



Creativity, Trust, and Postplagiarism: How GenAI Is Reshaping Educational Practice

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February 17, 2026

Agenda

Fact

Creativity

Trust

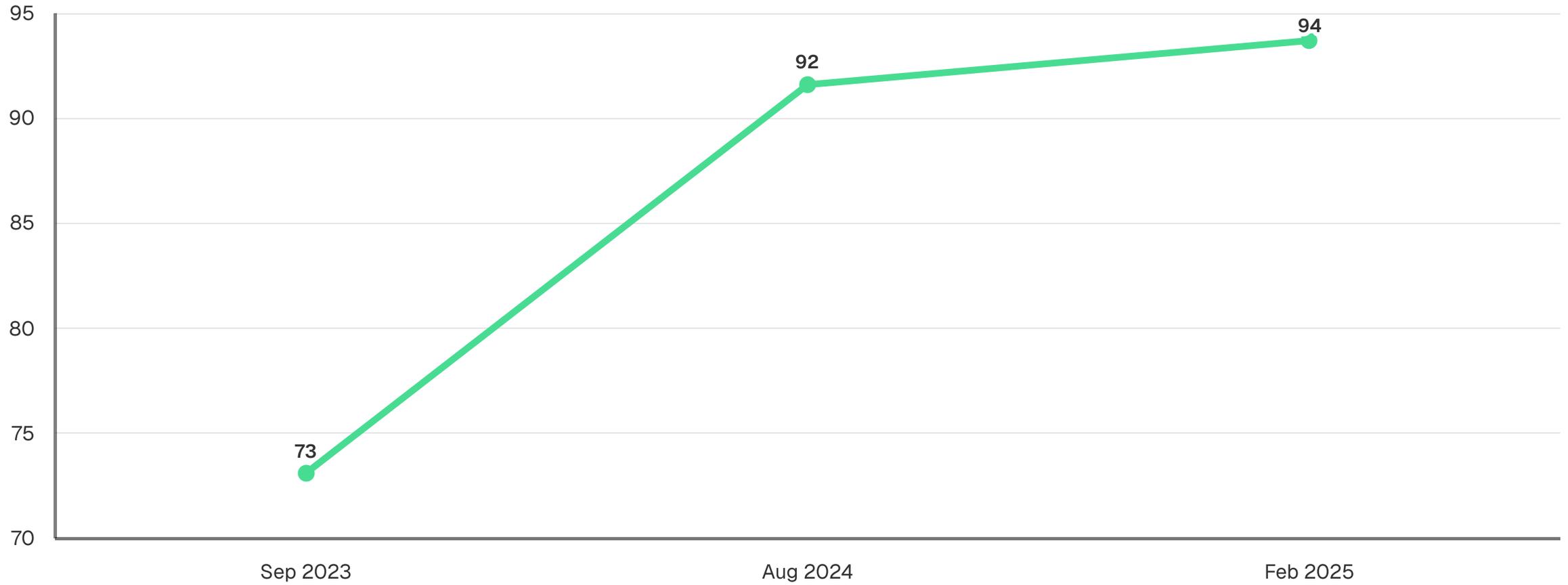
Postplagiarism

So what?

Key Fact

Self Disclosed AI Usage for Academic Work

Kumar & McGray (2024); Kumar (2025); Kumar & McGray (2025)

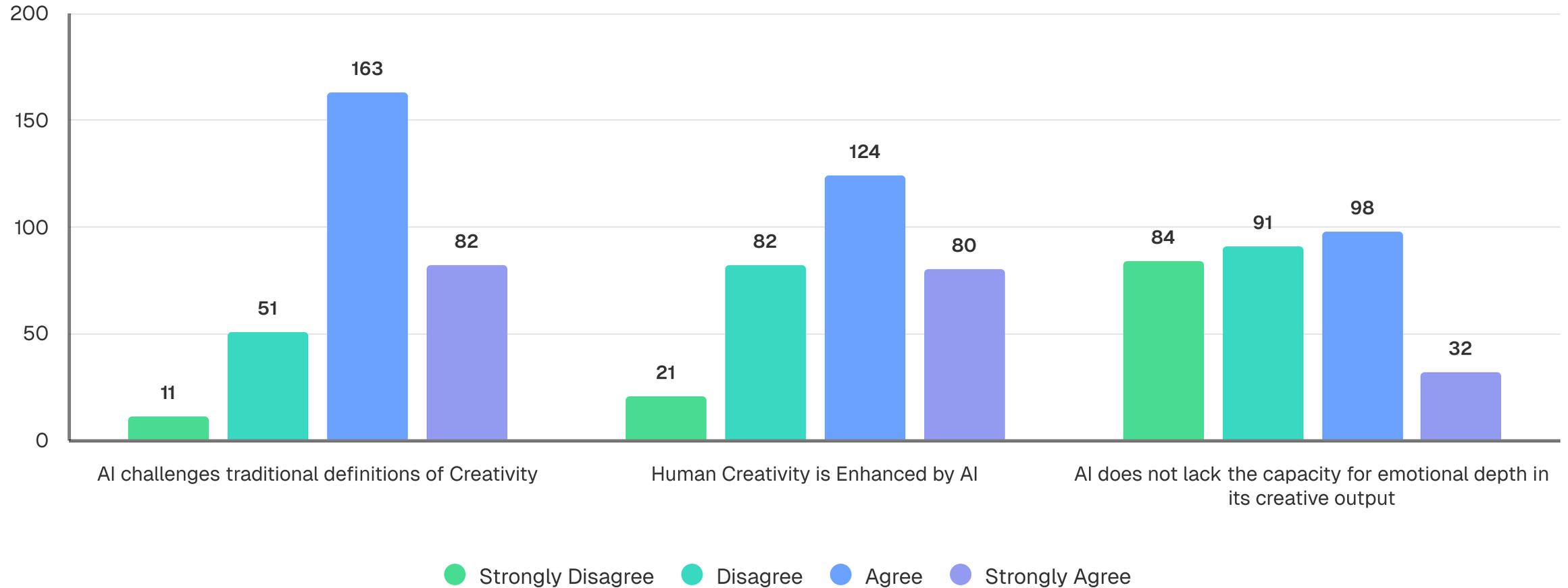


On Creativity

<https://www.menti.com/alrqrhkhmamp> (6224 4921)



Data from Creativity Research



Creativity

Creativity

Creativity involves producing work that is **novel** and **appropriate** within a given social context.

Amabile (1996)

Creativity

Creativity requires both **originality** and **effectiveness**.

Runco & Jaeger (2012)

Creativity Is Descriptive; Evaluation Is Normative



Creativity

Descriptive

1. Novelty
2. Combination
3. Surprise
4. Perceived originality

Evaluative

Normative

1. Effectiveness
2. Usefulness
3. Appropriateness
4. Fit with domain expectations

———— Trust & Domain Judgement —————>

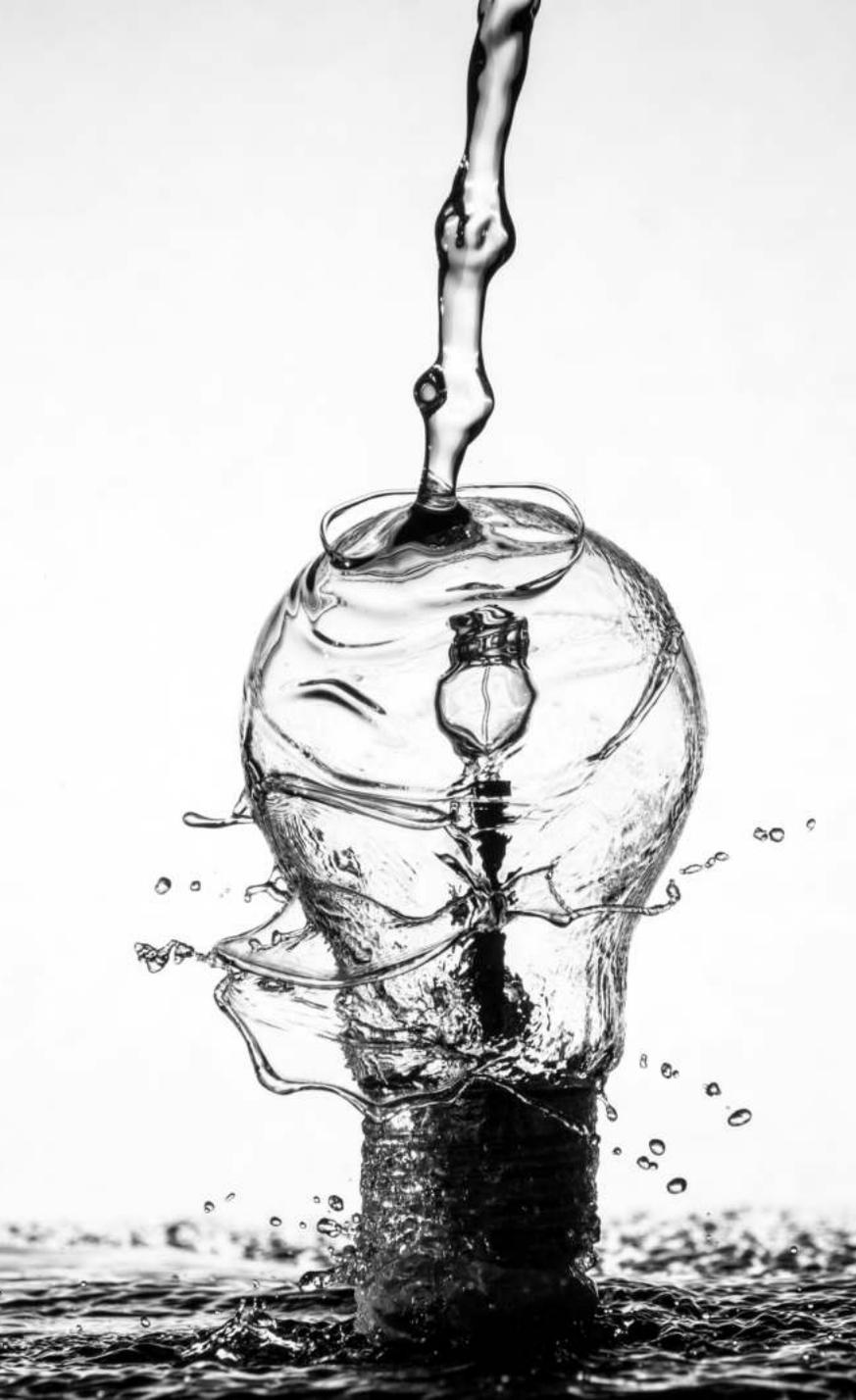
Creativity Recap

According to Runco & Jaeger (2012)

Originality + Effectiveness = Creativity

Originality, but not useful \neq Creative

Useful, but not original \neq Creative



Your impression on what is important?

<https://www.menti.com/alrqrhkhmamp> (6224 4921)





Trust

Trust

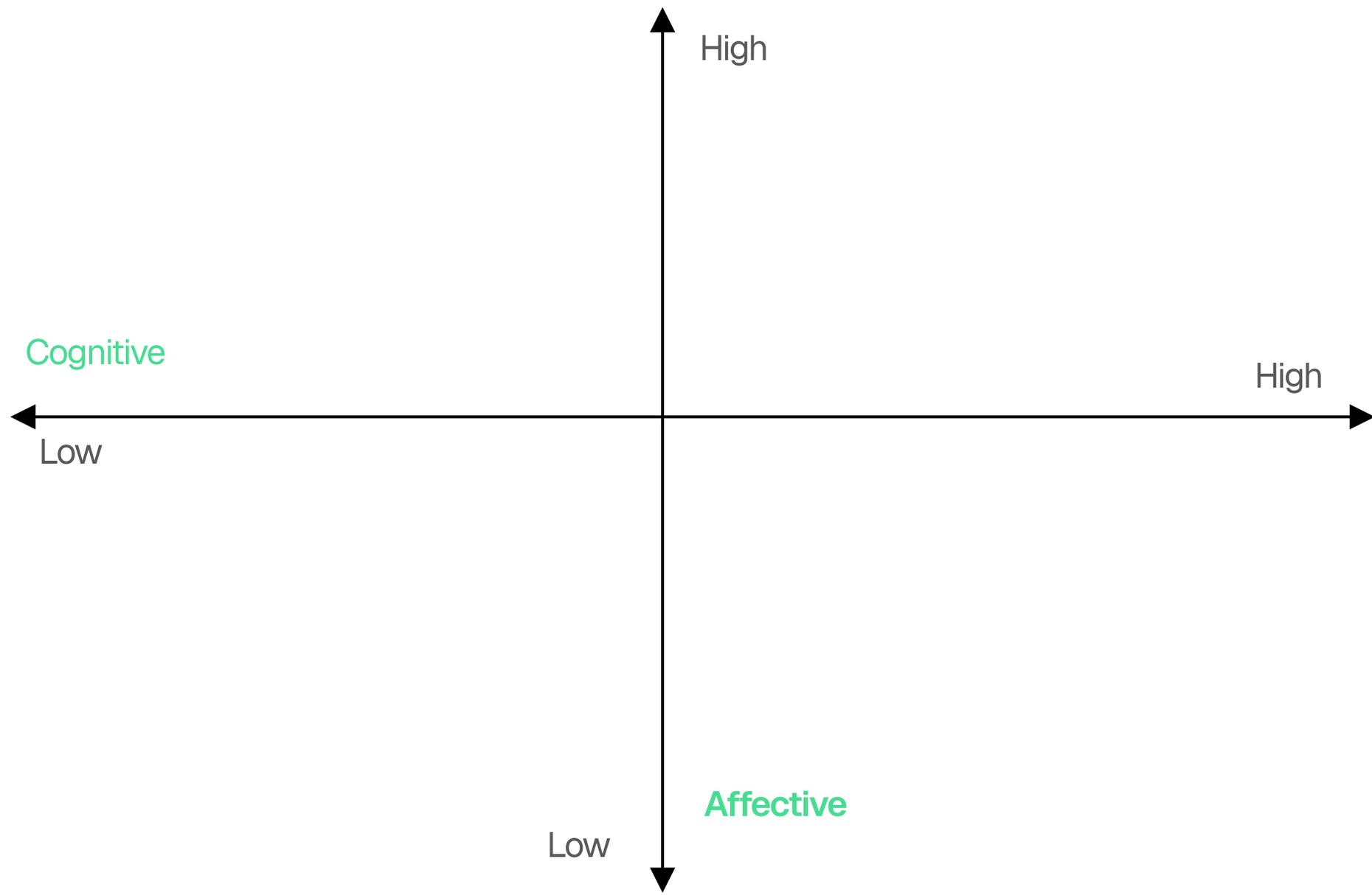
Trust is the willingness to be vulnerable to another's actions, based on expectations of **competence** and **goodwill**.

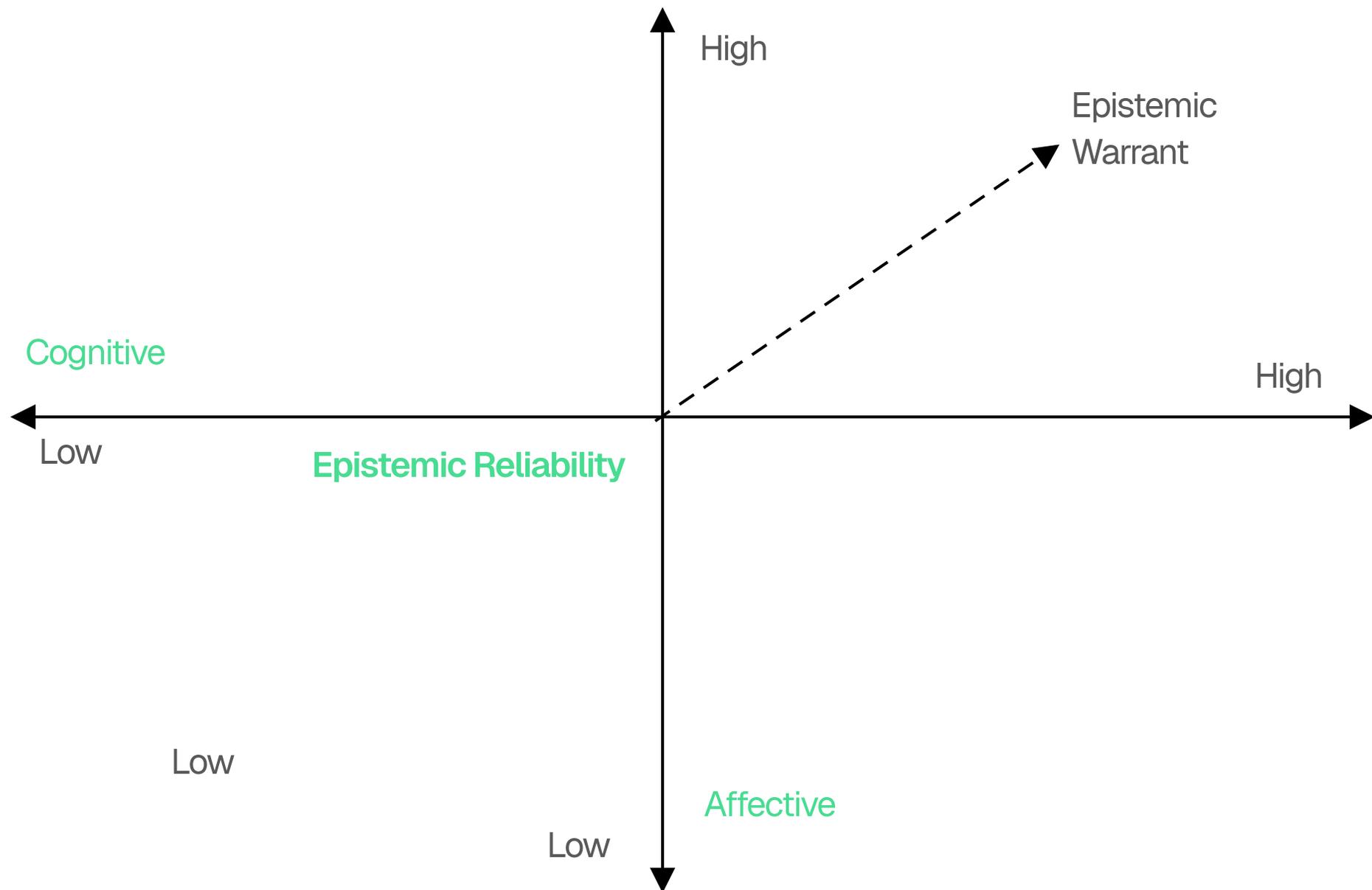
(Mayer et al., 1995)

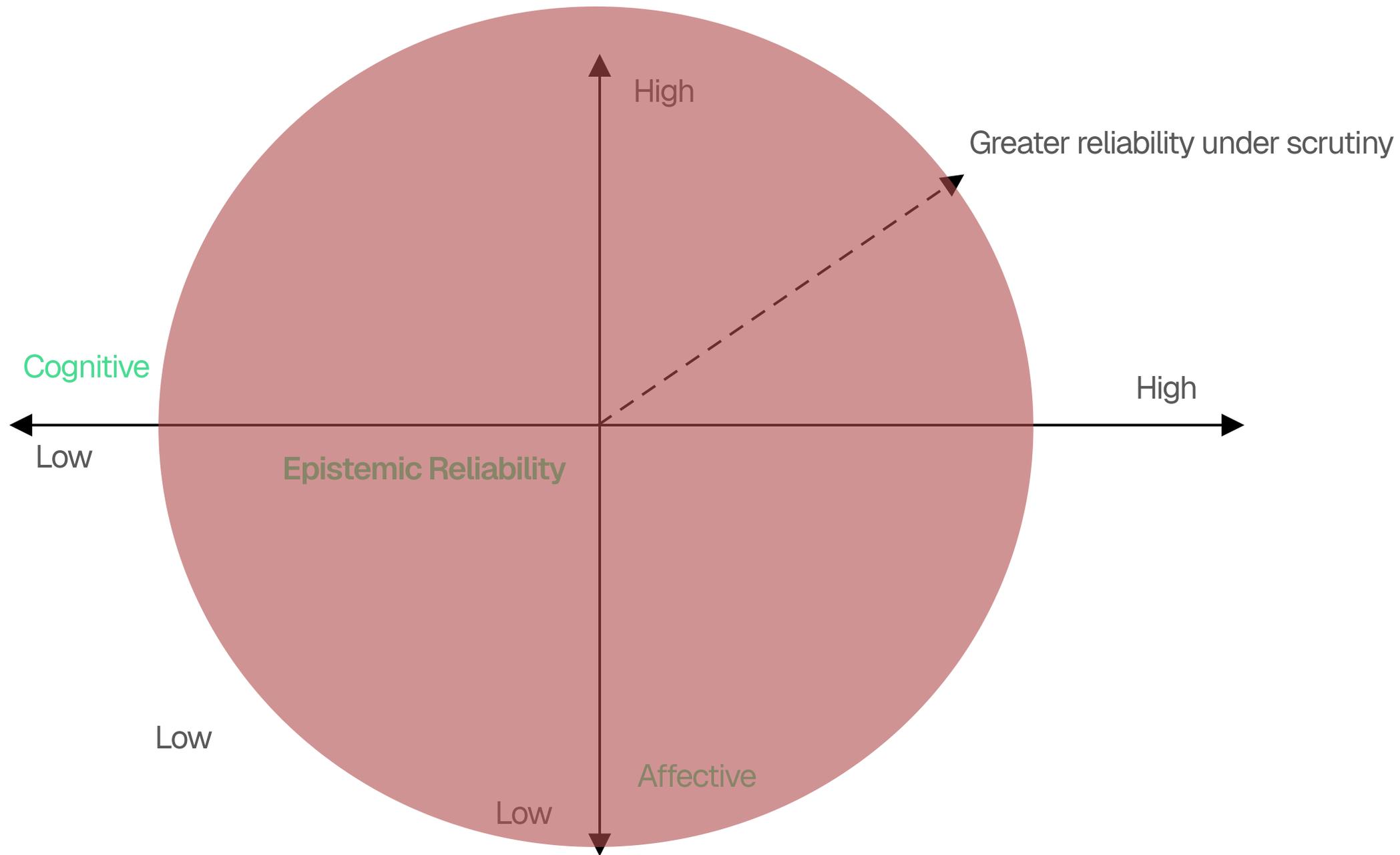


Three Dimensions of Trust in GenAI

	Name	Meaning
I Dimension	Cognitive	Competence
II Dimension	Affective	Relational Comfort
III Dimension (Radial)	Epistemic Reliability	Withstands Scrutiny







Recap



Cognitive Trust

Does this demonstrate subject-matter competence?



Affective Trust

Does this feel reassuring?



Epistemic Reliability

Can this be relied upon as knowledge?

Postplagiarism

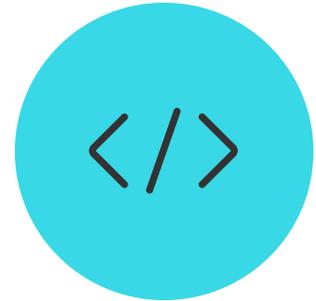
Postplagiarism (Eaton, 2023)



Hybrid Human-AI



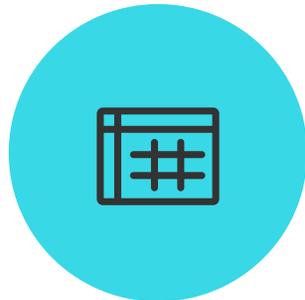
Enhanced Creativity



Language



Responsibility



Attribution



Redefine Academic Integrity

<https://postplagiarism.com>

Implications

Practice

- 1 Academic Integrity: prohibition to responsible engagement
- 2 Assessment Design must change
- 3 Students need explicit instruction in trust calibration
- 4 Faculty Development becomes essential
- 5 Creativity must be understood as Distributed but Accountable

Connecting the threads: Why Conceptual Framing holds

From Trust to Postplagiarism

1 Students' perceptions matter

- PSE students perceive GenAI as creativity-enhancing
- Strongest at the level of *learning, understanding, & expression*

2 Trust explains persistence

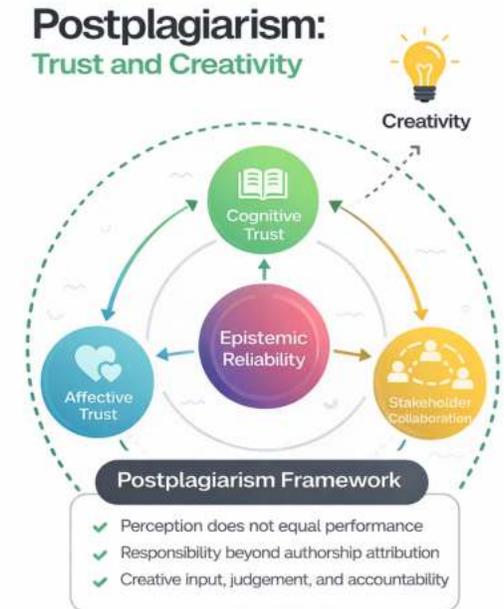
- High **Cognitive & Affective** trust
- Explains why GenAI use continues, even amid uncertainty

3 Epistemic reliability remains uneven

- Perceived creativity does not mean demonstrable creative outcomes (Kwan & Hung, 2025)
- Expert judgment often constrains trust earlier than novice judgement

4 Postplagiarism responds to this gap

- Creativity is treated as distributed and developmental
- Responsibility and attribution remain human obligations
- Academic integrity shifts from detection to judgement, disclosure, and accountability



Where do we go from here?

- 1 **Faith in Creativity exists.**
But is it warranted?
- 2 **Trust has several dimensions - Cognitive, Affective, and Epistemic Reliability**
- 3 **Postplagiarism's tenet 1 of human and AI working collaboratively allows to tap into strengths of each: Cognitive (AI) and Affective & Empirical Reliability (Human)**
- 4 **So what? → What do we want our graduates to be able to do with AI—and without it?**



On Action

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