



ELTE

FACULTY OF EDUCATION
AND PSYCHOLOGY

Using Content Generating Artificial Intelligence at the Faculty of Education and Psychology

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Introduction

In accordance with previously established traditions regarding the independent creation and (legal) purity of copyrighted works, we found it necessary to reflect on the development of artificial intelligence as well. Within this framework, the ELTE PPK Artificial Intelligence in Education and Research ad hoc committee formulated the following guidelines with the support of the Faculty's Students' Union and the Faculty's Doctoral Students' Union¹, which were approved by the management of the Faculty:

This statement applies to text generation tools of artificial intelligence (hereinafter: AI) that have attracted a lot of interest lately and have come to light as a result of several experiments, such as ChatGPT, CoPilot and, most recently, Google Bard (hereinafter collectively: AI tools). However, it does not apply to spell checkers, stylistic checkers, content analyzers, translators, etc. programs. Where the author is required to produce, for example, an image rather than a text in the course of their task, this Directive applies *mutatis mutandis* (e.g. DALLÉ-2).

These tools can transform and even disrupt the institutional operating culture by appearing in many academic and professional workshops. At PPK, however, we believe that this development cannot be stopped, so we do not prohibit their use, but rather support our students and colleagues in their efficient, ethical and transparent use. These tools offer such a simplification of the learning and scientific creation process that it can destroy the commitment to analytical and critical thinking. The latter is one of the keys to deep and meaningful learning. We must therefore be aware that although their use promises an attractive and easy solution, it can be misleading and distorting. The most important thing is to separate the professional point at which the use of such tools is justified, and when it offers an unfair advantage.

As a basic principle, we expect that no one should use text stems generated by AI tools (e.g. linked lines of thought) as their own intellectual product to produce an essay or similar work, or exam answers, or in any case where this is expressly prohibited by the requirements, or in any case to present it as their own independent work. This does not apply where the use of the AI tool is an explicit (faculty, professor) expectation.

Below we outline how AI may be used and how we acknowledge its use.

¹ The basis of this document is the material prepared for the same purpose by the University College of London (UCL) (ucl.ac.uk/students/exams-and-assessments/assessment-success-guide/engaging-ai-your-education-and-assessment), which we have the permission of the official representative (provost) of UCL to adapt.



What is AI good for?

AI-based tools can help authors in many ways, such as:

- to answer questions where the answers are based on materials found on the Internet,
- to formulate ideas and plan or structure written materials,
- to generate ideas for graphics, images and visual elements,
- to review and critically analyze written materials in order to evaluate their validity,
- to improve grammatical structures, especially if the language of the work being prepared is not the mother tongue,
- to practice different writing styles,
- to abbreviate texts,
- to generate questionnaire items,
- to search for literature, to prepare summaries,
- to prepare lecture slides,
- to generate title ideas,
- to formulate explanations,
- in the case of computer codes, to debug,
- in the case of a writing block, to help overcome it.

Limits

The main difference between artificial intelligence and human intelligence is that AI tools do not understand anything they produce, i.e. what the words they produce mean in real life.

The creators of Open.ai and ChatGPT themselves formulated useful advice and aspects², which provide guidance and assistance to professors and students. These are briefly summarized here:

- Although the work produced by AI may seem believable and well-written, AI tools often give the wrong answer, therefore they should only be relied on with due care and verification to maintain factuality.
- AI tools perform better in less specialized areas and in subjects that are widely known.
- Unlike Internet search engines, they do not search for current sources and at their current level of development will become obsolete in a few months.
- Sometimes fictitious quotes and sources are invented.
- The sources they use may reflect cultural dominance, existing stereotypes, biases, and one-sided or subjective viewpoints.
- It avoids a critical attitude regarding the content of the sources used.

It is important to highlight that an over-reliance on these tools can reduce opportunities to develop the key academic and professional elements of communication, critical thinking and evaluation skills that are needed throughout and beyond studies. What these tools can provide, however, is the opportunity to

² platform.openai.com/docs/chatgpt-education



develop critical analysis and evaluation skills by studying and critically analyzing the material they produce and judging whether the work they produce is truly valid and real.

AI and academic misconduct

The ELTE Academic Regulations for Students § 74/A–74/C formulates the requirements related to the legal integrity of student works and the legal consequences of their violation.

Words and ideas generated by certain AI tools use materials and ideas of other human authors without reference to them. This fact is controversial in itself and raises the possibility that a work generated by an AI tool could be classified as plagiarism.

If a student is uncertain about what tools are allowed in the production of a particular text or assignment, it is imperative to seek the guidance of the professor on the matter.

If an evaluator (e.g. professor) becomes aware that the author (e.g. student) is trying to present the result generated by the AI as his own work, then - based on university rules - he can initiate an investigation at the faculty ethics committee. This may lead to the application of ethical or other (e.g. student disciplinary) legal consequences, and as a result, the work in question may receive a similar assessment as plagiarism.

Suggestions for professors for course information on the use of AI resources

We recommend that all professors think about how and which AI tools and resources can be used in their given course. If the professors find the application of this guideline sufficient, consider including this in the course description. Otherwise, state the course-specific requirements in the course description.

Recommended text: *'For the use of content generation based on Artificial Intelligence, the guidelines of the Faculty must be followed: ppk.elte.hu/en/documents/artificial-intelligence.'*



Recommendations for the inclusion of AI sources in students' works

If the instructor has made it clear that the student can use AI resources in their work, this fact must be indicated and it is recommended to refer to it in the following way:

1. The use of AI

The use of AI must be presented by naming the tool and describing how it was used in the following way:

- I declare that no content produced by artificial intelligence technology has been presented as my own work.
- I declare that I used the following program (name of the program and indication of the link) to produce the materials necessary for background research and the study of my results during the preparation of this work.
- I declare that I used the following program (name of the program and link) to generate materials that are included in my work in a modified form.

2. Description: describe how the information or material was created

Describe how the information or material was created (including the prompt used by the authors), what the output was, and how the author changed the output. Depending on the nature of the use, the following wording style should be used:

- The following prompts have been inserted into the program below (insert prompts).
- The resulting output was <Paste the output generated by the AI system>
- You changed the output in the following ways: <explain the actions taken>

3. Reference: ultimate guidance for referencing AI-generated content

Describe how the information or material was created (including the prompts the author used), what the output was, and how the student changed the output. Depending on the nature of the use, the following wording style should be used:

- The following prompts were added to the <AI system>: <Embed the prompt(s)>
- The resulting output was <Paste the output generated by the AI system>
- I changed the output in the following ways: <explain the actions taken>

3 Prompt is a term used in computer language to describe various instructions and commands.



Examples of acknowledgment, description and reference

Recognition

To produce the present work, I used the xy version of ChatGPT (chat.openai.com).

Description of the use of AI

I used ChatGPT to create a text outline, which I then adapted in my essay, focusing on AI's contribution to philosophy and utilitarianism, and its impact on human rights and civil liberties. I used an additional ChatGPT prompt to generate high-level ideas about utilitarianism and civil liberties.

Reference

OpenAI, ChatGPT, March 15 2023, chat.openai.com/APA example:

Examples of ChatGPT responses to questions:

Prompt: Write a high-level essay outline on 'Is Artificial Intelligence Beneficial to Humanity?'

AI answer:

- I. Introduction
 - A. Background information on artificial intelligence
 - B. Definition of 'useful'.
 - C. The concept of artificial intelligence
 - D. Outline of the arguments to be formulated in the paper
- II. The contribution of artificial intelligence to philosophy
 - A. The utilitarian philosophy
 - B. Positive aspects of AI
 - C. Criticism of AI
- III. Digital development and the impact of AI on individual freedom and human rights
 - A. Individual freedom and human rights in the digital space (legal level)
 - B. Theories of AI and their impact on civil liberties
 - C. Critical analysis of AI's effects on individual freedom and human rights
- IV. EU AI policy
 - A. The EU fundamental rights construct and AI
 - B. The impact of the EU's vision on the use of AI and the development of law
 - C. Critique of the EU AI strategy
- V. Conclusion
 - A. Restatement of the thesis
 - B. Summary of the arguments made in the essay
 - C. Final assessment of whether AI is useful to humanity based on the evidence presented



Prompt: Summarize what AI means for civil liberties

AI answer:

AI (Artificial Intelligence) can have many impacts on civil liberties, both positive and negative.

Its positive effects include the possibilities provided by AI, such as the analysis of large amounts of data, which can help protect human rights and detect discrimination. AI can also be useful in improving government efficiency, education and healthcare, thereby providing a better quality of life for citizens.

However, the use of AI also has negative effects that can threaten civil liberties. For example, the use of data predicted by AI can make personal decisions dependent, and facial recognition technologies can pose a threat to privacy and basic human rights. AI algorithms can be biased and create problems related to poverty and inequality.

Therefore, it is important to regulate the use of AI and ensure data protection, as well as the protection of human rights and civil liberties during the development of AI.

(Sample response generated by ChatGPT.)

*[Prepared with the permission of the authors of the guide at the University College London entitled
Engaging with AI in your education and assessment.]*

