



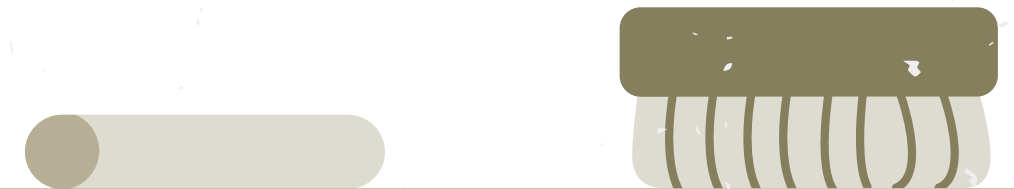
CONSIDERATIONS FOR GENERATIVE AI USE

Moving from Detection to Guidance

Presented by Hannah Lee Otto and Kristlyn Thomas

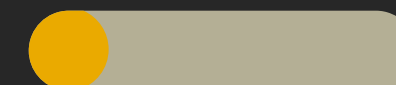
Agenda

- I Reflective Questions
- II Considerations for AI Use
- III Incorporating AI: Designing an Assessment
- IV Think, Pair, Share: Designing an Assessment
- V Considerations for AI Detection
- VI Planning Ahead: Strategies for AI (Mis)Use
- VII Resources



Reflective Questions

- *What ways might we moderate and model AI use for our students and peers?*
- *How do we address AI in our teaching to align with our pedagogies and Loyola culture?*



Considerations for AI Use

Protecting Student Privacy

- Share privacy policies with students
- Peer consent

Career Preparation

- Authentic assessments
- Ethical use

Alignment

- Instructional goals
- Program outcomes

What can I help with?

Message ChatGPT



Summarize text



Brainstorm



Surprise me



Get advice



Code

More

By messaging ChatGPT, you agree to our [Terms](#) and have read our [Privacy Policy](#).



- Remind students of individual privacy policies attached to tools
—opt out when possible to avoid sharing personal data

Designing an Assessment

Alignment

- When is it appropriate to incorporate student use of generative AI tools?

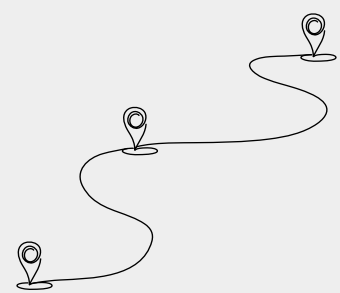
Setting Expectations

- What do students need to know to be successful?

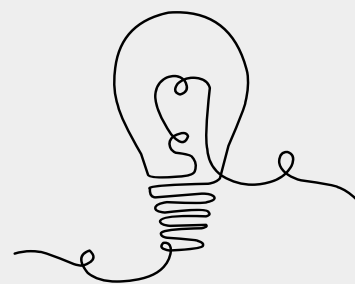
Think, Pair, Share

- Let's try it together!

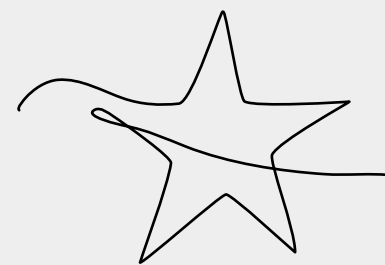
Course Design Considerations



Does the use of generative AI align with the learning outcome(s)?



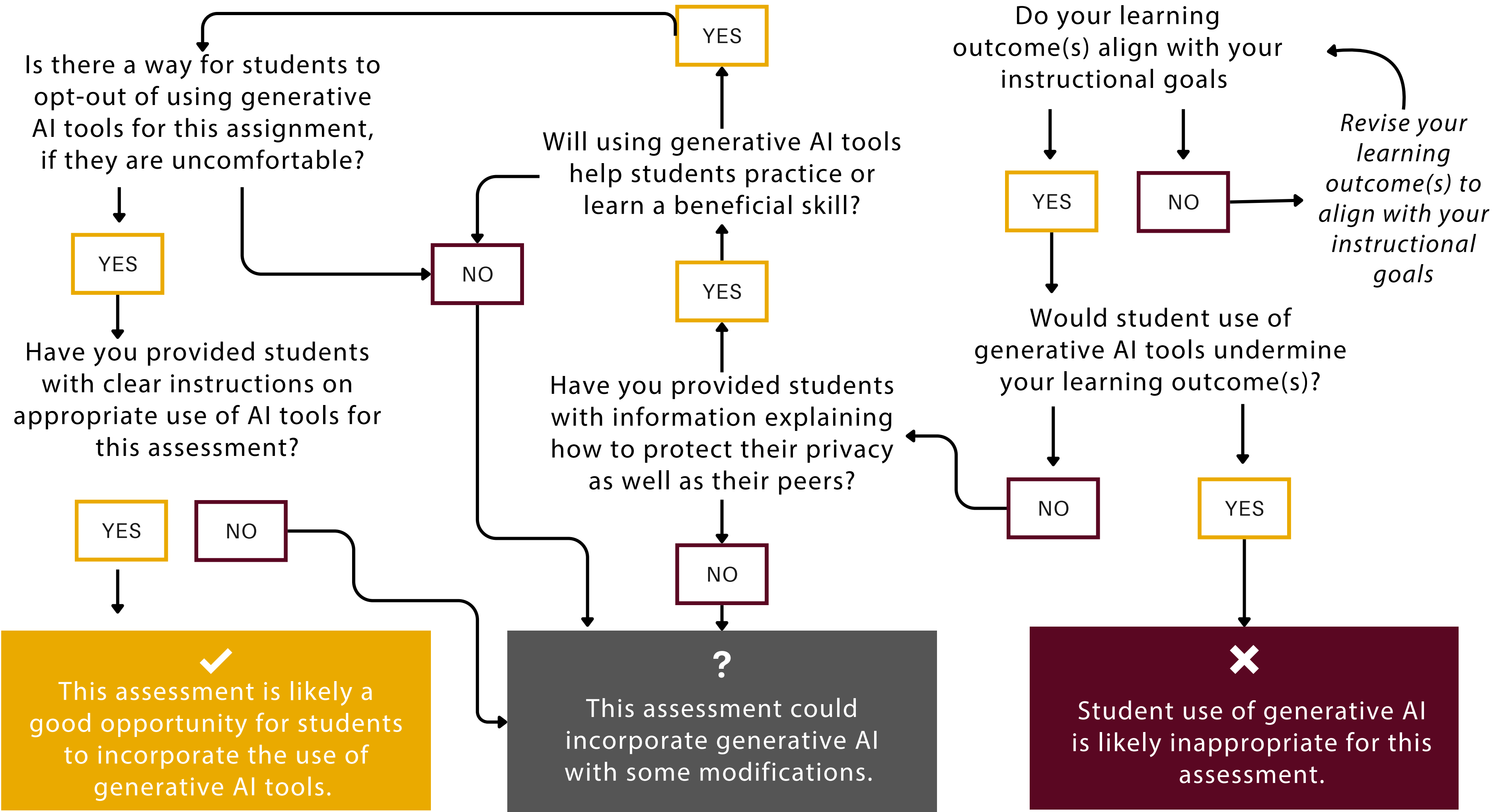
Will students learn or practice a beneficial skill by using generative AI tools?



What would constitute a misuse of AI for this assessment?



How will you promote academic integrity?



Is there a way for students to opt-out of using generative AI tools for this assignment, if they are uncomfortable?

YES

Have you provided students with clear instructions on appropriate use of AI tools for this assessment?

YES

NO

✓
This assessment is likely a good opportunity for students to incorporate the use of generative AI tools.

Will using generative AI tools help students practice or learn a beneficial skill?

YES

Have you provided students with information explaining how to protect their privacy as well as their peers?

NO

?
This assessment could incorporate generative AI with some modifications.

Do your learning outcome(s) align with your instructional goals?

YES

NO

Revise your learning outcome(s) to align with your instructional goals

Would student use of generative AI tools undermine your learning outcome(s)?

NO

YES

✗
Student use of generative AI is likely inappropriate for this assessment.

Setting Assessment & Assignment Expectations

Purpose

- What is the purpose of this assessment or assignment?
- How does the use of AI tools relate to the purpose?

AI Tool Use

- If AI tools can be used, how? Use plain language when setting expectations (Davis, 2022)

Showing Work

- How can students show their work or process?

Think

Use the document in the chat to brainstorm ideas for an assessment that incorporates student use of generative AI tools.



Pair

In breakout rooms, share your ideas. What helped you design your assessment? What challenges are you encountering?



Share

Share highlights from what your group discussed in the main room.



Considerations for AI Detection

Our Loyola Heritage for Students

- Ignatian pedagogy guiding our assessment & student learning
- Jesuit values guiding our user community

Educating Ourselves as Users

- Investing in our understanding as users of technologies, including Turnitin

Loyola Faculty on AI Detection

- Reflecting on faculty feedback from the Loyola pilot of the Turnitin AI Writing Detection Tool

Our Ignatian Pedagogy



from "What is Ignatian Pedagogy?"

Faculty Center for Ignatian Pedagogy, Loyola University Chicago

Context

- Prioritizing the learning goals for the assessment (i.e., the student)
- Identifying how the assessment (that may or may not use AI) fits into the course & the program

Multidimensional & Ongoing

- Together acknowledging complexity of AI as instructors, students, & administrators

Reflect to Revise

- Collecting student & colleague feedback, reflecting on assessment reception & effectiveness for meeting learning goals
- Teaching with technologies is a necessarily recursive process!



from the READI Framework,
Office of Institutional
Diversity, Equity, & Inclusion

Our Jesuit Values *in a technology user context*

Accessibility

- The practice of making information, activities, and/or environments sensible, meaningful, and usable for as many people as possible. Accessibility is about identifying and responding to conditions of in-access, about providing equitable opportunity, regardless of a person's abilities or circumstances.
-

Accompaniment

- At Loyola, our commitment to accompaniment requires us be in the trenches and listen to those impacted by systemic oppression so that we may solve problems of inequity at the root cause.

Our Jesuit Values *in a technology user context*

for the Turnitin AI Writing Detection Tool

Accessibility

- Accessibility is about identifying and responding to conditions of in-access, about **providing equitable opportunity, regardless of a person's abilities or circumstances.**
- *Turnitin Use: Review **every** student's submission for the same assignment, not just the ones you suspect*

Accompaniment

- At Loyola, our commitment to accompaniment requires us **be in the trenches and listen to those impacted by systemic oppression so that we may solve problems of inequity at the root cause.**
- *Turnitin Use: Any report generated should not be conclusive evidence, but rather, a way to dialogue about the learning process & its consequences*

Turnitin

AI Writing Detection Tool at Loyola

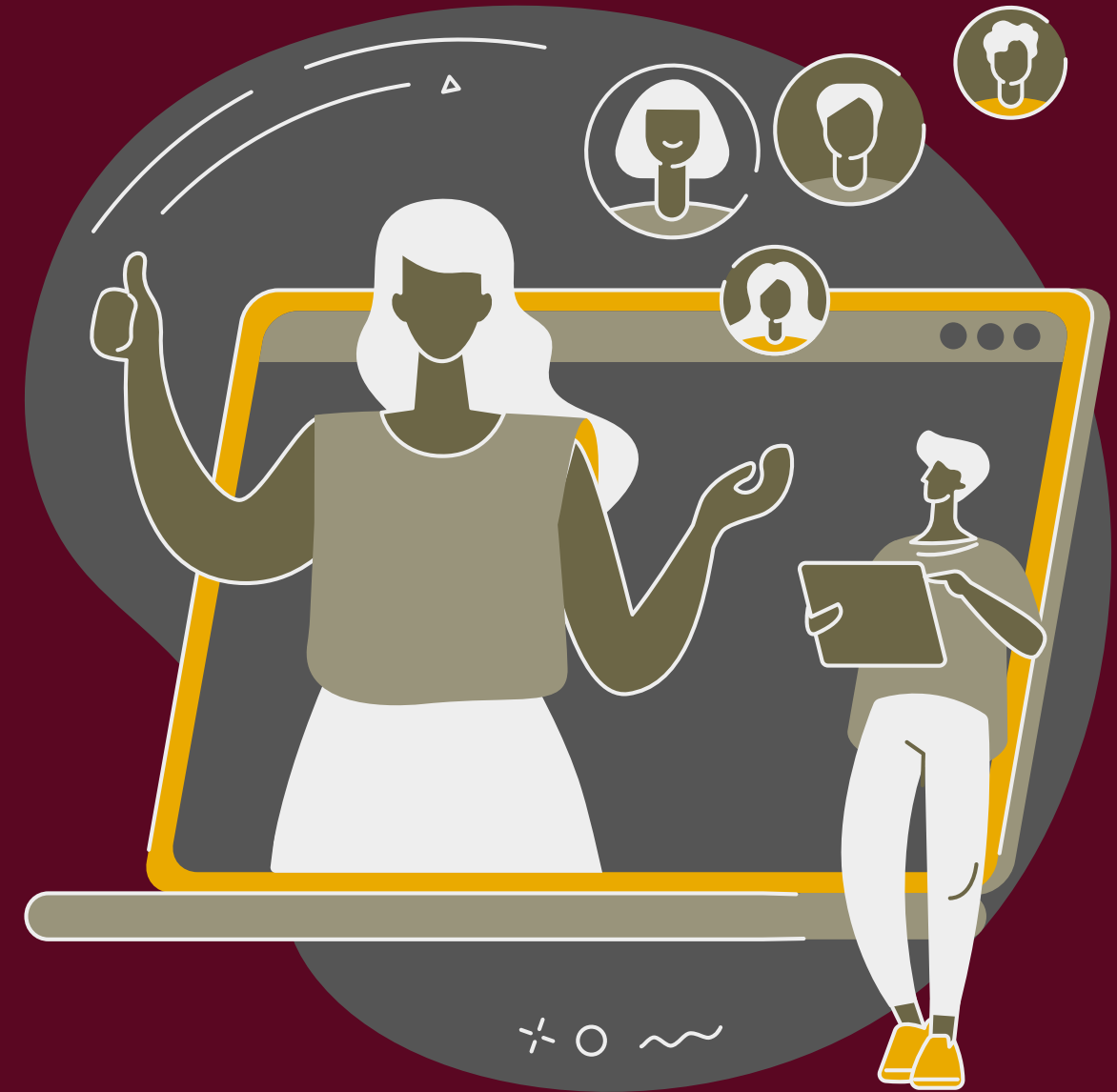
- **April 2023**—Turnitin releases AI Writing Detection Tool to current Turnitin subscribers, therefore available to all Loyola users.
- **Fall 2023**—Instructors using Turnitin are surveyed to collect feedback on the need and current use of the Turnitin AI Writing Detection (TAWD) Tool.
- **April 2024**—Instructor survey repeated to inform Loyola adoption past June 2024.
- **Fall 2024**—All active instructors invited to respond to survey regarding TAWD Tool and AI writing at Loyola.



Fall 2024 survey objectives

Collect and assess instructor feedback on Loyola's pilot of the Turnitin AI Writing Detection Tool *and* generative AI at Loyola

- Inform your decision (April 2025) to renew Turnitin AI Writing Detection Tool for subsequent academic terms.
- Take note of institutional support and/or programming that faculty may need to navigate generative AI use.



Faculty response

4283

all active F24
instructors sent survey
via FacPost

82

survey responses
collected**

1.91%

survey response rate

**additional 2 non-survey responses received via email

Identified needs in qualitative responses

Need for **faculty education** on the Turnitin AI Writing Detection Tool, as well as AI tools in general

Need for **strategies to uphold academic integrity** and/or discouraging academic dishonesty

Need for **clear institutional approach** to AI writing & faculty resources (TAs and/or accounting for additional labor)

Recurring concerns in qualitative responses

Limitations of Turnitin AI Writing Detection Tool, including false positives against nonnative English writers, students with learning dis/abilities, and students using Grammarly

Scope of AI use by students without intentional and consistent student education.

Ethical implications of AI use (or lack thereof) in coursework and/or in the interest of student learning

Concern for students

We should be teaching students how to ethically use AI instead of punishing them for using it.

We should not prevent students from using AI. Employers will expect them to be adept at AI skills. We need to learn how to emphasize skills that focus on understanding rather than memorization or easy calculation.

I do not understand how it detects. Some students have mentioned they did not use AI (and I believe them), but Turnitin has nonetheless flagged parts of their writing. Does it detect when students use AI to improve the grammar of something they have already written? That would be a problem, because I am OK with them improving the grammar, but not creating a completely new paper.

Empowerment to discuss AI use with student

I was not totally sure I could "trust" the Turnitin AI Writing Detection tool when I saw that the paper submission for one of my students was flagged with a shockingly high percentage of likely AI-generated writing. However, after I noticed a couple small peculiarities on my own, the tool helped me identify specific sections of the assignment to investigate more closely. Because of the tool, I felt empowered to discuss my concerns candidly with the student, who quickly admitted fault and explained their rationale. This conversation helped me better understand what aspects of the writing process were challenging for the student. [REDACTED]

Rethinking assessments

I have changed my final exam to encourage critical thinking, creativity, and the ability to provide evidence to support ideas.

I have not used it but it is VERY USEFUL to know that I have access to it! Here is an excerpt from an email I sent a student: "I have some concerns that the homework you're submitting in math 201 is not your own work, but is prepared using a generative AI program such as ChatGPT. This is against the course rules as outlined in our ground rules/syllabus. The reason is that the goal of this class is for you to develop your mathematics and writing skills, and you fundamentally cannot do that if someone else is doing the writing and mathematics for you. I want to let you know that going forward, I will be running your homework through a generative AI detector, and giving you a score of 0 if it comes back as AI generated (in total or in parts). If you ever want to contest this, I would ask you to come to my office in person and demonstrate your ability to solve these problems and write their solutions." Since sending this email, the student has not been submitting AI-flavored work.

Turnitin AI Writing Detection Tool limitations & caveats

Turnitin walks a fine line between reliability and reality. On the one hand, it says its AI detection tool was “verified in a controlled lab environment” and renders scores with 98% confidence. On the other hand, it appears to have a margin of error of plus or minus 15 percentage points. So a score of 50 could actually be anywhere from 35 to 65.

The tool was also trained on older versions of the language model used in ChatGPT, Bing Chat, and many other AI writers. The company warns users that the tool requires “long-form prose text” and doesn’t work with lists, bullet points, or text of less than a few hundred words. It can also be fooled by a mix of original and AI-produced prose.

There are other potential problems.

[Why you should use caution with AI detectors, Kansas University Center for Teaching Excellence](#)

Addressing Possible Misuse of AI tools

Assume positive intent

- Keep the limitations of AI detection tools in mind
 - [AI Detection Tools Falsely Accuse International Students of Cheating](#).

Meet with the student

- Ask the student about their process
- Ask for examples of notes, drafts, etc.

Take action

- Consider making this a learning experience
- [LUC's Academic Integrity Policy](#)
- Rethink assignment/learning activities

Some Resources

- [Academic Integrity and Artificial Intelligence](#)
- [Adapting your course to artificial intelligence, Kansas University Center for Teaching Excellence](#)
- [User privacy risks when using generative AI tools](#)
- [Top Schools Preparing Students For Future Careers C.M. Rubin, Forbes](#)
- [Discriminatory biases of LLMs against non English writers \(Stanford University\).](#)
- [Wrongly accusing innocent students \(Bloomberg\).](#)
- [Examining and improving inclusive practice in institutional academic integrity policies, procedures, teaching and support](#)

Ongoing aspirations

- *Continue learning about AI for our present teaching contexts*
- *Practice ways we can moderate and model AI use for our students and peers*
- *Align our AI tool use and knowledge in with our pedagogies and Loyola culture*