

Chapter 1

Digital Citizenship in the Age of AI in Higher Education Institutions: Academic Integrity and Institutional Responsibilities

Mahmoud Itmeizeh

Palestine Ahliya University, Palestine

ABSTRACT

The chapter aims at investigating the reality of academic integrity in the era of AI and the institutional responsibilities to be taken into account to guarantee solid and genuine academic work by university students. This chapter addresses the extent to which academic integrity and institutional responsibilities are enhanced in Palestinian higher educational institutions (HEIs) as perceived by the faculty members. The role played by these institutions and the challenges they face will also be highlighted. Moreover, some strategies and solutions that aim at fostering academic integrity and institutional obligations will be proposed by the author. This chapter is expected to make both students and faculty more aware of the reality, advantages, and disadvantages of AI utilization in HEIs and its relation to Academic integrity.

INTRODUCTION

Each society evolves once behavioral and ethical mechanism becomes an integral part of its individuals' character and educational institutions' policies. In these societies, the highly appreciated values that are based on credibility, reliability honesty, and transparency become the main pillars that direct the mentality of both individuals

DOI: 10.4018/979-8-3693-9015-3.ch001

and institutions. In light of the evolution of generative AI apps, teachers and educational institutions encounter serious educational and behavioral challenges related to academic integrity. This dilemma requires all involved in the process of teaching and learning in HEIs to stand firm in the face of academic dishonesty whether it is practiced by faculty members or students. This does not mean that HEIs should refrain from benefiting from or using AI generative apps in teaching and learning. On the contrary, we must get the ultimate benefit from these generative apps but for constructive uses that enhance academic integrity not eradicating it. This also necessitates launching open discussion sessions that trigger a comprehensive understanding of the advantages and disadvantages of utilizing AI apps.

Due to the rapid evolution in the field of educational technology in general and AI apps in particular, a plethora of questions floated on the surface waiting for satisfactory and convincing answers. This chapter is supposed to respond to most of these questions posed by all those engaged in incorporating AI apps into the process of teaching and learning. Some of these questions include, but are not limited to, the following: How do researchers, instructors, and students manipulate academic integrity in light of the exaggerated use of AI apps that generate human-like information in the field of researching, teaching, and learning? Are we to consider AI apps an ally and supporter of academic integrity or a fatal enemy to it? If they are allies and supporters, what limitations should be enforced to lessen their negative impacts on academic integrity? If AI apps are counted as enemies of the higher education system, what policies and institutional measures should be adopted to eradicate any use of these apps? On the other hand, if it is an unavoidable evil, how we should successfully operate this issue to decrease its harm on HEIs and academic integrity to the minimum level? How can we prevent students from using AI apps to cheat? To logically and comprehensively respond to this question, all involved in the process of teaching and learning should take these concerns seriously by meeting their responsibilities. Each of the stakeholders should also know his/her role in enhancing citizenship, the culture of academic integrity, and enforcing institutional responsibility.

Nowadays, the world witnesses a drastic significant change in all aspects of our life. The rapid technological advancement is one of the aspects that showed countless digital and AI apps that obligate each individual to keep chasing these new apps trying to study them and then use these apps in the field of education. The plethora of AI apps in our lives, specifically in the process of teaching and learning, necessitates that each instructor and student behave in a way that meets the agreed-upon universal standards regarding the ethical utilization of AI apps. This sudden advancement in AI in general and generative AI in particular triggers to coining of new terminology to minimize the side effects of using generative AI tools in education. Therefore, the term digital citizenship has been coined with many sub-technical terms such as

28 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/digital-citizenship-in-the-age-of-ai-in-higher-education-institutions/370014

Related Content

AI-Driven Data Governance for SDG Achievement in Higher Education

Tark Küçükdeniz, Canan Hazal Akarsuand Melike Solak Altuntas (2026). *Using AI to Achieve the Sustainable Development Goals (SDGs)* (pp. 157-180).

www.irma-international.org/chapter/ai-driven-data-governance-for-sdg-achievement-in-higher-education/393380

Long Term Tracking of Pedestrians with Groups and Occlusions

Pedro M. Jorge, Arnaldo J. Abrantes, João M. Lemosand Jorge S. Marques (2007). *Bayesian Network Technologies: Applications and Graphical Models* (pp. 151-175).

www.irma-international.org/chapter/long-term-tracking-pedestrians-groups/5500

Data Visualization Techniques in Smart Agriculture Implementation

Shabnam Kumari, Gaurav Kumar Pandeyand Shrikant Tiwari (2024). *AI Applications for Business, Medical, and Agricultural Sustainability* (pp. 122-159).

www.irma-international.org/chapter/data-visualization-techniques-in-smart-agriculture-implementation/341757

Intelligent Monitoring Technology for Bridge Structural Conditions Using Deep Learning

Lingyun Langan Chengyu Zhang (2026). *International Journal of Ambient Computing and Intelligence* (pp. 1-14).

www.irma-international.org/article/intelligent-monitoring-technology-for-bridge-structural-conditions-using-deep-learning/411702

A Thorough Insight into Theoretical and Practical Developments in MultiAgent Systems

Dimple Juneja, Aarti Singh, Rashmi Singhand Saurabh Mukherjee (2017). *International Journal of Ambient Computing and Intelligence* (pp. 23-49).

www.irma-international.org/article/a-thorough-insight-into-theoretical-and-practical-developments-in-multiagent-systems/176712