



Artificial Intelligence (AI) Guidelines for use at MGHS

Who is doing the thinking?

Objective of the Guidelines

To inform students, staff, parents and the wider community of how AI and generative AI can be used ethically and with integrity, when completing assessment tasks at MGHS.

Definition of AI

Artificial Intelligence is when machines, like computers, are programmed to do things that normally require human intelligence. This can include tasks like understanding language, recognising pictures, solving problems, and making decisions

Definition of Generative AI

Generative AI is a special kind of AI that can create new things. Eg, it can write stories, draw pictures, or even make music by learning patterns from existing data. It doesn't just follow instructions, it can come up with original ideas based on what it has learned

The Dos!

These are the ways students can use generative AI to complete their assessment tasks:

- ✓ To understand complex concepts, ideas or information by explaining them in simpler terms.
- ✓ To prepare for assessments by generating quizzes, flash cards or study notes to practice with.
- ✓ To help write a scaffold or break down a task or information
- ✓ Apply critical and creative thinking skills to appraise your prompts and what AI has generated for you.
- ✓ Ensure you cite content developed by these tools according to your subject's preferred referencing style

The Donts!

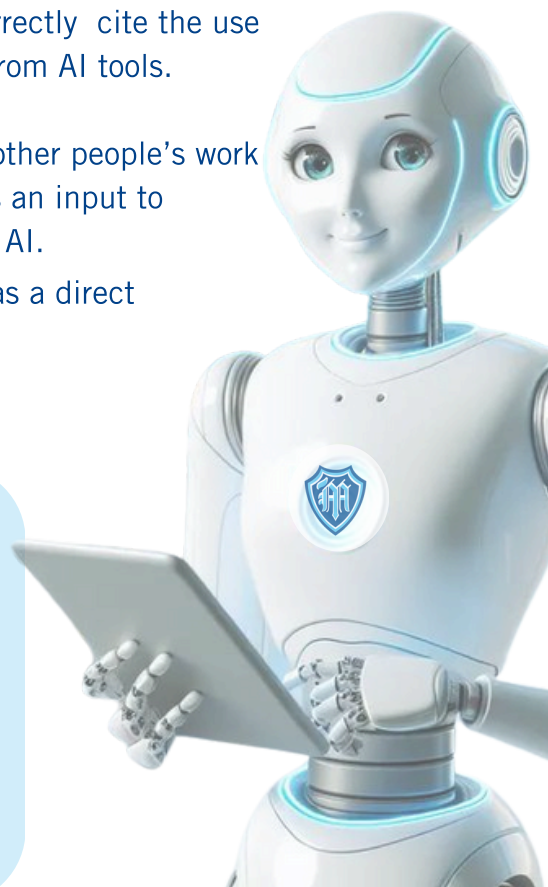
- ✗ Don't use AI to generate or complete an assignment on your behalf
- ✗ Don't use AI to to improve fluency, accuracy and sophistication of writing in a summative task.
- ✗ Don't use AI to support or complete an exam or test
- ✗ Don't incorrectly cite the use of output from AI tools.
- ✗ Don't Put other people's work samples as an input to Generative AI.
- ✗ Don't use as a direct reference.

Key Vocabulary

Input: In AI, "input" refers to the information or data that is given to the AI system to help it understand, learn, or solve a problem. It's like giving instructions or examples to a computer so it knows what you're asking it to do.

Output: In AI, "output" is the result or answer that the AI gives back after processing the input. It's like the AI's response to the information or question you provided..

Cite: To "cite" means to give credit or mention where you got information from, especially when using facts, ideas, or quotes from someone else's work.



Responsible use of AI

Research

- ✓ Information Retrieval: Use AI to find credible sources and articles for research when completing assessments.
- ✓ Summarisation: Utilise AI tools to summarise long articles or papers to understand key points more quickly.

Study Aid

- ✓ Flashcards and Quizzes: Create and use AI-generated flashcards and quizzes to reinforce learning and test knowledge.
- ✓ Practice Problems: Use AI to generate practice problems and solutions for subjects like mathematics and science.

Planning Support

- ✓ Scaffolds: Use AI to assist in creating scaffolds for tasks (this could include writing scaffolds, planning scaffolds or brainstorming).
- ✓ Writing Prompts: Use AI to assist in generating a range of writing prompts that will assist in getting assessments started.
- ✓ Idea Generation: Using AI to help assist in ideas.

Time Management

- ✓ Task Scheduling: Use AI to help plan and schedule study sessions, assignments, and exams.
- ✓ Reminder Systems: Set up AI reminders for important deadlines and study goals.

Considerations

- Information Retrieval:
 - Accuracy of Sources: AI might retrieve sources that are not always credible or peer-reviewed, leading to potential misinformation.
 - Bias in Search Algorithms: AI search algorithms may have inherent biases, affecting the diversity and objectivity of the information retrieved.
- Summarisation:
 - Context Loss: AI-generated summaries might miss critical context, leading to misinterpretation of the original content.

- Flashcards and Quizzes:
 - AI-generated flashcards and quizzes might not always align perfectly with the curriculum or specific learning objectives.
 - Over-reliance: Students might become overly reliant on AI tools, potentially diminishing their independent study skills.
- Practice Problems:
 - Error Generation: AI might generate practice problems with errors or incorrect solutions, leading to confusion and potential learning setbacks.

Scaffolds

- Generic Output: AI-generated scaffolds might be too generic and not tailored to specific tasks or individual student needs.
 - Creativity Limitation: Over-reliance on AI for scaffolding might limit students' own creative and critical thinking skills.
- Writing Prompts:
 - Relevance: AI-generated writing prompts might not always be relevant or suitable for the specific assessment requirements.
- Idea Generation:
 - Originality: AI-generated ideas might lack originality and could be repetitive or derivative.
 - Depth of Insight: AI might not provide deep insights or innovative ideas that come from human critical thinking and creativity.

- Task Scheduling:
 - Flexibility: AI scheduling tools might lack the flexibility to accommodate sudden changes or personal preferences.
- Reminder Systems:
 - Dependence: Over-reliance on AI reminders might reduce students' ability to manage their time independently.
 - Notification Overload: Excessive reminders can lead to notification fatigue, causing students to ignore important alerts.

General Considerations

Ethical Concerns:

Ethical issues such as data privacy, consent, and the potential misuse of AI tools need to be carefully managed.

Accessibility/equity:

Not all students may have equal access to AI tools due to socioeconomic factors, potentially widening the digital divide.

Skill Development:

Over-reliance on AI can hinder the development of essential skills such as critical thinking, problem-solving, and independent research.

Understanding these limitations can help students use AI tools more effectively and responsibly, ensuring they complement rather than replace traditional learning methods.