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IESM Responsible Use of AI in Teaching and Learning

The integration of artificial intelligence (AI) into education has the potential to revolutionize teaching and learning. Generative AI, which creates text, images, and other content based on patterns in data, plays a key role in education by supporting content creation, adaptive learning, language assistance, and assessment. Using AI responsibly is essential for fostering lifelong learning skills.

To maximize the benefits of generative AI while maintaining academic integrity, clear policy guidelines must be established. These should align with the University of the Philippines (UP) System's educational standards and policies on AI use, as well as other university rules on academic integrity.

As we integrate AI into teaching, learning, and research at IESM, we must also recognize its environmental impact. Training and running large AI models consume significant energy and water resources, contributing to carbon emissions and environmental strain. In using AI, we encourage conscious choices: opting for lightweight tools when possible, avoiding unnecessary computational tasks, and raising awareness about the hidden environmental costs of digital technologies.

Guidelines for Faculty and Students

Note: The use of AI in classes is at the discretion of individual faculty members or instructors, including whether AI tools may be used, to what extent, and in what manner, depending on the course. Faculty members/instructors are encouraged to include AI usage guidelines in their syllabus to provide clear guidance to students. This document may be attached in the syllabus.

The following guidelines serve as a general framework for the responsible use of AI by both faculty and students, should they choose to incorporate it. If the College of Science, UP Diliman, or the UP System issues more detailed guidelines, those will take precedence over this document.

A. For Faculty

Course Design:

- AI should enhance learning outcomes by:
    - Improving students' understanding of course content.
    - Supporting effective learning activities.
    - Facilitating aligned and innovative assessments and feedback process
- AI should complement existing teaching methods to cater to diverse learning needs.
- AI use should promote lifelong learning skills, including:
    - Encouraging meaningful interactions and collaboration.
    - Enhancing critical and creative thinking.

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- Developing digital literacy and adaptability

Course Delivery:

- Faculty must clearly define AI's role in coursework by:
  - Specifying when and how AI can be used in research, writing, and data collection, analysis, and interpretation.
  - Clarifying AI's role in summarizing discussions, generating feedback, or grading.
  - Setting boundaries for AI-generated content in theses, dissertations, and publications.
  - Prohibiting AI use for unethical or academically dishonest practices (e.g., misrepresenting AI-generated work as original).
  - **Sample AI Statement**: *Parts of this [lecture/material/instructional content] were generated or supported by [AI tool], specifically for [e.g., summarizing concepts, suggesting examples, creating quiz questions]. All content was reviewed and finalized by the instructor.*
- Faculty must include in their syllabus / course guide or assessment rubrics clear expectations and guidelines regarding the use of generative AI tools and any differentiation in the usage policy for specific coursework.
- How to detect AI?
  - https://www.cs.umd.edu/article/2023/05/ai-generated-content-actually-detectable
  - https://www.theblogsmith.com/blog/how-reliable-are-ai-detectors/
- On Suspected AI-Generated Work
  - In cases where a student's work is suspected to be generated by AI, faculty are encouraged to approach the matter with **fairness, transparency, and educational intent.**
  - AI detection tools are currently imperfect and should not be used as the sole basis for disciplinary action. Suspected cases should prompt a respectful academic conversation with the student, where the goal is to understand the student's learning process and clarify expectations.
  - Before escalating, faculty are advised to:
    - Document the basis for concern (i.e. inconsistencies in writing, hallucinatory content)
    - Invite the student to discuss or explain their work in a supportive and non-accusatory manner

B. For Students

Students must:

- Properly cite AI-generated content in their coursework, research papers, and publications.
  - Sample guidelines for citation:
    - https://apastyle.apa.org/blog/how-to-cite-chatgpt
    - https://style.mla.org/citing-generative-ai/

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        - https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html
    - **Sample AI Statement:** *Parts of this [submission/assignment/paper] were generated or supported by [AI tool, e.g., ChatGPT], specifically for [e.g., brainstorming, outlining, grammar checking]. All content was reviewed, edited, and finalized by the student.*
- Avoid plagiarism when using AI.
    - Always thoroughly research and verify information generated by the AI
    - Rephrase and incorporate it into your own writing using your own words
    - Cite properly
- Disclose AI use in research and data collection when required, especially in methodologies, qualitative coding, or computational analyses.
- AI should not be used to:
    - Generate entire research papers, literature reviews, or analyses without substantial human input.
    - Fabricate or manipulate research data.
    - Replace the development of independent critical thinking and writing skills.
- If your instructor expresses concern that your submitted work may have been generated by AI, remember that this is not an automatic accusation of misconduct, but an opportunity for open dialogue. Students are encouraged to
    - Remain calm and cooperative
    - Be ready to discuss your process, i.e. if you used AI tools be honest and transparent: be prepared to explain how you integrated these tools.

C. Accountability and Grievance

Any suspected misconduct involving the use of AI in academic work will be addressed in accordance with the UP Diliman 2012 Code of Student Conduct. Faculty and students are expected to uphold academic integrity and engage in fair, respectful processes. In cases of dispute, appropriate grievance procedures may be pursued through existing university channels.

Parts of this Guidelines were generated or supported by ChatGPT. All content was reviewed and finalized by the Faculty.

REFERENCES

UP OU: https://www.upou.edu.ph/news/upou-releases-guidelines-on-ai-use-for-teaching-and-learning/

UP Principles for Responsible and Trustworthy Artificial Intelligence
https://drive.google.com/file/d/1W3hpkuCK20cVt4GraY3pEuTtiNm82oZQ/view

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2012 Code of Student Conduct of UP Diliman https://osu.up.edu.ph/wp-content/uploads/2015/09/2012-Code-of-Student-Conduct.pdf

OTHER EXISTING GUIDELINES

Other university guidelines (PH Unis)

Ateneo: /https://www.ateneo.edu/sites/default/files/2025-01/GenAI%20in%20Higher%20Education%20-%20Ateneo%20de%20Manila.pdf

FEU: https://www.feu.edu.ph/wp-content/uploads/2024/04/AI-Guidelines-for-Students.pdf

Other existing guidelines (western Unis)

Cornell
https://teaching.cornell.edu/generative-artificial-intelligence/ai-academic-integrity

Duke University
https://lile.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/

Carnegie Mellon
https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html

Monash University
https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/artificial-intelligence

ADDITIONAL RESOURCES

AI and the Environment

Strubell, E., Ganesh, A., & McCallum, A. (2019). Energy and policy considerations for deep learning in NLP. arXiv preprint arXiv:1906.02243. https://arxiv.org/abs/1906.02243

Chen, S. (2025). How much energy will AI really consume? The good, the bad and the unknown. *Nature*, *639*(8053), 22–24. https://doi.org/10.1038/d41586-025-00616-z

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