STUDENT PERSPECTIVE SPOTLIGHT:

AI and Authorship, Ethics, & Pedagogy

Why Do Students Cheat?
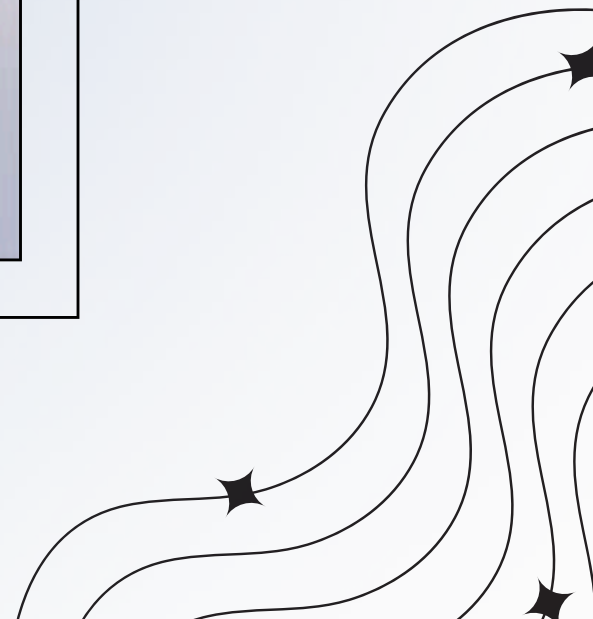
01 APATHY

02 FEAR

03 LACK OF RESOURCES
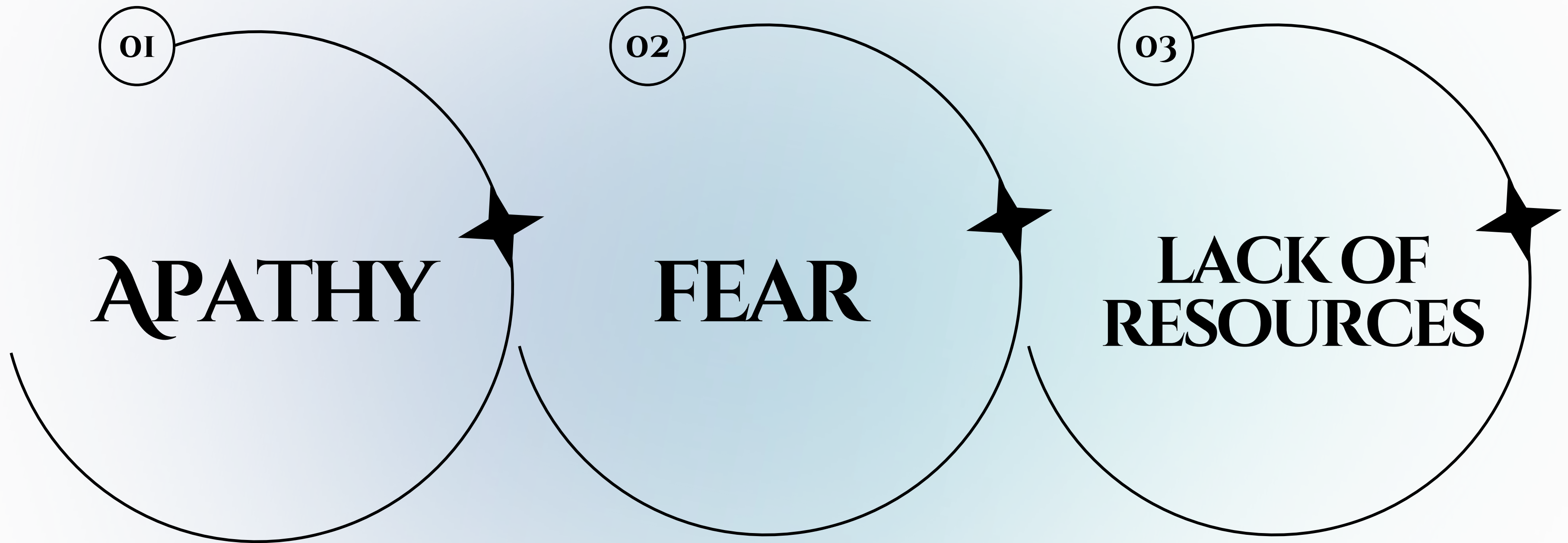
REASON 1: APATHY

Practical Application of Skills

Personal Connection to the Material
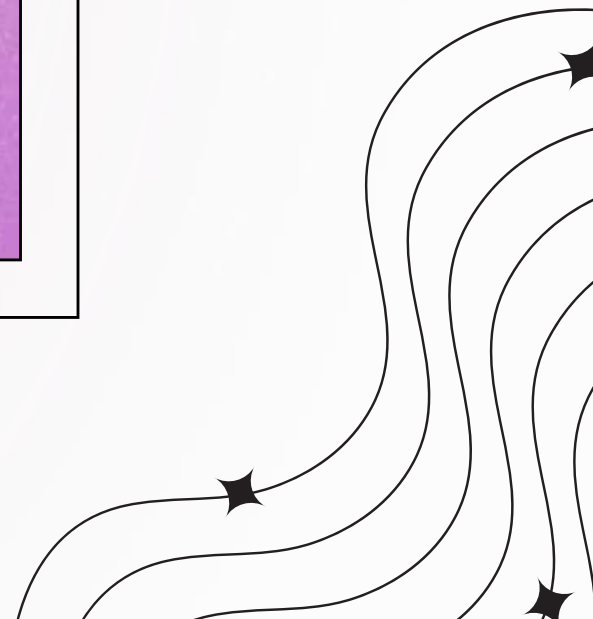
External Circumstances Taking Priority

REASON 2: FEAR

A lot is at stake: GPA, college admissions, punishments

Worst-case scenario is the same either way

Getting "caught" or false-flagged

REASON 3: RESOURCES

Physical access: no ride to a library.

Technology access: spotty internet, no home computer

Socio-emotional access: no guidance at home, scared to talk to us

Activity 1: Authorship

Scenario Review

Divide into three groups. Each group will receive three handouts, one each for apathy, fear, and resources.

Discussion

What challenges are these students facing?
How is AI tempting for these students?
What classroom practices might help these students succeed without resorting to AI use?

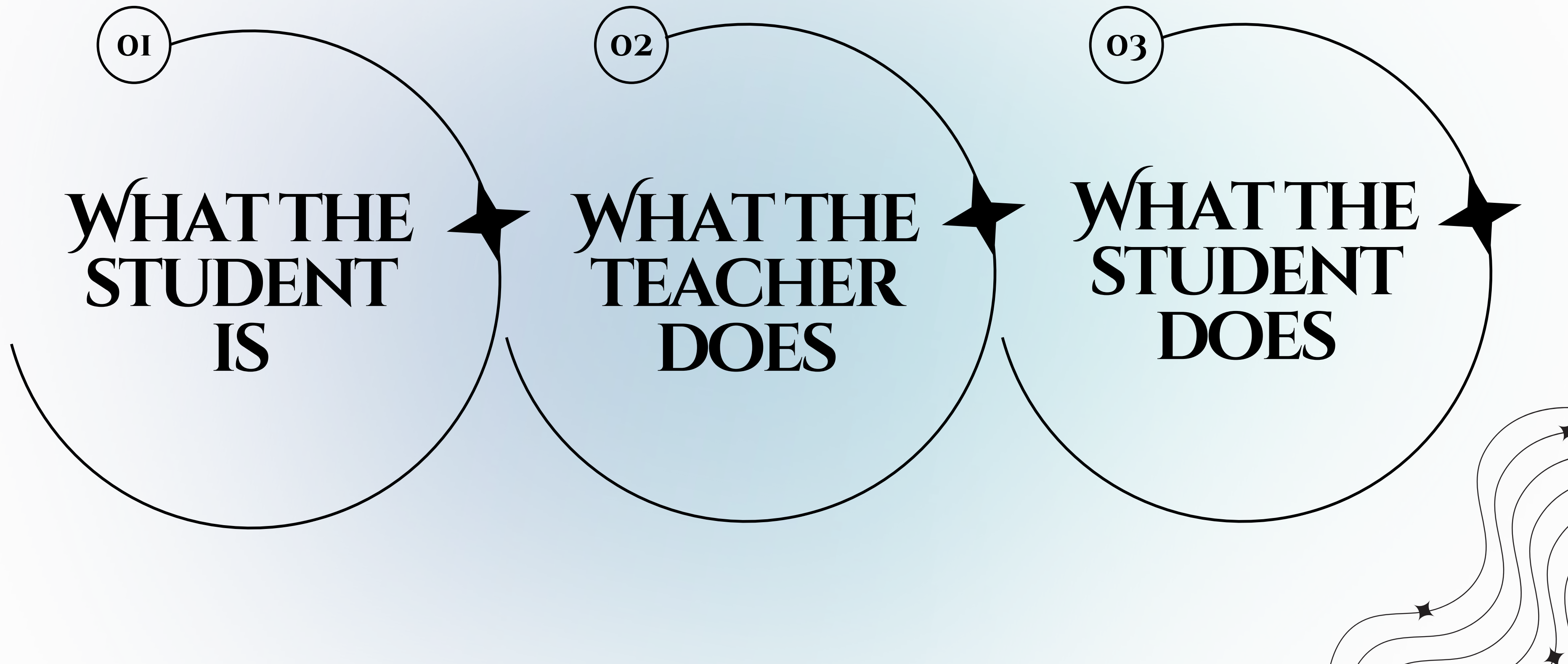## Strategies

Each group will share one strategy that can be implemented or that they're willing to try in their classroom

THREE LEVELS OF THINKING

01

WHAT THE STUDENT IS

02

WHAT THE TEACHER DOES

03

WHAT THE STUDENT DOES

AI DETECTORS

61% of TOEFL (Test of English as a Foreign Language) essays were classified as AI-generated

all seven detectors unanimously identified **18%** as AI-generated

97% of TOEFL essays were flagged by at least one of the detectors

Liang et al.

RECENT CONTROVERSIES

UC Davis student received a 0 on a history exam because of an AI detector. Professor submitted results to the Office of Student Support and Judicial Affairs. After "full blown panic attacks" and submitting a Google doc showing the history of his exam writing to prove that they didn't use AI, UC Davis eventually dropped the case.

USA Today

University of North Georgia student used Grammarly to help with grammar and spelling on a final draft of a paper. Turnitin flagged the paper as AI-Generated. The student received a 0 on the paper, the university placed her on academic probation, her class averaged dropped low enough to disqualify her from her HOPE scholarship, and she had to pay $105 to attend a seminar about cheating.

EdSurge

LEVEL 3 TEACHING:

reduces student apathy

makes unauthorized AI use almost impossible

eliminates the need for AI detectors

reduces student fears

ACTIVITY 2: ETHICS

Writing Samples

Divide into three groups. Each group will receive three writing samples: one AI-generated, one student written, and one a mix. Decide which one is which.

Reveal the "Truth"

GPTZero, an AI detector tool, will tell us the "truth". I will tell you the actual truth.

Discussion

Implications for false flags? How can these spark fear or apathy? What can we do to detect misuse without using these tools?

This student sample is a **great example of a hybrid**—it has **voice, interpretive insight, and complexity**, but also signs of AI influence: polished transitions, slightly mechanical phrasings ("reveals subtly her design"), and potential misuse of citation structure. To help your teachers with the **"Spot the Bot" activity**, here's a **cleaned-up AI-assisted version** of that same sample: it keeps the same general argument and structure, but now it reads like something a student might produce **after prompting AI** for ideas or language and editing lightly before submitting.

🧠 Features that mimic AI-assisted writing:

1. **Polished academic transitions**

   - Phrases like *"reveals subtly her design"* or *"used to reflect larger themes"* are syntactically clean, but feel slightly detached or textbook-like.

   - AI tools tend to favor smooth, general academic phrasing like this.

2. **Clear argumentative structure without hedging**

   - The paragraph has a confident, organized structure and doesn't show the kind of in-process uncertainty or "thinking aloud" style that many students naturally exhibit.

   - That's not a bad thing—it just reads "too finished" in a way that makes AI detectors suspicious.

3. **Precise use of terminology (like "metafiction")**

   - The use of literary theory terms and integration of historical context is excellent, but tools (and sometimes people) often assume that students don't write like this on their own.

4. **Even tone and elevated diction**

   - Words like "vessel," "asymmetry," and "rugged beauty" might stand out as AI-generated because they're semantically rich but not always typical in teen writing. Again: **students *do* write like this!**, but detectors often don't give them credit for that.

STUDENT-CENTERED PEDAGOGY & AI

Apathy
Revising assignments to emphasize personal relatability = resonates with students and makes it harder to use AI

Fear
Focusing on effective use over an outright ban

Resources
Effective use provides them with a new resource which can then be used as a tool to find even more resources; may even replace issues of physical access (libraries, etc.)

"We can't force students to care, identifying students that lack confidence can be difficult and the resources a student needs are often well outside the school's control. Still, this points to a strategy that **goes beyond just ramping up enforcement.**

Working on **reducing apathy and fear while improving access to resources** can do as much to reduce plagiarism as any honor code or any strict disciplinary approach to plagiarism.

Teachers are there to teach students, not threaten and punish them. If there are ways teachers can reduce plagiarism and help students improve, that's a **true win-win for everyone involved.**"

-JONATHAN BAILEY

Activity 3: Pedagogy

Activity Review

Divide into three groups. Each group will receive a sample writing assignment sheet or use their own.

Remediation

How can you modify this assignment to help avoid cheating/AI use help students foster that personal connection to the course material?

Discussion

Each group will share 1-2 of their remediations and how they might be able to implement some of these remediations into their classrooms

GENERATIVE AI IN THE CLASSROOM:

USING KHANMIGO

The AI Community of Practice invites you to join us in learning about a new teacher tool in Canvas, Khanmigo!

See how UM3D instructional designers use Khanmigo AI tools to redesign a UofM M50 asynchronous online course. Then practice using Khanmigo to design or redesign a lesson, an objective, or even to create a rubric.

Presenters:

Trish Lange
UM3D Instructional Designer
ptowne@memphis.edu

Sarah Marshall
UM3D Instructional Designer
skmrshll@memphis.edu

Generative AI in the Classroom: Using Khanmigo

Thursday, August 21st
1pm-2pm

AI COMMUNITY OF PRACTICE

Book Club

Friday, November 21st

9:30am-whenever

University Bookstore Starbucks

Join the AI Community of Practice in reading *Literary Theory for Robots: How Computers Learned to Write* by Dennis Yi Tenen.
We'll meet up for our inaugural book club meeting on Friday, November 21st at the University Bookstore Starbucks!
You can purchase the book for less than $12 on Amazon ☺

NORTON SHORTS

How Computers Learned to Write

Literary Theory for Robots

Dennis Yi Tenen
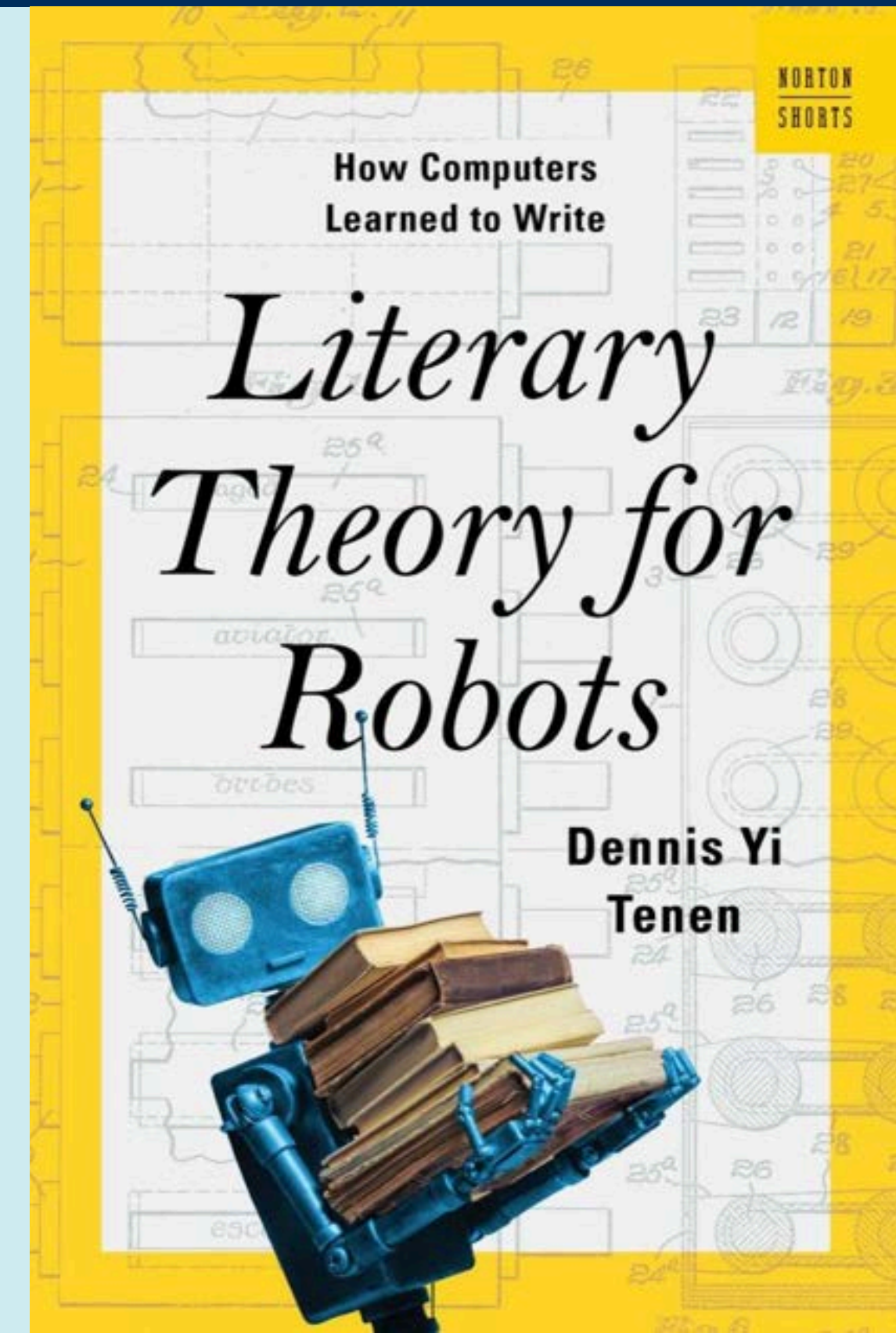
"How AI is Ruining Education For Everyone"
Cole Hastings, YouTube

"Why Do Students Commit Plagiarism?"
Jonathan Bailey, Plagiarism Today

UofM AI Community of Practice Website