**Academic Integrity in Higher Education: Avenues for Assessment in a World of Artificial Intelligence**

**IA1 et IA2**

Martine Peters, Université du Québec en Outaouais

Thompson Rivers University

April 17th, 2024

[martine.peters@uqo.ca](mailto:martine.peters@uqo.ca)

**References**

**Slide 2 :**

* PUPP website [https://pupp.uqo.ca/](https://pupp.uqo.ca/fr/)

**Slide 8-9 :**  **Plagiarism defined**

* Bailey, J. (2023). Is Plagiarism a Feature of AI? <https://www.plagiarismtoday.com/2023/03/23/is-plagiarism-a-feature-of-ai/>
* Peters, M. (2023). Note éditoriale : Intelligence artificielle et intégrité académique peuvent-elles faire bon ménage ? Revue des sciences de l’éducation, 49(1). <https://doi.org/10.7202/1107846ar> (Translated).

**Slide 11 : For your students**

* Long, L. (2023). Acknowledging and Citing Generative AI in Academic Work. Idaho Open Press, Write What Matters. <https://idaho.pressbooks.pub/write/chapter/citing-generative-ai-in-academic-work/?fbclid=IwAR1tgfgk0B1RPzlnHeLck3UgWX-VaHGlzf3LPNjLgqF7zggilvN5rSJhOU0>

**Slides 12-13: FASTER principles, Canadian Federal Government**

* Canadian Government. (2024, March). Guide on the use of generative AI. <https://www.canada.ca/fr/gouvernement/systeme/gouvernement-numerique/innovations-gouvernementales-numeriques/utilisation-responsable-ai/guide-utilisation-intelligence-artificielle-generative.html>

**Slide 18: Course outline…**

* Tice, C. (2024). Higher Ed Discussions of AI Writing. [Facebook Groupe privé].<https://www.facebook.com/groups/632930835501841/?hoisted_section_header_type=recently_seen&multi_permalinks=934744765320445>

**Slides 20-21: Academic Integrity and Creativity in the Age of Artificial Intelligence model (AICAI)**

* Peters, M., Smith, J. et Angelov, D. (2023). Academic Integrity and Creativity in the age of Artificial Intelligence model (AICAI). <https://mpeters.uqo.ca/modele-de-planification-dune-tache-evaluative-2023-2024/>. (Planning an assessment task that promotes creativity and academic integrity).

**Slide 22: Bloom’s Taxonomy Revisited / Objectives and AI2**

* Oregon State University. (2023). Advancing Meaningful Learning in the Age of AI: Bloom’s Taxonomy Revisited. <https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/meaningful-learning/?fbclid=IwAR3nzsEV0-BTPXTRdgAW6EqcbyL3pWx-LmNfH88fVjew-hZLEMe3-z5Wn1Y>

**Slides 23-27: Leon Furze’s five options ❤️**

* Furze, L. (2023, October 04). Rethinking Assessment for Generative AI: Beyond the Essay. LeonFurze.com. <https://leonfurze.com/2023/10/04/rethinking-assessment-for-generative-ai-beyond-the-essay/?fbclid=IwAR2AovmNzhN94MJlxPSkffge-Hh58PALY-q2wcedRu5uJZnSLO20JPytGTQ>
* Furze, L. (2023). AI Assessment Where Does your Assessment Sit on the Scale? <https://leonfurze.com/wp-content/uploads/2023/04/scalePDF.pdf>

**Slide 28: Total generation activities**

* Johnston, J. (2023). AI Assignment Flip - 10 Examples. LinkedIn. <https://www.linkedin.com/pulse/ai-assignment-flip-10-examples-jason-johnston/>.

**Slide 30: Authentic assessment❤️**

* Furze, L. (2023, October 04). Rethinking Assessment for Generative AI: Beyon the Essay. LeonFurze.com. <https://leonfurze.com/2023/10/04/rethinking-assessment-for-generative-ai-beyond-the-essay/?fbclid=IwAR2AovmNzhN94MJlxPSkffge-Hh58PALY-q2wcedRu5uJZnSLO20JPytGTQ>

**Slides 31-32: The debate ❤️**

* **Bauschard, S. (2023, November 05). Debating in the World of AI. Stefan Bauschard. Education Disrupted: Teaching and Learning in An AI World.** <https://stefanbauschard.substack.com/p/debating-in-the-world-of-ai?utm_source=post-email-title&publication_id=1673728&post_id=138620336&utm_campaign=email-post-title&isFreemail=true&r=2fm3lf&utm_medium=email>

**Slide 33: Flipped classroom**

* Normand, R (2024). Le Tableau. <https://docutheque.uquebec.ca/id/eprint/118/1/letableau-v3-n1_2014b_1.pdf>

**Slides 35: Instructions**

* Smith, C. D., Worsfold, K., Davies, L., Fisher, R. et McPhail, R. (2013). Assessment literacy and student learning: the case for explicitly developing students ‘assessment literacy’. Assessment & Evaluation in Higher Education, 38(1), 44-60. doi: 10.1080/02602938.2011.598636
* Harris, Robert (2015).  Antiplagiarism Strategies for Research Papers. Virtual Salt. <http://www.virtualsalt.com/antiplag.htm> **❤️**
* Cullen, C. (2020). Syllabi Designed with Integrity in Mind. <https://academicintegrity.org/resources/blog/240-syllabi-designed-with-integrity-in-mind?highlight=WyJzeWxsYWJpIiwiZGVzaWduZWQiLCJ3aXRoIiwiaW50ZWdyaXR5IiwiaW50ZWdyaXR5J3MiLCJpbnRlZ3JpdHknIiwiaW50ZWdyaXR5Jy4iLCJpbiIsIm1pbmQiLCJzeWxsYWJpIGRlc2lnbmVkIiwic3lsbGFiaSBkZXNpZ25lZCB3aXRoIiwiZGVzaWduZWQgd2l0aCIsImRlc2lnbmVkIHdpdGggaW50ZWdyaXR5Iiwid2l0aCBpbnRlZ3JpdHkiLCJ3aXRoIGludGVncml0eSBpbiIsImludGVncml0eSBpbiIsImludGVncml0eSBpbiBtaW5kIiwiaW4gbWluZCJdhttps://www.academicintegrity.org/integrity/syllabi-designed-with-integrity-in-mind/>

**Slide 36: Instructions**

* Spannagel, C. (2023). Rules for Tools. Pädagogische Hochschule Heidelberg. <https://csp.uber.space/phhd/rulesfortools.pdf> **❤️**

**Slide 37: AI2 proof instructions**

* Turnitin. (2023). AI misuse checklist. Academic integrity in the age of AI – Checklist. <https://marketing-tii-statamic-assets-us-west-2.s3-us-west-2.amazonaws.com/marketing/tli_ai_misusechecklist_us_0223.pdf>

**Slide 38: Instructions for AI1**

* Hough, D. (2023). Examples of Using AI to Support Student Learning & Assessment in Life Sciences. <https://sway.cloud.microsoft/iNhP49DMrhOep2Uc>

Adaptation of Hough, D. (2023). Student Guidance for the Responsible Use of AI”. University of Glasgow. Edited by Rachel Heyes. #ALTc blog, October 10. <https://altc.alt.ac.uk/blog/2023/10/student-guidance-for-the-responsible-use-of-ai/#gref>

* Dumin, L. (2024). Annotated PDFs Assignment Information. <https://ucok-my.sharepoint.com/:w:/g/personal/ldumin_uco_edu/EUqI8bd0451PuBfymuea1DYBuamYV-rl4vx7k4hFr6_Qmg?rtime=pxeeQfkV3Eg>

**Slide 44: To be transparent**

* Peters, M. (2023). Acronymes et icônes pour un usage transparent de l’IA / Acronyms and icons for a transparent use of AI. <https://mpeters.uqo.ca/transparent-use-of-artificial-intelligence/>

**Slide 46: Detection tools, not ready…**

* Smodin: <https://smodin.io/fr/detecteur-de-contenu-ia>
* Copyleaks: <https://copyleaks.com/ai-content-detector>
* Draft & Goal: <https://detector.dng.ai/fr?fbclid=IwAR1pfhcYXoG7yxK6ZrmBfp2RoZ4Qm5chbTWujLn7X8n2sYXeQRNzqArkz5c>
* GPTZero: <https://gptzero.me/>
* Winston (with account): <https://app.gowinston.ai/login>
* Turnitin ($) : <https://www.turnitin.com/>
* Compilatio ($) : <https://ai-detector.compilatio.net/>

**Slide 47: Try this at home…**

* ChatGPT : <https://chat.openai.com/>
* Perplexity : <https://www.perplexity.ai/>
* Smodin : <https://app.smodin.io/fr/detecteur-de-contenu-ia>
* Draf & Goal : <https://detector.dng.ai/fr?fbclid=IwAR1pfhcYXoG7yxK6ZrmBfp2RoZ4Qm5chbTWujLn7X8n2sYXeQRNzqArkz5c>