COUNCIL FOR QUALITY OF EDUCATION

PRINCIPLES FOR THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS AT POZNAN UNIVERSITY OF TECHNOLOGY

of 24 April 2024

Tools based on generative artificial intelligence (hereinafter referred to as GenAI) enable the automatic creation of texts, images, videos, and signals.

When used appropriately, they can enhance the processes of education and scientific research, particularly in areas such as information retrieval, inspiration for original ideas, support for creative thinking, generation of solution suggestions, improving the quality of texts, and acquiring knowledge and new skills.

The use of GenAI tools during classes allows students and Ph.D. students to familiarise themselves with such tools and identify potential applications in academic and professional environments.

At the same time, users of generative artificial intelligence tools should critically analyse the outputs they receive and remain aware of their imperfections, technical limitations, and the concerns surrounding their use.

The following principles aim to support students, Ph.D. students, and academic staff in the appropriate use of these tools in teaching and learning.

Principles:

1. Generative artificial intelligence tools may be used in teaching, but the scope and manner of their use during classes is determined by the course instructor or academic supervisor.

2. Course instructors and academic supervisors should support students and Ph.D. students in the proper use of generative artificial intelligence tools, both in the learning process and in conducting research, in accordance with ethical values—particularly the principles of scientific integrity and good academic practices.

3. Academic teachers may prohibit the direct use of generative artificial intelligence tools in specific situations, such as during written tests, examinations, and creative individual assignments or projects.

4. Users of generative artificial intelligence tools should be aware that the outputs of such tools may:

    – be inaccurate, misleading, or false,

    – refer to non-existent sources,

    – contain biases, reinforce inappropriate social stereotypes, lead to inequality (particularly towards individuals), or use inappropriate language,

    – infringe copyright.

    GenAI outputs must be critically evaluated, their accuracy verified, and additional sources consulted. It is important to ensure that the intended use of generated content or images does not infringe upon the copyright of others.

5. Responsibility for the use of generative artificial intelligence outputs always rests with the user.

6. A student, Ph.D. student, or employee is not considered the author of content or other outputs generated by GenAI tools. It is essential to clearly indicate the use of GenAI-generated content in one's work, including the source from which it was obtained.

7. When using generative artificial intelligence tools in diploma or scientific theses, the student or Ph.D. student should:

    – consult with their academic supervisor beforehand regarding the objectives, methods, and scope of GenAI usage.

    – clearly describe in the introduction or another appropriate section of the thesis which generative AI tools were used, the purpose and manner of their use, and explicitly mark all parts of the work (i.e., text, tables, images, and other elements) that were created with their help.

    The inclusion of this information does not exempt the author from independently analysing results, drawing conclusions, writing the thesis, or bearing full responsibility for the submitted work.

8. In cases where there is suspicion that such tools have been used in violation of the above principles, the supervisor may verify the work using available GenAI content detection systems.

9. If the work grossly violates the above principles and the requirement of independent authorship in preparing a diploma or scientific thesis, the instructor or academic supervisor has the right to reject the student's or Ph.D. student's work.