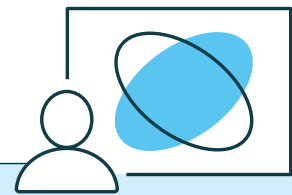


AI-generated text: An annotated hotlist for educators

While in no way exhaustive, the following articles present information and challenges, and yes, even the potential of AI-generated text tools. Educators tend to be researchers and planners, so this annotated hotlist is an effort to give some practical information and ideas to begin a well-researched response to student usage of these tools.



Understanding AI

Knowing what AI is and its capabilities are at the core of being able to manage expectations and change surrounding instruction.



[What do teachers think about an AI model that writes essays? We had them test it](#)

Often the results that are generated using these AI models fall short of what educators are looking for in their students' writing, or at least this is true in the free version that educators used to evaluate the models. Understanding that it doesn't properly cite text or that it is unable to use claims and reasoning, or its inability to produce text that is complex is important for educators to understand when attempting to use these tools instructionally.



[The future of the high school essay: we talk to 4 teachers, 2 experts and 1 AI chatbot - The 74](#)

Key takeaways expanded upon within the article:

1. By its own admission, it messes up.
2. It's going to force teachers to rethink their practice – whether they like it or not.
3. It's going to refocus teachers on helping students find their authentic voice.
4. It could upend more than just classroom practice, calling into question everything from Advanced Placement assignments to college essays.
5. Students: Your teachers may already be able to spot AI-assisted writing.
6. Like most technological breakthroughs, ChatGPT should be understood, not limited or banned – but that takes commitment.
7. Underestimate it at your peril.

Challenges of AI

Education is rife with challenges already, and it's quite clear that AI is going to test educators' ingenuity. While this section is devoted to the challenges, it also offers a response that reshapes them into something far less threatening.



['Full-on robot writing': the artificial intelligence challenge facing universities](#)

While the growth of such technology is upon us, the challenge is clear: how do we create assignments and assessments that defy the use of artificial intelligence?

The following quotes from the article make the needed response clear:

- "... she [Dr. Helen Gniel] sees the issues around AI as, in some senses, an opportunity - a chance for institutions to "think about what they are teaching, and the most appropriate methods for assessing learning in that context."
- "We expect institutions to define their rules around the use of AI and ensure that expectations are clearly and regularly communicated to students."



[This technology can write student essays: Is there any educational benefit?](#)

The challenge here is for educators to be proactive, rather than reactive: how do you teach students to use this as "a tool not the answer"? Educators are encouraged to create partnerships so that they can turn the challenges into opportunities for students to succeed in learning and without the risk of academic misconduct.



[AI and the future of undergraduate writing - Teaching experts are concerned, but not for the reasons you think](#)

The discussion here is a challenge concerning the inevitability of text generative AI becoming a part of everyday life/writing. Educators have long lamented that students are more concerned with a grade rather than the learning that is intended to be shown by completing assignments. Educators often see writing as evidence of thinking, while students see it as a product that must be turned in for a grade. The challenge for educators, according to John Warner, is "if you can create an atmosphere where students are invested in learning, they are not going to reach for a workaround." This means taking the time to create authentic assignments and assessments.



[Artificial intelligence is not the end of high-school English | The Thomas B. Fordham Institute](#)

ChatGPT puts words together that it gathers, but it doesn't always present factual information or write the way that people actually do. The following words from the writer provide clarity on the real issues faced by educators: "In sum, the threat of ChatGPT is not that it will make writing instruction obsolete. It's the assumption that it will make writing instruction obsolete that we should be on guard against." The hope presented in this article is that there are some ways to combat this that begin with writing instructors.



[No, ChatGPT is not the end of high school English. But here's the useful tool it offers teachers](#)

One way for educators to safeguard against academic misconduct using AI is to put their writing prompt into ChatGPT and if it supplies a plausible response, then Greene suggests that the writing prompt itself ought to be "refined, reworked or simply scrapped." Greene says that ChatGPT can help to end the formulaic, mediocre writing that is often assigned, and that this should be embraced rather than mourned.

Potential of AI

Educators have the opportunity to be proactive and use this form of AI to supplement their instruction rather than to simply revile and forbid it. After all, many educators already use AI in their classrooms and daily life. It's a shift, but not an insurmountable one.



[How can teachers deal with the AI writers hiding in their classrooms](#)

Key takeaways:

1. "Software is not very good at using and citing sources; requiring a source for a paper can hobble the algorithm."
2. "...having the student read their essay out loud and answer questions from the class, both of which reveal how well the student understands her own work."
3. "The best teacher response to this is to assign authentic writing assignments."
4. "If I were still in the classroom, I would be excited about using computer-generated essays in the peer review process. We shared essays with the class (without names attached) and discussed ideas for editing and improving. What might students notice about the algorithm's work? I can even imagine a regular 'spot the computer essay' contest."



[What does plagiarism look like in a world with artificial intelligence? | Turnitin](#)

While AI is a tool we use daily (think predictive text in a document or your cell phone), many educators already use AI tools to help with grading work (think about Gradescope), leaving feedback (think about Feedback Studio), etc.

"In fact, in a world where the rapid development of Artificial Intelligence (AI) tools is blurring the very lines we use to define original work, it is crucial that we underscore the importance of academic integrity and discern how AI will play a role in education technology, innovation, and yes, plagiarism in the years to come."



[Together while apart: Assessment | Turnitin](#)

While this blog is not specific to AI, many of the solutions that tackled the issues with remote learning are applicable to this discussion as well; the main point is that carefully designed assignments and assessments are less likely to generate "cheating" – AI generated or otherwise – as the responses are more likely to require thought, not simply returning information in a different form.



[AI writing: The challenge and opportunity in front of education now | Turnitin](#)

To sum up our position at Turnitin, we leave you with the words of our CEO, Chris Caren: "But, it is important to recognise that the presence of AI writing capabilities does not signal the end of original thought or expression if educators set the right parameters and expectations for its use ... The next step is a critical one. Educators, administrators, students and technology partners have an opportunity and a responsibility to participate openly and honestly in the AI-assisted writing dialogue, to preserve integrity and trust in the education community and beyond."

To explore more ideas about academic integrity in the age of AI, visit www.turnitin.com/resources/academic-integrity-in-the-age-of-AI

