

Using AI detector to support personalised learning

Centre for Innovation in Education

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Background

Since the introduction of the Artificial Intelligence detector for the 23-24 academic year, staff have been using the AI detection score within SpeedGrader and Turnitin to review the use of AI in an assignment and to determine if academic integrity has been breached.

Due to the ambiguous nature of the AI detector not providing full or accurate evidence of how AI was used, staff are looking at the central guidance the University of Liverpool has provided to see what is acceptable and unacceptable when students use AI in their assignments.

Although the guidance does cover a range of uses and cases to help, it currently doesn't fully cover dealing with students with accessibility needs, and how staff should be reviewing the AI detector when it comes to students recommended reasonable adjustments via a Student Support Information Sheet (SSIS).

Generative AI is becoming increasingly embedded in all education tools, and we've seen developments of GAI in tools such as Grammarly and Quillbot. Both these tools, as well as similar writing assistance software, is often recommended and funded for disabled students across the university sector as a reasonable adjustment.

Eventually all students will be using writing assistance software as it's become a valuable tool for studying. We've seen international students will use the tools to enhance their writing, and the introduction of Microsoft Copilot into all Office365 products means every student will have access to a GAI writing assistant to aid their work.

Since the AI detector has been enabled, we've unfortunately seen a rise of students with disabilities being accused of breaching academic integrity. The detector has picked up a % score of using GAI when students use writing assistance software for written assignments. Dealing with the issue has been inconsistent as staff are unsure of how to deal with this issue, and students are receiving mixed feedback or being automatically accused of breaching academic integrity and have to seek support to clear their name.

Discrimination against non-native English speakers

We've also seen a rise of non-native English writing being highlighted by the AI detector as AI generated text. This is unfortunately affecting a number of international students, who are being flagged as breaching academic integrity, whereas the problem is the AI detector is misjudging written work due to the limited linguistic proficiency. It raises a number of issues, such as the biases AI is developing against non-native English speakers, and the effectiveness of the AI detector. Below are a few articles highlighting the issue further through evidence-based research.

Further reading regarding discrimination against non-native English

- [Programs to detect AI discriminate against non-native English speakers, shows study](#)
- [AI Detection Tools Falsely Accuse International Students of Cheating](#)
- [GPT detectors are biased against non-native English writers](#)

This guide will hopefully help staff in mitigating this issue early in the set up of the assignment, and will cover a range of options to help support staff and students when reviewing the use of GAI when it comes to making assessments accessible and inclusive.

Options

- **Ignore the AI detector when students disclose they have a Student Support Information Sheet due to a disability**

Most online assessments will be set to enable anonymous marking. Some students i.e. those with a Specific Learning Difficulty may have the adjustment, "appropriate marking for SpLD students" listed on their SSIS. These students can disclose their need for appropriate marking, usually by including a unique number on the file name, cover page or via a watermark.

With this option, we would advise that for any students that can be identified as having a SSIS during the marking process, to have the AI detector score removed for any consideration of breaching academic integrity.

This ensures that some students using GAI for assistive writing for accessibility needs won't be highlighted as breaching academic integrity from the beginning of the marking process. The disadvantage is students who haven't disclosed their disability might get picked up, and not every disabled student with a SSIS requires use of assistive writing tools so don't require an appropriate marking adjustment.

- **Students disclose how they have used GAI as a support strategy when submitting**

During the submission process, students can disclose that they've used GAI. This could be done:

- Agreeing to a GAI statement as they submit.
- Completing a one question quiz accepting they've used GAI in their assessment.
- Enter a statement in the Comments area during submission process on how they've used GAI as part of their support strategy.

- **Students submit two versions of an assignment – a before use of GAI and after submissions**

For this option, you would ask students to submit two versions of the assignment. One version where assistive technology like Grammarly and Quillbot hasn't been used. Then a second and final version where changes have been made using the tool.

The idea is for markers to be able to compare how the tool was used to improve their writing, and see the differences. The disadvantages this brings is students will use the tool as they construct their assignment, so many won't have a first draft to submit as changes were made as the assignment was created. Also, the similarity report in Turnitin could bring a 100% match against the first draft.

- **Students submit a separate GAI report alongside assignment**

In this approach, students will submit a separate document of how GAI was used for the assignment or how they approached the assignment with GAI used to aid the assignment. It would act similar to a reference list, in that students can outline which tools they used, what purpose they were used for and include prompts they used in any GAI tool.

Resources

- [Knowhow resource – GAI technologies: Maximise use and avoid pitfalls in your studies](#)
- [Centre for Innovation in Education resources – Generative Artificial Intelligence in Teaching, Learning and Assessment](#)
- [University of Liverpool Disability support](#)