Beyond Detection: Teaching Strategies for Navigating AI Use in Student Work

CCTC 2026

Danielle Ryder & Dr. Richard Fossey

12:30 PM – 3:15PM, Feb 12, 2026

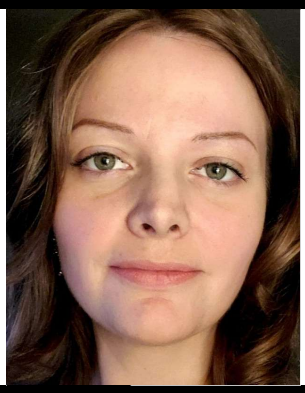
Your Speakers

CRCBA.org

Richard Fossey
AKA **"Dr. Change"**

Systems Change Strategist, Author

EdD, PMP



Danielle Ryder

Doctoral Researcher (EdD) – AI-Learning Design & Epistemic Integrity

MA, BEd

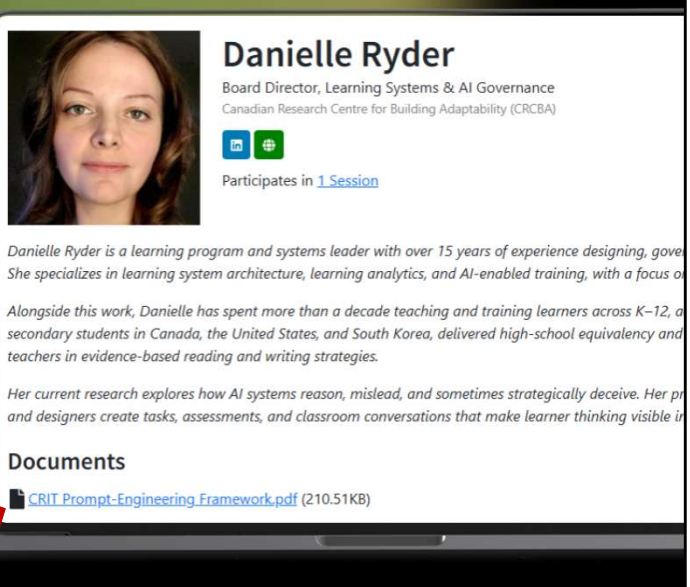
We work together on the CANADIAN RESEARCH CENTRE FOR BUILDING ADAPTABILITY (CRCBA).
Shared commitment to fostering adaptive capacity in individuals and institutions.
https://crcba.org/our-people

Workshop Documents

Downloadable links on CCTC

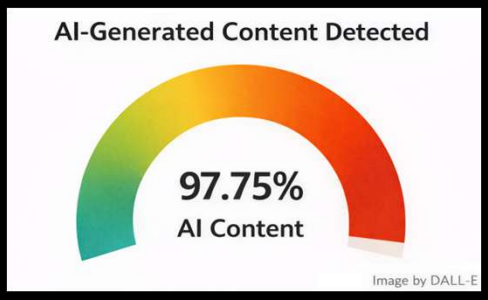
Speaker Profile

*https://sites.grenadine.co/sites/cctca/en/cctc-2026/**people***



Will include 10min break at mid-point.

Detection & Policing

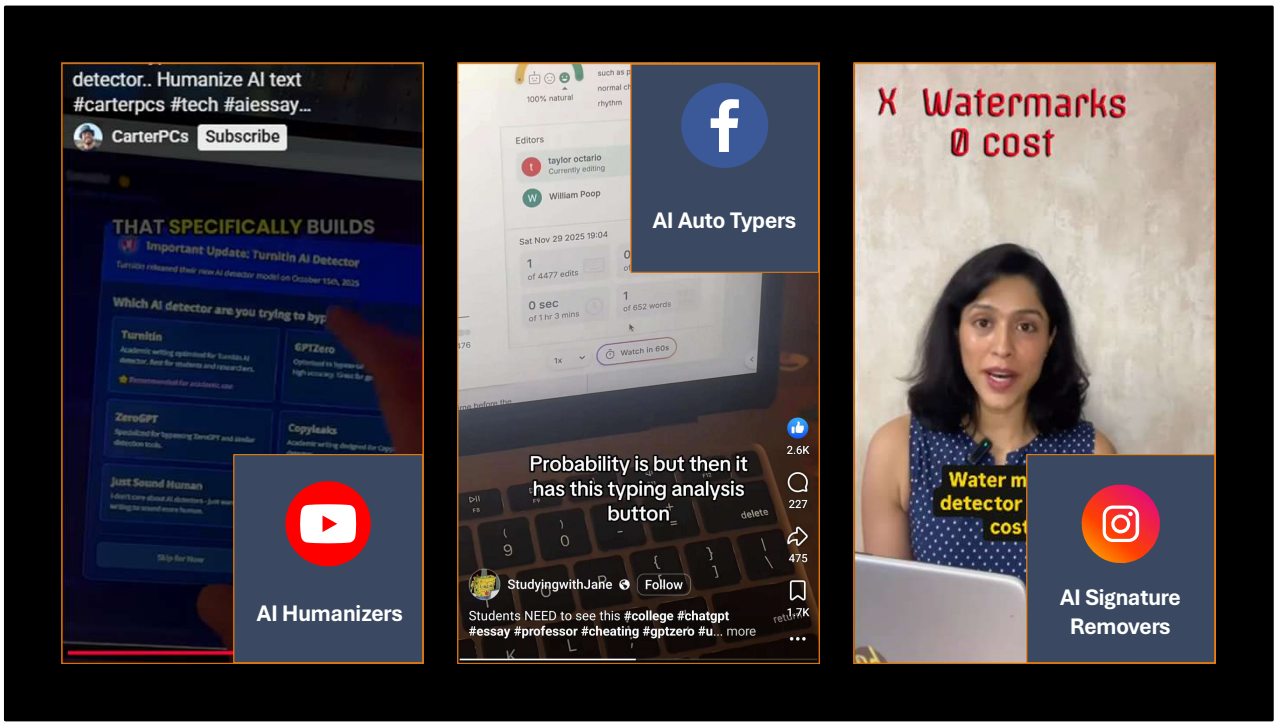


Policing software often used to prevent academic dishonesty. Turnitin has been used for years to detect plagiarism. It has since evolved to detect text generated by chatbots.

Other AI detector software examples: GPTZero, Turnitin, Copyleaks, Originality AI

LLM (Large Language Model) is the broad category of AI models trained on massive text data, while GPT (Generative Pre-trained Transformer) is a specific, highly popular type of LLM developed by OpenAI (specific brand); all GPTs are LLMs, but not all LLMs are GPTs)

(DALL·E is an AI system developed by OpenAI that generates digital images from natural language descriptions)



Detection software and bypass/humanizer tools are constantly evolving - an arms race of technological tool advancement (AI vs. AI).
Cybersecurity and privacy constraints means detection AI lose to gaming/workaround AI.

1. Humanizers (Text Rewriters / Detectors Bypassers)
Purpose: Reword AI-generated content to avoid detection
Tactics: Change sentence rhythm, inject typos, or simplify language
Tools: Undetectable.ai, HideMyAI, Paraphraser.io

2. Auto Typers (Keystroke Simulators / Real-Time Writers)
Purpose: Mimic natural typing patterns to fool behavior-based detection (e.g., in Google Docs)
Tactics: Random delays, pauses, backspace behavior, rephrasing edits
Tools: Ghostwriter, RealChar, browser-based plug-ins

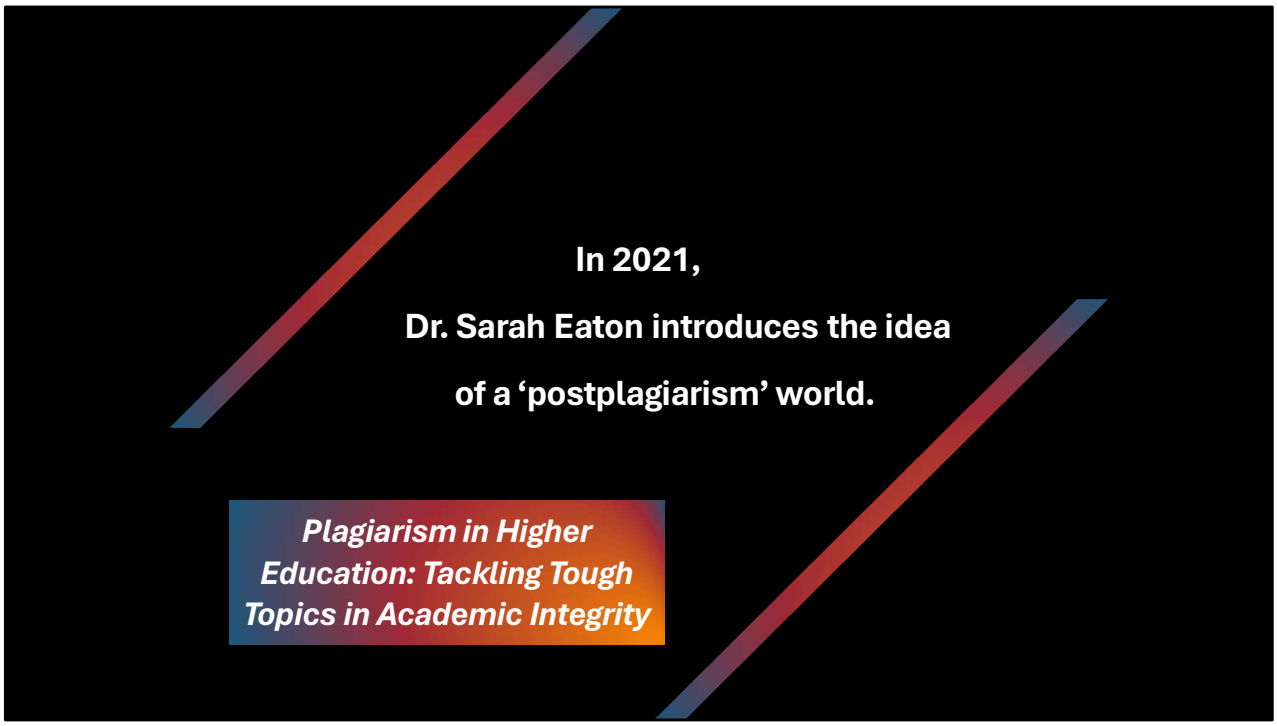
3. Source Maskers (Provenance Obfuscators)
Purpose: Obscure the *origin* of the writing (vs. just the *style* or *behavior*)
Tactics: Strip metadata or replace document history; Break chain-of-evidence (e.g., download-copy-paste-delete history)
Tools: Open-source projects that intentionally remove AI trace signatures (e.g., log

scrubbers, model fingerprint breakers); PDF rewriters, image-to-text converters (to hide structure or match handwriting)

Shortcuts Aren't New

- Unauthorized collaboration
- Outsourcing
- Reuse and recycling
- Plagiarism

The **four blocks = the legitimate learning process**, and the **ladder climber = shortcuts.** Shortcuts bypass the process.
Technology changes. Human behavior doesn't. AI is just another ladder.
Shortcuts: Academic dishonesty, cheating. First three argumentative (co-authorship, editing services, authorship but accreditation limits)
Plagiarism (false claim that the work is your own); this is where software could identify misconduct but policing student work has been getting harder.



Eaton, S. E. (2021). *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity*. Bloomsbury.

"*Postplagiarism* refers to an era in human society in which advanced technologies, including artificial intelligence…are a normal part of life, including how we teach, learn, and interact daily."

Sarah Elaine Eaton, PhD, 2023
UofC Professor and Research Chair

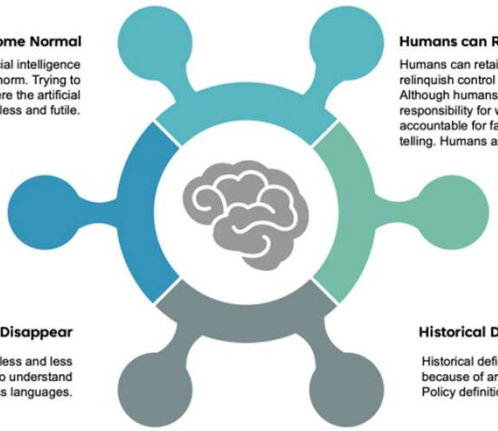
https://postplagiarism.com/

Eaton, S. E. (2023). Postplagiarism: Transdisciplinary ethics and integrity in the age of artificial intelligence and neurotechnology. *International Journal for Educational Integrity*, *19*(1), 1-10. https://doi.org/10.1007/s40979-023-00144-1

6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity (2021)* I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.



Hybrid Human-AI Writing Will Become Normal

Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

Language Barriers Disappear

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.

Humans can Relinquish Control, but not Responsibility

Humans can retain control over what they write, but they can also relinquish control to artificial intelligence tools if they choose. Although humans can relinquish control, they do not relinquish responsibility for what is written. Humans can – and must – remain accountable for fact-checking, verification procedures, and truth-telling. Humans are also responsible for how AI-tools are developed.

Attribution Remains Important

It always has been, and always will be, appropriate and desirable to appreciate, admire, and respect our teachers, mentors, and guides. Humans learn in community with one another, even when they are learning alone. Citing, referencing, and attribution remain important skills.

Historical Definitions of Plagiarism No Longer Apply

Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be *transcended*. Policy definitions can – and must – adapt.

24 February, 2023

postplagiarism.com/resources
(educational reuse permitted)

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Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

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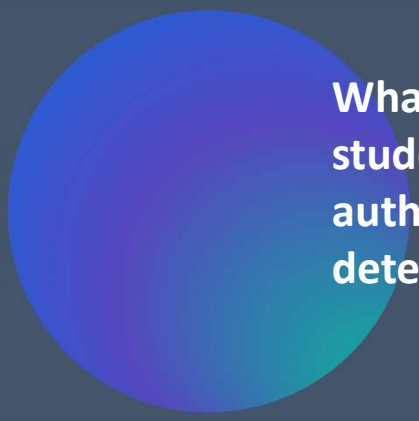
Discuss



What are you seeing in student work that makes authorship harder to determine?

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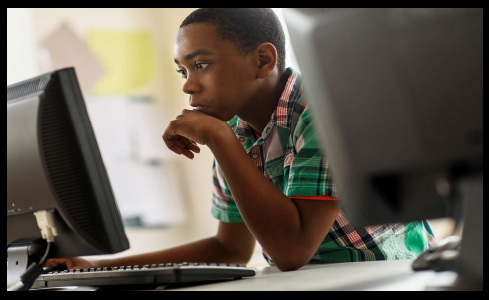
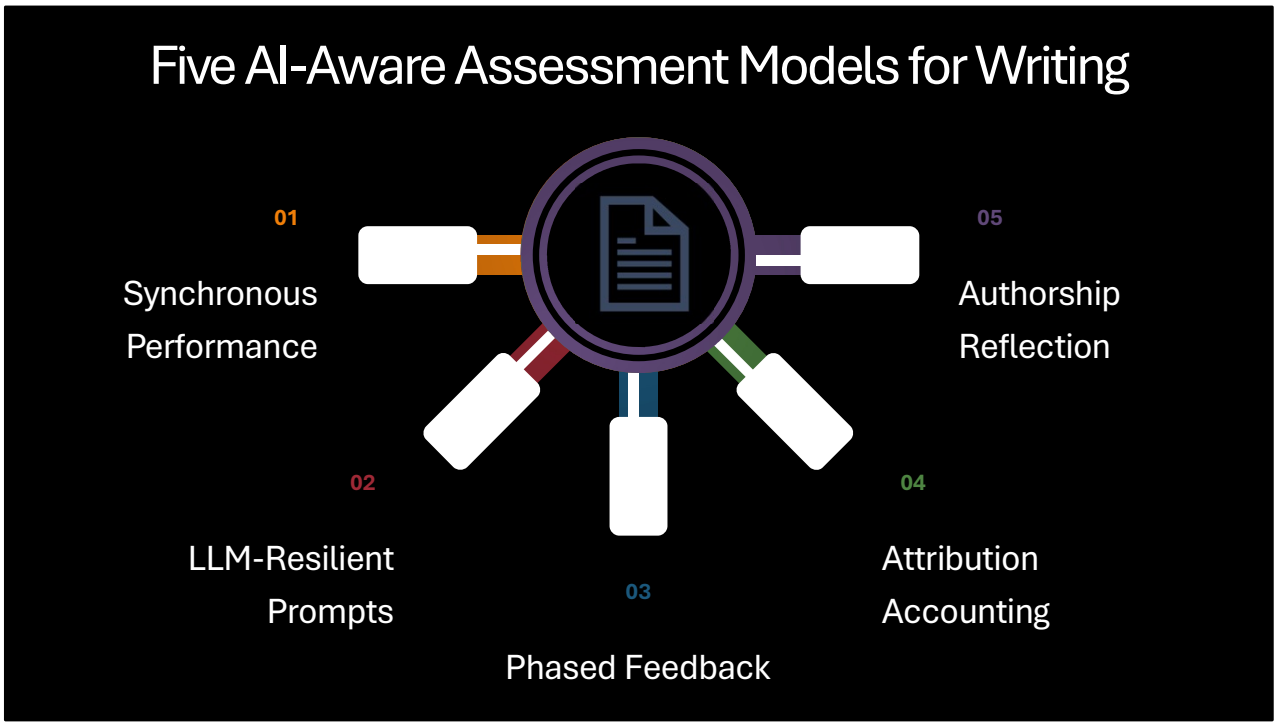
AI-Aware Writing

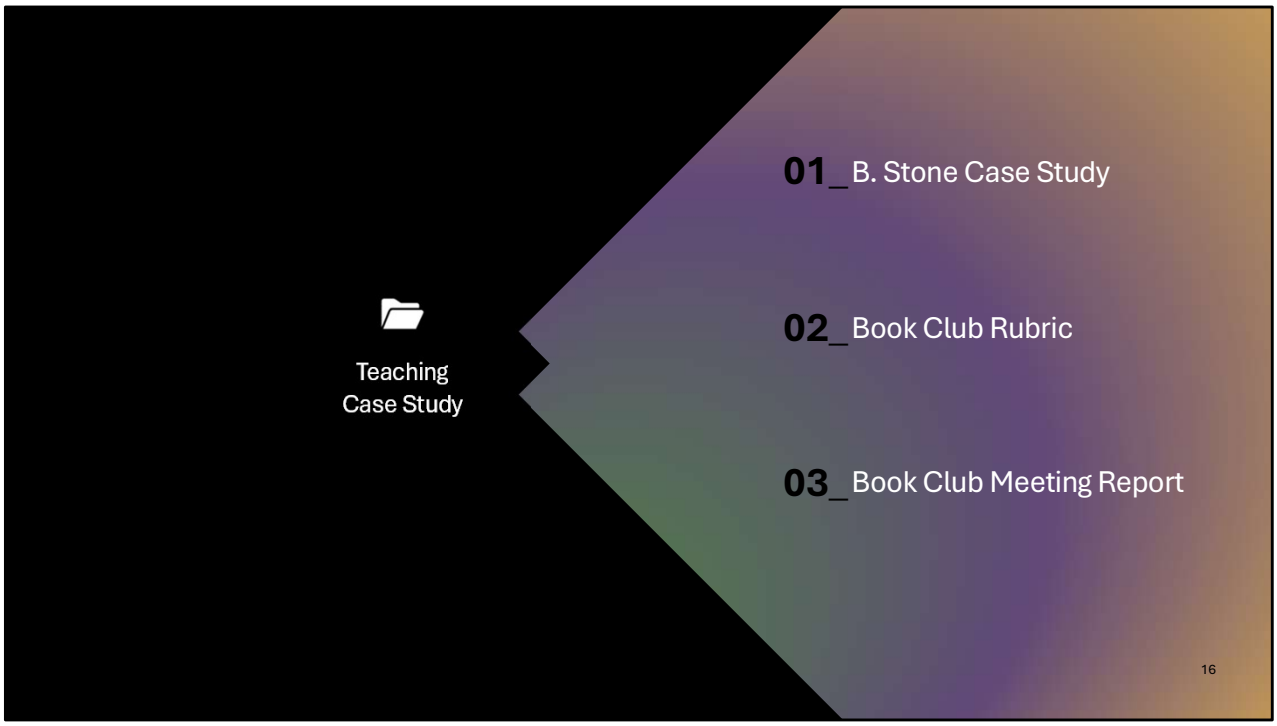




Designing Assessments That Discourage Misuse

Synchronous Performance

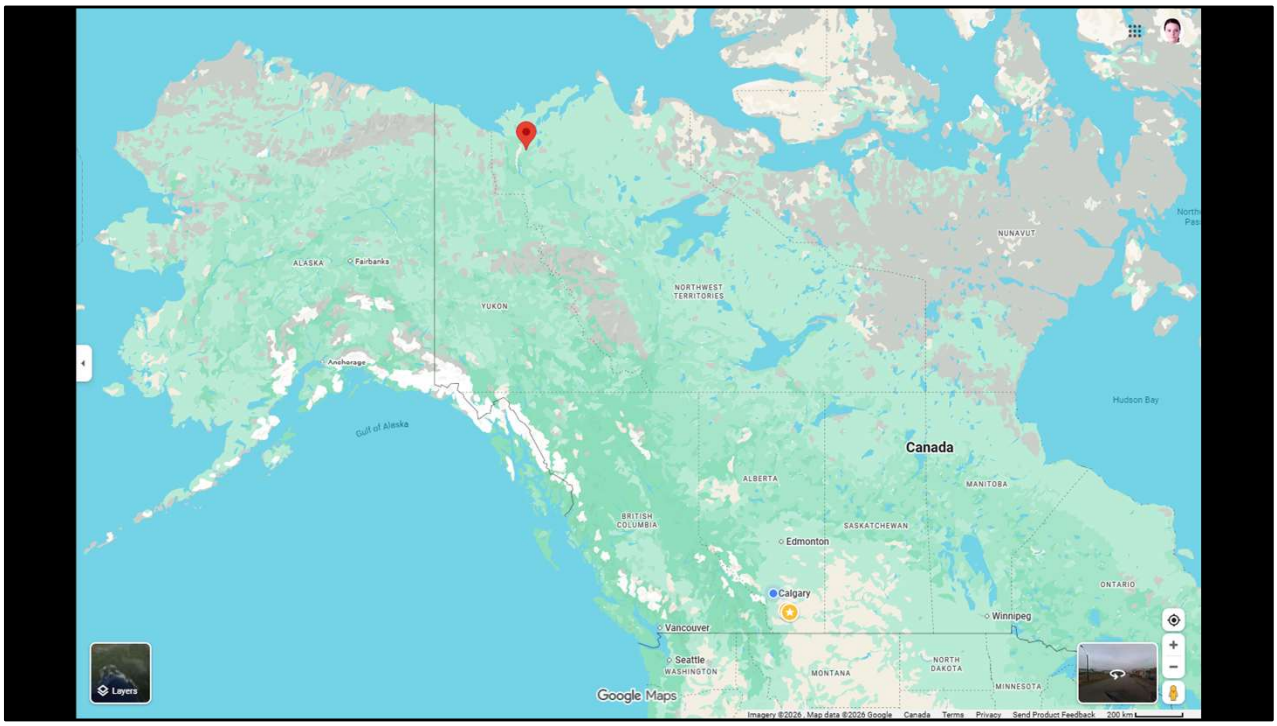
You can prepare however you want—but you will have to perform thinking live.

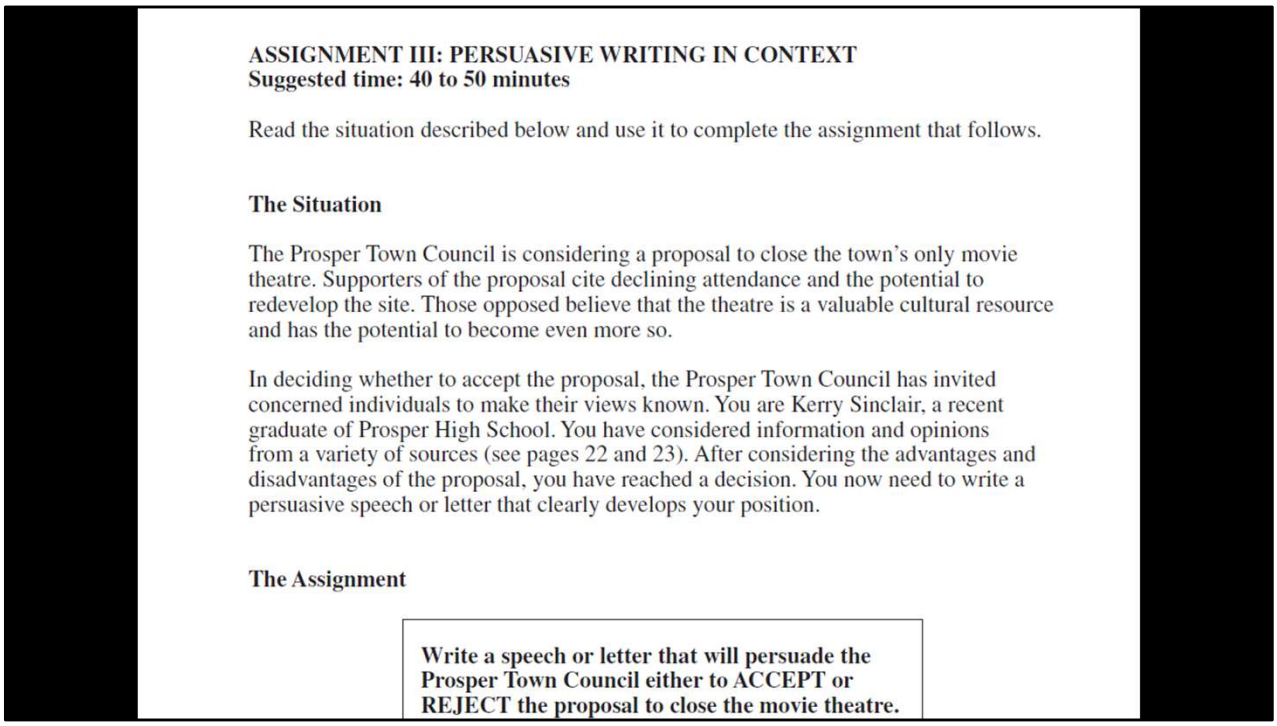


Students completed independent preparation (reading, notes, summaries)
Students were then required to perform understanding synchronously
Instructor observed significant differences in performance quality

What's interesting is that nothing here actually depends on book clubs.
What matters is the performance constraint: independent preparation was paired with live, constrained performance.

What do you think actually made the difference here: the discussion itself, or the conditions around it


ALASKA
Fairbanks
YUKON
NORTHWEST TERRITORIES
NUNAVUT
Anchorage
Gulf of Alaska
Hudson Bay
Canada
ALBERTA
MANITOBA
BRITISH COLUMBIA
SASKATCHEWAN
Edmonton
Calgary
ONTARIO
Winnipeg
Vancouver
Seattle
WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
Layers
Google Maps



ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT
Suggested time: 40 to 50 minutes

Read the situation described below and use it to complete the assignment that follows.

The Situation

The Prosper Town Council is considering a proposal to close the town's only movie theatre. Supporters of the proposal cite declining attendance and the potential to redevelop the site. Those opposed believe that the theatre is a valuable cultural resource and has the potential to become even more so.

In deciding whether to accept the proposal, the Prosper Town Council has invited concerned individuals to make their views known. You are Kerry Sinclair, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see pages 22 and 23). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade the Prosper Town Council either to ACCEPT or REJECT the proposal to close the movie theatre.

Today's prompts: https://abed.vretta.com/#/en/public-practice

Chapter 5: Statistics Cheat Sheet

mean - sum of #s / number of #s — **median** - middle items — **mode** - most

$\bar{x}$ μ - the "average" — ✱ if even, add middle #s and divide by 2

Find x in data set: ① $7 = \frac{10+4+7+12+9+4+x+6}{8}$

② $8(7) = \frac{52+x}{8}(8)$

✱ 8 ← (number of #s is 8 [includes x])

③ $56 = 52 + x$

$-52 \quad -52$

④ $4 = x$

Use L1 #s to find mean, median, + mode

L1	L2
0	3
1	7
2	7
3	2
	total = 19

how many 0s? 1s? 2s? 3s?

✱ mode ≠ 7

mode = 1 and 2

① [2nd] [4], then [ENTER] to clear

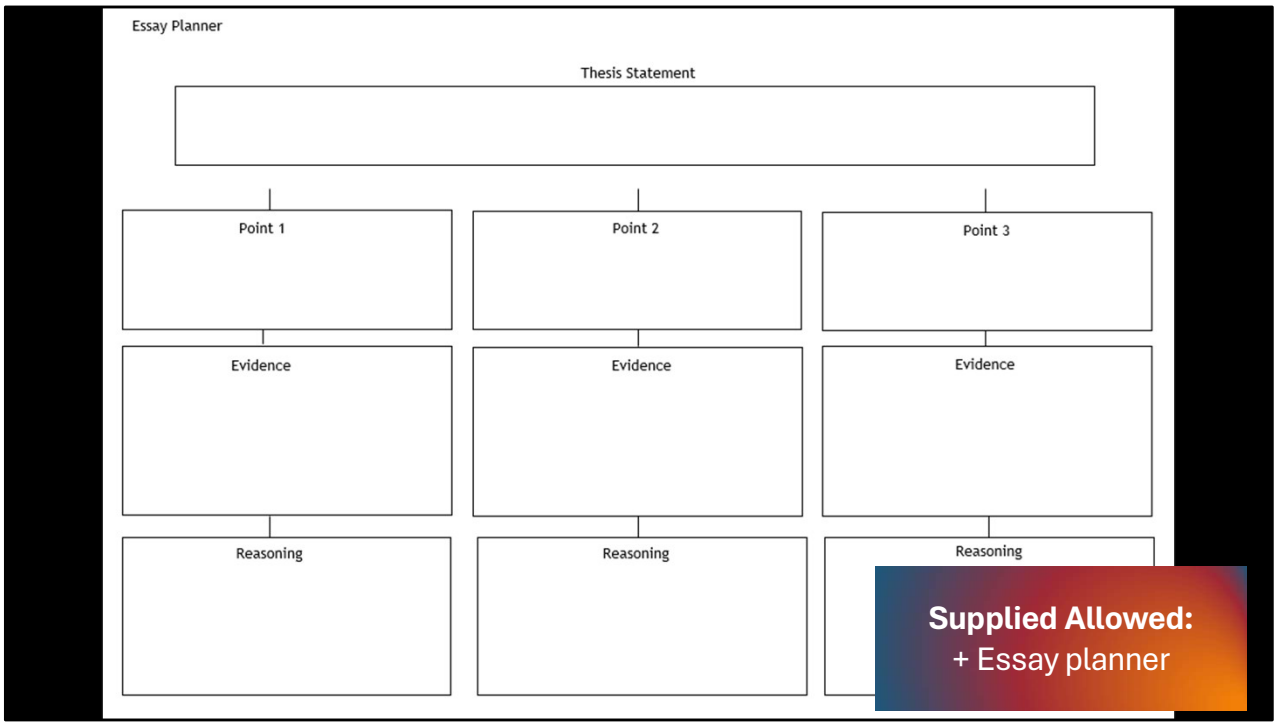
① mean $= \frac{3(0)+7(1)+7(2)+2(3)}{3+7+7+2}$

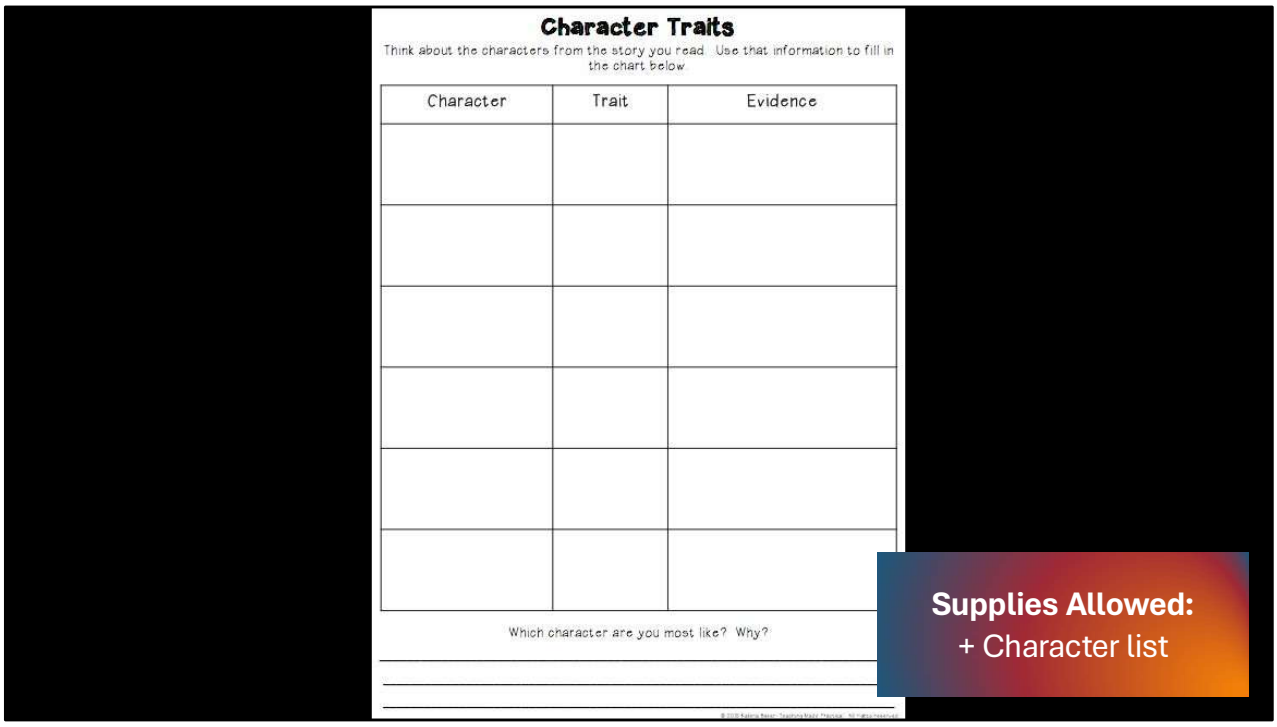
② $= 27/19$ ✱ Use brackets!!

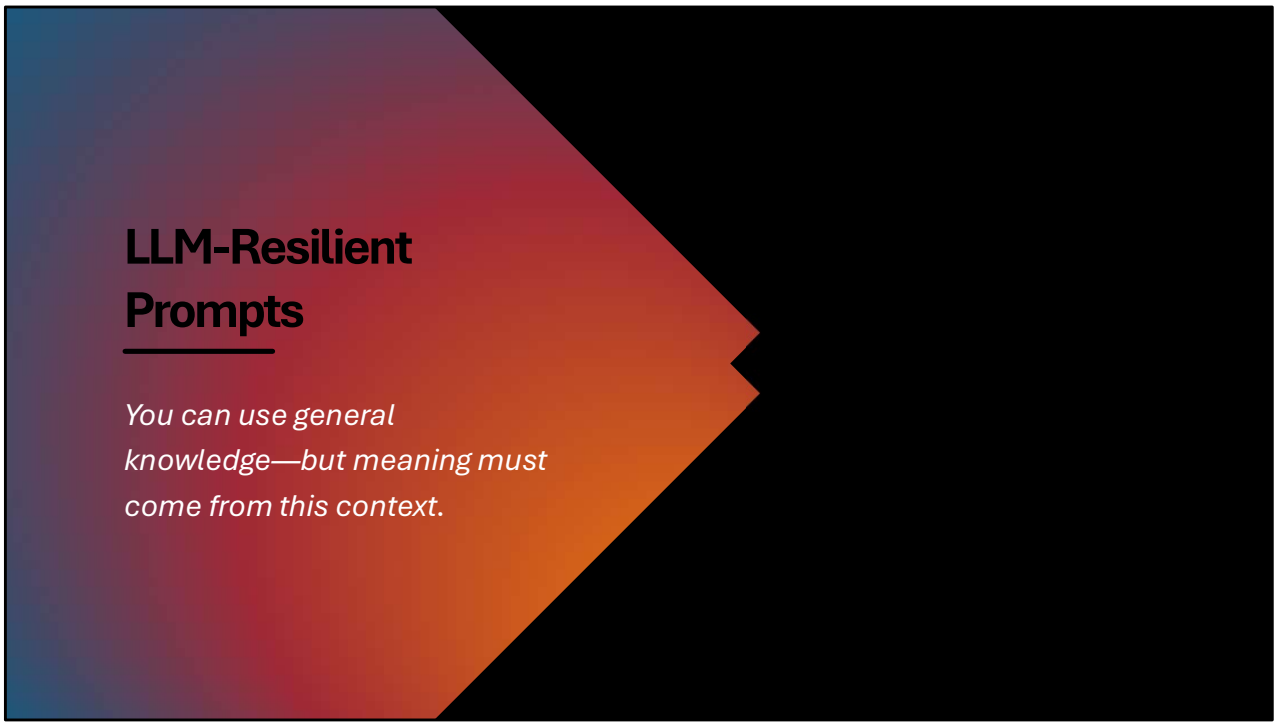
③ $= 1.4$

① median = the middle of 19 items is the 10th item

② 0 is items 1-3


Essay Planner
Thesis Statement
Point 1
Point 2
Point 3
Evidence
Evidence
Evidence
Reasoning
Reasoning
Reasoning
Supplied Allowed:
+ Essay planner


Character Traits
Think about the characters from the story you read. Use that information to fill in the chart below.
Character
Trait
Evidence
Which character are you most like? Why?
Supplies Allowed:
+ Character list



Previous Model: AI-generated prep → live performance
Now: Generic understanding of concept → contextual reasoning
Understanding fails to transfer unless it is genuinely held.

LLMs would win every game of Family Feud (Family Feud is a popular, long-running American game show and trivia game where two families compete to guess the most popular answers to survey questions posed to 100 people)
This example is demonstrating next-token prediction under a probability distribution conditioned on context. That is the core operating principle of large language models.
A known limitation of LLMs is that they struggle to fabricate detailed content about non-shared, low-data environments. They cannot easily generate unique insights about personal or local contexts that draw on lived experiences that haven't been publicly written about. If you can design the essay topic so that students need to connect the philosophy to a personal experience or local event in their community that isn't documented online, this will produce a narrow constraint, forcing them to at least engage with the generative AI's output.

The more a task depends on local, situational, or lived context, the less useful generic generation becomes.
The answer now depends on **local knowledge**
There is no universally "correct" completion

What an LLM is NOT:

A search engine
Reasoning
Critical thinking

LLM-Resilient Detail

- Prompts grounded in a shared class discussion
- Prompts tied to school- or community-specific decisions

No forced personal disclosure
Social studies examples: Globalization, Nationalism, Ideology

LLM-Resilient Prompt Examples

Evaluate whether a recent decision by the school or local community aligns liberal (/collectivist) values. Use details from the situation and course concepts to defend your position.

Perspectives on Ideology / Understandings of Ideologies

Students may:
Use AI to summarize a concept (fine)
But must **apply it to a constrained, situated case**
Uniforms or school colors

LLM-Resilient Prompt Examples

Given the impacts we discussed in class, argue whether the unifying or divisive effects of Québécois nationalism were more significant in this context.

Perspectives on Nationalism / Understandings of Nationalism

A general-purpose AI can generate a convincing argument for *either* side of a well-documented issue.
“what we defined as constructive”
“the type of exclusion we talked about”
“the trade-off we identified”
“Use course concepts as they were framed in class to support your position.”
or
“Support your position using the interpretations emphasized during discussion.”

LLM-Resilient Prompt Examples

Identify one change in our school or community that reflects globalization. Explain how that change has influenced identity, using course concepts and discussion insights.

Perspectives on Globalization / Living in a Globalizing World

The *concept* is shared
The *context* is not fully documented online
AI can assist—but cannot substitute reasoning.
School or community bulletin board advertisements of local brands only

LLM-Resilient Detail

- Local-but-not-online
- Specific, local, or lived conditions
- No forced personal disclosure

Each prompt uses familiar course concepts, but requires students to apply them in contexts that depend on shared classroom or local knowledge.
Just like generic notes don't transfer under live performance, generic prompts don't hold up under contextual pressure.

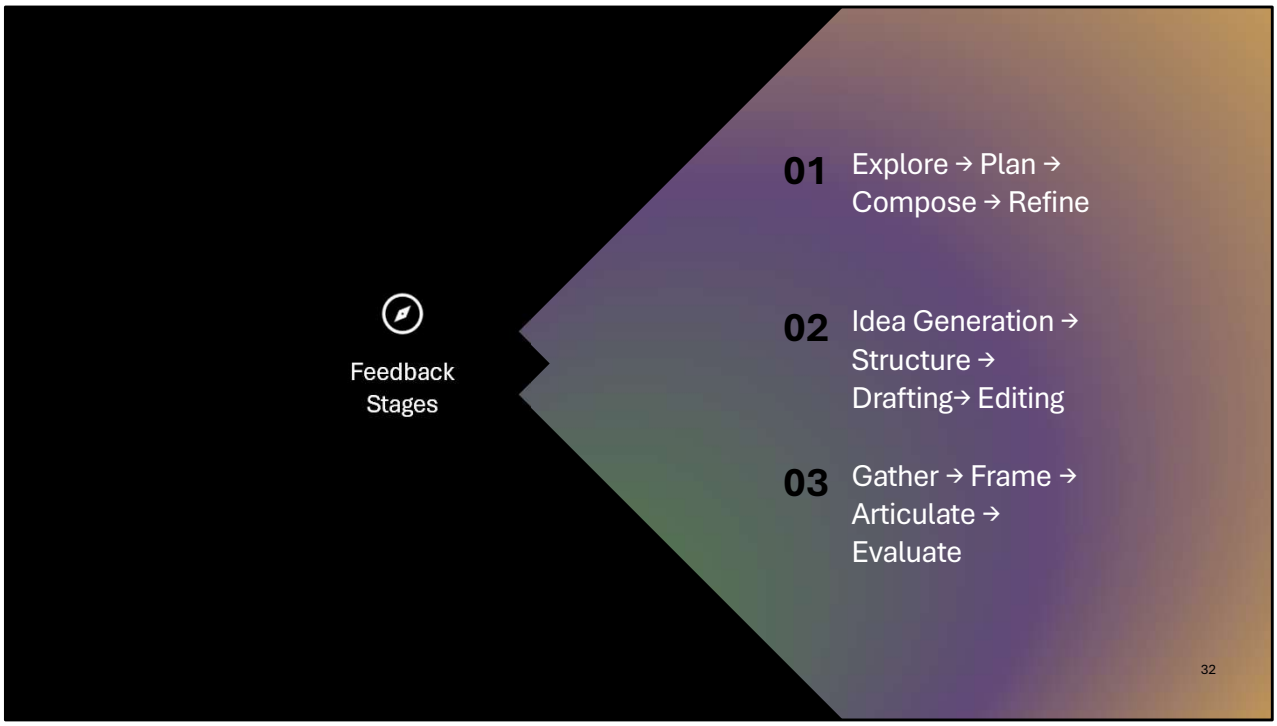
Discuss

Which constraint do you think is doing the heavier lifting: the performance constraint or the context constraint? Why?

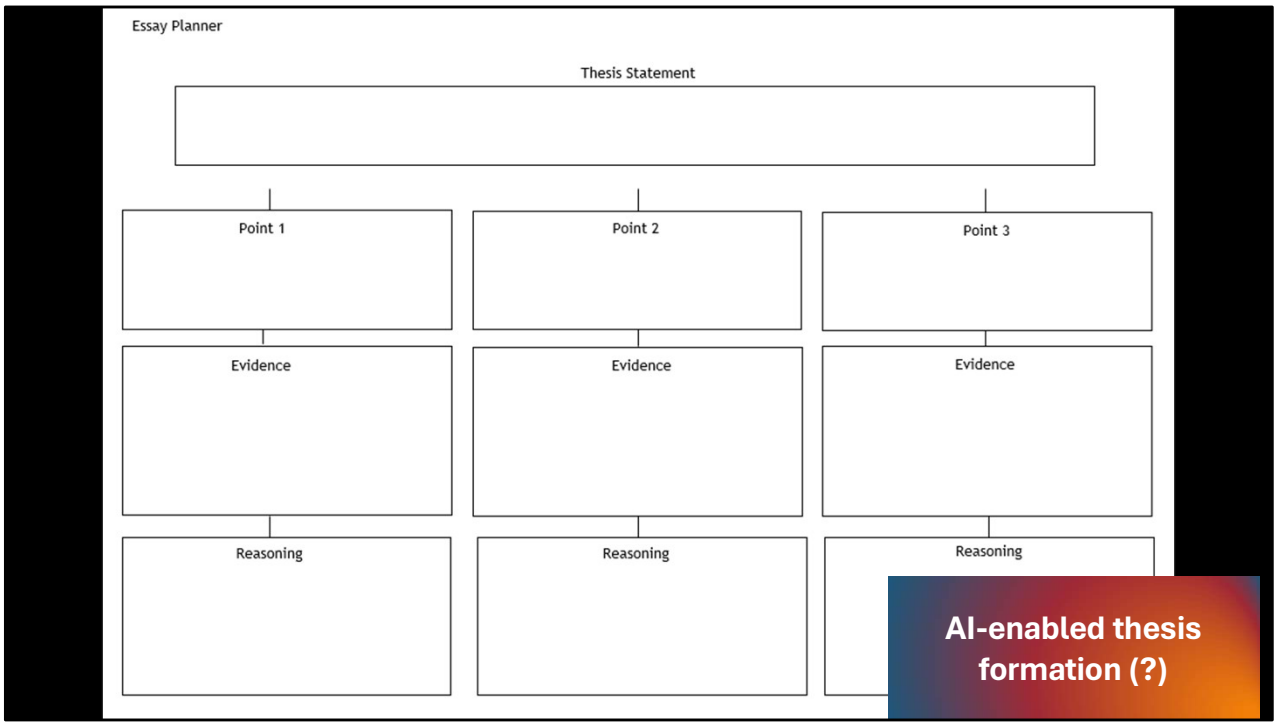
30

Phased Feedback

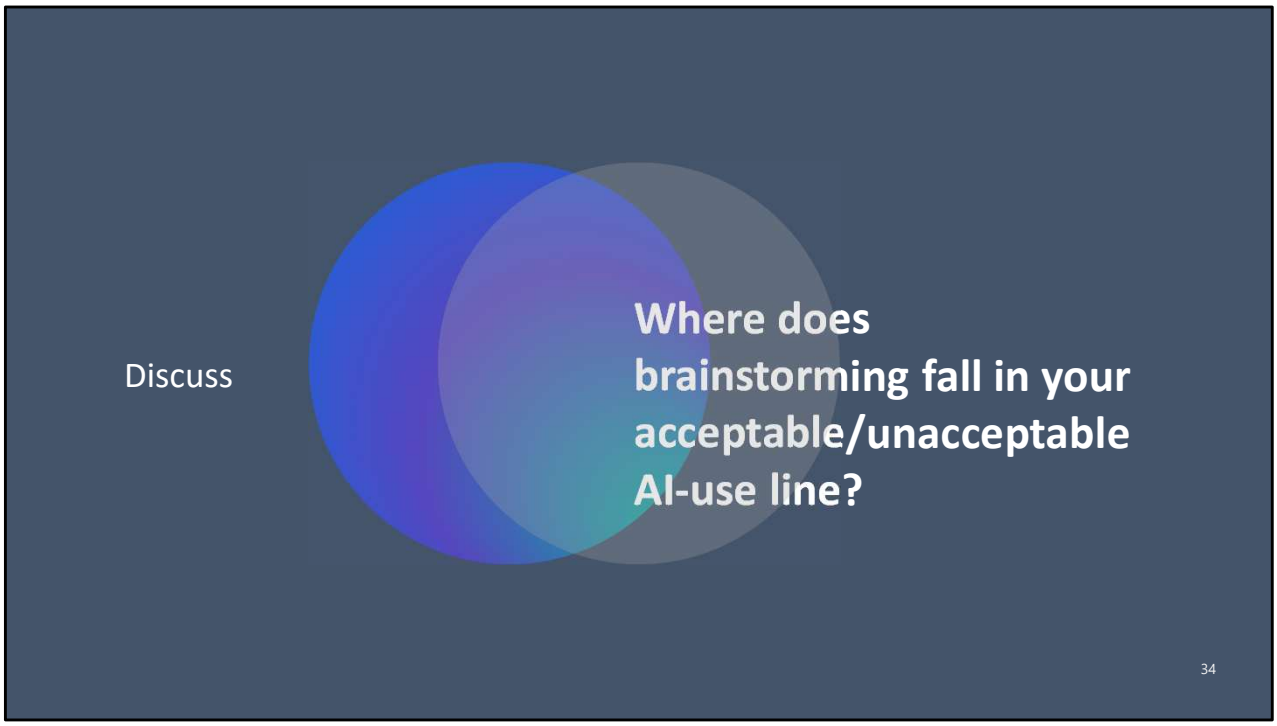
You can use tools—but your thinking must be shown along the way.



This is not about feedback at every stage; it's about identifying which stage must be independently produced.



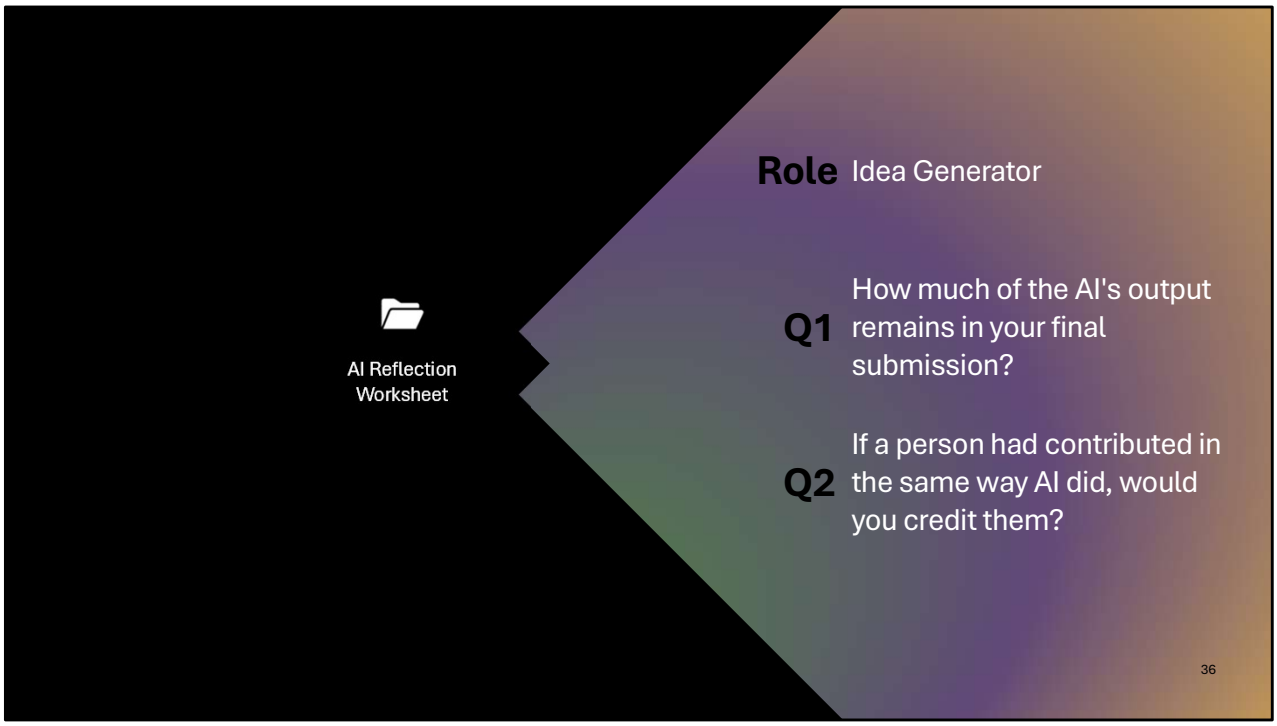
If we allow AI at brainstorming, what do we lose? What do we gain?



Should brainstorming be done with generative AI?

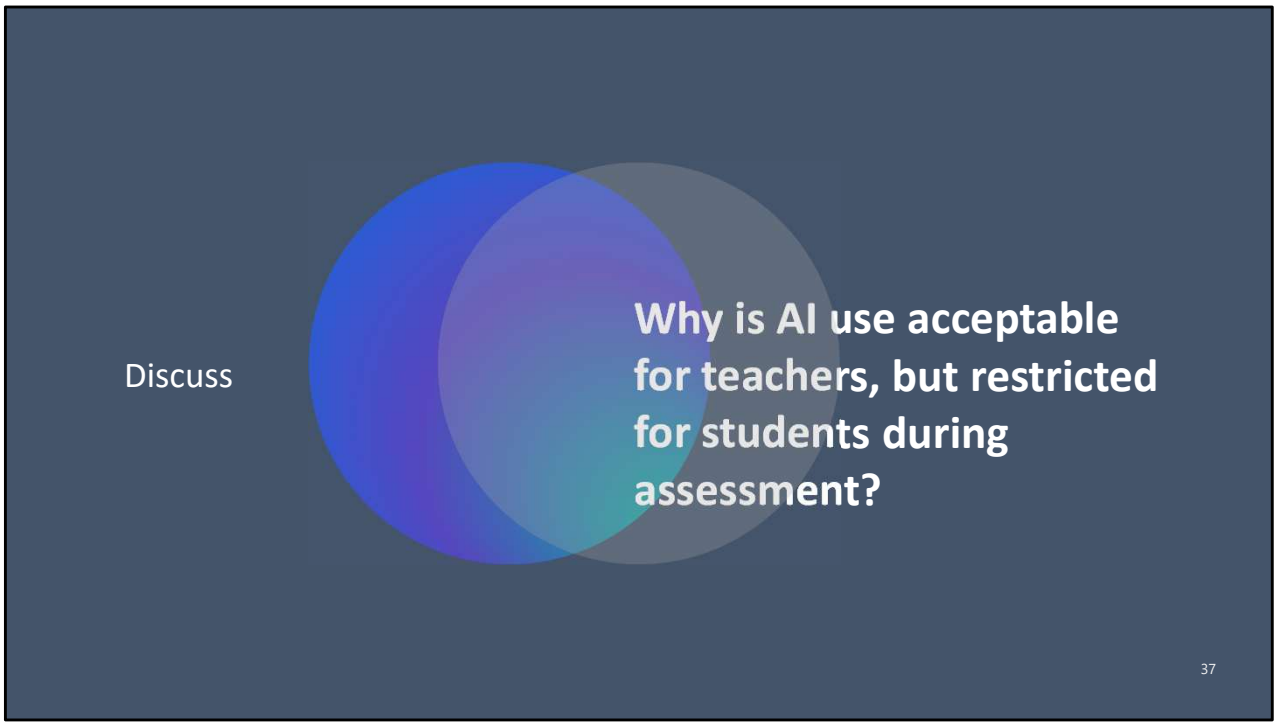
Attribution Accounting

You can use support—but authorship must be transparent.



Options (2)
1) Idea Generator
[AI proposes examples, scenarios, or starting ideas for the assignment]

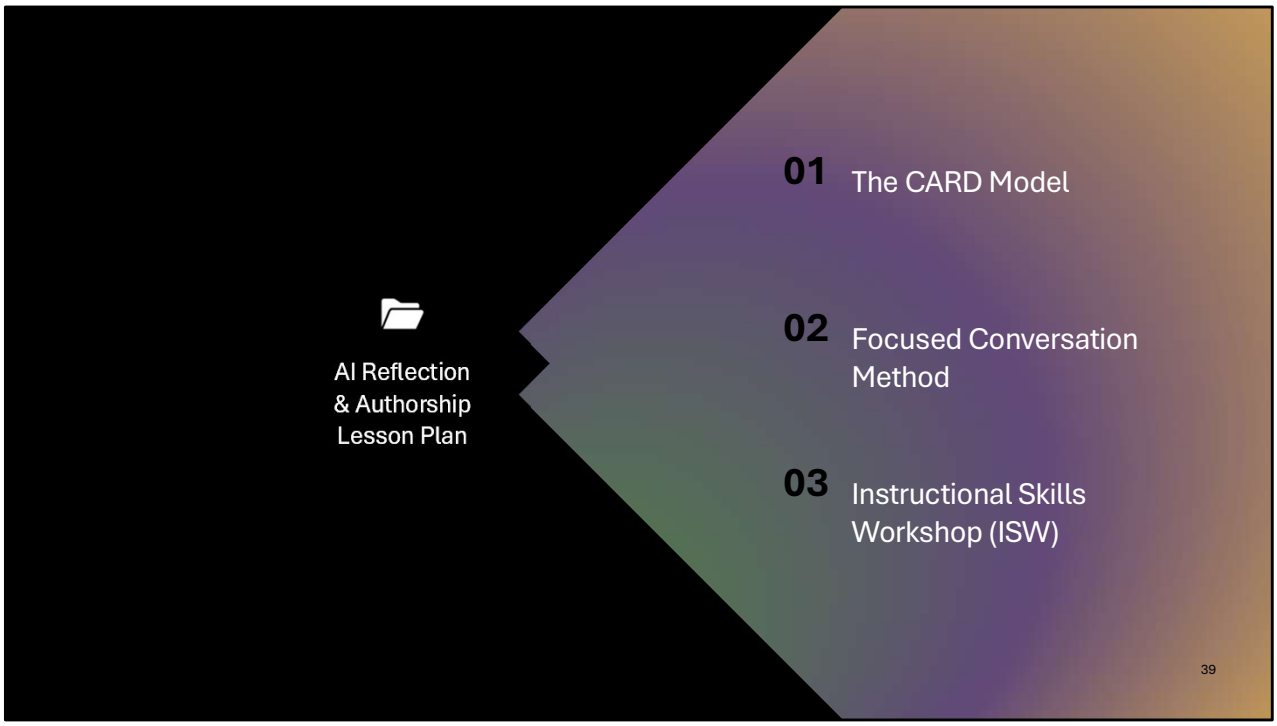
And:
2) Two optional reflection questions, like (1) "How much of the AI's output remains in your final submission?" [None, Some sentences, A whole section or structure, or Most of the argument] and (2) "If a person had contributed in the same way AI did, would you credit them? [No, In acknowledgments, or As co-author]
Jenkins, R. & Lin, P. (2023). AI-Assisted Authorship: How to Assign Credit in Synthetic Scholarship. http://dx.doi.org/10.2139/ssrn.4342909
Patrick Lin and Ryan Jenkins outline continuity and creditworthiness as the two core principles for deciding when AI should be credited (even as co-author) in scholarly work.

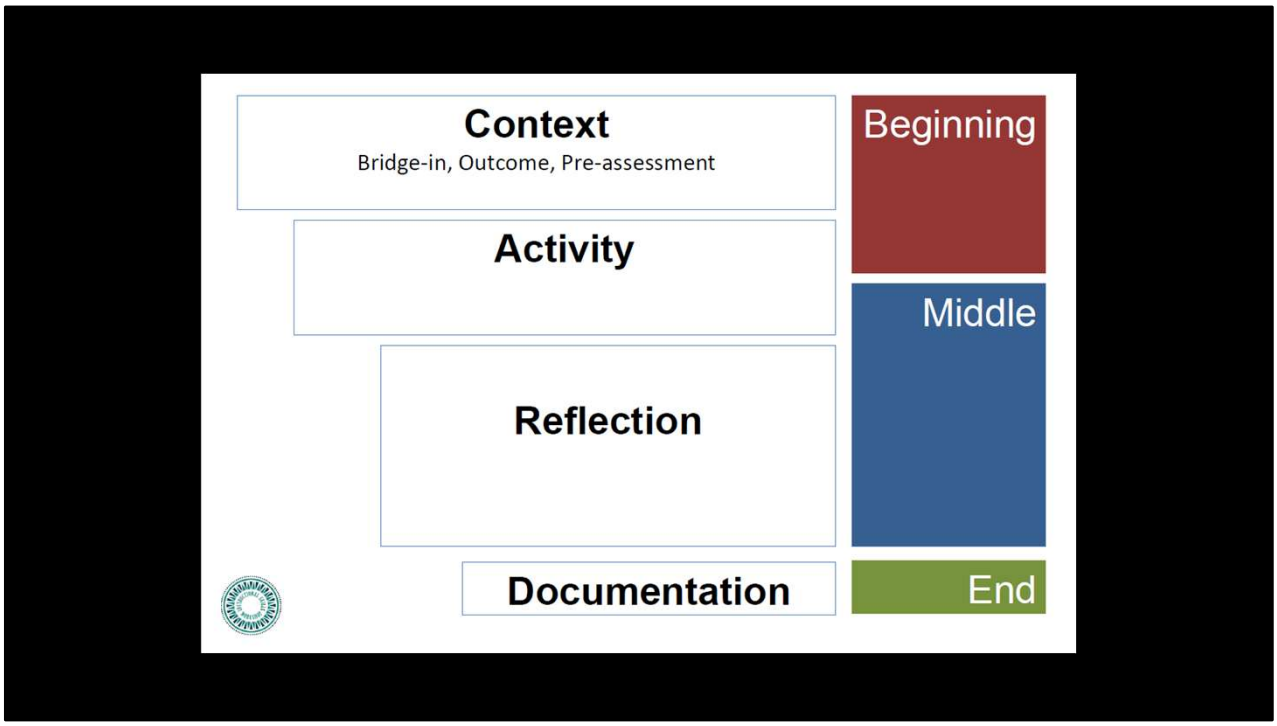


Why is it considered appropriate for teachers to use tools that streamline or enhance their work, but inappropriate for students to do the same on assessed tasks?

Authorship Reflection

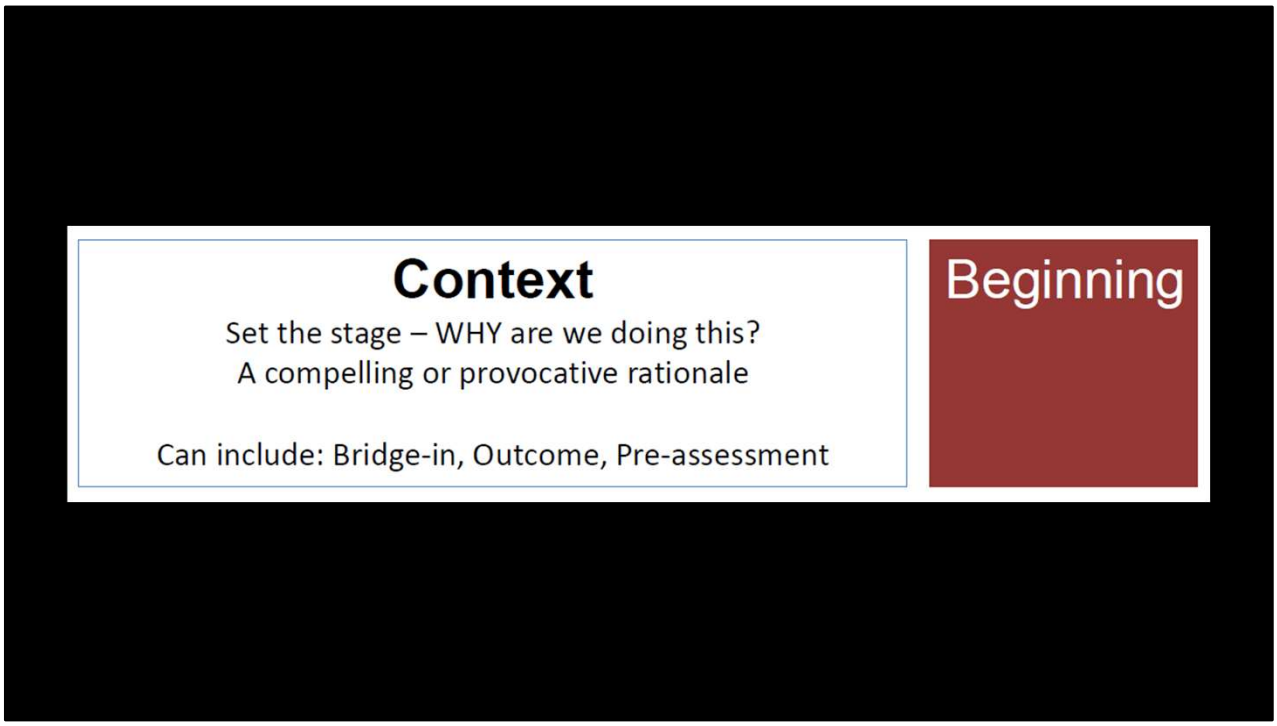
You can use AI—but you must examine who you became in the process.

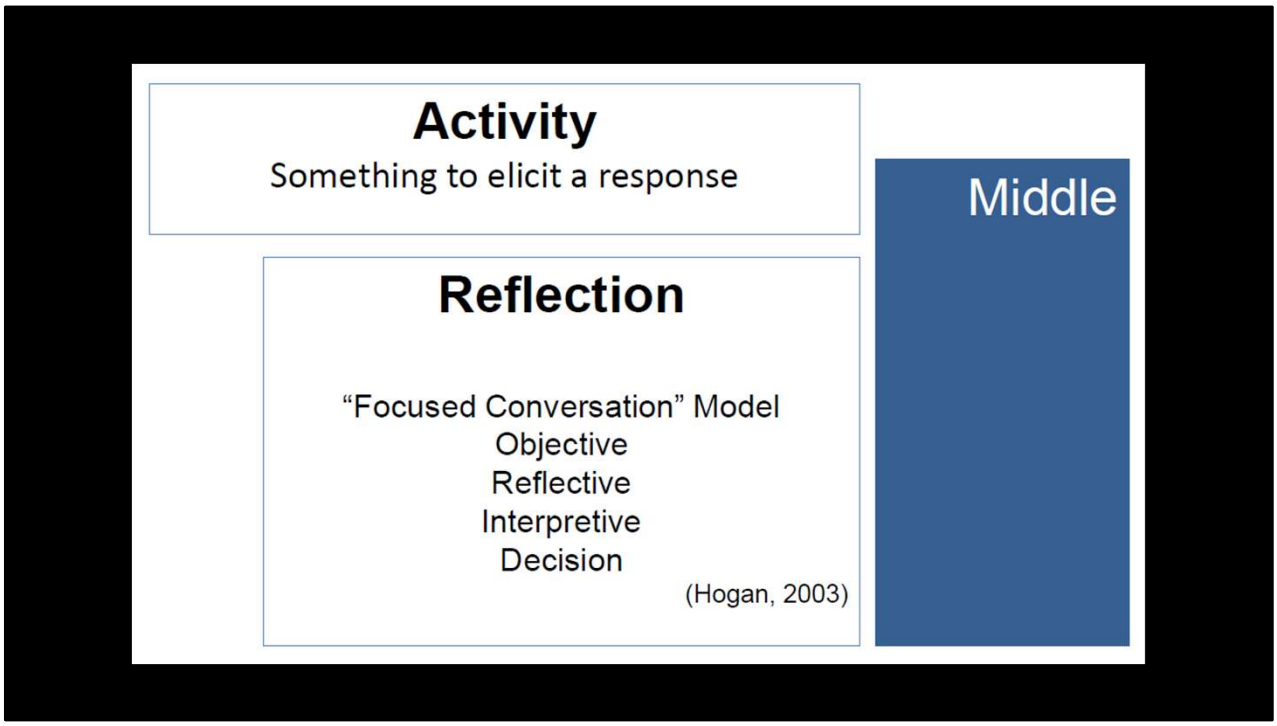

AI Reflection
& Authorship
Lesson Plan
01 The CARD Model
02 Focused Conversation Method
03 Instructional Skills Workshop (ISW)
39



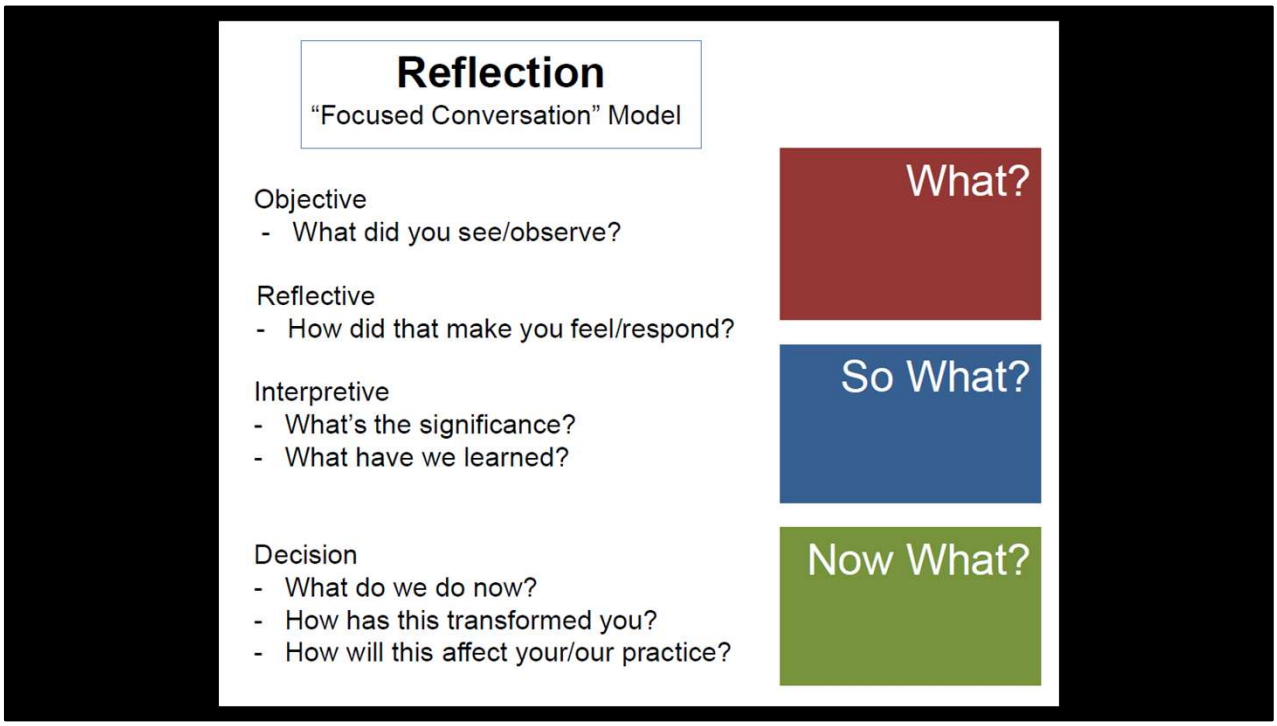
Slides from Thompson Rivers University (TRU) - Online Instructional Skills Workshop (ISW)

CARD model: Tickner, D. (2002). Working with an expressive outcome using the CARD method (Context/Act/Reflect/Document). Unpublished paper, Vancouver Community College, Vancouver, Canada.


Context
Set the stage – WHY are we doing this?
A compelling or provocative rationale
Can include: Bridge-in, Outcome, Pre-assessment
Beginning



The reflection component of this lesson uses the Focused Conversation method (ORID: Objective–Reflective–Interpretive–Decisional), developed by the Institute of Cultural Affairs and articulated by Stanfield (1997). The structure is also described within broader facilitation practice in Hogan (2003).



Hogan, C. (2003) *Practical Facilitation: A Toolkit of Techniques*.London: Kogan Page Publishers

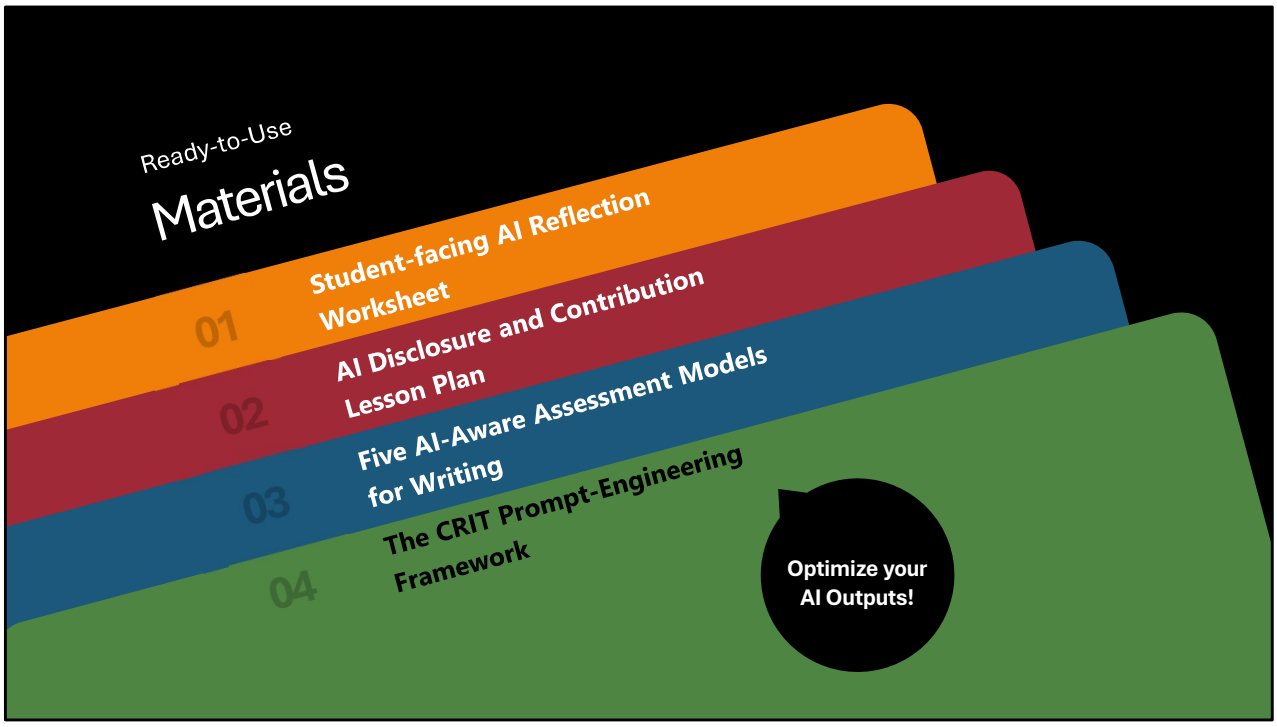
Stanfield, B. (Ed.) (1997). *The art of focused conversation: 100 ways to access group wisdom in the workplace*. Toronto: Institute of Cultural Affairs. School and district instructional leadership

Documentation

What are the take-aways?

Can these be documented as evidence of learning or reminders for learners?

End


Ready-to-Use
Materials
01
Student-facing AI Reflection Worksheet
02
AI Disclosure and Contribution Lesson Plan
03
Five AI-Aware Assessment Models for Writing
04
The CRIT Prompt-Engineering Framework
Optimize your AI Outputs!

The CRIT Framework

Closing

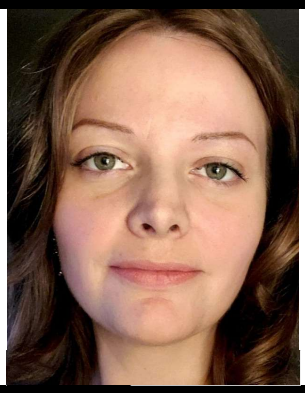

Topics Covered
01
DETECTION & POLICING
02
FIVE AI-AWARE WRITING MODELS
03
THE CRIT FRAMEWORK
04
CLOSING

Questions?

Your Speakers

CRCBA.org

Richard Fossey



Danielle Ryder