



# **Trusting our Students in a World of AI**

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# Tell us about your students

In one word, describe how you think students are feeling as they enter your classroom for the first time.



# Our students might be...

- juggling many obligations
- nervous or anxious about course content
- lacking confidence in their abilities
- lacking interest in the subject matter
- motivated by grades
- lonely, homesick, feeling as if they do not belong
- struggling with mental health challenges or learning difficulties



# **Do you trust your students to complete work outside of class time, in a non-proctored environment ?**

Please indicate your level of agreement with the following statement:

*I trust my students to act with integrity when completing assignments outside of the classroom.*



# **Everyone Is Cheating Their Way Through College**

ChatGPT has unraveled the entire academic project.

## **From Crib Sheets to AI Cheats, Everyone's Doing It**

In the age of artificial intelligence and cell phones, cheating in high schools is rampant

## **AI cheating is hopelessly, irreparably corrupting US higher education**

### **Learning loss: AI cheating upends education**

Teachers are questioning the future of education as students turn to AI for help with their assignments

### **There's a Good Chance Your Kid Uses AI to Cheat**

More students are hiding their secret weapon from parents and teachers, racking up top grades while AI chatbots do the work

### **Schools turn to handwritten exams as AI cheating surges**

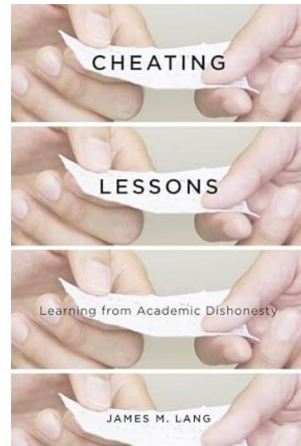
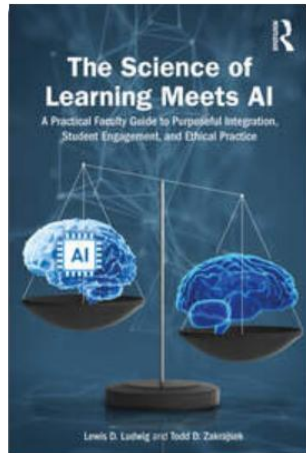
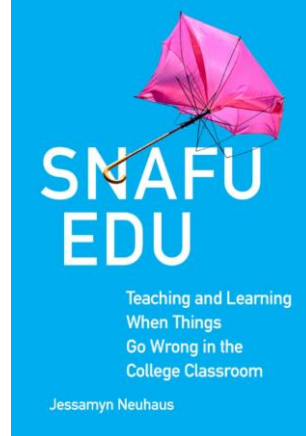
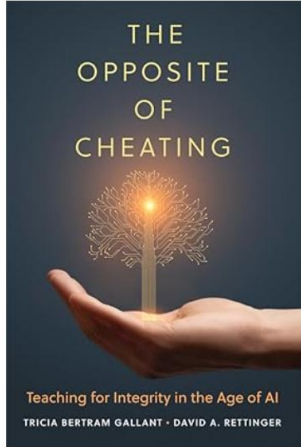
Educators revive blue books and in-person testing to defend academic honesty in the age of ChatGPT

### **Students and Professors Believe AI Will Aid Cheating**

A new survey finds students believe it's already easier to cheat, thanks to generative artificial intelligence—and instructors think it will get worse in coming years.



# Why might our students make bad decisions?



- They are scared of failing. Getting a good grade is more important than understanding the material.
- They are not interested in the course content or motivated to learn it.
- They are overwhelmed with other things and do not have the time to put into studying.
- They do not believe they are capable of learning the material.
- They don't perceive their instructor as caring about them.
- They don't always understand what is appropriate and what is not.



# Are we sending students the right messages?

- Do our syllabi and/or our words and actions emphasize rules, regulations, and punishment?
- Are we emphasizing performance over mastery?
- Are the stakes too high on our assessments?
- Is our classroom environment set up so as to send our students the message, from Day 1, that we are suspicious of them and do not trust them?



**Given what we know about our students and why they might make unwise decisions when it comes to using AI, what is the best path forward?**





Should we simply trust students outright from the beginning?



What are we saying in our syllabi about AI use?

The syllabus should be the beginning and not the end.



Would open discussions about academic integrity/integrity quizzes make a difference?

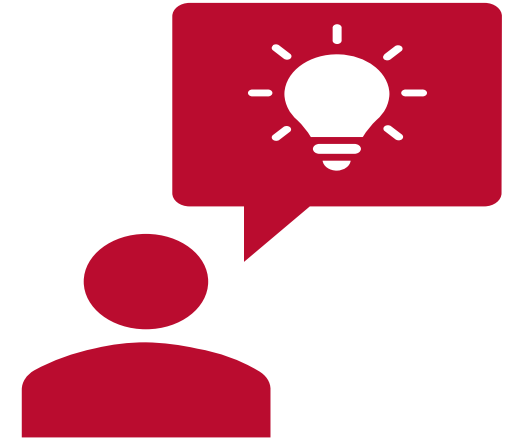




**Can we be more  
flexible with deadlines?**



**Can we incorporate  
regret clauses?**



**Can we be clearer about  
when AI is allowed and  
when it is not?**

-   Using AI tools including [list specific tools such as Microsoft Copilot, Google Gemini] is / is not permitted [as needed, specify permitted/prohibited uses such as brainstorming, drafting or revision].
-   Getting help from an instructor, TA or tutor is / is not permitted [add details as needed].
-   Collaborating with classmates or completing work together is / is not permitted [add details as needed].
-   Copying or reusing previous work is / is not permitted [add details as needed].
-   Using materials or resources for reference or research is / is not permitted [as needed, specify permitted/prohibited materials].
-   Working on this assignment remotely (outside the classroom or at home) is / is not permitted [add details as needed].
-  Using citations and/or specific formatting is required [specify citation style and/or formatting expectations].
-  Alert - Pay special attention to this part of the instructions [add details as needed].

# Who is real?

One of the pictures below is of a real person, and one is a fake person (or a computer-generated image of a person). Which of the photos is the real person?

**A**



**B**





Are we still asking the right questions of our students, or **good questions?**

**What are the new good questions in this world of AI?**

**Can we ask questions where AI won't help students?**

**Should we be doing that?**



**Should we be re-thinking our entire approach to assessment?**



# Moving forward

We need to re-envision what we want students to learn and how AI might support learning objectives.

- What should be replaced?
- What can we let go of?



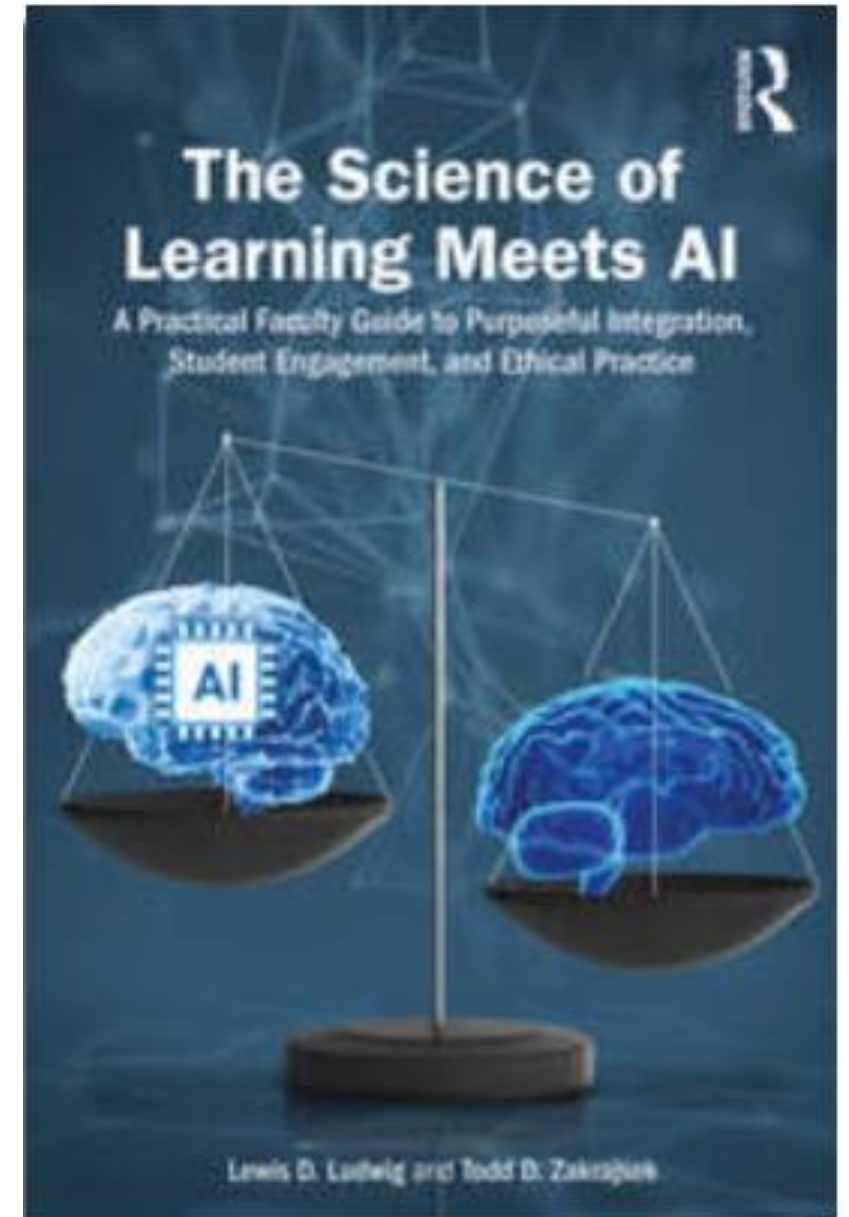
# What do you think?

Are there other things we should be considering as we move forward?



As aptly noted by Ludwig and Zakrajsek (2026, p.14):

*“When genAI first took center stage in higher education, conversations quickly turned to academic integrity...Although understandable, we believe this focus on policing and prevention meant starting in the wrong place entirely. The more important question isn’t whether to use genAI, but rather to understand what we want our students to learn and then determining whether and how genAI might support those learning objectives.”*



# **This is a historical moment for us!**



# Many good educational elements came from these events, like:

- active learning
- more collaboration among students
- global connections
- understanding how students' life circumstances could impact their ability to succeed academically
- a greater level of comfort with technology tools



# Thank you for joining us today

**“It’s the joy that’s going to keep us going, keep us waking up, keep us fighting. Joy is what lets us stay present, care for ourselves, and give our best to students, even when fear is trying to take over.”**

-Gholdy Muhammad, author of *Unearthing Joy*

