AI in Education

Recommendations for the use of generative artificial intelligence in education at the CU Faculty of Humanities (FHS UK)

The following material follows the recommendations formulated by Charles University and complements them while taking into account the specific aspects of our faculty (the document contains a <u>general outline</u> , including separate information for <u>teachers</u> and <u>students</u>). It also takes into account practice at <u>other universities</u> . This document is primarily intended as a starting point for discussion between teachers and students after they have read it – preferably together.

In our opinion, one's academic goals should be borne in mind at all times when working with artificial intelligence (AI). In the case of FHS UK, these are the emphasis on **critical reading**, **joint discussion** and **one's own research and creative work**. At the same time, the faculty emphasises **one's own initiative** and the search for **an individual study path** towards understanding the turbulent world of today. While we support **experimentation**, we also place higher demands on the **personal responsibility** of students. Therefore, while we support the exploration of the potential of AI, its use should be beneficial for education, safe, and in accordance with the principles of academic integrity. We recommend the following when working with AI:

1. **Get to know AI technologies on a practical level and test their strengths and weaknesses** when working on various tasks – translations, paraphrases, text summarisation, explanation of concepts, preparation of materials for presentations, etc. Don't be afraid to experiment.

2. **Consider specific learning goals that AI could aid – or hinder – in relation to specific courses**. Given the universality, diversity and rapid transformations of generative AI, there is no "correct" solution for its role in teaching. Users should always think within the context of a given discipline, subject, and especially the objectives of the course.

3. **At the beginning of each course, clarify the requirements for the use of AI.** Teachers and students have the opportunity to learn from each other and discuss the possibilities, limitations and risks of AI technology together, as well as to seek rules of use that are comprehensible and acceptable to both parties. Ultimately, however, the instructions of the teacher of the particular course must always be respected.

4. **When using AI, ensure the protection of personal and sensitive data.** All instructions and information you provide to the AI are recorded by its provider. Therefore, enter only such information that could be published without objection, or anonymise it.

5. **Approach AI outputs with caution and verify their correctness**. Current systems – especially large-scale language models such as ChatGPT – have a significant error rate. That is, they can express themselves authoritatively and convincingly, without in any way indicating whether the information they are providing is speculative or entirely fictitious.

6. **Bear in mind that only a human author can assume responsibility for any published or submitted text.** AI cannot be stated as the author. At all times, you bear sole responsibility for any errors or inaccuracies contained in the text that you authorise. AI is merely a tool that can make our own work easier and better – but not replace it.

7. **Be transparent when using AI**. If you are relying on a tool for your work, declare it and provide a description of how it was used. This will both ensure the integrity of your work and help others form an idea of what AI tools can do.

This document was created in cooperation between teachers and students of FHS UK.