

“This isn’t
going to be the
last innovation
we have to
deal with.”

ChatGPT

IDD Response

Joe Glover, provost of the University of Florida, quoted in *The New York Times*, 01/16/2023: [Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach](#)

This report begins to identify and evaluate the impact that Artificial Intelligence (AI) chatbots, such as ChatGPT, can have on teaching and learning at our university. Here are three aspects for consideration:

1. Academic Integrity
2. AI as a Learning Tool
3. AI Tools

AI-Generated Content Response

PART 1 – Academic Integrity

As with any new technology, the introduction of AI-generated content also introduces a new threat to academic integrity. This section focuses on three issues related to academic integrity: (1) Intentional cheating and/or plagiarism, (2) Unintentional plagiarism, and (3) Inaccuracies generated by AI tools, such as hallucinations and biases.

Intentional Plagiarism and/or Cheating

Within months of the launch of ChatGPT, TikTok (#chatgpt) had over 578 million views of tips on how to use generative AI to write papers, answer test questions, and even get job interviews. Even as AI detection technologies scramble to be the first to market and most accurate, Reddit users who intend to cheat make no secret about the manners in which they can work around AI detection software.

The plagiarism detection software in Canvas, TurnItIn Similarity, does not currently monitor for generative AI use. An upgraded detection software, TurnItIn Originality, does exist, however it is significantly more expensive and is far from accurate. Our experimentation with the software yielded both false positives (identifying human-generated content as AI) and false negatives (failing to identify AI-generated content as such). It is worth noting that within Canvas, instructors can view the Quiz Log tool, which indicates when students leave the quiz page to open new tabs, browsers, etc., and when they return to a question. While this tracking feature does not prove any wrongdoing, it does give instructors information about how a student takes the quiz.

“I don’t know about y’all but ima just have ChatGPT take my finals. Have fun studying.”

[TikTok user](#), December 2022

Unintentional Plagiarism

Beyond using generative AI for intentional plagiarism and cheating, generative AI poses a problem with accidental plagiarism. Without clear guidelines for how to appropriately cite ideas and/or research generated by AI, there is not yet an approved method for academics to follow. APA has some [general guidelines](#) for citing AI models. Although it is still being updated regularly, it does recommend citations include the prompt, date of use, and version of AI software when attributing ideas generated by AI.

Hallucinations and Biases

Because generative AI uses predictive language models, they can create false sources with a remarkably authentic feel. These “hallucinations” can be partially or entirely inaccurate, but because they follow the pattern of academic writing, it is impossible to spot the fake without cross-referencing the source with



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other, more vetted searches such as university libraries or even traditional search engines. Additionally, because chatbots scrape human content for data, they are inherently biased. “AI bias, when it replicates and amplifies historical human discriminatory practices, is well documented.” (*Insider*, 06/18/2022) By using chatbots to gain a foundational understanding, users are unwittingly gathering information that fails to represent historically marginalized points of view and even uses language that can be non-inclusive and/or discriminatory.

Further Considerations

Unfortunately, some students are going to cheat no matter what, and they are going to be able to do so without being automatically detected. However, strategies exist to deter most students from cheating, wittingly or otherwise.

Raise student awareness through policies and practice

As with other academic integrity requirements, instructors should provide guidelines that explicitly communicate their expectations around appropriate AI use. Whether chatbots are prohibited or require citation, expectations should be addressed through campus policies, department policies, and course syllabi. Furthermore, instructors may find it beneficial to provide examples of when and how chatbots can and cannot be used. Helping students understand the limitations of a chatbot, such as inaccuracy and biases, is as important as encouraging them to critically evaluate any other academic source. Several universities, including the University of Buffalo and Furman University, have added AI tools and discussions to their required courses for first year students as part of their overall academic integrity curriculum.

“Brains are the
only things
worth having in
this world.”

Scarecrow, *The Wonderful
Wizard of Oz*

Instructor Practices and Presence

Instructors have reported they have changed the way they structure their class time to require students to engage in more “in-class” thinking. While this strategy may be adequate for a face-to-face course, it is not possible in fully asynchronous online courses. With the popularity of asynchronous course enrollment, additional strategies need to be considered. Some teaching practices that are being transformed with the surge of AI include more problem-solving activities, student demonstrations, more group work, and more connections to students’ personal experiences and current events.

The most important detector and deterrent of any form of plagiarism is ***instructor presence*** in the classroom. Whether a physical or virtual presence, the more instructors know their students and the more they engage in scholarly discourse, the easier it is for an instructor to spot academic dishonesty.



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Additional Resources

- [Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach](#). *New York Times*, 01/16/2023
- [ChatGPT could be used for good, but like many other AI models, it's rife with racist and discriminatory bias](#). *Insider*, 01/16/2023
- [Don't worry about AI becoming sentient. Do worry about it finding new ways to discriminate against people](#). *Insider*, 06/18/2022
- [How to cite ChatGPT](#). *APA Style*, 02/23/2024
- ['Everybody is cheating': Why this teacher has adopted an open ChatGPT policy](#), NPR, 01/26/2023
- [AI writing: The challenge and opportunity in front of education now](#). Turnitin blog, 12/15/2022.
- [A new AI chatbot might do your homework for you. But it's still not an A+ student](#). NPR, 12/19/2022
- [How do I view a quiz log for a student?](#) Canvas Instructor Guides
- [All my classes suddenly became AI classes](#), Ethan Mollick, Wharton School
- [Practical Responses to ChatGPT](#), Montclair State University



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PART 2 – AI as a Learning Tool

For all its limitations and causes for concern, AI is still a powerful tool that we will continue to use as the technology is further developed and improved. This section identifies ways in which educators and educational institutions are embracing AI in their curriculum.

Guidelines for Use

The burden of generating ideas does not need to land solely on instructors. In a learner-centered environment, instructors and students alike can explore the landscape of ChatGPT and deepen their understanding of how it works and its limitations. Furthermore, through guided inquiry with the expertise of instructors, students and instructors together can potentially build educational resources that are more affordable and relevant.

Students and faculty need a framework for understanding how and where AI fits into the educational environment. As with any new technology, mistakes will be made, so establishing guidelines that include an appeals process allows for exploration of new technology where mistakes and unintentional misuse are not stigmatized, but rather embraced as part of the learning process. By taking the time to establish clear guidelines, students and faculty can be confidently explore and learn.

Critical Thinking Skills

One of the greater values of including chatbots in curriculum is that they can serve as a starting point for dialogue. Instructors are beginning to embrace AI-generated text as a baseline for learning or a framework for discovery. AI-generated content is only as good as the quality of prompt it is given.

Viewing AI as the starting point and not the finished product shifts the conversation from a concern about academic integrity to an exploration of a tool that promotes inquiry, curiosity, and critical thinking.

Some instructors have generated their assignment prompts in ChatGPT to share with their students, with the attitude of: *this is what AI can create – now what can you do better?* Current chatbots have extensive limitations, particularly in providing multiple points-of-view. Critically investigating what the chatbots got right, but also what they missed can serve to strengthen students critical thinking skills. By recognizing that AI-generated text is biased because it pulls content from a digital collection of mostly dominant voices, students can critique the content and identify what biases exist and what voices are not represented. AI-generated texts lend themselves to collective annotation and social

“Let’s talk about
it among us
human beings.”



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construction of knowledge. While AI should not be a substitute for research, it can provide a general framework for exploration through multiple points of view.

Language Learning Model

Because generative AI is based on language learning, one of its greatest strengths is its ability to carry on “conversations.” This lends itself to supporting learners who would like something explained or summarized in simpler terms without jargon. Users can request translations into their native language or request AI to proofread their own writing to ensure that their communication is clear.

Additional Resources

- [AI Text Generators and Teaching Writing: Starting Points For Inquiry](#). WAC Clearinghouse
- [At This School, Computer Science Class Now Includes Critiquing Chatbots](#), *New York Times*, 02/06/2023
- [Don't Ban ChatGPT in Schools. Teach With It](#). *New York Times*, 01/12/2023
- MIT's [DAILY Workshop](#) open source curriculum



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PART 3 – AI Tools

The following are some AI-powered tools that will be available in Canvas soon.

Canvas/AI Integrations

Instructure has announced it will be expanding AI integrations into Canvas including the following tools:

- **Khanmigo Teacher Tools** is an upcoming Canvas integration where AI supports teachers with creating lesson plans, developing assessments, and simplifying workflow.
- **Smart Search** is an upcoming optional AI-generated search that instructors can add to their course navigation. Students and instructors enter key terms into the Smart Search to locate specific course content and learning materials.
- **Discussion Summaries** is an upcoming optional feature for instructors that uses AI to generate summaries of discussion posts.

AI Pre-Exam

Dr. Bailie Peterson recently developed an AI Pre-Exam Open Educational Resource. The purpose of this quiz is to provide an opportunity for students to engage with questions about their beliefs and the value of AI, the importance of human-generated work, and the purpose of assessment. Students will compare AI-generated content to student work and reflect on the use of AI-generated content within coursework and exams.

Additional Resources

- [Instructure Announces Release of AI Features](#). Instructure press release, 07/10/2024
- [Driving Efficiency and Enabling Deeper Insights with AI in Instructure Products](#). Instructure blog, 04/29/2024



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