

## Use of Artificial Intelligence-Based Tools at the University of Lapland

The matter was addressed at the Teaching Management and Development Committee's meeting 2/2023 and the Strategic Steering Committee's meeting 3/2023.

GPT (Generative Pre-trained Transformer) and other similar artificial intelligence-based text editors or text generators—generally referred to as large language models (LLM)—are interactive artificial intelligence-based applications that can be used to generate content based on user input.

Artificial intelligence-based generators can be used to produce, for example, written text, images, sound, and video. Use of language models described in these guidelines covers all these modes of expression.

The University of Lapland has outlined the following guidelines for using language models to support studying and learning:

1. **Use of language models is, as a rule, allowed.** A language model should be thought of as a useful tool that can bring advantages. Forbidding the use of language models is not practical since their use is extremely challenging—if not impossible—to monitor and control.
2. **Language models can be used as an aid in proofreading and revising texts.** Using language models for producing grammatically and structurally correct language is justified (cf. Grammarly and other comparable tools).
3. **Language models must not be used for producing the final content of an assignment or a thesis, and content created using a language model must not be presented as the student's own work.** The student will be responsible for any content submitted as part of their studies. A major challenge related to the use of language models is that they can produce texts that, at first glance, may look like content produced by an expert, but a closer look may reveal erroneous facts or even contradictions. Language models can, however, be used for the purpose of revising existing texts or for collecting ideas for writing.
4. **Students must be informed of the principles of using language models, and the related disadvantages.** The topic of language models can be discussed, for example, at the early stages of studies, during study guidance sessions, at MyTeacher meetings, and in connection with thesis seminars and research methods courses.
5. **Teachers should familiarize themselves with language models** by experimenting with artificial intelligence-based applications, by listening to the recorded DigiPeda support sessions, and by sharing their experiences with other teachers.
6. **When planning a course, teachers should make sure that the assignments cannot be completed solely by using a language model. Assignments must be designed so that they require the student's active engagement and work on the subject to be learned.** This can be achieved by linking the assignments with a particular learning material and by requiring an applied approach to the subject, or students may be

asked to provide their own examples of the subject. If it is possible to complete an assignment solely by using a language model, only little weight should be given to the assignment in the overall assessment.

7. **If a student has used a language model in completing an assignment, the student is required to explicitly state how the language model has been used.** When individual students share their experiences of using language models, the information can be used to identify and share best practices. Language models can be used to support learning in many ways. However, it is important to bear in mind that content created using artificial intelligence cannot replace the student's active engagement and work on the content to be learned, because artificial intelligence is not error-free.
8. **Teachers may deviate from these guidelines.** The teacher must clearly inform the students of any exceptions and explain the reasons for them at the beginning of the course.
9. **Where a student's fraudulent use of a language model is detected, the matter will be addressed in accordance with Section 16 (*Academic fraud and procedure of disciplinary action*) of the University of Lapland's Regulations on Degrees.**