STIAEM

Slow Tech Innovation

AI, Ethics and

New Teaching Methods

Establishing Transparent Attribution Policies and Guidelines for Critical Argumentation

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Università di Foggia

Studi Umanistici, Lettere, Beni Culturali, Scienze della Formazione

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Università di Foggia
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OER 6.2.2: Establishing Transparent Attribution Policies and Guidelines for Critical Argumentation
Reference Module: Module 6 - Classroom Practice and Authentic Assessment
Related Video-Pill: Video 6.2 - Redefining Plagiarism in School
Authoring partner: Esenler District Directorate of National Education - Türkiye
Topic / Thematic Focus: Transparent attribution policies and critical argumentation guidelines

Introduction and Learning Objectives

This resource completes the pathway begun with OER 6.2.1 and accompanies video-pill 6.2 (Redefining Plagiarism in School). If the previous resource dismantled the claim to certainty of automatic detectors, this one tackles the constructive question that follows: if control does not work, what do we put in its place? The answer is not to surrender to the indiscriminate use of AI, but to shift attention from surveillance to the transparency of attribution.

The text connects to the redefinition of plagiarism proposed in the debate on post-plagiarism (Eaton, 2023), to the contributions on academic integrity in the era of large language models (Perkins, 2023; Cotton, Cotton & Shipway, 2023) and to the UNESCO (2023) guidance on generative AI in education and research. The sources are used in the form of careful paraphrase, without textual quotations.

By the end of the reading, the teacher will be able to:

- explain why the concept of plagiarism needs updating in the era of hybrid writing;
- teach transparent attribution as a competence, articulated in the three parameters of focusing, traceability and critical validation;
- build a taxonomy of the uses of AI and redesign assessment towards the process and the real context.

1. From plagiarism to post-plagiarism: integrity changes form

Let us start from the classic definition: academic plagiarism is the misappropriation, undeclared, of the words, data or arguments of an identifiable third-party author. On this basis, the first anti-plagiarism software compared the text with existing archives: it looked for copied sentences. It is a logic of overlap: there is plagiarism when a portion of text coincides with a source.

Large language models nullify this logic. They do not retrieve existing sentences from an archive: they generate new texts, calculating probabilities, word after word. Those who submit a text entirely produced by AI copy nothing: there is no overlap to find. Yet they have evaded the aim of the assessment, which was not to track down the copy, but to establish mastery. The old definition can no longer name what has happened.

Faced with this, a new paradigm has emerged, which the scholar Sarah Eaton has called post-plagiarism (Eaton, 2023). The idea is that writing, today, is a hybrid and distributed practice, in which our cognition collaborates with algorithmic agents; to demand a pure textual originality is an illusion. Integrity, then, does not lie in abstaining from the machine, but in transparency: declaring what I have done myself and what I have delegated to AI.

2. Transparency as a competence to be taught

Careful: this is not a capitulation, and it is important to say so to students and colleagues. It is what has already happened several times in the history of schooling. With calculators, we moved from assessing the speed of calculation to the ability to set up the problem; with the web, from memorisation to the critical selection of sources. At each step, the intelligent response was not to ban the tool, but to redefine what to assess.

On this basis, transparent attribution should be treated as a methodological competence, on the same level as knowing how to cite a source. Just as we teach how to cite, we must teach how to document one's interaction with a generative model. It is not a bureaucratic practice: it is the form that intellectual honesty takes when the work is distributed between human and machine.
In practice, this documentation is built on three parameters. The first is focusing: in which phase of the work did I use the machine - to gather ideas, to revise grammar, to translate? Each phase is a choice, and must be stated. The second is traceability: which instructions did I give, and how did I refine them step by step. The third is critical validation: what did I change myself, compared with what the machine returned to me. This is the most important piece, the proof that I thought and did not merely copy.

Parameter	Guiding question	What it documents
Focusing	In which phase did I use the machine?	Gathering ideas, linguistic revision, translation: the choice must be declared
Traceability	Which instructions did I give and refine?	The history of the *prompts* shows the progression of the reasoning
Critical validation	What did I change myself?	The proof of the student's intervention on the generated material

3. Building a taxonomy of uses

On this basis, a school can give itself a clear taxonomy of the uses of AI, which distinguishes what is always forbidden, what is legitimate but must be declared, and what can be integrated directly into assignments. The taxonomy is not a list of prohibitions: it is a map that makes decisions thinkable and that students can internalise, instead of relying on implicit and shifting rules.
There are behaviours that are always forbidden: submitting as one's own a text generated entirely by the machine, or attributing to the machine the authorship of cognitive work that was not carried out. There are uses that are legitimate but must be declared: a stylistic correction, a first exploration of ideas, an assisted translation. And there are uses that we can integrate directly into assignments, designing them ourselves: for example, asking students to generate a text with AI and to dismantle it critically, identifying its errors and inventions.
Teaching transparent attribution requires occasions for practice, not just rules. An effective way is to work on concrete examples: take a short AI-generated text, ask students to identify the unverifiable claims, to check the sources and to rewrite the part they intend to assume as their own, declaring the use of the machine. Repeated across several tasks, the exercise makes the competence visible and assessable, and shows that transparency is not a formality: it is the way in which the student takes responsibility for what they sign. At the same time, it educates towards a transferable epistemic vigilance: always asking where a claim comes from, and how it could be put to the test.
This practice has a profound formative effect. It accustoms the student not to trust blindly what they receive, to check, to verify, to discriminate information. In a word, to exercise an epistemic vigilance before affixing their signature to a piece of work. Transparency, understood in this way, is not an obligation added to the task: it is a way of learning to think.

4. What institutions say: Perkins, Cotton and UNESCO

If the problem is not solved by control, how is it addressed? International guidance converges on one direction: to educate and to rethink tasks. A first contribution, by Perkins (2023), argues that attention must shift to AI literacy: training students and teachers, not merely prohibiting; understanding how the machine works, in which contexts it is legitimate to use it, and how its use is declared.

A second contribution, by Cotton, Cotton and Shipway (2023), insists on the organisational dimension. Schools must do their part: clear and unambiguous regulations on use, continuous training of teachers, and above all a serious redesign of tasks. The aim is not the final product, but the process: tasks that require critical judgement and that a synthetic model cannot carry out in the student's place.

There is also international governance. The UNESCO (2023) guidance on generative AI in education recommends regulating the use of AI with clear rules for the protection of students and updating the very notion of plagiarism to include the undeclared use of language models. The same document recommends caution with automatic detection software, whose limits are recognised, and asserts a principle: schools cannot delegate the protection of intellectual honesty to technology; they must make it an educational objective, pursued and measured.

A documented limit of automatic detectors concerns equity: Liang et al. (2023) show that they tend to penalise disproportionately authors who are not native English speakers.

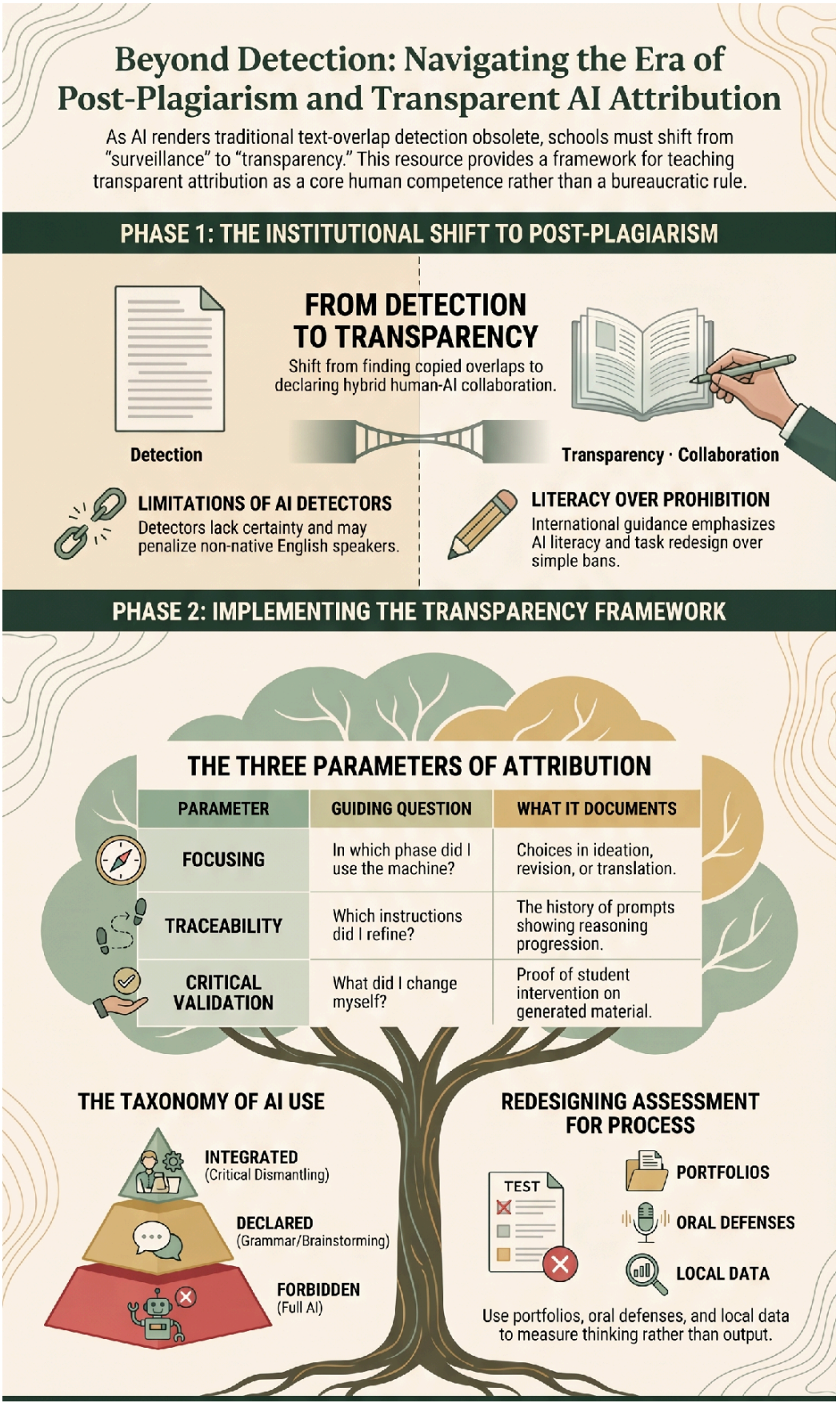
5. Redesigning assessment towards process and context

The last pillar is the redesign of assessment. If a task can be solved by a language model in a few seconds, the problem is not the machine: it is the weakness of the task. That test measured memory and reproduction, and in the era of generative models it no longer distinguishes students. It is necessary to move the tests towards what the machine cannot do, that is, towards the process and the real context.

The research suggests some well-established paths. Tasks that develop in stages - hypothesis, drafts, peer revisions, final work - collected in a portfolio. The oral defence, in which the student argues for their choices. Tests anchored to local reality, to data collected by the class, to lived experiences: things that do not exist on the web and that AI cannot generate. And the most elegant: tasks in which the student critically dismantles a generated text, identifying its errors and inventions. It is no longer a matter of producing: it is a matter of judging.

This direction prepares the passage to video-pill 6.3, devoted to authentic assessment. Before tackling it, however, video-pill 6.4 adds a decisive piece: if we assess the process, we need tools that make it visible - metacognitive logs and traces of the *prompts*. It is there that the transparency of attribution also becomes a subject of assessment.

Visual Scaffolding



Conclusions and Metacognitive Reflection Prompts

This resource has shown how the concept of plagiarism needs updating: in the era of hybrid writing, integrity does not consist in abstaining from the machine, but in declaring transparently the respective contributions. Transparent attribution, articulated in focusing, traceability and critical validation, is a competence to be taught; the taxonomy of uses makes it practicable; international guidance (Perkins, 2023; Cotton et al., 2023; UNESCO, 2023) converges on education and on the redesign of tasks towards the process and the real context.

To transfer these core ideas into one's own practice, the following reflection prompts are proposed:

- How would you formulate, for your subject, a taxonomy of the uses of AI (forbidden, declared, integrated) that is comprehensible to students?
- Which of the three parameters - focusing, traceability, critical validation - is the hardest to get your students to document, and why?
- Which test in your repertoire requires a critical judgement that a generative model cannot carry out in the student's place?

Technical Metadata Sheet

Metadata Field	Specification / Parameter Value
Identifier	OER 6.2.2
Title	Establishing Transparent Attribution Policies and Guidelines for Critical Argumentation
Creator	Esenler District Directorate of National Education - Türkiye
Description	Complementing OER 6.2.1, the resource asks what should replace a control that does not work. It argues that plagiarism must be redefined in the era of hybrid writing and presents transparent attribution as a competence with three parameters: focus, traceability and critical validation. The practical focus is on building a taxonomy of AI uses and on redesigning assessment towards process and real-world context.
Keywords	post-plagiarism; transparent attribution; traceability; critical validation; AI use taxonomy; assessment redesign; academic integrity; institutional guidelines
Language	EN (English)
Affiliation	Esenler District Directorate of National Education - Türkiye
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	
Citation	Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in Education and Teaching International, 61(2), 228-239. https://doi.org/10.1080/14703297.2023.2190148 Eaton, S. E. (2023). Postplagiarism: The future of academic integrity in the age of artificial intelligence [Academic debate on post-plagiarism]. University of Calgary. Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., & Zou, J. (2023). GPT detectors are biased against non-native English writers. Patterns, 4(7), 100779. https://doi.org/10.1016/j.patter.2023.100779 Perkins, M. (2023). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. Journal of University Teaching & Learning Practice, 20(2). https://ro.uow.edu.au/jutlp/vol20/iss2/07/ UNESCO. (2023). Guidance for generative AI in education and research. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000386693
Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 6 - Classroom Practice and Authentic Assessment / Video 6.2 - Redefining Plagiarism in School
Learning Objectives	explain why the concept of plagiarism must be updated in the era of hybrid writing; teach transparent attribution as a competence, articulated in the three parameters of focus,

	traceability and critical validation; build a taxonomy of AI uses and redesign assessment towards process and real-world context.
Rights	Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)
Date Available	14/09/2026
Date Modified	

References and Webography

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