

Guide for the Use of AI in Teaching and Examination

(Faculty of Business and Economics, Koblenz University of Applied Sciences)

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Preamble

The handout on the use of artificial intelligence (AI) at the Faculty of Business and Economics at Koblenz University of Applied Sciences serves as an orientation guide for students and lecturers in dealing with AI tools to foster the responsible and effective integration of AI in education.

The aim of the guide is to provide more clarity about the use of AI tools in teaching and examinations. The guide is explicitly not intended to be understood as a requirement or compulsion, but rather to help students and teachers to use AI tools successfully in teaching and in the context of examinations.

The guide describes and illustrates recommended and less recommended, correct and incorrect, permitted and non-permitted examples of the use of AI tools, without being able to fulfil the claim of formal regulation. Teachers and supervisors in particular are still responsible for finding and defining appropriate tools for teaching and assessment in the context of the teaching modules for which they are responsible.

The guide was developed by a working group consisting of teaching staff, academic staff and students from the Faculty of Business and Management at Koblenz University of Applied Sciences. Various computer-aided, web- and AI-based tools were used in the development and formulation process, and numerous handouts, guidelines and manuals from other universities were reviewed and used. The guide is intended to serve as a preliminary document that will consider further developments in AI over time and will be further developed. Further specification of the guide in the context of individual courses and examinations is planned.

(1) Definition and reach of AI tools

The handout defines the term "AI tools" as computer-aided execution tools that can be used in various forms, e.g. as translation software or text-generating tools. It should be noted that there is no specific, clear definition of AI tools for the faculty. When specifying support tools, only selected possible support tools have been explicitly named to date, such as calculators, legal texts or collections of formulas for examinations. Other support and execution tools are not mentioned, as it is assumed that they are used correctly. For example, the use of software-supported spelling correction tools or standard reference works such as the Duden dictionary in the context of written assignments.

At the same time, the growing spread of AI in everyday life outside the university and the need for students to be AI literate must be emphasized.

(2) AI position of the Koblenz University of Applied Sciences

This handout was developed in line with the AI position of Koblenz University of Applied Sciences, which was drawn up at the same time (Senate resolution of April 3, 2024). Both works are based on the objective of increasing students' AI literacy and enabling them to use AI tools. The guide from the Faculty of Business and Management provides more detailed recommendations for students and lecturers in the faculty.

(3) Use and referencing of AI tools in teaching and examinations

In principle, it is advisable to explicitly explain, discuss and (especially in the case of

examinations) agree in advance on the use of AI tools in the context of a course and/or an examination. Appendix 1 contains a recommendation for such an agreement. This is not limited to academic theses or written assignments.

(a) AI tools and students as authors (copyright)

AI tools themselves cannot hold authorship for generated content, as they are not considered a person. Students who use AI tools can be authors of content within the meaning of copyright law if they contribute "a significant intellectual contribution of their own" (Riedel & Mörth 2023) to the generation of the content. This contribution of their own must be assessed on a case-by-case basis. Texts generated on the basis of detailed commands, for example, enjoy copyright protection, as AI tools are only used as execution tools. "The same applies if the text generated by the AI application merely provides food for thought and is then extensively edited." (HafenCity University, 2023). Consequently, students at the Faculty of Business and Management at Koblenz University of Applied Sciences may use AI tools and treat content created in collaboration with AI tools as their own content if the students make a significant intellectual contribution to the generation of the content.

(b) Indicators of students' contribution of their own

The following behaviours can be used as evidence of students' own work in collaboration with AI tools. Whether this is a significant intellectual contribution in individual cases must be decided on a case-by-case basis.

- Students select specific AI tools themselves.
- Students feed data into AI tools (e.g., as context information in the context of prompting).
- Students generate content by entering detailed, specified prompts that contain several pieces of information.

- Students optimize (iteratively) the generation of content by checking the results and specifying prompts accordingly.
- Students revise AI-generated content independently, for example by making their own additions, changes or solutions.
- Students describe their methodical approach to selecting, controlling and checking AI tools.

For further illustration of own services, see Appendix 2.

(c) Referencing to the use of AI

The guide recommends that the use of AI tools in the preparation of academic work be indicated on a case-by-case basis. The decisive factor here is the way in which the AI is used: Use as a support-tool (e.g. for text generation, structuring, idea generation) goes beyond use as an execution tool (e.g. for translation, spelling correction, formulation assistance).

The display of AI usage is not necessary,

- if it is only used occasionally and as an execution tool.

The display of AI usage is necessary,

- if the AI is used as a support-tool.
- if the use of AI is a methodical approach to processing the task.

In addition, bilateral agreements between supervisors and students to indicate the use of AI tools are possible.

A reference to the use of AI tools follows the principles of completeness, unambiguity, comprehensibility and consistency with regard to referencing and citing sources.

- For example, the American Psychology Association (APA) recommends "citing" an AI tool as a source in the same way as incorporating the results of software or algorithms (APA 2023). These should be cited accordingly in the list of sources.
- Students document chains of prompts and make the interaction with AI tools comprehensible. If necessary, it is recommended to create transparency about the complete

input-output dialog between authors and AI tools (e.g., in the appendix of a thesis).

(d) Dealing with suspected cases of misuse

If supervisors and students have agreed on certain forms of AI use, the following steps are possible.

- Supervisors ask students to describe the use of AI tools. This description can be provided, for example, in the methods chapter (description of the methodological approach) or as part of a summary.
- Supervisors ask students to reflect on the use of AI tools, to classify them in the context of scientific work and to describe this in the scientific paper.
- Supervisors can assess the use of AI as part of the assessment criteria for academic work in the Faculty of Business and Management. Consideration is possible for the criteria "formal requirements", "scientific work" and "overall impression", among others.

If supervisors suspect improper use of AI tools, the following steps can be taken.

- Supervisors can conduct an oral dialogue with students even after the submission of academic work and before completion of the certification and document this in writing if necessary.
- Supervisors can explicitly point out the suspicion to second assessors, possibly in relation to parts of the work, and ask for special consideration of the suspicion during the assessment.
- Supervisors can inform the examination board as the authority for examination questions and clarify the assessment options in individual cases of suspicion.

(4) Recommendations for the use of AI tools

AI tools are suitable in the context of teaching and examination to support the following areas

and applications: Idea generation, general initial research (e.g. in the context of topic research), translation assistance, spelling correction, formulation assistance, specific image generation, creation of presentation drafts, targeted use of selected AI tools for subtasks, self-creation of specific prompts.

On the other hand, there are forms of application that are explicitly not recommended: "blind" / unchecked adoption of AI-generated results, citation of AI-generated texts as sources in the context of scientific work, holistic use of AI tools to solve overall tasks, unchecked copying of prompts created by others, undocumented extensive use of AI tools and many others.

(5) AI in teaching

In order to achieve the objective of making students in the subject area fundamentally AI literate, the integration of AI into teaching at the Faculty of Business and Management is recommended, for example in the following form.

- Integration of domain-specific, applied AI in all courses
- Introduction of compulsory courses on the topic of applied AI for all students in all Bachelor's and Master's programs
- Further development of teaching and examination formats with consideration of AI (e.g., through less purely written examination forms, other task formats)
- At all times, examinations must be set in such a way that learners can achieve successful examination results using the permitted support tools.

The Faculty of Business and Management supports the further training of teachers and staff in the field of AI.

In addition, the Faculty of Business and Management strives for the non-discriminatory use of common AI tools. In addition to the currently common subject-specific use of specific

software, costs can be covered if an appropriately justified application is made.

(6) **Ethics and limits of AI**

The ethical aspects of AI use and the responsibility of users are emphasized. Specific knowledge of the AI tools used should be promoted in order to understand systematic errors and avoid injustice. Teachers and students should develop an awareness of ethical issues,

particularly in relation to the protection of personal data. Responsible AI use includes transparency with regard to data bases, algorithms used and the use of results in order to avoid systematic errors, data misuse and discrimination. The Faculty of Business and Management is also guided by the guidelines for ethics in dealing with AI at Koblenz University of Applied Sciences.

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Agreement on the use of AI tools in the context of courses and examinations

(Appendix 1 - Guide for the Use of AI in Teaching and Examination)

Course:	Supervisor, lecturer:
Degree program:	Student:
Semester:	Date:

Students and lecturers agree by ticking and signing one of the following forms of use of AI tools and thus regulate to what extent and in what form AI tools may be used in the above-mentioned course.

- AI tools may be used **without restriction** and must be identified. The selection and conscious use of AI tools are generally assessed positively. The grading of the course focuses on the result.
- AI tools may be **actively used** as long as the creator of the work assumes a strongly controlling role with detailed prompt specifications and thus provides a significant degree of intellectual input. The use of AI tools must be identified.
- AI tools may **only be used to check** your own texts, images, videos or similar. This means that students may only undertake generative tasks themselves and only use tools to check and display errors and defects without receiving computer-aided suggestions for improvement.
- AI tools may **not** be used.

Room for further agreements::

Signature / date of the teacher

Signature / date of the student

Examples of correct/incorrect use of AI tools for academic work

(Appendix 2 - Guide for the Use of AI in Teaching and Examination)

Correct use of AI tools	Incorrect use of AI tools
<p><i>Topic identification and brainstorming:</i> A student uses AI tools* to discuss the relevance of different topics and to develop different questions on a favorite topic such as "customer service optimization with AI".</p>	<p><i>Topic identification and brainstorming:</i> A student gives KI-Tools the task of generating a complete essay including a research question and thesis on a topic area without their own ideas or input.</p>
<p><i>Literature search and state of research:</i> A student asks AI tools for help in identifying relevant keywords for a literature search. The student uses these and self-identified keywords for the search in databases such as EBSCO, Google Scholar or others.</p>	<p><i>Literature search and research status:</i> A student prompts AI tools to provide a summary of research articles and uses them without reading or citing the original sources.</p>
<p><i>Data analysis:</i> A student asks AI tools for explanations of statistical methods or for help in understanding data analysis results.</p>	<p><i>Data analysis:</i> A student leverages AI tools to perform data analysis and asks for interpretation of results without understanding or explaining the analysis methods themselves.</p>
<p><i>Writing and correcting:</i> A student uses AI tools as a support-tool for an English-language assignment to get suggestions for improving the grammar of a text she has written herself. The student gives clear instructions regarding the changes.</p>	<p><i>Writing and correcting:</i> A student uses paragraphs generated by AI tools directly in her work without editing them or adding her own analysis and critique. A student uses an AI tool translate section by section into English without checking the results.</p>
<p><i>Citing and referencing:</i> A student asks AI tools for help formatting citations and references according to a specific citation style.</p>	<p><i>Citing and referencing:</i> A student adopts references generated by AI tools without checking that they are correct and complete.</p>