

# Guiding questions for conversations about suspected academic misconduct in the use of generative Artificial Intelligence as an unauthorized aid

The following questions are a helpful starting point for a conversation with a student when you suspect they may have misused generative AI in work submitted for grades or academic credit. The questions are intended as a **guide only**; student answers to the questions **do not prove** student misconduct but may help to indicate the likelihood of inappropriate use of technology in creating the work submitted. During the conversation, try to determine which description of the student's answer is most accurate.

Question	Student could not answer the question	Student showed limited ability to answer the question	Student was able to answer the question satisfactorily	Student showed excellent, comprehensive response to the question
<p>1. Can you please give me an overview of what your assignment is about?</p> <p><b>Follow up questions:</b>            What are the main topics/themes you discussed?            What are your main arguments/highlights?            What is something you learned from completing this assignment?</p>				
<p>2. What was your favourite part of the assignment?</p> <p><b>Follow up questions:</b>            What were some of the most challenging parts of the assignment?            What would you have done if you had more time?</p>				
<p>3. Tell me about your <b>general process</b> for writing/creating this assignment.</p> <p><b>Follow up questions:</b>            Did you complete it in stages?            How long did it take you to complete?</p>				
<p>4. Can you tell me about the <b>technology and/or AI enabled tools</b> you used in completing this assignment? (e.g. Microsoft Word, Google Docs, Grammarly, ChatGPT, Google Gemini, Microsoft Co-pilot, Perplexity, Jenni etc.)</p> <p><b>Follow up questions:</b>            Which version(s) did you use?            Can you explain the process you went through in creating your assignment/answers using these tools?            Do you tend to review each spelling and grammar suggestion, or just accept it?            Did you keep your rough notes or drafts? These can be helpful in showing your thinking and creative process.            What benefits do you think using these tools had in completing this assignment?</p>				
<p>5. I noticed that the language and tone of this assignment (or parts of this assignment) sound very different from other writing you've submitted. Can you explain that difference?</p> <p><b>Follow up questions:</b>            Did you get help from the writing centre or friends/ family in editing your assignment?            This passage sounds very different to other sections (read examples). Can you explain what you meant?            For coding/programming assignments, ask the student to explain particular functions.</p>				
<p>6. Can you explain to me the policy for use of AI in assignments for this course?</p> <p><b>Follow up questions:</b>            Do you feel that your use of AI tools or other technologies in completing this assignment was appropriate and in line with that policy?</p>				
<p>7. Let's take a look at your reference list. Can you explain how you found and chose the references you've incorporated?</p> <p><b>Follow up questions:</b>            Which references did you find most useful/important?</p>				
<b>Number of check marks</b>				
<p><b>Likelihood of Misconduct</b>            Given the student's score, is it more likely than not the student submitted work completed by or with the unauthorised assistance of AI?</p>	<p><b>If most answers fall within these two columns, it is more likely the work was completed with unauthorised assistance.</b></p>		<p><b>If most answers fall within these two columns, it is more likely that the submission is the student's original work</b></p>	