

AUTHORSHIP, INTEGRITY AND THE ADVENT OF GENERATIVE AI

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ACADEMIC INTEGRITY, AUTHORSHIP, AI:

Worry 1: our ways of thinking about academic misconduct and academic integrity are already old-fashioned, and are a bad fit for a context in which we and our students are using generative AI.



ASKING THE RIGHT QUESTIONS?:

Worry 2: if we fixate on problems of academic integrity, we will not pay enough attention to the deeper questions posed by AI, and will be unprepared for changing circumstances.



PLAN:

- Consider the role of “authorship” in underpinning academic integrity;
- Think about and experiment with boundary cases of authorship;
- Discuss the questions “we” are not asking about Generative Artificial Intelligence.



ACADEMIC INTEGRITY:

What *is* academic integrity?

What are we doing when we use a Generative Artificial Intelligence (GAI) tool as part of our writing process?

How well do our existing concepts of academic integrity capture legitimate and illegitimate uses of GAI tools in writing?



ACADEMIC INTEGRITY:

Factors shaping practical understanding of academic integrity:

- misconduct policies;
- panel decisions;
- assessment practices;
- formalised training;
- informal learning;
- individual views on related concepts.



ACADEMIC INTEGRITY:

SOCRATES: [...] Everyone who lived at that time, not being as wise as you young ones are today, found it rewarding enough in their simplicity to listen to an oak or even a stone, so long as it was **telling the truth**, while it seems to make a difference to you, Phaedrus, who is speaking and where he comes from. Why, though, don't you just consider whether what he says is right or wrong?

Phaedrus



ACADEMIC INTEGRITY:

“University students today live in a “remix culture” where the lines between authors and their sources are conflated in sometimes accidental and other times deliberate ways ... So-called millennial students express **originality** or creativity through pastiche and collaboration, and they understand **“authorship”** as the process of mixing two or more existing [sources] together.”

Evans-Tokaryk (2014), discussing Lessing (2008)



QUESTION:

In the context of undergraduate work, what do we mean by “original” or “originality”?

Why is it important?



GENERATIVE AI TOOLS:

Underpinned by Large Language Models

LLMs use a bank of 'scraped' sources to "predict[] what comes next" in response to a prompt (Baker & Dunham 2023)

They do not need to be 'trained' on pre-labelled data

...so, we can't usually track their inferences.



QUESTION:

What does it mean to attribute work to a particular author?



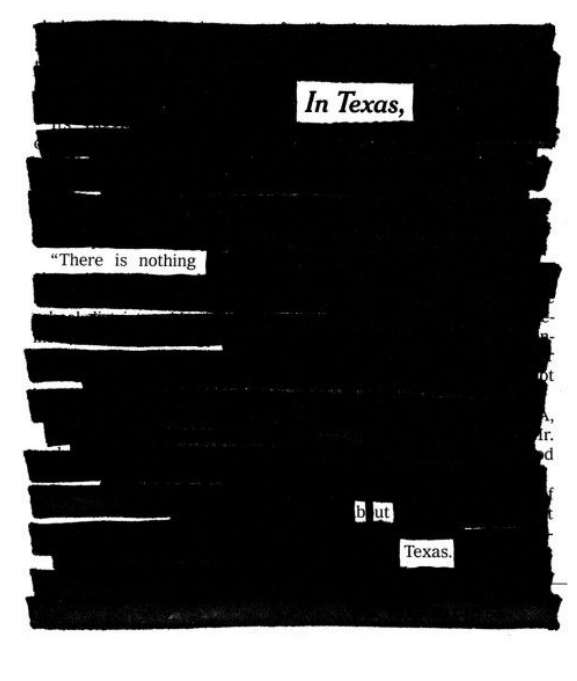
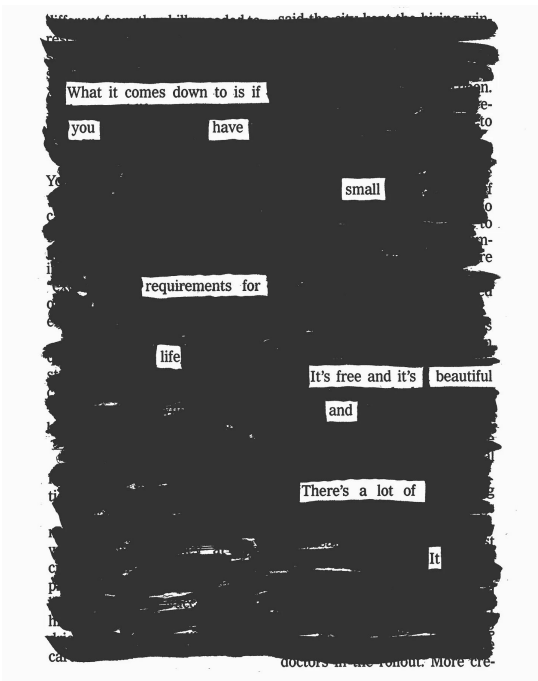
“BLACKOUT POETRY”;

Read one of the texts in front of you.

Create something new from it, by using a marker to redact almost all of the words.

Think about the creative process, and the relationship between you, the author(s) of the unredacted text, the finished product, and the reader





Austin Kleon (on Substack)



REFLECTION:



ASKING THE RIGHT QUESTIONS?:

How will we teach people who have “always” had access to GAI?

Will GAI change the way we think about learning, knowledge, and ability, on the whole?

How will the ongoing monetisation of access to AI change the landscape of education, learning, work and the economy?



THANK YOU!

Slides are available on my profile page:

https://warwick.ac.uk/fac/cross_fac/academic-development/staff/pete_fossey/

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