**AI in College: Friend or Foe of Academic Integrity?**

Champlain College

(St-Lambert, Québec, Canada)

November 13th, 2024

*Martine Peters, Université du Québec en Outaouais*

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

**References**

**Slide 2 :**

* Site web du PUPP <https://pupp.uqo.ca/fr/>

**Slide 7: Let’s talk detection…**

* Clay, G. (2023). The Depth of the AI Plagiarism Problem. AutomatED: Teaching Better with Tech. <https://automated.beehiiv.com/p/depth-ai-plagiarism-problem>

**Slide 8 : Software tools are 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 (avec un compte): <https://app.gowinston.ai/login>
* Turnitin ($) : <https://www.turnitin.com/>
* Compilatio ($) : <https://ai-detector.compilatio.net/>

**Slide 9 : Small homework**

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

**Slide 15 : 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>

**Slides 17-18: Writing models**

* Peters, M. (2021). Demande de subvention de partenariat soumise au CRSH.
* Peters, M. (2023). L’ère de la rédaction intègre avec l’intelligence artificielle, modèle 2023 : <https://mpeters.uqo.ca/ateliers-workshops/>

**Slide 19 :  Consensus**

* Consensus (2023). <https://consensus.app/search/>

**Slide 20-21 : Research Rabbit**

* Research rabbit <https://www.researchrabbit.ai/>

**Slide 22 : Perplexity**

* Perplexity <https://www.perplexity.ai/>

**Slide 23 : Elicit ❤️**

* Elicit <https://elicit.com/>

**Slide 24 : Optic AI or Not**

* Optic AI or Not (2023). <https://aiornot.optic.xyz>

**Slide 25 : Prompts for students**

* Every Child Matters : ChatGPT learning Code Poster <https://www.ecmtutors.com/wp-content/uploads/2023/06/ChatGPT-Learning-Code-Poster-Pack.pdf>

**Slide 26: Six thinking hats**

* Mind Tools Content Team (2023). Six Thinking Hats. <https://www.mindtools.com/ajlpp1e/six-thinking-hats>
* Jin, T. (2023). Leveraging the strengths of LLMs for creativity and thinking. Medium. <https://uxdesign.cc/leverage-the-strengths-of-llms-for-creativity-thinking-58137a8da8b9>

**Slide 27: Chat GPT Cheat Sheets**

* Schwartz, Caydee (2023). Chat GPT Cheat Sheet. <https://www.linkedin.com/posts/caydeeschwarz_chatgpt-aiassistance-proprompting-activity-7092462136240590848-O5vX>

**Slide 28: Quillbot**

* Quillbot (2023). <https://quillbot.com/?utm_medium=paid_search&utm_source=google&utm_campaign=paraphrase_premium&campaign_type=performance_max&gclid=CjwKCAjw1MajBhAcEiwAagW9MamBcz5rm-eBdl1DAGny2g7OfYPjJEhzfp4kiQRLMloCBwZvnURuwRoCLKoQAvD_BwE>

**Slide 29: Translation and revision tools**

* Grammarly <https://www.grammarly.com/>
* Smodin <https://smodin.io/fr>
* Deepl write <https://www.deepl.com/write>
* Deepl pour traduction ❤️   <https://www.deepl.com/translator>
* Scribens <https://www.scribens.fr/>

**Slide 30 : Chat with any PDF**

* Chat with any PDF (2023). <https://www.chatpdf.com/>

**Slide 31 : How to check for AI2 (2023)**

* Dias, T. (2023). These Word & Google Docs Settings May Protect You From ChatGPT Plagiarism Allegations. Slash Gear, 21 mai, 2023. <https://www.slashgear.com/1290480/microsoft-word-google-docs-setting-chatgpt-plagiarism/>

**Slide 32: Reading for yourself** ❤️

* Hew, N. (2023). How to use ChatGPT in your assignments without getting accused of plagiarism. Study International. <https://www.studyinternational.com/news/chatgpt-and-plagiarism/>

**Slide 34: Hybrid writing** ❤️

* Eaton, S.E. (2023). 6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence. Learning, Teaching and Leadership. <https://drsaraheaton.wordpress.com/2023/02/25/6-tenets-of-postplagiarism-writing-in-the-age-of-artificial-intelligence/>

**Slide 37: Think about it…**

* 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 39-40 : Transparency AI Usage Cards**

* Whale, Ruas, Mahammad, Meuscheke, Gipp, Koch and Hänies, 2023. Three-dimensional model by Whale et al. (2023) <https://ai-cards.org/>
* Solomon, M. (2023, February 2nd). GPT3 is Just Spicy Autocomplete. Retrieved on <https://thecleverest.com/gpt3-is-just-spicy-autocomplete/>

**Slide 41: 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/logos-ia-fr-peters-2023/>

**Slides 46-47: FASTER principles (Canadian Federal Goverment)(2024).**

* Guide on the Use of Generative AI. <https://www.canada.ca/en/government/system/digital-government/digital-government-innovations/responsible-use-ai/guide-use-generative-ai.html>

**Slide 48: 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>

**Slide 53: 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>

**Slide 54: More examples of policies**

* 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

**Slide 56: Redefine Assessment with AI2 and AI1**

* Lodge, Howard and Broadbent (2023). Assessment redesign for generative AI: A taxonomy of options and their viability. LinkedIn. <https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge/?fbclid=IwAR2IGAAocNIMWoj9AIyBWQLiEIaJP12-9UQCaLQrH7wGp6ugTcfvUGCuE7Y>

**Slide 58: Academic Integrity and Creativity in the age of Artificial Intelligence model (AICAI)**

* Peters, M. & Angelov, D. (2024). Academic Integrity and Creativity in the age of Artificial Intelligence model  (AICAI). <https://mpeters.uqo.ca/modele-de-planification-dune-tache-evaluative-2023-2024/>

**Slides 59: Bloom’s Taxonomy**

* Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom’s Taxonomy of Educational Objectives (Complete edition). New York: Longman.
* Prof Innovant. (2023). Taxonomie de Bloom révisée : verbes d’action. <https://www.profinnovant.com/taxonomie-de-bloom-revisee-verbes-daction/>
* 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>

**Slide 60: Cognitive Offloading, Assessment and AI2**

* Risko EF, Gilbert SJ. (2016). Cognitive offloading. Trends in Cognitive Sciences. 20(9):676–688. doi: 10.1016/j.tics.2016.07.002.

**Slides 61-65: 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 66: AI2: Total Generation Activities**

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

**Slides 68-71: Qualities of a good evaluation task in the era of AI2**

* Rodriguez-Grimshaw, N. (2024, June 20th). Evolving with GenAI: Assessments in the Language Classroom. *Personalizing the Path to Proficiency*. <https://srtanrodriguez.wordpress.com/2024/06/20/evolving-with-generative-ai-assessments-in-the-language-classroom/>

**Slide 72: Authentic Assessment**

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

**Slide 73: The New Essay**

* Brancato, M. and Kopp, Natalie. (2024, September 27). Want Your Students to Write Better? Assign Video Essays. The Chronicle of Higher Education. <https://www.chronicle.com/article/want-your-students-to-write-better-assign-video-essays>

**Slides 74-75: The Debate**

* Bauschard, S. (2023, November 05). Debating in the World of AI. 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 76: Flipped Classroom**

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

**Slide 78 : Values of Academic Integrity**

* International Center for Academic Integrity. (2021). The Fundamental Values of Academic Integrity. In Clemson University (Ed.). Clemson, South Carolina: ICAI. <https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf>

**To contact me :**

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