

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

# OALCF Cover Sheet – Practitioner Copy

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

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

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

| **Goal Path:** | Employment | Apprenticeship |
| --- | --- | --- |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**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:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 |  |  |  |
| 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):

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