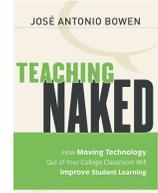
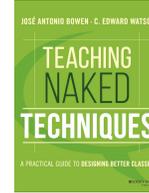
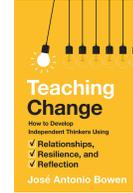
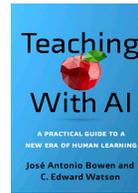


# AI Policies and Grading

José Antonio Bowen



What faculty call cheating, business calls progress.

Top reasons students cheat?

McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2012). *Cheating in college: Why students do it and what educators can do about it*. Johns Hopkins University Press.

Newton, P. M., & Essex, K. (2023). How common is cheating in online exams and did it increase during the COVID-19 pandemic? A systematic review. *Journal of Academic Ethics*.

<https://doi.org/10.1007/s10805-023-09485-5>

## Why Policy?

1. More students will use AI if they have motive, means, and opportunity.
2. AI detection is hardly foolproof.
3. Even a small number of false positives can be harmful.
4. Students don't think about the goals of college the way faculty do.
5. Integrity extends beyond academia but needs to be explicit.
6. Students don't know high quality, unless you teach them this independently.

Students are twice as likely (47% of students vs. 22% of faculty) to say using AI has a positive impact on learning.

Shaw, C., Yuan, L., Brennan, D., Martin, S., Janson, N., Fox, K., & Bryant, G. (2023, October 23). Tyton Partners. [tytonpartners.com/time-for-class-2023/GenAI-Update](https://tytonpartners.com/time-for-class-2023/GenAI-Update)

## Start with Why

Sell the cookie, not the recipe.

A policy is an opportunity to make your case for the need for effort in learning.

Co-creating a policy with the students in your course.

### BUILDING A CULTURE OF SHARED VALUES

SOLO:

1. Create a list of values—**one per post-it note**.



GROUP:

2. Share and sort the values into related groups.
3. Identify the 2-3 most important buckets.

**Do these values matter BEYOND the classroom?**

### LIVING OUR VALUES Co-Creation of Policy

Values	Behaviors	Policy
INTEGRITY	GIVE credit where it is due	Citations
	ADMIT mistakes	Understand Goals
	ASK for feedback	Clarify Practice

### CONNECTING VALUES TO BEHAVIORS

Value	Behaviors
INTEGRITY	GIVE credit where it is due
	ADMIT mistakes
	ASK for feedback
RESPECT	ASK deeper questions and LISTEN
	SHOW UP on time
	ACTIVE listening
	Treat others as THEY want to be treated



## AI Policies

1. When is AI use permitted or forbidden? Why? Is brainstorming with AI cheating? How might AI enhance or inhibit learning in this class?
2. If AI is allowed, must students share their AI prompts with you as part of assignment submission?
3. How should AI use be credited?
4. A warning about the limits of AI.
5. Transparency regarding your planned usage of AI detection tools and how that information will be used.
6. Clear statement about students' ultimate accountability for work.

### Sample 1

- One of the course goals is to help you learn to write and communicate effectively: that will require practice.
- While you will be expected to use AI at work to increase the speed at which you can produce, you still need to be able to create, edit and recognize high quality writing yourself. If AI can do the work without you, you will not have employable skills.
- To that end, the assistance of AI is prohibited in the first half of the course. In the second half of the course you may be allowed to use AI under specific circumstances as we transition to learning to write with AI.
- You will still be responsible for the final product and for any limitations or potential biases from LLMs. I reserve the right to modify this policy as necessary.

### Sample 2

- Teamwork and its acknowledgment are highly valued in most careers, while taking credit for the work of others is equally loathed. Justice and your personal reputation only grow when you share credit. Integrity begins by disclosing what help, tools, techniques, and technology you used: films, books, articles, and company reports all include acknowledgments of how the work was created.
- New technology is asking new questions about what should be disclosed. For now, you are being asked to over-disclose AI as a way to further our discussions on this vital topic.
- To that end we will all disclose our AI use this semester.

### Disclosure Agreement

- I did all of this work on my own without assistance from friends, tools, technology, or AI.
- I did the first draft, but then asked friends/family, AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
  - Fixed spelling and grammar
  - Changed the structure or order
  - Rewrite entire sentences/paragraphs
- I got stuck on problems and called a friend, went to the help center, used Chegg or other solution provider.
- I used AI/friends/tutor to help me generate ideas. Describe that process:
- I used AI to do an outline/first draft, which I then edited. Describe the nature of your contribution.

### Sample 3

I expect you to use AI in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill and I provide on how to use them.

1. If you provide minimum-effort prompts, you will get low-quality results.
2. AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results.
3. Don't trust anything it says. If it gives you a number or fact, assume it is wrong.
4. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

More examples at Lance Eaton's Google Doc:



### Discussion Items

- How/Why do you use Chegg/Grammarly?
- Does integrity matter in the workplace?
- Does IP matter?
- What does NOT need to be disclosed?
- Bias and hallucinations
- Using AI ethically and responsibly.
- How to use AI as a tool to learn.

## AI is Changing AVERAGE: Is AI the new C Grade?

### AI Detection Key Points

- The accuracy of AI detectors varies considerably.
- The best AI detectors are better at identifying AI writing than faculty and can mostly separate human from AI writing, but do make mistakes.\*
- *AI detectors do not accuse students of cheating.* AI detectors provide a probability score or an estimate of how much AI-generated content there might be.
- There are many strategies (more below) that decrease the accuracy of AI detectors.

\* Weber-Wulff, D., Anohina-Naumeca, A., Bjelobaba, S., Foltýnek, T., Guerrero-Dib, J., Popoola, O., Šigut, P., & Waddington, L. (2023). *Testing of detection tools for AI-generated text*. arXivLabs. <https://doi.org/10.48550/arXiv.2306.15666>

Perkins, M., Roe, J., Postma, D., McGaughran, J., & Hickerson, D. (2023). Detection of GPT-4 generated text in higher education: Combining academic judgement and software to identify generative AI tool misuse. *Journal of Academic Ethics*. <https://doi.org/10.1007/s10805-023-09492-6>

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"StealthGPT's advanced 'humanizer' technology and AI bypasser mechanism enabled it to produce content with a 0% detection rate on Turnitin"



"By harnessing the power of AI, individuals should be free to produce quality content and claim ownership of their results without discrimination. AI detectors, however, hinder this progress by discouraging users from embracing these advancements.

### Students are Confused

Can we articulate what our graduates will do that AI cannot?

Do your students know where to aim?



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	<b>Absent (0%)</b>	<b>AI-Level (50%) = F</b>	<b>Good (80%) = B</b>	<b>Great (100%) = A</b>
<b>Thesis, Ideas Analysis (20%)</b>	There is no thesis or focus.	The essay is focused around a single thesis or idea	The thesis is interesting and includes at least one original perspective.	The thesis is original and there are compelling ideas throughout.
<b>Evidence (30%)</b>	Almost no detailed evidence to support thesis.	Some evidence may be missing, unrelated or vague.	Supporting evidence for all claims, but it is not as strong or complete .	A variety of strong, concrete and appropriate evidence with support for every claim.
<b>Organization (20%)</b>	There is little or no organization.	There is a clear introduction, body and conclusion, but some paragraphs need to be focused and/or moved.	Each part of the paper is engaging with better transitions, but more/fewer paragraphs and/or a stronger conclusion are needed.	Each paragraph is focused and in the proper order. Great transitions and the right amount of details for each point. Introduction and conclusion are complementary.
<b>Language Maturity (10%)</b>	Frequent and serious grammatical mistakes make meaning unclear.	Writing is clear but sentence structures are simple or repetitive.	The language is clear with complex sentence and varied structure, but could be clearer and more compelling.	Creative word choice and sentence structure enhance the meaning and focus of the paper.
<b>Style Voice (10%)</b>	No sense of either the writer or audience.	Writing is general with little sense of the writer's voice or passion.	The essay addresses the audience appropriately and is engaging with a strong sense of voice	There is a keen sense of the author's voice and the writing conveys passion.
<b>Citations (10%)</b>	Material without citations	Good citations but not enough of them	All evidence is cited and formatted correctly and mostly from the best source.	All evidence is cited correctly and always from the best sources.

**Can we raise the bar?  
 Can we articulate what our graduates will do that AI cannot?  
 Can we define this in a rubric? AI-Proof Rubrics?**

	<b>Absent</b>	<b>AI-Level = F</b>	<b>Better = B</b>	<b>Best = A</b>
<b>Category 1(%)</b>		Ask an AI??		
<b>2 (%)</b>				
<b>3 (%)</b>				
<b>4 (%)</b>				

**Ask an AI for Help**

- Create a rubric for a X class at Y in Z.
  - Your rubric should be in table form with the first column being the list of criteria and the first row being a sequence of points (0, 40, 60, 80 and 100).
  - Write a one-sentence description of the quality of each criterion that will be rewarded with those points.
  - Also note the predicted level of quality that an AI can reach for each criterion.
- The more iteration and context (learning goals , sample student work etc.) the better

## New Writing Assignment

- Here is a paper produced by AI using the assignment prompt.
- Grade it using this new AI-leveled rubric or generate your own rubric separating AI and human quality.
- AI writing is your new competition. Write a better paper or improve this essay (and include tracked changes and comments)

## Redefining Plagiarism

Sarah Elaine Eaton

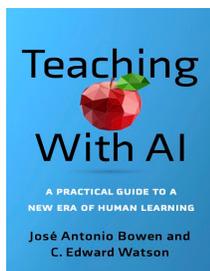
1. Hybrid human-AI writing will become normal.
2. Human creativity is enhanced.
3. Language barriers disappear.
4. Humans can relinquish control, but not responsibility.
5. Attribution remains important.
6. Historical definitions of plagiarism no longer apply.

Eaton, S. E. (2021). *Plagiarism in higher education: Tackling tough topics in academic integrity*. Bloomsbury.

Eaton, S. E. (2023, February 24). 6 tenets of postplagiarism: Writing in the age of artificial intelligence. *Learning, Teaching and Leadership*.

## AI Grading Automation

- TRY IT
- Rubric + Samples = Training
- Customized
  - Open AI GPTs or LLaMA2/HuggingFace



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