

# The use of AI in Educational and Assessment Settings

“The true intelligence of the machines will be built by you and me.”

— Mo Gawdat, [Scary Smart: The Future of Artificial Intelligence and How You Can Save Our World](#)

Here’s an overview of what some institutions and companies are doing to address concerns around the introduction of AI:

### 1. AI Detection Tools

Some universities and educational platforms are implementing AI detection software to identify whether coursework or online assessments have been generated or assisted by AI tools like ChatGPT, Jasper, or others. Tools such as **Turnitin** (which is widely used for plagiarism detection) and newer AI-specific detection tools like **GPTZero** and **CopyLeaks** are becoming more common. These tools help identify patterns that are typical of AI-generated content, such as certain phrasing or unnatural coherence in writing.

### 2. AI Policy Development

Educational institutions, including universities, are working on developing clear policies around AI usage in academic settings. This includes setting guidelines about when it’s acceptable to use AI tools (e.g., for research, data analysis, or content generation) versus when it’s considered academic dishonesty (e.g., using AI to complete assignments or exams). Some universities are establishing frameworks that include:

- Clear definitions of what constitutes AI-assisted work.
- Guidelines for students on how to use AI responsibly.
- Consequences for academic misconduct involving AI.

### 3. Revised Assessment Methods

To counteract the risk of AI-assisted cheating, some universities are revising their assessment methods. These revisions include:

- **In-person exams** or **supervised online assessments** to ensure students complete their work without outside help.
- More **project-based assignments** or **oral assessments**, which are harder for AI tools to complete independently.
- **Open-book assessments** designed to encourage critical thinking and problem-solving over rote memorisation, making it less likely that AI-generated content would be appropriate.

### 4. Emphasis on Process Over Product

Some institutions are placing greater emphasis on the learning process rather than just the final product. This includes:

- Asking students to submit work **in stages** (e.g., drafts, outlines, and annotations) to track their progress and ensure the work is their own.
- Encouraging **peer reviews** and **self-reflection** as part of the assessment process.
- Using **interactive assessments** (e.g., discussions, debates, or presentations) where students demonstrate their understanding in real-time, which is harder to cheat with AI.

## 5. AI Literacy and Training

To mitigate the risks and ensure that both students and educators are well-prepared, some institutions are focusing on **AI literacy**:

- Teaching students how to use AI responsibly, emphasising its role as a tool for enhancing learning rather than replacing it.
- Providing **training for educators** on how to detect AI-generated work and how to incorporate AI responsibly into the classroom.

## 6. Developing Ethical Guidelines

On the corporate side, companies like **Google**, **Microsoft**, and **OpenAI** are also releasing ethical guidelines for AI use in education. These guidelines emphasise the importance of transparency, privacy, and responsible usage, encouraging educational institutions to work within ethical frameworks to prevent misuse. Many tech companies are also offering resources to help schools implement safe AI practices.

## 7. Collaboration and Knowledge Sharing

Finally, some universities and educational organisations are working together through consortia or networks to share knowledge and best practices on managing AI use. This might include regular workshops, research collaborations, and shared guidelines on AI governance. This helps institutions stay updated on AI developments and understand what measures are working in other settings.

---

When working on developing guidelines around AI use, it might be helpful to consider:

- **Defining boundaries** on what AI is and isn't allowed to do in coursework and assessments.
- Creating a **clear policy** on the use of AI tools in different contexts, specifying what is considered acceptable academic practice.
- Exploring **AI detection technologies** or working with tools that can help you monitor and verify the authenticity of student work.
- Promoting **AI literacy** in both students and staff to better navigate the complexities of AI use.
- Encouraging the shift to assessments that are less likely to be easily outsourced to AI tools (e.g., more interactive or process-based evaluations).

This is a rapidly evolving space, and it's essential for institutions to stay proactive in crafting policies that balance the use of AI with maintaining academic integrity.

References: <https://corp.oup.com/feature/ai-in-education-where-we-are-and-what-happens-next/>  
[https://russellgroup.ac.uk/media/6137/rg\\_ai\\_principles-final.pdf](https://russellgroup.ac.uk/media/6137/rg_ai_principles-final.pdf)  
<https://openai.com/index/chatgpt/>  
<https://www.mastersinminds.com/can-chat-gpt-4-elevate-your-customer-service>