7 Was to Assess Students Online and Minimize Cheating

Item Type	Magazine Article
Author	Flower Darby
Pages	50-53
Publication	Grading and Assessment: New Practices, New Perspectives
Date	9/24/2020
Date Added	11/18/2024, 2:19:06 PM
Modified	11/18/2024, 2:21:03 PM

Notes:

In support of discerning student's narrative "voice", the author recommends online discussion posts and journal entries, weekly writing assignments, …

"When I grade a paper that is weighted more heavily, I can quickly detect plagiarized text because it doesn't 'sound' like that student's usual style." (p. 52)

Assess these assignments on a complete/incomplete scale.

32 Best AI Content Detection Tools Reviewed – Originality.AI

Item Type	Web Page
Author	Jonathan Gillham
URL	https://originality.ai/blog/best-ai-content-detection-tools-reviewed
Date	October 21, 2024
Accessed	11/13/2024, 10:59:20 AM
Abstract	Although AI can generate articles in a fraction of the time, excessive AI-generated content can harm Google search rankings. Review the best AI content detection tools and publish high-quality content with confidence.
Website Title	Originality.ai
Date Added	11/13/2024, 10:59:20 AM
Modified	11/13/2024, 10:59:58 AM

Notes:

Does this note persist?

AI Tools in Teaching and Learning | Teaching Commons

Item Type	Web Page
Author	Center for Teaching and Learning
URL	https://teachingcommons.stanford.edu/news/ai-tools-teaching-and-learning
Date	2023-04-21T05:00:00-07:00
Accessed	11/13/2024, 10:25:39 AM
Language	en
Abstract	Guidance on understanding how AI tools can impact teaching and learning
Date Added	11/13/2024, 10:25:39 AM
Modified	11/13/2024, 10:30:33 AM

Notes:

Stanford recommendations:

- Formative assessment and feedback strategies.

    - helps students understand their ownprogress.
    - encourages a growth mindset.
- Discuss academic integrity with students, with a focus on learning outcomes.
- Share your experiences with other faculty to build a base of future support.

Artificial Intelligence Teaching Guide | Teaching Commons

Item Type	Web Page
Author	Stanford Teaching Commons
URL	https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide
Accessed	11/13/2024, 10:35:14 AM
Language	en
Abstract	A series of instructional web pages for instructors and teaching teams about using AI tools for teaching and learning.
Date Added	11/13/2024, 10:35:14 AM
Modified	11/13/2024, 10:35:35 AM

Notes:

Covers:

1. **Warming up to AI**—Reflect on your emotional state and foster feelings of acceptance, curiosity, and motivation.
2. **Defining AI and chatbots**—Define common concepts and explain how AI tools work
3. **Exploring the pedagogical uses of AI chatbots**—Explore educational use cases, describe risks, and access and practice using chatbots.
4. **Analyzing the implications for your course**—Describe campus AI policy guidance, evaluate and analyze your course
5. **Creating your course policy on AI**—Draft a course policy on AI use for your syllabus
6. **Integrating AI into assignments**—Examine ways to integrate AI tools into assignments and activities used to assess student learning
7. **Understanding AI literacy**—Examine a framework that identifies and organizes skills and knowledge useful for navigating generative AI.

ChatGPT Has Changed Teaching. Our Readers Tell Us How

Item Type	Magazine Article
Author	Beth McMurtrie
Author	Beckie Supiano
Pages	61-66
Publication	Grading and Assessment: New Practices, New Perspectives
Date Added	11/18/2024, 2:32:15 PM
Modified	11/18/2024, 2:42:43 PM

Notes:

building on the theme of shorter, formative assignments:

The instructor breaks down essay aassignments into smaller steps that students work upon together brainstorming ideas, discussing in groups, and other peer-reviewed activities.

Having students submit notes, and other artifacts of their work process. training them to become skilled AI users.

contrasted by others trying to discern students voice, one faculty says they are under no illusion that they can detect AI cheating. "It is an illusion." (p. 64).

connection to "ungrading"-- a practie that de-emphasizes grades in favor of detailed feedback and revisions.

Exploring the pedagogical uses of AI chatbots | Teaching Commons

Item Type	Web Page
Author	Stanford Teaching Commons
URL	https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/exploring-pedagogical-uses-ai-chatbots
Accessed	11/13/2024, 10:52:01 AM
Language	en
Abstract	An exploration of the capabilities and use cases for AI chatbots in teaching and learning contexts.
Date Added	11/13/2024, 10:52:01 AM
Modified	11/13/2024, 10:52:25 AM

Notes:

AI as simulator

The ability to transfer skills and knowledge that you learned to a new situation involves abstract thinking, problem-solving, and self-awareness. Deliberate practice, such as role-playing, can help you develop these transfer skills. AI chatbots can help with developing scenarios, role-playing a situation, and providing feedback. For example, you might prompt the chatbot to create a realistic ethical dilemma that applies to the discipline or to role-play as a patient or client in a relevant scenario.

Provide context and background details to generate more useful responses

The input you provide largely determines the chatbots' predictive responses. The more context, details, and nuances you give the chatbot the more it has to work with to generate responses. For example, instead of asking "How do I write a course syllabus?", you might instead say "I am a university instructor developing a new introductory course on genetics. Can you assist me in developing a useful and clear syllabus for first-year students?" (Gewirtz, n.d.).

How Do We Maintain Academic Integrity in the ChatGPT Era?

Item Type	Web Page
Author	Tricia Bertram Gallant
URL	https://www.aacu.org/liberaleducation/articles/how-do-we-maintain-academic-integrity-in-the-chatgpt-era
Date	Winter 2024
Accessed	11/18/2024, 10:08:03 AM
Abstract	(Hint: It's really no different from what we should have been doing all along)

Date Added 11/18/2024, 10:08:03 AM
   Modified 11/18/2024, 10:09:40 AM

Notes:

GenAI

We are living in the Generative Artificial Intelligence Era (GenAI).

To reduce the temptation for cheating, have students "create, analyze, or evaluate, rather than simply remember or understand (see Bloom's Taxonomy), and require students to orally explain their knowledge. Proctor at least one assessment so you can be more assured that the student has the knowledge being evaluated."

The author recommends the creation of a task force of educators staff and students to study how GenAI is being used and how it could be implemented appropriately.

I'm a Student. You Have No Idea How Much We're Using ChatGPT

Item Type	Journal Article
Author	Owen Kichizo Terry
URL	https://ezproxy.stfrancis.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=164601307&site=ehost-live
Volume	69
Issue	19
Pages	1-1
Publication	Chronicle of Higher Education
ISSN	00095982
Date	2023-05-26
Extra	Publisher: Chronicle of Higher Education
Accessed	11/18/2024, 11:13:51 AM
Library Catalog	EBSCOhost

Abstract The article presents the discussion on concept of academic integrity and the use of generative AI in written work created a significant disconnect. Topics include availability of AI tools for writing assistance presenting an opportunity for enhancing their work and improving efficiency; and investing in AI-powered plagiarism detection tools and training faculty members for recognizing signs of AI assistance.

Date Added 11/18/2024, 11:13:51 AM
   Modified 11/18/2024, 11:13:51 AM

Tags:

COLLEGE teachers, ARTIFICIAL intelligence, ASSISTANCE in emergencies, ECONOMY (Linguistics), PLAGIARISM

Notes:

A student recounts ways he has used chatGPT to help in his research.

ChatGPT produced an essay that contained ideas for him to develop.

it outlined his work.

"assignments become essentially useless once AI gets involved."

AI literacy is part of the future for students. Colleges need to use more AI-proof methods: oral exams, in-class writing.

Instructional Design and Delivery Director's Blog - All I Want for Christmas Is to Know How to Deal With AI-Assisted Cheating

Item Type	Web Page
Author	Justin W. Marquis
URL	https://www.gonzaga.edu/news-events/stories/2023/12/11/all-i-want-for-christmas-is-to-know-how-to-deal-with-ai-assisted-cheating
Date	Dec 11, 2023
Accessed	11/13/2024, 10:18:15 AM
Language	en
Abstract	The rapid evolution of Artificial Intelligence (AI) has brought about groundbreaking changes in various sectors, including education. However, with these advancements comes a new challenge for faculty in higher education: AI-assisted cheating.
Website Title	Gonzaga University News, Events & Stories
Date Added	11/13/2024, 10:18:15 AM
Modified	11/13/2024, 10:18:58 AM

Notes:

Strategies:

- One strategy is to use oral assessments in-class.
- Be open about the consequences of AI-assisted cheating.
- Whether you completely prohibit AI or allow it in assignments, clarify its use and the boundaries.
- Foster a culture of integrity where original thought is elevated in importance to the learning process.
- "Teach students about the ethical use of AI."

"If you suspect a student of AI-assisted cheating, address the issue quickly and constructively. Aim for a conversation that leads to learning and understanding, rather than just confrontation and the threat of punitive measures. Reiterating the value of personal integrity and the value of doing hard work for yourself. The ideal outcome of one of these conversations is for the student to admit culpability and accept a reasonable "punishment." I recommend re-doing the assignment(s) in question for partial or even full credit depending on their attitude in the conversation."

The Use and Detection of AI-Based Tools in Higher Education

Item Type	Journal Article
Author	Gary Lieberman
Volume	13
Pages	70-80
Publication	Journal of Instructional Research
ISSN	2159029X
Date	2024-01-01
Loc. in Archive	Center for Innovation in Research and Teaching at Grand Canyon University. 3300 West Camelback Road, Phoenix, AZ 85017. Tel: 602-639-6729; e-mail: cirt@gcu.edu; Web site: http://www.instructionalresearch.com
Library Catalog	EBSCOhost
Language	English

Abstract Artificial intelligence (AI) first made its entry into higher education in the form of paraphrasing tools. These tools were used to take passages that were copied from sources, and through various methods, disguised the original text to avoid academic integrity violations. At first, these tools were not very good and produced nearly incomprehensible output. However, through the use of generative artificial intelligence and natural language processing, the current engines supporting these tools have become better and more efficient at producing quality output. Recently, the artificial intelligence research company, OpenAI, developed a groundbreaking artificial intelligence engine to drive a conversational chat frontend application called ChatGPT. Backed by an expansive knowledge base that could rival any university library in volume, this

AI-driven conversational application can produce well-written, seemingly academic, responses to questions. This paper examines text-based artificial intelligence tools that can be used for both ethical and unethical purposes and what simple methods can be used to recognize AI-generated output whose use may indicate plagiarism.

Date Added 11/18/2024, 10:29:58 AM

Modified 11/18/2024, 10:29:58 AM

Tags:

Ethics, Higher Education, College Students, Artificial Intelligence, Cheating, Content Analysis, Identification, Influence of Technology, Integrity, Man Machine Systems, Natural Language Processing, Plagiarism, Student Behavior, Text Structure, Writing (Composition)

Notes:

- paraphrasing is encouraged by the student, tradition holds.

How it works. Ask it a question, it produces a well-written response. Ask it for supporting citations, and it provides it, with a list of references.

This creates the potential of reducing the time it takes to produce literature reviews. "by helping the researcher to properly formulate their research criteria and develop the appropriate terminology to perform the traditional literature review." (p. 73)

but not as accurately as one would expect for a scholarly research tool. Reducing its value to that of a blog site or corporate website.

Nevertheless, used as a foundation to guide research "makes perfect sense". "In thi manner, one could find that ChatGPT is an invaluable research tool." (p. 74).

The line is crossed "when the author directly copies or paraphrases the ChatGPT-generated text in their work product and fails to adhere to attribution and citations requirements." (p. 74)

four factors to examine:

- perplexity-- the level of confusion in the text (low for AI generated text)
- burstiness-- repetition of words or phrases (high for AI-generated text)
- stylometry-- complexity of writing (complex vocab, semicolons, passive voice)-- not exhibited by AI text generators.
- consistency and coherence analysis. Output that is contradictory, with multiple styles rather than a consistent style.

What do AI chatbots really mean for students and cheating?

Item Type	Web Page
Author	Carrie Spector
URL	https://ed.stanford.edu/news/what-do-ai-chatbots-really-mean-students-and-cheating
Date	2023-10-27T15:49:07-07:00
Accessed	11/13/2024, 10:04:28 AM
Language	en
Abstract	Stanford education scholars Victor Lee and Denise Pope discuss ongoing research into why and how often students cheat.
Website Title	Stanford GSE
Date Added	11/13/2024, 10:04:28 AM
Modified	11/13/2024, 10:05:22 AM

Notes:

As of October 31, 2023, there may not be as much cheating with AI as professors feared.

There is the potential for AI to "promote deeper engagement" with learning. (What does that look like?)

First, face the question: IS AI comparable to the calculator in the classroom(Chen, 2023). Did we not face the same question about cheating when the calculator replaced the slide rule? Generative AI was also compared to the printing press. In no way was knowledge compromised or writing skills diminished.

Also in Chen, it is reported that learner's confidence may even get a boost from using AI. Generative AI can contribute to classroom discussions.

On the downside, Generative AI can hallucinate, producing content that is erroneous.

Will ChatGPT Change How Professors Assess Learning? It won't be easy without their colleges' support.

Item Type	Magazine Article
Author	Beckie Supiano
Pages	55-60
Publication	Grading and Assessment: New Practices, New Perspectives
Date	April 5, 2023
Date Added	11/18/2024, 2:27:06 PM
Modified	11/18/2024, 2:29:41 PM

Notes:

Advocates more frequent, low stake assignments. with complete/incomplete grading.