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Guide for teachers: Defining Generative AI Use in Your Courses

This document serves as a guide to assist you in drafting a Generative AI (GenAI) policy for your course. While this is the first version of such a resource, it aims to provide practical support to communicate your guidelines for GenAI use to your students.

As GenAI continues to evolve rapidly, its presence in education offers both challenges and opportunities. Rather than ignore its use, we encourage all teachers to engage with GenAI, reflect on its role in learning, and guide its application (rules and limits of use, etc.) in their courses. By doing so, we can turn potential challenges into meaningful opportunities to enhance teaching practices.

Given the dynamic nature of GenAI, a single, institutional policy cannot address the diverse needs of all courses and teaching styles. A one-size-fits-all approach is impractical. Instead, this guide encourages teachers to include a clear statement about GenAI in the information provided to students. Providing students with transparent guidance on GenAI fosters shared expectations, clarity, and a productive learning environment.

> Have you developed a GenAI course policy that you could share with other teachers? You can share it on this form (the format of your text will be adapted before publication, you can choose to be anonymous, or not)

The guide is structured into five sections:

1. **Key questions** to help you develop a GenAI policy that best fits your course needs.
2. **Suggested policy components** to include in your policy for clarity and effectiveness.
3. **Example policies using the Generative AI Assessment Scale (AIAS)** demonstrating five levels of GenAI integration to inspire your approach.
4. **Reference list**
5. **Contact**

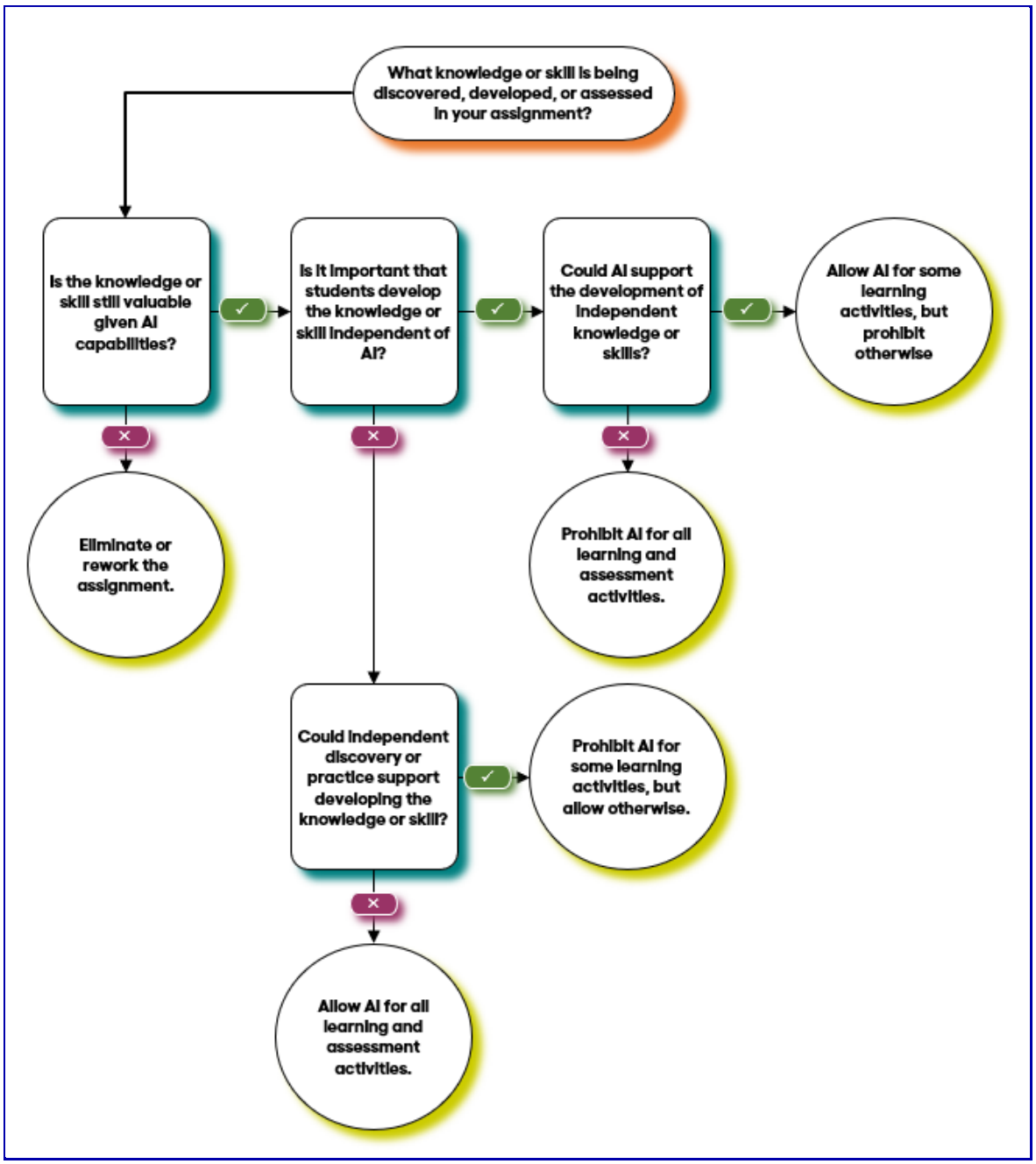
Key questions to consider as you develop your GenAI policy

> The four following questions will help you start thinking about how GenAI can be used in your course.
> • Can students use GenAI in your course?
> • How do you want students to cite GenAI?
> • How can you respond to students who prefer not to use GenAI tools in your course?
> • What constitutes misuse of AI, and how will you address instances of misuse?

1. Can students use Generative AI in your course?

When deciding on the use of GenAI in your course, think about how it aligns with your learning objectives and the skills and competencies you want students to develop. Different assignments and/or objectives may require different guidelines, allowing you to align GenAI use with the specific needs of your course while maintaining academic integrity.

Useful questions to ask: "Can this be done with GenAI? Why? Why not?
Useful resource below, Wake Forest University AI decision tree:
https://cat.wfu.edu/resources/ai/syllabus/decision/



AI decision tree, Center for the Advancement of Teaching, Wake Forest University: https://cat.wfu.edu/resources/ai/syllabus/decision/

2. **How do you want students to cite Generative AI?**

   Give students clear guidelines about how to cite any use of GenAI in your course. Encourage students to be open about using GenAI and how it contributed to their work, reinforcing the importance of integrity and correct attribution.

   Currently, we might be asking students to over-cite GenAI as we navigate its role in higher education. These expectations might evolve as norms and standards around GenAI use become more established. For now, it seems important to require that the use of GenAI chatbots is cited.

   Useful resource: The UniNE guide on academic integrity (*intranet link*): https://intranet.unine.ch/sacad/wp-content/uploads/sites/27/UniNE_Guide_Scientific_integrity_EN.pdf

3. **How can you respond to students who prefer not to use Generative AI in your course?**

   Consider offering alternative options or assignments for students who are uncomfortable with using GenAI tools. Ensure that all students have access to the necessary tools and resources, and provide support for those who may lack the experience or confidence to use GenAI effectively. This helps create an equitable learning environment.

4. **What constitutes misuse of AI, and how will you address instances of misuse?**

   To avoid any ambiguity, it is recommended to indicate what is considered misuse in your course and the procedure you will apply if it occurs.

Suggested policy components to include in your policy for clarity and effectiveness

In short, here are the main components any GenAI policy should include to be clear and effective:

- Rationale
- Description of the appropriate use(s) of GenAI
- Citing and documenting the use of GenAI
- Alternatives to the use of GenAI
- Misuse

After reflecting on the questions in the previous section, you already have a foundation for your GenAI policy. As the teacher, you have the flexibility to decide whether, how, and to what extent GenAI can be used in your course. Whatever approach you choose, it is important to communicate your expectations clearly and in a way that is accessible to students.

When drafting your statement, consider using positive and inclusive language to encourage transparency and engagement. For example, if some GenAI use is allowed in your course, instead of focusing only on restrictions, frame your guidelines around opportunities for learning and responsible GenAI use. A clear and student-friendly policy helps build trust and ensures that everyone understands how GenAI fits into your course's learning environment, or why its use is prohibited.

Here are five key components to include in your policy:

1. Rationale

The rationale explains the reasoning behind your approach to GenAI in your course. For example, the rationale might address that GenAI should:

- enhance learning without replacing critical thinking,
- align with the development of essential skills like writing or analysis, or
- reinforce values like academic integrity and trust.

By clearly articulating this reasoning, you help students understand the purpose behind your policy and its connection to their overall learning experience.

Example: *This policy aims to ensure that the use of GenAI supports your learning and aligns with the course's objectives, fostering both skill development and deeper understanding.*

Example: *This policy emphasizes that while GenAI can be a helpful tool, it cannot replace the learning process. Developing your understanding and skills is essential to achieving the course's objectives.*

2. Appropriate use of Generative AI

Your policy will specify whether GenAI is permitted, restricted, or prohibited in the course. Clearly outline the role of AI tools to help students understand how they may or may not integrate these technologies into their learning and assignments. The policy should indicate if AI tools are allowed, and if so, describe the tasks or contexts where their use is acceptable (e.g., brainstorming, grammar checking, generating ideas, make a structure, etc.). *See the next section, p. 7 for examples of this.*

3. Citing and documenting the use of Generative AI

When it is permitted, it is recommended that you require students to cite the use of GenAI and document how they used GenAI in their work.

It is important to describe how you want them to do this. See the resources section below for some useful references.

Example: *Students must cite any use of GenAI for any part of an assignment (from idea generation to text creation to text editing) using the guidelines from [insert name and link*

to relevant style guide]. Any use of AI beyond the assignments and tasks the instructor approves will be considered misuse. Also, failure to cite AI materials appropriately will be considered misuse and consequences will follow University policies.[1]

Example: *If you use AI tools, you must clearly indicate the specific tasks for which they were used (e.g., brainstorming, grammar correction, spell-checking, coding, etc.). This should be documented in an appendix to your report.*

4. Alternatives to use

As mentioned in the previous section, some students prefer not to use GenAI even if it is allowed or recommended. How can you make sure they are not penalized for not using this technology?

Example: *In a writing course where GenAI is allowed for brainstorming ideas or enhancing grammar, students who prefer not to use AI can be given alternative resources or support, such as access to writing workshops, additional feedback from the instructor, or peer review opportunities. Assignments can be graded based on the quality of the final work, regardless of whether AI tools were used, ensuring fairness and inclusivity for all stud*ents.

5. Misuse

What does misuse of GenAI mean in your course, and what happens in the case of misuse or suspected misuse? (see previous section)

Example: *Students are encouraged to use AI for this course, but do not attempt to present AI outputs as your own work. Misrepresentation of AI-generated content in this way will be considered misuse in this class. Citations and showing your work will help avoid any confusion. Misuse including the failure to document engagement with AI may be considered academic misconduct and consequences will follow University policies.*[2]

Example: *If suspected misuse occurs, the student will be invited to meet with the teacher to discuss the situation. During this meeting, the student will have the opportunity to explain their work and clarify their use of AI tools. Following the discussion, the teacher will determine an appropriate course of action, which may include revising the work, resubmitting the assignment, or other steps in line with the course policy and institutional guidelines.*[3]

[1] Example from the University of Kentucky, Center for the Enhancement of Learning and Teaching, AI Course Policy Examples: https://celt.uky.edu/ai-course-policy-examples

[2] Idem.

[3] Example generated with the help of ChatGPT

Example: *Misuse of GenAI in this course includes submitting AI-generated content as your own without acknowledgment or using AI for tasks explicitly prohibited in the assignment guidelines.*

If misuse is suspected, the teacher will remind the class of the course's GenAI usage policies and their importance. Students who have concerns about their submissions will have a one-time opportunity to withdraw the assignment without penalty. This withdrawal option allows students to resubmit the work following the established guidelines. (This policy aims to encourage transparency and learning while upholding academic integrity).[4]

[4] This example was edited based on the guidelines by University of Massachusetts at Amherst, Center for Teaching and Learning: https://www.umass.edu/ctl/how-do-i-address-suspected-student-misuse-genai-tools

Example policies using the Generative AI Assessment Scale (AIAS)

In this guide, we suggest the use of the Revised GenAI Assessment Scale (AIAS) as a tool to help you define the role of GenAI in your course[5]. The AIAS framework allows you to specify the extent to which GenAI can be used for a particular assignment, assessment, or course activity, ensuring clarity and alignment with your learning objectives.

1 NO IA	2 AI PLANNING	3 AI COLLABORATION	4 FULL AI	5 AI EXPLORATION

Below you can see each level of the AIAS, a short example, and, underneath, its definition, provided by the authors. We provide one or several additional examples.

1	**NO AI**	**You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**

The assessment [course/module/assignment] is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.

Example 1: *This course prioritizes independent thinking and critical analysis. To maintain these goals, GenAI tools are strictly prohibited in assignments.*[6]

Example 2: *This course emphasizes the development of several skills, with a particular focus on idea generation, analytical thinking, and critical analysis. To achieve the learning objectives, all submitted assignments must represent your original, individual work. The use of GenAI tools is strictly prohibited. Submissions containing AI-generated content will be treated as a violation of academic integrity.*[7]

2	**AI PLANNING**	**You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**

AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of IA for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.

[5] Perkins, M., Roe, J. et Furze, L. (2024). The AI Assessment Scale revisited: A framework for educational assessment. A preprint. Arxiv, décembre 2024. https://doi.org/10.48550/arXiv.2412.09029

[6] This example was generated with the help of ChatGPT.

[7] Idem.

Example 1: *GenAI tools can be valuable resources for planning, developing ideas, and conducting research for your assignments. We encourage you to use these tools thoughtfully to enhance your work. Your final submission should demonstrate your own thinking and the ways you have refined and built upon the ideas generated.*[8]

Alternative 1: For example, you may use GenAI to organize your findings, summarise data, or check clarity of writing. However, the final report must be written in your own words and reflect your critical engagement with the content.

Alternative 2: For instance, you may use GenAI to help structure your report or generate an initial draft of sections, but you are responsible for revising and ensuring the final submission fully represents your original analysis and understanding.

3	**AI COLLABORATION**	**You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use**

AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.

Example 1: *GenAI tools may be used to assist in drafting parts of your assignment, such as generating initial ideas, creating outlines, or drafting sections of text. These tools can be valuable in helping you organise your thoughts and refine your style. However, it is your responsibility to carefully review, fact-check, and revise any content to ensure accuracy and alignment with the assignment's requirements and your own ideas.*

When using GenAI, be sure to properly cite all sources of original ideas and information, whether generated by GenAI or other resources, and avoid any form of plagiarism. Your final submission should reflect your own perspective and demonstrate your understanding, with GenAI serving as a tool to support—not replace—your critical thinking and creativity.[9]

[8] This example was generated with the help of ChatGPT. The instruction included "use positive language as much as possible" to get a version with a more encouraging tone.

4	**FULL AI**	**You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**

AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.

> Example 1: *In this course, students are permitted to use GenAI tools for any of their assignments in any way they choose. To maintain academic integrity, however, students must disclose any use of AI-generated material and also take full responsibility for checking the accuracy of any output.*[10]

5	**AI EXPLORATION**	**You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.

> Example 1: *GenAI is a tool for innovation and exploration in this course. You are encouraged to experiment with AI to solve challenges, propose original ideas, or develop creative solutions (remember to cite and document your GenAI use according to the guidelines for my course).*[11]

[10] Example from the University of Kentucky, Center for the Enhancement of Learning and Teaching, AI Course Policy Examples: https://celt.uky.edu/ai-course-policy-examples

[11] Example generated with the help of ChatGPT.

Reference list

Guide and framework

Burri, M., D. Kaufmann, et N. Ostovan, 2024. "AI in economic research – A guide for students and instructors," IRENE Policy Reports 24-03. Téléchargé le 13 septembre 2024 à : https://libra.unine.ch/entities/publication/ca2c198c-f96e-4487-a6af-5c224ee3bdc3/details

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of Generative AI in educational assessment. *Journal of University Teaching and Learning Practice,21* (06). https://doi.org/10.53761/q3azde36

Perkins, M., Roe, J., & Furze, L. (2024). The AI Assessment Scale revisited: A framework for educational assessment. A preprint. Arxiv, December 2024. https://doi.org/10.48550/arXiv.2412.09029

Examples of Generative AI course-policy statements

Syllabi Policies for AI Generative Tools, a collection of university and course AI policies, curated by Lance Eaton https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit?tab=t.0#heading=h.1cykjn2vg2wx

Brandeis University, Center for teaching and learning. Possible AI Syllabus statements: https://www.brandeis.edu/teaching/resources/syllabus/ai-statements.html

University of Kentucky, Center for the Enhancement of Learning and Teaching, AI Course Policy Examples: https://celt.uky.edu/ai-course-policy-examples

University of Texas at Austin, Center for Teaching and Learning, ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements: https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements

Western Michigan University, Teaching and learning. Page with AI-policy examples: https://wmich.edu/x/teaching-learning/teaching-resources/ai-syllabus

Cite and document the use of Generative AI

The UniNE guide on scientific integrity suggests some guidelines for how to cite Generative AI: https://intranet.unine.ch/sacad/wp-content/uploads/sites/27/UniNE_Guide_Scientific_integrity_EN.pdf

The guide for students and instructors by Professor Daniel Kaufmann, FSE, and his team gives an example of how students can document Generative AI use on page 64 using a checklist.

Download the guide on the following page: https://libra.unine.ch/entities/publication/ca2c198c-f96e-4487-a6af-5c224ee3bdc3/details

Misuse

University of Massachusetts at Amherst, Center for Teaching and Learning: How Do I Address Suspected Student Misuse of GenAI Tools? https://www.umass.edu/ctl/how-do-i-address-suspected-student-misuse-genai-tools

University of Virginia, Teaching Hub, Generative AI in teaching and learning: A collection of curated resources about Generative AI. https://teaching.virginia.edu/galleries/generative-ai

Contact

For assistance or guidance, contact the Teaching and learning support (Support enseignement et pédagogie). We are here to support you with questions or challenges related to incorporating Generative AI into teaching and learning, as well as developing your Generative AI policy. Contact.sep@unine.ch