GENERATIVE ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

GUIDANCE FOR COURSE COORDINATORS

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Contents

1. Generative Artificial Intelligence and Academic Integrity

Before the launch of ChatGPT in November 2022, and the subsequent rapid adoption of generative artificial intelligence (GenAI) platforms, Universities had long standing processes that had proven relatively effective in detecting cases of academic misconduct. Particularly in relation to plagiarism, the ability to compare student submissions to a range of source material and identify potential matches gave educators a level of certainty regarding the authenticity of a students work.

However, similarity checks have limited utility in detecting other forms of academic misconduct. Contract cheating, where a student submitted original work completed (often for payment) by someone else, is likely not able to be detected using traditional similarity checking tools. In these cases, educators could consider other factors (e.g. suspiciously high writing quality in comparison to what you might expect, changes in style between submission, investigating document metadata, the inclusion of reflections unrelated to tutorials of practical sessions, etc)[1, 2] to make professional judgements on the authenticity of student submissions.

As generative artificial intelligence platforms can produce novel outputs (e.g. original written work, images, code, etc), the relationship between GenAI and academic integrity is perhaps more in line with contract cheating than plagiarism. At the extreme end, students may submit work completed by "someone" else (in this case a GenAI platform rather than another human) and may be passing that off as their own work. As such, while this would clearly constitute misconduct, similar professional judgement decisions on submission authenticity are likely required for detection to be effective.

However, relationship between GenAI and academic integrity is more complicated and multifaceted than more well-established ideas of misconduct.

It is perhaps no more probable that a student using GenAI would submit an entirely GenAI produced piece of work as described in above, than it is a student would engage in blatant contract cheating[3]. Rather, students may be using GenAI in a in a range of ways including supporting creativity, brainstorming, explaining complex concepts, refining ideas, summarising, and as language support (for example, refining sentence structure)[4, 5,6,34].

When these strategies are employed appropriately by students, far from being an act of misconduct, the use of GenAI may enhance students learning opportunities[7]. In fact, with emerging research[8,9,10,11] suggesting that the capacity to effectively engage with and use GenAI is becoming skill highly sought after by employers, allowing or even promoting opportunities to do so may benefit both the students' learning and their development into future life ready graduates.

So, the question of whether the use of GenAI is “cheating” is complex and nuanced[12], and can only be answered with due consideration of the specifics of each assessment task, the task’s effectiveness in providing opportunities to demonstrate attainment of the intended learning outcomes, discipline norms, and individual educator expectations.

As a general principle, we should recognise that AI may be used by students at many different stages in their learning process, including preparing for assessments. Such use may be appropriate, and possibly even encouraged[13], in certain circumstances. The use of generative AI does not automatically constitute academic misconduct.

What should Educators do?

- **Stay up to date** with information provided via channels such as the Artificial Intelligence Working Group SharePoint site, AI Community of Practice, Library Guide, and The Loop.
- **Ensure that appropriate use of GenAI is discussed** with colleagues (both internal and external) and forms part of discussions through formal groups such as discipline and School level meetings.
- **Participate in opportunities** (such as workshops and webinars) to increase understanding of the impact of GenAI on your discipline, and on teaching and learning more broadly.

2. What messages are students receiving from the University?

While the implications of GenAI for assessment go far beyond the concerns about learners cheating on written assignments[14], with the majority of assessment tasks across our courses and programs involving some sort of written submission these concerns are legitimate and must be addressed.

Since early 2023, students have been receiving consistent and regular (particularly in the lead up to each term) messages regarding the University's position on the use of GenAI in teaching, learning and assessment. This information has been provided via direct channels (e.g. student emails and Canvas course site messages) and through updated collateral (on-campus digital signage, web information, etc).

The main messages repeatedly presented to students are:

- Work submitted for assessment **must be your own original work**.
- Follow the instructions of your course coordinator, and do not use generative artificial intelligence in any way that contradicts these instructions. **If you are unsure, ask**.
- From time to time, your course coordinator may want to discuss your construction of an assessment item with you. Please make sure that you **retain drafts/versions of your progress prior to submission**.

  See How do I turn on AutoSave? and View previous versions of a file for Microsoft products such as Excel, PowerPoint or Word.
- **Acknowledgment is key.** If you have used generative artificial intelligence in your assessment, make sure this use is correctly referenced.
- **Artificial Intelligence detection software** may be used to review any written work you submit.
- Make sure that you are familiar with expectations around academic integrity. **Misuse of AI tools** may be considered a breach of the University's Student Conduct Rule and could result in disciplinary action.

What are students told about the use of GenAI in Assessments?

In line with these key points, a new student webpage has been published and promoted to students since early 2024. The Artificial Intelligence in Assessment site communicates the University position, recognising that AI may be used by students at many different stages in their learning process, including preparing for assessments.

Not Permitted **Somewhat Permitted** **Expected**

Students are advised that acceptable use will vary between disciplines, courses, and even different assessments within a course. This could range from cases where the use of generative AI tools is an integral part of completing the assessment, right through to assessments where AI should not be used in any way.

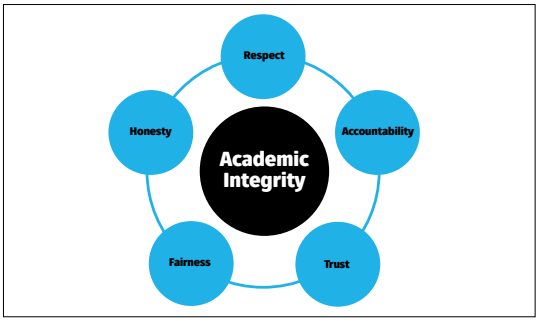
The Student Academic Integrity Module (AIM)

Developing student understanding of how to appropriately use GenAI is only one aspect of the University's commitment to helping students adhere to our principles of conduct and meet expectations regarding Academic Integrity.

One of the main ways these expectations are communicated to students is via the Academic Integrity Module (AIM).

In January 2024, a significantly updated AIM was released to students, and all students are now required to complete the module annually.

Watch the University Lead Student Academic Conduct officer introduce students to our principles of conduct and AIM.



What should Educators do?

1. Ensure you are familiar with the key sources of information for students. In particular:
    a. Academic Integrity
    b. Academic Integrity Module
    c. Artificial Intelligence in Assessment
    d. University Library Generative AI Tools Guide
    e. ASKUON
2. Ensure you are familiar with the main student policies relating to artificial intelligence and academic integrity. In particular:
    a. Academic Integrity and Ethical Academic Conduct Policy
    b. Code of Conduct
    c. Student Conduct Rule
    d. Interview on Assessment Items Procedure
    e. Policy for the use of generative artificial intelligence in teaching, learning, and assessment.
3. Contribute to the development of a culture of academic integrity by engaging in dialogue with your students, including discussion of the importance of appropriate conduct beyond the context of the current course (e.g. in future professional or research careers within your discipline).

3. The importance of communicating expectations

It is important to develop academic integrity competence and related skills in students, which includes clear, specific communication and education about academic integrity. This includes conversations around appropriate use of GenAI.

We cannot expect students to act in ways that are respectful of academic integrity if we do not explain what it is, why it is important, and teach in ways that reflect its importance[15].

As what is considered acceptable use of GenAI will vary between disciplines, courses, and even different assessments within a course[35], **it is essential that all course coordinators clearly communicate their expectations and requirements to students.**

Just as students have received regular communication around GenAI and academic integrity, educators have also received similar messages since early 2023 (e.g in the lead up to Trimester 2, 2024). These messages have re-iterated the importance of discussing GenAI with students.

To assist with these conversations, GenAI content will embedded in all Canvas course sites (see Course Overview menu) from Semester 1 2025.

The Artificial Intelligence Working Group has also developed examples of possible messages that educators can amend to suit the specifics of their courses and individual assessments. These examples are available via SharePoint at AI in Assessment - Communicating Your Expectations. It is recommended that course coordinators include similar explicit statements detailing their expectations for each assessment task. These messages can be added to the assessment instructions in Canvas and should be discussed in class where possible.

Course coordinators should consider, and address, the following when communicating their expectations to students[16,17]

- *Are students permitted to use language editing tools (such as Grammarly) in the completion of the task? If so, should they acknowledge this use?*
- *Are students permitted to use language translation tools in the completion of the task? If so, should they acknowledge this use?*
- *Are students permitted to use GenAI tools (such as ChatGPT, Copilot, Gemini, Claude) for any part of the task (e.g. brainstorming, editing, formatting)?*
- *If students are permitted to use GenAI, how should this use be referenced in their submission? See Citing Your Use.*
- *If students are permitted to use GenAI, should you explicitly dictate the tool that they use? The University provide access to Microsoft Copilot to students. If other platforms are allowed be conscious of avoiding and reference to subscription-based services.*
- *Do you want students to include copies of any interaction with GenAI as an appendix to their submission?*
- *All students are advised to retain copies of drafts/versions of submissions. Should you reinforce this message in course level discussions around particular tasks.*

What should Educators do?

1. Early in the term, direct students to review the GenAI content available in their Canvas course sites.
2. Consider the example messages provided, and ensure you include explicit statements to communicate your expectations in relation to appropriate use of GenAI in your assessments.
3. Direct students to existing resources for more information. Particularly:
   a. Academic Integrity Module
   b. University Library Generative AI Tools Guide
   c. ASKUON

4. Strategies to address risk in assessment tasks

Regardless of the type of written assessment task being used, there are some simple things that can be put in place to minimise the risk of students using GenAI inappropriately.

For all tasks, you should:

- *Ensure that you clearly communicate your expectations and requirements for the task and, where use of AI is permitted, promote appropriate referencing.*
- *Re-iterate the need for students to retain drafts of their work. These can assist in any future conversations about the process student's creation of the task.*
- *Ensure that you discuss the importance of academic integrity with your students.*
- *Keep tasks current and varied. Avoid reusing case studies, questions, or assessment prompts from previous terms.*

Risk Factors

Beyond those general strategies, which should be employed for all tasks, there are factors that can increase the potential the risk of inappropriate use student use of GenAI in an assessment task. These are discussed below. Course Coordinators are encouraged to critically review their assessment tasks and implement strategies to minimise these risk factors where possible.

Risk Factors	Description
Type	Some task types (for example, a written essay) will have a higher level of risk[36] than others (e.g. oral presentation or invigilated exam).
Context	Tasks based on very specific material, or that involve authentic application to novel real-world situations, are likely to have lower risk than tasks based on more generally available information or basic concepts.
Conditions	Fully online assessments may involve higher levels of risk than those that involve some in person component.
Output	Tasks that involve creation of an artefact (for example an essay or report) may involve higher levels of risk than tasks that involve a performance component.

Risk Factors continued	Description
Submission	Tasks that end at submission may have a higher level of risk than those that involve a post submission discussion or follow up (for example, a Q&A post presentation).
Quality of AI Output	Tasks where AI generated output is of high quality present greater risk when compared to those where the output quality is poor and therefore recognisable as AI produced. Staff are encouraged to test their assessment via a secure GenAI platform and consider the output quality.
Invigilation or supervision	Fully invigilated tasks have a comparatively low risk.

Strategies

Short of complete in-person supervision of all student work, there is **no fool-proof way to absolutely prevent the student use of GenAI.** However, there are strategies that can be implemented to make use of GenAI more difficult and less effective.

Type

Changing the official assessment task within a course typically requires School level approval. Refer to Section 6 Course Revision in the Course Management and Procedure Manual or contact your School Education team for advice. However, strategies can be implemented to minimise the potential for misuse of GenAI in elevated risk assessment types such as “Essay”.

1. **Cadmus –** Consider using the Cadmus platform for written assessments. The platform has functionality that can assist educators with investigating suspected misconduct. See more at Academic Integrity with Cadmus and Identifying and Mitigating Risks of AI in Authentic Assessment Practice. **Contact** Learning Technology Support to discuss the use of Cadmus in your course.
2. **Align tasks to higher order skills –** GenAI, particularly non-subscription free access platforms, tend to perform **better in tasks that address lower order skills** (e.g “remembering”, “understanding”). Tasks that require students to demonstrate higher order skills (e.g “analyse”, “evaluate”) can lower risk of inappropriate use. However, ensure assessments remain aligned to the approved course learning outcomes (CLOs). If the CLOs represent lower order skills, these may need to be amended in the future.

Context

GenAI platforms may perform very well in addressing tasks that rely on generally available information. This can be addressed through the following[18]:

1. **Avoid asking generic questions** about well-known events or entities as part of an assessment task. Make assessment more localised by providing unique stimulus or resources (e.g. fictionalised case studies, unique data sets, etc) that must be referenced in completion of the task. GenAI capabilities can be leveraged to assist in creation of these materials.
2. **Make assessment course specific.** Include elements that relate specifically to course content. This can be particularly effective if students need to refer to or reflect on specific lectures, tutorial discussions, etc.
3. **Include non-text elements.** While GenAI multimodal capabilities are rapidly improving, most openly available platforms are strongest when dealing with text inputs and outputs. There may be opportunity to limit risk by elements such as images or recorded audio in the materials students must refer to in the completion of the task. However, caution is needed because these will present accessibility barriers to some students. Similarly, the requirements for non-text elements (e.g. graphs, diagrams, flowcharts, or even video or audio submissions) can mitigate risk.
4. **Design staged assessments.** Tasks that involve multiple related components (e.g. a draft and a final version, a project proposal and final project, etc) can provide opportunities to track students' submissions and make comparisons across related components.

Conditions

The requirement for an "in person" portion of an assessment task that is otherwise completed/submitted entirely online can minimise risk. The challenge is greater for fully online courses, but an "in person" component does not have to mean "face to face".

1. **Look for opportunities to increase "in person interaction"[19].**
   While completing all assignments in class may not be feasible, integrating specific parts of assignments into classroom activity can help you monitor student work more closely and reduce the use of generative AI tools. This does not necessarily need to be formally part of the submission of the assessment. For instance, you can have students discuss their approach to the task or reflect on the development of an assignment.

   For online courses, consider scheduling an assessment check in zoom session(s) or replicating these activities through discussion forums. Discussion forums will not mitigate risk as much as true in person sessions but can provide additional information to which you can compare a submission (e.g. the approach to the task described on the discussion board does not align with the work submitted).

Output

"Artifact" submissions include things such as essays, reports, plans, images. "Performance" submissions include things such as presentations. Performance submissions may or may not involve some level of discussion or interaction.

1. **Consider alternate, or additional, submission methods.** Within the context of your existing assessments, is their scope for students to demonstrate their knowledge in ways other than written submission? For example, can students describe their understanding of a case study in a video submission rather than in written form. Is there opportunity for in class debate to form part of the course assessment?

Submission

Whether an assessment involves an "artifact" or a "presentation" the risk of inappropriate use of GenAI is can be mitigated through the inclusion of some type of post submission discussion. That is, the opportunity for students to respond to some level of questioning about their understanding of the topic, rather than decisions being based entirely on submitted work. Along with providing additional opportunity to ensure the integrity of the students work, these activities may also allow students to demonstrate higher levels of understanding than is apparent in their submission.

1. **Consider Implementing Interactive Oral Assessments (IOAs):**

   "An Interactive Oral is not a question-and-answer oral exam, but rather an authentic, industry-aligned conversation that extends and synthesises the student's knowledge to demonstrate and apply course concepts in a scenario-based interaction" Logan-Fleming, D., & Sotiriadou, P. (2020)[20].

   In this resource, Logan-Fleming and Sotiriadou discuss the benefits, and provide practical advice on the implementation of, IOAs. The resource includes guidance on scaling for use in high enrolment courses, and tools to assist in scheduling. See more (including case studies from several institutions) at HIGHLIGHTED RESOURCE: Interactive Oral Assessments.

2. **Embed Q&A in tasks**
   Include questions focused on interrogating the students understanding of the material **AND** their process for creating the submission.

Quality of AI Output

Educators should become familiar with the performance and capabilities of GenAI in relation to their discipline, and this includes testing how the platforms perform in relation to the assessment tasks that have been set.

1. **Test your assessment tasks.** Run your assessment instructions through generative AI, preferably using the more powerful platforms *(such as Copilot or ChatGPT for text generation, Adobe Firefly for image generation). For example instructions, see Appendix 1 of Responding to generative AI for assessments in Semester 2, 2023 from the University of Sydney and Assess your assessment from the Imperial College London.*

2. **Be conscious of the higher level of performance of some platforms.** Paid or subscription services often outperform free versions[21]. Be aware that some platforms may produce better outputs than those you have used for testing.

Invigilation or supervision

The resource intensive nature of fully invigilated assessment tasks makes this unfeasible as a blanket approach.

While fully invigilated exams may be unavoidable in certain circumstances (e.g. where required by professional accreditation bodies), it is possible to add levels of supervision to parts of assessment tasks.

See Look for opportunities to increase "in person interaction," above.

What should Educators do?

1. Ensure that the four general strategies listed at the top of this section are in place for all tasks.
2. Critically review your tasks against the risk factors discussed and look for opportunities to implement strategies to minimise identified risks.
3. Book a consultation with a LDTI (Learning Design & Teaching Innovation) Learning Designer if you would like further advice on improving assessments in your course.

5. How to identify possible poor academic practice

The University Teaching and Learning Committee has approved the use of Turnitin's AI detection capability. Staff should not enter student work into any AI detection platforms other than Turnitin.

Our Student Conduct Rule defines reportable Academic Misconduct as conduct that:

a. *involves academic fraud, cheating, plagiarism and any other dishonest or reckless conduct by a student to gain an advantage;*

b. *contravenes the principles or provisions of the University's academic rules, policies, procedures, guidelines, or Code of Conduct; or*

c. *encourages, persuades, or incites any other person to engage in similar conduct.*

The use of generative AI does not automatically constitute academic misconduct. Particularly in these relatively early days GenAI, where staff and students are developing appropriate levels of AI literacy, it may be difficult to distinguish between genuine academic misconduct and poor academic misconduct generated by lack of familiarity with the tools, or uncertainty around the level to which they can be used in a task.

Educators, and Student Academic Conduct Officers, may need to make decisions on whether students conduct contravenes our Principles of Conduct.

Recognising the use of GenAI in written work

As GenAI technologies evolve, the challenge of identifying AI-generated content in academic settings is growing. In many instances, the most telling indicator of GenAI usage may be significant changes in the style, tone, or quality of a student submission. However, there are some other more general things to look out for.

The Artificial Intelligence Working Group has developed a resource to assist educators in identifying the use of GenAI in student work. See more at Tips to Identify AI-Generated Content in Written Work.

Turnitin's AI Detection

JULY 2024 UPDATES

The following updates were rolled out by Turnitin in July 2024

1. AI detection scores below 20% will no longer be displayed.
2. A new breakdown of the overall AI score into two parts ("AI written" vs "AI paraphrased").
3. An increase in the accepted word count from 15,000 to 30,000

See more at Artificial Intelligence and Academic Integrity (Turnitin Session 3).

Following endorsement by the University Teaching and Learning committee in October 2023, suppression of Turnitin's AI detection functionality has been removed since January 2024. The detection capability will be trialled over an initial 6-month period. **UPDATE AUGUST 2024:** the University Teaching and Learning Committee has endorsed continued use of Turnitin AI detection until Semester 1 2025.

Unlike Turnitin's similarity report, the AI detection score is **NOT** automatically visible to students. Educators and Student Academic Conduct Officers can disclose the detection result to students, but students are not able to view it themselves.

While this functionality can support educator's professional judgement decisions on whether GenAI has been used in written work, all detection software is limited[22]. Submissions need to have at least 300 words of prose text for the AI detection to apply.

Detection software may be able to be circumvented by measures as simple as asking the GenAI platform to provide an output that is not likely to be detected by software[23], and software may not be effective in detecting outputs from the growing number of GenAI platforms[24].

Conversely, Turnitin acknowledges[25] that there is also a risk of false positives and provides guidance[26] to students on what to do when confronted with a false positive. They also suggest that the possibility of false positives is higher when the tool reports that a piece of writing has a less than 20 percent chance of having been written by GenAI. There are also reports[27] that the potential for false positives is higher for non-native English writers, but this is disputed[28] by Turnitin.

With these limitations in mind, educators must remember:

There is no single universal minimum AI detection score that should form the sole basis for an allegation of misconduct.

What does the Turnitin "score" mean?

The percentage indicates the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was generated by AI. This qualifying text includes only prose sentences, meaning that the tool only analyses blocks of text that are written in standard grammatical sentences and do not include other types of writing such as lists, bullet points, or other non-sentence structures.

For a detailed explanation of Turnitin's AI writing indicator and AI writing report see AI Writing Detection.

How to access the AI writing indicator

1. Ensure the assignment has been set up as a Turnitin assignment in Canvas. Once submissions have been received access SpeedGrader in Canvas for the relevant submissions.
2. Navigate to the relevant student submission and click on the similarity score to open in Turnitin Feedback studio.
3. The AI writing indicator will appear on the side panel, and after a short period of processing will display one of three states.

   Please refer to Turnitin's AI Writing Detection guide for information on the states.
4. Within the Turnitin interface further FAQs, resources and guides are linked from Turnitin to assist you in interpreting the report.

   For further information see Turnitin in Canvas**.**

What about Grammarly?

Turnitin's Artificial Intelligence Detection may flag use of Grammarly (or GrammarlyGo) in written submissions but does not necessarily mean the student has engaged in academic misconduct.

See more at What about Grammarly?

What should Educators do?

1. Familiarise themselves with the signs that may indicate use of GenAI in the construction of written work.
2. Familiarise themselves with how to use Turnitin's AI detection, and the limitations of GenAI detection software.
3. Participate in workshops and sessions on the use of Turnitin's AI detection (e.g. December 2023, March 2024 and July 2024).

6. How to respond to suspected misconduct

The process outlined on the following page has been developed in consultation with, and has been endorsed by, the University's Student Academic Conduct Officers and provides guidance to Course Coordinators on how to respond to instances of possible inappropriate student use of GenAI in assessments.

- **The process is intended to provide guidance to Course Coordinators if, when reviewing student submissions, they suspect that GenAI may have been used inappropriately.**
- **Within the context of their course/assessment and with consideration of the specific submission, course coordinators may elect to complete these steps in a different order and make local decisions.**
- **The process is intended to support decision making and is not a visual representation of policy.**

What should Educators do?

Contact your School's Student Academic Conduct Officer, or Lead SACO Coordinator if you are not sure how to respond to instances of possible inappropriate student use of GenAI in assessments.

Potential misconduct after formal submission must be handled through formal SACO processes, in line with Student Conduct Rule.

Course Coordinators (CC) are required to clearly communicate expectations and requirements regarding the use of GenAI in their assessments.

Student submits written assessment

Refer to AI in Assessment - Communicating Your Expectations

What type of GenAI use best describes your expectations for this assessment?

Not Permitted | **Somewhat Permitted** | **Expected**

Refer to GenAI Library Guide

Has the student adequately referenced the use of GenAI in their submission?

YES → **No further action**

NO

- *If the CC suspects inappropriate use of GenAI, based on either TII score or other professional judgment factors, they are encouraged to further explore the students work.*
- *This may involve reviewing drafts/versions of the students work, discussing use of tools such as Grammarly or translation services, discussing the student's construction of the assessment, etc.*
- *If these discussions remove suspicion, no further action should be taken. If suspicion of misconduct remains, the matter should be referred to SACO.*

Professional judgment decision
CC should review the student's submission to determine if there are any identifiable "red flags" that may indicate inappropriate use of GenAI.

Refer to Tips to Identify GenAi Content in Written Work

Turnitin's AI detection can only be applied to submissions with 300+ words of prose.

Does the assessment involve submission or a written piece of work greater than 300 words in length?

NO → **Refer to SACO** with any relevant supporting documentation to support your original professional judgment decision (e.g copies of previous student work, details of any discussion with students).

YES

Check TII detection score.

Refer to Turnitin in Canvas

REFER to SACO:

No student should be referred to SACO on the basis of a TII score alone.
Supporting documentation should include, but not limited to:

- Samples of comparisons between the work in question and a student's previous work
- The outcomes of an Interview on Assessment undertaken to confirm the student's understanding of the assessment item
- Portions of the work that you believe are AI generated
- Evidence of misconduct based on AI usage

AND details of the TII detection score.

7. A longer-term approach to securing assessments

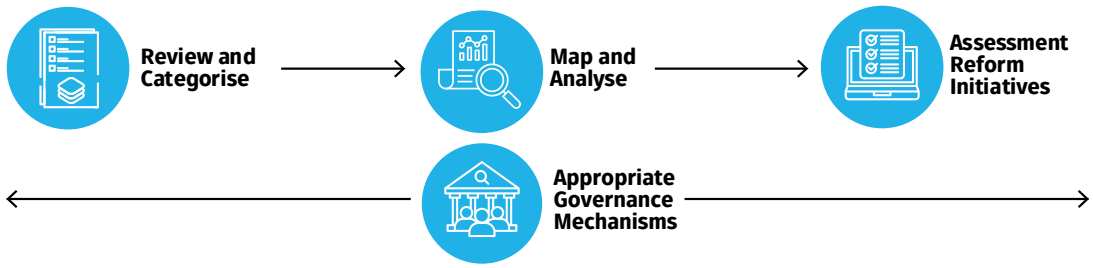
The resource intensive nature of securing every single assessment across a program makes this approach unfeasible. However, as discussed by our Deputy Vice-Chancellor (Academic) and a Vice-President in 2023[29] if we move to a **"more holistic look at what we are assessing, then that issue becomes less significant"**.

This approach is in line with advice from regulators who suggest that the rise of AI is accelerating us institutions towards an age where we can no longer ensure the integrity of every assessment and must shift focus on ensuring the integrity of awards[30].

If we work from the assumption that students **might** use GenAI for any unsupervised assessment[31], then the focus must be on deciding which assessments are key to ensuring students have demonstrated the program outcomes, and which might provide opportunities for them to engage responsibly with GenAI[32].

This is no small undertaking and involves multiple stages and appropriate governance mechanisms[33].

From May 2024, the University will be commencing an institution wide Programmatic Assessment Security project aimed at supporting educators to enact necessary assessment changes resulting from the increasing access to, and sophistication of, GenAI.



For more information see Programmatic Assessment Security and AI and assessment redesign: a four-step process.

What should Educators do?

1. Investigate approaches to assessment design from across the sector, and consider options that may be suitable within our courses and programs.
2. Critically evaluate the suitability of current assessment practices and engage with support to implement assessment reform and revision as required.
3. Ensure assessment is an integral consideration of all course and program design discussions.

8. Where can course coordinators get help?

For help with:	Contact:
Academic Integrity	Contact your School's Student Academic Conduct Officer or the Conduct and Appeals Office.
Technical Turnitin Assistance	Contact the LDTI Learning Technology Support Team. Email LTS@newcastle.edu.au or phone: 02 4055 8999
Assessment Design Support	Book a consultation with an LDTI Learning Designer

Stay up to date on GenAI in Teaching Learning and Assessment

Visit the Artificial Intelligence Working Group Sharepoint site and join the AI Community of Practice.

References and Additional Resources

The University of Newcastle recognises the tremendous collaborative effort, from across the global higher education sector, in developing institutional responses to the impact of GenAI. This document has been developed with reference to the following resources.

Generative Artificial Intelligence and Academic Integrity

1 University of Calgary 15 Strategies to Detect Contract Cheating
2 TEQSA: How to respond to contract cheating: Detection and management
3 The Higher Education Policy Institute: Provide or punish? Students' views on generative AI in higher education
4 University of Melbourne: University students are using AI, but not how you think
5 Lodge, Jason M. (2024). Jason Lodge - AI in the wild: How students are using generative AI in their learning. The University of Melbourne. Media. https://doi.org/10.26188/25712049.v1
6 The Higher Education Policy Institute: Provide or punish? Students' views on generative AI in higher education
7 University of Sydney: How AI can be used meaningfully by teachers and students in 2023
8 Microsoft and LinkedIn: 2024 Work Trend Index Annual Report
9 Amazon Web Services: Accelerating AI Skills. Preparing the workforce for jobs of the future.
10 Microsoft: Ai in Education. A Microsoft Special Report
11 The Burning Glass Institute: Generative Artificial Intelligence and the Workforce
12 Leon Furze: Is using GAI cheating?
13 UON AI Community of Practice Should we encourage students to interact with AI for learning?
34 Alexander Sidorkin - What percentage of my text is AI-generated?

University of Newcastle Resources

Artificial Intelligence Working Group
AI Community of Practice
Microsoft Copilot: Your Digital Sidekick

What messages are students receiving from the University?

14 UNESCO Guidance for generative AI in education and research

University of Newcastle Resources

ASKUON
Winter/Trimester 2 Course Coordinator Email and Slides
Academic Integrity Information for Students
Academic Integrity Information for Staff
AI in Assessment - Communicating Your Expectations.
Student Webpage - Artificial Intelligence in Assessment

The importance of communicating expectations

15 Sefcik, L., Striepe, M., & Yorke, J. (2020). Mapping the landscape of academic integrity education programs: what approaches are effective? Assessment & Evaluation in Higher Education, 45(1), 30–43.
16 Monash University: Communication with students about AI
17 Macquarie University: Advising students about using and citing generative artificial intelligence for assessment
35 Lance Eaton - Syllabi Policies for AI Generative Tools

University of Newcastle Resources
AI in Assessment - Communicating Your Expectations.

Strategies to address risk in assessment tasks

18 Macquarie University: Assessment tweaks in response to generative artificial intelligence
19 Brock University: Designing assessments to mitigate the use of AI writing tools
20 Logan-Fleming, D., & Sotiriadou, P. (2020). Interactive Oral Assessment; an authentic and integral alternative to examination. Griffith University.
21 Marc Watkins: Your Students Are Already Using AI You've Never Heard Of
36 ChatGPT, Copilot, Gemini, SciSpace and Wolfram versus higher education assessments: an updated multi-institutional study of the academic integrity impacts of Generative Artificial Intelligence (GenAI) on assessment, teaching and learning in engineering

University of Newcastle Resources
Cadmus Assignments
Cadmus/Newcastle Assessment Showcase Session
HIGHLIGHTED RESOURCE: Interactive Oral Assessments
HIGHLIGHTED RESOURCE: "Two Lane" Assessment
HIGHLIGHTED RESOURCES: Approaches to assessment design.

How to identify possible poor academic practice

22 Weber-Wulff, D., Anohina-Naumeca, A., Bjelobaba, S. et al. Testing of detection tools for AI-generated text. Int J Educ Integr 19, 26 (2023). https://doi.org/10.1007/s40979-023-00146-z
23 Zhang, Y., Ma, Y., Liu, J., Liu, X., Wang, X., Lu, W. (2024). Detection Vs. Anti-detection: Is Text Generated by AI Detectable? In: Sserwanga, I., et al. Wisdom, Well-Being, Win-Win. is Conference 2024. Lecture Notes in Computer Science, vol 14596. Springer, Cham.
24 Michelle Kassorla: Everyone Knows Claude Doesn't Show Up on AI Detectors
25 Turnitin: Understanding false positives within our AI writing detection capabilities
26 Turnitin: AI conversations: Handling false positives for students
27 Weixin Liang, Mert Yuksekgonul, Yining Mao, Eric Wu, James Zou, GPT detectors are biased against non-native English writers, Patterns, Volume 4, Issue 7, 2023, '100779, ISSN 2666-3899
28 Turnitin: New research: Turnitin's AI detector shows no statistically significant bias against English Language Learners

University of Newcastle Resources
Turnitin in Canvas
Tips to Identify AI-Generated Content in Written Work
Turnitin AI Detection staff sessions

A longer-term approach to securing assessments

29 Studiosity: Academic Integrity at scale – a Students First Symposium. 26 mins
30 Helen Gniel, Director - Higher Education Integrity Unit at Tertiary Education Quality and Standards Agency Webinar - Assessment in the age of artificial intelligence, request for information. 21 March 2024
31 Leon Furze: What does all this mean for assessment design?
32 University of Sydney: Embracing the future of assessment at the University of Sydney
33 Prof Steven Warburton and Sam Doherty: AI and assessment redesign: a four-step process

University of Newcastle Resources
AIWG Roadshows – Programmatic Assessment Security
TEQSA – Assessment reform for the age of artificial intelligence

Updates to document:

Version	Published	Updates
1	May 2024	NA
2	August 2024	• Add additional resources (34-36) • Added July 2024 Turnitin updates • Linked to Programmatic Assessment Security Project information
3	August 2024	Updated flowchart to reflect SACO documentation requirements
4	October 2024	Added statement on position of non-Turnitin AI detection
5	November 2024	Updated name of Interview on Assessment Procedure
6	December 2024	Added references to Canvas content and library resources.

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