Palestine Polytechnic University

Center for Excellence in Teaching and Learning (CETL)
Unit of AI Support for Education and Research (AISER)

Initial Guidelines for PPU Educators on How to Guide Students in Responsible GenAI Use

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1. Introduction

Generative AI (GenAI) tools, such as but not limited to ChatGPT[1], Gemini[2], Dalle[3], extends beyond text to include video, image, and various content types. The rapid development of these tools bring new opportunities and challenges for education. On the one hand, these tools bring possibilities for more effective learning and are capable of simplifying academic tasks in many ways. On the other hand, ensuring responsible use of these tools remains a pressing concern.

At PPU, while the use of GenAI in coursework is fastly growing, the task of integrating these technologies effectively while maintaining academic standards remains pending. This highlights the great and urgent need for clear and practical guidelines to achieve a balanced approach.

This report provides initial guidelines to address these challenges. Based on the experiences of leading universities, as listed in Fig. 1, these guidelines will help educators guide their students in using GenAI tools responsibly. They set direction through basic principles including transparency, verification, and accountability, as well as recommendations for acceptable and unacceptable uses of GenAI. For the sake of clarity, the guidelines insist on adding policies on the usage of GenAI to the course syllabus. These policies, communicated by educators, could be specific to individual courses or individual assignments and include details on when it is acceptable to use GenAI and on how students should acknowledge GenAI use.

Fig. 1: Examples of Leading Universities Providing Guidance on Responsible GenAI Use

This report represents the first step toward responsible GenAI use at PPU. Its content will be reviewed on a regular basis to keep the guidelines relevant in the fast-changing landscape of GenAI. While this report is directed mainly toward coursework, it lays the foundation for future updates, which will include more specific guidelines for graduation projects.

[1] https://chat.openai.com/

[2] https://gemini.google.com/

[3] https://openai.com/index/dall-e-3/

The remainder of this report is organized as follows: Section 2 describes general principles we propose for responsible use of GenAI tools. Section 3 offers recommendations for both allowable and forbidden uses of GenAI. Next, we concentrate on integrating a clear GenAI usage policy into the course syllabus in Section 4 and then address the role of AI detection tools in Section 5. Finally, we conclude the report in Section 6.

2. Basic Principles

The responsible GenAI use guidelines presented in this report are structured around the following three principles:

(1) Transparency: The use of GenAI tools requires complete transparency, as this would make the assessment of learners' knowledge, understanding, and skills more accurate. Acknowledgment of the contribution of the GenAI tool in any learning experience is, therefore, required. Learners should disclose which GenAI tool they have used, for what purpose and to what extent.

(2) Educator-Driven: The educator should be the one deciding on the level of use of GenAI in any course or specific assignment. The AI Assessment Scale (AIAS) in Table 1 can help make informed decisions concerning proper GenAI use according to the educator.

Level		Description
1	No AI	AI must not be used at any point or in any form.
2	AI-Assisted Idea Generation	No AI content is allowed in the submission. Still, you can use AI to generate examples or explanations, create outlines, or suggest structure.
3	AI-Assisted Editing	AI can be used, but the original work as well must be provided as an appendix. You are allowed to use AI, e.g., to regenerate text, format, translate, change tone or level of language.
4	AI Task Completion	Use AI to complete specific tasks (e.g., produce content or code, conduct analysis, or design processes). Any AI created content must be acknowledged.
5	Full AI	AI can support your work, and you are not required to acknowledge AI-generated content.

Table 1: AI Assessment Scale (AIAS) – Guiding Responsible GenAI Integration in Learning [4]

[4] Adapted from Perkins, Mike, et al. "The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment." Journal of University Teaching and Learning Practice (2024).

Usage of GenAI should be clearly connected to expected learning outcomes. For example, in an English language course, the educator may decide to prohibit any use of AI-aided translation or writing in order to ensure that students learn the relevant language skills. On the other hand, in a Databases course, the educator may allow using GenAI tools to generate visual diagrams, as the focus is not on diagramming skills.

(3) Verification and Accountability: GenAI tools may also be biased or inaccurate. Therefore, it's very important that the GenAI output is thoroughly checked. Users must also take full responsibility for the review and editing process of the generated output.

3. Recommendations for GenAI Use in Coursework

This section provides guidance on the use of GenAI tools in coursework. We suggest both allowed and restricted uses, hoping to encourage balanced use that will enhance learning without compromising academic integrity. In the following, we discuss more specific recommendations for different applications of GenAI.

We advise allowing GenAI use in coursework for tasks related to idea formation and structuring, as well as writing assistance. These uses can help students generate and organize their thoughts more effectively, while still encouraging critical thinking and personal input. To give a better idea of what these tasks might entail, Fig. 2 goes over some practical examples [5].

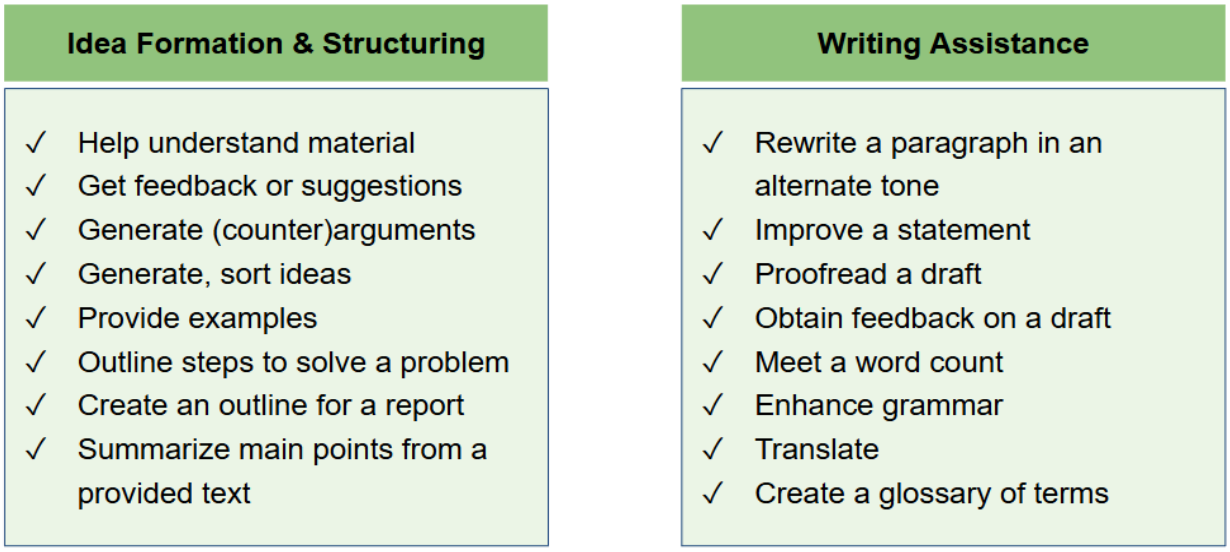

Fig. 2: Examples of Recommended Allowed Uses of GenAI Tools in Coursework

[5] Based on KU Leuven's guidelines for responsible use of GenAI: https://www.kuleuven.be/english/education/student/educational-tools/generative-artificial-intelligence

However, we do recommend disallowing the following uses of GenAI in the coursework, as that can lead to losing academic integrity and the authenticity of the student's work:

(1) Copy-paste content made by GenAI.

(2) Doing homeworks or tasks fully or mostly by GenAI.

(3) Using GenAI tools during exams.

4. Including GenAI Usage Policy in Course Syllabus

It is important that any course syllabus should incorporate a clear GenAI usage policy to guide students on the responsible use of GenAI tools. This provides course-specific and task-specific guidelines so that students are clear about what is allowed and what is not, thus ensuring academic integrity and accountability. A well-defined policy should address (1) general principles, (2) misuse prevention, (3) constraints, and (4) acknowledgement of GenAI usage, offering a structured framework for effective GenAI integration in coursework.

Below are **illustrative sample** statements for each section of the AI Usage Policy [6]. Ultimately, the educators have to finalize the related statements taking into consideration the specific nature of their courses. The AISER unit could support and provide consultation toward the policy which will go in line with the best practices and the standards for academic integrity.

1. **General Principles:**
    a. Learners are encouraged to utilize technology, including GenAI, to enhance their understanding, under the conditions outlined below.
    b. Ask if you are uncertain about what is allowed.
    c. Investing time in understanding the tools and refining prompts is essential for effective use of GenAI, allowing to generate more accurate outputs.
2. **Misuse:**
    a. Any material sourced from ChatGPT or other GenAI tools must be properly acknowledged (see below); claiming GenAI-generated ideas or expressions as one's own will be regarded as an academic violation.
    b. Submitting assignments that include incorrect information or details you cannot explain will be deemed a misuse of GenAI.

[6] Based on Concordia University's guidelines for teaching with GenAI: https://www.concordia.ca/ctl/tech-tools/teach-with-technology/guidelines-gen-ai.html

3. **Constraints:**

    a. Learners can use GenAI to generate ideas, gather information, create outlines, refine language, or obtain explanations and examples that help them understand assignments, but the final submission must be their own work.

    b. Learners are prohibited from using GenAI tools during exams.

    c. GenAI can assist in drafting writing, but it cannot be directly cut and pasted, and should account for no more than 25% of the text [7].

4. **Acknowledgement of GenAI Usage:**

    a. Assignments should have an appendix that contains any content generated by GenAI tools, along with the prompt used and their dates.

    b. You must clearly indicate which parts are yours and which are generated by GenAI by including a Declaration Statement. Refer to Fig. 3 for sample statements.

Example statement format	Example of additional process description
To create an outline: ...I acknowledge the use of [tool(s)] to generate an outline for an assignment as permitted by the instructor.	I entered the following prompt(s) [insert] and limited my use of the output to assist me to plan my assignment. The ideas and text used are cited appropriately where they are not uniquely my own.
To start a research process: ...I acknowledge the use of [tool(s)] to brainstorm topics for an assessment as permitted by the instructor.	I entered the following prompt(s) [insert] and used the output as a starting point for topic ideas/research directions.
To edit: ...I acknowledge the use of [tool(s)] to edit and format the final product for this assessment as permitted by the instructor.	I entered the following draft [insert link to document(s)] and entered the following prompt(s) to produce an improved draft which I then reviewed and made final modifications before submitting.
To complete a task: ...I acknowledge the use of [tool(s)] to complete the requirement as assigned by the instructor.	I entered the following prompt(s) [insert] and used the output in order to [insert assessment task].

Fig. 3: Examples of Learner's Declaration Statements [8]

[7] This is just an example.The educator should decide on the percentage that fits their courses and tasks best.

[8] Adapted from University of Saskatchewan's guidelines for responsible use of GenAI: https://academic-integrity.usask.ca/gen-ai.php#AcknowledgingGenAIusenonuse

c. To provide clear declarations, please adhere to three instructions: (1) state the tool used, (2) mention the use of the tool to fulfill specific task requirements, and (3) specify the prompts entered and explain how the output was applied.

5. Recommendations for the Use of GenAI Detection Tools

GenAI-detecting tools (e.g., Turnitin[9], Scribbr[10], ZeroGPT[11]) can help with identifying potential AI-generated content. However, like many notable universities, we advise against relying solely on these tools due to their unreliability and privacy concerns. for their unreliability and privacy concerns [12].

Instead, detection tools can be used for an initial screening of suspicious work, but they need to be followed by a manual review and assessment. Indications of potential misuse might include inability to elaborate, deviation from the learner's writing style, or lack of specificity to class content. On the other hand, appropriate use of GenAI tools can be recognized when the student shows clarity and discussion of the work, appropriately acknowledges the use of GenAI, the writing is consistent with the student's abilities, and the information is accurate and related to course content.

In the future, a comprehensive approach is recommended. This will involve detection tools integrated with policies, educational efforts, and assessment in various ways. Other available options include in-person examination and projects that will diminish the use of detection tools, hence giving an ideal assessment of the student work. These approaches combined will help maintain high-quality academic merit.

6. Conclusion

We started small with initial guidelines to set the foundation for the responsible use of GenAI at PPU. We believe that by following the principles and suggestions included, GenAI tools can be used more responsibly and effectively.

Ongoing review and adaptation of this report is planned in order to ensure the regulations remain relevant. We also plan to collaborate with the College of Graduate Studies and Scientific

[9] https://www.turnitin.com/

[10] https://www.scribbr.com/

[11] https://www.zerogpt.com/

[12] https://sites.usask.ca/gmcte/2023/09/26/chatgpt-detection-tools-neither-approved-nor-recommended-at-usask/

Research on preparing more specialized guidelines for scientific research within PPU. In the future, we plan also to focus on exploring emerging applications, such as design and image generation AI tools, and developing new methods of assessment that are less susceptible to GenAI influence.