



## Task Title: Academic Integrity and AI in Post-Secondary Institutions

OALCF Cover Sheet – Practitioner Copy

**Learner Name:** \_\_\_\_\_

**Date Started:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Successful Completion:** Yes ☐ No ☐

**Goal Path:** Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

**Task Description:** The learner will read an article about the role of Artificial Intelligence (AI) in post-secondary classrooms and institutional responses to these new ways of learning. They will write opinion responses about the value of AI in college and university classes.

### Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Write continuous text/B2.3

### Materials Required:

- Pen/pencil and paper and/or digital device
- Computer

## Learner Information

Artificial Intelligence (AI) has changed the way students learn. Colleges and universities continue to update their policies and consider the implications of using AI in post-secondary classrooms.

Read "Students cheating with generative AI reflects a revenue-driven post-secondary sector".

<https://theconversation.com/students-cheating-with-generative-ai-reflects-a-revenue-driven-post-secondary-sector-247304>

## Work Sheet

**Task 1: Write a paragraph of at least five sentences that summarizes the key points of the article.**

Answer:

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**Task 2: In your opinion, with the emergence of AI, should cheating be re-defined by post-secondary institutions? Why or why not? Write a paragraph of at least five sentences to explain. Include at least two points supporting your argument.**

Answer:

**Task 3: In your opinion, should the use of AI be restricted in post-secondary classrooms? Why or why not? Write a paragraph of at least 10 sentences to explain. Include at least three points supporting your argument.**

Answer:

## Answers

**Task 1: Write a paragraph of at least five sentences that summarizes the key points of the article.**

Answers will vary. Key points in this article include:

- With generative AI, students can quickly submit work they have not created
- It is very difficult to trace the source of AI-created submissions and identify when/if this has been used
- Post-secondary institutions are struggling with the impact of AI on both student submissions (and potential plagiarism) and student learning
- Decreases in government funding, and corresponding increases in student tuition, have resulted in a post-secondary climate in which students are taking on increasing debt to achieve their educational goals
- Universities are increasingly “revenue-driven and expenditure-adverse” meaning that learning and teaching aren’t always considered institutional priorities
- Students cited pressure to pass courses and achieve high grades in a competitive post-secondary environment as the most common reason for using AI
- 36% of surveyed students reported using AI to cheat because of the pressures of balancing school and other work-life commitments
- Students are more likely to cheat if they do not believe what they are learning will benefit them in the future

**Task 2: In your opinion, with the emergence of AI, should cheating be re-defined by post-secondary institutions? Why or why not? Write a paragraph of at least five sentences to explain. Include at least two points supporting your argument.**

Answers will vary.

**Task 3: In your opinion, should the use of AI be restricted in post-secondary classrooms? Why or why not? Write a paragraph of at least 10 sentences to explain. Include at least three points supporting your argument.**

Answers will vary.

## Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	integrates several pieces of information from texts			
	manages unfamiliar elements (e.g. vocabulary, context topic) to complete tasks			
	identifies the purpose and relevance of texts			
	skims to get the gist of longer texts			
	begins to recognize bias and points of view in texts			
	infers meaning which is not explicit in texts			
	follows the main events of descriptive, narrative, informational and persuasive texts			
	obtains information from detailed reading			
B2.3	writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	selects and uses vocabulary, tone and structure appropriate to the task			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.3 cont'd	organizes and sequences writing to communicate effectively			
	uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):