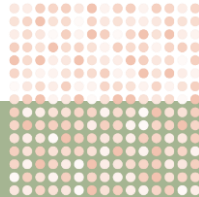


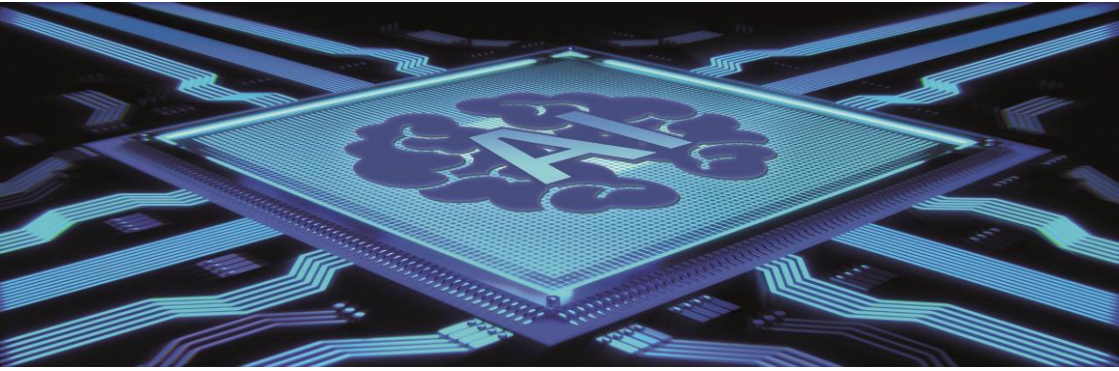


GLION SELF-HELP SERIES

Learning Support



Using AI ethically and efficiently



Following the launch of ChatGPT and other generative AI tools, the Glion Institute of Higher Education (GIHE) has adapted its policies and teaching practices.

The Library & Information Services and Learning Support team has produced the following guidance for students on the ethical use of AI tools in their academic work.

When using generative AI tools, you should behave ethically by adhering to the following key points:

Transparency:

Identify if you are authorized to use AI tools in your academic work and courses.

Always refer to the Project Outline and if unsure, ask your lecturer.

If you can use AI tools for your academic work, be transparent about it.



Authenticity:

Ensure that any content generated using AI is clearly identified as such and does not mislead others into thinking it is your own original work.

Give proper credit to AI-generated content – see here for more details on the APA format.

According to GIHE rules, an appendix needs to be included after your reference list.

You should detail your inputs to the AI tools, as well as a brief description of how you have used the AI tools – whether generative AI, translation, or paraphrasing tools.

Always follow the instructions of the relevant faculty member.



TRUTHFUL

Academic integrity:

Familiarize yourself with GIHE's policy as well as with the principles of Academic Integrity.

Avoid using AI to engage in plagiarism or cheating, and always cite and credit sources appropriately, whether they are human or AI-generated.

Uphold academic integrity by using AI tools to enhance your learning and understanding, rather than attempting to gain an unfair advantage in assessments and assignments.



Data privacy:

Be cautious about sharing personal or sensitive information with AI tools.

Make sure you understand the privacy and data collection policies of the tools and platforms you use.

If you have concerns about data privacy, seek clarification from the tool or platform provider.

Bias awareness:

Be vigilant about the potential biases in AI-generated content, both in terms of information and language.

Be critical of AI outputs and take steps to identify and correct them or seek guidance from your lecturers or the support teams on how to handle biased content.

Ethical use of AI outputs:

You are responsible for collecting and using data for your academic work. If authorized, use AI-generated content both:

- responsibly: by making sure you have the right to use or modify any AI-generated materials and respecting copyright and intellectual property rights.
- and ethically: by not creating or disseminating content that promotes hate speech, discrimination, or any form of harm.



Inclusivity:

Make sure that AI-generated contents are accessible to all, regardless of their backgrounds or abilities.

Encourage your peers in the fair and equitable use of AI tools.

Continuous learning:

Be curious and educate yourself on the responsible use of AI tools and their potential impacts.

Stay informed about the latest development in AI technology, as well as ethical considerations and best practices surrounding the use of AI tools in education.

Be open to learning how to use these AI tools responsibly as they rapidly evolve.



Accountability:

Take responsibility for your use of AI tools.

Understand the implications of using such tools and be prepared to explain your choices to your lecturers or academic authorities if required.



Advocacy for ethical use:

If you witness unethical AI use among your peers, encourage ethical behaviour and engage in conversations about responsible use of AI tools with your peers, lecturers, or support teams.

Be courageous and report misconduct to the relevant authorities at GIHE to maintain a fair and ethical learning environment.

To sum up, behaving ethically when using generative AI tools will enhance your learning experience while upholding principles of fairness, transparency, and integrity in your academic work.

It will also help ensure that you contribute to a positive and ethical academic environment as part of our GIHE community.

Download your checklist here:





CHECKLIST (WHEN AI INPUTS ARE
AUTHORIZED IN YOUR ACADEMIC WORK)

- ☐ **I engage in maintaining a fair and ethical learning environment at GIHE.**
- ☐ I know if the use of AI is permitted - Always refer to the Project Outline and if unsure, ask your lecturer.
- ☐ I gave proper credit to AI-generated content – see here for more details on the APA format: https://library.glion.edu/learning-support/apa_formatting_style_guides/chatgpt/
- ☐ I have gathered the details of my AI-generated inputs in the Appendix after my Reference list. This Appendix includes a brief description of how I have used the AI tools (generative, translation, paraphrasing, and others).
- ☐ I am familiar with the GIHE Policies and embrace the principles of Academic Integrity: https://library.glion.edu/academic_integrity/.
- ☐ I am cautious about sharing personal data or sensitive information with AI tools.
- ☐ I am being critical of AI outputs and have identified and corrected any biased content.
- ☐ I am responsible for collecting and using any AI-generated content in my academic work.
- ☐ I am using AI-generated content responsibly by making sure I have the right to use or modify these materials respecting copyright and intellectual property laws.
- ☐ I am using AI-generated content ethically by not creating or disseminating content that promotes hate speech, discrimination, or any form of harm.
- ☐ I am being curious and continuously stay informed of new developments, ethical considerations and best practices surrounding the use of AI in education.
- ☐ I am open to learn how to use AI tools responsibly as they rapidly evolve.
- ☐ I take responsibility for my use of AI-generated content and understand the implications of using AI tools.
- ☐ I encourage my peers the fair and equitable use of AI tools and will report any unethical AI use among my peer to my lecturer or the relevant authority at GIHE.



USE AI TO ASSIST YOU, NOT TO REPLACE YOU

As further support to guide you in your use of AI during your learning journey, consider the following advice.

If you have any questions or need more support, please contact Library / Learning Support library@glion.edu

DO

Use AI to assist you in creating assessed work, not to replace you.

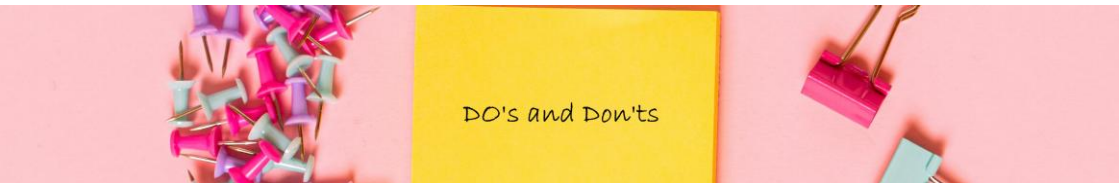
Read carefully the instructions on each project outline about AI usage for the assessment.

Always check with your faculty what you are allowed to use AI for and what you are not allowed to use AI for.

Reference GPT generated text using APA7:

https://library.glion.edu/learning-support/apa_formatting_style_guides/chatgpt/

Include an appendix with the prompts and GPT replies in case of substantial use for assessed work.



DON'T

Ask GPT to write a whole paper or whole paragraphs for you.

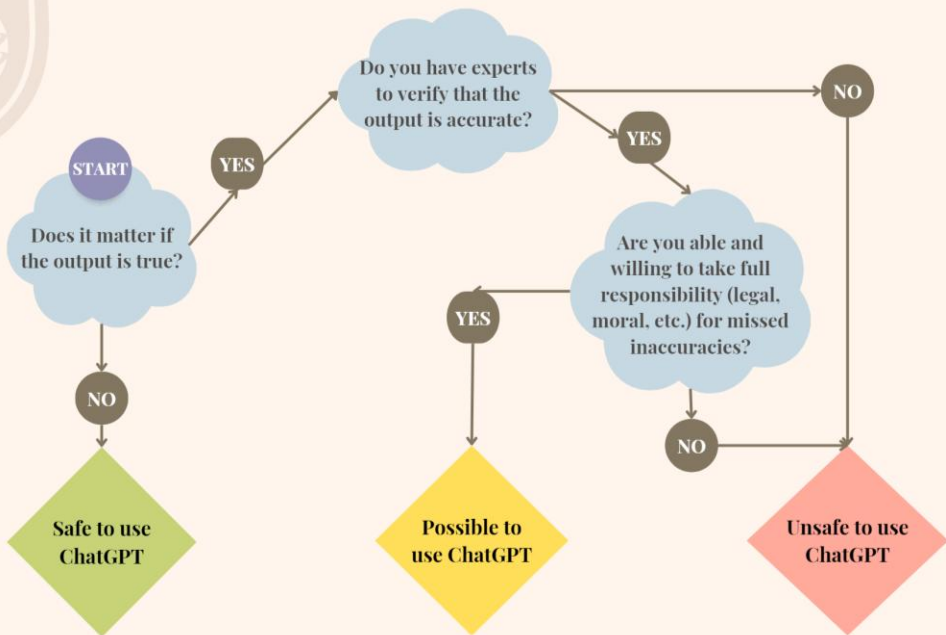
If you do this, you are not the author of the work submitted for assessment.

If you submit GPT produced text and you do not reference it using APA7, you may face sanctions for academic misconduct.



GUIDANCE:
WHEN IS IT SAFE TO USE AI?

3 simple questions. Here are three straightforward questions to ask yourself to determine if it is safe to use ChatGPT for example:



Adapted from Flowchart devised by Aleksandr Tiulkanov, AI and Data Policy Lawyer, January 2023

Download it here:





BE AWARE OF
AI HALLUCINATIONS!

These refer to generated outputs that seem highly plausible but are either factually incorrect or unrelated to the given context due to biases or lack of training data.

This results in unreliable or misleading responses (Hillier, 2023). UCL lists the limitations of ChatGPT as follows (UCL, 2023):

- Whilst their output can appear plausible and well written, AI tools frequently get things wrong and can't be relied upon for factual accuracy.
- They perform better in subjects which are widely written about, and less well in niche or specialist areas.
- Unlike a normal internet search, they don't look up current resources and are currently some months out of date.
- They cannot currently provide references – they fabricate well formatted but fictitious citations.
- They can perpetuate stereotypes, biases and Western perspectives.





WHAT IS AI GPT USEFUL FOR?

Getting a general overview of a topic.

Summarizing source text.

Simplifying source text.

Generating ideas.

Drafting, planning, and structuring written materials.

Creating graphics, images, and visuals.

Helping to improve your grammar and sentence structure.

Translating from one language to another.

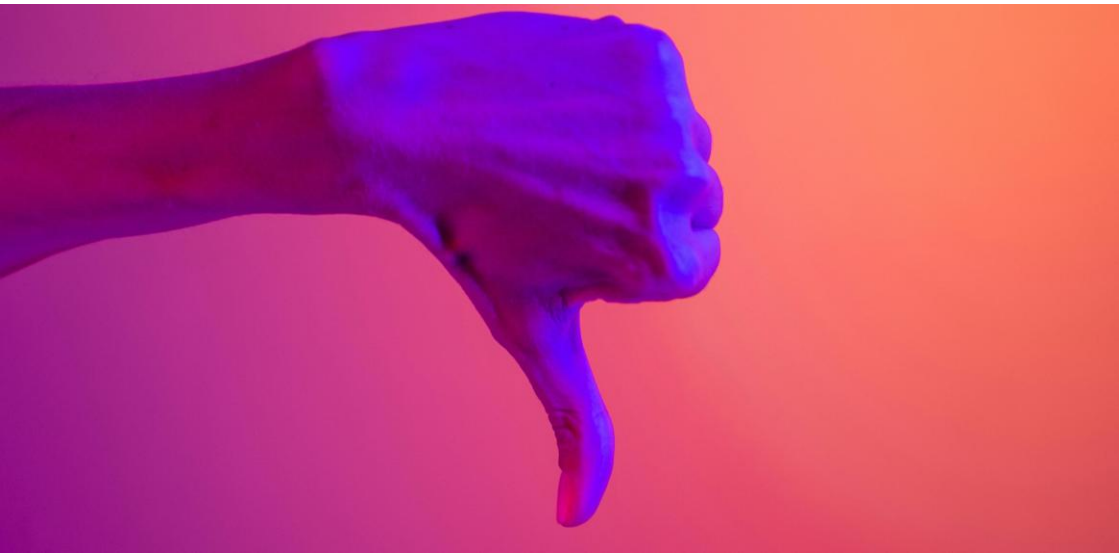




WHAT IS AI GPT NOT SO GOOD AT?

GPT tools align words according to probability, they are “parrots”.

This will have a negative impact on work you submit for assessment, unless you work to improve GPT generated text:



No understanding

GPT tools have no embodied, lived experience of the real world.

They do not “understand” the world, or words, in the way that we do. They may produce text which is factually incorrect.

Advice

Use your experience, your knowledge of the real world, to think critically about GPT produced text – Are the ideas expressed realistic? feasible?



Generic ideas

The information contained in GPT produced text tends to be generic, aggregated.

The text is often a summary of “what everybody knows” about a topic.

You will be downgraded if you submit generic text and be rewarded if you present a fresh point of view supported by real world evidence.

Advice

Continue prompting the AI tool to produce more detailed, specific text.

Use GPT generated text as a basis which you enhance by including details, specific examples, elements you have seen in your course, information from expert sources and so on.





Generic language

The language produced by GPT tends to be generic.

Paraphrasing tools (e.g. Quill Bot, Grammarly) and translation tools (e.g. Google Translate, DeepL) will produce poor quality text that is inappropriate if you rely on their “academic” or “professional” styles.

If you submit this type of poor-quality inappropriate language, you will be downgraded.

Advice

Express your individual “voice”, by using your own words.

Read critically the text produced by translation and paraphrasing tools “Does this sound like something I would say / write?”.

Rework the text to replace abstract, heightened language with more simple, everyday concrete terms.

Using simple, transparent language to express sophisticated, complex ideas is a key leadership communication skill.





Bias, stereotypes

GPT tools do not understand anything they produce, nor do they understand what the words they produce mean when applied to the real world.

GPT produced text may contain biases, stereotypes and harmful information.

Advice

Read critically – identify and delete bias, stereotypes, assumptions from your text.

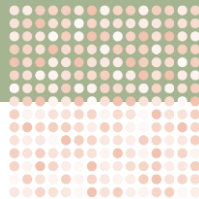


Ethical issues

Widespread use of AI GPT raises many ethical issues.

If you are interested in learning about these ethical issues, consult chapter 2, pp.14-17 of:

UNESCO. (2023). *Guidance for generative AI in education and research*.
<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>



Contact us

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