

## Artificial Intelligence in Education: Digital Skill or Academic Dishonesty? (Poster)

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### בינה מלאכותית בחינוך: מיומנות דיגיטלית או הונאה אקדמית? (פוסטר)

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#### Abstract

The spread of generative artificial intelligence (GenAI) significantly impacts education, business, and communication. GenAI tools like ChatGPT generate content based on the clarity of prompts (Liu et al., 2023). In education, ChatGPT is used for learning and assessment, but raises ethical challenges (Lo, 2023).

A significant concern of integrating GenAI in education is academic dishonesty (AD), including cheating, plagiarism, fabrication, and facilitation (Pavela, 1997). Plagiarism is more common in digital settings due to the ease of copying and abundant online resources, which reduce the perceived risk of getting caught (Sidi et al., 2019). GenAI tools introduce two key challenges: rephrasing existing material without attribution (Salvagno et al., 2023) and presenting AI-generated work as one's own (Dehouche, 2021), termed "AI-giarism" by Chan (2023).

The ethical implications of AI in education are complex. The "neutralizing effect" refers to students justifying AD by minimizing its severity (Brimble, 2016; Ives, 2020). Interaction with AI can foster psychological ownership over content, leading users to feel AI-generated material is theirs, reducing their sense of wrongdoing. Ownership stems from control, familiarity, and personal investment (Pierce et al., 2003), aligning with Thaler's (1980) ownership theory and the "IKEA effect" (Norton et al., 2012), where involvement enhances perceived value. In AD, this ownership might make users perceive AI-generated work as their own, justifying ethical violations.

The evolving role of AI requires reassessing digital literacy frameworks that predate GenAI. Existing digital literacy frameworks may not fully address the complexities of student literacy in the GenAI era (Hwang et al., 2023; Tiernan et al., 2023). Thus, digital literacy must evolve to include effective and ethical AI use, particularly in education.

**The Research:** This study explores how GenAI adoption affects students' perceptions and actual behaviors related to AD and seeks to clarify the boundary between AD and the legitimate use of AI for learning. The study has three parts:

1. A mixed-method study comparing AI use perspectives and practices among lecturers and students, categorized by experience. This study also evaluates essential digital literacy skills for effective AI use through interviews and content analysis.

2. An online experiment designed to test whether user engagement (prompt iterations) and time invested influence psychological ownership over AI-generated content.
3. A survey exploring how AI use experience and psychological ownership impact students' reporting of AI-assisted plagiarism and their perception of the severity of AD.

**Research Contributions:** This research will enhance our understanding of AD related to AI-generated content and psychological ownership, while providing insights for updating digital literacy frameworks. Additionally, this work will help institutions establish ethical AI guidelines and design effective academic tasks for the GenAI era.

**Keywords:** GenAI, Academic Dishonesty, Digital Literacy, Neutralizing Effect, Psychological Ownership.

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