

Why might first year teacher education students use a Generative AI tool to 'cheat' on their university assignments?

In the last two years, Australian universities have consistently surveyed and reviewed information on undergraduate GenAI use. However, rich data on the reasons students 'cheat' – that is, copy LLM output without acknowledgement – is still difficult to find.

In this session, I will present preliminary findings from a pilot project interviewing education students who admit to knowingly breaching university policies on academic integrity by passing off responses from LLMs (such as ChatGPT and Microsoft Pilot) as work of their own. I am most interested in recording student accounts of the stressors that contributed to cheating, such as the pressures of being an EAL/D learner; literacy difficulties; comprehension issues; times constraints and other socioeconomic challenges associated with training as an educator.

My aim is to capture and share some of the complexity in literacy learning for our current preservice teaching cohort. I hope to expand and complicate current conversations about student use of GenAI, so that those working in teacher education can better understand how to support all new teachers as they grapple with the ethics of these emerging technologies.