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A Project Proposal
on
“AI and Academic Dishonesty: Unethical Use of AI in Academics”

[Code No: COMP 343]

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Chapter 1: Introduction

1.1 Background

Artificial Intelligence (AI) has the potential to enhance academic performance, support research projects, and simplify administrative duties. But in addition to these advantages, the widespread usage of AI in educational contexts led to its misuse. Misuse of AI tools can result in plagiarism or cheating on online quizzes and exams and could be misused to facilitate academic dishonesty which violates the institution's code of conduct. For example, students might use AI-powered writing tools to generate essays or reports without proper attribution and present the work as their own or write assignments, undermining the principles of academic integrity. If AI tools are used excessively in education, it could lead to a passive learning style that emphasizes automatic answers or rote memorization, undermining fundamental educational values and unfair academic advancement. This violates the mission and objective of academic institutions like Kathmandu University whose one of the objectives is to **“produce self-motivated, qualified, confident, and creative graduates of high quality with an entrepreneurial attitude”**. This could deter students from actively participating in the course material, doing a critical analysis of the material, and improving their problem-solving techniques which can be a great risk for the production of skilled manpower in the country.

One more paragraph

1.2 Objectives

1. To explore existing ethical guidelines and frameworks related to the use of AI in academic settings, highlighting principles of integrity, honesty, and fairness.
2. To investigate ethical dilemmas posed by the misuse of AI tools in academics, considering issues such as plagiarism, unauthorized assistance, and deception.
3. To explore the ethical duties of everyone involved - students, teachers, AI developers, and schools in promoting the ethical use of AI.
4. To interview AI experts and academic instructors and present their recommended ethical guidelines and best practices for the responsible development, deployment, and use of AI tools in academic contexts, emphasizing transparency and accountability.

1.3 Research Questions

These are questionnaires but not research questions.

For AI experts

- What are the most concerning ways in which AI technology is being misused by students in academic settings today? Why is it so?
- What advancements in AI pose the greatest ethical challenges for maintaining academic integrity, and how can these challenges be addressed?
- Considering the rapid pace of AI development, how can academia and industry collaborate to anticipate and address emerging ethical challenges in AI-related academic dishonesty?
- How can AI developers ensure that their technologies are used ethically in educational contexts, considering the potential for misuse by students?

For Instructors

- Are there any existing ethical guidelines regarding the use of AI tools for academic purposes?
- What are your experiences or observations regarding the impact of AI on academic integrity in your courses or institution?
- From your experience, how do students perceive the ethical implications of using AI in their academic work?
- How can educators promote ethical awareness and responsible use of AI among students?

For Students

- Are you aware of the ethical implications of using AI tools to assist with academic tasks like writing papers or completing assignments?
- What responsibilities do students have in ensuring the ethical use of AI technologies in their academic work?

- Have you encountered situations where you or your peers have been tempted to use AI technologies in ways that might compromise academic integrity (e.g. using AI generated answers in assignments and online quizzes)? How did you or they navigate these ethical dilemmas?

1.4 Motivation and Significance

The use of AI tools to help and pass the assignments by the students hinders their learning and affects their critical thinking. AI tools such as ChatGPT, and Gemini can be used for brainstorming and during the initial phases of the research projects but the usage of these tools to complete the assignment and cheat during quizzes are strictly unethical and has long-lasting implications which can make the students dependent on the tools which can make their learning not useful at all.

The significance of the research on this topic can guide the balanced integration of AI tools in education. By identifying both the benefits and drawbacks, educators can develop guidelines for the appropriate use of AI, ensuring that it enhances rather than detracts from the learning experience. Insights from this research can inform curriculum design, helping educators incorporate AI in ways that complement traditional learning methods. This can create a more engaging and effective educational experience that prepares students for a technology-driven world.

Chapter 2: Literature Review

AI tools can make learning more personalized and automate administrative tasks, which benefits education a lot (Holmes et al., 2019). However, these tools can also be used in the wrong way, like for plagiarism and cheating, which harms academic honesty (Huang et al., 2020). Misuse can be direct, such as creating essays or assignments, or indirect, like rephrasing content to avoid plagiarism detection (Ison, 2020). This kind of misuse affects the genuineness of student work and the learning process (Adelani et al., 2019). The main ethical issues are fairness in assessments and the truthfulness of student learning outcomes. Current plagiarism detection tools often can't recognize AI-generated content, making it hard to maintain academic integrity (Bailey & Bailey, 2022). To fight against AI-driven dishonesty, better plagiarism detection tools with advanced algorithms are needed. For instance, the GLTR tool uses statistical analysis to detect AI-written text (Gehrmann et al., 2019). These tools need to keep improving to keep up with AI advancements. Educational institutions should create clear guidelines on the ethical use of AI, educate everyone involved about its implications, and promote academic honesty (Williams & Nash, 2009). Collaboration among educators, AI developers, and policymakers is key to developing thorough ethical frameworks (Amancio, 2015).

Chapter 3: Methodology

The case study will be done through interviews of different parties - AI experts, academic instructors, and students. This helps us get the perspective from all the parties regarding the issue of AI-facilitated academic dishonesty and its ethical concerns.

Participants: AI experts, institution faculty members, and students

Interview Format: Semi-structured interviews to explore in-depth experiences, motivations behind using AI unethically, and suggestions for mitigating such behavior.

Ethical Considerations

Informed Consent: All participants will be provided with detailed information about the study's purpose, procedures, and their rights. Informed consent will be obtained prior to participation.

Confidentiality(if the participant wants): Participant identities and responses will be kept confidential. Data will be anonymized to protect privacy.

Chapter 4: Project Planning and Scheduling

TASKS	June 11	June 12	June 13	June 14	June 15	Jun16
Research, Planning and Learning						
Literature Review						
Survey						
Interview						
Documentation						
Presentation						

Chapter 5: Conclusion

The use of AI in academics threatens the integrity of educational institutions and devalues academic credentials. It also raises concerns about the ethical values of students. This research aims to investigate the prevalence, forms, and impacts of AI-facilitated academic dishonesty through surveys and interviews. The study will provide insights into the motivations behind such behaviors and evaluate current policies and mitigation strategies.

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