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AI-Resistant Assignments in Writing Class: Insights from Australian Higher Education Websites

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Abstract

The usage of Artificial Intelligence (AI) tools such ChatGPT and Gemini in higher education is increasing worldwide, especially for writing assignments. A growing number of students use AI to develop and finding ideas for the topic or main theme, create outlines, and complete tasks, raising significant concerns about academic integrity. This study investigates strategies for designing AI-resistant writing assignments in English as a Foreign Language or namely EFL classrooms. A Systematic Literature Review method (SLR method) was conducted, analyzing twenty webpages from nine Australian universities (2020–2025) identified through targeted Google searches and institutional relevance criteria. The analysis identifies four primary strategies: redesigning assignments, regulating AI use, strengthening integrity policies, and fostering dialogue between lecturers and students. Recommended practical solutions include process-based writing, reflective journals, and supervised assessments. The findings offer insights for developing resilient writing practices and inform future research on AI-resistant pedagogy.

Keywords: AI-resistant writing assignments, artificial intelligence, EFL classrooms, writing

Introduction

Year by year, the usage of Artificial Intelligence (AI) tools is increasing rapidly in higher education in university grade, especially around the university students (Escotet, 2023; George et al., 2023; Mitchell, 2021). Many students use the AI applications such ChatGPT, Copilot, as well as Gemini AI to do their schoolwork to complete writing assignments given by lecturers. With the advanced features from those tools, students can complete their writing by generating ideas, finding journals, and creating outlines. While these features from AI tools provide convenience, they also encourage cheating, plagiarism, and excessive dependency on using AI (AlAfnan et al., 2023; Kim et al., 2024; Zakaria & Ningrum, 2023). Lecturers worry that critical thinking and creativity may be underdeveloped if AI is overused (Barrot, 2023).

This problem is also evident in Australian universities. Johnston et al. (2024) found that many students rely on AI to finish their writing, even though they are native English speakers in Australia. Kizilcec et al. (2024) reported that students often only copy and paste AI-generated outputs without fully understanding what they write, thereby weakening their engagement with

the writing process. The writing lecturers in Australian Universities also find it difficult to distinguish between their original and AI-assisted writing work because of the sophistication of current AI tools' features (Cotton et al., 2024; Rasul et al., 2023; Ratten & Jones, 2023). These findings show that the AI misuse issue is not only a global issue but also a pressing challenge in Australian higher education.

Australia provides a particularly important context for this study because many students in Australian Universities use English as their primary language in daily life, yet reliance on AI remains high. This can indicate that the issue is not only about language proficiency but also about deeper issues of academic integrity of the universities, skills, and students' learning habits. Moreover, Australian universities are among the first to publicly release institutional guidelines and policies on AI use, making their webpages a valuable source of data for understanding how higher education systems respond to this challenge. By examining universities in Australia, this study goes beyond single-case analyses and offers broader insights into how higher education in an English-speaking country addresses AI misuse in their writing classrooms.

Most existing studies have focused on single universities or limited contexts, such as the University of Sydney (Bridgeman et al., 2024) and UNSW Sydney (2025). However, only a few studies systematically examine how universities communicate their AI-resistant writing strategies on their official website pages. This gap is important for this study because university webpages are often the first source of guidance for lecturers, students, and curriculum designers. Addressing this gap can provide a more extended insight of how universities respond to the AI challenges that appear in the writing education.

Therefore, this study conducts the research using Systematic Literature Review method (SLR method) of twenty webpages from nine Australian universities (2020–2025), identified through targeted Google searches and inclusion criteria based on relevance and recency. This study purposefully addresses the research question: What can writing lecturers do to make AI-resistant assignments in their EFL classrooms? The findings of this study are expected to benefit EFL teachers, lecturers, and curriculum designers by offering practical strategies for designing assignments that promote authentic learning and reduce reliance on AI in university students.

Method

In this study, the researcher aims to explore information available on Australian university websites about what writing lecturers can do to make AI-resistant assignments in their EFL writing classrooms. In order to achieve the goal, the researcher adopted a Systematic Literature Review method (SLR method), following the approach of Lee and Moore (2024) and Melisa et al. (2025). A similar method was used by Hidayat et al. (2023), who also reviewed 20 website pages for their research.

The data source for this study consists of 20 webpages from nine Australian universities, published between 2020 and 2025. These webpages were selected using Google Search with four keyword variations: (1) type of AI-resistant assignment, (2) type of AI assignment, (3) AI-resistant assignment in writing in Australian universities, and (4) AI-resistant assignment in the writing classroom. These keywords were developed based on relevant journal titles and research

questions. To refine the results, the researcher used Google's advanced search filter to limit results to English-language webpages published in the last five years.

Table 1. The Web Reviewed in This Study

Author(s) and year	Article title	Name of the campus	Web address
Bridgeman et al. (2024)	Aligning our assessments to the age of generative AI	University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/aligning-our-assessments-to-the-age-of-generative-ai/
Costigan (2023)	Concerns mounting over use of AI in university assessments	University of Canberra	https://www.canberratimes.com.au/story/8162979/how-ai-has-made-cheating-widespread-in-australian-schools/
Howie (2023)	Teachers beating AI	University of Adelaide	https://www.adelaide.edu.au/learning/news/list/2023/02/15/teachers-beating-ai
Kifle (2024)	Assessments that maintain fairness and authenticity without AI	University of Queensland	https://uqschoolsnet.com.au/article/2024/09/assessments-maintain-fairness-and-authenticity-without-ai
Liu (2023)	Prompt engineering for educators – making generative AI work for you	University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/prompt-engineering-for-educators-making-generative-ai-work-for-you/
Liu (2024)	Menus, not traffic lights: A different way to think about AI and assessments	University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/menus-not-traffic-lights-a-different-way-to-think-about-ai-and-assessments/
Liu and Bridgeman (2023a)	What to do about assessments if we can't out-design or out-run AI?	University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-

Author(s) and year	Article title	Name of the campus	Web address
			if-we-cant-out-design-or-out-run-ai/
Liu and Bridgeman (2023b)	How can I update assessments to deal with Chatgpt and other generative AI?	University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/how-can-i-update-assessments-to-deal-with-chatgpt-and-other-generative-ai/
Liu and Bridgeman (2024a)	2024 AI in higher education symposium – Australia & New Zealand - Resources	University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/2024-ai-in-higher-education-symposium-australia-new-zealand-resources/
Liu and Bridgeman (2024b)	Frequently asked questions about generative AI at Sydney	University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/frequently-asked-questions-about-generative-ai-at-sydney/
Macquarie University (2023)	Academic integrity vs the other AI (Generative Artificial Intelligence)	Macquarie University	https://teche.mq.edu.au/2023/03/academic-integrity-vs-the-other-ai-generative-artificial-intelligence/
Ratzmer (2023)	Assessment design for the two AIs	University of Adelaide	https://www.adelaide.edu.au/learning/news/list/2023/10/18/assessment-design-for-the-two-ais
Tangen (2023)	7 AI-proof assessments	University of Quennsland	https://www.psy.uq.edu.au/~uqjtange/academic_ai/t_ai_proof_assessments.html
The University of Melbourne (2023)	Designing assessment tasks that are less vulnerable to AI	University of Melbourne	https://melbourne-cshe.unimelb.edu.au/ai-aai/home/ai-assessment/designing-assessment-tasks-that-are-less-vulnerable-to-ai

Author(s) and year	Article title	Name of the campus	Web address
University of South Australia (2024)	AI and assessment design: A multi-layered approach	University of South Australia	https://guides.library.unisa.edu.au/aiforteachinganddlearninginhighered/assessmentdesign
UNSW Sydney (2025a)	Examples of AI in learning and teaching	UNSW Sydney	https://www.teaching.unsw.edu.au/ai/examples
UNSW Sydney (2025b)	Guidance on AI in assessment	UNSW Sydney	https://www.teaching.unsw.edu.au/ai/ai-assessment-guidance
UNSW Sydney (2025c)	Solving AI challenges in teaching	UNSW Sydney	https://www.teaching.unsw.edu.au/solving-ai-challenges
University of Technology Sydney (2023)	Artificial intelligence operations policy	University of Technology Sydney	https://www.uts.edu.au/about/leadership-governance/policies/a-z/artificial-intelligence-operations-policy
University of Technology Sydney (2024)	Next steps for GenAI and assessment reform at UTS: A response to TEQSA	University of Technology Sydney	https://educationexpress.uts.edu.au/blog/2024/09/02/next-steps-for-genai-and-assessment-reform-uts-response-teqsa/

Website pages in Table 1 above were selected based on the following criteria. First, the web used is a website page of Australian universities. Second, the article or web page discussed the topic in question, which is AI-resistant assessment at the university. Third, the article was published between 2020 and 2025. Last, of course, the article from the website page must be English in its writing and must be open access.

Table 2. Criteria of the Website Pages' Criteria

Criteria	Inclusion	Exclusion
Language in Website Page	Using English in the paper	Using any language besides English in the paper
Types	Web page	Non-Web page
Content	Focus on designing AI-resistant assessment (in writing), rules of using AI in classroom, and type of AI-resistant assessment	Not focus on designing AI-resistant assessment (in writing), rules of using AI in classroom, and type of AI-resistant assessment
Context of study	ESL/EFL in higher education context	Non-ESL/EFL in higher education context

Year of publication	2020-2025	Published before 2020

The initial search yielded 2,315 records. After removing duplicates (n = 1,424), 891 records remained. These were screened using inclusion and exclusion criteria (see Table 2), resulting in 119 potentially relevant webpages. After full-text assessment, 99 were excluded due to lack of relevance or credibility. The final sample consisted of 20 webpages. The selection process is illustrated in the PRISMA flowchart (Figure 1).

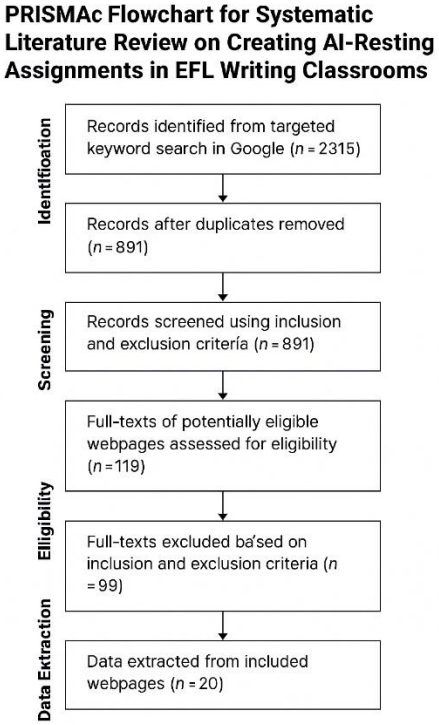

Figure 1. The Flowchart of the SLR

To ensure retrieved the data credibility, only webpages published by official university domains or affiliated platforms were included. Each webpage was checked for clarity, accessibility, and relevance to the research question. The final list of webpages is presented in Table 1.

The researcher analyzed the selected webpages adopting an inductive thematic analysis approach as the method. As show by Braun and Clarke (2006) in their paper, this bottom-up method allows themes to emerge directly from the data without relying on a pre-existing coding framework. The researcher read all the website page content many times and recorded relevant information by coding in a Google Sheet. Each entry was coded based on its relevance to the research question, such as assignment design, AI usage policies, and classroom strategies.

To ensure thematic consistency, the researcher grouped similar codes into categories and refined them through repeated comparison. For example, phrases like "process-based writing," "reflective journals," "local context," and "multi-layered approach" were grouped under the theme of redesigning assignments. Other themes included controlling AI use (e.g., secured assessments, proctoring, in-person tasks), upgrading academic integrity policies, discussing AI use with the students or faculty in the universities, and using innovative approaches (e.g., two-

lane models, authentic tasks, detection tools). These categories were reviewed to ensure they accurately reflected the data and were not influenced by researcher bias (Vears & Gillam, 2022).

The final themes were developed to clearly address the research question and provide practical insights for writing lecturers in EFL contexts. Each theme of the findings is supported by direct quotation and examples from the webpages, as shown in the findings part below this paragraph.

Results and Discussion

Now, in this part of the study shows five main themes that have arisen from the analysis of 20 webpages data from nine Australian universities. These themes answer the research question: *"What can writing lecturers do to make AI-resistant assignments in their EFL writing classroom?"* Each theme is supported by direct examples from the webpages and triangulated with relevant literature.

Theme 1: Lecturers Should Redesign Their Writing Assignments

Many of the 20 webpages emphasise the need to redesign writing tasks to make them less vulnerable to AI misuse. For example:

- Howie (2023) recommends using localised case studies and current events:
  "Asking students to refer to current events or to a localised case study can make assessments more difficult to outsource."

- UNSW Sydney (2025) provides a checklist to help their lecturers adapt assessments:
  "A checklist to help academics adapt course and assessment design in the age of generative AI."

- University of Melbourne (2023) discusses redesigning subject assessment regimes:
  "How subject assessment regimes can be redesigned to reduce the risk of AI."

This first strategy suggests that the lecturers to redesign their writing tasks, such as reflective essays, process-based writing, and authentic contexts, to help reduce the students' reliance on AI. A study by Khlaif et al. (2025) also aligns with this finding that such tasks foster students' critical thinking and creativity. Budiningsih et al. (2024) further emphasise that assignment redesign promotes deeper student engagement with content.

Theme 2: Lecturers Should Control the Students when Using The AI

Several universities recommend managing AI use through secure assessments and the implementation of detection tools:

- Bridgeman et al. (2024) state:
  "The use of the generative AI will be controlled by the coordinator with the authority to do so…. … including completely restricting their use."

- UNSW Sydney (2025) authorises Turnitin's AI detector:

"The use of Turnitin AI detection tools to identify inappropriate use of AI has been exclusively allowed by the University of New South Wales."

- Ratzmer (2023) emphasises securing the assessment environment:
  "Securing the assessment environment – educational technologies."

These second strategies are important to preserve the fairness and authenticity of students' work. However, Elkhatat et al. (2023) said that excessive monitoring may decrease student trust. Therefore, control measures should be balanced with transparency and ethical considerations.

Theme 3: Lecturers Should Upgrade Their School's Academic Integrity Policy

Some of the website pages show that Universities in Australia are updating their policies on academic integrity to help deal with the challenges posed by AI:

- University of Technology Sydney (2023) outlines:
  "This policy applies to the development, approval, use and management of AI software…"

- Bridgeman et al. (2024) report a shift in policy in their university:
  "The default stance in the Academic Integrity Policy has been inverted in the first semester in 2024…"

- Costigan (2023) notes academic integrity policy adjustments:
  "The integrity policies in University of South Australia has been adjusted by the coordinator "

This finding shows that the lecturers need to upgrade their policies to reflect the need for clearer regulations and ethical guidance. Research by De Maio (2024) shows that many university policies remain vague, limiting their effectiveness. In a study by Mali (2025), it is further recommended that university policies should not only impose restrictions but also educate students on responsible AI use.

Theme 4: Lecturers Can Have a Discussion with Students or Faculty About Using AI

Hold an open discussion with the students or faculty emerges as a recurring strategy across the analysed webpages:

- Macquarie University (2023) advises that lecturers must:
  "Be crystal clear with your students about what is acceptable… This advice should be provided when assessment instructions are given."

- Ratzmer (2023) encourages open dialogue:
  "We need to have open dialogue with our students about what is expected…"

- Liu & Bridgeman (2023) recommend conversations:
  "We'd recommend that you have an open and honest conversation about it…"

Holding some discussions helps build trust and ensure that AI policies are realistic and widely accepted. Johnston et al. (2024) found that students prefer collaborative rule-making to top-down regulations.

Theme 5: Lecturers Should Use Innovative and Flexible Approaches

Several Australian universities demonstrate creative strategies to enhance the resistance of assessments to AI misuse:

- Tangen (2023) shows:
  "This multi-faceted approach to assessments… is what makes an AI-Proof Assessment."

- Liu (2023) emphasises the relevance and connection of the task:
  "The students most likely to be motivated by… assessments that they find relevant."

- University of South Australia (2024) promotes a multi-layered approach that can use by the lecturers:
  "The multi-layered approach can help reducing the misuse of AI…"

The last finding aligns with a study by Peters & Angelov (2025), which shows that innovative, flexible approaches can help to more encourage the deep learning from students and reduce their dependence on AI.

Conclusion

In this study, five strategies were identified from 20 webpages of Australian universities to help writing lecturers design AI-resistant assignments in EFL classrooms. These strategies include redesigning tasks, controlling AI use, upgrading academic integrity policies, engaging in dialogue with students and faculty, and applying innovative approaches. The findings part shows that higher education, especially universities, is actively responding to AI challenges by promoting authenticity, fairness, and ethical writing practices. This study highlights the value of using Australian universities' website pages as data sources and contributes to both theory and practice by offering practical strategies for lecturers and educators to navigate AI in their academic writing classes.

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