

# Academic Integrity and Artificial Intelligence Game Design

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Dr Mike Reddy, Ryan James, Carl Sykes, Donna Waite

# Lets Play! (at least with ideas)

- Get participants involved
- Present the challenge(s)
- Problematised what factors are involved
- Literature and context
- We present 3 initial ideas
- Question what elements are important
- What direction do we go in
- Ask for your feedback/collaboration
- Do a poll
- Does anyone want to join????



Join at:  
**vevox.app**

ID:  
**104-942-102**



# The challenge(s)

- Academic Integrity:
  - Current approaches to address student cheating are not working (Ellis & Murdoch, 2024)
  - Bertram-Gallant (2008) '**the rule compliance**' approach versus '**the integrity**' approach
  - Dawson (2020) a dichotomous situation: you're either **pro-integrity or anti-cheating**,
  - Ayres and Braithwaite's (1985) 'constraining noncompliance' (i.e. to reduce the incidence of cheating) *and* 'engendering the inculcation of trust and... virtue' (i.e. to have a strong academic integrity culture and to facilitate student learning).
  - The simple premise of (this for that) TFT is that **if regulated individuals do 'that' then regulatory authorities do 'this' in response**
- Assessment Security:
  - Moving to an new era: "Assessment Design trumps Assessment Security" (Dawson, 2020)
- Artificial Intelligence:
  - Needless to say it is a challenge for Academic Integrity....

## The educational integrity enforcement pyramid: a new framework for challenging and responding to student cheating

Cath Ellis<sup>a</sup> and Kane Murdoch<sup>b</sup>

<sup>a</sup>University of Sydney, Sydney, Australia; <sup>b</sup>Macquarie University, Sydney, Australia

**ABSTRACT**  
Current approaches used by educational institutions to address the problem of student cheating are not working. This is because the discourse of academic integrity that currently dominates is, on its own, inadequate for addressing the problem. We propose that in order for higher education institutions to challenge cheating effectively, they need to learn from history and to look outside their own sector to find a new way of responding to student cheating behaviours. We propose a new framework for this. We take the theory of response regulation, developed by Ayres and Braithwaite, and combine it with the discourse of assessment security introduced by Dawson to form the Educational Integrity Enforcement Pyramid. We use this pyramid to show how institutions can operationalize this new approach and use it to identify gaps in their strategic response to the challenging problem of student cheating.

**KEYWORDS**  
Cheating; detection; enforcement pyramid; responsive regulation

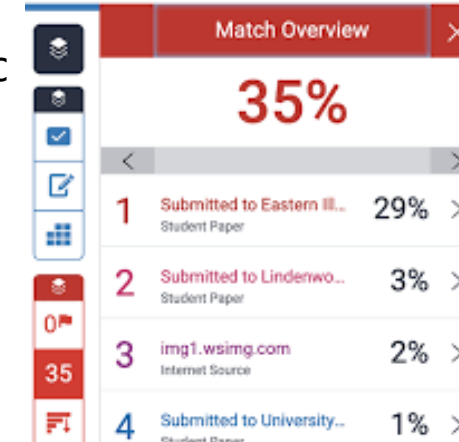
### Introduction

This paper moves beyond why higher education must challenge cheating to consider how that can and should be done. In it, we are less interested in understanding why cheating happens, focusing our attention instead on what needs to be done to challenge it, effectively and efficiently. Our point of departure is to look to history and specifically to previous attempts to challenge cheating to see what can be learned. We then turn to consider how other industries have successfully addressed similar problems and propose how higher education can adapt and then adopt these same approaches.

### Background

There is a long history of challenging cheating in higher education. Bertram-Gallant's (2008) historical survey of academic integrity demonstrates that there is nothing new about the problem of student cheating or institutional attempts to challenge it. She observes that attention to student misconduct has 'waxed and waned' with public perceptions 'modulating' repeatedly from 'amusement to moral panic' (28) depending on the surrounding circumstances. A key driver of this waxing and waning, she observes, has been sudden spikes of heightened public awareness

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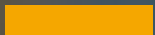
ChatGPT



# Our proposal: Academic Integrity and Artificial Intelligence (board) game.

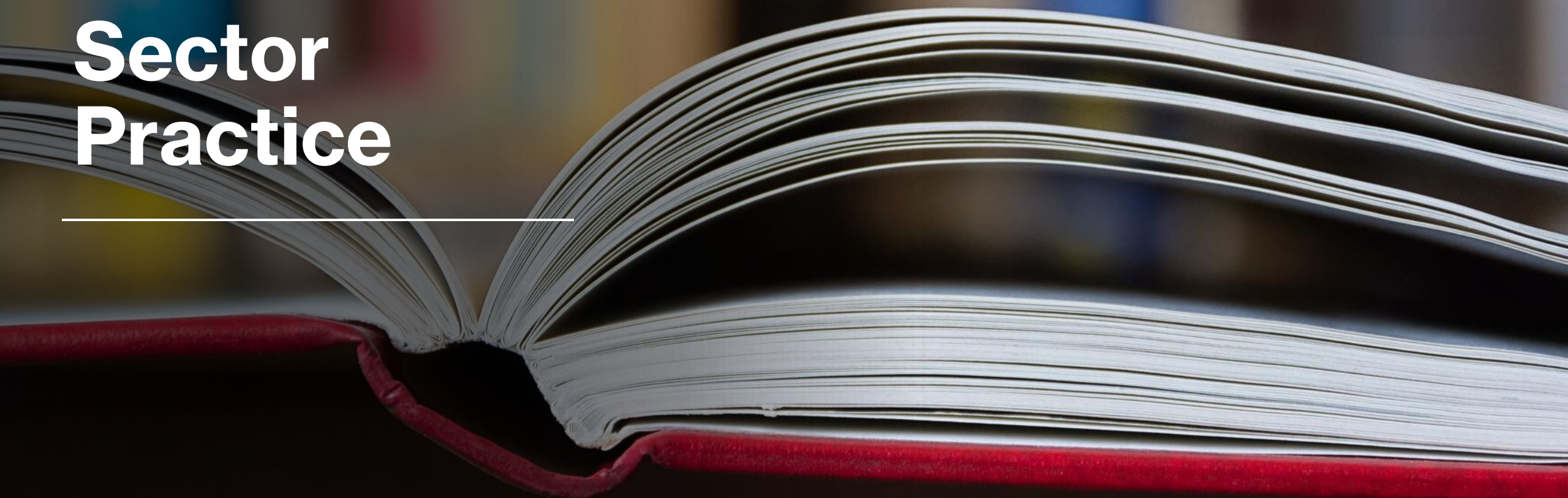
- **Overview:** To develop a game designed to educate both staff and students about the nuances of academic integrity when utilising AI tools. Players navigate through various scenarios where they must discern what constitutes acceptable and unacceptable use of AI-generated content to avoid academic misconduct accusations.
- **Objective:** The objective of the game is to advance by demonstrating an understanding of AI in the context of using GenAI tools. Players aim to reach the finish line/deadline by acting with academic integrity through 'appropriate' decision-making.
- This interactive game requires both staff and students to compete intellectually, morally and ethically, to understand appropriate uses of Artificial Intelligence across various assessment types, varying different circumstances and contexts. The game is an exercise in making judgement about what might be deemed as *Academic Misconduct* and the extent of appropriate demonstration of *Academic Integrity*, discussing the basis for such decisions.
- We aim to utilise a range of student personas, stakeholders involved in academic integrity and misconduct processes and disciplinary assessment types to develop a range of scenarios, all requiring judgement. The aim of the game is dialogue and development of a continuum of acceptable use of Artificial Intelligence in conjunction with a range of multidimensional factors (assessment type/student characteristics etc). Judgement and group consensus decide 'acceptable use' in spirit of co-creation mutual understandings. The player with the most agreement wins!





# Literature & Sector Practice

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University of South Wales Prifysgol De Cymru

# AI -What we know...What Dawson (2020) knows 😊

Banning essays won't save us.  
Authentic assessment won't save us.  
Cheating can occur with any task type.

(Ellis et al, 2019)

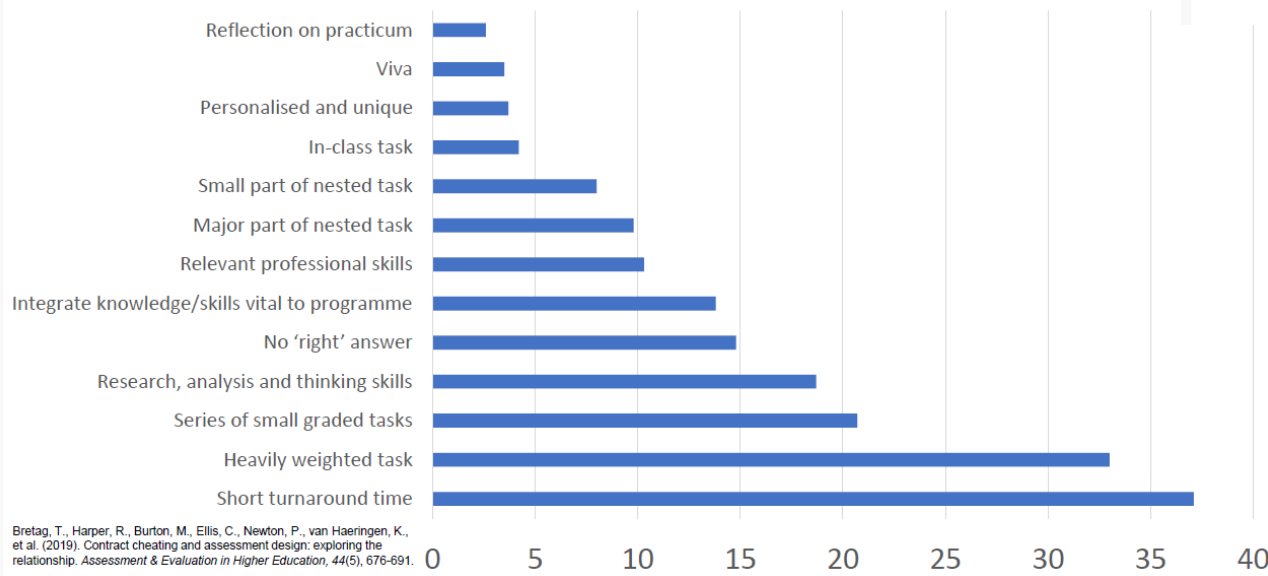
Exams won't save us.  
'Third party cheating' is likely more common in exams than assignments.  
'Third party cheating' is likely detected less often in exams than assignments.

(Harper et al, 2020)

*(Based on comparisons of self-reported student cheating and educator detection rates – so take with caution)*

## Listen to students.

Students' perceptions of the likelihood of contract cheating (%)



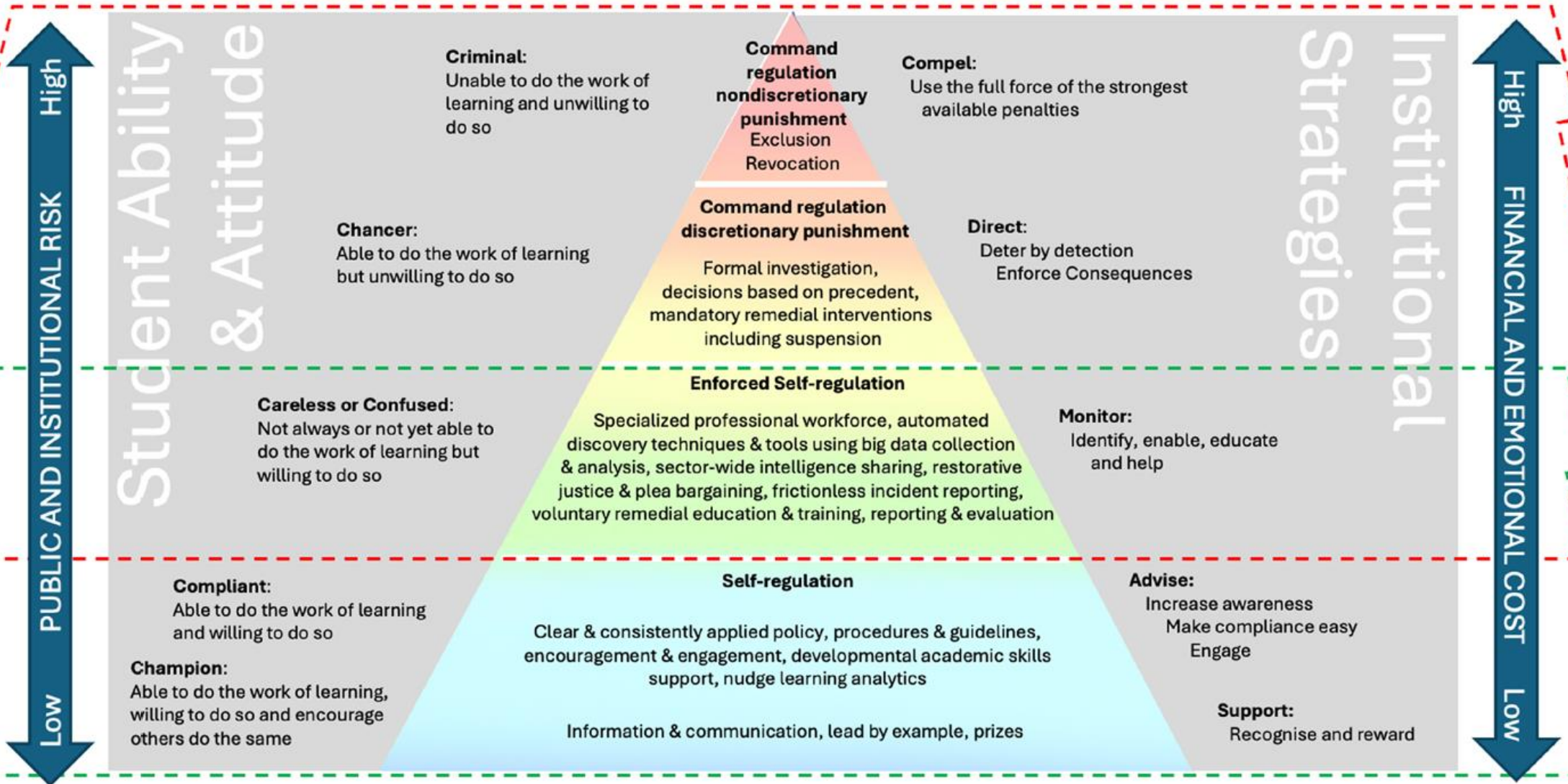
Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., van Haeringen, K., et al. (2019). Contract cheating and assessment design: exploring the relationship. *Assessment & Evaluation in Higher Education*, 44(5), 676-691.

“If we trust students not to cheat then cheating rates will go down” sounds good but evidence is thin.

(e.g. honor codes help, but only explain a small amount of the variance in cheating rates)

(McCabe et al 2002)

Create downward pressure to encourage improvement



Student Ability & Attitude

Strategies Institutional

High  
PUBLIC AND INSTITUTIONAL RISK  
Low

High  
FINANCIAL AND EMOTIONAL COST  
Low

Assessment Security  
Academic Integrity

**Criminal:**  
Unable to do the work of learning and unwilling to do so

**Command regulation nondiscretionary punishment**  
Exclusion  
Revocation

**Compel:**  
Use the full force of the strongest available penalties

**Chancer:**  
Able to do the work of learning but unwilling to do so

**Command regulation discretionary punishment**  
Formal investigation, decisions based on precedent, mandatory remedial interventions including suspension

**Direct:**  
Deter by detection  
Enforce Consequences

**Careless or Confused:**  
Not always or not yet able to do the work of learning but willing to do so

**Enforced Self-regulation**  
Specialized professional workforce, automated discovery techniques & tools using big data collection & analysis, sector-wide intelligence sharing, restorative justice & plea bargaining, frictionless incident reporting, voluntary remedial education & training, reporting & evaluation

**Monitor:**  
Identify, enable, educate and help

**Compliant:**  
Able to do the work of learning and willing to do so

**Self-regulation**  
Clear & consistently applied policy, procedures & guidelines, encouragement & engagement, developmental academic skills support, nudge learning analytics

**Advise:**  
Increase awareness  
Make compliance easy  
Engage

**Champion:**  
Able to do the work of learning, willing to do so and encourage others do the same

Information & communication, lead by example, prizes

**Support:**  
Recognise and reward



The software says my student cheated using AI. They say they're innocent. Who do I believe?

*Robert Topinka*

In the desperate scramble to combat AI, there is a real danger of penalising students who have done nothing wrong

● Robert Topinka a senior lecturer in media and cultural studies at Birkbeck, University of London



## Is using GAI cheating?

This depends on your definition of cheating, and on the task.

A student using GAI to complete an entire task might be akin to contract cheating, where a person pays someone else to do the work for them. In fact, [ChatGPT might even reduce the amount of actual contract cheating and put the contract essay writers out of work](#). There's not much difference between paying someone to write an essay and dropping the entire question into ChatGPT to generate the response.

The key factors in determining whether GAI constitutes cheating include:

- Whether the use of GAI is expressly forbidden
- Whether the use is required to be disclosed
- Whether there is a competitive advantage to be gained through the use of GAI

Essentially, "cheating" is whatever we decide it is. If an educator decides to ban GAI use, then of course any use is cheating. If a student uses the technology in a deliberately deceitful way, or to gain an unfair advantage, then it's cheating.

## Video and audio generation

With AI generated "deep fake" videos in the news and AI generated songs climbing the charts, AI video and audio will increasingly impact the way we produce and consume media. Both forms of AI operate in much the same way as other generative tools, in that a simple text prompt will generate an output. Videos are not always smooth or professional yet, but the technology is improving. AI generated music and synthesised voices, however, are already quite advanced.

<https://leonfurze.com/2023/09/20/generative-ai-plagiarism-and-cheating/#is-using-gai-cheating>

# GenAI and cheating...



# Assessment types and AI scales

- For inclusivity can we really RAG rate assessments RED?
- Reasonable adjustment?



**Phillip Dawson** @phillipdawson · 13h  
 I like this and I like Leon Furze's work in general. However I'd caution that expressing it in graded levels like this positions the underlying ideas a student uses in an assessment as less important to validity than the expression of those ideas. That's not always the case.



**KevinUDLMerry** @kevinudlmerry · 1d  
 Really like this AI Assessment Scale. Clear direction to learners and staff where AI fits into assessed work.

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. <b>AI must not be used at any point during the assessment.</b>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. <b>No AI content is allowed in the final submission.</b>
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. <b>AI can be used, but your original work with no AI content must be provided in an appendix.</b>
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. <b>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</b>
5	FULL AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. <b>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</b>

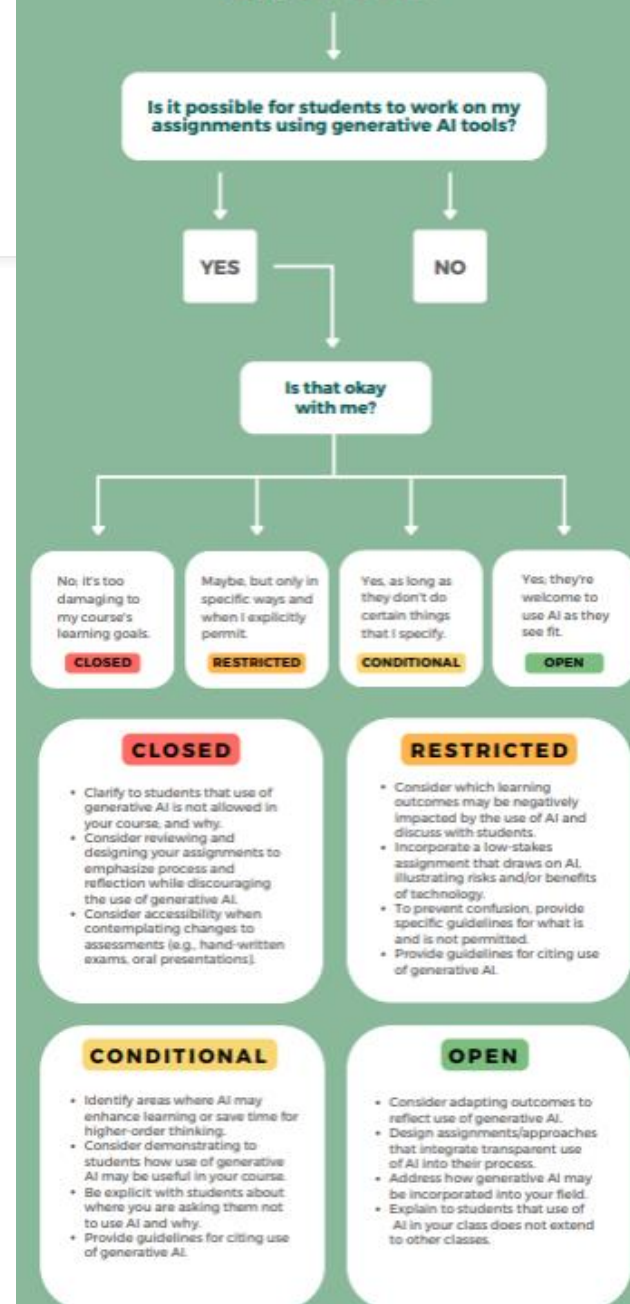
🗨️ ↻️ 22 📊 1.4K 📌 📤



**MartinCompton** @mart\_compton · 4h  
 So today I am keynoting at an American university in a former Disney studio. How far have I travelled from my home in Greenwich do you think?



## WHAT IS MY POSITION ON AI USE?



# AI ASSISTANCE CONTINUUM

Artificial intelligence (AI) is available across a wide range of platforms and the technology is growing at a rapid rate. While students need to learn how to effectively utilize generative artificial intelligence, depending on the specific course, the use of AI may be expected or restricted. Using the continuum below to determine how AI may, or may not, be utilized in the classroom. Faculty are encouraged to engage in a dialogue with students around AI. *Please note: students with accommodations on file may be allowed to utilize AI resources beyond what is typically outlined in their course syllabus.*

## Student Generated Content Creation

The student generates the work outlined in the assignment and relies on only those AI assisted features as noted in the *Standard Allowed List*

## AI Assisted Content Creation

### Editor/Clean-Up Tools

Tools to edit text (spelling, grammar, word choice), light writing, clean code, etc.

### Search Databases

Consults to search for content, search recommendations, or to brainstorm

### Outlining Services

Develops an outline for a paper or assignment

### Co-pilots

Used to help generate ideas, provide predictive speech, etc.

### Summary Services

Summarizes texts

### Feedback Services

Provides real-time feedback, simulate grading, reflect on answer prompts

## Full AI Generated Content Creation

### Sandboxes

Controlled digital environment to research AI behavior/impact on systems/models to identify/mitigate risk

### Paper Writing

Creates the content for a specific paper or assignment

### Image Generation

Creates images based on student prompt

### Code Generation

Generates specific code based on student prompt

### Digital Analysis

Used for analysis of studies and intellectual properties.

### Deep Fakes

Creates fake stories, images, etc., based on student prompt

*Note: AI generated content may be inaccurate, biased, unethical, or offensive. Students assume responsibility for the content generated by AI.*

# Inclusive Practice

- **Personalised Learning:** AI tailors language learning ESOL students.
- **Communication Tools:** AI aids ND individuals in expressing themselves.
- **Social Skills:** AI fosters social interaction practice for building relationships
- **Interview Prep:** AI simulations help ND individuals succeed in interviews.

As a neurodiverse individual, I've found Artificial Intelligence (AI), Augmented Reality (AR), and Virtual Reality (VR) to be essential for my academic success. AI helps me process and understand complex information, enabling me to complete my master's degree. It structures my thoughts and helps me produce flowing written work, keeping me on point and preventing personal tangents. I strongly believe that ethical use of AI is crucial for creating equitable environments and levelling the playing field for neurodiverse learners.

<https://nationalcentreforai.jiscinvolve.org/wp/2024/01/09/ai-empowering-inclusive-education/>

## AI: Empowering Inclusive Education

By [Nalina Brahim-Said](#) 9 January 2024 5 Comments



# Gamification

Talk with students.  
There still isn't  
consensus about  
what is and is not  
cheating

Curtis, G. J., & Tremayne, K. (2019). Is plagiarism really on the rise? Results from four 5-yearly surveys. *Studies in Higher Education* <https://doi.org/10.1080/03075079.2019.1707792>

- Games-based learning in a collaborative environment offers low-stakes means of engaging with course content (Khan, Dyer, Bjelobaba, et al., 2021, Paulson, 2023).
- We are interested in 'serious games', "those that aim to educate and inform during play (Susi, Johannesson and Backlund, 2007; de Freitas and Liarokapis, 2011)" (White, 2019);
- White's (2019) 'The Academic Integrity Board Game' to engage students with the concepts associated with academic integrity. Approaches to AI (Academic Integrity) and AI (Artificial Intelligence) at the University of Sydney have also prompted us to start developing our own

# Existing games

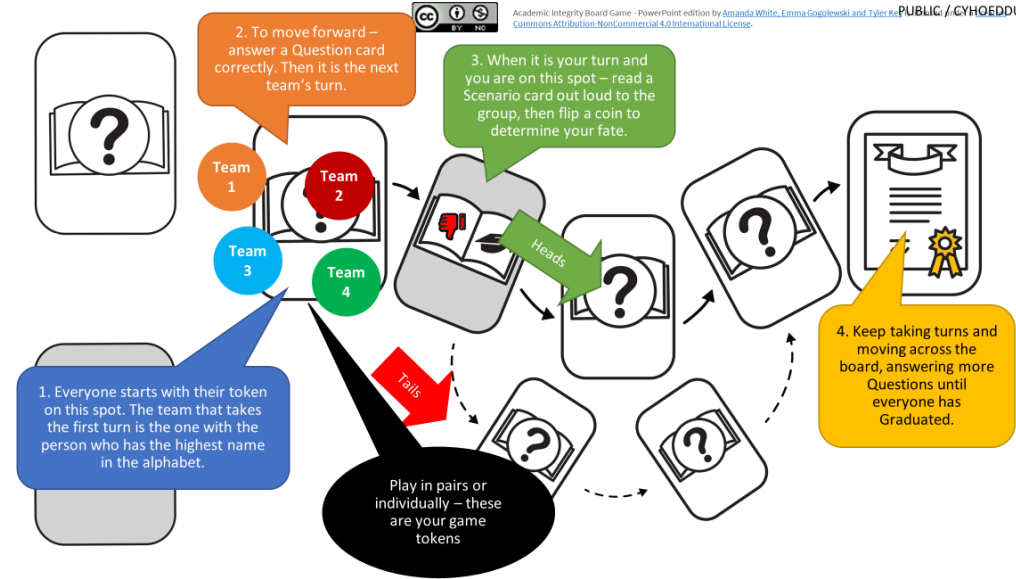
Most existing 'games' do not qualify as games, certainly not 'good' games :-)

They are either presented from an academic bias ("Hey let's learn how cheating is WRONG!") or are 'tests' rather than actual games ("Pick the *right* answer from these options...")

They are certainly not enjoyable, complex experiences where the benefits emerge from engaged, exploration of the themes with interesting choices available to players

Good games are ones that foster repeated play until the required experience has been played out (sic). These are very rare if they exist at all!

Reddy, M., Johnson, C. (2024). Games and Gamification: Can Playful Student Engagement Improve Academic Integrity?. In: Eaton, S.E. (eds) Second Handbook of Academic Integrity. Springer International Handbooks of Education. Springer, Cham. [https://doi.org/10.1007/978-3-031-54144-5\\_157](https://doi.org/10.1007/978-3-031-54144-5_157)



PUBLIC / CYHOEDDUS

A friend asks to look at your reflective journal “for ideas” in a subject you’ve already completed.  
What do you do?

PUBLIC / CYHOEDDUS

**ANSWER**

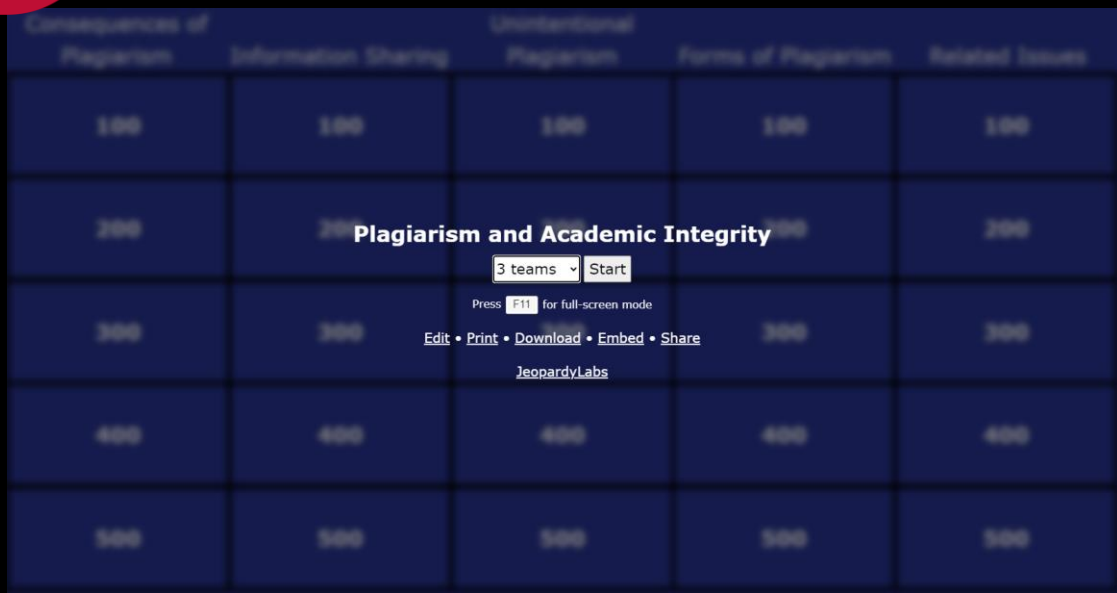
You have not acted with integrity. Read the consequences below. Follow the dotted line on the game board. - - - - ->

You give them a copy of your journal, two weeks later your friend is charged with cheating and plagiarism. The university also lodges charges against you and this will result in you now failing that subject.

You have acted with integrity. Read the consequences below. Follow the solid line on the game board. —————>

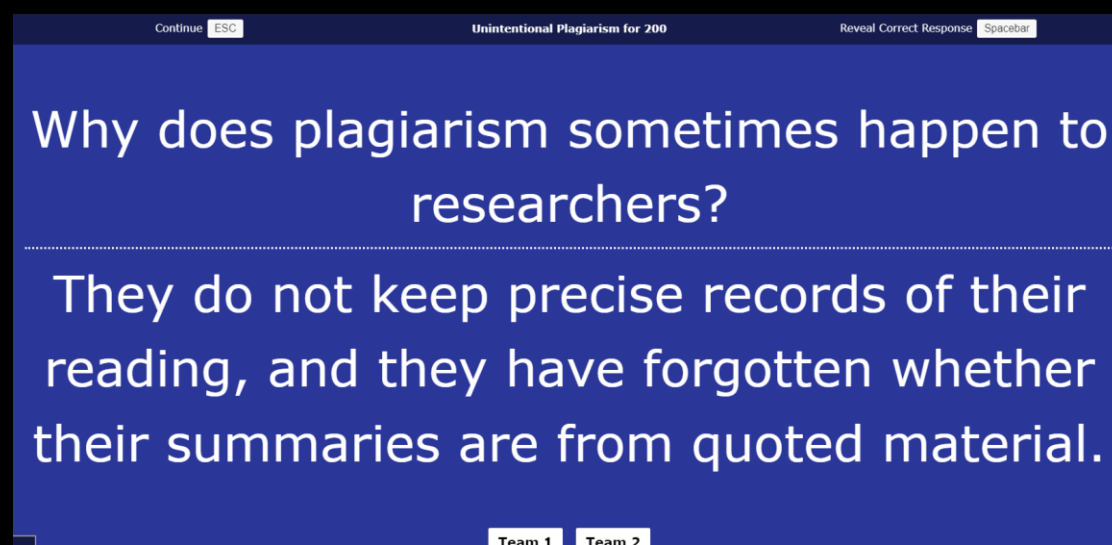
You appreciate that they might need some help however rather than giving them your work which risks them plagiarising from you, you offer to review the resources and guides you used to write your reflective journal.

# Existing games: Online Jeopardy- Jeopardy game board (links derived from Paulson (2023))



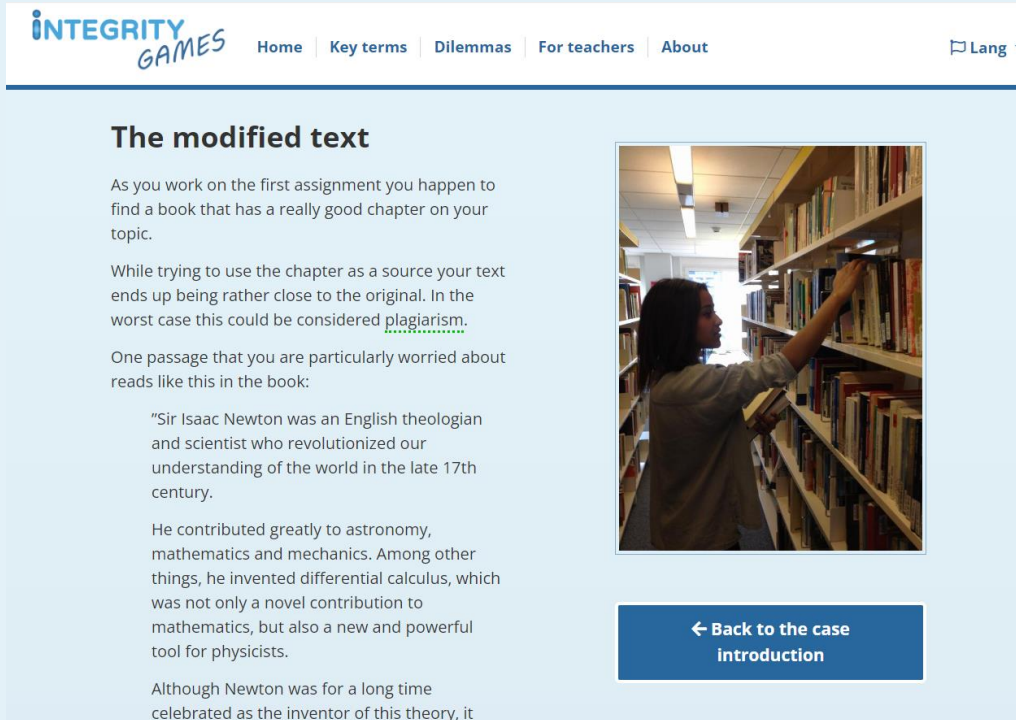
Consequences of Plagiarism	Information Sharing	Unintentional Plagiarism	Forms of Plagiarism	Related Issues
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Team 1	Team 2
0	0



Team 1	Team 2
0	0

# Existing games: Integrity games



**INTEGRITY GAMES** Home | Key terms | Dilemmas | For teachers | About Lang ▾

## The modified text

As you work on the first assignment you happen to find a book that has a really good chapter on your topic.


While trying to use the chapter as a source your text ends up being rather close to the original. In the worst case this could be considered plagiarism.

One passage that you are particularly worried about reads like this in the book:

"Sir Isaac Newton was an English theologian and scientist who revolutionized our understanding of the world in the late 17th century.

He contributed greatly to astronomy, mathematics and mechanics. Among other things, he invented differential calculus, which was not only a novel contribution to mathematics, but also a new and powerful tool for physicists.

Although Newton was for a long time celebrated as the inventor of this theory, it



[← Back to the case introduction](#)

What do you do?

**I keep the paragraph – and the rest of the assignment – as is.**

**I keep the paragraph as is, but include a reference to the book at the end of the paragraph - and at several other places in my text.**

**I replace the paragraph and several similar paragraphs with the original text from the textbook and mark them as direct quotations. This will mean that about 1/3 of my text will be direct quotations.**

**Part of the Horizon2020 INTEGRITY project**

The first version of Integrity Games was developed in 2021 as part of the research project [INTEGRITY](#) funded by the EU through Horizon 2020. The site will be continually expanded with new cases and translations. Integrity Games was originally developed by researchers from the universities in Copenhagen, Debrecen, and Geneva in collaboration with [imCode Partner AB](#), Sweden.



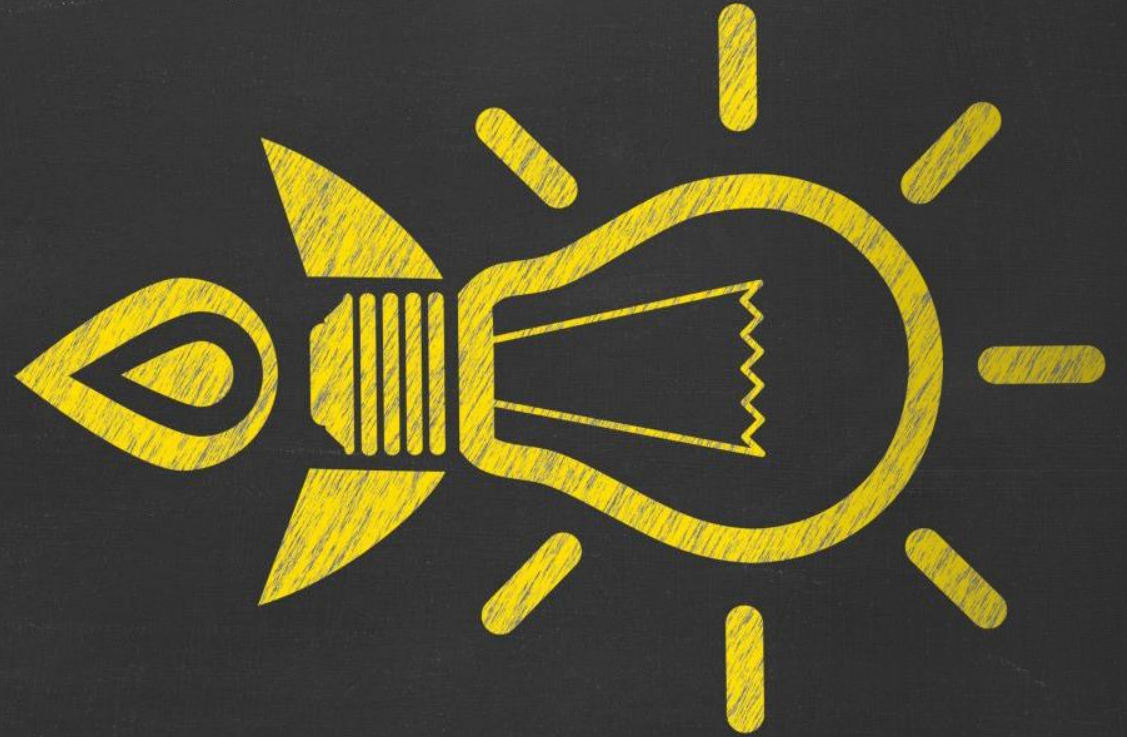
# Interactive Video 'games'

YouTube video enabling drag and drop responses



A screenshot of a YouTube video player. The video content is a white text box with a yellow 'ARTS' logo in the top left corner. The text reads: "Drag the words into the correct boxes", "When giving an oral presentation, it is [ ] to use someone else's words as their own.", and "When ordering a coffee, it is [ ] to use someone else's order as your own." Below the text are two buttons: "acceptable" and "unacceptable". At the bottom of the text box is a blue "Check" button with a checkmark icon. The video player interface includes a play button, a progress bar, and a timestamp of 1:10 / 2:23. The YouTube logo is visible in the bottom right corner.

**3 ideas!**



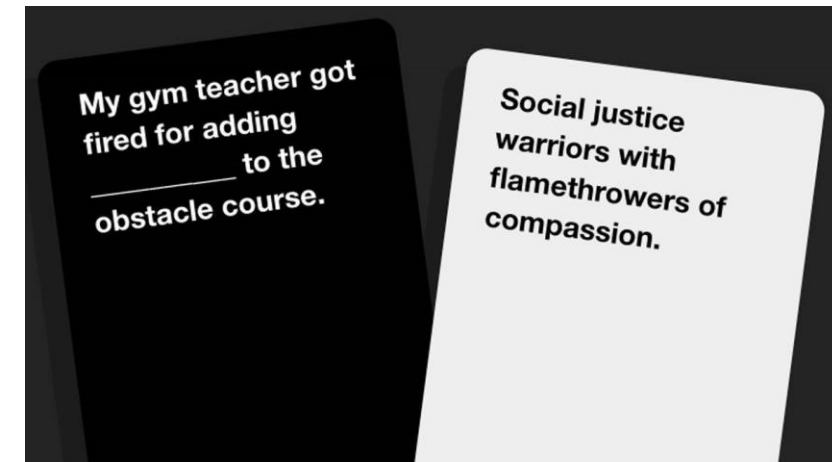
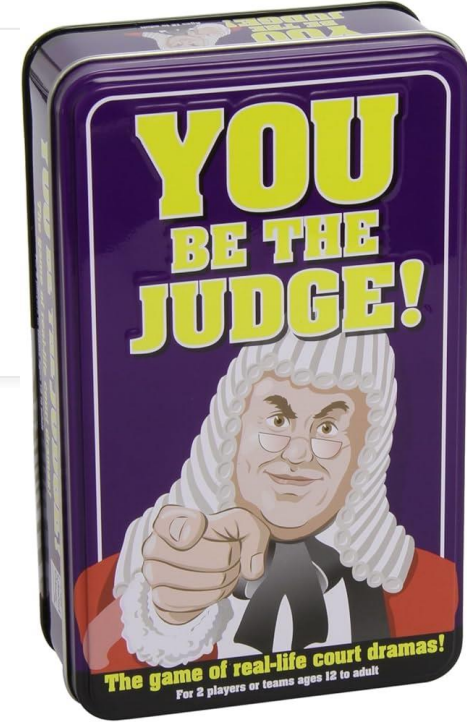
# Ideas for the game: Version 1 – Plagiarism Pursuit

- Agnostic (deficit) starting place, acknowledging come with nothing, make mistakes and get punished
- Series of trials – game of luck
- Snakes and ladders – Plagiarism Pursuit
- Do you have integrity or not (pre-determined outcomes)
- Objective right wrong answers
- E.g. You use material from an article without referencing – acceptable or unacceptable?
- Punitive, policy driven – what is right what is wrong
- Intent, contextual circumstances not considered



# Version 2 – Cards Against Integrity

- Scenario based (different assessment types / continuum) created by random combinations (assessment type/RAG status)
- No dice rolling – winner aims to collate cards based on most appropriate use of GenAI and demonstration of AI positive reinforcement, accrue cards based on outcomes
- Group consensus - Judgement from other players – other players vote how risky etc higher score more risk (scoring system for risk )
- Replay-ability / metaplay



# How could this work?

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. <b>AI must not be used at any point during the assessment.</b>
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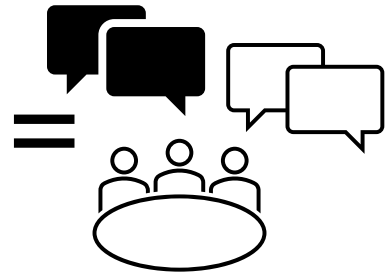
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The student generates the work outlined in the assignment and relies on only those AI assisted features as noted in the <i>Standard Allowed List</i>	<b>Editor/Clean-Up Tools</b> Tools to edit text (spelling, grammar, word choice), light writing, clean code, etc.  <b>Search Databases</b> Consults to search for content, search recommendations, or to brainstorm  <b>Outlining Services</b> Develops an outline for a paper or assignment	<b>Co-pilots</b> Used to help generate ideas, provide predictive speech, etc.  <b>Summary Services</b> Summarizes texts  <b>Feedback Services</b> Provides real-time feedback, simulate grading, reflect on answer prompts  <b>Image Generation</b> Creates images based on student prompt
		<b>Sandboxes</b> Controlled digital environment to research AI behavior/impact on systems/models to identify/mitigate risk  <b>Paper Writing</b> Creates the content for a specific paper or assignment  <b>Code Generation</b> Generates specific code based on student prompt  <b>Digital Analysis</b> Used for analysis of studies and intellectual properties.  <b>Deep Fakes</b> Creates fake stories, images, etc., based on student prompt

*Note: AI generated content may be inaccurate, biased, unethical, or offensive. Students assume responsibility for the content generated by AI.*

- One card = RAG status assessment
- One card = a place on the AI use continuum
- The combination required judgement, simplified example below

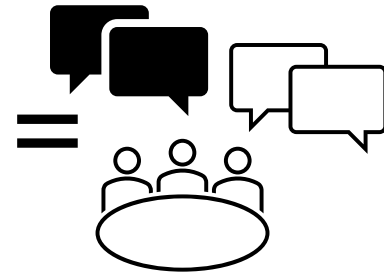
Red card no AI allowed  
Assessment: Presentation

Acceptable use continuum point 9: You use deep fake to record yourself



Green card AI fully allowed  
Assessment: Presentation

Acceptable use continuum point 9: You use deep fake to record yourself



Game sparks discussion and consensus judgement made on whom provides the most 'appropriate' response

# But....what about the person?

- Compassionate pedagogy
- Assessment for Inclusion (Nieminem, Tai et al)
- Assessment for social justice (McArthur)
- Student personas (Keele) utilised to understand genAI affordances and constraints for a diverse student body

Medha Singh



Age	21	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	A-Levels
Ethnicity	Asian	Home/EU/International	Home
Disability	Physical (wheelchair user)	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	Business
Family circumstances	At family home out of semester	Study Level	UG
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	On-campus	Year of study	3

Chloe Smith



<b>Demographics</b>			
Age	18	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	BTEC
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	FMHS
Personal circumstances	Heterosexual single; no dependants	Programme	Social Work
Family circumstances	Care leaver	Study Level	UG
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	On-campus (51-week rental)	Year of study	1

Sajid Rasheed persona



<b>Demographics</b>			
Age	22	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	BA History
Ethnicity	Asian	Home/EU/International	Home
Disability	None	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	MA Politics and International Relations
Family circumstances	At family home out of semester	Study Level	PGT
Financial circumstances	Works F/T for family business	Study Mode	P/T
Term-time residential status	Off-campus	Year of study	1

Louise Roberts persona



<b>Demographics</b>			
Age	42	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	BA (Hons) Business & Marketing
Ethnicity	Mixed race	Home/EU/International	Home
Disability	undeclared, invisible	Faculty	HUMSS
Personal circumstances	Heterosexual, married; 1 child (10y)	Programme	Business MBA apprenticeship
Family circumstances	Lives at family home	Study Level	PGT
Financial circumstances	Supported by partner & P/T work	Study Mode	F/T
Term-time residential status	Commutes from home (40-mile round trip)	Year of study	1

# Version 3 – Integrity By You

- Based on Game of Life / Life By You, concept of Sim city/avatars, Resource management games
- Personas (inclusivity, disabilities, socioeconomic capital)
- Start with a Bag of integrity (BOI), aim is to reach end with an intact BOI.
- Scenarios introduce 'vulnerabilities' that risk your 'BOI', e.g. student short of time, decides to ask AI to complete assignment for them. Submits the generated version. Lose X from BOI. Rather: How to make this up? How to mitigate for it? Instead...do A, B, C, etc - won't lose anything from bag or possibly lose less..? With the aim of improving good practice.
- Multidimensional -Homelife / worklife / academic life – moving around a board/platform iteratively need to get around the whole thing
- Decisions guided by resources (individualistic) and risks, balance time, allocation of resources to meet deadlines (e.g. spending money on essay mill)
- Motivations, Effort, Accumulating assessment literacy, Skills, Severity of penalties/mitigating activities



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**Anyone want to collaborate?**

**Feedback on the games?**

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**Survey to complete please**

Join at:  
**vevox.app**

ID:  
**176-876-962**





# References

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