LUND UNIVERSITY
SCHOOL OF ECONOMICS AND MANAGEMENT

POLICY

2023-03-06 Reg. no: STYR 2023/661

Department of Informatics Education Committee

Department of Informatics
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Department of Informatics Policy on use of Aritifical Intelligence-based Tools in Education

The Department of Informatics recognises the rapid increase in the use of AI-based tools in the field of information systems, in related disciplines, and in society at large. We recognise that these tools are likely to remain accessible to students. To ascertain that the tools are used responsibly, ethically, and in ways that promote and accelerate student learning while safeguarding examination by working to deter cheating, we have developed this policy.

The Department of Informatics maintains that course learning outcomes in the courses that we teach have not become less relevant with the emergence of AI-based tools. On the contrary, their relevance has increased as the use of AI-based tools requires a command of terminology needed to write prompts and subject-specific knowledge combined with the ability to critically assess, judge, analyse, and evaluate AI-generated output.

1. Purpose

The purpose of this policy is to provide guidelines for teaching staff at the Department of Informatics regarding examination in a time of easy access to AI-based tools. The policy shall provide guidelines on informing students about AI-based tools and on the use and integration of AI-based tools into teaching.

2. Scope

This policy applies to courses in first- and second cycle education at the Department of Informatics.

3. Policy Statement

The Department of Informatics recognises the potential benefits of using AI-based tools in education to enhance students' learning and learning experiences. The department therefore encourages the responsible and ethical use of AI-based tools in courses.

- All teaching staff should familiarise themselves with some AI-based tool (for example, ChatGPT or Bing AI) to see how it responds to using course materials, assignments, exam questions and so forth as prompts.
- Any and all use of AI-based tools in teaching should be subordinated to the learning outcomes of the course. The use of AI-based tools must be a

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means to an end, with the end being fulfilment of course learning outcomes, and not become an end in themselves unless the learning outcomes specifically mention such AI-based tools.

- All group assignments should include some instrument, such as an author contribution statement, for students to account for distribution of work between humans and AI. Our referencing systems (APA, Harvard, etcetera) do not support referencing content generated by AI-based tools. This is due to the fact that AI-generated content itself can contain in-text citations and bibliographies. Thus, students should be given the opportunity to report their own contributions to a given work, as well as the contributions made by AI.

- Course directors should communicate to students that they are always responsible for, and have personal ownership of, everything that they submit as a part of examinations on courses. This includes content in the form of text, programming code, graphical representations, or otherwise, generated using AI-based and non-AI-based software, and that they can be asked to explain, justify, or defend any of the above in conjunction with examination.

- Written submissions, where students can use AI-based tools in such a way that it can affect the validity of the examination, should be augmented by complementary means of examination.