Artificial Intelligence Tools and Academic Integrity – Syllabus Statements

Context

As things are constantly shifting, providing clear expectations to students is especially important. Different instructors might have differing approaches to artificial intelligence (AI) tools and it can be confusing for students to determine what is acceptable if it is not explicitly stated. The course syllabus is a great place to start communicating your expectations. It can also be helpful to go over the course syllabus in the first class in case any students have additional questions.

Although ChatGPT is often the first AI tool that comes to mind, there are other AI tools out there (e.g. Microsoft CoPilot, Dall-E, Midjourney). Many platforms are also adding built in features that use generative AI that you may need to consider.

Additionally, it is important for us to consider how these tools are being used in various disciplines and industries so we can ensure we provide our graduates with the learning they need to be competent upon graduation. While determining what use makes sense, how to use the relevant tools and navigating unforeseen challenges may be uncomfortable, we are here to support you in this endeavor.

What should I include in the syllabus statement on AI tools? (We have included some sample templates at the end of this resource)

1. Is the use of AI tools considered academic misconduct in your class?
   a. The information in the points below will give students a better idea of what is acceptable and what isn't, however it is still helpful to directly address whether something would be considered academic misconduct. This is also a good opportunity to have a discussion around academic integrity and how it shows up in your class. Encourage students to ask questions if they are unsure if something is acceptable or not.
   b. If students have questions around academic integrity, they can visit the Academic Integrity website or contact the integrity unit at academic.integrity@kpu.ca.

2. Rationale
   a. Students can benefit from understanding why something is permitted or not (e.g. in a writing course, use of ChatGPT to write an essay response for you is not helping one to learn and develop the skill of writing, which is a core learning outcome of the course)

3. Parameters
   a. If you are planning to incorporate/permit certain use cases, provide specific parameters around when the use of AI tools is appropriate. It is recommended to also include this information in each assignment/project's instructions.
   b. Some considerations are:
      i. Which assignments could a student use AI tools to help with? Which AI tools (e.g. text-based like ChatGPT or text-to-image like Dall-E)? Also consider what your stance is on Grammarly and Translation Tools.
      ii. Within an assignment, which portions of the assignment could AI tools be used for?

iii. In those portions, what types of uses are acceptable? Can they use AI tools to help them brainstorm, to revise their grammar, or to help them generate arguments, to explore literature or multiple perspectives? Explore the [Teaching & Learning Commons resource site for teaching and learning with AI for ideas](#).

iv. When determining the above, you may want to consider your specific faculty/discipline context as well as the types of assignments in your class. An appropriate use in one Faculty might not be as effective in another.

v. If you would like support with determining what uses of AI tools might be appropriate in your classes, contact the [Teaching & Learning Commons](#). If you are interested in exploring alternative assessment formats, such as authentic assessments, to help reduce academic misconduct, the Teaching & Learning Commons can also assist with this.

vi. Sample wording (detailed examples are provided at the end of this resource):

- **Not Permitted** - The use of generative AI tools in this class is not permitted and doing so could result in an academic integrity breach.
- **Permitted with Limitations** - The use of generative AI tools is permitted in the class with the following limitations: *List details related to specific tools, use cases or assignments here.* Appropriate citation is required.
- **Fully Permitted** – Students are encouraged to utilize AI tools, as long as proper citation is provided.

4. How to Cite
   a. If you are allowing the use of AI tools, consider how you would like students to cite it. The KPU Library has guides for APA and MLA. If you prefer a different citation style, reach out to the KPU Library for suggestions.
      - [How do I cite Artificial Intelligence in APA?](#)
      - [How do I cite Artificial Intelligence in MLA?](#)
   b. Do you have any specific requirements when students cite it? (e.g. including an appendix of the prompt and output, or an explanation of how they used the AI tool)
      i. Having the AI output submitted with a student's assignment can work well if they are evaluating what AI created and then making revisions to it for a final submission or if they are providing a critique of the issues they are noticing in the AI output.

5. Data and Privacy
   a. Like many online tools, data is being collected and stored when one uses AI tools like ChatGPT. Examples of this are your chat history and the information that you provided when creating an account. It is important that students are aware of this if you are encouraging the use of AI tools. It can be a good idea to encourage students to avoid entering any private or personal information into the tool when using it.

6. Ethical Use
   a. Generative AI tools can provide biased and discriminatory output. If you are including or encouraging the use of AI in some way in your classroom, it is important to discuss this with your students and to reinforce that they need to evaluate the output that is being provided. Building in critical reflection and decision-making opportunities can also be valuable for students and an essential skill in today's digital world.

7. Information for Students
   a. Generative AI tools, like ChatGPT, are still new for students and faculty alike. Below are some resources that can be shared with students. They highlight some key considerations to be aware of, including privacy and limitations of the tools.
      - [KPU's ChatGPT and Other AI Tools FAQ for Students](#)
      - [KPU Library's Artificial Intelligence LibGuide](#)

FAQ:

Q: Can I make use of ChatGPT mandatory in my class?

A: ChatGPT and other AI tools are third-party software that collect personal data, so they cannot be made mandatory. If you are asking students to use a tool like ChatGPT in your class, it is important that students are aware of the privacy concerns and that an alternative is provided if they would rather not use the third-party tool. Keep in mind that some students may experience difficulty with accessing certain AI tools (e.g. ChatGPT Plus requires a paid subscription).

Depending on the context, a workaround could be to do the prompting yourself and then provide the output to your students to work with. This removes the need for students to create an account.

Q: Does KPU have any recommended AI tools?

A: We are undertaking a privacy review of generative AI tools as a group in order to provide guidelines for use. In the meantime, Microsoft CoPilot is available in our Microsoft installation and when used with your KPU login credentials (faculty or student) it will gather data from the internet to respond to your prompts without collecting data from our users. Please note the session are not enduring and you must copy and paste the output to a document before signing out.
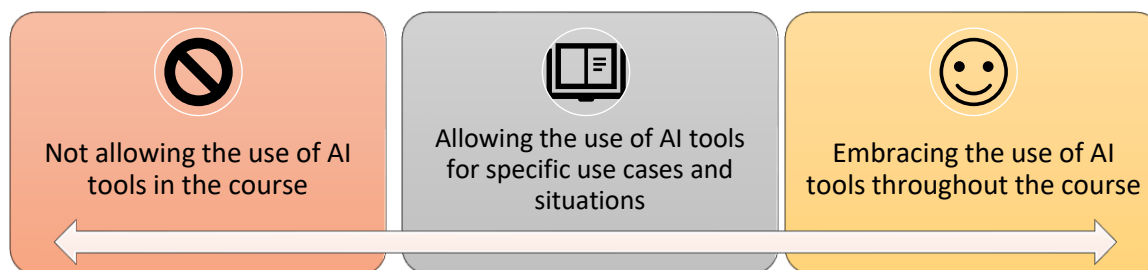
Q: How do I get support to evaluate a particular tool and determine if it can be used at KPU?

A: Until we have a standard in place, the Teaching & Learning Commons will work with individual faculty to assist them. We firmly believe that generative AI is here to stay and we want to support innovation while managing risk and other related legislative variables.

Q: Can I use AI detection tools to detect academic integrity breaches?

A: No. Current detection tools are not reliable enough to use to detect or prove academic misconduct. In addition, these tools pose privacy risks as they require student work to be entered into them (usually without the consent of the student), amongst other concerns. For more information on what to do if you suspect a student has used generative AI without your permission, review [KPU's Position Statement](#).

Sample Templates

Not allowing the use of AI tools in the course	Allowing the use of AI tools for specific use cases and situations	Embracing the use of AI tools throughout the course

Example 1: Not allowing the use of AI tools in the course

The use of generative artificial intelligence tools, such as ChatGPT, is not permitted in <u>this course</u> and will be considered a breach of academic integrity under Policy ST2. These tools are not permitted because *[they do not support you in achieving the learning outcomes mentioned earlier in this syllabus]*. Your submissions should solely reflect your voice and independent work.

If you are unsure whether something is considered an artificial intelligence tool in this course, please ask.

You can learn more about AI tools at KPU by reviewing the resources below:

- KPU's ChatGPT and Other AI Tools FAQ for Students
- KPU Library's Artificial Intelligence LibGuide

For more information on academic integrity at KPU, visit the Academic Integrity website or contact the integrity unit at academic.integrity@kpu.ca.

Example 2: Allowing the use of AI tools for specific use cases and situations

Use of generative artificial intelligence tools, such as ChatGPT, is permitted in some parts of <u>this course</u>, but there are limitations on how and when you can use these tools to *[ensure that you are using these tools responsibly]*. Using these tools in ways that are not sanctioned will be considered a breach of academic integrity under Policy ST2.

Like many online tools, data is being collected and stored when one uses AI tools like ChatGPT. Examples of this are your chat history and the information that you provided when creating an account. It is recommended to avoid entering any private or personal information into the tool when using it. If you have any concerns around this, please let me know.

When using AI tools in this course, you are required to acknowledge its use by citing it. Please review the KPU Library's Guide for how to cite these tools in *APA: How do I cite Artificial Intelligence in APA?*

[Insert list of assignments/projects in the course and when/how AI tools can be used]

Discussion Post	*No use of AI tools permitted*
Research Assignment	*Use of AI tools permitted to help with brainstorming ideas, editing, and grammar*

Group Project – Case Study Analysis	*No use of AI tools permitted in Parts 1+2 of the assignment.* *Use of AI tools permitted in Part 3 to help with the creation of the slide deck and summaries.*
Final Exam	*No use of AI tools permitted*

If you are unsure whether something would be acceptable or not, please ask.

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Example 3: Embracing the use of AI tools throughout the course

Use of generative artificial intelligence tools, such as ChatGPT, is embraced throughout this course, as long as proper acknowledgement is given. *[You are encouraged to use AI tools as this upper-year course challenges you to think outside of the box and to use the tools available to you to develop the skills that are sought after by employers.]* Using these tools without citing them will be considered a breach of academic integrity under Policy ST2. Please review the KPU Library's Guide for how to cite these tools in *APA: How do I cite Artificial Intelligence in APA?*

Like many online tools, data is being collected and stored when one uses AI tools like ChatGPT. Examples of this are your chat history and the information that you provided when creating an account. It is recommended to avoid entering any private or personal information into the tool when using it. If you have any concerns around this, please let me know.

[Insert list of assignments/projects in the course and potentially includes examples of ways to use AI responsibly]

Discussion Posts	*Use of AI tools to support with considering other points of view*
Class Debate	*Use of AI tools to help with brainstorming ideas and developing arguments*
Group Project – Pitch Idea	*Use of AI tools to help with clarifying class concepts and writing summaries*

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