

Guidance on Adapting to AI and Academic Integrity

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The EIU [student code of conduct](#) maintains that “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Violations of this standard includes, “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation, or falsification of data.” The purpose of this document is to guide faculty on ways to ensure these standards by acknowledging that Artificial Intelligence (AI) tools create the potential for new challenges to academic integrity, but also the potential to empower faculty in teaching and students in learning and skill development.

On April 4th, 2023, [Turnitin released its AI detection](#) as an integrated portion of Turnitin Similarity; EIU has enabled this function in Turnitin. Turnitin will compute a [percentage score](#) for its AI detection which indicates the amount of qualifying text within the submission that Turnitin’s AI writing detection model determines might have been generated by AI. This percentage is not necessarily the percentage of the entire submission - if text within the submission was not considered long-form prose text, it will not be included.

Below is information on how to interpret and use the AI Detection score from Turnitin as well as some considerations on talking with students about academic integrity. Concerns with academic misconduct can be adjudicated through the process established by the [EIU Dean of Students](#).

In addition, it is recommended that instructors advocate for and advise students to use the [EIU Writing Center](#). While Turnitin and other tools can help identify potential issues with student writing and course submissions, the EIU Writing Center offers trained consults to provide individual conference in person or online, and through the entirety of the writing process from drafts to final submissions.

AI detection results & interpretation in [Turnitin](#):

- **What does the percentage in the AI writing detection indicator mean?**

The percentage indicates the amount of qualifying text within the submission that Turnitin’s AI writing detection model determines might have been generated by AI. This qualifying text includes only prose sentences, meaning that we only analyze blocks of text that are written in standard grammatical sentences and do not include other types of writing such as lists, bullet points, or other non-sentence structures.

- **What is the difference between the Similarity score and the AI writing detection percentage?**

The Similarity score and the AI writing detection percentage are completely independent and do not influence each other. The **Similarity score** indicates the percentage of matching-text found in the submitted document when compared to Turnitin's comprehensive collection of content for similarity checking.

The **AI writing detection percentage**, on the other hand, shows the overall percentage of text in a submission that Turnitin's AI writing detection model predicts was generated by AI writing tools.

- **The percentage shown sometimes does not match the amount of text highlighted. Why is that?**

The AI writing percentage does not necessarily correlate to the amount of text in the submission. Turnitin's AI writing detection model only looks for prose sentences contained in long-form writing. Prose text contained in long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. This means that a document containing several different writing types would result in a disparity between the percentage and the highlights.

- **False positives happen – Turnitin is not a perfect detection system.**

Incorrectly flagging human-written text as AI-generated can include lists without a lot of structural variation, text that literally repeats itself, or text that has been paraphrased without developing novel ideas. If the score shows a higher amount of AI writing in such text, you should take that into consideration when looking at the percentage indicated.

In a longer document with a mix of authentic writing and AI generated text, it can be difficult to exactly determine where the AI writing begins and original writing ends, **but Turnitin should give you a dependable means to start conversations with the submitting student.**

In shorter documents where there are only a few hundred words, the prediction will be mostly "all or nothing." With fewer words to analyze, this means that some text that is a mix of AI-generated and original content could be flagged as entirely AI-generated.

- **Does the AI Indicator automatically feed a student's paper into a repository?**

No, it does not. There is no separate repository for AI writing detection. Turnitin AI writing detection capabilities are part of the existing similarity report workflow meaning they are compared and evaluated for both similarity text matching and the likelihood of being AI writing (generated by LLMs). Instructors retain the ability to choose whether to add their student papers into the repository or not.

- **How can I use the AI indicator percentage in the classroom with students?**

Turnitin's AI detection indicator shows the percentage of text that has likely been generated by an AI writing tool while the report highlights the exact segments that seem to be AI-written. **The final decision on whether any misconduct has occurred rests with the reviewer/instructor. Turnitin does not make a determination of misconduct, rather it provides data for the educators to make an informed decision based on their academic and institutional policies.**

Talking with Students about Academic Integrity and AI

Turnitin does not make a determination of misconduct, rather it provides data for the instructor to make an informed decision based on our academic and institutional policies. Therefore, it is a piece of data for instructors to use when engaging with students suspected of academic dishonesty. In practice, it is best to engage the student in a conversation, give them an opportunity to respond, and then to decide on the work and whether academic misconduct occurred. Do note that many writing and academic support websites use AI, including [Google Translate](#) and [Grammarly](#), and may also impact Turnitin's AI detection.

- Include [the required statement on academic integrity](#) on your course syllabus.
 - If necessary, also provide a statement on the expectations for the use, or non-use, of AI to complete work in your course.
 - If misconduct is suspected, initiate a conversation with the student. Ask them about their writing and research process and have them explain the tools that they used to complete the project. For example, acknowledging the AI detection, asking a student what resources they used while completing a written assignment, such as Grammarly, Google Translate, or others, can be a place to begin the conversation.
 - This allows the instructor to gather all information available to them before making a decision that could involve the [university's conduct process](#).
 - This gives the student an opportunity to share information. Whether or not this alleviates your concern that academic misconduct occurred, allowing the student to respond helps maintain their right to due process. In addition, you might hear something that changes your mind and resolves the situation.
 - This can also provide a valuable learning opportunity for the student that helps them better understand your and the institution's expectations for their work.
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Adapting for AI

At this point in time, it is important to explore how to adapt teaching and learning to incorporate AI. This is a tool not for the future, but it is here and now, and an integral part of our students' lives and future careers. This adaptation should balance preserving academic integrity with the reality that ChatGPT and the host of AI software and tools are here to stay. Here are some

suggestions for methods to integrate AI tools like ChatGPT into your pedagogy in a productive, active manner.

- **Clarify expectations at the outset.** As early in your course as possible – ideally within the syllabus itself – you should specify whether, and under what circumstances, the use of AI tools is permissible. It may help to think of ChatGPT as similar to peer assistance, group work, or outside tutoring: your students should understand where the boundaries lie, when help is permissible, and when they must rely on their own resources. You might also discuss with your students how they feel about AI and its ability (or lack thereof) to convey their ideas. Emergent research suggests that at least some students feel dissatisfied with the results when they entrust expression of their ideas to AI.
- **Craft writing prompts that require creative thought.** A tool like ChatGPT can easily respond to a simple prompt such as “What are the causes of poverty in the United States?”, but it is likely to have trouble with a prompt such as “Compare and contrast poverty in present-day America with the 1880’s”. The more in-depth and thought out the prompt, the more it will demand critical reasoning – not simply regurgitation – to answer.
- **Run your prompts through ChatGPT.** Related to the point above, actually using ChatGPT on a draft of your writing prompt can be an illuminating exercise. Successive iterations may help you to clarify your thinking and add nuances to your prompt that were not present in the initial draft.
- **Scaffold your writing assignments.** This is best practice for combating plagiarism of any kind in academic writing. It will be much harder for a student to submit a final draft generated by AI and get away with it if you have observed that student’s thinking and writing process throughout the course.
- **Promote the use of the EIU Writing Center.** Chatbots and large language model (LLM) systems and generative AI are tools that cannot replace the intellectual activity of writing to learn. The EIU Writing Center offers trained consults to provide individual conference in person or online, and through the entirety of the writing process from drafts to final submissions.
- **Promote library resources.** ChatGPT is not presently able to generate an accurate bibliography, nor does it understand the concept of citation. This shortcoming can be a good jumping-off point for you to explain to your students how to cite properly, why citation is important, and how they can use available resources to do their own research.
- **Model productive use of AI tools.** For all its hazards, ChatGPT also offers promising possibilities. A “dialogue” between the user and the tool can help the user to probe deeper into the subject matter, become familiar with mainstream scholarship on the topic, and push beyond “easy answers” toward original work. To promote such dialogue, you might, for example, assign your students to produce their own prompts, post them to ChatGPT, and then comment on the answers, finding the strengths and weaknesses of the “argument” that the tool generates.

References and Further Resources

- Turnitin’s [Guide to Approaching AI-Generated Text in Your Classroom](#)
- University of Illinois – Springfield’s [Generative Artificial Intelligence Resources](#)
- Inside Higher Ed: [ChatGPT Advice Academics Can Use Now](#)

- Modern Language Association: [Writing and AI Taskforce](#)
- Association for Writing Across the Curriculum: [Statement on AI Writing Tools](#)
- U.S. Department of Education: [Artificial Intelligence and the Future of Teaching and Learning](#)
- FDIC Infographic: [Ways to Embrace AI Chatbots in the Classroom](#)
- FDIC Infographic: [Intentional Assessment Design](#)
- Ditch That Textbook: [30 AI Tools to Use in the Classroom](#)
- Teaching in Higher Ed (Podcast): [Designing Courses in an Age of AI](#)
- Edge of Learning: [Teachers: Treat ChatGPT as an Ally, Not an Enemy](#)
- Marketplace Tech (Podcast): [What happened when an entire class of college students had ChatGPT write their essays](#)
- Cult of Pedagogy: [How to use ChatGPT as an Example Machine](#)
- EdSurge: [How Professors Can Use AI to Improve Their Teaching In Real Time](#)
- NYTimes: [Don't Ban ChatGPT in Schools. Teach with It](#)
- The Hechinger Report: [We can add ChatGPT to the latest list of concerns about student cheating, but let's go deeper](#)
- Chronicle of Higher Education: [ChatGPT is Everywhere](#)
- Butler University's [AI in the Classroom LibGuide](#)