CRICOS Provider No. 00103D | RTO Code 4909

# **Guidelines: Artificial Intelligence - Use and interpretation at Federation University**

# *The guidelines align with the* [*AG1922 Academic Integrity Procedure*](https://policy.federation.edu.au/academic_governance/procedures/academic_integrity/ch01.php) *and* [*AG2062 Student Misconduct Procedure.*](https://policy.federation.edu.au/academic_governance/procedures/academic_integrity/ch02.php)

**Version: 3**

The purpose of this guideline is to provide transparency on the use and interpretation of Artificial Intelligence (AI) for the purpose of teaching, learning and assessment practice.

The rapid advancements in the field of AI have created numerous opportunities for all to engage with tools that can have a profound impact on productivity. However, along with these benefits comes significant risks to academic integrity and the role of universities in ensuring that graduates have developed the skills to function as contributing members of the community. AI is also susceptible to bias, hallucinated responses, and “are not transparent about how they collect and use inputted data” (Venaruzzo et al 2023).

These guidelines seek to provide advice to numerous issues confronting three main key stakeholders: (1) The University; (2) Staff, and (3) Students.

The guidelines focus on adoption expectations and the use of AI in teaching and learning. The adoption and use of AI with respect to administrative and service areas of the university are considered outside the scope of this document.

**Definitions**

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| **Term** | **Description** |
| **AI** | Artificial Intelligence – Machines capable of performing tasks normally requiring human intelligence. |
| **GenAI** | Generative Artificial Intelligence which creates new and novel output to natural language input, eg. ChatpGPT, DALL·E 2 etc. |
| **Hallucination** | A response created by Generative Artificial Intelligence that, whilst presented as fact, is a fabrication. |
| **LLM** | Large Language Model – neural network trained on multitudes of parameters sourced from vast amounts of training data, often scraped from the internet. |
| **Prompt Crafting/ Engineering** | The process of creating a clear and concise statement(s) for use with Generative AI in order to garner the best possible response. |

1. **Advice for University (As key stakeholder)**

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| **Focus** | **Advice** |  |  |
| **Privacy and intellectual property: Protecting Student Privacy** | * University AI users must conform to the Use of Learning and Teaching Technology Procedure when adopting AI technologies for Teaching and Learning activities and Assessment (IM1955) * University AI users must conform to the Acceptable Use of Computing and Communication Facilities Policy (IM966) * University staff must ensure privacy and intellectual property rights of students are protected in the adopted use of AI technologies in teaching and learning. As per the Information Security Policy (IM967) | | |
| **Equity and access** | * Where AI technologies are fee-for-service and there is an expectation for student use as part of their program, the Course Coordinator needs to seek permission and secure University resources from senior Institute leaders, prior to use. | | |
| **Maintaining academic integrity** | * By default GenAI may not be used for assessment *except where authorised*. Authorisation of AI use is to be granted at the course level and will be communicated explicitly to students in the course description. * (e.g., Course Description templates to include a field stipulating parameters and considerations for authorised use of AI to be reviewed prior to each course delivery). | | |
| **Building AI literacy throughout the curriculum** | * Integration of AI literacy into curriculum can be captured as part of FEDTASK (Digital Literacy). This will allow both staff and students to engage with critical analysis skills including recognising and evaluating the limitations of AI enabled tools. * Where AI is permitted it is likely to impact the expectations made of students to demonstrate learning or attainment of learning at various stages of their studies. Regular review of learning outcomes is required to ensure that learning and assessment is focused on the domains of learning frameworks not readily performed by AI. * AI protocols integrated in curriculum and quality assurance and curriculum management processes | | |
| **Procedures guiding authorise use of AI** | * The Academic Misconduct Procedure describes authorised use of AI for course work and assessment where appropriate. Authorized use of AI is recommended to be the domain of Program and Course Coordinators and should be stipulated and communicated to students within the Course Description (as part of learning, teaching and assessment details). | | |
| **University wide-approach towards enhanced assessment design** | * AI is likely to impact the expectations we make of students to demonstrate learning or attainment of learning at various stages of their studies. All staff are encouraged to review learning outcomes aligned to learning and assessment and re-imagine these towards Bloom’s taxonomy domains, not readily performed by AI. * It is important to ensure that there is clear communication regarding the use of artificiant intelligence as part of assessment practices. Authorised use and limits of use, need to be clearly stipulated and communicated to students within the Course Description (as part of learning, teaching and assessment details). | | |

1. **Advice for Staff (As key stakeholder)**

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| **Focus** | **Advice** |
| **Building awareness and competency in the use of AI** | * Educate on the impacts of Generative Artificial Intelligence (GenAI) through the following provisions:   + Academic Integrity Forums, Community of Practice, Workshops etc   + Discussions aligned to assessment practices and the link with potential workload   + May produce systematic prejudices and bias due to training data * Detection is difficult and cannot be relied on * Capabilities of GenAI to be human-like * Encourage staff to engage with the ELMO module aligned to Academic Integrity. These are part of the self-paced modules through People and Culture ELMO platform |
| **Alignment between accreditation and AI parameters** | * Ensure use of AI tools meet accreditation bodies’ requirements and reflect industry expectations |
| **Re-imagine learning, teaching and assessment practice** | * Reconsider assessment artefacts, particularly essays, word counts, online quizzing * Address implications for learning outcomes: Bloom’s taxonomy levels 1-2 are trivially solved by GenAI * Consider alternative assessment modes such as   + In person observation assessment practices   + Question and Answer   + Viva voce   + Invigilated assessment   + Interactive activities and   + Role play * Encourage Program level oversight of use of GenAI in assessment to ensure diversity of tasks * Targeting internal and external professional training provision to academic staff, Learning Designers and others aligned with curriculum development, support and identifying GenAI-aware assessment * Tasks which currently are resistant to academic misconduct may not remain so in future * For tasks which allow the use of GenAI, consider how students can acknowledge its application and describe this in the Course Description * It is important that staff embrace AI in a variety of education and ethical ways that can enhance the learning experience |
| **Misconduct processes** | * Provide guidance for those teaching and undertaking misconduct investigations about AI tools and updates to procedures, suitable investigative tools and complexities that may arise in appeals. AI powered analysis tools are not 100% effective, however, may serve as a deterrent. |
| **Recommendations for staff use** | * Staff productivity will be influenced by a variety of factors including:   + Final grades will always be determined by a human   + Work as submitted will be assessed, not summarised or processed by AI   + Staff may utilise AI tools to support teaching and assessment   + AI tools may be used to improve the clarity of communications to students, including feedback however, it remains the responsibility of staff to ensure the meaning is correct * It is vital that transparency of use is maintained through clear communication by staff. Staff must clearly indicate if and when AI may be used through the course description * Staff remain responsible for monitoring and reporting of inappropriate application of GenAI * Research and Publishing:   + Staff should be aware of expectations in their discipline and national research bodies/journal standards |

1. **Advice for Student (As key stakeholder)**

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| **Focus** | **Advice** |
| **Building awareness and understanding to the correct use of AI** | * Student-facing communications should be developed and distributed regularly to communicate the following expectations. * Students must complete the Academic Integrity Module as required. * Support your study and learning, through, researching, summarising notes, generating sample assessments etc. * Use of AI may involve risks to one or more of personal privacy, intellectual property and copyright infringement * Understand that AI responses may contain bias, are prone to hallucinating, factual inaccuracies and may include false references * As a supported alternative to AI, Federation University provides human feedback via Studiosity, assessment and writing support through Learning Skills Advisers, and [other programs] |
| **Use of AI as part of assessment development** | * You cannot submit for assessment content generated by AI except when expressly permitted by Course Coordinator, communicated through the Course Description, and,   + Must be appropriately attributed, see [Fedcite](https://federation.edu.au/fedcite)   + You are responsible for the content of your work and must verify the accuracy of all AI output.   + Your work may be processed by software designed to detect GenAI content   + Retain proof of interactions with GenAI, where requested by the Course Coordinator. In the event of a misconduct case, students are encouraged to retain proof until results are verified |
| **Building AI literacy** | * Developing skills in Prompt Crafting/Engineering and * Utilise AI effectively to improve personal efficiencies and career readiness * Develop skills in critical evaluation of information, assessing bias, source verification |

**References**

Venaruzzo, L., Ames, K., & Leichtweis, S. (2023). ‘Embracing AI for student and staff productivity.’’ Australasian Council on Open Distance and eLearning (ACODE) White Paper. Canberra. Australia. (9 March). DOI: <https://www.acode.edu.au/pluginfile.php/13426/mod_resource/content/5/ACODE88-Whitepaper.pdf>

***Written by:*** *These guidelines have been co-developed between staff from the following areas: Academic, Portfolio, Library, and the Centre for Academic Development.*

*This document has also been approved by the Dean and Director Committee (DDC)*

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