Special Interest Paper **June 2023**: AI Detection, Plagiarism, and preparing for a school appeal.

Data agreements

A data agreement may be a codified, signed agreement that a student (and/or their legal guardian/s) have with the school/sector and the providers of a technology. These agreements may govern privacy and the way/s in which students' data is used. It is very important to know the approval status of any AI tools you may use with students, even if you are aware they may be using them beyond the context of the school.

If you have not already, we encourage you to pause and check the relevant privacy legislation and data agreements that may apply to your school or sector. This may be on your system's intranet, or in the case of non-systemic independent schools, may be part of your school's policies and available in a school handbook or similar document.

From a curriculum authority perspective, it is appropriate to mention this, as the swift expansion of generative AI has meant some may have moved to operationalise the technology in the classroom prior to having the opportunity to fully work through student data privacy issues. Student data privacy is very important and must be considered.

In practical terms, if you are using an anti-plagiarism service such as GPTzero or Turnitin, or if you're thinking of using ChatGPT to write reports, it is advisable to consider the introduction of a data agreement.

This may, indeed, be the case! Many schools and systems have already purchased licenses for anti-plagiarism software and have these agreements, either with a provider like Turnitin, or through a learning management system (e.g., GPTzero delivered through Canvas).

If a data agreement doesn't exist, exercise extreme caution in the use of any AI tool and speak to your line manager about explicit and recorded permission for the use of any specific tool. Please note that we do not recommend using ChatGPT to write personalised identifiable school reports.

As the year continues, it is likely that organisations (e.g., your school or sector) will iron out any data agreement hiccups. Until then, it is advisable to be cautious in putting anything that may be considered student information or student production into generative AI without a privacy or data agreement in place.

The plagiarism conversation

A proverb often attributed to the Shona people of Zimbabwe can be roughly translated as follows:

*The tree remembers what the axe forgets.*

This idea is worthy of consideration when you're confronted with suspected plagiarism and the possibility of a false positive. As teachers, we may encounter hundreds of suspected plagiarists across our careers; unless egregious, it's not usually a particularly memorable experience. For our students, a query from you about their academic honesty might be their first experience of this, and it may be a formative experience of their academic life. Anecdotal evidence from students (e.g., the BSSS Student Forum) is that the idea of being caught in a false positive is terrifying to them, and the thought that a false positive may stick is disheartening.

We need to be mindful that an accusation of suspected plagiarism may be a defining moment in a child's academic career. Treat them with kindness and a presumption of innocence -- no matter how time-consuming going through the academic integrity process is.

AI Detection Software

How do AI detectors work?
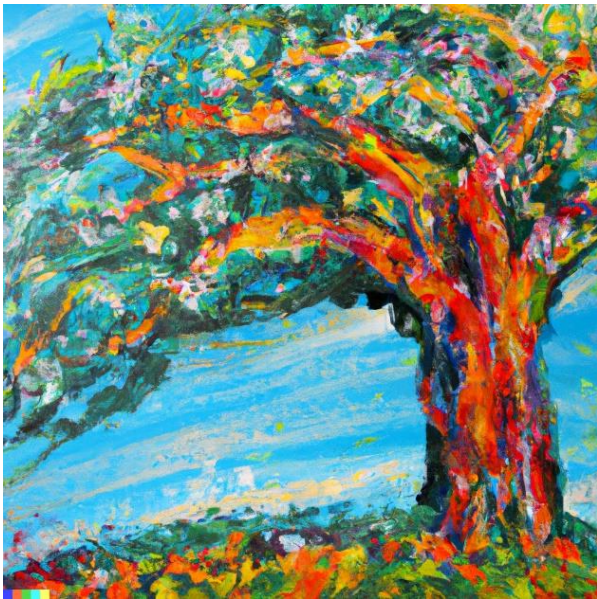
AI detecting software works in a variety of ways, most of which are proprietary information, but can be broadly summarised as pattern detection. This pattern may have been deliberately watermarked into the AI generated text by the originating AI, or it could be an artefact of the process of generating AI text.

A **traditional** plagiarism detector is looking for language and/or syntax that comes from text that already exists. This text might be from open access to the internet, closed databases, or depending on the model, the data of other students in the class.

AI detectors **do not work the same way as traditional detectors**. It is very important to understand that they are **not** working with text that already exists. In fact, unlike plagiarism detectors, the current AI detectors on the market do not access source texts to detect inappropriate conduct.

There are several ways that companies detect generative AI:

1. Probability patterns

You may remember from our earlier publications that language-based generative AI is not copying text when it gives answers; it's working out what the probable next word will be based on its training data and using that word. Some providers use these probability patterns to detect generative AI – e.g. if a piece of text uses one or two "most likely" next words, it won't get flagged, but if a very high percentage of the words are "most likely" next words, it will get flagged as generative AI.

2. Pattern matching

Some AI detection models match the syntax and patterns from natural language and compare them to what the AI already knows. For example, GPTZero creator Edward Tian describes these patterns in terms of "perplexity" and "burstiness" – basically, how similar the text is to things that have come before, and how complex sentences used in the text are (source). Some companies have built up huge databases of human and AI generated text to train their models on, which helps with accuracy; the AI text and human-generated text on the same topic are compared at a large scale, so that markers which are not discernible in an individual instance can be observed as broad patterns across many texts.

3. Watermarked text

This is still in development; no detector as of May 2023 is using watermarked text. Many of the larger providers are working toward different methods of watermarking so that AI generated content can be more easily discerned.

ChatGPT is not an AI detector

Please note that **ChatGPT <u>cannot tell you</u> whether it wrote a specific piece of text**.

In May 2023, news about a professor in Texas who allegedly asked ChatGPT to tell him if it wrote student work briefly went viral when a user on the social media website Reddit posted a screenshot purporting to show that the professor withheld results from graduating students after saying:

"I copy and paste your responses in this account and Chat GTP [sic] will tell me if the program generated the content." ([Source](#))
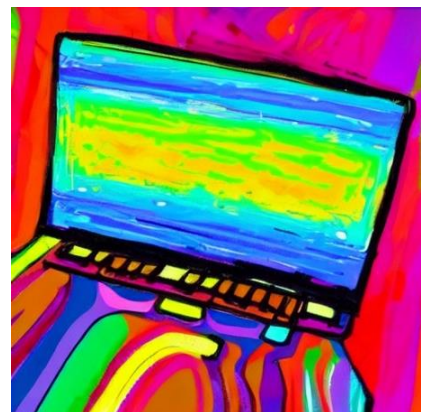
This isn't how ChatGPT works. While it told the professor "Yes, I wrote it", that is an example of Chat GTP 'hallucinating' or telling you what is probable rather than true. Remember, ChatGPT is creating text based on what the most probable next word in response to your query is, and that probability is derived from its training data. It doesn't have a memory in the way we're used to seeing in humans, or even in other computer programs.

ChatGPT does not and cannot draw on the content of its past conversations to create new conversations. Each new conversation is generated new, and it doesn't "remember" old conversations. If you want to test it, try it with some text you've written (or some pre-AI text) and ask ChatGPT who wrote it.

Don't end up a viral sensation for all the wrong reasons. This is an egregious example of a **false positive**, but false positives can show up in more reliable AI generators, too.

In the context of AI text detection, what is a "false positive"?

A "false positive" is when an AI detector picks up text as being AI generated when it was not. A "false negative" in this context is when AI-generated content is not picked up in the course of testing for academic integrity.

Why be aware of what currently makes the potential for false positives? So that you can talk with students about it. Unoriginal, formulaic text won't get them a good result in an assignment, and certainly won't help them in the AST. Encouraging students to break through these barriers, and being open about why work might get flagged, can help normalise the process of needing to affirm that a false positive is, indeed, false.

When speaking to a student about software-detected potential plagiarism, we strongly encourage going in with an open mind and a presumption of innocence.

Reasons for false positives may include:

1.   Widely disseminated information from pre-AI forms the basis of the assignment

We're sure you've seen the posts from people saying that they put the US constitution, or parts of the Bible into an AI detector and they came back as AI-generated. While the mechanisms underlying these detectors are not always fully transparent to users, it is possible that detectors flagging widely disseminated pre-AI content are picking up on patterns in the writing that the AI learned from these documents in its training.

Producing one of these documents as a "gotcha" is not a particularly productive activity, but evidence from online message boards indicates that this is a strategy some students will use when challenging AI plagiarism detection. It is completely expected that some of these documents will come back detecting as AI-generated due to their status in training the AI to start with. A more powerful strategy for testing a particular task for false positives is to use text that the user knows for certain isn't AI generated, such as an assignment response written prior to the technology being available.

In either case, acknowledging to the student that you understand the possibility of false positives and explaining that you're using multiple sources of evidence in support of your assessment of their text being AI-generated is advisable.

While it's possible to avoid these kinds of pieces in many subjects, it may not always be possible (e.g., one can't study religious education without religious texts). Consider how your assignments might perform prior to use, and try entering older examples (e.g., from students who are currently in Year 12[1] and completed the assignment last year) into the plagiarism checker to see if there is a higher risk of a false positive.

2. Formulaic text

Text that follows formulaic writing patterns, for good or ill, may be picked up as AI generated. If you've spent much time with ChatGPT or other writing software, you will be aware that many of the responses are highly structured, using similar sentences and paragraphs.

Unfortunately, some struggling student writers may use formulaic structures, and some disciplines may demand adherence to strict structures. Or for example, in EAL or Languages where students write formulaically as they learn the target language. Turnitin, in their advice to students, suggest that establishing their voice is a helpful way to avoid false positives, or to demonstrate that their work is their own. If a student is convinced that it is their writing style that is prompting a false positive, then experimenting with entering other guaranteed AI-free work from the same student could provide evidence to help in the conversation. This evidence, however, may go either way.

Helping students to move beyond formulaic, procedural text is one of the ACARA General Capabilities (literacy), and vital to students' success in most disciplines. Where students push back against this, referring to the literature of the discipline can be helpful. For example, students who have a strong identity as "not a writer" because they are focussed on STEM subjects may benefit from viewing and discussing complex texts such as journal articles so that they can see how their literacy skills will be used if they choose to take their STEM study further.

3. Error-free text

Text that is completely error-free is sometimes a hallmark of AI, or the (over?) zealous use of a correction tool such as those built into word processing programs, or Grammarly. Sometimes, it is a hallmark of a diligent student who has prepared thoroughly for a task. Use other evidence you've gathered from your work with the student (e.g., in-class tasks, class work) to indicate if this is likely to be an artefact of diligence or AI.

Don't rely on detectors as your only source of information

There are a range of providers on the market claiming to be able to detect AI-generated content. These providers vary in their methods, success rate, and cost, with the two current biggest players being Turnitin and GPTZero. Many smaller players are coming into the market, however, with products of varying quality. Checking reviews, data security, privacy, and accuracy will become key in making the decision to implement these products and tools. Check as well if these providers are using the API[2] of another provider, as this will tell you what software they're powered by.

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[1] Current Y12 students should have a data agreement if they are enrolled at your school; otherwise, use an example that you wrote.

[2] API: Application Programming Interface. A type of software interface (way of communication) that allows one piece of software to "talk to" or offer services to another piece of software. Examples might be paying with Paypal (Paypal's API is integrated into the shop you're visiting) or logging into a site with your Apple, Google, or Twitter address.

Australia's preeminent edtech scholar, Leslie Loble AM, noted in her 2022 report *Shaping AI and Edtech to Tackle Australia's Learning Divide* that there are three key considerations when implementing edtech. These are:

- *"the quality of the tools;*

- *their effective use and integration into teacher-led instruction;*

- *the network of policies, institutions and incentives that shape and govern the wider edtech market." (Loble & Hawcroft,* 2022, p.9*)*

These considerations manifest in questions for teachers as well as systems. What do you know about the quality of AI detectors? What tolerances for false positives are you willing to accept, and how will these work in concert with your instruction of students, and the policies and procedures for plagiarism detection in your school?

At the time of writing, Turnitin's website states that:

"In fact, we are able to detect the presence of AI writing with 98% confidence and a less than one percent false-positive rate in our controlled lab environment." (Source, 12/5/23)

GPTZero has advice about different settings for their product:

- *"At a* [probability] *threshold of 0.65, 85% of AI documents are classified as AI, and 99% of human documents are classified as human*

- *At a threshold of 0.16, 96% of AI documents are classified as AI, and 96% of human documents are classified as human*

We recommend using a threshold of 0.65 or higher to minimize the number of false positives, as we think it is currently more harmful to falsely detect human writing as AI than vice versa." (Source, 12/5/23)

Both tools clearly state that they are intended to be used in combination with other plagiarism detection methods, due to the risk of false positives.

Consider: how many students do you teach, and what would a 1%-4% false positive rate look like for you in your context? What other information would you need to ensure that you were not missing AI plagiarism, or unintentionally penalising an innocent student?

For example, assuming a 1% false positive rate, if you have 100 students in a course and only one pick up from plagiarism checking software it's likely a false positive. If you have 4 positives in a group of 100 students, there's a 25% chance for each of them that it's a false positive.

In reality the situation can be more dramatic. For example, imagine 200 students, over a semester, produce 600 assessment items that are passed through an AI detector. Also imagine that 1% of students use AI for their assessments, so that of the 600 items, 6 were generated using AI, and 594 were not. If the AI detector is 85% accurate at identifying AI, then it flags 5 of the 6 AI-generated items. But with a false positive rate of 1%, it also flags 6 (1% of 594) of the human-generated items as AI-generated.

So the majority of AI-flagged items, 6 out of 11 (55%), would actually be false positives in this case.

If you're not sure how to start a conversation, one way to begin is to ask the student to help you understand why you might have doubts about the authenticity of their work.

- The electronic detector that we use to detect plagiarism has flagged some content in your work. Can you think of any reasons why it might have done so?

- The assessment piece you handed in is quite different to your in-class work/validation task/insert task here. Can you help me understand why that is?

- The structure of your piece uses structures that I get when I enter the same prompts into ChatGPT. Can you help me understand why there might be a similarity here?

- The structure of this sentence appears to be paraphrased with some words changed. Can you help me to understand what's going on?

- When I looked up your quotes/sources, I was unable to find them. Can you show me where they might be found?

Framing as a **question** rather than an **accusation** allows a student to know that you intend to listen to their side of the story, and also requires the student to make a response.

Responding to the student then becomes a matter of offering opportunity for the student to demonstrate their authentic ownership of the work. You may ask the student to:

- show their notes or drafts
- answer verbal questions about the topic or content
- expand on their process of writing the piece
- complete a validation task

If the student admits to the academic integrity breach:

- Support their decision to be honest at this point; they have made a bad/silly/unfortunate choice in breaching academic integrity, but they have been honest now and that's a good step forward.
- Establish if pastoral care support is needed. Students rarely breach academic integrity in a vacuum; often, there is pressure that the student feels unable to control, such as a too-packed schedule, life events, or familial pressure. See the March paper or the Community paper for more details about the pressures that can cause a person to feel that an academic integrity breach is warranted.
- Communicate to them the penalty for the breach (see below for details).
- Communicate where they can find support, particularly if the breach was due to naiveté or accidental. Teacher Librarians are always happy to help students with academic and information integrity. You may also find that the resources on the BSSS Website are helpful: https://www.bsss.act.edu.au/academic_integrity_information

If the student responds problematically

If the student responds in a problematic way, it is likely you will need to respond using your school's behaviour protocols. These will take precedence over the more generic advice provided below.

Threats and abusive language are never acceptable. However, in the interest of offering resources, we have compiled some possible responses that a teacher could make to a student displaying problematic behaviours if required in the moment.

Possible Problematic Student Response	Possible Teacher Response
The student becomes belligerent and disrespectful.	Close down the conversation; do not continue to argue with a belligerent student. Refer to your school's discipline policies. In the moment: For some students, naming the emotion can help them to process it. • "I can see you are feeling upset. How about we talk about this at a time when you've had a chance to think and process?" • "I can see that you are feeling frustrated. However, this is a normal part of teaching and learning. If you're unable to speak with me, please book in to talk with the faculty head." • "I understand that this might be surprising to you. However, I need you to speak with me in a way that respects us both. If you can't do that right now, let's take a break on this conversation and come back to it tomorrow."

Possible Problematic Student Response	Possible Teacher Response
	Managers or experienced teachers assisting a colleague may also wish to add reference to process. For senior students, reminders that school is a workplace can help contextualise the situation and their behaviour: • "This is [Teacher Name's] workplace. Part of my role is to help make sure that they don't have to hear certain kinds of language in their workplace, so I'm going to ask that we don't continue this conversation now. How about you and I talk about this issue tomorrow once we've all had a chance to think through our responses?" • "This conversation is moving into unproductive discussion, so I am going to put a halt to it for today. There is a process for all academic integrity inquiries, and we're going to work through it. How about you and I step out and talk about what the process is, what evidence you might want to show us, and then set up a time for you to show me the evidence that this is all your own work?" • "I can hear that you're upset about this, but this is [Teacher Name's] workplace, and the way you are speaking to them is unacceptable. You and I are going to go down to the office to talk about the disciplinary penalties for swearing at a staff member." [In this case, deal with the plagiarism separately – be clear that the penalty they're getting is for their poor behavioural choices, and that the academic integrity query will go through the usual channels].
The student blames you for ruining their life, or becomes emotional	Focus on choices, and on how their lives aren't ruined. *You* also have not "ruined their life." Academic dishonesty is a choice the student made. • "This is one event in your academic career. You have made a bad choice, but that doesn't stop you succeeding in other tasks and other units." • "There are academic consequences for some choices. This choice is one where there is a consequence." • "Part of my role as a teacher is to make sure things are fair for everyone. Applying the plagiarism penalty is part of that role." • "I really would like to believe that your work is your own. I'm asking for some more evidence so that we can remove any doubt."

Possible Problematic Student Response	Possible Teacher Response
The student states that AI plagiarism detectors are inaccurate.	• "I understand that detectors have a risk of false positives, which is why I've looked at your work myself as well. I still have some questions, and I'm asking you to do the validation task to help me understand why I'm seeing these discrepancies before taking any other actions." • "I'm asking you to help me conclude that this is your own work. This technology is new to all of us, and even though detection is still developing, for fairness and equity I need to know for sure that this work is yours." • "Everyone has the same rules applied to their work; I've asked all the people who the detector picked up as being AI-generated to bring in their study notes. I've also considered the student work not highlighted by the software. I'm hoping that this is all a false positive, but for equity, I have to be certain."

It is also worthwhile keeping an eye out for what various AI detection platforms are publishing. For example, Turnitin has easy-to-understand advice sheets for both teachers and students, including advice about the detection of false positives and how to deal with them.

Drawing on an external source for "how to deal with false positives" can help students to understand that it's normal in an academic context to check for plagiarism (i.e., not just something that happens in your school or your classroom), and that the new AI tools that are being released onto the market require new approaches.

What are the possible penalties?

Penalties for academic integrity breaches are set out in the *BSSS Policy and Procedure Manual*. They follow a stepped model, where each instance of an academic breach **across the school** triggers a movement up the steps.

Unless a school is dealing with a student who has handed in content that breaches academic integrity rules in multiple subjects concurrently, or who has had a previous run-in with non-AI academic integrity breaches, it should be unlikely that a student would be escalated to Category 2 penalties (see below).

If a student receives a Category 1 penalty for an AI breach of Academic Integrity, then control methods for subsequent tasks and advice to the student should reflect a need for them to be able to readily demonstrate their authorship of work. We recommend making this clear in the letter to the student, and verbally when discussing the penalty. For example, stating that the student will need to hand in a draft, time-stamped digital file.

Control methods might include reformulating a task that you notice has a high "hit rate" of suspected AI plagiarism into an in-class, supervised task the next time you undertake that task type.

BSSS

Plagiarism penalties from the *BSSS Policy and Procedure Manual*:

4.3.12.5 Penalties: Advice to Schools

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

a.   reprimand of the candidate, except in cases where the candidate would have derived benefit from such breaches

b.   the making of alternative arrangements for the assessment (e.g. through a reassessment)

c.   the assessment marked without the material subject to the breach being considered

d.   imposition of a mark penalty appropriate to the extent of the breach

e.   cancellation of the result in the particular component of the school assessment concerned f. cancellation of the total school assessment result in the unit/course concerned

g.   cancellation of all the candidate's results for years 11 and 12 in assessments conducted.

The following is a guide to the penalties to be imposed by schools. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

Categories Penalties

1.   First incident of breach of discipline One or more of the following penalties to be imposed subject to the degree of the infringement: Penalties (a) to (f)

2.   Subsequent breach(es) of discipline One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline: Penalties (b) to (g)

Counselling of students is a key component of the process. After the first incident of a breach of discipline, the letter to the student must include a warning about the consequences of subsequent breaches.

When the student does not accept the penalty: School Appeals

The Australian Government have already created principles for AI ethics.

One of these principles is "contestability".

> **"Contestability**: *When an AI system significantly impacts a person, community, group or environment, there should be a timely process to allow people to challenge the use or outcomes of the AI system."* (Australian Government, Source)

Under *BSSS Policy and Procedure*, the right to appeal allows for the right of contestability to be exercised by the student. This can be a query at a class or head of faculty level, or an appeal at a school or Board level.

A school appeal comes after other avenues at the school have been exhausted. If an appeal about AI plagiarism raises to the level of a school appeal, it's important to have **evidence** that the committee can see that demonstrates what has occurred prior to the school appeal.

The student first must query with the teacher and the head of faculty before a school appeal can be raised. It is a good idea to ensure that a Deputy, Head of Studies, or similar teacher is **not** involved in the initial stages of the query, so that they can be involved in the next steps.

The below information is intended to help you avoid a school appeal, or if it's unavoidable, to know what kinds of evidence you might provide to help the panel deliberate on their decision.

Preparing for a School Appeal

You need to gather evidence so that the appeal panel can see it. This is best done as you go through the process. This advice has been specifically put together in the event of an appeal against an academic integrity penalty for the use of AI; not all of these factors will apply in other appeals.

Before the task was handed in

What happened in constructing the task? For example:

- How were vulnerabilities against AI accounted for in the task design?

- What controls were in place (see BSSS March AI paper)?

- What "line of sight" did you have to the student's originality? Drafts? Proposals? Workshopping?

What did the student know before they handed in? For example:

- Was the use of generative AI expressly forbidden in the task and/or was there reference to academic integrity policies?

- Did the student know that if AI plagiarism was suspected, they might need to produce notes or undertake a validation task?

- Where AI was acceptable in the task, what parameters were set out? For example, [Monash University clearly sets out parameters for the use of AI](#).

- Did the student know that false positives are normal, and part of maintaining equity for everyone is the investigation of any false positives?

What demonstrable evidence do you have of this? For example:

- Cover sheet

- Assignment description/sheet

- Unit Outline

- Academic handbook

- Record of student attendance at an academic integrity seminar

- Record of lessons delivered about disciplinary literacy/use of AI (e.g., classwork, program of learning, posts on your learning management system, digital presentations from the class)

Once the task was deemed plagiarised

What is the evidence for the task being plagiarised?

- Mismatch between quality of student work in formative and summative assessments

- Significant similarities between student responses that cannot be explained by context

- Student self-report (e.g., talking in the library or another class about having cheated on a task) or peer reporting about another peer (use with caution)

- Mismatch between knowledge and understanding demonstrated in class and in hand-in work

- Misuse of language indicating lack of understanding of vocabulary and material

- Inconsistent use of language indicating appropriation of multiple sources

- Not written in the student's voice

- AI-detection software flags content

- Student inability to recall references or research undertaken

- References do not exist/cannot be located in a real document (this is symptomatic of AI "hallucinating" references) and student is unable to demonstrate where they were drawn from

- Validation task demonstrates significant difference that cannot be explained by change of form

- Student inability to demonstrate drafting or notes for the task

- Student confesses to the use of AI

- Unsourced quotations and paraphrases (not AI, but can be part of a plagiarised piece)

Ideally, **before a conversation about plagiarism occurred**, you will have had at least 2-3 of these pieces of evidence to support your point of view. Remember that even the makers of AI plagiarism detectors acknowledge the possibility of false positives. **Don't rely entirely on AI plagiarism detectors**.

What demonstrable evidence do you have of this? For example:

- Class work that the student has completed
- AI generation report
- Email from a colleague documenting the student speaking about using AI for the task
- Deidentified copy of highly similar student work
- Copy of student work with misused/inconsistent sentences highlighted

What happened in the decision about applying the penalty?

- Was the student given a chance to explain their situation?
- What validation task was given? For example, interview, supervised writing, test?
- Which of the BSSS penalties were given, and why?
- Has the letter confirming the penalty and decision gone to the student?

What demonstrable evidence do you have of this? For example:

- Meeting minutes or notes
- Copy of the letter to the student outlining the plagiarism penalty and reasons for it
- If a written validation task was given, copy of the written validation task
- If a verbal validation interview was given, notes from the interview
- Evidence from an observer to the process (e.g. a pastoral care teacher who attended the interview)

Once the student queried the penalty

What happened in the query of the penalty?

- What evidence did the student present to challenge the penalty?
- What decision was given to the student by the teacher and head of faculty?
- Why was that evidence deemed insufficient?

What demonstrable evidence do you have of this?

- Photocopy/scan of the students' evidence
- Copy of the head of faculty's letter to the student (as per P&P)
- Meeting notes or emails between teacher and head of faculty
- Notes or emails if an external person was asked to review the penalty

In a school appeal, you (the teacher) will be asked to speak with the appeal team. This will be three people – two from your school, and one external person. Keeping good records can help you to explain your point of view and help the appeal team make a decision that is fair and equitable for all involved.

A final note on the plagiarism conversation:

A practical way to support students to have confidence and belief in their own work and 'voice' is to build a set of strategies into the assignment from the get-go.

For example:

- You may need to allow students to work on the assessment in lesson time, so that you can conference with individuals about their drafting and construction during the lesson.

- Ensure that the plagiarism penalties and expectations are extremely clear in the written information given with the assessment, so that if there is shared understanding both of what constitutes plagiarism, and what information needs to be kept by students to facilitate these conversations.

- Consider assessment order – if you need samples of guaranteed AI-free text from students, can these be built into the assessment order? For example, perhaps the first/second task is undertaken under highly controlled conditions, and copies kept in the faculty storeroom so that they can be easily checked if needed.

Want more?

Available through your school

BSSS AI Paper February 2023: Introduction to some of the plagiarism concerns n AI

BSSS AI Paper March 2023: Why do people cheat + academic and social controls

Available on our website

BSSS Community Paper April 2023: Advice to parents, carers, and the community about the plagiarism risks, how to have conversations with children about plagiarism, and what to do if your child is accused of AI plagiarism.

TQI-Accredited PL

https://sites.google.com/ed.act.edu.au/aiworkshop/home

We will run this PL in person again soon! Check our socials.

All images in this publication were generated using DeepAI. https://deepai.org/machine-learning-model/cyberpunk-generator