Adobe Firefly AI Generated Image by AJ Barse

AI Resources at Western

ATC - March 4, 2024

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Agenda

- Timeline of AI in IT at WWU
- ProDev & Learning Sessions
- Pathways of AI Flowchart
- CIIA/ATUS AI Support Pages
- AI Detection for WWU?
- Options for AI Detection
  - À la carte
  - Canvas Integration
- Equitable Practices
- Relevant WWU Resources

Timeline of AI in IT at WWU

Jan. ‘23

- 1/9: CIIA suggests updates to plagiarism language on:
  - Syllabi@WWU, Academic Honesty, About Integrity, and Western Libraries: Plagiarism
- 1/13: ATUS & CIIA create resources:
  - AI and Chatbots Teaching Considerations
  - AI and GPT Resources
- 1/27: ATUS PRESENTATION:
  - Re-envisioning Writing Assignments in the Age of Artificial Intelligence

Apr. ‘23

- 4/4: SimCheck adds free AI Detection pilot in Canvas.
- 4/5: ATUS conference presentation at NWMET:
  - Implications of AI in Teaching and Learning
- 4/19: ATUS leads AI Q&A with the Hacherl Research & Writing Studio

May ‘23

- 5/2: ATUS PRESENTATION: GPT in Practice

Aug. ‘23

- 8/8: ATUS and CIIA evaluate new WA State guidance:
  - Interim Generative AI Guidelines

Sept. ‘23

- 9/14: ATUS and CIIA create FAQs; campus email includes:
  - FAQs: Generative AI in Teaching, Learning, & Technology
  - Guidelines

Nov. ‘23

- 11/30: ATUS Canvas announcement: AI detection ending

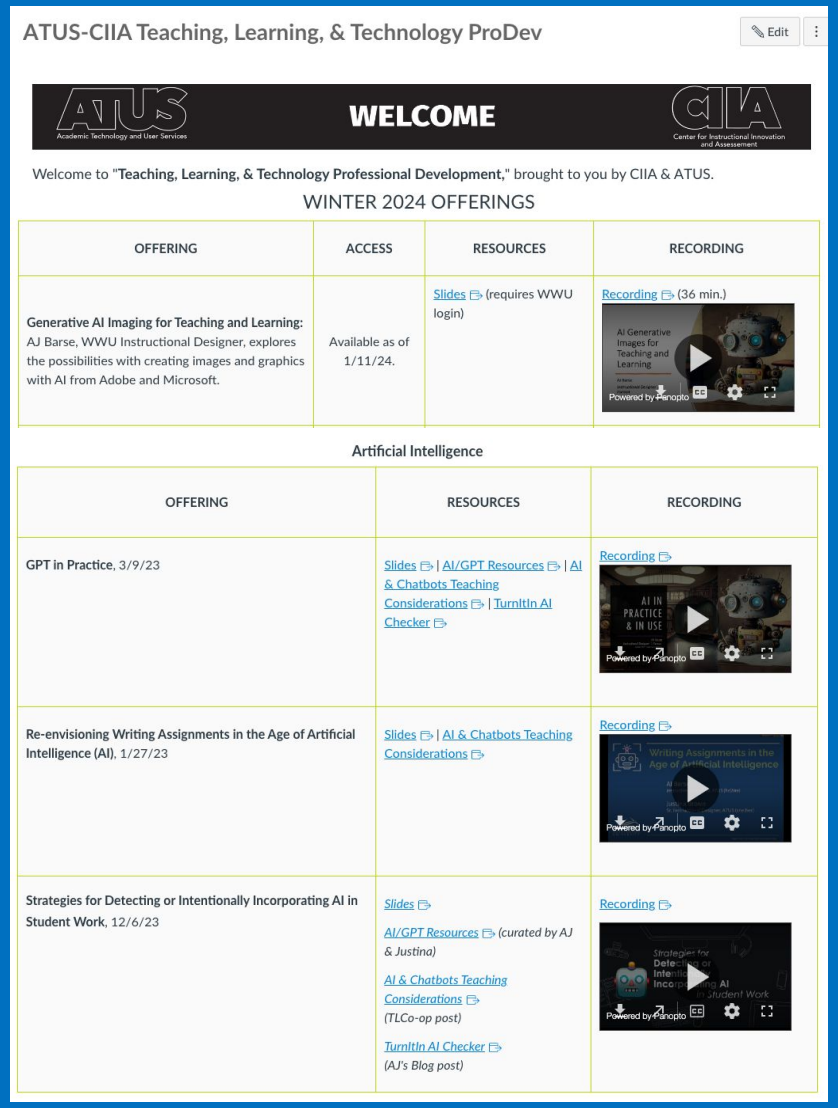
Dec. ‘23

- 12/4: ATUS, CIIA, & Academic Integrity met with TurnItIn.
- 12/5: ATUS & CIIA created:
  - Flowchart: Pathways for Academic Use of AI at WWU
  - Evaluating Student Work when AI is Suspected
- 12/6: ATUS PRESENTATION: Strategies for Detecting or Intentionally Incorporating AI in Student Work
- 12/31: Pilot of AI detection in SimCheck ends.

Jan. ‘24

- ATUS selects 3 products for AI Detection for internal use.
- 1/11: ATUS PRESENTATION:
  - AI Generative Images for Teaching & Learning
- ATUS and CIIA present at Faculty Senate meeting
- ATUS and CIIA met with TurnItIn’s competitors.
- ATUS and CIIA created documentation for students.

ProDev & Learning Sessions



ATUS-CIIA Teaching, Learning, & Technology ProDev

Edit

ATUS Academic Technology and User Services — **WELCOME** — CIIA Center for Instructional Innovation and Assessment

Welcome to "**Teaching, Learning, & Technology Professional Development**," brought to you by CIIA & ATUS.

WINTER 2024 OFFERINGS

OFFERING	ACCESS	RESOURCES	RECORDING
Generative AI Imaging for Teaching and Learning: AJ Barse, WWU Instructional Designer, explores the possibilities with creating images and graphics with AI from Adobe and Microsoft.	Available as of 1/11/24.	Slides (requires WWU login)	Recording (36 min.)

Artificial Intelligence

OFFERING	RESOURCES	RECORDING
GPT in Practice, 3/9/23	Slides | AI/GPT Resources | AI & Chatbots Teaching Considerations | TurnItIn AI Checker	Recording
Re-envisioning Writing Assignments in the Age of Artificial Intelligence (AI), 1/27/23	Slides | AI & Chatbots Teaching Considerations	Recording
Strategies for Detecting or Intentionally Incorporating AI in Student Work, 12/6/23	*Slides* *AI/GPT Resources* (curated by AJ & Justina) *AI & Chatbots Teaching Considerations* (TLCo-op post) *TurnItIn AI Checker* (AJ's Blog post)	Recording

- **Available Thurs. 3/15/24, 4-5PM |** LIVE Q&A: *The Fractious Journey of Academic Integrity and Artificial Intelligence: Join our team to discuss best practices and challenges with AI's place in higher education as well as the latest developments at WWU.*

- **5/15/24** | *The Fractious Journey of Academic Integrity and Artificial Intelligence*

- **1/11/2024** *Generative AI Imaging for Teaching and Learning: AJ Barse, WWU Instructional Designer, explores the possibilities with creating images and graphics with AI from Adobe and Microsoft.* Recording

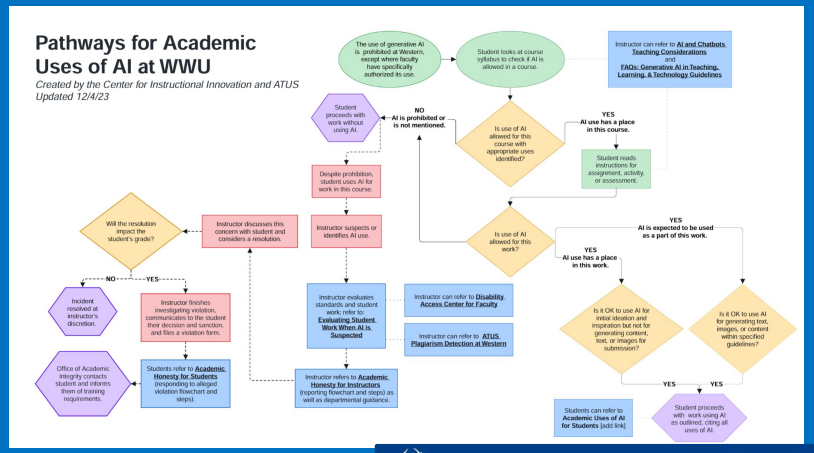
- **12/6/23** | *Strategies for Detecting or Intentionally Incorporating AI in Student Work* Recording

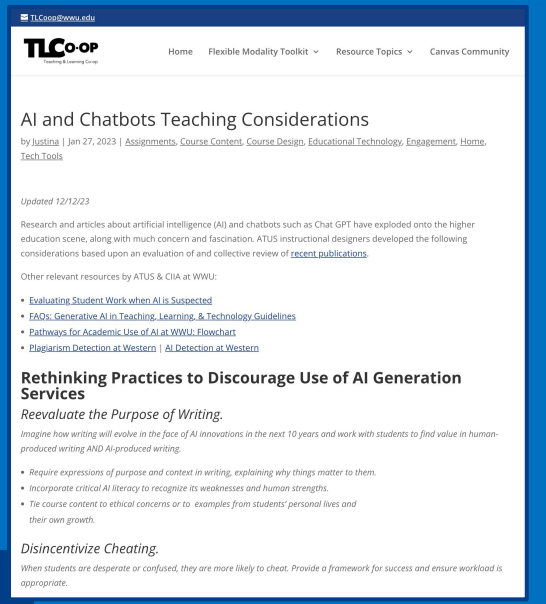
- **5/2/23** | *GPT in Practice* Recording

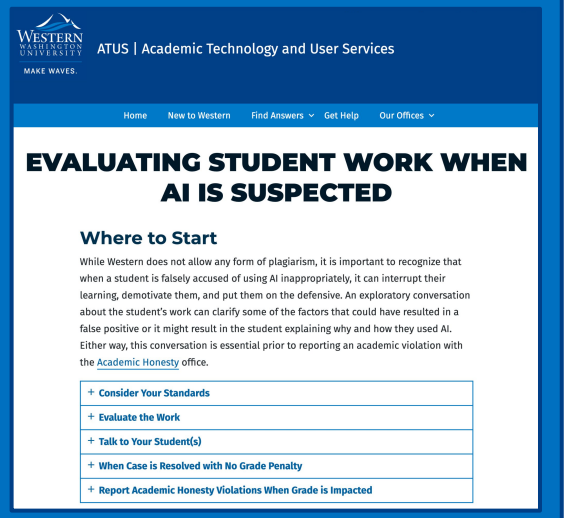
- **1/27/23** | *Re-envisioning Writing Assignments in the Age of Artificial Intelligence (AI)* Recording

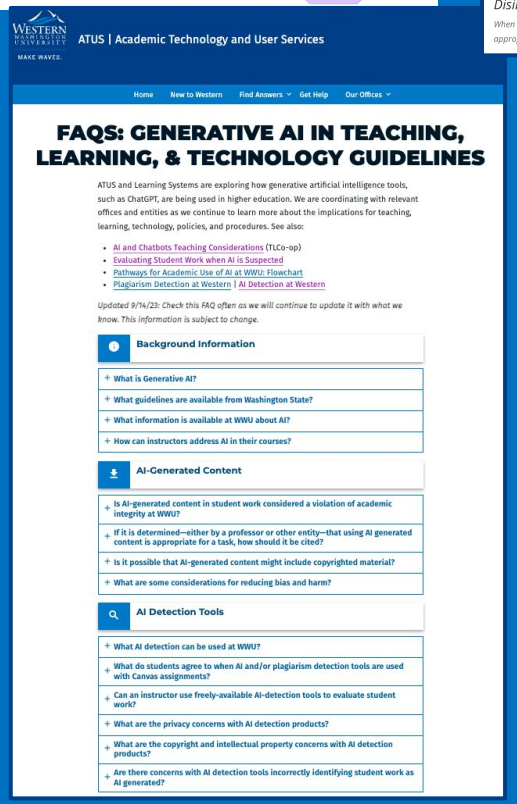
CIIA/ATUS AI Support Pages

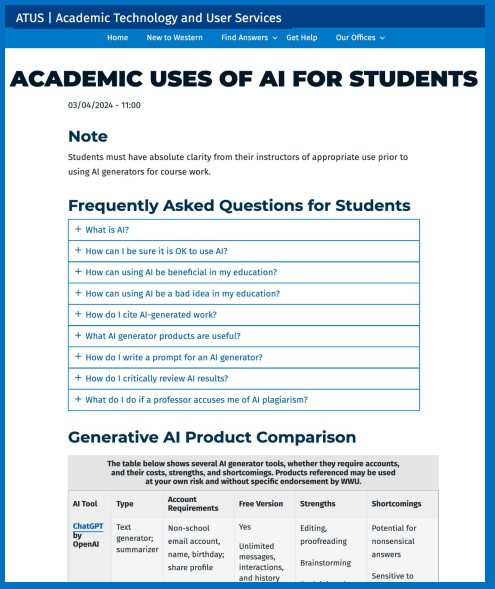
1. Pathways for Academic Use of AI at WWU: Flowchart
2. AI and Chatbots Teaching Considerations (TLCo-op)
3. Evaluating Student Work when AI is Suspected
4. FAQs: Generative AI in Teaching, Learning, & Technology Guidelines
5. Plagiarism Detection at Western
6. Academic Uses of AI for Students (still under review)





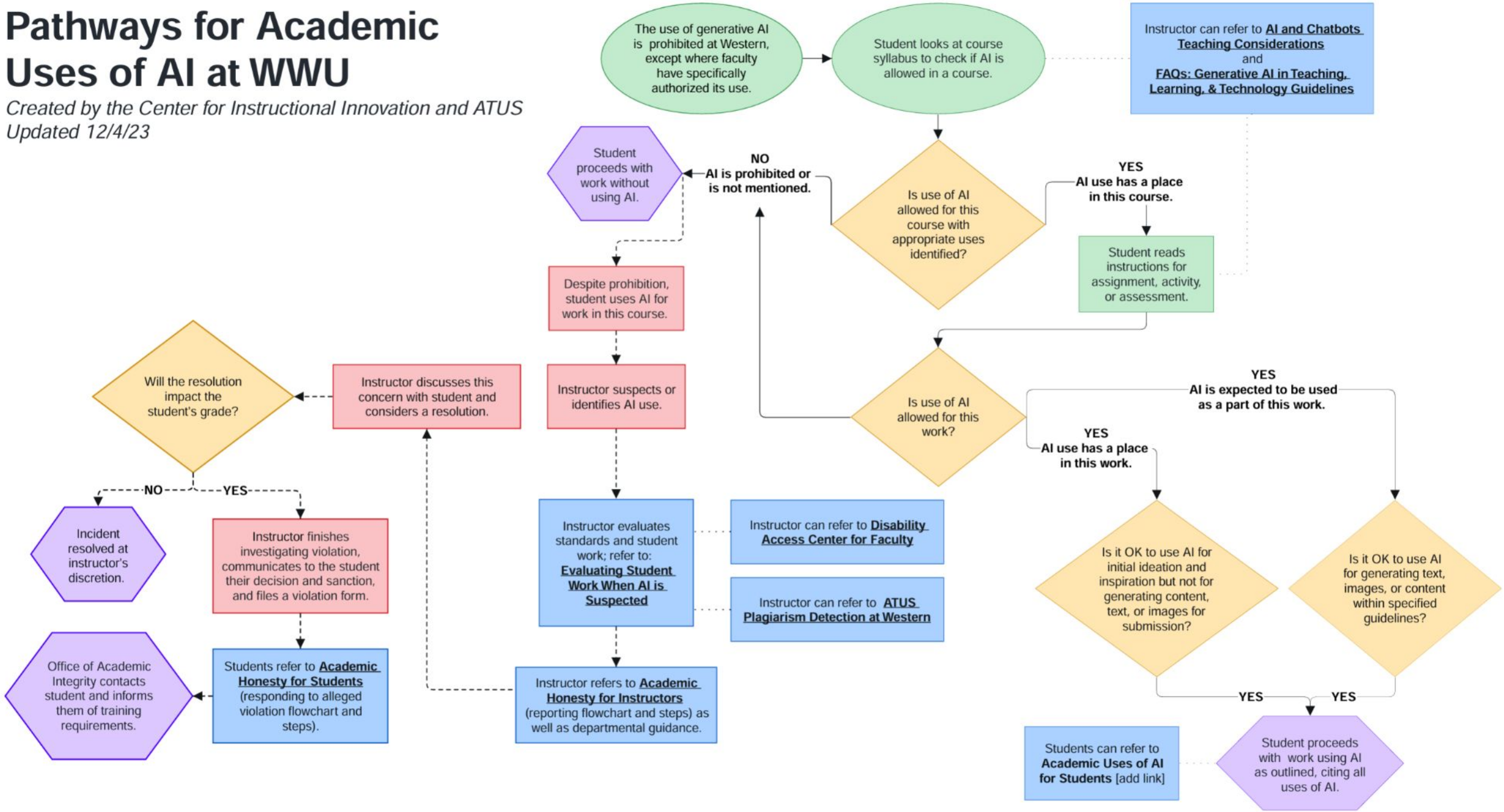






Pathways for Academic Uses of AI at WWU

Created by the Center for Instructional Innovation and ATUS
Updated 12/4/23



TLCoop@wwu.edu

AI and Chatbots Teaching Considerations

by Justina | Jan 27, 2023 | Assignments, Course Content, Course Design, Educational Technology, Engagemen
Tech Tools

Updated 12/12/23

Research and articles about artificial intelligence (AI) and chatbots such as Chat GPT have exploded onto the
education scene, along with much concern and fascination. ATUS instructional designers developed the follo
considerations based upon an evaluation of and collective review of recent publications.

Other relevant resources by ATUS & CIIA at WWU:

- Evaluating Student Work when AI is Suspected
- FAQs: Generative AI in Teaching, Learning, & Technology Guidelines
- Pathways for Academic Use of AI at WWU: Flowchart
- Plagiarism Detection at Western | AI Detection at Western

Rethinking Practices to Discourage Use of AI Generatio Services

Reevaluate the Purpose of Writing.

*Imagine how writing will evolve in the face of AI innovations in the next 10 years and work with students to find valu
produced writing AND AI-produced writing.*

- *Require expressions of purpose and context in writing, explaining why things matter to them.*
- *Incorporate critical AI literacy to recognize its weaknesses and human strengths.*
- *Tie course content to ethical concerns or to examples from students' personal lives and their own growth.*

Disincentivize Cheating.

*When students are desperate or confused, they are more likely to cheat. Provide a framework for success and ensu
appropriate.*

Assess During Class (handwriting, verbal, etc.).

*When feasible, incorporate in-class activities that are a little "old school.
accessibility concerns for students with certain accommodations, but ca
or speaks without AI assistance. Emphasize frequent, short writing vs. le*

Reevaluate the Use of Class Time.

*The flip model of instruction puts application, writing, collaboration, an
distribution of information (usually via video or text) as homework.*

Explain the Bias Problem.

*The LLM (Large Language Model) used by AI have the potential to amplif
stereotypical, biased, racist, sexist, etc.*

Adapt as Technology Adapts.

*Today, many chatbot-based AI have a timeframe they are locked to with
incorporating current-day events and information or able to read into v
quickly. Some more advanced ChatBots are able to read video and audi
search engines) data and search results into their outputs.*

Design Considerations

Provide clear academic honesty/privacy expec

Refer to WWU syllabi policies and your own in your syllabus & assignme

- *"Use of an AI text generator when an assignment does not explicitly c
authorization is plagiarism."*[1]
- *"Collaboration with ChatGPT or other AI composition software is not p*
- *"Please obtain permission from me before collaborating with peers or
course."*[2]
- *"If using third-party AI or chatbot applications for permissible course
information available on a public site. Do not post or provide any priv
coursework will not require you to disclose any personally identifiable*
- *"I expect you to use AI tools, such as ChatGPT and image generation t
it. Learning to use AI is an emerging skill. … Be aware of the limits of C
will get low quality results. You will need to refine your prompts in ord
trust anything it says. If it gives you a number or fact, assume it is wro
with another source. Generated content could be biased or promote s
any errors or omissions provided by the tool. It works best for topics y
acknowledge using. Please include a paragraph at the end of any assi
the date you used it, the tool you used, and what prompts you used to
academic honesty policies. 4) Be thoughtful about when this tool is us
circumstance."*[4]

There are many nuances for including or excluding AI in a course. Fo

- Syllabi Policies for AI Generative Tools – a GoogleDoc collection by
to Try with Faculty)
- University Policies on Generative AI – a Padlet collection of AI lang
Excellence in Teaching and Learning, Western University of Health

Make it focus on higher-level learning.

- Write prompts that require students to analyze or apply concepts to novel situations.
- Require that writing be cohesive and that it have a context that flows throughout the piece.
  - Since writing is a recursive process, ask students for a reflection on how their writing evolved.
- Consider projects that are multi-modal or collaborative.

Make it customized.

- Ask for process. *Value drafts, notes, showing work. Incentivize showing the learning process/struggles.*
- Ask for examples specific to the experience of the current course.
- Ask for current/personal…*events, news, research, primary research, reflections, and connections to their personal, lived experiences.*
- Have students annotate existing content to show their thinking.

Test your prompts and be watchful.

- Test your prompts in AI generators. Adjust your prompts and repeat to make them too difficult for AI generators to function well. Learning what the output looks like can help you identify it when you see it in student work.
- Watch for style & citation inconsistencies.
- Use WWU's plagiarism detection tool SimCheck which includes an AI originality report. *Underscore consequences of plagiarism via Generative AI. AI written work may result in flags by plagiarism detectors–especially for the second student to submit. Note that the Plagiarism Review SimCheck option is available for assignments, and is not available for discussions or quizzes.*

NOTE: An earlier version of this document included "Make it hard to index" as a consideration; however, this is becoming less possible with current advances in AI technology.

Using AI and Chatbots as a Learning Tool

Customize learning.

- *Use as "online tutors," with pre-tested prompts, to ensure equitable starting points in terms of prerequisite knowledge.*
- *Use as an extra challenge after engaging in a writing prompt to get virtual feedback.*
- *Use as a debate partner to take a side on a topic to provide potential alternative viewpoints and spur discussions*

Incorporate AI within editing.

- *Have students Incorporate an AI quote into writing, cited as 3rd party AI content. See APA, MLA, and Chicago style guides for guidelines on citations*
- *Have students create an effective prompt for an AI generator and then use track changes to show heavy editing of the generated text.*
- *Use as a way to break "writer's block," provide feedback on written copy or code, act as a primer to start writing, to help create a title with rephrase tools, or do a citation search for additional references.*

Analyze.

- *Have students grade an AI-generated essay, providing feedback and analysis.*
- *Have a chatbot generate several conclusions to a conundrum or set of data, possibly using different voices/tonality and analyze them during class discussions.*

Create.

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MAKE WAVES.

ATUS | Academic Technology and User Services

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EVALUATING STUDENT WORK WHEN AI IS SUSPECTED

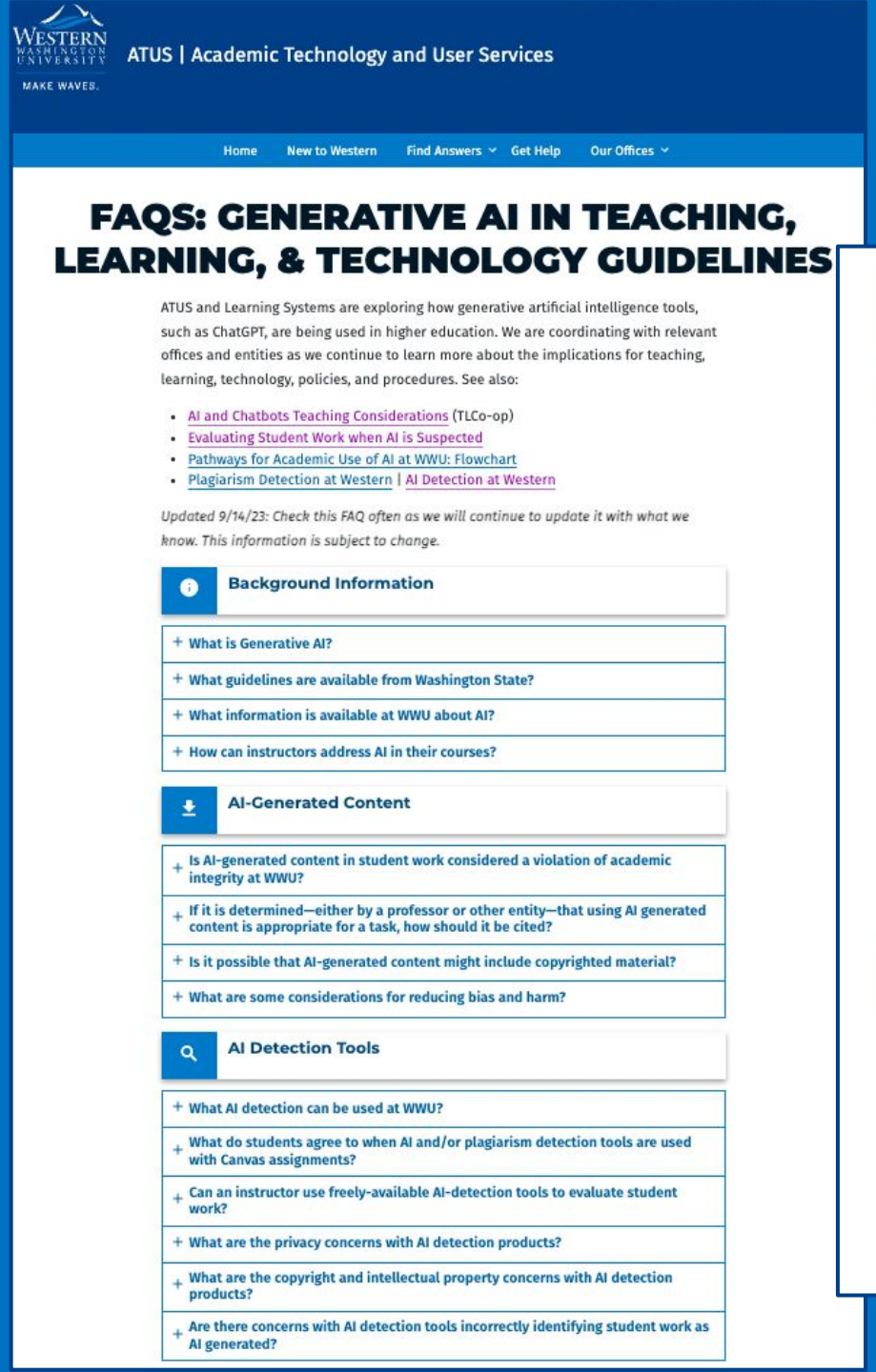
Where to Start

While Western does not allow any form of plagiarism, it is important to recognize that when a student is falsely accused of using AI inappropriately, it can interrupt their learning, demotivate them, and put them on the defensive. An explorator
about the student's work can clarify some of the factors that could have r
false positive or it might result in the student explaining why and how th
Either way, this conversation is essential prior to reporting an academic v
the Academic Honesty office.

+ **Consider Your Standards**
+ **Evaluate the Work**
+ **Talk to Your Student(s)**
+ **When Case is Resolved with No Grade Penalty**
+ **Report Academic Honesty Violations When Grade is Impacted**

× **Consider Your Standards**

- Is an AI policy present and clear in the syllabus and/or assignment?
  - If not, you can still pursue an intervention or violation report based on University plagiarism policies; however, consider adding clarifying language.
- Are you checking the work of students in a fair and equitable manner?
- If using an AI detection tool, is it possible there was a false positive? These are more likely in certain situations:
  - Student Use of Editor Tool Assistance (e.g., Grammarly, Microsoft Editor, etc.)
  - Small Sample Size of Written Work (less than 300 words)
  - Students with Accommodations
  - Non-native English Speakers



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FAQS: GENERATIVE AI IN TEACHING, LEARNING, & TECHNOLOGY GUIDELINES

ATUS and Learning Systems are exploring how generative artificial intelligence tools, such as ChatGPT, are being used in higher education. We are coordinating with relevant offices and entities as we continue to learn more about the implications for teaching, learning, technology, policies, and procedures. See also:

- AI and Chatbots Teaching Considerations (TLCo-op)
- Evaluating Student Work when AI is Suspected
- Pathways for Academic Use of AI at WWU: Flowchart
- Plagiarism Detection at Western | AI Detection at Western

Updated 9/14/23: Check this FAQ often as we will continue to update it with what we know. This information is subject to change.

Background Information

- + What is Generative AI?
- + What guidelines are available from Washington State?
- + What information is available at WWU about AI?
- + How can instructors address AI in their courses?

AI-Generated Content

- + Is AI-generated content in student work considered a violation of academic integrity at WWU?
- + If it is determined—either by a professor or other entity—that using AI generated content is appropriate for a task, how should it be cited?
- + Is it possible that AI-generated content might include copyrighted material?
- + What are some considerations for reducing bias and harm?

AI Detection Tools

- + What AI detection can be used at WWU?
- + What do students agree to when AI and/or plagiarism detection tools are used with Canvas assignments?
- + Can an instructor use freely-available AI-detection tools to evaluate student work?
- + What are the privacy concerns with AI detection products?
- + What are the copyright and intellectual property concerns with AI detection products?
- + Are there concerns with AI detection tools incorrectly identifying student work as AI generated?

AI Detection Tools

What AI detection can be used at WWU?

- Until **12/31/23**, WWU's current plagiarism-detection tool is *Simcheck by TurnItIn* within the Canvas learning management system. This plagiarism detection tool includes AI detection and reports both plagiarism and AI usage to instructors who activate it in assignments in the Canvas. When utilized in assignments with the Submission Type set to "Text Entry" or "File Uploads," instructors can view the plagiarism report in the gradebook and click through to view the AI detection report for each student. Please note: The Simcheck plagiarism-detection tool is not available for Discussions, Quizzes, or Surveys.
- As with plagiarism detection reports, no one product is sufficient to determine that a submission is 100% free from AI-generated content. See Simcheck AI Writing Detection.
- To continue this function, ATUS is evaluating the upgrade to *Originality by TurnItIn* for use **in 2024**.

What do students agree to when AI and/or plagiarism detection tools are used with Canvas assignments?

When instructors have enabled plagiarism/AI detection in Canvas assignments, students are presented with the following: "*I agree to the tool's End-User License Agreement. This submission is my own, unique writing and work. I understand that if I use ideas or words that are not my own, without giving appropriate credit/citations, I could be reported for violating the Academic Honesty Policy.*" Students must check the box next to this statement in order to submit their work.

ACADEMIC USES OF AI FOR STUDENTS

03/04/2024 - 11:00

Note

Students must have absolute clarity from their instructors of appropriate use prior to using AI generators for course work.

Frequently Asked Questions for Students

- + What is AI?
- + How can I be sure it is OK to use AI?
- + How can using AI be beneficial in my education?
- + How can using AI be a bad idea in my education?
- + How do I cite AI-generated work?
- + What AI generator products are useful?
- + How do I write a prompt for an AI generator?
- + How do I critically review AI results?
- + What do I do if a professor accuses me of AI plagiarism?

Generative AI Product Comparison

The table below shows several AI generator tools, whether they require accounts, and their costs, strengths, and shortcomings. Products referenced may be used at your own risk and without specific endorsement by WWU.

AI Tool	Type	Account Requirements	Free Version	Strengths	Shortcomings
ChatGPT by OpenAI	Text generator; summarizer	Non-school email account, name, birthday; share profile	Yes Unlimited messages, interactions, and history	Editing, proofreading Brainstorming	Potential for nonsensical answers Sensitive to

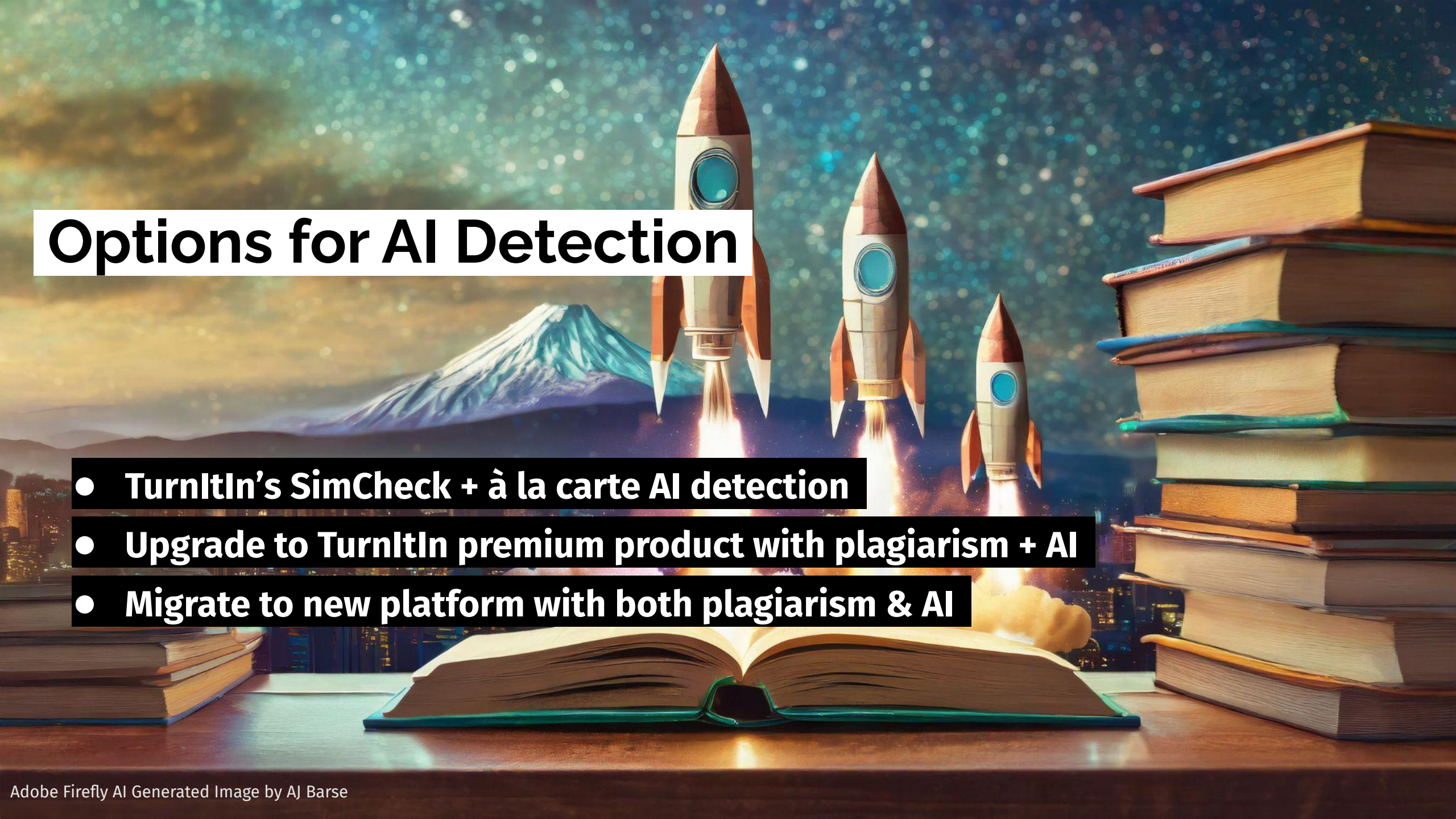
Adobe Firefly AI Generated Image by AJ Barse

AI Detection for WWU?

- Need for AI Detection
  - Canvas announcement comments
  - Memo from CHSS
- Need for recommendation
  - ATC
  - Faculty Senate
  - Coalition for Academic Integrity
- Products for individual use - State Guidelines
  - PII and external tools
- Products that integrate with Canvas
  - Current Product (Simcheck by TurnItIn)
  - TurnItIn Originality
  - GPTZero (K16 Solutions)
  - CopyLeaks

Options for AI Detection

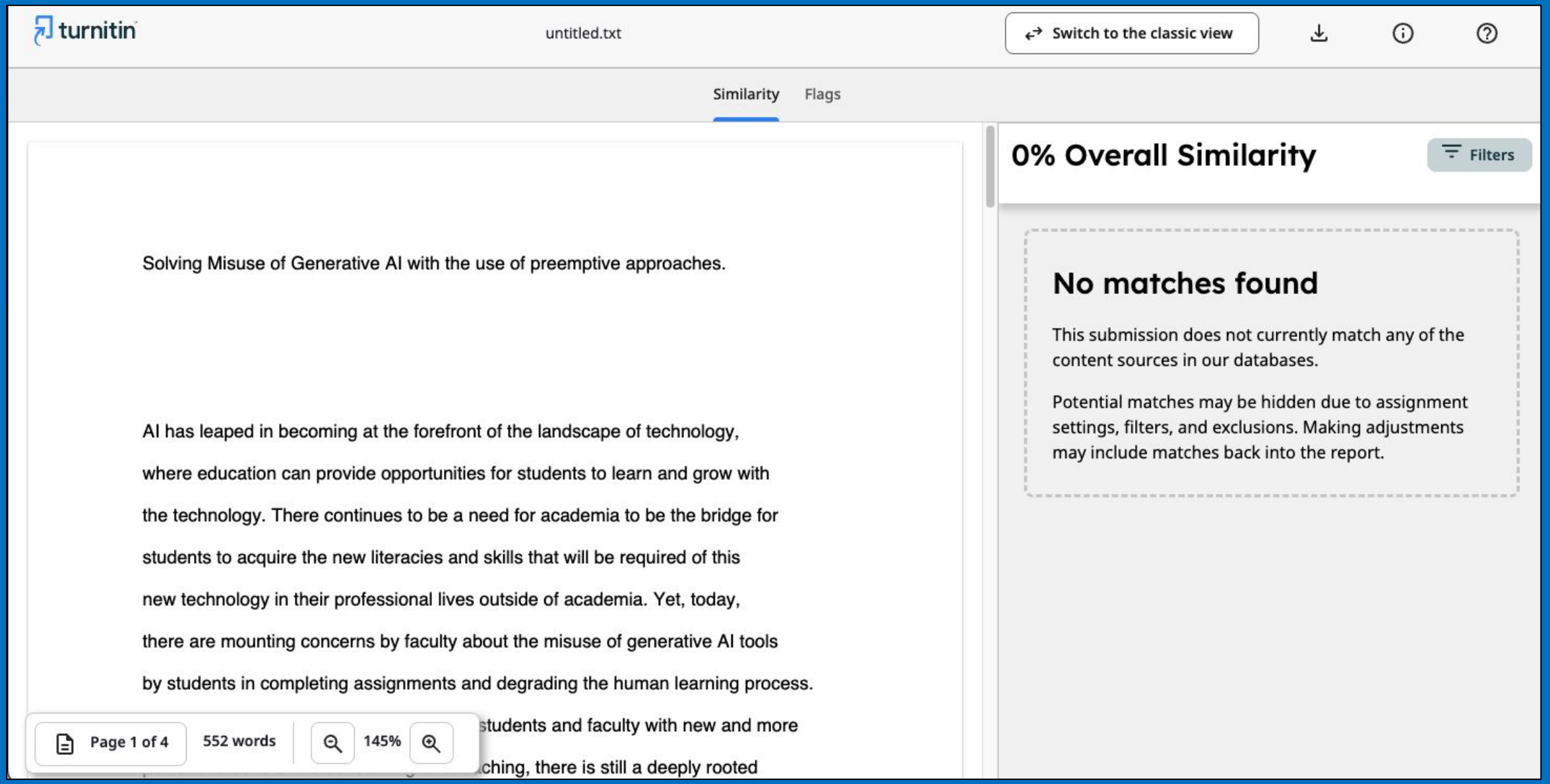
- TurnItIn's SimCheck + à la carte AI detection
- Upgrade to TurnItIn premium product with plagiarism + AI
- Migrate to new platform with both plagiarism & AI



Adobe Firefly AI Generated Image by AJ Barse

Through July 2024

TurnItIn Simcheck (current product- no AI)



Adobe Firefly AI Generated Image by AJ Barse

GPTZero (individual)

Basic Scan

Your text **may include parts written by AI**

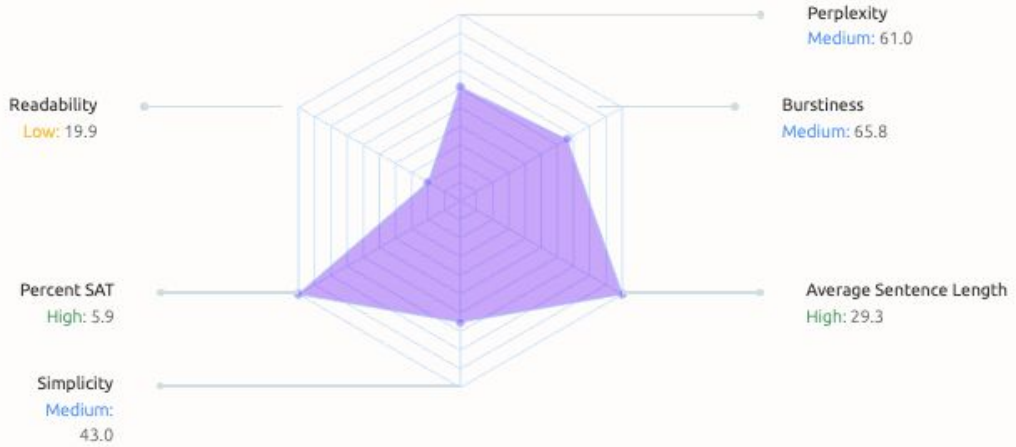
There is a **51%** probability this text was entirely written by AI

Sentences that are likely written by AI are **highlighted.**

Solving Misuse of Generative AI with the use of preemptive approaches.

AI has leaped in becoming at the forefront of the landscape of technology, where education can provid
and grow with the technology.
There continues to be a need for academia to be the bridge for students to acquire the new literacies a
new technology in their professional lives outside of academia.
Yet, today, there are mounting concerns by faculty about the misuse of generative AI tools by students
degrading the human learning process.
While these growing AI tools can provide students and faculty with new and more powerful aids to enh
still a deeply rooted sentiment to prevent AI misuse from compromising the integrity of the academic l
Meanwhile, there is a progressive growth by faculty who look at AI misuse as a learning opportunity for
using AI excessively, knowing or unknowingly.
Lessons in ethics, credibility, honesty, and professionalism are only a few avenues where faculty can hel
students who find themselves caught in the net of the overuse of AI.

Writing Analysis



These measurements have been normalized on a scale of 1–100 for display on this chart.

Readability: 19.9
Sentences with short words and low amount of syllables have high readability scores.

Perplexity: 61.0
How familiar a piece of text is to large language models like ChatGPT.

Percent SAT: 5.9%
Measures what percentage of words are SAT words, terms from a standardized college admissions exam known for its labyrinthine vocabulary lists.

Burstiness: 65.8
Unique score developed by GPTZero in 2022 that correlates to variance in writing. Humans generally vary their writing patterns over time.

ESSENTIAL
SCHOOL BOARD ENDORSED

$10 / month

Our basic plan, with access to all essential AI detection features on the dashboard. Does not include plagiarism scanning.

PREMIUM
MOST POPULAR

$16 / month

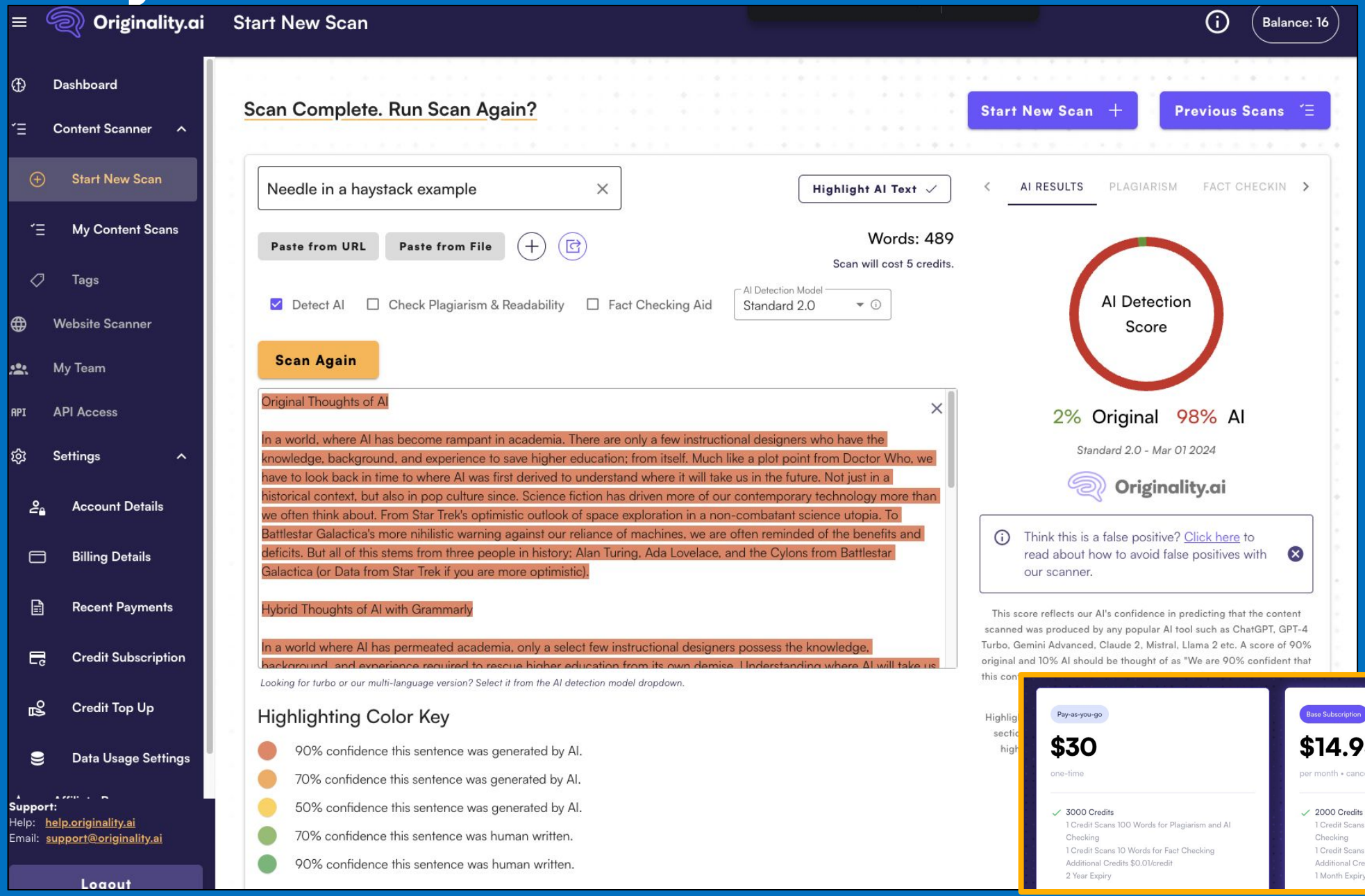
Our most popular plan, recommended for individuals who want full access to all our features, including plagiarism scans.

PROFESSIONAL

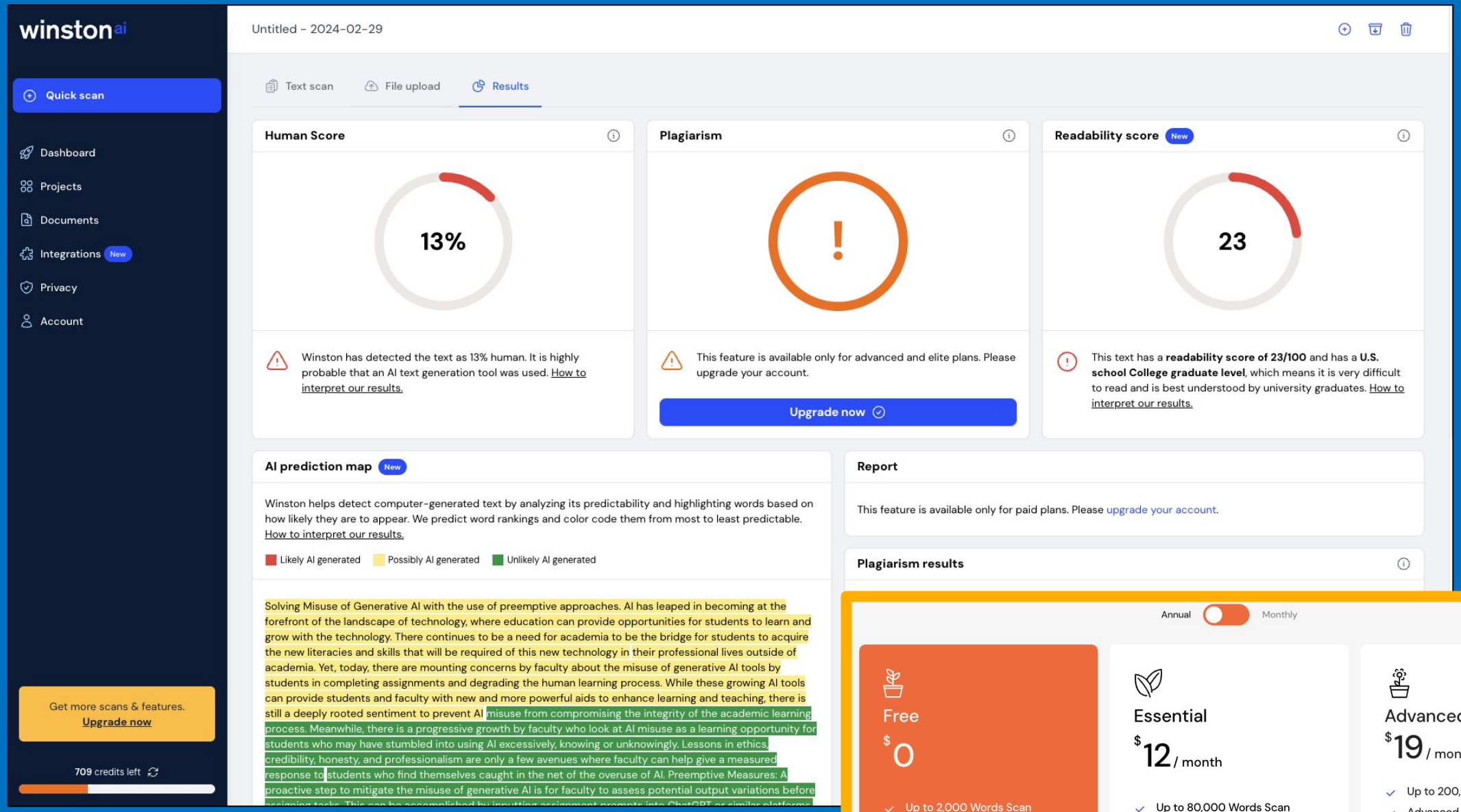
$23 / month

Our advanced plan, recommended for organizations and enterprises. Access to all our advanced features, including team billing management.

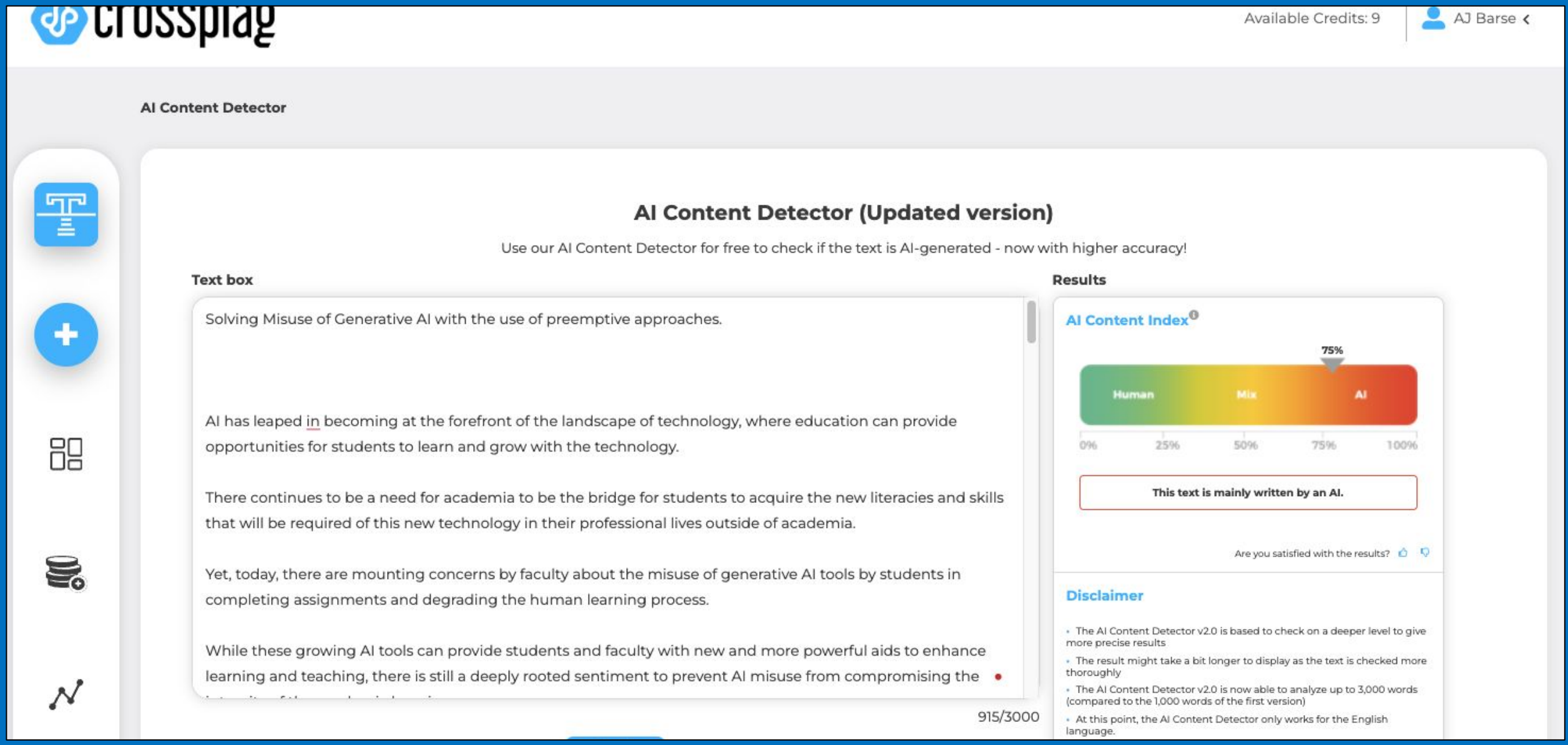
Originality.Ai (individual)

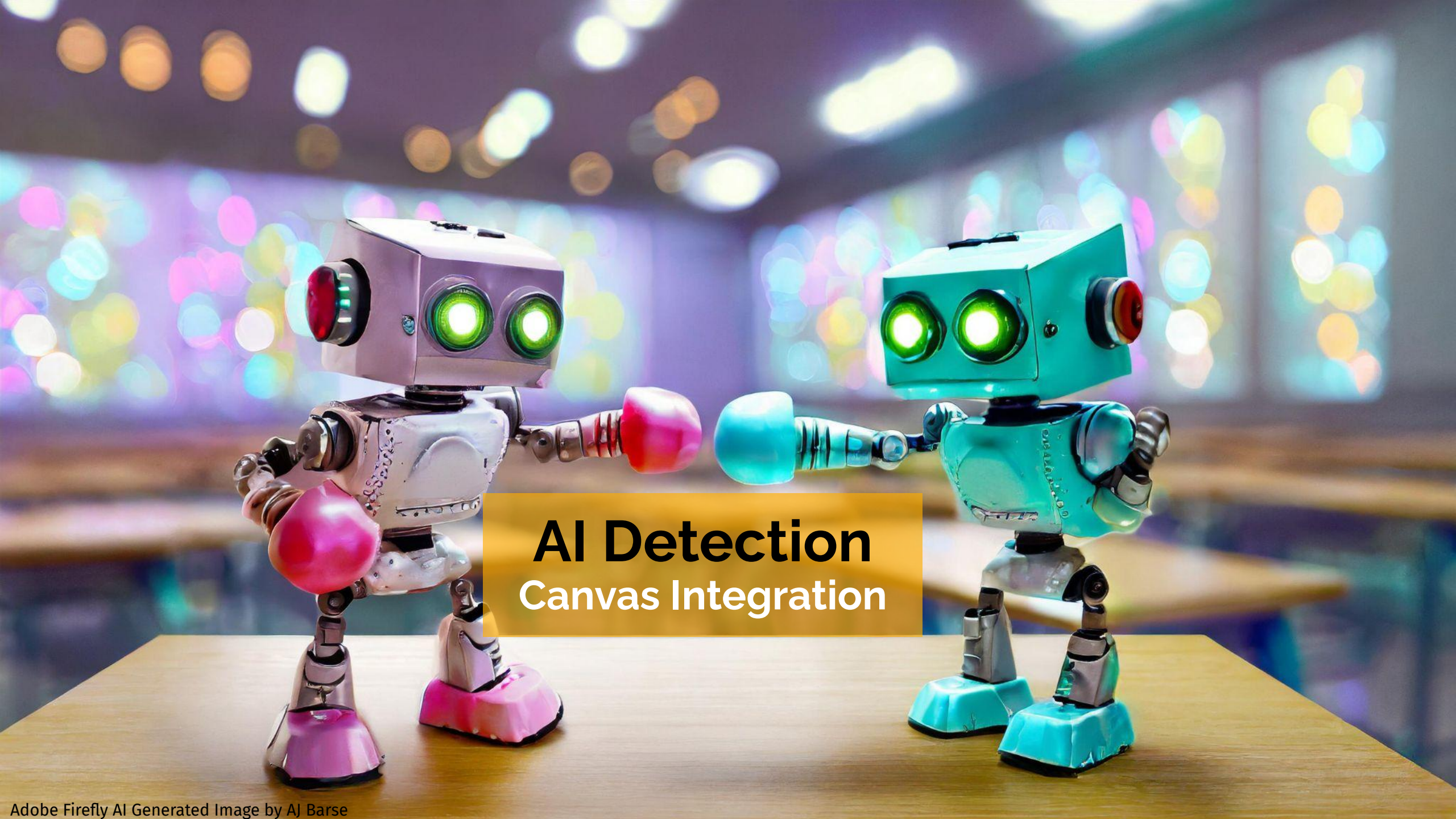


Winston AI (individual)



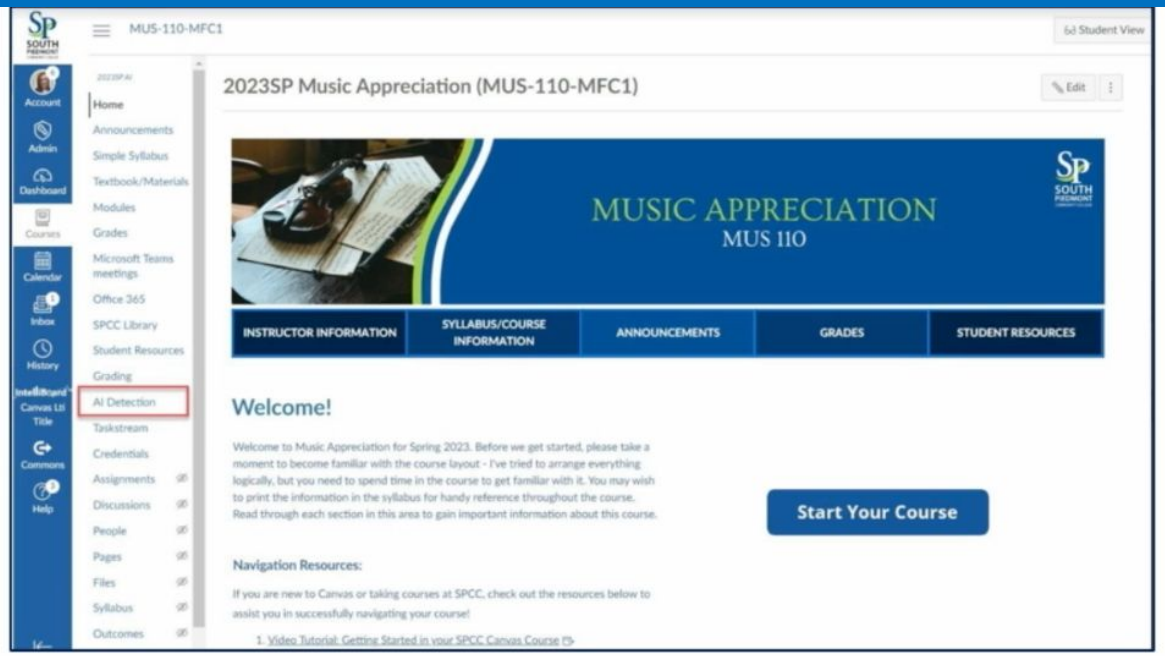
CrossPlage by Inspira (individual)

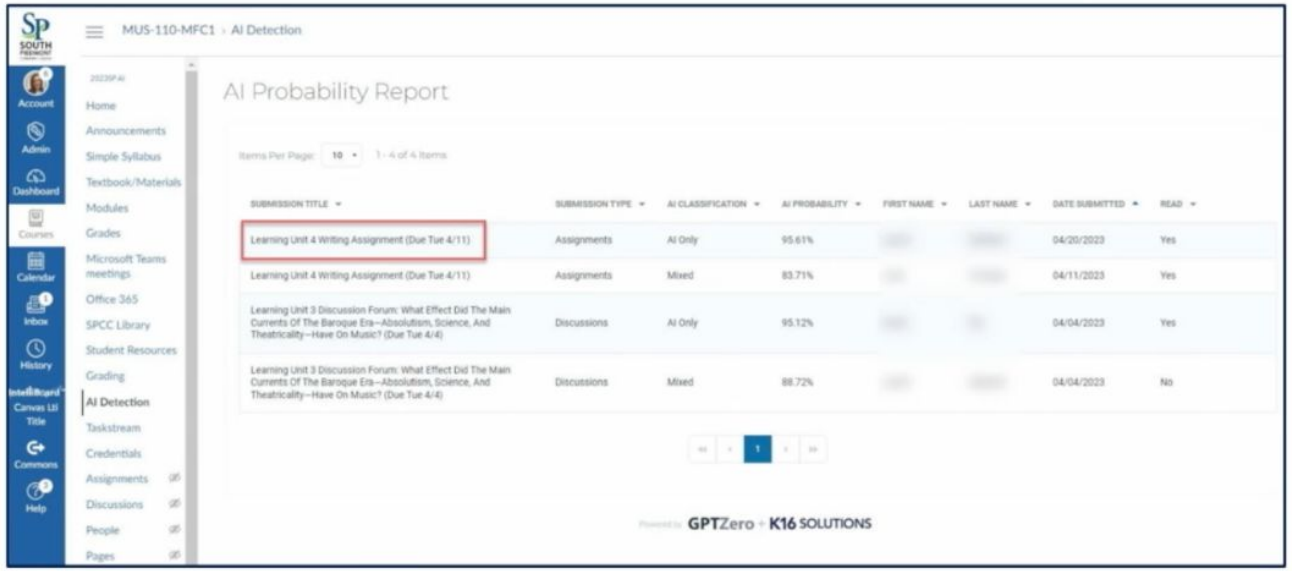


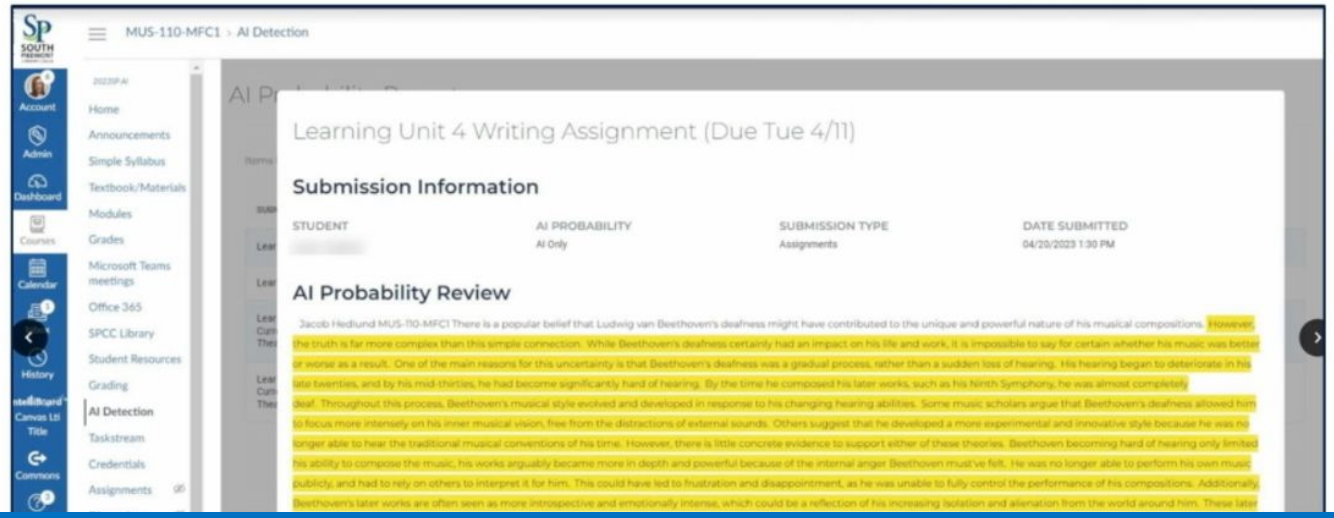


Adobe Firefly AI Generated Image by AJ Barse

GPTZero (K16 Solutions)

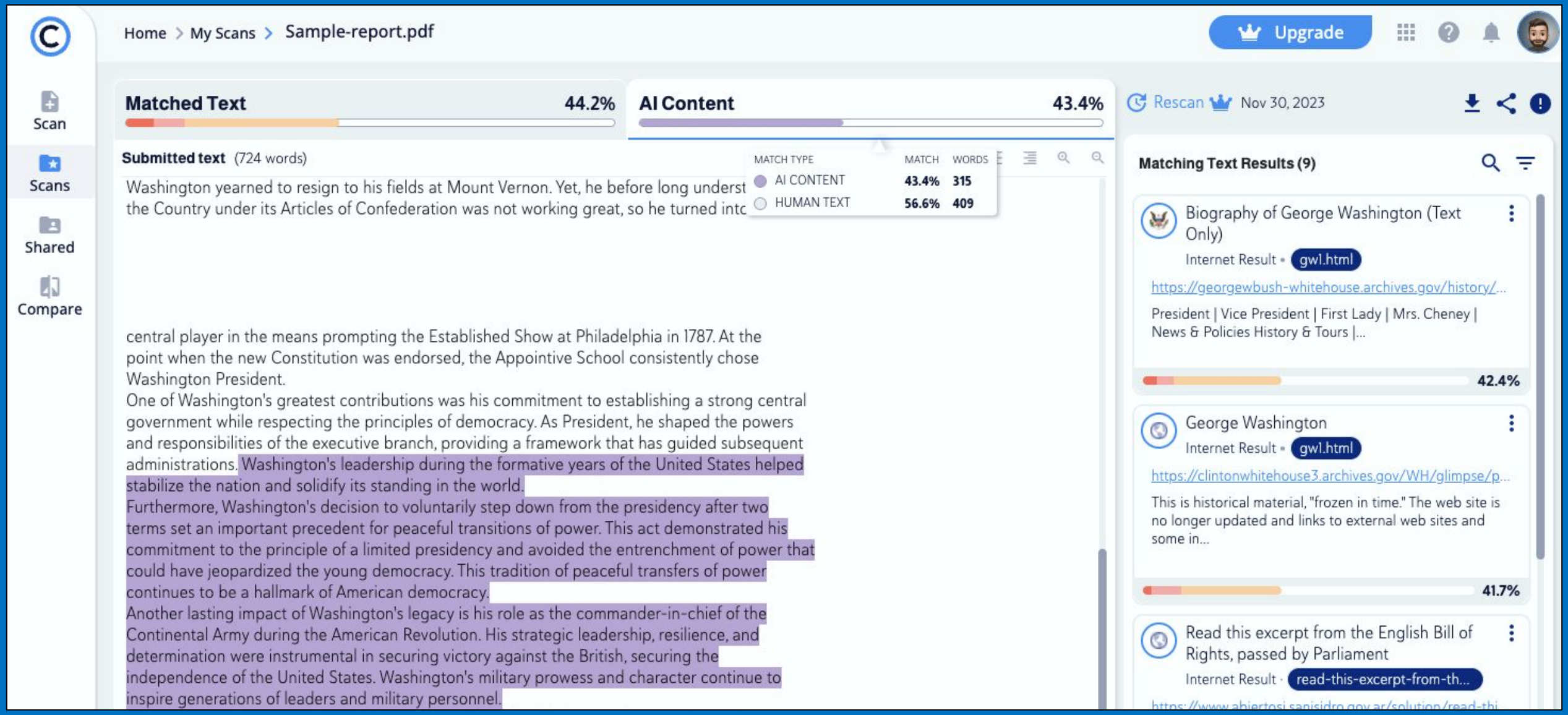




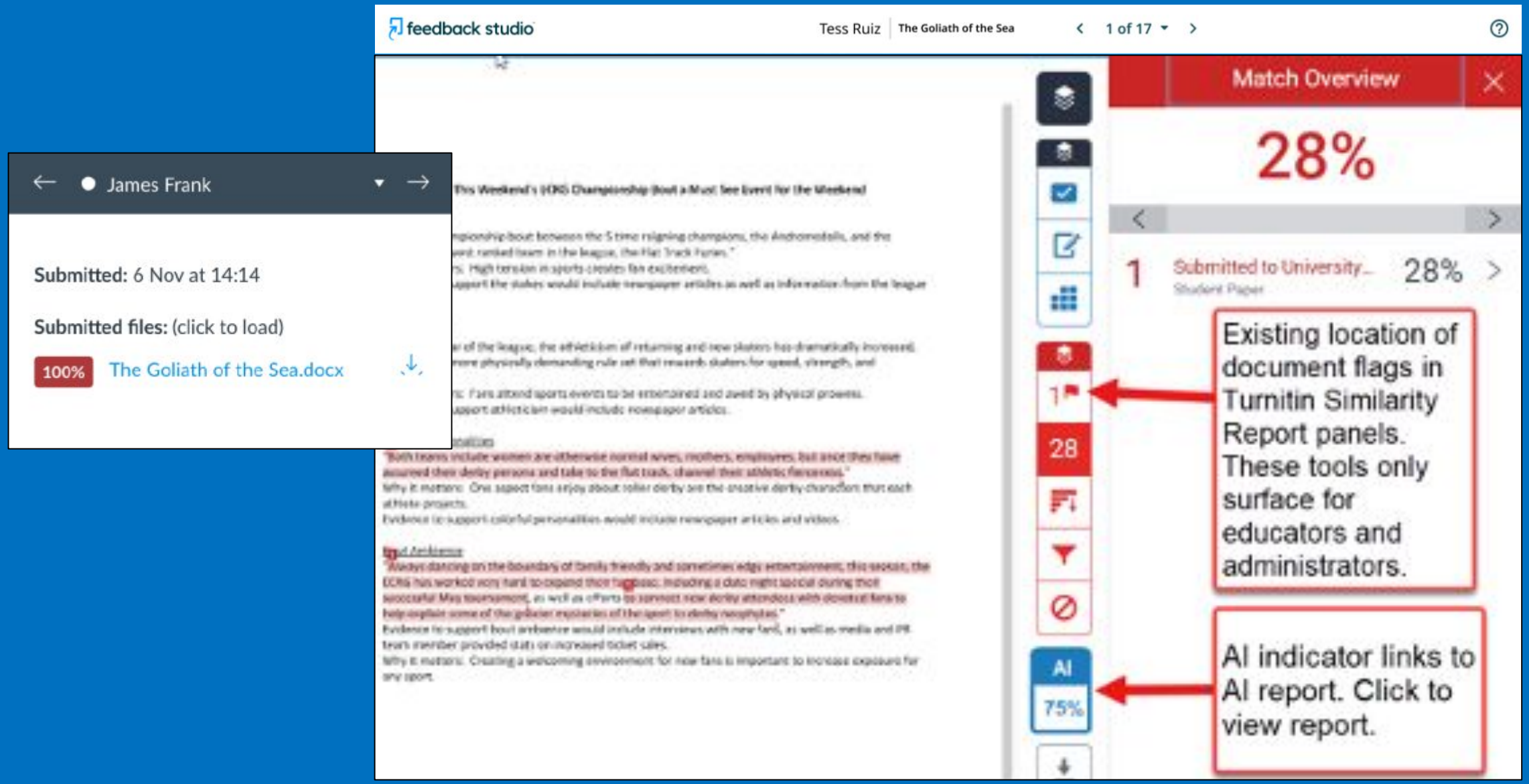


CopyLeaks

	Date ↓	AI Content Detected	Plagiarism Score
	Nov 30, 2023	43%	44%



TurnItIn Originality



AI Detection Comparison

Enterprise Solutions that Integrate with Canvas

Product	Plagiarism Integrated	Target Work	Pros	Cons	Avg. Annual Cost
Turnitin Originality (with Similarity)	Yes	Assignments	• Continues internal repository • AI reports from pilot return • Easier approval process • Contract Cheating & audit dashboard	• Plagiarism product includes ProQuest • AI flag available after clicking to report from gradebook	~$53,000
GPTZero (K16)	No	Assignments Discussions Quizzes	• GPTZero data via Tableau has potential • Spot-check via free but has limits	• AI only	~$18,000
CopyLeaks	Yes	Assignments	• Spot-check via Chrome extension • Detects AI-generated source code and code plagiarism	• Very expensive • Additional $ to migrate WWU repository	~$35,000

Current Plagiarism-only Product

Turnitin SimCheck	Yes	Assignments	• Internal repository (3 yrs) • Familiar interface	• Plagiarism product is basic	~$22,000

Adobe Firefly AI Generated Image by AJ Barse

Equitable Practices *with* AI Detection in Canvas

- Provides key tool for writing heavy courses
- Removes the burden of faculty being the AI Police
  - Helps faculty review all students without targeting only suspected cases
  - Helps faculty identify specific issues/characteristics
- Gives faculty more than just anecdotal evidence to initiate conversation with students
  - Chance to identify students with disability accommodations or English as a Second Language (ESL)

As with all things AI, detection software should be used with a high degree of discretion, not assuming that high detection rates are conclusive proof.

Email received at 3:28 PM, March 4th:

“Can you recommend an ai detector that would work with papers submitted to Canvas? The removal of AI detection after last quarter was regrettable, as I am currently reading a paper that seems inauthentic for a student in a first-year class. The vocabulary and sentence structures are quite sophisticated, but the paper circles around the question and avoids specifics. It seems suspicious, but I'd like confirmation of my hunch.”

~ Peter Diehl, History Dept.

Relevant WWU Resources

ATUS and Center for Instructional Innovation

- AI and Chatbots Teaching Considerations (TLCo-op)
- AI Detection at Western
- ATUS/CIIA Teaching, Learning, & Tech ProDev (self-enroll Canvas course)
- Evaluating Student Work when AI is Suspected
- FAQs: Generative AI in Teaching, Learning, & Technology Guidelines
- Pathways for Academic Use of AI at WWU: Flowchart
- Plagiarism Detection at Western
- Syllabi@WWU (Provost & CIIA)
- Teaching Handbook: Academic Integrity

Academic Honesty Office

- Academic Honesty Violation Information for Instructors
- Academic Honesty Violation Information for Students

Disability Access Center

- DAC Resources for Faculty

Western Libraries

- Plagiarism Policies & Guidelines

Conference Sessions - AJ Barse

- Adobe MAX 2023 | Unlocking Generative AI in the Classroom Today
- NWMET 2023 | Implications of AI in Teaching and Learning

Product Name	License Type	Service Start Date	Service End Date	Quantity	Amount
SimCheck	Enterprise	3-Jul-2024	2-Jul-2025	1	USD 20,102.04
SimCheck	Enterprise	3-Jul-2025	2-Jul-2026	1	USD 21,710.20
SimCheck	Enterprise	3-Jul-2026	2-Jul-2027	1	USD 23,447.02
				Net Total:	USD 65,259.26
				Gross Total:	USD 65,259.26

Product Name	License Type	Service Start Date	Service End Date	Quantity	Amount
Turnitin Similarity	Enterprise	3-Jul-2024	2-Jul-2025	1	USD 42,888.98
Turnitin Originality	Enterprise	3-Jul-2024	2-Jul-2025	1	USD 4,581.02
Online Training Session	Enterprise	3-Jul-2024	2-Jul-2025	1	USD 600.00
Turnitin Similarity	Enterprise	3-Jul-2025	2-Jul-2026	1	USD 42,888.98
Turnitin Originality	Enterprise	3-Jul-2025	2-Jul-2026	1	USD 12,254.00
Turnitin Similarity	Enterprise	3-Jul-2026	2-Jul-2027	1	USD 42,888.98
Turnitin Originality	Enterprise	3-Jul-2026	2-Jul-2027	1	USD 12,254.00
				Net Total:	USD 158,355.96
				Gross Total:	USD 158,355.96