Transformative Teaching & Learning Center (TLC)
7th Annual Virtual Academic Conference

KEY TAKEAWAYS & STRATEGIES

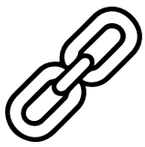
Academic Integrity in the Age of AI

BEFORE THE START OF THE SEMESTER

Create a clear AI policy in your syllabus

Vague, limited, or no guidance leaves students to rely on their own experiences (with other instructors) or even to assume we don't care. The more straightforward and clear you are, the more likely your expectations will seem fair and transparent. Check out examples here:
AI Responsible Use & Resources - Park University's Transformative Tea...

Link AI policies to learning objectives



When we have a specific policy for AI use in an assignment, do students understand why that is so? Why is it in their interest (and in our learning outcomes) for students to brainstorm on their own? Why should students use AI in a particular way (or not)? What's our goal and why? Making the point of each assignment explicit and authentic matters.

Link AI policies to shared values

The International Center for Academic Integrity's Fundamental Values Statement: "*The courage to uphold honesty, respect, responsibility, fairness, and trustworthiness even when it's difficult to do so.*" It's worthwhile to capture the spirit of integrity—and then offer the specifics of your course and each assignment. Or better yet, to create an activity for you and your students to define and establish those shared values and expectations together in your course.

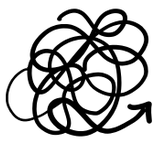
DURING THE SEMESTER

Develop instructor presence

Our student panel underscored that instructor presence encourages academic integrity. In online courses, increase instructor presence by:

1. **Get to know each of your students**. Did you know that you can write notes next to your students' names in your Gradebook? Note their preferred nicknames, preferences, etc., before you grade!
2. **Record videos**. Each of our Canvas courses comes with built-in Screen Pals, making it easier than ever to record a video announcement, submission comment, etc. You can record video feedback in the Gradebook too! (and create an assignment to ask students to record, too, if they feel comfortable).
3. **Catch students doing something right**. Send them a "just because" note of encouragement when you notice effort, strong work, etc.

Leave space for messy thinking



When we ask only for polished responses and assignments, we validate external motivation (the grade) over the real intellectual work of getting there. Giving more value to peer responses, asking for video feedback, and letting intellectual conversations at times even feel playful, demonstrate that process matters—and that skills are as important as finished work (if not more).

Create clear assignment-specific AI policies

Dr. Bertram Gallant points out that students need more than a blanket AI policy at the start of the semester, which can create ambiguity across assignments. Define what academic integrity entails ***for each assignment*** *on the assignment page* to make expectations and rationale clear. Ask students to "disclose, reflect, and share" their AI use. Check out an example from our Digital Learning Design team HERE.

(You may have to auto-enroll in the course to view.)

Hold students accountable to a version history

If you allow students to use AI, ask them to save their version history to demonstrate their work and process. Make this expectation clear and upfront as a way to "validate learning."

AFTER THE SEMESTER

Revisit your AI policies

Were there assignments on which students leaned a bit too heavily on AI? Where the policy felt unclear? Now is your opportunity to freshen up your AI policy to reflect student performance.

Stay curious

Rose Adams reminds us that curiosity, critical questioning, and collaboration are at the core of academia. The same can be true of our approach to AI and integrity. Continue to ask (out loud!): What does integrity look like in my course? If and when students use AI, who benefits? How does my experience and understanding compare to my colleagues? To the field?