Rotterdam School of Management
Erasmus University

Generative artificial intelligence (GenAI) Guidance in education[1]

Last updated: 27 August 2024

Table of Contents

---

[1] Note that this is a live document and will be updated regularly as GenAI evolves, and our position on GenAI may change.

RSM *Erasmus*

RSM's position on GenAI

At RSM, we envision a thoughtful and ethical integration of generative artificial intelligence (GenAI) in education. Our approach relies on the trust we place in our community to innovate and responsibly experiment with this technology.

As a teacher, you are empowered to determine how and whether to incorporate GenAI into your teaching environments. As a student, you are encouraged to practice honesty, seek clarity on uncertainties, and follow the course guidelines.

At RSM we:
- support the ethical use of GenAI, acknowledging its role as a collaborative tool in education;
- prioritise validation over flexible acceptance, and emphasise critical thinking in learning; and
- leverage GenAI technology that is tailored to students' unique projects, interests and passions to enhance their educational journey through personalised exploration.

This guidance document applies to:
- all staff engaged in teaching and/or supporting student learning in our education offering; and
- all students in our programmes.

RSM's principles

When it comes to the usage of GenAI in our education:
- RSM continues to rely on the existing policies. All of EUR and RSM's existing policies[2] apply to the GenAI usage.
- RSM embraces the developments in the GenAI landscape critically, responsibly and safely.
- RSM supports its staff to become GenAI-literate and to adapt their teaching and assessment methods to incorporate the ethical use of GenAI.

---

[2] RSM examination regulations and other policies: https://www.rsm.nl/student-services/examination-board/
Policy documents CIO office: https://my.eur.nl/en/eur-employee/organisation/professional-services/edis/chief-information-officer-office-cioo/policy-documents-cio-office
RSM Examination Board Policy on Fraud: https://www.rsm.nl/student-services/examination-board/ (for students), https://my.eur.nl/en/rsm-employee/education/examination-manual/fraud (for staff)

- RSM empowers teachers with the flexibility to set their course-level policies by adopting and communicating the option to students in class based on the three categories of GenAI usage outlined in this guidance.

Principles for students to follow

As a student, when you use GenAI we require you to always adhere to the below six principles:

1. Always take full responsibility for the work you submit. This includes taking responsibility for the academic integrity of your work.
2. You are allowed to use GenAI where it supports your learning and work, unless it limits the ability to assess knowledge, insights and/or competencies as described in an assignment and/or in a course's learning objectives. Using GenAI may never replace your learning or work.
3. You must use a recognised convention for citation and referencing[3] to correctly attribute any information or ideas that have been taken from AI tools.
4. You must comply with any restrictions that are communicated by the examiner and/or course coordinator because they may have restricted the use of GenAI for the courses they teach.
5. You must consult your teachers or thesis coach whenever there is reasonable doubt as to whether the intended use of AI is in line with academic integrity standards or if it could obstruct your learning. You must do this before submitting your work.
6. You may be asked to clarify if and how you have used GenAI for all the work you submit. At random intervals, this may involve specific additional reference methods, such as reporting the use of GenAI in a separate report section with an explanation; for instance, documented in a logbook or including a reflection on why you have used GenAI and how it was useful to you in that instance.

---

[3] Citation and referencing information via Erasmus University Library:
https://libguides.eur.nl/informationskillscitinginformation

Awareness of GenAI usage

Limitations of GenAI tools

Despite its potential to change the field of education, GenAI technology is not without its limitations from various perspectives. The below aims to list some of these limitations, however, this list does <u>not</u> include all the limitations:

- GenAI tools used in education, while appearing well-written and plausible, can often contain factual inaccuracies.
- Some GenAI tools cannot access the internet. This can lead to a major risk to academic integrity, because these tools may hallucinate and create false or fictitious sources and citations, making them seem believable but, ultimately, untrustworthy.
- GenAI tools might not have access to all academic databases and research papers because that information may lie behind paywalls or be subject to licensing and copyright restrictions. Even when you as a teacher or student have access to that information, GenAI might struggle with complex interpretations; interpreting complex scientific data requires a high level of subject matter expertise.
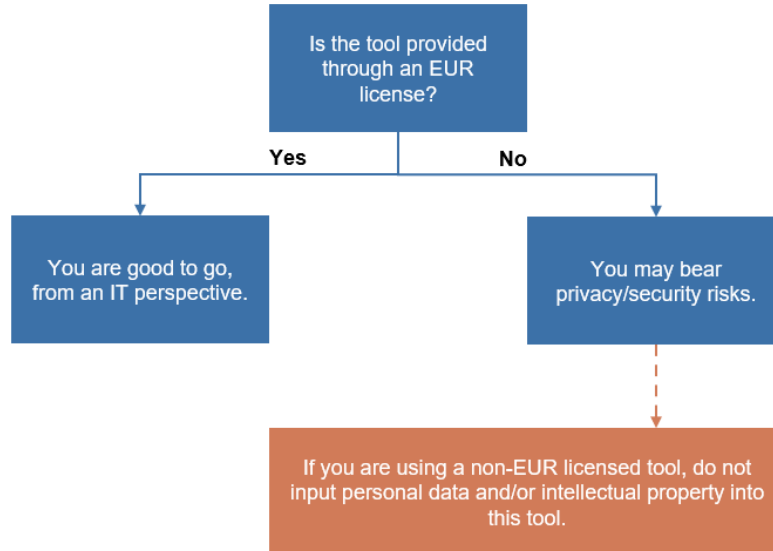- GenAI tools can spread stereotypes, biases and narrowed perspectives.

Risks of using GenAI tools

Currently, there are no GenAI tools, free or paid, that allow data to be completely safe. Therefore, as a teacher or as a student, use caution when you experiment with these tools and be careful that you do not share any sensitive information or data.

Only tools that have undergone a thorough compliance check and are made available through university licenses are considered safe to use. This ensures that the tools being used are trustworthy and reliable. EUR-licensed tools are often available via single sign on (SSO)[4]. If you are in doubt as to whether a GenAI tool is safe to use, as a teacher, please contact RSM Digitalisation and Information Services (RDIS) for advice. As a student, please contact Erasmus Student Service Centre (ESSC).

---

[4] Single Sign On at EUR: https://my.eur.nl/en/eur-employee/work-support/cybersecurity/single-sign-sso

Decision flow

Is the tool provided through an EUR license?

Yes — You are good to go, from an IT perspective.

No — You may bear privacy/security risks.

If you are using a non-EUR licensed tool, do not input personal data and/or intellectual property into this tool.

Usage of GenAI in education

As a student, you are neither expected nor required to use GenAI unless stated otherwise by your teacher for specific programmes, courses and/or assignments. Students must strictly follow the instructions provided in their course manuals on GenAI usage.

Categories of GenAI usage

To provide a clear and structured approach to integrating GenAI in educational settings, we have introduced the three categories of GenAI usage at RSM, which you can find listed below. Note that the examiner and/or course coordinator can decide which category of GenAI usage applies to a particular course and can communicate it via the course manual.

- **Category 1: Restrained use of GenAI**
  When GenAI is not used at all or is used cautiously to support basic tasks and to reinforce core skills without over-reliance.
- **Category 2: Embraced use of GenAI**
  When GenAI is embraced to assist with brainstorming, structuring of assignments and understanding complex concepts to enhance the overall learning experience.
- **Category 3: Stimulated use of GenAI**
  When GenAI is actively integrated to foster innovation and creativity, thereby enabling extensive use in content generation, research and advanced assignments.

RSM

Whether you are a teacher or a student, remember to always check your work after using GenAI, to ensure that the facts are correct and that the overall document is properly aligned with the subject matter.

AIAS scale levels[5] have been merged with our defined categories of GenAI use to ensure that our guidance is comprehensive. This is reflected both in the progressive levels of GenAI engagement and in the specific ways GenAI can enhance learning and assessment. This structure supports the gradual, reflective integration of Gen AI tools, promoting both foundational skills and advanced competencies, while maintaining academic integrity (Fowler et al., 2023; Perkins & Roe, 2023b; Xiao et al., 2023).

RSM categories of GenAI use	AIAS scale levels	Descriptions
Restrained use of GenAI	NO AI	The assessment is completed entirely without GenAI assistance. This level ensures that students rely solely on their knowledge, understanding and skills. **GenAI must not be used at any point during the assessment.**
	AI-ASSISTED IDEA GENERATION AND STRUCTURING	GenAI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work. **No GenAI content is allowed in the final submission.**
Embraced use of GenAI	AI-ASSISTED EDITING	GenAI 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 GenAI. **Students can use GenAI, but their original work – with no GenAI content – must be made available upon request.**
		GenAI is used to complete certain elements of the task, with students providing

RSM Erasmus

Stimulated use of GenAI	**AI TASK COMPLETION, HUMAN EVALUATION**	discussion or commentary on the GenAI-generated content. This level requires critical engagement with the GenAI generated content and the evaluation of its output. **Students can use GenAI to complete specified tasks in their assessment. Any GenAI-created content must be cited.**
	FULL AI	GenAI should be used as a "co-pilot" to meet the requirements of the assessment, to enable a collaborative approach with GenAI and to enhance creativity. **Students can use GenAI throughout their assessment to support their own work, but they still must specify which content has been GenAI-generated.**

Note. The last two columns of the table indicate the AI Assessment Scale directly extracted from "The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment" by Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024)

Examples of GenAI usage

Restrained use of GenAI

Examples of use

As a student, if your teacher does not allow GenAI to be used, you are not permitted to use GenAI throughout the assessment tasks. However, if GenAI assistance is allowed in this category, you are permitted to use GenAI for basic tasks such as:

- **Brainstorming ideas**: you can use GenAI to generate ideas, which you can then further discuss, filter and refine.
- **Structural outlines**: you can use GenAI to create a structured outline of your work.
- **Explaining topics**: you can ask GenAI to explain topics in simpler terms and ask it to generate extra sources for further reading.
  Note: GenAI tools may struggle to explain complex scientific topics that require a high level of subject matter expertise.
- **Research assistance**: you can use GenAI to suggest topics, areas of interest or sources that might be useful for your research. However, bear in mind that GenAI may not have access to many academic databases and research papers, which could limit any viable suggestions.

As a student at RSM, you may not use GenAI to generate complete content. Instead, you are expected to rely solely on your understanding, knowledge and skills without any external assistance from GenAI tools.

Embraced use of GenAI

Examples of use

In this usage category, students are permitted to use GenAI to help them with:
- Tasks mentioned in above under the section 'Restrained GenAI use'.
- **Grammar and spelling check**: students can use GenAI to identify and correct grammatical, punctuation and spelling errors in their work.
- **Work refinement**: students can ask GenAI to make suggestions to clarify their writing, as long as their original meaning stays the same.
- **Structural edits**: students can use AI to assist in rephrasing their work for clarity, as long as their original meaning stays the same.

Your students may not use GenAI to generate complete content. Additionally, students who have used GenAI as laid out above must provide you with their original work for comparison alongside the GenAI-assisted content, and they must be able to elaborate on their interactions with the GenAI tool (such as via a logbook).

Stimulated use of GenAI

Examples of Usage

Your students can actively use GenAI for the following tasks, which can often be accompanied with additional reflection on and/or analysis of GenAI's output:
- Tasks mentioned above under 'Restrained and embraced use of GenAI'.
- **Content production**: students may use GenAI to produce content on a specific topic, which would then be used as the basis for all or part of their submission. Your students must submit the GenAI-generated work next to their own work for comparison purposes.
- **Critical evaluation**: students may use GenAI to generate content with the purpose of critically reflecting on, for example, its biases and choices.
- **Comparative analysis**: students may be asked to compare GenAI-generated content with human-created content to identify errors and/or to evaluate quality.

If you as a teacher choose to adopt the Full AI option in this category, please see the example tasks below for which students can use GenAI:
- **Co-creation**: students may actively engage with GenAI to co-create content, following the instructions they have been given by you as their teacher.

Your students must critically engage with and assess the GenAI outputs they have created to evaluate their relevance, accuracy and appropriateness. When your students use any content generated by GenAI, they must include proper citation and referencing. In addition, be sure to advise your students to properly document their GenAI usage; for example, by developing a logbook. This ensures the transparency and authenticity of their contributions.

How to cite?

For everyone using GenAI in schoolwork, it is important to correctly attribute all the information or ideas extracted from GenAI tools, and in the correct reference style. Below are the guidelines for referencing GenAI in the various accepted reference styles within RSM:

- APA style: https://apastyle.apa.org/blog/how-to-cite-chatgpt
- MLA style: https://style.mla.org/citing-generative-ai/
- Chicago style: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html

For more guidance and insights about citing information, please refer to Erasmus University Library's Citing Information page at: https://libguides.eur.nl/informationskillscitinginformation

Unauthorised usage of GenAI

As a student, it is important that you understand that certain uses of GenAI are <u>not</u> authorised. These uses include, among others:

- Copy/pasting of any output from any GenAI tools in a way that limits the teacher's ability to assess your competencies; for example, claiming the output as your own work without adding proper citation.
- It is not permitted to copy and/or paraphrase generated text without adequate transparency; e.g., without reference or logbook notations.
- Using GenAI tools during on-site or online examinations, unless otherwise specified in the exam instructions.
- Using GenAI tools in ways your teachers restrict, as outlined in the course manuals or in other course information.

Consequences of unauthorised GenAI usage

As defined by RSM's examination board, fraud is *"the action or negligence of a student as a result of which it is impossible, entirely or in part, to form a correct judgment concerning his/her knowledge, insight and skills."*

Consequently, unauthorised usage of GenAI in an assignment or examination is considered to be a violation of academic integrity; in other words, plagiarism and fraud. A breach of academic integrity carries serious consequences, as stipulated in the Rules & Guidelines document. If suspicious activity is detected, the expected steps that can be taken by examiners, students and/or the examination board can be found in the RSM examination manual[6].

---

[6] RSM Examination Board Policy on Fraud: https://www.rsm.nl/student-services/examination-board/ (for students), https://my.eur.nl/en/rsm-employee/education/examination-manual/fraud (for staff)

References

Academic Insight Lab. (2024). *How to Write AI-Powered Literature Reviews: Balancing Speed, Depth, and Breadth in Academic Research*. Retrieved from: https://academicinsightlab.org/blog/how-to-write-ai-powered-literature-reviews

Carobene, A., et al. (2023). *Rising adoption of artificial intelligence in scientific publishing: evaluating the role, risks, and ethical implications in paper drafting and review process*. Retrieved from: https://doi.org/10.1515/cclm-2023-1136

Cotton, D. R. E., Cotton, P. A., and Shipway, J. R. (2023). Chatting and Cheating: Ensuring Academic Integrity in the Era of ChatGPT. Retrieved from: https://doi.org/10.1080/14703297.2023.2190148

Fowler, S., Korolkiewicz, M., & Marrone, R. (2023). First 100 days of ChatGPT at Australian universities: An analysis of policy landscape and media discussions about the role of AI in higher education. Learning Letters, 1, 1–1. https://doi.org/10.59453/JMTN6001 https://doi.org/10.59453/JMTN6001

Liu, D., and Bridgeman, A. (2023). *What to do about assessments if we can't out-design or out-run AI?* Retrieved from: https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-if-we-cant-out-design-or-out-run-ai/

Lou, J. (2024). *A critical review of GenAI policies in higher education assessment: a call to reconsider the "originality" of students' work*. Retrieved from: https://doi.org/10.1080/02602938.2024.2309963

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2023). Navigating the Generative AI era: Introducing the AI assessment scale for ethical GenAI assessment (Supplementary Material)[dataset]. figshare. https://doi.org/10.6084/m9.figshare.24745749.v1 https://doi.org/10.6084/m9.figshare.24745749.v1

Perkins, M., Furze, L., Roe, J., MacVaugh, J.(2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. Journal of University Teaching and Learning Practice, 21(6).

Xiao, P., Chen, Y., & Bao, W. (2023). Waiting, Banning, and Embracing: An Empirical Analysis of Adapting Policies for Generative AI in Higher Education(SSRN Scholarly Paper 4458269). https://doi.org/10.2139/ssrn.4458269

RSM *Erasmus*

Appendix

Example of a GenAI usage logbook

As a student, creating a well-organised logbook to document your use of GenAI is a proactive step to ensure transparency and demonstrate your commitment to academic integrity. You may want to consider creating a digital logbook using Microsoft Word or Excel.

Here are some tips for effective logbook maintenance:
- **Consistency**: Regularly update your logbook, ideally after each interaction with GenAI while you are working on your assessment/assignment.
- **Detail**: Provide detailed descriptions of your interactions and the specific inputs and outputs.
- **Reflection**: It is a good habit to regularly reflect on how GenAI has supported your learning and how you have ensured that it does not replace your own work.
- **Compliance**: Keep track of any course-specific guidelines and ensure that your use of GenAI aligns with those guidelines.

Below is an example structure of a GenAI usage logbook.

Course title:

Assignment title:

Compliance with course guidelines:
- **Review of course guidelines**: Detail here how your use of GenAI complies with the guidelines provided by your teacher.

Description of GenAI usage:
- Date of usage:
- GenAI tool used:
- **Purpose of usage**: e.g., brainstorming, grammar check, etc.
- **Description of interaction**: Detail what you have asked GenAI to do for you in your prompt and how the tool has responded.
- **(optional) Evidence**: e.g., include a list of the engineered prompts you used, and a link to the prompt dialogs.