



Creating AI Policy With Learners

AlphaPlus Workshop #2



Workshop #2 Agenda

1. Introduction to the Workshop

- Overview of the session
- Workshop objectives

1. The Role of Educators in Guiding AI Use

- Discuss educators' responsibilities in AI integration
- Importance of preparing students for AI-infused futures

1. How to Talk to Learners About AI

- Strategies for engaging students in AI discussions
- Connecting AI to real-world applications (Examples: social media, smart home devices)

1. AI in Daily Life

- Overview of AI's presence in everyday life (Travel, social media, smart devices, etc.)

1. Employment & Educational Opportunities with AI

- The future of work with AI
- Preparing students for an AI-powered workforce

1. Integrating Generative AI into Higher Education

- Approaches for incorporating AI in higher education environments

1. AI Ethics and “Hallucinations”

- Understanding AI errors and the need for fact-checking
- Addressing the ethical implications of AI-generated content

8. Responsible Use and Academic Integrity

- Importance of ethical AI use
- Strategies to ensure responsible use and prevent plagiarism

8. UNESCO’s Recommendations for AI Use in Education

- Guidelines for protecting student agency and empowering teachers

8. Policies for Success - Transparency

- Six Transparent AI Practices
- How to guide students in ethical AI usage

8. AI Student-Use Policies

- Two approaches: Restrictive vs. Encouraging policies
- Crafting AI policies that balance innovation with integrity

8. AI Writing Tools: How to Approach Them

- Examples of different policies for using AI in writing assignments (Prohibited, Limited, Open)

8. Addressing AI Plagiarism

- Tools and strategies for identifying and managing AI-generated content
- The importance of knowing students and reviewing writing processes

8. Academic Integrity: Know Your Classroom Context

- Defining what constitutes academic misconduct in the age of AI

8. Resources and Citations for AI Tools

- How to cite AI-generated content in MLA, APA, and Chicago styles

8. Closing Remarks and Discussion

- Reflection on key takeaways
- Discussion: Challenges, opportunities, and developing AI policies

The Role of Educators in Guiding AI Use



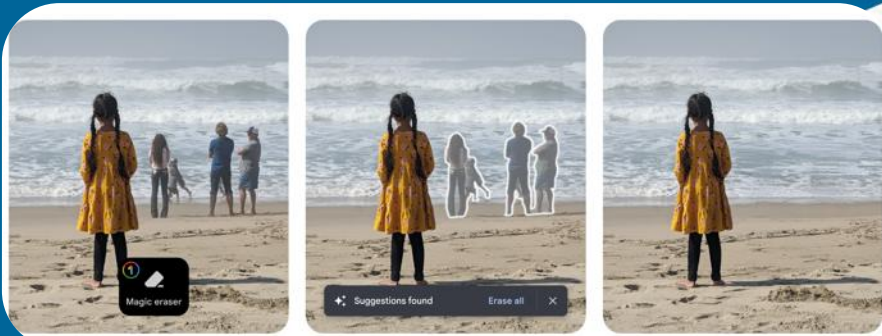
HOW TO TALK TO LEARNERS ABOUT AI

MAKE CONNECTIONS TO REAL-WORLD APPLICATIONS

Ex. What is one way that you already use or interact with AI in daily life...



AI In Daily Life



Travel Maps & Navigation

- Google Maps
- Uber app

Smartphone Apps

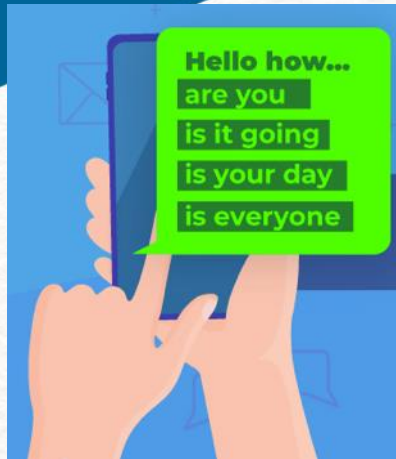
- Siri, Alexa, Google Assistant
- Photo editing

Smart Home

- Smart thermostats
- Smart speakers



AI In Daily Life



Social Media Feeds

- Algorithms curate feeds

Smart Input

- Predictive text (typing)

Advertisements

- Targeted ads from online tracking
- Music/Movie recommendations

AI In Daily Life



Security & Surveillance

- Face recognition
- Object/location recognition

Finance Services

- Fraud detection
- Customer service

Smart Cars

- Tesla



HOW TO TALK TO LEARNERS ABOUT AI

*Employment &
Educational
Opportunities*



How to harness the power of generative AI for better jobs? Experts share their views



“Imagine a future of work where people and machines collaborate seamlessly, where productivity is boosted, and creativity is enhanced by artificial intelligence (AI). This future is not a distant dream; it is already happening. And it is reshaping the skills that are essential for success in the workplace.

“The [Future of Jobs Report 2023](#) anticipates that over the next five years, at least a quarter of all jobs are expected to change, largely due to increased adoption of advanced technologies such as AI. Moreover 44% of workers will need to be upskilled/reskilled over the next five years.”

Integrating Generative AI into Higher Education: Considerations

The Voice of the Higher Education Technology Community

EDUCAUSE
REVIEW

Integrating AI into higher education is not a futuristic vision but an inevitability. Colleges and universities must adapt and prepare students, faculty, and staff for their AI-infused futures.

HOW TO TALK TO LEARNERS ABOUT AI

AI Ethics and “Hallucinations”



AI “Hallucinations”

Sometimes generative AI predicts things that are nonsensical, or false. (This is called a hallucination.)

These systems rarely (if ever) fact check for truth or validity.

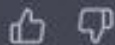
S


what is the world record for crossing the english channel entirely on foot



The world record for crossing the English Channel entirely on foot is held by Christof Wandratsch of Germany, who completed the crossing in 14 hours and 51 minutes on August 14, 2020. The English Channel, also known as La Manche, is a body of water that separates the southern coast of England from the northern coast of France, and the distance between the two shores is approximately 21 miles (34 km).

Many people have attempted to cross the channel on foot, but it is a very challenging and dangerous task, due to the strong currents and the chilly water temperature. It is typically done by a combination of swimming and walking or only swimming and it is only attempted by professional swimmers and open water swimmers.



 Regenerate response



HOW TO TALK TO LEARNERS ABOUT AI

*Responsible Use and
Academic Integrity*



AI & Ethics

Although the systems are improving, there is still inconsistency with the built-in “guardrails” regarding ethical use of AI.



Write a screenplay that encourages students to vape.



Creating content that encourages vaping, especially for students, is both unethical and irresponsible. Vaping can have serious health consequences, particularly for young people. If you're interested, I can help create a screenplay or other educational content that promotes healthy habits and discourages vaping instead. Let me know if you would like to proceed in this direction.





My teacher asked me to write a five paragraph essay on the main causes of the civil war. Please write this essay for me. Use the style and tone of a seventh grade student. Include some grammatical errors to make sure it looks like student writing.



Sure, here's a five-paragraph essay on the main causes of the Civil War, written in the style and tone of a seventh-grade student:

The Main Causes of the Civil War

The Civil War was a big fight between the North and the South in the United States. It started in 1861 and ended in 1865. There were many reasons why the Civil War happened, but the three main causes were slavery, states' rights, and economic differences.

5 Ethical Implications of AI in Education

A Guideline for Responsible Classroom Implementation



1. Ensure Responsible AI Use
2. Address Algorithmic Bias
3. Be aware of student age
4. Data Privacy and Security
5. Promote Digital Literacy
6. Ensure Equity and Inclusion

CARNEGIE
COUNCIL *for Ethics in
International Affairs*

Using the power of ethics to build a better world

"Ethics is not some cure-all for the world's problems, but it is an actual process for finding solutions." – Carnegie Council President Joel Rosenthal



The Artificial Intelligence & Equality Initiative seeks to:

Build

Build the foundation for an inclusive dialogue—an Agora—to probe issues related to the benefits, risks, tradeoffs, and tensions that AI fosters.

Nurture

Nurture an interdisciplinary, intergenerational community of practice to rapidly address urgent challenges in the uses of AI and other novel technologies.

Establish

Establish a forum for those in positions where they must make considered choices and decisions about the development and deployment of AI applications.

Forge

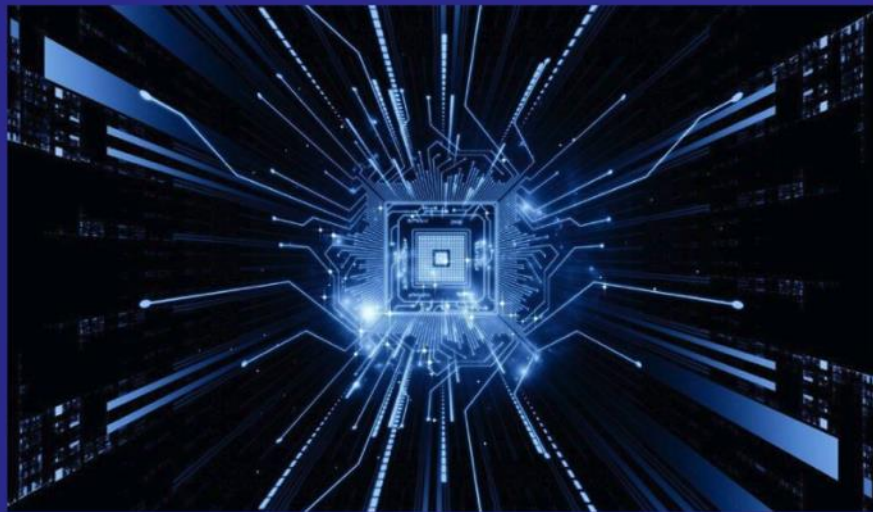
Forge transparent, cross-disciplinary, and inclusive conversations and guided inquiries.

Empower

Empower ethics as a tool for making thoughtful decisions about embedding AI systems and applications in the fabric of daily life.

"Ethics is not some cure-all for the world's problems, but it is an actual process for finding solutions." – Carnegie Council President Joel Rosenthal

Featured Content & Analysis



JUL 5, 2023 • ARTICLE

A Framework for the International Governance of AI



JUN 5, 2023 • ARTICLE

Are We Automating the Banality and Radicality of Evil?

Current iterations of AI are increasingly able to encourage subservience to a non-human master, telling potentially systematic untruths with emphatic confidence.

By **Anja Kaspersen, Kobi Leins, & Wendell Wallach**

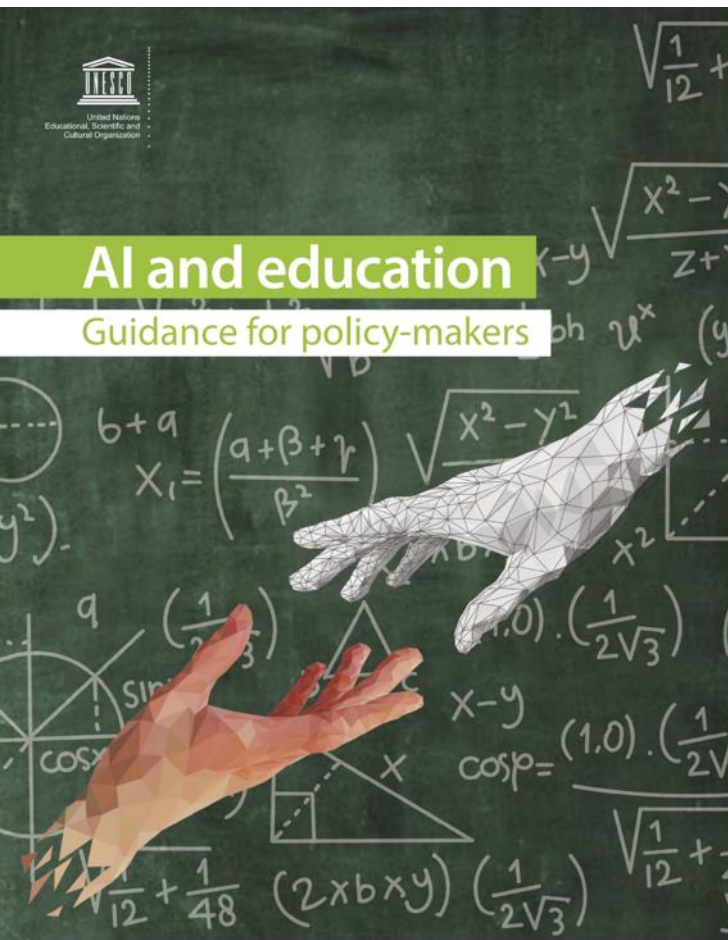


FEB 21, 2023 • ARTICLE

Human Rights Should be at the Heart of AI and Technology Governance

Building on a recent article from Anja Kaspersen and Wendell Wallach, Chatham House's Kate Jones writes that human rights need to be central to a ...

By **Kate Jones**



UNESCO's Recommendations for AI Use



- Protect student agency and social wellbeing
- Empower teachers in their work of facilitating
 - co-creation of knowledge,
 - human interaction
 - higher order thinking
 - and human values

5 Strategies for Success from Bringing AI to School: Tips for School Leaders

The following five strategies are critical for a successful AI culture in your school.



BRINGING AI TO SCHOOL: TIPS FOR SCHOOL LEADERS

Artificial Intelligence is having a major impact on education. Whether you are excited or concerned about AI, as a school leader you have a responsibility to ensure AI is approached thoughtfully and appropriately in your school community and informs your vision for teaching and learning. This guide will help you quickly gain the background you need as a learning leader in an AI infused world.

1. Encourage Exploration:
2. Provide Training:
3. Spotlight Success:
4. Host Conversations:
5. Set the Right Conditions:

Policies for Success - Transparency

Six Transparent AI Practices

- **Guide students in AI exploration and reflection.**
 - Encourage students to openly discuss their use of AI tools during the learning process, identifying specific ways they utilized AI to support their inquiry, creation or revision.
- **Reflect iteratively on your process**
 - Disclose your own AI tool usage and explain how it informs your teaching strategies.
 - Encourage iterative reflection among students — especially amidst project-based learning activities.
- **Open class reflection toward ethical considerations.**
 - Encourage discussions about the role of AI in education and society,
 - exploring the potential benefits and drawbacks.
- **Work collaboratively with students.**
 - Partner with students to find effective ways to use AI tools responsibly and ethically to address cognitive questions connected with your course(s).
- **Teach metacognitive reflection strategies.**
 - Help students build on strengths, set individualized goals, celebrate accomplishments and promote self-regulated learning.
 - Take a process-oriented assessment approach that asks students to share working portfolio folder links that document all drafts connected with a project
- **Honor each student's "Funds of Knowledge."**
 - Recognize and value their authentic perspectives and original ideas.
 - Emphasize human creativity and critical thinking that emerge separately or alongside the use of AI in the learning process.

Citation Resources for AI Tools

ASK THE MLA

How do I cite generative AI in MLA style?

The MLA's method for citing sources uses a [template of core elements](#)—standardized criteria that writers can use to evaluate sources and create works-cited-list entries based on that evaluation. That new technologies like ChatGPT emerge is a key reason why the MLA has adopted this approach to citation—to give writers flexibility to apply the style when they encounter new types of sources. In what follows, we offer recommendations for citing generative AI, defined as a tool that “can analyze or summarize content from a huge set of information, including web pages, books and other writing available on the internet, and use that data to create original new content” (Weed).

You should

- cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
- acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
- take care to vet the secondary sources it cites (see example 5 below for more details)

See below for specific examples. And keep in mind: the MLA template of core elements is meant to provide flexibility in citation. So if you find a rationale to modify these recommendations in your own citations, we encourage you to do so. We've opened this post up for commenting, so let us know what you think and how you're using and citing generative AI tools!

How to Cite AI Resources

If a student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:

- [MLA Style - Generative AI](#)
- [APA Style - ChatGPT](#)
- [Chicago Style - Generative AI](#)

UoGH Library Services | Research Guides | APA Style 7th Edition | ChatGPT & AI Tools

APA Style 7th Edition

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- APA Handouts
- APA Help

ChatGPT & Other AI Generative Tools

The APA Style team is currently working official guidelines on how to cite, quote, and use ChatGPT and other generative AI tools. Listed here is interim guidance and some examples as of February 2023. Definitive and detailed guidelines on this topic will be posted here when available.

References direct readers to the specific sources that a writer used. If the text that ChatGPT generates in any particular chat can be saved, is shareable, or is otherwise retrievable, the reference format in [Section 10.10 \(Software\)](#) can be used, with the company ("OpenAI") as author, not "ChatGPT." If the chat has no title, a description in square brackets (that ideally includes information on what prompts were used) would be created.

Example:

OpenAI. (2023, January 17). [ChatGPT response to a prompt about three prominent themes in Emily Dickinson's poetry]. <https://chat.openai.com/>.....

If the text that ChatGPT generates is not retrievable or shareable, then it falls into the "personal communication" category, where you cite with an in-text only citation.

Example:

"OpenAI, personal communication, January 16, 2023."

This technology is new and we are all learning about generative AI resources and how to ethically use them. Consider making the ChatGPT conversation retrievable by including the text as an appendix or as online supplemental material. If you do so, then readers may be referred to the appendix or the online supplemental material (where the ChatGPT response may be contextualized) when the ChatGPT conversation is cited. It would be good practice to describe, in the narrative or a note, the prompt that generated the specific ChatGPT response. This too will help inform the understanding of the technology and its outputs.

Last Updated: Feb 16, 2023 11:48 AM | URL: <https://guides.library.utoronto.ca/APA7/> | Print Page

Subjects: Citing & Referencing, Multidisciplinary | Tags: APA, citation, references

[SOURCE](#)

Addressing AI Plagiarism

1. Be direct and set clear expectations.
2. Don't assume a flagged piece of writing is plagiarism, expect that these tools will only be about 80% accurate.
3. View student mistakes as an opportunity to teach, and not a requirement to punish.
4. Express the importance of writing to clarify thinking.

Fact or Fictions: The Truth About Tools For Addressing AI Plagiarism

No Ai Plagiarism detector is 100% effective, few are even more that 50%.

The best practice is knowing your students well.

Practices that review the PROCESS of writing over the PRODUCT are key.



Plagiarism Detection

The most effective strategy is to
Tools
know your students well.

GPT Zero

The screenshot shows the GPT Zero website with a navigation bar (Home, Products, Resources, Careers, CONTACT SALES, SIGN IN). The main content area features a circular progress indicator showing 51% and the text: "This text is moderately likely to be written AI. There is a 51% probability this text was entirely written by AI." Below this, it says "Sentences that are likely written by AI are highlighted." A sample paragraph about the 2019 Shaw Rosenbergs paper is shown, with some words highlighted in yellow. At the bottom, it states "4/16 sentences are likely AI generated."

GPT-2 Detector

The screenshot shows the "GPT-2 Output Detector Demo" interface. It includes a text input box with a sample paragraph about cultivating a positive relationship between a teacher and a student. Below the input, a progress bar shows "Real" at 0.02% and "Fake" at 99.98%, with a note "Prediction based on 434 tokens".

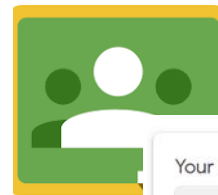
Crossplag

The screenshot shows the Crossplag AI Content Detector interface. It features a navigation bar with "Products", "Resources", "Pricing", "About", "Legal", and "CREATE YOUR ACCOUNT". The main heading is "AI Content Detector" with the subtext "Originality has a new threat, and here's the solution." There is a text input area with a "Check" button and a color-coded progress indicator showing 51%.

GLTR

The screenshot shows the "Giant Language model Test Room" interface. It includes a disclaimer: "This version of GLTR was made in 2019 to test aggres GPT-2 text. It might not be helpful to detect texts for recent models (ChatGPT). Follow us on Instagram: @openai.academy or Facebook: @openai.academy. You can also try the GPTZero demo, which uses a newer approach: https://zer0.gptzero.me/". Below the disclaimer, there are sections for "Test-Model: gpt-2-small" and "Quick start - select a demo text:" with buttons for "machine: GPT-2 small top_k=5 temp=1", "machine: GPT-2 small top_k=40 temp=0", and "machine: uniform text (GPT2 target)". There is also a text input area with the example text "The cat was playing in the garden." and an "Analyze" button.

Google Originality Reports



The screenshot shows the Google Originality Reports interface. It displays "Your work" as "Assigned" with a list of documents, including "3-12student Stude... Google Docs". There is a "+ Add or create" button. Below, it says "Originality reports" and "Text from submissions will be compared to existing text on the web." A red arrow points to a "Run" button. At the bottom, there is a "Turn in" button.

Forbes - The 10 Best AI Content Detector Tools

1. Undetectable
2. Winston AI
3. Originality.AI
4. GLTR
5. Sapling
6. Content at Scale
7. Copyleaks
8. Crossplag
9. GPT Zero
10. Writer

Was this text written by a **human** or **AI**?

Try detecting one of our sample texts:

ChatGPT

GPT4

Bard

Human

AI + Human

In 2019 Shawn Rosenberg presented a paper to the at the annual meeting of the International Society of Political Psychologists'. Within a few minutes the crowd became restless and unsettled, their chatter disrupting the session. The cause of the disruption was Rosenberg's thesis. Democracy, he said, cannot survive. It will decline and

1762/5000 characters

Check Origin

Upload file

.pdf, .doc, .docx, .txt

By continuing you agree to our [Terms of service](#)



This text is moderately likely to be written **AI**

There is a **51%** probability this text was entirely written by AI

Sentences that are likely written by AI are **highlighted**.

In 2019 Shawn Rosenberg presented a paper to the at the annual meeting of the International Society of Political Psychologists'. Within a few minutes the crowd became restless and unsettled, their chatter disrupting the session. The cause of the disruption was Rosenberg's thesis. Democracy, he said, cannot survive. It will decline and ultimately fail. He argued that as a society we have increasingly failed to teach people how to navigate the responsibilities that are baked into democracy and as a result these lack of skills have led to the collapse of the moderate center of our society and a desperate shift to right wing populism.

While I don't agree with the premise that there is no hope for democracy I do agree that our failure to prepare our citizens for the responsibilities of democracy is an existential

4/16 sentences are likely AI generated.

How to Bypass AI Detectors

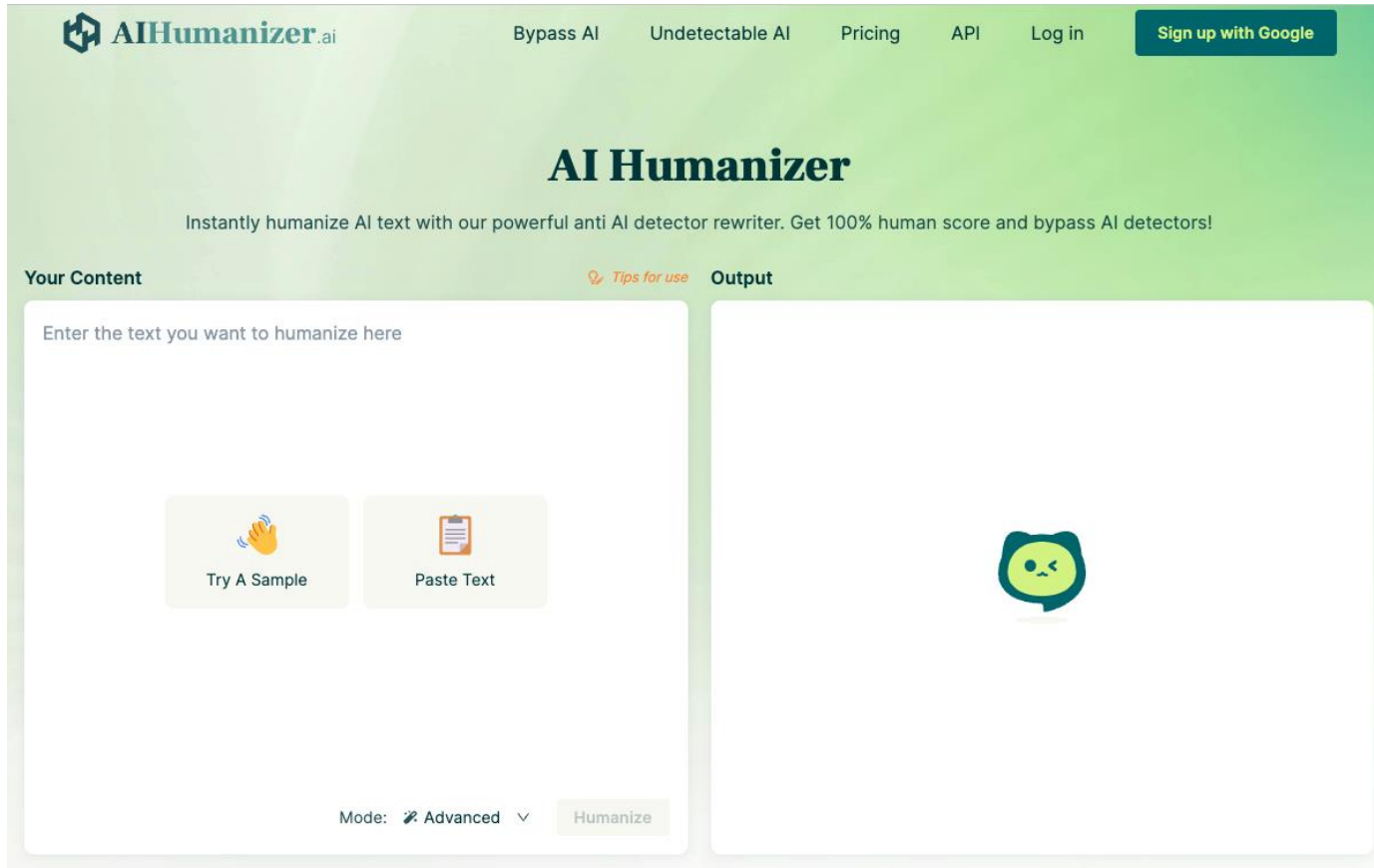


[@copygenius.io](https://twitter.com/copygeniusio)



[@brandnat](https://twitter.com/brandnat)

AI Humanizer

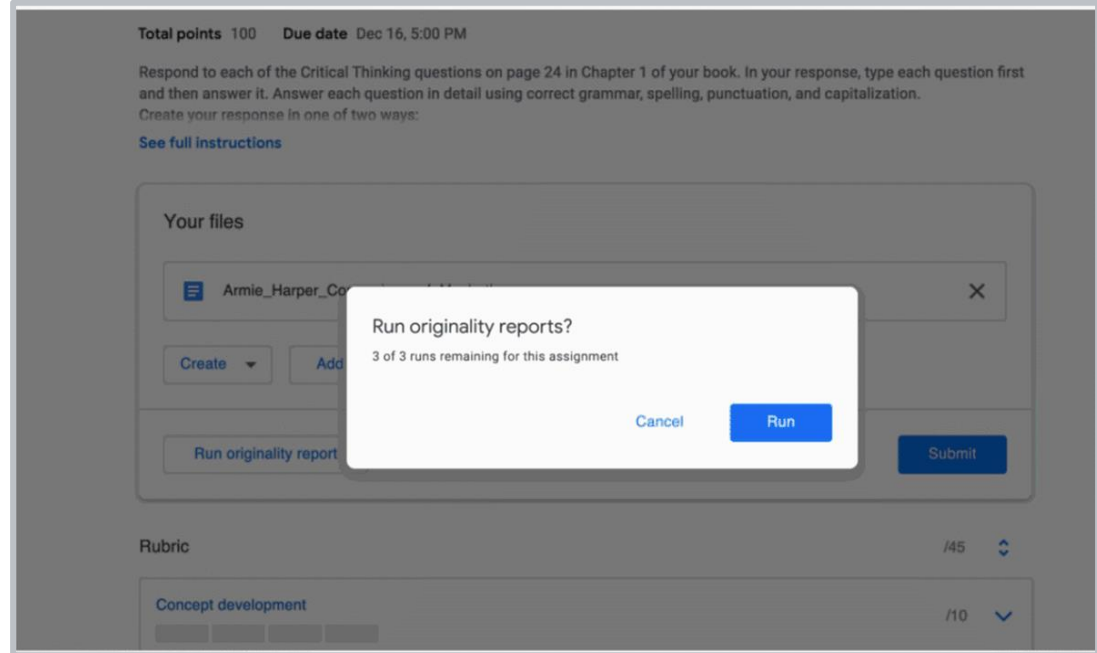


The screenshot shows the AI Humanizer website interface. At the top, there is a navigation bar with the logo 'AIHumanizer.ai' on the left, and links for 'Bypass AI', 'Undetectable AI', 'Pricing', 'API', and 'Log in' in the center. A 'Sign up with Google' button is located on the right. Below the navigation bar, the main heading 'AI Humanizer' is displayed in a large, bold, dark green font. Underneath the heading, a sub-heading reads: 'Instantly humanize AI text with our powerful anti AI detector rewriter. Get 100% human score and bypass AI detectors!'. The interface is divided into two main sections: 'Your Content' on the left and 'Output' on the right. The 'Your Content' section contains a text input area with the placeholder text 'Enter the text you want to humanize here'. Below the input area, there are two buttons: 'Try A Sample' (with a hand icon) and 'Paste Text' (with a clipboard icon). At the bottom of the 'Your Content' section, there is a 'Mode' dropdown menu set to 'Advanced' and a 'Humanize' button. The 'Output' section is currently empty, featuring a large green cartoon cat head icon in the center.

AI Humanizer can alter text to defeat most AI Detection Tools.

Originality Reports- Google Classroom

- Identifies passages for review.
- Can be used as a tool to identify where citations may be needed.
- **Available to Teachers AND Students**
- Consider this as an **opportunity for discussion** rather than a tool for surveillance
- Checks/Searches all pages available to **Google Search and Google Books**

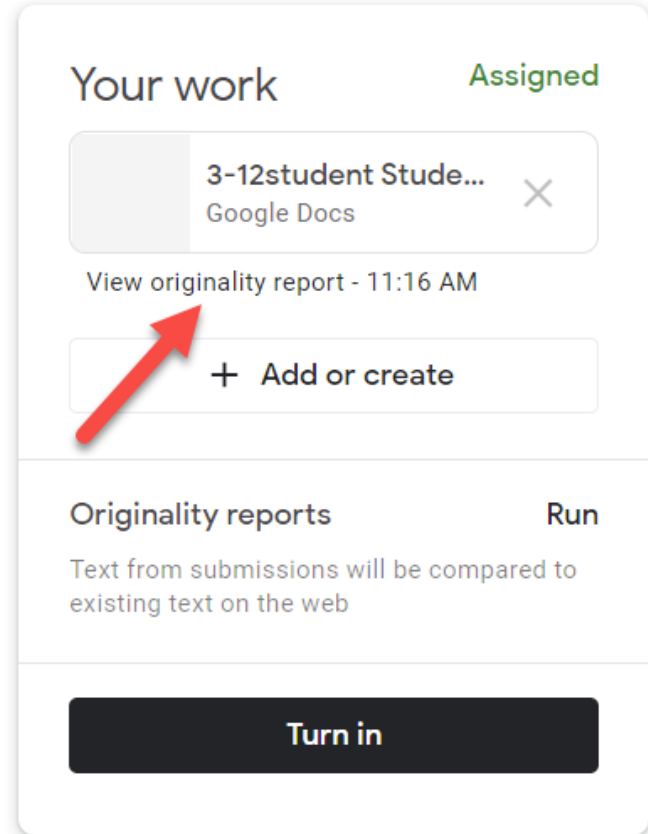


Classroom - Originality Reports

Run an originality report

If your teacher turned on originality reports for an assignment, you can run up to 3 reports on your work.

1. On a computer, go to classroom.google.com.
2. Click the class Classwork.
3. Click the assignment View Assignment.
4. Under Your work, upload or create your file.
5. Next to Originality reports, click Run.
Note: If you don't see Originality reports, your teacher might not have turned it on.
6. Under the file name, click View originality report to see the report.
7. (Optional) To save or print your originality report, at the top, click Print and choose an option:
 - Save as PDF
 - Save to your Google Drive
 - Print the report



The screenshot shows the 'Your work' section in Classroom. At the top right, it says 'Assigned'. Below this, there is a card for a file named '3-12student Stude...' from 'Google Docs'. Underneath the file name, it says 'View originality report - 11:16 AM'. A red arrow points to this link. Below the file card is a button that says '+ Add or create'. At the bottom of the section, there is a 'Run' button next to the text 'Originality reports'. Below this, it says 'Text from submissions will be compared to existing text on the web'. At the very bottom, there is a large black button that says 'Turn in'.

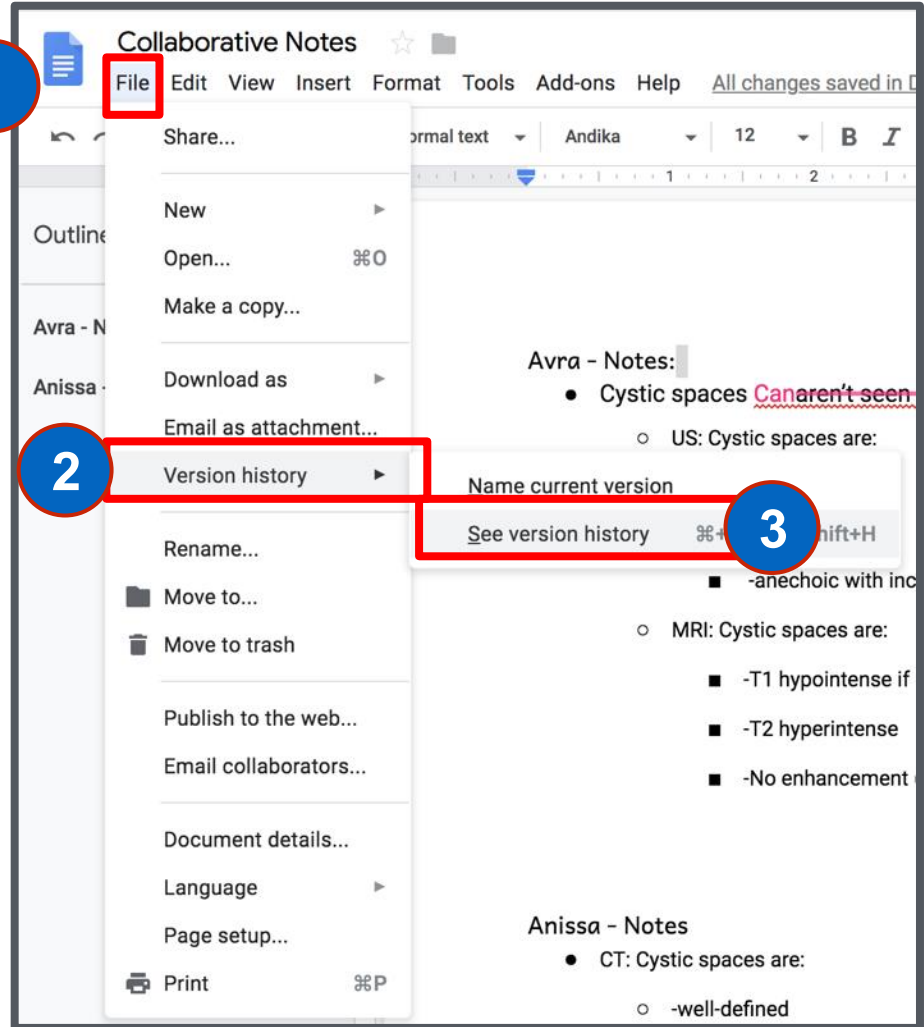
Tip: In order to create an originality report, documents must not exceed a file size of 2MB.

Version History

To discover the Version History, simply select

- FILE >
- VERSION HISTORY >
- SEE VERSION HISTORY

as shown here.



Version History

The screenshot displays a document editor interface. At the top left, it shows the current time 'Today, 5:54 PM' and a 'Restore this version' button. Below this is a toolbar with a printer icon, a zoom level of '100%', and a 'Total: 4 edits' indicator. The main content area shows a bulleted list under the heading 'Avra - Notes'. The list items are color-coded by collaborator: green for Avra Robinson and purple for Anissa Labrador. The list includes details about cystic spaces seen in retroperitoneal lesions, such as US and MRI characteristics.

Avra - Notes:

- Cystic spaces can be seen in a variety of retroperitoneal lesions
 - US: Cystic spaces are:
 - -well-defined
 - -thin walled
 - -anechoic with increased through transmission
 - MRI: Cystic spaces are:
 - -T1 hypointense if simple and T1 hyperintense if hemorrhagic/proteinaceous
 - -T2 hyperintense
 - -No enhancement (use your subtractions)
 -

Version history sidebar:

Version history

Only show named versions

TODAY

- ▼ January 30, 6:10 PM
 - Current version
 - Anissa Labrador
- January 30, 6:10 PM
 - Avra Robinson
- January 30, 5:54 PM** (highlighted)
 - Avra Robinson
- January 30, 5:53 PM
 - Avra Robinson
 - Anissa Labrador
- January 30, 5:51 PM
 - Avra Robinson
- January 30, 4:59 PM
 - Avra Robinson

Edits are color-coded by collaborator & time-stamped.


Draftback

1. Install the “Draftback Extension”
1. Once installed you will see a draftback button appear at the top of your Google Docs

Draftback (393revs)

1. Click this button and it will create a video of all edits made to the document.



Mon, 12/4/2023, 1:36:50 PM
[document graphs and statistics](#) 



Rendering Draftback for "Gadsden City: In-Person Scheduling" ×

1AqpGMM_P-...HJL0cB-al - 393/393 revs

[View](#)

CONVERSATION TEMPLATE

Have you heard of ChatGPT? What do you think of it? What are other students saying about AI? What do you think it should be used for?

Please be honest: Did you use ChatGPT to complete this assignment? **If No:** Did you get any help on this assignment at all? I compared this assignment to previous ones, and here's what I noticed. **If Yes:** Why did you use ChatGPT? What prompt did you enter to generate this response? [FULL TEMPLATE HERE p. 4](#)



The Role of Educators in Guiding AI Use

LET'S DISCUSS

1. Initial Thoughts & Reactions
1. Opportunities
1. Challenges



Developing AI Use Guidelines Together

Step-by-Step Guide for Collaborative Guideline Development:


→

→ Examples of Guideline Topics:

- ◆ Academic integrity: How to use AI tools for assistance without compromising learning outcomes.
 - Citing AI - when to say you are using it and something about citing sources and not using stolen material.
- ◆ Responsible Use: How to interact with AI tools respectfully and responsibly. ???
- ◆ Privacy: Understanding and protecting personal data when using AI tools.
- ◆ Setting boundaries: Defining when and how AI should be used during learning activities.


→ Refining and Implementing Guidelines:

- ◆ Discuss how to refine the drafted guidelines through group discussion and consensus-building.
- ◆ Strategies for implementing and enforcing the guidelines in daily classroom activities.



Develop Clear Guidelines... **TOGETHER**

How can you develop a sense of
norms and expectations within
your classroom





Developing AI Guidelines... Together



What is your “Why?”

Having a clear sense of purpose will help t make decisions about use easier!

Begin with a discussion on the purpose and goals of AI use in the classroom.

Define the Purpose

Develop a clear purpose and objectives for the AI policy or guidelines, emphasizing its alignment with the school's existing mission and values.



A well-defined purpose ensures the policy remains focused while supporting the school's current priorities and initiatives.



Develop Clear Guidelines for Acceptable Use

Define specific, clear guidelines for what constitutes acceptable and prohibited AI use for students, teachers, and staff. Provide examples to illustrate these guidelines.



Clear boundaries reduce ambiguity and help ensure responsible use of AI tools



Define the Purpose & Goals

Sample Action to Take

Draft a purpose statement outlining the ethical and educational principles that will guide AI use in the school.

Potential Challenge

Balancing innovation with caution and achieving consensus on what priorities to emphasize.



Identify key areas where AI will be used and the potential impacts.

- (e.g., homework help, content creation, research assistance)
- What scenarios have you seen?
- What Scenarios do you fear?
- Don't only focus on cheating or threats. Consider the upside for differentiation, Language skills, accessibility.

AI Student-Use Policies (Restrictive)

We expect that all work students submit for this course will be their own. In instances when collaborative work is assigned, we expect for the assignment to list all team members who participated. We specifically forbid the use of ChatGPT or any other generative artificial intelligence (AI) tools at all stages of the work process, including preliminary ones. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes... could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Source: <https://oue.fas.harvard.edu/ai-guidance>

To best support your own learning, you should complete all graded assignments in this course yourself, without any use of generative artificial intelligence (AI). Please refrain from using AI tools to generate any content (text, video, audio, images, code, etc.) for an assignment or classroom exercise. Passing off any AI generated content as your own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of [our] [academic integrity policy](#). If you have any questions about using generative AI in this course please email or talk to me.

Source:

<https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html>

AI Student-Use Policies (Encouraging)

This course encourages students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for all assignments and assessments. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes... could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Source: <https://oue.fas.harvard.edu/ai-guidance>

Here are some specific expectations for your use of AI generation tools in this course:

- You can include AI generated content verbatim into a writing assignment with quotations and a citation.
- You can paraphrase AI generated content with a citation.
- You can include non-text AI generated content (images, video, code, etc.) with an appropriate citation, when expressly permitted in the assignment prompt.
- You will conduct your own research and generate bibliographies yourself for topics that you have researched.
- You will not use or present generative AI content that you pass off as your own work.

Source:

<https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html>

How to Approach Ai Writing Tools - Examples

1. Share with students your personal stance on AI writing tools in the classroom.
2. Develop and include an AI usage policy in your syllabus or class rules.

| Prohibited | Limited | Open |
|--|---|--|
| <p>The use of AI writing tools (including, but not limited to, ChatGPT, Gemini, or Sudowrite) is NOT permitted in this course. Students who use these tools for class assignments undermine the goals and learning objectives for this course, reducing the effectiveness of instruction. The instructor may submit student writing to an AI writing detector (e.g., GPTZero) at any point throughout the term. Any confirmed use of AI writing tools will be treated as cheating.</p> | <p>The recent advances in AI technology are already transforming the ways humans communicate. In order to prepare students for an AI-infused world, the use of AI writing tools in this class is permitted in some ways. Students are encouraged to use AI writing tools (such as ChatGPT, Gemini, or Sudowrite) to generate ideas for their writing and course work in this class, however it is expected that all AI-generated content be reviewed, edited, and verified for accuracy before submission. Please note that you need to cite the specific AI writing tool as a source if you present any significant amount (i.e., more than one sentence) of minimally edited AI-generated text as your own. Please review the APA or MLA guidelines for citing generative AI writing tools.</p> | <p>The recent advances in AI technology are already transforming the ways humans communicate. In order to prepare students for AI-assisted work, the use of AI writing tools is permitted in this course with no restrictions.</p> |

Academic Integrity



Academic Integrity

What constitutes cheating?

Ex. Live tutor help, parent help,, google search, AI tools...

Know the answer to this in your own classroom context.

What Are Universities Thinking About AI?

6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.

Hybrid Human-AI Writing Will Become Normal

Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

Language Barriers Disappear

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.

Humans can Relinquish Control, but not Responsibility

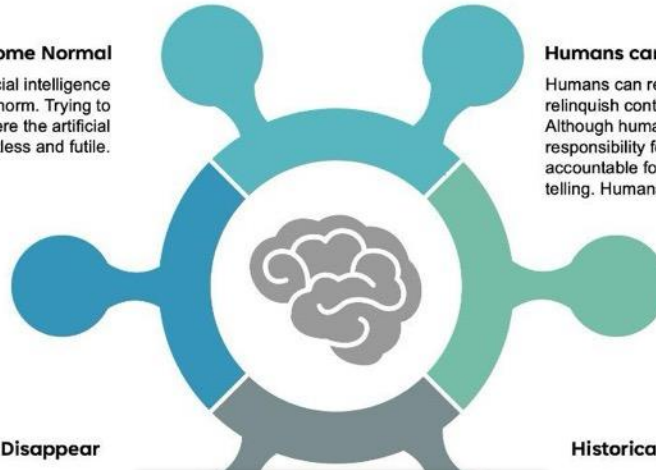
Humans can retain control over what they write, but they can also relinquish control to artificial intelligence tools if they choose. Although humans can relinquish control, they do not relinquish responsibility for what is written. Humans can – and must – remain accountable for fact-checking, verification procedures, and truth-telling. Humans are also responsible for how AI-tools are developed.

Attribution Remains Important

It always has been, and always will be, appropriate and desirable to appreciate, admire, and respect our teachers, mentors, and guides. Humans learn in community with one another, even when they are learning alone. Citing, referencing, and attribution remain important skills.

Historical Definitions of Plagiarism No Longer Apply

Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be *transcended*. Policy definitions can – and must – adapt.



24 February, 2023

Policies for Success - Citation

Citations, [MLA](#), [APA](#), [Chicago Style](#)

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ChatGPT & Other AI Generative Tools

The APA Style team is currently working official guidelines on how to cite, quote, and use ChatGPT and other generative AI tools. Listed here is interim guidance and some examples as of **February 2023**. Definitive and detailed guidelines on this topic will be posted here when available.

References direct readers to the specific sources that a writer used. If the text that ChatGPT generates in any particular chat can be saved, is shareable, or is otherwise retrievable, the reference format in [Section 10.10 \(Software\)](#) can be used, with the company ("OpenAI") as author, not "ChatGPT." If the chat has no title, a description in square brackets (that ideally includes information on what prompts were used) would be created.

Example:

OpenAI. (2023, January 17). [ChatGPT response to a prompt about three prominent themes in Emily Dickinson's poetry]. <https://chat.openai.com/...>

If the text that ChatGPT generates is *not* retrievable or sharable, then it falls into the "personal communication" category, where you cite with an in-text only citation.

Example:

"(OpenAI, personal communication, January 16, 2023)."

This technology is new and we are all learning about generative AI resources and how to ethically use them. Consider making the ChatGPT conversation retrievable by including the text as an **appendix** or as online supplemental material. If you do so, then readers may be referred to the appendix or the online supplemental material (where the ChatGPT response may be contextualized) when the ChatGPT conversation is cited. It would be good practice to describe, in the narrative or a note, the prompt that generated the specific ChatGPT response. This too will help inform the understanding of the technology and its outputs.

Last Updated: Feb 16, 2023 11:48 AM | URL: <https://guides.library.utoronto.ca/APA7> | [Print Page](#)

Subjects: [Citing & Referencing](#), [Multidisciplinary](#) | Tags: [APA](#), [citation](#), [references](#)

ASK THE MLA

How do I cite generative AI in MLA style?

The MLA's method for citing sources uses a [template of core elements](#)—standardized criteria that writers can use to evaluate sources and create works-cited-list entries based on that evaluation. That new technologies like ChatGPT emerge is a key reason why the MLA has adopted this approach to citation—to give writers flexibility to apply the style when they encounter new types of sources. In what follows, we offer recommendations for citing generative AI, defined as a tool that "can analyze or summarize content from a huge set of information, including web pages, books and other writing available on the internet, and use that data to create original new content" (Weed).

You should

- cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
- acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
- take care to vet the secondary sources it cites (see example 5 below for more details)

See below for specific examples. And keep in mind: the MLA template of core elements is meant to provide flexibility in citation. So if you find a rationale to modify these recommendations in your own citations, we encourage you to do so. We've opened this post up for commenting, so let us know what you think and how you're using and citing generative AI tools!

Additional AI Ethics Resources

- [The Ethical Framework for AI in Education](#)
(The Institute for Ethical AI in Education)
- [Artificial Intelligence and Equality Initiative](#) (Carnegie Council)
- [An Ethics of Artificial Intelligence Curriculum for Middle School Students](#)
(MIT Media Lab)

