



How to Talk with Students You Suspect May Have Use AI Improperly

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I'll cover:

- ❖ Scope of This Discussion: How to Have the Conversation
 - Set Goals
 - Reduce Stakes (As Feasible)
 - Point to Specific Text
 - Try to Identify Underlying Issue
 - Communicate Clear Next Steps

Scope of This Discussion

- ❖ How I'm defining improper AI use:
 - A student has used AI outside of the parameters you or the instructor have set, whatever those may be.
- ❖ We'll focus on how to have the conversation, rather than specific types of improper use or strategies for detection.

Set Goals

- ❖ Before speaking with the student, set your own goals for the conversation.
 - Confirm improper AI use?
 - Identify what made the student use AI outside of your specifications?
 - Determine appropriate next steps?

Reduce Stakes (As Feasible)

- ❖ If you plan to give the student an opportunity to correct, state upfront.
- ❖ The lower you can make the stakes—honestly and within reason—the better the chance for a productive conversation.

Point to Specific Text

- ❖ Show the student the specific text that concerns you.
- ❖ Can be helpful to compare with a sample of the student's live writing if possible.
 - Remember writing that has been revised over time can be much stronger than live writing, though the style should be similar.

Try to Identify Underlying Issue

- ❖ May be helpful to ask student about process for writing and revising.
- ❖ If you can confirm improper AI use, what made the student do so?
 - Misunderstood rules.
 - Anxiety about writing.
 - Poor time management.
 - Underlying skill deficit.

Communicate Clear Next Steps

- ❖ Do you plan to allow the student the opportunity to correct?
- ❖ Do you need to refer the student to academic support and/or student services?
- ❖ Have you identified a breach of school policy that must be elevated?

Questions?

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