



**THE UNIVERSITY OF GUYANA**

**Tactical Online Services Unit (TOS)**

**IGRIS Division**

**OFFICE OF THE VICE-CHANCELLOR**

**Artificial Intelligence (AI) in Education  
Policy**

## 1. GENERAL POLICY STATEMENT

The University of Guyana (UG) recognises that institutions of higher education, around the world, are experiencing rapid changes in the educational system, particularly in areas of: (1) distance education and (2) the increasing use of Artificial Intelligence (AI) tools in education (Chincholi, 2022). Of immediate importance to the University of Guyana is the recent<sup>1</sup> discovery of the use of AI chatbots among students in take-home coursework assignments. As it is with any tool, on one hand, AI tools can be meaningfully and productively used, and on the other hand, they can be abused, as both students and academic staff navigate the teaching, learning, and assessment responsibilities of education. Given the more recent advances in disruptive AI innovations in Education, the University is faced with handling new questions and concerns about issues of appropriate use, unfair means, what might now constitute cheating, plagiarism, equity, access, and human cognitive capacity concerns in the delivery of education at UG. This policy is a preliminary response to the foregoing. It is subject to updates from time-to-time as deeper insights and understandings are obtained about how to harness AI as a tool toward advancing the University's Blueprint 2040 strategic aims of Goal 2-4 for establishing UG as a centre of excellence in specific areas of endeavor and establishing UG as a problem solver in the Guyanese space as well as creating citizen who succeed and are fit for purpose, and making UG the preferred place of learning and employment in Guyana.

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<sup>1</sup> At the time of preparing this guideline

This document flows from the discussion notes of a consultation on the use of AI in the University held on April 24<sup>th</sup> convened by the Vice-Chancellor for members of the academic board and all interested parties.

### **1.1. Concept Note**

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines (IBM, 2023). Captured under this umbrella term is an ever-increasing set of technologies that support real-world applications, such as expert systems, natural language processing, and speech/image recognition. Recently, these applications have expanded to include generative AI techniques that are designed and used to create new content/media, such as text, images, videos, programming code, and music, et al, based on human prompts. These generative AI techniques are rapidly improving and integrated into innovative applications. Popular among the applications that employ generative AI techniques, which are currently being used by students, is chatGPT<sup>2</sup> chatbot. ChatGPT was released in November 2022 and has impacted the world, especially the educational system, with tremendous potential to change how people work and study. Moreover, these simulations are becoming increasingly accessible and available on end-user computer systems and devices; thus, proliferating their adoption and use. This has serious implications for education.

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<sup>2</sup> There are a number of AI generative tools which are either used can potentially be used by students. The following are examples. For text generation: Chat GPT, Google BARD, Cohere Generate, Quillbot; Essaybot, ProWriting Aid, Hemingway, Editor, Zoho Writer, Bing Chat ; for problem solving and coding : AlphaCode, GitHun Copilot; for video creation: Pictory, Deepbrain AI, Synthesia and Veed.io ; for image creation: DALL-E 2, Mid Journey and Stable Diffusion; and for referencing : REF-N-Write, Cite This For Me. All of the aforementioned, inter alia. This list is non-exhaustive, since tools are upgraded and created constantly. The aforementioned list is not exhaustive, but provides a range of tools that may be used by students in completing their assignments and/or assessments.

In relation to implications for education, ChatGPT and apps of this type interpret human prompts and generate extensive content on most topics in a matter of seconds, with citations included. ChatGPT and similar technologies make it easy to create essays, articles, frameworks, artwork, translated language, formulae, computer code, and even computation prompts that can be used for a wide range of purposes<sup>3</sup>. AI is used to solve mathematical problems that were once lengthy and complicated. ‘Whether it’s assisting with verifying human-written work or suggesting new ways to solve difficult problems, automation is beginning to change the field in ways that go beyond mere calculation, researchers say’ (Castelvecchi, 2023). AI is being used to produce Architectural drawings, paintings and art; and is more than a basic tool for art production; ‘it is a reshaping of art creation thought and an influence on human cognition’ (Zhang, 2022).

On one hand, some of these generative AI outputs have found their way into the educational system presented as the “original work” of students submitting them for graded assignments. Whereas, on the other hand, some outputs have also found their way into the education system in the areas of teaching, assessment, administration, and so on<sup>4</sup>.

Even in view of the many benefits of AI, there are ethical and societal concerns about its use that cannot be ignored. These include the amplification and perpetuation of existing systematic

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<sup>3</sup> Artificial Intelligence Tools at the Hertie School Teaching Guidelines for Faculty and Students. Available at : <file:///C:/Users/USER/Downloads/DOC-20230424-WA0030..pdf>

<sup>4</sup> Lecturers have been using and have benefited from the correct and ethical use of AI, at UG. There are a number of advantages that can be derived by lecturers using AI in pedagogy. When used correctly AI has improved efficiency by providing automated grading, administration, design of examination questions, and the creation of course content, et al. These generative tools also provide for universal access for all students by making classrooms global, inter alia. AI tools have helped in bridging language barriers and also providing equal access for students with disabilities. AI can also be used to tailor the learning content and experience on individualised bases vis-a-vis individualised student learning capabilities. In general, as reported by UNESCO, AI has the potential to address some of the biggest problems faced in education today, innovate teaching and learning practices, and accelerate progress toward SDG 4. However, rapid technological developments inevitably bring multiple risks and challenges, which have so far outpaced policy debates and regulatory frameworks’ (UNESCO, 2023). In this regard, UG stands to be actively monitoring emerging technologies to ensure our policies are relevant; the potential of AI is harnessed, and its application in the education arena is guided by the core principles of inclusion and equity.

and systemic biases that are manifest in the opportunity gaps faced by current and prospective students. For example, generative AI holds the potential to reinvent the digital divide that, in the not so long past, separated the haves and have-nots (mostly disadvantaged and marginalized groups) in terms of contemporary keys to success. Students from developing countries such as Guyana face further challenges concerning the use of AI tools in education. The deployment and utilization of AI tools are affected by barriers such as connectivity, privacy issues, biases, discrimination, digital skills, and, digital literacy gaps. In addition, there are paid and free versions that offer different features and advantages that will not be equitably available for most students.

The above-mentioned uses and implications of generative AI present opportunities and difficulties for teaching, learning, and assessment. Overall, AI has the potential to revolutionise all aspects of education and is gradually reshaping the future of knowledge and skills development. Education has rapidly evolved in response to the digital revolution, especially since the advent of the COVID-19 pandemic. These changes raise new and important questions and concerns about how educational institutions must respond as a collective system and individually in view of traditional established educational principles, standards, and norms.

The concept of Digital Citizenship cannot be ignored as AI's usage is being addressed, since they go hand in hand. Digital citizenship<sup>5</sup> is crucial because technology is rapidly advancing and its use is becoming more embedded in everyday activities. In this regard, technology is redefining what it means to be a citizen. Citizens who harness the potential of AI must therefore recognize the need for responsible use of AI. They must limit their own exposure and that of their organization to current and emerging risks of AI technology.

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<sup>5</sup>“ Digital citizenship refers to the responsible use of technology and online resources for the support of society...”

At the University of Guyana, our aim is to ensure that the underlying purpose of education – learning – is not compromised, but rather ably supported by technologies. Notwithstanding the preceding, while AI tools such as ChatGPT do not yet have the ability to reason or create their own knowledge, they can generate persuasive synthesised information from several sources that gives the impression of human-like reasoning. These tools are being upgraded to mimic human reasoning even more. While this hints at difficulties for instructors performing assessment, it also affords opportunities for advancing assessment at the level of higher order cognitive skills that hereto presented challenges for instructors. The preceding makes it imperative that the program offerings of the University and its educational modes of delivery adapt, innovate, and remain flexible, such that the programs remain relevant and fit within the broad mandate of the University and emerging national developmental imperatives as well as international directions.

Given that the nature and implications of AI in Education – "the WHAT" – are broadly understood, the key to successful integration of AI in Education – "the HOW" – resides in articulating the University's position on appropriate and responsible use of generative AI and related technologies at the University of Guyana.

## **1.2. Linkage to the Vision of the University of Guyana**

Further, given aspirational Goal 1 of the University's BluePrint 2040 of "at least one graduate per household", no stone must be left unturned in providing opportunities for students and lecturers to learn about and use AI tools in line with well thought out principles of ethics-based curricula and easily accessible professional development support systems.

The University of Guyana, more so since 2020, has embraced technological change, as Blueprint Goals 2 and 3 indicate to position itself as a leader in some key technical areas. The University seeks to promote an environment where the use of AI is seen as an impetus for

enhancing teaching, learning, and administration processes. It is important to note that although AI can be a powerful tool, it is always a student's unique qualities and aspirations that will truly make the difference in how the material AI generates is analysed and presented. In addition, the quality of the design of examination and assignment questions should demand that students pull from their personal, local and regional experiences; requiring individualised responses based on their own knowledge.

The University has also been vigilant in terms of identifying and assessing related and associated challenges so as to ensure that all students are given the opportunity to pursue quality education on a level playing field to the extent possible. This document articulates the policy on the use of AI tools at UG toward fostering a fair and ethical experience for both students and lecturers. The aim is for the University to continue to provide a futures-driven, safe, robust, ethical and inclusive learning environment for citizens who must emerge to understand, manipulate, create and thrive in a digitally virtual world. This policy is not for today but for the future of higher education and development in Guyana. As such, it is emerging and dynamic, and therefore, subject to change over time.

## **2. PREMISE**

Academic integrity is the ethical foundation of education and this must never be compromised. AI has found its way into the education system and its use has reached a stage of inevitability, both on the part of lecturers and students; nevertheless, AI must not be allowed to undermine academic integrity. In this regard, there is a clear and urgent need for the University of Guyana to implement policies; on the use of AI, in education and academic work.

### **3. PURPOSE**

The purpose of this policy is to provide framework for students and lecturers so that they are appropriately guided in the responsible use of AI tools in Education. In this regard, this policy establishes that which is considered acceptable use by the University of Guyana and speaks to support systems and mechanisms for ensuring compliance.

### **4. SCOPE**

This policy applies to students and as well as support service units, in particular, the DVC's and Registry Units which have oversight of academic systems of the University of Guyana. They aim at, and cover, the transparent utilisation of any form of AI tool in the teaching, learning, and assessment processes. While the current focus is that of ensuring fairness in student assessments that are administered by UG, including proctored and non-proctored exams, projects, research, and assignments, both online and in-person, UG also recognises the relationship between the three education components and the responsibility for transparency and mutual support. This document does not supersede any other University Standard or Policy on related issues but rather extends them and fills an existing gap that speaks specifically to the use of AI tools.

### **5. POLICY**

The aim of this policy is to promote transparency, fairness, and individual responsibility and accountability, in AI use; and to prepare UG staff and students to understand and assimilate with the emerging AI sentient world. This policy addresses inter alia :

- Embracing technological change
- Integration of Assistive Technologies



- Fairness, equity
- Maintenance and promotion of cognitive acuity
- Disclosure
- AI Cognizant Different assessment models
- Plagiarism vs AI – is AI plagrism ?
- Dynamnic , evolving policy
- Communication

## **5.1. POLICY FOR LECTURERS**

The University of Guyana embraces the use of AI tools in assignments and/or other kinds of assessment, in keeping with the required learning objectives and examination requirements of courses. The necessary curricula adjustments should be made by each Faculty to facilitate the provisions of this policy. Notwithstanding, lecturers have the individual responsibility of ensuring that existing standards, policies, regulations, and guidelines are not compromised in undertaking any of the following.

### **5.1.1. Grading**

The grading system shall be in accordance with the approved AI Policy of the University of Guyana. Lecturers must clearly communicate to students, including through existing University approved channels, that the use of AI tools will affect the process and nature of the evaluation of their academic assignments, exams, and related submissions. The following sections provide guidance on how lecturers shall evaluate AI-assisted work by students.

### 5.1.2. Positionality

The student policy on the use of AI should be clearly discussed in class, stated in the course outline, and posted in Moodle. The foregoing should be communicated to students by the lecturer at the commencement of the course. For courses that have already commenced prior to the effective date of this document, the lecturer must immediately and clearly discuss the policy on the use of AI with the students and upload a notice in Moodle, highlighting their requirements .

### 5.1.3. Full Disclosure

It must be explicitly stated in course outlines that students are required to provide full disclosure on the use of AI tools.

### 5.1.4. Assessment Rubric

1. As part of the course content on sourcing, lecturers must provide the student policy as outlined in this policy to all students. The lecturer’s preferred referencing styles must be clearly explained to students and the basis for the evaluation of assignments, such as the originality and quality of the student’s work, must be discussed.
2. Two different weightings shall be used for students who do and do not use AI technologies. Therefore, it would be the same categories, but of different weights.

#### Example of Grading Rubric

	<b>AI-Assisted</b>	<b>Unassisted</b>
Topic	5	5
Argument	5	8

Discussion	10	12
Conclusion	10	10
Citation	5	7
Style	15	15

**Computed back to base 50 total**

3. Lecturers must use a format as illustrated in the example above for grading.
4. A lower baseline for grading the work of students who utilized AI support must be implemented. The grading must take into consideration the extent of the usage of AI in the student's work. Lecturers shall reward students' creativity, critical nuances, and the correction of inaccuracies or superficial interpretations that may have been generated by the suggestions of AI, in response to questions asked.
5. Students must disclose and produce all the AI-generated content including the questions used as prompts provided to the AI tool. This will allow lecturers to see their thought processes, inquiry, and critical thinking skills, including their decision-making regarding inclusion and exclusion. Students must also disclose all the AI tool(s) used and whether they were free, trial, or paid subscription versions.
6. Lecturers must outline whether or not AI use is permitted in their examinations. If students are allowed to use AI in examinations by the lecturer, considering the nature of examinations and time limitations, the requirements for use must be outlined by the lecturer.
7. Where AI-generated text has been flagged in an assignment by a Lecturer, the student must be shown the report and given an opportunity to respond.

8. With regards to pre-existing matters, prior to the approval date of this policy:

- Where plagiarism can be identified, the University's existing plagiarism policy shall apply.
- If there is no definite way of proving that Artificial Intelligence was used, the assumption be discarded, unless it can be proven within the University's policy guidelines that constitute plagiarism.

#### **5.1.5. Tool Subscription**

Lecturers must understand the different features including the advantages and disadvantages of using paid subscriptions on AI tools or using a free version, in order to utilize different weights for grading. Paid versions may provide more detailed and accurate work as compared to free versions and as such lecturers should take note of the variations in the quality of work provided based on these versions, to inform their marking decisions. A higher baseline for marking should be used to mark work done by paid AI subscription tools vs free versions of AI tools, where a variation is verified. The grading rubric presented in this document shall be used to grade.

The University through COETAL and TOS in collaboration with the AI working group, will facilitate awareness and knowledge sharing through consistent and systematic research, information and demonstration sessions as soon as any new feature of AI technology which can have impact on UG's work emerges..

#### **5.1.6. Knowledge of AI tools**

**5.1.6.1.** Lecturers must familiarize themselves with AI tools, their uses, functionality, associated weaknesses, and/or strengths. The preceding is important in understanding the role of educators in the continuous improvement

of educational practice. In addition, each lecturer may include on the course syllabus, his/her list of preferred AI tools

**5.1.6.2.** There are a number of detection tools<sup>6</sup> that are available to detect use of generative AI technology in assignments. Turnitin is currently configured for use by University faculty. It should be noted that the present reliability of the Turnitin plug-in for AI detection is not 100% reliable and certain specific failures should be noted in its use as follows<sup>7</sup>.

### **5.1.7. Procedure**

It is critical for lecturers to employ a number of assessment mechanisms, such as viva voice interviews by the lecturer or a team, face judgment, and AI detection tools in order to detect usage and evaluate the degree of usage of AI in students' work. Currently, UG uses Turnitin with an AI detection feature.

### **5.1.8. Authorship**

All assignments and assessments where AI is used must be appropriately referenced. The foregoing applies even if the machine-generated material has been modified by the student. The discipline-appropriate referencing style must be used.

Students are required to declare that the work submitted is their own. The following statement must be a part of the general University contract between UG and each student.

*I hereby declare that the work being submitted to the University of Guyana is my own work. I understand what constitutes plagiarism, and I further declare that I have checked my paper, and this work is not plagiarised. I permit the University of Guyana to analyse my work using any plagiarism and/or generative AI detection technology,*

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<sup>6</sup> A list of AI detection tools can be found in the appendix of this document.

<sup>7</sup> Some sources indicate 25% of failures to detect AI or to return false positives.

*and if found guilty of committing the offence of plagiarism or unfair means, I understand that I am liable to be sanctioned.*

*Name:*

*USI*

*Signature:*

*Date :*

## **5.2 POLICY FOR STUDENTS**

Full disclosure of the use of AI is required by students. When AI tools are used to aid students in their assessments, credit should be given to these tools, and this applies even if it is just an idea that is used and not actual text, drawings, or any other format generated by an AI tool. In other words, AI must also be cited as a source.

### **5.2.1 Responsible Use and Accountability**

1. All errors in a student's work whether it is AI generated, once it appears in a submitted assignment, will be ascribed to the student. Students are responsible for factual errors and false references in their assignments provided by AI tools, even if the AI that was used was properly referenced. The assignment will be downgraded accordingly in such instances.
2. Students are advised to use AI detection software and conduct originality checks prior to submission, to prevent their work from being accidentally flagged. Student versions of appropriate AI detection software will be enabled for students to check before submission.
3. An appendix with the following information should be added to assignments that utilize AI tools for assistance:

- The name of the AI tool used and the version, for example, ChatGPT - free version/ Chat GPT- Paid subscription.
- The entire exchange with the most important parts highlighted. For additional proof, lecturers can require that students submit screenshots of the inputs (questions/prompts) and AI-generated outputs (AI's response to the prompts/questions).
- An explanation of how the AI tools were used, for example, if they were used to generate ideas, illustrate key concepts and/or present lines of argument, etc.

### **5.2.2. Proctored and non-proctored exams, both Online and In-person**

1. The use of AI tools should not be abused but rather these tools should be used to support and complement the teaching and learning process, and as such, must be used to assist students in garnering a deeper or better understanding of the subject matter. The material presented must be critically analysed by the student.

### **5.2.3 Ensuring Equitable Access to AI and related technological infrastructure for Students with Special Education Needs and/or Disabilities ( SEND ).**

The Inclusivity, Diversity and Equity Policy makes specific accommodations for students with SEND and staff with disabilities to have access to specialised technologies, which would also include specialized AI tools, to foster an inclusive teaching and learning environment.

In light of the foregoing students with SEND shall also be allowed the use of required generative and assistive AI technologies, in accordance with the principles outlined in this policy and the Inclusivity, Diversity, and Equity Policy. *These technologies make it possible for students*

*with disabilities to show what they know without being impeded by their disability. (University of Guyana, 2021)*

*Additionally, 'The University will provide lecturers, tutors, educators, and support staff with training on Special Education Needs and/or Disabilities (SEND), inclusion, differentiated instruction and inclusive learning and assessments, with regards to AI use. There will also be continuous professional development sessions to enhance the University's capacity to promote inclusion.'* (University of Guyana, 2021).

### **5.2.3.1 AI assistive tools for students with Special Education Needs and/or Disabilities (SEND)**

Lecturers must allow students with SEND to use the relevant and required AI assistive tools. These tools include, but are not limited to those outlined in Accommodations under Appendix H of the University's Inclusivity, Diversity and Equity Policy. **Lecturer must set the required limitations in these cases.**

## **6.0 STRATEGIES FOR UG'S IMPLEMENTATION OF THIS POLICY**

### **6.0.1 Support Mechanisms and Compliance**

Special training workshops and programs developed and offered by the University of Guyana, such as the Human Relations program, shall be part of the University's support system to help students and lecturers regarding all matters relevant to the delivery of Instructional Activities, including the use of AI tools. These shall include, but are not limited to, training in the area of ethical challenges and issues associated with the use of AI applications.



Topics for training and workshops may include, but are not limited to the following:

1. developing appropriate assessment materials, including questions and rubrics;
2. types of AI and how to use the tools (prompts);
3. differing features between paid subscriptions and free versions of AI tools;
4. the effective use of AI;
5. grading assignments and assessments with AI-generated content;
6. using the appropriate referencing style for referencing AI-generated material in all forms of assessments;
7. tools for identifying AI-generated material and methods of assessing the degree of use and quality of work;
8. opportunities and limitations of using AI in the teaching/learning dyad;
9. respect for human rights and AI use;
10. privacy concerns such as how personal information is used and how data are protected; and
11. biases and discrimination such as gender-related stereotypes in data.

### **6.0.2. Ongoing Monitoring and Evaluation of AI and Related Technologies**

Since AI is an emerging technology its evolution must be constantly monitored and new training programs developed to keep abreast.

### **6.0.3 Infrastructural Support**

Students are responsible for their own personal computing hardware but in cases where this is justifiably not possible; digital infrastructure, which includes resources such as Internet access, computing equipment and AI technologies will, as far as possible, be

provided by the University of Guyana<sup>8</sup> for access by students and lecturers who wish to utilize AI tools. This can be done through access to the Computer Laboratories in TOS and faculties. This is necessary for countering inequitable computing conditions including connectivity which may be an issue for both students and lecturers. The Tactical Online Services Unit, through the office of the Vice-Chancellor, is responsible for facilitating the lecturers, and students who wish to have access.

#### **6.0.4 THE ESTABLISHMENT OF AN AI WORKING GROUP**

An AI Working Group shall be established by the University of Guyana. to have an integrative approach to the use of AI. This working group shall be led by a University of Guyana AI specialist<sup>9</sup> and comprise of volunteers from across UG's campus, representatives from the Faculty of Education and Humanities ( versed in testing and evaluation) and the Inclusion. Unit. Training shall be available for both staff and students.

#### **7.0 PRINCIPLES FOR THE ESTABLISHMENT OF GRADING RUBRIC**

1. Lecturers should develop their grading rubric to cater to differing baselines for the grading of work assisted and not assisted by AI tools and such grading rubric will be approved by the AI Policy and endorsed by the Academic Board ;
2. Based on the established grading rubric, an appropriate penalty should be imposed for unreflective reuse of material generated by AI tools, in the form of deducting marks.

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<sup>8</sup> To support this policy , all relevant Faculties and Units, including the Tactical Online Services Unit shall cater in their budget, for the provision of technological resources and necessary training.

<sup>9</sup> Dr. Morris -Martin will be asked to lead the AI Working Group.

3. Zero points should be assigned to students who simply reproduce the output from AI tools without any referencing. This applies even if the student discloses his/her use of AI tools.
4. Zero points should be assigned to students who fail to disclose that AI tools were used to generate their work material.
5. Use of AI should not be preferential, the entire class must be given the same conditions of use and grading.
6. Students are fully responsible for factual errors and false references provided by AI tools and marks can be deducted accordingly.

## **8.0 PRINCIPLES FOR ACCOMMODATING THE USE OF AI IN ASSIGNMENTS**

The following principles aim to assist lecturers in the tailoring of assignments and assessments to cater to the use of AI, and the development of evaluations that encourage critical thinking of students.

### **8.0.1 Recommendations for lecturers on how to accommodate AI tools**

The following recommendations contain assessment principles that are already in keeping with UG's vision. These suggestions are intended to help lecturers develop and deliver their courses in a strategic manner that is best suited to ensuring that AI tools are used correctly and monitored effectively. For lecturers who have already employed these strategies this will serve as a reminder.

The following guideline is an excerpt from: **Managing Artificial Intelligence Tools in Education**

**and Assessment at FPN. Available at:**

**[https://www.maastrichtuniversity.nl/sites/default/files/2023-04/fpn\\_edhub\\_Faculty%20Guidelines%20for%20Managing%20Artificial%20Intelligence%20Tools%20in%20Education%20and%20Assessment%20at%20FPN\\_2023-03-27.pdf](https://www.maastrichtuniversity.nl/sites/default/files/2023-04/fpn_edhub_Faculty%20Guidelines%20for%20Managing%20Artificial%20Intelligence%20Tools%20in%20Education%20and%20Assessment%20at%20FPN_2023-03-27.pdf)**

### ***-Beginning of Excerpt-***

1. *Adapt courses to AI tools to ensure the quality of education and assessment;*
2. *Develop teaching and learning activities promoting project-and problem-based work which fosters critical thinking, analysis, synthesis, problem-solving, creativity, and collaboration;*
3. *Encourage students to critically apply theoretical concepts to recent case studies, locally, regionally, and internationally; and their individual contexts;*
4. *Teach students to integrate and analyze different sources critically rather than simply summarizing them; synthesis of information by making associations and finding differences and how one idea/concept/theory transcends another ;*
5. *Encourage students to select and explain key quotes from their readings and discuss how they capture the essence of the material; and*
6. *Where reflection is used by the lecturer in the course, students can be asked further, to consider how course materials relate to their personal experiences or relevant cases based on their age group, country, identity, or area of expertise.*

### **8.0.2 *Reducing the Risks of Using AI tools Illegally in Assessments***

1. *Ensure diversity of assessments within each program. Starting from the effective date of this policy , it is advised that a large portion (preferably at least 30%) of a program's assignments must have full student identity proof. Such assessments include proctored exams and presentations.*
2. *Remember that lecturers can adapt nominal plans once a year when they receive them. Please consider doing so.*

3. *Monitor different stages in producing longer papers (e.g., a thesis) by implementing in between presentations.*
4. *It is highly recommended, e.g., a research proposal or thesis presentation is submitted, including the possibility for students to ask questions to ensure the integrity of the student's work.*

***-End of Excerpt –***

## **9.0 REASONABLE ASSUMPTION**

The application of this policy is dependent on the fairness, and honorable character of both students and lecturers.

## **10.0 MANAGING SUSPECTED BREACHES OF THIS POLICY**

If a student is suspected to be in breach of this policy, the following steps must be taken:

1. the lecturer shall investigate the suspected breach;
2. evidence of the breach must be established using relevant AI detection tools and methods for identifying, and assessing the nature and degree of the breach;
3. the student must be engaged or provided with feedback on the evidence of the breach and the consequences;
4. the approved grading rubric must be used to implement the necessary measures for re-assessment or grading penalties. where necessary. Where additional penalties are required , the University's established sanctioning regime shall be followed; and
5. If the matter cannot be resolved at the level of the student and lecturer, then it must follow the normal grievance procedures established at the University for students. In this

case, independent review can attract a fee which could be refundable if the report which comes back proves the student justifiably cleared.

## **11.0 REVIEW REQUIREMENTS**

It is understood that the AI context is rapidly evolving and that this policy represents the University's initial attempt to respond to the new situations arising from the growing use of AI technologies.—As such, it will be immediately placed into effect within the University upon approval.

The responsibility of updating this policy will be that of the Tactical Online Services Unit (TOS) with input from the established AI working group. A review will be done every six months or as often as is deemed necessary, reflecting any changes to policy areas and issues being addressed.

It is mandatory for all staff to review and follow this policy, as the means to being current with its position and content, at the beginning of each semester.

## **12.0 EFFECTIVE DATE**

**August 2023**

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## APPENDICES

### APPENDIX A

List of AI detection tools and their developers by Sacred Heart University<sup>10</sup>.

#### **Disclaimer**

As you explore available A.I. detection tools, please be aware that they do **NOT** have perfect detection capabilities. Their varying effectiveness may also wane over time as ChatGPT and other chatbots continue to improve and "train" through updates and usage. If you choose to utilize these detectors, it's recommended that you do **NOT** use them as a primary strategy for adapting to A.I. use amongst students. As the document highlights, other means of evaluation must be employed. The detection tools can have sizable rates of false positives and negatives. (University, 2020)

- AI Writing Check

Developed by Quill.org and CommonLit (Free)

- ChatGPT - GPT3 Content Detector

Developed by Draft & Goal (Free)

- Content At Scale's AI Detector

Developed by Content at Scale (Free)

- Copyleaks AI Content Detector

Developed by Copyleaks (Free)

- GPT Detector

Developed by writefull (Free, but has a daily use quota)

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<sup>10</sup> Sacred Heart University, **ChatGPT and AI Detection Tools**



- GPTZero

Developed by Edward Tian (Has free option with a 5K character limit per document and 3 files limit per batch upload - access to other features requires a subscription plan starting at \$9.99 a month)

- Open AI's Text Classifier

Developed by OpenAI, the makers of ChatGPT (Free, but requires an OpenAI account)

- Originality.AI

Developed by Originality.AI (Paid service at \$0.01 per 100 words scanned)

- TurnItIn's AI Writing Detection Tool

Developed By TurnItIn (Paid service, company needs to be contacted for pricing)

- Winston AI

Developed by Winston AI (Paid service, with three different monthly subscription tiers)

- Writer AI Content Detector

Developed by Writer.com (Free)

- ZeroGPT and ZeroAI

Developed by ZeroGPT (Free)