



AI and Academic Integrity



The British Columbia Institute of Technology acknowledges that our campuses are located on the unceded traditional territories of the Coast Salish Nations of **Sk̓wx̓wú7mesh** [Squamish], **səl̓ilwətaʔɬ** [Tsleil-Waututh], and **xwməθkwəy̓əm** [Musqueam].



Artificial intelligence is just a new tool,
one that can be used
for good and for bad purposes ...

~Sarah Jeong



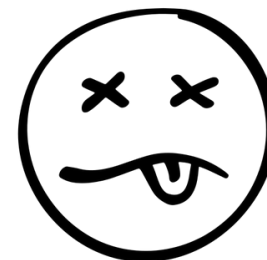
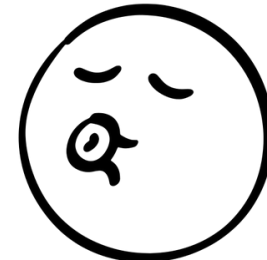
...to encourage
not replace thinking

What is your comfort level with AI tools? (e.g. ChatGPT, Copilot, image generators)

a.No experience

b.Some experience

c.Lots of experience already



What is your level of concern about academic integrity in your classes?

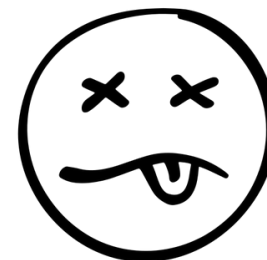
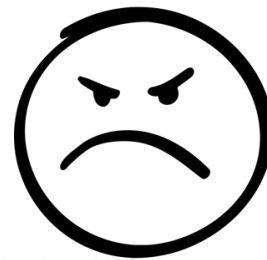
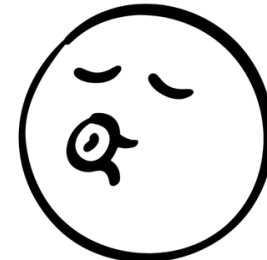


a.Low

b.Medium

c.High

d.Afraid to think about it!





What are
your
main concerns?



Academic Integrity

Academic honesty includes trustworthiness and adherence to facts. It is a central element of learning and intellectual activity at all institutes of higher learning. Academic honesty includes:

- Independently producing work submitted under one's own name.
- Properly and appropriately referencing all work. Acknowledge all contributions and sources.
- Respecting the integrity of examination materials and /or the examination process.

+++



Why is academic integrity important?



Academic Misconduct

Examples

Copy/paste

Re-used assignment

Contract cheating

Someone else's work

Why it happens

- Poor time management
- Stress
- Social pressure/helping
- Unclear collaboration vs cheating
- Lack of confidence or skill
- Fear of failure – high stakes
- “Everyone does it”
- Temptation if not likely to be caught
- Other ways of viewing ‘integrity’



Change

What has **NOT** changed

- BCIT Policy

What has changed

AI can complete assignments and assessments better than many humans and is...

- easily available
- often free
- easy to use
- developing quickly
- ‘impossible’ to reliably detect



AI Detection Tool Use – prohibited at BCIT

- No reliable detection tools at this time
- Copyright issue re student ownership
- Disabled: AI detection tool, BCIT LearningHub option in TurnItIn

<https://www.bcit.ca/learning-teaching-centre/generative-ai/genai-and-academic-integrity/>





Promoting Academic Integrity

1. Develop relationships with your students
2. Make clear to students the consequences of relying on AI
3. Provide clear guidelines and expectations
4. Use assessments that are either AI-proof or that integrate AI

1. Develop relationships with your students



Relationships

Relationships

Relationships

2. Make clear to students the consequences of relying on AI



What if you
use AI to skip 'the learning' ?



3. Provide clear guidelines and expectations



- 1) Review sample syllabus statements
- 2) assignment guides
- 3) citation and attribution examples



Which might you use or modify?
Why is that suitable in your context?

4. Use assessments that are either AI-proof or that integrate AI



- Put your assignments into 2 or more AI tools and review the results
- Take a 2-lane approach - consider how to encourage learning and integrity
 - assignments
 - assessments

4. Use assessments that are either AI-proof or that integrate AI



Lane 1

**cannot be
completed
using AI**

Lane 2

**involve AI
collaboration**

4. Use assessments that are either AI-proof or that integrate AI

AI Proof Assignments/Assessments

- Oral exams
- Live simulation-based assessment
- Supervised exams and tests
- Process documentation
- In class presentation with Q&A
- In class quizzes, drafting, small assessments
- Discussion and analysis of real-world scenarios in class
- Complex multilayered tasks or project-based learning

4. Use assessments that are either AI-proof or that integrate AI



AI Integrated Assignments/Assessments

Use AI

- as output in part of research and discovery process, analyze it
- to suggest ideas, summarize, generate outlines
- to help w/ ideation, expression, opinions, analysis
- to draft an authentic artifact (e.g. policy, ad), improve it/document process

4. Use assessments that are either AI-proof or that integrate AI

Describe your course
assessments/assignments.



Can you modify **how** you assess?

Can **authenticity** be increased?

Can **critical thinking** and/or **creativity**
be increased?

Authentic
Realistic
Require judgement &
innovation
Asks student to 'do'
the subject
Replicates real life

4. Use assessments that are either AI-proof or that integrate AI



- Encourage originality by using **authentic** assessments that require **critical thinking** and **creativity**
- Give **growth-oriented feedback*** to help students see the value of the learning process (not just the grade)
 - * be objective, focus on the task, offer meaningful and actionable suggestions for improvement



Check In

Share with a partner your take aways on ...

1. Developing relationships with your students
2. Making clear to students the consequences of relying on AI
3. Providing clear guidelines and expectations
4. Using assessments that are AI-proof or that integrate AI



What are your
main concerns
NOW?



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Additional Resources

- On the next few pages please find additional slides that may be useful when speaking with students about AI.
- References are provided in slide notes and are recommended sources of further details and additional support.

AI Integration – Syllabus Statement

Gen AI: Syllabus Statements for Course Outlines



In the official statement regarding GenAI tools, BCIT empowers faculty members to determine how to integrate GenAI into their teaching practices.

When creating or updating course outlines, faculty members have the autonomy to decide the extent to which students can use GenAI tools in their coursework, in accordance with the acceptable use of technology guidelines communicated by the IAPO (refer to acceptable use for ChatGPT). To assist you in this decision-making process, we have provided examples of syllabus statements aligned with various levels of AI usage. You can use or modify these examples to suit your teaching practice.

Extent of Use of AI

AI ASSESSMENT SCALE [AIAS]



NO AI

AI must not be used

The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding and skills.



AI AS A STUDY TOOL

Use AI to prepare, review and study

Use AI to learn skills and knowledge related to the course content and to prepare for course assessments.

Sample of Syllabus Statements

No AI Use

All assignments should be your own original work, created for this class.

This is because it is essential to build your personal skills in brainstorming, critical thinking, analysis and communication. Your exams, assignments, and discussion posts reflect your current thinking, showcase your ability to produce work at a professional standard, highlight your strengths, and identify areas for improvement. It is important for your success that your level of understanding, ability and progress is clear. AI [artificial intelligence] tools cannot learn for you.

For the reasons given above, AI tools may never be used to complete exams, assignments or discussion posts in this course. The policy on plagiarism applies to work or ideas created by tools or other people as your own.

Limited Use in Course Work

https://www.bcit.ca/files/ltc/pdf/ai_syllabus_statements.pdf



AI Integration – Assignment Guidelines

<https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-if-we-cant-out-design-or-out-run-ai/>

Example of AI use	Suggested wording
Generating ideas for assessment	You may use AI tools such as <ChatGPT, Bing Chat, and other generative AI> to <brainstorm ideas and approaches > for completing your assignment.
Creating media for assessment	You may use AI tools such as <DALL-E, Mid Journey, Stable Diffusion, Adobe Firefly> to generate<images> that you use as part of your submission.
Suggesting a structure or outline	You may use AI tools such as <ChatGPT, Bing Chat, and other generative AI> to help you <draft/write> <an outline for your work>.
Providing feedback on work	You may use AI tools such as <ChatGPT, Bing Chat, and other text-to-text generative AI> to seek feedback on your written work.
Tidying written language	You may use AI tools such as <Grammarly, Notion AI, ChatGPT etc.> to directly suggest readability improvements to your text in terms of grammar and expression.
Searching literature	You may use AI tools such as <elicit.org, perplexity.ai, and researchrabbit.ai> to find and summarise research articles. You then need to incorporate the scholarship yourself into your submission.
Writing a draft for later improvement	You may use AI tools such as <ChatGPT, Bing Chat, and other generative AI> to generate a draft artefact. You then need to <insert steps and documentation required> in order to demonstrate that you<insert learning outcomes>.

Teaching with Generative AI

Resources and guidance for instructors

Citing GenAI

<https://libguides.bcit.ca/AI/citing-genai>

BCIT Library LibGuide



[Programs & Courses](#)

[Admission](#)

[Student Services](#)

LEARNING & TEACHING CENTRE (LTC) ▶ GENERATIVE AI

— LTC RESOURCES AND LINKS

Generative AI

<https://www.bcit.ca/learning-teaching-centre/generative-ai/>

[BCIT Policy Statements](#)

[BCIT's Official
Position on
Generative Artificial
Intelligence](#)

[An Introduction to
Generative AI Tools](#)

[Acceptable Use of
Technology —
ChatGPT](#)

[GenAI: Syllabus
Statements for
Course Outlines](#)

The AI toolbox

The BIG 6 Generative AI tools (mid-2024)



<u>Chat GPT</u> (Open AI)	<u>Gemini</u> (Google)	<u>Copilot</u> (Microsoft)
<u>Claude</u> (Anthropic)	<u>Perplexity AI</u>	<u>Meta AI</u>