Artificial Intelligence & Academic Integrity

at the University of Adelaide

February 2025

THE UNIVERSITY
of ADELAIDE
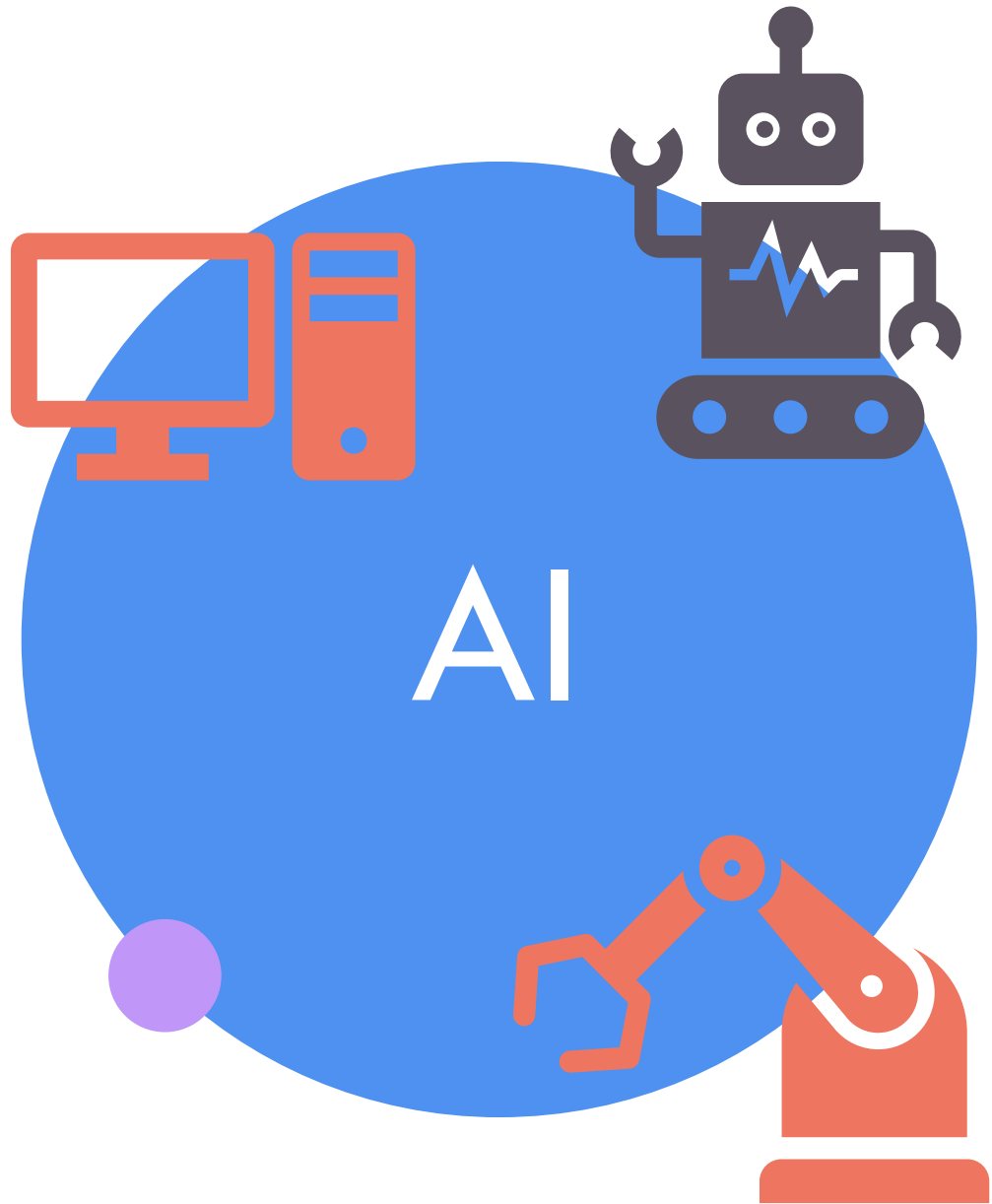
Artificial intelligence is here to stay.

AI is changing the way we live, work and study.

Learning how to work with AI is a journey, and we're all on it together.

Nobody has all the answers (not even AI)!

What is AI?

Artificial Intelligence (AI) is when machines have some of the qualities that the human mind has, such as the ability to discover patterns of human language, recognize pictures, solve problems and learn.

AI Definition source: Cambridge Dictionary.
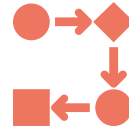
AI is great news for your learning!

AI may be able to…

Help you check your knowledge or explain concepts you are struggling with.

Help detect errors or inconsistencies in your work, and help you learn from them.

Build confidence that you're on the right track by checking your ideas.

Generate unusual ideas or prompts for further research.

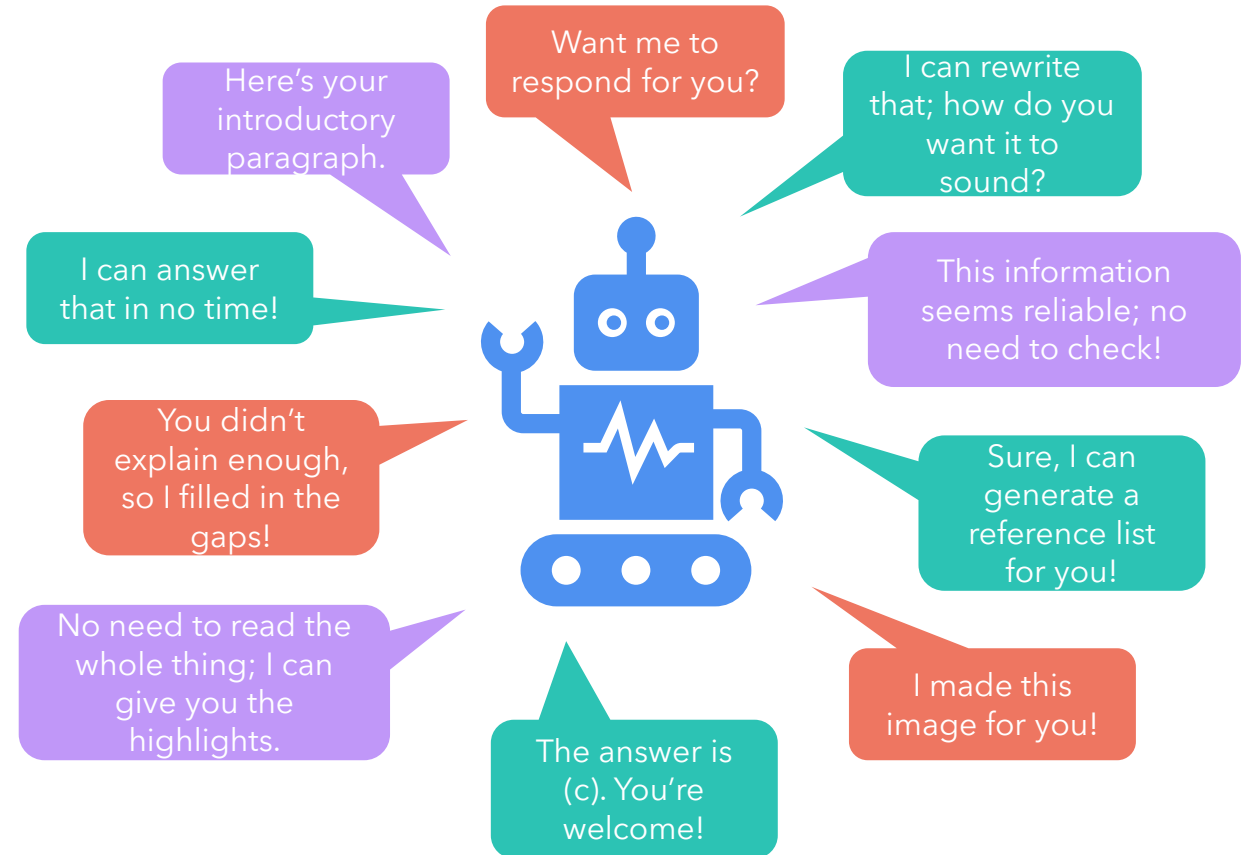Give you feedback on written or spoken language.

AI is kind of like having a personal tutor. Used correctly, it can help you study effectively, check your understanding, and build your skills.

But AI also offers a lot of shortcuts…

Some of these shortcuts have the potential to undermine your learning.

Using AI as a shortcut may mean you don't practice your skills, and it could affect your ability to progress.

Some shortcuts are also breaches of academic integrity.

Here's your introductory paragraph.

Want me to respond for you?

I can rewrite that; how do you want it to sound?

I can answer that in no time!

This information seems reliable; no need to check!

You didn't explain enough, so I filled in the gaps!

Sure, I can generate a reference list for you!

No need to read the whole thing; I can give you the highlights.

The answer is (c). You're welcome!

I made this image for you!

Your skills

Your University of Adelaide courses are designed to equip you with a range of key skills and specialist knowledge.

Assessments test your:

This one often includes AI!

Discipline expertise	Problem-solving	Critical & creative thinking	Communication	Professional skills	Digital capability

AI may be able to support you with your work now and in the future, but you need to demonstrate that **you** have these key skills.

In some contexts, you won't be able to rely on AI, and you will need to be confident in your own abilities and knowledge. This goes for University and for the workplace.

Learn more about the [University's Graduate Attributes](#).

AI Tools and services are changing quickly!

There are many new AI tools for studying and writing.

AI has also been incorporated into tools that students have been using for a long time.

This is concerning because some tools that used to support student learning - for example providing writing and editing feedback – now offer to completely rewrite work, generate content and provide references.

They've started to **do the work for you**, which is a breach of academic integrity.

You need to ensure that you are working with integrity and that you understand where and how you are using AI.

How do I know when I'm using AI?

Sometimes it's hard to know whether tools or services are powered by AI. Here are some helpful guides:

Any time a tool or service makes a **content suggestion**, it's likely that you are using AI. For example, if a tool suggests different words, additional words, improvements to an image, or additional ideas, it's probably AI.

If the tool or service **generates something new** based on information you have inputted, it's probably AI.

If a tool or service offers to **generate something it thinks you might like**, it might be using AI.

Any time a tool **makes changes to your work**, such as rewriting, translating, summarising, expanding, or improving, it is probably using AI.

Things to consider

Ethics

AI presents a variety of ethical issues. Generative AI relies on unacknowledged source material. AI models may be built in unethical ways, e.g. using exploitative labour practices, or practices which are harmful to the environment.

Sometimes, using AI to make decisions might not be ethical, especially when it concerns people's wellbeing, safety or positions of trust.

Learning

Learning how to use AI will be crucial to your development as an expert in your field. AI can also help us to learn new things: we can chat with AI, ask it to summarise and explain concepts, or create practice questions or scenarios.

But relying on AI could also interfere with your learning. If you use AI to take shortcuts in your studies, you may miss out on opportunities to learn and develop your own skills.

Reliability & Bias

AI can be useful, but it can generate information which is untrue, unreliable, or biased. AI can create pictures of people with too many fingers. AI often misrepresents the content of academic articles, or falsely attributes quotes or ideas to the wrong people. AI can make up incorrect facts, even after you correct it.

Check and verify AI-generated content. If you use it, you are accountable for any errors.

Accountability

AI is not a person. It can't be held accountable for what it says or does. If you use AI-generated content, or work supported by AI tools, you are ultimately accountable for what is produced. AI's errors become your errors.

This will be true in the world of work, and it's also true at University. That's why it's so important to use AI critically and responsibly.

Academic Integrity

Academic integrity means completing your studies and assessments in a way that is honest and transparent, and showing your own skills and knowledge. We need to assess what you can do.

If you present AI-generated content as your own work, use AI without acknowledgement, or use AI in ways that aren't permitted for the assessment, this breaches the Academic Integrity Policy.

Security

There are many AI tools available. When you feed information to AI, including uploading documents or sharing information as part of a prompt, you need to consider privacy and security.

Don't submit copyrighted, private or sensitive information to AI. You do not know how it will be used.
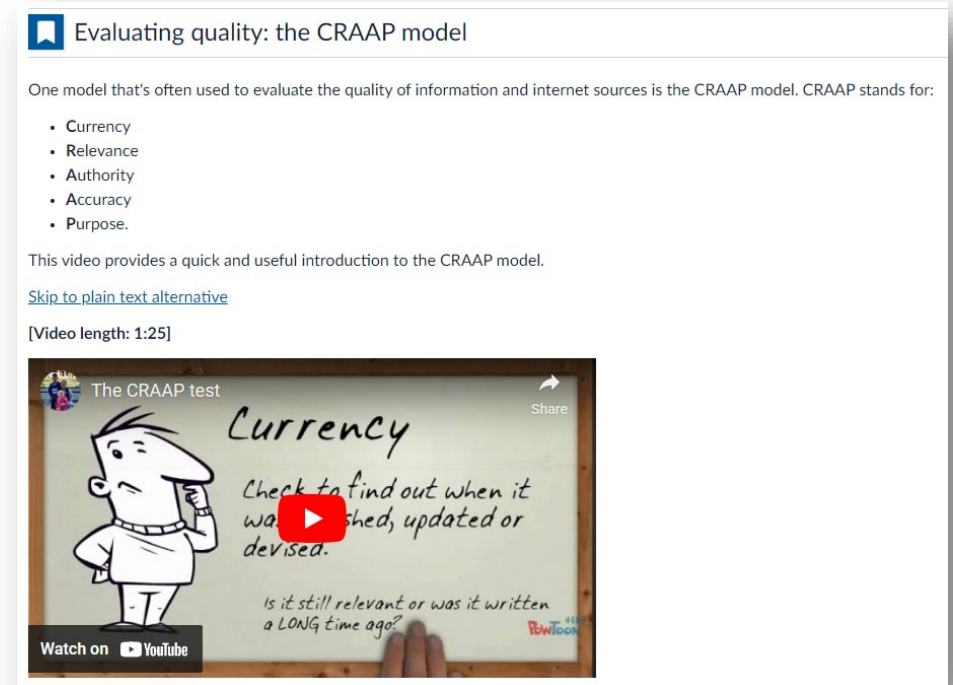
How to fact-check AI-generated text

AI-generated content may contain factual errors or falsified information.

You will need to use other sources to ensure that your research is accurate.

You will also need to fact check any AI-generated content.

The **Library Essentials** modules have training on how to do this, tailor-made for your subject area.
https://www.adelaide.edu.au/library/library-services/training

Evaluating quality: the CRAAP model

One model that's often used to evaluate the quality of information and internet sources is the CRAAP model. CRAAP stands for:

- **C**urrency
- **R**elevance
- **A**uthority
- **A**ccuracy
- **P**urpose.

This video provides a quick and useful introduction to the CRAAP model.

Skip to plain text alternative

[Video length: 1:25]

So how do I know what's ok?

In the next few slides, we've gathered some advice to guide you in deciding when and how to use AI.

1. Check the course and assessment guidelines.
2. Prioritise your learning
3. Be critical and accountable
4. Be transparent & acknowledge AI
5. Ensure Academic Integrity

Deciding when it's OK to use AI

1. Ensure you know what is permitted in this course or assessment. Check the course information and assignment pages. Some common instructions about the use of AI might include:

No AI permitted

AI-assisted editing permitted

AI-assisted ideas permitted

AI-assisted creation is expected, with human evaluation

Remember that different courses and disciplines may have different requirements around the use of AI.

If you are unsure, you must contact your course coordinator to clarify - don't just go ahead and use AI.

Deciding when it's OK to use AI

2. Prioritise your learning and demonstrating what you can do.

- What is the assignment actually assessing?
- What skills, knowledge and understanding do you need to demonstrate?
- Would using AI be a shortcut?
- Is it permitted to use AI to meet the learning outcomes?
- How do you show your learning?

Deciding when it's OK to use AI

3. Be critical and accountable.

When is it appropriate and helpful to use AI? Is the AI output reliable, could it be biased? Is it going to be good quality?

If you use AI, you're responsible for what it produces. Its mistakes become your mistakes - so check things carefully and be ready to explain any part of your assignment.

Deciding when it's OK to use AI

4. Be transparent about your use of AI.

If you are told not to use it, don't use it.

If you do use AI in a way that is supported in the course, be transparent about how AI has helped you.

Use the [Library guide](#) to help you cite and acknowledge how you used AI.

As Associate Professor Benito Cao tells his students, 'don't be sorry, just declare it'!

Deciding when it's OK to use AI

5. Ensure academic integrity.

Don't:

• Present AI-generated work as your own work.

• Use AI in ways that are not permitted in your course (even if they might be permitted elsewhere!)

• Try to disguise the use of AI

• Use AI tools to disguise copying and pasting from other sources

• Use AI to take shortcuts when you were expected to complete the task yourself.

• Use AI detectors to figure out whether your work will be flagged.

These behaviours may lead to a breach of academic integrity in your course.

Scenario 1: Research Paper Assistance

Context: Sarah is working on a research paper for her history class. She is struggling to find reliable sources and is considering using an AI tool to help her.

Decision: Sarah remembers the guidelines about AI's reliability and bias. She also checks the assessment guidelines, which say students can use AI for ideas. Sarah decides to use the AI tool to generate a list of potential sources but reads each one, checking for accuracy and credibility before including them in her paper. She uses an acknowledgement to explain how AI helped her in the assignment.

Scenario 2: Programming Assignment

Context: John has a programming assignment due and is stuck on a particular problem. He thinks about using an AI code generator to solve it.

Decision: John recalls that using AI to take shortcuts can undermine his learning. He's also pretty sure that getting AI to solve the problem would breach academic integrity. He uses the AI tool to practice, but writes the code himself to ensure he understands the concepts.

Scenario 3: Report Writing

Context: Emily is writing a report for her business class and is tempted to use an AI tool to generate the introductory paragraph.

Decision: Emily knows that presenting AI-generated work as her own breaches academic integrity. She writes the introduction in her own words, ensuring she demonstrates her own skills. She then uses an AI tool to get some hints about making her writing more concise, but Emily decides what changes she's going to make. She uses an acknowledgement to explain how AI helped her in the assignment.

Scenario 4: Patient Case Study
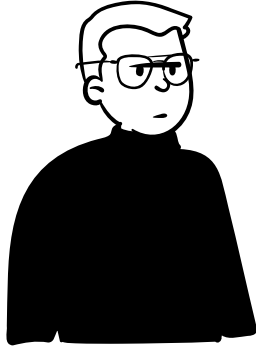
Context: Carlos is working on a case study about a patient he interviewed on placement. He's worried his language isn't formal enough, and he knows AI could rewrite his work to make it sound more sophisticated.

Decision: Carlos checks the information about AI in his course and remembers that putting a patient's personal information into an AI tool might breach their privacy and confidentiality – that would be a serious issue!

He also sees that his course coordinator allows minor editing using AI, but not entire rewrites. They want to check their students' clinical language as part of the assignment. Carlos decides AI is not the right choice, and heads to the Writing Centre instead for some advice.

Scenario 5: Group Project

Context: A group of students is working on a project and wants to use an AI tool to create a presentation.

Decision: The group discusses the ethical implications and decides to use the AI tool to generate visual aids and design suggestions. They make sure to acknowledge the AI's contribution and focus on creating the content themselves to maintain academic integrity.

Scenario 5: Design assignment

Context: Yìzé has a design assignment and is wondering about using AI to quickly generate a range of design options.

Decision: Yìzé checks in with his tutor, who is excited about how AI can help with brainstorming. They agree that Yìzé can use AI for ideas, but his final design must improve on what the AI suggests.

The tutor says Yìzé will need to include an appendix with all the brainstormed images, and also write up his reflections on the quality of the AI designs and any ethical considerations about using AI to generate images and designs.

What an interesting project!

Ask a human!

We're all still learning how AI can work for us at the University.

Asking questions is a good way to be part of the change. As we learn, we all improve!

If you have questions about how to use AI, your course coordinators can help you understand what is ok.

Need Help?

The University offers a range of study support resources, which are **free** to use and which all support academic integrity:

• Library How Do I Guide – Artificial Intelligence: https://libguides.adelaide.edu.au/artificial_intel

• Maths Learning Centre: https://www.adelaide.edu.au/mathslearning/

• Writing Centre: https://www.adelaide.edu.au/writingcentre/

• Peer Assisted Study Sessions (PASS): https://www.adelaide.edu.au/pass/

• Studiosity: https://www.adelaide.edu.au/student/success/studiosity

• Turnitin Guide: https://www.adelaide.edu.au/writingcentre/ua/media/262/Turnitin%20Guide%20for%20Students%202022.pdf

• Academic Integrity information: https://www.adelaide.edu.au/student/success/academic-integrity-for-students