No cheating: a quick guide to ethical AI use in ELT

Michael Carrier

Highdale Learning

IATEFL 2025

An AI Ethics Framework

- **AI Ethics Principles**, to help educators & students use AI tools without unethical activity

- **AI Ethics Policies** to guide the work of the institution, teacher and student

- **AI Ethics Guidance** - practical 10-point charts of the Dos and Don'ts of AI usage.

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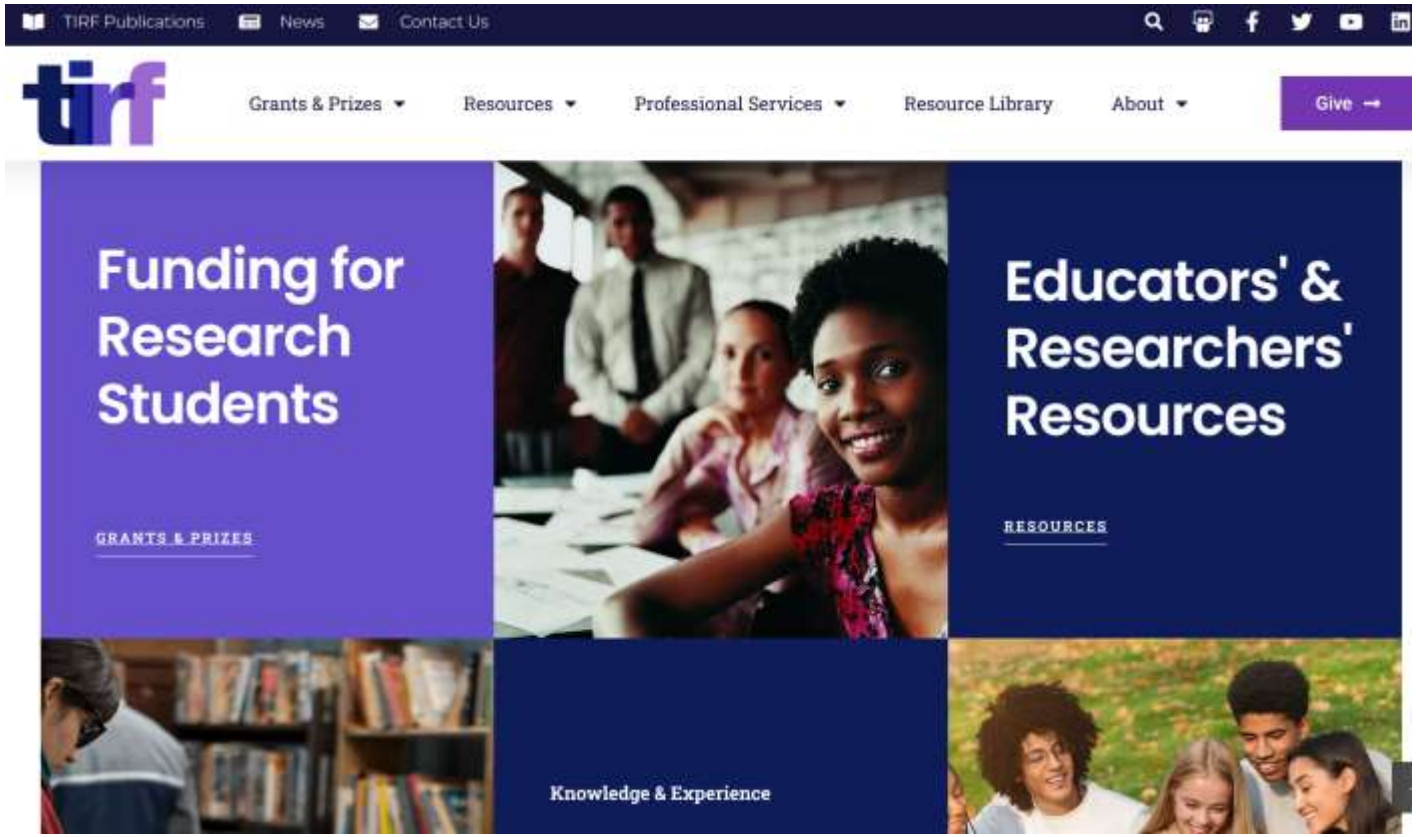
TIRF: the international research foundation



https://www.tirfonline.org

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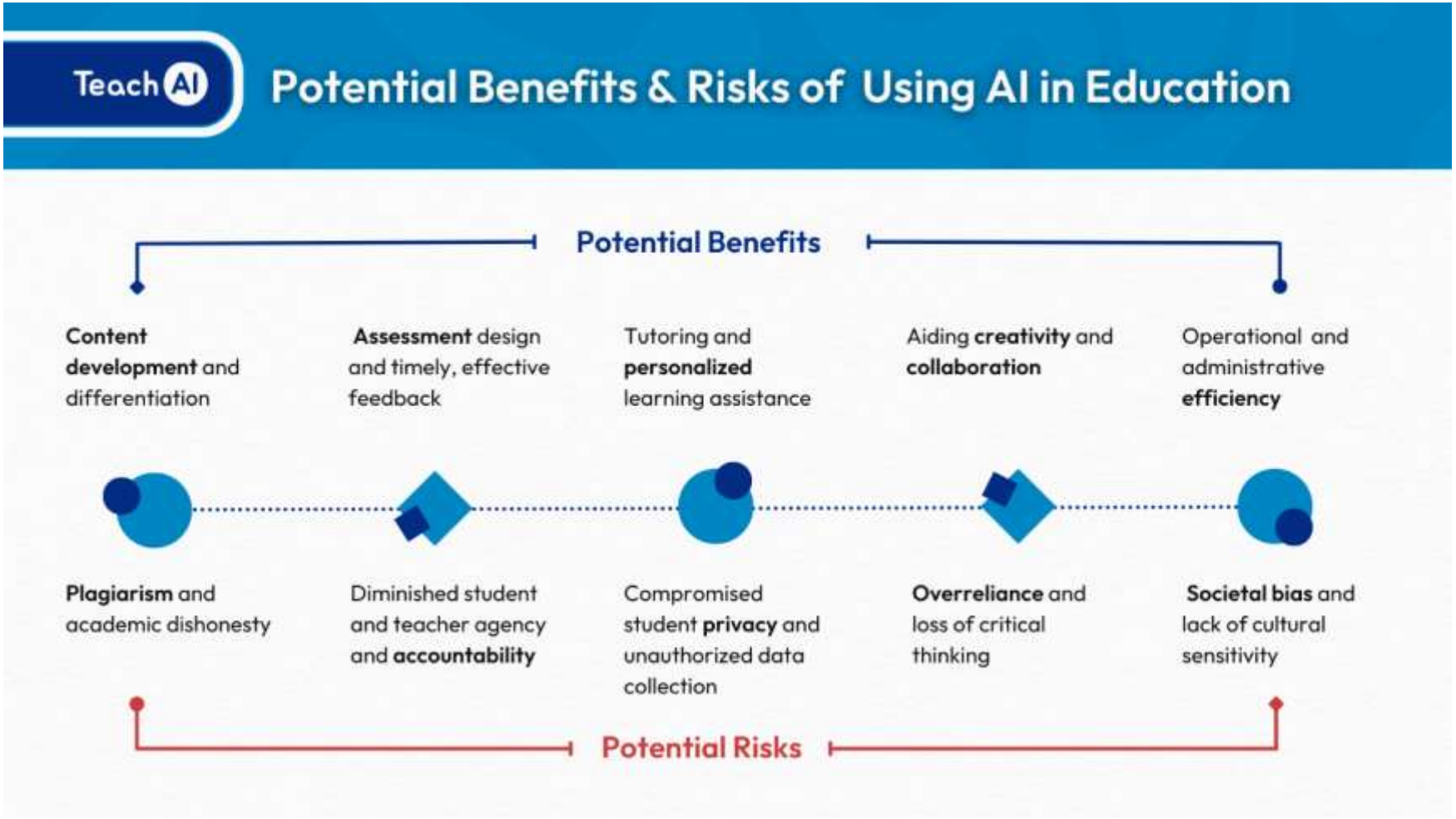
AI Benefits & Risks



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Principles: culture of academic integrity

''AI is high tech plagiarism''
Chomsky

''The solution to academic dishonesty – whether it is plagiarism, identity fraud, buying essays, or the unauthorised use of AI – lies in building cultures of academic integrity''

Jean Guerrero, Integrity Matters blog

ICAI
International Center for Academic Integrity

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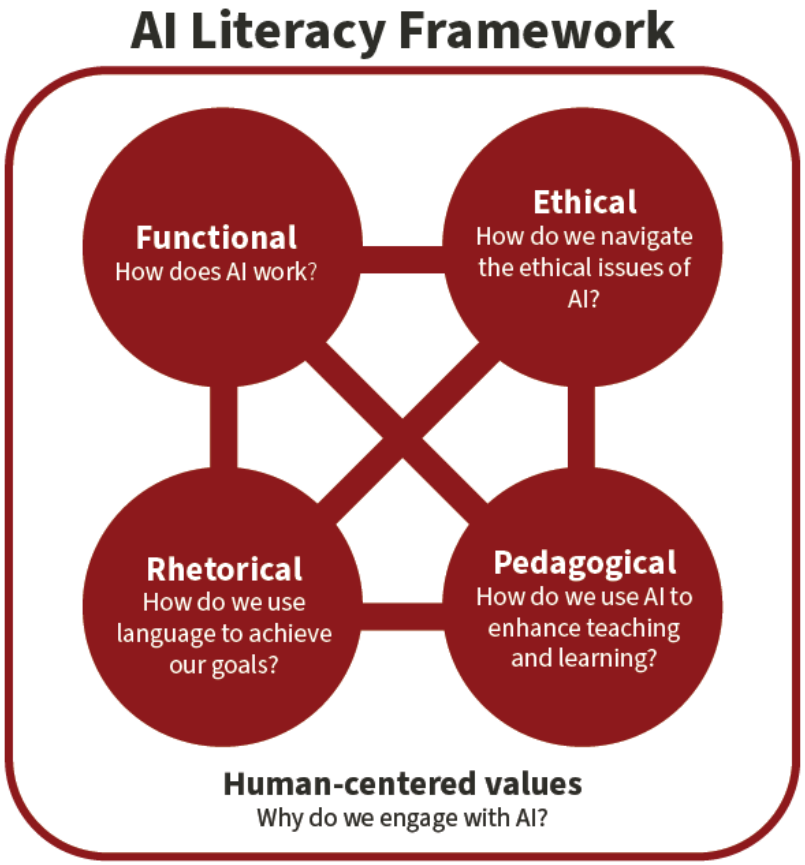
Principles: culture of AI literacy



Stanford Univ.

> *"Staying ahead of AI will mean radically rethinking what education is for, and what success means."*
>
> Prof. Rose Luckin, UCL

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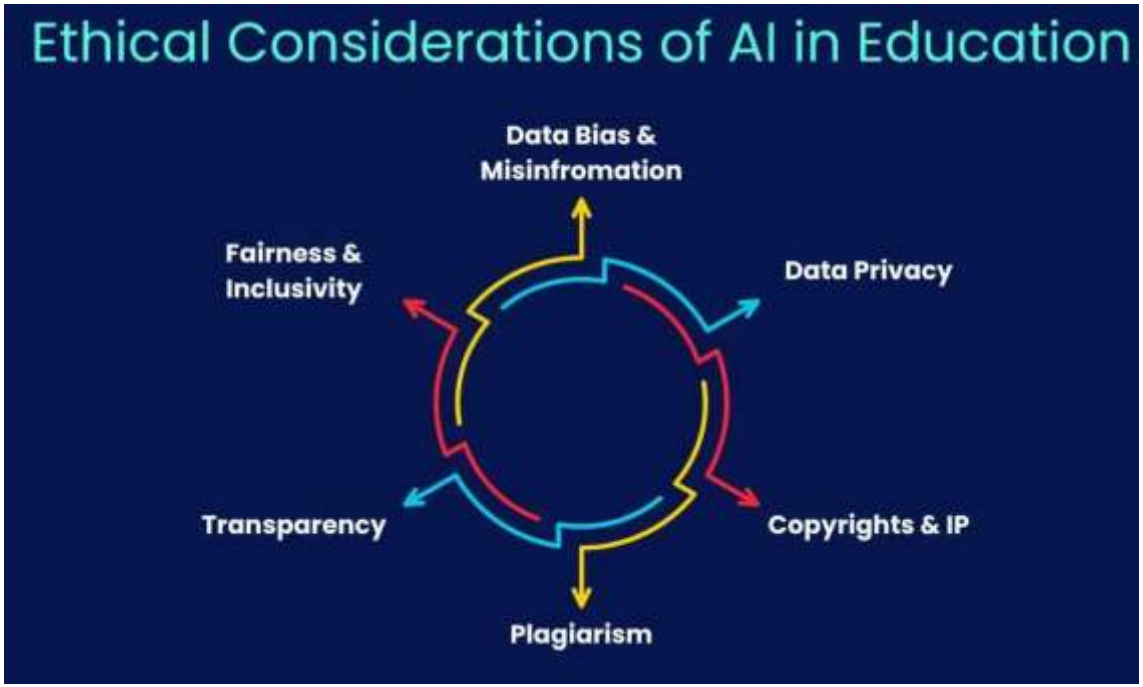
Principles: consider ethical issues



- **Abuses** - E.g. impersonating other people, use of Deepfakes
- **Biases and misinformation -** AI takes on the biases of the original material
- **Ethics -** AI tools scrape content from many other people's work
- **Plagiarism -** students handing in AI-generated writing as their own work
- **Unequal access** – the digital divide outside the classroom
- **Environmental impacts -** AI needs an enormous amount of energy and cooling

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AI Policies

What others are doing….

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AI permissions policy – Temple University

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

AI permissions policy - TeachAI

Level	Definition	Instruction to students
Permissive	Students are allowed to utilize AI tools freely to assist in their assignments, such as generating ideas, proofreading, or organizing content.	*"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic."*
Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	*"You can employ AI tools for initial research and data analysis, but the main content, arguments, and conclusions should be your own."*
Restrictive	AI tools are not permitted for the assignment, and all work must be the student's original thoughts and words.	*"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."*

https://www.teachai.org/toolkit-principles

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AI permissions policy – Delaware University

Use prohibited

- Students are not allowed to use advanced automated tools such as ChatGPT or Dall-E 2 on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Use only with prior permission

- Students are allowed to use advanced automated tools such as ChatGPT or Dall-E 2 on assignments if instructor permission is obtained in advance.

Use only with acknowledgement

- Students are allowed to use advanced automated tools on assignments if that use is properly documented and credited.

Use is freely permitted with no acknowledgement

- Students are allowed to use advanced automated tools on assignments in this course; no special documentation or citation is required.

Goudry, University of Delaware 2024

AI usage acknowledgement - Monash

- What AI tool(s) I used
- Which version/date I used
- What I wanted it to achieve / find out
- What prompt(s) I used
- What text the tool produced as an output
- How I used this text
- What I added, edited, removed

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AI usage acknowledgement - Monash

I used AI in the following ways:

(i) generate ideas or structure suggestions, for assistance with understanding core concepts, or other substantial foundational and preparatory activity for the assessment.

I used Consensus (https://consensus.app/search/) and Scite (https://scite.ai/) to find relevant academic literature and ExplainPaper(https://www.explainpaper.com/dashboard) to help understand the arguments in the sources. I used GoodAI to create an outline (2 iterations)

(ii) generate text, rewrite, rephrase and/or paraphrase a portion of this assessment.

I used Microsoft Word with copilot assisting to prepare the essay drafts (4 iterations). I used GoodAI to help revise the introduction (3 iterations) and then ChatGPT3.5 (2 iterations) to make the introduction sound more academic. I further edited the introduction adding appropriate citations.

(iii) generate some other aspect of the submitted assessment.

I tried Microsoft Excel with copilot assisting to make the graphs but found GraphMaker (https://www.graphmaker.ai/) to produce better results for creating the graphs used as evidence in the essay. I used ChatGPT3.5 to change the bibliographic references into notes form for use in the footnotes.

Legend: [1] AI system(s); [2] link to the tool; [3] how the tool was used or prompts included; [4] output included in the task [5] edits and changes made to the output.

AI Citation policy

How do you cite text from AI tools?

Use a style guide:

- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

OpenAI now has a “Get Citation” feature:

- "Text of prompt" prompt. (2023). ChatGPT (August 3 Version). https://chat.openai.com

AI Sanctions policy

“Violations of this policy will be dealt with in accordance with UMass Lowell's academic integrity policy. If you are found in violation of this policy, you may face penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course. If you have questions, please speak with me first, as we navigate together how best to responsibly use these tools.”

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AI Guidance – for each role

Ethical use of GenAI: some key points concerning policy & guidelines development

Eaquals
Excellence in Language Education

For Managers:

Develop and sustain a policy and guidelines in collaboration with students and staff;
Define what is acceptable use of GenAI (and what is unacceptable);
Provide supports for students and staff to learn about GenAI and their responsible use;
Enable development of GenAI literacy across the student and staff body to further foster a culture of academic integrity;
Enable authorised AI applications to be available to all to ensure equity;
Horizon scan regularly to mitigate future risk and identify future opportunities.

For Students:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage with support in using AI tools etc responsibly;
Acknowledge use of AI tools, prompts etc in all work, particularly assessed work;
Understand the limitations of GenAI tools.

For Teachers:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage in professional development for staff;
Acknowledge use of AI tools, prompts etc in course design, learning and teaching activities and assessments;
Ensure students understand the sanctions re inappropriate/ unauthorised use of GenAI.

Sue Hackett, EAQUALS November 2024

AI Guidance - British Council ethics guidelines

Guidelines for teachers using GenAI in teaching and learning

Human First

- **Explore** available GenAI tools
- **Think critically** about opportunities and risks for AI use in teaching and learning
- **Discuss and share** learnings and experiences with colleagues to develop AI awareness and literacy
- **Help learners** to do the same

Privacy and Data rights

- **Never copy** anything from British Council IP (eg Primary Plus) or copyrighted materials as input or prompts into GenAI or text-to-speech AI tools
- **Never input personal or identifiable data,** images, photos information into GenAI
- **Ensure learners** do the same

Ethics and Bias

- **Always critically evaluate** AI-generated content **for potential bias**, stereotyping or discrimination
- **Always check** any AI generated content for **accuracy** of language and information
- **Always edit** to make **content more authentic and appropriate** for the intended use and context
- **Do not use AI content** if there is any doubt or uncertainty about its accuracy, bias or appropriacy
- **Ensure learners** do the same

Safety

- **Model safe and acceptable usage** for learners if using GenAI in class
- **Monitor learners** to ensure they do the same
- **Ensure that AI tools used** comply with British Council Digital Safeguarding Core guidance

Transparency

- Make it **clear when, why and how Gen AI has been or is being used** to generate content
- **Help learners** do the same

Accountability & Responsibility

- **Follow these guidelines**
- Use **AI responsibly** and **seek support** in making decisions about its use
- **Ensure learners** do the same

British Council. (2024). "Human-centred AI lessons for English learning and assessment".

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AI Guidance - British Council ethics guidelines

Putting the guidelines into practice

Use the **Guidelines for Teachers using GenAI in teaching and learning** together with these questions to think through any use of GenAI:

1. *Why use AI for this purpose? What might we gain and/or lose? (Human First)*
2. *Who will use the AI tool and/or the content generated? Are there risks? (Safety)*
3. *What prompts and data does the AI require for the proposed use? (Privacy and Data rights)*
4. *How reliable is the content? Can you check the sources? How much editing is required to make the content accurate, correct, non-biased and non-offensive? (Ethics and Bias)*
5. *To what extent do you need to reference the use of AI? How will this use of AI be made clear to all? (Transparency)*
6. *Does British Council guidance/Guidelines for use by teachers, allow the proposed use? (Governance)*
7. *Are you confident that the proposed use is responsible? Do you know where to get support? (Accountability, Responsibility)*

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Your school's AI Ethics policy template

Policy Sections:

- Introduction & Context
- AI Benefits
- AI Risk analysis
  - Bias
  - Plagiarism
  - Data privacy
  - Definitions of cheating & abuse
- Academic integrity policy
- Usage policy - Permissions
- Citation policy
- Sanctions policy
- Training policy
  - AI literacy training for learners
  - AI literacy CPD for teachers
- Resources

10-point Ethics Guidance for teachers

1. Set clear learning objectives for the use of AI - select AI tools that meet those educational goals
2. Promote AI Literacy – explicitly train students to understand AI and its limitations
3. Understand the risks of AI - make students aware of plagiarism, bias, inaccuracy, & data privacy
4. Explain to students why AI tools are used in your classroom and why not - set standards for use in and out of the class

5. Develop critical thinking skills for AI use – train students to be sceptical of the accuracy of AI output and warn them of over-reliance.
6. Set an AI usage policy – explain what constitutes Acceptable and Unacceptable Use
7. Set standards for citing the use of AI in assignments, with clear penalties
8. Evaluate the use of AI in your class, and your own skills in using tools
9. Develop your own skills in AI as part of CPD - update knowledge & standards regularly
10. Ensure that AI enhances human interaction and collaboration, not replaces it.

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10-point Ethics Guidance for learners

1. Use AI tools for brainstorming and generating ideas
2. Don't use AI output as your own work – use it as an ***input*** for your own work
3. Always cite the AI input you have used
4. Check any AI output for accuracy or bias
5. Ensure assignments are written in your own words
6. Do not 'cut and paste' text from AI output into your written work – except when cited as a quotation
7. Do not try to copy AI output and simply paraphrase or re-write it, substituting some words and phrases – this form of cheating can be detected
8. The main arguments, content examples and conclusion of your paper must be yours, and in your own words
9. Do not use AI tools to create deepfakes or anything involving images or data about other people
10. Copying text from an AI output, or any other kind of plagiarism, can result in suspension, reduced grades or even failing the course

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Resources

TIRF 10-Point AI Ethics Guidance for Learners

1. Use AI tools for brainstorming and generating ideas.
2. Don't use AI output as your own work – use it as an input for your own work.
3. Always cite the AI input you have used.
4. Check any AI output for accuracy or bias.
5. Ensure assignments are written in your own words.
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Credits: Michael Carrier & T

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8. Evaluate the use of AI in your class, and your own skills in using tools.
9. Develop your own skills in AI as part of CPD update knowledge & standards regularly.
10. Ensure that AI enhances human interaction and collaboration, not replaces it.

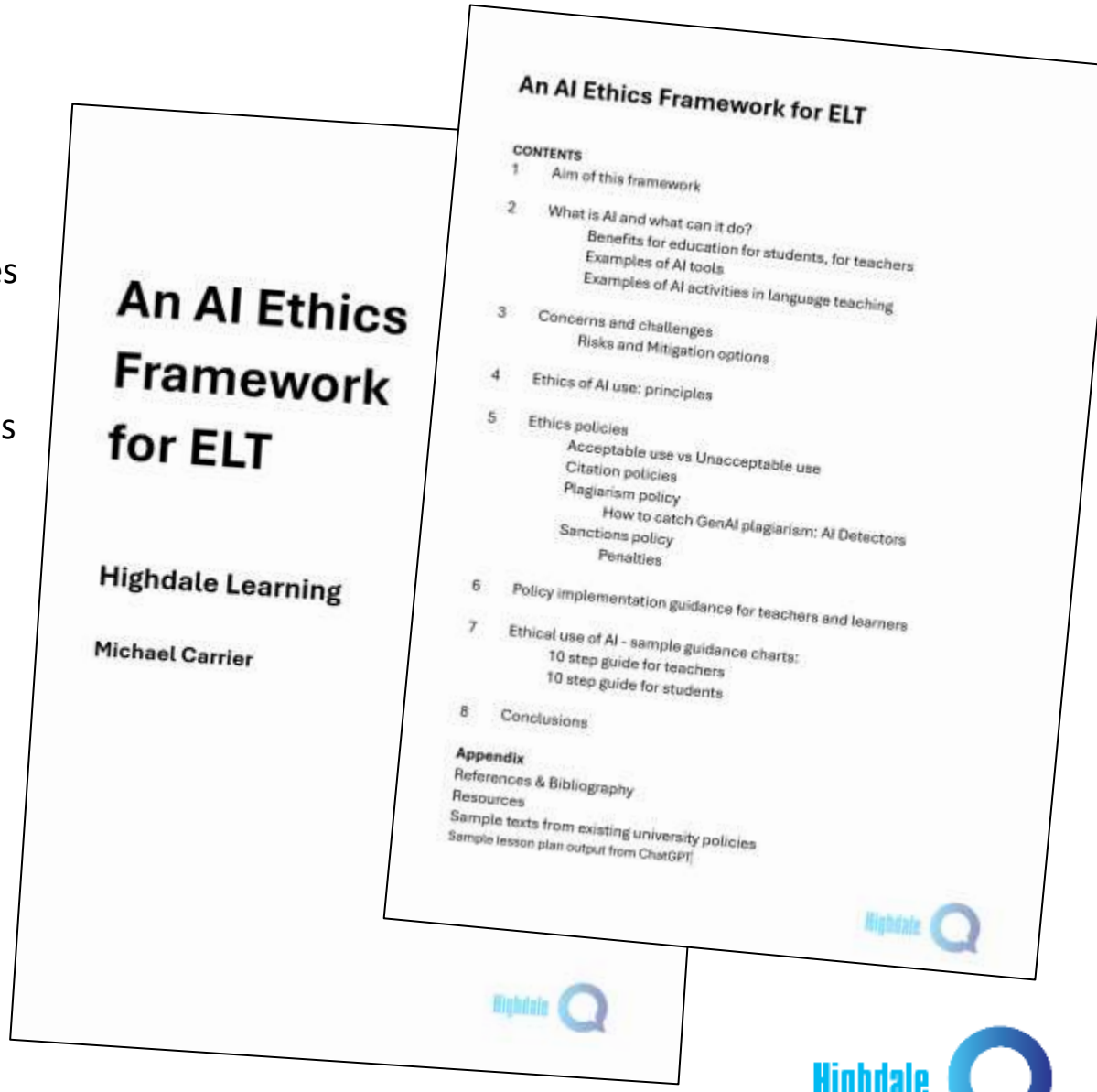
Credits: Michael Carrier & TIRF

https://www.tirfonline.org

Resources

'**AI Ethics Framework**' booklet contains:

- Background to AI in ELT
- Background to AI literacy
- Examples of AI ethics policies from universities and institutions
- Guidance on Citation policies
- Guidance on Academic Integrity
- Guidance on Sanctions policies
- 10-point guidance for teachers & learners
- Resources & bibliography



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Takeaway

We need:

- **AI Ethics Principles**, to help teachers & students use AI tools without unethical activity

- **AI Ethics Policies** to guide the work of the institution, teacher and student

- **AI Ethics Guidance** - practical charts of the Dos and Don'ts of AI usage.

So:

- ***Design your own AI Ethics Framework!***

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Thanks!

Copy of the presentation:

www.michaelcarrier.com

***Comments*:**

michael@mcarrier.co.uk

QR link to MC's website:

Resources for teachers:

British Council (2024). **Artificial intelligence and English language teaching: Preparing for the future**

https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/artificial-intelligence-and-english-language

Peachey, N. (2023). **ChatGPT in the English Language Classroom.**

https://payhip.com/b/heORW

Sharma, P. (2024): **Teaching with AI: resources on AI for ELT**

https://predipsharma.wordpress.com/

TeachAI. **AI Toolkit.** (2025).

https://www.teachai.org/toolkit-principles

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