



Abstract
eBooklet
SAI'24 UAE

SYMPOSIUM ON

ACADEMIC INTEGRITY

Governance, AI, and Academic Integrity

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Symposium on Academic Integrity SAI'24-UAE

***Theme: Governance, AI,
and Academic Integrity***

4th May 2024 Saturday
Innovation centre, Zayed
University, Dubai Campus
Academic City
9:00AM to 2:00PM



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Theme: Governance, AI, and Academic Integrity

4th May 2024 Saturday | Innovation Centre, Zayed University, Academic City

ENAI WG Centre for Academic Integrity in the UAE and University of Wollongong in Dubai brings a half-day national-level symposium focused on the theme of "Governance, AI, and Academic Integrity". In collaboration with partner for the symposium, Zayed University and ALLT (Applied Linguistics & Language Teaching), this event brings together scholars, practitioners, students and policymakers to explore the intersections of governance, artificial intelligence (AI), and the principles of academic integrity.

Objectives

- Explore the Impact of AI on Governance and Academic Integrity: Discuss how AI technologies influence governance models and academic practices, including issues of trust, transparency, and ethical considerations.
- Facilitate Cross-disciplinary Dialogue: Create a platform for interaction between different disciplines and fields, encouraging a holistic view of the challenges and opportunities at the intersection of governance, AI, and academic integrity.
- Identify Best Practices: Share insights and strategies on integrating AI into governance and educational practices while upholding high standards of academic integrity.
- Encourage Innovative Research and Collaboration: Inspire new research directions and foster collaborations among participants to address complex issues related to AI, governance, and academic integrity.



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Welcome note

Professor Christina Gitsaki
Acting Director
Centre for Educational Innovation
Zayed University

Dear Esteemed Authors and Attendees,

It is my distinct pleasure to welcome you at Zayed University. Today's event is dedicated to the crucial topic of Academic Integrity and I am delighted to have you join us in this important conversation that underscores the very essence of scholarly pursuit and ethical conduct. In a world where knowledge is not only valued but also scrutinized for its authenticity and credibility, the principles of academic integrity serve as the cornerstone of our intellectual community. Throughout this event, we aim to delve into the multifaceted dimensions of academic integrity, exploring its significance in research, teaching, and learning environments. We are honored to host esteemed speakers and experts who will share their insights, experiences, and strategies for upholding integrity in academia. As participants, your engagement and contributions are invaluable in enriching this dialogue and fostering a culture of integrity within our academic communities. Together, let us reaffirm our commitment to honesty, transparency, and ethical conduct in all aspects of scholarly endeavors. May this event serve as a catalyst for reflection, inspiration, and collaboration as we collectively strive to uphold the highest standards of academic integrity.

Prof. Christina Gitsaki
Research Coordinator & Acting Director
Center for Educational Innovation, Zayed University



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Welcome note

Dr Zeenath Reza Khan
Founding President and Board Member
ENAI WG Centre for Academic Integrity in the UAE

Dear Esteemed Authors and Attendees,

With great enthusiasm and anticipation, I welcome you as the Founding President of the ENAI WG Centre for Academic Integrity in the UAE to the Symposium on Academic Integrity, SAI'24 UAE. This year, we delve into the pivotal theme of "Governance, AI, and Academic Integrity," embracing the challenges and opportunities at the intersection of technology and ethical scholarship.

Our sincere thanks are due to the Centre for Educational Innovation at Zayed University for not just hosting this important event, but for providing a nurturing ground for innovative educational practices that resonate with our symposium's ambitions.

I am equally grateful to ALLT (Applied Linguistics & Language Teaching) for their partnership and Studiosity for their unwavering support of the Centre's mission. Their involvement is crucial in steering our collective efforts towards a future where academic integrity is seamlessly integrated with technological advancement.

The European Network for Academic Integrity's endorsement is a badge of honor, confirming the significance of our collaborative pursuit for excellence in academia. This symposium is the confluence of your expertise and dedication.



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Welcome note

Dr Zeenath Reza Khan, Founding President, ENAI WG Centre for Academic Integrity in the UAE

I commend each author and attendee for your vital contributions; without your voices, our symposium would be bereft of its most crucial element – engaged discourse. Moreover, our technical committee and organizers deserve the highest praise for their meticulous work behind the scenes.

A special acknowledgment must be made to Professor Christina Gitsaki from Zayed University. Her unparalleled support has been instrumental in bringing this symposium to fruition, ensuring a platform where governance and artificial intelligence can be discussed in the light of academic integrity.

Thank you all for joining us on this journey to uphold and champion the principles of academic integrity in the age of AI. Let us embark on these discussions with a spirit of collaboration and innovation.

Warm regards
Dr Zeenath Reza Khan



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Welcome note

Professor Christopher Hill
Founding Vice President and Board Member
ENAI WG Centre for Academic Integrity in the UAE

Dear Esteemed Authors and Attendees,

It brings me great pleasure to welcome you all to this prestigious event and I look forward to the opportunity to learn from your presentations, your experiences and your perspectives over the course of, what I am sure will be, a fascinating day.

As Founding Vice President of the ENAIWG Centre for Academic Integrity in the UAE, and Technical Chair of this event, I am thrilled that such fora as this are available to further the dialogue and our collective understanding on the use of AI and its ethical implementation in teaching and learning.

My thanks to the Centre for Educational Innovation at Zayed University for hosting the event and providing a platform and forum for debate, engagement and interaction.

Thank you to all authors, presenters and attendees for your participation and insight during this event. Without dialogue and reflection, we have little hope of building a community of practice that will support our ongoing efforts to increase understanding and support the implementation of sustainable and ethical AI in education.

Your sincerely,
Professor Christopher Hill



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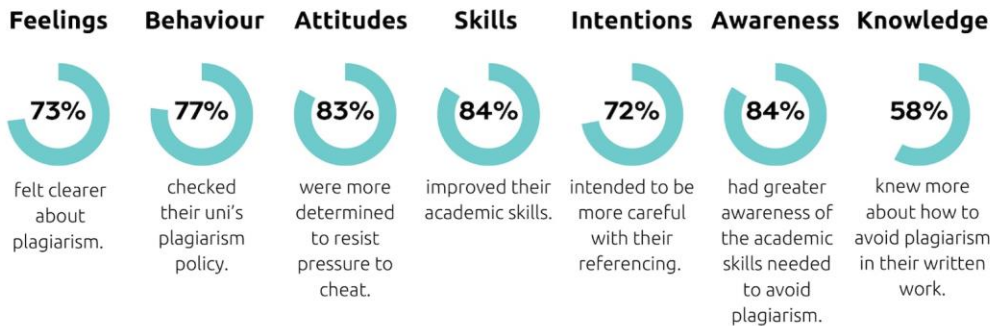
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¹ Devlin & McKay, 2018 (n=1,077)

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AGENDA

4th May 2024 Saturday | 9:00am – 2:00pm

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|---|
| 8:45 AM: Registration |
| 9:00 AM: Opening Remarks |
| 9:15 AM: Keynote: Dr Tracy Scholl, Commission for Academic Accreditation UAE |
| 10:00 AM: Lightning Talks Session 1 -Teaching & Learning |
| 10:30 AM: Discussion |
| 10:50 AM: Lightning Talks Session 2 – Assessments |
| 11:20 AM: Discussion |
| 11:40 PM: Lightning Talks Session 3 – Research & Stakeholders |
| 12:30 PM: Discussion |
| 1:00 PM: Closing Remarks |
| 1:15 PM: Lunch and Networking |



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Keynote Speech

4th May 2024 Saturday | 9:15am – 9:45am



Dr Tracy Scholl

Commissioner

Commission of Academic Accreditation

Ministry of Education UAE

Commissioner Scholl received her BA with a double major in History and Philosophy, and MA and PhD in Philosophy from the University of Nebraska-Lincoln. Dr. Scholl most recently worked in UAEU where she has served as Associate Professor of Philosophy, Chair of Philosophy Department, digital education projects and as administrator for Innovative Programming. She has worked in several countries and worked within a number of differing regional and national accreditation systems.

Dr. Scholl's research and teaching portfolio includes modern philosophy, applied ethics, philosophy of education, business ethics and ethics in corporate governance. Her main work in recent years centers upon the intersection between evolving educational administrative systems to better support innovative educational programming.



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Session 1 – Teaching & Learning

4th May 2024 Saturday | 10am – 10:50am

Session Chair: Anjli Narwani, University of Wollongong in Dubai

Discussant(s): Sreejith Balasubramanian, Middlesex University and Rebecca Keogh, University of Birmingham Dubai

Panel Moderator: Christopher Hill, British University in Dubai

| Paper ID | Paper title | Authors | Institutions |
|----------|--|------------------|---|
| ID0016 | <i>Evaluation of Emirati Higher Education Students' views of the use of Generative AI in a Middle Eastern University</i> | Sarah Calderwood | Zayed University Dubai |
| ID001 | <i>Impact of AI on secondary science students' higher-order and critical thinking skills</i> | Rida Akram | University of Birmingham Dubai |
| ID 012 | <i>Governance, AI and Academic Integrity at K12 Level</i> | Jyothi P Nambiar | GEMS Cambridge International School Dubai |



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Session 2 – Assessments

4th May 2024 Saturday | 10:50am – 11:40am

Session Chair: Nitin Poluru, Middlesex University Dubai

Discussant(s): Nadir Kheir, Ajman University and Sony Sreejith, Middlesex University Dubai

Panel Moderator: Christopher Hill, British University in Dubai

| Paper ID | Paper title | Authors | Institutions |
|----------|---|----------------------------|--|
| ID 015 | <i>Implementing Academic Skills Portfolios and Examinations to Mitigate and Monitor Generative AI Usage in Student Work</i> | Rebecca Keogh, Asim Bashir | University of Birmingham |
| ID003 | <i>Integrating Generative AI Tools in Advertising Education for Enhanced Student Outcomes</i> | Stephen King | Middlesex University Dubai |
| ID 009 | <i>How to become a Human-Detector for AI use in Academic Texts</i> | Doaa Hamam, Ajrina Hysaj | Higher Colleges of Technology, University of Wollongong in Dubai |



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Session 3 – Research & Stakeholders

4th May 2024 Saturday | 11:40am – 1:00pm

Session Chair: William Gueraiche, University of Wollongong in Dubai

Discussant(s): Nicola Sabri, University of Wollongong in Dubai and Sarah Calderwood, Zayed University Dubai

Panel Moderator: Christopher Hill, British University in Dubai

| Paper ID | Paper title | Authors | Institutions |
|----------|--|---|---|
| ID002 | <i>Academic Integrity: The Ethical Dilemma in Academia</i> | Nadir Kheir | Ajman University |
| ID004 | <i>Leveraging AI for Education, Innovation and Future of Work in the UAE</i> | Sreejith Balasubramanian, Sony Sreejith | Middlesex University Dubai |
| ID008 | <i>Faculty perspectives on the use of AI tools in higher education</i> | Ajrina Hysaj, Sony Sreejith | University of Wollongong in Dubai, Middlesex University Dubai |
| ID 013 | <i>Partnering with students on the use of AI</i> | Sneha Bhatia | University of Wollongong in Dubai |
| ID 014 | <i>Parental Guidance Required: Navigating Children's Gen AI Usage for Positive Learning Outcomes</i> | Veena Mulani, Zeenath Khan | Al Diyafah High School Dubai, University of Wollongong in Dubai |



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Abstracts

4th May 2024 Saturday | 9am – 2pm

Paper ID001

Impact of AI on the Development of Higher-Order and Critical Thinking Skills in Secondary Science Students

Rida Akram, University of Birmingham

This study investigates the impact of AI on secondary science students' higher-order and critical thinking skills. It is motivated by the growing use of widely accessible AI tools and how they serve students' development of discipline-specific skills in science subjects. A comparative mixed methodology approach was adopted to gain a deeper understanding of the impact of AI on students' ability to think critically. Two assessments were conducted: the first collected qualitative data on how AI helped students' research skills to create a scientific poster through an open-ended questionnaire. The second assessment collected quantitative data using a set of higher-order science questions by timing and grading the students. Then, they were given another set of questions from the same topics, but this time, they were allowed to use AI to guide them. Preliminary findings indicate a positive impact of AI on student outcomes. Data triangulation, incorporating qualitative, quantitative, and end-of-term science marks, offers a holistic understanding of students' gains from AI use. This research aligns with the symposium's focus on academic integrity in the digital era. It addresses the increasing use of AI tools in schools, emphasizing the need to assess their influence on student behaviour and educational outcomes. Exploring the intersection of AI and academic integrity provides insights crucial for policymakers, educators, and curriculum developers seeking to cultivate integrity while maximizing AI's educational benefits.



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4th May 2024 Saturday | 9am – 2pm

Paper ID002

Academic Integrity: The Ethical Dilemma in Academia

Nadir Kheir, Ajman University

In the pursuit of international recognition and accreditation, academic institutions face the ethical dilemma of maintaining integrity amidst the pressure to publish in high-ranking journals. This lighting discussion explores the multifaceted challenges encountered by academics and faculty members in upholding academic integrity within the contemporary academic landscape. The relentless demand for a prolific output of scientific publications annually exacerbates the risk of compromising ethical standards.

One pressing concern is the proliferation of predatory journals, which exploit the publish-or-perish culture by offering expedited publication for a fee without rigorous peer review. Succumbing to the allure of quick dissemination, scholars may inadvertently contribute to the dissemination of flawed or unsubstantiated research, thereby compromising the credibility of academic scholarship.

Furthermore, the temptation to fabricate or manipulate data to meet publication quotas poses a grave threat to the integrity of academic research. The pressure to produce groundbreaking findings within tight deadlines may incentivize researchers to engage in questionable research practices, thereby eroding the foundation of scientific inquiry.

Additionally, the increasing reliance on artificial intelligence (AI) in academic research introduces new ethical considerations. While AI technologies hold the potential to streamline research processes and enhance scholarly output, the lack of robust ethical frameworks may inadvertently facilitate academic misconduct.



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Issues such as algorithmic bias, data privacy concerns, and the ethical implications of automated authorship detection algorithms warrant careful consideration to safeguard academic integrity in the digital age.

This abstract calls for a candid exploration of the ethical challenges faced by academics and proposes strategies to mitigate the risks of integrity compromise. By fostering a culture of transparency, accountability, and ethical leadership, academic institutions can uphold the values of academic integrity while striving for excellence in scholarly endeavours.



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Paper ID003

Integrating generative AI Tools in Advertising Education for Enhanced Student Outcomes

Stephen King, Middlesex University Dubai Campus

This talk reflects upon the recent experiences of a Dubai-based advertising lecturer who has integrated generative AI tools, such as Runway, ADOBE Photoshop, DALL-E, and ChatGPT, into their pedagogy during the 2023-24 academic year. This is part of a vocational programme which feeds an industry which has been significantly impacted by generative AI technologies and where more than 40% of work tasks are expected to be redesigned to involve some form of AI within the current year. Accordingly, employers are demanding graduates to have gained meaningful exposure to the tools and issues related to their professional use. The author hopes to contribute to the conference by inspiring cross-disciplinary dialogue and sharing best practices.

Multiple case studies are examined evidencing the positive impact of responsible AI and appropriate mentoring on student outcomes. In particular, this study shows how generative AI tools have empowered students to articulate complex ideas more effectively, increase the quantity and quality of creative outputs, while also enhancing the participation of all team members, especially in building confidence for oral presentations.



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4th May 2024 Saturday | 9am – 2pm

Paper ID004

Leveraging AI for Education, Innovation and Future of Work in the UAE

Sreejith Balakrishnan, Middlesex University Dubai

Sony Sreejith, Middlesex University Dubai

The World Economic Forum predicts that by 2027, 81% of companies are expected to adopt AI. Universities and schools are recognizing that this new technology necessitates a departure from their traditional methods of teaching. This implies that schools and universities must not only learn how to utilize AI but also how to impart AI skills. The UAE aims to become the world leader in AI by 2031, with education as one of the priority sectors it plans to transform by promoting the adoption of AI. This transformation is intended to enhance the quality of learning and education. This study examines the future roadmap of the UAE in achieving its objectives, including its National AI Strategy 2031. It also covers the UAE's non-binding AI Ethics Principles and Guidelines, which lay the groundwork for developing a fertile AI ecosystem. Additionally, the role of The UAE Regulations Lab (RegLab) in creating an agile and conducive legislative environment that pioneers "regulation innovation" is discussed. This innovation aims to make the UAE a global incubator for innovation and a testing ground for future technologies across sectors, including education. The study further explores various AI use cases in the UAE education sector, the benefits, and the ethical challenges of adopting these AI applications, such as privacy and security issues, bias, and the widening digital divide. by AI.



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Finally, it discusses various strategies adopted by the UAE to bridge the AI talent gap, including AI training for the general public, upskilling students (particularly those in STEM), training for government employees, and providing employment transition support for those affected



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Paper ID008

Faculty Perspectives on the Use of AI Tools in Higher Education

Ajrina Hysaj, University of Wollongong in Dubai

Sony Sreejith, Middlesex University Dubai

This study aims to explore the effective and ethical use of AI Tools in higher education. AI tools are commonly and constantly used by multicultural undergraduate students in higher education to search information and easily accessible data. This research aims to identify the AI tools that are currently in use by teachers in higher education and examining the impact of these tools on educational, discipline and subject related outcomes. This study aims to explore and analyse faculty perceptions on the effectiveness of these AI tools. For this study, we aim to conduct a mixed method approach. At this initial stage of the study, we will be conducting a thorough literature review to generate ideas and understanding of ways that the AI tools may be used successfully in higher education. The methodology of research will be followed by a framework which will consist on the main findings of our initial stage. This framework will be further tested using quantitative and qualitative approach. The initial stage of data collection includes a survey method to explore the use of these AI tools and faculty satisfaction levels on the effectiveness of these tools. For this stage we will conduct quantitative research. During the second stage of this study, we aim to explore the in-depth insights into the academic staff experience in using the AI tools. This study aims to contribute to the ongoing discussion about the role of AI tools in higher education and its potential to transform the traditional educational system while upholding academic integrity.



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Paper ID009

How to Become Human-Detector for AI use in Academic Texts? A Guide to Higher Education Teachers

Doaa Hamam, Higher Colleges of Technology

Ajrina Hysaj, University of Wollongong in Dubai

Nowadays, academics face a big challenge when assigning writing or independent work to their students. It is very easy to access AI tools and ask for their help in writing or answering exam questions. It is worth mentioning that the sky has no limit in the AI world; such tools can write any answer to any question and write any type of text of any length, given that students provide the question or a good writing prompt. Most of the time, the overall result is precise, free of mechanical errors and relevant to the topic. Sometimes, students ask other tools to paraphrase or translate, so it becomes very hard to detect AI-written texts, even with the most precise plagiarism tools. With the rise of AI tools, there was another movement to create tools and applications to detect the use of AI tools in academic texts, tests, and assignments. The 10-minute talk will show how higher education teachers can become human detectors for AI use in academic texts without using extra tools or websites. The talk will show some strategies to detect text written by AI in their student's work and will also discuss some of the use of citations and references in AI-generated texts. The talk will conclude with some advice for higher education teachers to help students learn by using AI tools instead of copying and asking such tools to do the work for them.



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Zero level subjects offer an opportunity to discuss the ethical implication of reliance on AI. In addition, it can be their first path to explore questions related to academic integrity. Moreover, it gives them lifelong mindset; emphasizing that AI is a valuable tool, has limitations and cannot be a substitute for independent thinking and continuous learning.



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Paper ID012

Governance, AI, and Academic Integrity at K12 Level

Jyothi Nambiar, GEMS Cambridge International School Dubai

Artificial Intelligence, one of the latest in the long list of human inventions stands at the crossroad of collective human destiny with it being empowered to act, think, apply like humans. AI's foray into Education with 1970's The Oregon Trail to the current advanced ChatGPT, Duolingo App, Teacher GPT and numerous others has enabled its application in designing educational games, for more personalised / adaptive learning platforms through virtual and augmented reality, grading and feedback, instruction and guidance through chatbots, etc.

However, this infiltration of AI in education has divided educationist and concerned stakeholders on issues of its free access, academic integrity including ethics and transparency, the lowering of cognitive skills and lack of human intervention in pedagogy.

The current research uses secondary data and observational research to examine the use and impact of AI in education and how this had led to exponential pedagogical experiences sans time and space. Findings from the research indicate that AI is empowering Education (all the stakeholders likewise) but at the other end of the spectrum is issues of plagiarism, lack of creativity, empathetic learning, critical thinking, human support and more importantly emotional intelligence, affecting cognitive development and pedagogy.



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Issues of digital divide, inequality of access and numerous other issues need to be addressed through constructive and time bound strategies by both governmental and non-governmental agencies to fully operationalise AI in education. If the words of J Robert Oppenheimer could be applied herein, then it would be that through AI a broader tragedy that came out less clearly: the educational tragedy that it infiltrated.



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Paper ID013

Partnering with Students on the Use of AI in Higher Education

Sneha Bhatia, University of Wollongong in Dubai

In the evolving landscape of education, the integration of artificial intelligence (AI) and virtual reality (VR) tools presents a promising avenue for cultivating higher order thinking skills among students. These multifaceted tools not only facilitate learning but also foster critical competencies such as synthesis, creation, and critique. This paper advocates for the deliberate scaffolding of AI within educational curricula to develop analytical and creative capacities that remain indispensable in any future job market. The approach emphasizes a collaborative partnership with students, guiding them to critically assess and co-evaluate the use of technological tools in their learning processes. Personalization of learning is also crucial, as demonstrated by students achieving identical educational outcomes through diverse technological means. However, the adoption of these tools is not without challenges; it necessitates an understanding of the students' existing knowledge and a commitment to ethical engagement with technology. The paper discusses various AI tools currently in use, such as Jalinga, ChatGPT, Grammarly, and Respondus, each reflecting differing opinions on ethical implications and educational utility. Furthermore, the responsibility of educators to teach ethical tech usage, the role of AI as an assistive, rather than autonomous, tool, and the importance of addressing linguistic and voice biases are discussed. As we stand on the brink of a significant pedagogical shift, this presentation calls for intentional, well-informed integration of technology to enhance traditional teaching methods and prepare students for a rapidly changing educational landscape.



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Paper ID014

Parental Guidance Required – Navigating Children’s GenAI Usage for Positive Learning Outcomes

Veena Mulani, AL Diyafah High School Dubai

Zeenath Reza Khan, University of Wollongong in Dubai

As General Artificial Intelligence (Gen AI) becomes more accessible, its prevalence in homes has escalated, often outpacing the awareness and understanding of its implications among parents. The necessity for greater parental awareness regarding children’s Gen AI usage at home is critical, particularly as it begins to affect learning behaviours and outcomes at school.

This abstract outlines the growing concern that while Gen AI holds transformative potential for educational support, unsupervised and uninformed use by children can lead to negative consequences. Without proper guidance, children may become overly reliant on AI for tasks, hindering the development of their own motivation towards learning, problem-solving skills and critical thinking. Moreover, there's a risk of exposure to unethical content, privacy invasion, and reduced physical and social activity, which are essential components of healthy child development.

The unchecked use of Gen AI may also inadvertently lead to academic dishonesty, as the ease of accessing information and completing assignments through AI assistance can blur the lines between learning and cheating. Additionally, the disparity in Gen AI accessibility among households can exacerbate existing educational inequalities, further impacting learning at school.



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Parents play a pivotal role in mediating and monitoring their children's interaction with technology. This presentation provides insights on parental awareness of their primary children's usage of ChatGPT at home. It is essential to establish a dialogue that extends beyond the realm of digital literacy to encompass ethical AI usage, building of individual skills and esteem, personal responsibility, and the discernment of credible information. The presentation recommendations include how schools can contribute by offering resources and workshops to educate parents about the capabilities and limitations of Gen AI, and how to integrate its use positively into children's educational routines.

In conclusion, there is an urgent need for parents to become more informed and engaged in their children's Gen AI usage. Enhancing parental awareness and involvement is crucial in ensuring that Gen AI serves as a beneficial tool for learning and development rather than a hindrance, thereby supporting a more positive impact on children's education both at home and at school



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A N A T I O N A L S Y M P O S I U M

Abstracts

4th May 2024 Saturday | 9am – 2pm

Paper ID015

Implementing Academic Skills Portfolios and Examinations to Mitigate and Monitor Generative AI Usage in Student Work

Rebecca Keogh, University of Birmingham Dubai

Asim Bashir, University of Birmingham Dubai

The integration of generative AI tools into educational settings offers both challenges and opportunities. As these tools can enhance learning and facilitate research, there is a concurrent risk of their misuse and academic dishonesty. This paper details an innovative approach employed by the Birmingham International Academy at the University of Birmingham, Dubai, aimed at both accepting and controlling the use of generative AI in student work through an Academic Skills Portfolio (ASP) and an Academic Skills Examination (ASE). This approach mandated students to develop an ASP that documented their learning journey, including the explicit acknowledgement and appropriate citation of generative AI tools used. This documentation promoted transparency and allowed educators to verify the authenticity of students' intellectual engagement and skills development over the academic year.

Complementing the ASP, a rigorous ASE was developed to evaluate the competencies students should have developed, ensuring they possess and can apply these skills independently. Our study, conducted over one academic year with a diverse student body, indicates that this combined strategy not only discouraged the unethical use of AI but also actively enhanced student engagement and skill acquisition. Furthermore, it assisted in preparing students to responsibly use emerging technologies, reinforcing the importance of ethical standards in academic work.



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The findings suggest improvements in students' ability to critically engage with content and articulate their understanding without undue reliance on AI-generated assistance. The paper concludes with a discussion of best practices for implementing such measures, the challenges encountered during the initiative, and recommendations for educational institutions looking to adopt similar strategies. This proactive approach represents a critical step in maintaining academic integrity in the era of rapidly evolving AI technologies, ensuring that the educational benefits of AI are realised without compromising the foundational values of academic and personal achievement.



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Abstracts

4th May 2024 Saturday | 9am – 2pm

Paper ID016

Evaluation of Emirati Higher Education Students' views of the use of Generative AI in a Middle Eastern University

Sarah Calderwood, Zayed University

This evaluation aims to understand higher education students' perceptions and perspectives on the ethical considerations surrounding students using artificial intelligence (AI) for assignment completion in higher education. This includes tools such as OpenAI ChatGPT and other generative language models, Quillbot and other paraphrasing tools, and Grammarly and other text editing tools. Employing an agential realist framework, this study interrogates the entanglements of AI in academic practices. This evaluation relies on primary data obtained from a survey. This student-focused research contributes to a broader understanding of the impact of AI technologies on academic integrity, learning outcomes, and ethical dilemmas. The evaluation reveals multiple diffractions and cuts, suggesting complex interplays between student agency, technological affordances, competition for grades, language skills, and ethical considerations. There is clear evidence of students' critical use of tools, but other factors, such as student perceptions of “perfection” and over-assessing, could have a significant impact on student choices to misuse tools. Rather than policing these tools, students should be encouraged to use them critically. This would mean faculty training as well as student training. Policy needs to include student perspectives and must be adaptable to change as new tools will likely be released frequently.



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Professor Nadir Kheir, Ajman University

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2nd Asia-Middle East-Africa Conference on **Academic & Research Integrity** *Resilience Through Integrity in Research & Academia*

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- iii. Challenges of academic integrity in an online environment
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- v. Artificial intelligence (AI) in academia: threats vs. opportunities
- vi. Ensuring quality in academic research
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- viii. Promoting academic accreditation through policy frameworks
- ix. Plagiarism detection and prevention strategies
- x. Redesigning assessment practices in universities
- xi. Effective practices of institutional research committees

Important Dates

Deadline for submission of abstracts

20 September 2024

Notification of acceptance

20 October 2024

Early bird registration deadline

15 November 2024

Regular registration deadline

15 December 2024

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