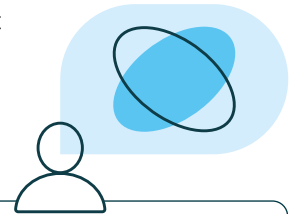# Approaching a student regarding potential AI misuse

When you come across student work that indicates potential AI misuse, one of the hardest things to do is determine how exactly to approach the conversation about it with the student.

This type of conversation can quickly become defensive from both sides, which then can impede any actual progress forward. Consider these tips when preparing to approach a student regarding work that appears to be questionable.

1 Collect clear and definitive documentation.

Gather the documentation that demonstrates potential AI misuse within the student's work. Use the Turnitin AI writing indicator and report for a percentage and documentation to support your claims. When you show a student indisputable proof, it will be less likely that they'll get unnecessarily defensive about that conversation.

2 Consider possible solutions prior to the conference, but encourage collaborative thinking.

Approach the meeting with the student with some solutions or next steps in mind. However, also be open to working collaboratively with the student to finalize actual next steps - i.e., what does the student think might be an effective way to move forward? When the student is involved in this decision-making process, rather than simply having a plan handed down to them, it is more likely that they will feel ownership and responsibility for the plan moving forward.

3 Have a plan for the conversation.

Think about how you are going to start the conversation, and have a plan to move it in the appropriate direction. Refer to the Discussion starters for tough conversations about AI for some topics and conversation jump starters to help you determine the best way to begin your conversation. Then, while also leaving some room for natural discussion around the topic at hand, have a general plan in place for how you will reach the desired result.

4 Focus on documentation rather than emotions, but try to be empathetic.

Spend time during the conversation focused on the documentation that you gathered prior to meeting. Focusing on documentation rather than revealing your emotions (disappointment, exasperation, etc.) will help the student avoid their defensive emotions as well. However - and this is a difficult balancing act - try your best to remain empathetic during the conversation. When the student is aware that you would like to help them move forward from this incident, they will be more willing to take responsibility for their actions and work collaboratively to make improvements the next time they write.

5 Avoid hypotheticals.

Try to stick to the documentation that you have collected. Avoid creating hypothetical scenarios or making assumptions about what occurred. Instead, present the documentation and then discuss what actually happened during the student's writing process.

6 Utilize the <u>Where did I go wrong? Student self-assessment</u> to have the student reflect on the assignment prior to your conversation.

This student self-assessment document is an excellent way to have the student reflect on the assignment and their performance on it. With questions like "Explain your work process for the assignment" and "In your opinion, where did you go wrong?," the information that the student provides on this self-assessment can help to guide the conversation and get to the root of the problem, thus getting to the discussion about how to move forward more quickly.

7 Share student resource for future assignments.

Help the student understand the importance of ethical AI use in future assignments and beyond. Share the Ethical AI use checklist for students and suggest they use this checklist before, during, and after the writing process for future assignments.

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