

# Policy Framework proposal for Responsible and Ethical Use of Generative AI<sup>12</sup>

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## Introduction

Artificial intelligence (AI) has witnessed significant advancements in recent years, particularly in generative AI. This technology enables machines to generate or create content resembling human-created content, such as text, images, and audio. We must recognise that generative AI is rapidly evolving and that we cannot fully anticipate its future capabilities.

One prominent example of generative AI you may be familiar with is ChatGPT. However, it is essential to note that ChatGPT is just one among many AI tools available today. The landscape of generative AI is expansive, and new tools and technologies are emerging at an unprecedented rate. This means we cannot definitively determine what AI tools our students can access or foresee how they may utilise them.

The fast-paced evolution of generative AI brings us to an important and urgent consideration: the need for a policy regarding its use in higher education. Developing a policy framework ensures we proactively address potential challenges and guide our students in responsible and ethical AI usage. By having a policy in place, we can establish guidelines and provide students with the necessary information to navigate generative AI technology effectively.

Creating a policy on how to deal with generative AI at UCM/MS-LAS/FSE/UM allows us to address concerns related to academic integrity, privacy, and ethical considerations. It enables us to balance embracing the benefits of generative AI as a valuable learning tool while safeguarding the academic integrity and ethical standards of our educational institutions. UM's Problem-based Learning System and the underlying CCCS principles, combined with

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<sup>1</sup> Policy framework proposal drafted at UCM, but broadly applicable, e.g. MS-LAS/FSE/UM

<sup>2</sup> To ensure the fundamental principles of academic integrity, it is important to explicitly mention that this text was written by a human author (Lonneke Bevers) in collaboration with generative AI technology (ChatGPT May 24 Version), which was used for inspiration, suggestions and to increase productivity.

UM's Vision for Assessment, enable us to prepare our students, with relatively minor adjustments, for a world in which generative AI will play an increasing role.

## The UM Vision on Assessment

UM's Vision on Assessment strives for meaningful learning in PBL settings using diverse fit-for-purpose assessment formats. The vision contains three key elements:

- Assessment is meaningful for the learning process of the UM student;
- Assessment supports the C-C-C-S principles of PBL;
- Assessment is coordinated at the programme level.

### Assessment is meaningful

Any form of assessment should contribute to the learning process of our students. Assessment is a powerful driver of learning; students often study to pass a test, and not necessarily because they want to learn or develop into competent professional academics. The influence of assessment on learning is also expressed in the three different focuses of learning conceptions of assessment: Assessment 'of', 'for' or 'as' learning. *Assessment of learning* represents the conception of measurement and judgement as the important role of assessment; *Assessment as learning* and *Assessment for learning* take the learning process as significant and emphasise the role of assessment in supporting learning.

The Vision on Assessment emphasises designing assessment programmes that explicitly combine the testing/decision-making function of assessment with the learning function of assessment, supporting our students to become professionals with the knowledge and skills/competencies needed for their future. This requires providing sufficient and meaningful assessment information and feedback to students throughout their academic programme and support and guidance for students to use that assessment information and feedback to self-direct their learning and actively seek feedback. This approach discourages the unauthorised use of generative AI tools because meaningful assessment helps students see the value of engagement in learning and personal growth. By prioritising meaningful feedback and support, we promote academic integrity and cultivate a genuine desire for learning and professional development among students.

### Assessment supports the C-C-C-S principles of PBL

The theoretical learning principles of PBL are relevant and essential for student-centred teaching. The principles of PBL should be supported by the design of assessment activities. The Vision on Assessment emphasises that in curricula designed according to the principles of PBL, the overall programme assessment design should ideally include diverse and authentic formats to assess the level of understanding and linkage of concepts for -complex-whole tasks (constructive and contextual) and include assessment and feedback activities on group work and professional attitude (collaborative). Students should be able (and empowered) to use feedback and assessment information to take the next step, self-direct their learning, and actively seek feedback. This approach fosters active engagement, critical thinking, and collaboration, reducing reliance on AI tools and promoting academic integrity.

### Assessment is coordinated at the programme level

To align assessment with PBL principles, the third key element focuses on programme-level assessment management. Assessment design is considered educational design and is used as one of the teaching and learning strategies that help our students take ownership of their learning and assessment and achieve the intended learning outcomes. The assessment itself does not drive the curriculum but serves the programme. At the level of an entire programme (for a 180-credit bachelor's degree, for example), the curriculum is designed, consisting of intended learning outcomes, teaching and learning interventions and assessment methods. Within this plan, the autonomy of teachers to direct their assessment can be accommodated as long as the assessment is also aligned with the

programme level. This programme-level assessment plan includes assessment of intended learning outcomes in a reliable, valid and transparent manner. Because programme management will be able to oversee the entire assessment programme (and not just at the course level), designing more longitudinal assessment in longitudinal educational pathways will also be possible, generating options for students to remediate during the pathway, use active feedback-seeking strategies and direct their learning and assessment more. Finally, by designing assessment at the programme level, alignment and quality can be better monitored, helping to integrate assessment into the quality assurance and monitoring cycle that applies to all UM programmes.

## Risk Factors for Fraud in Assignments

Research has shown<sup>3</sup> that students may commit fraud in their assignments due to academic pressure, lack of preparation, fear of negative consequences, external pressures, procrastination, and lack of interest. These factors can drive some individuals to cheat, plagiarise, or engage in fraudulent practices to achieve better grades, avoid punishment, or meet expectations. However, it is important to remember that not all students resort to dishonesty, as many prioritise academic integrity and approach their assignments honestly.

An education and assessment policy -based on the Vision of Assessment- effectively prevents students from committing fraud/unauthorised use of generative AI in their assignments through several key mechanisms:

*Focusing on the learning process:* By centring the assessment policy on the learning process, it encourages students to actively engage in their learning and strive to develop into competent professionals. This emphasis on genuine learning reduces the temptation to resort to fraudulent practices like cheating or using AI tools to produce plagiarised work.

*Providing meaningful assessment information and feedback:* The policy promotes the provision of valuable feedback and support to students. By receiving constructive feedback and relevant assessment information, students gain a better understanding of their progress and areas for improvement. This reduces the need to cheat or use AI tools, as they actively participate in their assignments and work towards genuine growth and achievement.

*Aligning with problem-based learning (PBL) principles:* The policy adheres to PBL principles, such as diverse and authentic forms of assessment and evaluating group work and professional attitudes. This approach fosters active learning, critical thinking, and collaboration, creating an environment that discourages using AI tools for fraudulent purposes. Students are encouraged to demonstrate their understanding and apply their knowledge through genuine engagement with complex tasks and collaborative efforts.

Overall, this education and assessment policy discourages fraudulent behaviour by prioritising the learning process, providing meaningful feedback, and aligning with principles that foster active learning and collaboration. By promoting academic integrity and authentic engagement, the policy reduces the inclination for students to cheat or rely on AI tools to deceive in their assignments.

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<sup>3</sup> Hattingh, F., Buitendag, A., & Lall, M. (2020). Systematic literature review to identify and rank the most common reasons for plagiarism. In M. Jones (Ed.), *Proceedings of InSITE 2020: Informing Science and Information Technology Education Conference*, pp. 159-182. Informing Science Institute. <https://doi.org/10.28945/4576>

## Guidelines

### Guidelines for Programme Directors

1. Stay informed about generative AI: Keep yourself updated on the advancements, capabilities, and implications of generative AI technology. Stay informed about its potential impact on the quality of education, including academic integrity, assessment practices, and learning outcomes.
2. Develop a comprehensive policy framework: Develop a robust policy framework that addresses the integration of generative AI into the educational programme. Define guidelines that outline the responsible and ethical use of AI tools while ensuring alignment with the programme's quality standards and learning outcomes (aims).
3. Design programme ILOs on responsible and ethical generative AI use: Prepare students for a world in which AI plays an increasingly prominent role by integrating AI-related content and skills into the programme curriculum, fostering interdisciplinary collaboration, promoting AI literacy and ethical awareness, and providing experiential learning opportunities (e.g. media and digital literacy).
4. Establish programme-specific guidelines: Tailor the guidelines to the specific needs and requirements of the educational programme. Consider the programme's unique characteristics, disciplines, and learning outcomes when formulating policies related to generative AI usage.
5. Align with institutional policies: Ensure that the programme's policy on generative AI aligns with the overarching institutional policies and guidelines. Collaborate with other stakeholders, such as educational management and faculty members, to ensure consistency across different programmes within the institution.
6. Promote ethical considerations: Emphasize the importance of ethical considerations in using generative AI tools. Educate faculty and students about the ethical implications of AI usage and the potential risks of academic misconduct. Foster a culture that values academic integrity and responsible AI usage.
7. Provide faculty training and support: Offer training and professional development opportunities to faculty members to enhance their understanding of generative AI and its impact on teaching and assessment practices. Provide support and resources to help faculty integrate AI tools responsibly and effectively.
8. Foster assessment best practices: Encourage the use of diverse and authentic assessment formats that align with the principles of problem-based learning (PBL) and the programme's learning outcomes. Promote assessment practices that focus on meaningful feedback, critical thinking, and active engagement, reducing the reliance on AI tools for fraudulent purposes.
9. Emphasise, monitor and evaluate AI integration: Implement mechanisms for monitoring and evaluating the integration of generative AI in the programme. Regularly assess the impact of AI tools on teaching, learning outcomes, and student satisfaction. Collect feedback from faculty and students to identify areas for improvement and make necessary adjustments to the programme's AI-related policies.
10. Collaborate with (industry) partners: Engage with partners and professionals to understand the current and emerging applications of generative AI in the field. Seek their insights on best practices and ethical considerations related to AI usage. Foster partnerships that support the programme's quality standards and provide students with relevant real-world experiences.
11. Continuous improvement: Embrace a culture of continuous improvement by regularly reviewing and updating the programme's policies and guidelines. Stay informed about the latest developments in generative AI technology and adapt the programme's approach accordingly. Encourage feedback and suggestions from faculty, students, and other stakeholders to ensure the programme remains at the forefront of responsible AI integration.

### Guidelines for Teaching Staff

1. Familiarize yourself with generative AI: Stay informed about the advancements in generative AI and be aware of the various AI tools available, including ChatGPT. Continuously update your knowledge to understand the capabilities and potential implications of these tools.
2. Incorporate the programme's policy into your teaching practices: Familiarize yourself with the policy and integrate its principles into your teaching methods. Emphasise the importance of academic integrity, ethical considerations, and responsible use of AI tools to your students.

3. Emphasize the value of genuine learning: Educate students about the significance of engaging in the learning process and the benefits of personal growth. Highlight that assessment should contribute to their learning journey and not just be seen as a means to pass a test.
4. Consider work by students who declare no use of AI tools as the baseline for grading<sup>4</sup>: It is important to recognise and acknowledge the efforts of students who choose not to utilise AI tools in their work. By treating their work as the baseline for grading, you incentivise and encourage students to rely on their own knowledge, skills, and critical thinking abilities.
5. Provide meaningful assessment information and feedback: Ensure your assessment methods provide students with valuable feedback and relevant assessment information. This helps them understand their progress, identify areas for improvement, and actively participate in their assignments. By prioritising meaningful feedback, you discourage the temptation to use AI tools for fraudulent purposes.
6. Align assessment with problem-based learning (PBL) principles: Design assessment activities that support the principles of PBL, such as diverse and authentic formats that assess the understanding and linkage of concepts. Include assessment and feedback activities on group work and professional attitudes. By promoting active learning, critical thinking, and collaboration, you create an environment that discourages fraudulent practices and reduces reliance on AI tools.
7. Collaborate with programme-level assessment management: Coordinate with programme-level assessment management to align your assessments with the overall programme objectives and outcomes. Ensure that your assessments are reliable, valid, and transparent. By designing assessments at the programme level, you contribute to the integration of assessment into the quality assurance and monitoring cycle.
8. Be aware of risk factors for fraud: Familiarize yourself with the risk factors that may drive students to resort to fraudulent practices, such as academic pressure, lack of preparation, fear of negative consequences, external pressures, procrastination, and lack of interest. By understanding these factors, you can proactively address them through effective teaching practices and support mechanisms.
9. Foster a culture of academic integrity: Create a classroom environment that promotes academic integrity and encourages honest engagement with assignments. Educate students about the consequences of fraudulent practices and the long-term benefits of genuine learning. Encourage open discussions about ethical considerations related to AI usage.
10. Thoughtfully implement AI in education to enhance student learning experiences: By harnessing the benefits of AI while considering ethical considerations and maintaining a human-centred approach, we can create enriching educational experiences that empower students and enhance their overall learning outcomes.

## Guidelines for Students

1. Understand generative AI and its implications: Familiarize yourself with the concept of generative AI and its advancements. Gain an understanding of how it can generate content resembling human-created content, such

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<sup>4</sup> Considering work by students who declare no use of AI tools as the baseline for grading is important for several reasons:

1. Ensuring fairness: By acknowledging and valuing the efforts of students who choose not to use AI tools, you promote fairness in the grading process. It recognizes their commitment to relying on their own knowledge, skills, and critical thinking abilities.
2. Encouraging academic integrity: Treating the work of students who declare no use of AI tools as the baseline sends a clear message about the importance of academic integrity. It discourages the temptation to rely solely on AI-generated content or fraudulent practices, fostering a culture of honesty and originality.
3. Recognizing individual achievement: Students who opt not to use AI tools may demonstrate a deeper understanding of the subject matter, independent research skills, and critical thinking abilities. By considering their work as the baseline, you acknowledge and reward their individual achievements.
4. Motivating self-reliance and skill development: By establishing the work of non-AI users as the standard, you incentivize other students to rely on their own efforts, thereby promoting the development of essential skills such as problem-solving, analysis, and creativity.

If you do not consider the work of students who declare no use of AI tools as the baseline for grading, there are potential risks:

1. Unfair advantage for AI users: Not recognizing the efforts of non-AI users may create a perception of unfairness among students who have chosen to rely solely on their own abilities. This can lead to a sense of discouragement and reduced motivation.
2. Undermining academic integrity: Neglecting to value non-AI users' work may inadvertently send a message that using AI tools is implicitly accepted or even encouraged. This can compromise the principles of academic integrity and promote unethical practices.
3. Discouraging critical thinking and independent learning: If AI-generated work is rewarded without considering the efforts of non-AI users, it may discourage students from engaging in critical thinking, independent research, and the pursuit of genuine learning.

Therefore, considering the work of students who declare no use of AI tools as the baseline for grading is crucial for promoting fairness, academic integrity, individual achievement, and the development of important skills among students. This does, obviously, not imply that another student's text that is just as robust in content but much better written, due to AI, should receive a higher grade, because it goes beyond that baseline.

as text, images, and audio. Be aware that generative AI is rapidly evolving, and its future capabilities are uncertain.

2. Adhere to institutional policies: Familiarize yourself with the policies and guidelines set by your educational institution regarding the use of AI tools, including generative AI. Understand the ethical considerations, academic integrity expectations, and privacy regulations related to AI usage.
3. Use AI tools responsibly and ethically: If authorised to use generative AI tools, ensure that you use them responsibly and ethically. Do not engage in fraudulent practices, such as cheating, plagiarism, or using AI tools to deceive in your assignments. Understand that the purpose of using AI tools should be to enhance your learning experience, not to gain an unfair advantage.
4. Prioritize genuine learning: Focus on the value of genuine learning and personal growth rather than solely aiming to pass assessments. Assessments should contribute to your learning process and development as a competent professional. Engage actively in your assignments and coursework to truly grasp the subject matter.
5. Seek feedback and guidance: Actively seek feedback from your instructors and utilise the assessment information provided to you. Use the feedback to identify areas for improvement and direct your learning effectively. Take advantage of support services and resources available to enhance your understanding and skills.
6. Embrace problem-based learning (PBL) principles: Embrace the principles of PBL and view assessments as opportunities to demonstrate your understanding and apply your knowledge. Engage in critical thinking, collaboration, and active participation in group work and professional attitude assessments. This approach encourages genuine engagement and discourages reliance on AI tools for fraudulent purposes.
7. Practice academic integrity: Uphold academic integrity by submitting your original work and adequately acknowledging sources when using external material. Avoid plagiarising content generated by AI tools or any other sources. Understand that academic integrity is essential for your personal and professional development.
8. Manage academic pressure effectively: Recognize that academic pressure can be a risk factor for engaging in fraudulent practices. Develop effective time management skills, maintain good study habits, and seek support when needed. Proactively address your concerns or challenges rather than resort to dishonest practices.
9. Stay informed and adapt responsibly: Keep yourself informed about the evolving landscape of AI technologies, including generative AI. Stay updated on any policy changes or guidelines provided by your educational institution. Adapt your approach to AI usage responsibly, ensuring it aligns with ethical standards and academic integrity expectations.
10. Engage in open dialogue: Engage in open discussions with your peers, instructors, and academic advisors regarding AI usage, ethical considerations, and responsible practices. Foster a culture of academic integrity and contribute to an environment that values genuine learning and personal growth.

## Possible How-To's for Programme Directors

1. Stay informed about generative AI:
  - a) Follow reputable sources, such as research papers, conferences, and industry publications, to stay updated on advancements in generative AI.
  - b) Engage in professional networks and communities focused on AI and education to share knowledge and insights.
  - c) Attend relevant webinars, workshops, or conferences to learn about the implications of generative AI in education.
2. Develop a comprehensive policy framework:
  - a) Conduct research and review existing policies and guidelines for AI integration in education.
  - b) Collaborate with stakeholders, including faculty, administrators, and experts in AI ethics, to develop a policy framework that aligns with the programme's objectives and quality standards.
  - c) Clearly define guidelines for the responsible and ethical use of generative AI tools, ensuring transparency, privacy, and academic integrity.
3. Design programme ILOs in the area of responsible and ethical generative AI use:
  - a) Identify the specific AI-related content, skills, and competencies relevant to the programme's goals and learning outcomes.
  - b) Integrate AI topics into the curriculum, considering interdisciplinary approaches and real-world applications.
  - c) Provide experiential learning opportunities, such as projects or internships, to enhance students' understanding of responsible AI usage.
  - d) Encourage AI-focused research and innovation through student initiatives and collaborations with industry or research institutions.
4. Establish programme-specific guidelines:
  - a) Analyze the programme's unique characteristics, disciplines, and learning outcomes to tailor guidelines accordingly.
  - b) Consider the potential challenges and opportunities specific to the programme when formulating policies related to generative AI usage.
  - c) Involve faculty members, experts, and relevant stakeholders to ensure the guidelines are comprehensive and practical.
5. Align with institutional policies:
  - a) Familiarize yourself with the overarching institutional policies and guidelines related to AI integration in education.
  - b) Collaborate with educational management and faculty members to align the programme's policy with institutional standards.
  - c) Seek input and feedback from relevant committees or departments to ensure consistency across different programmes within the institution.
6. Promote ethical considerations:
  - a) Educate faculty and students about the ethical implications of generative AI usage, including bias, privacy, and intellectual property issues.
  - b) Organize workshops, seminars, or discussions on responsible AI practices and academic integrity.
  - c) Foster a culture that values ethical considerations and encourages open dialogue about the ethical challenges posed by AI tools.
7. Provide faculty training and support:
  - a) Offer professional development opportunities, workshops, or training sessions to enhance faculty members' understanding of generative AI and its educational applications.
  - b) Provide resources, such as guidelines, toolkits, or case studies, to assist faculty in integrating AI tools effectively and responsibly.
  - c) Establish a support system where faculty can seek guidance and share best practices related to AI integration.
8. Foster assessment best practices:
  - a) Promote the use of diverse and authentic assessment formats that align with the principles of problem-based learning and the programme's learning outcomes.



- b) Encourage assessment practices prioritising critical thinking, creativity, and active engagement rather than relying solely on AI-generated outputs.
  - c) Emphasize the importance of meaningful feedback to guide students' learning process and reduce the incentive for academic misconduct.
9. Emphasize, monitor, and evaluate AI integration:
- a) Implement mechanisms to monitor the integration of generative AI in the programme, such as surveys, assessments, or student feedback.
  - b) Regularly assess the impact of AI tools on teaching methods, learning outcomes, and student satisfaction.
  - c) Analyze the data collected to identify areas for improvement and make necessary adjustments to the programme's AI-related policies and practices.
10. Collaborate with industry partners:
- a) Engage with industry professionals and organisations to understand the current and emerging applications of generative AI in the field.
  - b) Seek insights and best practices from industry partners regarding ethical considerations and real-world implementations of AI.
  - c) Foster partnerships that provide students with opportunities for internships, projects, or research, aligning with the programme's objectives and quality standards.
11. Continuous improvement:
- a) Regularly review and update the programme's policies and guidelines to reflect the latest developments in generative AI technology and ethical considerations.
  - b) Encourage faculty, students, and other stakeholders to provide feedback and suggestions to enhance the programme's approach to AI integration.
  - c) Stay connected with the broader AI and education community to remain at the forefront of responsible AI integration and incorporate emerging best practices.

### Possible How-To's for Teaching Staff

1. Familiarize yourself with generative AI:
  - a) Stay updated on advancements in generative AI, including tools like ChatGPT, by reading research papers, attending conferences, and following reputable sources.
  - b) Continuously expand your knowledge to understand the capabilities and implications of generative AI tools in education.
2. Incorporate the policy into your teaching practices:
  - a) Familiarize yourself with the policy on generative AI and integrate its principles into your teaching methods and materials.
  - b) Emphasize the importance of academic integrity, ethical considerations, and responsible use of AI tools to your students.
3. Emphasize the value of genuine learning:
  - a) Engage students through interactive activities and discussions requiring active participation.
  - b) Incorporate real-life examples and case studies to demonstrate the relevance of the subject matter.
  - c) Provide opportunities for students to reflect on their learning progress and set personal goals.
4. Consider work by students who declare no use of AI tools as the baseline for grading:
  - a) Clearly communicate the option for students to declare if they have not used AI tools in their work.
  - b) Evaluate and provide feedback on these assignments first, establishing them as the benchmark for grading.
  - c) Highlight the strengths and critical thinking skills demonstrated by students who rely solely on their own efforts.
  - d) Do not reward higher grades to students who hand in texts that are just as robust in content but much better written due to AI.
5. Provide meaningful assessment information and feedback:
  - a) Use rubrics and clear criteria to assess student work and provide specific feedback on strengths and areas for improvement.
  - b) Offer constructive feedback that guides students towards deeper understanding and growth.



- c) Schedule one-on-one feedback sessions or office hours to discuss assignments and address individual questions or concerns.
- 6. Align assessment with problem-based learning (PBL) principles:
  - a) Design assessments that simulate real-world scenarios or authentic tasks relevant to the subject matter.
  - b) Include group projects or case studies that require critical thinking, analysis, and application of concepts.
  - c) Provide clear assessment criteria for evaluating both content and collaboration skills.
- 7. Collaborate with program-level assessment management:
  - a) Attend meetings or workshops organised by program-level assessment management to understand the overall goals and objectives.
  - b) Align your assessments with the program outcomes and ensure coherence across different courses.
  - c) Seek feedback from colleagues and participate in assessment moderation activities to ensure the reliability and validity of your assessments.
- 8. Be aware of risk factors for fraud:
  - a) Create a supportive classroom environment where students feel comfortable seeking help or clarification.
  - b) Provide clear instructions, examples, and resources to minimise confusion and enhance preparedness.
  - c) Offer opportunities for formative assessments and practice exercises to reduce academic pressure and encourage timely engagement.
- 9. Foster a culture of academic integrity:
  - a) Establish and communicate clear expectations regarding academic integrity and plagiarism.
  - b) Incorporate discussions on ethical considerations related to AI usage and its impact on learning and society.
  - c) Implement tools and techniques to detect and deter plagiarism, such as plagiarism-checking software or citation workshops.
- 10. Thoughtfully implement AI in education to enhance student learning experiences:
  - a) Start with small-scale implementations of AI tools, gradually introducing them into the curriculum.
  - b) Provide students with guidance and training on effectively using AI tools for learning purposes.
  - c) Regularly assess the impact of AI integration on student engagement, understanding, and overall learning outcomes, making adjustments as needed.

### Possible How-To's for Students

- 1. Understand generative AI and its implications:
  - a) Read articles, research papers, and books on generative AI to gain a solid understanding of its concepts and advancements.
  - b) Stay updated with the latest developments in generative AI through reputable sources and research publications.
  - c) Join online communities, forums, or social media groups focused on AI to engage in discussions and learn from experts in the field.
- 2. Adhere to institutional policies:
  - a) Familiarize yourself with your educational institution's policies and guidelines related to AI usage, including generative AI.
  - b) Pay attention to any ethical considerations, academic integrity expectations, and privacy regulations outlined by your institution.
  - c) Seek clarification from professors, academic advisors, or the relevant department if you have any doubts or questions regarding these policies.
- 3. Use AI tools responsibly and ethically:
  - a) Only use generative AI tools if you have proper authorisation and within the bounds of your educational institution's policies.
  - b) Avoid engaging in fraudulent practices such as cheating, plagiarism, or using AI tools to deceive in your assignments.
  - c) Use generative AI tools to supplement your learning process, focusing on enhancing your understanding and creativity rather than seeking unfair advantages.
- 4. Prioritize genuine learning:

- a) Approach your assignments and coursework, focusing on deep understanding and personal growth rather than solely aiming to pass assessments.
  - b) Actively engage with the subject matter, ask questions, and seek clarification to ensure a comprehensive grasp of the material.
  - c) View assessments as opportunities to demonstrate your knowledge and skills rather than as mere hurdles to overcome.
5. Seek feedback and guidance:
- a) Actively seek feedback from your instructors by submitting drafts, attending office hours, or arranging meetings to discuss your progress.
  - b) Use the feedback provided to identify areas for improvement and make necessary adjustments to your learning strategies.
  - c) Use support services and resources available, such as tutoring, writing centres, or academic workshops, to enhance your understanding and skills.
6. Embrace problem-based learning (PBL) principles:
- a) Approach assignments and assessments as opportunities to apply your knowledge and critical thinking skills.
  - b) Engage in collaborative group work and professional attitude assessments to develop teamwork and problem-solving abilities.
  - c) Avoid relying solely on AI tools and instead focus on actively participating in discussions, analysing information, and proposing innovative solutions.
7. Practice academic integrity:
- a) Ensure that all work you submit is original and properly cited when using external sources.
  - b) Familiarize yourself with citation styles (e.g., APA, MLA) and consistently apply them to acknowledge the sources you utilise.
  - c) Refrain from using AI-generated content as your own without proper attribution.
8. Manage academic pressure effectively:
- a) Develop effective time management skills to distribute your workload and avoid last-minute rushes.
  - b) Maintain a balanced lifestyle by allocating time for relaxation, exercise, and social activities.
  - c) Seek support from professors, counsellors, or peers when you feel overwhelmed or face challenges instead of resorting to dishonest practices.
9. Stay informed and adapt responsibly:
- a) Stay updated on the latest advancements, policies, and guidelines related to AI technologies and generative AI.
  - b) Regularly check for any policy changes or updates provided by your educational institution regarding AI usage.
  - c) Adapt your approach to AI usage responsibly, ensuring it aligns with ethical standards and academic integrity expectations.
10. Engage in open dialogue:
- a) Participate in open discussions with peers, instructors, and academic advisors regarding AI usage, ethical considerations, and responsible practices.
  - b) Contribute to creating a culture of academic integrity by sharing your insights and experiences related to AI tools and their impact on learning.
  - c) Foster an environment that values genuine learning and personal growth, where discussions and debates can help shape responsible AI usage.