

Title	Artificial intelligence (AI) and academic integrity: mitigating the risks and fostering the ethical integration of AI with inclusive assessment design
Authors	Ryan, Marie;Goff, Loretta
Publication date	2023;2023
Original Citation	Ryan, M and Goff, L. (2023) 'Artificial intelligence (AI) and academic integrity: mitigating the risks and fostering the ethical integration of AI with inclusive assessment design', National Academic and Research Integrity Conference (NAIN), Galway, 4-6 October 2023.
Type of publication	Conference item
Rights	© 2023, the Authors.
Download date	2026-09-26 02:04:26
Item downloaded from	https://hdl.handle.net/10468/18071

Artificial Intelligence (AI) and Academic Integrity: Mitigating the Risks and Fostering the Ethical Integration of AI with Inclusive Assessment Design

Dr Marie Ryan¹ and Dr Loretta Goff ²



1. Economics, Cork University Business School, University College Cork;
2. Academic Integrity Education Officer, University College Cork.

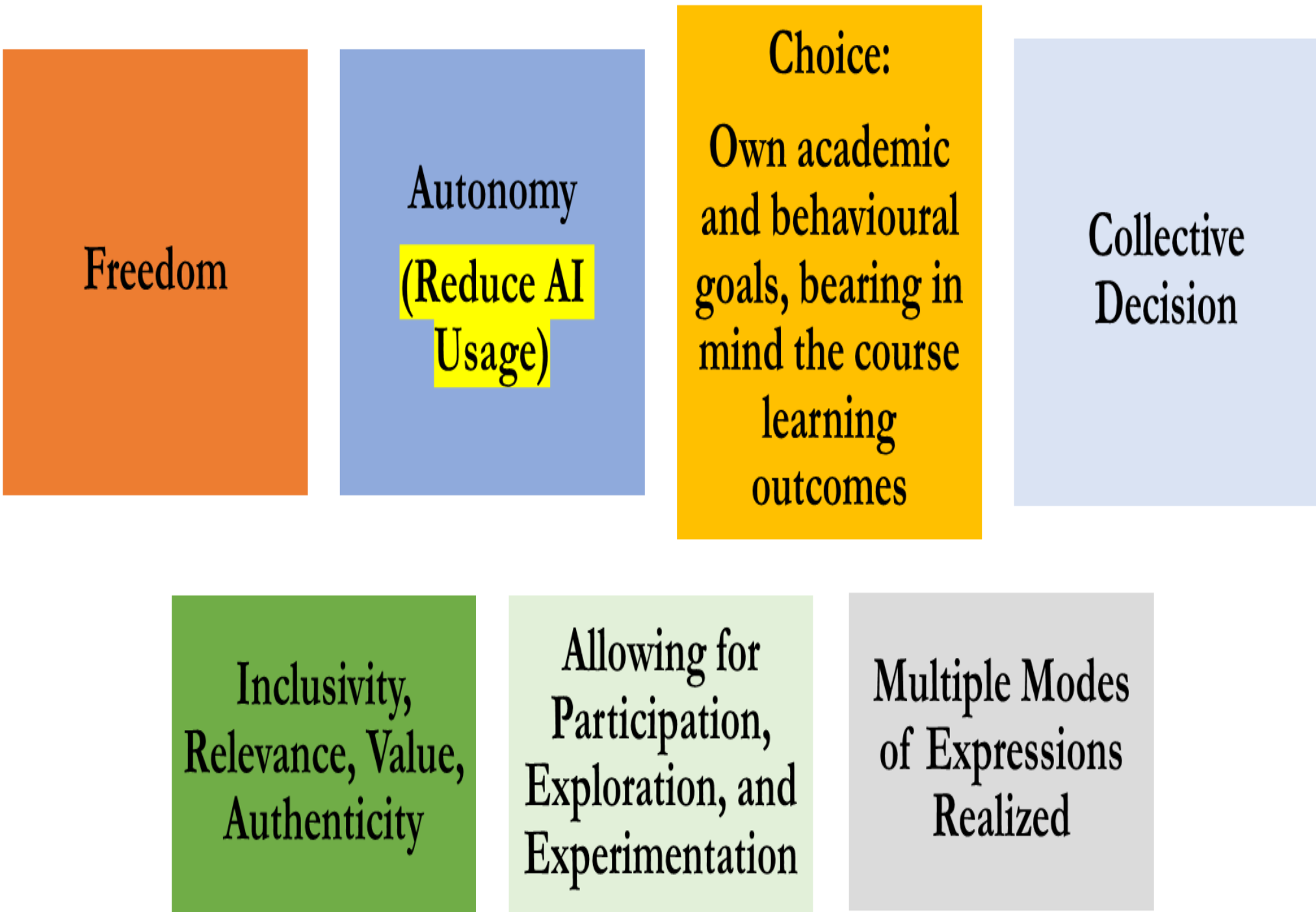


RATIONALE

- The release of ChatGPT, Bard and Microsoft Copilot have prompted much discussion in higher education about the future of assessment.
- While artificial intelligence (AI) poses a threat to academic integrity when it is used to bypass learning, it can also be used ethically to enhance the learning process.
- Fostering academic integrity and separating this from academic misconduct, which is often positioned as the primary focus, offers key motivating factors for student engagement.

LECTURERS ROLE

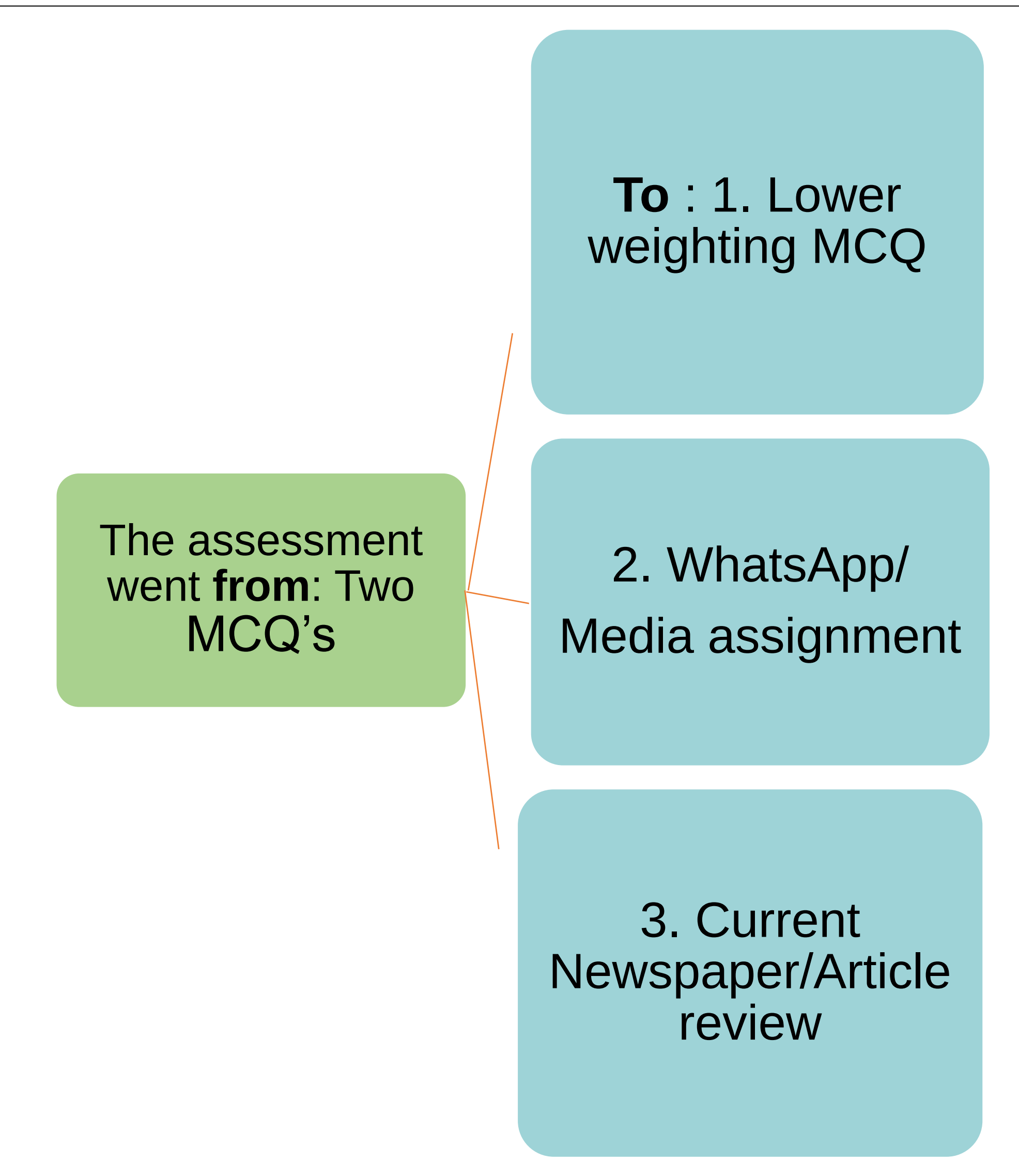
- The study utilized a student partnership model to **co-create assessments**, and the findings indicate limited utilization of AI within this context.
- Resulted in a heightened sense of :



OBJECTIVE

- Academic integrity brings attention to the process of learning and the importance of developing your skills and being able to stand over and take pride in your own work.
- When emerging technologies, including AI, are introduced into student learning together with the principles of academic integrity from the start, students will be more likely to associate the use of these with good practice, including the requirement for critical analysis of AI-generated outputs and transparency around their use of this content.
- This poster presents a case study of practice that demonstrates the application of how inclusive assessments have been used at University College Cork (UCC) to integrate the ethical use of AI into teaching and learning while mitigating the risks associated with unethical use.

CHANGES MADE



QUESTIONS



ANSWER

Inclusive assessment design

- Get students involved as **PARTNERS**, in the assessment design.
- Students as Co-Creators of Authentic Assessment with Choice
- Allows for multiple means of expression, mitigating the risk of inappropriate and unethical use of AI applications.

STUDENT IMPACT

Average grades showed improvement, and student feedback emphasized a sense of agency, connection, and a long-lasting impact on their development as lifelong learners.

Average grade

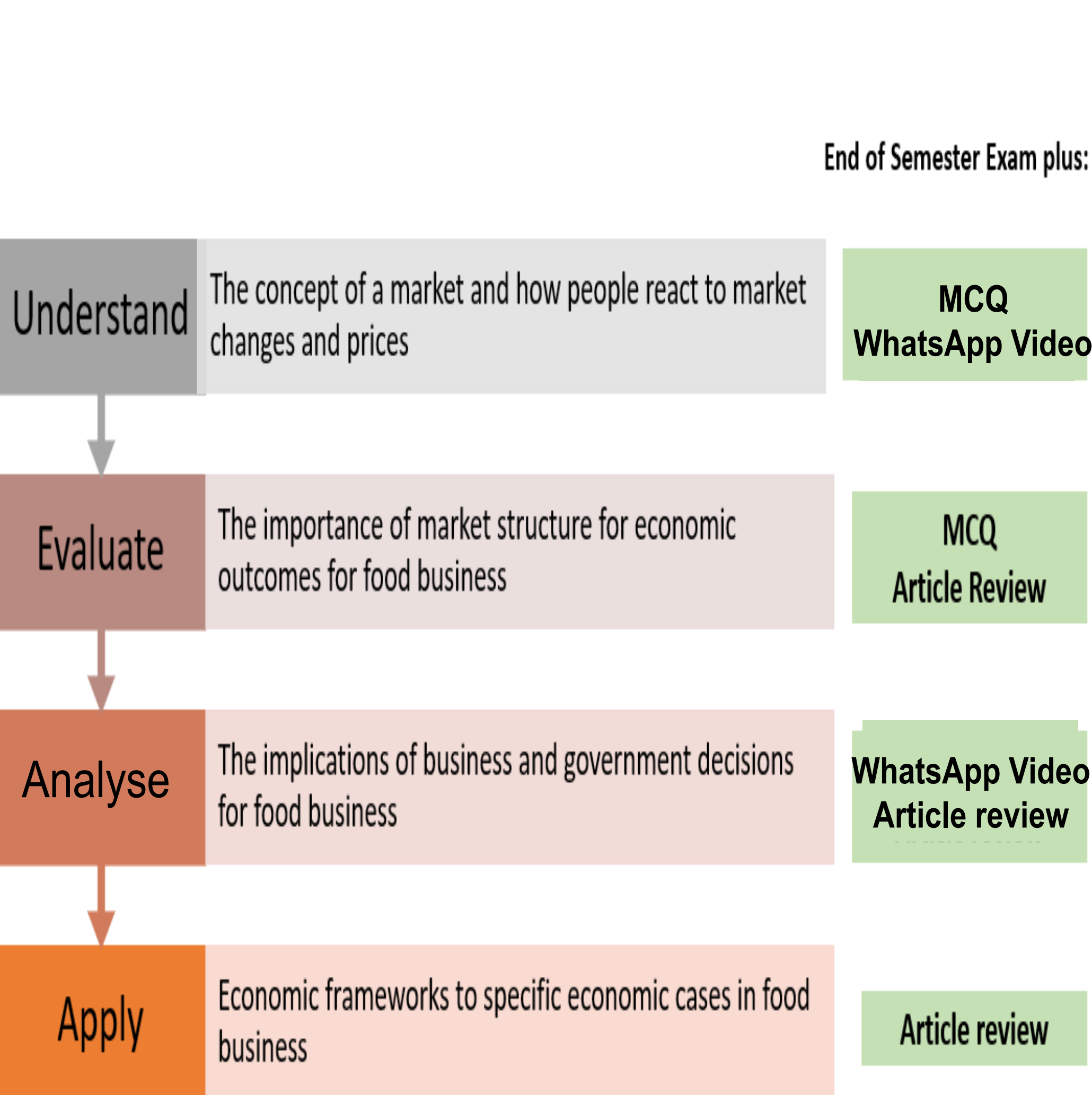
MCQ: 60%

WhatsApp video: 80%

Article review: 70%

interestingplayful
owntime
lesspressure
muchpreferred
structure video
creativitylearn

APPLICATION



CONCLUSIONS

