DEPARTMENT OF ECONOMICS

FIRST YEAR UPDATE MEETING

- Academic Integrity
- Assessments and Tests

WARWICK

ECONOMICS

16 October/9:00-10:00 by Cecilia Lanata-Briones; Lee Griffin

Academic Integrity

1. Why we care
2. Types of issues that get students in trouble
3. Turnitin report
4. Our investigating procedure
5. Main takeaways

Academic Integrity

Understanding **academic** integrity

1. Why we care

- value of your degree: your future employers know you come from a university with standards.

- cheating affects more than just your marks.

- reputation of all Econ degrees (past, present, and future) is at stake.

- ultimately the university cares. All department measures align with university regulations.

- department decisions may be appealed to the university, but you need to build your case.

Academic Integrity

2. Types of issues that get students in trouble

- Common notes, copy-pasting from sources, lack of referencing, and plain cheating.
- Deliberate and detailed presentation of concept's generated via artificial intelligence or similar as one's own.
- Among other things cheating may include:
  - use of essay mills,
  - impersonating,
  - working with or communicating with others on any individual assignments (essays, tests, exams, problem sets, …) during the assignment window either verbally, or through any form of digital communication,
  - …

DON'T DO IT!!

Academic Integrity

3. Turnitin report

- show anonymised report
- do not submit your work to any plagiarism software "just to check..."

Academic Integrity

4. Our procedure

- formal investigation: evidence reviewed by an Academic Conduct Panel.
- meeting with the student (see Turnitin report, explain approach, ...) and/or viva (demonstrate knowledge).
- penalties can go up to the mark of zero.
- consequences for overall performance and eventually progression (example).

Academic Integrity takeaways

It's always best to submit nothing than copied/plagiarised work!

Your reputation is at stake!

"In a moment of weakness...", "lapse judgement...", "the first and only time...", "I had mitigation..."

Everyone faces difficult moments in life →honest or dishonest response?

Mitigation is **never** an excuse for academic misconduct

The "this was my first and only time..." excuse is very weak

Academic Integrity Economics page

On Academic Integrity guidance and procedures

https://warwick.ac.uk/fac/soc/economics/current/shared/academic-integrity

AI and Academic Integrity

An update

16 October 2023 / CLL

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Agenda

- The concerns

- Why students 'cheat'
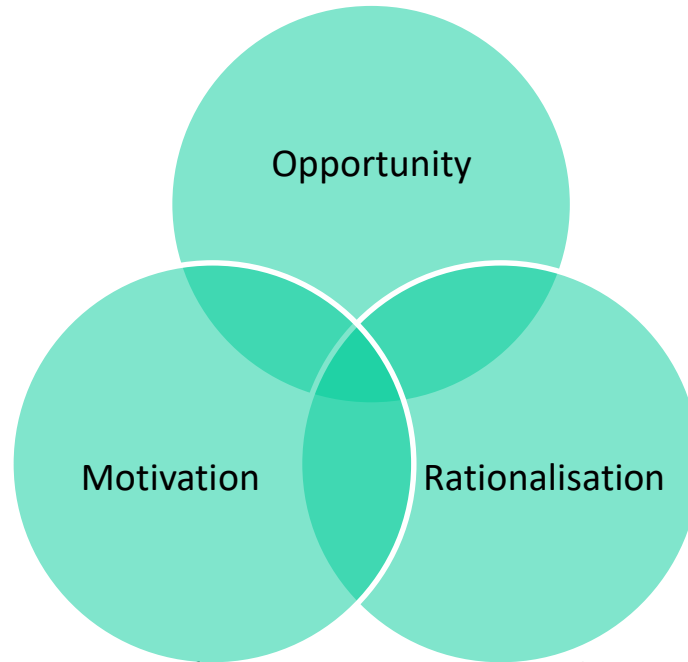
- A model for Academic Integrity

Concerns

- Students will simply feed assessments into an AI and submit the answer

- Colleagues may not spot this

- Work submitted and given credit is therefore not the student's

plus ça change, plus c'est la même chose

Why cheat?

Based roughly on Donald R. Cressey, *Other People's Money* (Montclair: Patterson Smith, 1973) p. 30.

Model

Support, culture

DESIGN → DELIVERY → DETECTION

Design

- WIHEA Learning circle – principles of design – now on ADC

- https://warwick.ac.uk/fac/cross_fac/academic-development/assessmentdesign/assessmentdesignprinciples/

- Also https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/future-of-learning/

Delivery

- Flows from design, follows the same principles:

  - **Needs to be fair/equitable (note AI help for some specific needs)**

  - **Consider online risks**

  - **Interaction with students, can we see the answer 'build'**

Detection

- This is NOT the whole answer, but is part of it

- Risks are very similar to essay-mill risks, a third party produces the work a student presents as their own

Detection framework

- There are three parts here:

  – **Central guidance and general principles for staff and students**

  – **This can be flexed and adopted as required at the assessment section level**

  – **Student declaration for all submissions**

Detection

- Currently NO to TurnitIn's built in detection tools:

- Unsure on process

- Unsure on efficacy – specifically false positive rates

- Research indicates it targets non-native speakers

- Can only be turned on for ALL users

- Markers will require training and support

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Detection

- The single best tool we have sits between the marker's ears

Example

- Essay question to 'design and defend a costing process for a product'

Both fail, but which one is the human?

Advanced sensors, powerful processors, cameras, and other electronic parts are among the elements used in the creation of Aidam. These materials are thought to cost £200 per unit.

- Manufacturing: Assembling numerous electronic components is a challenging part of the manufacturing process for Aidam. A £100 per unit manufacturing cost is anticipated.
- Packaging: Aidam's packaging is made to safeguard the product during delivery and guarantee that it will arrive in flawless condition. It is projected that packing will cost £10 per unit. Shipping the product to different places all over the world is part of the distribution of Aidam. A £50 per unit distribution fee is anticipated.
- Marketing: Aidam's success depends on its marketing strategy. It entails developing interest in the product and raising consumer awareness of it. Estimated marketing expenses per unit are £40.

First, it is anticipated that the fundamental components of Aidam, including its

Part (a)

Costing Processes

In order to launch a successful business, the company must accurately assess the cost of its products and services. This requires a detailed analysis of the cost of materials, labour, overhead, and marketing expenses. It is important to consider the cost of each step of the production process, including the cost of raw materials, the cost of labour, the cost of overhead, and the cost of marketing and advertising. The cost of raw materials should be calculated from the supplier's price list. The cost of labour should be calculated based on the wages of the employees involved in the production process. The cost of overhead should consider the various costs associated with the business, such as rent, utilities, and insurance. Finally, the cost of marketing and advertising should include the cost of creating and

Your text is likely to be written entirely by AI

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. While we build more robust models for GPTZero, we recommend that educators take these results as one of many pieces in a holistic assessment of student work. See our **FAQ** for more information.

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The cost of raw materials should be calculated from the supplier's price list.

The cost of labour should be calculated based on the wages of the employees involved in the production process.

The cost of overhead should consider the various costs associated with the business, such as rent, utilities, and insurance.

Finally, the cost of marketing and advertising should include the cost of creating and distributing promotional materials, as well as the cost of any paid advertisements.

Once the cost of each element of the production process is identified, it is important to analyse

GOOD NEWS!

- Not much has changed, it's the same risk as an essay-mill

- It's easier to spot

- Answers tend to be weak, leading to either minimal pass or more often failure as the question not addressed

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Detection tips:

- Largely accurate but generic content;

- Coding and maths can be excellent

- Hallucinated references (look sensible, but don't exist)

- Descriptive, repetitive

- Likely to gain low marks

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The following is from here:

https://www.jcq.org.uk/wp-content/uploads/2023/03/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf

- A default use of American spelling, currency, terms and other localisations.

- A default use of language or vocabulary which might not appropriate to qualification level.

- A lack of direct quotations and/or use of references where these are required/ expected.

- Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).

- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects.

- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.

- A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work.

- A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this

- A lack of graphs/data tables/visual aids where these would normally be expected.

- A lack of specific local or topical knowledge.

- Content being more generic in nature rather than relating to the student themself, or a specialised task or scenario, if this is required or expected.

- The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output.

- The submission of student work in a typed format, where their normal output is handwritten.

- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit.

- The inclusion of strongly stated illogical conclusions and statements or confidently incorrect statements within otherwise cohesive content.

- Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

Next steps – for you

- Think about your assessments:

  – **Can you use AI as part of the exercise?**

  – **Do you wish to *exclude* it?**

  – **How will students use it?**

  – **Make the assessment brief CLEAR on your expectations**