

On AI Writing Detection

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Meme not AI-generated!

Presentation **outline**

- brief overview of key findings related to Academic Integrity and AI detectors
- Current practices related to AI writing detectors in various academic institutions
- Challenges in the age of AI
 - ✓ Develop critical AI literacy
 - ✓ Rethink assessment
- Main point: the only reliable detector of the authenticity of student writing is the instructor.



Padlet participation: please contribute!

What is the policy at your institution?

Do you have access to an AI detector?

Does your institution pay for an AI detector like the one available through Turnitin?

Share your thoughts through the Padlet and access resources!

Topinka, Robert. "The software says my student cheated using AI. They say they're innocent. Who do I believe?" *Guardian* 13 Feb 2024.

<https://www.theguardian.com/commentisfree/2024/feb/13/software-student-cheated-combat-ai>



<https://aug.padlet.org/logotheti2/on-ai-writing-detection-rbh66qaw7vdnhdnf>

Do detectors of AI-writing work?

Despite claims by software providers such as Turnitin and GPTZero that their software is accurate in detecting AI-generated content in student work, a growing body of empirical research shows that these claims are not entirely accurate and that detection tools can be easily evaded, with additional concerns regarding potential false positives among non-native English speakers.

Ardito, Cesare G. Contra generative AI detection in higher education assessments. Dec 2023. <https://doi.org/10.48550/arXiv.2312.05241>

Weber-Wulff, D., Anohina-Naumeca, A., Bjelobaba, S. *et al.* Testing of detection tools for AI-generated text. *Int J Educ Integr* 19 (2023). <https://doi.org/10.1007/s40979-023-00146-z>



Do detectors of AI-writing work?

Key studies point at significant drawbacks. Detectors are:
unreliable

Michael Webb, AI Detection: Latest Recommendations.
National Centre for AI.

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

biased

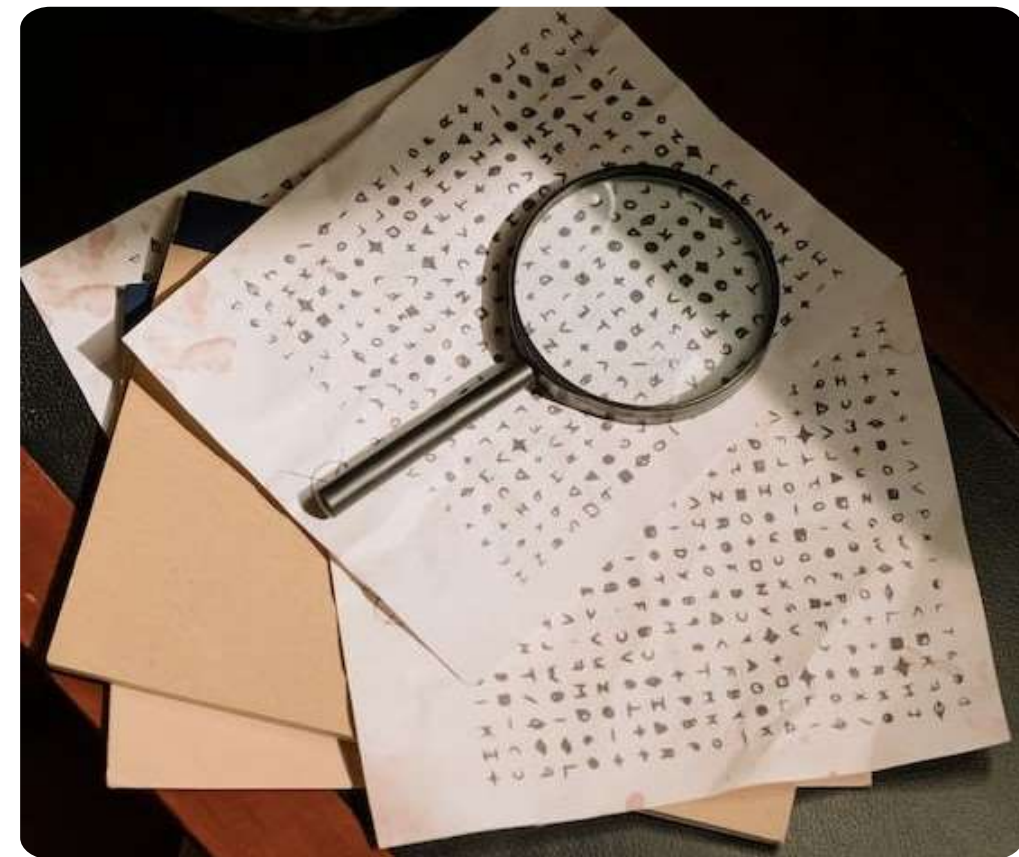
Weixin Liang, et al. GPT detectors are biased against non-native English writers. *Patterns*, 4.7 (July 2023).

DOI: <https://doi.org/10.1016/j.patter.2023.100779>

misleading > false accusations

Crockett, Robin. Testing the AI detectors 2. Northampton U.

<https://blogs.northampton.ac.uk/learntech/wp-content/uploads/sites/7/2023/11/False-negatives-post.pdf>





Higher Ed Institutions (1/2)

- disable detectors (e.g., NYU, Vanderbilt)
 - ✓ Disabling the AI Tool in Turnitin, **NYU**
<https://www.nyu.edu/content/dam/nyu/provost/documents/Disabling%20the%20AI%20Tool%20in%20Turnitin.pdf>
 - ✓ Coley, Michael. Guidance on AI Detection, **Vanderbilt U**
<https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/>
- recommend against their use (e.g., Yale, AUC)
 - ✓ **Yale** Poorvu Center for Teaching and Learning. AI Guidance.
<https://poorvucenter.yale.edu/AIguidance>
 - ✓ **American University in Cairo**, On the Use of AI Detectors (Spring 2024).
<https://docs.google.com/document/d/1hO8K9DjDLSO3jxpJGYAG6eXxHm2y23JcR8q7iMPMffg/edit#heading=h.xk5uc2l023m7>



Higher Ed Institutions (2/2)

- recommend extreme “caution” (e.g., Kansas, Purdue)
 - ✓ University of **Kansas** Center for Teaching Excellence. Why you should use caution with AI detectors. <https://cte.ku.edu/careful-use-ai-detectors>
 - ✓ **Purdue** University. “Use of AI Detection.” <https://www.purdue.edu/provost/teachinglearning/ai.html>

Have you contributed to [Padlet](#)?

What happens at other AMICAL institutions???

- What are your experiences with AI detection?
- What challenges do you face institutionally?



To Detect? Or Not To Detect?



The instructor remains the only reliable detector of the authenticity of student writing



Rethink Assessment
Develop critical AI literacy



Upskilling?? Deskilling??



Anson, D. W. J. (2024). The impact of large language models on university students' literacy development. *Higher Education Research & Development*, 1–14.

<https://doi.org/10.1080/07294360.2024.2332259>

Rethinking Assessment? Considering in-class writing?

In-class writing activities



(individual and group)

reinforce

critical thinking and student engagement

But...

Time allocated to in-class writing

Student reaction

Student performance

Therefore...

Short-term solution

Low-stakes tasks





Key factors in Timed Assessment Types

- Traditionally viewed as focused on testing not learning
- Demonstrating knowledge and understanding not critical thinking
- For many disciplines the favorite type of assessment remains “fewer and more challenging summative assessments”



Perkins, M., Furze, L., Roe, J., and McVaugh, J. The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. (2024). *Journal of University Teaching and Learning Practice*, 21(06). <https://doi.org/10.53761/q3azde36>

| | | |
|---|--|---|
| 1 | NO AI | The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment. |
| 2 | AI-ASSISTED IDEA GENERATION AND STRUCTURING | AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission. |
| 3 | AI-ASSISTED EDITING | AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix. |
| 4 | AI TASK COMPLETION, HUMAN EVALUATION | AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited. |
| 5 | FULL AI | AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated. |

Please continue to contribute to Padlet:

- What are your experiences with AI detection?
- What challenges do you face institutionally?



Get in touch any time:
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