Meridan State College Artificial Intelligence Usage Policy

Igniting Minds - Empowering Futures

MERIDAN
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Contents

Introduction

Meridan State College recognises Artificial Intelligence (AI) as an emerging technology that is increasingly prevalent in today's world, offering numerous educational opportunities. This document outlines the College's commitment to the responsible and beneficial use of AI.

This policy makes clear the extent and acceptable use of AI:

- by students
- with students

1. Guiding principles

These guiding principles underpin our school's approach to integrating AI technologies, reflecting our commitment to fostering responsible, ethical, and informed use of AI among students and staff.

Engagement with AI and Critical Literacy **-** We recognise the importance of students engaging with AI tools to understand their functions, limitations, and potential pitfalls, fostering the development of critical literacy skills.

Modelling Responsibility - As educators, we are dedicated to demonstrating the responsible use of AI tools.

Transparency - We prioritise transparency in the use of AI, ensuring students clearly understand when and where these tools are appropriate.

Ethical Considerations - We acknowledge AI's potential as a transformative force in education, provided that its use is guided by ethical considerations.

2. Definitions

Artificial Intelligence

Artificial Intelligence (AI) refers to the ability of systems or computers to do things that would normally require human intelligence. AI is used in many products and services we use daily, from search engines to smartphone assistance.

Generative AI

Generative AI can understand instructions and produce or deliver meaningful content. It uses the data it was trained on to generate new data that has similar characteristics. Generative AI products are widely available, and they are expected to keep changing and improving quickly. Currently, the most popular generative AI tool is ChatGPT.

3. Approval process for student use of AI tools

Parental consent for AI use by students

In certain cases, when AI tools involve data collection or access to student information, parent consent may be required before implementing AI technologies. The school will ensure compliance with relevant data protection regulations.

School approval process for student use of an AI tool

Should teachers wish for students to independently access and use an AI tool, approval should be sought by contact the Head of Department for Innovation, Technology & Interactive Learning. Teachers must have the support of their Faculty Head of Department or Head of Department - Curriculum before requesting this approval.

4. AI use by students

Extent and acceptable use of AI by students

Following the approval process, students must adhere to the usage guidance below:

Seek teacher approval - Use AI tools only when directed by a teacher. If you wish to use an AI tool, you must first seek approval from your teacher. When completing assessment tasks, ensure you follow the AI guidelines specific to that task.

Avoid plagiarism - AI-generated content may only be used in assessment tasks where it is explicitly permitted and must always be properly attributed. Using AI content without permission or proper citation violates the Meridan State College Assessment Policy.

Check accuracy - Always verify the accuracy and trustworthiness of AI-generated content. Cross-check information, numbers, facts, and data provided by AI tools. Remember, students are responsible for ensuring all information in their schoolwork is accurate.

Use AI responsibly - Always demonstrate respectful and responsible behaviour when using AI tools.

Protect data and privacy - Avoid entering personal or sensitive data and images into AI tools. If unsure, consult your teacher.

Cite sources - When using AI tools as permitted by specific assessment guidelines, cite where and how they were used to create text, images, videos, audio, or other media. Note: AI must not be used to generate a direct response to an assessment task.

Show AI-generated information - If requested by a teacher, you must show the AI tool used and the source material cited from AI-generated content.

AI tools can support student learning in various ways, provided their use does not compromise the authenticity of assessment. If the conditions outlined above are met, students may use AI to:

- **Answer questions or engage in discussions** on a topic to clarify concepts.
- **Act as a personal tutor** to support learning new concepts and skills.
- **Receive feedback** on writing, including grammar, structure, or style improvements.
- **Generate ideas** or prompts for creative tasks, such as stories, poems, or artwork.
- **Explain information** in different ways to enhance understanding of complex topics.
- **Create a study timetable** or personalised study program tailored to their goals.
- **Test their knowledge** or develop practice questions for self-assessment.
- **Summarise or combine information** from different sources to better grasp key points.
- **Paraphrase information** to improve clarity or avoid plagiarism in drafts.
- **Learn about critical thinking** by analysing AI-generated outputs for accuracy and bias.
- **Generate images** to illustrate stories, presentations, or creative projects.
- **Experiment with coding** or receive assistance debugging code in programming tasks.
- **Brainstorm research topics** or project ideas within an ethical framework.
- **Translate text** to understand content in another language or develop language skills.

5. Guidelines for AI use during the learning phase

Teachers, in collaboration with their HOD, will provide students with clear guidelines as per the level of AI use acceptable for each learning phase. These guidelines will be provided using the following 'traffic lights' system.

	**Prohibited** Generative AI use is prohibited as it interferes with the student developing or demonstrating foundational understanding, skills and knowledge being taught.
	**Allowed for specific purposes** Generative AI may be used for approved purposes as defined by the teacher, such as generating images, creating initial ideas, or assisting with grammar and structure checks. However, it must not replace critical thinking, creativity, or the student's own voice in tasks where these skills are central. Students are responsible for ensuring all AI-generated content is accurate.
	**Permitted** The collaborative use of generative AI is encouraged and actively integrated into the learning process. Students can leverage AI to enhance learning objectives, explore creative ideas, or otherwise support their learning while maintaining responsible usage.

6. Guidelines for AI use within assessment tasks

Extent and acceptable use of AI by students for assessment tasks

The use of AI by students as part of assessment tasks must not compromise the authenticity of their response. AI tools should not encourage shortcuts or undermine the integrity of assessment processes.

The Meridan State College Assessment Policy sets out expectations and consequences for students with relation to academic integrity. This policy can be found on the Meridan State College website.

Guidelines provided to students

The following are examples of the guidelines that will be provided to students to guide the use of generative AI in assessment tasks.

 **Prohibited**	 **Allowed for specific purposes**	 **Permitted**
This assessment task prohibits the use of generative AI tools to create the student response. However, their use for activities like research and revision may be allowed at the teacher's discretion.	This assessment task permits the collaborative use of generative AI for the following components of the task: • [component 1] • [component 2] Students are required to cite/reference their use of generative AI tools using [reference style].	This assessment task permits the collaborative use of generative AI tools for the entire assessment task. Students are required to cite/reference their use of generative AI tools using [reference style].

Example Attribution Statement for use of Generative AI within an Assessment Task

The following is an example of an attribution statement students would include in their assessment task to acknowledge their use of AI within an assessment task.

> *I acknowledge the use of [Name of generative AI tool] (accessed [Month Year]) to develop the [list component/s of the assessment genAI contributed to]. Prompts, outputs, and my responses are available upon request. All AI-generated output was critically reviewed. All other work in this assessment is my own.*

7. AI use with students

The purpose of integrating AI into student learning is to enhance educational experiences, foster critical thinking, and prepare students for the digital age. AI tools can empower teachers to become facilitators of learning in innovative ways.

Extent and acceptable use of AI with students

AI should be used judiciously, enhancing education without diminishing the value of human interaction. AI should complement traditional teaching methods and not replace essential teaching roles. Responsible use of AI with students entails providing appropriate guidance, educating students about AI's limitations and benefits, and fostering critical thinking skills to evaluate AI-generated outputs

The following conditions must be satisfied for AI to be used with students:

- ✓ AI tools must align with the planned curriculum and support student learning. The use of AI must ensure student privacy and comply with data and child protection regulations.
- ✓ Generative AI tools are used in ways that are inclusive, accessible, and equitable for students with disability and from diverse backgrounds.
- ✓ AI-generated content should be integrated in a way that enhances traditional teaching methods and student engagement.
- ✓ AI-generated content must not compromise the authenticity of assessment tasks.
- ✓ Ethical considerations such as algorithmic bias, transparency, and fairness must be taken into account. Teachers should guide students in understanding the potential implications of AI-generated decisions.
- ✓ Licensing and copyright implications for AI-generated content should be taken into account.
- ✓ Teachers and students should ensure proper attribution and referencing of AI-generated work, and be aware of the copyright requirements associated with AI.
- ✓ Teachers using AI tools should be mindful of technical aspects, including secure login, responsible account creation, and appropriate sharing of information generated by AI.
- ✓ Teachers and students should understand the data being collected, how it is processed, and the purposes for which it is used. Transparency about data usage ensures informed participation.

Examples of AI integration in lessons

Teachers can incorporate generative AI into their lessons in their planning or by demonstrating its use via a projector or working closely with individual students or small groups. Begin by focusing on the *pedagogy* and the intended learning outcomes, then choose the tool that best supports these goals. Below are examples of how a generative AI tool like ChatGPT can enhance effective teaching practices.

Differentiation

- Create differentiated comprehension questions tailored to various reading levels.
- Rewrite texts for specific reading levels.
- Generate sentence starters, cloze activities, paragraphs with spelling errors to find and correct etc.
- Generate flashcards for definitions and key terms based on student needs.
- Suggest level-appropriate alternative explanations for complex concepts.
- Quickly generate extension activities or additional content based on a resource from the lesson.

Feedback

- Provide instant feedback on student planning/drafts to guide next steps.
- Generate feedback for incorrect responses in multiple choice quiz questions in QLearn.
- Create model responses for students to collaboratively mark and discuss using a rubric.
- Highlighting evidence of specific skills in student work samples.
- Tutoring students on gaps in their knowledge as identified in their work.

Critical and Creative Thinking

- Lead Socratic questioning dialogues to explore and challenge knowledge.
- Provide non-examples or flawed arguments for students to critique and improve.
- Collaborate with AI to generate story starters, plot twists, or alternative endings.
- Inspire creative prompts for visual art, multimedia, or storytelling projects.

Revision

- Generate quizzes or self-assessment tools for reviewing knowledge.
- Engage in a conversation with a fictional character or historical figure.
- Provide customised study guides based on student work samples.

8. Referencing expectation for AI platforms

As generative AI produces material that is not recoverable, the material itself cannot be cited - but since it is not information communicated by a person, it cannot be treated as personal communication. Instead, a reference in-text to the use of the software is needed along with a citation to the software. If using content generated by the software, use quotation marks or a block quote just like any other quoted text.

Examples of text generation

In-text:

ChatGPT was used to summarise the results of the articles, and found there was "no statistically significant difference between the two methods" (OpenAI, 2023).

In the reference list: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat

Example of text-to-image generation

In-text: Image of robot holding a flower generated using Midjourney (2023).

In the reference list: Midjourney. (2023). Midjourney (V5) [Text-to-image model]. https://www.midjourney.com/

9. Copyright considerations

Labelling and attributing

Meridan State College teachers must comply with licensing terms and conditions for AI-generated content. It is recommended that teachers familiarise themselves with the terms and conditions of each generative AI platform.

For new works, some AI tools assign copyright in the output:
• to the user – for example, a Department of Education or Administering Body, or
• only grant a licence – for example, Creative Commons licence.

Producing a modified version of an existing third-party work to make materials more accessible to students, should only be done:
• if an education licence or exception in the Copyright Act applies, or
• with permission from the copyright owner.

The modified material should be labelled under the educational provisions of the Copyright Act. All AI content in the reference list should reflect the above criteria for new or modified works in the attribution.

Example for new works

Copyright assigned to the user:

This work has been generated using artificial intelligence. Any copyright subsisting in this work is owned by [INSERT Department of Education or Administering Body].

Copyright licence:

This work has been generated using artificial intelligence. [INSERT licence (e.g., Creative Commons licence)].

Example for modified version of an existing third-party work

This version has been generated using artificial intelligence and has been copied/made available to you under the educational provisions of the Copyright Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Copyright Act. Do not remove this notice.

Further information

For further information see Using Generative AI Platforms in Schools on the smartcopying website.