TES guidelines and principles for the use of artificial intelligence (AI) in teaching and learning

Aims and Principles

An AI policy is needed for the same reason as having a plagiarism policy: to help everyone understand what is and is not acceptable.

Like calculators, spell-checkers, search engines, and other similar tools, there is generally no point in prohibiting AI tools (including ChatGPT, ChatSonic, Google Bard and other text-generating language models or services where such models are integrated). We should instead consider how to learn to use them in a purposeful, ethical, and critical manner.

Tallinn European School encourages the use of AI tools to

- support teaching and learning;
- develop students' learning and working skills, ability to think critically, solve problems, make queries and practice their general and digital skills.

Appropriate use of AI tools

Depending on the context of the assignment and the discretion of the teacher, pupils may use AI programs as a complementary tool to support their studies, for example:

- to get explanations, brainstorm ideas, or ask self-check questions (personalized learning experiences)
- to get a general overview of a large amount of material;
- to develop critical thinking skills;
- to practice problem solving
- to develop digital skills (making queries, information evaluation);
- as a programming aid;
- for editing and translating texts.

Misuse of AI

Pupils are not allowed to

- use AI programs to avoid doing their own work;
- copy text or images from AI programs without proper attribution;
- use AI text or images without fact-checking and exploring potential plagiarism issues;
- use AI when their teacher explicitly forbids it.

Every teacher has the right to decide if and to what extent the use of an AI program is allowed in their subject/lesson and to limit its use. Students should not assume that all available technologies are permitted. If students are unsure about whether AI tools are allowed, they should ask their teacher for clarity and guidance.

If the use of AI tool in a course or for assessment is prohibited, it should be clearly stated.

In the case of a written work, the use of an AI program must be properly described and referenced. **Submitting a text created by an AI tool under one's name without proper attribution will be considered academic fraud.**

Referencing

For academic purposes, an AI program/chatbot is not considered a (co-)author of a text but rather a tool that can be used to compose a text.

When an AI tool is used for an assignment, its use must be clearly explained. For instance:

- describing what questions were asked;
- what was the output obtained;
- to what extend it was modified.

Example 1. The following definition is based on ChatGPT's response given on XXX date to the question "What is an AI tool?". The result was as follows: "[---]" (OpenAI, 2023)

Example 2. I used ChatGPT (OpenAI, personal communication, XXX date) in my home assignment to get ideas for writing an essay in Sociology.

Consequences of AI misuse

If there is proof a student has misused an AI tool the following applies (same as in case of plagiarism):
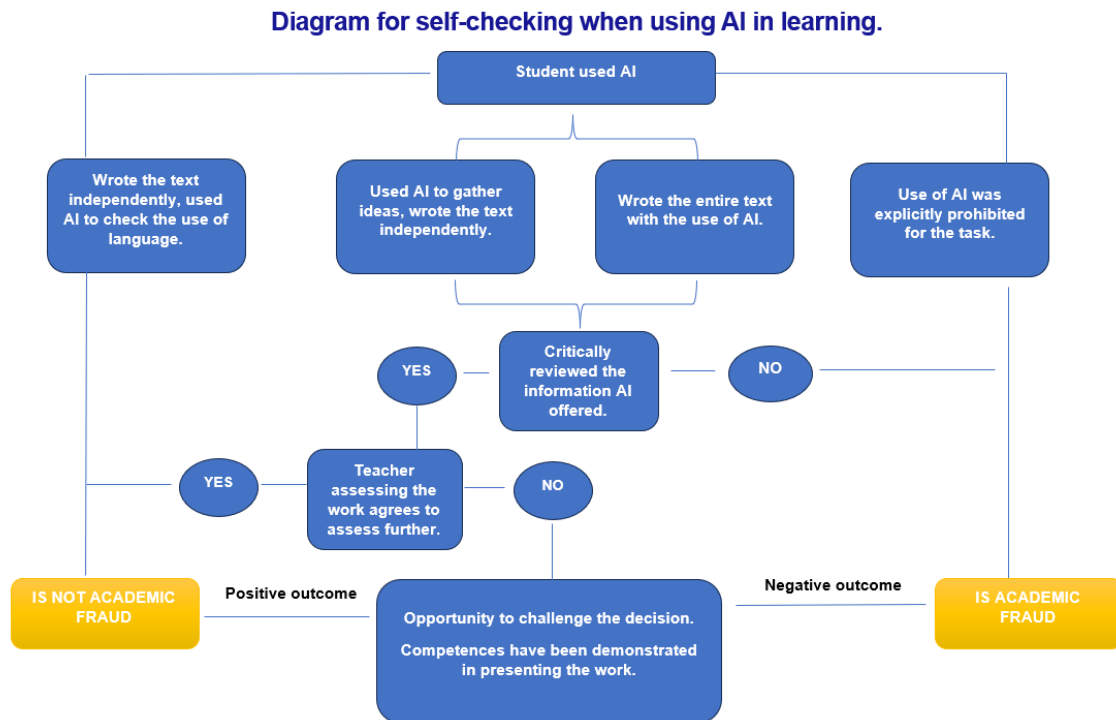
1) For a first offence, the student should be given the chance to resubmit the assignment.

2) For a second offence, the student should receive a zero for the assignment with no chance to resubmit.

3) If the problem recurs, the matter should be referred to management and a disciplinary council will be called in accordance with the disciplinary policy of Tallinn European School and the statute of the European Schools

Important considerations

Material that you submit may become part of the program's database—using the AI software also contributes to its development.

Teachers should not submit students' work directly to any of these tools as this violates their intellectual property and could be a violation of the GDPR rules.

Diagram for self-checking when using AI in learning (based on the version published by TalTech)

Diagram for self-checking when using AI in learning.

Student used AI

Wrote the text independently, used AI to check the use of language.

Used AI to gather ideas, wrote the text independently.

Wrote the entire text with the use of AI.

Use of AI was explicitly prohibited for the task.

Critically reviewed the information AI offered.

YES

NO

YES

Teacher assessing the work agrees to assess further.

NO

IS NOT ACADEMIC FRAUD

Positive outcome

Opportunity to challenge the decision.

Competences have been demonstrated in presenting the work.

Negative outcome

IS ACADEMIC FRAUD

Sources and further reading:

Plagiarism and referencing at Tallinn European School

https://tes.edu.ee/wp-content/uploads/2018/08/Plagiarism-and-referencing-at-TES_Final.pdf

University of Tartu guidelines for using AI chatbots for teaching and studies

https://ut.ee/sites/default/files/2023-05/university_of_tartu_guidelines_for_using_ai_chatbots_for_teaching_and_studies_28_april_2023_pdf.pdf

General Principles for the use of artificial intelligence tools in teaching and learning (TalTech)

https://taltech.ee/en/study-regulations-and-documents

Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators (European Commission)

https://education.ec.europa.eu/news/ethical-guidelines-on-the-use-of-artificial-intelligence-and-data-in-teaching-and-learning-for-educators

AI Guidance (Yale Poorvu Center for Teaching and Learning)

AI Guidance | Poorvu Center for Teaching and Learning (yale.edu)