

Artificial intelligence and academic conduct

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Current state of play – Academic Integrity

- Where is the guidance for the Group on AI use?
- What is really happening right now?
- What tools do we have for detecting?
- What are other institutions doing about it?
- What's next?
- Your questions and feedback

Current state of play – Academic Integrity

- Where is the guidance for the Group on AI use?
 - Released in Sept 2023, but still not approved
 - Ian Marshall leading a group developing Group Standards
 - Various active working groups
 - Group-wide coordination group

Resources for Coventry University Group

- Teaching Knowledge Base page:
<https://teach.coventry.domains/articles/academic-and-research-integrity/>
- Staff portal Registry page:
<https://share.coventry.ac.uk/staff/ps/Registry/Pages/Academic-and-Research-Integrity.aspx>
- Student portal Registry page:
<https://share.coventry.ac.uk/students/Registry/Pages/Academic-and-Research-Integrity.aspx>

Types of artificial intelligence tools

Type 1

Text improvement

Spell-checkers,
paraphrasers,
grammar checkers,
predictive text

Grammarly,
Quillbot,
ChatGPT

Type 2

Text transformation

Language
Conversion
Translation
tools,
speech <> text

Google
translate,
DeepL,
ChatGPT,
Dragon

Type 3

Textual content generation

Essay bots,
text generators

ChatGPT,
Quillbot,
Perplexity.ai,
Chimp writer,
Bard

Type 4

Non-textual content generation

Programming
code,
graphics,
artworks, video
maths, music

Github Co-pilot,
Dall-e-2,
Midjourney,
Runway,
Tome, Bard,
AI-Plus, Minerva

Type 5

AI detection tools

GPTZero,
Copyleaks,
Turnitin,
Crossplag,
ChatGPT



Coventry
University

In brief - staff guidance

Module leaders should make clear to students on the assessment brief:

- What types of AI tools students may use and for what purpose
- What types of AI tools students may not use and why this would be inappropriate
- What types and use of AI tools need to be acknowledged
- How to acknowledge the use of AI tools and demonstrate their own learning and input to the work: what content did they create

Standard wording is provided for this guidance that module leaders can customise, adapt to specific needs.

In brief - student guidance

If a student wishes to use any tool with artificial intelligence capabilities to help them complete their assessment (taught or research), unless consent to use is made clear in the assignment brief, they must:

- Gain permission from the module leader or supervisor to use a specific tool
- Acknowledge the use of the tool and make clear which contributions are from the AI and what parts of the work are their own.
- Keep drafts to show how their work was developed and what content is original to them

In the guidance students should be advised that failure to follow this advice may lead to allegations of academic misconduct.

Acknowledging contributions

- Students should always acknowledge any help they received, for example from a proof-reader, family member or another student, using a simple factual statement
- There should not normally be the need for students to acknowledge appropriate uses of Types 1 and 2 (transformative rather than generative) AI tools, unless it results in substantial amounts of largely unchanged input from the AI being included in the student's submission. However, if in doubt, it is safer to add an acknowledgement
- Acknowledging contributions from AI tools should be in an appendix to their submission, not included in any word count. The reference will normally be added to a standard reference list.
- An easy-to-use template is being developed for the acknowledgement and description of the contribution that students can complete and attach to their submission – will be available soon.

Acknowledge, Describe, Reference

Acknowledge

Acknowledge, in an appendix to your submission, whether and to what extent AI has been used in your work. Examples are:

- I am not aware that any content generated by AI technology has been presented as my part of own work.
- I acknowledge the use of <insert AI tool(s)/link/date of access> to generate materials used for background research and self-study in the drafting of this assessment.
- I acknowledge the use of <insert AI tool(s)/link/date of access> to generate materials that were included within my final submission.

Describe

Describe how the information or material was generated (including the prompts used), what the output was and how the output was changed:

- The following prompts were input into <AI system>: <List prompt(s)>
- The output obtained was: <Paste the output generated by the AI system>
- The output was changed by me in the following ways: <explain the actions taken>

Reference

- Include an in-text citation at the point where AI content has been included in your work, using quotation marks if it is a direct quote,
- Add the reference to the AI-tool in the reference list at the end of your work, in line with the APA Guidelines:
<https://apastyle.apa.org/blog/how-to-cite-chatgpt> .
- For non-textual work the module leader will advise how to reference

Current state of play – Academic Integrity

- What is really happening right now?

The arms race

Perceived threat

Student cheating methods

Plagiarism

- Hardly any “plagiarism” now
- Students using tools to control similarity to about 10%

Contract cheating

Essay mills still very actively touting for business
Reports that some going out of business

Artificial intelligence

- Essay mills, ghost-writers use AI tools to write student work - humans do final checking
- Existing students guide new students on cheating methods
- AI or agent helps generate and sanitise student work

Other threats

- Admissions fraud
- Student integrity breaches not being reported
- End-to-end support for students by agents – fee includes assignment writing and support

[https://fixgerald.com/
blog/how-to-beat-
turnitin](https://fixgerald.com/blog/how-to-beat-turnitin)

How to Beat Turnitin Guide

All Posts

12 Aug 2021

Ask an average college student about their thoughts regarding the Turnitin plagiarism check system and you will definitely hear negative comments. The purpose of this guide is to tell you about how to beat Turnitin and stay safe without being accused of plagiarism or getting into the trap of this system. We shall study the list of things that seem to work well and will tell you about what must be avoided as you try to cheat Turnitin.



What is Turnitin?

You might have already heard about Turnitin before. This plagiarism detection software has been around since 1997. One of the reasons why it seems so popular is that it implements clever text-matching. It aims to educate students on how to cite and reference various sources without falling into the trap of cheating. In practice, it does way more than check academic integrity. It is an AI-powered system that is quite controversial.

In simple terms, Turnitin compares your submitted document against an endless archive of various documents found online, encrypted and open data, a repository of all the papers that have been submitted before, and the selection of periodicals, journals, books, blogs, and various digital and

Plagiarismdetector.net is used by students to sanitise their plagiarised or AI generated work before submission





Plagiarism Checker

Paraphrasing Tool

Tools 

AI Detector

New

 English - EN 

 Premium

Login

Plagiarism Checker

A completely free and accurate online plagiarism detector.
Simply copy and paste to detect copied content.

DEEP SEARCH 

NO ADS 

NO WORD LIMIT 



Plagiarism Checker

Go Pro 

SUPPORT 

USER SEATS 

ACCURATE REPORTS 

Total Word(s) : 0 / 1000

To check Up to 25k Words

Go Pro

Total Char: 0

10

News June 2024

- Text transparency hack for reducing the Turnitin similarity %
- Sector alert: <https://www.teqsa.gov.au/about-us/news-and-events/latest-news/sector-alert-changes-activities-commercial-academic-cheating-services>
- You Tube video by Kane Murdoch about detecting contract cheating and impersonation etc:
<https://www.youtube.com/watch?v=Mm5SLX8fq-E>
- HEPI Policy Note 51 – Provide or Punish (Freeman, 2024, February) - Survey of 1,250 UK UG students on Gen AI

Current state of play – Academic Integrity

- What tools do we have for detecting?

Turnitin

All text-based submissions go through Turnitin

- Similarity percentage causes problems with staff and students
- We must have zero plagiarism - not the same as zero similarity
- Low similarity can be just as problematic as high similarity
- Features on Turnitin, red flags indicate:
 - Multiple author names
 - Multiple last modified by names
 - Different page sizes – A4 and US letter
 - Different software versions
 - Hidden text
- Most of these flags highlight false positives

Turnitin Authorship

- ~35 License-holders listed in Handbook – regularly updated
- Support detection, evidencing of contract cheating
- Authorship report
 - Analyses portfolio of submitted work for one student
- Authorship Dashboard – analysis and categorisation of all work submitted, highlighting potentially suspicious elements
- Linguistics, metadata, physical properties, red flags on Turnitin
- Student submissions: docx if possible not pdf
- Must have at least one secure piece of writing by the student
- Training for staff on detecting contract cheating
- Checklists for contract cheating and AI misuse

Updated ACO guidance notes

Academic Conduct Guidance on Seriousness of Academic Integrity Breaches

Not for distribution to students

NOTES: THIS GUIDANCE IS TO BE USED TO CLARIFY SEVERITY LEVELS AND TYPES OF ACADEMIC CONDUCT PENALTIES APPLIED USING THE SCALE OF PENALTIES TABLE. This is an indicative guide that should be viewed in conjunction with the Scale of Outcomes Table, sent to students together with their invitation letter, and the other guidance notes in the Academic Integrity Handbook. The purpose of this table is to help to ensure that ACO decisions are fair and consistent across the Group. During an ACO meeting new evidence arising from discussions with the student may result in a change in the level of severity. Also, the evidence may change the category of the integrity breach, for example an initial allegation of collusion may turn out to be a case of contract cheating, where two assignments came from the same source.

This table is mainly applicable to written assignments, but some of the guidance and examples can be applied to non-textual content.

Severity level	Exam Misconduct, face to face and on-line	Plagiarism, including self-plagiarism* in coursework and online exams	Collusion**, sharing and giving or receiving inappropriate assistance in coursework and on-line exams	Misuse of technology (Generative AI (GenAI), eg ChatGPT; transformative AI, eg Google Translate)	Fabrication and falsification***
Poor Academic practice	Not applicable	No intent to deceive. Very minor infringements. Examples: Copying of a few citations / references or incorrectly formatted citations/references. Student has made a few errors, but sources can be identified. Unauthorised and unacknowledged reuse of one or two sections of content from another assignment. Student has directly copied a section from another assignment without re-contextualising the content for the new assignment	Not applicable	Student has deviated slightly from the expectations regarding the use of AI set out in the assignment brief. Examples: Appropriate use of GenAI with incomplete or missing acknowledgement, description, and reference. Unauthorised and undeclared use of a translation tool to translate one or two short parts of the work from another language to English, where writing in English is a requirement.	Not applicable
Minor	Not applicable – no exam misconduct is minor	Minor infringements. <u>Similar to</u> poor academic practice but rather more extensive. Examples: Several sections of text copied from different sources, not properly marked up as quotations, or suitably/sufficiently paraphrased but most copied sources may include attempts to identify sources, e.g., paragraph starts "Smith (2014) found that....": text may include in-text	Minor infringements. Example: A few similarities with one or more students' current or previous submissions, but critical elements are distinct.	Student has deviated to a minor extent from the expectations regarding use of GenAI set out in the assignment brief. Examples: Some AI use with incomplete acknowledgement, <u>description and</u> reference. Some inclusion of GenAI content without authorisation or when use is specifically not allowed for this assignment.	Minor infringements. Example: Some fabrication, falsification or manipulation of results that does not affect the assessment quality or research outcomes. Some falsification of citations and/or references.

Type 5: AI Detection tools

- Tools: ChatGPT, CopyLeaks, GPTZero, Turnitin's AI detector, etc
- Strong recommendation (impossible to enforce an outright ban) that no staff or students should use tools for detecting use of Generative AI tools
- Staff and students strongly advised not to use any AI detection tools
- If suspicions arise: follow same procedures as for contract cheating – ie ask for Turnitin Authorship report, get help to interpret it, call for a viva to generate more evidence
- Testing of AI by Robin Crockett, UoN:
<https://blogs.northampton.ac.uk/learntech/2023/11/20/testing-the-ai-detectors-part-2/>
- ENAI: Weber-Wulff, D., Anohina-Naumeca, A., Bjelobaba, S., Foltýnek, T., Guerrera-Dib, J., Popoola, O., Šigut, P., Waddington, L. (2023). Testing detection tools for AI-Generated Text. Preprint
<https://arxiv.org/abs/2306.15666>

Content

Your Content. You may provide input to the Services (“Input”), and receive output from the Services based on the Input (“Output”). Input and Output are collectively “Content”. You are responsible for Content, including ensuring that it does not violate any applicable law or these Terms. You represent and warrant that you have all rights, licences, and permissions needed to provide Input to our Services.

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When you use our Services you understand and agree:

- Output may not always be accurate. You should not rely on Output from our Services as a sole source of truth or factual information, or as a substitute for professional advice.

Terms and conditions
applicable from 15-02-
2024

<https://openai.com/policies/eu-terms-of-use>

“..You ... warrant that you have all rights ... and permissions to provide input to our services. “

“We can use your content worldwide to ...”

AI Checklist combined with contract cheating checklist

- Lack of critical thinking, largely factual content
- Repetition of content, circular or incoherent arguments
- Inaccuracies and completely made up “facts” (hallucinations)
- References irrelevant / unavailable / old / fabricated / copied – but some genuine
- Content generic, off the point – but getting better
- Vocabulary, spelling (US/UK),
- Sentence length relatively uniform – no variability, “burstiness”
- Knowing the student:
 - Grammar is just too perfect
 - Could this student have written this?
 - Writing, content too advanced
- Could it have been translated? – check language of references for clues
- Fabrication of data, references, facts – does it look genuine, repurposed, fake?
- Strange synonyms: a paraphrasing tool or word spinner could have been used
- Graphics, artwork: inaccurate portrayal of physical objects, anatomical features

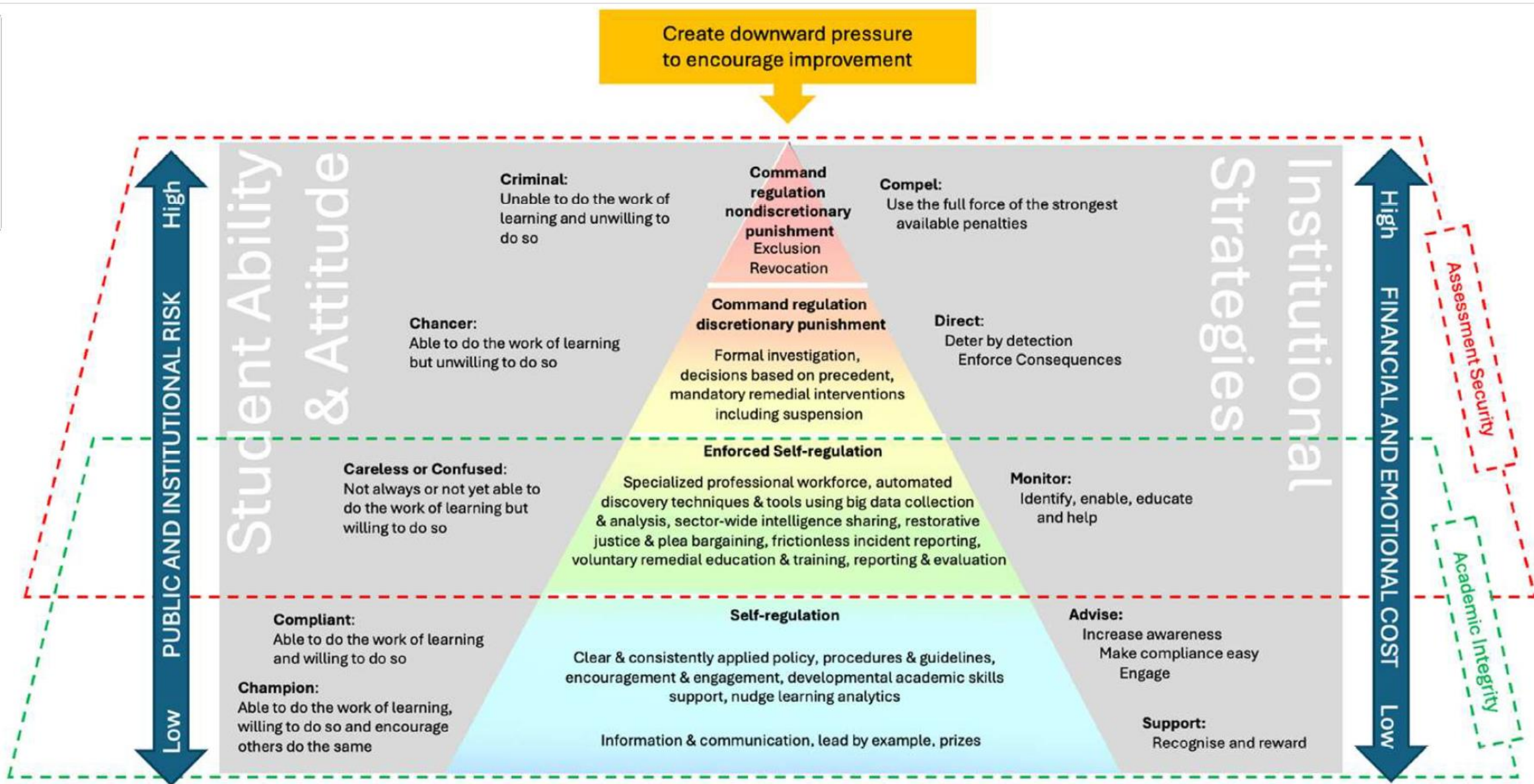
Could also be signs of contract cheating, Essay mills and ghost writers also make use of these tools

Current state of play – Academic Integrity

- What are other institutions doing about it?

ADOPT! THE AI ASSESSMENT SCALE (Kindly shared by Dr Mike Perkins, British University Vietnam)

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the quality of the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited. You must not use AI to support with your commentary or evaluation of the work.
5	FULL AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.



Cath Ellis & Kane Murdoch (22 Mar 2024): The educational integrity enforcement pyramid: a new framework for challenging and responding to student cheating, Assessment & Evaluation in Higher Education, DOI: 10.1080/02602938.2024.2329167

Current state of play – Academic Integrity

- What's next?

Training, education, skills development

- AI tools are here to stay, will continue to improve, rapidly
- Seize opportunities to use AI tools ethically
- Our students need skills and knowledge on ethical/workplace use
- Staff need to develop expertise and knowledge
- Assessment design
- Optional “mini viva” in every module?
- Co-pilot: <https://teach.coventry.domains/articles/microsoft-copilot-formerly-bing-chat-enterprise>
- What other tools are needed to level the playing field?
- (links to lots of resources follow)

Current state of play – Academic Integrity

- Your questions and feedback: ireneg@coventry.ac.uk



Note: Thomas Lancaster generated several images of me using Stable Diffusion. He uploaded about 10 photos of me with my name in the prompt and this is one of the images generated.

HEPI Policy Note 51 – Provide or Punish (Freeman, 2024, February) - Survey of 1,250 UK UG students on Gen AI

Executive Summary We polled 1,250 UK undergraduate students on their attitudes to generative artificial intelligence (AI) tools such as ChatGPT. Our key findings include:

- More than half of students (53%) have used generative AI to help them with assessments. The most common use is as an 'AI private tutor' (36%), helping to explain concepts.
- More than one-in-eight students (13%) use generative AI to generate text for assessments, but they typically edit the content before submitting it. Only 5% of students put AI-generated text into assessments without editing it personally.
- More than a third of students who have used generative AI (35%) do not know how often it produces made-up facts, statistics or citations ('hallucinations').
- A 'digital divide' in AI use may be emerging. Nearly three-fifths of students from the most privileged backgrounds (58%) use generative AI for assessments, compared with just half (51%) from the least privileged backgrounds. Those with Asian ethnic backgrounds are also much more likely to have used generative AI than White or Black students and male students use it more than female students.
- A majority of students consider it acceptable to use generative AI for explaining concepts (66%), suggesting research ideas (54%) and summarising articles (53%), but only 3% think it is acceptable to use AI text in assessments without editing.
- A majority (63%) think their institution has a 'clear' policy on AI use, with only 12% thinking it is not clear. Most students (65%) also think their institution could spot work produced by AI.

Guidance on module and assessment design

University of Sydney Guidance (8th June 2023).

Generative AI guidelines for Educators 8th September 2023. <https://www.qqi.ie/news/new-framework-for-investigating-academic-misconduct-published>

Bowditch, I. (2023). Assessment Menu: Designing assessment in an AI enabled world. JISC, 12th Sept 2023. <https://nationalcentreforai.jiscinvolve.org/wp/2023/09/12/designing-assessment-in-an-ai-enabled-world/>

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JISC (2023) Generative AI – a primer <https://beta.jisc.ac.uk/reports/generative-ai-a-primer> First published 12th July 2023, updated 29th July 2023.

QAA (2023). Maintaining quality and standards in the ChatGPT era. <https://www.qaa.ac.uk/docs/qaa/members/maintaining-quality-and-standards-in-the-chatgpt-era.pdf> released 8th May 2023

Freely available resources for staff and students

- Microsoft Copilot:
<https://teach.coventry.domains/articles/microsoft-copilot-formerly-bing-chat-enterprise>
- Understanding Artificial Intelligence tools:
<https://teach.coventry.domains/articles/understanding-artificial-intelligence-tools/> - David Ashworth and Martin Jenkins
- [AI tools and the impact on Higher Education – The Teaching Knowledge Base \(coventry.domains\)](#)
- [AI & Academic Misconduct – The Teaching Knowledge Base \(coventry.domains\)](#)
- External source: <https://github.com/microsoft/prompts-for-edu/tree/main>

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