Guidelines for AI-supported tools

Arcada aims to be at the forefront of new technologies and smart solutions. In line with this, we encourage all our employees and students to responsibly adopt and use AI-supported tools. Our guidelines cover different types of AI-enabled tools and the term should be interpreted in a broad sense (e.g. image, video, programming, maths and text tools). All of these tools provide opportunities, but also have significant limitations. With the support of these guidelines, Arcada should be able to live up to an ethical and thoughtful use of AI-supported tools in all activities. The guidelines are adapted as the tools develop.

The basis for the Arcada's guidelines is the Rector's Council ARENE's recommendations for the utilisation of artificial intelligence.

General guidelines

All employees are encouraged to follow the development of AI-supported tools in their own field. Arcada encourages you to consider how the tools could support and develop the processes in your own work. However, be critical of the limitations of the tools.

Basic principles for the use of all AI-supported tools are:

- honesty and transparency
- human-AI-human
- compliance with data protection regulations
- making an ethical judgement

Note that if you create a user profile with your Arcada account, it may only be used for studies and work related to Arcada.

Respecting copyright

When using the tools, only use material for which you hold the copyright. For example, do not upload an entire article or other material that you have not produced yourself.

Respecting data protection and confidentiality

- Material that is confidential and/or contains personal data must never be entered into AI-supported tools. For example, a text with confidential content or containing personal data should never be translated using free services.

- Free versions of AI-enabled tools cannot guarantee adequate data protection.

- Always use the incognito setting when available. This will not save your questions or data.

Guidelines for students

Always follow the instructions given for the specific study section.

- There are study sections where the use of AI-supported tools is encouraged and others where you are expected to perform tasks without them. Follow the instructions given carefully.
- When utilising AI-enabled tools, be open about it. Source references to AI should always be included when using them. Failure to cite your source may be considered plagiarism or cheating. Follow the instructions in the Arcada Writing Guide.
- Responsible use of AI-supported tools is allowed when it is stated in the task description.
- Language models can be used for language processing. Get to know language models such as Chat GPT and familiarise yourself with their effective use. Understand also the limitations of the tool.
- Be curious about other AI-supported tools that are central to your industry. Each model has its own purpose.

You are always responsible for the content you submit.

- When working with text tasks, AI-supported tools (e.g. Grammarly) are a good support for creating grammatically correct or structurally smooth texts.
- Note that one challenge with AI-supported tools is that they can produce text that appears correct, but contains inaccuracies or even inconsistencies.
- An AI-supported tool, such as a language model like Chat GPT, can be used to format existing text or to retrieve ideas for self-written text.
- An AI-supported tool, such as a language model, should never be used to produce a final assignment or thesis report from scratch, and such text created with a language model must not be presented as your own work.

Guidelines for teaching

There is no single right way to integrate AI-supported tools into teaching and examination. Each study section, sector and discipline has its own particularities.

Arcada recommends that programmes:

- familiarise themselves with the most relevant AI-supported tools in their field.
- reflect on how AI-supported tools can support learning and be used in the learning process, e.g. by creating an easily accessible overview of the field.
- familiarise themselves with ARENE's recommendations for the use of artificial intelligence.

Utilisation of AI-supported tools in teaching

- Students should always receive clear information on the principles, advantages and disadvantages of using AI-supported tools in the context of the study sections you are responsible for. Information about these tools and how they may be used should be provided at the beginning of each study section or in connection with individual assignments.
- Remind students that AI-supported tools can be used as an aid for idea generation, but that the tools cannot, for example, assess the feasibility or meaningfulness of the ideas.
- Emphasise that AI-supported tools can work to create a framework or a draft, but that it always needs to be reworked to bring out its own point of view and depth.

Planning of tasks and examination

- What kind of knowledge or skills are to be acquired or demonstrated?
- Plan the tasks for students so that they cannot get a good grade by incorrectly or inadequately using an AI-supported tool. This means that, for example:

    1. the student cannot answer the tasks in the course only by using a language model without including their own reflections. We recommend, for example, linking the tasks closely to the learning material used or to a specific local example.
    2. It is good to test the tasks used by feeding them into the language model and seeing if it can produce an acceptable answer. If it is possible to use a language model to produce an acceptable response to a task, the importance of this element in the overall assessment should be low.

3. Students should always explain how they have used a language model in their assignment or thesis.

- Give students unique tasks where they are asked to create, build, select, analyse, apply, reflect, evaluate.
- Encourage students to include personal examples in their analyses. Ask students to document their work and reflect on what they have learnt during the learning process, or to evaluate the reliability of the analysis.
- Utilise different forms of examination:
    1. Video examination where they are asked to tell their story in their own words.
    2. Oral group examination
    3. Use the campus environment to demonstrate different competences.
- Source references must always be included, also for those parts of the text/work that have been produced using artificial intelligence.
- The assignment may include a future-oriented perspective as the generative models have more difficulties with this perspective.