# Artificial Intelligence (AI) – Guidelines for Ākonga (students)

## Introduction and Background

Generative Artificial Intelligence, commonly known as AI, is progressing at a rapid rate and will increasingly have a place in our world, our workplaces, our professional practice, and education institutions. This form of technology includes AI chatbots such as ChatGPT and other AI tools that can generate text, images, video, audio and other outputs.

We acknowledge that we cannot ignore or ban AI as we need to ensure our graduates have the necessary skills for their chosen careers. Our focus is to ensure we all continue to uphold academic integrity in all of our work and develop professional skills beyond just interacting with AI.

# Academic Integrity

Academic integrity is central to the learning culture valued at NMIT and is fundamental to any consideration of the impact and use of AI outputs in assessment. Ākonga are expected to apply the values of honesty, trust, fairness, respect and responsibility to every aspect of their learning and research.

Our current position is that AI generated content is not acceptable in assessments unless it is specifically allowed in assessment instructions, **and** it meets requirements for acceptable use.

Unacceptable use of generative AI contravenes the values of academic integrity and may constitute cheating or plagiarism under NMIT's Academic Integrity and Academic Misconduct Policy.

Kaimahi (staff) and ākonga have an obligation to understand the role of AI technology in tertiary education, and to develop sound practices that uphold academic integrity.

## What is unacceptable use?

It is not acceptable to present AI generated content as your own work or to use it in any form in either formative or summative assessments where it is not specifically permitted.

It is not acceptable to incorporate any AI generated content that is not appropriately acknowledged and referenced.

## What is acceptable use?

Ākonga may use generative AI for learning and revising course content, or in preparing for an assignment. Examples might include explaining a complex topic in plain language, generating ideas, practice quizzes and review questions for themselves, or doing some initial research for an assignment. It is important that students know how to proof check the generated content for accuracy.

The use of generative AI for assessments can be acceptable **if it is approved for use in the assessment instructions, it is used in accordance with the instructions, and it is appropriately acknowledged.**

Your kaiako will discuss expectations regarding the appropriate use of generative AI in assessment tasks and learning activities, and provide clear instructions, for example, in learning guides, assessment outlines, and on your Moodle page.

# AI and Assessments

## Using, acknowledging, and referencing AI

If your kaiako confirms that AI may be used for a particular assessment, it is your responsibility to check the AI output against reliable sources to make sure it's correct. Be aware that sometimes AI creates "hallucinated references", which are fictional references from parts of other references. Also, answers generated by AI can occasionally be factually incorrect.

You must ensure that ideas submitted for assessment are your own original ideas and thoughts on the subject matter, even when some of the content is taken from others' work, including generative AI. You must reference all such content and any type of output correctly.

Where it is appropriate to use them in your assessed work, you'll need to acknowledge what and how you've used AI tool(s). You'll also need to cite any generative AI output correctly. Not citing where the writing or image, or code etc has come from may put you at risk of an academic integrity breach. You must reference everything that is not your own idea.

Check with your kaiako or Learner Services on how to cite generative AI output. *Refer to **Referencing Tools** section in Library-referencing-chatgpt-and-ai-tools*

Te Pūkenga NMIT uses software (eg. Turnitin, authorship tool) to detect generative AI use. You need to be aware that you are risking a finding of academic misconduct if you use generative AI when not allowed and/or without appropriate acknowledgement. *Refer to **Academic Integrity** section in Te Tautoko Akonga-Student Support-Learning*

Please note that when you submit your assignment in Moodle you will be asked to declare that you didn't misuse AI.

# AI and your learning

Our role as educators is to prepare you to participate meaningfully in a world where AI is becoming increasingly integrated. You need to keep up-to-date on how/when AI can be used in regard to your future professional accreditation. Keep an eye on your industry, change is happening all the time.

You need to develop skills in using AI, including critically evaluating AI-generated output and how these tools can be used for study and work.

# How to acknowledge use of AI?

Ākonga are expected to acknowledge the use of generative AI in academic work. It can be done by a declaration specifying the AI tool, the prompts used, and how the output was used in the work. You can use this template developed by Monash university:

> *I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].*

Refer also to the library services for advice on in-text citations and APA7 referencing *Library-referencing-chatgpt-and-ai-tools*

# Definitions

**Generative artificial intelligence (AI)** refers to a type of AI system that can produce or generate new content, such as images, videos, audio, or text, that is similar or indistinguishable from content created by humans. Unlike traditional AI systems that follow a set of predefined rules or models, generative AI uses complex algorithms and deep learning techniques to generate new data based on patterns and examples from existing data sets.

**AI literacy** refers to the knowledge and skills needed to understand and effectively use AI technologies. It involves understanding the basic principles of AI, such as machine learning and neural networks, as well as the ethical and societal implications of AI. AI literacy also includes the ability to evaluate AI technologies critically, to identify potential biases and limitations, and to make informed decisions about their use. In essence, AI literacy prepares individuals to participate meaningfully in a world where AI is becoming increasingly integrated into various aspects of our lives, including education, healthcare, business, and entertainment.

**Turnitin** is a similarity detection software used to detect plagiarism in academic writing. The latest version of the software can detect AI-generated writing.

# References

Content here has been modified from several sources including:


AAIN Generative AI Working Group. (2023). *AAIN Generative Artificial Intelligence Guidelines.* Australian Academic Integrity Network. https://doi.org/10.26187/sbwr-kq49

Monash University. (2023). *Generative artificial intelligence technologies and teaching and learning.* https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/artificial-intelligence

Otago Polytechnic. (2023). *ChatGPT* [PowerPoint slides]

Sims, A. (2023). *All the chat's about AI, but humans rule.* University of Auckland. https://www.auckland.ac.nz/en/news/2023/04/01/alex-sims-opinion-chatGPT.html


We acknowledge the use of ChatGPT (https://chat.openai.com/) to generate definitions for this document. The prompts used include:

- Define Generative artificial intelligence
- Define AI literacy

The output was then edited and modified further to reflect our position and suit the purpose and format of this document.