

Template for building AI course policy

[This material is a template for one of several possible ways of formulating AI course policy in a course memo. Note that students rarely read these, so use them rather as a basis for discussing the pedagogical choices underlying the course and how that impacts AI-usage, and most importantly: **What students are expected to do in the course**. Feel free to use the below material as you deem appropriate, with the suggested reference: *EECS CoC-compliant course AI policy template*, Elias Flening, Network and Systems Engineering, EECS, KTH, 2024]

In this course, we actively encourage **iterative**, **mindful**, and **disclosed** usage of generative AI technology to enhance your learning. AI platforms can support you in generating ideas, refine your writing, or explore different approaches. Be **mindful** of the fact that you are responsible for usage, and therefore must be able to assess output. If you do not know if output is truthful, fact-check with external sources. If it is truthful, but you are unsure if it is helpful, discuss with your team and one of us teachers. AI can help you learn faster, but only if you engage with it in an **iterative** and critical fashion.

You should see LLMs (e.g. ChatGPT and Claude) as discussion partners who only care about making you “happy” (generating a consistent response which makes sense in relation to what you ask it), rather than more knowledgeable.

With these “good intentions”, AI lies continuously and well (Mollick, 2023). Therefore, **iterating** on results to increase quality is a must to get anything of deeper value, which means to **engage in a dialogue with these systems about what you want to do** instead of treating the input box like a search engine. Finally, **disclosing** that you are using it and how you use it is of the highest importance in this course. Disclosure means that you include a footnote, sentence, endnote, textbox explaining usage **in the same document or artifact** in/for which you have collaborated with AI to develop content. Do not include disclosure as an appendix or comment outside the document or artifact, since these can get lost or disconnected.

This course policy has been written with AI-support using the above principles, as well as following the [EECS School Code of Conduct - Rule 7 on using GenAI](#). I first explained to ChatGPT what the core principles I wanted to include in the course memo, and then I discussed with it in 5 iterations to get a draft which I then rewrite extensively in Microsoft Word. I then sent it to Sebastian Krakowski, an expert in using AI in education, for review. The above text is the result of this process.

The above paragraph is an example of how you can disclose usage. Unless specifically requested, do not copy-paste prompts and answers, but in 1-4 sentences explain your process of collaboration with your chosen AI platform leading to the content submitted.

Recommended reading:

[Notes on the use of GenAI in academic coursework and research by Sebastian Krakowski, 2024](#)

[How to use AI to do stuff by Ethan Mollick, 2023](#)

[Post-apocalyptic education by Ethan Mollick, 2024](#)