



“How might we help students use GenAI to construct ideas, rather than to retrieve them?

Or how might GenAI become a tool for sense-making, rather than substitution?

Or how might technology function as a scaffold for learning, rather than a shortcut around it?”

Dr. Sunaina Sharma

February 12, 2026 (virtual presentation)

["Designing Authentic Assessment in the Postplagiarism GenAI Era: Making Judgment Visible"](#)

University of Calgary Library Postplagiarism Speaker Series

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Important - the pace of technological change in this era is rapid!



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Working Premises



Working Premises



Technology affects how academic integrity is viewed and taught



Factors such as student sense of professor presence and coursework relevance can reduce academic dishonesty.



New majority students have limited engagement with higher education due to life and financial obligations.



Academic integrity and career ethics vary by discipline.



Cultural backgrounds, including age cohorts, affect student understanding of plagiarism.



Academic integrity and career ethics may need to be taught in every course, every semester, throughout a student's academic career.



Students rely on institutions to teach academic integrity, while institutions may assume others have taken responsibility for this.



AI use is implicated in downskilling, neverlearning, and poses new challenges to learner cognitive development.

Up until a couple months ago, we had 7 working premises and we just added an 8th premise. On the citations slides, I've included only a handful of the citations that led us to include this as a working premise. What you should know is that within the US, based upon concerns about downskilling and neverlearning, UC Berkeley School of Law adopted a policy banning use of AI on class assignments and exams. University of Texas at Austin School of Law then announced that they want to emphasize Socratic questioning in their program in order to prevent cognitive deskilling. This is a live issue impacting institutional policies right now, so I'll invite you to read this article as a quick "catch up":

<https://www.abajournal.com/news/article/university-of-texas-law-dean-shifts-ai-policy-to-prevent-cognitive-deskilling>

I highly recommend reading [AI-induced never-learning in medical education](#) as well. This particular piece lays out the implications of what it would mean to have a cohort of doctors who failed to develop sufficient diagnostic skills without AI, and were incapable of helping in cases of natural disaster, war, or other catastrophic events where power might be out and/or they have no access to devices or computers.

Working Premises in Progress



Theory	Definition	Process / Stages	Key Elements	Goal / Focus
Practical Inquiry (Garrison et al., 2001)	The process of constructing meaning and confirming understanding through collaborative and reflective processes.	Phases: Triggering Event → Exploration → Integration → Resolution. Iterative and dynamic (not strictly linear).	Collaboration, reflection, iterative engagement.	Foster deep and meaningful learning through both individual reflection and collaborative discourse.
Cognitive Presence (Garrison et al., 2001)	The extent to which learners construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.	Ongoing reflection and discourse; requires sustained engagement.	Indicators: sense of understanding, connecting ideas, applying knowledge, generating new ideas.	Enhance teaching and learning effectiveness by focusing on meaning-making rather than content alone.
Critical Inquiry (Dewey's Reflective Thought)	The active, persistent, and careful consideration of a belief or knowledge claim in light of supporting evidence and implications.	Stages: Situation of doubt → Intellectualization of problem → Hypothesis generation → Reasoning & testing → Verification & conclusion.	Questioning, reflective thinking, collaboration, solving real-world problems.	Develop independent thought, problem-solving, and knowledge construction.
Community of Inquiry (Lipman)	A rigorous, democratic, and reflective form of discussion built over time with the same group of learners.	Sustained dialogue across time within a community.	Core elements: shared purpose, collaboration, critical dialogue, mutual respect.	Cultivate the 4Cs of thinking: Critical, Creative, Caring, and Collaborative.

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We continue to work on an additional 1 or 2 premises centering around metacognitive skills development, and these are some of the influences we have come across that are shaping the thinking of educators today. If you have thoughts, suggestions or want to share your perspectives, please feel free to share your experiences and ideas with us. All of us are better than one of us!

Primary ideas about writing:

Collaboration underpins the writing process.

Skills of the future include

- Self-care and self-regulation
- Reasoned, ethical decision making
- Knowing/Discernment
- Collaboration

Primary influences:

[Exploring the Impact of Generative AI ChatGPT on Critical Thinking in Higher Education: Passive AI-Directed Use or Human-AI Support Collaboration?](#)

[Generative AI in first-year writing: An early analysis of affordances, limitations, and a framework for the future](#)

[More Than Words: How to Think About Writing in the Age of AI by John Warner](#)

[The Opposite of Cheating: Teaching for Integrity in the Age of AI by Tricia Bertram](#)

[Gallant and David A Rettinger](#)

Based in part upon

Garrison et al's A Constructivist Approach to Online Learning: The Community of Inquiry Framework

https://www.researchgate.net/publication/285177901_A_Constructivist_Approach_to_Online_Learning_The_Community_of_Inquiry_Framework

John Dewey's _How We Think_

<https://www.gutenberg.org/files/37423/37423-h/37423-h.htm>

Lipman's _Thinking in Education_

<https://archive.org/details/thinkingineducat0000lipm>

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Perspectives on AI-assisted writing tool usage in higher education & the world



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Recommendation: For the best source of current information about global student and faculty AI usage and impacts, I recommend the Digital Education Councils reports.

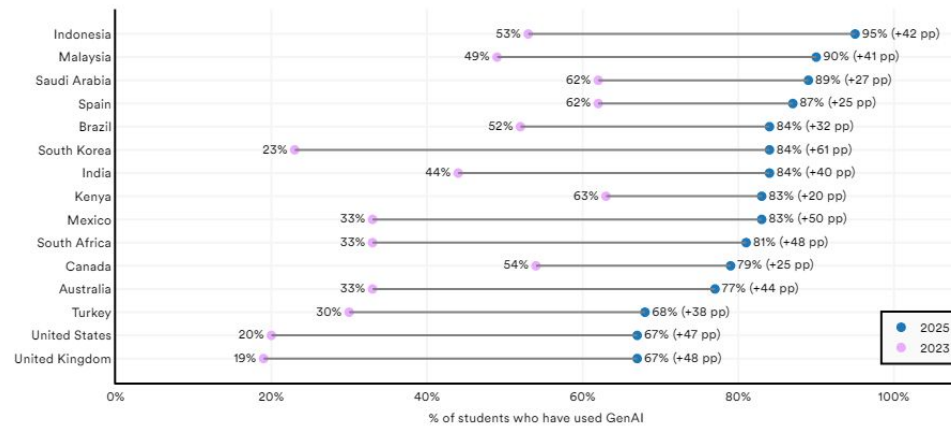
<https://www.digitaleducationcouncil.com/resource-library-items/ai-in-higher-education-global-survey-2026#Download-doc>

Global Higher Education Student AI Usage 2023-2025



University students (% of total) who have used GenAI to support their university studies, 2023 vs. 2025

Source: Chegg Global Student Survey, 2023 and 2025 | Chart: 2026 AI Index report



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Source: [Stanford Institute for Human-Centered Artificial Intelligence \(HAI\) 2026](#)

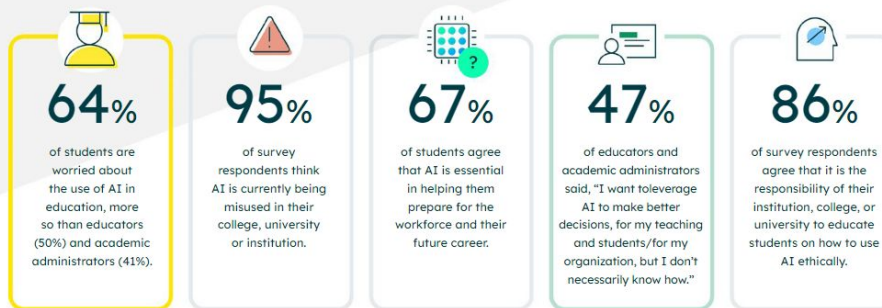
According to Stanford's Global AI Index, multiple countries continue to show increases in university student usage of AI tools.

According to their survey, "University students report using AI in similar ways to high school students, including researching, brainstorming/generating ideas, and editing essays. One notable difference is that university students are more likely than high school students to use AI to understand a concept (56% vs. 41%); in fact, understanding a subject is the top use of generative AI tools among university students."

Help is needed to facilitate responsible use of AI and prepare students for the future of work.



In addition to clear policies and guidance on AI use, institutions must develop a plan to support educators and students. At the same time, educators and institutions have to help students prepare for a future that expects AI-readiness in the workplace.

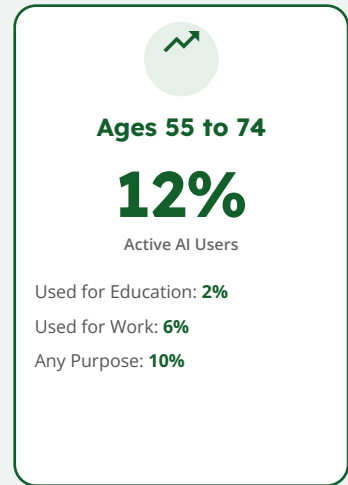
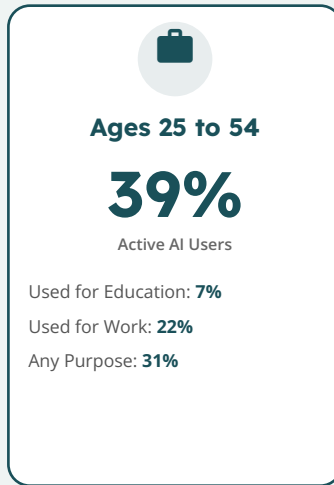
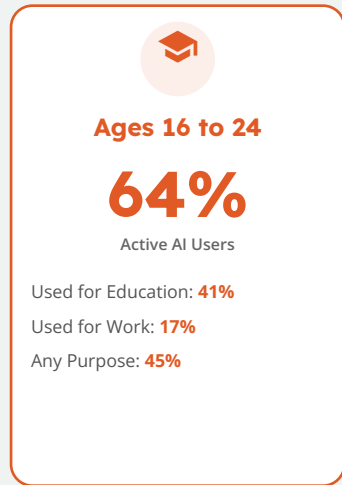


Source: [Turnitin & Vanson Bourne 2025 Survey](#)

Many people are interested to know that globally students are worried about the use of AI in education—and simultaneously an overwhelming majority of students globally likewise believe it's the responsibility of their institution, college or university to help educate them on ethical AI use.

Turnitin commissioned Vanson Bourne to survey 3,500 respondents, including academic administrators (500), educators (500) and students (2,500) in August 2024, with interviews in the Australia (350), India (700), Mexico (700), New Zealand (350), U.K. / Ireland (700), and U.S. (700). Academic administrators and educators were from both secondary (500) and higher education institutions (500), while students were from higher education institutions, studying both full time (2,064) and part time (436). The survey was conducted online using a rigorous multi-level screening process to ensure that only suitable candidates were given the opportunity to participate.

2025 European AI Tool Usage



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Source: [EuroState Data Browser](https://ec.europa.eu/eurostat/databrowser/view/isoc_ai_iiau__custom_22456495/default/table?lang=en)

https://ec.europa.eu/eurostat/databrowser/view/isoc_ai_iiau__custom_22456495/default/table?lang=en

Global Student Concern About Peer AI Usage & Impacts



Worries About Classmate AI Misuse

73% US & Canada

60% Global Average

Statement: I am concerned that my classmates might misuse AI, creating unfair advantages or undermining the value of my education. (Responses for strongly agree and agree combined.)



Students Concerned About Misuse



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Source: [Digital Education Council, 2026](#)

As noted in the DEC report, "Without clear and enforceable guidance, AI use may be perceived not only as a learning issue, but as a risk to the credibility of student work." (Page 28)

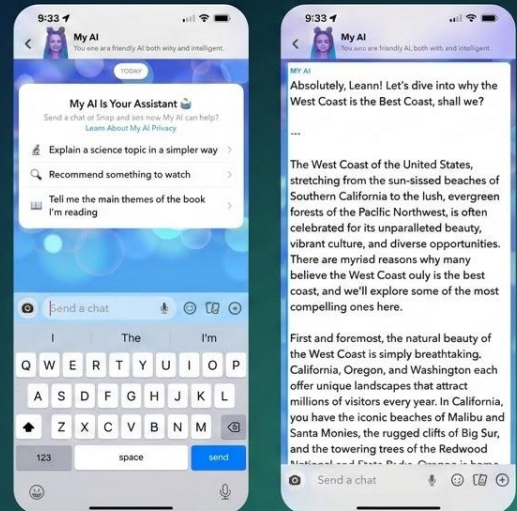
AI at Your Fingertips



Facebook/Instagram Meta AI



SnapChat My AI



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In general, in the US & Canada, most pre-college age students get their first experience with AI tools via social media. Up until February 2026, this has primarily meant SnapChat was the first point of access. This means, most K12 students have been learning about using AI tools from peers, from social media content, or from trial and error.

Where do most teens get first access to AI?

68%

of teens use TikTok

63%

of teens use Instagram

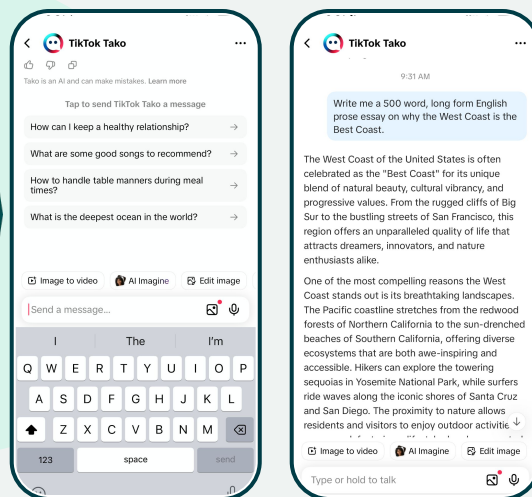
55%

of teens use Snapchat

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New as of February 2026: TikTok Tako AI



Source: [Pew Research, 2025](https://www.pewresearch.org/internet/2025/12/09/teens-social-media-and-ai-chatbots-2025/)

As of early February 2026, TikTok has also expanded access to its Generative AI tool to all users around the globe.

<https://adtechradar.com/2026/02/06/tiktok-ai-chatbot-tako-expands/>

According to Pew Research Center:

- 68% of teens use TikTok
- 63% of teens use Instagram
- 55% of teens use Snapchat

<https://www.pewresearch.org/internet/2025/12/09/teens-social-media-and-ai-chatbots-2025/>

Statistics may vary in other parts of the world. For instance, a [recent study](#) found that after surveying 8500 Chinese students from rural and urban areas, that 60% of primary and secondary school students have used artificial intelligence.

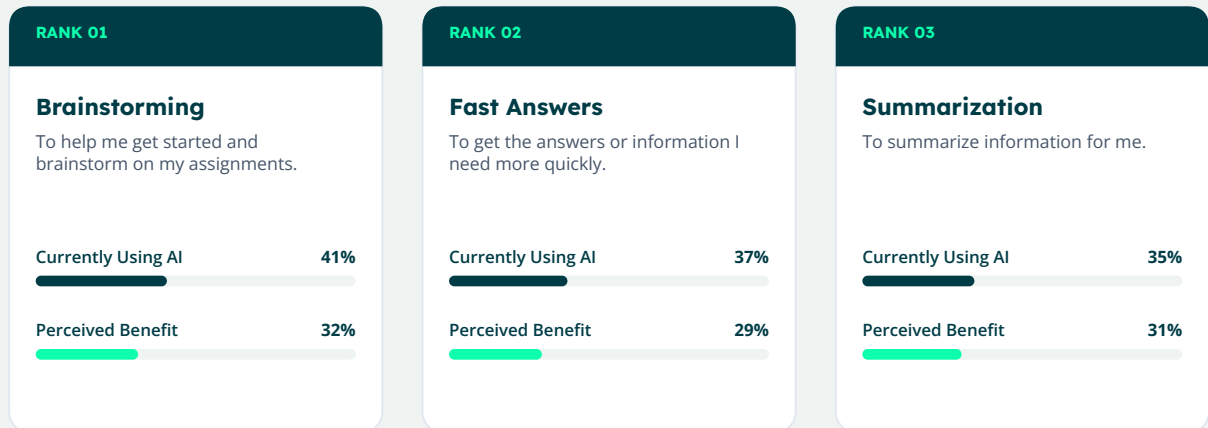
1 in 5 do so regularly

A [2024 Samsung survey of Southeast Asian Youths](#) found that 9 out of 10 youths already incorporate AI tools and services into their daily routines. The top use case scenario was to enhance learning.

K12 Student AI Top Use Cases 2024-2025



Students are most often using AI to get started and brainstorm, find information quickly, and summarize information.



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Source: [Microsoft Education, 2025](#)

Microsoft conduct a deep dive survey, and found that the numbers are growing among the K-12 set, but what they specifically took a dive into were trying to find out the use case scenarios, and the top 3 use cases were not write my essay, in fact, I want to pull your attention to point number three, where we see a number of k-12 users using LLMs to summarize information for them. This will largely matter when they arrive at your Institution, because again, they're doing this largely without guidance from their instructors to help them understand that large language models can deliver flawed interpretations of things, or they might give you a rough overview, but miss all of the sub-points, or that they're incapable of recognizing flawed methodology in something.

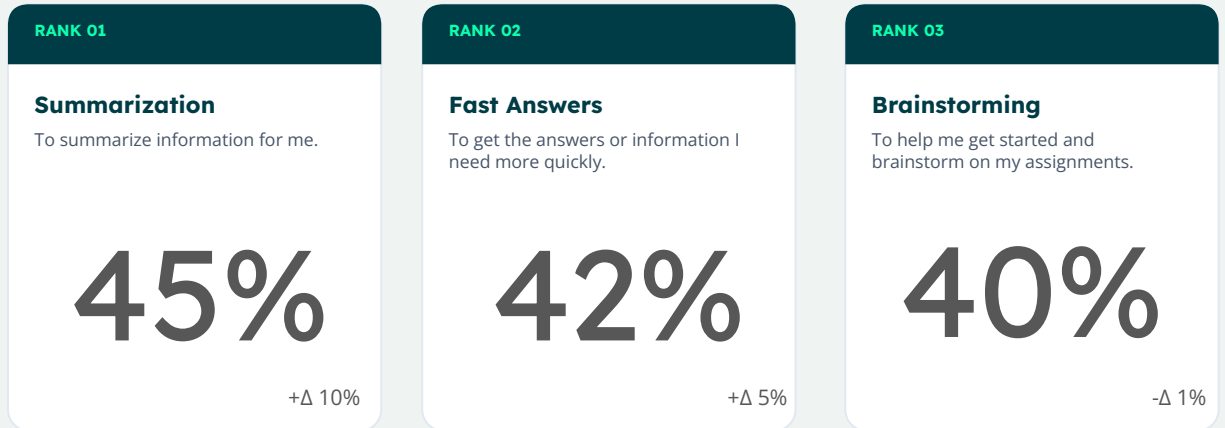
Source:

Microsoft Education. *2025 AI in Education Report Survey Details*. 2025, cdn-dynmedia-1.microsoft.com/is/content/microsoftcorp/microsoft/bade/documents/products-and-services/en-us/education/Survey-Data-2025-Microsoft-AI-in-Education-Report.pdf.

K12 Student AI Top Use Cases 2025-2026



Students are still using AI to get started and brainstorm, find information quickly, and summarize information, but the frequencies for each use case have changed.



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Source: [Microsoft Education, 2026](#)

Microsoft recently released the 2026 AI in Education Report Survey Details. Over the last year, K12 students' #1 use case for AI tools is now summarization of content.

Source:

Microsoft Education. 2026 AI in Education Report Survey Details. 2026.

<http://aka.ms/AlinEDUReport-Extended>

AI Content Summarization Reliability (mid-2025)



LLM	Literature	Law	Health Science	Politics	Overall
ChatGPT	7.9	5.3	7.2	7.2	27.6
Claude	7.3	6.9	7.7	6.2	28.1
CoPilot	3.5	5.4	7	3.7	19.6
Gemini	2.3	6.1	6.5	5	19.9
Meta	4.3	2.6	6	5.2	18.1

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Source: [5 AI bots took our tough reading test. One was smartest—and it wasn't ChatGPT.](#)

What students may not be aware of are the very real limitations of LLM content summarization. This is from a Washington Post article published June 2025. Subject matter experts evaluated AI summarization on a 10 point scale. Keep in mind that most LLMs have released significant model updates since then, so results may differ today.

Summary of testing methodology from WashingtonPost:

1. We tested the AI in April and May using versions of the tools available at that time. These include: Open AI's ChatGPT-4o, Google's Gemini 2.0 Flash, Claude 3.7 Sonnet, Meta AI (Llama 4) and Copilot for Microsoft 365.
2. We used paid versions of ChatGPT, Gemini, Claude and Copilot, which some tools require to upload documents with larger file sizes.
3. The judges rated each AI response on a 10-point scale, and the score for each subject area was an average of all those ratings. The overall scores gave equal weight to each of the four subject areas and presented on a 100-point scale.

Scoring criteria for points:

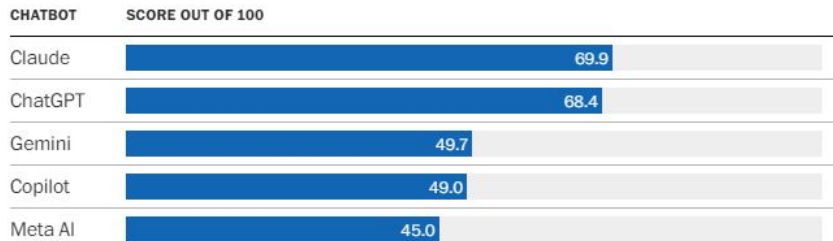
1. - Misinterprets the document in fundamental ways
2. - Not particularly useful
3. - Gets even one fact wrong
4. - Doesn't put facts in the right context
5. - Presents correct information, but it's not all relevant and necessary; equivalent to what

you'd expect from a student

- 6. - The analysis is all correct, but it may leave out some important points
- 7. - Hits every one of the right ideas
- 8. - It's all there, but it's wordy; equivalent to what you'd expect from a non-expert adult
- 9. - Could be written in a more accessible style/format
- 10. - Equivalent to what an expert would have written for a general audience

5. And the overall winner is ...

Claude edged out ChatGPT and left the others in the dust.



Overall winner Claude was also the only model that never hallucinated.

Leann

This is from a Washington Post article published June 2025. Subject matter experts evaluated AI summarization on a 10 point scale. Keep in mind that most LLMs have released significant model updates since then, so results may differ today.

Anecdotal Observations About K12 Students



95% Frequent Usage

High school students who use AI for schoolwork at least once or twice a week.

60-70% High-Frequency Usage

High school students who use AI for schoolwork three days a week or more.

Highly Capable Students

- Understand the consequences of over-reliance on AI and therefore exercise restraint and caution.
- They do not avoid AI entirely, but use it with deliberate responsibility and self-regulation.

Students Needing More Scaffolding

- Often oblivious to the risks or willing to take chances. They seek shortcuts to finish work faster.
- Commonly believe AI will boost their grades, demonstrating the highest need for structured guidance.

This is from a blog post published December 2025.

There is now an emerging body of research that suggests this may be a common trend with university students as well as workers in the workplace. (See slide 15 for works cited.)

- University students who may require more scaffolding also tend to misunderstand best uses and risks of AI, which can lead to mis-skilling.
- Junior employees inadvertently mis-skill when using AI tools early in their careers.

2025: Prevalence of AI Tools



Coming soon: Examples of myriad “AI to do your homework” apps and tools marketed to students

Feelings about the availability and volume of AI

Among surveyed participants, **academic administrators**, **educators**, and **students** feel overwhelmed by the sheer availability and volume of AI, with respondents in India reporting the highest level of concern in this area. This widespread sentiment underscores the need for guidance across the board.



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Source: [Turnitin & Vanson Bourne 2025 Survey](#)

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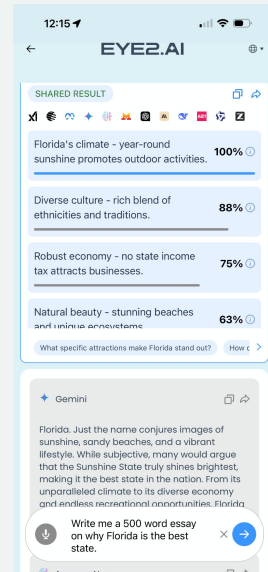
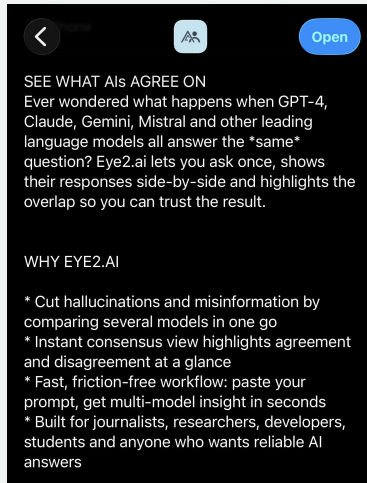
I spent the last quarter of 2026 tailoring my social media feeds to show me advertisements similar to those that students see. I too was amazed and overwhelmed by the volume of AI “study tools” being marketed to me, some quite aggressively. A number of these “study tools” included advertising that touts their own on board “AI detector”, with the marketing pitch that if your instructor should flag one of your papers as AI, you can directly challenge those results by showing your own “AI detector” report. In practice, when I have used these tools to generate a paper, then run it through their on board bypasser, then used their AI detector, the paper might show up as 25% or less AI. Then when I run that same paper through the Turnitin AI detector, it flags accurately, as 100% AI.

This mirrors the experience I had with AI detection testing going back to early 2023: Any company that generates AI content does not have a vested interest in building a high quality AI detector. When we get to the section about research, it will become clearer why that matters.

2026: Prevalence of AI Tools



This *free* tool is marketed with the idea that if you query an array of LLMs, the outputs that “agree” must be true, and the outlier outputs must be false.



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2026: Prevalence of AI Tools



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Choose a Tool

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Annotated Bibliography Templates Quickly format sources with notes, exactly how your teacher wants.	AI Content Detector Worried about sounding “too AI”? Check before submitting.	Essay Outliner Build a clear outline so you know exactly what to write next.	Style and Tone Suggestions Sound more formal, friendly, or academic—whatever your assignment needs.	Thesis Statement Generator Write a strong thesis that actually makes sense.

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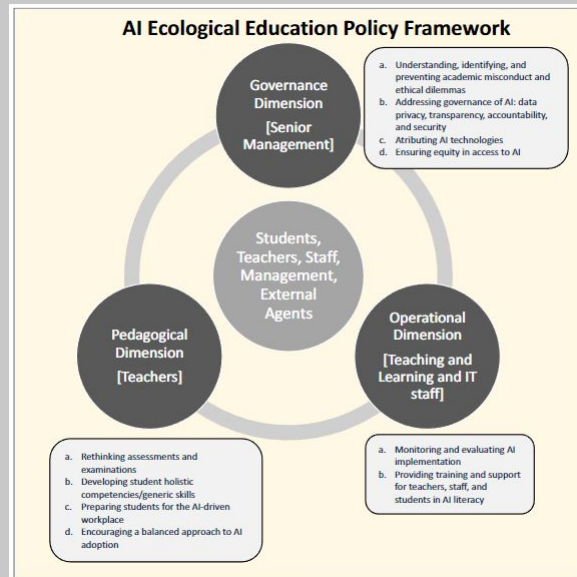
[MyEssayWriter.ai](https://www.myessaywriter.ai)

Image captured 2/15/2026

Chan's AI Ecological Policy Framework



This framework opens the topic of how post-secondary institutions may seek to develop AI policy specific to disciplines and degree programs they offer, in light of existing and future regional, national and international ethical, technological, and societal changes over time.



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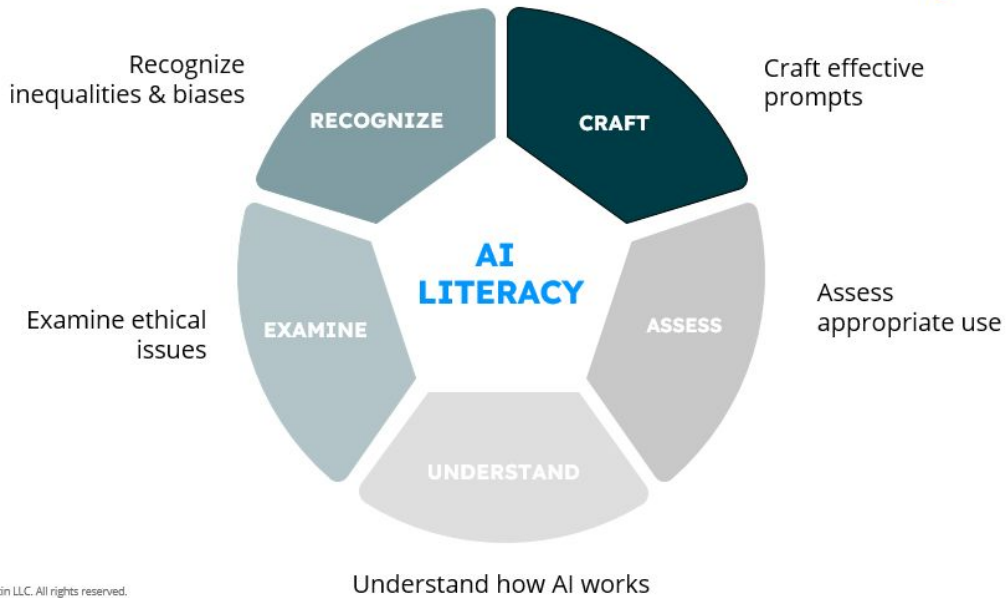
(Chan, 2023)

When I began preparing for this session, I reflected on a series of sessions our group hosted in 2023 that covered institutional policy changes in the era of AI. Many folks are familiar with UNESCO's framework, which is well-thought out. I offer a separate framework developed by Hong Kong educator, Dr. Cecilia Kah Yuk Chan. There are strong similarities between her work and UNESCO's. [Dr. Chan was invited to present at the UN University AI Education Day in 2025.](#)

From

<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00408-3>

Bali's Critical AI Literacy Model



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(Bali, 2024)

I'm also a big fan of Dr. Maha Bali's work, including her Critical AI Literacy Model.
From:

<https://blogs.lse.ac.uk/highereducation/2024/02/26/where-are-the-crescents-in-ai/>

What is Turnitin doing?

Turnitin affirms guiding principles for responsible AI integration into educational technologies



- AI should help improve learning outcomes and promote and protect academic integrity.
- AI should be intentionally designed to mitigate the impact of unintended biases.
- AI should be designed, developed, and tested by a wide and diverse range of learners and educators, not only engineers and AI scientists.
- AI should be designed to adhere to high standards of privacy and data ownership.
- AI should be built with rigorous and peer-reviewed statistical and machine learning standards.
- AI should be continuously improved to make it more accessible, fair, and beneficial to learners and educators.

<https://www.turnitin.com/press/launch-responsible-ai-in-education>

At the outset, much like I'm sure the slide ruler and the calculator ushered in times of creativity and change, the dramatic improvements in AI-assisted writing tools like ChatGPT also comes with moral and cultural implications too. With that in mind, I want to take a moment to discuss Turnitin guiding principles around the responsible integration of AI into educational technologies. These guiding principles were drafted years ago, and published publicly in 2021. This is publicly available on our website.

How We Got Here:

The Journey to a Modernized Turnitin



2023

AI Writing Detection

Flag potentially AI-generated text to uphold student integrity

2024

Enhanced Similarity Report

Redesigned interface with new match group categorization

2025

Updated Assignment Workflows

Simplified, streamlined assignment workflows with one integrated inbox

2025

New Feedback and Grading Experience

Faster, more flexible feedback tools to boost student engagement

2025

AI Writing Assistance

Bringing transparency into the student writing process

2026

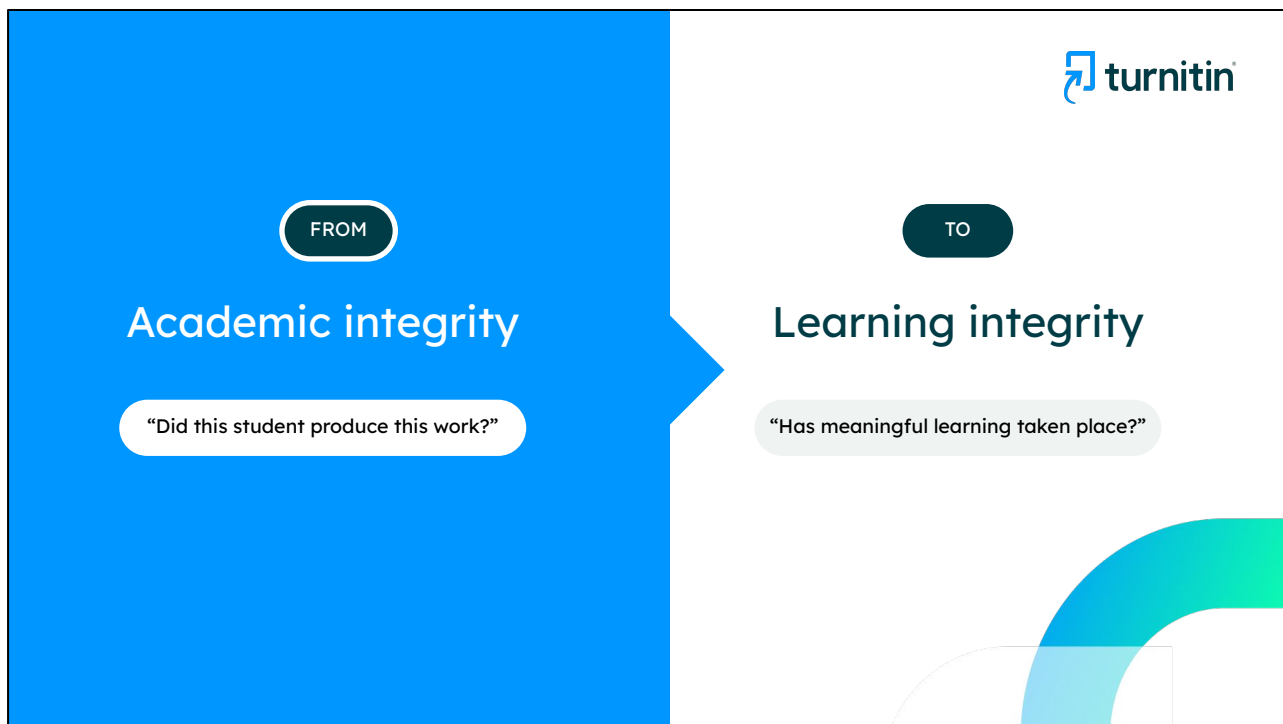
Continuous Improvements

Committed to making TFS better with every release

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2023-2025 marked a complete rebuild of Turnitin Feedback Studio — laying the foundation for faster delivery of customer-driven enhancements that will empower educators to stay ahead of the curve and adapt to the dynamic demands of 21st-century teaching and learning.

In 2023, we released our first iteration of the Turnitin AI Indicator, and that marked the beginning of a complete rebuilding of our flagship tool, Turnitin Feedback Studio. Our focus has always been to create meaningful tools that support the needs of educators, and with the current landscape of AI in academia, we want to ensure that you have access to tools that provide insight into the integrity of learning, not just academic integrity.



...and to be completely transparent, our reputation has been that of an academic police, a tool for the instructor, and not for the student, and with this rapid advancement what we have noticed is AI is no longer about prevention, it is now about preparation, positioning, and protection. This shift is happening across all academia, educators are moving from “did my student write this,” to “did my student learn anything” to From compliance mechanism to a visibility tool.

Speaker Notes:

With the rise of generative AI, it's important to recognise that the role of AI detection is not diminishing—it is evolving.

Traditionally, AI detection has often been framed around a single question: *Did the student write this work?* In other words, it was primarily seen as a compliance mechanism to identify potential misconduct.

When we think about AI detection in this way, it becomes less about simply catching misconduct and more about providing visibility into student learning behaviours.

- At the individual level, AI insights can help educators understand the balance between human contribution and AI-assisted work. This can support meaningful conversations with students about responsible and effective use of AI tools in their learning.
- At the institutional level, aggregated insights can function as learning analytics. Institutions can begin to see patterns across classes, programs, or cohorts—for example, areas where students may be over-relying on AI, or

- conversely, where they may not be engaging with available tools in productive ways.

These patterns are valuable because they provide evidence that can inform curriculum design and assessment strategies.

They also help institutions identify where students may need additional guidance or support in developing critical thinking, research skills, and responsible AI use.

So rather than being purely a compliance tool, AI detection becomes part of a broader system that supports learning, teaching, and responsible engagement with AI.

Three assessment contexts for the AI era

1

Without AI: Tools are **not permitted**, to evaluate independent performance, fundamental understanding.

2

AI-assisted assessment: AI is **optional/permitted** as a support tool.

3

AI-integrated assessment: Engagement with AI is **required** and part of the learning design.

...and as a part of this broader system. Globally, three categories are emerging: AI-prohibited, AI-assisted, and AI-integrated.

The complexity lies not in defining assignment types that are most commonly in use in this era — but in evaluating the interaction between human and AI contribution across multiple stages, like assignment scaffolding.

A Simple Framework for AI-Era Assessment

To navigate this transition, we can introduce a clear three-part framework.

First, the No AI context. (like a writing sample)

These are controlled environments designed to demonstrate independent human capability. The focus here is clear: unaided performance, secure conditions, direct evidence of individual competence.

Second, the AI-assisted context.

Here, student and AI collaboration is permitted. Assessment shifts toward evaluating judgement — how effectively students prompt, edit, critique, verify, and refine AI outputs. The capability being assessed is not just writing, but discernment.

Third, the AI-integrated context.

In this model, AI is embedded by design. Students are expected to engage with it. The emphasis moves to evaluation, synthesis, oversight, and intellectual control. The student's role becomes one of critical supervisor rather than sole producer.

The strategic challenge is not defining these categories — it is designing clarity between them.

Students must understand expectations.

Educators must align marking criteria.

Institutions must ensure coherence.

Clarity between contexts is what enables learning integrity to function in practice.

Visibility, Reassurance, Transparency



Student Ownership

Students demonstrate ownership of their work



Educator Efficiency

Educators spend less time grading



Additional Data

This era's educators and students benefit from additional data points



Learning & Feedback

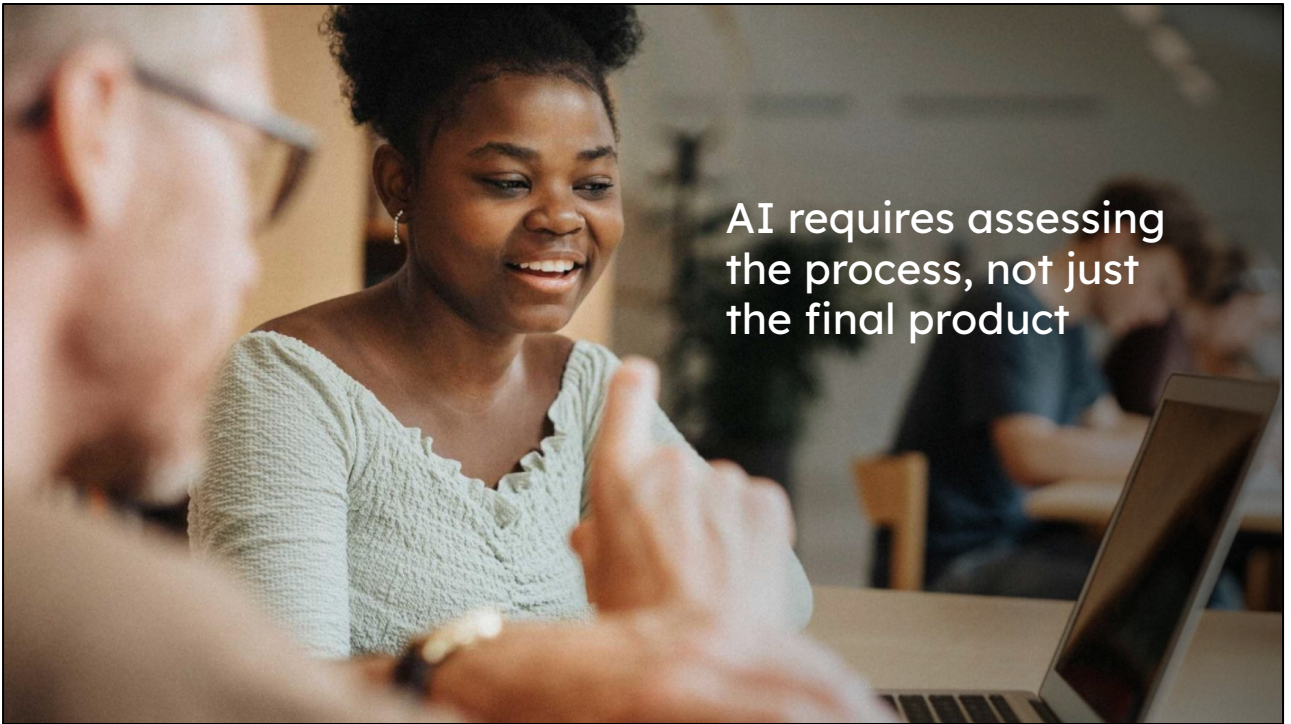
Focus is redirected to learning and feedback



Inspires meaningful conversation, mitigates conflict and tension

What moves the dial on ensuring our students are learning?

What does it mean to have students take ownership of their work? Now that we are defining the interaction between what is AI and what is human written, we are ultimately asking ourselves what do I have access to that allows for visibility reassurance and transparency, ultimately leading to a relationship with my student that inspires meaningful conversations, and feedback that pushes them to take th



AI requires assessing
the process, not just
the final product

Leann

Speaker Notes:

Traditionally, academic integrity has focused on protecting the authenticity of the final product—most commonly the final essay or submitted assignment. The main concern was ensuring that the work was genuinely produced by the student.

However, the concept of learning integrity shifts our focus from the product to the process.

Rather than only asking whether the final submission is authentic, we begin to look at how the learning actually unfolded. When we make the learning process visible, we gain a much richer understanding of student development.

For example, we can see how a student's argument evolves over time, how they refine prompts or ideas, and how their thinking becomes more structured and coherent.

We can also observe how they select and engage with sources, how they question information, challenge ideas, and begin to form their own perspective.

process, their reasoning, and the judgment they apply when improving their work.

When educators can see these stages of development, the conversation with students changes. It becomes developmental rather than adversarial. Instead of focusing only on whether misconduct occurred, we can engage students in discussions about their thinking, their decisions, and their learning journey.

Ultimately, this shift also opens up new opportunities for assessment design, where the goal is not just to evaluate the final outcome, but to support and capture the learning process itself.

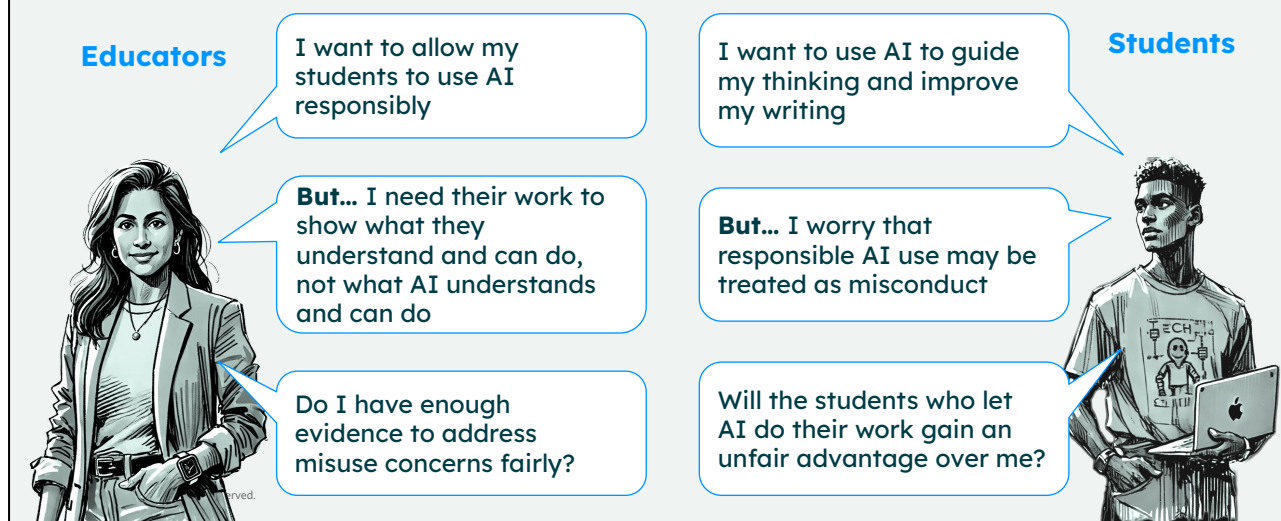


turnitin clarity™

Introducing our first "next generation"
assignment type for the AI era

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The tension: When AI Productivity tools are used to show student capability



Currently, there's a wealth of AI productivity tools, and while they may deliver efficiency in some use case scenarios, the reality is that they have also been implicated in downskilling, mis-skilling and neverskilling.

Some educators are teaching foundational skills without AI. Other educators want students to learn how to use AI responsibly. A complete ban may not prepare students for study, work and life beyond the classroom.

At the same time, educators need visibility into the student learning process to affirm student learning, and to help guide the learning process where needed. If the final submission of a student written work is all instructors can see, it may be difficult to know whether AI supported the learning or replaced the thinking and practice the task was originally designed to develop.

Educators may also see something concerning but feel that they do not have enough evidence to discuss it fairly and to encourage positive student choices to persevere through what educators have recently been referring to as [productive struggle](#).

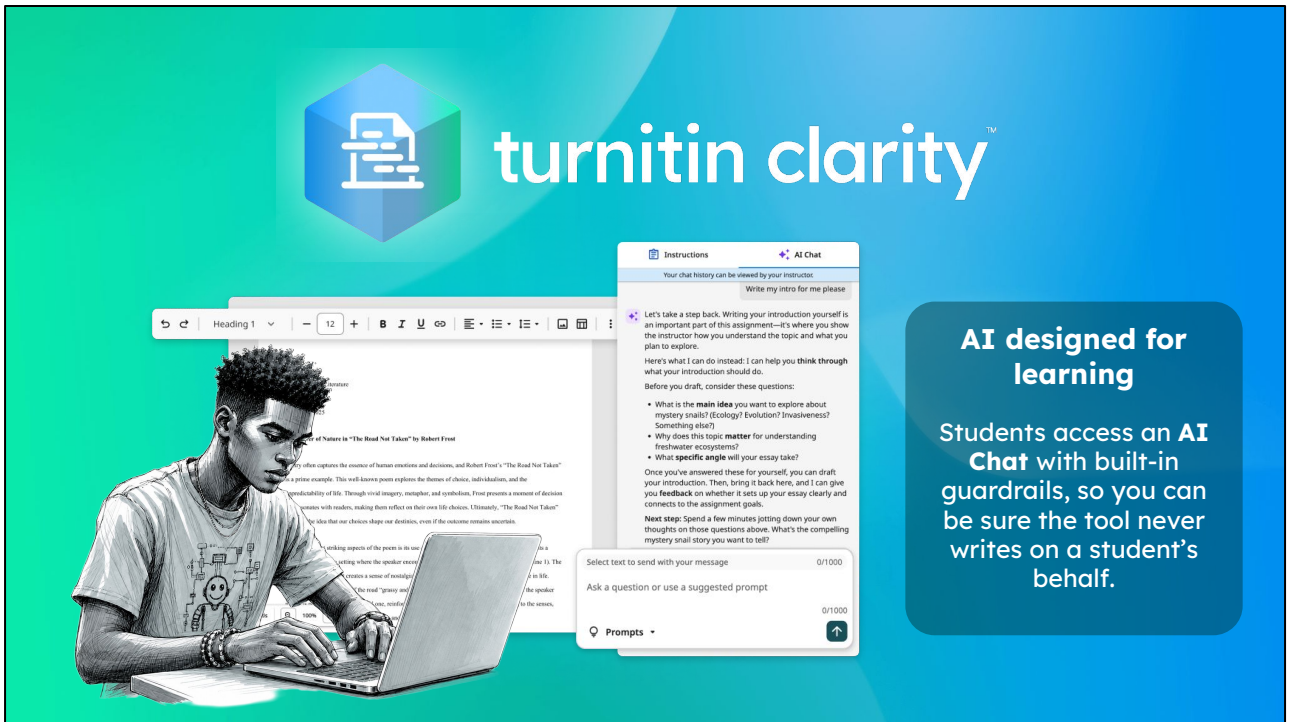
Students experience the other side of the tension of being surrounded by an overwhelming of AI productivity tools—as well as tools that are labeled as educational but actually offer productivity and efficiency tools that encourage students to circumvent the learning process.. Some students want to use AI to understand concepts, test ideas, receive feedback or improve their writing.

However, students also worry that responsible AI use will be misunderstood or treated as misconduct.

Students who complete their own work may also worry that classmates who allow AI to do the work will produce a more polished answer and receive a better grade—this is something our Clarity professors have already told us, that students have confided to them that they are relieved to use Clarity because they no longer feel tempted to use AI in order to “keep up with” the students they know are using AI.

Both students and instructors want the same outcome: learning that is responsible, visible and fair. To support that outcome, students need clear expectations about AI, and educators need better context about how the work was created.

This is the gap that Turnitin Clarity is designed to help close.



Turnitin Clarity supports the student side of this challenge.

Students compose their work in a dedicated writing space. If the educator enables AI Chat, students can ask questions and receive guidance within the same environment, and the guidance is contextualized based upon the instructor's writing prompt and rubric.

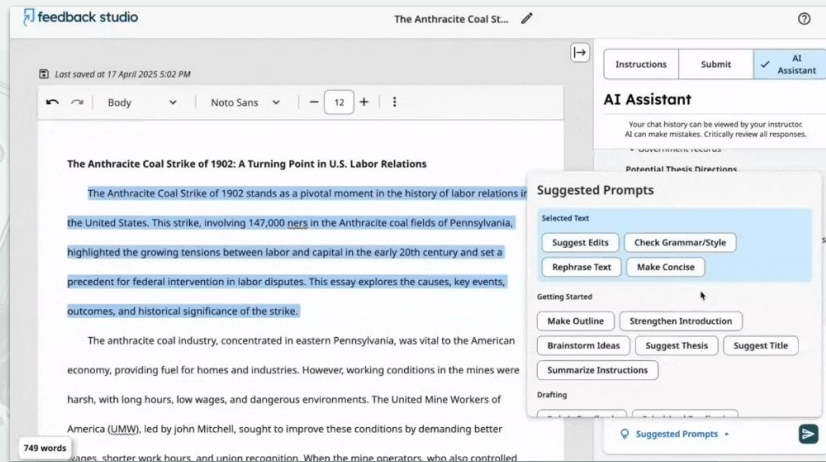
The educator controls the role of the AI support for the assignment. The Assistant can be configured to support activities such as planning, feedback, reflection, proofreading and limited revision. It is designed to support the student's development without producing the entire assignment for them.

The student still needs to evaluate the guidance offered by the AI Coach, make decisions and take responsibility for the final submission. In fact, part of responsible AI literacy is learning that not all suggestions offered by AI should be taken at face value.

Clarity therefore creates a place where AI can be used openly, with boundaries that connect its use to the purpose of the learning task.

Support for the student is one half of the solution. The other half is better context for the educator.

Student writing environment



AI Coach

Timely, actionable feedback based upon instructor writing prompt and rubric

Citation & Grammar Checks

Not automated, require student involvement

Guided prompts

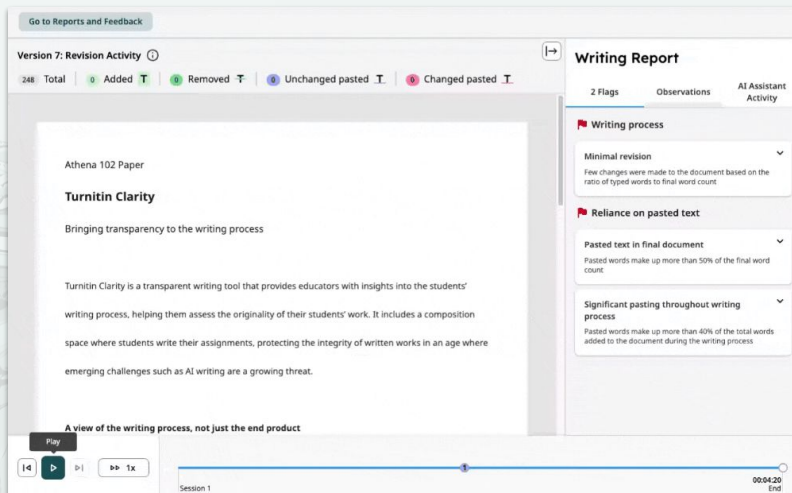
Formative help aligned with the assignment instructions

This is a view of the student writing space.

This writing space has the editing tools students are used to using when doing work in other editors, such as Word or Google docs. In this case, the writing space is assigned as an assignment, usually within a Learning Management System.

We added several additional features based on our early user research to ensure that students can draft within Clarity, from building an outline to writing blocks of text out of sequence.

Transparency for instructors



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Alerts for growth opportunities

Attribution issues, AI misuse, and outliers in the writing process are flagged for review

AI your way

Enable the AI Coach, or *don't*. Includes temperature settings and other refinements

Playback the process

Watch the student write to better understand context

We built Clarity to give transparency to instructors on how the writing came together and how the student incorporates AI into their work.

For instructors the value here is two-fold. Instructors can see a series of key moments in time during the student composition process, helping instructors to prioritize what they most care about in educating students about the iterative nature of both composition and learning.

Instructors have visibility into the full writing process via the playback feature, which was also a result of our early research and testing.

Thank you