



# Academic Integrity in the Agentic Age

BALANCING HUMAN JUDGMENT AND MACHINE SUPPORT IN LEARNING

# Learning Objectives

- ▶ Understand the shift in academic integrity in an AI-enabled world
- ▶ Differentiate between AI use, overuse, and misuse
- ▶ Rethink assessment to focus on authentic understanding
- ▶ Apply rubrics that capture thinking and life skills
- ▶ Build a culture of ethical and responsible AI use

# Academic Integrity





# Need for Academic Integrity



## Cognitive Development

### Thinking & Learning

-  **Ensures Real Understanding**
  - Building Durable Knowledge
-  **Strengthens Critical Thinking**
  - Questioning & Reasoning Skills
-  **Develops Metacognition**
  - Reflecting on How I Think
-  **Builds Problem-Solving Skills**
  - Growth Through Effort

 **Without Integrity:**  
Surface Answers, No Deep Thinking



## Affective Development

### Attitudes & Values

-  **Builds Self-Efficacy**
  - "I Can Learn on My Own"
-  **Fosters Responsibility**
  - Taking Ownership of My Work
-  **Develops Ethical Awareness**
  - Honesty & Fairness
-  **Builds True Confidence**
  - Competence, Not Just Appearance

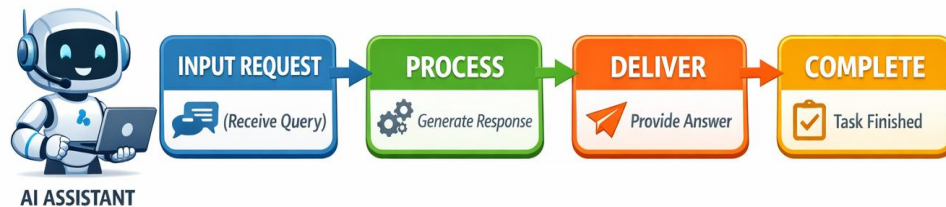
 **Without Integrity:**  
Dependency & Disengagement

Integrity Builds **Thinkers** & **Responsible** Learners

# AI - From Assistant to Agent

## AI Assistant Workflow

How AI assistants operate to complete a task



AI Assistant = Responds to commands.

## Agentic AI Workflow

How agentic AI operates to achieve a goal



AI Agent = Acts toward goals.

# Agentic AI or AI Assistant?

“Explain photosynthesis in simple words.”

The AI Assistant gives a short, clear explanation.

- It **responds** directly to the question.
- It doesn't plan lessons, check sources, or follow up.



AI Assistant

# Agentic AI or AI Assistant?

“Create a science project on photosynthesis.”

The Agent:

- Searches reliable sources.
- Summarizes key points.
- Designs slides and visuals.
- Suggests an experiment idea.
- Organizes everything into a presentation file.



AI Agent

# What This Means for Students



**Creator**  
Producing every  
sentence manually



**Orchestrator**  
Directing, editing,  
verifying, and deciding

# AI Use, Overuse, Misuse

## APPROPRIATE USE

✓ ETHICAL & EFFECTIVE

- Understands & explains the work
- Uses AI for guidance or feedback
- Personal effort is evident
- Sources are acknowledged

**Quick Test:**  
"Can the student think and explain?"  
**YES**

## OVERUSE

DEPENDENCY

- Relies on AI for most tasks
- Limited original thinking
- Shallow explanations
- Minimal checking

**Quick Test:**  
"Is the student thinking less?"  
**YES**

## MISUSE

VIOLATION

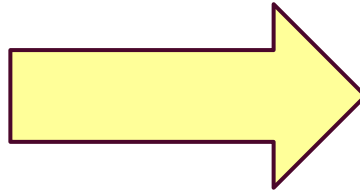
- Submits AI work as own
- Can't explain the content
- Direct copy-paste of text
- Includes fake info or plagiarism

**Quick Test:**  
"Is this dishonest or unapproved?"  
**YES**

**Academic Integrity = Honest, Responsible, Authentic Learning**

# The Verification Shift - Rethinking Assessment

**✗ Old Question**  
"Can the student **submit** good work?"



**✓ New Question**  
"Can the student **demonstrate** authentic understanding?"

## Human-First Assessment Examples

**Live Performance**  
Oral exams, debates, presentations, whiteboard problem-solving

**Visible Process**  
Draft evolution tracking, reflection logs, in-class writing

**Dialogue & Critique**  
Peer critique sessions, vivas, instructor follow-up conversations

# AI Literacy Rubric



**Question:** Is the tool helping the learner *think* or helping them *avoid* thinking?

## ● Crutch

Complete entire assignments, bypass thinking, submit work without understanding

## ● Scaffold













Brainstorm ideas, simplify language, generate practice questions, receive feedback



# AI LITERACY RUBRIC *with* LIFE SKILLS



Using AI tools responsibly, critically and ethically to learn, create and contribute.

RUBRIC LEVEL	EMERGING Getting Started	DEVELOPING Building Awareness	PROFICIENT Using with Purpose	ADVANCED Leading with Wisdom
 <b>AI BEHAVIOR</b>	<ul style="list-style-type: none"> <li>Copy-pastes AI outputs without verification</li> <li>No acknowledgment of AI use</li> </ul> 	<ul style="list-style-type: none"> <li>Uses basic prompts and gets responses</li> <li>Edits some content</li> <li>Limited awareness of hallucinations (AI errors)</li> </ul> 	<ul style="list-style-type: none"> <li>Uses AI intentionally to support learning</li> <li>Fact-checks information using reliable sources</li> <li>Clearly acknowledges AI use</li> </ul> 	<ul style="list-style-type: none"> <li>Critically evaluates AI outputs</li> <li>Identifies bias and limitations</li> <li>Human judgment remains central</li> <li>Guides others to use AI responsibly</li> </ul> 
 <b>WHAT IT LOOKS LIKE</b>	<ul style="list-style-type: none"> <li>Submits AI-generated work as own</li> <li>No sources checked</li> <li>No transparency</li> </ul>	<ul style="list-style-type: none"> <li>Tries different prompts</li> <li>Makes edits</li> <li>Notices some errors but doesn't always verify</li> </ul>	<ul style="list-style-type: none"> <li>Verifies facts with at least one credible source</li> <li>Combines AI output with own understanding</li> <li>Cites AI use clearly</li> </ul>	<ul style="list-style-type: none"> <li>Questions assumptions in AI responses</li> <li>Checks for bias and fairness</li> <li>Helps peers make informed AI choices</li> </ul>
 <b>LIFE SKILL IN ACTION</b>	<p><b>Self-discipline</b></p> <p>Basic effort to complete tasks, but limited reflection.</p> 	<p><b>Problem-solving</b></p> <p>Starting to edit, notice errors, and experiment with prompts.</p> 	<p><b>Critical Thinking &amp; Integrity</b></p> <p>Evaluating sources, verifying facts, and being transparent about AI use.</p> 	<p><b>Ethical Reasoning &amp; Leadership</b></p> <p>Recognizing bias, guiding peers, and keeping human judgment central.</p> 
 <b>KEY QUESTIONS TO ASK</b>	<ul style="list-style-type: none"> <li>Did I just accept the AI answer?</li> <li>Did I do my own thinking?</li> </ul>	<ul style="list-style-type: none"> <li>Is this information correct?</li> <li>Can I make this even better?</li> </ul>	<ul style="list-style-type: none"> <li>Is this true and reliable?</li> <li>Have I given credit for AI help?</li> <li>What did I learn from this process?</li> </ul>	<ul style="list-style-type: none"> <li>What bias might be present?</li> <li>How can I use AI ethically to help others learn?</li> <li>What is the best human decision here?</li> </ul>

## ★ WHY IT MATTERS

AI is a powerful tool. How we use it shows our character, builds our skills, and shapes our future.



### Be Responsible

Use AI safely and respectfully.



### Be Curious

Ask questions and eevp exploring.



### Be Honest

Acknowledge AI and share clearly.



### Be Empathetic

Consider others and use AI for good.



### Be Reflective

Think, evaluate, and keep learning.



**Remember:** AI can help you do more, but only you can decide what is right, fair and meaningful.



**Human first. AI second. Purpose always.**

# Struggles of AI Plagiarism Detectors

- ▶ **False Positives:**

Human-written text can be flagged as “AI-generated” simply because it’s clear, structured, or uses common phrasing. This unfairly penalizes good writing.

- ▶ **False Negatives:**

AI-generated text that’s lightly edited or paraphrased often passes undetected. A student can easily tweak wording to evade detection.

- ▶ **Lack of Transparency:**

Most detectors don’t reveal how they decide what’s “AI-written.” Their algorithms are proprietary, so educators can’t verify accuracy or bias.

# Struggles of AI Plagiarism Detectors

- ▶ **Language and Style Bias:**

Non-native English writers or those using formal academic tone are more likely to be misclassified as AI-generated.

- ▶ **Rapid Model Evolution:**

AI writing tools evolve faster than detectors can adapt. What fooled detectors last month may pass easily today.

- ▶ **No Context Awareness:**

Detectors analyze text patterns, not *intent*. They can't tell whether a student used AI ethically (for brainstorming or feedback) or dishonestly (to replace thinking).

# AI Detectors vs Human Judgment

Limitations of AI Detectors	Human Judgment Strategy
<b>False Positives:</b> Human work flagged as AI	<b>Know the learner:</b> Compare with student's past work and voice
<b>False Negatives:</b> AI-edited work goes undetected	<b>Check understanding:</b> Ask students to explain their thinking
<b>Lack of Transparency:</b> Black-box decisions	<b>Open dialogue:</b> Discuss process, not just output
<b>Language &amp; Style Bias</b>	<b>Context matters:</b> Focus on ideas, not just language patterns
<b>Can't keep up with AI changes</b>	<b>Rethink assessment:</b> Use viva, in-class tasks, reflections
<b>No context of intent</b>	<b>Judge intent:</b> Was AI a crutch or a scaffold?

# Key Takeaways

- AI → Changes learning
    - Students are moving from **creators to orchestrators**
  - Academic integrity → Redefined
    - From **not copying** to **not outsourcing thinking**
  - Assessment → Rethought
    - From “**Can they submit?**” to “**Can they demonstrate understanding?**”
  - Teachers → Essential
    - AI detectors check text **Teachers evaluate thinking**
  - Goal → Thinking learners
- Build learners who: **think, reflect and use AI responsibly**