

References

1. Wagner Tony, Dintersmiht Ted. (2015) Most likely to succeed. Preparing our kids for the innovation era (Scribner, New York, London, Toronto, Sydney).
2. PLATA, Sterling; DE GUZMAN, Maria Ana; QUESADA, Arthea. (2023) Emerging Research and Policy Themes on Academic Integrity in the Age of Chat GPT and Generative AI. *Asian Journal of University Education*, [S. l], v. 19, n. 4, p. 743–758, doi: <https://doi.org/10.24191/ajue.v19i4.24697>
3. Google scholar. Material from Wikipedia – the free encyclopedia. // https://uk.wikipedia.org/wiki/Google_Scholar
4. Kumar, V., Verma, A. & Aggarwal, S.P. Reviewing Academic Integrity: Assessing the Influence of Corrective Measures on Adverse Attitudes and Plagiaristic Behavior. *J Acad Ethics* 21, 497–518 (2023). <https://doi.org/10.1007/s10805-022-09467-z>

Key words: plagiarism, qualification paper, information, analytical thinking.

DOI <https://doi.org/10.30525/978-9934-26-397-2-26>

ON AI WRITING DETECTION TOOLS AND INSTRUCTORS AS DETECTORS

Anastasia Logothesi

Deree College of The American College of Greece
logothesi@acg.edu

In the midst of the massive disruption that Generative AI tools have caused in all areas of human activity in the past year, a particular concern that has emerged in higher education relates to the increased potential for students to outsource coursework to AI. Such a breach of Academic Integrity is difficult to detect and

substantiate while an increase in such forms of cheating threatens to devalue the integrity of academic awards in general and compromise institutional validity. Therefore, when detectors of AI-writing were promoted as a solution in early 2023, the use of AI to detect AI seemed to make sense. Several months and a few studies later (see Weber-Wulff), evidence suggests that AI writing detectors are unreliable (see Webb), biased (see Liang), and may lead to false accusations (see Crockett). This has led several institutions to disable detectors (e.g., Vanderbilt) and recommend against their use (e.g., Yale) although Turnitin continues to insist on the validity of their detector.

This presentation will offer an overview of key findings related to the unreliability of AI detectors and consider other ways in which AI writing may be discouraged as well as detected. Even as the use of AI tools expands in the professional world, in the academic classroom the instructor remains the only reliable detector of the authenticity of student writing. Suggestions will be offered for increased opportunities for in-class writing activities with an emphasis on student engagement and for alternative assessment methods which may guard more effectively against integrity violations.

References

1. Coley, Michael. Guidance on AI Detection. Vanderbilt U. URL: <https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/>
2. Crockett, Robin. Testing the AI detectors 2. Northampton U. URL: <https://blogs.northampton.ac.uk/learntech/wp-content/uploads/sites/7/2023/11/False-negatives-post.pdf>
3. Liang, Weixin, et al. GPT detectors are biased against non-native English writers. *Patterns*, 4.7 (July 2023). DOI: <https://doi.org/10.1016/j.patter.2023.100779>
4. Webb, Michael. AI Detection: Latest Recommendations. National Centre for AI. URL:

<https://nationalcentreforai.jiscinvolve.org/wp/2023/09/18/ai-detection-latest-recommendations/>

5. Weber-Wulff, Debora, et al. Testing of Detection Tools for AI-Generated Text. <https://doi.org/10.48550/arXiv.2306.15666>

6. Yale Poorvu Center for Teaching and Learning. AI Guidance. URL: <https://poorvucenter.yale.edu/AIguidance>

Key words: Academic Integrity, AI-writing detectors.

DOI <https://doi.org/10.30525/978-9934-26-397-2-27>

OBSERVANCE OF ACADEMIC INTEGRITY BY CADETS OF INSTITUTIONS OF HIGHER EDUCATION WHEN USING ARTIFICIAL INTELLIGENCE TOOLS

Kateryna Maravska

Kharkiv National University of Internal Affairs

catherinem1983@gmail.com

Introduction. In today's conditions, the problem of spreading the practice of using artificial intelligence tools by cadets of institutions of higher education with specific study conditions in the educational process, scientific, and creative activities is acute. In particular, cadets of institutions of higher education most often turn to the means of artificial intelligence when writing creative works, where, along with quoting famous authors, there is a need to express one's thoughts. This is where artificial intelligence comes to their aid.

Methods. To solve the specified problem, theoretical research methods were used: analysis, comparison, systematization, and generalization of theoretical and statistical research data presented in domestic and foreign scientific literature.

Presentation of the material. Adherence to the principles of academic integrity in the educational environment of an institution