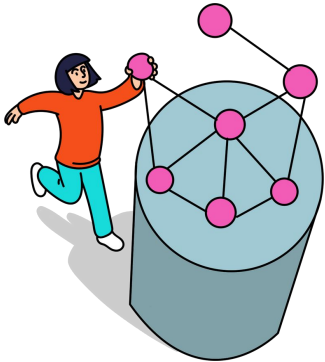
Effective assignments should have:	Guiding questions
A student learning objective	What is the learning for students? What are the durable skills practiced and assessed?
Explicit consideration of process and not just product	Can the assignment be completed entirely by AI? How might students demonstrate 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?



Connect to Students' Why

The Case for Cognitive Ownership

- **Students already know.** Brookings research shows students themselves worry that over-reliance on AI hurts their own thinking. They're not uninformed — they need adults to validate that concern and act on it.
- **It's not about rules — it's about growth.** When we frame integrity as "protecting your learning" rather than "following the rules," students become partners in the work, not adversaries trying to beat a system.
- **Name it explicitly, every assignment.** Don't assume students understand why a particular task matters. Tell them: "Here's what this assignment is building in your brain, and here's why AI can't build it for you."





Your Brain Only Grows When You Do the Thinking

Academic integrity is not about rules. It's about protecting your learning.



When you overuse AI, you're not cheating the teacher — you're **cheating your brain**. The skills you build now — critical thinking, problem-solving, creative reasoning — are the **skills AI can't build for you**.

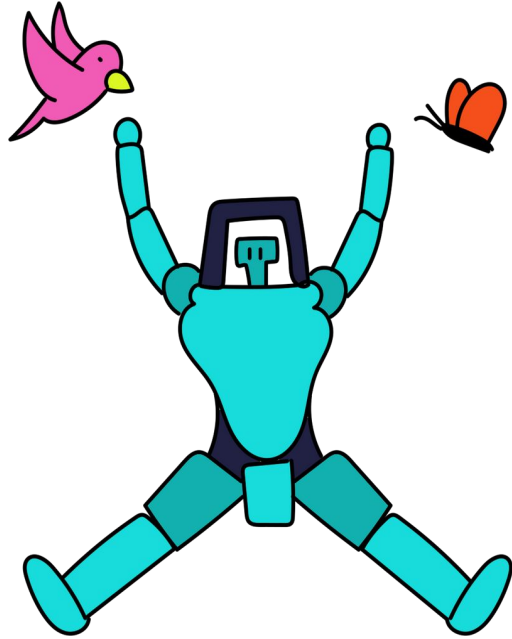
How will you help students see this?





06

Closing



Say Hello!

! **Kristen Kayser**

kristen@aiedu.org

🔗 **Learn More, Get More**

aiEDU.org

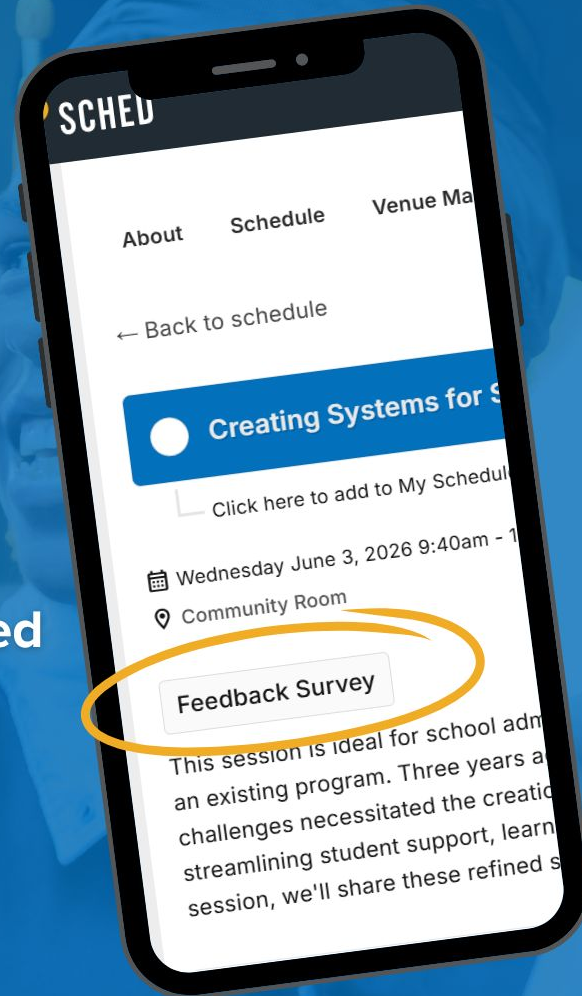
CELL

CENTER OF EXCELLENCE IN
LEADERSHIP OF LEARNING

UNIVERSITY OF INDIANAPOLIS

SURVEY REMINDER

Please complete a survey in Sched
for each session you attend.



**INDIANA EARLY
COLLEGE SUMMIT**