



# **Artificial Intelligence and Students**

Mitigation and Integration Strategies

Justin Zumwalt, MS, NRP, PhD Student



- ❑ Define what is meant by “generative A.I.”
- ❑ Discover how students are using A.I.
- ❑ Explore A.I. Detectors and their effectiveness
- ❑ Discuss strategies to mitigate the use of generative A.I. in the classroom
- ❑ Discuss strategies for integrating A.I. in the classroom
- ❑ Explore Academic Dishonesty relating to student use of generative A.I. in the classroom

## **Objectives**



## Traditional A.I.

- Been around for years
  - Grammarly
  - Predictive Text
  - SPSS
- Rule-based system
  - IFTTT
- Mimic human intelligence
  - Detecting patterns
  - Analyzing statistics

## **What is Generative A.I.?**



## Generative A.I.

- Fairly new
  - ChatGPT
  - Bard
  - Others
- Large Language Models (LLM)
  - Learn from large datasets to figure out patterns and relationships with data
- Can generate new content based on data
- Natural Language Processing

Not Inherently Evil

## **What is Generative A.I.?**



- Create content



DALL·E. (2023). Openai.com.

<https://labs.openai.com/e/MkJsdJjDZKMCokxBO8Fzk9PN/c8XdN7SbsINoxSx0sjowt8XP>

- Research Assistant

scite\_

scholarcy

consensus

- Chatbots



- Grammar Check/ESL



## How Are Students Using A.I.?



- A.I. Detectors exist, not 100%  
Does not always protect against Plagiarism  
Perplexity – Predict next word  
Burstiness – Variation in length and structure

- Non-English Speakers  
\*Cornell University

- A.I. Detector Bypass



A.I.  
vs  
A.I.



## A.I. Detectors



Paraphrasing Tool AI

[ud] UNDETECTABLE.AI



GPTZero



\*Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., & Zou, J. (2023). GPT detectors are biased against non-native English writers. ArXiv.org. <https://doi.org/10.48550/arXiv.2304.02819>



- Students WILL use A.I.
- Address A.I. in your syllabi
  - “Homework is allowed to use up to x% of A.I. in the creation of content.”
  - “Parts of this paper was created with the assistance of artificial intelligence for the purpose of [insert purpose].”
- Define clear course and learning objectives
- Address ethical considerations with using A.I. in academia
- Use caution when marking off for suspected A.I.
  - OSU-Stillwater = \*24,577 (2021-2022)
  - 1% = 245.77



[Classroom Policies for AI Generative Tools](#)

## Mitigate the Use of A.I.

\*<https://www.univstats.com/colleges/oklahoma-state-university-main-campus/student-population/#~:text=There%20are%2024%2C577%20students%20including,for%20academic%20year%202021-2022>



OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].  
<https://chat.openai.com/chat>

***Parenthetical citation:*** (OpenAI, 2023)

***Narrative citation:*** OpenAI (2023)



Ayubi, E. (2023). *How to cite ChatGPT*.  
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

## APA Citation





- Recognize that A.I. is good at lying, and use that to your advantage

*Discuss the habit of A.I. providing incorrect citations for generative information, and encourage students to investigate the sources before using them in their writing.*

- Lit Review Search

*Show students how to do a manual lit review search, then use A.I. to do a generative lit review search, then compare the two.*

<https://www.chatpdf.com>

<https://www.debate-devil.com/en>

- Study guides and practice exams

*Show students how A.I. can be used to create study guides and practice questions for upcoming exams.*

## **Integrate the Use of A.I.**



- Decide what constitutes academic dishonesty in your course.
- Take into consideration the student who is suspected
- Meet with the student/s to discuss your suspicion
- Some options (all depend on severity, 1<sup>st</sup> time offense):
  - Fail (**NOT Recommended**)
  - Report to Academic Integrity Panel (**Depends**)
  - Learning Opportunity (**RECOMMENDED**)
    - Rewrite/Redo for reduced points

## **Academic Dishonesty**



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## **What We Covered**



# Thank you!



<https://www.surveymonkey.com/r/SLJKF6L>