Plagiarism Scan Report

0% Plagiarized	100% Unique	Characters: **4107**	Words: **601**
		Sentences: **33**	Speak Time: 5 Min

Excluded URL	None

Content Checked for Plagiarism

Scope of the Project 1. Scope of the User(s): I. Students · Students in higher education, particularly those engaged in research-intensive coursework. · The primary users will interact with generative AI tools to improve their research and writing skills. · Students will complete various writing tasks and surveys during the study to provide data for evaluation. II. Educators · Faculty members and instructors involved in teaching research-intensive courses. 5 · Educators may use the findings to understand how generative AI can be integrated into teaching practices to support students. III. Institutions · Academic institutions are interested in incorporating generative AI tools into their curriculum for research and writing development. · Institutions may use insights from the study to create policies and training programs for responsible AI use. 2. Scope of the System: i. Research Techniques Module: · Students will use generative AI tools to: o Identify credible and relevant sources for their assignments. o Organize research findings into coherent structures for academic writing. · Tools will assist in brainstorming ideas and refining research questions. ii. Citation Practices Module: · AI tools will assist students in: o Generating accurate citations and references in standard formats (APA, MLA, Chicago, etc.). o Ensuring proper citation to adhere to academic integrity standards. o Identifying and correcting citation errors to avoid plagiarism. iii. Writing Proficiency Module: · AI tools will support students in: o Improving grammar, sentence structure, and overall writing clarity. o Enhancing the coherence and logical flow of written assignments. o Providing proofreading and editing suggestions for better writing quality. 3. Focus Areas: i. Writing Productivity and Quality: · Measuring improvements in writing speed and quality when using generative AI tools. · Comparing the performance of students across different conditions (no AI, full AI, and AI   assisted). ii. Student Perceptions: · Collecting feedback on students' experiences and perceptions of generative AI as a writing assistant. · Understanding how students view the role of AI in their academic writing process. 6 iii. Variations Based on Background: · Analyzing how students' technical expertise and language proficiency impact their experience with AI tools. · Identifying challenges faced by students from diverse academic and cultural backgrounds. 4. Limitations: i. Focus on Available Tools: The research will focus on generative AI tools accessible at the time of the study, such as ChatGPT, Grammarly, and similar platforms. It will not evaluate tools that are under development or unavailable for public use. ii. Exclusion of Non-

Academic Applications: The study will exclusively address academic writing contexts, excluding non-academic applications such as creative writing or business communication. iii. Potential Misuse of AI: While the study emphasizes responsible AI use, it will not delve into the misuse of AI technologies, such as unethical practices or academic misconduct. 5. Ethical Considerations: i. Responsible Use of AI: • Promoting the use of AI as a supplementary tool to enhance, not replace, the critical thinking and creativity of students. • Encouraging students to engage with AI tools responsibly and critically, recognizing their limitations and biases. ii. Adherence to Academic Integrity: • Ensuring that the use of generative AI aligns with institutional policies on plagiarism and the standard of academic integrity. • In so doing, the students should be taught to understand the ethical implications involved in over-reliance on AI tools, focusing on originality in students' work. iii. Privacy and Security: The students' privacy should be given due respect, and whatever data is collected during research should be anonymized—properly secured and saved. iv. Inclusivity: The varying levels of access to AI tools among different students, especially those underprivileged or from areas without great infrastructure, should be taken into consideration.

Sources