



AI Resources at Western

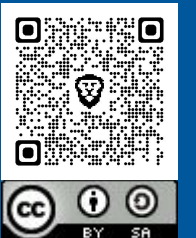
ATC - March 4, 2024

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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

WELCOME

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

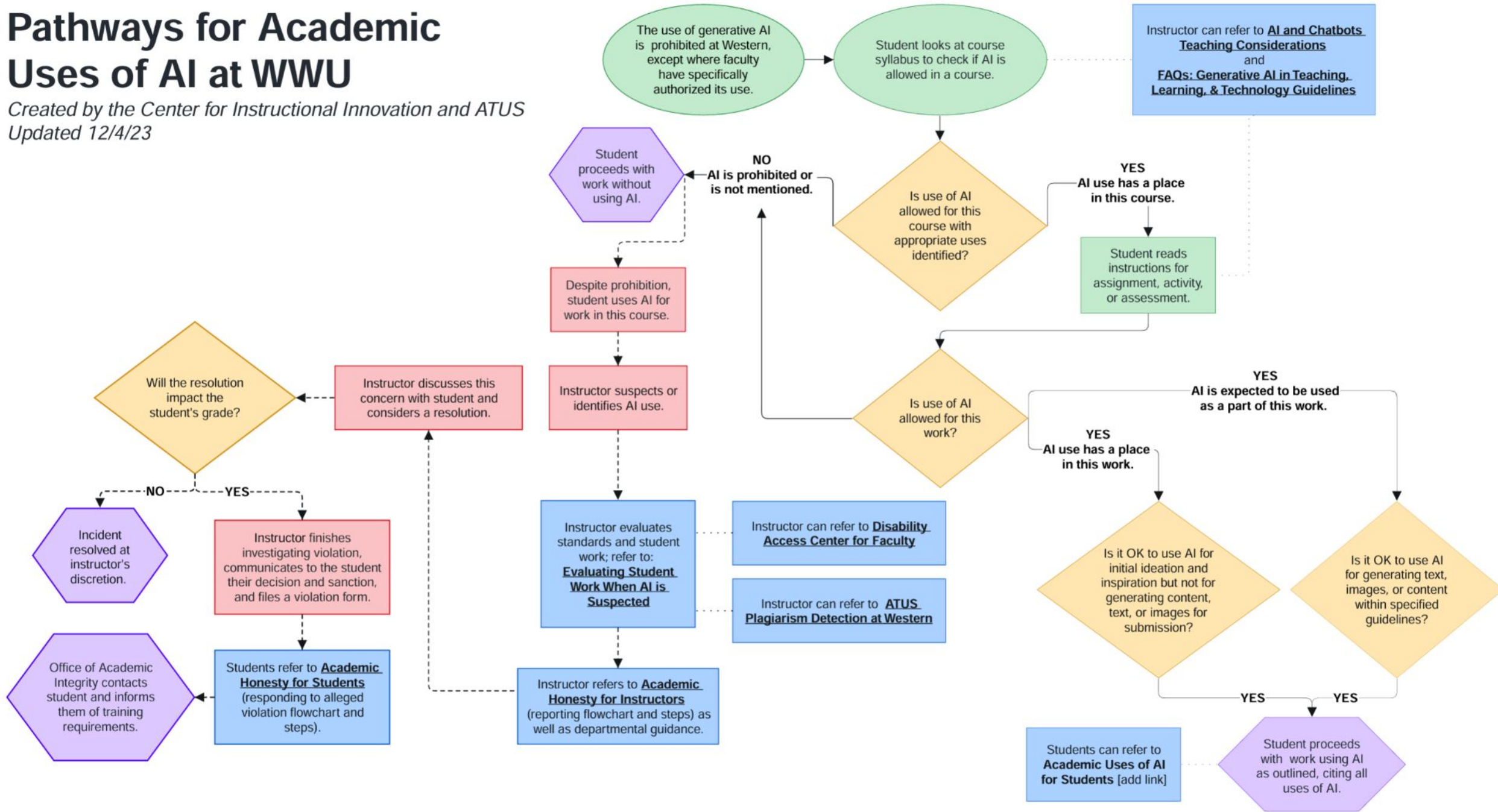
WINTER 2024 OFFERINGS

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](#)

Pathways for Academic Uses of AI at WWU

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



AI and Chatbots Teaching Considerations

by [Justina](#) | Jan 27, 2023 | [Assignments](#), [Course Content](#), [Course Design](#), [Educational Technology](#), [Engagement](#), [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 following considerations based upon an evaluation of and collective review of [recent publications](#).

Other relevant resources by ATUS & CIAA 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 Generative 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 value in both human-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 ensure consequences are appropriate.

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

When feasible, incorporate in-class activities that are a little "old school." Consider accessibility concerns for students with certain accommodations, but also consider students who do not speak or write without AI assistance. Emphasize frequent, short writing vs. less frequent, longer writing.

Reevaluate the Use of Class Time.

The flip model of instruction puts application, writing, collaboration, and discussion in class, while the 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 amplify existing stereotypes, stereotypical, biased, racist, sexist, etc.

Adapt as Technology Adapts.

Today, many chatbot-based AI have a timeframe they are locked to with respect to current events and information or able to read into video and audio (e.g., search engines) data and search results into their outputs.

Design Considerations

Provide clear academic honesty/privacy expectations.

Refer to [WWU syllabi policies](#) and your own in your syllabus & assignments.

- "Use of an AI text generator when an assignment does not explicitly call for it is plagiarism."¹
- "Collaboration with ChatGPT or other AI composition software is not permitted."²
- "Please obtain permission from me before collaborating with peers or using AI."²
- "If using third-party AI or chatbot applications for permissible course content, do not post or provide any private information available on a public site. Do not post or provide any private information from your coursework will not require you to disclose any personally identifiable information."³
- "I expect you to use AI tools, such as ChatGPT and image generation to assist in your learning. Learning to use AI is an emerging skill. ... Be aware of the limits of AI. AI will get low quality results. You will need to refine your prompts in order to get better results. Do not trust anything it says. If it gives you a number or fact, assume it is wrong and verify with another source. Generated content could be biased or promote stereotypes. Do not use AI to generate any errors or omissions provided by the tool. It works best for topics you are familiar with. Acknowledge using AI. Please include a paragraph at the end of any assignment stating the date you used it, the tool you used, and what prompts you used to generate the content. 4) Be thoughtful about when this tool is used and for what purpose." ⁴

There are many nuances for including or excluding AI in a course. For more information, see the following resources:

- [Syllabi Policies for AI Generative Tools](#) – a GoogleDoc collection by ATUS (click [to Try with Faculty](#))
- [University Policies on Generative AI](#) – a Padlet collection of AI language policies from the Center for Excellence in Teaching and Learning, Western University of Health Sciences

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.

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 exploration about the student's work can clarify some of the factors that could have resulted in a false positive or it might result in the student explaining why and how they used AI. Either way, this conversation is essential prior to reporting an academic violation to 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

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.

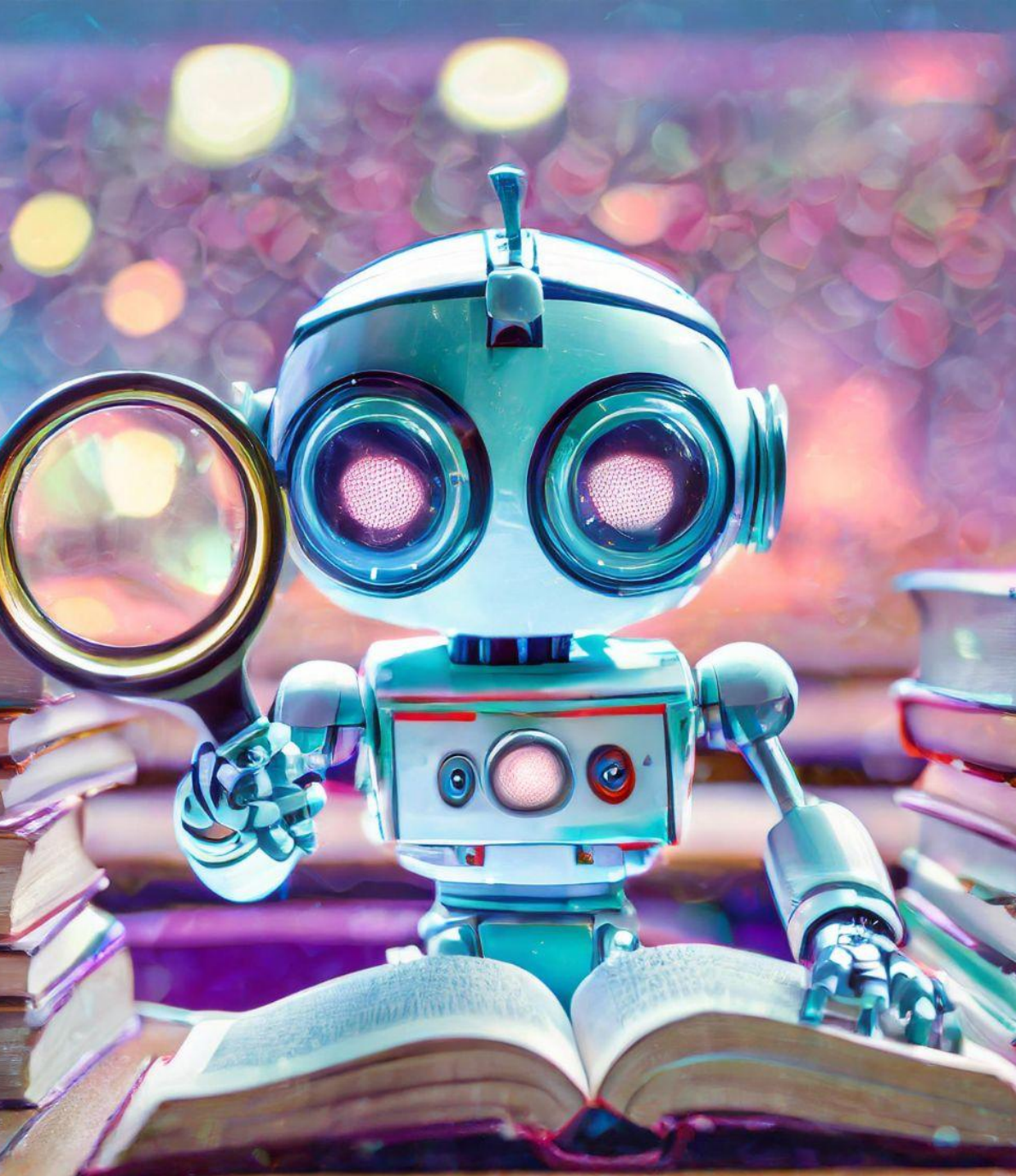
Frequently Asked Questions for Students

+ 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



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

Through July 2024

Turnitin Simcheck (current product- no AI)

The screenshot displays the Turnitin Simcheck interface. At the top left is the Turnitin logo. The document title is "untitled.txt". A button labeled "Switch to the classic view" is in the top right. Below the title bar are tabs for "Similarity" and "Flags". The main content area shows a document with the following text:

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 provide opportunities for students to learn and grow with the technology. There continues to be a need for academia to be the bridge for students to acquire the new literacies and skills that will be required of this 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 in completing assignments and degrading the human learning process.

students and faculty with new and more
ching, there is still a deeply rooted

At the bottom left, a status bar shows "Page 1 of 4", "552 words", and a zoom level of "145%".

On the right side, a summary box displays "0% Overall Similarity" with a "Filters" button. Below this, a dashed box contains the message:

No matches found

This submission does not currently match any of the content sources in our databases.

Potential matches may be hidden due to assignment settings, filters, and exclusions. Making adjustments may include matches back into the report.



AI Detection à la carte

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 provide and grow with the technology.

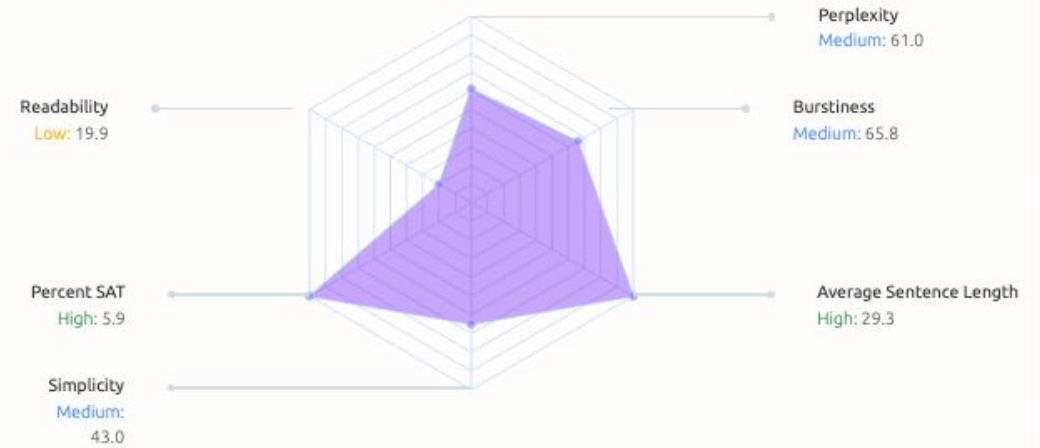
There continues to be a need for academia to be the bridge for students to acquire the new literacies and new technology in their professional lives outside of academia.

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 enhance, still a deeply rooted sentiment to prevent AI misuse from compromising the integrity of the academic learning process. 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 help 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)

The screenshot displays the Originality.ai interface. At the top, the navigation bar includes the logo, 'Start New Scan', and a balance of 16. The left sidebar contains various navigation options like Dashboard, Content Scanner, My Content Scans, Tags, Website Scanner, My Team, API Access, Settings, Account Details, Billing Details, Recent Payments, Credit Subscription, Credit Top Up, and Data Usage Settings. The main content area shows a 'Scan Complete. Run Scan Again?' notification. Below this, there's a text input field containing 'Needle in a haystack example' and a 'Highlight AI Text' button. The scan results show 'Words: 489' and 'Scan will cost 5 credits.' A large circular gauge indicates an 'AI Detection Score' of 2% Original and 98% AI. A detailed text preview shows a paragraph about AI in academia, with several sentences highlighted in orange, indicating they were detected as AI-generated. A 'Highlighting Color Key' at the bottom explains the confidence levels: orange for 90% AI confidence, yellow for 70% AI confidence, green for 70% human confidence, and dark green for 90% human confidence. On the right, there are buttons for 'Start New Scan' and 'Previous Scans'. A bottom right overlay shows two pricing options: 'Pay-as-you-go' for \$30 one-time and 'Base Subscription' for \$14.95 per month.

Originality.ai Start New Scan Balance: 16

Dashboard Content Scanner Start New Scan My Content Scans Tags Website Scanner My Team API Access Settings Account Details Billing Details Recent Payments Credit Subscription Credit Top Up Data Usage Settings Support: Help: help.originality.ai Email: support@originality.ai Logout

Scan Complete. Run Scan Again?

Start New Scan Previous Scans

Needle in a haystack example Highlight AI Text

Paste from URL Paste from File Words: 489 Scan will cost 5 credits.

Detect AI Check Plagiarism & Readability Fact Checking Aid AI Detection Model Standard 2.0

Scan Again

Original Thoughts of AI

In a world, where AI has become rampant in academia. There are only a few instructional designers who have the knowledge, background, and experience to save higher education: from itself. Much like a plot point from Doctor Who, we have to look back in time to where AI was first derived to understand where it will take us in the future. Not just in a historical context, but also in pop culture since. Science fiction has driven more of our contemporary technology more than we often think about. From Star Trek's optimistic outlook of space exploration in a non-combatant science utopia. To Battlestar Galactica's more nihilistic warning against our reliance of machines, we are often reminded of the benefits and deficits. But all of this stems from three people in history; Alan Turing, Ada Lovelace, and the Cylons from Battlestar Galactica (or Data from Star Trek if you are more optimistic).

Hybrid Thoughts of AI with Grammarly

in a world where AI has permeated academia, only a select few instructional designers possess the knowledge, background, and experience required to rescue higher education from its own demise. I understand where AI will take us.

Looking for turbo or our multi-language version? Select it from the AI detection model dropdown.

Highlighting Color Key

- 90% confidence this sentence was generated by AI.
- 70% confidence this sentence was generated by AI.
- 50% confidence this sentence was generated by AI.
- 70% confidence this sentence was human written.
- 90% confidence this sentence was human written.

AI RESULTS PLAGIARISM FACT CHECKING

AI Detection Score

2% Original 98% AI

Standard 2.0 - Mar 01 2024

Originality.ai

Think this is a false positive? [Click here](#) to read about how to avoid false positives with our scanner.

This score reflects our AI's confidence in predicting that the content scanned was produced by any popular AI tool such as ChatGPT, GPT-4 Turbo, Gemini Advanced, Claude 2, Mistral, Llama 2 etc. A score of 90% original and 10% AI should be thought of as "We are 90% confident that this content was generated by AI."

Highlighting section highlighted

Pay-as-you-go

\$30

one-time

- 3000 Credits
- 1 Credit Scans 100 Words for Plagiarism and AI Checking
- 1 Credit Scans 10 Words for Fact Checking
- Additional Credits \$0.01/credit
- 2 Year Expiry

Base Subscription

\$14.95

per month • cancel anytime

- 2000 Credits
- 1 Credit Scans 100 Words for Plagiarism and AI Checking
- 1 Credit Scans 10 Words for Fact Checking
- Additional Credits \$0.01/credit
- 1 Month Expiry, Renews Each Month

Winston AI (individual)

winstonai

Untitled - 2024-02-29

Text scan File upload Results

Human Score 13%

Winston has detected the text as 13% human. It is highly probable that an AI text generation tool was used. [How to interpret our results.](#)

Plagiarism

This feature is available only for advanced and elite plans. Please upgrade your account.

[Upgrade now](#)

Readability score 23

This text has a **readability score of 23/100** and has a **U.S. school College graduate level**, which means it is very difficult to read and is best understood by university graduates. [How to interpret our results.](#)

AI prediction map

Winston helps detect computer-generated text by analyzing its predictability and highlighting words based on how likely they are to appear. We predict word rankings and color code them from most to least predictable. [How to interpret our results.](#)

Likely AI generated Possibly AI generated Unlikely AI generated

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 provide opportunities for students to learn and grow with the technology. There continues to be a need for academia to be the bridge for students to acquire the new literacies and skills that will be required of this 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 in completing assignments and degrading the human learning process. While these growing AI tools can provide students and faculty with new and more powerful aids to enhance learning and teaching, there is still a deeply rooted sentiment to prevent AI misuse from compromising the integrity of the academic learning process. Meanwhile, there is a progressive growth by faculty who look at AI misuse as a learning opportunity for students who may have stumbled into using AI excessively, knowingly or unknowingly. Lessons in ethics, credibility, honesty, and professionalism are only a few avenues where faculty can help give a measured response to students who find themselves caught in the net of the overuse of AI. Preemptive Measures: A proactive step to mitigate the misuse of generative AI is for faculty to assess potential output variations before submitting tests. This can be accomplished by inputting equipment prompts into ChatGPT or similar platforms.

Report

This feature is available only for paid plans. Please [upgrade your account.](#)

Plagiarism results

Annual Monthly

Free \$0 Up to 2,000 Words Scan	Essential \$12/month Up to 80,000 Words Scan	Advanced \$19/month Up to 200,000 Word Scan Advanced AI detection
--	---	---

Get more scans & features. [Upgrade now](#)

709 credits left

CrossPlage by Inspira (individual)

AI Content Detector



AI Content Detector (Updated version)

Use our AI Content Detector for free to check if the text is AI-generated - now with higher accuracy!

Text box

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 provide opportunities for students to learn and grow with the technology.

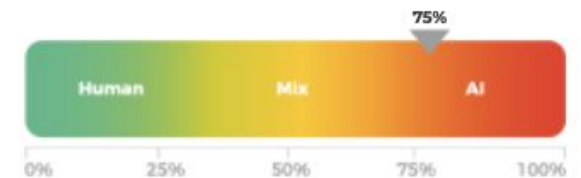
There continues to be a need for academia to be the bridge for students to acquire the new literacies and skills that will be required of this new technology in their professional lives outside of academia.

Yet, today, there are mounting concerns by faculty about the misuse of generative AI tools by students in completing assignments and degrading the human learning process.

While these growing AI tools can provide students and faculty with new and more powerful aids to enhance learning and teaching, there is still a deeply rooted sentiment to prevent AI misuse from compromising the

Results

AI Content Index¹



This text is mainly written by an AI.

Are you satisfied with the results?  

Disclaimer

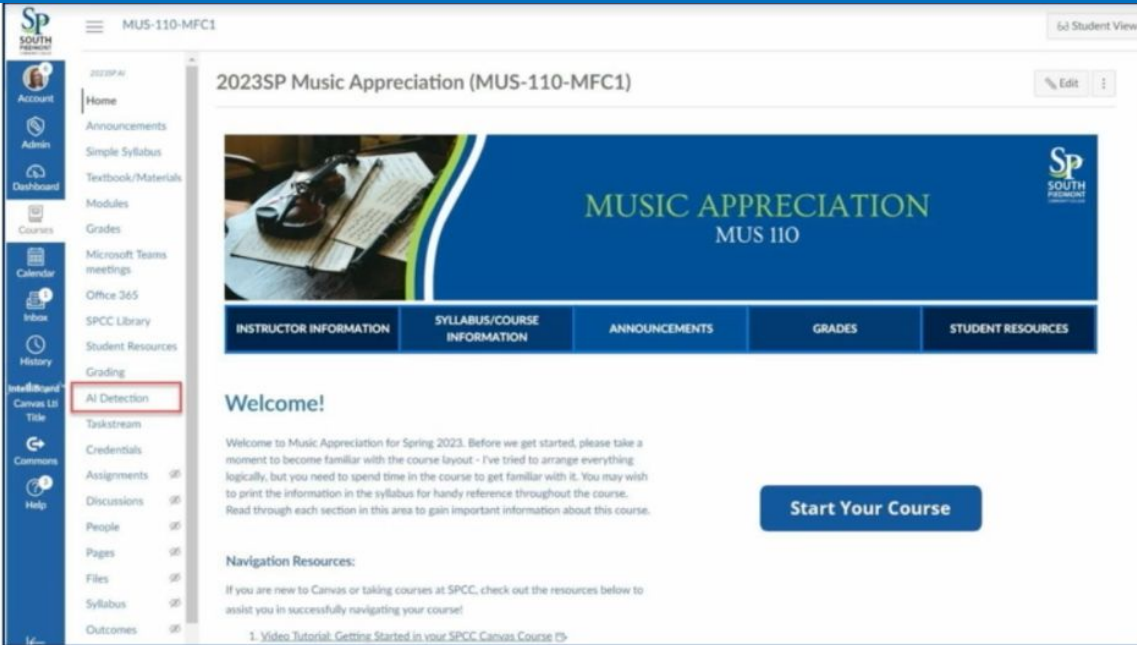
- The AI Content Detector v2.0 is based to check on a deeper level to give more precise results
- The result might take a bit longer to display as the text is checked more thoroughly
- The AI Content Detector v2.0 is now able to analyze up to 3,000 words (compared to the 1,000 words of the first version)
- At this point, the AI Content Detector only works for the English language.

915/3000



AI Detection
Canvas Integration

GPTZero (K16 Solutions)



2023FAI MUS-110-MFC1 6d Student View

2023SP Music Appreciation (MUS-110-MFC1)

MUSIC APPRECIATION MUS 110

INSTRUCTOR INFORMATION SYLLABUS/COURSE INFORMATION ANNOUNCEMENTS GRADES STUDENT RESOURCES

Welcome!

Welcome to Music Appreciation for Spring 2023. Before we get started, please take a moment to become familiar with the course layout - I've tried to arrange everything logically, but you need to spend time in the course to get familiar with it. You may wish to print the information in the syllabus for handy reference throughout the course. Read through each section in this area to gain important information about this course.

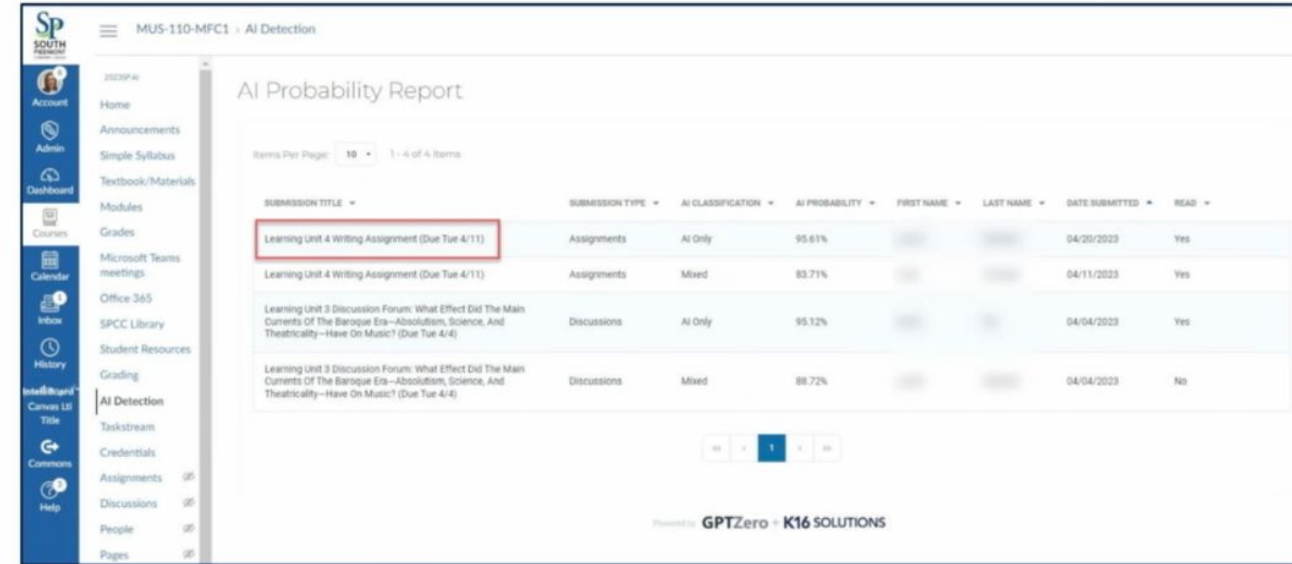
Start Your Course

Navigation Resources:

If you are new to Canvas or taking courses at SPCC, check out the resources below to assist you in successfully navigating your course!

1. Video Tutorial: Getting Started in your SPCC Canvas Course

AI Detection

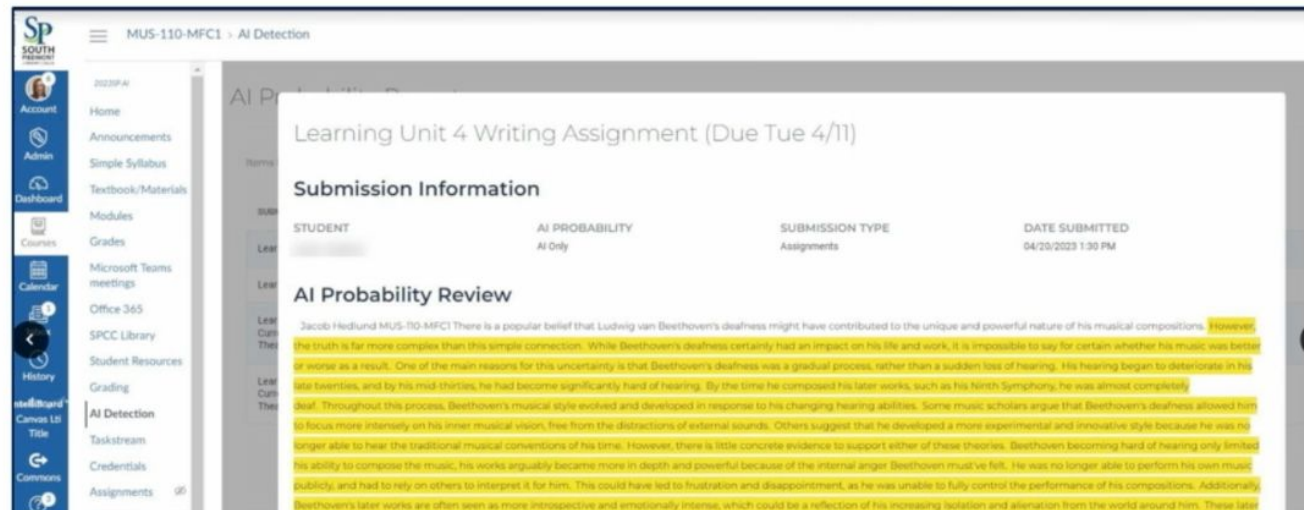


AI Probability Report

Items Per Page: 10 1 - 4 of 4 items

SUBMISSION TITLE	SUBMISSION TYPE	AI CLASSIFICATION	AI PROBABILITY	FIRST NAME	LAST NAME	DATE SUBMITTED	READ
Learning Unit 4 Writing Assignment (Due Tue 4/11)	Assignments	AI Only	95.61%			04/20/2023	Yes
Learning Unit 4 Writing Assignment (Due Tue 4/11)	Assignments	Mixed	83.71%			04/11/2023	Yes
Learning Unit 3 Discussion Forum: What Effect Did The Main Currents Of The Baroque Era—Absolutism, Science, And Theatricality—Have On Music? (Due Tue 4/4)	Discussions	AI Only	95.12%			04/04/2023	Yes
Learning Unit 3 Discussion Forum: What Effect Did The Main Currents Of The Baroque Era—Absolutism, Science, And Theatricality—Have On Music? (Due Tue 4/4)	Discussions	Mixed	88.72%			04/04/2023	No

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Learning Unit 4 Writing Assignment (Due Tue 4/11)

Submission Information

STUDENT	AI PROBABILITY	SUBMISSION TYPE	DATE SUBMITTED
	AI Only	Assignments	04/20/2023 1:30 PM

AI Probability Review

Jacob Hedlund MUS-110-MFC1 There is a popular belief that Ludwig van Beethoven's deafness might have contributed to the unique and powerful nature of his musical compositions. However, the truth is far more complex than this simple connection. While Beethoven's deafness certainly had an impact on his life and work, it is impossible to say for certain whether his music was better or worse as a result. One of the main reasons for this uncertainty is that Beethoven's deafness was a gradual process, rather than a sudden loss of hearing. His hearing began to deteriorate in his late twenties, and by his mid thirties, he had become significantly hard of hearing. By the time he composed his later works, such as his Ninth Symphony, he was almost completely deaf. Throughout this process, Beethoven's musical style evolved and developed in response to his changing hearing abilities. Some music scholars argue that Beethoven's deafness allowed him to focus more intensely on his inner musical vision, free from the distractions of external sounds. Others suggest that he developed a more experimental and innovative style because he was no longer able to hear the traditional musical conventions of his time. However, there is little concrete evidence to support either of these theories. Beethoven becoming hard of hearing only limited his ability to compose the music, his works arguably became more in depth and powerful because of the internal anger Beethoven must've felt. He was no longer able to perform his own music publicly, and had to rely on others to interpret it for him. This could have led to frustration and disappointment, as he was unable to fully control the performance of his compositions. Additionally, Beethoven's later works are often seen as more introspective and emotionally intense, which could be a reflection of his increasing isolation and alienation from the world around him. These late

CopyLeaks

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



Home > My Scans > Sample-report.pdf

 Upgrade    



Matched Text 44.2%

AI Content 43.4%

Submitted text (724 words)

Washington yearned to resign to his fields at Mount Vernon. Yet, he before long underst the Country under its Articles of Confederation was not working great, so he turned intc

MATCH TYPE	MATCH	WORDS
<input checked="" type="radio"/> AI CONTENT	43.4%	315
<input type="radio"/> HUMAN TEXT	56.6%	409

central player in the means prompting the Established Show at Philadelphia in 1787. At the point when the new Constitution was endorsed, the Appointive School consistently chose Washington President.

One of Washington's greatest contributions was his commitment to establishing a strong central government while respecting the principles of democracy. As President, he shaped the powers and responsibilities of the executive branch, providing a framework that has guided subsequent administrations. Washington's leadership during the formative years of the United States helped stabilize the nation and solidify its standing in the world.


Furthermore, Washington's decision to voluntarily step down from the presidency after two terms set an important precedent for peaceful transitions of power. This act demonstrated his commitment to the principle of a limited presidency and avoided the entrenchment of power that could have jeopardized the young democracy. This tradition of peaceful transfers of power continues to be a hallmark of American democracy.

Another lasting impact of Washington's legacy is his role as the commander-in-chief of the Continental Army during the American Revolution. His strategic leadership, resilience, and determination were instrumental in securing victory against the British, securing the independence of the United States. Washington's military prowess and character continue to inspire generations of leaders and military personnel.


 Rescan  Nov 30, 2023




Matching Text Results (9)

 Biography of George Washington (Text Only)
Internet Result • [gwl.html](#)
[https://georgewbush-whitehouse.archives.gov/history/...](https://georgewbush-whitehouse.archives.gov/history/)
President | Vice President | First Lady | Mrs. Cheney | News & Policies History & Tours |...

 42.4%

 George Washington
Internet Result • [gwl.html](#)
<https://clintonwhitehouse3.archives.gov/WH/glimpse/p...>
This is historical material, "frozen in time." The web site is no longer updated and links to external web sites and some in...

 41.7%

 Read this excerpt from the English Bill of Rights, passed by Parliament
Internet Result • [read-this-excerpt-from-th...](#)
<https://www.abiertosi.sanisidro.gov.ar/solution/read-thi>

TurnItIn Originality

← ● James Frank →

Submitted: 6 Nov at 14:14

Submitted files: (click to load)

100% [The Goliath of the Sea.docx](#) ↓

feedback studio | Tess Ruiz | The Goliath of the Sea | 1 of 17

Match Overview

28%

Submitted to University... 28% Student Paper

1 28

AI 75%

Existing location of document flags in Turnitin Similarity Report panels. These tools only surface for educators and administrators.

AI indicator links to AI report. Click to view report.

This Weekend's (HKG) Championship (Bout a Muoi) (see Event) for the Weekend

ampionship (bout between the 5 time reigning champions, the Andromedella, and the first ranked team in the league, the Flat Track Furyes."

High breaks in sports creates fan excitement, support the studies would include newspaper articles as well as information from the league

er of the league, the addition of returning and new players has dramatically increased, more physically demanding rule set that rewards skaters for speed, strength, and

ic. Fans attend sports events to be entertained and awed by physical prowess. support athletic fan would include newspaper articles.

collies

"Both teams include women are otherwise normal wives, mothers, employees, but once they have assumed their derby persona and take to the flat track, channel their athletic fierceness."

letty it matters: One aspect fans enjoy about roller derby are the creative derby characters that each of these projects.

Evidence to support colorful personalities would include newspaper articles and videos.

Top of the Game

"Always dancing on the boundary of family friendly and sometimes edgy entertainment, this season, the ECRG has worked very hard to expand their program, including a date night social during their successful May tournament, as well as efforts to attract new derby attendees with discounted tickets help explore some of the greater mysteries of the sport to derby newcomers."

Evidence to support bout ambience would include interviews with new fans, as well as media and PR team member provided stats on increased ticket sales.

letty it matters: Creating a welcoming environment for new fans is important to increase exposure for any sport.

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	<ul style="list-style-type: none"> Continues internal repository AI reports from pilot return Easier approval process Contract Cheating & audit dashboard 	<ul style="list-style-type: none"> Plagiarism product includes ProQuest AI flag available after clicking to report from gradebook 	~\$53,000
GPTZero (K16)	No	Assignments Discussions Quizzes	<ul style="list-style-type: none"> GPTZero data via Tableau has potential Spot-check via free but has limits 	<ul style="list-style-type: none"> AI only 	~\$18,000
CopyLeaks	Yes	Assignments	<ul style="list-style-type: none"> Spot-check via Chrome extension Detects AI-generated source code and code plagiarism 	<ul style="list-style-type: none"> Very expensive Additional \$ to migrate WWU repository 	~\$35,000



Current Plagiarism-only Product

Turnitin SimCheck	Yes	Assignments	<ul style="list-style-type: none"> Internal repository (3 yrs) Familiar interface 	<ul style="list-style-type: none"> Plagiarism product is basic 	~\$22,000
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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