AI INSTRUCTIONS FOR TEACHING

These instructions on artificial intelligence (AI) are to make sure that students:

- Understand from the start that it is impossible to pass our programme and any courses with AI use, as course assessment is largely based on in-class activities and its use is closely monitored. This will be clearly clarified in the orientation and in *each course*.
- Know how to use AI correctly. As we can't completely deny it, it must become part of teaching.
- Will learn the essential important skills, before possibly using AI during their career.

These instructions help with how to use and circumvent AI, e.g., using class exams and tasks. Teachers should plan their courses, teaching, and assignments relying on these guidelines, but primarily follow the latest UTU instructions on AI in studies and teaching.

GENERAL GUIDELINES

- Teachers should re-think the ways to assess learning (see p. 2–4), to minimise the risks of incorrect AI use.
- Every course should have clear course-specific AI instructions. Methods courses might work differently than other courses. Teachers need to consider which policy works best to ensure students' learning and to follow the 'colour' of their course described in p. 2.
- For masters, it is better that AI is not allowed at least in essays, but if the teacher decides to allow it for language editing, it is important to remember that, e.g., Turnitin does not differentiate between language editing and other AI use. In some courses, especially the first ones, AI should be banned completely or design the course in a way that AI use is impossible.
- In essays, Turnitin needs to be used, but it is uncertain AI identifier, because it also reports language editing.
- Remember that it is difficult to monitor students' 100 % compliance of the rules.

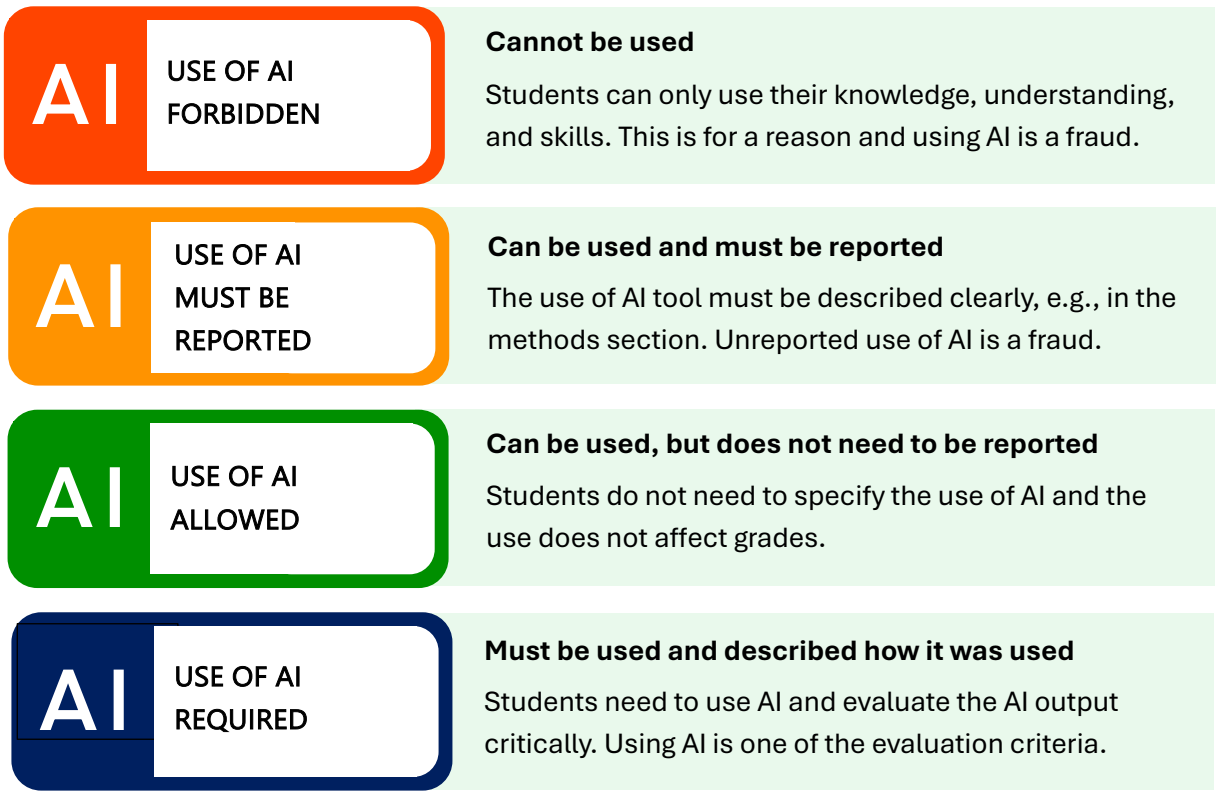
AI TRAFFIC LIGHT MODEL

The traffic light model shows in which courses and course assignments the use of AI is forbidden, allowed but controlled, or practice the use of AI. Each INVEST course is flagged with one colour, but the course can also contain assignment(s) that follow different colour, when this should be explicitly communicated to the students.

It is important that each course has assignment(s) affecting the course assessment, where AI use is impossible, e.g., in-class exercises, essay, or exam.

The traffic light model needs to be explained to students right from the start of studies and reminded in each course. When the use of AI is allowed, teachers must decide how and to what

extent it is allowed and what are the exact and clear-cut rules and principles. Reporting the use of AI in coursework must be as accurate as possible.



Orange colour: Here, it is very important to have clear instructions how students can use AI, because not all AI use is allowed, even if it should be reported. Orange courses must always include assignments, in which AI use is impossible, e.g., an in-class exam.

COURSEWORK & ASSESSMENT

Assessment should be based on tasks that demonstrate competence and what the student has learnt and where the use of AI can be monitored. Think carefully:

1. how you could measure in a best way that students have learn the course material.
2. different methods and ways to 'avoid' long writing tasks at home and the use of AI, also see the assessment ideas in p. 4.
3. how the use of AI is monitored, if there are homework assignments (there are inevitably some homework essays in certain courses).

Assignment guidelines and tips

- **Course grade should not be based on homework only**
- In general, **avoid home assignments**
- Use combinations in assessment, e.g., oral questioning and class exams and discussions
- Favour smaller essay tasks in class during the course, instead of long essays at home

- Presentations in class
- Students can also be taught to use AI and to be critical of it in certain assignments (applies to later courses only), if this is well justified and clearly useful

IN CASE OF SUSPECTING INCORRECT USE OF AI

If there is a suspicion of misuse of AI, the teacher will have a discussion with the student and notify the study programme leaders (Mirkka, Sanni, and Tuula) so that they know, if someone has done it repeatedly despite prohibitions and instructions. The incorrect use may lead to one of the following consequences: re-doing the assignment or a reduced grade, failed grade, or failed course. This procedure should be told to students. But: Student can't be rejected just for plagiarism, if the case does not first go through the official procedure, involving an investigator.

Current UTU guidelines about misconduct and fraud (please also see the updated more strict guidelines, to be implemented from 1st August 2025 and available here: https://intranet.utu.fi/en/news/news/2025/Pages/Stricter-disciplinary-action-for-student-misconduct.aspx):

'The teacher reports the suspected violation to the administrative officer who investigates the matter [official investigator from the faculty to be connected in certain cases after discussing first with MPInvest administration] if the teacher cannot exclude misconduct or disregard for good scientific practice. In unclear cases, the teacher will first notify the student about their suspicion and give them an opportunity to give an oral or written explanation. If according to the teacher's estimation the case involves a minor carelessness or ignorance on behalf of the student, the teacher gives instructions on correct practices and returns the work to the student for correction. In these cases, the matter is not forwarded to the investigator, but the teacher can consult them if they wish. The teacher cannot fail the study attainment on the basis of misconduct if the violation has not first been confirmed with the procedure described in this guideline (see the possible exceptional procedure for lecture hall exams below).'

Suggested contents for the discussion with *suspected* student: First, explain the student your concern and suspicion, and second, ask for the student's clarification about the matter. Third, ensure the student understands how s/he should have proceeded with AI use and with reporting it, and when collaborating or getting help from other students. Collaboration as such is a positive thing, but coursework should be everyone's own product. Fourth, make sure the student understands the consequences: in subsequent frauds or misconducts the consequences get more severe: e.g., failing the course, official procedure, or suspension.

It is important that the student understands 1) where things went wrong, 2) what would be the correct way to do things, and 3) that the misuse of AI and other types of fraud, such as copying coursework, are taken seriously and can lead to the end of studies in the programme.

AI-Resilient Assessment Ideas

Traditional Assessments

- Conduct supervised on-campus exams.
- Implement interactive oral assessments.
- Require weekly progress submissions.

Project-Based Assessments

- Develop AI output evaluation exercises.
- Create "AI journey" assignments.
- Assign complex, multilayered projects.
- Design collaborative problem-solving exercises.
- Design AI-assisted research projects.
- Assign data visualization projects using AI.
- Design experiential learning activities.

Interactive and Real-Time Activities

- Organize live debates and panel discussions.
- Design live simulation-based assessments.
- Conduct group-based oral assessments.
- Conduct gallery walk activities.
- Conduct post-presentation Q&A sessions.

Analytical and Critical Thinking

- Analyze chatbot conversations.
- Conduct AI art critiques.
- Analyze unseen case studies in supervised settings.
- Analyze real-world scenarios in class.

Reflective and Metacognitive Tasks

- Provide immediate feedback through class time activities.
- Use process documentation tools.
- Use active reading strategies.
- Introduce alternative discussion formats.
- Use metacognitive exercises.
- Synthesize class discussions in writing.

Ethical and Emotional Intelligence

- Focus on hyper-local issues.
- Emphasize accurate source citation.
- Organize AI ethics debates.
- Assign AI collaboration documentation.
- Integrate emotional intelligence and genuine connections.