Transparency and disclosure of AI use in academic settings

International Internship Program “Emerging Paradigms of Artificial Intelligence in Knowledge Creation, Learning and Innovation”

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CREATE THE FUTURE

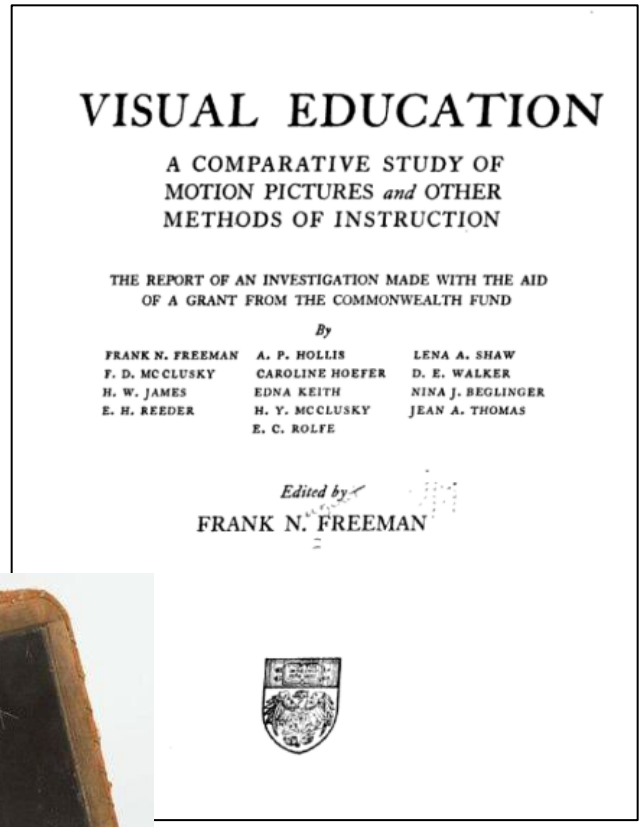
Agenda and Objectives

- Why disclose: integrity, accountability, and trust
- How to disclose: short statements, the Weaver (AID) model, and transparency appendices
- Where and when: matching the disclosure to the assignment
- Assessment design that makes disclosure meaningful
- Objective: leave with disclosure language and practices you can adapt for your own courses

Every learning technology provoked fear.

Norms, not bans, resolved it.





VISUAL EDUCATION

A COMPARATIVE STUDY OF MOTION PICTURES *and* OTHER METHODS OF INSTRUCTION

THE REPORT OF AN INVESTIGATION MADE WITH THE AID OF A GRANT FROM THE COMMONWEALTH FUND

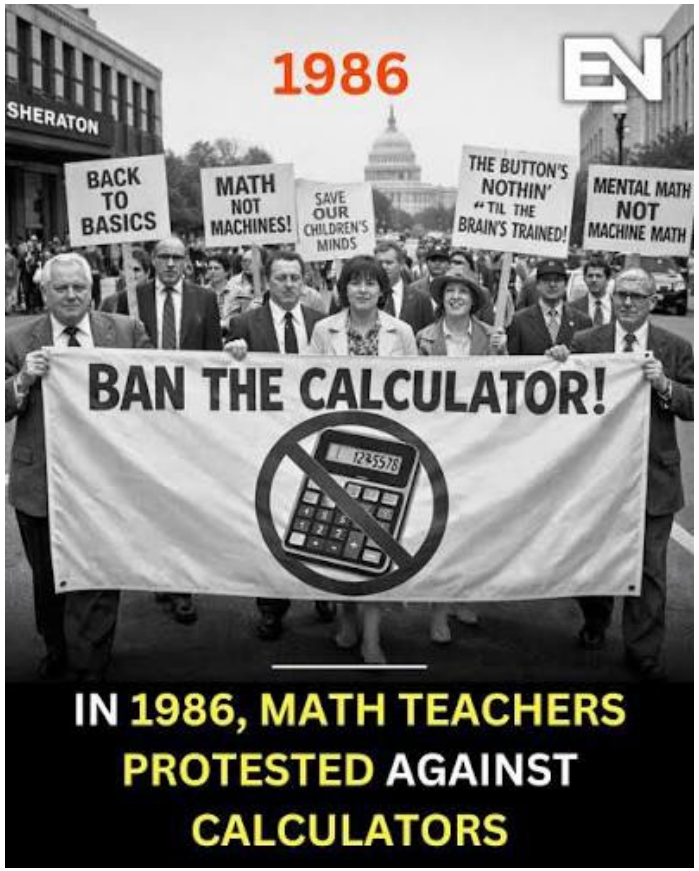
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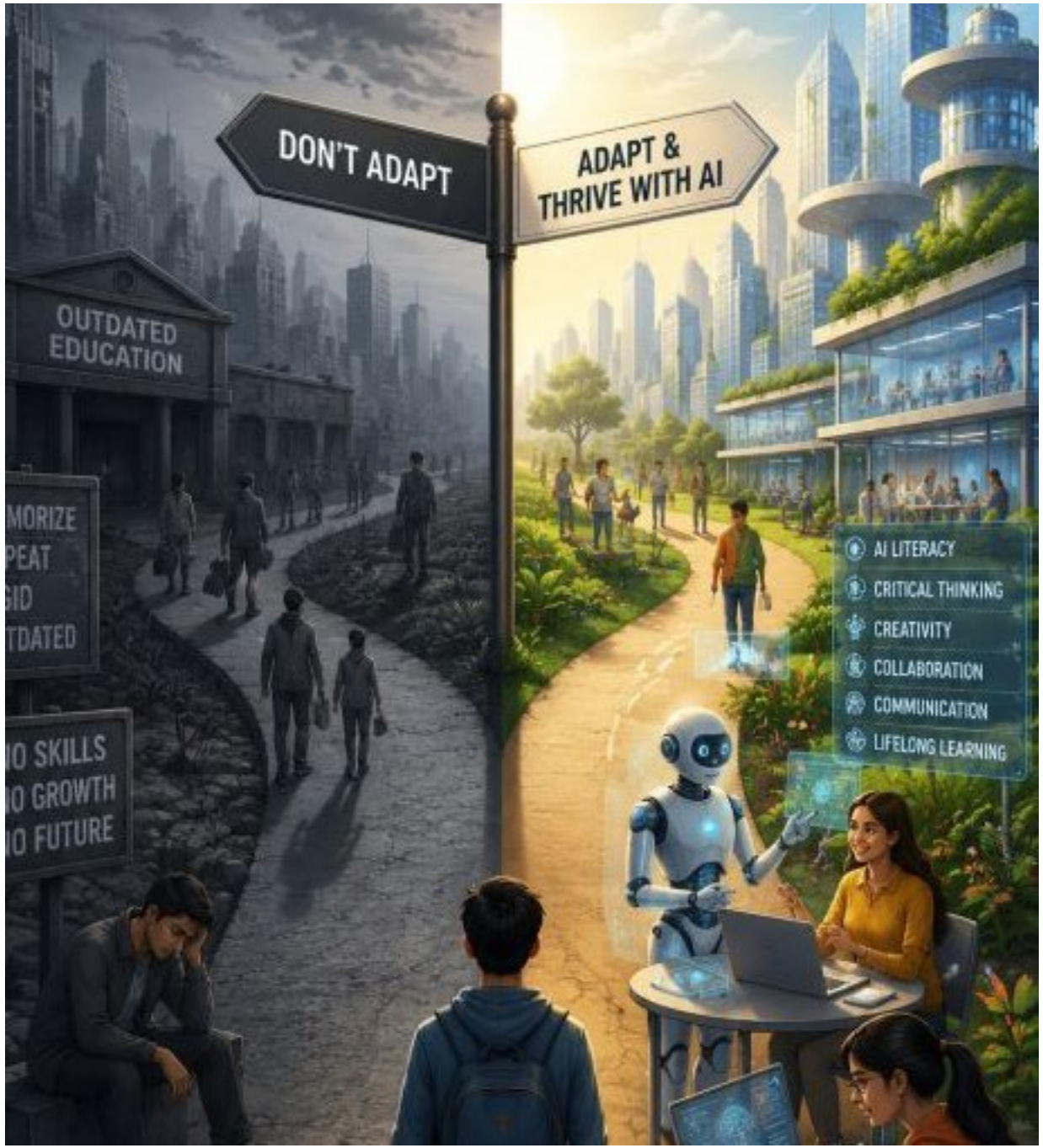
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Edited by

FRANK N. FREEMAN

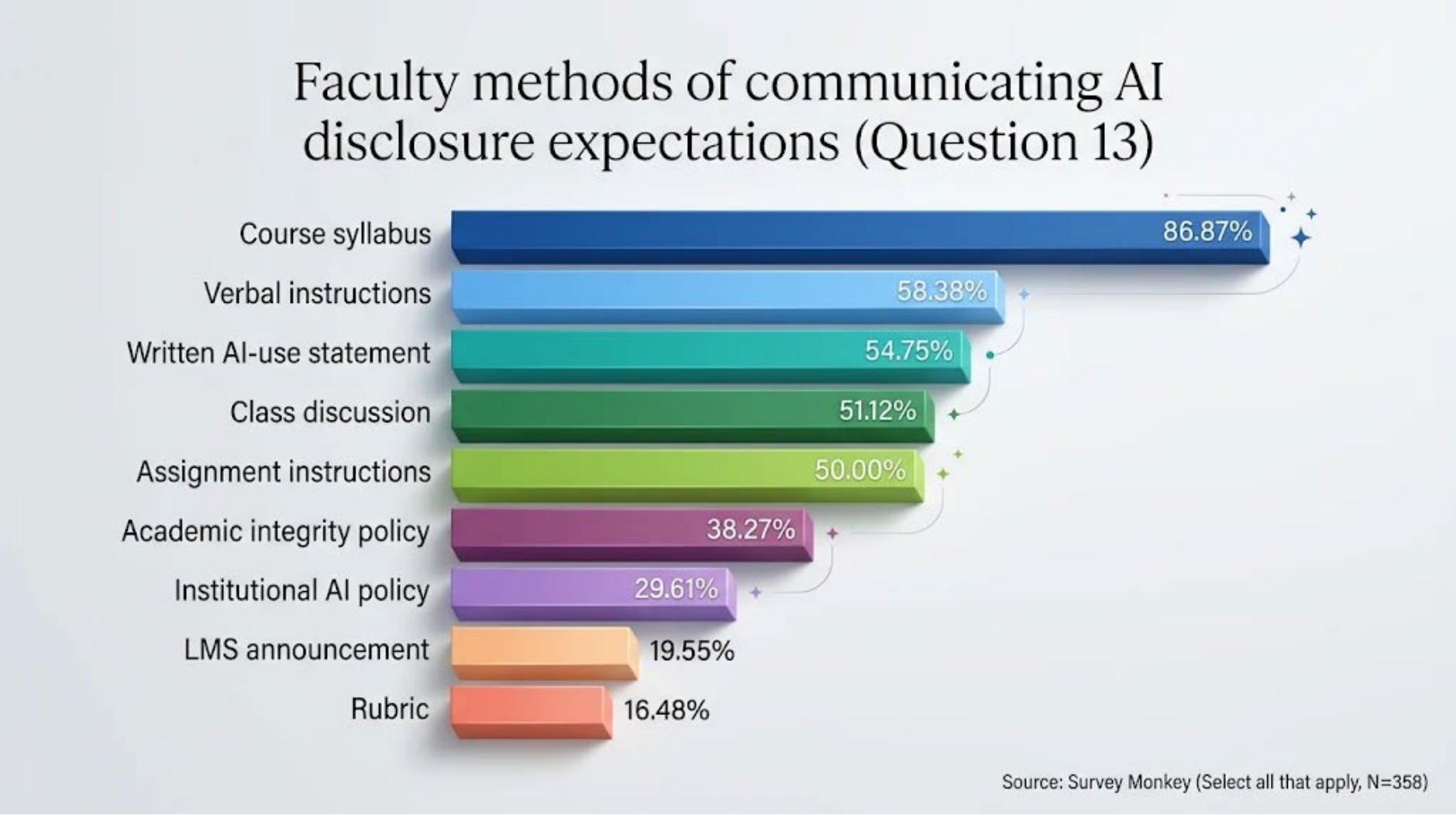




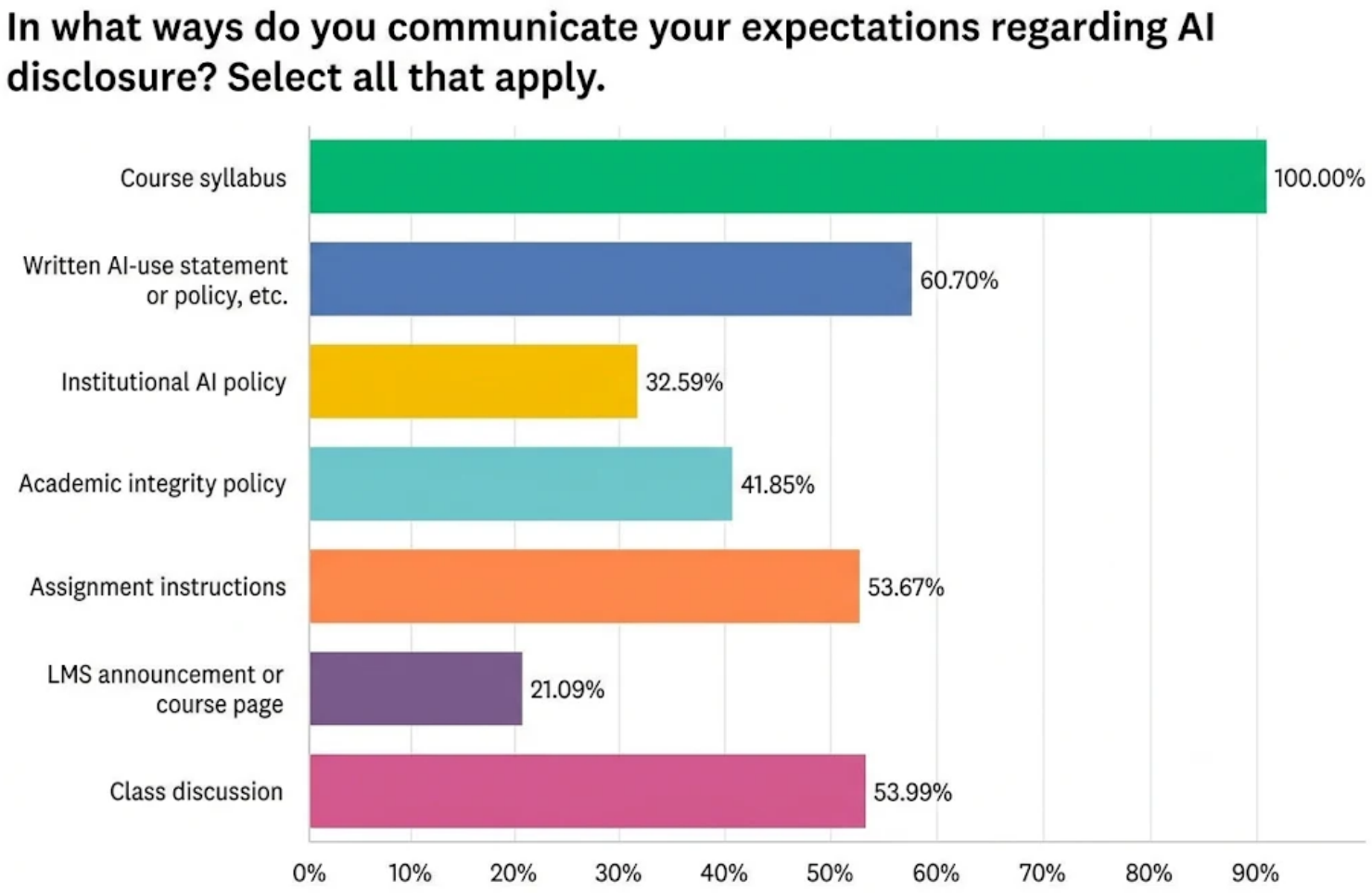


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How Faculty Communicate AI Instructions



Ways of communicating AI expectations when included in the syllabus



Instructional Themes

Instructional design must remain in the driver's seat: AI integration must deepen thinking and support learning.	*Assessment should verify genuine understanding while protecting student cognitive work.*	*AI should support and supplement human thinking, decision-making, and learning.*

Derived from Grand Canyon University AI Support Materials

Core Principles for the Use of AI

- Pedagogy First: Human reasoning precedes AI involvement.
- Transparency: Both educators and students should disclose AI use.
- Privacy: No identifiable student data should be used with AI tools unless fully FERPA compliant.
- AI Literacy: Both educators and students must verify accuracy and identify bias.
- Authentic Assessment: Instructors verify learning not focusing on detecting AI use.

Ethical Judgment, Not Just Compliance

- **Disclosure** is the floor: explain why the use was appropriate.
- **Verification**: confirm every AI fact, quote, and citation against a source (LLM v RAG for instance)
- **Bias**: whose perspective does the output center and whose does it omit?
- **Privacy**: no identifiable student data in non-FERPA / GDPR-compliant tools.
- **Equity:** don't assume paid tools or home access.
- **Reflection:** "was this use appropriate?" builds the habit.

Why AI Matters for Instructors

- Exploding volume of scholarly literature
- Time constraints for practitioner-scholars
- AI as a cognitive exoskeleton; not a shortcut

AI Is *Not* a Shortcut:

- AI does not make analytic decisions
- The instructor and students retains epistemic control
- All interpretations are reviewed, justified, and documented
- An AI-use disclosure is included in the methodology section of research or in a disclosure at the end of an assignment

Guiding Values

Teachers retain the discretion to determine whether to encourage, allow, or prohibit AI within their courses to best serve their instructional goals.

AI is poised for a transformative role in teaching, learning, and professional preparation in both PK-12 and higher education.

Consider:

- Evolution of Teaching and Learning
- Demonstrating Learning
- Learner Agency

Why Disclose

Integrity, accountability, trust, and learning

Teaching Reflective Practice

As we move to a professional world where generative AI becomes embedded in nearly all tasks, it will be essential for us to prepare our students to be able to reflect on their individual and collective partnerships with these generative tools.

Our students need to understand how to reflect on how human agency and judgement is used to bend the production of these tools to human will.

Why Disclose: Key Reasons

- Academic integrity: makes the line between human and AI work visible
- Accountability: authors own the final content and its accuracy
- Transparency of process: lets readers evaluate and reproduce the work
- Policy compliance: journals and institutions increasingly require it
- Learning: reflecting on AI use builds judgment and metacognition

Thirteen experiments found that people who disclosed AI use were trusted LESS than those who did not — professors included.

Schilke & Reimann (2025), Org. Behavior and Human Decision Processes, 188, 104405

Students' trust dropped 16% when they learned a professor used AI for grading

Schilke & Reimann (2025)

Resolving the Transparency Dilemma

- Make disclosure required and normalized, not a voluntary act of courage (the trust penalty is weaker when disclosure is mandatory)
- Explain why the use was appropriate, not just that AI was used
- Show human verification: what you checked, changed, and rejected
- Never penalize students for honest disclosure

An email example

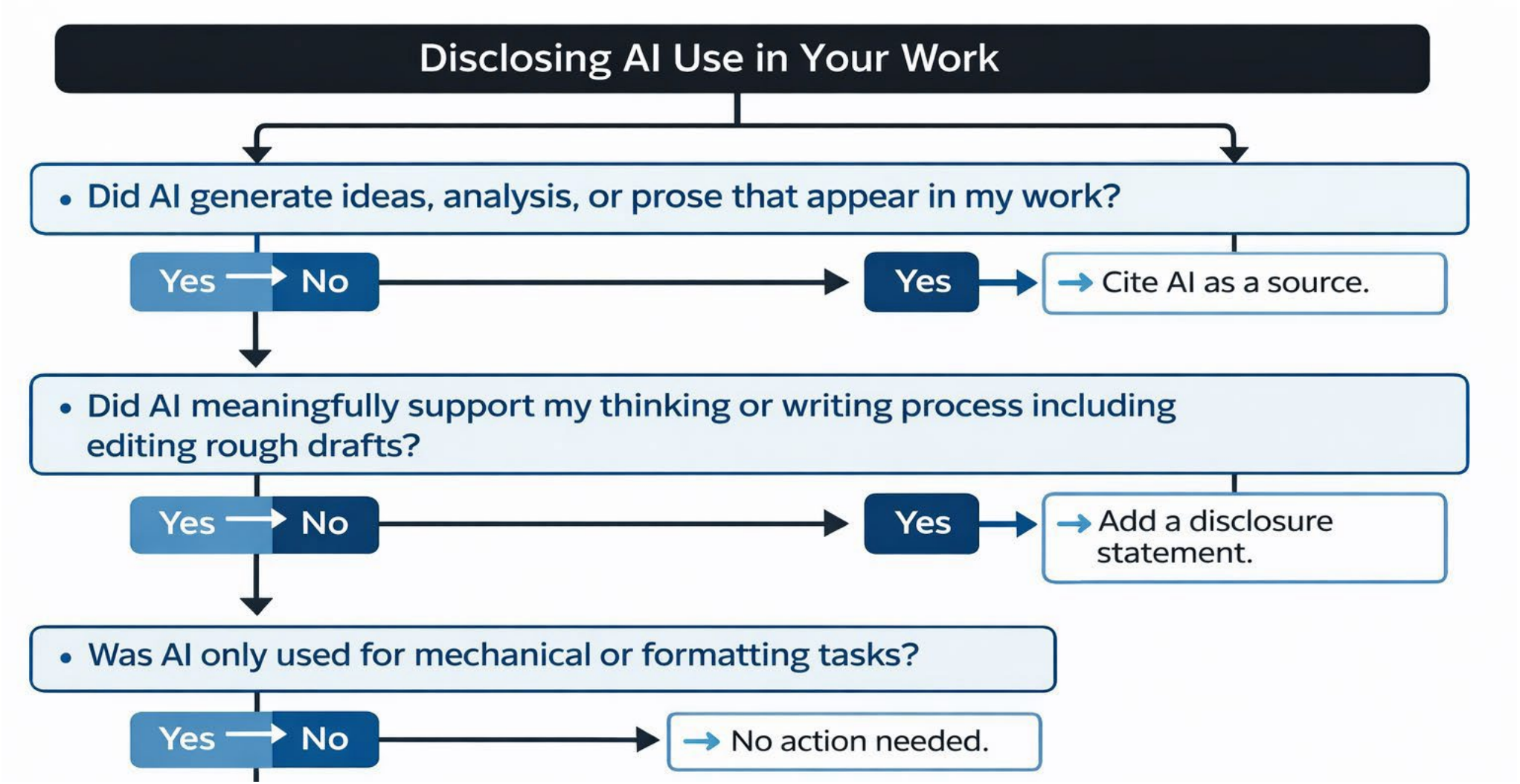
*Just assume AI in some way has partnered with me to author any of my work. Currently I use Gemini Ultra, Imagen3 and Magic School AI. However, this often changes as I learn constantly and seek the best tools to work with me to communicate. If I can identify or cite the work of others I will. Otherwise please realize where I begin and AI drops off and visa versa [sic] is no longer discernible. I call this Cognivance - the state of coexistence with AI.

~ Dr. John Sonnenberg, Carmenta Education

Authentic Assessment: Instructors verify, *not detect*, learning.

How to Disclose

Short statement • Weaver (AID) model • Transparency appendix



Takeaway: disclose when AI generated content or meaningfully supported your thinking.

Generated by ChatGPT 1/27/2026

Sample Disclosure Statement

Example used with *eCampusNews* article:

The author used Copilot and Claude.ai to help revise the initial draft of the paper.

Example from Kristin Berndt, Winona State University EdD Student:

The author used the generative AI tool ChatGPT to assist with language editing, organization, and refinement of this manuscript. All AI-generated suggestions were reviewed, revised, and integrated by the author, who takes full responsibility for the final content.

Instructor Disclosure Example

- Illustrative statement for AI-assisted feedback: “I used an AI tool to draft first-pass feedback comments. I reviewed and edited every comment, and I assigned all grades myself.”
- Cover instructor uses too: grading, feedback, course materials, and communications
- Why it matters: student trust dropped 16% when students learned a professor used AI for grading (Schilke & Reimann, 2025)
- Modeling disclosure normalizes the expectation for students

The potential headings for the AID Statement (Weaver, 2024)

Artificial Intelligence Tool(s) used	Conceptualization
Methodology	Information Collection
Data Collection Method	Execution
Data Curation	Data Analysis
Privacy and Security	Interpretation
Visualization	Writing—Review & Editing
Writing—Translation	Project Administration

AI Disclosure Statement: Weaver Model

Artificial Intelligence Tool: ChatGPT (GPT-4o, OpenAI); Writing—Review & Editing: ChatGPT was used to check the final manuscript for grammatical errors and to suggest minor phrasing improvements to enhance readability.

Example generated by Gemini from Weaver (2024).

Key Components of an AI Transparency Appendix

- Tool(s) Used: The specific AI platform and version (e.g., ChatGPT-4o, Claude 3.5 Sonnet, Grammarly, Perplexity).
- Task/Phase of Writing: Where in the workflow the AI was utilized.
  - *Examples:* Brainstorming topics, structuring an outline, explaining a complex statistical method, proofreading for professional tone, or generating code.
- The Prompts Provided: The exact or approximate text the user fed into the AI. (This shows the user's competency in prompt engineering).
- AI-Generated Output & Human Modification: A brief explanation of what the AI produced and, crucially, how the human verified, edited, or corrected that output.
- Reflective Statement: A short paragraph where the creator reflects on whether the tool was actually helpful, how it influenced their thinking, or how they guarded against hallucinations and bias.

Sample Transparency Appendix

Phase of Work	AI Tool Used	Prompt Used	How Output Was Used / Modified
Brainstorming	ChatGPT-4o	"I am writing a quantitative research proposal on K-12 teacher burnout. Give me 5 potential angles focusing on structural issues."	I used angle #3 (administrative load) but narrowed it specifically to rural school districts based on my literature review.
Editing & Tone	Claude 3.5 Sonnet	[Pasted Draft Section] "Critique this section like a hard grader. Tell me where my transition logic falls apart."	The AI pointed out that my transition between paragraph 2 and 3 was weak. I rewrote the paragraph myself to better bridge the two ideas.
Proofreading	Grammarly	Automated suggestions.	Accepted standard comma fixes; rejected two style changes that altered my voice.

Example generated by Gemini

Reflective Sample

Phase of Work	AI Tool Used	Prompt / Input Provided	Output Received & How It Was Modified	Reflection: Was AI Use Appropriate?
Research & Framing	Perplexity AI	"What are the most cited structural causes of K-12 teacher burnout in rural districts between 2020 and 2026?"	Provided a list of 4 themes (isolation, funding, multi-grade prep, and community pressure) with source links. I verified the sources, discarded the "isolation" angle, and used the remaining three to structure my literature review.	Yes. It functioned as a highly efficient search engine. It didn't do the reading or synthesis for me, but it accelerated my path to the foundational peer-reviewed literature I needed.
Methodology / Data Analysis	ChatGPT-4o	"I am running a Kruskal-Wallis test on ordinal survey data across three school sizes. Explain the steps to input this into the SPSS PROCESS macro and how to interpret the output matrix."	Provided a step-by-step navigation guide for SPSS and a mock breakdown of the interaction effects matrix. I used this as a manual to run my actual data and write up the results section.	Yes. This was an appropriate use of AI as a 24/7 statistics tutor. It helped clarify a complex quantitative mechanism, ensuring my manual execution of the data analysis was accurate.

Reflective Sample cont.

Phase of Work	AI Tool Used	Prompt / Input Provided	Output Received & How It Was Modified	Reflection: Was AI Use Appropriate?
Structural Critique	Claude 3.5 Sonnet	[Pasted draft of Methodology section] "Critique this draft like a rigorous academic reviewer. Identify any gaps in my logic or alignment with my research questions."	Pointed out that my transition between the sample description and the data analysis plan was abrupt, and noted I hadn't explicitly justified choosing a non-parametric test. I rewrote those sections to bridge the logical gaps.	Yes. This invited constructive friction into my writing process. Claude acted as an objective editor; the critique forced me to do deeper critical thinking and execute the actual writing repairs myself.
Drafting / Text Generation	Document AI Copilot	"Write the abstract for my paper based on the attached conclusion draft."	Generated a 150-word abstract. It sounded incredibly robotic, used clichés like "delve into the paradigm," and missed the specific statistical significance of my findings.	No / Marginal. I ended up deleting about 80% of it. It was faster and more authentic to write the abstract from scratch in my own voice. In the future, I will only use AI to critique an abstract I wrote, rather than having it draft one.

Placement

Type of Document	Placement	Suggested Type
Short documents, discussion posts	At the end of the document or post	Short disclosure statement
Regular assignments	At the end of the document	Short disclosure statement or Weaver Statement
Summative or core assignments	At the end of the document	Weaver Statement or reflective transparency appendix
Short research papers	After the abstract	Short disclosure statement or Weaver Statement
Full research papers	Disclosure statement after abstract referencing the transparency appendix and as an appendix	Transparency appendix including prompt logs

Sample Syllabus Language

- Illustrative language to adapt for your course:
- “Generative AI may be used only as described in each assignment.”
- “When you use AI, include a disclosure statement naming the tool, how you used it, and how you verified the output.”
- Scale the format to the assignment: short statement, Weaver statement, or transparency appendix (see Placement)

Sample Syllabus Language

You are encouraged to use generative AI tools to help prepare for assignments and projects (e.g., to help with brainstorming, etc.). You are welcome to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. If AI Tools are used, add a disclosure statement at the end of the paper, prior to the reference list outlining which AI Tools you used and how you used each, see examples in D2L. Items that are specifically created by an LLM or other generative AI Tool should be cited.

Sample Syllabus Language v2

Students may use generative AI tools as part of their preparation for assignments and projects, such as for brainstorming, outlining, or preliminary drafting. AI tools may also be used for editing and revision purposes, including identifying issues in clarity, logic, organization, or citation formatting.

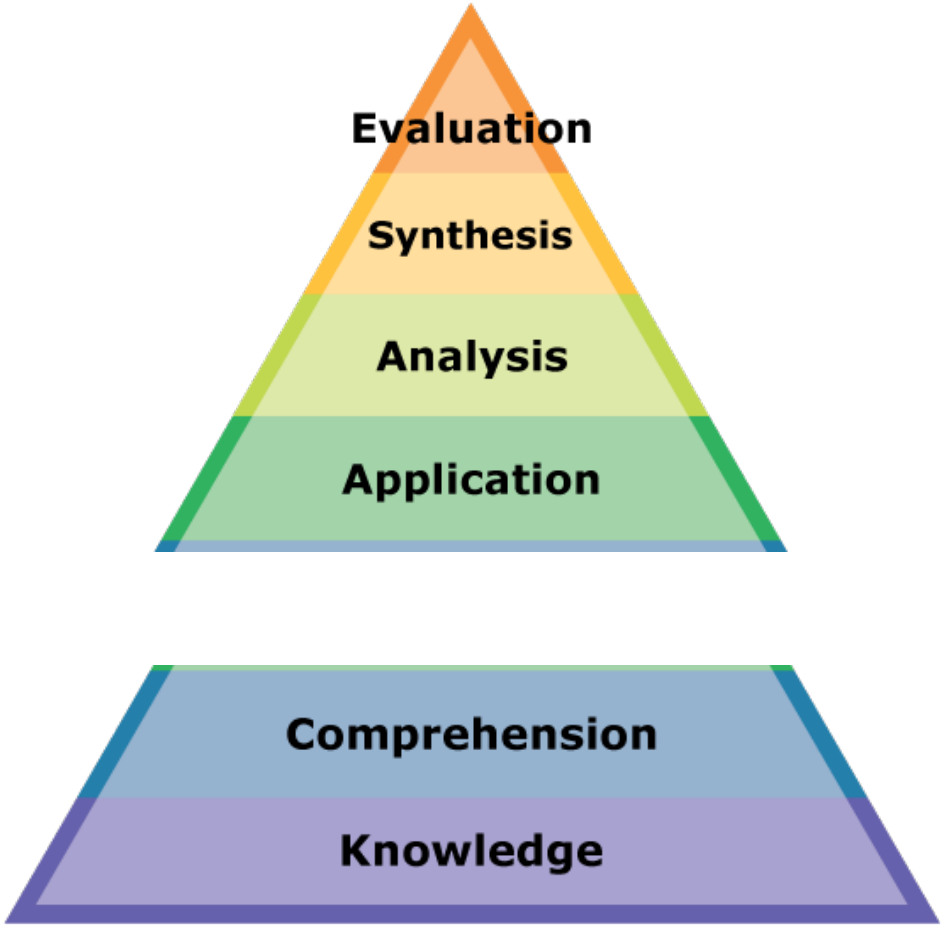
Any writing, text, media, or substantive content generated by AI must be clearly identified at the time of submission. Disclosure may take several forms; one acceptable method is a brief statement placed at the end of the paper, prior to the reference list, describing the AI tools used and the nature of their use. Content produced by large language models or other generative AI systems should be cited in accordance with the relevant citation style. As always, the student is fully responsible for the final submission

When Disclosure Is Missing or Incomplete

- Start with a conversation, not an accusation
- Ask the student to walk through their process and drafts
- Offer the chance to add or revise the disclosure statement
- Reserve formal integrity processes for deceptive or repeated cases
- Keep disclosure details confidential and never penalize disclosure itself

Must focus on higher levels of Bloom

Summative assessments should target the upper levels of the original 1956 Bloom taxonomy, where process disclosure is most meaningful



- If a Chatbot can answer the question, maybe it isn’t a strong assessment

Examples: Raising the Bloom Level

- Example 1 – Recall to analysis: Instead of “Summarize the causes of the 2008 financial crisis” (a chatbot can answer this), ask: “Compare two AI-generated explanations of the crisis, identify errors or omissions, and defend which is stronger using course readings.”

- Example 2 – Evaluation with process evidence: Instead of “Write an essay on school funding,” ask students to submit their draft history and an AI transparency appendix, then defend their argument in a 5-minute oral check.

Example: Reflective Practice

Example 3 – Reflection after AI use: Students add three questions to every disclosure statement:

- What did the AI produce, and what did I change or reject?
- Where did my own judgment override the tool?
- Was this use appropriate, and what will I do differently next time?

Illustrative examples to adapt to your discipline

Acceptable, Limited, Prohibited

Acceptable	Limited	Prohibited
Brainstorming topics and questions	Outlines or sentence starters, only if the assignment allows	Submitting AI-written work as your own
Practice quizzes and study help	Revising after the student's own draft	Entering student names or personal data
Checking grammar and spelling	Image or media generation for projects	Using AI on assessments of independent skill



Set the tier for each assignment, not each course, and disclose when AI shaped the work.

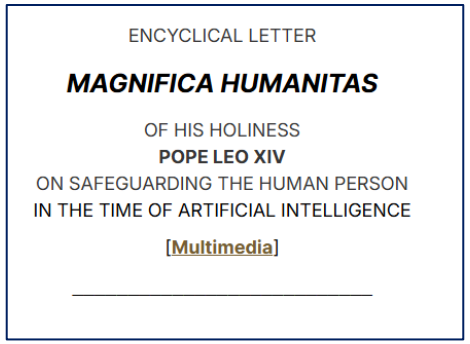
Rubrics That Reward Reasoning

Criterion	What to reward	Evidence students show
Reasoning	Explaining why, not just what	Annotated notes, oral check
Revision	Meaningful change between drafts	Version history, draft comparison
Verification	Checking AI claims against sources	CARE or SIFT check, source list
Disclosure	Honest, specific statement of AI use	Disclosure note, prompt log
Ownership	Final work in the student's own voice	Short conference, in-class writing

Sources for Overview AI Guidance

UNESCO White Paper

Summary of the paper



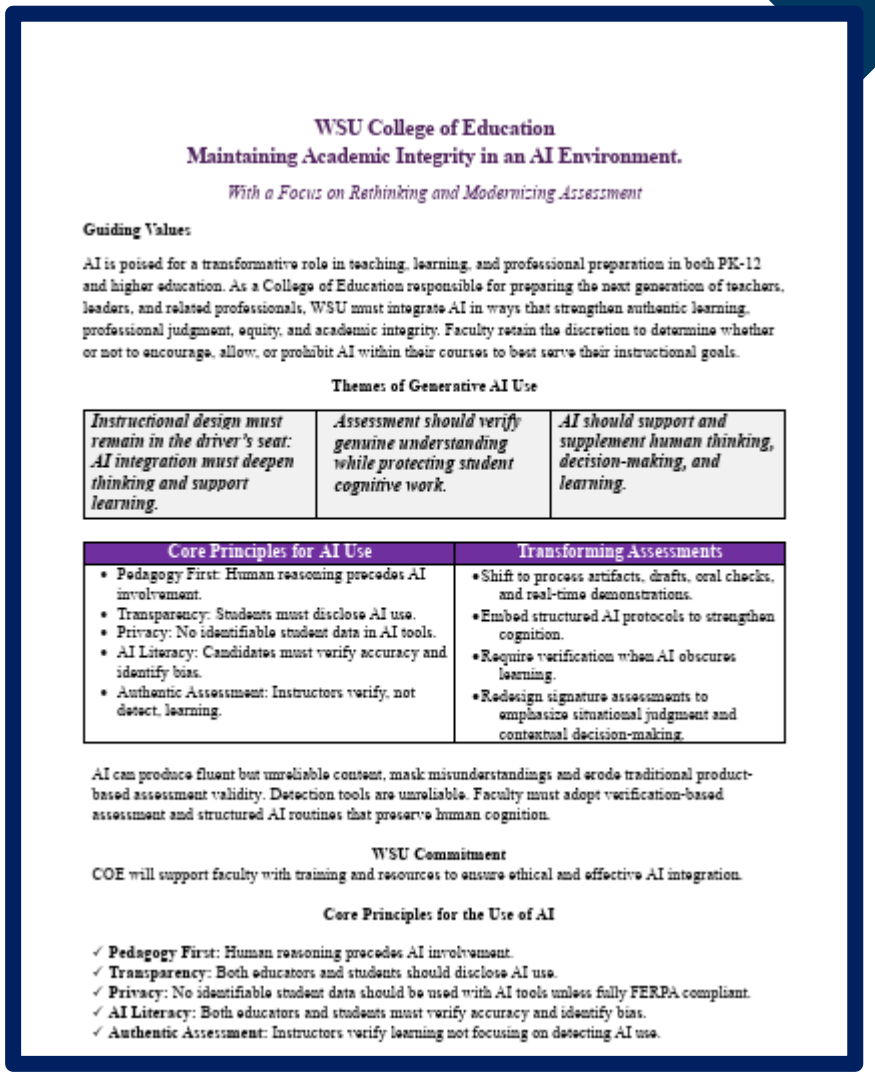
Magnifica Humanitas

Summary of Magnifica Humanitas

TeachAI ToolKit | Digital Promise | MDE's AI in Education

Sample Documents

- Teacher/Instructor Guidelines
  - https://stevenbaule.org/AI_materials/WSU_CoE_AIguidelines20260109.pdf
- Student Guidelines
  - https://stevenbaule.org/AI_materials/Student%20Guide_AI_Academic%20Integrity_20261014.pdf



WSU College of Education
Maintaining Academic Integrity in an AI Environment.

With a Focus on Rethinking and Modernizing Assessment

Guiding Values

AI is poised for a transformative role in teaching, learning, and professional preparation in both PK-12 and higher education. As a College of Education responsible for preparing the next generation of teachers, leaders, and related professionals, WSU must integrate AI in ways that strengthen authentic learning, professional judgment, equity, and academic integrity. Faculty retain the discretion to determine whether or not to encourage, allow, or prohibit AI within their courses to best serve their instructional goals.

Themes of Generative AI Use

Instructional design must remain in the driver's seat: AI integration must deepen thinking and support learning.	*Assessment should verify genuine understanding while protecting student cognitive work.*	*AI should support and supplement human thinking, decision-making, and learning.*

Core Principles for AI Use	Transforming Assessments
• Pedagogy First: Human reasoning precedes AI involvement. • Transparency: Students must disclose AI use. • Privacy: No identifiable student data in AI tools. • AI Literacy: Candidates must verify accuracy and identify bias. • Authentic Assessment: Instructors verify, not detect, learning.	•Shift to process artifacts, drafts, oral checks, and real-time demonstrations. •Embed structured AI protocols to strengthen cognition. •Require verification when AI obscures learning. •Redesign signature assessments to emphasize situational judgment and contextual decision-making.

AI can produce fluent but unreliable content, mask misunderstandings and erode traditional product-based assessment validity. Detection tools are unreliable. Faculty must adopt verification-based assessment and structured AI routines that preserve human cognition.

WSU Commitment

COE will support faculty with training and resources to ensure ethical and effective AI integration.

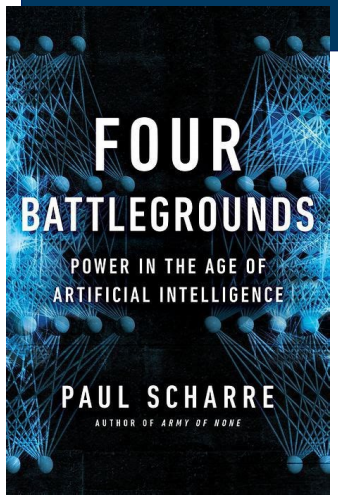
Core Principles for the Use of AI

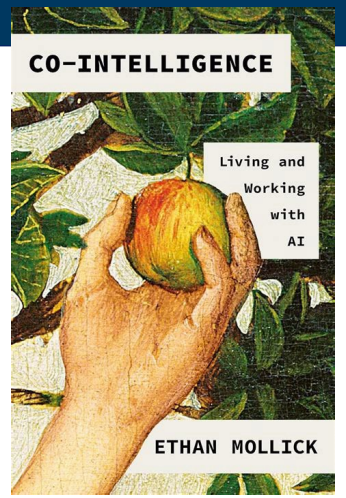
✓ **Pedagogy First**: Human reasoning precedes AI involvement.
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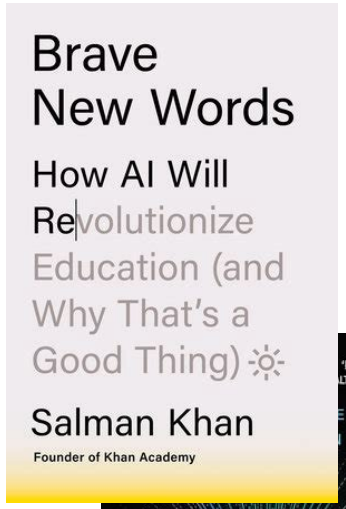
Key Takeaways

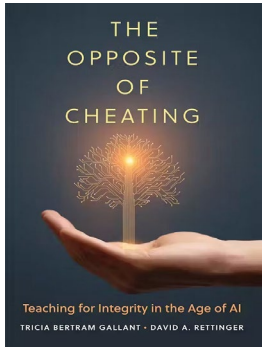
- Disclose clearly: the tool, the task, and how you verified the output
- Match the disclosure format to the assignment
- Make disclosure expected and normalized for students and instructors
- Verify, don’t detect: design assessments that surface process and judgment
- Use disclosure as a prompt to reflect on whether the AI use was appropriate

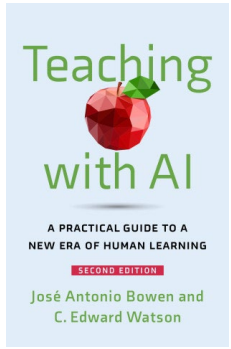
A Brief Reading List on AI



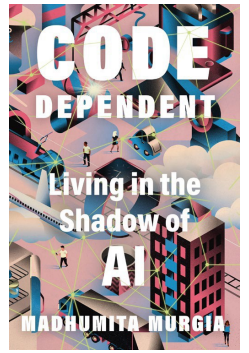


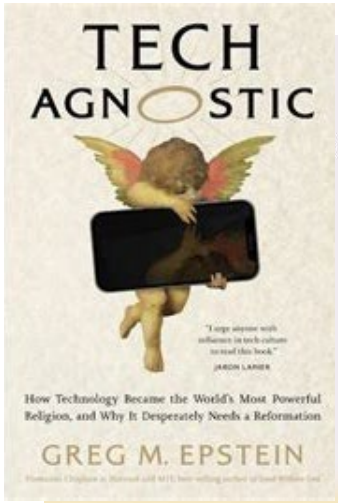




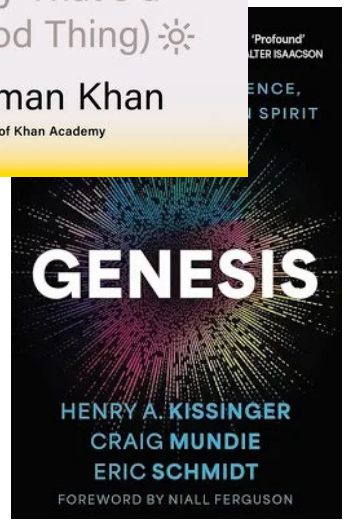


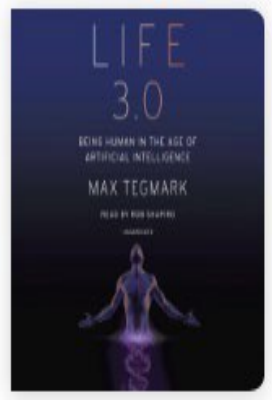


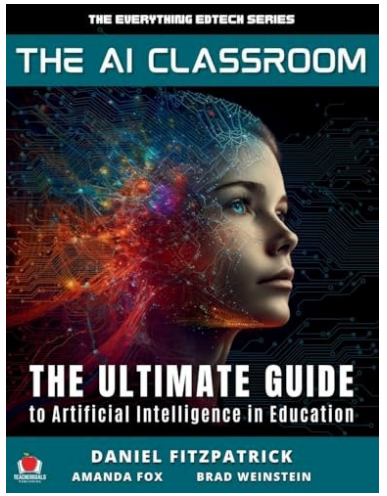












[9 Suggestions For Your AI Reading List | *Tech & Learning*]

References

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- Weaver, K. D. (2024). The artificial intelligence disclosure (AID) framework: An introduction. *College and Research Library News*, *85*(10), 407-411. https://doi.org/10.5860/crln.85.10.407.

AI Disclosure Statement

Microsoft Copilot was used to edit the text and wording of these slides and to check that the presentation aligns with the scope of the session description. Gemini was used to create the bar charts and the traffic signal images. The content, structure, and final decisions are my own; I reviewed and take responsibility for all material presented.

Questions

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Participant Assignment: AI Disclosure & Reflection

- **Purpose:** apply the lecture in practice by using AI on one real task, then making that use transparent, verified and reflective.
- **Time and format:** individual work in your own time, about 90 minutes. Result: a 2–3 page “Disclosure Kit”.
- **Assessment:** Pass / Not yet. No numerical grade.
- **Privacy first:** do not enter personal or confidential data (names of students, colleagues or citizens, grades, case files). Use invented or anonymised material.
- **Tools:** any AI tool you can access. Prompts may be in Ukrainian or English. Prefer not to use AI? See the No-AI path.
- **Plan your time:** Part 1 Task (25 min) · Part 2 Verify (20) · Part 3 Disclose (25) · Part 4 Institution (20)

Parts 1–2: Do a Real Task, Then Verify

- **Part 1 · Do a real task with AI (≈25 min).** Pick ONE task from your field:
  - Management: a one-page briefing for your team on a change in your organisation
  - Public administration: a plain-language citizen notice about a new service or rule
  - Pedagogy: a 45-minute lesson outline or a short rubric
  - Psychology: an interview guide or a research-topic summary for non-specialists
  - Students and researchers: a study plan, abstract or literature-search strategy
- **Keep a prompt log:** tool, date, and at least two rounds of prompts.
- **Part 2 · Verify and take ownership (≈20 min).** Check at least three claims, facts or citations against reliable sources. Revise in your own voice and record what you accepted, changed and rejected, and why. Name one point where the output was biased, unsuitable for your context or wrong.

Part 3: Disclose in Three Formats (≈25 min)

- **A. Short statement:** 2–3 sentences naming the tool, the task, and how you verified the result.
- **B. Weaver-style statement:** use at least four AID headings that fit your task, for example AI tool(s), Writing—Review & Editing, Writing—Translation, Privacy and Security.
- **C. Mini transparency appendix:** a table with at least three rows: phase of work, tool, prompt used, and how the output was used or modified.
- **D. Reflection (4–6 sentences):** answer all three questions:
  - What did the AI produce, and what did I change or reject?
  - Where did my own judgment override the tool?
  - Was this use appropriate, and what will I do differently next time?

Part 4: Apply It in Your Institution

- Choose ONE track (≈20 min).
- Track 1 · Teachers, leaders, administrators
  - Write a 4–6 sentence rule for one assignment or process: place it on the Acceptable / Limited / Prohibited scale, say where disclosure goes, and what happens if it is missing (start with a conversation; never penalise honest disclosure).
  - Redesign one assessment so a chatbot alone cannot complete it: raise the Bloom level and name the process evidence you would ask for.
- Track 2 · Students and researchers
  - Write a disclosure paragraph for a real or planned paper, thesis chapter or assignment, and say where it would be placed.
  - Write a 3–4 sentence note to your supervisor or instructor explaining how you used and checked AI, and how you would respond to the “transparency dilemma”.

Submission

- **Submit:** one Word or PDF file, 2–3 pages, in English. Quoted prompts and AI outputs may stay in original language.
- **Use these headings:** 1 Task and prompt log · 2 Verification · 3 Disclosure (A–D) · 4 Institutional application.
- **Attach:** the AI output you started from, or an excerpt of it.
- **Not yet?** Missing items are listed and you may resubmit.

Pass Criteria: All Must Be Met

- The task is real, relevant to your field, and contains no personal or confidential data.
- The prompt log shows the tool, the date and at least two prompts.
- At least three claims were checked against named sources, and what was accepted, changed or rejected is recorded.
- The short statement names the tool, the task, and how the output was verified.
- The Weaver-style statement uses at least four appropriate headings; the appendix has at least three complete rows.
- The reflection answers all three questions and includes at least one honest limitation.
- Part 4 is specific and usable, not generic.