Guideline for the use of Artificial Intelligence (AI)-supported tools in the field of teaching

The low-threshold availability of AI-supported tools enables the productive use of these tools in the field of teaching on the one hand, but on the other hand also places new demands on the competences of students and lecturers as well as on didactic concepts. AI tools can provide support in particular in various phases of the writing process, such as spell-checking, translation and stylistic revision through to the generation of texts, code and images (ChatGPT, DeepL, Dall-e, GitHub Co-Pilot, Bard, Midjourney etc.). The present guideline of the Rectorate of Graz University of Technology is intended to provide initial orientation for lecturers and students for the use of AI-supported tools in the field of teaching.

Students are generally allowed to use AI-supported tools in courses, as long as the responsible lecturer does not specify otherwise. The following aspects must be taken into account when using AI-supported tools in teaching:

- **Information from lecturers to students**: The course instructor or the thesis supervisor decides when and for what purpose AI-supported tools are not (allowed to be) used and informs the students. The restrictions on the use of AI-supported tools must be announced in the course description in TUGRAZonline and at the beginning of the course. If lecturers wish to prohibit the use of AI-supported tools for a course or parts of a course at a later date, this must be agreed between lecturers and all students in the course concerned.

- **Compliance with good scientific practice**: The user of AI-supported tools is always ultimately responsible for their use and must ensure compliance with the principles of good scientific practice. This means that both lecturers in the context of the teaching setting and students in examinations and written work (academic and artistic theses, seminar papers and submissions, Bachelor's theses and academic, artistic work in the context of courses) are in any case subject to the labelling obligation when using AI-supported tools and are responsible for ensuring compliance with the legal regulations and the UNESCO recommendations on the ethical use of AI. Lecturers can ask students to describe the way in which AI tools are used. Lecturers inform students before the start of the semester when and where the use of AI tools is equivalent to the use of an unauthorized aid in the sense of the statutes of Graz University of Technology and leads to a grade of “U” (in German ungültig aufgrund von Täuschung) invalid. This grading is counted towards the number of examinations allowed. Students are requested to ask the course

---

1. See the didactic recommendation in TU4U
2. Pursuant to § 76 Abs 2 UG in connection with § 21 part of the statutes on study law of Graz University of Technology.
3. OeAWI (2015) Guidline of "Österreichischen Agentur für wissenschaftliche Ingegrität zur Guten Wissenschaftlichen Praxis" (ger), abgerufen am 15.09.2023
4. Statues part Plagiarism of TU Graz
5. The unmarked use of AI for the purpose of faking one's own work is not permitted and will be treated as academic misconduct in studies and associated consequences (statute part plagiarism). Examples of citation and labelling suggestions in TU4U
administration if they are unclear about the admissibility and marking of the use of AI-supported tools.

- **Data privacy:** Among other things, many AI tools collect personal data (both with and without dedicated consent, such as the IP address) and potentially make this data available to third parties. It is recommended that personal data is not entered or provided. In this context, lecturers must take the following things into account when using AI in teaching: (1) Students must not be forced to use AI personally if this requires the transfer of personal data. (2) Students must not be put at a disadvantage should they not wish to use AI tools that process personal data.

Due to the rapid development of AI-supported tools and the resulting need for adaptation for use in teaching, your feedback on this guideline and the associated website (ki.tugraz.at) is welcome as valuable input for adaptation. Please send your suggestions and/or concrete experiences to vr-lehre@tugraz.at and help us to further develop the guideline.