Student Guidance on the use of Artificial Intelligence (AI)

(Some sections of this guidance were adapted from resources developed originally by University College London (UCL). The University is very grateful for the permission granted to adapt material for the purposes of this student guidance)

At a glance

- *Read the programme level-rules on your programme Moodle site and follow them.*
- *Check AI rules with your lecturers beforehand if you're unclear.*
- *Never copy and paste from an AI tool.*
- *Reference/declare AI correctly when you use it.*
- *Complete the online training modules on academic integrity.*

Top 10 Tips on the Use of AI Tools

1. Read the University's Policy on the Use of AI Tools [Insert link]
2. Familiarise yourself with AI tools – you will almost certainly need to utilise them in your future professional life, so start to develop your understanding of what they are, how they work, their potential, and – crucially – their dangers and pitfalls.
3. Never 'cut as paste' materials/text/images or any other materials generated by an AI tool into a summative assessment without proper acknowledgement (e.g. a reference/citation).
4. Be transparent and explicit at all times about how use of AI tools has informed your learning, preparatory work a university assessment, or a piece of work submitted for assessment – ensure that the staff marking your work have clear information about ideas/arguments/ideas/images that are your own, and those that have been sourced from an AI tool of any kind.
5. Always follow the rules on the permissible use of AI tools communicated to you by your programme team.
6. If you are unsure about the rules on the permissible use of AI tools on a specific module, read the information on AI tools in your module Moodle site. If you are still unclear, contact your module convenor.
7. Read the University's regulations on academic misconduct and complete the five online modules on academic integrity provided to all students – this will help to ensure you understand how to utilise sources ethically and demonstrate good academic practice in your studies.
8. Talk to your tutors about AI tools – we are all learning about these new technological tools and your tutors will be keen to talk to you about your experiences of using AI, and especially ways in which you think AI could be more effectively embedded into the student experience on your programme in the future.
9. Talk to your fellow students about AI tools – there is no harm in sharing experiences in the ethical and responsible use of AI tools. But be aware not to pick up 'bad' habits or practices from others that could result in you infringing the University academic regulations!
10. Remember that you should use AI tools in ways that build and reinforce your learning and understanding of your subject, rather than taking 'shortcuts' that undermine your own learning.

Section 1 - 8 key messages

- **No 'ban'** - AI tools are not banned at St Mary's. Instead, we embrace these new tools and are committed to ensuring that we support our students to use them wisely, responsibly and ethically.
- **The University expects each programme team to provide students on the programme with a clear set of rules that govern the permissible use of AI tools** – these will be communicated to you in your programme and module Moodle sites. These rules will – as far as is possible – be consistent on all modules on the programme.
- **Always check** – Seek guidance from your programme team on how you may use AI tools in a legitimate way and in a way that avoids gaining 'an unfair advantage' or 'cheating'. If you do utilise AI tools in assessments make sure it is explicit HOW you have used them by acknowledging their use in a transparent way.
- **Academic Integrity** – Exercise caution when utilising AI tools and ensure that you use them in a way that does not infringe the University's regulations on academic misconduct. Be explicit both in HOW you have used AI tools (where allowed to do so) and in communicating to your lecturers what aspects of an assessment have been produced by you, and what elements (if any) have been produced by an AI tool.
- **The University uses 'state of the art' detection tools to detect inappropriate use of AI Tools in students' assessment** – so ensure that you follow the rules on permissible use of AI tools set-out by your programme team, and adhere to them, citing/referencing any text/code/images drawn from AI tools in a systematic manner.
- **Restrictions where appropriate** - Staff may place restrictions on the use of AI tools in relation to specific modules where it is felt appropriate to do so, or on specific assessments. These restrictions will be clearly communicated to students verbally and in module Moodle sites and assessment briefs.
- **Engage**— Students are encouraged to learn more about how AI is being applied in different contexts Engage in academic discussion within your discipline and beyond on the practical advantages and disadvantages of emerging AI technologies. The better informed you are, the better placed you will be to use them wisely, responsibly, and ethically.
- **Explore -** Investigate where and how academic principles, concepts and rules in your chosen subject (e.g. including rules or requirements of PSRBs or other accrediting bodies) might require nuances in the way that AI tools are used.
- **Share your views with lecturers –** Share your views and opinions on how AI was discussed, used, or deployed around assessment etc. If you have constructive suggestions to offer about how AI tools might usefully inform new learning activities of and types of assessment (for example), highlight these in your discussions and in your module feedback. The use and application of AI tools in module assessments will be an agenda item at student-staff forums.

Section 2 - The purpose of this guidance

This guidance document has been produced for the benefit of all students on taught programmes at St Mary's. It provides practical guidance, advice and examples of practice so that students are better informed and better -equipped to integrate AI tools into their practice, into their learning, and into their assessment-related activities at St Mary's. Separate staff guidance will be provided to PGR students engaged in study on Phd/EdD programmes and form part of their induction process. Students should ensure that they adhere to the principles and guidance set out herein.

Section 3 - Introduction

You may have seen press coverage about the emergence of new online resources/sites that use artificial intelligence (AI) to 'generate' text on pretty-much any subject and concerns that AI may lead to widespread cheating. This is likely to challenge our understanding of education as well as provide opportunities to innovate.

There is a lot of interest in the HE sector too, with academics already involved in experimentation with artificial intelligence (AI) tools such as ChatGPT, DALLE-2, CoPilot, and most recently Google Bard. All of these may be helpful tools for generating content that might contribute to assessed work, which has led some institutions to prohibit their use. We believe these tools are potentially transformative as well as disruptive, that they will feature in many academic and professional workplaces, and that **rather than seek to prohibit your use of them, we will support you in using them effectively, ethically and transparently.**

Whilst they are attractively powerful and easy to use, the general consensus is that those tools are useful for retrieval of facts and presentation of data while they perform poorly in tasks that involve more sophisticated tasks (e.g., critical thinking and writing). Therefore, they can offer shortcuts that reduce the critical engagement that is key to deep and meaningful learning. You also need to be aware of the difference between reasonable use of such tools, and at what point their use might be regarded as giving you an unfair advantage – this is called academic misconduct, which is an infringement of the University's regulations and could result in serious consequences. It is important you do not use AI tools to generate responses to assessment tasks and submit them as your own work. In the guidance that follows we explain how AI can be used legitimately, in a way that involved transparent acknowledgment and in a way that does not infringe the University's Regulations.

Section 4 - What are AI tools and how do they work?
Most generative artificial intelligence technologies (e.g. ChatGPT) use machine learning algorithms to collect data, monitor actions and interactions and respond to further inputs and feedback in order to fine tune their engines. Due to the probabilistic algorithms that are employed in machine learning, the quality and validity of the outputs can highly variable, depending on the prompt it has been given and the way the algorithms have been trained. Academic users have reported examples of these tools falsifying references and making up quotes which aren't always easily detectable and clearly compromise any work using this content. They do not engage with information the way humans do, and they do not operate according to moral or ethical principles. This means any 'product' they produce has to be treated with extreme caution.

Section 5 - AI tools are NOT banned at St Mary's University
There is no 'ban' on the use of AI tools at St Mary's. However, rules on the permissible use of AI will very between different programmes, so seek guidance from your programme team on how you may use AI tools in a legitimate way and in a way that avoids gaining 'an unfair advantage' or 'cheating'. If you do utilise AI tools in assessments. Guidance or 'rules' that relate to your programme will be on your course and module Moodle sites.

Section 6 - What is appropriate use of AI?
These tools can help students in a number of ways – for instance
- Answering questions where answers are based on material which can be found on the internet.
- Drafting ideas and planning or structuring written materials.
- Generating ideas for graphics, images and visuals.
- Reviewing and critically analysing written materials
- Helping to improve your grammar and writing structure – especially helpful if English is a second language.
- Experimenting with different writing styles.
- Getting explanations.
- Debugging code.
- Getting over writer's block.
However, check guidance on the permissible use of AI provided by your programme team.

Section 7 - Limitations
Artificial and human intelligence are not the same. AI tools do not understand anything they produce nor do they understand what the words they produce 'mean' when applied to the real world. These are tasks that only human intelligence can achieve. Open.ai, the creators of ChatGPT, have provided <u>helpful guidance for educators and students</u>
To summarise:
- Whilst their output can appear plausible and well written, AI tools frequently get things wrong and can't be relied upon for factual accuracy.
- They perform better in subjects which are widely written about, and less well in niche or specialist areas.
- Unlike a normal internet search, they don't look up current resources and are currently some months out of date.
- They cannot currently provide references – they fabricate well formatted but fictitious citations.
- They can perpetuate stereotypes, biases and Western perspectives.

This means it is crucial to:
- Understand the Limitations: Large language model generative AI is a powerful tool, but it is not perfect. As a student in higher education, it is important to understand the limitations of the technology and be aware of its potential for errors and biases.
- Use the Tool Ethically: When using large language model generative AI, it is important to act with integrity and use the tool in an ethical manner. This includes not plagiarizing or fabricating content and properly attributing any information generated by the AI.
- Check Accuracy: Before using any information generated by AI, it is important to verify its accuracy. This may involve cross-referencing the information with reliable sources.

Section 8 - AI and academic misconduct
When engaging with Assessments you are reminded that:
- Using AI tools to help with such things as idea generation or your planning may be an appropriate use, though your context and the nature of the assessment must be considered.
- It is not acceptable to use these tools to write your entire essay from start to finish.
- Your teachers will be able to provide more specific guidance on what AI tools, if any, are allowed in the context of your own assignments.
- You should not use AI tools to gain an unfair advantage.
- Always provide citations/references in which you explain in explicit terms HOW you have drawn on AI tools to inform an assessment. See Sections 11 & 12 below for further guidance.

If teaching staff suspect that you are trying to pass off AI-generated output as your own work then the regulations on <u>Academic Misconduct</u> apply. If proven you could face severe penalties, up to and including having your studies terminated.

Section 9 - How to acknowledge AI sources in your work
If your teachers have made clear that you may use AI sources in your assessed work, then you should acknowledge, describe and reference its use. Remember 'ADR':

Acknowledge. You must acknowledge its use – name the tool and how it was used using the following style.
- No content generated by AI technologies has been presented as my own work
- I acknowledge the use of <insert AI system(s) and link> to generate materials for background research and self-study in the drafting of this assessment.

- I acknowledge the use of <insert AI system(s) and link> to generate materials that were included within my final assessment in modified form.

Describe. You must describe how the information or material was generated (including the prompts you used), what the output was and how the output was changed by you. You should use the following style of wording, depending on the nature of use:
- The following prompts were input into <AI system>: <List prompt(s)>
- The output obtained was: <Paste the output generated by the AI system>
- The output was changed by me in the following ways: <explain the actions taken>

Reference. You must describe how the information or material was generated (including the prompts you used), what the output was and how the output was changed by you. You should use the following style of wording, depending on the nature of use:
- The following prompts were input into <AI system>: <List prompt(s)>
- The output obtained was: <Paste the output generated by the AI system>
- The output was changed by me in the following ways: <explain the actions taken>

Monash University provides a very useful guide for students regarding proper citation of AI generated content/materials/ideas etc. Click here.

Section 10 - Example of how to acknowledge, describe and reference

Acknowledgement: I acknowledge the use of ChatGPT (https://chat.openai.com/) to plan my essay, and generate some initial ideas which I used in background research and self-study in the drafting of this assessment.

Description of use of AI: I used ChatGPT to create a high level structure which I then adapted in my essay, choosing to focus on Bentham's contribution to philosophy and to utilitarianism, and on the impact on human rights and civil liberties. I used one further ChatGPT prompt to generate some high level ideas about utilitarianism and civil liberties.

Reference: OpenAI, ChatGPT, 15Feb 2023, https://chat.openai.com/APA

Guidance produced by the SMU AI Steering Group, July 2023