

# Generative AI guidelines for students at ITU

ITU acknowledges that generative AI-tools will dominate workplaces of the future, so we continuously adapt to the changes and needs of society and businesses. Likewise, generative AI in education is a dynamic field prompting both exploration and awareness of its possibilities and challenges. To adapt to this fast development, ITU's generative AI guidelines will be continuously discussed, and the next planned revision takes place in autumn 2024. Please stay updated on any revisions made to these guidelines.

Guidelines for Students at ITU present

1. General *principles* for the use of generative AI in education,
2. General *recommendations* for the use of generative AI,
3. General and specific *requirements* for the use of generative AI in teaching and learning (3.2.), exams (3.3), and documentation of its use at exams (3.4).

## 1. General principles

Following the ITU principles and values for using new technology in teaching, high learning quality is paramount to all teaching-, learning- and assessment activities at ITU. Your demonstration of independent contributions in learning activities and exams, including project reports, is crucial for the quality of learning and assessment. The course manager and teacher may reject students to use technology if this compromises the collective learning experience or compromises the individual learning experience or can be considered as fraud.

ITU welcomes the use of generative AI if

- It complies with ITU's quality principles,
- It serves a purpose in relation to the intended learning outcomes of the course,
- You can document your independent contributions to teachers, supervisors, and/or external examiners,
- You provide full transparency on the tool you used, how and why you used it (read 3.4 on documentation).

## 2. General recommendations

### 2.1 Critical use

A critical approach to generative AI is needed whenever you use it for teaching or learning. Generative AI has built-in social and cultural biases and does not guarantee accuracy, so the results are not always reliable or relevant. It is e.g., not recommended to use mainstream tools, such as ChatGPT, or Bard, for article search as they can make up sources and/or attribute information to the wrong sources.

### 2.2 Ethical and responsible use

Please beware that the CO2 footprints of generative AI are growing alarmingly, so ITU encourages a responsible use of generative AI for environmental reasons. Also, the use of content without attribution or compensation to its creators, and use of personal data without consent are ethical aspects to consider.

## 2.3 Confidentiality

Please pay special attention if you use generative AI for academic work as part of industry or research collaboration and if it involves sensitive personal data or other confidential information. The data entered on e.g., ChatGPT 3.5, is not treated confidentially and may be shared with third parties. It is your personal responsibility to only enter information that has either been published or is allowed to be published. ITU cannot be held responsible for your use of generative AI.

Also note that teachers and supervisors may recommend the use of specific ITU-approved generative AI tools in connection with academic activities.

## 3. Requirements

### 3.1 General Requirements

ITU represents and adheres to widely accepted norms for academic behavior and honesty. As a student at ITU, you must always act with academic integrity and comply with the ITU guidelines for academic conduct<sup>1</sup>, including rules on plagiarism and exam fraud. Thus, it is unacceptable to present ideas or statements that are not your own without clearly referencing. In study elements where generative AI is used, you must always provide a proper source reference (see 3.4).<sup>1</sup>

### 3.2. Specific requirements for teaching and learning

The course manager can state a specific, but compliant, use of generative AI in a course and in the course description, and in that case, those requirements should first and foremost be followed.

### 3.3. Specific requirements for exams and final projects

The course manager can state specific, but compliant, rules for the use of generative AI at exam, and in that case, those should first and foremost be followed. The use of generative AI is only permitted for mandatory activities and exams if it is explicitly stated in the course description under 'Mandatory activities' and/or the exam paragraphs 'Ordinary exam' and 'Reexam' respectively. This also applies to written exams on premises, and oral exams allowing all aids. Moreover, the documentation requirements in section 3.4 always apply no matter whether they are stated in course description or exam paragraphs or not.

For BSc final project or MSc thesis, MSc projects and Master projects it is allowed to use generative AI, if documented as described in 3.4.

### 3.4 Documentation requirements when using generative AI

If using generative AI for writing an exam assignment, project report, or thesis, you must clearly state in the academic work how you have used generative AI and/or AI-supported technologies in the process:

- State *which* generative AI-technology has been used.
- Describe explicitly *how* generative AI-technology has been used.
- State *which commands/questions/prompts* have entered the generative AI technology that have given answers incorporated in the text/project/thesis.
- *Elaborate* on how these answers have been used in the text/project/thesis.

In some instances, it can be relevant to attach full chatbot logs, with prompts, dates, and output, as appendices.

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<sup>1</sup> Read more at [ITU Student](#)

### *3.4.1 Generative AI as an object of study*

Generative AI may in some cases be the object of study or a declared method. In this case, the problem statement must describe how the AI technologies will be used. If generative AI-based programs are a part of the method for, for example, data analysis and statistics in assignments, project reports, or theses, it must be indicated which parts of the scientific process generative AI have been used for and the methodological considerations regarding those choices.

### *3.4.2 Use of Generative AI as a common practice*

If program code for e.g., software, web, or statistical analysis is part of an exam assignment, project, or thesis, it is common practice to use different tools to write parts of the code. In that case, you must clearly state in the code who has written what, and you must explain how and why the individual parts of the code are composed as they are.

If you have specific questions regarding the use of generative AI in relation to teaching, assignments, or exams, you should always go to your course manager or supervisor first. For mere generic questions, you are welcome to contact [sap@itu.dk](mailto:sap@itu.dk)

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