CHAPTER: 11

ACADEMIC INTEGRITY IN THE AGE OF AI: PLAGIARISM, CHATGPT, AND THE FUTURE OF ASSESSMENT

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ABSTRACT

The rapid development of AI tools, especially generative models such as ChatGPT, has transformed academic practices and has opened up serious issues around academic integrity. These tools provide an unparalleled service to learning and pedagogy, facilitating the abuse of academic integrity, plagiarism, lack of authorship, abuse in students' assignments without paying the due effort. These challenges undermine the integrity of assessment and trust in higher education. This chapter addresses emerging threats posed by AI and considers how institutions are putting processes in place to protect fairness, accuracy, and good practice. It explores trending global policy changes, legal definitions and technical identification methods – including AI content recognisers – to counteract integrity infringements. It covers novel assessment methods as well, such as oral examination, real-world projects, and AI based methods that lead to transparency. In this way the chapter provides a fair approach for responsibly and usefully integrating AI in education, benefitting from its capabilities without sacrificing honesty and academic integrity.

Keywords: *Academic Integrity, Artificial Intelligence, ChatGPT, Plagiarism, Assessment, Higher Education, Ethics*

INTRODUCTION

"Integrity is doing the right thing even when no one is watching. — C.S. Lewis

In the past couple of years academic integrity has been redefined due to advancing digital technologies, and at the vanguard AI (artificial intelligence). Classroom and online platforms have intertwined, breaking down walls and making information more democratic. Universities, schools, and lecturers around the globe are adjusting to a world where the learning process is transformed not only by the bricks and mortar but also by what's in the cloud, what's installed on a computer, and

what can be sent in a second, with some of it arriving within a minute or so. Education's digital transformation has made knowledge production and sharing more rapid, cooperation broader, and specialized learning norms. But more connections also means more complexity: Teachers have a world of new opportunities as well as new digital age dilemmas.

At the same time the transition from traditional to modern in educational technologies has sped up, particularly during the global pandemic. Virtual classrooms, educational apps, and online learning management systems are becoming the norm in secondary and higher education. AI fabricates the uteri of this fabric, with flexible learning capabilities, performance assessment abilities, and capabilities of being used to automate administrative functions. These adjustments give learners more control over their trajectory and challenge teachers to abandon long-held practices. But with every leap in technology come questions of trust, fairness and responsibility—ones that are magnified when student assessment and academic honesty are concerned.

In terms of AI progress, ChatGPT is both a wonder and a significant hurdle for teachers. That language model, trained on enormous quantities of text and data, can write essays, answer research questions, and even code with unprecedented skill. Students can employ ChatGPT to brainstorm ideas, write drafts in minutes or debug computer programs. For some, this tool is an ambiguous line between support and replacement — as whereas plagiarism of the past was copying words verbatim, now it may mean AI-generated content that is fully original, yet not truly the students.

ChatGPT is here and it's changing the art of knowledge artifact creation. It is democratizing high quality writing by allowing people to write well even if they're just not that good at writing and putting native and non-native speakers on more equal footing. At the same time, this technology presents a conundrum for academic honesty. If we can turn the students loose on an assignment with limited direction and grasp, do we know that we are assessing learning or do we know that we are assessing the students' ability to use tools? Impact ripples out into research integrity, coding homework and even joint projects. The institutions are struggling to work out how these AI-powered processes can be acknowledged, managed, and used ethically, without stifling creativity, while not moving away from the fundamental values of education.

Post-2022 the gates opened to widespread AI use in education, with the rapid spread of ChatGPT and like models, released like locusts upon a Pharoahs' Egypt, with immeasurable suffering resulting. It is no secret that an increasing number of students turn to AI to help them finish their homework, solve sets of problems and write essays. There are new trends in academic misconduct and promising developments in student engagement that educators are monitoring carefully. These trends require a profound investigation: not just regarding the material tools but of the changed ethical landscape they themselves establish.

This chapter intends to shed light on the ethical consequences of AI in education environments, in terms of plagiarism and academic integrity. It scrutinizes institutional tactics that may bolster honesty and fairness and discusses new assessment models that are responsive to an era of AI participation being both inevitable and valuable.

ACADEMIC INTEGRITY: THEORETICAL ISSUES AND HISTORICAL STRUGGLES

Academic integrity is a fundamental code that should be observed in learning institutions which includes honesty, trust, fairness, respect, and in addition to its responsibility and courage in observing these values when challenged by the situation. Don McCabe, the founder of the International Center for Academic Integrity (ICAI), called it "a commitment to honesty, trust, fairness, respect, and responsibility and courage." This extends further than not copying—it means to 'interact with the work and produce something that is true, valuable, and finished in oneself'. For example, there is a philosophical argument raised by scholars like Alasdair MacIntyre and Craig Calhoun that education serves a social and moral function of safeguarding the "internal goods" of academia: the creation of new knowledge, intellectual development, and open exchange of ideas. In short, academic integrity is more than a mere policy, it is an ethic, a rule guiding behaviour aimed at maintaining trust between students, faculty, and the public.

"Academic integrity means putting those values into practice by being honest in the academic work you do at university, being fair to others, and taking responsibility for learning, and following the conventions of scholarship."
—La Trobe University

The principles of the academic integrity ethical framework are all interrelated:

- **Honesty:** To be honest in presenting one's own work, in reporting of results, and in indicating the distribution of contributions, and to refrain from fabricating or falsifying results.
- **Trust:** Fothergillian believes that it is important for peers and educators to feel like they can trust each other to have ethical standards.
- **Equity:** Applying the same standard or giving the same opportunities to all people without regard to their inherent disadvantages or inequalities.
- **Respect:** Respect for the work and ideas of others, and for intellectual contributions.
- **Responsibility:** Assuming responsible for one's behaviour and conforming to the code of the academic community.
- **Courage:** Doing what is right (ethical) even when it's tough to do so because you may be pressured or stand to lose something yourself.

"Academic Integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility" (International Centre for Academic Integrity). These five values, we believe, along with the courage to enact these values even at great personal costs, are the true building blocks of the academy."- —International Center for Academic Integrity

Independence and attribution are the bedrock foundations of these principles. The production of independent work ensures that knowledge is a function of what the learner can do, and accurate attribution gives credit where credit is due. Transparency in methodology, authorship, and findings enables others to appraise and verify academic contributions and to build on the work.

Classic Problems Pre-Dating the Emergence of AI

Before generative AI tools were a thing, academic dishonesty took on various forms:

- **Online Sources Plagiarism:** With unlimited access to internet, copying from websites, e-journals and even common shared documents was a thumb rule. Plagiarism-detection tools like Turnitin worked, but more subtle forms (like patchwriting or reliance on close paraphrasing) were likely to pass unnoticed.
- **Contract Cheating and Essay Mills:** A few students had outsourced whole assignments to paid writers or unregulated online services. This practice, known as ghostwriting, threatened the fairness of the assessment and undermined real learning.
- **Underdeveloped citation:** Students' underdeveloped knowledge of citation rules occasionally resulted in accidental plagiarism, exposing weaknesses in their information literacy.
- **Unauthorised Collaboration:** Many of the JIs were completed in groups - In a few cases, where students collaborated beyond the intended level, legitimate individual contributions could not be judged.

The literature showed that, though universities were aware of and intervened to prevent them, academic integrity problems continued in all areas of study, affected by variables such as evaluation design, student motivation and the strength of policy on integrity.

Why Academic Integrity Matters

Academic integrity guarantees the quality of education and research, enhances personal and institutional reputation and credibility, and depends directly on the integrity of its constituents.

- **Credibility and Dependability of knowledge:** Ethically sound scholarship ensures that the results of a study are reliable, and that the academic and public community can trust them. False representation, plagiarism is not just harmful in leading others in the wrong direction in following up reclaimed but harmful in real life.

- **Education and Personal Growth:** The goal of education is to develop knowledge, skill, and critical thought. Then when students take dishonest shortcuts to succeed academically, it's possible they could end up graduating without the core skills or competencies, devaluing their potential and the value of a certificate or degree.
- **Trust and reputation in institutions:** The university and school systems rely upon trust in the quality of their teaching and research. Uncontrolled cheating can tarnish their image – at home and abroad.
- **Values and Ethics:** Educational institutions are training grounds for ethical citizenship and professional practice. In institutions that value integrity, moral responsibility spreads beyond the school.
- **Policy and Regulatory Compliance:** Adhering to the rules of academic honesty supports a compliance to standardized ratified by accreditation commissions and laws of the government, which in turn protects the institution against potential lawsuits.

Ultimately, academic integrity is not merely a matter of preserving grades; it is about preserving the very integrity and value of education.

Artificial Intelligence in Education: The Shift of the Paradigm

Once this context is established, connecting authentically to these fundamental principles of integrity in learning, artificial intelligence in education is not just a technological advancement, it is a rethinking of how we support learning, how we evaluate learning, and in some cases, what learning is. This shift brings unprecedented opportunities but comes with new moral trade-offs that should be carefully considered.

The latest crop of AI applications is proliferating within learning: - Modern AI tools have been incorporated o dozens of nodes in the learning sequence:

- **Writing Help:** AI systems like ChatGPT, Grammarly, or bots that offer specialized tutoring can assist students with generating ideas, sentence structure, grammar checking and improving clarity — oftentimes in seconds. A few can imitate style or adjust tone to accommodate different fields.
- **Language translation:** AI-based translators provide the capabilities for real-time multilingual communication, having been making it possible for learners to write, read, and have access to resources across languages, in effect creating a world classroom.

- **Summarization of Complex Content:** Whether it's dense journal articles or long lectures, AI can shrink content down into more easily consumed versions of the material, so students can pick out the most important details faster.
- **Problem-Solving Support:** Intelligent tutoring systems dynamically modify problem sets based on a learner's mastery on content knowledge and direct the learner in a logical sequence from the basics to the advanced problem solving in domains such as math, computer programming, and science.

  Adaptive & Interactive Learning Platform AI-based simulations, gamified modules and virtual mentors impart an interactive and immersive learning experience that adapts to the learner's pace and preference.
- **What AI has to offer Education:** The implementation of AI has the potential to bring significant benefits when invested in thoughtfully:
- **Tailored Learning Journeys:** AI analysis can assess strengths and weaknesses and tailor learning content and activities to individual needs, thereby increasing engagement and results.
- **Time Savings:** With automatic grading, instantaneous grading, and as-needed explanations, both students and teachers can devote time to depth of discussion and exploration rather than re-checking multiple choice responses.
- **Enhancements to Creativity:** AI-based tool might also serve as brain-storming partners, for example, suggesting perspectives, visual ideas, or creative approaches that might not come spontaneously to the learner.
- **Accessibility and Inclusion:** With a wide variety of custom formats, voice-to-text tools, and translation at your disposal, your students with disabilities or language difficulties won't fall between the cracks.

Ethical Dilemmas in the AI-Powered Classroom

- **Plagiarism in AI Era:** The advent of Artificial Intelligence has not only altered the relations between students and teachers, and between writer and text, it has also changed what we mean by Plagiarism. Identifying traditional plagiarism was comparatively simple—stealing text from books or websites and presenting it verbatim without attribution—but AI introduces a new layer of complexity.
- **Traditional Plagiarism vs. AI Plagiarism:** In the past, plagiarism was the appropriation of existing human-made creation of another without [citation] necessary for use. It was frequently traceable by similarity-checking software, since the plagiarised material was lifted

from published sources. But that's changed with the advent of AI tools like ChatGPT. Such AI-produced text is technically "original" in that it doesn't cut and paste from discrete sources. Instead, it generates new text by predicting patterns from large datasets.

- **Yet this originality raises an important ethical question:** If the words are new, but the ideas and the structure derive from an algorithm trained on existing human knowledge, is it still plagiarism? The answer is not straightforward. Academic honesty has traditionally focused on authorship, creativity, and responsibility. AI throws a spanner in the works by bringing in a non-human "co-author" to which authorship can't be really attributed in the traditional sense. Although students could claim they are no different than spell-check or grammar-shaping programs, the level of content creation makes them fundamentally unlike other writing tools. This veritable ambiguity has now skyrocketed the definition question of AI plagiarism up to one of the major academic problems today lords over.
- **Detection Challenges:** Identifying AI-generated text is also far more difficult than spotting traditional plagiarism. Tools, such as Turnitin, built to compare text to existing sources falter when it comes to AI output because AI generates unique sentences every time. This can result in low similarity scores even when the content is completely AI-generated.
- **Complicating things are false positives:** Such a tool may mistakenly be picked up as AI-written a particular piece of content written by a human, particularly technical, as well as highly structured academic writing, because it can be formal and follow a pattern. This has an untrustworthy environment, where work that is truly student done may be penalized incorrectly. And AI technology is advancing at a breakneck pace, churning out content that is increasingly indistinguishable from humans and on which current detection systems tend to fall. This puzzle of the arms race between the generation of AI and mistakenly identifying AI as real, presents a serious challenge to educators globally.

Emerging Detection Tools

In the face of these challenges, novel detection methods have been developed. One more commonly discussed one: GPTZero purports to tell apart AI-generated text based on stats like perplexity or burstiness. They measure how predictable the text is — abiding by strict statistical patterns of usage favoured by AI still more so than human writing, which is more varied.

Turnitin, the leader in academic integrity and originality checking services, has also added AI writing detection, designed to determine the difference between human and machine produced work. But such mechanisms are not fail-safe. The pinnacle of AI models now can mimic humans' writing patterns so well, that detection rates go down with superior models. Also, these tools are often criticized for being inherently opaque, as students and educators may not even be provided with exact

weightage or detection methods. Apart from neutrality, there may be concerns about lack of transparency (the student might not know what exactly is being used is not known). Because generative AI continues to evolve, detection tools themselves will have to be protean, a hybrid of technical detection and more pedagogical approaches to preserve academic integrity.

ChatGPT and the Battle for Assessment

- **Current impact on exams and assignments:** As an example, take-home assignment is also under attack from AI, such as ChatGPT, which can provide high-quality answers fast, which might greatly reduce the degree to which these tasks are indicative of individual effort and understanding. This automation disrupts the original intent of take-home assignments as it allows students to so easily delegate a large part of their assignments to AI. Short-answer and essay questions are no good either, because now the AI can write like a human, so you can't even tell if it understands or is critically thinking. These types of assessment no longer assure originality or real student's contribution and thus, they lose weight as an indicator of learning.

- **Risks for educators:** It is difficult for teachers to tell student from AI-generated work. Everything becomes scrambled, however, and the sophistication of AI-authored text makes it harder to check for authenticity without special tools or tricks. This lack of clarity influences the equity of grading and compromises the legitimacy of academic evaluations. Therefore, teachers tend to spend substantial time and effort on checking for originality, which may distract them from their teaching and students for individualized instruction. The lack of certainty, the report noted, could dissuade teachers from assigning kinds of tests and reduce educational innovation.

- **New forms of assessment:** The assessment landscape in AI-enhanced learning is moving towards assessments that focus on real-time, interactive, and applied displays of what material has been learned. Oral examinations, and viva voce assessments are becoming popular in teaching since educators can test students' understanding on the spot and notice sincerity through /immediate answers. Exams with real-world problems and/or cases also stimulate critical thinking and application skills and provide deeper knowledge of a student's mastery beyond that implied by cramer responses. Students evaluate each other, adding a dimension of accountability and deeper learning Commence it today Peers assessing students. Crucially, many schools are starting to endorse AI-enabled testing, in which students transparently declare AI use to maintain ethical interactions and recognize AI as an academic resource, not a replacement.

Internationally, the importance of ethical approaches to the role of AI within education is increasingly being acknowledged. UNESCO has led the way with its "Recommendation on the Ethics

of Artificial Intelligence" in developing a first-of-its-kind global steering standard for an ethical AI deployment in education. That includes tenets like fairness, transparency, accountability, and respect for privacy to protect academic integrity while fostering innovation.

Customs have each designed their own system. For instance, UK universities establish transparent guidelines on when and how AI can be used, already include AI literacy in academic integrity training, and penalties are imposed for undisclosed or improper use of AI. Dilemmas of equity and stagnancy of advances are being grappled with in the Australian higher education arena through re-designed assessment tasks, moving towards orals/ project-based assessment and utilising artificial intelligence (AI) detection tools to maintain exposure of unfair practices. In India too, universities have emphasized the need for transparency in AI, as well as made AI ethics a part of their curricula and even experimented with AI-driven viva exams to help verify students' understanding in a genuine manner.

Common policy components include an AI use disclosure requirement that all students must do so in their assignments. Ethics policy emphasizes responsible AI implementation along the line of academic values, along with a full education in academic integrity to provide students and staff with critical awareness. These policies seek to balance—enimizing risks from AI and maximizing benefits and trust while maintaining rigor and fairness in learning.

OPPORTUNITIES AND ETHICAL STRATEGIES

The growing consensus is for not an outright ban but effective regulation of AI use, fostering responsible deployment that supports without detracting from education. Regulation is needed to create a climate in which AI tools become assisting facilities that facilitate the learning process, combined with promoting honesty and originality.

AI 'literacy' programs are important to give students and teachers a grasp of what AI can and cannot do, the ethical limits on its use, and the context in which it is right to apply it. Courses will train learners to be AI literate — how to think critically about AI, when using AI is appropriate, and how to avoid the misuse of AI.

Tech-based solutions including AI detection software (e.g., Copyleaks, GPT-Zero) support teachers in the detection of AI-generated content. Pedagogical initiatives involve teaching students about plagiarism and the value of pledges for honesty, a culture of integrity as a supplement to technological deterrents.

FUTURE RESEARCH AND PRACTICE RECOMMENDATIONS

Predicted trends as AI tools mature educational assessment practices will further develop to be adaptive, interactive and AI embedded. In the future, it's likely assessments will involve more A.I to tailor learning journeys and test skills.

Research challenges are substantial; how AI influences quality of learning, both positive and negative, is a main concern. Comprehension of psychological effects, such as dependence on AI and impact on motivation and critical thinking, is also important. In addition, the debate on the ethical implications of dependency on AI is important for educational policymaking.

A need for common policy internationally, such a plea for common policy worldwide highlights the need for cross-border cooperation to enable internationally consistent academic integrity in the AI era. This synergy will enable worldwide institutions to work together to address AI challenges and opportunities, to achieve the greatest good and the least harm.

CONCLUSION

AI technology such as ChatGPT is here to stay in education, so blanket bans are not feasible or feasible. Rather, academic integrity frameworks need to be responsive to ethical and transparent incorporation of AI, as part of evolving learning landscapes. That adaptation entails the promotion of AI literacy, the responsibility for AI, and the transformation of assessment models that genuinely assess student competencies.

The core values of education, to include honesty, trust, fairness, respect, and responsibility, should be the priority and guide the integration. Through a vision that utilizes AI as an enabler rather than a competitor, systems of education can keep their rigorous progress and add creativity, intellect and equitable opportunity. In the end, the ethical and mindful use of AI will characterize the future of academic integrity and assessment, allowing education to remain the nurturing ground of actual knowledge creation in the AI-based world.

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