

# Debunking the Myth

How AI and ChatGPT Are Not Increasing Student Cheating, According to Stanford Researchers  
April 1, 2024

ELISSA MALESPINA



Since the introduction of ChatGPT and generative AI, the main complaint I have heard from educators is that it will make it easier for students to cheat, and many educators believe this to be a fact. However, a study conducted by Stanford education scholars Victor Lee and Denise Pope tells a slightly different story.

The study explores the relationship between the advent of AI chatbots, like ChatGPT, and their impact on student cheating behaviors. The primary assertion of the researchers is that the introduction of AI technologies has **not led to an increase in cheating among students**, a concern

## **Research Background**

The rapid development and integration of Artificial Intelligence (AI) in various sectors, including education, have prompted discussions on its ethical implications and potential misuse. Among these concerns is the fear that AI, particularly chatbots like ChatGPT, could facilitate academic dishonesty among students. Victor Lee and Denise Pope, researchers at the Stanford Graduate School of Education, embarked on a study to investigate these concerns, focusing on whether the introduction of AI technologies has indeed exacerbated cheating behaviors among students.

## **Findings**

Contrary to the prevailing anxieties, Lee and Pope's research has not found evidence supporting the notion that AI chatbots have led to an increase in student cheating. Their ongoing investigation reveals that the rates of academic dishonesty have remained stable, or have even slightly decreased since AI technologies became accessible to students. These findings suggest that the presence of AI in education does not predispose students to engage in cheating.

## **Reasons Behind Cheating**

A significant insight from their research is the identification of factors that drive students to cheat, which appear to be unrelated to the availability of technology. This implies that the motivations behind cheating are more complex and cannot be solely attributed to the tools at the students' disposal. Understanding these motivations is crucial for addressing academic dishonesty effectively.

## **Recommendations for AI in Education**

Lee and Pope argue that the focus regarding AI in educational settings should shift from preventing cheating to promoting ethical use and enhancing learning. This perspective acknowledges the potential of AI as a tool for educational

advancement rather than viewing it merely as a conduit for academic dishonesty. The researchers advocate for a balanced approach that recognizes the benefits of AI while ensuring its ethical application in educational practices.

## **Conclusion**

The study by Victor Lee and Denise Pope offers an optimistic view of AI's role in education, challenging the narrative that technological advancements inherently lead to negative behaviors such as cheating. By providing evidence that cheating rates have not increased with the introduction of AI, the research encourages educators and policymakers to reconsider their approach to integrating AI in educational contexts. The emphasis on ethical use and the enhancement of learning opportunities reflects a constructive pathway forward, leveraging AI's potential while safeguarding academic integrity.

For those interested in a deeper dive into the research findings and recommendations, the full article is accessible [here](#).