

Plagiarism and the detection of the use of ChatGPT in student in-course assignments

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Abstract

Background

Tools like TurnItIn have allowed educators to check student assignments for plagiarism, but the advent of generative artificial intelligence (AI) such as ChatGPT has brought forth an even greater challenge for educators: the use of these resources in writing student assignments.

Summary of work

ChatGPT-use has been identified in students' work, leading to concerns about their integrity and professionalism. As faculty, it is our responsibility to address this. A 2-hour focus-group discussion of 20 educators was undertaken as a staff development session to explore the challenges faced with ChatGPT.

Results

Issues identified include current-version ChatGPT's propensity to "hallucinate", citing entirely made-up references and studies. Solutions proposed included educating students regarding the responsible utilisation of ChatGPT. Faculty also shared that ChatGPT was even able to generate reflective writing assignments. Students must be reminded that reflection is about the process rather than producing a perfect piece of writing. Although TurnItIn has created an AI-generated content detector that is 98% accurate, the best way to hold students accountable remains to question them directly on their work with some degree of rigour.

Discussion

Aside from the ethical issues surrounding this, students using these platforms must recognise that ChatGPT is a tool to be used with caution – the information given may not be accurate, nor the sources peer-reviewed. Further, given the known "hallucination" issue, all references need to be corroborated.

Conclusions

Whilst students should ideally complete their own assignments without the use of AI, it is becoming a part of everyday life. Educators need to be aware and engage with students about how best to use it.

Take-home

·As educators we must be cognisant and need to embrace AI as the future.

We need to adapt our own practices to ensure continued delivery of high-quality up-to date education

References (maximum three)

No references