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# Academic Integrity in the Age of AI

James M. Lang

— Kaneb Center for Teaching Excellence —

University of Notre Dame

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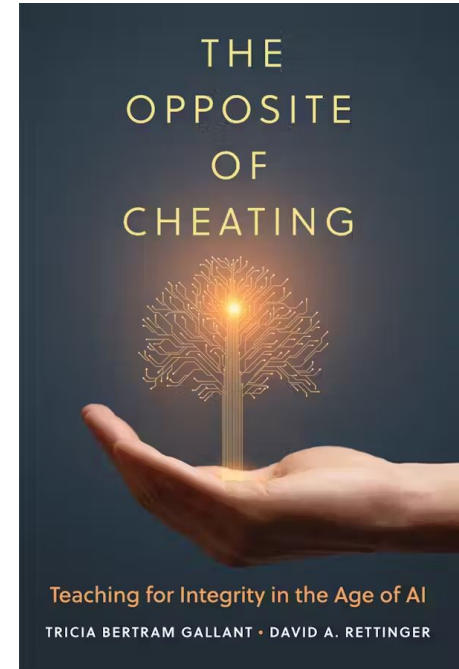
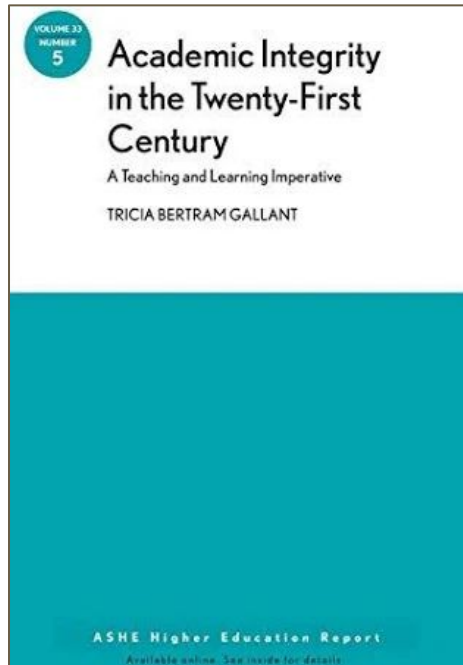
# Cheating Lessons

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When a student engages in an act of academic integrity, **what can we learn** about our assignment, our teaching, and our institutional policies?



# Cheating Lessons Lineage



## Our Shared Thesis

The amount of academic dishonesty in which students are willing to engage *depends (in part) on the structure of the learning environment*, especially the assessments, course and institutional policies, and education around integrity.

## Our Shared Corollary

Ultimately, we are teachers. Our first goal will always be to create student learning and well-being. Fortunately, **many of the strategies that support academic integrity overlap the strategies for good teaching.** Teachers should focus our efforts in those areas—while still acknowledging that maintaining academic integrity has value in its own right, and our strategies may extend ones that strictly support student learning.

# Agenda

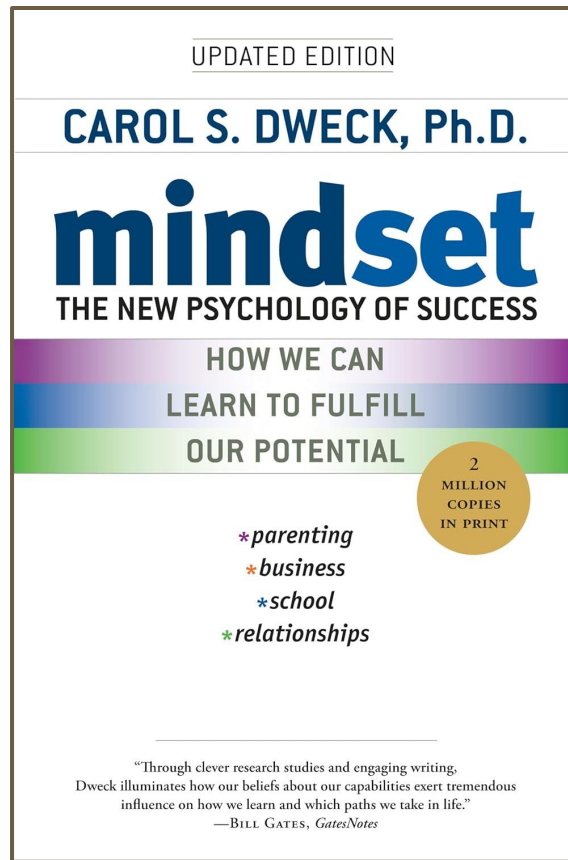
- 1) Why Do Students Cheat?
- 2) The Impact of AI on Academic Integrity
- 3) Education and Policy-Based Approaches
- 4) Next Generation Assessments

# Why Do Students Cheat?

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# Low Self-Efficacy: Can I Do It?

- Do I currently have the skill or knowledge to succeed in this course? Am I getting better?
- Do I have the ability to complete *this* assignment?





# Motivation: Learning vs. the Grade

Propensity to cheat rises when students are entirely or largely driven either by:

- Extrinsic Motivators
- Performance Goals



## Peer Effects

Cheating rates are higher when students perceive cheating as *common* and *approved of* by their peers.



# Ethical Disagreement and Moral Disengagement

**Values:** Students don't perceive the value of academic integrity. They also might see cheating as a victimless crime.

**Neutralizing:** In certain circumstances, students (and most of us) may justify violating rules and principles –and even their own values.

“It's not like an ethical dilemma . . . It's more of a practical concern with cheating where it's like, OK, this thing is due at midnight. I have 10 things to do. I'm going to copy this.”

Middlebury College Student

# Instructor Effects

Less cheating was reported by students in courses which had the following characteristics:

- they had **individual relationships with their instructors**;
- they had the **opportunity and desire** to engage with the material inside and outside of class;
- they had formed cohesive **relationships with at least some of their classmates**;
- the course was **enjoyable** overall;
- their time was **well spent**; and
- the course was **well organized**.

# Quick Paired Discussion

**Low Self-Efficacy**

**Extrinsic Motivation**

**Peer Effects**

**Ethics and Morals**

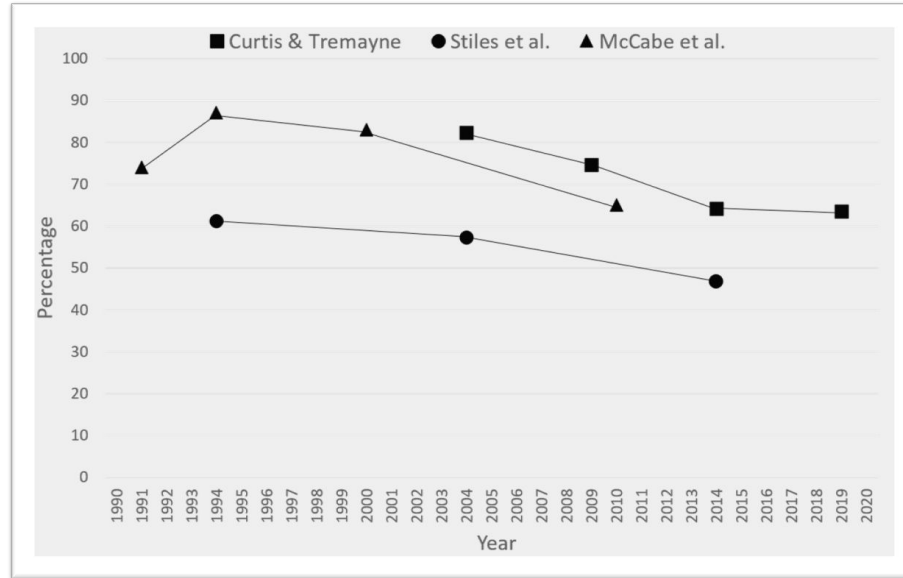
**Instructor Effects**

- Which one of these causes seems most relevant to the students *you* teach?
- Are there causes you don't see represented in this list?

# Has AI Changed Everything?

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# Pre-AI Cheating Levels



*Number of students who admit cheating at least one time in college.*

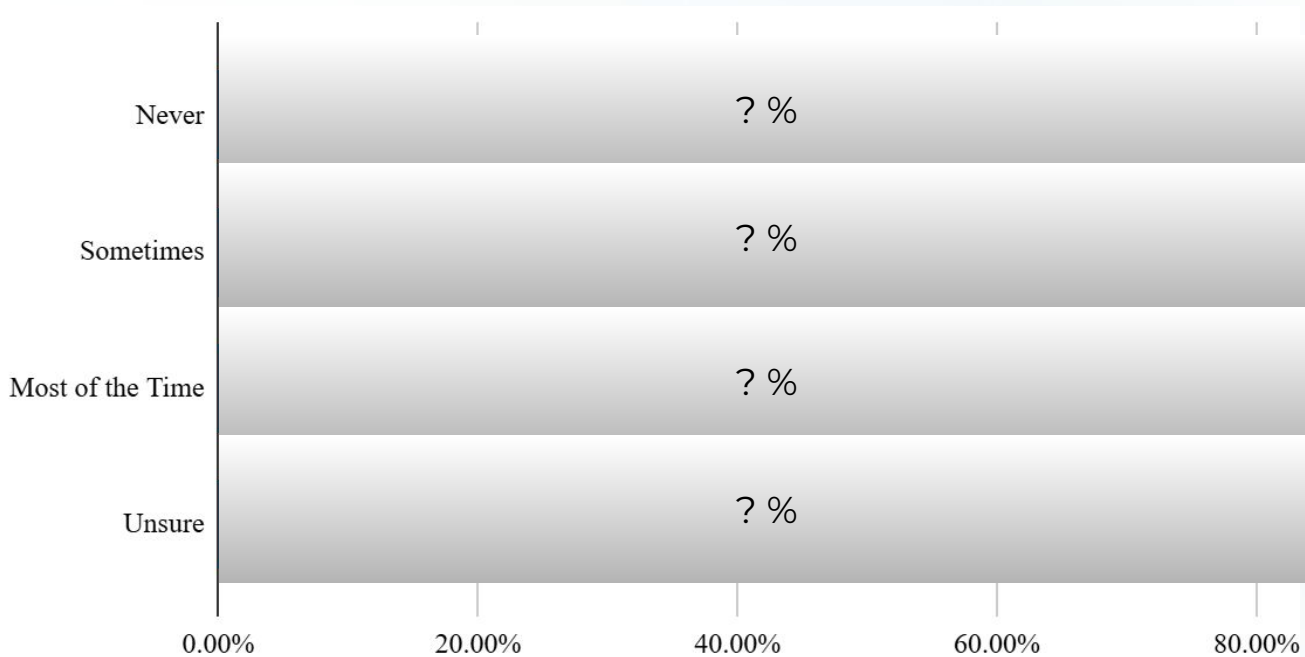
## 2025 UK Survey

In a poll of 1,041 undergraduates for the Higher Education Policy Institute, 88 per cent of respondents said they had used generative AI in assessments over the past year – up from 53 per cent in 2024 . . . One in four students said that they had used AI-generated text to help them draft assessments, but students more commonly used ChatGPT and similar tools to explain concepts, summarise relevant articles or suggest ideas.

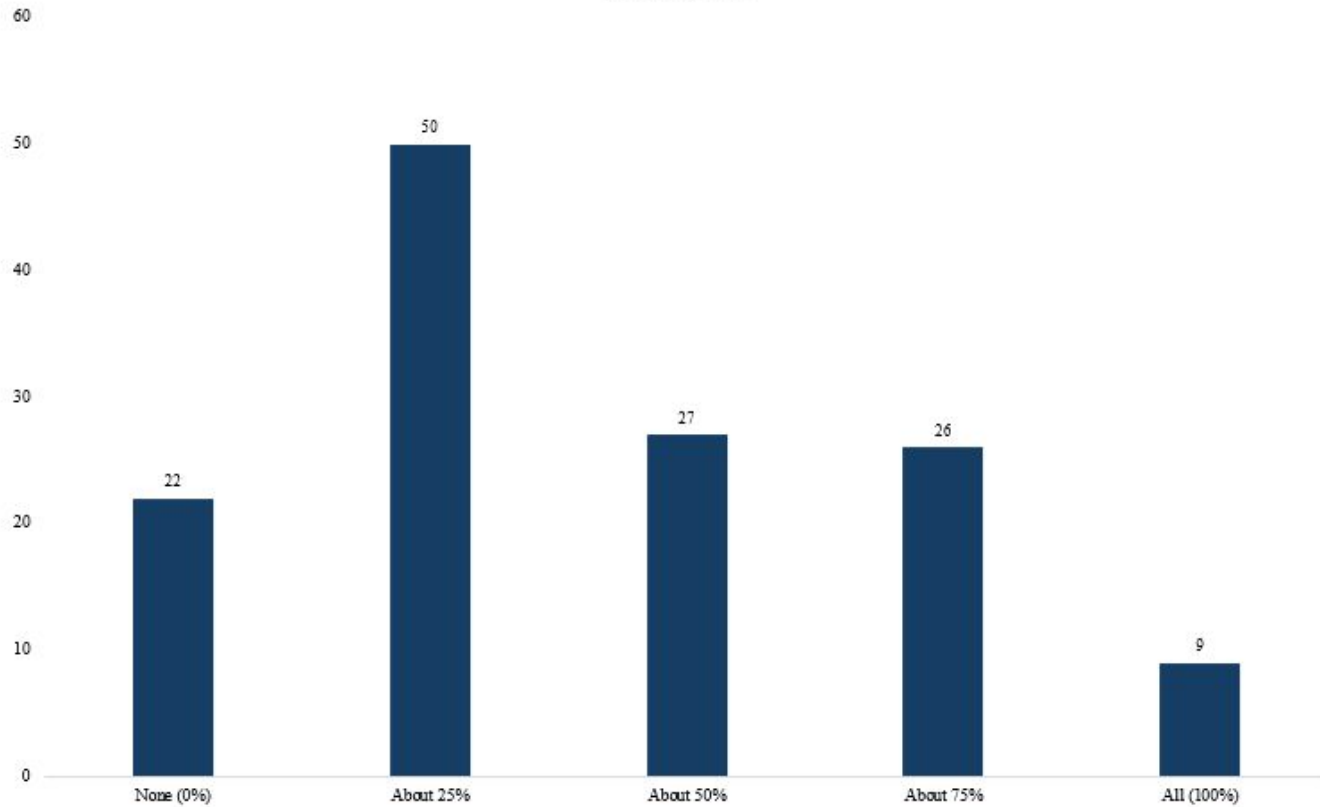
*Times Higher Ed* (February 26th, 2025)



## Have you used GenAI to help you with part or all of an assessment when you were not supposed to?



During your time at Notre Dame, how many of your instructors provide guidance on when and how to use genAI?



~7% of students are getting genAI guidance from all of their instructors

For each scenario, would it be acceptable for students to use AI for formally assessed writing in your course?



1. **Idea Generation:** Give me 5 possible theses for a paper based on this assignment prompt.
2. **Planning:** Create an outline for my paper assignment based on the following thesis.
3. **Structuring:** Improve the organization of my draft.

# Academic Integrity Policies Course and Assessment

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# A Case Study

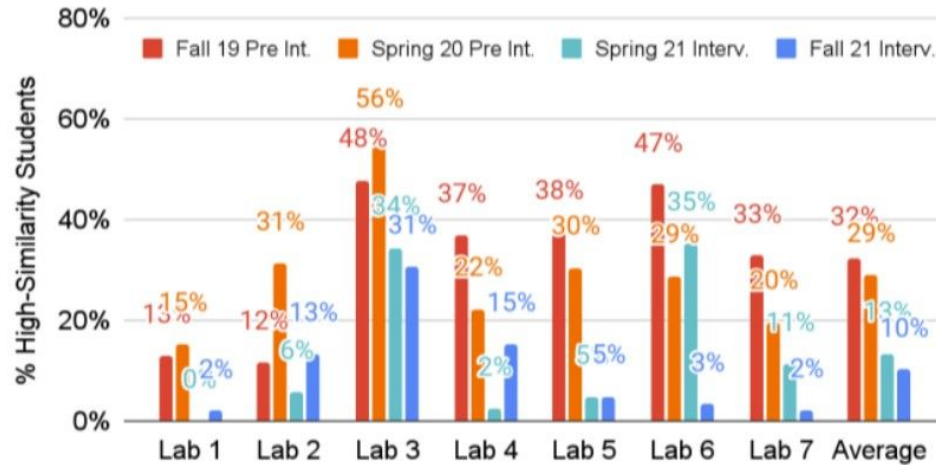
A classroom research study in computer science in which instructors tested six ‘low-effort’ strategies to reduce academic dishonesty.

Vahid, Downey, Pang, and Gordon (2023).  
“Impact of Several Low-Effort  
Cheating-Reduction Methods in a CS1  
Class.”

| Method            | Pre-intervention                          | Intervention                                    |
|-------------------|---|---|
| 1. Integ. talk    | ~5 min in Wk 1                            | ~30 min in Wk 4.                                |
| 2. Integ. quiz    | None (2-3 questions on Wk1 syllabus quiz) | 15-question Wk3 quiz                            |
| 3. Allow retract. | None                                      | Announced & allowed                             |
| 4. Remind         | None (beyond perhaps brief comment)       | Wk 6 posted announcement                        |
| 5. Show tools     | Not deliberate, shown 1-2 times           | ~5 deliberate showings Wks 3-8                  |
| 6. Help           | 1-2 sentences in syllabus                 | Syllabus paragraph + pointers + freq. reminders |

Table 1: **Pre-intervention and intervention class sections with respect to low-effort cheating reduction methods.**

# High Similarity Students Across Labs



# Key Features of Integrity Education

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- First Exposure (First Week, Syllabus)
- Ongoing Engagement (Check-Ins and Reminders)
- Active Learning (Quizzes, Cases, Discussions)
- Active Listening (Surveys, Discussions)
- Transparency (Policy Language and Explanations)

# Policy Language

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|               |                     |
|---------------|---------------------|
| 1. Plagiarism | 6. Plagiarize       |
| 2. Misconduct | 7. Disciplinary     |
| 3. Dishonesty | 8. Cheating         |
| 4. Integrity  | 9. Turnitin         |
| 5. Academic   | 10. Pre-Requirement |

A 2022 investigation of keywords in higher education policies revealed these top ten keywords.



# A Positive Shift

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“The focus tended to be on encouraging the use of AI technologies to aid learning, with a cautionary note to avoid using them for activities that may lead to accusations of plagiarism . . . The tone of the documents seeks to positively engage with AI and explain it to readers, while achieving a balanced, cautioned approach against its use for academic misconduct.”

“Decoding Academic Integrity Policies: A Corpus Linguistics Investigation of AI and Other Technological Threats” (2024)

# Generative AI Acceptable Use Scale

|   |   |  |
|---|---|--|
| 1 | NO AI                                       | <p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p><b>AI must not be used at any point during the assessment.</b></p>   |
| 2 | AI-ASSISTED IDEA GENERATION AND STRUCTURING | <p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p><b>No AI content is allowed in the final submission.</b></p>   |
| 3 | AI-ASSISTED EDITING                         | <p>AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.</p> <p><b>AI can be used, but your original work with no AI content must be provided in an appendix.</b></p>   |
| 4 | AI TASK COMPLETION, HUMAN EVALUATION        | <p>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.</p> <p><b>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</b></p> |
| 5 | FULL AI                                     | <p>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.</p> <p><b>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</b></p>   |

# AI for Assessment Menu

## As a critical friend - Soups

- Suggest analyses
- Provoke reflection
- Provide study/organisation tips
- Practicing

## Getting started - Entrees

- Suggesting structure
- Brainstorming ideas

## Engaging with literature - Bread

- Suggesting search terms
- Performing searches
- Summarising literature
- Identifying methodologies
- Explaining jargon
- Fixing reference list

## Generating content - Mains

- Writing some text
- Making images, video, audio
- Making slidedecks

## Analyses - Lighter mains

- Performing analyses of data, text
- Suggesting counterarguments

## Editing - Coffees

- Editing tone
- Improving clarity and readability
- Fixing grammar
- Shortening

## Feedback - Desserts

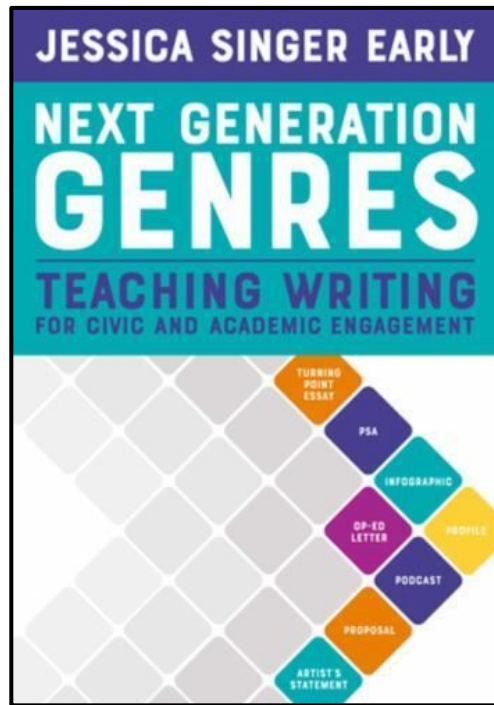
- On all of the above elements
- Specifically on rubric criteria

# Next Generation Assessments

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# Next Generation Assessments

What are the next generation *assessment* genres that will inspire student learning, teach essential skills and knowledge (*and* help maintain academic integrity in student learning)?



# Artwork and Artist's Statement



# Work + Creator's Statement

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- Creative Work + Analytical Statement
- Traditional Essay + Writer's Statement
- Presentations + Speaker's Statement

- What did you find energizing in creating this work?
- Where did you struggle? How did you respond to the challenge?
- How well did you achieve your vision?

Inspired by Jessica Singer Early

*Next Generation Genres*

## **AI-Developed Work + Learner's Statement**

- How did you use artificial intelligence in the completion of this assignment?
- Present and explain the initial prompts you used, with an explanation of your reasoning behind any further prompts.
- What did you learn from your experience working with AI?



## Written + Oral or In-Class Statements

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Student completes assignment written essay assignment with or without .

- 1) In-Class: Student writes the creator's statement in class.

*OR*

- 2) Oral: Student analyzes their process orally: in class, in office hours, or through video in Canvas.

# Oral + Written Exams in Engineering

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“Each oral exam was 15 minutes. Students were provided an oral exam preparation guide. The oral exam questions were based on a follow-up to the written midterm and final exam, asking students to walk the assessor through their thought process and answer follow-up questions that probe the deeper concept behind a problem-solving procedure. Hints were provided to the students whenever students struggled to answer the questions. A portion of the oral exam credit was deducted after providing hints to students. The oral exams contributed 7% (1.5% for each of the two midterm exams, and 4% for the final exam) toward the final course grade.”

Baghdadchi, Saharnaz et al. “Student perceptions of oral exams in undergraduate engineering classes and implications for effective oral exam design.” *2022 ASEE Annual Conference & Exposition Proceedings* (2022): n. pag.

# Written + Oral Assessments

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“The results suggest that overall, students consider oral exams to have positively contributed to their learning in many aspects, such as improving technical communication skills, **increasing motivation to learn, improving academic integrity**, helping with the conceptual understanding of the subject matter, and receiving real-time feedback.”

Baghdadchi, Saharnaz et al. “Student perceptions of oral exams in undergraduate engineering classes and implications for effective oral exam design.” *2022 ASEE Annual Conference & Exposition Proceedings* (2022): n. pag.

# From Traditional to Next Generation Assessments

In Bram Stoker's *Dracula* (1897), the narrative unfolds through letters, diary entries, and newspaper clippings. Select two characters' perspectives and analyze how their distinct voices reveal Victorian anxieties about one of the following: technological progress, shifting gender roles, or the fear of foreign influence. Consider how the novel's epistolary structure shapes your understanding of these anxieties. Support your analysis with specific textual evidence and discuss how Stoker's narrative techniques reflect broader literary trends of the Victorian era.

Developed by Carly Hart (with Claude AI)

# Mitigating AI with In-Class Work

- Session 1: In-Class Character Voice Mapping (30 minutes)
- Session 2: Contextual Analysis Workshop (45 minutes)
- Session 3: Thesis Development (30 minutes)
- Session 4: Evidence Building (45 minutes)
- Final Assignment: Compile your work from the four sessions into a cohesive 4-5 page analysis. Include your original annotations, workshop mind map, thesis drafts, and expanded evidence paragraphs.

# Next Generation Assessments

## Supporting AI

**One:** Independent  
Analysis

**Two:** AI Consultation

**Three:** Critical  
Evaluation

**Four:** Final Paper

## Elevating AI

“In this assignment, you will use AI technology to conduct an "interview" with a character from Bram Stoker's *Dracula* (1897), exploring Victorian anxieties through an innovative dialogue that combines close reading, historical understanding, and creative engagement with AI.”

# Writing Assignment Strategies



## Designing Writing Assignments in the Age of Generative AI

[Nathaniel Myers](#), an associate teaching professor in Notre Dame's University Writing Program, discusses the impact of generative AI on student writing and offers strategies for designing assignments that promote authentic learning and discourage misuse of tools like ChatGPT and Google Gemini. He emphasizes the importance of focusing on the writing process, allowing student choice, incorporating formative assessment, and critically engaging with AI-generated content. By pairing AI and human feedback and encouraging critical evaluation, educators can help students navigate the use of AI in writing while maintaining academic integrity.

### Resources

- [Writing Instruction and Generative AI](#)
- [Five Things to Consider Before Giving AI-Based Assignments](#)



## Learning Goals and Generative AI in Writing Assignments

This video explores how to design writing assignments in the context of generative AI, focusing on preserving key learning goals while considering AI's potential benefits and drawbacks. It offers guidance on where AI can assist in the writing process, such as brainstorming and research, and where it may inhibit deeper learning. The video emphasizes the importance of critical engagement with AI, modeling best practices, and creating AI-free writing spaces. It also recommends requiring students to cite any use of AI to maintain transparency and integrity in their work.

### Resources

- [Potential Uses of Generative AI in the Classroom](#)
- [Strategies for Effective Teaching in the Age of AI](#)

Thanks

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