Artificial Intelligence Tools at the Hertie School
Teaching Guidelines for Faculty and Students

Artificial intelligence (AI) tools that can produce texts, images, voiceovers, or videos and are now available and widely accessible. Published in late 2022 by OpenAI, ChatGPT is a remarkable and widely used tool. ChatGPT can be easily instructed using ordinary language to generate various formats of original texts that are challenging to distinguish from those written by humans. Similar tools facilitate the creation of 'original' artwork, translated text, formulas, computer code, and even calculation prompts, applicable for a great variety of use. The availability and accessibility of these tools raises questions on the implications for higher education, teaching, learning, and evaluating students.

The Hertie School believes it is crucial to make sensible use of such tools, and where possible to limit or prevent potential abuse. AI content generation can provide valuable help for many tasks if used reasonably. As such, we want to enable our students to become acquainted with them. However, it is also clear that machine-generated work handed in as one's own is a violation of academic integrity in the same way as plagiarism or other forms of authorship fraud. Hence, we opt for a flexible approach.

These guidelines outline the use of AI tools in the teaching, learning and student evaluation at the Hertie School. They seek to establish what constitutes sanctionable behavior and which type of use can be encouraged in the classroom, depending on the learning objectives and examination requirements set by the instructor.

1. Authorship and academic integrity

If a student submits an assignment produced by an AI content generation tool without stating the tool use to the instructor, the student infringes good academic conduct in accordance with §16, 2 of the Study & Examination Rules of the MPP, MIA, MDS and §15, 2 of the Study & Examination Rules in the EMPA. This infringement will be sanctioned according to §17 of the Study & Examination Rules of the MPP, MIA, MDS and §16 of the Study & Examination Rules of the EMPA.

If instructors allow the use of AI tools for the preparation of assignments, their use needs to be clearly referenced in the text, even if the machine-generated text has been modified by the author. Examples of such references are:

- "The following definition relies on Chat-GPT's response to the question "what is governance?" generated on 10.2.2023."
- "Translation from German to English provided by Deep-L."

Note that in all cases of using AI for presentation, source material and prompts (or other coding) should be clearly identified such that similar output could be replicated. Such details may be placed in footnotes, citations, or supplements as appropriate.

Students are responsible for factual errors and false references in their assignments, even if these have been provided by AI tools that were properly referenced. The assignment will be downgraded accordingly in such instances.

2. Instructor authority and learning objectives

It is at the discretion of every instructor at the Hertie School to encourage or limit the use of AI tools in alignment with the learning objectives and examination requirements of their course. In the Spring term 2023, the course policy on AI tools should be clearly discussed in class and posted in Moodle to guide students in the preparation of their assignments. The policy should include:

- General instructions: How to use the tool (prompts), opportunities and limitations.
- Ethical and reasonable use: How to use such tools in alignment with academic integrity and good academic standards, and in a way that limits the biases produced by the available tools.
- Transparency in grading: A clear communication on how the use of AI tools can affect the assessment of assignments in order to ensure that AI-generated content is graded appropriately based on the quality and originality of the work.
- Reference to privacy: Instructors should sensitize students regarding privacy issues. Individuals using the tools remain responsible for data protection and for how they use personal information.

When skills potentially performed by using AI tools are the content of the course learning objectives and/or the examination requirements, the course instructor can decide to ban AI-tool use entirely. Instructors should plan their assignments and evaluation exercises in a way that avoids granting access to AI tools and limits the possibility for cheating.

When the learning objectives focus on one specific skill, but not others proposed by AI tools, the instructor needs to clearly exclude the specific set that is not allowed in the class or in assignments.

- For example, a course of programming language can exclude tools that translate natural language into the relevant programming language but allow for natural language generation to accompany the assignment, if it is properly referenced.

3. Teaching with artificial intelligence

The Hertie School encourages instructors to experiment with AI tools in teaching and learning to create innovative ways to acquire and organize knowledge and check the veracity of information AI-generated. Familiarity with AI tools is helpful for the learning experience and the professional development of students afterwards but needs to be done with clear guidelines on ethical use, biases, and limits of the tools that are currently available.

Teaching with AI tools can for example include one or several of these options:

- *Research using AI tools:* Using AI tools to quickly research, summarize or simplify key aspects of new domain knowledge, or brainstorm and explore research questions.
- *Compare and improve content generated by AI tools*: Questions in class or in assignments can be first answered by an AI tool. Students are then asked to provide a more comprehensive answer by manually correcting and adding content. The graded content is then compared to the AI generated baseline.
- *Competition over AI prompts*: Students can be divided into groups and asked to device AI prompts to solve an open-ended question. With the help of their own experience,

they then assess the other teams to establish the most efficient design of questions that helped generate a satisfactory answer.

- *Detailing the thought process*: Rather than handing in a text only, students are asked to detail how they have structured the assignment and why, with reference to different class sessions.
- *Holistic assignments*: In courses with a small number of students, assessment may include oral presentation or debates prepared with AI tools but graded on delivery and persuasiveness.

In addition, instructors may want to utilize AI tools for their own teaching or teaching preparation. Such tools can include an automated feedback coach to help students improve their writing, AI generated text recognition tools, test questions, sample answers, slide images, etc.