Student Guidelines on the Use of General Artificial Intelligence

Introduction

As we align with the evolving landscape of education, Far Eastern University recognizes the importance of adapting innovative technologies such as Generative Artificial Intelligence in our academic programs. This guideline outlines the responsible and ethical use of AI in the university, emphasizing our core values of Fortitude, Excellence, and Uprightness, and our commitment to student-centered learning. Furthermore, in line with FEU's Learning Outcomes (FEULOs), this guideline will provide justifications why AI-generated student outputs are not acceptable in specific contexts. For the purpose of this guideline, Generative AI, Large Language Models, and General AI are defined as such:

A) Generative Artificial Intelligence is a type of AI that generates new content that could be in the form of images, text, music, or even videos based on learned patterns (OpenAI, 2023). It is unable to generate original work as it relies on existing patterns to generate new content that is similar to the original.

B) Large Language Models (LLMs) are a specialized subclass of Generative AI. They excel in text generation capabilities and language tasks such as translation, text completion, and question and answer (Anthropic, 2023). However, the models do not have the capacity to think.

C) General Artificial Intelligence does not exist yet; it is an aspiration to have an AI that can learn, understand, and reason to replicate human thinking (OpenAI, 2023).

These definitions are lifted from Claude and ChatGPT, which are both LLMs. Following these definitions, it is clear that LLMs do not have the capacity to demonstrate **persuasive communication, intellectual curiosity, critical thinking, creative problem solving, professionalism, and responsible digital citizenship.** Therefore, a student submission generated solely through LLMs or Generative AI defeats the purpose of why and how assessment is done in FEU. Because of this, such an output shall be subject to review and potential violations under the university's Academic Integrity Policy.

LLMs and Generative AI, however, are suited to activities that stimulate thinking (i.e., using LLMs or Generative AI to brainstorm ideas, accomplish ungraded formative assessments, generate discussion points, and come up with metacognitive activities such as getting students to reflect on an AI-generated text, cross-referencing information from AI-generated text with peer-reviewed journal articles, etc.); this is similar to treating LLMs like a normal search engine (e.g., Google, Bing, etc.). Students are encouraged to make use of LLMs and Generative AI as ***tools*** to develop **persuasive communication, intellectual curiosity, critical thinking, creative problem solving, professionalism, and responsible digital citizenship.**

This guideline is also based on the idea that original, critical, and creative thinking is the basis of all academic and scholarly work and the high value placed on academic integrity. Generative AI may be used as a tool to help students transform their ideas into their intended outputs, which must then be evaluated and processed by the user before calling the output their own. It may also be used to assist one in articulating their points and getting feedback about their work. Faculty members need to be circumspect about their roles in ensuring that students are able to build and develop basic skills, such as critical thinking and effective communication, which they may not be able to do if they were imprudent in their use of AI.

Use of Generative Artificial Intelligence for Student Assessments and Outputs

Use of Generative Artificial Intelligence in Written Works:

1. **Stylistic Enhancements**

   GenAI can be used in cases where the students' writing style may be improved to fit the standards and expectations required in their written output. They may also use GenAI to minimize the typographical errors found in their initial draft.

   E.g.,

   Grammar Correction

   When students are asked to write an essay, students may use platforms such as *Grammarly or Quillbot* to improve and correct their style and grammar.

2. **Outline/Draft Generation**

   GenAI can be used when students need an initial draft or rough outline of their academic outputs. This way, students can have an idea or preview of what they will write. They may also use the AI's recommended outline to organize their thoughts.

   E.g.,

   Pros and Cons List Generation

   In cases where students are tasked to evaluate contrasting viewpoints on a certain topic, they may ask platforms such as Open AI's *ChatGPT* or Microsoft's *CoPilot* to provide them a *Pros and Cons List* for each viewpoint, equipping the students with information that may improve their evaluation.

   Outline for an Argumentative Essay

In cases where students are tasked to write an argumentative essay, they may use the said platforms to help them structure the flow of their paper and/or thematize the sections of their paper.

3. **Summaries**

   GenAI can be used when students need summaries for concepts related to their topic or subject. They may use this to either review materials or as additional texts for their outputs.

   E.g.,

   Summarizing marginal notes from a required reading

   In cases where students are tasked to provide a brief introduction or background for their paper, from which their arguments and viewpoints will be based on, students may use GenAI to provide them summaries for their topic. The latter can then be evaluated and improved by the students when they add it to their paper.

4. **Visual Guides**

   GenAI can also be used to supplement student outputs with visual guides, such as tables and charts, that present their data in an intuitive and visually appealing way.

   E.g.,

   When students are tasked to create an infographic which contains data from their research, they may use Graphy to present their data using visually appealing tables and charts.

Use of Generative Artificial Intelligence in Creative Outputs

1. **Draft Generation**

   Similar to outlines and initial drafts for written outputs, GenAI can be used to provide students an initial draft for their creative outputs (e.g., poems, stories, drawings, etc.,).

   E.g.,

   When students are tasked to produce creative written works such as poems or short stories, they may use platforms such as ChatGPT or Notion AI for their first draft. Outputs

from the platforms may then be improved to suit the standards and expectations of their assessment.

2. **Visual Enhancements**

   Students may also use GenAI to improve the visual aspects of their creative work insofar as it will be closer to what the students initially envisioned for their output.

   E.g.,

   When students are tasked to create videos, they may use platforms such as Descript *or* Wondershare *to add B-roll footage or additional cut-scenes to make their outputs more visually appealing.*

Note: The said applications do not apply in cases where the students' application of these skills is the intended outcome of the assessment – See Duties and Responsibilities.

Duties and Responsibilities in the use of Generative Artificial Intelligence for Student Assessments and Outputs

1. **Students who used GenAI should verify all the inputs and resources provided by AI –** Students will be held accountable regarding the truthfulness and accuracy of the AI resources they used once they submit their work. Likewise, all information that are not common knowledge should be attributed to their respective authors, whether the information was added by the student or the AI.
2. **Students who used GenAI should declare all AI platforms and tools they have used in their outputs –** Students should list in the references section of their outputs (1) the specific platform/tool they've used, and (2) the specific use of the platform/tool.

   For Theses/Dissertations: Students will list the GenAI tools and their use in the References section of their paper.

3. **Students should not use GenAI in outputs where AI's replication of a specific skill may be mistaken for the students' performance** – In assessments where *the measurement of a specific skill is the sole purpose of the assessment* and *the use of AI will prevent both the facilitator and the student to accurately measure the student's skill*, the use of AI will not be allowed.

   Examples of these assessments are*:*

   - outputs that require drawing or painting that are meant to assess the students' artistic skills;

- reflection papers that are meant to measure the students' introspective and speculative abilities;
- expository and argumentative essays that are meant to assess the students' abilities to construct paragraphs and summarize information;
- identification tests where the students' ability to recall information is assessed.

Note: The examples provided do not in any way imply that the use of AI in essays is prohibited. Rather, these examples only demonstrate instances where the use of AI will prevent the facilitator and student to adequately measure a specific skill intended to be measured by the assessment.

Student use of Gen AI and LLMs Table Guide

Type of task	Example	Use of Gen AI/LLMs	Recommended platforms
1. Stylistic enhancements	Grammar Correction	Improve/correct grammar	*Grammarly, Quillbot*
2. Outline/Draft generation	Pros and Cons List Generation	Use as a normal search engine	*ChatGPT, Claude, CoPilot*
3. Summaries	Summarizing your marginal notes from your required reading.	Use as a normal search engine	*ChatGPT, Claude, CoPilot*
4. Visual guides	Infographic	Design improvement	*Graphy*
5. Draft generation for creative output	Drafting poems, short stories, drawings	Structuring	*ChatGPT, Claude, CoPilot*
6. Visual enhancements	Video production	Add B-Roll/additional cut scenes/transitions	*Descript, Wondershare*
7. Professional course requirement	Drawing/painting that test students' artistic skills	Never	N/A

8. Introspective/ speculative tasks	FLJ reflection, CASE reflection paper	Never	N/A
9. Paragraph construction	Expository/argumentative essay	Never	N/A
10. Recall activities	Departmental exams, final exams, midterm exams	Never	N/A