

Welcome to the AI Fight Hub

**For Wellesley People
By Wellesley People**

Mission Statement

From our personal experience...

We began hearing numerous conversations about policing on campus and started discussing among ourselves the issue of false AI accusations. Initially, we encountered responses in our daily lives related to specific demographics, which led us to question whether these perceptions accurately reflected what was happening on campus. Originally, we were exploring how AI might be used to police students. However, after engaging with perspectives beyond our own echo chambers, we realised that AI can also serve as a valuable resource in supporting students' academics. Consequently, we sought to gather input from the entire student body to examine their experiences of being both policed by AI and empowered by AI tools in their academic pursuits.

Scroll Down to learn more about our survey and data collection process!

Influential Literature

"Black Students Are More Likely to Be Falsely Accused of Using AI to Cheat" - Education Week

The AI Fight Hub Survey

Our approach

We surveyed the student body for stories of false AI accusations. 12 students filled it out with their experiences. 34 other students generally shared their opinions on AI policies. We interviewed 7 professors across various departments and 1 administrator one on one. We also interviewed 9 students. Amongst all the students interviewed, 4 were falsely accused, 2 were writing tutors and 1 was the chief justice.

What is our survey?

Our survey is framed as a report on false AI accusations, reflecting the primary issue we aim to investigate. The objective is to assess the prevalence and scope of false AI accusations on campus.

All questions in the survey are optional, and participants have the choice to disclose demographic information (e.g., race, year, department) at their discretion. Additionally, students are encouraged to share their personal experiences in their own words, providing a platform for detailed and authentic narratives.

To foster deeper engagement, we offer participants the option to speak with us in person. Notably, the community responses highlight the significance of this issue: all falsely accused students provided detailed accounts of their experiences, with many sharing their contact information and expressing willingness to discuss their cases further in person.

The survey has been distributed both physically across campus and through various online platforms, including Sidechat, Instagram, community email chains, and more. The robust community response underscores that this is a pressing issue capturing the attention of a significant portion of the student body.

Paraphrased from interviews and surveys

"I lost the motivation to work for the class and ended up dropping out and not finishing a specific institutional requirement."

to prove myself."

"Because I was preparing for the honor code council hearing, I did not have time to continue my work for other classes."

world make professors outside materials because it became paradigm of signing and two work and "The accession made me

We want 🙌 YOU 🙌 to think About

What does an honest conversation between professors and students around using Gen-AI tools look like?

How can we build trust as new technologies reshape the way we interact with each other?

checker than we can learn
such as Wikipedia or the spell
navigated older technologies
learn from how we've
What are lessons that we can

Wellness? Why are we here?
classroom environment
What is the purpose of the

EMPATHY

ChatGPT is AI, but AI is not ChatGPT. Our group had many thorough discussions about what exactly the result of our project would be. What was the one solution? But as many can guess there is not just one solution. This resource hub is for students and professors to start facilitating learning about AI. This is just the beginning. We realized that the goal for the results of this project truly lies in conveying to the Wellesley Community what we uncovered. In efforts to destigmatize conversation surrounding AI and specically generative AI, we want our Hub to be used as a starting point.

Students on our campus are being falsely accused, students want to know how this can potentially be used, professors want to know how students are potentially using it, students are scared, and professors are curious but nervous. So how do we bridge this gap? By learning and knowledge sharing. Isn't this what we all came to Wellesley to do, to learn? So how is it productive if we're policing students (in some cases) as opposed to engaging with them and having meaningful discussions? We want to continue to build trust and have empathy within the Wellesley community. Between students and professors, between faculty and students, between students and students, between professors and professors.

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