

Checking for Plagiarism and Artificial Intelligence

Guidance on AI use in classrooms, and how to use Turnitin and GPTZero

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Artificial Intelligence Guidance

As AI continues to revolutionize education, it is crucial to understand its application in the classroom. This page aims to equip you with the knowledge and resources needed to effectively navigate the evolving landscape of AI in education by providing suggestions and best practices for integrating these tools responsibly and ethically into your teaching practices.

To accomplish this goal, you will find links on this page to the university's Guidelines and Considerations for the Ethical Use of Artificial Intelligence (AI), sample syllabus statements, and information about the services we currently have to help detect AI-generated content.

University Guidelines

The Office of Academic Affairs & Research has put forward ***Guidelines and Considerations for the Ethical Use of Artificial Intelligence (AI)*** for the university. These were developed in the Spring and Summer of 2024 by the campus Artificial Intelligence Policy Committee, which consisted of a group of faculty and administrators from across campus. These guidelines recognize the diverse spectrum of opinions regarding the use of AI and acknowledge that faculty retain the authority to set the scope of acceptable use of AI in their courses.

Faculty are advised to include their AI policies in their syllabi. To assist you in determining what those policies are, and how to state them clearly, please review the guidelines listed on the [Ethical Use of Artificial Intelligence](#) page.

Sample Syllabus Statements

Below you will find a brief description of each of the four basic approaches to the use of generative AI, followed by a statement you can include in your syllabus to describe that approach to your students.

Use Prohibited

In this approach, students cannot use AI tools for any aspect of their coursework. This policy emphasizes original student work and academic integrity. Being clear about this stance will prevent misunderstandings and ensure that students do not inadvertently violate academic rules.



"AI tools, including chatbots, writing assistants, and content generators, are not permitted for any assignments, exams, or other coursework in this class. All work must be your own, and the use of AI will be considered a violation of academic integrity policies. Please contact me if you have any questions about this policy."

Use with Permission

AI use is allowed only when students receive explicit permission from the instructor, typically on a case-by-case basis. This approach allows for flexibility while maintaining control over how AI is used. Clear communication ensures students know when AI is acceptable and when it is not.

“The use of AI tools for assignments in this class is permitted only with prior approval. If you wish to use AI for any part of your work, please consult with me first to discuss appropriate guidelines. Unauthorized use of AI will be treated as an academic integrity violation.”

Use with Acknowledgement

Students may use AI tools, but they must clearly indicate when and how these tools were used in their assignments. This approach encourages transparency and ethical use of AI. Clear guidelines help students understand how to integrate AI responsibly while avoiding academic dishonesty.

“Students may use AI tools (e.g., Grammarly, ChatGPT) to assist with their coursework, but any use must be clearly acknowledged. In your assignments, please indicate where and how AI was used. Failure to disclose the use of AI will be considered a violation of academic integrity. Please contact me if you have any questions about this policy.”

Use Freely Permitted

Students are encouraged to use AI tools as part of their learning and assignments without restrictions. This approach views AI as a valuable resource for enhancing creativity and productivity. However, clear expectations are necessary to guide students on appropriate and effective use, ensuring it enhances rather than replaces their learning.

"Students are encouraged to use AI tools as part of their learning and assignments in this class. AI can be a valuable resource for enhancing creativity, improving writing, or generating ideas. However, it is essential that AI use complements your learning, rather than replacing it. Please use these tools ethically and responsibly to support your own understanding and skills development."

Academic Integrity Process for Suspected AI Misuse

When an instructor suspects a student has misused artificial intelligence in a way that violates course policies or the university's academic integrity standards, the situation is handled through the **Academic Misconduct process** overseen by the **Office of the Provost and Academic Affairs and Research**.

Initial Steps

- Faculty should submit reports using the **Academic Misconduct Reporting Form** tile in their [Pack Portal](#) account. This initiates the formal process and allows Academic Affairs to track cases and outcomes.
- Academic Affairs will send a letter of notification within **ten (10) business days** of the report being submitted. This letter informs the student of the allegation and provides **five (5) business days** to schedule a meeting with Academic Affairs.

Student Options

- During the meeting, students may choose to **accept responsibility** or **dispute the allegation**.
- If the student accepts responsibility, they will be enrolled in the **Principles of Academic Integrity course in Canvas**, which must be completed within five business days, in addition to any faculty-imposed sanctions.
- If the student disputes the allegation, they may request a **University Academic Integrity Committee (UAIC) hearing** within five business days.

Evidence Considerations

- While evidence is not required to submit a report, it is strongly encouraged.
- Submitted evidence is shared with the student during their meeting with Academic Affairs and may be used if the case escalates to a hearing.

- Because AI detectors can produce conflicting results, instructors should avoid relying solely on one tool's output. Instead, they should combine it with contextual evidence (e.g., writing style inconsistencies, assignment history, or student admission).

UAIC Composition

- The UAIC consists of **three faculty members, two undergraduate students, and one graduate student from each academic college**. The convening committee consists of **three faculty members and one student**. The **Assistant Vice Provost for Academic Student Services** and the **Graduate Dean** serve as **ex-officio members**.

End-of-Semester Guidance

- If a report is submitted at the end of the semester, faculty should proceed with grading as usual.
- If the student is later found not responsible, a **grade change form** may be submitted.

Administrative Support

For guidance on how a case may proceed or to discuss a specific situation, faculty and students may contact:

Provost's Office

Provost@AState.edu

870-972-2030

Administration Building, Room 202

[Academic Integrity Website](#)

Limitations of AI Detection Algorithms

AI detection tools are increasingly used to identify potential use of large language models (LLMs) in student writing. However, these tools come with significant limitations that educators should understand before relying on them for academic integrity decisions.

Key Limitations of AI Detection Tools

False Positives

Human-written content—especially when supported by tools like Grammarly or writing centers—can be misclassified as AI-generated. This can unfairly penalize students who have not used AI tools.

Rapid Evolution of AI

LLMs are advancing quickly, producing text that closely mimics human writing. Detection tools often lag behind these developments, reducing their reliability.

Bias and Fairness Concerns

Detection algorithms may misinterpret writing styles of non-native English speakers or students from diverse linguistic backgrounds, leading to inaccurate assessments.

Over-Reliance on Algorithms

Excessive dependence on detection scores can shift the focus from fostering learning to policing students, potentially eroding trust between faculty and students.

Legal and Reputational Risks

False accusations based on algorithmic scores can harm students' academic records and reputations, and may lead to legal disputes.

Understanding the Nature of AI Detection Scores

AI detection tools do not provide proof of misconduct. They offer probabilistic assessments—essentially one algorithm estimating the likelihood that another algorithm was used. These scores are not definitive and should not be used as the sole basis for disciplinary action.

“Turnitin Statement:

“Our 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 basis for adverse actions against a student.”

Sources:

- [Washington Post: ChatGPT cheating detection](#)
- [MIT Technology Review: AI detection tools are easy to fool](#)
- [Turnitin: AI Detection FAQ](#)
- [Turnitin Help Center: AI Writing Detection](#)

Recommended Best Practices

1. Use Detection Tools as Indicators, Not Proof

AI scores should prompt closer review of a student’s work, not automatic penalties. Consider changes in writing style, tone, or clarity, and use your professional judgment.

2. Encourage Ethical Use of AI

Use flagged submissions as opportunities to discuss responsible AI use. Feedback should guide students toward improving their writing and understanding the ethical boundaries of AI assistance.

3. Adapt Writing Assignments

Revise prompts to require personal reflection, course-specific content, or unique perspectives. Include process-oriented tasks like outlines, drafts, or revision notes.

Resources:

- [Critical AI: Adapting College Writing](#)
- [Mark Marino: GPT Writing Assignments](#)

4. Design Rubrics That Emphasize Human-Centric Writing Skills

Include criteria that LLMs typically struggle with, such as:

- Nuanced argumentation
- Integration of course-specific concepts
- Original insights or personal experiences

This allows instructors to fairly penalize weak writing while encouraging improvement, regardless of the student's writing process.

5. Use Document History and Quiz Logs for Contextual Evidence

Instead of relying solely on AI detection scores, consider using platform features that provide insight into the student's writing process:

- **Google Docs / Microsoft 365:** Ask students to submit document links to review version history and editing timelines.
- **Canvas Quiz Logs:** Enable quiz logs for Classic Quizzes to view time spent per question. Note that logs are not definitive proof and should be interpreted cautiously.

Resources:

- [Canvas: Enable Feature Options](#)
- [Canvas: View Quiz Logs](#)
- [Google: Find what's changed in a file](#)
- [Microsoft: View Previous Versions](#)

6. Conduct Oral Examinations or Interviews

When AI use is suspected, consider asking students to:

- Explain key concepts from their work
- Describe their writing or research process
- Elaborate on specific claims or sources

This can help verify authorship and promote deeper learning.

7. Compare with Other In-Class and Canvas-Submitted Writing Samples

Maintaining a portfolio of student writing completed in class can help identify inconsistencies in style, tone, or complexity. If you have students submit all their writing digitally, you can also leverage GPTZero—integrated into Canvas via K16's Scaffold AI-Detection system—to compare writing samples across all submissions, including quizzes, assignments, and discussions.

This system works best when students consistently submit their work through Canvas, allowing instructors to identify shifts in writing style or voice over time. For in-class writing to be included in these comparisons, it must also be submitted digitally (e.g., uploaded as a file or entered into a Canvas assignment or discussion).

8. Require Student Reflection

Ask students to submit short reflections with assignments that explain:

- Their approach to the task
- How they selected sources
- What challenges they faced

These reflections promote metacognition and make AI misuse more difficult. When submitted through Canvas, reflections can also be analyzed by K16's Scaffold AI-Detection system alongside other writing samples, helping identify inconsistencies or shifts in writing style that may warrant further review.

9. Use Social Annotation and Concept Mapping

Encourage students to engage with texts collaboratively using tools like Hypothesis or concept maps. These activities foster critical thinking and are difficult to replicate with AI tools.

10. Scaffold Assignments

Break large writing tasks into smaller steps:

- Topic proposal
- Annotated bibliography
- Draft outline
- Peer review
- Final submission

This makes it easier to track student progress and harder to substitute AI-generated work.

TurnItIn

A-State has a contract with [Turnitin](#) to provide plagiarism checking for assignments in Canvas. In addition to checking papers for plagiarism, TurnItIn can also check student submissions for AI content. See the links below for help with using TurnItIn with your courses.

TurnItIn, its features and information are for instructor use only.

About the Canvas Plagiarism Framework

[Creating an assignment in Feedback Studio using Canvas Plagiarism Framework](#)

[Accessing the Similarity Report with Canvas Plagiarism Framework](#)

[Navigating the Similarity Report](#)

[Canvas Plagiarism Framework FAQ for Feedback Studio instructors](#)

About the AI writing report

[AI writing detection in the classic report view](#)

[How to interpret TurnItIn's AI writing score and dialogue with students](#)

[What questions do I ask my student if AI is detected?](#)

[TurnItIn's AI writing detection capabilities FAQs](#)

TurnItIn Support

[Turnitin Help Center](#)

[Create a Ticket](#)

K16 Scaffold AI-Detection

The university has an account with K16 Solutions that gives us access to their Scaffold AI-Detection system powered by [GPTZero](#). The benefit of this system over Turnitin is that it can compare all the writing a student submits to Canvas, i.e. Quizzes, Assignments, Discussions, etc., not just individual assignments. To learn more about this system, see the links below.

About GPTZero

[Does GPTZero Integrate with Canvas](#)

[How Does AI Detection Work for Universities?](#)

[AI Course Probability Reports](#)

[I'm an educator who has found AI-generated text by my students. What do I do?](#)

[What can I do as an educator to reduce the risk of AI misuse?](#)

Request Access

To add K16 Solutions' Scaffold AI-Detection system to your course, please contact your faculty support office.

Center for Excellence in Teaching and Learning (CETL)

Email: CETL@AState.edu

Phone: **870-972-2334**

Location: *Dean B. Ellis Library, Suite 301*

A-State Online Faculty Support

Email: aos@astate.edu

Phone: **870-680-8464**

Location: *International Programs Building*