

**Monnet International School – Academic Integrity Policy**  
**Appendix**

**the use of artificial intelligence in internally assessed students' works**

Following the IB statements we believe that artificial intelligence (AI) technology will become part of our everyday lives. Thus, we see the need to specify how these new technologies could be used in Monnet International School ethically and effectively. These include algorithms and mathematical models which act in a similar way as the human brain does.

1. We see and appreciate the potential of various tools based on artificial intelligence. The tools for creating, editing, proofreading and redaction of texts (e.g. Grammarly, Quillbot, WordTune, Rytr or Paraphraz.it), translators (e.g. DeepL Translator), tools generating images based on verbal description (e.g. Midjourney), search engines and content compilation tools (e.g. Metaphor System, Talk to Books, Kristalic), voice assistants recognizing speech and answering questions (e.g. Siri, Amazon Alexa, Google Assistant) or chatbots (e.g. ChatGPT) can turn out to be quite advantageous when used skilfully in teaching and learning. Chatbots can explain step by step how to solve mathematical problems, create an outline or write some first new lines of an essay, analyse and help to improve existing texts, summarize longer pieces of text by finding main arguments they contain, help making notes, explain complicated ideas in simple words, provide guidance on the concept of the project, generate sample tasks, prepare revision educational materials or write occasional texts.
2. We also recognize that AI-based tools can be dangerous or harmful if used inappropriately. Chatbot answers are not always correct as they may be based on outdated information. Also, it is not able to tell which content is valuable and

which is not. It does not always interpret questions correctly. It occasionally make grammar mistakes. It cannot form an opinion based on its own experience nor his own feelings, nor can it cope with tasks requiring creativity. More, it will not help much in troubleshooting either psychological and philosophical issues or in resolving moral dilemmas.

3. The use of AI-based tools is a big challenge for teachers who are wondering how to stop this practice or how to check whether the student's work presented to them for assessment is their own piece of text. It may also be a disadvantage for the students who wrote their own texts.
  
4. To equalize educational opportunities for all students the teacher can consider:
  - a. asking the students to write their essays during the classes rather than at home,
  - b. developing students' critical thinking skills, skills of checking obtained information in various sources or skills of verification and quality assessment rather than writing the text itself,
  - c. asking the students to compare and critically evaluate texts generated by the artificial intelligence,
  - d. practicing the ability to solve problems and puzzles invented by the ChatGPT,
  - e. more carefully monitoring the progress of students' essays,
  - f. asking the students to explain their work sufficiently providing confidence that it has been created by them,
  - g. checking if the students always quote properly other people's ideas,
  - h. checking if the written piece of work is in line with what they would expect the student to be able to produce when comparing the quality of the final piece of work to the previous drafts,
  - i. training students to evaluate an AI-produced essays and refine the prompt to get closer to what they want to achieve,

- j. providing expertise in identifying and addressing bias in the technology-generated pieces of work,
  - k. training students to mark AI-generated pieces of work against the IB grading criteria.
5. In the case of finding an academic misconduct in the student's written piece of work the teachers follow the procedures described in paragraphs 6 and 7 of the Academic Integrity Policy.

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