



Generative AI Guidelines and Acceptable Use Policy

September 2023

Table of Contents

1. Rationale	Page 3
Background	
Vision and Mission	
The Impact of Generative AI	
Acknowledging Generative AI	
Ethical Use and Transparency	
2. General Guidelines for Staff	Page 4
Support for Faculty and Staff	
Expectations for All Staff	
Additional Expectations for Teachers	
3. Guidelines for Learners	Page 4
Learning	
Process verification	
Assessment	
4. Appropriate Use of AI on Tasks and Assessments	Page 6
Definitions	
Generative Capacity	
Responsive Capacity	
Flowchart for Appropriate Use of AI	
5. Works cited	Page 7

1.0. Rationale

With the launch in November 2022 of generative AI tools such as ChatGPT, MIS recognizes the need to be proactive in developing guidelines regarding the acceptable use of these tools for all stakeholders in line with our Mission, Vision and stance on academic integrity.

Our vision of an empowered, agile, and innovative learning community supports the school in embracing the learning opportunities presented by generative AI tools. Our mission requires that we address responsible use and maximize the impact generative AI may have on further inspiring learning.

Less than a year after the launch of ChatGPT, there are a multitude of generative AI tools available specifically for educators and students that keep getting more effective and powerful at an exponentially increasing rate. This represents an opportunity to enhance the way we work, learn new skills and access knowledge, but it can also represent and be perceived as a disruption and a threat to the way we currently do things.

MIS acknowledges that generative AI is today an integral part of learning, teaching, and life in general. We understand that generative AI is:

Ubiquitous – Difficult to detect – Transformative.

- ➔ Ubiquitous in that it is being integrated into many common search engines, platforms, and tools, sometimes implicitly.
- ➔ At the time of writing this policy, it appears that detection tools are unreliable and can produce biased results. Detecting the use of AI in a piece of work requires a multifaceted and thorough approach that includes but is not limited to having a good knowledge of the author of the work, access to the process and steps leading to the final work being produced, interviews with the author, and other methods of investigation.
- ➔ Transformative in that we acknowledge that some of our approaches to teaching and learning will have to change in response to the use of AI tools by students, and that new and exciting opportunities are being created in all subject areas. This technology is also impacting the world of work in general with the notion of “AI assistants” being available to carry out a number of our daily tasks whatever our role is at the school. We therefore believe that all our stakeholders should be empowered, competent and ethical users of AI.

In line with both our Professional Expectations and Academic Integrity policies, it is of paramount importance that AI be used ethically and transparently by all stakeholders. This is also true with respect to the IB Standards and Practices, and particularly:

1. Students and teachers acknowledge the intellectual property of others when producing work (0402-04-0200)
2. The school provides support and guidance for students acknowledging the work of others, including guidance on citation and referencing (0402-04-0300)

In addition, this aligns with CIS domain standards such as:

1. Domain C Standard 3: Global citizenship, intercultural learning and **digital citizenship** are intentionally planned for within the curriculum to ensure students are well prepared for life beyond the school.
2. Domain D Standard 6: A range of appropriate resources, media and **technologies** is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.
3. Domain G Standard 3: (team evaluation rubric G3(I) technology provision effectively supports and integrates with the provision of other media and resources enhance all learning programmes including differentiation and personalised learning.

Hence, we are committed to providing the training required to ensure that all our constituents understand how to use generative AI tools responsibly.

We furthermore acknowledge that AI-generated content can be biased and inaccurate. Prompts used on AI platforms must be written thoughtfully and accurately with consideration given to privacy and cyber security issues.

Generative AI is in its infancy and changing rapidly. It is hard to fully understand how it will develop and how it will impact our lives. We therefore want to make it clear that this first draft of an AI acceptable use policy will need to be revised on a regular basis.

2.0. General guidelines for staff

The school is committed to supporting the faculty and staff in acquiring the necessary skills to use AI skills for professional and educational purposes.

These guidelines are intended for all staff at MIS, regardless of their role.

In line with our rationale, all staff are expected to:

- Explore the possibilities of using generative AI tools to enhance/facilitate their work
- Develop and practice the appropriate skills to effectively use AI tools
- Ensure the use of AI is ethical and acknowledged (see flow chart in the student section)

In addition, teachers are expected to:

- Identify appropriate AI tools to enhance learning and teaching
- Explicitly teach and model the ethical and appropriate use of AI tools
- Explicitly teach the established processes for students to maintain academic integrity (see next section for detailed guidelines) and to ensure that the work they submit can be authenticated as their own.

3.0. Guidelines for Learners

The following sections provide guidance to our learners when using generative AI in their

various engagements and assessments. Any failure to follow these guidelines may result in work not being authenticated and therefore not being graded, as well as disciplinary consequences as described in our Academic Integrity Policy. The learner expectations stipulated below are aligned with the school's Academic Integrity Policy.

3.1. Learning

Generative AI is expected to create significant shifts in students' learning experiences. In the spirit of empowering them to become lifelong learners and to take initiative in their own learning, it is important that they learn how to use these new tools and understand their limitations. AI should be used meaningfully to enhance, but never to replace their learning. These experiences will enable students to make meaningful choices in the future.

Students must exercise critical thinking and systematically evaluate what is being produced, understanding that the content can be wrong and biased.

Students must understand that AI tools cannot replace authentic human interaction that takes place in their learning environment. Collaborative learning is the product of shared, effective, and purposeful engagements.

If learners wish to seek help and clarification on the use of AI in their respective learning tasks, they must reach out to their teachers and school leaders.

3.2. Process verification

Students must include process verification elements in their independent assignments to allow teachers to understand and verify their workflow, and to establish the authenticity of their work.

Specifically, when working independently - on essays, projects, extended essays, exhibition inquiry, etc. - all preparatory and final work must be completed in a shared document (Microsoft/Google) that will be made fully accessible to the teacher upon request. In rare cases where this might not be possible, students will be asked to provide other process verification elements such as:

- Mind maps/concept maps
- Drafts and outlines
- Question prompts

Students should always be able to explain to their teacher the development of their ideas and of their work throughout the creative process. Final products may be subject to oral examinations as part of the authentication process if requested by the teacher.

Students must know that the school uses detection tools like *Turnitin* and will endeavor to continue exploring new detection tools as they are released and checked for accuracy.

3.3. Assessment

MIS learners:

- are expected to submit high-quality work that reflects their capabilities and is aligned with assessment criteria. They must be aware that AI tools will not produce that type of work. Learners are encouraged to evaluate their work and check it against their subject-specific clarifications (MYP) and subject assessment objectives (DP).
- must be transparent and disclose the utilization of generative AI tools in their activities, tasks, assessments, etc. AI tools must be cited and referenced.
- must use an efficient feedback loop through IB-regulated touchpoints and teacher-identified feedback and interview processes.
- must be aware of the consequences of failing to respect the school's academic integrity policy.
- must refer to the following appropriateness flowchart when using AI tools for assessments.

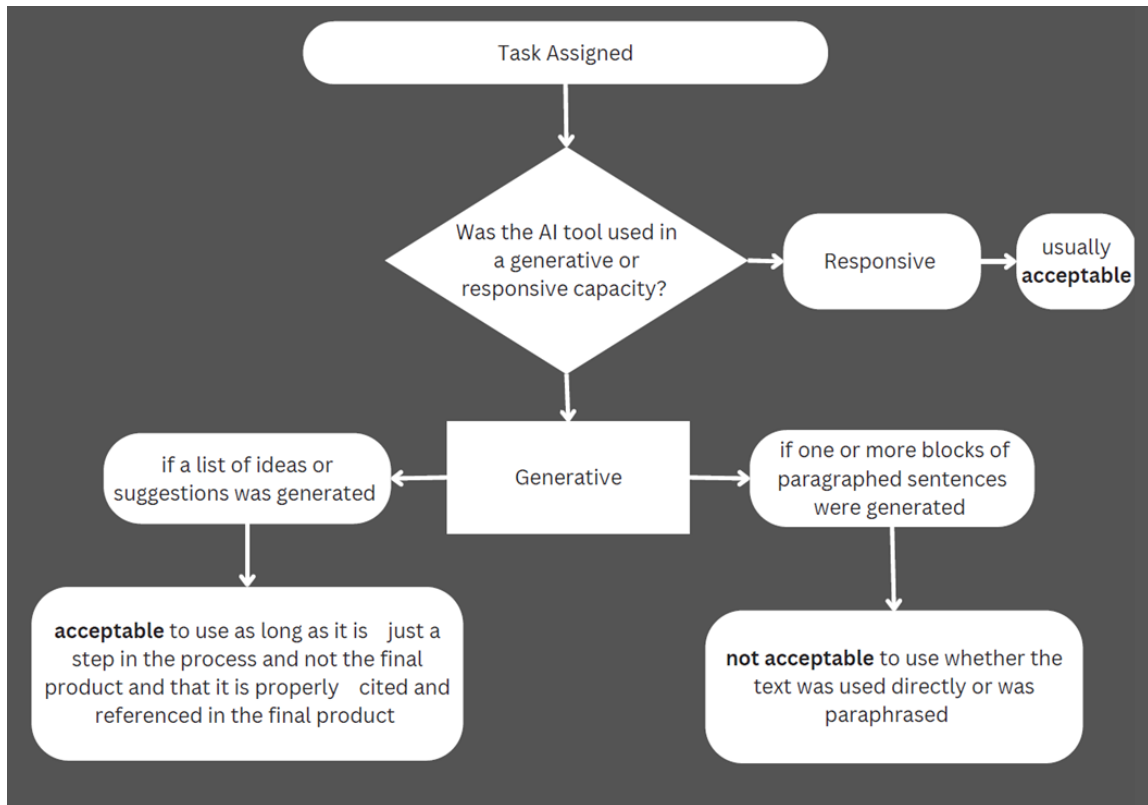
4.0. Appropriate use of AI on tasks and assessments.

The following definitions and flowchart are applicable to both adults and students at MIS.

Definitions:

- **Generative AI** – When an AI tool is used to generate an outline, list of ideas or one or more paragraphed blocks of text.
- **Responsive AI** – When an AI tool gives a short answer to a simple question.

The following flowchart provides guidance on the appropriate and ethical use of AI for independent assignments. Failure to comply would constitute a breach of our Academic Integrity Policy.



We would like to acknowledge and thank the Lincoln Community School in Ghana for sharing their draft generative AI policies and Jeremie Rostan from the International School of Panama for providing so many relevant online resources about the use of generative AI in our schools.

Works cited

Council of International Schools. *Evaluation Framework*. Council of International Schools, July 2022.

International Baccalaureate Organization. *Academic Integrity Policy*. International Baccalaureate Organization, Mar. 2023.

---. *Programme Standards and Practices 2020*. International Baccalaureate Organization, Apr. 2022.

Mahindra International School. *Academic Integrity Policy*. Sept. 2023.

Wharton School. *Practical AI for Instructors and Students Part 1: Introduction to AI for Teachers and Students*.

Video, 31 July 2023, www.youtube.com/watch?v=t9gmyvf7JYo. Accessed 24 Sept. 2023.