



Artificial Intelligence Acceptable Use Guidelines

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1. Purpose

As the use and prevalence of Artificial Intelligence (AI) grows in our global society it is imperative that schools have clear guidelines and rationales for its use. Guidelines of acceptable use will ensure that students are utilising the technology in a safe, ethical and beneficial manner. AI will continue to advance, and exposure and use will grow exponentially, thus, CCS endeavours to integrate the use of the new technology to be of service to our students.

a. Aligning Rationale with Mission, Vision and Values

The mission of CCS is to empower all students as balanced, respectful and engaged global citizens who achieve their full potential as lifelong learners. The ethical use of AI in classrooms at CCS can directly help teachers and students to fulfil the mission and vision. AI can be used as a tool to adjust content difficulty and learning pathways by teachers in the same way that it can be used as a research tool or a platform to ask targeted questions by students. The increased use of AI in the workplace all over the world means that its acceptable use must be taught at CCS in order for students to achieve their full potential and meet success goals.

b. Aligning with High Quality Learning

High Quality Learning (HQL) at CCS is based on inquiry where students are exercising curiosity, decision making, setting goals and taking control of their own learning. Through the use of AI in certain tasks and contexts students are able to take control of when HQL occurs through their connection with global issues, thinking critically about the information and research they are acquiring, as well as communicating their understanding of meaningful information found through the process. The monitored and ethical use of AI can help us ensure that HQL is consistently occurring at CCS.

2. When and How to Use Artificial Intelligence

At CCS, teaching and learning is student-led with teachers framing opportunities for inquiry and skill building. Even though we must embrace the use of AI in some contexts, everything at CCS must stay human-centred. In order to ensure that this is the case and that AI is being utilised ethically and fairly students will need coaching on how and when to use AI.

a. Task Types and Levels of Acceptable Use

Teachers and students will work together to ensure an understanding is clear regarding the use of AI and the type of task where the use is appropriate and to which level of use the students are permitted to use the tool.

At CCS we require all written work to be student generated so our levels of use will follow the following system and guidelines with a focus on AI only ever being used for research and information collection.

Level	Acceptable Use	Task Type and Description of Use
1	NO AI	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p>AI must not be used at any point during the task or assessment</p>
2	Idea Generation and Information Gathering	<p>AI can be used in this task/assessment for brainstorming, structuring and collecting information to enhance initial student ideas.</p> <p>No AI created content is allowed in the submission of task</p>
3	AI Assisted Editing	<p>AI platforms such as Grammarly and ChatGPT can be used to add clarity or quality to student created work to improve the final output, but NO NEW CONTENT can be created using AI.</p> <p>AI can be used but an original version of the work must be presented on submission</p>
4	AI Use with Student Verification	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content.</p> <p>This level requires critical engagement with AI generated content and evaluating its output. Still no AI created content for submission.</p>

Following this scale and guidelines should ensure that the benefits of AI in the classroom are seen without crossing any boundaries in terms of academic integrity. This will ensure that the platforms are being ethically used and students are being explicitly taught best practices with their use. Teachers can apply this system at their discretion keeping in mind the nature and expectations of specific tasks and the suitability of the use of AI.

b. Student Responsibilities

i. For learning, not for creating

As we start to use AI at CCS in a more formalised capacity it is important to be very clear about how, when and why you are using the tools. Students must remember that the tools should be used as part of the learning process. At all levels of the acceptable use chart there will be no work created by AI submitted for assessment. If AI is used to create responses or ideas, such as in level 4, these materials will be used to stimulate conversation, not to be handed in and assessed.

ii. Acknowledging the Use of AI

As students are starting to use AI in a more structured and monitored way, we will all have to adopt the new habit of acknowledging our use of AI in our work. This should be done in the same way that we reference sources and citations within our research. Some examples of acknowledging AI are:

- I used Grammarly to check spelling and grammar in this work.
- I used generative AI to find points to counterargument my opinion.
- I used ChatGPT to generate lab ideas before choosing one to continue with.
- I used Google Voice Typing to transcribe my handwritten work.
- I had a conversation with an AI Bot to review my understanding of the topic prior to answering this question.

When AI is used in any capacity, acknowledgement, honesty and ownership of its use must be applied for clarity and integrity.

c. Concerns when Using Artificial Intelligence

As is the case with all online platforms the use of AI tools come with risks that can be dangerous in an ethical manner or a data sharing manner. In order to stay safe, it is important to be aware of the following points.

- If you are ever unsure of the manner in which you are using AI and whether you are within the schools stated guidelines you must always check with your teacher to avoid academic misconduct issues.
- AI platforms are prone to making errors or fabricating untruths, especially when dealing with numbers, equations and citing sources. Make sure that all information collated from AI is fact checked and verified by wider research approaches.
- Many major AI platforms are trained by user input. Never input any personal details (phone numbers, addresses, emails addresses etc).

3. Academic Misconduct

When the guidelines for the use of Artificial Intelligence at CCS are not followed then there will be issues with academic integrity, possibly leading to academic misconduct. In the CCS Academic Integrity Policy the following areas of misconduct can be directly linked to the misuse of AI.

- **Plagiarism** - the representation, intentionally or unwittingly, of the ideas, words or work of another person or AI without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. The IB uses plagiarism detection software to identify when this occurs.
- **Inappropriate use of generative Artificial Intelligence (AI)** - when a student uses AI tools to create new content, submits it as their own original work, and fails to appropriately acknowledge the use of AI in their submission for assessment. Including:
 - Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
 - Copying or paraphrasing whole responses of AI-generated content
 - Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis or evaluation
 - Failing to acknowledge use of AI tools when they have been used as a source of information
 - Incomplete or poor acknowledgement of AI tools

As guiding principles for students and teachers, the following questions should be considered.

1. Did the student use AI to help them learn? ***If so, then it is acceptable.***
2. Did the student use AI to pretend they did something they did not? ***Then this is not acceptable.***

4 . Responding to Ethical Concerns with AI Use

When AI is used by teachers or students there will always be ethical concerns and we need to mitigate risk of this and any academic misconduct issues. Ensuring the guidelines here are followed will reduce chances of improper use but the following guidance on understanding and responding to the risks should be followed.

Academic Integrity:

- **Consult Guidelines:** Always refer to your school's specific guidelines on AI use and academic integrity / honesty.
- **Teacher Guidance:** When in doubt, seek clarification from your teacher to avoid unintentional misconduct.
- **Cite Sources:** Students should be clear that if they use text (or any other product) produced by an AI tool - by copying or paraphrasing that text or

modifying an image - they must clearly reference it in the body of their work and add the reference in the bibliography. In addition, in-text citation should contain quotation marks using the referencing style already in use by the school and the citation must contain the prompt given to the AI tool and the date the AI generated the text (see example on next page).

In-text citation example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023).

Reference in the bibliography example: OpenAI. (23 February 2023). ChatGPT response to *example* prompt about *example* topic.

Accuracy and Reliability:

- **Independent Verification:** Cross-reference AI-generated information with reputable sources.
- **Fact-Checking:** Use reliable fact-checking websites or tools to verify the accuracy of information.
- **Critical Thinking:** Evaluate the credibility of AI-generated content and question its assumptions.

Data Privacy:

- **Avoid Personal Information:** Never input personal details into AI platforms, as they can be misused.
- **Anonymize Data:** If sharing data with AI, ensure it is anonymized to protect privacy.
- **Be Mindful of Public Data:** Be aware that publicly available information can be used to identify individuals.

Additional Considerations:

- **Bias Awareness:** Be mindful of potential biases in AI algorithms and the data they are trained on.
- **Ethical Implications:** Consider the ethical implications of using AI for certain tasks, such as decision-making or content creation.
- **Continuous Learning:** Stay informed about the latest developments in AI and ethical guidelines to ensure responsible use.

By following these guidelines and being aware of the potential risks, we can use AI tools effectively and ethically at CCS without fear of negative implications.

5. References

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Cross References:

Canggu Community School, *Academic Integrity Policy*, 2024

6. Appendix - IB Summary of AI scenarios in student coursework

Scenario	Outcome
#1 A student uses AI for a summary of key points for their essay and suggests references to cite.	Acceptable
#2 A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.	Acceptable
#3 A student uses AI to find quotes on the essay topic and simply copies them without investigating further.	Not acceptable
#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.	Not acceptable
#5 A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words).	Context – but generally not acceptable
#6 A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument, and then uses this as a model for their own content.	Context – but generally acceptable
#7 A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.	Generally not acceptable – but nuanced
#8 A student writes the essay in one language and then uses AI to translate it into another language for submission.	Not acceptable for IB assessment Probably acceptable in other contexts
#9 A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.	Not acceptable for IB assessment Probably acceptable in other contexts
#10 A student uses AI to “mark” their work and provide feedback for improvement.	Not acceptable for IB assessment Probably acceptable in other contexts
#11 A student asks AI to “reflect” on a topic, process or question and uses this unchanged in their assessment.	Not acceptable
#12 A student tries to hide their use of AI.	Not acceptable, even if their use of AI was correct
#13 A student uses AI to generate a template for the structure of their essay.	Context – but generally acceptable

Source: International Baccalaureate Organization, 2024.