



# The Latest Insights into Academic Integrity

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**Instructor & student experiences, attitudes, and the impact of AI**

**2024 update**

**WILEY**

<b>Introduction</b>	<b>01</b>
<b>How is AI being used?</b>	<b>03</b>
<b>How is AI perceived?</b>	<b>05</b>
<b>How is AI related to cheating?</b>	<b>09</b>
<b>Is cheating on the rise?</b>	<b>13</b>
<b>Why are students cheating?</b>	<b>15</b>
<b>How are instructors navigating cheating?</b>	<b>20</b>
<b>What would help instructors?</b>	<b>22</b>
<b>Our findings in detail</b>	<b>24</b>
<b>Who took part in our survey?</b>	<b>27</b>
<b>Information about us</b>	<b>28</b>

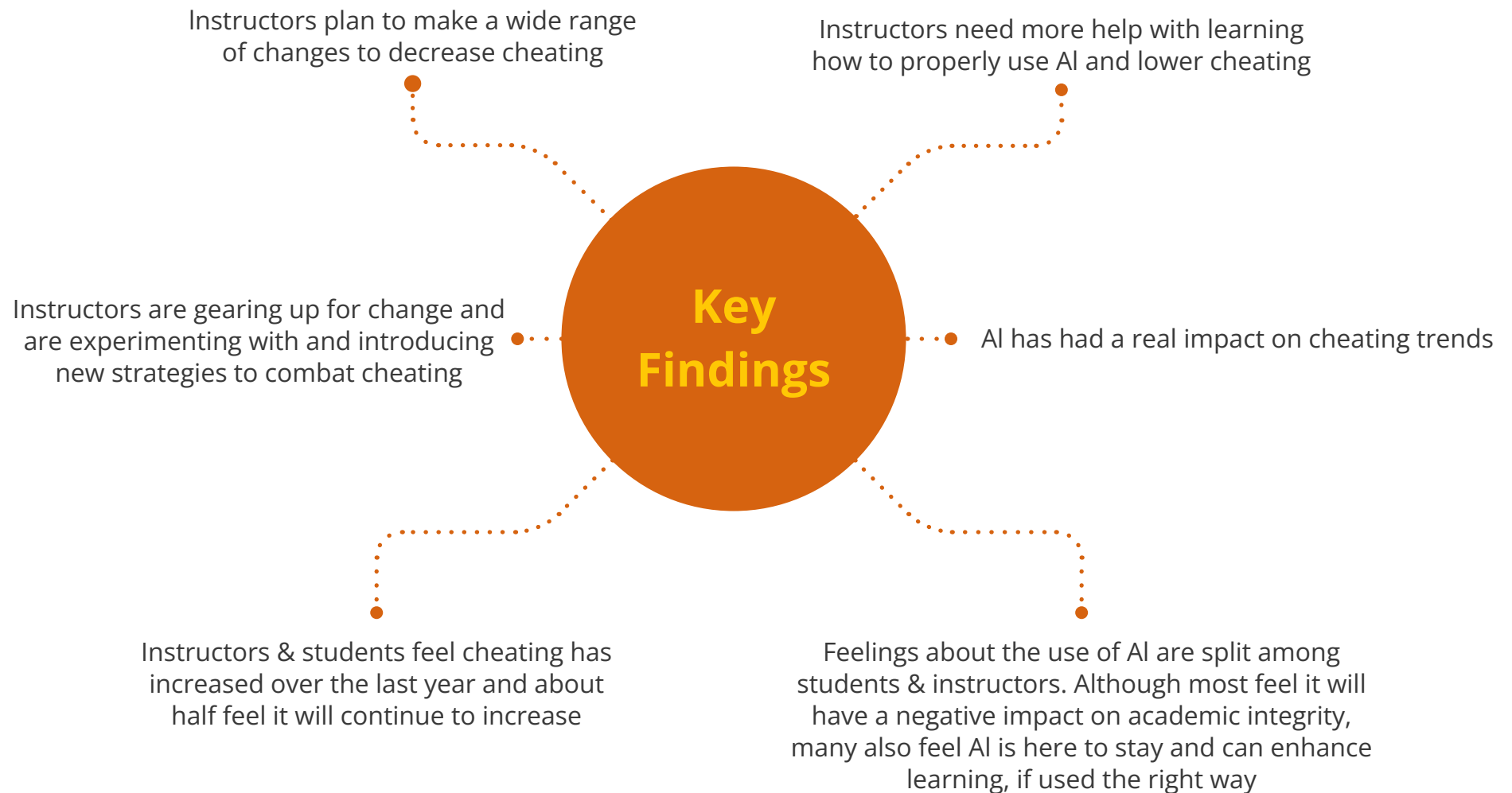
Instructors are grappling with new concerns about the future of academic integrity. The emergence of Artificial Intelligence (AI) tools, widespread adoption of hybrid and remote learning models, and reported increases in student cheating have made their concerns bigger than ever and introduced novel ethical dilemmas in education.

These concerns are happening in parallel with rising rates of cheating due to competing priorities, time constraints, increasing pressures to perform, and the availability of technology to do so.

- How do students feel about AI?
- Are instructors using AI as part of their teaching?
- Does AI enhance learning or have a negative impact on academic integrity?

To find out the answers to these questions and more, we surveyed 850 instructors and 2,067 students, asking them about their experiences with academic integrity, the challenges they're currently facing, and what they thought the future had in store, including AI.

This report details what we found.



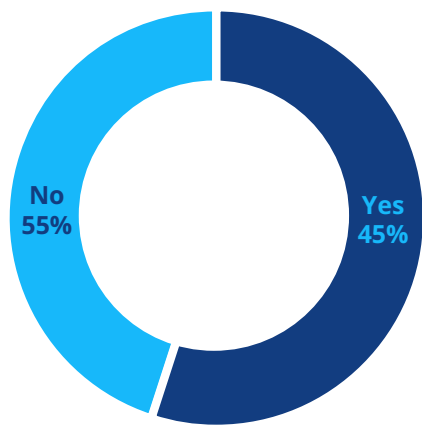


# How is AI being used?

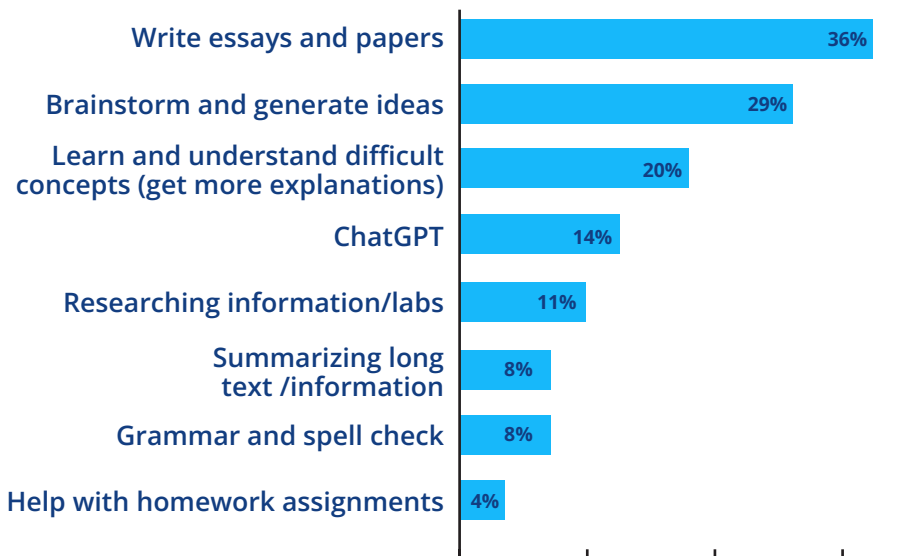
## Students

Almost half of students currently use generative AI in class

Have you used generative AI tools in your classes in the past year?



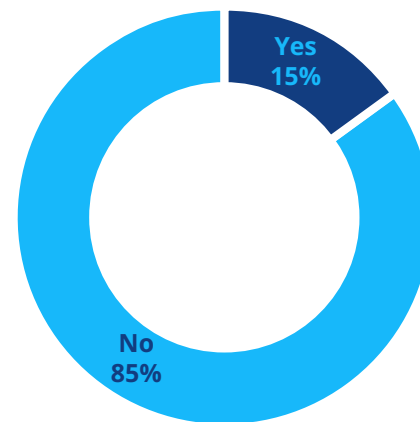
AI is used by students mostly to help with writing, brainstorming, and understanding difficult concepts



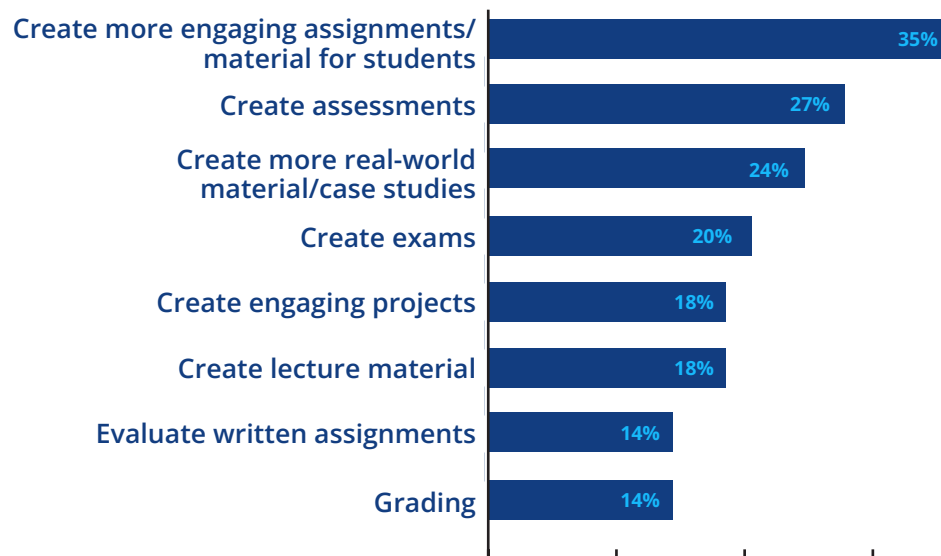
## Instructors

Most instructors are not using AI

Have you used generative AI tools in your classes in the past year?



However, instructors who do use AI are doing so to create engaging material and assessments





# How is AI being used?

## Students told us this is how they use AI...

To look up ideas how I can improve my current

Brainstorming ideas. Getting terms and definitions in different ways. Keeping me entertained when bored.

Asking course related questions to better understand the material.

## Instructors told us this is how they use AI...

As an instructor, it will help me design my course, develop tests and quizzes, etc.

Most of my students are not chemistry majors, so they are taking my class to learn.

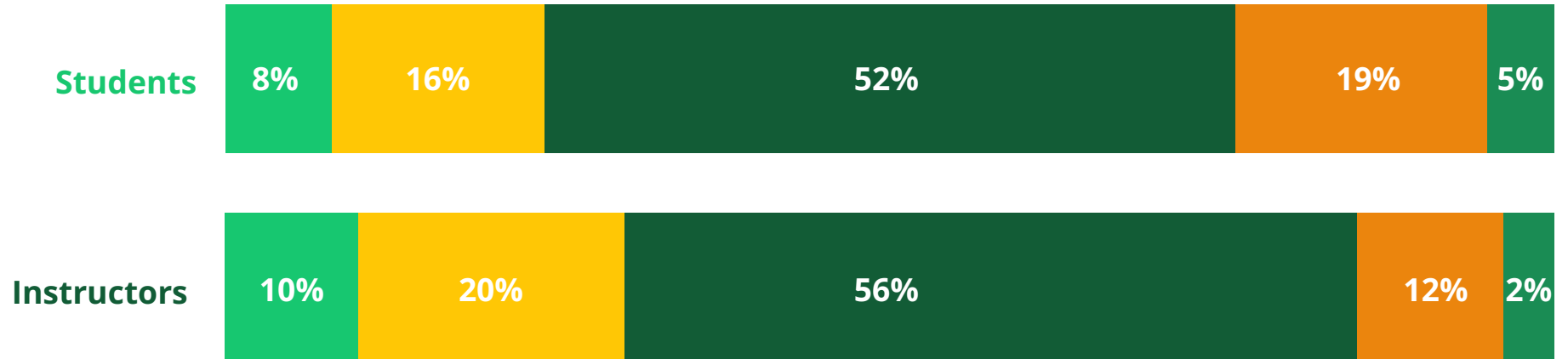
It can help generate ideas. For example, I have a segment about energy controversies. Rather than me trying to think of all the possible controversies, they can use Gen AI to find ones of interest to them that I haven't listed or am not familiar with.



# How is AI perceived?

In general, how do you feel about the use of GenAI in the classroom?

Very Negative Negative Neutral Positive Very positive

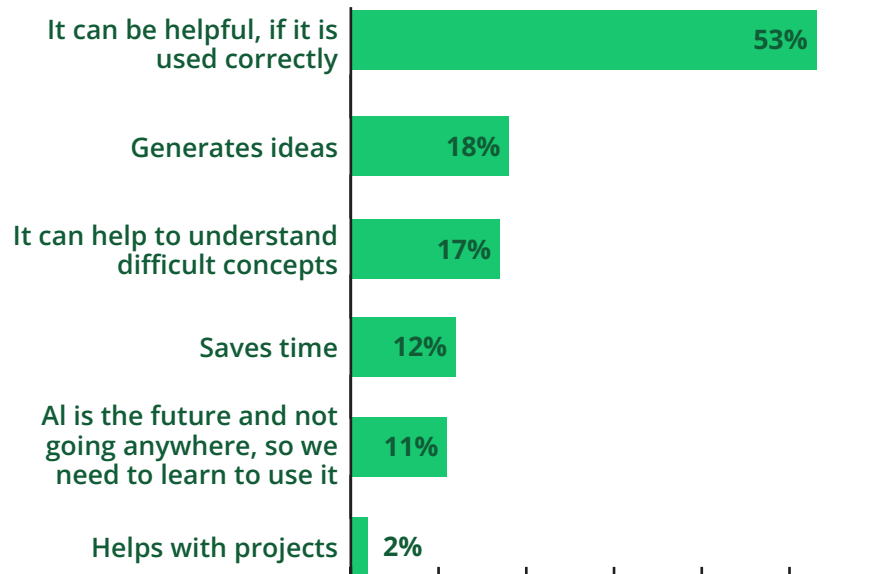


# How is AI perceived?

## Students

Students believe AI is here to stay and can be helpful to generate ideas, save time, and understand difficult content, if used the right way. However, they feel AI can make it easier to cheat. Some don't like using it, feel it impacts critical thinking, and has inaccurate information.

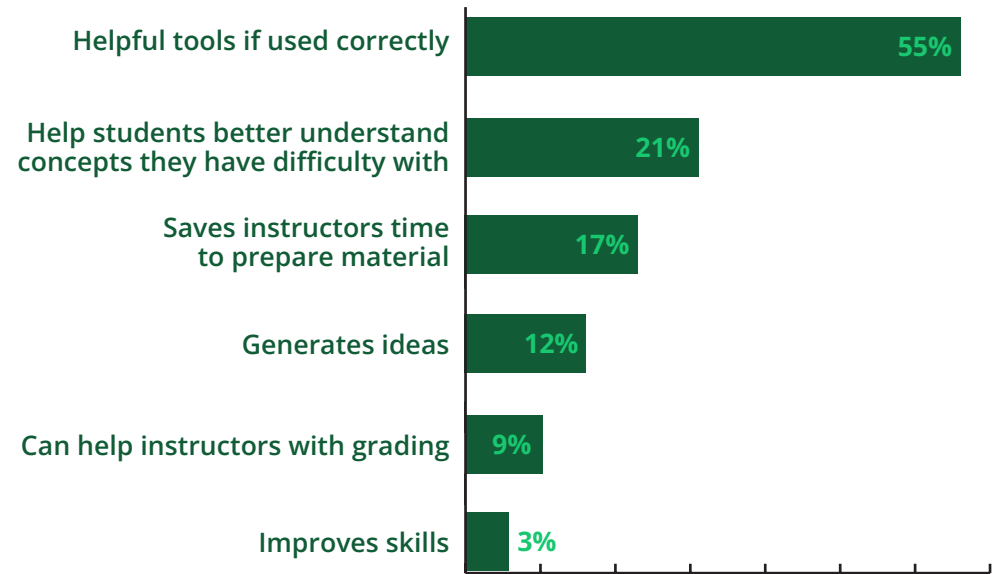
### Briefly explain why you feel positive about the use of AI?



## Instructors

Instructors feel that AI will negatively impact critical thinking and learning. However, some feel AI can help save time, generate ideas, and help students with difficult concepts, if used appropriately.

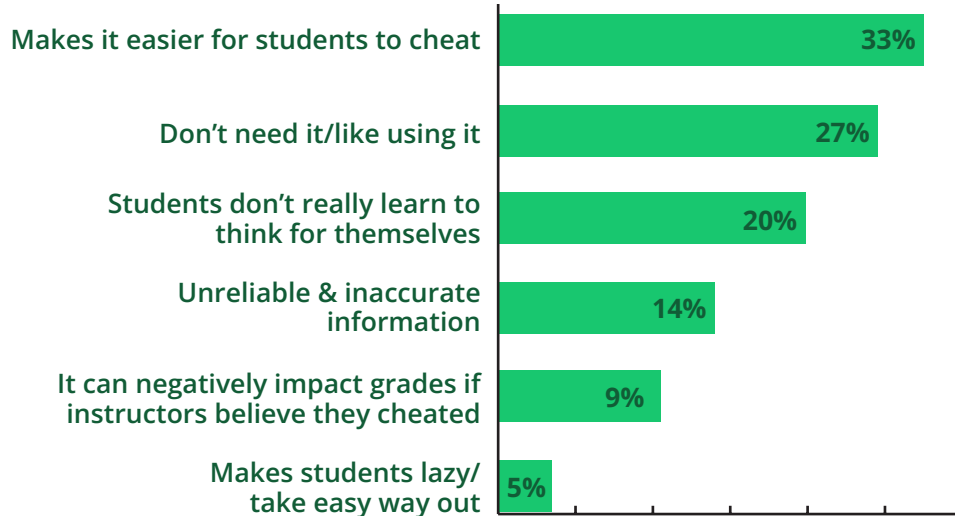
### Briefly explain why you feel positive about the use of AI?





# How is AI perceived?

## Students, briefly explain why you feel negative about the use of AI



If students have not used AI in their classes in the past year, this is due to not wanting to use it, being influenced by instructors, or being unfamiliar with the tools.

**37%**

of students are concerned their instructor would think they were cheating if they used AI

**27%**

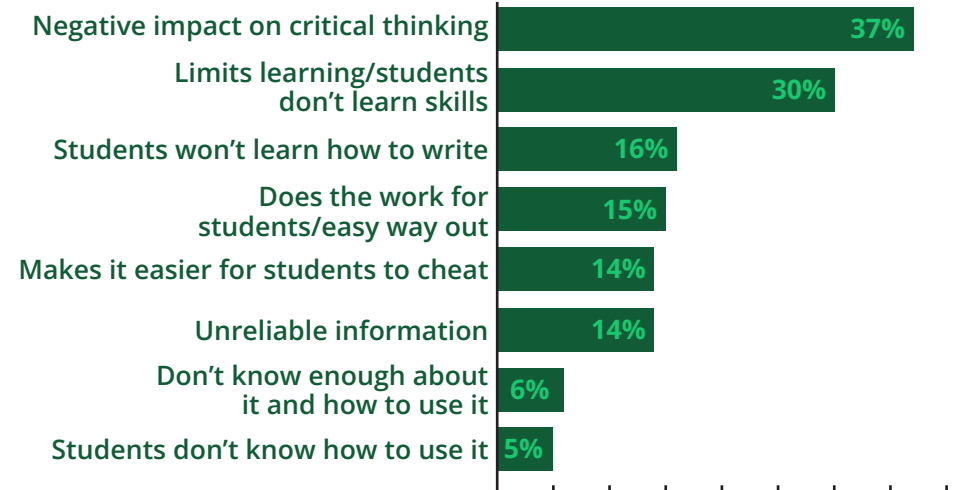
of students are not familiar with how to use AI tools

**36%**

of students said they don't trust AI tools



## Instructors, briefly explain why you feel negative about the use of AI



Instructors are most concerned about the lack of student engagement and retention of material, as well as maintaining academic integrity. They also feel AI will negatively impact critical thinking and learning.

This is what instructors had to say about students using AI...

**"AI makes it easy for students not to think for themselves."**

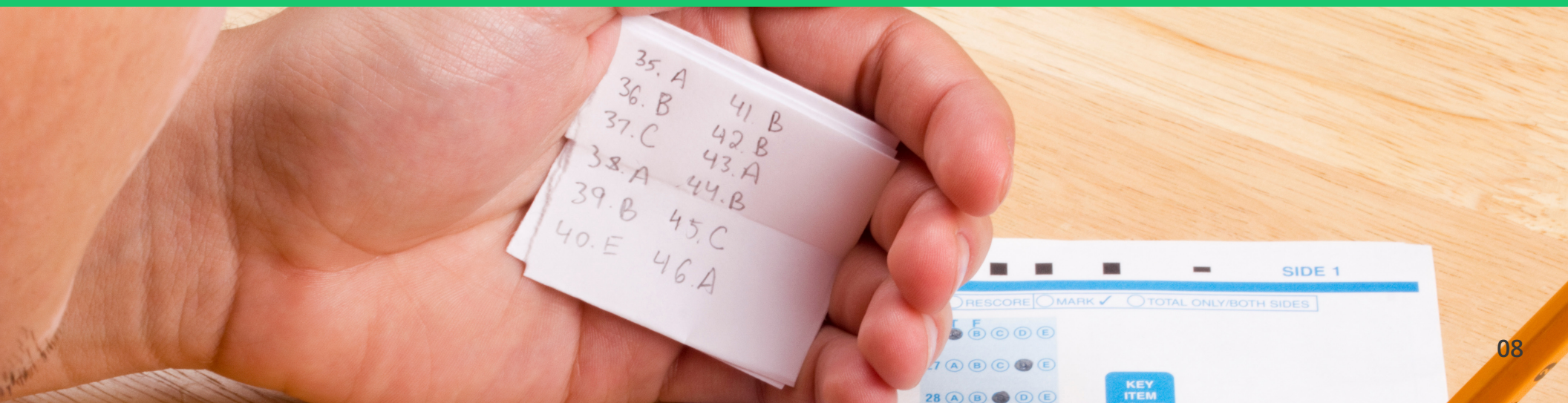
**"I am not seeing students use it in a positive/acceptable way. Only to cheat."**

**"I recognize that AI has a place in our society, and understand its influence will continue to grow with time. However, I think students misuse AI to write papers, discussion posts, etc."**

# How is AI perceived?

Do you feel more or fewer students will cheat in the next 3 years?

Significantly fewer Fewer About the same More Significantly more





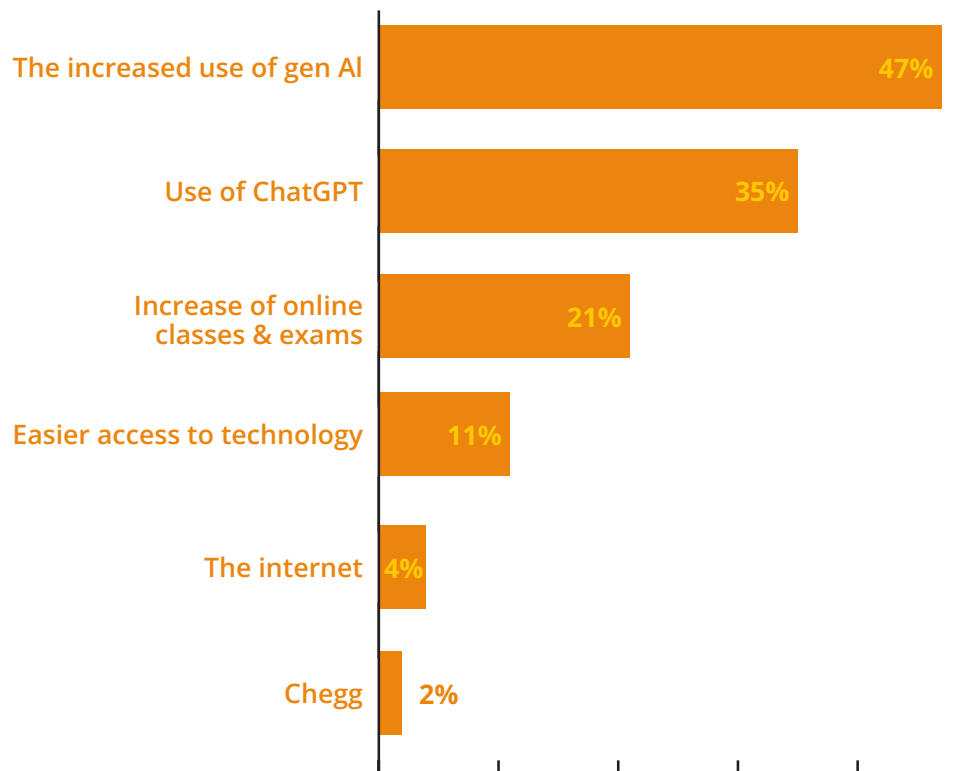
# How is AI related to cheating?

Cheating is getting worse, especially in online classes, and instructors are more worried students won't be prepared for the real world as a result.

## Students

Students have mixed feelings about AI. Some feel the tools make it easier to detect cheating and lower the chances of cheating, while others feel the improper use of technology makes it easier to cheat.

### Why is it easier to cheat compared to last year?



**"I just think with technology's capabilities increasing, it is easier to find answers to exam questions especially when using AI."**

**"AI makes it easier to cheat, and especially so when professors encourage you to explore AI in classes. Also, professors use repeated work that allows for cheating."**

**"Chat GPT allows anyone with a phone to make an almost perfect well worded answer."**

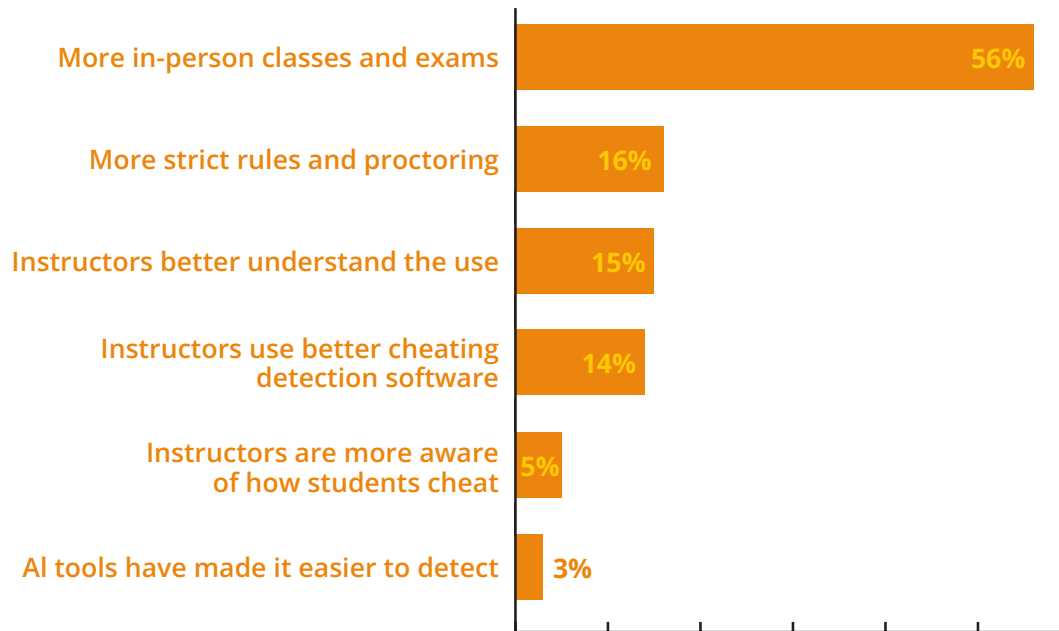
**"Chat GPT makes it far easier for students to cheat on short answer test questions, essays, and written responses."**



# How is AI related to cheating?

## Students

### Why is it harder to cheat compared to last year?

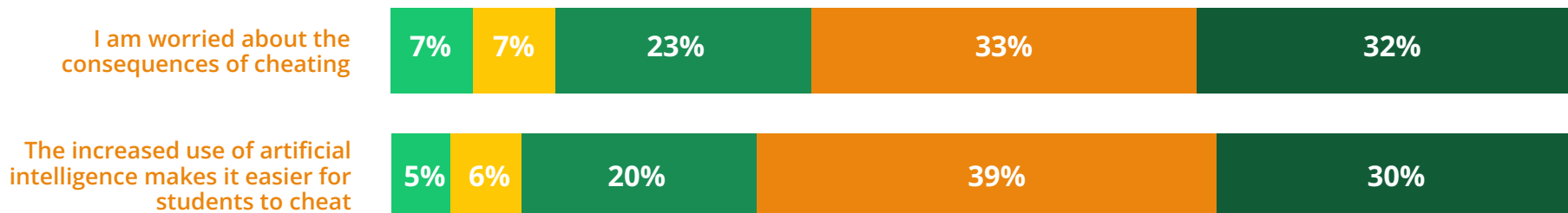


“There are more resources and AI tools, and professors and schools are more aware of them now”

“As we transition from predominantly online exams to in person exams, it is significantly harder to cheat. Rules have become more strict. The only thing facilitating getting homework answers is chatGPT.”

### How strongly do you agree or disagree with the following statements regarding cheating?

Strongly disagree Disagree Neutral Agree Strongly agree

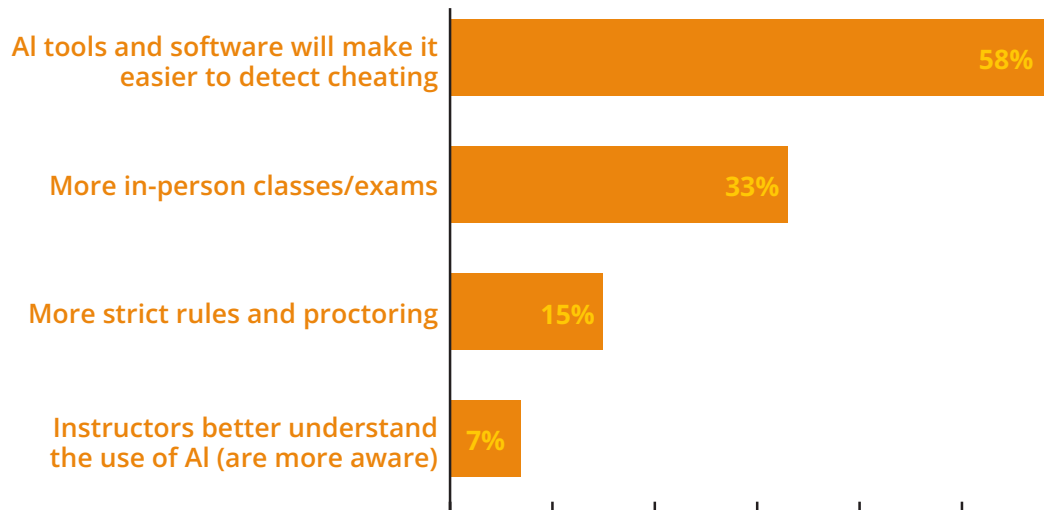




# How is AI related to cheating?

## Instructors

### Why do you believe fewer students will cheat in 3 years?

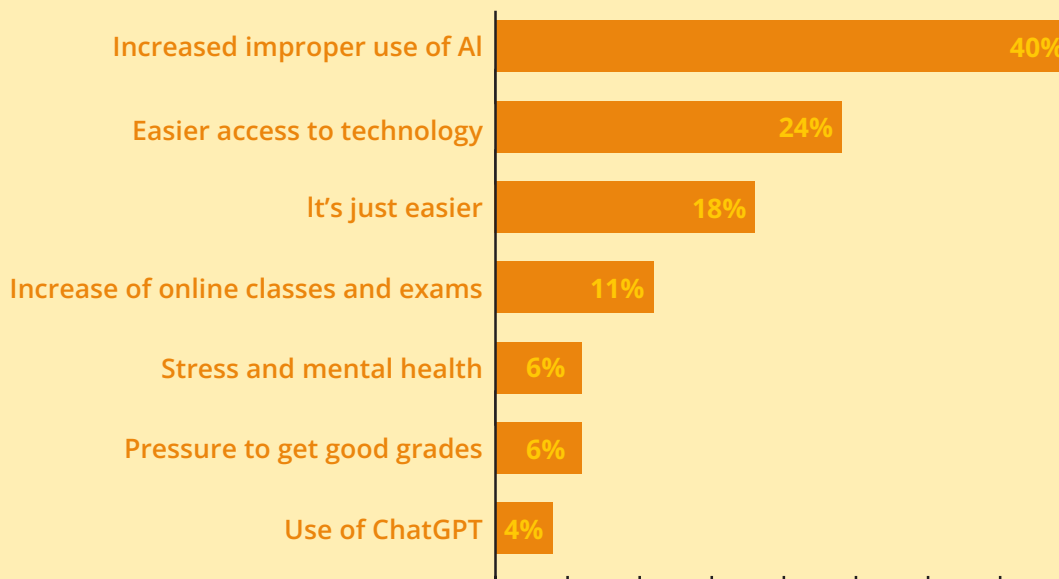


**"As AI gets more advanced, teachers will find ways to alter their course material and exams to utilize it as a way to maximize learning."**

**"As exams go back to in person, fewer people will cheat and less people will be able to use AI."**

**"More tools are getting in place to check plagiarism and use of AI."**

### Why do you believe more students will cheat in 3 years?



**"AI being readily available to students makes me think cheating will become much more likely and we don't have the tools to prevent it yet."**

**"AI is becoming more popular and more accessible. If the resource is there, people will use it. Especially as the expectations and course load for students continues to grow."**

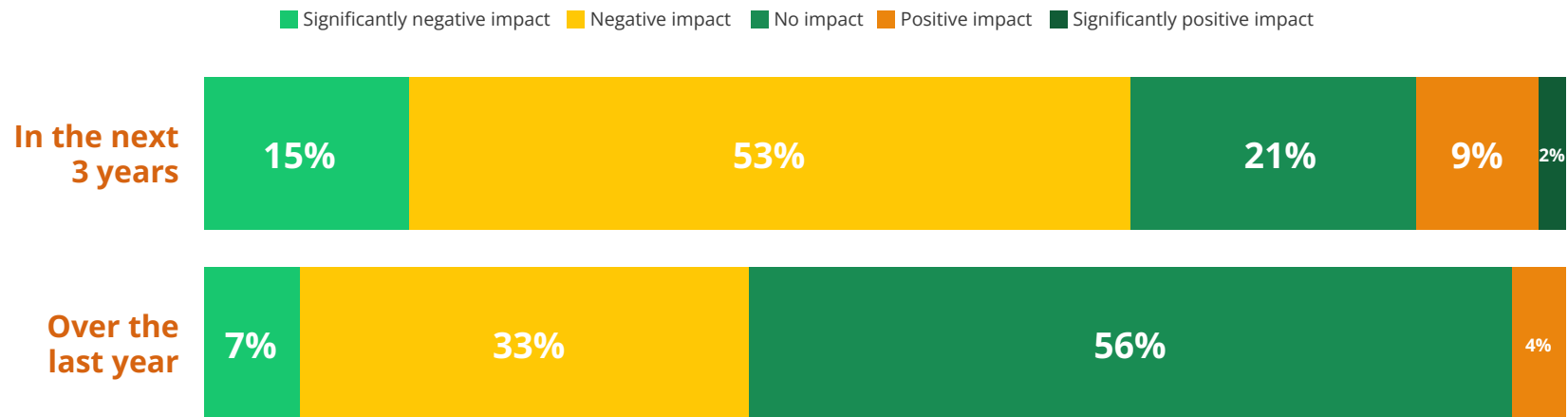


# How is AI related to cheating?

## Instructors

Almost 60% of instructors felt that AI had no impact on cheating over the past year, but most feel it will have a negative impact in the future.

### What impact do you believe GenAI had on academic integrity?

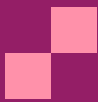


“Some students misuse AI in that they use it in a wrong way that does not benefit them and instead harms them. This is often because they get AI to do all the work for them without having to input any effort of their own. Additionally, they may use AI as their only learning source/to retrieve information. This can have negative effects like obtaining inaccurate information due to failure to expand on one's own research or lack of sourcing.”

“AI cheating seems to be becoming more prevalent, which isn't good for learning and education.”

“I am not seeing students use it in a positive/acceptable way. Only to cheat. That is not its only value, but students are not using it in positive ways.”

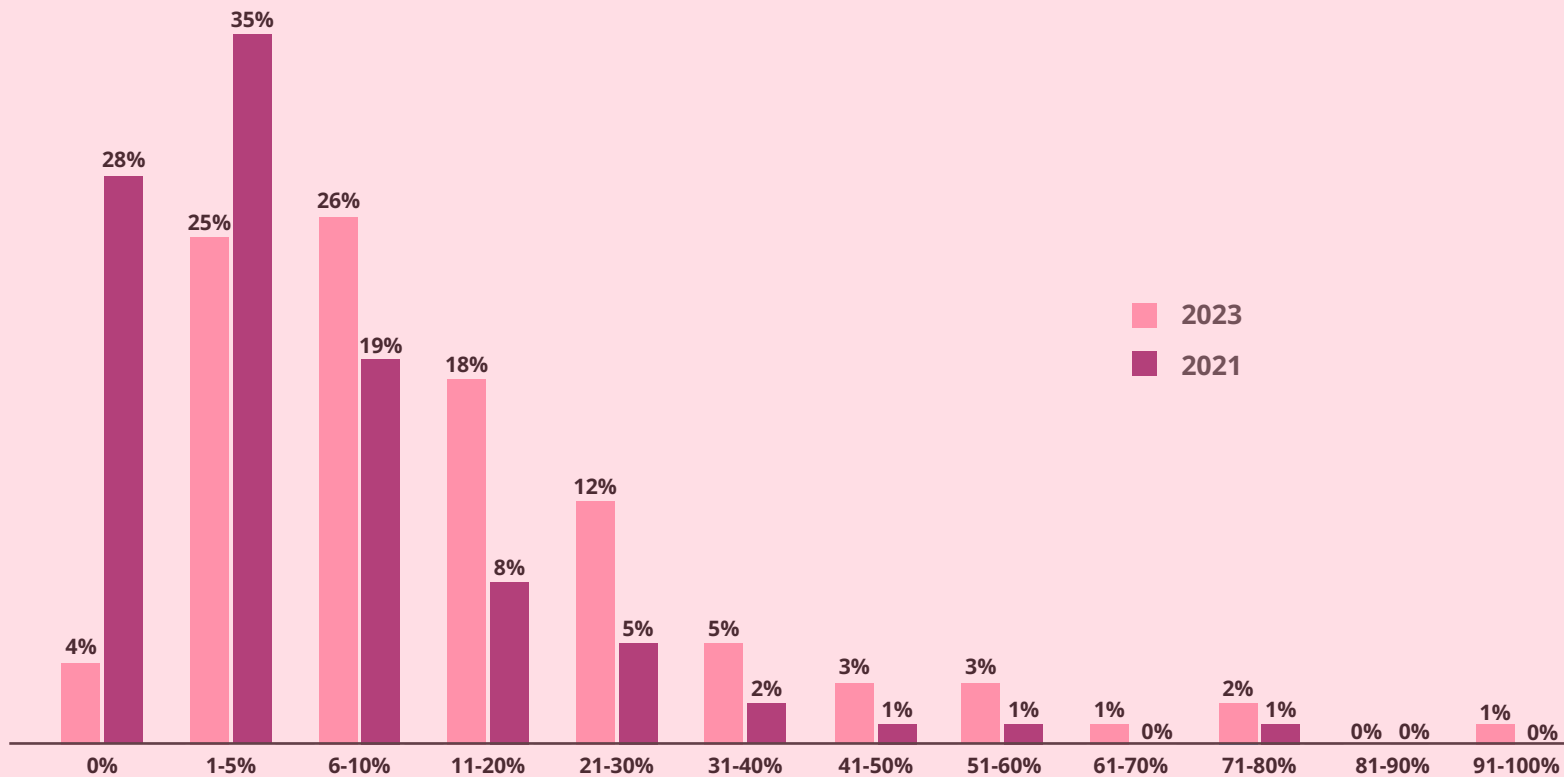




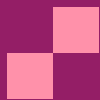
# Is cheating on the rise?

Compared to two years ago, instructors are seeing a greater percentage of students cheating. Almost all instructors encountered some form of cheating among their students; nearly 70% encountered 1-30% of their students cheating in the last year.

## What percentage of your students do you believe cheated over the last year? (2023 vs 2021)



Students and instructors are aligned on the future direction of cheating; over half think it will increase.



# Is cheating on the rise?

## Students

Students' feelings about cheating are split, with a third saying it's harder to cheat, while a quarter say it's easier.

### Level of cheating in 2023 compared to previous year

Significantly fewer Fewer About the same More Significantly more

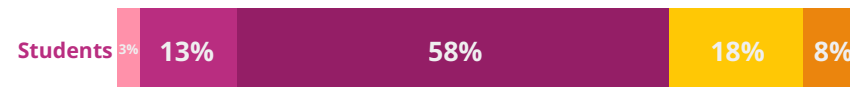


## Instructors

Instructors say the level of cheating in 2023 is higher compared to the previous year.

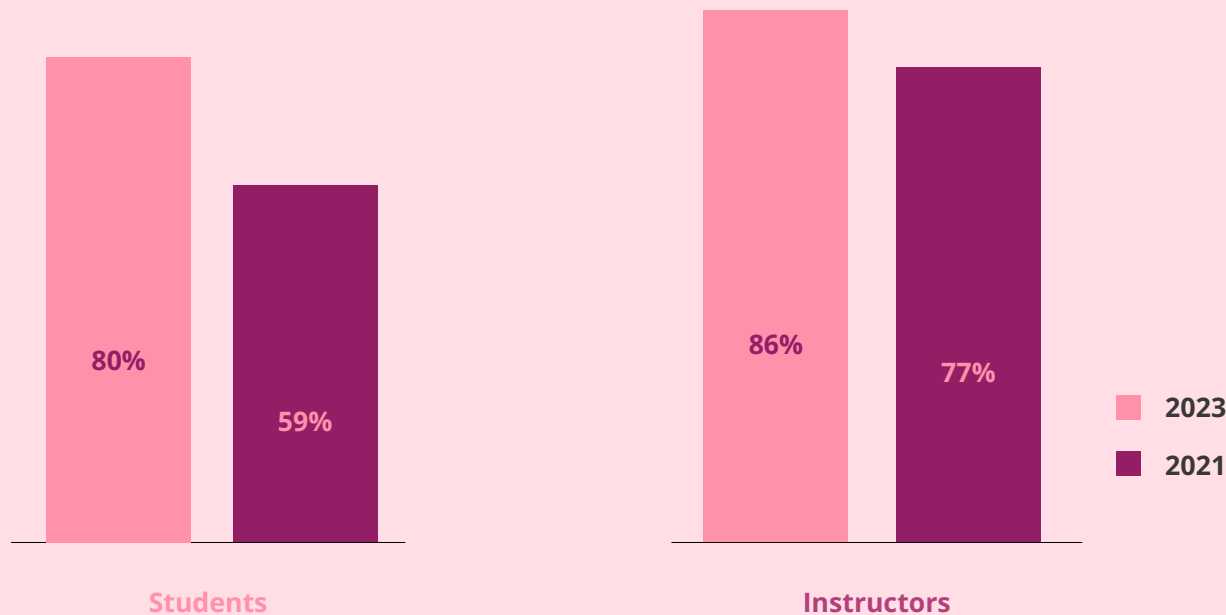
### Level of cheating in 2023 compared to previous year

Significantly fewer Fewer About the same More Significantly more



### How much more or less likely are students to cheat in an online course compared to an in-person course?

(%=top 2 box; somewhat likely | significantly more likely)



Since our last survey, a higher percentage of instructors think that 31% or more of their students cheated. Previously, concerns were around online classrooms post-covid, but cheating is still getting worse.



# Why are students cheating?



Pressure to do well results in cheating



Students are much more likely cheat due to workload and seeing the class as irrelevant



Students are most concerned about academic misconduct leading to unfair grades; while instructors are concerned students won't be prepared for the real world and find it challenging to deal with students who cheat



Instructors are more likely to think they cheat due to an increase in online classes, AI, and lack of desire to study

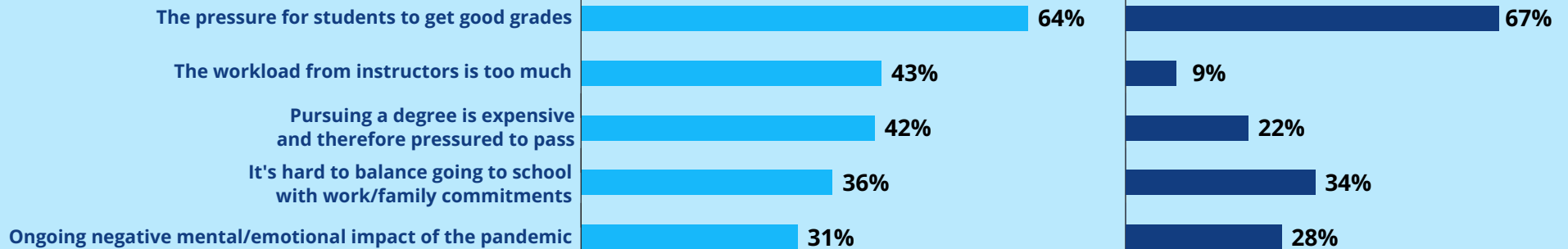


When students are clear about the benefits of the class and how it applies to the real world, they are less likely to cheat

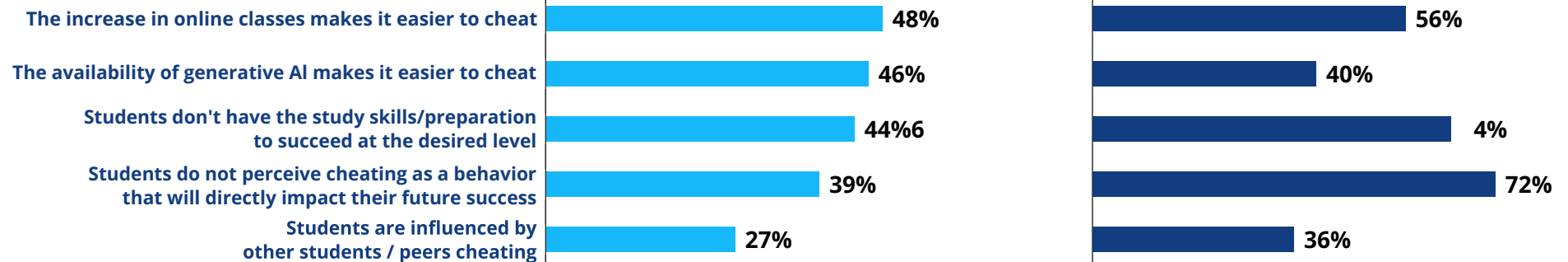


# Why are students cheating?

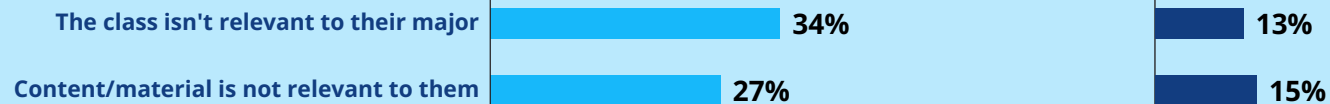
## Pressure and workload



## Easier and lack of dedication to study



## Irrelevant classes or modules





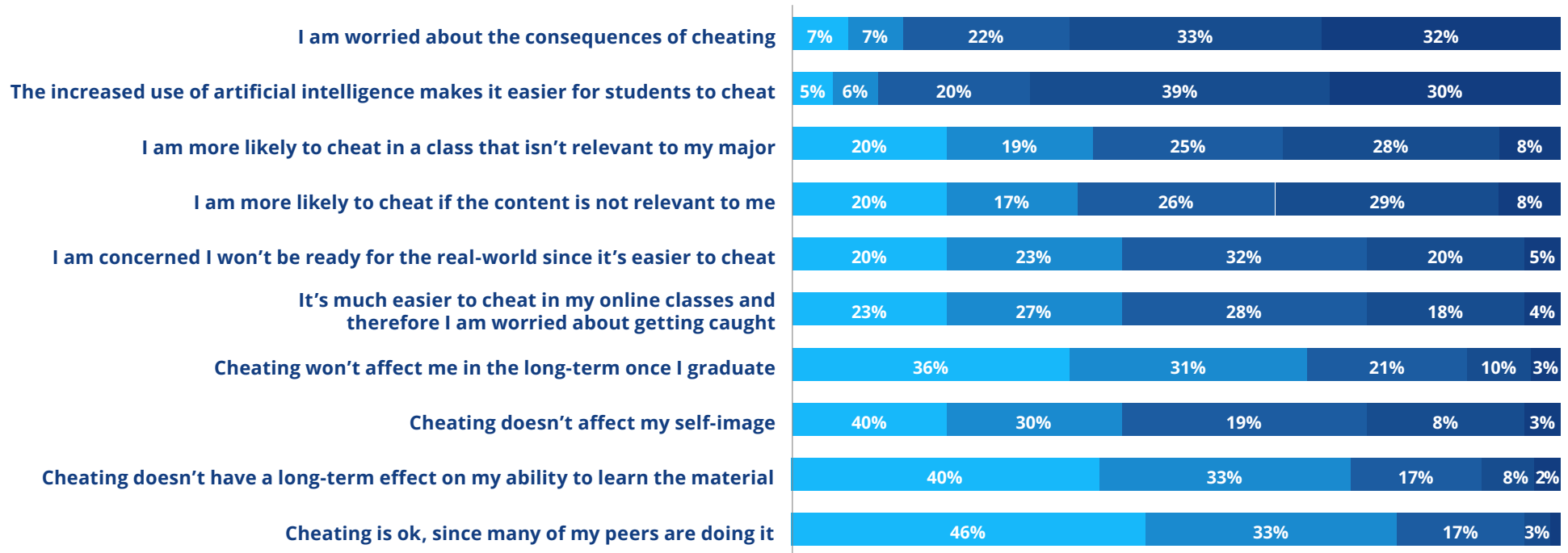
# Why are students cheating?

## Students

Students are most concerned about the negative consequences of cheating and the ease of cheating due to AI. Around a third are more likely to cheat in a class that isn't relevant to them.

### How strongly do you agree or disagree with the following statements regarding cheating?

Strongly disagree Disagree Neutral Agree Strongly agree



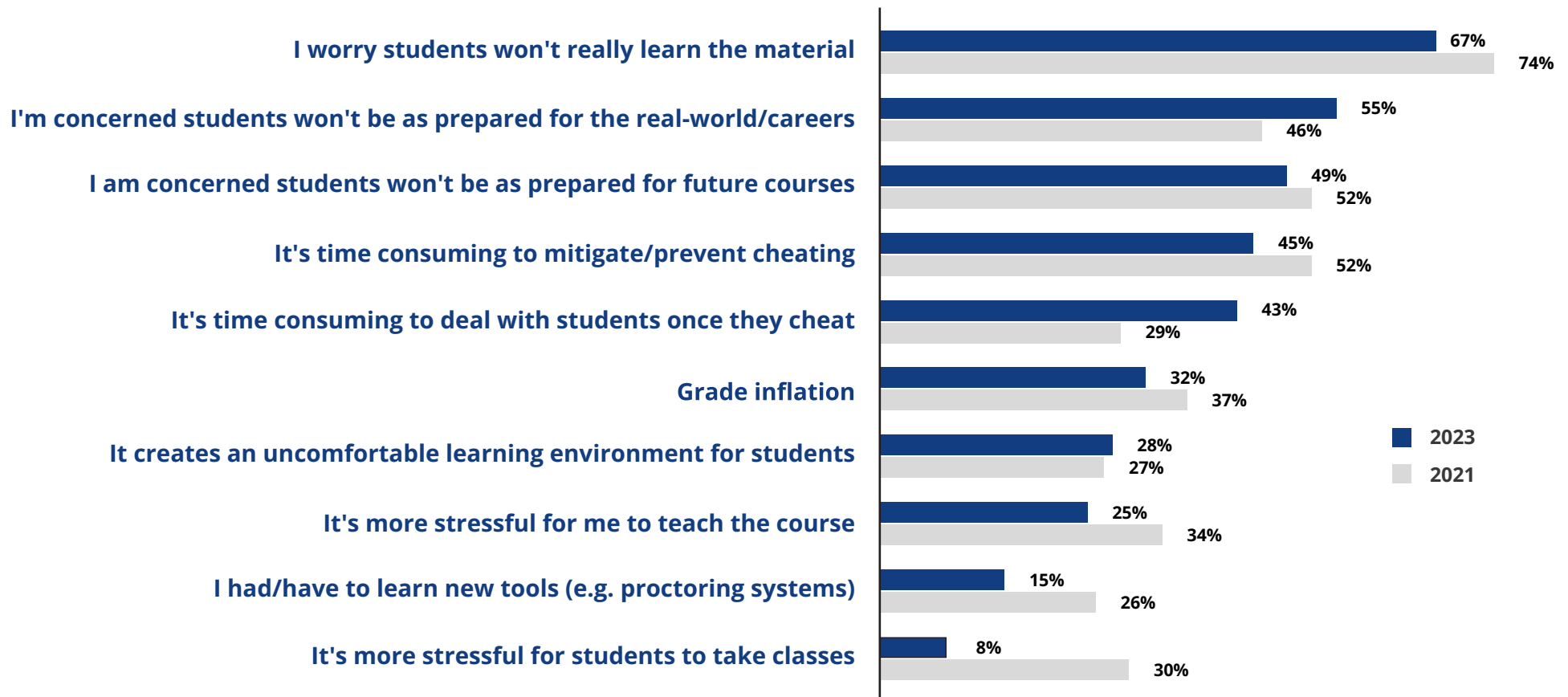


# Why are students cheating?

## Instructors

This year, instructors are more concerned students won't be prepared for the real world and are challenged by the time it takes to deal with students who cheat.

### What are the biggest challenges/concerns academic misconduct created over the past year?

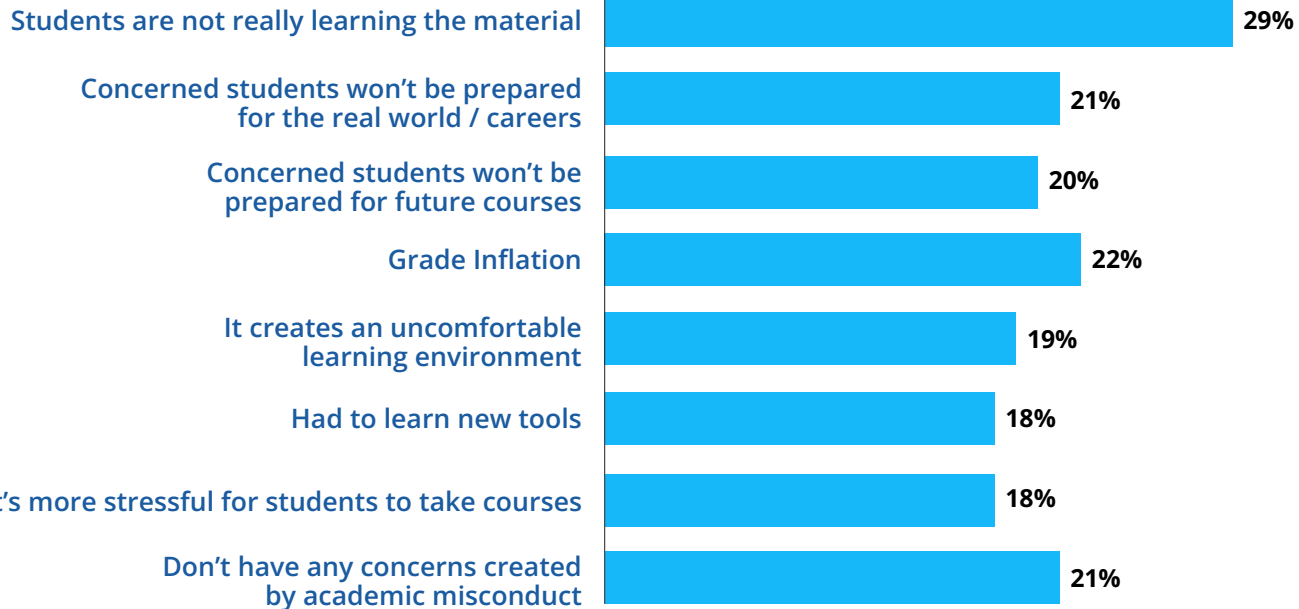




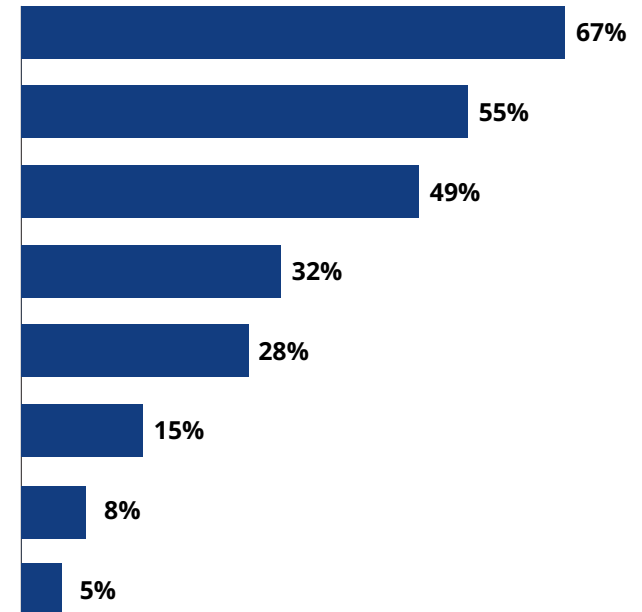
# Why are students cheating?

What are the biggest challenges/concerns academic misconduct created over the past year?

## Students



## Instructors

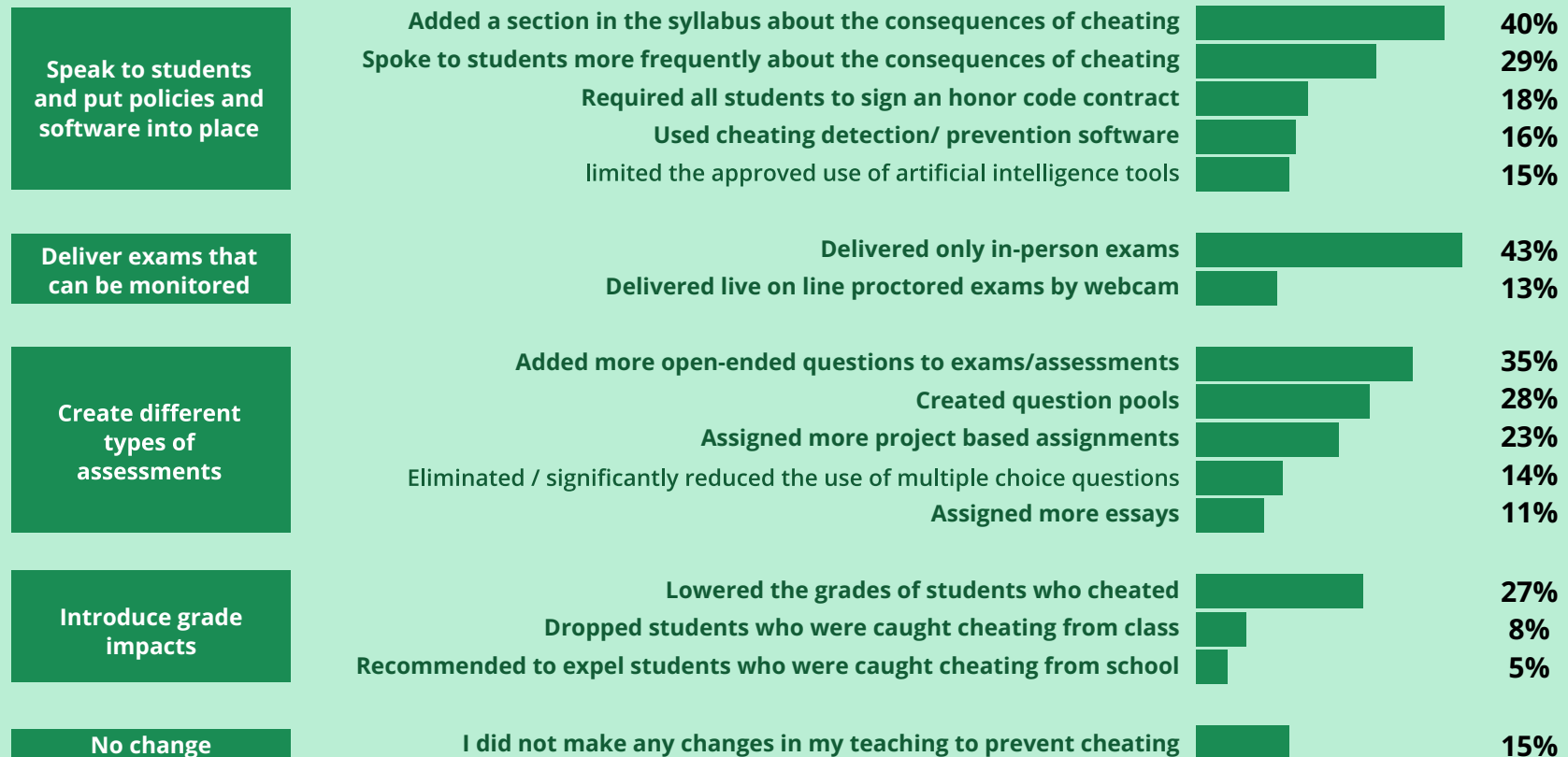


# How are instructors navigating cheating?

Instructors made several changes to mitigate cheating, such as informing students of the consequences and delivering different types of assessments.

Instructors said they need to include more formal policies that result in negative consequences and have students sign an honor code to lower cheating. Currently few are doing this, yet most students say it would make them less likely to cheat.

## Instructors said this is how they mitigated cheating:



Instructors are trying a mix of activities to mitigate cheating.



# How are instructors navigating cheating?

## Instructors told us they are...

### Using multiple versions of assessments and employing detection software

“I analyzed student submissions and computer code to detect plagiarism from other previous students.”

“I change essay questions frequently and shuffled questions around.”

“I downloaded photos of exam questions from Chegg and other cheating websites and matched them with randomized question/answer pools to identify cheaters. I also contacted such cheating websites to obtain IP addresses of cheaters who submitted questions during an exam. I also reviewed ProctorTrack videos of students cheating on exams, and then reported students suspected of cheating.”

“I have pools of questions which all look very similar except for some key words. This limits the cheating of sharing answers or looking at someone else’s machine.”

“I require written assignments to be submitted using TurnItIn. To counter the limitations of TurnItIn’s ability to detect use of AI tools, I submitted questionable passages to GPTZero and I use Respondus lock-down browser during online exams.”

### Informing students about the consequences of cheating

“Certain assignments seem to attract cheating. I changed these assignments to in-class activities and replaced the assignment. When I notice cheating that involves more than one student, I remind the class this is not tolerated. Also, I let my administration know who specifically was involved in cheating. The behavior needs to be identified and corrected as early as possible.”

“I conduct a plagiarism workshop in the Fall semester in the freshman level course I teach.”

“I discuss with students what plagiarism is, what should be done to prevent it, and how to make proper use of AI.”

“I always discuss academic integrity at the beginning of the semester. Sometimes I have students take an academic integrity quiz and/or sign an honor statement for online exams. I make comments on student work for essay questions that were plagiarized.”

“Before each online exam, students are required to watch a video on academic integrity and certify that they have done, so only then can they get the code for the exam.”

# How are instructors navigating cheating?

## Creating more personalized assignments & projects that are difficult to plagiarize

“I allow students to choose a topic and limit one student to each topic for major writing/research assignments.”

“I have altered the essay parameters to include more personal and local topics that AI has trouble addressing.”

“I have moved to more projects that involve a level of student choice. Students chose their own features/data and sets/locations to evaluate and report on. This gives each submission a certain amount of personal features that would be noticeable if they were the same between students. I also use plagiarism detection software and apply for sanctions to significant offenders.”

“I have shifted to more real world, project-based assessment that uses a data set that is made up, or that requires students to gather their own data for analysis. Assessment questions tend to be fill in the blank, or short answer so they are more difficult to find online. All assessments are in class, on paper. Projects and papers have significantly more checkpoints along the way to evaluate the thinking, problem solving, and applying of content to authentic problems.”

“I introduced more group work, working on the assumption that a student wishing to cheat is less likely to do so if it would mean their peers might also get in trouble. I also taught (and required) the responsible use of AI to write first drafts of assignments.”

## Creating their own material

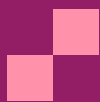
“Case studies are prepared by me. I don’t use published case materials, as the solutions circulate on-line.”

“Writing as many of my own questions and case studies as possible.”

“I make up my own questions based on existing test banks/questions.”

“I make up wildly hypothetical questions rooted in real-life but based on movies or television shows, then I subtly change them each term so it is obvious if a student uses AI. When I do allow the use of internet, they are required to provide references, which AI does poorly in the sciences.”

“I write complex questions that can not be answered by AI or looked up online. I rewrite standard questions in my own words rather than the wording provided by the on-line resources. This is terribly time consuming.”

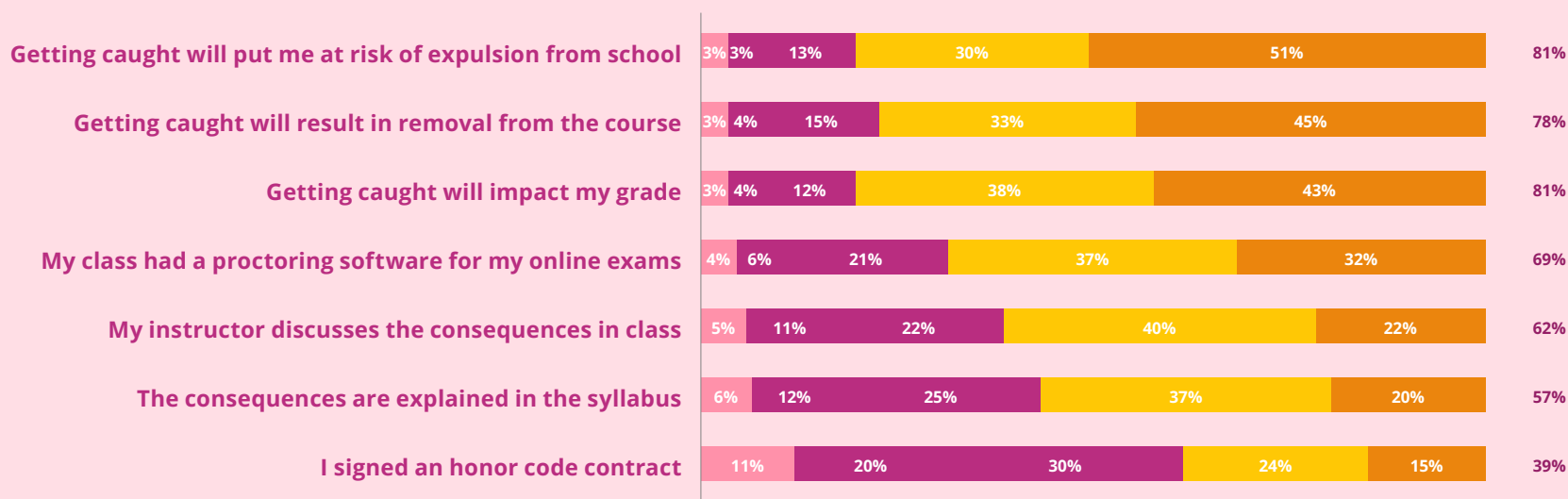


# What would help instructors?

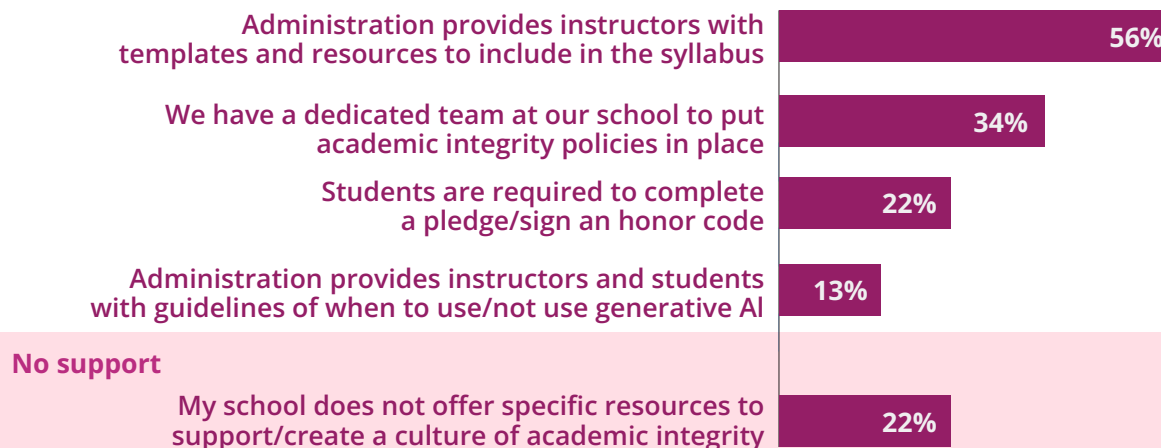
Although most schools currently provide some support to create a culture of academic integrity (such as templates to include in the syllabus), instructors would like more help on how best to use AI in the class. Instructors also want more help generating question banks, project ideas and detecting cheating.

Students, how much do you agree or disagree with the following statements about what could help?

Strongly disagree Disagree Neutral Agree Strongly agree



Instructors, what resources does your school offer to support/create a culture of academic integrity?



### **Instructors and students feel cheating has increased over the last year and about half feel it will continue to increase**

- Students are much more likely to cite cheating due to workload, pressure to do well, and irrelevant classes
- Instructors are more likely to feel students cheat due to lack of study skills and fear of negative impact on their grade.
- Students are less concerned about the negative consequences of academic integrity, besides unfair grades.
- Instructors are concerned students won't be prepared for the real world and are challenged with the time it takes to deal with students who cheat.

### **Feelings about the use of AI are split among students and instructors. Although most feel it will have a negative impact on academic integrity, many also feel AI is here to stay and can enhance learning, if used the right way**

- About half of students currently use generative AI in class; most use it to help with writing, brainstorming, and understanding difficult concepts.
- Most instructors are currently not using AI. Those who do, use it to create engaging material and assessments.
- Students' future concerns are around the misuse of AI and unnecessary assignments. The inability to apply learning to the real world and retention of material are also concerning.
- Instructors are most concerned about the lack of student engagement and the retention of material and maintaining academic integrity.





## Our findings in detail

### Instructors plan to make a wide range of changes to decrease cheating

- Some changes instructors will make to decrease cheating and the misuse of AI are in-person exams, creating different types of assessments, and more communication.
- To help lower the chances of cheating, instructors think schools should include more formal policies that result in negative consequences and have students sign an honor code; currently not many schools are doing this. Demonstrating how classes are relevant to students can also help, since students are more likely to cheat if the class isn't relevant to them.

### Instructors need more help with learning how to properly use AI and lower cheating in the future

- Although most schools currently provide some support to create a culture of academic integrity, such as templates and resources to include in the syllabus, instructors would like more help on how best to use AI in the class.
- Instructors also want more help generating question banks, project ideas, and detecting cheating.
- In today's quickly evolving education landscape, AI unsurprisingly emerges as a strong and mixed topic. Both instructors and students are learning how to best use it.

### AI has had a real impact on cheating trends

- Instructors and students both recognize a surge in cheating over the past year and are apprehensive that this trend could continue. However, opinions on AI's role are mixed.
- While most acknowledge its potential negative impact on academic integrity, a significant number of instructors and students believe that AI is an enduring force—one that, if harnessed thoughtfully, can enhance learning experiences.

## Instructors are learning

- Instructors are gearing up for change and are experimenting with and introducing new strategies to combat cheating. Yet, they face a learning curve themselves. As AI inevitably becomes a part of more and more classrooms, instructors are looking for guidance on its effective use, and tools to deal with academic misconduct enabled or encouraged by AI.

### **An ever-evolving landscape**

**Balancing caution and challenge with innovation and possibility, instructors and publishers are needing to adapt quickly. The topic of AI in education is a rapidly developing one, in which we are continually striving to better-support academic integrity in education.**

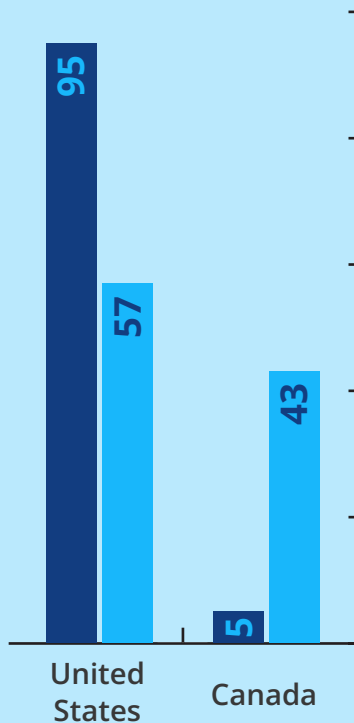


# Who took part in our survey?

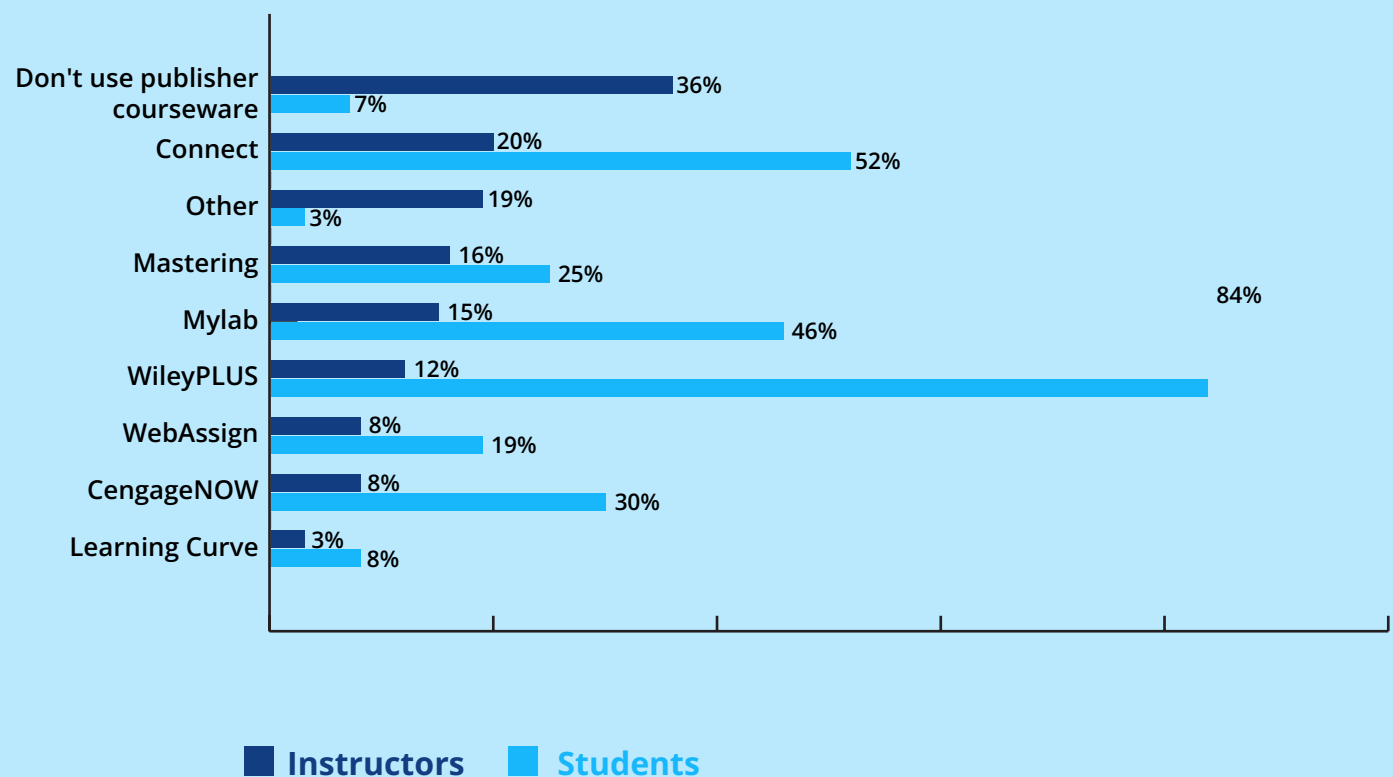
In March 2024, we assessed instructors' and students' experiences and challenges with academic integrity and their perception of and concerns about the future, including AI.

We received a total of 2917 survey responses, consisting of 850 instructors and 2,067 students. The results are representative of North America.

## Country



## Courseware used by the survey participants





## Working to improve academic integrity: About us

This landscape is ever evolving, and we are committed to helping instructors adapt and solve problems as they arise and better prepare for the future of education.

For the past four years, we've listened to over 4500 instructors to gather their insights on academic integrity and how we can help.

See our previous reports:

[2022 Update: New Insights into Academic Integrity](#)

[2020 Academic Integrity in the Age of Online Learning](#)

## Discover Wiley's courseware offerings and how we address academic integrity

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