Artificial Intelligence (AI) – Guidelines for Kaimahi

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 our ākonga will compete with those already using it in the workplace. Instead, we should develop teaching methods and assessment practices that promote AI literacy and responsible engagement with AI. Moreover, we must ensure our graduates have the necessary skills for their chosen careers, so we will continue encouraging them to uphold academic integrity and develop professional skills beyond just interacting with AI.

It is commonly understood that advancements in AI technology will occur faster than our ability to keep up with it. The following guidelines are adapted from national and international guidelines on best practice in this area, based on what is currently known.

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. Kaimahi and ākonga are expected to apply the values of honesty, trust, fairness, respect and responsibility to every aspect of their learning, teaching, 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 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 for ākonga to present AI generated content as their their own work or to use it in any form in 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.**

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

AI and Assessments

Do I have to change all assessments immediately?

For future deliveries of the courses, it is recommended to review assessments taking generative AI into consideration. That needs to be planned and resourced and will take time.

For current courses, no immediate change in assessments is required. However, kaiako are strongly advised to:

- Decide and clearly document if generative AI is permitted or restricted for each assessment. Add a relevant statement regarding the use of AI to the assessment instructions.
- Discuss ethical and responsible use of AI with ākonga. Provide scenarios where AI use is acceptable and where it is not.
- Provide yourself and ākonga with opportunities to learn how to correctly reference or attribute any allowed generative AI outputs submitted as part of assessed work. *Refer to **Referencing Tools** section in Library-referencing-chatgpt-and-ai-tools*
- Familiarise yourself and ākonga with the software NMIT uses to detect generative AI use (eg. Turnitin, authorship tool) and that they are risking a finding of academic misconduct if using generative AI when not allowed and/or without appropriate acknowledgement. *Refer them to **Academic Integrity** section in Te Tautoko Akonga-Student Support-Learning*

Please note that the statement that appears when ākonga submit their assessment in Moodle has been updated with a declaration that there was no misuse of generative AI.

What wording should I use for the AI statement on assessments?

You can use these templates developed by Monash University to add your assessments.

- If generative AI tools cannot be used in this assessment:

  In this assessment, you must not use generative artificial intelligence (AI) to generate any materials or content in relation to the assessment task.

- If generative AI tools are restricted for certain functions in this assessment:

  In this assessment, you can use generative artificial intelligence (AI) in order to [insert functions for which use is permitted] only. Any use of generative AI must be appropriately acknowledged.

- If generative AI tools are not restricted for this assessment:

In this assessment, you can use generative artificial intelligence (AI) to assist you in any way. Any use of generative AI must be appropriately acknowledged.

What are the further steps for assessment design?

For future deliveries of the courses, assessments should be reviewed taking generative AI into consideration. As the learning context and the nature of the assessment differs from programme to programme, curriculum areas need to understand the role and impact of AI in their programmes.

A general recommendation for assessment review is to

- consider how the integrity of current assessments could be compromised by students' use of AI tools, and
- refine or redesign assessments in a way that can reduce the likelihood of students submitting generic responses produced by AI, and
- consider how you, as assessors, can have confidence that ākonga can demonstrate their achievement of Learning Outcomes

The strategies for designing assessments that promote academic integrity may include:

- Integrating authentic conditions into assessment tasks that require a skill or knowledge to be applied in a real-world context.
- Nesting tasks together with feedback that feeds forward into the next task or incorporating drafting processes for a bigger assignment.
- Avoiding broad or unspecific questions; instead, linking tasks to specific scenarios or contexts (e.g., classroom discussion) and including genuine reflective and reasoning components.
- Designing tasks with open-ended solutions to encourage individualised responses.
- Using text alternatives such as oral presentations, submission of audio, video, diagram, practicum or multimedia.
- Using very current and localised content or examples whenever possible. ChatGPT is trained on 2021 and earlier data.
- Requiring ākonga to refer to class notes or materials and non-written sources such as guest speakers, library books, or video content.
- Breaking your written assignments into small elements such as an outline, notes, bibliography and draft, with individual due dates for each.
- Incorporating generative AI tools, such as ChatGPT, into assessment design, and requiring ākonga to track changes to assess the input.

For some assessments, exam conditions with invigilation can still be used, and online exams may be administered via Safe Exam Browser.

We would like to emphasise the importance of clear and concise instructions regarding assessment conditions and expectations of AI use in all assessments.

Potential breaches of academic integrity

All kaimahi need to work with the guidelines for teaching and assessment prior to imposing punitive measures. Our focus needs to be on early educative interventions, clear instructions, and teaching ākonga about the ethical and intellectual implications of using AI technologies.

Your first check should be to ensure this has been done prior to imposing punitive measures.

How to investigate AI misuse allegations?

Look for signs of using AI:

- Turnitin AI percentage – especially a pattern of repeated >0% over time.
- Failure to correctly address the task.
- Spot check accuracy and validity of references and any signs of false citations.

Paste the assessment task into ChatGPT to compare the response pattern.

Paste the response into ChatGPT with a prompt: “Is this text AI generated?”.

Check the ākonga’s writing history.

Talk to the ākonga about their work.

How to handle suspected breaches

If you suspect unauthorised use of generative AI in the ākonga’s work, you should follow the usual procedure for suspected misconduct in assessments outlined in Academic Misconduct Procedure document.

AI and Teaching

“The key to successfully integrating AI into education lies in understanding that AI tools are not a replacement for human expertise but rather that they are tools that can augment and enhance it” (Sims, 2023).

How to use AI in teaching?

Kaiako can use generative AI for content preparation, as well as in classwork activities and assignments. When developing the content of the course, generative AI can assist you to generate practice quizzes and discussion questions, create a summary of a topic, draft rubrics, or generate example scenarios. However, it's important to note that the generated content can be biased and not necessarily accurate, so it's crucial to critically evaluate the output.

Generative AI can also be used live in classroom activities to facilitate learning, promote AI literacy, and promote the ethical and responsible use of generative AI in academic writing and research. For example:

- Engaging AI in a critical debate about a set topic.
- Using AI tools for creative writing. For example, students could write the first paragraph, the AI tool could write the second paragraph, and so on.
- Using AI tools to generate texts on a topic for different audience groups and comparing the language used.

As mentioned above, generative AI can be integrated into the assessments. For example, ākonga could be instructed to:

- generate a first draft using ChatGPT then keep track changes in a document to refine/edit.

- generate a ChatGPT response to a question, and then write an analysis of the strengths and weaknesses of the ChatGPT response.

Generative AI can also be used in assessment pre-moderation. Kaiako and/or moderator can look at the assessment with an AI lens on by pasting the assessment instructions into ChatGPT and analysing the output against the rubric or sample answers.

Explore some specific ideas and examples on how to use AI for learning and teaching on Monash University page.

How to teach AI literacy?

Our role as educators is to prepare ākonga to participate meaningfully in a world where AI is becoming increasingly integrated. Following are some suggestions on how to approach teaching AI literacy:

- Introduce the basic concepts and terminology related to AI, such as machine learning, neural networks, and natural language processing to develop a foundational understanding of what AI is and how it works.
- Use real-world examples of AI applications, such as autonomous vehicles or virtual assistants, to help students understand how AI is being used in various industries.
- Discuss ethical implications of AI, including issues related to bias, privacy, and security. Encourage ākonga to think critically about these topics and consider their own perspectives.
- Teach ākonga to never share personal and sensitive information with generative AI chatbots because they may share account holders' personal information with third parties, including vendors and service providers.
- Allow ākonga to experiment with AI tools and technologies through hands-on learning activities.
- Evaluate the AI generated content critically to identify any biases, errors, and limitations.
- Encourage ākonga to work together on AI-related projects or activities. This will help them develop teamwork and problem-solving skills while also promoting a deeper understanding of AI concepts.
- Teach your ākonga to acknowledge/cite generative AI correctly.

How to acknowledge use of AI?

Both kaimahi and 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 and brainstorm ideas on using generative AI in teaching and learning. The prompts used include:

- Define Generative artificial intelligence
- Define AI literacy
- What advice would you give teachers on how to teach AI literacy?

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

Key relevant documents

NMIT Academic Integrity and Academic Misconduct Policy

Academic Misconduct Procedure