

Guidelines for the Use of Generative AI in Teaching, Learning and Student Evaluation

Effective from September 1, 2023

1. Introduction

This policy establishes the framework for using generative Artificial Intelligence (hereinafter referred to as AI) in teaching, learning, and evaluation at ISM University of Management and Economics, UAB (hereinafter referred to as ISM University). It is intended to help navigate this advanced landscape, acknowledging the increasing significance of generative AI in shaping the diverse aspects of our lives, especially in the field of education.

ISM University is committed to fostering competency in using this groundbreaking technology among our students and faculty to achieve academic excellence. ISM University aims to empower students and faculty with the necessary skills to thrive in an ever-evolving technological landscape. To achieve this goal, ISM University places a strong emphasis on building generative AI literacy within ISM University's community. Mastery of these AI skills will prove vital in navigating the increasingly technologically integrated society of the future.

This policy applies to all faculty members, students, and administrative staff involved in teaching and learning processes at ISM University.

It will be reviewed annually or as necessitated by changes in technology or regulation. The ISM University's Digital Committee is responsible for ensuring its relevancy and effectiveness.

2. Definition of Generative AI

Generative AI is a subset of artificial intelligence that utilizes machine learning techniques to generate information. Generative AI uses advanced algorithms and models to generate new data similar to the input data it was trained on. This unique ability allows it to create content that did not previously exist or transform existing data into a new format.

For instance, generative AI can be used to create realistic images, synthesize voices, generate text, compose music and conduct other tasks.

AI tools can offer substantial benefits to academia, helping students and teachers alike in research, writing, exploration of complex topics and other activities. By leveraging these capabilities, ISM University aims to enhance the teaching and learning experience, thus pushing the boundaries of conventional education.

3. Using Generative AI in Academic Activities

3.1 Generative AI in Teaching

Faculty members can choose to use AI tools in their teaching, as long as these tools help meet the goals and requirements of the course and are in line with ISM University's Code of Ethics. Faculty members are encouraged to try out AI tools to make classes more engaging and help students learn better.

This can include using AI tools for things like research, improving content made by AI, competing on AI challenges, explaining how to think through problems, and making all-around assignments. Faculty members can also use AI tools to help them prepare for teaching and to give students feedback.

Faculty members should clearly explain students how they should be using AI in the class. They should talk about this in class and put it in the course syllabus. Faculty members need to know what are the benefits and drawbacks of the application of AI tools. This includes being aware of any biases in the AI, and any ethical or data privacy issues.

Faculty members should know the basics of AI working principles. This will help them use AI properly and ethically in their teaching. Faculty members are encouraged to have regular training on how to use AI tools. This training should cover not just the technical information but also ethical and legal knowledge of the technology.

3.2 Generative AI in Learning

Students are permitted to use AI tools in their academic activities unless explicitly stated otherwise in a course syllabus or assignment (e.g., exam, test, etc.) description. It is crucial to review course-specific guidelines for AI usage, especially for exams and assignments.

3.3 Authorship and Accountability for AI-Assisted Works

Generative AI tools should not be acknowledged as authors because they cannot ensure the work's accuracy, originality, and integrity - all of which are prerequisites for authorship. As a result, students are responsible for all materials created with the assistance of AI technologies. Students are encouraged to revise the output, as AI can produce potentially inaccurate, incomplete, or biased content.

Students must ensure that their paper is free from plagiarism, including in the text and images generated by AI. It is a student's obligation to provide attribution to all quoted content as per *Formatting and Citing Requirements for Student Academic Papers: APA Style Summary (7th edition)*, updated on 1 September, 2023.

In cases where assignments contain factual inaccuracies or incorrect citations, the students will be held accountable, even if these errors originate from properly cited AI tools. Such

circumstances will result in the assignment receiving a lower grade and/or other penalties as per ISM University's Code of Ethics.

Unauthorized use of AI tools, where prohibited, will be treated as a violation of academic integrity, resulting in penalties as outlined by ISM University's Code of Ethics.

3.4 Referencing AI-Generated Content

It is imperative that students provide an appropriate citation for the AI tool used, which involves:

1. Acknowledging the AI tool in references list and in-text citation.
2. Specifying the purpose of AI tools usage.
3. Providing a brief process description.

This applies even when the AI-generated content has been edited by the student or student generated content was edited by AI tools.

3.4.1 Creating References to Generative AI models.

References for usage of generative AI should be cited according to the newest APA standards.

Example:

OpenAI. (2023). ChatGPT (Jun 15 version) [Large language model].

<https://chat.openai.com/chat>

- Parenthetical citation: (OpenAI, 2023)
- Narrative citation: OpenAI (2023)

3.4.2 Describing the Purpose and Process of using Generative AI in Academic Papers

An explanation of how the AI tool was employed in the research should be provided in the Methods section or a comparable part of the academic paper. In specific cases a Professor can require to justify human input of AI generated content.

For literature reviews, essays, or response and reaction papers, the introduction can serve as a suitable location to describe the usage of the tool. The text should include:

1. the prompt used and
2. the corresponding AI-generated text as a response.

Example:

In response to the query "Can music enhance cognitive performance?", ChatGPT produced the following statement: "Research suggests that listening to music can have

a positive impact on cognitive performance, such as improving focus and memory retention" (OpenAI, 2023).

Reference

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].
<https://chat.openai.com/chat>

When dealing with extensive outputs from generative AI, like ChatGPT, it is recommended to incorporate the full text into an appendix of the paper or within online supplementary materials. This approach gives readers access to the precise response generated.

Due to the characteristic of ChatGPT which generates unique responses for every interaction, even with the same prompt, it becomes essential to document the exact produced text.

If the decision is made to add appendices or online supplementary resources, it is important to ensure that each one is referenced at least once within the core text of the APA style paper.

Example:

In response to a secondary prompt such as "Can you clarify the concept?", the text produced by ChatGPT explained that "networks of neurons work in tandem to facilitate various mental operations" and "the dedicated roles of specific networks can adapt based on experience and environmental contexts" (OpenAI, 2023; refer to Appendix B for the entire conversation).

Reference

OpenAI. (2023). *ChatGPT* (Version dated Mar 14) [Large language model].
<https://chat.openai.com/chat>

5. Closing Remarks

ISM University is committed to promoting responsible and ethical use of generative AI in teaching, learning, and student evaluations. These guidelines are to be used as a framework for the successful integration of AI into our academic setting.

ISM University recognizes that advancements in technology or changes in overarching policies may necessitate updates and revisions to this policy.

6. References

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OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>