Coláiste Mhuire Co-Ed
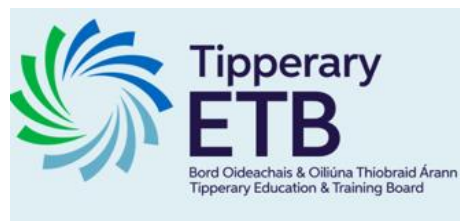
Artificial Intelligence Policy

January 2025

Policy Area	Schools
Document Reference number	CMCE/095/AI/0
Version	1
Document Drafted by	Coláiste Mhuire Co-Ed, Thurles
Date previous version: adopted by SLT noted by TETB Committee	N/A
Reviewed / Amended by School	January 2025
Reviewed / Ratified by BoM	3 March 2025
Date Noted / to be Noted by TETB	28 March 2025
Policy Renewal Date	This policy will be reviewed regularly to ensure it remains relevant and effective in the face of evolving AI technologies and educational practices.
Date of Withdrawal of Obsolete Document	N/A Document Ref. No. - Version No. -

1. Introduction

1.1.   Purpose

This policy aims to guide the responsible, ethical, and safe use of Artificial Intelligence (AI) technologies in Coláiste Mhuire Co-Ed.

1.2.   Scope and Applicability

This policy applies to the whole school, pupils and staff. It is aligned with the core values of excellence in education, respect, community and equality.

AI should be employed to support and enrich the learning experience, promote student and staff well-being, and enhance administrative functions while aligning with our educational goals and values.

1.3.   Definitions

Artificial intelligence (AI) refers to systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals. AI-based systems can be purely software-based, acting in the virtual world (e.g. voice assistants, image analysis software, search engines, speech and face recognition systems) or AI can be embedded in hardware devices (e.g. advanced robots, autonomous cars, drones or Internet of Things applications)."[1]

When students think about AI they propose Chat GPT, Snapchat AI and Gemini among examples.

Coláiste Mhuire Co-Ed is following https://www.internetsegura.pt/sites/default/files/2022-11/ethical-guidelines-on-the-use-of-artificial-intelligence-nc0722649enn.pdf and will endeavour to be cognisant of these guidelines where possible. The following sets out our policy for teacher and student use of **Generative AI.**

If you would like to read more about AI here is Link to the ETBI Glossary of Terms for AI.

---

[1] Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions on Artificial Intelligence for Europe, Brussels, 25.4.2018 COM(2018) 237 final.

2. Ethical Use

Ethical issues around the creation, training and use of **Generative AI** in education include but are not limited to the following list:

2.1.   Academic Integrity

AI should be used to support learning and not to undermine the integrity of student work. Generative AI tools can provide an unfair advantage to learners who use them to complete assignments and negate skills developed in the creation process.

Use of generative AI to write assignments removes agency from the learner and can lead to unmerited progression or qualification.

2.2.   AI Accuracy and Bias

We should be mindful of identifying biases that derive from the data AI has been trained on or the ethical overlay that humans have added. However, we also acknowledge that AI may bring an element of unbiased answers when marking schemes are devised by AI for teachers.

2.3.   Transparency

AI can be used as a tool for research, to generate ideas, and to assist with learning, provided it is done transparently and with proper attribution.

2.4.   Equity and Inclusivity

We will consider using AI to broaden our communities, bridge the digital divide, support students who have diverse learning needs and create a supportive and inclusive AI culture.

AI tools must cater to diverse learning needs and backgrounds, ensuring equitable access for all students.

3. AI Values

We will harness the power of AI to enhance education, support students and teachers, and create inclusive learning environments. We recognise that AI is a fast-moving technological development and that we will update our AI policy as required.

We have outlined the following values that are in line with Tipperary ETB Ethos as follows:

3.1.   Understanding AI

AI will soon be a part of most productivity and creativity tools, blending with human output. We aim to guide users to use AI effectively and make good decisions.

3.2.   Respect

Respectful use of AI in education means using it to support learning, inspire creativity, and respect academic integrity, privacy, and each person's contributions. AI should not replace authentic work or enable bullying or harassment.

3.3.   Excellence in Education

AI should augment human intelligence, not replace it, ensuring that all AI use begins and ends with human insight.

While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations.

3.4.   Wellbeing

We will be mindful of the potential of AI to impact both positively and negatively on mental health and will teach pupils to use it responsibly.

We will endeavour to promote student resilience by encouraging students to complete work independently of AI, and the benefits of learning through trial and improvement.

3.5.   Student Empowerment

AI should encourage active engagement, independent thinking, and the development of skills and attitudes for life. The capacity of AI to 'steal the struggle' from students is acknowledged and should be avoided.

3.6.   Creative Collaboration

We should embrace AI's opportunities to work together to be creators, not just content generators.

3.7.   Privacy and Security

AI-driven data collection must adhere to local data protection regulations and community standards.

4. Guidelines for Generative AI Use

4.1. Appropriate Uses of AI in School (for Students)

4.1.1.   If a teacher indicates that a student may use AI, the student must indicate which parts of any work submitted was created by AI and what was written or created by the student. **A student must not submit any work generated by an AI program as their own. To do so would be classed as plagiarism.**

4.1.2.   This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Google Workspace, Microsoft etc. This policy relates to all content creation, including text, artwork, graphics, video and audio.

4.1.3.   Unless specifically told to by your teachers, **you may not use AI tools to generate content (text, video, audio, images) for your school work.** Students may not copy the answers generated. There are situations and contexts within the school where you will be asked to use AI tools to enhance your learning and to explore and understand how these tools can be used.

4.1.4.   A student may use AI programs to help generate ideas and brainstorm. However, it should be noted that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Ideas should be checked against reputable source materials.

4.1.5.   Large language models (LLMs) can generate incorrect facts and citations. Code generation models tend to produce inaccurate outputs. Image generation models can produce biased or offensive products. You will be responsible for any content you submit, regardless of whether it originally comes from you or an AI source.

4.1.6.   **Ultimately, in all cases, it is a student's responsibility to explain, understand and stand over it, and defend their own work.**

4.1.7.   Where a teacher indicates that AI may be used it is a teacher's responsibility to monitor its use.

4.1.8.   Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that avoids using AI tools, such as working offline or under supervised conditions.

4.1.9.   Students should ask their teacher if they need clarification or have questions before using AI for any assignment.

4.1.10. The submission of AI-generated answers, when this has been forbidden, constitutes plagiarism. We reserve the right to use AI plagiarism detectors, our academic judgement or to interview students to identify uses of AI.

4.1.11. **Simplified Steps for Students**

   a. **Be aware that it is a student's responsibility to explain, understand, stand over and defend their own work.**
   b. Recognising the importance of academic integrity by properly citing any AI tools used in their work.
   c. Being aware of the limitations of AI and fact-checking AI-generated information with reliable sources.
   d. Respecting privacy and data security by not entering confidential information into unauthorised AI tools.
   e. Engaging in educational activities that promote AI literacy, such as ethical debates and discussions on AI's societal impacts.
   f. Reporting any misuse of AI tools to the appropriate authorities or school officials.
   g. Being critical consumers of AI, using the tools as aids rather than replacements for their own work and decision-making.
   h. Participating in the school's AI-use education programmes to stay informed about responsible AI practices.
   i. Ensuring their use of AI tools aligns with respect, inclusivity, and academic integrity.

4.2. Examples of Permissible Use (for Teachers)

4.2.1. AI can be used as a tool for research, to generate ideas, and to assist with learning, provided it is done transparently and with proper attribution.

4.2.2. Teachers may use AI as a personal tutor or study aid to prepare students for assessments, with clear guidelines on when and how it can be used.

4.2.3. Clarifying the appropriate and inappropriate uses of AI tools within the context of assignments and assessments.

4.2.4. Integrating discussions on the ethical use of AI, including potential biases and limitations of AI tools, into the curriculum.

4.2.5.   Providing clear guidelines on when and how AI can be used, with varying levels of permissiveness depending on the assignment.

4.2.6.   Encouraging critical thinking and verification of information generated by AI tools.

4.2.7.   Educating students on data privacy and the importance of not sharing personal information with AI systems.

4.2.8.   Ensuring that AI use aligns with educational goals, such as supporting student agency and promoting critical thinking.

4.2.9.   Teaching students about the responsible use of AI, including recognizing and reporting misinformation.

4.2.10.   Including safety cautions about sharing personal data with AI bots and using them to invade others' privacy.

4.2.11.   Reminding students to attribute AI text and images properly when used in their own work.

4.2.12.   Ensuring their use of AI tools aligns with respect, inclusivity, and academic integrity.

4.3. Guidelines for teachers if AI use is suspected

4.3.1.   If a teacher has not given permission to a student to use generative AI and suspects that generative AI has been used, they may assess the student orally to determine that they are able to explain, understand, stand over and defend their own work.

5. Prohibited Use (Assessments)

5.1.1.   AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

5.2.   AI Misuse in Assessment Examples

Examples of AI misuse include, but are not limited to, the following:

5.2.1.   Copying or paraphrasing sections of AI-generated content to the point that the work can no longer be considered to be the student's own

5.2.2.   Copying or paraphrasing whole responses of AI-generated content

5.2.3.   Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations

5.2.4.   Failing to acknowledge use of AI tools when they have been used as a source of information

5.2.5.   Incomplete or poor acknowledgement of AI tools

5.2.6.   Submitting work with intentionally incomplete or misleading references or bibliographies.

6. AI Misconduct and Prohibited Use

6.1.   Misconduct and Prohibited Use

Students are prohibited from using AI to create and/or distribute content that is discriminatory, harmful, offensive, or intentionally biased.

6.1.1.   Students are not permitted to use AI to create fake pictures, videos or voice outputs of any member of the school community. Doing so will be considered to be an extreme breach of the code of behaviour.

6.2.   Sanctions

6.2.1.   Students who do not use AI tools responsibly may be subject to sanctions, either at an internal school level or externally, if work is submitted for broader assessment.

6.3.   SEC Guidelines

6.3.1.   When it relates to final examination components, administered by the State Examinations Commission, students will be required to adhere to the guidelines set down for that examination component, sign authentication statements, and any suspected misuse of AI will need to be reported to the State Examinations Commission

7. Alternative Assessment Options[2]

7.1 How to Evaluate in the world of AI

Evaluation Criteria will adjust as the use of AI becomes more widespread and more difficult to detect.

The following is a list of alternative assessment options:

7.1.1.   Ongoing Submissions (drafting and redrafting)

Generative AI produced content will not be consistent from one piece to the next. These requirements also provide opportunities to give learners feedback during the ongoing assignment.

7.1.2.   Presentations

These require learners to present their ideas orally and defend their work

7.1.3.   Peer Review

Encourage learners to review and edit each other's work. Peer review assesses not only writing skills but also the ability to provide constructive feedback and critical analysis.

7.1.4.   Portfolios and Projects

Assign long-term projects or portfolios that require learners to demonstrate their understanding of a subject through a variety of media, such as research projects, presentations, creative projects, and multimedia.

7.1.5.   Open-book Exams

Design exams that allow learners to use their textbooks and notes. This type of assessment encourages learners to apply their knowledge rather than rely on memorisation or AI-generated content.

7.1.6.   Interview and Oral Examinations

Conduct one-on-one or panel interviews with learners to assess their understanding of the subject matter, problem-solving skills, and critical thinking abilities.

---

[2] Assessment Guidelines from ETBI URL: https://library.etbi.ie/ai/assessments

7.1.7.   Group Projects

Assign group projects that require learners to work together to research, develop, and present a topic. Collaboration emphasises interpersonal skills and teamwork.

Engage learners in role-playing exercises or simulations that challenge them to apply their knowledge and critical thinking skills in practical scenarios.

7.1.8.   Concept maps and Mind maps

Ask learners to create visual representations like concept maps or mind maps to illustrate their understanding of complex topics, connections between ideas, and problem-solving processes.

7.1.9.   Self-Reflection

Ask for self-reflection pieces, where learners think about how they approached the assignment. This could be a separate, post-assignment piece of writing, a series of progress updates during the assignment timeline, or even a search log.

7.1.10.   Use Generative AI as part of the assessment

Design assessments based on learners' interactions with AI. Set them a question or topic and ask them to use generative AI. Learners can reflect on what they did and critique the AI-generated content.

8. Plagiarism Prevention

8.1. Citation of AI Tools

8.1.1.   Acknowledgement of Tool Use

Students are required to reference when AI has been used in research and text generation.

Teachers are equally required to reference the use of AI in resource creation.

8.2.   Referencing Conventions

The following referencing convention should be used, unless an alternative referencing system is required by the assessment in question, by students (if teachers have indicated that this allowed) and teachers when citing AI sources:

Author (Year). *Title of software program* (Version) [Format], Publisher*, accessed Day Month Year. URL

Example:

OpenAI (2023) *ChatGPT* (Oct. 20 version) [Large language model], accessed 20 October 2023. https://chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940

8.3.   Data Privacy and Security

Entering personal, sensitive, or confidential data into any AI system without proper authorization is strictly prohibited.

8.4   Staff Training and Student Awareness

The school will provide education and awareness programs to ensure that students and staff understand the capabilities and limitations of AI.

Resources will be available to guide appropriate and responsible AI use, including lessons and materials on digital literacy and ethics.
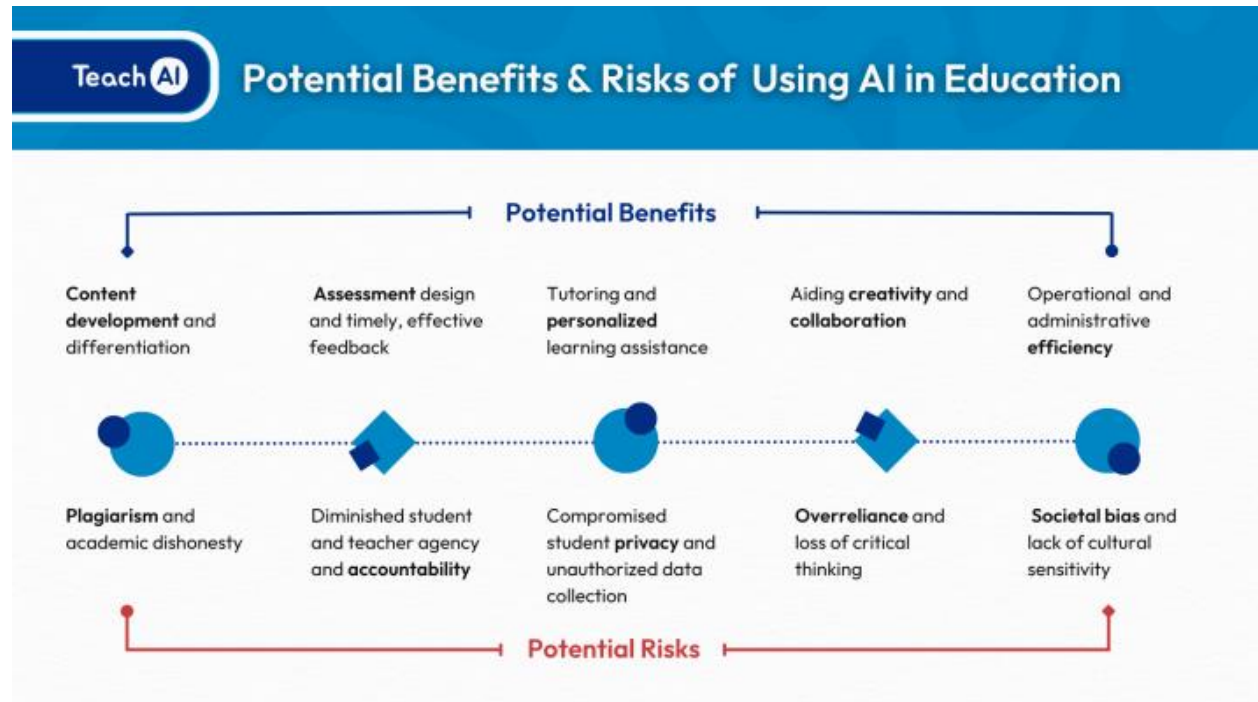
9. Policy Violations

Violations of this policy may be considered a violation of our code of behaviour. The consequences for students who violate the AI use policy can include:

- Facing penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course.
- Suspension or expulsion from the school.
- Being subject to existing procedures related to potential violations of the Anti-bullying Policy, Code of Behaviour and Acceptable Use Policies.
- Imposition of significant penalties for low-energy or unreflective reuse of material generated by AI tools, including assigning zero marks for merely reproducing the output from AI tools.
- Violations are taken seriously and can have long-term academic and professional consequences.

This policy will be reviewed regularly to ensure it remains relevant and effective in the face of evolving AI technologies and educational practices.

Appendices

Teach AI — Potential Benefits & Risks of Using AI in Education

Potential Benefits

- Content development and differentiation
- Assessment design and timely, effective feedback
- Tutoring and personalized learning assistance
- Aiding creativity and collaboration
- Operational and administrative efficiency

Potential Risks

- Plagiarism and academic dishonesty
- Diminished student and teacher agency and accountability
- Compromised student privacy and unauthorized data collection
- Overreliance and loss of critical thinking
- Societal bias and lack of cultural sensitivity

WEF, 2024

https://library.etbi.ie/ai/integrity

An Example AI Use Policy for a School
URL: https://www.linkedin.com/pulse/example-ai-use-policy-school-dr-craig-hansen-phd-fw5uc

Strategies to Prevent AI Plagiarism and Promote Authentic Learning[3]

(ETBI FET Digital Library URL: https://library.etbi.ie/ai image source: https://libapps-eu.s3.amazonaws.com/customers/7620/images/AI_plagiarism.jpg)

---

[3] ETBI FET Digital Library URL: https://library.etbi.ie/ai image source: https://libapps-eu.s3.amazonaws.com/customers/7620/images/AI_plagiarism.jpg

Is it safe to use ChatGPT for your task?

Aleksandr Tiulkanov | January 19, 2023

Start

Does it matter if the output is true?

NO → Safe to use ChatGPT

YES → Do you have expertise to verify that the output is accurate?

YES → Are you able and willing to take full responsibility (legal, moral, etc.) for missed inaccuracies?

NO → Unsafe to use ChatGPT

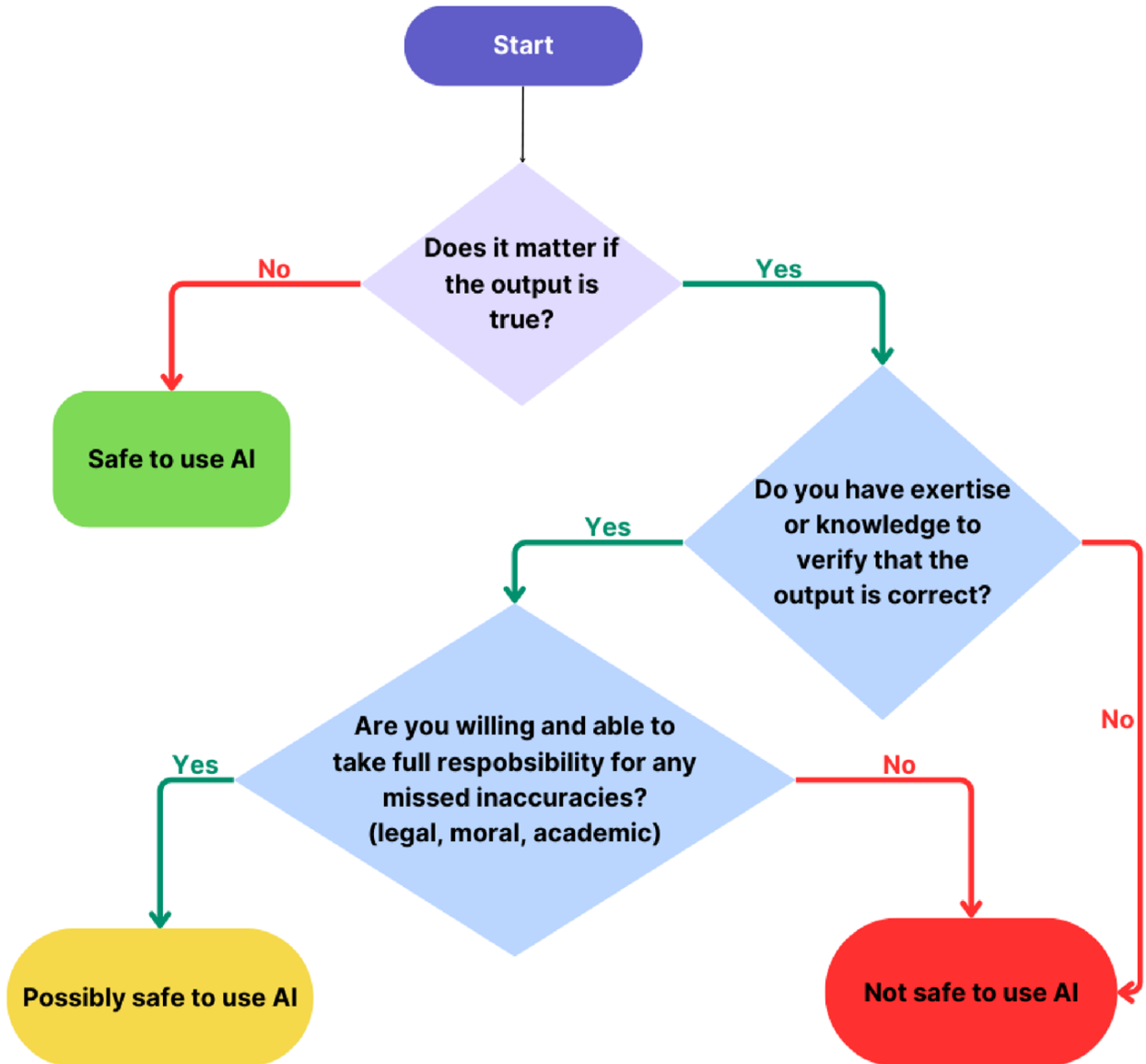YES → Possible to use ChatGPT*

NO → Unsafe to use ChatGPT

* but be sure to verify each output word and sentence for accuracy and common sense

Amended version of above illustration for use in TETB

Is it safe to use AI for this?

Start

Does it matter if the output is true?

No → Safe to use AI

Yes →

Do you have exertise or knowledge to verify that the output is correct?

No → Not safe to use AI

Yes →

Are you willing and able to take full respobsility for any missed inaccuracies? (legal, moral, academic)

Yes → Possibly safe to use AI

No → Not safe to use AI

Tipperary ETB

November 2024