

# IE UNIVERSITY GUIDELINES FOR STUDENTS' USE OF AI TOOLS FOR ACADEMIC WORK

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## INDEX

### 1. INTRODUCTION

### 2. LIMITATIONS AND INHERENT RISKS OF AI

### 3. GENERAL GUIDELINES FOR THE USE OF AI TOOLS

### 4. EXAMPLES USE CASES FOR STUDENTS

### 5. HOW TO ACKNOWLEDGE THE USE OF AI TOOLS

### 6. TIPS FOR EFFECTIVE PROMPTING

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## 1. INTRODUCTION

At IE University we see the arrival of generative AI as an opportunity to transform teaching and learning, fostering responsible leadership in our students. We believe it is crucial for humans to mediate technology's impact on society with critical, analytical and creative thinking, following a humanist approach to innovation.

IE University encourages the use of AI tools for learning with the goal of developing in our students the competences required for utilizing this technology in an appropriate and ethically responsible manner.

- **Knowledge about AI**, what it is, how it works, limitations of the technology and how we can leverage it for diverse actions and tasks.
- **Capabilities to use this technology** with a critical thinking perspective and a humanistic mindset.
- **Skills that need to be learned to perform specific tasks** in new ways to gain agility and productivity using AI.

That said, during your studies you will need to acquire some fundamental skills in your area, and you will have to demonstrate mastery through pieces of work submitted for evaluation. **Faculty may choose to limit the use of generative AI if they consider that it undermines your learning and progress.**

Furthermore, we expect you to engage critically with content produced by or with the help of generative AI and accept full accountability for the accuracy of any outputs they produce.

Any work generated or submitted must adhere to IE Academic Standards as outlined in the [IE Code of Ethical Conduct](#) and respect the AI Policy established by the professors.

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## 2. LIMITATIONS AND INHERENT RISKS OF AI

While conversational generative AI tools offer valuable assistance, it is important to recognize their limitations and be cognizant of their inherent risks.

- **Large Language Models (LLMs) do not understand the content or context of their data.** Instead, they generate content using predictive statistics based on patterns identified during the training phase. This can lead to incorrect, irrelevant, or outright invented answers, so called “hallucinations”.
- **LLMs response accuracy depends on data quality and quantity used for training, as well as the sophistication of the user prompts.** This can cause biases or other limitations. The lack or the inaccuracy of references make it difficult to verify the reliability of the source data. In addition, an issue of increased concern is that AI generated content will feed back into generative AI data sets in the future as training data, potentially increasing and consolidating biases.
- **Avoid providing AI tools with confidential data to protect your and others’ information and rights.** This includes, but is not limited to, personally identifiable information, names, addresses, unpublished research data, health and medical records, confidential or commercially sensitive information and the like. Failing to do so may result in the model learning from your exchanges and considering the data as publicly accessible. Make sure you read terms of use for any AI tool you are planning to use and where possible, opt out of data collection.
- There are other important implications from the use of AI, such as **the inequity of access, the increase in digital divide, the sealing of knowledge and the environmental impact** of massive data processing and storage capacities.

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## 3. GENERAL GUIDELINES FOR THE USE OF AI TOOLS

At IE University we encourage the appropriate and ethically responsible use of AI and generative AI for learning and teaching. Whenever students engage in the use of generative AI for study, we recommend adherence to the below principles:

- **Ensure your use of AI is in accordance with the guidelines provided by IE and IE faculty for a particular course, session, or assignment.** Remember, you are studying to learn and to acquire competences for a successful professional career. There will be times when faculty explicitly asks you to use generative AI for a task or even an assignment. And there will be moments when the use of generative AI is limited. IE University is committed to helping you gain the fundamental knowledge that you need to be successful in your field. Cheating you out of this learning opportunity might be tempting in the short term but it will put you at a disadvantage in the medium and long term. It is in your best interest to adhere to the established guidelines.

**REMEMBER, you are studying to learn and to acquire competences for a successful professional career. Cheating you out of this learning opportunity might put you at a disadvantage in the medium and long term.**

- **Document and acknowledge the ways you have used generative AI.** In case you are using generative AI for **learning**, you probably don’t need to acknowledge its use. However, if you are **using generative AI for any work you are planning to submit** for evaluation purposes, you will have to acknowledge what technologies

you have used, how you used them, list the prompts, and how you incorporated the generated outputs in your work. If you are unsure about permitted use of generative AI tools, consult with your professor.

**REMEMBER**, if allowed, track your interaction with the AI tool in a document that you can share with your professor.

- **Exercise critical thinking and disciplinary expertise when evaluating AI outputs.** It is crucial to fact-check all AI-generated outputs. AI tools can occasionally provide incorrect or false information, including references that do not exist in academic literature or code that is insecure. Unless claims are cross verified with reliable sources, assume they are inaccurate. In this sense, it is imperative to check for inaccuracies (“hallucinations”) and biases and document them.

**REMEMBER:** You are accountable for any errors or omissions in your work. It is advisable to rely on AI tools for topics you already have some understanding of, and it could be a plus to identify and share hallucinations and biases.

- **Use AI as a supplementary tool and be cautious about biases in the outputs produced by generative AI.** AI tools should not replace thorough research and academic rigor. We suggest you use multiple sources for your research and academic work and treat generative AI as a supplementary aid. Use AI responsibly and make sure to mitigate biases in AI generated content.

Remember, do not rely on using GenAI as a search engine (web browser), as many tools are not directly connected to the internet and may have knowledge cut-offs and lack to be updated.

- **Ensure data privacy and confidentiality** when using generative AI as the **AI could unintentionally reproduce or leak sensitive information**. It is your responsibility to protect your and others’ personal information. Sometimes you can modify the tools’ settings (e.g. deactivate model training or storing of chat history) to avoid the generative AI tool utilizing or learning from your interactions and prompts. Make sure to consult each tool’s terms of service.

**REMEMBER**, it is your responsibility to protect your and others’ personal information.

- **Ensure that your submitted work is your own**, and not a “copy & paste” or simple paraphrasing of generative AI output. For any work that you submit, your own style and voice should be evident. If a professor suspects that you are submitting AI generated output as your own work, which would be a violation of IE Academic Standards, you will be investigated according to the procedures outlined in the [IE Code of Ethical Conduct](#).

**REMEMBER**, in case of a violation of IE Academic Standards, you will be investigated according to IE Code of Ethical Conduct

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#### 4. EXAMPLE USE CASES FOR STUDENTS

You can use generative AI for better learning and to boost your productivity. It is a great tool, available 24/7, that can provide almost instantaneous, personalized guidance in multiple languages at the time you need it. Though in a first step, you should [familiarize yourself with the workings of any of the AI tools you consider using](#). It is critical that you understand their strengths and weaknesses and read the terms of service, to [ensure you use them appropriately and effectively](#).

Here are a few suggestions on how you can leverage generative AI, providing practical examples.

- [Better understand new or complex topics](#). You can ask GenAI to [break down new or complex topics](#) into easy-to-understand language, provide step-by-step explanations for any solution, identify practical examples, or identify prior knowledge required to understand a topic.
- [Organize and study with your notes and class materials](#). Summarize and [organize your class notes](#) or audio transcripts by themes, ask for additional background information or explanation of key concepts, generate follow up practice questions.
- [Active learning to deepen your understanding](#). [Socratic Questioning](#) and the [Feynman Technique](#) are just two examples of active learning. Generative AI can be your conversational partner and generate the appropriate questions for your practice. Here an example on how you can [use GenAI as a dialogic tutor](#).
- [Test preparation](#). [Create your own quiz and multiple-choice questions](#) to practice for an upcoming test.
- [Improve your writing skills and written text](#). Proofread written work for spelling and grammatical correctness, rephrase your difficult-to-express idea, [ask for feedback on your written paper](#), based on course grading criteria for ideas on how you can improve your work, overcome writers block asking for ideas to get started.
- [Data analysis and coding](#). With GenAI you can create your own data sets for practice, identify themes when working with large data sets or qualitative data, or create Excel formulas to automate calculations. It can provide coding support through examples or help with code documentation.
- [Language learning and translation](#). Practicing grammar and sentence structure, [revising vocabulary](#) for specific topics, translating text into your native language or other languages.

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#### 5. HOW TO PROPERLY ACKNOWLEDGE THE USE OF AI TOOLS

When utilizing AI tools, it is critical to uphold academic integrity and acknowledge their usage appropriately. Plagiarism and cheating can occur if work or assessments are submitted as one's own without acknowledging the use of AI. To maintain academic honesty, it is important to disclose and provide necessary information about AI usage in your assignments.

- **Acknowledge AI as a tool:** Recognize that AI is a tool, even if used solely for spell checking rather than producing usable text or illustrations. Submitting work created by someone or something else as if it were your own is considered plagiarism and cheating. Failure to acknowledge AI usage violates academic honesty policies.
- **Full disclosure for generation of text, code, images, video, design, etc.:**

When utilizing AI-powered platforms or tools, ensure full disclosure by:

- Identifying the specific AI-powered platform or tool used, such as Grammarly, ChatGPT, Gemini, Midjourney, DALL-E, Microsoft Copilot, or Stable Diffusion, etc.
- Explaining how AI tools were used (e.g., generating ideas, turns of phrase, text elements, arguments, evidence, conceptual maps, illustrations, etc.).
- Describing why AI tools were used (e.g., saving time, overcoming writer's block, stimulating thinking, managing stress, improving clarity, translating text, experimenting for fun, etc.).
- If you have used AI extensively to create code, images, videos, or project components, provide a flowchart with a chain of commands and prompts to evaluate your technical skill in creating assets with AI.
- Clearly stating that the image(s) or video(s) were generated using AI with the referenced platform.

Suggested format to acknowledge the use of generative AI tools:

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work]. ([Source](#))

If AI *was permitted* to use in your assignment, but you have chosen *not* to include any AI generated content, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.  
([Source](#))

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## 6. TIPS FOR EFFECTIVE PROMPTING

When working with generative AI, the quality of your “prompt” (what you are asking for) will have a direct impact on the quality of the output that you will generate. Here is an example of how you can design your prompts.

Begin crafting your prompt by instructing the AI to emulate a **ROLE**, incorporating any relevant information or **role context** as needed. For instance,

*You are a lawyer specialized in international tax law. [ROLE] As a lawyer, you characterize as a meticulous, attention-driven individual who is able to convey complex information in a straightforward way [role context].*

Next, offer details about the **AUDIENCE** and, if relevant, provide additional **audience context** about them. The more comprehensive the data, the more precise the outcomes will be,

*You are preparing an important client meeting with senior management [AUDIENCE] where the attendants only have basic knowledge on tax law [audience context].*

Following that, specify a **TASK**, which is the action you want the AI to execute; As with previous parameters, make sure you include relevant **task context**, when necessary,

*Explain in plain terms the new proposal of the European Commission "Business in Europe: Framework for Income Taxation" [TASK]. Elaborate on how it will affect large businesses operating in more than two countries [task context].*

Again, accuracy is crucial. While AI chatbots can often interpret ambiguous texts, having a list of pertinent verbs on hand can be beneficial when specifying task functions in your prompts. For example,

- **Generate:** create, draft, craft, produce, design, come up with, complete, expand, write
- **Modify:** rewrite, paraphrase, convert, reduce, shorten, simplify, clarify, remove, proofread, remove, make it more (interesting, persuasive, formal...)
- **Analyze:** explain, compare, account for, contrast, explain, breakdown, evaluate, counter, identify, discuss...
- **Find:** an example, an analogy, an alternative, a better version, a practical application...

Lastly, you can conclude your prompt with an **HOW** section. This refers to the desired format, style, length, tone, structure, etc., of the output text, depending on what you need,

*Present results as a series of bullet points that can be easily incorporated into a Power Point presentation to be used in class [HOW].*

You only need to integrate these four parameters into one paragraph; that is the **final version of our prompt**.

*You are a lawyer specialized in international tax law [ROLE]. As a lawyer, you characterize as a meticulous, attention-driven individual who is nevertheless able to convey complex information in a straightforward way [role context]. You are preparing an important client meeting with senior management [AUDIENCE] where the attendants only have basic knowledge on tax law [audience context].*

*Explain in plain terms the new proposal of the European Commission "Business in Europe: Framework for Income Taxation" [TASK]. Elaborate on how it will affect large businesses operating in more than two countries [task context]. Present results as a series of bullet points that can be easily incorporated into a Power Point presentation to be used in class [HOW].*

Submit your question to the generative AI system, and you'll likely receive an insightful response. Keep in mind that the results can vary each time, even when using the same AI platform.

You can also fine tune your prompt from there by making adjustments or providing additional information.