



TU's recommendations for the use of artificial intelligence

1. What is artificial intelligence and what is generative artificial intelligence?

Artificial intelligence (AI), based on software algorithms, is a broad field that includes various technologies that are used, for example, in data analysis, artificial vision, planning, recognition, communication robots, etc. for.

TI has become a central element of the modern education system, where the use of machine learning methods enables the personalization of learning materials and learning experiences. At the same time, learning analytics help analyze learning processes and outcomes, providing learners with a deeper understanding of complex topics and feedback tailored to their individual needs. TI's ability to process huge amounts of data allows it to identify learners' strengths and weaknesses and predict their progress. As the latest innovation, generative TI applications have appeared on the educational landscape, such as ChatGPT, which expand the possibilities of designing the learning process and engaging students, and change the ways in which learners solve tasks and acquire new knowledge.

Generative TI, one of the applications of artificial intelligence, allows *the creation of* new content, including text, images and audio. This type of technology is trained on existing examples, such as textual data such as books and web pages - after a machine learning process, TI can create *similar* content (i.e. write texts or create artwork). In education, generative TI can be used to create new material (e.g. educational materials), text or information processing, bounce ideas and other purposes. While the language models underlying the technology can deliver impressive results, it's important to understand that they generate text based on *learned probabilities*. Such technology itself does not know (and cannot know) what the right or wrong answers are and has no understanding of the deeper meaning of human language.

2. Use of generative artificial intelligence in teaching

TI can be an effective tool in supporting learner and teacher learning.



together how the use of generative TI would contribute to solving problems, while developing students' competencies (digital competence, scientific competence, ability to analyze, solve problems and think critically). The lecturer can discuss with students the experiences of using TI and also how TI affects the student's learning. Deep learning is facilitated when students understand the purpose of their learning and how they learn and what their own responsibility is for their learning. We encourage **lecturers and students** to responsibly experiment with TI in teaching by creating new learning situations together and agreeing on how the teaching will be carried out, how and for what each party will use TI, and how the evaluation will take place.

A student can use TI to support and develop their learning, for example:

- as a learning partner in generating ideas, generating initial thoughts (e.g. to overcome the failure of starting written works);
- for self-control;
- correcting the text, translating, finding different solutions;
- in the development of critical thinking (by analyzing, for example, the answers offered by the text robot);
- as a reading assistant when working through voluminous materials, making summaries in the learning process;
- as a programming aid, etc.

The teacher can use TI in teaching at different stages of the learning process, for example:

- discussion as a partner to generate ideas in the preparation of the study;
- when creating educational materials;
- mapping and tuning students' prior knowledge;
- when preparing study assignments;
- in the development of students' general competencies;
- when giving feedback on students' works (having informed the students about this as a recommendation), etc.

Wanting to make sure that students' learning outcomes have been achieved and to avoid using TI for the purpose of academic fraud, **the lecturer** can use different assessment methods and task sets (read more [study material](#)), for example:

- prepare assignments that require the collection of original data and their analysis in various ways: interview, observation, archival research, practical work, etc.
- intermediate tests and learner self-assessment methods;



The teacher can direct the use and extent of use of TI in teaching. The University does not recommend the use of "artificial intelligence detection" services, as their results are primarily statistical predictions, not evidence. In this respect, it differs from plagiarism detection, where it is possible to perform a comparison with possible source texts.

It is the teacher's responsibility to explain which violations of the rules of research ethics result in the student not achieving the learning outcomes and how the teacher determines these violations. Dialogue and discussion, mutual agreements are important. When choosing TI software, it is the teacher's task to find out what the skills and experience of using this software are and whether all students are guaranteed equal access to it. See also [good practice in teaching and supervision](#), [good practice for learning](#), [good research practice](#).

It is important for students to make sense of the subject's purpose and learning outcomes for themselves. **The student is responsible** for his own learning and the achievement of learning outcomes. Using TI where the faculty has restricted its use, or if the use of TI is not properly referenced, is considered academic fraud. See also [good practice for learning](#), [good research practice](#).

Recommendations for students in case the lecturer suspects unauthorized use of artificial intelligence:

- Always be honest and transparent when using generative TI. Explain to the teacher why and how you used the aids. The better the lecturer understands your choices, the less misunderstandings arise.
- be prepared to explain how the task was completed and show different versions of your work. Prove the process of completing the work, how you reached the final result.
- in the case of disputes, if necessary, contact the curriculum curator or head of studies to tell your version of the story and submit the necessary documents to explain your views and prove the authenticity of your work.
- know and follow academic good practice and the guidelines and rules for the use of TI, because awareness of the rules helps to avoid misunderstandings

See also study material [Artificial intelligence in teaching](#).

3. Compliance with the principles of copyright and personal data protection when using generative TI:

The author of the work, i.e. the student (lecturer) is responsible for the content and format of the submitted work (i.e. correctness of information, referencing, etc.) even if the work or its part(s) has been completed with the help of artificial intelligence.



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TI must not be used knowingly to fabricate data/information or manipulate data/falsify information.

Referencing the use of generative TI is based on the rules of a specific referencing style:

- APA citation recommendations: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- MLA : <https://style.mla.org/citing-generative-ai/>
- Chicago: <https://www.chicagomanualofstyle.org/ganda/data/faq/topics/Documentation/faq0422.html>

Sources

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