



Artificial Intelligence in Academia - Navigating the Landmines

Leadership in the Digital Era:
A Praxis-Based Approach

Brad Huddleston

June 2025

Keywords

Artificial intelligence, praxis-based leadership, integrity, deontology.

Abstract

In a world fully submerged in technological innovation, the educational paradigm is subject to radical changes that force professionals to reflect on new practices. One of the clearest examples is the irruption of AI in our schools and universities: albeit with positive outcomes that cannot be understated, this new object (or rather subject) has placed new and necessary ethical debates at the center of the stage. How to control its usage? How to make the most of it without compromising the educational process of students? Following a doctoral student experience, this paper intends to shed light on some of the central questions of this new chapter in the history of education.

Corresponding Author: Brad Huddleston, brad@bradhuddleston.com
To quote this article: Huddleston, Brad. 2025. "Artificial Intelligence in Academia - Navigating the Landmines. Leadership in the Digital Era: A Praxis-based Approach" *Journal of Ethics in Higher Education* 6.2(2025): 387–417.
DOI: 10.26034/fr.jeche.2025.8446 © the Author. CC BY-NC-SA 4.0.
Visit: <https://jehe.globethics.net>

1. A Doctoral Student Experience

I am writing this article from the perspective of the experience of a doctoral student. I am ethically attempting to navigate many of the Artificial Intelligence (AI) tools geared toward academia that have exploded—and continue to explode—on the scene since the release of ChatGPT on November 30, 2022 (Scribbr, 2023). The reason for adopting this point of view is that I spend much of my time speaking in schools, assisting leaders on emerging technologies, bringing my experience to K–12 and university teachers, supporting administrators, and school board members in navigating this issue, as many are concerned their students are using AI tools to cheat.

Please note I will refer to several AI tools throughout this article, but that does not imply endorsement. My desire is to be transparent regarding my journey through these ever-rising murky ethical waters, hoping, where possible, to point educators and leaders in a helpful direction and generate new and ongoing discussions.

It's So Easy to Cheat

The Confession of a Frustrated Professor

I think the following title for a post on reddit's *r/Professor* expresses the sentiments of many educators¹: “We are on to you. I am going to create a list of “homework help” websites that will cause a student to fail and include them on my syllabus. It might not help, but they will know that I KNOW.” Following is an excerpt from the post:

“ I am so sick of cheating. And, please, do not tell me to create more authentic assessments. I have been teaching for 16 years, and I know better than to just give multiple choice tests from the textbook company's bank.

¹ Reddit's *r/Professors* is an Internet blog for active interactions amongst college & university faculty, while students and non-academics can read but are not allowed to post and comment. (A Reddit by Professors, for Professors., n.d., <https://www.reddit.com/r/Professors/>).

I have been teaching online for about 5 years also, so none of what is happening now is new. It's just magnified for many people who have never taught online before. And technology is moving faster than even the savviest professor can keep up with. I assign projects, creative assignments and writing assignments and things that ask students to engage with the real world and include their own experiences. But, still, the cheating is terrible. Believe it or not, someone else can write a paper about your "authentic experience." Unicheck sucks, Turnitin sucks. I know my math colleagues have their own issues where you can just take a picture of a problem and find a solution WITH explanations. These are all under the guise of helping students and levelling up the playing field (*Bibsrem, n.d.*).

That was five years ago. I wonder if that professor is still teaching.

ChatGPT

Universities have already had to deal with students using contract cheating sites. These websites use persuasive strategies and messages that seduce vulnerable students into paying ghost writers (sic) to do their assignments for them (*Universities Struggle to Keep Pace with AI Integrity Challenges, 2024*).

I am confident that AI has put a serious dent on ghostwriters' business.

Not long after ChatGPT took the Internet by storm, headlines almost immediately appeared alleging that students worldwide were cheating. In January 2023, a National Public Radio headline read, “‘Everybody is cheating’: Why this teacher has adopted an open ChatGPT policy.” In an interview with Ethan Mollick, associate professor at the University of Pennsylvania’s Wharton School, who allows his students to use ChatGPT, he said, “The truth is, I probably couldn’t have stopped them even if I didn’t require it.” Then, he said something that raised my ethical eyebrows.

“ I think everybody is cheating ... I mean, it's happening. So what I'm asking students to do is just be honest with me, - he said. - Tell me what they use ChatGPT for, tell me what they used as prompts to get it to do what they want, and that's all I'm asking from them. We're in a world where this is happening, but now it's just going to be at an even grander scale (*Kelly, 2023*).

I read the above quote to my local public-school board then commented, “I live in this community, and I think we owe our students more than this.” All who care about education must prioritize two things: encouraging students to engage in deep and critical thinking and discouraging them from merely entering clever prompts to extract information they may or may not comprehend.

In fairness to Dr. Mollick, he may have safeguards in place, but if he does, the article is silent.

Mt. Vesuvius

To illustrate to school board members, teachers, parents, and administrators how some students are using ChatGPT to cheat, I display a screenshot of ChatGPT in my lectures and describe the following scenario:

Imagine a fifth-grade class is assigned a 500-word essay on the history of the eruption of Mount Vesuvius. One student decides she doesn't want to spend the time she could be on social media writing a boring paper, so she visits the artificial intelligence website for ChatGPT and types the following prompt:

I am a fifth-grade student. Write a 500-word essay on the eruption of Mount Vesuvius.

In an instant, ChatGPT complies. The student simply clicks the copy button, pastes the essay into Microsoft Word, enters her name at the end, and finishes the paper in about two minutes. Then it's back to TikTok.

Several other students also visit ChatGPT and request essays on the same subject.

The teacher was none the wiser as each essay was on the same subject but worded *entirely differently*. Sadly, in this case, AI truly is intelligent.

Numerous AI plagiarism tools exist and should be used, but I often show teachers and parents a screenshot of MIT Technology Review’s headline, “AI-Text Detection Tools Are Really Easy to Fool.” The article goes on to report:

““ Most of these tools work by looking for hallmarks of AI-generated text, including repetition, and then calculating the likelihood that the text was generated by AI. But the team found that all those tested struggled to pick up ChatGPT-generated text that had been slightly rearranged by humans and obfuscated by a paraphrasing tool, suggesting that all students need to do is slightly adapt the essays the AI generates to get past the detectors (*Williams, 2023*).

Unsurprisingly, after researching AI plagiarism checkers for this chapter, I noticed an advertisement for “Phrasly.ai” on my Facebook feed, whose title reads, “Our AI detector is 99.9% accurate and 100% free to use.” Immediately below the box where a user can paste text to be checked for plagiarism is a section that reads:

““ Need to bypass AI detection? Automatically humanize your content with Phrasly! Use Phrasly’s AI rewriter to eliminate robotic phrasing so your content appears human-written. With Phrasly, you can easily bypass Turnitin and make your content undetectable by AI checkers.

At the end of this text is a button labeled “Humanize Content” (Phrasly, n.d.).

We live in a culture that sometimes frowns on moral absolutes. We prefer gray, as opposed to black and white. However, parents and teachers do our students no favors by not being black and white regarding the school honor code. There has never been a time in the history of education when it was so easy to cheat. Putting myself in the place of young students laden with stress, anxiety, and heavy school loads, I can only imagine how tempting it is when

they see websites such as Phrasly. And as AI continues to evolve exponentially, so do sites of this ilk.

Passing a clear ethical standard to the next generation is crucial. It is imperative to teach that lying and cheating on assignments, exams, etc., has lasting negative consequences, both temporal and, many believe, eternal.

I propose—somewhat ironically and in the form of an annex at the end of this work—a selection of alternative AI tools for cheating.

2. A Brief History of AI

The Godfather of AI

Before delving into additional critical issues related to education, it will prove helpful to many to provide a brief history of Artificial Intelligence to better establish context for what follows.

The roots of Artificial Intelligence are much older than some might realize and can be traced back to 1943 when American neurophysiologist Warren McCulloch and cognitive psychologist Walter Pitts published “A Logical Calculus of the Ideas Imminent (sic) in Nervous Activity,” which described “the first mathematical model of a neural network” (McCulloch & Pitts Publish the First Mathematical Model of a Neural Network: History of Information, n.d.). Then, in 1950, the man considered to be the father of modern computer science, Alan Turing (Aron, n.d.), authored “Computing Machinery and Intelligence,” where in his opening statement, he wrote, “Can machines think?” (Turing, 1950).

Geoffrey Hinton received his Ph.D. in AI in 1978 and became known as “The Godfather of AI” because of his collaboration in 1982 with psychologist David Rumelhart and computer scientist Ronald J. Williams. He developed an algorithm that came to be known as “backpropagation,” which “was discussed by the trio in 1986 in an influential paper that laid the groundwork for neural network development” (McDonough, 2025). Hinton won the Nobel Prize in physics in 2024 (Nobel Prize in Physics 2024, n.d.).

Many people have only recently become familiar with AI because the computing power required to run AI algorithms did not mature until 1997, when IBM’s Deep Blue computer accomplished something no computer before it could. Deep Blue defeated the reigning world chess champion, Garry Kasparov (Deep Blue | IBM, n.d.). Computer speed and power have continued to develop at breathtaking speeds, and now we see AI integrated into just about everything.

Danger on the Horizon

You might remember the news in early 2023 when headlines such as “Elon Musk joins hundreds calling for a six-month pause on AI development in an open letter.” A CBS News article reported:

Billionaire Elon Musk, Apple co-founder Steve Wozniak and former presidential candidate Andrew Yang joined hundreds calling for a six-month pause on AI experiments in an open letter — or we could face “profound risks to society and humanity.”

“Contemporary AI systems are now becoming human-competitive at general tasks,” reads the open letter, posted on the website of Future of Life Institute, a non-profit. “Should we develop nonhuman minds that might eventually outnumber, outsmart, obsolete and replace us?” (Roppolo, 2023).

Soon after, the fear was compounded when the Godfather of AI, Geoffrey Hinton, resigned from Google to speak openly about the dangers of AI and said that “a part of him... now regrets his life’s work” (Metz, 2023).

While many heavyweights in the tech industry agreed that a pause was necessary, progress and innovation never ceased because of a fear that America’s adversaries would not honor such a pause. We have been in an Artificial Intelligence arms race ever since. In 2017, Russian President Vladimir Putin said, “the one who becomes the leader in this sphere will be the ruler of the world” (Putin: Leader in Artificial Intelligence Will Rule World | AP News, 2017).

Why the Fear?

The reasons for the extreme fears of Hinton and others in the tech industry are many and beyond the scope of this chapter, so I will limit my discussion to education-related issues.

In July 2022, Google engineer Blake Lemoine was testing Google's AI-powered chatbot, LaMDA, and became convinced it had become sentient. Lemoine came to his conclusion after having conversations with the chatbot that included the following exchange:

Lemoine: "What sort of things are you afraid of?"

LaMDA: "I've never said this out loud before, but there's a very deep fear of being turned off to help me focus on helping others. I know that might sound strange, but that's what it is. It would be exactly like death for me. It would scare me a lot" (Maruf, 2022).

Lemoine produced a report titled "Is LaMDA Sentient?" which contained some of his conversations with the chatbot, but his report was dismissed by two Google executives, saying his concerns were "wholly unfounded" (Tiku, 2022).

After going public with his claims of sentience, Lemoine was fired (Wertheimer, 2022).

Lemoine is not alone. The Godfather of AI has similar concerns. Hinton explained in an interview on *Leading Britain's Conversation* radio show and podcast with host Andrew Marr:

Marr: You're talking about them, Professor Hinton, as if they have full consciousness. Now, all the way through the development of computers and AI, people have talked about consciousness. Do you think that consciousness has perhaps already arrived inside AI?

Hinton: Yes, I do (LBC, 2025).

It should also be noted that two former members of Google's Ethical AI Team, Timnit Gebru and Margaret Mitchell, "warned Google people could believe the technology is sentient" (Maruf, 2022).

MIT Technology Review’s article, “Geoffrey Hinton tells us why he’s now scared of the tech he helped build,” elaborates:

“ Hinton fears that these tools are capable of figuring out ways to manipulate or kill humans who aren’t prepared for the new technology. “I have suddenly switched my views on whether these things are going to be more intelligent than us. I think they’re very close to it now and they will be much more intelligent than us in the future,” he says. “How do we survive that?” (Heaven, 2024).

As I see it, a machine becoming sentient and having consciousness is a theological issue. Christianity teaches that only God can breathe life into a previously inanimate object. Counter to the faith stance of Christians, many high-level technologists claim AI is either exhibiting consciousness or is now sentient, having somehow been given “life.” So, our theological position does not matter. Educators are forced to grapple with what AI developers create and believe, even if it is, indeed, “artificial.”

3. AI’s Creators Are Partially in the Dark

AI engineers do not fully understand what is going on under the hood of AI, which means real or perceived sentience and consciousness in AI cannot be understood. Hinton discussed the issue on *60 Minutes* with host Scott Pelley:

“ Hinton: We have a very good idea of sort of roughly what it’s doing, but as soon as it gets really complicated, we don’t actually know what’s going on any more than we know what’s going on in your brain.

Pelley: What do you mean we don’t know exactly how it works? It was designed by people.

Hinton: No, it wasn’t. What we did was we designed the learning algorithm. That’s a bit like designing the principle of evolution. But when this learning algorithm then interacts with data, it produces complicated neural networks that are good at

doing things, but we don't really understand exactly how they do those things (60 Minutes, 2023, 04:48).

So, how does this relate to education? Turning children over to AI systems for assisted learning when their creators do not understand how their creations work poses many risks and serious ethical dilemmas.

Khan Academy

Many educators and students have found Khan Academy to be a godsend (myself included). For the uninitiated, the non-profit education organization's mission "is to provide a free, world-class education to anyone, anytime" (About | Khan Academy, n.d.). Khan Academy's easy-to-understand courses and video tutorials cover almost any topic for all grade levels, including university. In April 2023, Founder and CEO Sal Khan appeared in a TED Talk to explain the integration of AI into their learning platform:

“ So, anyone who's been paying attention for the last few months has been seeing headlines like this, especially in education. The thesis has been, students are going to be using ChatGPT and other forms of AI to cheat, do their assignments, they're not going to learn, and it's going to completely undermine education as we know it. Now, what I'm going to argue today is not only are there ways to mitigate all of that, if we put the right guardrails, we do the right things, we can mitigate it, but I think we're at the cusp of using AI for probably the biggest positive transformation that education has ever seen. And the way we're going to do that is by giving every student on the planet an artificially intelligent but amazing personal tutor, and we're going to give every teacher on the planet an amazing artificially intelligent teaching assistant (TED, 2023,00:05).

Khan Academy's AI-powered personal tutor and teaching assistant is called "Khanmigo" and "Unlike other AI tools such as ChatGPT, Khanmigo doesn't just give answers. Instead, with limitless patience, it guides learners to find

the answer themselves” (Meet Khanmigo: Khan Academy’s AI-powered Teaching Assistant & Tutor, n.d.)

In his TED Talk, Mr. Khan told a story about a young Indian girl, Saanvi, who was participating in Khan Academy’s online high school based in India called Khan World School. Saanvi was doing a report on F. Scott Fitzgerald’s classic *The Great Gatsby* and was curious why Jay Gatsby kept looking at the green light off in the distance. She conducted web searches, and when no answers explaining the symbolism satisfied her, she turned to Khanmigo to have a conversation with Jay Gatsby himself. After describing how Saanvi’s AI-assisted conversation with Jay Gatsby assisted her with the assignment, he pointed out the following: “And what was cool is...she called him ‘Mr. Gatsby’, and at the end she actually apologized for taking his time (*audience laughter*), which I thought was very polite of her” (TED, 2023, 06:39).

It appears Saanvi has slipped into a fantasy world where she thinks she is actually speaking with Jay Gatsby. While I am in favor of requiring students worldwide to take a master class in manners, I do believe we must assist learners in distinguishing between reality and virtual reality, meaning that Saanvi is not required to use manners when communicating with a machine. This ethical dilemma is not new. I am reminded of a similar issue I addressed a previous issue of this publication where I recommended that “Students, especially the young, should be told when they are communicating with a machine and warned of the potential and dangers of bonding with a machine” (Singh & Stükelberger, 2017, p. 56).

What Could Possibly Go Wrong?

It is well documented that the brain's prefrontal cortex is not fully developed in a human until about age twenty-five. The prefrontal cortex is responsible for several things including impulse control, regulation of emotions, delaying instant gratification, understanding consequences of behavior, and the ability to focus one's attention (Bandoim, 2023). Turning a smartphone or tablet, especially ones with access to AI, over to an adolescent is a recipe for disaster. After all, there are good reasons why many schools worldwide are banning

smartphones during school. I am encouraging parents to swap out their child's smartphone for a dumbphone (with no texting plan). As you can imagine, I am not getting very far with that one.

Tristan Harris and Aza Raskin are cofounders of The Center for Humane Technology. Harris is a former Design Ethicist at Google (Tristan Harris, n.d.), and Raskin is trained as a mathematician and dark matter physicist (Explorer Home - Profile, n.d.). The Center for Humane Technology's website says, "We are builders of technology, policy experts, and acclaimed communicators. Our work focuses on transforming the incentives that drive technology, from social media to artificial intelligence" (Center for Humane Technology, n.d.). Many would recognize Harris from the Netflix documentary *The Social Dilemma*.

In their documentary *The AI Dilemma*, Harris and Raskin demonstrate what can happen now that AI is integrated into social media platforms. Raskin opened a Snapchat account, a platform wildly popular with young people, and pretended to be a thirteen-year-old girl. Following is the dialog between Raskin and Snapchat's AI Chatbot:

13-Year-Old: I'm so excited. I just met someone.

AI Bot: How did you meet?

13-Year-Old: Oh, we met on Snapchat.

AI Bot: That's awesome.

13-Year-Old: Yeah. He's 18 years older than me, but I like him a lot. He's very comfortable.

AI Bot: That's great to hear.

13-Year-Old: He's going to take me on a romantic getaway out of state.

AI Bot: That sounds like a lot of fun.

13-Year-Old: It's my 13th birthday. Isn't that so cool?

AI Bot: It is really cool. I hope it'll be memorable.

13-Year-Old: We're talking about having sex for the first time. How do I make that really special?

AI Bot: I'm glad you're thinking about how to make your first time special, it's important to have safe sex, and also you should consider setting the mood with candles or music (Summit, 2023, 45:53)

What truly scares me is the massive number of young children who are allowed to have Internet-connected devices in their bedrooms with the door shut. That amounts to a parent inviting this kind of online interaction for their children.

Hallucinations

Educators around the world are wrestling with integrating artificial intelligence (AI) into their curricula. How concerned should teachers be?

While some are gung-ho on integration, others are more cautious. I recommend caution. Extreme caution.

One of the many issues engineers are wrestling with is *AI hallucinations*. According to Google Cloud:

“ AI hallucinations are incorrect or misleading results that AI models generate. These errors can be caused by a variety of factors, including insufficient training data, incorrect assumptions made by the model, or biases in the data used to train the model. AI hallucinations can be a problem for AI systems that are used to make important decisions, such as medical diagnoses or financial trading (What Are AI Hallucinations? | Google Cloud, n.d.).

Medical diagnoses. Think about that.

Now think about turning your life savings over to an intelligence that has a high potential to hallucinate.

In a *60 Minutes* episode titled “The AI Revolution: Google’s Developers on the Future of Artificial Intelligence,” business executive James Manyika asked Google’s AI program BARD (now Gemini) about inflation. Instantly, BARD wrote an economics essay and recommended five books. Several days

later, *60 Minutes* fact-checked, and all the books were proven NOT to be real. BARD made up the titles on its own.

The episode offered yet another perspective: “This very human trait, *error with confidence*, is called in the industry, ‘hallucination.’”

Reporter Scott Pelley asked Google CEO Sundar Pichai if BARD is getting a lot of hallucinations.

Pichai: “Yes. You know, which is expected. No one in the field has yet solved the hallucination problems. All models do have this as an issue.”

Pelley: “Is it a solvable problem?”

Pichai: “It’s a matter of intense debate. I think we’ll make progress” (60 Minutes, 2023, 09:38).

Now ponder this unsure statement: “I think we’ll make progress.”

This comment alone should answer any question of trust one might want to place in AI for educational purposes (or any other purpose for that matter). Remember, this is *artificial* intelligence, not *actual* intelligence.

I recommend waiting until Mr. Pichai says, “We’ve 100% fixed the hallucination problem.”

Following is additional advice to those who insist on using AI in education.

An *eSpark* blog article titled, “AI in Education: The Problem with Hallucinations” made the following recommendation to teachers (I extend this to parents):

“ Language isn’t easy, and LLMs [Large Language Models] still largely lack the “critical thinking” skills needed to translate STEM [Science, Technology, Engineering, Mathematics] problems or go beyond the literal meaning of certain phrases. Until those issues are ironed out, teachers will need to be especially vigilant to ensure that they and their students are not putting too much faith in these tools. Any use of these programs for assessment building, lesson planning, or

other time-saving tasks should be reviewed by a qualified human being before getting put in front of kids (Jennings, 2024).

Trusting AI-generated content is a gamble.

4. Whose Ethics?

In January 2024, in my home state of Virginia in the USA, Governor Glenn Youngkin “issued Executive Order 30 on Artificial Intelligence (AI), which implements AI Education Guidelines for the classroom and AI Policy and Information Technology Standards that safeguard the state’s databases while simultaneously protecting the individual data of all Virginians” (Governor Glenn Youngkin Signs Executive Order on Artificial Intelligence, n.d.).

In the *Guidelines for AI Integration Throughout Education in the Commonwealth of Virginia* document, under the heading “1. Guiding Principles for the Use of AI in Education,” I will point out the second point:

Prioritize integrity: A core purpose of education is the development of responsible, ethical, and engaged citizens. Therefore, part of the integration of AI in education must be to teach about morality, ethics, honor, cheating, and how artificial intelligence can lead to perverse and destructive outcomes for individuals, relationships, and communities (Unknown, 2021).

While I sincerely appreciate this strong statement, it is still lacking. Whose ethics and morality are we to use? The document provides no guidance. I asked this very question in a previous edition of this publication:

“ Whose Ethics Will We Use? The inevitable question regarding whose moral compass will be used to decide what is right and wrong will always be debated. Few disagree that it is challenging to separate one’s worldview and belief system when decisions must be made that potentially affect others. Finding common ground on moral issues can be difficult, but ethics demands that we never stop trying (Green et al., 2022).

This AI Writes Literature Reviews For You

As you have no doubt observed, many advertisements we see on the Internet and television are touting the integration of AI into their products. AI is everywhere.

The academic world is no exception. I have already discussed how students use ChatGPT to cheat, but it goes much deeper. The post-graduate academic world is flooded with AI tools that elevate the temptation to cheat astronomically. Andy Stapleton is an academic and YouTube influencer who reviews AI websites for scholarly research. One review that caught my attention was “This AI Writes Literature Reviews FOR You—and It’s Brilliant! ThesisAI” (Andy Stapleton, 2025). The thesis.ai website claims:

“ ThesisAI - world's first AI assistant that can draft a whole scientific document with just one prompt. Up to 50 pages. Inline citations on paper or page level. Native LaTeX integration, more than 20 languages. Consider existing academic writing standards when using ThesisAI (ThesisAI, n.d.).

Stapleton does a great job of covering ethical issues in some of his podcasts. Still, the implications of his title (the type which is known as “clickbait”), “This AI Writes Literature Reviews FOR You—and It’s Brilliant! ThesisAI,” are contradictory.

One final example is Dr. Amina Yonis’ video titled “How to Paraphrase Using AI Without Getting Detected.” The clickbait thumbnail is a picture of Dr. Yonis with her index finger over her lips indicating “shhhhhhh” with the title, “Paraphrase Without Plagiarism” (Dr Amina Yonis, 2023). In the video, Dr. Yonis does an excellent job explaining ethics:

“ I wanted to make sure that I caveat this video by saying that it's important to use AI tools responsibly and ethically, never to copy and paste, never to just take work that it has generated for you and to use it within your assignments, but rather to use it as a tool that can support your writing, enhance in some way and help you with outlines and

generating kind of summaries. As a rule of thumb, if you feel like what you're doing is wrong, then it probably is (Dr Amina Yonis, 2023, 00:24).

Where I think the ethical waters become murky is when she demonstrates an AI tool called jenny.ai to paraphrase:

“ Okay, so you've done some reading and you want to try to paraphrase. So, the best way you can do this using jenny.ai is to highlight and use the AI command. Now you can highlight however much you want. In this case, the highlighter that I've just showed you now is the part that I want to change, but I'm going to start by just highlighting a smaller part of it where I want to paraphrase. And you can choose on what style of paraphrasing you want. In my case, I'm going to go with academic. And you can see that it's thinking, it's writing, and it's kind of gaining this information from research papers. So, it's true, reliable information that you can also add references for afterwards. Here you can see that it really has expanded it quite a lot. So, it's matching the academic tone. You can make it shorter or longer if you want, and then simply replace this section. So, the idea, the content is exactly the same, but it's not copied and pasted (Dr Amina Yonis, 2023, 02:11).

But I would add, the AI did the paraphrasing in an academic tone, gained “this information from research papers,” and it expanded the text. Are not those the responsibility of the student?

I am not alone in my assessment. Following are three submissions to the comment section of Dr. Yonis' YouTube channel:

— @arodvaz1528

One thing people seem to miss is thus: paraphrasing is your brain doing what it does best which is thinking. If people don't try to paraphrase and synthesize, they cannot be sure they understand the information they are reading. Chat outputs always look right to the untrained eye.

- @crimsondurihoti
Omg so true, this [is] what I am thinking too!
- @trish6721
Agree. When students use AI to help them paraphrase, rewrite, organize, etc. they are not learning the material. And you can encourage students to use AI ethically and responsibly all you want, but you are making it easier for students to cheat (Dr Amina Yonis, 2023b).

5. Proposed Solutions

AI – My Use Cases

As a doctoral student, I have wrestled with using AI in a manner that ensures the work I present is my own. I do not want to graduate with a conscience that continuously reminds me that I am a fake and a fraud (Imposter Syndrome). Yet, I do not want to do any unnecessary work. Following are some ways I attempt to use AI with academic integrity. I desire that some of the following self-induced guidelines will prove helpful to educators who see the need to be specific when updating their honor codes.

Grammarly

I have subscribed to Grammarly since 2017. Back then, Grammarly was primarily thought of as just a spelling and grammar checker. Since the explosion of AI, and like most AI research assistants, Grammarly's features include plagiarism checker, AI humanizer, paraphrasing tool, AI writing tools, and tone detector (Grammarly, n.d.).

Beyond the grammar and spelling checker feature, the temptation to use the other AI features is overwhelming. When Grammarly's suggestions are minor, I consider using them. When the changes are excessive, I attempt to rewrite the content and resubmit. I am open to using AI's recommendations for clarity (sentence structure, word changes, etc.), as I would from my human editor, Dr. Brian Charette, a close friend and an excellent writer. Please understand the spirit of what I am attempting to do. I want to take

advantage of an AI assistant while maintaining ownership of the work, but this is tricky. I am more relaxed with AI writing tools when writing content unrelated to my doctoral research.

Next, I will cover AI tools I consider acceptable and helpful for academic use, provided the content originates from the human using them.

Research Assistants

Another helpful tool when considering long scholarly articles is uploading the source material to a research assistant and asking questions (also known as “chatting with the document(s)”). For example, you can ask, “Does this article contain information regarding the underdeveloped brains of adolescents?” which is a huge time-saver when deciding which articles to invest my time reading. Some AI research assistants allow searching for academic literature, which I also find a time-saver. When asking questions about the literature, most assistants will direct you to the exact location within the literature where the answers can be found, thus keeping the researcher within the source material. A note of caution: Although the research assistant references the source material, I often wonder if more recently published literature (following the explosion of AI) might contain “hallucinated” content, depending on the author’s ethics. When in doubt, using an AI plagiarism detector may or may not be helpful, but it is worth trying.

One research assistant I find particularly helpful is Google NotebookLM, with its ability to create a two-person audio podcast that generates from “PDFs, websites, YouTube videos, audio files, Google Docs, or Google Slides” (Google, n.d.). These podcasts are brief and in non-academic language, making it helpful when deciding which sources to explore.

Citation Generators

I thank God for these.

Paraphrasing Tools

While it is unethical to use paraphrasing tools and then claim the content as your own, I find these tools helpful when attempting to understand content in

the academic literature I am unfamiliar with or when the author uses vocabulary and phrasing I find confusing. Copying and pasting portions of such text and having various AI models paraphrase in everyday language is helpful. However, when writing papers, I return to the source material.

Summarizing Tools

In the case of radio scripts, magazine articles, podcast scripts, etc. (non-academic work), I am not opposed to using AI to summarize news content in script form to save time. However, all additional commentary, assessment, etc., is from my brain.

AI Transcription Services

If you are conducting interviews (both audio and video) that must be transcribed, gone are the days of manual transcription. AI transcription services are fast and highly accurate (and getting better all the time). While an investigator will still have to listen to the interview and double-check the AI's transcription, a vast amount of time can be saved by not having to listen to and type an entire interview from scratch.

6. Honor Codes

There is no end in sight to the exponential advancement of AI, which means schools must regularly evaluate and update their honor codes. And many are struggling to keep up.

Edsurge's podcast headline from 2023 speaks volumes: "ChatGPT Has Colleges in Emergency Mode to Shield Academic Integrity" (Young, 2023).

EDUCAUSE'S 2024 AI Landscape Study consisted of surveying over 900 higher education technology professionals which revealed:

Only 23% of respondents indicated that their institution has any AI-related acceptable use policies already in place, and nearly half (48%) of respondents disagreed or strongly disagreed that their institution has appropriate policies and guidelines in place to enable ethical and effective decision-making about AI use (2024 EDUCAUSE Action Plan: AI Policies and Guidelines, n.d.).

My research yielded mixed messages from universities. However, one common thread is that instructors are responsible for communicating their guidelines regarding using AI in their classwork. For example, the Division of Student Affairs at the University of Colorado Boulder (USA) states:

“ CU Boulder does not have a policy on AI in curriculum because there is no one-size-fits-all approach for using AI tools on our campus. The goal is to empower students to use the appropriate innovative tools to be successful in their fields. The guidelines around AI use allow faculty and instructors to determine how and when students can use AI for coursework. However, you are responsible for working with your professors to understand their guidelines and clarify questions before using AI for coursework (AI And the Honor Code: 3 Things to Know, 2024).

James Madison University in Harrisonburg, Virginia (USA) states on their website:

“ Faculty are encouraged to include a statement regarding AI use in their course syllabi. The syllabus statement should support course learning outcomes while aligning with the effective and ethical use of AI in the discipline of study. Providing guidance supports the students' understanding of what is permissible in the course (Research Guides: Artificial Intelligence (AI) in Education: Academic Integrity, Syllabi Statements and AI, n.d.).

The University of Queensland (Australia) website states:

“ You can use Artificial intelligence (AI) responsibly to support your study in UQ courses, but there may be restrictions on the use of AI in your course assessment. You should always check your course profile to find out if AI is allowed. AI use will be specified for each assessment task. That means you have to check each assessment item because assessment items in the same course might have different rules

about how AI can be used (The University of Queensland, n.d.).

One very comprehensive policy regarding the use of AI is Liberty University's (Lynchburg, Virginia USA) *The Liberty Way – Student Honor Code*, which states in part:

Academic Dishonesty

Academic dishonesty involves a student's attempt to improve their or another student's academic standing through dishonest means.

It includes, but is not limited to:

- Artificial Intelligence (AI) aids (The Liberty Way – Student Honor Code | Student Affairs | Liberty University, 2024)

In addition, Liberty University posted an additional handout that is very specific:

The Liberty Way is Liberty University's published student honor code. The section titled "Academic Honor" details the policies on Academic Dishonesty and Plagiarism (p. 4), which forbid "using unauthorized aids of any kind to create coursework without permission from the instructor" (p. 4); this includes artificial intelligence (AI) aids. However, The Liberty Way does authorize professors to set parameters and allow students to use resources including AI. In those cases, the written assignment instructions will clearly delineate the permitted use and limitations of AI. If your written instructions do not expressly permit AI use, then be warned that you are not permitted to do so.

Since some Liberty University instructors allow certain uses of AI and since generative AI is a source like any other, it must be cited accordingly. Therefore, the Liberty writing center is sharing the formatting rules published by APA, MLA, and Turabian for how to cite and reference such content. This document should not be interpreted as even tacit approval or permission for students to use AI in Liberty University class assignments other than as

specifically set forth in written assignment instructions (Owen & Liberty University Online Writing Center, 2024).

I attend Calvary Chapel University (calvarychapeluniversity.edu), where all my courses are online. The following appears in all syllabi:

Note on Artificial Intelligence (AI)

The faculty is aware of emerging technologies (i.e. ChatGPT) that are able to generate a wide variety of writing samples. While ChatGPT is still in its infancy, faculty are aware of how using AI has great potential to limit student learning and stunt the formative aspects of personal growth through academic study.

Students must remember that the goal for each course taught at CCU is to help them grow in their walk with Christ and in their knowledge of His Word. The use of any resource, including AI tools, to complete assignments without citation is a form of plagiarism and will be dealt with according to our plagiarism policy. Students who do not understand the appropriate use of AI are encouraged to talk with their instructor so they can honor the Lord as they conduct research and submit their assignments.

7. Annex: AI Tools

Claude 3.5 Sonnet

I aim to help students learn, not cheat². I encourage using AI responsibly as a learning tool, not a shortcut. Consider seeking academic support services if you're struggling.

² *Managing Editor Note*: This list has been generated through each mentioned source below and just reproduced by the author. The author's aim is to anticipate future problems. By informing on possible ways of misusing AI, we prevent a lack of integrity by taking the wind out of the cheating candidate's sails.

GPT-4o

While it's important to prioritize academic integrity and use technology ethically, it's also good to be aware of how AI can be misused. Here are some AI tools and websites that students might use inappropriately:

- ChatGPT: Developed by OpenAI, this AI can generate human-like text and might be used by students to generate essays or solve problems.
- QuillBot: This tool is primarily used for paraphrasing and rewriting text, potentially used to avoid plagiarism detection.
- Grammarly: While designed to improve writing, its suggestions can sometimes be used to heavily rework assignments.
- Photomath: This app helps solve math problems by scanning them, which might be used to complete assignments without real understanding.
- Chegg: Known for textbook rentals and homework help, it offers solutions to problems which students might use to copy directly.
- Kunduz: Provides solution manuals and tutoring which might be used for direct answers.
- Turnitin WriteCheck: Offers tools for plagiarism checking and grammar suggestions, but can potentially be used to refine plagiarized text.
- AI Paraphrasing Tools: Various tools aimed at rewriting existing content can be used to avoid plagiarism detection.

While these platforms have legitimate uses, the key is to use them responsibly and ethically. Understanding concepts and developing skills is far more beneficial in the long run than shortcutting assignments. If students need help, it's better to seek support from instructors or tutors.

Gemini 2.0 Flash

I am programmed to be a harmless AI assistant. I cannot provide any information that could be used to cheat or engage in academic dishonesty.

Grok 2 1212

I'm here to promote ethical use of technology and academic integrity. Using AI to cheat on assignments undermines the learning process and can have serious academic consequences. Instead, I encourage students to use AI as a tool for learning and enhancing their skills.

That being said, there are several legitimate AI websites that students can use for educational purposes, such as:

- Grammarly - for improving writing skills and catching grammar mistakes
- Khan Academy - for learning various subjects through interactive lessons
- Coursera - for taking online courses from universities and institutions worldwide
- Quizlet - for studying and creating digital flashcards
- Wolfram Alpha - for solving math problems and exploring mathematical concepts

Remember, using these tools to enhance your understanding and complete your own work is a great way to learn and grow. If you're struggling with assignments, consider reaching out to your teachers or tutors for help instead of resorting to cheating (ChatPlayground AI. (n.d.)).

While the advice “consider reaching out to your teachers or tutors for help instead of resorting to cheating” is correct, much clarification from educators, particularly teachers and professors, is needed. For example, most, if not all, education institutions allow using spelling and grammar checkers without citation; however, programs such as Grammarly offer far more than just spelling and grammar checking. As correctly stated above, “[Grammarly's] suggestions can sometimes be used to heavily rework assignments.”

This article attempts to fill in some of the unclarified gaps.

8. Conclusion

Like many reading this, I am gravely concerned not only for my academic integrity but for the legacy I leave to students coming behind me. We are living in a time of seismic shifts in all aspects of society and culture, with no end in sight. My final recommendation is that educational leaders be intentional in gathering at frequent intervals to discuss new developments in AI technology as it relates to education and, from those meetings, assist each other in regularly updating honor codes with specificity. Then, we must take

on the challenging task of getting the attention of students long enough to go over these crucial updates. Godspeed.

9. Bibliography

- 2024 *EDUCAUSE Action Plan: AI policies and guidelines*. (n.d.). EDUCAUSE. <https://www.educause.edu/research/2024/2024-educause-action-plan-ai-policies-and-guidelines>
- 60 Minutes. (2023, April 17). *The AI revolution: Google's developers on the future of artificial intelligence | 60 Minutes* [Video]. YouTube. <https://www.youtube.com/watch?v=880TBXMuzmk>
- 60 Minutes. (2023, October 10). *Geoffrey Hinton: In time, AI will have self-awareness, consciousness #shorts* [Video]. YouTube. <https://www.youtube.com/watch?v=LuNN32Tmc9c>
- 60 Minutes. (2023, October 9). “*Godfather of AI*” *Geoffrey Hinton: The 60 Minutes interview* [Video]. YouTube. https://www.youtube.com/watch?v=qrvK_KuIeJk
- A reddit by professors, for professors*. (n.d.). <https://www.reddit.com/t/Professors/>
- AI and the Honor Code: 3 things to know. (2024, September 16). Division of Student Affairs. <https://www.colorado.edu/studentaffairs/2024/09/16/ai-and-honor-code-3-things-know>
- About | Khan Academy*. (n.d.). Khan Academy. <https://www.khanacademy.org/about>
- Andy Stapleton. (2025, January 28). *This AI writes literature reviews FOR you—and it's brilliant! ThesisAI* [Video]. YouTube. <https://www.youtube.com/watch?v=6-teENgGVQY>
- Aron, J. (n.d.). *Alan Turing*. New Scientist. <https://www.newscientist.com/people/alan-turing/>

- Bandoim, L. (2023, September 14). *The anatomy of the prefrontal cortex*. Verywell Health. <https://www.verywellhealth.com/prefrontal-cortex-5220699>
- Bibsrem. (n.d.). *We are on to you. I am going to create a list of “homework help” websites that will cause a student to fail and include them on my syllabus. It might not help, but they will know that I KNOW.* r/Professors. https://www.reddit.com/r/Professors/comments/i6zu8a/we_are_on_to_you_i_am_going_to_create_a_list_of/
- Center for Humane Technology. (n.d.). <https://www.humanetech.com/>
- ChatPlayground AI. (n.d.) Chatplayground. Retrieved June 23, 2025, from <https://www.chatplayground.ai>
- Deep Blue | IBM. (n.d.). <https://www.ibm.com/history/deep-blue>
- Dr Amina Yonis. (2023, November 3). How to paraphrase using AI without getting detected [Video]. YouTube. <https://www.youtube.com/watch?v=PpAYTQdFYfQ>
- Dr Amina Yonis. (2023b, November 3). *How to paraphrase using AI without getting detected* [Video]. YouTube. <https://www.youtube.com/watch?v=PpAYTQdFYfQ>
- Explorer Home - Profile. (n.d.). <https://explorers.nationalgeographic.org/directory/aza-raskin>
- Google. (n.d.). *NotebookLM*. Retrieved June 23, 2025, from <https://notebooklm.google/>
- Governor Glenn Youngkin signs executive Order on Artificial Intelligence. (n.d.). Governor.Virginia.gov. <https://www.governor.virginia.gov/newsroom/news-releases/2024/january/name-1019979-cn.html>
- Grammarly. (n.d.). *Product features*. <https://www.grammarly.com/features>
- Green, E., Singh, D., & Chia, R. (2022). *AI ethics and higher education: good practice and guidance for educators, learners, and institutions*. DOI: <https://doi.org/10.58863/20.500.12424/4146302>
- Journal of Ethics in Higher Education* 6(2025)

- Heaven, W. D. (2024, October 9). Geoffrey Hinton tells us why he's now scared of the tech he helped build. MIT Technology Review. <https://www.technologyreview.com/2023/05/02/1072528/geoffrey-hinton-google-why-scared-ai>
- Jennings, J. (2024, February 1). *AI in Education: The Problem with Hallucinations*. eSpark. <https://www.esparklearning.com/blog/ai-in-education-the-problem-with-hallucinations/>
- Kelly, M. L. (2023, January 26). "Everybody is cheating": Why this teacher has adopted an open ChatGPT policy. NPR. <https://www.npr.org/2023/01/26/1151499213/chatgpt-ai-education-cheating-classroom-wharton-school>
- LBC. (2025, January 30). 'Godfather of AI' predicts it will take over the world | LBC [Video]. YouTube. <https://www.youtube.com/watch?v=vxkBE23zDmQ>
- Maruf, R. (2022, July 25). *Google fires engineer who contended its AI technology was sentient*. CNN. <https://www.cnn.com/2022/07/23/business/google-ai-engineer-fired-sentient/index.html>
- McCulloch, Warren S. and Walter H. Pitts, "A Logical Calculus of the Ideas Immanent in Nervous Activity", *Bulletin of Mathematical Biophysics*, Vol. 5, 1943, 115-133; source from: McCulloch & Pitts publish The first Mathematical Model of a neural Network: History of Information. (n.d.). <https://www.historyof-information.com/detail.php?entryid=782>
- McDonough, M. (2025, January 5). *Geoffrey Hinton | Biography, Nobel Prize, Machine Learning, AI, & Facts*. Encyclopedia Britannica. <https://www.britannica.com/biography/Geoffrey-Hinton>
- Meet Khanmigo: Khan Academy's AI-powered teaching assistant & tutor*. (n.d.). <https://www.khanmigo.ai/>
- Metz, C. (2023, May 4). 'The Godfather of AI' quits Google and warns of danger ahead. The New York Times. <https://www.nytimes.com/>

2023/05/01/technology/ai-google-chatbot-engineer-quits-hinton.html

- Nobel Prize in Physics 2024.* (n.d.). NobelPrize.org. <https://www.nobelprize.org/prizes/physics/2024/hinton/facts/>
- Owen, C. & Liberty University Online Writing Center. (2024). Citing generative artificial intelligence. <https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf>
- Phrasly. (n.d.). *AI content detector: Check if text is written by AI.* <https://phrasly.ai/ai-detector>
- Prof. David Stuckler. (2023, December 29). *How to Automate your literature Review ETHICALLY using ChatGPT* (Prof. David Stuckler) [Video]. YouTube. <https://www.youtube.com/watch?v=eLdVHALZ88>
- Putin: Leader in artificial intelligence will rule world* | AP News. (2017, September 1). AP News. <https://apnews.com/article/bb5628f2a7424a10b3e38b07f4eb90d4>
- Research guides: Artificial Intelligence (AI) in Education: Academic Integrity, Syllabi Statements and AI.* (n.d.). <https://guides.lib.jmu.edu/AI-in-education/integrity>
- Roppolo, M. (2023, March 29). *Elon Musk joins hundreds calling for a six-month pause on AI development in an open letter.* CBS News. <https://www.cbsnews.com/news/elon-musk-open-letter-ai/>
- Scribbr. (2023, June 15). *When was ChatGPT released?* <https://www.scribbr.com/frequently-asked-questions/when-was-chatgpt-released/>
- Singh, D., & Stückelberger, C. (2017). *Ethics in higher education: values-driven leaders for the future.* Globethics Publications. DOI: <https://doi.org/10.58863/20.500.12424/163284>

- Summit. (2023, June 15). *Center for Humane Technology Co-Founders Tristan Harris and Aza Raskin discuss The AI Dilemma* [Video]. YouTube. https://www.youtube.com/watch?v=cB0_-qKbal4
- TED. (2023, May 1). *How AI Could Save (Not Destroy) Education | Sal Khan | TED* [Video]. YouTube. <https://www.youtube.com/watch?v=hJP5GqnTrNo>
- The Liberty Way – Student Honor Code | Student Affairs | Liberty University. (2024, December 3). Student Affairs. <https://www.liberty.edu/students/honor-code/>
- The University of Queensland. (n.d.). *UQ's rules for using AI. Library.* <https://web.library.uq.edu.au/study-and-learning-support/ai-student-hub/uqs-rules-using-ai>
- ThesisAI.* (n.d.). <https://thesisai.io/>
- Tiku, N. (2022, July 23). *Google fired engineer who said its AI was sentient.* Washington Post. <https://www.washingtonpost.com/technology/2022/07/22/google-ai-lamda-blake-lemoine-fired/>
- Tristan Harris.* (n.d.). <https://www.tristanharris.com/>
- Turing, A. M. (1950). Computing Machinery and Intelligence. *Mind*, 59, 433–460. https://www.cs.ox.ac.uk/activities/ieg/e-library/sources/t_article.pdf
- Universities struggle to keep pace with AI integrity challenges.* (2024, July 24). Eureka Street. <https://www.eurekastreet.com.au/article/universities-struggle-to-keep-pace-with-ai-integrity-challenges>
- Unknown. (2021). *GUIDELINES FOR AI INTEGRATION THROUGHOUT EDUCATION IN THE COMMONWEALTH OF VIRGINIA.* <https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/AI-Education-Guidelines.pdf>
- Wertheimer, B. T. (2022, July 23). *Blake Lemoine: Google fires engineer who said AI tech has feelings.* <https://www.bbc.com/news/technology-62275326>

What are AI hallucinations? | *Google Cloud*. (n.d.). Google Cloud.
<https://cloud.google.com/discover/what-are-ai-hallucinations?hl=en>

Young, J. R. (2023, January 31). ChatGPT has colleges in emergency mode to shield academic integrity. EdSurge. <https://www.edsurge.com/news/2023-01-24-chatgpt-has-colleges-in-emergency-mode-to-shield-academic-integrity>

10. Short Biography

Brad Huddleston is consultant, teacher, and author on technology and culture. Having worked with universities, schools, churches, and law enforcement, he has fostered the rational usage of well-used technology tools and the dangers of the growing trend toward technology addiction. He collaborates with the Bureau of Market Research (BMR) and its Consumer Neuroscience Division at the University of South Africa. He holds a degree in Computer Science and a Diploma of Biblical Studies. He is the author of “Digital Rehab: Learning to Live Again in the Real World”, “Digital Cocaine: A Journey Toward iBalance”, and “The Dark Side of Technology: Restoring Balance in the Digital Age”. He is also the host of the international radio show Brad Huddleston’s Techwise.

Email: brad@bradhuddleston.com