

## Faculty Guide to Investigating and Substantiating Unauthorized Use of AI Tools

### AI Tools Expectations

Set clear expectations about the use of AI tools in your course.

- Add a statement to your syllabus or assignment instructions. Consult [Syllabus Information for Artificial Intelligence \(AI\) Tools/ChatGPT](#) for a selection of approaches you may consider for the use of AI tools.
- Require students to disclose and cite AI tools when the use of these tools is permissible. Both MLA and APA now have citation guidelines for AI tools.

### Assessment Considerations

- Apply best practices for assessment design. One way to mitigate the risks posed by AI text generators is to create assignments that exploit ChatGPT's current weaknesses and require students to surpass its capabilities.
- Include a requirement of a connection to your students' experience in your assignment instructions – AI text generating platforms demonstrate general writing which excludes the subjective experience of the author.
- Make research and attribution a stronger focus of student outcomes as AI-generated text cannot accurately add research with correct attribution of ideas and quotes.
- Minimize the impact of text generating platforms on traditional writing assignments by modifying the process and requirements of these assignments.
- Replace short answers, essays, and reflections with alternative assessments such as mind maps, oral presentations, videos, or podcasts.
- Create writing or discussion prompts that ask students to apply a reading or video to their own lives or personal contexts that reflect current events.
- Use a [flipped classroom approach](#), and/or assign group work to be completed in class, with each member contributing.
- Ask students to use ChatGPT to generate material, and then ask them to critique its response.
- Emphasize that students are responsible for the accuracy of their claims.

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There are some signs that can indicate whether the text is AI-generated. Check out the [Faculty Guide to Detecting Artificial Intelligence \(AI\) Generated Text](#) for details.

### Turnitin's AI Detection Tool

Sheridan has enabled the Turnitin's AI writing detection feature starting in the Fall 2023 semester. Now in SLATE, when you view a Turnitin Report, you will see another score at the bottom in blue that will show the AI score. *Keep in mind this percentage may not indicate academic misconduct, and a review of the paper is required.* Turnitin's AI writing detection capability is designed to help educators identify text that might be prepared by a generative AI tool. Turnitin's AI writing detection model may not always be accurate (it may misidentify both human and AI-generated text), so it should not be used as the sole source of evidence to confirm a breach of academic integrity. If you obtained a high score from the

Turnitin's AI detector and you suspect academic dishonesty, conduct a discovery interview with the student and ask them questions specific to their assignment as you would do to investigate contract cheating. Take detailed notes of the student's responses as they can be used as evidence of a breach.

### Turnitin AI Writing Detection Resources

- [The AI Writing Detection Guide](#)
- [AI Writing Detection Capabilities – Frequently Asked Questions](#)
- [Academic Integrity in the Age of AI](#)

### Discovery Interview

- Before the meeting, check the validity of references and review their content.
- Ask the student to explain their work process for this assignment.
- Ask the student to provide a summary of a source they referenced.
- Ask the student to provide a reason for using a particular source they referenced.
- Choose high level vocabulary from the text and ask the student to define it.
- Ask the student to elaborate on the concept(s) discussed in the paper and to explain how their understanding of the topic evolved over time.
- Choose an example the student provided to illustrate a point. Ask the student to explain how or why they chose that example.
- Ask the student to talk about their conclusion and to explain how they arrived at that conclusion.
- For coding assignments: ask the student to explain what the function does and how the code works. Ask the student to elaborate on what the code makes happen.

If a student is unable to explain their work in a way that aligns with their level of writing, that would suggest the work does not reflect the student's knowledge or understanding and they used some kind of assistance with the assignment. If you notice a discrepancy between the quality of the work and the way a student describes their process for completing that work, that may indicate the use of an unauthorized aid.

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