ARTIFICIAL INTELLIGENCE

academic integrity considerations

AI programs are developing rapidly. The ease of use, universal availability, and unclear expectations due to their recency all heighten the potential for academic dishonesty.

1 Become familiar with AI capabilities and adapt your courses and assignments as needed.

2 There is no single method that will prevent students from using AI for academic dishonesty.

3 Experiment with different strategies to determine what works best for your classes and style of teaching.

good pedagogy

- Explain the value and relevance of each assignment so students understand the knowledge and skills they will gain and the ultimate benefit of completing the work honestly.
- Give students choices in assignments so they can demonstrate what they know and feel greater engagement and agency.
- Scaffold assignments and combine in-class exercises with outside work and preparation so you can observe how projects develop.
- Assign reflection prompts along with assignments so students can demonstrate how they reasoned through the project and challenges.

prevention

- Explain what AI does well and what it doesn't do well.
- Assign low points for inaccurate information and generic responses, thereby disincentivizing students from continuing to submit work generated by AI.
- Create prompts that rely on knowledge from class or real experiences of students.
- Use obscure works and texts for assignments where possible.
- Require in-class writing assignments when there is deep concern about the potential for dishonesty (e.g. give an in-class essay exam instead of a take home essay exam)

permitting AI

- When appropriate, consider allowing the use of AI for parts of assignments. Students should only use AI with permission from the instructor and with acknowledgment
- Ask students to submit work that was generated by AI and to demonstrate how they edited or adapted such work.
- Clarify expectations around AI so students know when it is appropriate in your course and when it is not.

For questions or consultation, contact EC.Honor@emory.edu

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Educational strategies for adapting to AI in higher education will need to evolve as AI itself evolves.

detection

- Become familiar with the voices of your students by assigning some in-class assignments.

- Generate an essay with common AI programs using your assignment prompt. Compare the sample to student work using plagiarism detection software.

- Employ AI detection programs if submitted work is suspicious.

- Look for inaccurate statements and misinformation that may indicate the use of AI.

- Look for generic, but well-written responses suggestive of AI writing.

- Ask students questions about their work if there are suspicions about whether it was generated by AI.

- Confer with Honor Code administrators in your school when you have concerns or are uncertain about work.

syllabi and assignment policy

- Most students are aware that submitting AI-generated work is a form of academic dishonesty, but this line can become blurry for some students if they use AI for a small part of their work or if they substantially edit or alter AI-generated work. It is important to be absolutely clear in your policies and expectations about the extent to which students may use AI if you even allow it at all.

- Suggested language for the syllabus and assignments when AI is not allowed (adapt as needed):

    Using an artificial intelligence program to generate any content for any assignment in this course (including, but not limited to examinations, papers, homework, and creative work) constitutes plagiarism and is a violation of the Honor Code. The use of an artificial intelligence program in this course without permission from the instructor may also constitute seeking unauthorized assistance or violate other provisions of the Honor Code. Any suspicion of academic misconduct will be reported to the Honor Council.

- For assignments where AI is permitted, be clear with students about the expectations for using AI. Can students use it to look for information, to draft text, to experiment with different ways of writing something, to organize information, to format? Consider requiring students to submit AI-generated responses along with their final product so you can verify whether AI was used appropriately.

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