Brisbane School of Distance Education

Artificial Intelligence Usage Policy
for teachers and students

BrisbaneSDE

Contents

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Introduction

This policy outlines the responsible and beneficial use of Artificial Intelligence (AI) at BrisbaneSDE. AI offers numerous educational opportunities, and this policy aims to guide its integration in ways that enhance learning while upholding ethical standards, student welfare, and the authenticity of assessment.

This policy makes clear the extent and acceptable use of AI:

- by students
- with students.

1. Definitions

Artificial Intelligence

Artificial intelligence refers to the ability of systems or computers to do things that would normally require human intelligence. AI is used in many products and services we use daily, from search engines to smartphone assistance.

Generative AI

Generative AI can understand instructions and produce or deliver meaningful content. It uses the data it was trained on to generate new data that has similar characteristics. Generative AI products are widely available, and they are expected to keep changing and improving quickly. Currently, the most popular generative AI tool is ChatGPT.

2. Parental consent for AI use by students

In certain cases, when AI tools involve data collection or access to student information, parental consent may be required before implementing AI technologies. The school will ensure compliance with relevant data protection regulations.

Should teachers wish for students to independently access and use an AI tool, approval should be sought by contacting the Head of Department – Teaching and Learning. Teachers must have the support of the Faculty Head of Department before requesting this approval.

3. AI use by students

Misuse of AI for Assessment

The use of AI by students for assessment must not compromise the authenticity of their response. AI tools should not encourage shortcuts or undermine the integrity of assessment processes. Where AI is permitted to be used by students for assessment, it must not be for aspects of a task formally evaluated using the marking guide.

The BrisbaneSDE Assessment Policy sets out expectations and consequences for students with relation to academic integrity. This policy can be found on the BrisbaneSDE website.

Extent and acceptable use of AI by students

The following must be satisfied for AI to be used by students:

- Students must not use AI to generate responses to assessment tasks as this is considered plagiarism which is a breach of the BrisbaneSDE Assessment Policy.
- Students must use AI tools in accordance with teachers' instructions and educational purposes.
- As per Section 2, supervisors must provide consent if AI tools involve data collection or personal information sharing.
- Responsible and respectful behaviour is expected when interacting with AI-generated content.
- Students should adhere to data protection and privacy guidelines and seek guidance when unsure.
- Ethical considerations, such as proper attribution and fair usage, must be applied to AI-generated content. This applies to any information generated by AI including, but not limited to, text, images, video, and audio.

- When permitted to use AI by their teacher, students must attribute AI-generated information where an AI tool has been used in ways that do not compromise the authenticity of assessment. Find guidance on citing AI-generated content in Section 5.
- Students must produce a transcript of cited material from Generative-AI upon teacher request to verify the accuracy of their citation.

AI tools can support student learning in a variety of ways so long as this use does not compromise the authenticity of assessment. If the conditions set out above have been satisfied, students may use AI to:

- answer simple questions on a topic
- start creative tasks, like stories or poems
- explain information in different ways to help their understanding
- create a study timetable or program
- test their knowledge or prepare practice questions
- combine information from different sources
- paraphrase information
- learn about critical thinking
- hear a script read to them
- receive feedback on their writing
- generate images for use in a short story.

This is not an exhaustive list of uses of AI by students. Uses not represented in this list should be evaluated by the teacher before students engage AI as a learning tool.

4. AI use with students

The purpose of integrating AI into student learning is to enhance educational experiences, foster critical thinking, and prepare students for the digital age. AI tools can empower teachers to become facilitators of learning in innovative ways.

Extent and acceptable use of AI with students

AI should be used judiciously, enhancing education without diminishing the value of human interaction. AI should complement traditional teaching methods and not replace essential teaching roles. Responsible use of AI with students entails providing appropriate guidance, educating students about AI's limitations and benefits, and fostering critical thinking skills to evaluate AI-generated outputs.

The following conditions must be satisfied for AI to be used with students:

- AI tools must align with the planned curriculum and support student learning.
- The use of AI must ensure student privacy and comply with data and child protection regulations.
- Generative AI tools are used in ways that are inclusive, accessible, and equitable for students with disability and from diverse backgrounds.
- AI-generated content should be integrated in a way that enhances traditional teaching methods and student engagement.
- AI-generated content must not compromise the authenticity of assessment tasks.
- Ethical considerations such as algorithmic bias, transparency, and fairness must be taken into account. Teachers should guide students in understanding the potential implications of AI-generated decisions.
- Licensing and copyright implications for AI-generated content should be taken into account. Teachers and students should ensure proper attribution and referencing of AI-generated work, and be aware of the copyright requirements associated with AI.
- Teachers using AI tools should be mindful of technical aspects, including secure login, responsible account creation, and appropriate sharing of information generated by AI.
- Teachers and students should understand the data being collected, how it is processed, and the purposes for which it is used. Transparency about data usage ensures informed participation.

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Using AI to improve learning

AI technologies, such as adaptive learning platforms, data analysis tools, and virtual tutors, can be employed to personalise learning experiences and provide valuable insights into student progress and needs.

Teachers at BrisbaneSDE may use AI during online lessons with students. This can be done via screen sharing with the teacher having access to the AI tool rather than students.

AI can be used to engage students in critical thinking. Examples include but are not limited to AI:

- leading a Socratic questioning dialogue to review the knowledge and understanding of a topic
- creating study guides for reviewing a topic
- generating model responses for students to collaboratively mark using a marking guide
- evaluating exam-style questions students have written
- providing critical feedback on student writing in an online lesson
- creating flashcards for definitions and key terms
- generating images based on student creative writing so that students can evaluate and improve the use of imagery in their short story
- providing non-examples for students to evaluate
- brainstorming ways to respond to a multi-modal task.

Teachers can find a comprehensive list of pedagogical prompts to support AI use with students in the Artificial Intelligence folder on the [Teaching and Learning Portal](#).

Using AI to differentiate learning

AI can be employed to tailor learning materials to individual student needs and learning styles, fostering a student-centred approach that supports diverse learning pathways.

AI can be used to adapt learning materials for students working below level. For example, a text intended for a Year 7 audience can be adapted by AI for a student with a reading level two years below their like-age peers.

5. Referencing expectation for AI platforms

As generative AI produces material that is not recoverable, the material itself cannot be cited — but since it is not information communicated by a person, it cannot be treated as personal communication.

Instead, a reference in-text to the use of the software is needed along with a citation to the software. If using content generated by the software, use quotation marks or a block quote just like any other quoted text.

Examples of text generation

In-text:

> ChatGPT was used to summarise the results of the articles, and found there was "no statistically significant difference between the two methods" (OpenAI, 2023).

In the reference list:

> OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

Example of text-to-image generation

In-text:

> Image of robot holding a flower generated using Midjourney (2023).

In the reference list:

> Midjourney. (2023). *Midjourney* (V5) [Text-to-image model]. https://www.midjourney.com/

6. Copyright considerations[1]

Labelling and attributing

BrisbaneSDE teachers must comply with licensing terms and conditions for AI-generated content. It is recommended that teachers familiarise themselves with the terms and conditions of each generative AI platform.

For new works, some AI tools assign copyright in the output:

- to the user – for example, a Department of Education or Administering Body, or
- only grant a licence – for example, Creative Commons licence.

Producing a modified version of an existing third-party work to make materials more accessible to students, should only be done:

- if an education licence or exception in the Copyright Act applies, or
- with permission from the copyright owner.

The modified material should be labelled under the educational provisions of the Copyright Act.

All AI content in the reference list should reflect the above criteria for new or modified works in the attribution.

Example for new works

Copyright assigned to the user:

This work has been generated using artificial intelligence. Any copyright subsisting in this work is owned by [INSERT Department of Education or Administering Body].

Copyright licence:

This work has been generated using artificial intelligence. [INSERT licence (e.g., Creative Commons licence)].

Example for modified version of an existing third-party work

This version has been generated using artificial intelligence and has been copied/made available to you under the educational provisions of the Copyright Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Copyright Act. Do not remove this notice.

Further information

For further information see Using Generative AI Platforms in Schools on the Smartcopying website.

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[1] Source: Copyright considerations are adapted from the National Copyright Unit, Copyright Advisory Groups (Schools and TAFEs) *Using Generative AI Platforms in Schools*, 30 June 2023, https://smartcopying.edu.au/using-generative-ai-platforms-in-schools/. Smartcopying is licensed under a Creative Commons Attribution 4.0 International License.