# Academic integrity and artificial intelligence (AI)

Three–minute read

The emergence of generative artificial intelligence (AI) in the form of ChatGPT in November 2022 took the world by storm. It sparked concern, interest, transformation and a deluge of questions about ethics in education. As educators around the world grapple with the implications of advancing AI, the opportunities and risks it presents are becoming clearer.

To support schools to implement the Australian Curriculum and the Queensland Certificate of Education (QCE) in a landscape punctuated by generative AI, the QCAA has produced a range of resources including the updated academic integrity courses for students and teachers and AI factsheets. In addition, a series of three AI-focused webinars was recently launched. The first in the series explored the effect of generative AI on academic integrity and ethical scholarship.

Associate Professor Christine Slade, an expert in academic integrity at the University of Queensland's Institute for Teaching and Learning Innovation, provided an insight into students' motivations to behave with integrity or engage in misconduct. In sharing the reasons why academic misconduct occurs and how generative AI has increased the opportunities for this, she gave teachers the evidence to reflect on how they might increase student integrity.

Associate Professor Slade said learning environments have less risk of misconduct when they have positive norms, explicit conversations around ethics and integrity, positive teacher student relationships, and clear and appropriate consequences for cheating. She said engaging with generative AI is an important element in maintaining a positive learning culture. She also added that tolerating uncertainty or 'liminality' and working collaboratively to develop appropriate ways of working with this technology would help students have trust in educators.

Scott Adamson, Dean of Teaching and Learning at All Hallows' School in Brisbane, shared his school's approach to dealing with this 'liminality' and engaging with generative AI tools. He believes the duty to prepare students for a technology-filled world necessitates a focus on critical use of this technology. Central to this is the provision of school guidelines and support for teachers. Mr Adamson said this has meant taking an adaptable and flexible approach as the school embarks on a collaborative journey. Through this journey, he said, the students have had trust that they are being guided to use generative AI in appropriate and ethical ways.

In the drive to strengthen academic integrity, educators can use the guiding principle that students want to learn and that the emergence of generative AI has not fundamentally changed that. QCAA Executive Director Jo Butterworth reflected that, when students do commit academic misconduct, this is often a moment in time. As young people, students can make compromising choices, but educators can support students to change and make positive choices. This includes their choices about how they use generative AI.

To learn more about academic integrity and artificial intelligence, you can watch a recording of the webinar.

Look out for the next two webinars in the series, 'Assessment Design and Artificial Intelligence' and 'Digital Literacy and Artificial Intelligence'.

# More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'artificial intelligence'. Alternatively email the Professional Learning Programs Unit at professionallearning@qcaa.qld.edu.au.

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