



AI GUIDELINES

FOR TEACHERS & SUPPORT STAFF



Universiteit
Leiden



This guide provides you with recommendations on the use of generative AI tools in educational settings. It is set up for educators and their support staff and covers your the integration of AI tools in your course content and advice you can offer your students about the use of AI tools.

Important notice: AI-technology and tools are developing constantly. The information in this guide is therefore dynamic and updated constantly. Make sure to check it regularly!

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1. AI tools: possibilities

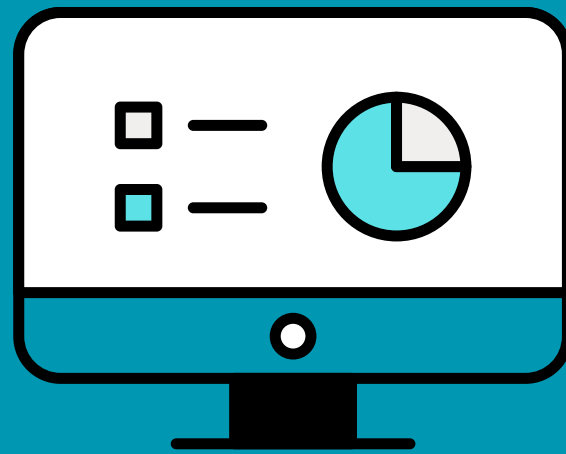
AI uses a set of instructions or algorithms to perform complex, intelligent tasks. These tasks vary from image recognition, understanding written text as well as creating it, generating computer code or driving a car autonomously. The different types of data and level of human involvement determines the quality of the AI output. This guide focuses on GAI due to its degree of disruption, accessibility, and pervasiveness in educational activities. Generative AI (GAI) uses machine learning to produce new and original output based on pre-trained data and user input.

The output can be:

- text-based, like an essay or lines of computer code (ChatGPT, Gemini, CoPilot, Sonnet)
- images or realistic photos (DALL-E, Midjourney)
- video (Sora)
- human speech created from text (ElevenLabs).

Many widely used tools have already incorporated a certain level of generative AI, such as Grammarly, Microsoft Office (which incorporated CoPilot) and Adobe Creative Suite.

Tips & suggestions



2. Using AI in teaching methods

- Outline the permitted use of GAI in your course syllabus
- During the course introduction, explain why GAI is or is not used in your course
- Ask students to critique AI generated content (essay or code)
- Ask them to write reflection reports after participating in an activity or game, linking the experience to the course literature
- Discuss the ethical implications of biased information together, or the threat of spreading disinformation; promoting the intrinsic values of originality in the context of a future career setting.
- Request the addition of a GAI guidelines module for students in Brightspace. This module was developed by the Faculty of Social Sciences and provides general information about using GAI tools such as ChatGPT in classes as well as its limitations and ethical concerns. Submit your request via AIED@leidenuniv.nl.

2. Using AI in teaching methods



Level of AI integration	Key Message to Students	Disclosure
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><u>AI-generated content or any other form of AI may not be used at any point during the assessment.</u></p>	No AI disclosure required.
2 AI-ASSISTED IDEA GENERATION AND STRUCTURING	<p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. However, the use of AI-generated content within the assignment is not allowed.</p> <p><u>No AI content is allowed in the final submission.</u></p>	<p>AI disclosure is required. Include a statement declaring how AI was used in your final submission.</p> <p>A record of used prompts should be maintained and handed over to the teacher on request.</p>
3 AI-ASSISTED EDITING	<p>AI can be used to make improvements to the clarity or quality of student-created work to improve the final output, but no new content can be created using AI. It's not allowed to use AI to fully complete your assignment.</p> <p><u>AI can be used, but your original work with no AI content must be provided in an appendix.</u></p>	<p>AI disclosure is required. Include a statement declaring how AI was used in your final submission.</p> <p>A record of used prompts should be maintained and handed over to the teacher on request.</p>
4 AI TASK COMPLETION, HUMAN EVALUATION	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output.</p> <p><u>You will use AI to complete specified tasks in your assessment. Any AI-created content must be cited.</u></p>	AI created content in your work must be referenced accordingly, using APA-citation. A prompt record should be maintained and can be requested by the teacher.
5 FULL AI	<p>AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p><u>You may use AI throughout your assessment to support your own work. Depending on the teacher's decision, reference may be required.</u></p>	<p>The teacher can request to either not cite anything or cite AI-generated content using APA-citation.</p> <p>A prompt record should be maintained and can be requested by the teacher.</p>

3. Accountability

PLAGIARISM

When students present someone else's ideas as their own. Applies to words, thoughts, analyses, argumentations, pictures, techniques, computer programs,, incorrectly or improperly cited texts and programming code generated by GAI. Content produced by GAI has not been created by the user (student) and can therefore not be presented as your own work.

COPY & PASTE

Only allowed with appropriately cited source material. In the case of AI, copying and pasting AI-generated output is the same as copying from an online website, article, or an encyclopaedia and therefore considered plagiarism.

LOGGING/CITATION

When students use GAI to produce content, they are accountable for citing it properly, just as they would with other academic publications. They must provide notes taken on sources, describe the specific steps taken in order to carry out the assignment and offer their reflection on what could have been done differently (and why).

Tip from a colleague:

“When writing an assignment, I'll check what ChatGPT has to say about it. If the ChatGPT answer is sufficient, then my questions are too easy and the assignment doesn't ask for the required skills”.

4. Assessment options

Creativity & critical thinking	Context	Authenticity	Change format
<p>Focus your assessment on students' critical thinking and/or creativity, for instance by debating on topics within a discipline.</p>	<p>Ask your students for context, by referring to class conversations and/or experience in relation to the course content.</p>	<p>Increase authenticity. Ask your students to develop a case study using course content in real-world situations.</p>	<p>Use podcasts in audio or video format, presentations or live discussions.</p> <p>Go to scale of AI use</p>

5. Privacy & security

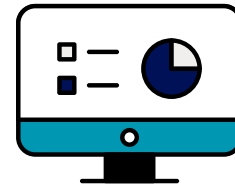
When discussing the use of GAI with your students, make sure the students are aware of privacy and information security. They might object to companies processing their data, but they may not realise they are sharing personal data when writing a prompt. Not all GAI providers are transparent on data processing or management and may not be compliant with the EU General Data Protection Regulation (GDPR).

Sharing scientific research information can negatively impact new findings by interfering with patenting processes. As a rule of thumb, students may never provide privacy-sensitive information, as well as IP-protected or copyrighted material to a GAI tool.



5. Privacy & security (tips)

Remind your students to refrain from entering personal or confidential (research) information into GAI tools. Confidential information includes case studies used in lectures and seminars as well as files, client and patient data.



Sharing of privacy-sensitive, IP-protected or copyrighted material is prohibited.

For ChatGPT, recommend your students to "make a privacy request" on OpenAI. This should ensure Open AI will not train its GAI tools with the data from prompts. Please note this process is managed by OpenAI and therefore complementary. It does not relieve students from their responsibilities as GAI users.

[Go to the AI FAQ for students](#)

Find out more

- The AI in education website page is constantly updated and contains examples of GAI tools, reminders about personal data use, critically assessing output, and creating most of the work: [AI in het onderwijs - Universiteit Leiden](#).
- The Leiden Learning and Innovation Centre can also help guide you with workshops to redesign assessment methods in your course: <https://www.universiteitleiden.nl/linc>.
Please e-mail them your questions or request: hello@linc.leidenuniv.nl