

Tab 1

How Instructors Identify AI Misuse

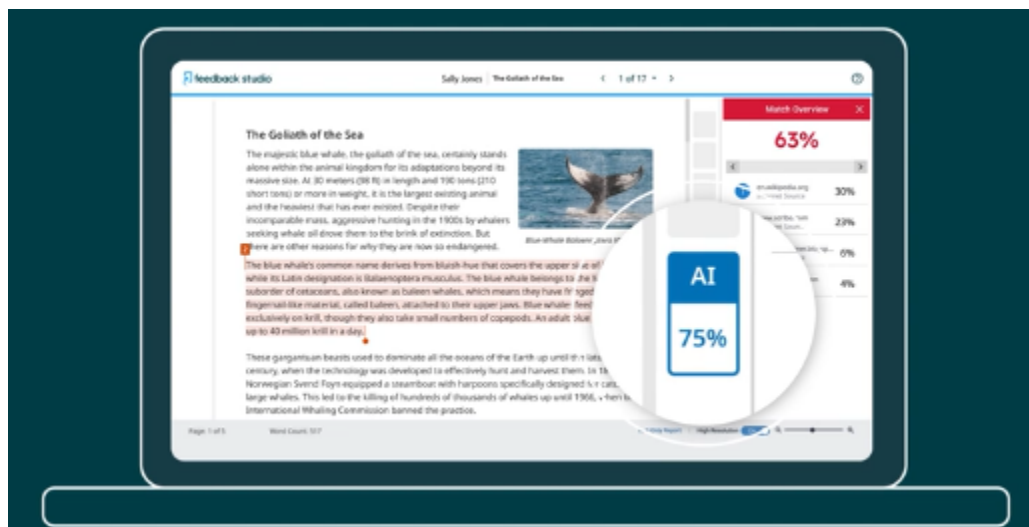
If an instructor is not allowing AI use at all or is only encouraging particular types of AI use for assessed work, then they will need to decide how they will approach identifying AI misuse (i.e., AI use that is not approved). Taking action to ensure fairness in assessment is important for instructors and for students, and fairness also impacts the validity of MRU degrees and the reputation of our university.

Some techniques instructors might use to identify AI misuse include

- conversations with students about their work,
- professional experience,
- document history,
- familiarity with your previous work (e.g., in-class activities, assignments, tests), and
- AI detectors.

AI Detectors

AI detectors are tools that analyze a text to estimate how much of it was produced by an AI system versus a human author. AI detectors typically report a percentage or likelihood score. In the screenshot below, you can see that the Turnitin AI detector has estimated that 75% of the text is AI-generated.



Screenshot from [Turnitin video](#) (0:27)

The AI detector score

Students may wonder what a “safe” or “acceptable” AI detector score is, but there is no set score or threshold. Remember that an AI detector score is an indicator or an estimate. If your instructor, using their professional experience and judgement, sees an AI detector score that

concerns them, they may reach out to you and invite you to a meeting to discuss your work. If this happens, **please attend the meeting!** It's an important opportunity to share your perspective on how your work was created.

One of the worries students have about AI detectors is that they may lead to a false accusation of AI misuse. It's true that even university-approved AI detectors like Turnitin can produce false positives (scores that indicate AI use when there actually was none) and false negatives (scores that indicate low or no AI use when AI was actually used). This is why MRU has provided this official guidance to instructors:

"AI detection scores should only be used as the beginning of a conversation with your students" ([MRU, 2025, "What Should I Include" section](#)).

Since instructors can't rely on an AI detector score as proof of AI misuse, they may use other strategies (e.g., conversation with a student about their work or document history) instead of or alongside an AI detector score.

AI detectors at MRU and your rights

The only AI detector tool currently approved by MRU for instructors to use is the one built into Turnitin. The official contract between MRU and Turnitin includes protections for student data.

Instructors have to disclose in their course outline if they plan to use an AI detector, and **students have the right to opt out** as long as they are willing to work with the instructor to agree on an alternative way of checking originality.

Importantly, the use of AI detectors other than Turnitin may compromise student data. If you have concerns about this, talk to your instructor. You can also access information and support through the [Office of Student Community Standards](#) and the [Student Advocacy Resource Centre](#).

Beware of using AI detectors to check your own work

Sometimes the fear of being falsely accused of AI misuse leads students to put their own work through AI detectors available online. This is not a good idea for several reasons:

1. There are wildly inaccurate AI detectors out there, and using them can cause unnecessary anxiety. Imagine a student who has not used AI at all puts their work through an online AI detector, and the detector estimates that 80% of the work is AI-generated; the student will understandably be perplexed and anxious!
2. When you put your work through one of these detectors, you are essentially giving away your intellectual property. You don't know how your ideas, writing, coding, or other data will be stored, reviewed, reused, and/or used for AI training. For example, the company

hosting that AI detector webpage could turn around and offer (or even sell) your assignment to another student.

3. Sometimes students even upload documents that show their full name and MRU student number. Do not give away your personal information (or anyone else's) to a random website or organization. You don't know what they might do with that information.

Document history

Some instructors might ask you to use Google Docs (or Google Sheets or Google Slides) to create your work so that they have access to the [document history function](#). This function allows your instructor to see how the document has evolved over time. They can see what was added, removed, or changed, and when. This provides a picture of how the work was created. In order for your instructor to see the document history, they need the link to the Google file (not a PDF version of your work).

Example: If the document history shows that a large amount of text was pasted into the Google Doc all at once, the instructor might want to learn more about your writing process. It's possible that AI output got pasted into the document, but it's also possible that the text was composed in another program (like Microsoft Word) and then pasted into the Google Doc.

Analyzing the version history is not a technique that can *prove* that AI was used or not used, but it can reveal patterns that provide useful information. If the patterns are concerning, your instructor might ask to meet with you. **If your instructor requests a conversation, please don't avoid meeting with them out of fear!** The conversation is your chance to share your process and perspective.

Even if the instructor isn't requiring students to use a file format that provides document history, some students might choose to use Google Docs, Sheets, or Slides because of this feature since it can provide some evidence (though not proof) of authorship/originality.

Recap and Checklist

- ☐ Check your course outline and assignment instructions for AI use expectations. If you are unsure about anything, ask.
- ☐ When AI use is allowed, keep track of how you have used each AI tool so that you can show your instructor if needed.
- ☐ Consider using tools that record a history of edits to the document (e.g., Google Docs).
- ☐ Be prepared to verbally discuss your work with your instructor to show that you are deeply familiar with it.
- ☐ Remember why instructors monitor AI use in the first place: to preserve fairness to all students and to make sure you are learning what you need to learn.