

HOW YOUR STUDENTS ARE (ACTUALLY) USING AI: DEMYSTIFYING GENAI AND ACADEMIC INTEGRITY

Dr. Megan Perram
Assistant Professor of English
GenAI Teaching Fellow

October 19, 2026

University of Regina | CENTRE FOR TEACHING & LEARNING

HOW OFTEN ARE STUDENTS USING AI?

Academica Group, 2026: “How are Canadian postsecondary students using generative AI today?”

Surveyed 1,134 Canadian postsecondary students in February 2026.

- 84% had experimented with or used GenAI
- 73% of GenAI users had used it for coursework
- 88% of coursework users used it as a learning aid
- 5% of coursework users used it to complete an entire assignment

Read the report: https://forum.academica.ca/forum/studentvu-generative-ai-2026-1

THE EROSION OF TRUST

Luo, Jiahui (Jess). “How Does GenAI Affect Trust in Teacher-Student Relationships? Insights from Students’ Assessment Experiences.” T*eaching in Higher Education*, 2025, vol. 30, no. 4, pp. 991–1006.

Findings:

- Warnings about severe disciplinary action and AI detection can intensify student fears.
- Students may feel they are being treated as potential cheaters rather than learners.
- Fear of penalties can discourage students from asking questions, discussing AI use, or taking intellectual risks.
- “Students’ fear of negative outcomes created barriers to open communication and willingness to take risks, which are important in developing trust.”

How do we uphold academic integrity while maintaining the trust that makes teaching and learning possible?

EPISTEMIC CONFIDENCE

Platz, Monika. "Trust Between Teacher and Student in Academic Education at School." *Journal of Philosophy of Education*, 2021, vol. 55, no. 4-5, pp. 688–697.

- **Epistemic Confidence:** Developing an accurate sense of what we know, what we can do, and where we need support.
- Students develop this confidence partly through how teachers respond to their ideas, questions, mistakes, inquires, muses, etc. From here, trust creates space for students to share uncertainty.

“A trustful relationship is the basis upon which students acquire knowledge from the teacher's testimony, come to develop epistemic confidence and learn to trust their own epistemic capacities.”

COMPOSITE STUDENT CASE STUDIES

University of Regina

CENTRE FOR TEACHING & LEARNING

AI POLICY FROM GENAI HUB

Completely Prohibited:

The assessments in this course have been created with specific learning objectives in mind. The use of generative artificial intelligence (GenAI) tools including writing assistance tools such as Grammarly would undermine these objectives. Therefore, the use of GenAI including GenAI writing assistance tools is not allowed in any of the tasks required to complete the assessments in this course. Any use of GenAI tools may result in academic misconduct investigation.

MEET ANNA

Anna is studying for her biology exam. She used AI to help her build a small study app that turns her course notes into interactive practice activities.

“I’ve been really struggling to keep photosynthesis and cellular respiration straight, especially remembering what goes in and what comes out of each process. I actually used AI to help me build a little study app from my BIO 100 notes. It quizzes me on the steps, lets me practice matching the inputs and outputs, and gives me extra questions on the parts I keep getting wrong. It’s been a lot more helpful than just rereading my notes over and over.”



TEST OUT ANNA'S STUDY APP

Meet Anna

https://meganperram.com/genaifellowship/index.html#workshop2

You're the instructor of Anna's biology course. Recall your AI policy reads: "Therefore, the use of GenAI including GenAI writing assistance tools is not allowed in any of the tasks required to complete the assessments in this course."

- Would Anna's use of AI in this circumstance violate your policy?
- How would you handle this as the instructor?

MEET KAY



Kay is taking an introductory philosophy course and wants to get better at distinguishing between competing philosophical arguments.

“My professor said in the feedback on my first essay that I did a good job explaining different perspectives, and I want to build on that for my final research paper. I used AI to make a little podcast with two hosts who argue from different philosophical viewpoints. One takes a utilitarian approach, focusing on the greatest good for the greatest number, while the other argues from a Kantian perspective about moral duties and principles. I listen to it while I walk across campus to class. Hearing them debate the same problem helps me understand where their arguments actually differ.”

CHECK OUT KAY'S AI PODCAST

You’re the instructor of Kay's philosophy course. Recall your AI policy reads: "Therefore, the use of GenAI including GenAI writing assistance tools is not allowed in any of the tasks required to complete the assessments in this course."

- Would Kay's use of AI in this circumstance violate your policy?
- How would you handle this as the instructor?



Meet Kay

MEET FATIMA

Fatima is taking ENGL 100, where students submit weekly, low-stakes, pass/fail reflections on UR Courses to demonstrate engagement with course material.

“I'm honestly pretty disorganized, and I sometimes forget about small assignments even when I've done the reading. I set up a Muse agent to remind me when my weekly reflections are due. I use voice-to-text to talk through what I want to say, and Muse uploads my response to UR Courses without changing my words. It helps me stay on top of deadlines and actually get credit for the work I'm doing.”



CHECK OUT FATIMA'S AGENT



Meet Fatima

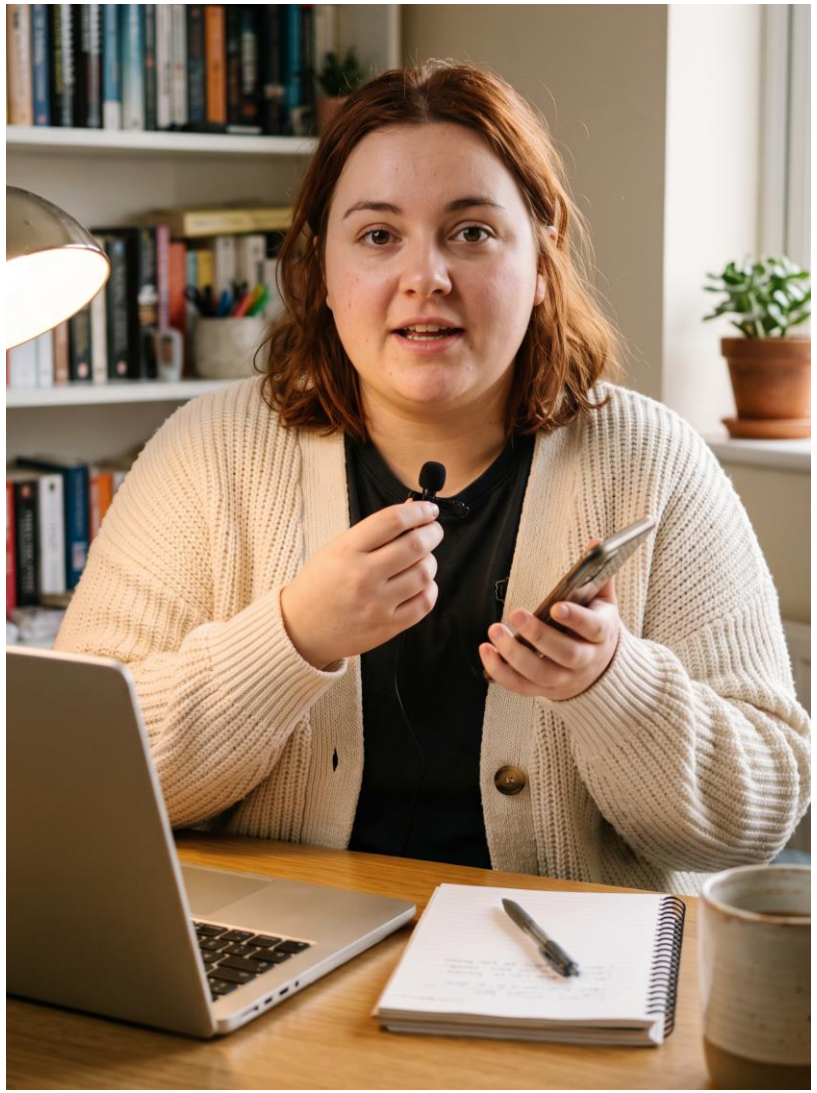
You're the instructor of Fatima's English course. Recall your AI policy reads: "Therefore, the use of GenAI including GenAI writing assistance tools is not allowed in any of the tasks required to complete the assessments in this course."

- Would Fatima's use of AI in this circumstance violate your policy?
- How would you handle this as the instructor?

MEET EMILY

Emily is taking a Classics course and preparing for her final essay. She also runs a popular Instagram account with over 40,000 followers, where she shares videos about student life.

“I've been doing this GRWM series where I get ready while explaining things I'm learning in my Classics course. I use AI to help edit my videos, create captions, and add text on screen. Trying to explain concepts like Athenian democracy and citizenship to my followers has actually helped me figure out what I'm most interested in exploring for my final essay. It's one thing to understand something in your notes, but explaining it to someone else makes you realize what you really understand.”



CHECK OUT EMILY'S INSTAGRAM

You're the instructor of Emily's Classics course. Recall your AI policy reads: "Therefore, the use of GenAI including GenAI writing assistance tools is not allowed in any of the tasks required to complete the assessments in this course."

- Would Emily's use of AI in this circumstance violate your policy?
- How would you handle this as the instructor?



Meet Emily

DISCUSSION

Drawing on Platz (2021), epistemic confidence refers to a person's ability to accurately assess their own knowledge and intellectual abilities which includes recognizing their own strengths/limitations. Developing epistemic confidence helps students become independent learners who can make informed decisions about what they know, what they need to learn, and when they need support.

1. Looking across the case studies, which students do you think are developing epistemic confidence through their use of AI, and which might not be?
2. How can we distinguish between a student who is becoming more confident in their own learning and one who is becoming more confident in work they have not fully understood?
3. What can instructors do to support students in developing epistemic confidence when they use AI creatively in their learning?

THE ARCHER LIBRARY & ARCHIVES' AI LITERACY BADGE

- The library workshops offer practical skills and critical thinking about using AI in learning and research
- The badge takes about two and a half hours to complete across five workshops
- Upcoming sessions are on October 15, 19, 23, 26 and 28, and November 18 and 26, 2026
- You can find the full schedule, badge requirements and registration links here: **https://library.uregina.ca/ailit**

University of Regina | CENTRE FOR TEACHING & LEARNING

Interested in joining a community of instructors piloting AI in their courses?



How Students Use AI: Sign Up

https://meganperram.com/genaifellowship/index.html#workshop2

Leave your email!

University of Regina

CENTRE FOR TEACHING & LEARNING

QUESTIONS?



University of Regina



CENTRE FOR TEACHING & LEARNING