

September 25, 2023

Notes on the Use of Generative AI in Education at Kyushu University - For Teachers

(Introduction)

In the "Basic Stance on the Use of Generative AI in Education at Kyushu University" (hereinafter referred to as the "Basic Stance on Generative AI") published in August 2023, Kyushu University has established a basic stance on the use of generative AI in education. In the "Basic Stance on the Utilization of Generative AI in Education at Kyushu University" (hereinafter referred to as "Basic Stance on Generative AI") released in August 2023, the University states that it will provide the necessary education so that students will be willing to learn about new technologies such as Generative AI, correctly understand their mechanisms, origins, characteristics, and limitations, and will have the qualities and abilities to utilize them appropriately.

In this direction, the use of generative AI is basically recommended in the education of the University. On the other hand, it is also true that there are some points that require caution, such as the possibility of violating laws and regulations depending on how generative AI is used.

For this reason, while taking into account the basic stance of generative AI, the following points of caution for the use of generative AI for faculty members in education at the University are presented. For students, a separate document summarizing the points to be considered will be made available, so please refer to that document as appropriate.

In this document, "Generative AI" refers to "AI that generates sentences, images, etc. in response to questions, work instructions (prompt input), etc.". As of September 2023, services such as ChatGPT, Bing AI, Bard, Stable Diffusion, and Midjourney are available.

Please note that these precautions are current as of September 2023, and may be revised in the future in light of changes in social conditions surrounding AI and its operation within the university.

(Rules and precautions for the use of generative AI in education)

1. mainly at the stage of class design and syllabus preparation

(1) Consideration of the possibility of utilizing AI to generate

In deciding whether or not to use generated AI, the decision will be made after clarifying how the use of generated AI or not allowing students to use generated AI will contribute to their learning and personal growth, in light of the basic stance of generated AI, the educational

objectives of degree programs and other programs, and the objectives and achievement goals of each class.

In doing so, the possibility of use should be considered on a case-by-case basis, rather than uniformly judging whether or not to use it for the entire class. For example, effective use can be expected in situations such as brainstorming, identifying issues, and verifying the programming code created by the student.

(2) Clarification of specific rules and penalties for use in the class

(1) Whether or not to allow the use of generated AI decided in (1) should be clearly stated in the syllabus, etc. so that students are aware of it. In cases where the use of AI is permitted, the syllabus should clearly state the specific purpose, scope, and method of use, rather than simply stating so in the syllabus, etc.

When clearly indicated in the syllabus, please also refer to the attached typology as appropriate.

If penalties for violating the rules of use are to be established, reference should be made to university regulations, etc., and such penalties should also be clearly stated in the syllabus, etc.

(iii) Accessibility considerations for generated AI services

When using AI generation tools in class, try to select tools that students can access free of charge, as some services are only available in paid versions. When using paid AI generation tools, efforts should be made to reduce the cost burden on students.

In addition, we will strive to ensure fairness by establishing grading criteria that do not directly affect the quality or differences in the output of the tools used to determine the grade.

2. mainly in the implementation phase of the class.

(4) Fostering preparedness for the use of generated AI

Please be advised that it is you who decide whether or not to use the output of the generated AI in your submission, and that if you decide to use the output of the generated AI in your submission, you will be fully responsible for the entire content of your submission, even if you did not create it by your own hands. You will be fully instructed that you are responsible for the entire content of your submission, even if you did not create it yourself.

We also remind students that the essence and significance of learning at universities lies in learning on one's own initiative, and that creating reports and other deliverables without one's own initiative, such as using the output of generated AI as-is, does not deepen one's own learning.

5) Protection of personal and confidential information

When utilizing the generated AI in the classroom, care should be taken to ensure that it does not contain personal or sensitive information. The same care should be taken with data input by students, and appropriate guidance should be given.

6) Respect for originality and copyright

When allowing students to use the generated AI in their report writing, etc., the method of questions should be devised to encourage students to combine the output results with their own original thoughts and ideas, rather than using the results as is.

In addition, remind students in a timely manner that the output results of the generated AI may infringe on copyright depending on its content and usage.

(vii) Explicitly state the use of generated AI

If students are allowed to use the generated AI, they should be instructed to clearly indicate the part of the report in which they cite the output of the generated AI and the name and version of the generated AI service when they use the generated AI in their reports or other documents. Depending on the contents of the class, students may be asked to submit instructions (prompts) to the generated AI and the results of output in response to them (or a series of processes in the case of multiple interactions).

(viii) Ensure accuracy of information

Recognize that the user is responsible for checking the accuracy and reliability of the output information without relying on the output of the generated AI, and make sure that students fully understand this.

Guidance should also be provided bearing in mind that the output of the generated AI may not always reflect the most up-to-date information and may include social and cultural bias and discrimination.

3. mainly in the preparation of class assignments and examination questions, and in the grading stage.

(ix) Devices in the preparation of assignments and examination questions and in the grading of grades

Consideration will be given to making class assignments and exam questions in a form that requires critical thinking and individual interpretation by the examinee, avoiding as much as possible a form that can be easily solved by a generative AI.

When grading, consider using methods (e.g., oral examinations) that accurately assess how

much each student understands on an individual basis, in addition to reports and other artifacts.

⑩ Possibility of false detection by AI writing detection software

As of September 2023, there is no way to reliably detect whether a sentence was created by an AI. If AI writing is suspected, the student should be given an opportunity to explain the situation and a detailed investigation should be conducted before a decision is made.

(Other)

It is recommended that teachers receive regular training and incorporate up-to-date knowledge on the evolution of generative AI technology, the social conditions surrounding generative AI, and how to effectively utilize generative AI in education. Please also refer to the "Reference Materials" that follow, as appropriate.

(Ref.)

Kyushu University's Basic Stance on the Use of Generative AI in Education (August 23, 2023)

<https://www.kyushu-u.ac.jp/ja/notices/view/2519>

Ministry of Education, Culture, Sports, Science and Technology Office Communication, "Handling of the teaching and learning aspects of generated AI in universities and technical colleges (public notice)".

(July 13, 2023)

https://www.mext.go.jp/b_menu/houdou/2023/mext_01260.html

Ministry of Education, Culture, Sports, Science and Technology, Office Communication, "Tentative Guidelines for the Use of Generative AI at the Primary and Secondary Education Level" (July 4, 2023).

https://www.mext.go.jp/a_menu/other/mext_02412.html

Personal Information Protection Commission, "Cautionary Statement Regarding the Use of Generated AI Services, etc."

(June 2, 2023)

<https://www.ppc.go.jp/news/press/2023/230602kouhou/>

Agency for Cultural Affairs, FY2023 Copyright Seminar (June 2023)

<https://www.bunka.go.jp/seisaku/chosakuken/seidokaisetsu/seminar/2023/>

Deep Learning Association of Japan, Guidelines for the Use of Generative AI (May 1, 2023)

<https://www.jdla.org/document/>

Tokyo Metropolitan Government's "Guidelines for Utilization of Sentence Generation AI" (August 23, 2023)

<https://www.metro.tokyo.lg.jp/tosei/hodohappyo/press/2023/08/23/14.html>

Establishment of Guidelines for the Utilization of Generative AI by Saitama University Faculty and Staff

(July 27, 2023)

https://www.saitama-u.ac.jp/student_archives/2023-0728-1052-9.html

Guidelines for the handling of teaching and learning at the University of Yamanashi Prefecture and generated AI (notice)

(July 24, 2023)

<https://www.yamanashi-ken.ac.jp/news/202307241628/>

Osaka University, Generative AI Teaching Guides

https://www.tlsc.osaka-u.ac.jp/project/generative_ai/

(Note: Many examples from other universities and institutions have been published, but only some are shown here.)