

## Krzysztof Skonieczny and Valerija Vendramin

# Academic Teachers vs ChatGPT: A Comparative Study of Strategies Used by Slovenian and Polish Faculties to Prevent Dishonest Use of Generative AI Tools

**Abstract:** The article presents the results of a survey of 272 academic teachers in Poland and Slovenia conducted in January and February 2024 concerning prevention of dishonest use of generative AI tools, especially ChatGPT. It focuses on two problems: what teachers understand as dishonest use of such tools; and the strategies they use to prevent such use. No significant differences between the teachers in the two groups were found. The respondents' answers to the first problem were grouped into three criteria, meaning that the use of ChatGPT can be considered cheating when (1) the AI tool does all the work or part of the work that is deemed significant by the teacher; (2) the use of ChatGPT is not properly disclosed; and (3) the tool is used on certain kinds of assignments, especially exams or theses. In response to the second problem, the respondents agreed that punishing students for using ChatGPT and similar tools is not an effective strategy to prevent dishonest use, while strategies based on human contact, such as discussing the student's written work with them, evaluating the work in different phases, or explaining what uses of ChatGPT amount to cheating, were deemed more effective.

**Keywords:** higher education, technology, ChatGPT, AI, Poland, Slovenia

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## Introduction

The arrival of ChatGPT in November 2022 and the subsequent wave of generative AI applications has been seen as a challenge for teachers and administrators alike, giving rise to extreme reactions. Some suggested a radical change in education *sensu largo*, for example raising questions about ‘The End of High-School English’ (Herman 2022). Several school districts in the USA banned the service on all the devices in their networks as early as January 2023 (see Elsen-Rooney 2023; Johnson 2023), followed by, among others, the French Institute for Political Studies (or Sciences-Po, see Reuters 2023) and several British institutions of higher education (see Herman 2023). So, ‘it had suddenly become the topic of the day. As it happens, these days everyone seems to be an expert in conversational artificial intelligence (AI) models, and everyone seems to have an opinion of how they should (not) be used’ (Jandrić 2024, 383). After those early moves, a more nuanced approach started to emerge, with top scientific publications hosting discussions on how ChatGPT and other similar tools can be beneficially used in the classroom (see e.g. Extance 2023; Yang 2023; Zonjić 2023), and higher education institutions working out more or less comprehensive sets of guidelines (e.g. Charles University 2024; University of Vienna n.d.; Uniwersytet Jagielloński 2023).

The differences in approaches signal that no consensus has been reached concerning definitions of dishonest use – with bans signalling that any use of generative AI is cheating and other approaches suggesting that it is so only in certain instances – and no clear strategies have emerged concerning the prevention of dishonesty, regardless of the definition. It is also unclear or outright questionable if some of the proposed strategies are feasible, since, for example, it has been consistently shown that AI-generated content detectors do not provide a satisfactory level of confidence, especially if obfuscation techniques, such as using AI tools to ‘humanize’ text or simply edit it, are used (see e.g. Weber-Wulff et al. 2023). Besides, ‘in social digital networks, viral media does not discriminate between information and knowledge’ (Jandrić 2024, 385).

## The ethics of cheating

One of the primary concerns driving regulation of generative AI at the institutional level is dishonest use of ChatGPT, or simply students cheating. Cheating itself was not an easy phenomenon to analyse even before the advent of AI tools. While it is almost universally considered morally wrong, asking *where* the moral wrong is invites further questions – is it wrong because it ‘provides an unfair advantage’ to the cheating student or ‘hinders learning’; or is it permissible in certain situations, for example when the requirements of a given teacher are too strict for any student to pass? (for all these arguments, see Bouville 2010). Regardless of our answers to these questions – and even though cheating itself does not seem to be more prevalent now than before the introduction of ChatGPT (see Lee et al. 2024) – as Fowler (2023, p. 133) put it, we have witnessed a ‘transformative influence of AI on the landscape of academic dishonesty within higher education’.

One example of how this landscape has changed is the question of plagiarism, a common problem in teaching, which has been growing especially dire with the proliferation of computers and the internet (see e.g. Park 2003). While a homework assignment that has been simply copied from a book, a website, or another student’s notebook certainly amounts to plagiarism, the question with a ChatGPT-generated essay is much more complicated since every generated text is unique and therefore ‘original’ (see e.g. Hutson 2024; Jarrah et al. 2023).

This new, complicated ethical landscape, along with the lack of clear institutional guidelines, means that regardless of the seriousness with which the situation is addressed, in the classroom, teachers are mostly left to their own devices. It can therefore be rationally expected that they would endeavour to work out their strategies to prevent or combat dishonest behaviour in the classroom while reaching the desired learning outcomes. Researching such bottom-up strategies could:

- help in understanding how teachers adapt to new and potentially disruptive technologies; and
- provide important input for administrators crafting institutional guidelines for the use of ChatGPT and other generative AI tools.

This article seeks to provide an initial overview of how academic teachers understand academic dishonesty concerning the use of ChatGPT and similar AI-powered text generators, and what strategies they employ to prevent such dishonest use. It is based on a survey conducted in January–February 2024, which is described in more detail below (see *Research instrument*). The topic of this article requires that we focus on the sections of the questionnaire that directly concern dishonesty – its conceptions and definitions, and how it can be prevented. Thus, below we analyse primarily (1) an open question from part 3 concerning the extent to which using ChatGPT amounts to academic dishonesty ([...] please provide examples of situations in which the use of ChatGPT is cheating’), and, from part 4 of the survey: (2) closed questions concerning the academic teachers’ assessment of strategies that may be used to prevent cheating, as well as (3) an open question

inviting the respondent to submit their strategies ('Do you use other strategies (what kind)?'). It should be noted that this article does not focus on the (let us assume, potentially positive) use of AI in the educational process or its integration into it in a way that would help enrich it or make it more efficient/better/easier or that it enhances education in one or more ways (these descriptions are not, in our opinion, defined enough yet). Our scope is narrower: we focus on perceptions of academic dishonesty, although we are aware that the use of AI and technology in the educational process has its upsides, as well as downsides. In short, we assume that an AI-driven approach needs further elaboration and thorough reflection (see e.g. Bijuklič and Vendramin 2023).

## Methodology

### *Research instrument*

The survey used in the research was created in Google Forms and featured four parts, each consisting of 6–9 questions. The first part ('General Information') focused on the characteristics of the participants, asking about their age, gender, academic discipline, and teaching experience. The second part ('Acquaintance with ChatGPT') included general questions concerning ChatGPT and other AI tools, surveying the extents to which participants were familiar with the chatbot and to which other academic actors (teachers and students) used the technology. The third part ('ChatGPT and Cheating') consisted of questions concerning the use of ChatGPT as a tool for academically dishonest behaviour, including the problem of whether and when such use amounted to cheating, as well as the extent of teachers' (perceived) knowledge of any university or departmental regulations concerning the use of AI by students. The final part ('Strategies') required the participants to assess the effectiveness of popular strategies used by teachers to prevent cheating with the use of ChatGPT. The strategies were chosen based on early academic literature on the subject (e.g. Azoulay et al. 2023; Oravec 2023; Uzun 2023) as well as an observation of discussions concerning the topic on teacher-focused Facebook groups (e.g. AI for Teachers n.d.; ChatGPT for Teachers & Educators Group n.d.) and the experiences of researchers participating in the ED-UCAT(H)UM project (see reference above). The questionnaire concluded with an open question inviting participants to give examples of the strategies they used to prevent students from cheating using ChatGPT.

The survey was first constructed in English and subsequently translated into Slovenian and Polish by the members of the two teams. The two translations were then discussed – which included oral back translations into English – to ensure their equivalence. A preliminary version of the survey was sent to a sample of four academics familiar with problematic of AI and the aims of the project in order to remove any potential misunderstandings. Their remarks – concerning the wording of a small number of questions – were included in the final questionnaire (both the Slovenian and the Polish versions).

### *Participants*

Overall, 272 answers were collected – 152 from Polish institutions and 120 from Slovenian institutions. In both countries, the sample was balanced when it comes to gender, with 117 (43%) participants identifying as ‘male’ (60 SLO / 57 PL), 143 (53%) identifying as ‘female’ (55 SLO / 88 PL), and 1 identifying as ‘other’ (PL); 11 participants did not disclose their gender (5 SLO / 6 PL). In both samples, about 60% of participants were between the ages of 41 and 60 years (73 SLO / 92 PL), with persons aged 40 or under making up a bigger proportion of the Polish sample (32% or 48 persons) than the Slovenian one (24% or 39 persons). The sample consisted primarily of seasoned teachers, with 178 participants (65%) having 12 or more years of teaching experience (77 or 64% SLO / 101 or 66% PL). Importantly, academic disciplines were also represented in a balanced manner, with 80 (29%) answers from representatives of the humanities (35 SLO / 45 PL), 89 (33%) answers from representatives of social sciences, and 88 (32%) answers from representatives of natural sciences; 15 persons (14 SLO / 1 PL) listed their discipline as ‘other’.

### *Data collection and analysis*

The survey was open for 3 weeks between 17 January and 7 February 2024. To ensure, as much as possible, that it reached a wide audience of academics, invitations to distribute it were sent to deans of all faculties in social sciences, humanities, and natural sciences of the five largest Polish public universities (based on the number of students in 2023) – excluding the Faculty of »Artes Liberales«, University of Warsaw, being the place of work of one of the authors – and of three Slovenian public universities. Information concerning the academic affiliation of participants was not collected to guarantee anonymity.

Below, we present our analysis of the open questions concerning the criteria for cheating and strategies for the prevention of academic dishonesty. In the case of the first question, clear patterns of answers were recognized, which suggests that a grassroots ethic has emerged concerning the use of ChatGPT by students. We discuss the possible rules governing this ethic in the final subsections of the article. In answers that contained more than one criterion, the authors made a judgement call based on which criterion seemed more important for the given answer; those marginal cases were too small in number to seriously bias the results in any direction. Similarly, in the case of preventing academic dishonesty, the authors divided the answers into six strategies; in this case – aside from answers not indicating any clear strategy (as discussed in the results and discussion below) – there were no ‘liminal’ cases falling between two or more categories.

| Age             | PL | SL | Sum | Gender                   | PL | SLO | Sum | Experience           | PL  | SLO | Sum | Discipline              | PL | SLO | Sum |
|-----------------|----|----|-----|--------------------------|----|-----|-----|----------------------|-----|-----|-----|-------------------------|----|-----|-----|
| <b>Under 30</b> | 5  | 13 | 18  | <b>Male</b>              | 57 | 60  | 117 | <b>Under 7 years</b> | 23  | 26  | 49  | <b>Humanities</b>       | 45 | 35  | 80  |
| <b>31-40</b>    | 43 | 16 | 59  | <b>Female</b>            | 88 | 55  | 146 | <b>7-12</b>          | 28  | 17  | 45  | <b>Social sciences</b>  | 47 | 42  | 89  |
| <b>41-50</b>    | 59 | 41 | 100 | <b>Other</b>             | 1  | 0   | 1   | <b>&gt;12</b>        | 101 | 77  | 178 | <b>Natural sciences</b> | 59 | 29  | 88  |
| <b>51-60</b>    | 33 | 32 | 65  | <b>Prefer not to say</b> | 6  | 5   | 11  |                      |     |     |     | <b>Other</b>            | 1  | 14  | 15  |
| <b>61 +</b>     | 12 | 18 | 30  |                          |    |     |     |                      |     |     |     |                         |    |     |     |

*Table 1: Participants*

## Results and discussion

### *What counts as cheating?*

The first open question received 185 answers (80 SLO / 105 PL), of which all but 3 (3 SLO / 0 PL) were given by persons who answered the preceding question ('Do you think that using ChatGPT by students for homework assignments is cheating?') with 'In some cases'. It is worth noting that, in general, the participants had a nuanced view of cheating with the use of the AI tool, with 204 (or 75%) respondents (91 SLO / 113 PL) answering that use of the tool is cheating 'In some cases'; with 19 persons (14 SLO / 5 PL) answering 'No, never'; and 49 persons (15 SLO / 34 PL) answering 'Yes, always'. While the significantly larger number of Polish participants who stated that use of the tool is 'always' cheating might be worth noting, there are no data in the study that would allow for an explanation.

|                      | PL  | SL | Sum |
|----------------------|-----|----|-----|
| <b>Yes, always</b>   | 34  | 15 | 49  |
| <b>In some cases</b> | 113 | 91 | 204 |
| <b>No, never</b>     | 5   | 14 | 19  |

Table 2: *Is using ChatGPT cheating?*

In the open question, 14 (9 SLO / 5 PL) of the answers were too vague to attribute a clear situation or criterion of dishonesty to them – e.g. they simply stated 'plagiarism' or 'intransparent use'; or offered general comments, e.g. 'I think that homework must now be wisely assigned so that it requires actual activity from the student (even if it would mean asking ChatGPT the right questions)' or 'Drastic contrast between [the student's] actual written and oral capabilities, general knowledge, and the paper they send e.g. for a seminar, which is miraculously better if not perfect? ...'.

The other 171 answers (71 SLO / 100 PL) can be divided into three main categories based on the criterion used for the key element that determines use of ChatGPT as being dishonest: (a) ChatGPT doing all the work or the crucial part of the task, (b) falsely claiming that the student is the author of the work / not admitting ChatGPT was used; or (c) using ChatGPT for certain tasks. Importantly, while in all three questions there were some differences regarding the quantity of answers belonging to each category (indicated below), there were no clear country-specific categories. The size of the sample and the simplicity of the method limit possible conclusions, but one might hypothesize that with regard to the practical matter of cheating, the two groups had largely concordant views.

- a. ChatGPT does all the work / the crucial part of the task (50 PL / 30 SLO)

Examples: ‘When ChatGPT does all the work for the student’; ‘When [checking] linguistic correctness is concerned, it’s by all means favourable. But using the whole text [generated] by this program, that’s cheating’; ‘Using ChatGPT as the only source of information and copying straight from the program’; ‘Most students use ChatGPT as a shortcut for generating text, but some use it only as a tool that helps in their thinking. If a student submits work that was written by ChatGPT, and not by themselves (as was demanded), then it is cheating’.

These answers indicate that teachers understand there is a type or amount of work that needs to be done by the student for the work to be presented as honest. Dishonesty is defined by the whole assignment simply being generated by AI, without any input whatsoever from the student – when it is used to ‘mindlessly create’ texts, done without proper care (‘has not read the solution, has not understood or checked it’).

A similar, though a more subtle approach would suggest that tasks can be split into more or less important – in the context of the problem at hand. The less important tasks (‘[checking] linguistic correctness’ in the example above) can be handled by AI, as they do not form the key element of the assignment – we can infer that, in this context, this key element is the linguistic correctness itself but rather the ideas presented in the text.

This criterion largely reflects the position of (secondary school) students surveyed by Lee et al. (2024) concerning dishonest use of ChatGPT; in their answers, the students indicated that ‘chatbot technology for writing a full paper is more serious and egregious than using it to get ideas’.

- b. Falsely claiming that the student is the author of the text / refusing to admit that ChatGPT was used (30 PL / 20 SLO)

Examples: ‘When the student generates a text and claims it is their own work’; ‘When ChatGPT is not cited’; ‘claiming authorship’; ‘When it is not clearly marked, which parts of the text or task were created by ChatGPT’; ‘When they hide the use [of ChatGPT] or do not give a reference’; ‘Using text generated by ChatGPT as their own without referencing sources’.

The answers in the second category were not focused on the amount or type of generated input but rather on the fact that the students did not disclose their use of AI tools. In some cases, the key offence seems to be claiming authorship – when the student maintains that they are the author of the given text, even if it was generated by AI. In general, this seems a common-sense criterion, since ‘choosing not to disclose the use of a chatbot is an act of deception’ in other fields also, such as customer relations (see McGuire 2023).

Other answers in this category concerned the question of properly citing sources – dishonesty, again, is located at the level of not disclosing the use of ChatGPT, but a possible solution is suggested in the form of referencing ChatGPT as a source. While this solves part of the problem – students indeed disclose that ChatGPT was used (and to what extent) – it is nevertheless problematic since one of the most important points of referencing is to make the text transparent, i.e. to

enable the reader to check the reference and draw their conclusions. Given that ChatGPT and similar tools provide different answers to the same queries each time, this would be impossible, unless, of course, the student provides the teacher with a full transcript of the conversation with ChatGPT, which would, in turn, overload the teacher with additional reading.

- c. Examples of tasks that, when performed with the use of ChatGPT, are considered cheating (21 SLO / 20 PL)

Examples: 'Writing texts (essays, articles)'; 'Generating written communications on a given topic, e.g. final papers or theses; translating texts'; 'During exams' [this answer appeared in both countries]; 'When creating texts, e.g. in final papers'; 'Preparing seminar work or masters/diploma theses, where using AI is very hard to detect'.

The third category includes answers that, rather than trying to provide a general rule concerning the type of use of ChatGPT, focus on types of assignments that students should do by themselves. This generally includes exams, theses, and term/final papers, which suggests that the criterion is the importance of the assignment for the course or programme that the student is enrolled in. These answers also seem to indicate that while some partial tasks can be done with the use of ChatGPT and similar tools, there needs to be proof of actual knowledge and skill on the part of the student at the end of the course or programme so that teachers and institutions may have certainty that the student can become an autonomous scholar or professional (depending on the type of course or programme). This is largely consistent with what (secondary school) students in a PEW survey of a U.S. population said about their views on dishonest use of generative AI tools, where they agreed that while the tools can be used to help with initial ideas, it is unacceptable to use them for writing essays (Sidoti and Gottfried 2023).

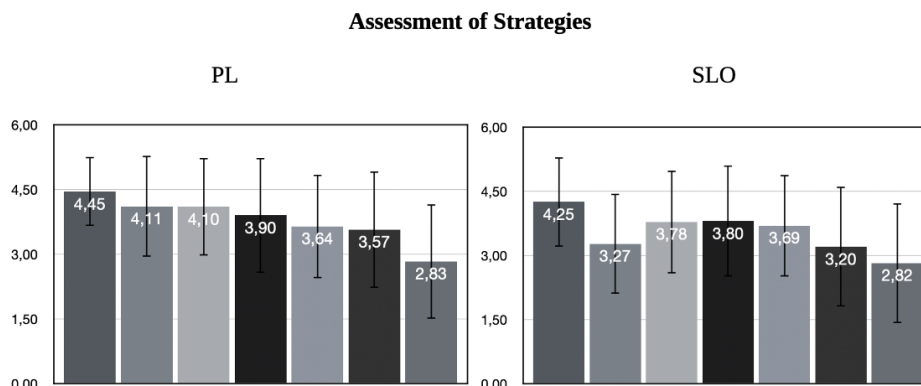
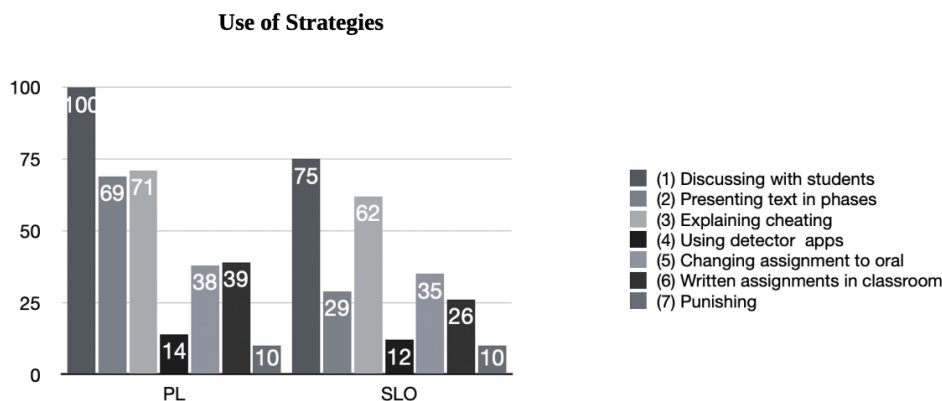
### *How to prevent cheating?*

As said above, the questionnaire contained two types of questions that invited respondents to share their opinion on the usefulness of certain strategies that could prevent dishonest use of ChatGPT and similar tools – closed questions, enumerating strategies and inviting them to assess their usefulness, and asking whether the teachers themselves use the enumerated strategies; and an optional open question concerning other strategies that the teachers might use. The strategies in the closed questions were judged on a 5-point scale from 1: 'not useful at all' to 5: 'very useful'.

The approach of discussing students' written work with the students was judged most useful in both groups (PL: Avg 4.45, SD 0.8 / SLO: Avg 4.25, SD 1.04). It was also the most popular strategy, with a total of 175 (100 PL / 75 SLO) respondents claiming they use it. Other strategies that received an overall positive score – averaging more than 3 points in both groups – were:

- Checking students' work in different phases of writing (draft, fragments, final version) to make sure they worked unassisted – (PL: Avg 4.11, SD 1.17 / SLO: Avg 3.27, SD 1.17). A total of 98 respondents (69 PL / 29 SLO) claimed to use this strategy. This was the question in which the answers from both countries differed most; the survey in itself does not provide a clear explanation.
- Explaining that some uses of ChatGPT are cheating – (PL: Avg 4.1, SD 1.13 / SLO: Avg 3.78, SD 1.2); a total of 133 respondents claimed to use this strategy (71 PL / 62 SLO).
- Checking students' work by using special software tools that detect if the work was performed with ChatGPT – (PL: Avg 3.9, SD 1.33 / SLO: Avg 3.8, SD 1.3). Despite this judgement, only 26 respondents (14 PL / 12 SLO) claimed to use this strategy. This is a particularly problematic issue, as the accuracy of such software is far from satisfactory (e.g. Weber-Wulff et al. 2023).
- Changing the assignment (from written) to oral – (PL: Avg 3.64, SD 1.2 / SLO: Avg 3.69, SD 1.19). In all, 73 respondents claimed to use this strategy (38 PL / 35 SLO).
- Giving students written assignments to do in the classroom – (PL: Avg 3.57, SD 1.35 / SLO: Avg 3.2, SD 1.4). 65 respondents claim to use this strategy (39 PL / 26 SLO).

The only strategy that was deemed unsuccessful (although not by a large margin) was punishing for the use of ChatGPT, with average scores of PL 2.93, SD 1.31 / SLO 2.82, SD 1.33. Only 20 respondents (10 SLO / 10 PL) claimed to use this strategy.



The open question concerning strategies utilized to prevent dishonest use of ChatGPT yielded a total of 79 answers (36 SLO / 43 PL), of which 19 (4 SLO / 15 PL) contained either a simple 'no' (meaning: no, I don't use any other strategies [apart from those listed in the questions above]), or a general comment which cannot be attributed to a strategy – e.g. 'no, because I don't feel prepared by my employer to take care of this subject (relevant training) and I don't remember anyone sending guidelines, regulations, or even suggestions on how to tackle this topic'. The other 60 answers fell into six categories, which are listed below based on their popularity, with the number of answers in each country included in parentheses.

a. Allowing/encouraging students to use ChatGPT (9 SLO / 8 PL)

Examples: 'I construct tasks which presuppose the use of ChatGPT and I ask [students] to prepare a report that describes the outcomes (prompts, outcomes)';

‘Compulsory reporting about good and bad experiences with using ChatGPT for preparing homework assignments, student projects and seminar [projects] and reports and for computer coding’.

Some teachers have embraced AI technology and decided to include it in their courses. Interestingly, the proposed uses often include various instances of testing the possibilities and limitations of the chatbot. Overall, they seem to promote a critical and transparent appraisal of ChatGPT rather than simply allowing students to use it without reservation.

b. Changing the type of assignments (10 SLO / 5 PL)

Examples: ‘Replacing written assignments (essays, studies) with tests of knowledge’; ‘The student first presents/proposes/sends the professor the sources which they will be using to write the text. The student must cite the sources properly. The student must use proper argumentation concerning the chosen topic in the text (which ChatGPT cannot always do)’.

This category groups answers which indicate that some teachers felt that the advance of AI tools brings with it a need to change the way they assess student progress. While the proposed changes do not go beyond standard ways of testing student knowledge – tests and more rigorous checking of work at different phases of progress, with a special focus on citing existing sources – they do indicate where teachers situate problematic use of ChatGPT and how they endeavour to counter it: They want students to have ‘their own’ knowledge (hence tests) and to do their work (hence the focus on monitoring progress and the proper citing of sources).

c. Discussing ChatGPT, convincing/inspiring students (8 SLO / 4 PL)

Examples: ‘Building mutual trust and good relationships with students, who want to learn and not [just] complete the course’; ‘I think that our task is not to control, prevent or sanction, but to inform, raise awareness and widen horizons, deepen knowledge, discover new technologies and search for better solutions for the whole society’.

These strategies are focused on building relationships with students, presumably based on a belief that the right kind of relationship will be based on trust and truthfulness. Rather than target ChatGPT or AI tools in themselves, they see the student as the main target of the teacher’s work, aiming to form a relationship or community that would face the challenges brought by new technologies in an atmosphere of teamwork.

d. The assignments given during the course are already too difficult for ChatGPT (2 SLO / 6 PL)

Examples: ‘Written work requires observing a human being and presenting a recording. ChatGPT cannot (at the moment) write a paper based on such mate-

rial'; 'Tasks in which the help of ChatGPT is not possible, such as field observations'.

Some teachers have observed that their tasks are simply not suitable for ChatGPT – the usefulness of the tool being restricted to written tasks (the graphic capabilities of the chatbot were mentioned by only one of the respondents in the whole study, and not in the context of cheating). In the cases where the types of tasks were given by the respondents, they included observations of human subjects (as in the examples above) or a more general suggestion that the teacher 'tested' the capabilities of the tool with regard to their subject and they turned out to be inadequate.

e. Oral verification/consultation (2 SLO / 3 PL)

Examples: 'Work written for the course is also supposed to be presented orally, in the form of short presentations by the student'; 'Typical antiplagiarism strategies: checking the understanding of complex tasks during a conversation with the student. Unfortunately, this requires a lot of time which should be devoted to lectures'.

Oral presentations of the written work, or consulting the teacher on it after it has been submitted, allows for at least verifying if the content of the assignment was assimilated by the student; while this strategy may be taken advantage of by simply acquainting oneself with the assignment after it was generated by an AI tool, it seems that its main point is not so much to prevent the use of the tool altogether but rather to ensure that the intended outcomes of the course (with regard to content or skills) have been achieved for each student.

f. Using one's intuition / carefully reading the students' work (1 SLO / 3 PL)

Examples: 'I rely on my intuition: if the work contains a lot of so-called "round sentences", which contain generalities concerning the given subject and use certain repetitive phrases, e.g. navigate the complexities [in English in the original], I start to suspect that the text was written by AI. I also see that the content of the bibliography has little to do with the topic of the work'; 'Textual analysis of the written product (aspect: methodological and other cohesion of the text)'.

Rare as they are, these approaches are problematic; on the one hand, there are certain phrases or words that are overrepresented in texts written by ChatGPT, and the styles of ChatGPT and human-written texts seem to differ significantly (e.g. Herbold et al. 2023; Al Afnan et al. 2023; Liao et al. 2023). On the other hand, teachers have been shown to overestimate their abilities to distinguish between text written by AI and that by humans (e.g. Fleckenstein et al. 2024; but cf. Mohammadkarimi 2023).

## Conclusions

The results of the survey suggest that there seems to exist a far-reaching consensus among academic teachers concerning the criteria for cheating in the context of ChatGPT usage. Thus, 'plagiarism is one of the most prevalent education concerns around generational AI. The potential for students to use AI systems to create essays and papers they have not authored, plagiarizing existing works or passing off AI-generated content as their own, is rightly at the forefront of thinking when considering how AI can be properly managed in educational contexts' (Bowden 2024)

To be counted as honest work, a text needs to be written by the student, and while usage of ChatGPT is acceptable as an aid, it should neither be used to do all the work for the student – meaning that the student turns in a fully generated essay or other piece of writing – nor should it be used to generate important parts of the assignment, importance being defined depending on the assignment at hand but often understood as pertaining to the content of the product rather than its form. Moreover, the use of generative AI is especially frowned upon during assignments that are crucial from the point of view of academic assessment, i.e. during exams or the writing of term papers and theses.

If this is indeed the consensus, then we may say that academic teachers see ChatGPT primarily as a tool that can be used for superficial purposes, somewhat contradicting the idea that it would profoundly change the teaching and learning process altogether. In future research, it would be beneficial to understand if this stance of the teachers is (1) the result of experiences with earlier technologies – which would mean that teachers use strategies that they learned earlier, but that may in the future turn out to be ineffective in countering cheating with the use of generative AI, and especially in appreciating the more general stakes of the introduction of generative AI in education – or (2) a conscious and sound assessment of the extent to which ChatGPT and generative AI, in general, will change education – in which case the initial reaction to the emergence of such tools would turn out to be an overestimation.

Regardless of which of these possibilities were to turn out to be the case, the conclusion that teachers see generative AI as a primarily superficial force in education is also to some extent corroborated by the ideas they put forth when asked about the strategies they have developed to counter dishonest use of ChatGPT in the sense that they are more focused on the relationship between the teacher and the student – requiring students to share their experiences of the use of the chatbot, explaining and inspiring students, or consultations — than on the chatbot itself. And even if these strategies may seem common sensical – indeed, most of them came up when ChatGPT was asked for suggestions by researchers (see Cotton et al. 2024) – in an imagined conflict between ChatGPT and academic teachers, which we suggested in the title of this article, teachers stand squarely on the side of humanity and a human approach to education.

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## VISOKOŠOLSKI UČITELJI IN UČITELJICE PROTI CHATGPT-JU: PRIMERJALNA ŠTUDIJA STRATEGIJ SLOVENSkih IN POLJSKIH FAKULTET ZA PREPREČEVANJE NEPOŠTENE UPORABE GENERATIVNIH ORODIJ UMETNE INTELIGENCE

**Povzetek:** V članku so predstavljeni rezultati ankete, ki je bila januarja in februarja 2024 izvedena med 272 visokošolskimi učitelji in učiteljicami s Poljske in Slovenije in se nanaša na preprečevanje nepoštene uporabe generativnih orodij umetne inteligence, zlasti ChatGPT-ja. Osredotoča se na dva problema: kaj učitelji oz. učiteljice razumejo kot nepošteno uporabo takšnih orodij in kakšne strategije uporabljajo za preprečevanje takšne uporabe. Bistvenih razlik med učitelji oz. učiteljicami v obeh skupinah ni bilo ugotovljenih. Odgovori anketirancev oz. anketirank na prvi problem so razporejeni v tri skupine, kar pomeni, da se uporaba ChatGPT-ja lahko šteje za goljufanje, kadar (1) orodje umetne inteligence opravi vse delo ali del dela, ki se učitelju oz. učiteljici zdi pomembno; (2) uporaba ChatGPT-ja ni ustrezno razkrita; (3) se orodje uporablja pri določenih vrstah nalog, zlasti pri izpitih ali diplomskih delih. Pri odgovoru na drugo težavo so se anketiranci oz. anketiranke strinjali, da kaznovanje študentov oz. študentk zaradi uporabe ChatGPT-ja in podobnih orodij ni učinkovita strategija za preprečevanje nepoštenih rabe, medtem ko so za učinkovitejše veljale strategije, ki temeljijo na človeškem stiku, kot so pogovor s študentom oz. študentko o njegovem/njenem pisnem delu, ocenjevanje dela v različnih fazah ali razlaga, kdaj raba ChatGPT-ja pomeni goljufanje.

**Ključne besede:** visokošolsko izobraževanje, tehnologija, ChatGPT, UI, Poljska, Slovenija

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