Between Similarity and Synthetic Authorship: Reconfigurations of Academic Integrity in the Era of Computational Cognitive Systems

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Abstract

➤ *Background:*

The rapid expansion of Artificial Intelligence (AI) in higher education has reshaped teaching, assessment, and academic writing practices, exposing the limitations of traditional plagiarism detection models. At the at the same time, the emergence of advanced algorithmic systems and generative AI has intensified ethical, pedagogical, and institutional debates concerning authorship, academic integrity, and fair assessment.

➤ *Objective:*

To critically analyze the impact of Artificial Intelligence on plagiarism detection in higher education, considering its technical, ethical, and pedagogical implications.

➤ *Method:*

A systematic literature review was conducted following the PRISMA protocol, using international databases including Scopus, Web of Science, ERIC, IEEE Xplore, and Google Scholar. A total of 963 records were identified, of which 18 studies met the eligibility criteria and were included in the final analysis.

➤ *Results***:**

The findings reveal growing reliance on AI- based plagiarism detection systems, alongside persistent technical limitations such as overreliance on similarity scores, algorithmic bias, false positives, and reduced effectiveness in identifying AI- generated texts. The results also highlight significant effects on teaching and assessment practices, particularly when automated outputs are applied without adequate pedagogical mediation.

➤ *Conclusions:*

Artificial Intelligence reshapes plagiarism detection practices but does not replace contextualized human judgment. Its responsible use requires clear institutional policies, strengthened academic and ethical literacy, and pedagogical approaches that prioritize formative processes over punitive measures, particularly within Global South contexts.

Keywords: *Artificial Intelligence; Academic Plagiarism; Academic Integrity; Higher Education; Plagiarism Detection.*

I. INTRODUCTION

The detection of academic plagiarism in higher education has historically followed the evolution of digital technologies and scientific production practices. Initially focused on manual approaches and ad hoc textual comparisons, plagiarism control systems have evolved into automated tools based on lexical matching algorithms and similarity calculations. These systems, widely disseminated since the 2000s, have come to play a central role in academic evaluation processes, frequently being used as instruments to support faculty decision-making

and ensure scientific integrity. However, despite their operational usefulness, such tools have always presented significant limitations, such as the inability to understand context, authorial intent, and the legitimacy of source use, reducing the phenomenon of plagiarism to simplified quantitative metrics.

In recent years, the emergence of Artificial Intelligence (AI), particularly generative AI, has introduced a paradigm shift in this scenario. Advanced natural language models, capable of producing coherent, semantically sophisticated texts that are difficult to trace using traditional detection methods, have challenged the technical and epistemological assumptions that underpinned classical plagiarism control systems. Tools based on large-scale models have begun not only to identify textual patterns but also to infer probabilities of algorithmic authorship, opening a new field of scientific and institutional controversy. This transformation shifts the debate from simple "copy and paste" to deeper issues related to authorship, originality, technological mediation, and academic responsibility.

This context has led to what can be described as a collapse of traditional notions of academic authorship. The distinction between human production and algorithm-mediated production has become increasingly blurred, requiring a critical review of the concepts of intellectual originality, creativity, and scientific contribution. In many cases, texts produced with AI support do not clearly fit into the classic categories of plagiarism, but neither do they fully correspond to autonomous human authorship. This ambiguity challenges institutional regulations, codes of academic ethics, and evaluation practices that were designed for a substantially different technological landscape.

Beyond the technical implications, the use of AI in plagiarism detection raises highly complex ethical, pedagogical, and institutional challenges. From an ethical standpoint, concerns arise regarding algorithmic fairness, biases in detection models, the risk of false positives, and potential violations of students' rights. Pedagogically, there is a risk of an excessively punitive approach, focused on control and surveillance, to the detriment of formative strategies aimed at developing academic literacy, scientific writing, and intellectual integrity. Institutionally, many universities face difficulties in defining clear and coherent policies that balance technological innovation, evaluative equity, and educational accountability.

A recurring blind spot in the literature is treating AI-based plagiarism detection as a purely technological problem, dissociated from teaching practice and the pedagogical context in which it is applied. This reductionist approach ignores the fact that the effectiveness and legitimacy of these systems depend, to a large extent, on how they are interpreted, communicated, and used by teachers. The critical integration of AI in plagiarism detection therefore requires an articulation between technological competence, academic judgment, and pedagogical principles, recognizing the irreplaceable

role of the teacher as an ethical and intellectual mediator in the evaluation process.

Given this scenario, it becomes necessary to critically analyze the impact of Artificial Intelligence on academic integrity, going beyond technological enthusiasm or moral alarmism. Understanding the potential, limitations, and implications of using AI in plagiarism detection is essential to guide institutional policies, responsible pedagogical practices, and future scientific research, especially in contexts of the Global South, where the challenges of regulation, teacher training, and technological infrastructure take on specific forms.

Traditional plagiarism detection systems emerged in the early 2000s in response to the expansion of internet access and the increased digital circulation of academic content. Initially, these tools relied on lexical matching algorithms capable of comparing textual sequences across documents and extensive databases. With the advancement of digital technologies, platforms such as Turnitin and other institutional solutions began to integrate automated functionalities that allowed for the identification of textual reuse patterns and supported faculty in academic assessment processes. This evolution contributed to the institutionalization of originality verification practices, making detection systems an integral part of academic integrity policies in several universities (Foltýnek et al., 2020; Turnitin). Research Team, 2023).

From a technical standpoint, similarity indices result from the lexical and statistical analysis of submitted texts, comparing word chains, phrase structures, and linguistic patterns with previously indexed content. These systems use natural language processing techniques and text matching algorithms to calculate percentages that indicate the degree of overlap between documents. Although such metrics offer useful indicators for identifying possible irregularities, the literature highlights that similarity indices do not automatically correspond to the occurrence of plagiarism, requiring contextual interpretation by the evaluators (Perkins et al., 2021).

Despite their widespread adoption, methods based on textual correspondence have significant epistemological limitations. The inability to understand authorial intent, academic context, or legitimate use of citations reduces the analysis to quantitative parameters, which can lead to simplistic interpretations of the phenomenon of plagiarism. Furthermore, practices such as sophisticated paraphrasing or text production mediated by advanced technologies challenge the effectiveness of these systems, highlighting the need for more critical and integrated approaches (Rogerson & McCarthy, 2022).

In this scenario, there is a growing institutional dependence on the *similarity score* as a central criterion for evaluative decision-making. The uncritical use of this indicator can reinforce mechanistic practices, in which similarity percentages are interpreted as direct evidence of academic fraud. Recent studies warn that such dependence

can compromise evaluative justice and shift the pedagogical focus from ethical training to automated surveillance, reinforcing the importance of teacher judgment in interpreting results (Dwivedi et al., 2023; UNESCO, 2023).

II.   METHODOLOGY

This study adopts a systematic literature review as its methodological design, as it is a rigorous, transparent, and replicable approach, suitable for critically analyzing the impact of Artificial Intelligence on plagiarism detection and academic integrity in higher education. This methodological choice responds to the conceptual and interdisciplinary fragmentation of the field, in which contributions from computer science, education, ethics, and institutional policies coexist. The systematic review thus allows for the integration of these perspectives, the identification of recurring patterns, empirical gaps, and theoretical tensions, avoiding partial or merely technical interpretations of the phenomenon.

The study was conducted following the PRISMA guidelines, ensuring clarity in the processes of identifying, selecting, determining eligibility, and including the studies analyzed. The adoption of this protocol is particularly relevant in a sensitive area such as academic plagiarism, where decisions based on weak evidence can generate significant ethical, pedagogical, and institutional consequences. Furthermore, the review adopts a critical-analytical approach, going beyond the simple description of tools to problematize the assumptions, limitations, and impacts of AI-based detection systems.

The inclusion criteria considered scientific articles published between 2014 and 2025 that explicitly addressed the application of Artificial Intelligence to plagiarism detection or the evaluation of textual originality in the context of higher education, and written in Portuguese, English, or Spanish. This time frame allows for the analysis of the transition from classical text similarity systems to approaches based on machine learning and generative AI, while the linguistic and contextual selection helps to reduce geographical and epistemological biases, incorporating productions from both the Global North and the Global South. Conversely, purely technical studies without an educational framework, works on plagiarism outside of higher education, and opinion pieces or documents without peer review were excluded.

The search strategy was conducted using multiple databases, including Scopus, Web of Science, ERIC, IEEE Xplore, and Google Scholar, selected in a complementary manner to encompass technical, educational, and institutional literature. This combination aims to ensure scientific quality, disciplinary diversity, and greater geographical coverage of the analyzed studies. The selection process followed the four phases of PRISMA—identification, screening, eligibility, and inclusion—and was synthesized in a PRISMA Flow Diagram, which guarantees methodological transparency and allows for the replicability of the study. In this way, the adopted methodology establishes a solid basis for the critical analysis of the results and for future empirical investigations on academic integrity and Artificial Intelligence.

Table 1 Articles Found After Searching the Databases, According to Thematic Metadata.

Metadata	Scopus	Web of Science	ERIC	IEEE Xplore	Google Scholar	Total
AI and Academic Integrity	21	18	32	9	176	256
AI and Academic Plagiarism	19	16	14	22	148	219
Generative AI and Higher Education	24	21	17	19	203	284
AI-based Plagiarism Detection Tools	17	15	8	31	132	203
Total	81	70	71	81	659	963

Source: Author

Eligible studies were analyzed in light of the PRISMA protocol. Using an evaluation grid that considered the main structural components of scientific articles — title, abstract, introduction, method, results, discussion, and funding — ensuring the traceability of methodological decisions and the analytical robustness of the systematic review.
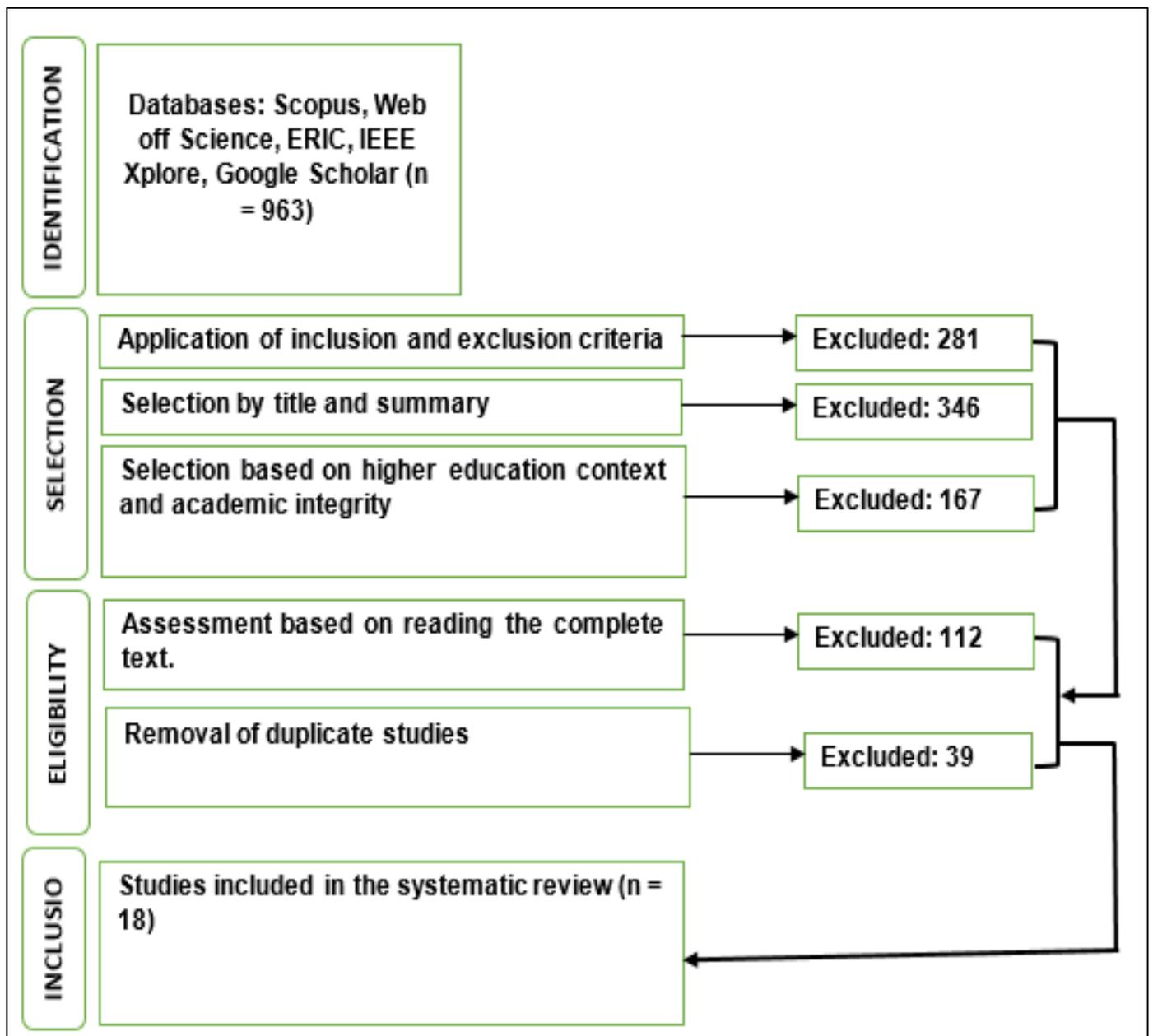
Fig 1 Flowchart for Article Selection, According to the PRISMA Statement.
Source: Author

III. RESULTS

> *Study Classifications*

Following the rigorous application of the PRISMA protocol, the selected studies were organized and classified according to authorship, year of publication, central theme, country of origin, and scientific journal, in order to allow a systematic reading of the profile of academic production on Artificial Intelligence, plagiarism, and academic integrity in higher education. This classification makes it possible to identify temporal trends, dominant thematic areas, geographical distribution of research, and the main vehicles for scientific dissemination.

It is observed that the scientific production analyzed is predominantly recent, with a greater concentration of publications from 2020 onwards, reflecting the growing academic interest in the application of AI in educational contexts and, more recently, in the impact of generative AI on authorship and academic evaluation. From a geographical point of view, the studies are mainly concentrated in countries of the Global North, especially the United Kingdom, Australia, Germany and the United States, although international and normative contributions are also recorded.

Regarding the topics covered, the works are distributed among three main axes: academic integrity and institutional policies, academic plagiarism and AI-based detection systems, and Generative AI in higher education highlights the transition from approaches focused on textual similarity to broader debates on authorship, ethics, and pedagogical practices. The journals where the studies were published cover areas of education, educational technology, academic ethics, and interdisciplinary studies, reinforcing the cross-cutting nature of the field.

Table 2 Articles Distributed According to Author, Title, Year and Journal.

Author(s)	Year	Theme	Country	Magazine
Bretag, T. et al.	2019	Academic integrity and institutional policies	Australia	*International Journal for Educational Integrity*
Eaton, SE	2020	Academic integrity and emerging technologies	Canada	*International Journal for Educational Integrity*
Foltýnek, T. et al.	2020	Plagiarism detection and academic ethics	Czech Republic	*Assessment & Evaluation in Higher Education Education*
Zawacki -Richter, O. et al.	2019	Artificial Intelligence in Higher Education	Germany	*International Journal of Educational Technology in Higher Education Education*
Dawson, P. et al.	2021	Academic assessment and digital technologies	United Kingdom	*Assessment & Evaluation in Higher Education Education*
Perkins, M. et al.	2021	Academic plagiarism and higher education	United Kingdom	*Journal of Academic Ethics*
Rogerson, A. & McCarthy, G.	2022	Plagiarism and machine learning	Australia	*Assessment & Evaluation in Higher Education Education*
Cotton, D. et al.	2022	Academic integrity and pedagogical practices	United Kingdom	*Innovations in Education and Teaching International*
Susnjak, T.	2022	Academic authorship and AI	New Zealand	*Assessment & Evaluation in Higher Education Education*
Lund, B. & Wang, T.	2023	Generative AI and higher education	USA	*Journal of Academic Librarianship*
Kasneci, E. et al.	2023	ChatGPT and academic assessment	Germany	*Learning and Individual Differences*
Dwivedi, Y. et al.	2023	Ethical implications of generative AI	United Kingdom	*International Journal of Information Management*
Perkins, M.	2023	Generative AI and academic integrity	United Kingdom	*Journal of Academic Ethics*
Liang, W. et al.	2023	Academic writing and generative AI	China	*Computers and Education: Artificial Intelligence*
UNESCO	2023	Academic integrity and AI	International	*UNESCO Policy Reports*
Cotton, D. et al.	2024	Academic assessment and generative AI	United Kingdom	*Assessment & Evaluation in Higher Education Education*
Khalil, M. & Er, E.	2024	Ethical use of AI in higher education	Germany	*AI and Ethics*
Turnitin Research Team	2023	AI-based plagiarism detection tools	USA	*Turnitin Research Reports*

Source: Author

> *Classifications by Analytical Focus*

The articles included in Table 2 were again organized according to the analytical focus adopted, considering the type of Artificial Intelligence approach applied, the context of higher education, the nature of the studies analyzed, and the main results observed, allowing a systematic reading of the impacts of AI on plagiarism detection and academic integrity.

Table 3 Article Distributed According to Analytical Focus, Identified Records, Synthetic Characterization of the Records.

Analytical focus	Records identified	Synthetic characterization of the records
AI and text similarity detection	187	The research focuses on the development and application of natural language processing and machine learning algorithms to identify textual overlap, paraphrasing, and content reuse. A technical and operational approach predominates, with a focus on performance metrics and system efficiency.
AI and academic plagiarism	176	Studies address plagiarism as an academic phenomenon associated with automated detection, emphasizing similarity indices, originality criteria, and institutional control practices. There is less attention paid to the pedagogical dimension of plagiarism and a greater focus on normative and procedural aspects.
Generative AI and higher education	264	This is the most representative focus among the identified records, especially from 2022 onwards. The studies analyze the impacts of large-scale language models on academic writing, authorship, evaluation, and the redefinition of traditional concepts of originality and plagiarism.

AI-based plagiarism detection tools	158	The records focus on evaluating institutional tools and hybrid systems that combine similarity analysis with machine learning techniques. The emphasis is on technical performance, institutional integration, and scalability, with limited ethical considerations.
Pedagogical impacts of AI in higher education	102	The studies explore the influence of AI on teaching, assessment, and learning practices, including perceptions of teachers and students, curriculum adaptation, and the development of academic literacy. A smaller volume of in-depth empirical research is observed.
Institutional and regulatory impacts of AI	76	The records analyze institutional policies, academic integrity regulations, and national and international normative documents. They reveal a lack of regulatory consensus and significant asymmetries between institutional and regional contexts.

Source: Author

Artificial intelligence technologies have made significant progress in recent years, enabling their progressive incorporation into teaching, assessment, and academic integrity assurance processes in higher education. However, the analysis and classification of the 963 identified records, systematized in Table 3, highlight some relevant aspects. Firstly, it is observed that a significant portion of the scientific production focuses on technical and operational approaches, namely the development of text similarity detection systems and automated plagiarism control tools, with a strong emphasis on performance metrics and algorithmic efficiency. Secondly, it is noted that the majority of records correspond to systematic reviews, conceptual analyses, normative studies, and reports. Institutional studies are prevalent, with in-depth empirical studies analyzing the concrete application of AI in real-world academic assessment contexts being less frequent.

In this sense, in order to arrive at a restricted set of included studies with empirical and methodological relevance, it became necessary to apply rigorous eligibility criteria, excluding a large part of the literature of a merely theoretical or descriptive nature. This process highlights a clear asymmetry between the abundance of conceptual production and the scarcity of empirical research, especially regarding the pedagogical and institutional impacts of AI on plagiarism detection and the promotion of academic integrity.

Another aspect that deserves highlighting concerns the uneven distribution of records according to the analytical focus. As evidenced in Table 3, the literature shows a higher density in the areas of generative AI and higher education. and AI and text similarity detection, while the focus is on pedagogical impacts. and the Institutional and regulatory impacts reveal less quantitative significance. This distribution suggests that the scientific debate has prioritized the technological and disruptive dimension of AI, to the detriment of the systematic analysis of its educational, organizational, and regulatory implications.

Finally, the results of the record classification indicate that, although there have been significant advances in the development of AI-based tools for plagiarism detection, a relevant gap remains with regard to... The pedagogical integration of these technologies and

the definition of consistent normative frameworks in higher education. The systematization of studies according to the analytical focus allows, therefore, not only to understand the dominant trends in the literature, but also to identify areas that are still little explored, which require future empirical investigation and greater articulation between technology, pedagogy and institutional policy.

- *Artificial Intelligence and Textual Similarity Detection*
  The studies classified within this analytical focus concentrate on the application of Artificial Intelligence to the automated detection of textual similarity, primarily using techniques of natural language processing, machine learning, and semantic analysis. The analyzed literature shows that a large part of the work aims to improve the identification of textual overlap, paraphrases, and undeclared reuse of content in academic productions in higher education. These studies describe the functioning of the systems, the types of algorithms used, and the performance indicators adopted, such as detection rates and reduction of false negatives.

The reported results indicate that AI-based systems are more sophisticated when compared to traditional word-for-word matching methods, especially in identifying semantic similarity. However, it is observed that most studies remain focused on an operational and technical approach, describing the systems as tools to support assessment, without systematically exploring the pedagogical context in which they are used. Plagiarism detection is frequently presented as an automated process, dependent on quantitative metrics, namely similarity indices.

In general, studies in this group are characterized by a predominantly technical orientation, with less emphasis on analyses of the interpretative limitations of the results generated by the systems or on how these results are integrated into academic decision-making processes. Scientific production in this analytical focus is particularly representative of the period prior to the widespread adoption of generative AI.

- *Generative Artificial Intelligence and the Collapse of the Traditional Concept of Plagiarism*
  The second analytical focus brings together studies that address the emergence of generative Artificial Intelligence and its effects on traditional plagiarism

detection mechanisms in higher education. The analyzed works describe the use of large-scale language models capable of producing fluently structured, semantically coherent texts with a high degree of apparent originality. These studies document the increasing difficulty of systems based exclusively on text similarity in identifying AI-generated content.

The results presented indicate that text production mediated by generative AI does not easily fit the classic criteria for plagiarism, since it is not necessarily based on the direct copying of identifiable sources. The literature shows that texts generated by these models can present low similarity indices, even when they do not result from a conventional human authorship process. This phenomenon is described recurrently in the included studies, especially from 2022 onwards.

Furthermore, the work of this group is characterized by a strong recent temporal concentration and by a methodological diversity that includes empirical studies, exploratory analyses, and critical reviews. The description of the results focuses on identifying the technical limitations of existing detection systems in the face of generative AI, without advancing to normative interpretations or regulatory proposals, remaining at the descriptive and analytical level.

- *Pedagogical and Institutional Impacts of Artificial Intelligence*

The third analytical focus encompasses studies that analyze the pedagogical and institutional impacts of the use of Artificial Intelligence in plagiarism detection and the promotion of academic integrity in higher education. These works describe how AI technologies have been incorporated into assessment practices, institutional regulations, and teaching and learning dynamics, considering the perceptions of teachers, students, and academic managers.

The results show that the adoption of AI-based systems directly influences academic evaluation processes, particularly regarding the interpretation of plagiarism detection reports and decision-making by faculty. The studies analyzed describe significant variations between institutions in how automated results are used, as well as differences in the training offered to faculty for the use of these tools.

At the institutional level, the included studies report the existence of processes for reviewing academic integrity regulations and internal policies, with a view to the gradual incorporation of guidelines related to the use of AI. However, the results indicate that such initiatives are still heterogeneous and dependent on the organizational context, being described more frequently in normative documents and institutional case studies than in large-scale empirical research.

IV.   DISCUSSION

This systematic review allows for an integrated discussion of the main challenges associated with the use of Artificial Intelligence (AI) in plagiarism detection and the promotion of academic integrity in higher education. The analysis of the included studies shows that, despite significant technological advances, the application of AI in this field remains marked by technical limitations, ethical tensions, and pedagogical implications that require a critical and contextualized approach, particularly in institutional realities of the Global South.

A key aspect concerns the technical limitations of AI-based detection systems. While natural language processing and machine learning algorithms have expanded the ability to identify semantic similarity and complex paraphrases, the studies analyzed indicate that these systems remain unable to adequately interpret context, authorial intent, and the legitimate use of sources. This limitation is particularly relevant in multilingual and multicultural academic environments, such as African and Portuguese-speaking contexts, where academic writing practices, citation norms, and educational trajectories are often heterogeneous. The lack of contextual adaptation of the algorithms can compromise the validity of the results produced and reinforce structural inequalities in the evaluation process.

Associated with these limitations is the problem of false positives and algorithmic injustice. The literature shows that automated plagiarism detection reports can incorrectly flag legitimate academic work, especially in cases of extensive citations, normative texts, or papers written by students in the process of developing their academic writing skills. In Portuguese-speaking African contexts, where many students write in a second or third academic language, the tendency to reuse linguistic structures can increase the likelihood of incorrect flagging. This scenario raises significant ethical concerns, since academic decisions based exclusively on automated systems can result in unfair assessments and disproportionate penalties.

Another recurring point in the analyzed studies is the excessive reliance on the similarity score as a central decision criterion. The uncritical use of similarity percentages as a direct indicator of plagiarism reduces a complex phenomenon to a simplified quantitative metric, disregarding nuances such as the nature of the sources, the type of academic work, and the student's level of education. This practice, widely documented in the international literature, tends to be even more problematic in institutions with limited resources, where faculty judgment may be replaced by automated decisions for reasons of administrative efficiency. In African and Portuguese-speaking contexts, this reliance can reinforce mechanistic assessment practices, to the detriment of formative approaches.

The combination of these factors contributes to the risk of academic punitivism, identified in several studies

included in the review. AI, when used predominantly as an instrument of surveillance and control, can shift the focus from ethical training to disciplinary punishment, negatively affecting the pedagogical relationship between teachers and students. In consolidating higher education systems, such as in several Portuguese-speaking African countries, this risk is aggravated by the fragility of clear institutional policies and the lack of systematic training for teachers in the critical use of these technologies.

Given this scenario, the literature analyzed converges on the need to reinforce academic and ethical literacy as a central element of academic integrity. Studies indicate that the effectiveness of AI-based plagiarism detection systems depends less on isolated technical sophistication and more on their integration into pedagogical strategies that promote understanding of authorship, proper citation, and the responsible use of digital technologies. In African and Portuguese-speaking contexts, this need is particularly evident, since structural challenges—such as inequalities in access, linguistic diversity, and gaps in prior training—demand context-sensitive educational approaches.

Thus, the discussion of the results shows that Artificial Intelligence, while representing a relevant tool to support plagiarism detection, does not constitute an autonomous solution to the challenges of academic integrity. Its use must be mediated by consistent institutional policies, continuous teacher training, and pedagogical strategies oriented towards the ethical and critical development of students. The integration of these dimensions proves fundamental to avoid the reproduction of algorithmic injustices and to promote a sustainable culture of academic integrity in higher education, especially in African and Lusophone contexts that are still little explored by international literature.

V. CONCLUSIONS

This systematic review concludes that Artificial Intelligence does not solve the problem of academic plagiarism, but rather... This reconfigures and shifts the phenomenon, introducing new technical, pedagogical, and institutional challenges in higher education. AI-based detection systems have expanded the ability to identify textual similarity and complex linguistic patterns; however, the emergence of generative AI shows that plagiarism can no longer be understood solely as copying or improper reuse of texts, requiring a profound revision of traditional concepts of authorship, originality, and academic evaluation.

The analyzed results demonstrate that excessive reliance on automated metrics, such as the similarity score, tends to reduce the complexity of the plagiarism phenomenon to simplified quantitative indicators. This approach favors mechanistic evaluation practices and can lead to decontextualized punitive processes, especially when reports produced by AI systems are used without adequate pedagogical mediation. In this sense, the evidence gathered points to the need to shift the institutional focus from punishment to education, valuing

educational practices oriented towards the development of academic literacy, scientific ethics, and the responsible use of digital technologies.

Another key conclusion concerns the need for clear and contextualized institutional policies. The review shows that many higher education institutions adopt plagiarism detection tools without consistent regulatory frameworks, which generates asymmetries in the application of sanctions, legal uncertainty, and perceptions of algorithmic injustice. In African and Portuguese-speaking contexts, where linguistic diversity, structural inequalities, and heterogeneous educational trajectories coexist, the absence of clear policies can exacerbate exclusionary assessment practices and weaken trust in the integrity of academic processes.

Finally, the systematic review reveals a significant gap in empirical research in the Global South, particularly in Portuguese-speaking African countries. International literature remains heavily concentrated in Global North contexts, limiting the understanding of the real impacts of AI on plagiarism detection in distinct institutional realities. In this sense, it is urgent to develop empirical studies in Angola that analyze the effective use of AI-based detection systems, the perceptions of teachers and students, the effects on assessment practices, and the adequacy of existing institutional regulations. Such research could contribute to the construction of fairer, more formative, and context-sensitive models of academic integrity, strengthening regional scientific production and broadening epistemological diversity in the international debate on Artificial Intelligence and academic integrity.

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