



TEACHING &
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Let me put this another way...The threat to effective teaching from paraphrasing tools

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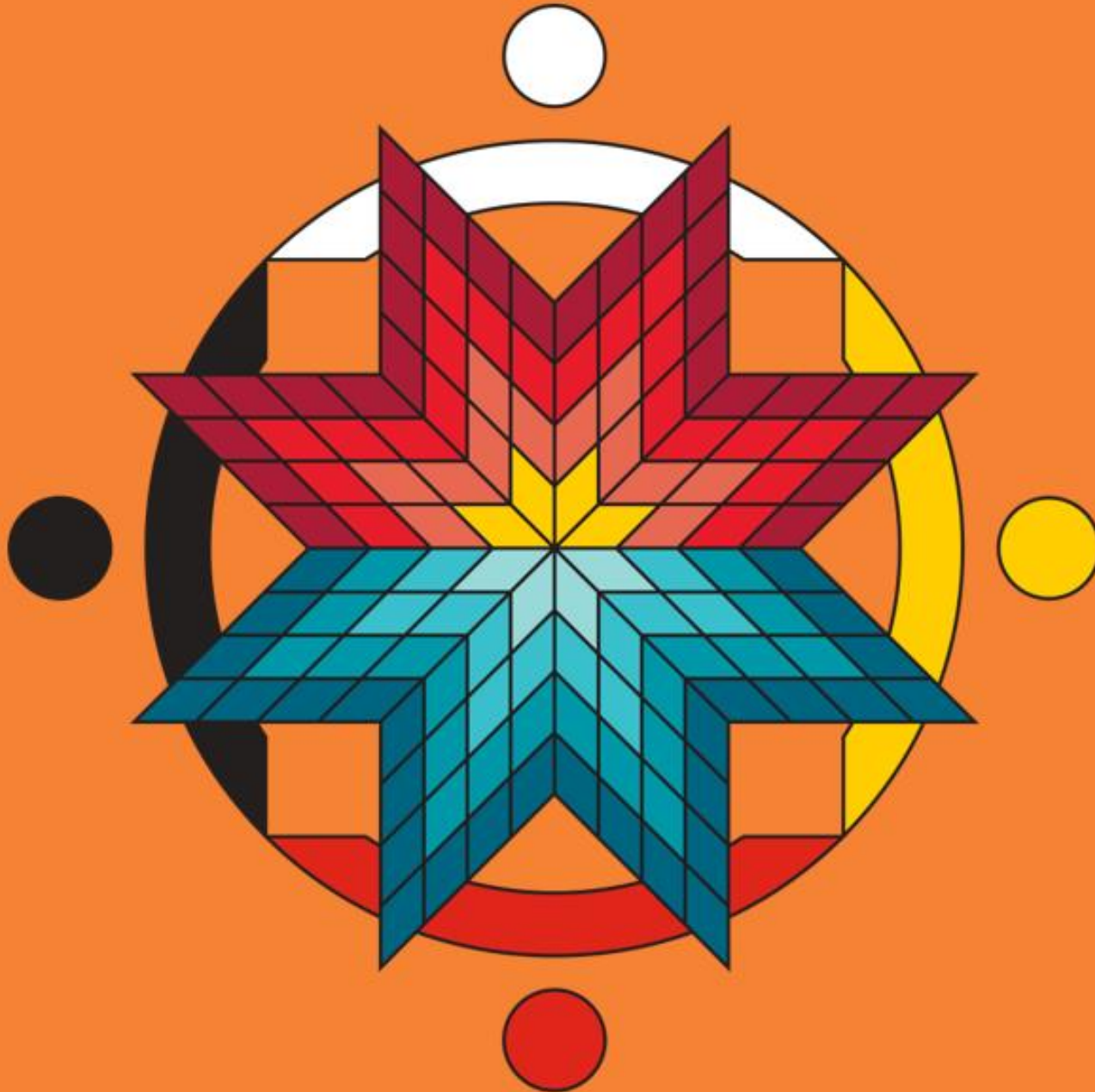


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It's the journey and not the destination that should be the prime concern of the teacher and that's what's being destroyed by Automated Paraphrasing Tools (APT's.....once an app has been accorded an acronym, you know it's serious). The destination is where the learning has been evaluated but it's the journey where the teaching takes place.



LAND ACKNOWLEDGEMENT

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement.](#)



June 29, 2023

AGENDA / LEARNING OUTCOMES

While our attention has been focussed on ChatGPT and other chatbots that generate text, AI Automated Paraphrasing Tools have surreptitiously come around from behind to bite us in the assessments. The questions I find intriguing around paraphrasing apps are crucial to my understanding good teaching:

- What are they?
- Does their use constitute cheating?
- Is their use helpful to the student? Why do they use them?
- What impact do they have on teaching and teaching strategies?
- Should I eliminate writing entirely from my assessments (just kidding, of course)?
- Can Chatbot detectors identify APT use?
- How do we mitigate their use?



APT's

- What are they?
- “they are often web-based applications which use Machine Translation (MT) **to transform one text into another, including between languages**. MT varies in its level of sophistication and efficacy but is improving with advances in technology...” *What are Automated Paraphrasing Tools and how do we address them? A review of a growing threat to academic integrity, International Journal for Educational Integrity*
- “Text matching tools employed to detect plagiarism are widely used in universities, but their availability may have pushed students to find ways to evade detection. One such method is the use of automatic paraphrasing software, where assignments can be rewritten with little effort required by students.” *Automatic paraphrasing tools: an unexpected consequence of addressing student plagiarism and the impact of COVID in distance education settings.*
<https://www.researchgate.net/publication/369431585>
- There are a number of ways in which they are used that are of concern to the educator:
 - As a corrector of spelling, grammar and style.
 - In its ability to plagiarise (does it help avoid plagiarism?)

Here's one part of the problem

- Let's say I'm an international student and my English is not very good. I write an essay and filter it through Quillbot. I then submit it. It reads well with mistakes gone and flow ironed out. Am I cheating? Had I gone to a friend who is proficient in English (maybe even a tutor) and asked to help correct the mistakes, is that cheating? Is there a difference between the two? On another assignment I'm asked to explain Aristotle's definition of scientific inquiry. I find a translation of what he'd said and run it through a paraphrasing app. It changes words and word order. I hand it in. Am I plagiarising? Am I learning?
- I think there are lots of issues different here than those involved in chatbots generating answers. In the first scenario the student has attempted an answer, done some original work.

After reviewing Rogers' categories of acceptance of new technologies (Diffusion of Innovation), in which category would you place yourself? How easily do you accept new technologies? Identify the category, define its characteristics and with an example, explain how you fit into it. (1 of 2)

- So, after analyzing the five groups of Everett Rogers technological adopters I place myself in second group as technology is changing on regular basis, therefore only group second adopters are capable to adopt new innovations. Moreover, Innovations , which unites devices to advance turn of events, use and data trade, has as its fundamental target of making errands more straightforward and the tackling of numerous issues of humankind. Whenever innovation advances and makes our lives much more helpful, we should pressure that it is so useful to our lives, and we accept it so easily as dynamic it is. Thus, I place myself in the second category.
- www.paraphrasing.io

After reviewing Rogers' categories of acceptance of new technologies (Diffusion of Innovation), in which category would you place yourself? How easily do you accept new technologies? Identify the category, define its characteristics and with an example, explain how you fit into it. (2 of 2)

- So, after analyzing the five groups of Everett Rogers technological adopters I place myself in second group as technology is changing on regular basis, therefore only group second adopters are capable to adopt new innovations. Moreover, Innovations, which unites devices to advance turn of events, use and data trade, has as its fundamental target of making errands more straightforward and the tackling of numerous issues of humankind. Whenever innovation advances and makes our lives much more helpful, we should pressure that it is so useful to our lives, and we accept it so easily as dynamic it is. Thus, I place myself in the second category.
- www.paraphrasing.io
- After examining Everett Rogers' five categories of adopters of technology, I identify myself as a member of the second group. This is due to the fact that technology is constantly evolving, and only those who are part of the second group are capable of embracing new innovations. Additionally, the primary aim of innovation is to simplify tasks and address various issues facing humanity by connecting devices and enabling data exchange. As technology continues to progress and improve our lives, we must acknowledge its usefulness and readily accept it as a dynamic force. Therefore, I categorize myself as a member of the second group.

The President's message on the left and Quillbot's paraphrasing of it on the right. If I present Quillbot's, is it plagiarism?

- *A Letter from the President*
- I am pleased to share Strategy 2026, entitled "George Brown College—A Roadmap to the Future." It is an ambitious roadmap to guide our future direction. We are a college distinguished by our global reach, focus on students' success, alumni and community involvement, and employee engagement. We accomplish this through inclusive, quality, and innovative teaching and learning; excellent research and creative activities; and economic and social development initiatives. We prepare students to be active citizens and successful professionals. Since its inception in 1968, the college has grown significantly. George Brown is now one of the largest, most diverse post-secondary institutions in Canada. With a community of more than 260,000 alumni, we have made an incredible contribution to companies, communities, and individuals.
- I am delighted to present Strategy 2026, "George Brown College—A Roadmap to the Future." It is an ambitious blueprint that will guide our future course. We are a college that is notable for our worldwide reach, emphasis on student achievement, alumni and community participation, and staff engagement all contribute to our success. This is accomplished via inclusive, high-quality, and innovative teaching and learning; outstanding research and creative activities; and economic and social development efforts. We train students to be engaged citizens as well as successful professionals. The college has developed tremendously since its founding in 1968. George Brown is presently one of Canada's largest and most varied post-secondary schools. We have made a remarkable impact to organisations, communities, and individuals through a network of over 260,000 graduates.
- *Changed a few words and word order. Cannot be detected as plagiarised.*
- *"For example: a student may sincerely believe that as they have not submitted an exact copy of the original source, and that there is no evidence of match to the original source via online originality checking software that they have met the objective of submitting original work. Conversely, an academic may reasonably consider this to be direct plagiarism as the student copied the original work of someone else and reused it without any acknowledgement (Davis & Morley, 2015)" [International Journal for Educational Integrity](#)*

3.2 Plagiarism College policy

- Plagiarism is the act of taking credit for the work of others and is a serious academic offence, which includes presenting the work, words, images, and/or ideas belonging to others as one's own without identifying and giving proper credit to the original source. This includes, but is not limited to the following:
- 3.2.1 The use of a direct quotation, **paraphrasing** or expressing another's idea without identifying the source;
- 3.2.2 Submission of any work as one's own when it has been **prepared by another, either partially or in full**; *(does this include spell check and grammar check?)*
- 3.2.3 Failure to give credit for work that was done in collaboration;
- 3.2.4 The submission of any work that has been previously submitted, by the student or another person, for credit or has been, is being, or will be submitted for credit in another course or program of study in the College or elsewhere.

Is it really bad?

- <https://www.geekboots.com/story/how-paraphrasing-tools-contribute-to-academic-integrity>
- How Paraphrasing Tools Contribute To Academic Integrity
 - Paraphrasing is “ethical plagiarism” because it doesn’t copy word for word.
 - Helps to avoid unethical plagiarism by citing the original author?
 - Saves time especially when paraphrasing shortens articles that go on and on...and on.
 - ‘paraphrasers’ create something entirely original.

Here's a second problem: **Universal Subliminal (Implicit) Course Outcomes** (things that influence our marking, elicit our comments on student papers or in class, and direct our teaching)

When you have earned credit for this course, you will have demonstrated the ability to:

1. hand things in on time*
2. write and communicate clearly in English*
3. reference material used in written assignments*
4. paraphrase important ideas and articles in the course* Paraphrasing is a valuable learning tool. It cannot be done without the student coming to some understanding of the material and is an intricate part of our teaching strategy. APT's nullify that strategy.
5. read and think more critically*
6. not cheat*
7. respect fellow students and understand the negative impact of racism and discrimination
8. cooperate with other students

***these are the ones being usurped by AI paraphrasers**

Value of paraphrasing

- “Academic writing is largely reliant on the skill of paraphrasing to demonstrate that the author can capture the essence of what they have read, they understand what they have read and can use the appropriately acknowledged evidence in support of their responses (Fillenbaum, 1970; Keck, 2006, 2014; Shi, 2012). In higher education a student’s attempts at paraphrasing can provide “insight into how well students read as well as write”” *From Using Internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism? International Journal for Educational Integrity*

Reasons that led to development and use of AI in education: Why do students use them?

- Business model: during 80's and 90's put emphasis on grades (as opposed to education).
- Larger class sizes, less interaction with teachers.
- Shortened times: 2 semester courses (36 week semesters) into 7-1-7.
- Personal constraints (jobs, family, stress).
- COVID: forced online education (diminished contact between teacher and student so student looked for help elsewhere).
- LMS furthered distance between teacher and student.
- A significant increase in international students whose first language is not English.

Other cultures

- “It is important to note that cultural norms should not be ignored... as the Western notion of academic integrity is not universal, and has been implicated as dismissive of other cultures, in particular the Eastern academic tradition of duplication as homage.” *(Stowers & Hummel, 2011, The Use of Technology to Combat Plagiarism in Business Communication Classes)*
- *Furthermore, APT’s allow students with minimal ability to express themselves in English and submit good assignments without fear of detection.*
- *On the other hand, might they also help students learn the language.*
- *They can translate from almost any language into English.*

Solutions

- Decide how appropriate, useful, honest APT use is. It will direct what actions you take.
- Is Respondus lockdown browser in the assessment centre a possible solution?
- How about having students take tests and assignments in class with paper and pencil?
- “A further approach to tackling the issue is to re-design assessment tasks to **include an oral component where the student has to present a summary of their argument and answer questions.** This approach can ensure that the student understands and has achieved the learning outcomes, although it is no guarantee of the student’s academic integrity in preparing for their presentation.” *Using Internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism? Ann Rogerson*
- Openly discuss your expectations around use of these tools with student, what you consider plagiarism and what you don’t. Not all teachers would agree on what limitations, if any, should be placed on APT use.
- Discuss ethical issues with students in that they are short-changing their education when using APT’s

Check these out

- quillbot.com
- paraphraser.io
- editpad.org/tool/paraphrasing-tool
- scribbr.com/paraphrasing-tool
- paraphrase-online.com
- paraphrasingtool.ai
- www.duplichecker.com
- paraphrasing.io *
- smallseotools.com/paraphrasing-tool
- grammarly.com
- wordtune.com



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THANK YOU!

Conference Agenda

START	END	DESCRIPTION	LOCATION
8:00 AM	8:55 AM	Registration & Breakfast	Atrium
9:00 AM	9:30 AM	Land Acknowledgement, Hand Drum and Opening Remarks with Dr.Gervan Fearon	SJC 406 with online option
9:30 AM	10:45 AM	Keynote Speaker: Brenda McDermott	SJC 406 with online option
10:45 AM	11:00 AM	Music and Move to Session 1	
11:00 AM	11:45 AM	Concurrent Session Block 1	On-campus with online option
11:45 AM	12:50 AM	Luncheon	
1:00 PM	2:00 PM	Plenary Conversation with John Weigelt	SJC 406 with online option
2:00 PM	2:15 PM	Music and Move to Session 2	
2:15 PM	3:00 PM	Concurrent Session Block 2	On-campus with online option
3:00 PM	3:30 PM	Wine & Cheese Social	Atrium
3:30 PM	4:00 PM	President Awards & Concluding Remarks	Atrium

