BSBI
School of Business and Innovation

Application of Artificial Intelligence in Teaching -Learning Guidelines

BSBI School of Business and Innovation

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Preamble

BSBI School of Business and Innovation (BSBI) is a multi-faculty state-accredited institution committed to imparting high-quality higher education academic programmes (courses) in collaboration with prestigious university partners. Since its inception, the institution has achieved remarkable growth in all spheres of higher education. Rooted in the values of enterprise, leadership and success, today BSBI stands as one of the unique business schools in Europe contributing to sustaining impact through relevant, affordable and quality education.

Artificial Intelligence (AI) transforms processes and systems across all industries and sectors. Higher Education is an important area in which the AI offers numerous opportunities for creating transformational impact, however, there are practical challenges in its adaptation. The current document provides a guideline for constructive adaptation of AI in higher education i.e. teaching and learning processes in context of BSBI.

Abbreviations and Definition of Key Terms

I. **Academic Council:** Academic Council of BSBI School of Business and Innovation

II. **Artificial Intelligence (AI):** A broad spectrum of evolving technologies that can perform tasks that typically require human level intelligence.

III. **BSBI:** BSBI School of Business and Innovation

IV. **Courses:** Academic degree programmes having specific credit and leading to the award of a degree, diploma, or certificate.

V. **Chief Academic Officer:** Chief Academic Officer of BSBI School of Business and Innovation

VI. **Dean of the Faculty:** Dean of the Faculty of BSBI School of Business and Innovation

VII. **Examination and Assessment Officer:** Examination and Assessment Officer of BSBI School of Business and Innovation

VIII. **Faculty Council:** Faculty Council of the respective faculty of Berlin School of Business and Innovation

IX. **Faculty:** Academic Faculty of BSBI School of Business and Innovation

X. **Programme Coordinator:** Programme Coordinator of Berlin School of Business and Innovation,

XI. **Provost:** Provost of BSBI School of Business and Innovation

XII. **QA:** Quality Assurance

XIII. **QA Steering Committee:** Internal Quality Assurance Committee of BSBI School of Business and Innovation

XIV. **Registrar:** Registrar of BSBI School of Business and Innovation.

XV. **Term:** Academic Term of 12 Week duration

XVI. **University:** The concerned partner university, which awards degree, diplomas or certificate.

1. Aim and Objectives

The main aim of the “BSBI Application of AI in Teaching-Learning Guideline (AI Guideline)” is to provide a set of guiding principles for effective use of AI in different types of academic activities. More specifically, the Guideline aims to:

A. Provide different levels and types of AI applications in Teaching-Learning activities.

B. Elaborate on the various types of AI usage in teaching-learning; and suggest the consequent action for specific situations.

C. Establish a set of principles and procedures that will help in creating an eco-system for constructive and transparent use of AI in different teaching-learning activities.

2. Principles

The BSBI AI Guideline supports the appropriate use of AI technologies in the learning experience, including ChatGPT, Google Gemini, Dall-E, Midjourney, Sora, Firefly, as well as Microsoft CoPilot, Grammarly, Quillbot, and all other such platforms that can be classified as AI tools, primarily as Large Language Models (LLMs). The following are the main guiding principles:

A. Constructive Integration: Use of AI in a manner that enhances the quality of academic activity without compromising with the stated objectives or outcomes.

B. Transparency: Standard norms for application and integration of AI for all.

C. Effectiveness: Identifying and encouraging AI applications that enhance the overall effectiveness and quality of the given academic activity.

D. Supportive: Encouraging the responsible use of AI in teaching-learning activities.

3. Scope

BSBI AI Guideline will apply to all teaching-learning activities at BSBI including (but not limited to):

- Classroom instruction design
- Learning material preparation including presentations
- Assignment brief creation
- Assignment and essay writing by students
- Creation of formative and summative assessment tasks by the students
- Dissertation project identification and development
- Dissertation writing
- Research writing
- Providing feedback on student work (presentation, assignment and dissertation)

The Guideline will complement the relevant AI or related policies of the respective partner universities in such a manner that it helps operationalise the partner university in the specific context of BSBI.

4. Guidelines for Use of AI in Academic Work

We support the appropriate and responsible use of AI technologies in our teaching-learning processes with the aim of enhancing the learning experience as well as helping students explore or visualise new ideas and concepts. Any use of AI must be carefully considered within the following criteria:

A. Work produced by AI cannot be presented as students' own.

- One may gain an unfair advantage by using AI applications with the intent of presenting the work created by the AI tool as one's own work.
- In special cases (for example, the modules involving creativity or where the application of AI can help in improving the learning outcomes), this clause may be applied with flexibility. However, under such circumstances, the module lecturer will clearly specify in the Assignment Brief/Task that what type of AI use is acceptable.
- In case of creative outputs, other than assignment and controlled examination, the acceptable use of AI should be explicitly notified before the commencement of the task in which AI use is likely.

B. Any AI produced work must be referenced.

- For any AI produced work, one must use the Harvard Reference Scheme and state the prompt used to generate the relevant work in the bibliography reference.
- The use of AI in modules related to photography, design and creativity, AI use should be mentioned as an acknowledgment of the source or Application used with the details of the command/ key words used for producing the work.
- For any AI platform, the reference will be the same as the prescribed by the partner university for citing a web resource. For exam ple, in Harvard referencing, we may state like, e.g., "OpenAI (2025) *AI-generated image of a futuristic city*. DALL·E, OpenAI. Available at: [URL] (Accessed: 25 February 2025)." In addition, in case of self-created material using AI, the example can be "Student's Name (2025) *AI-generated picture of a digital landscape*. Created using DALL·E, OpenAI. Available at: [URL] (Accessed: 25 February 2025)." Also, the used prompt should be cited at the end of the document along with the disclaimer that no humaniser AI is used.

C. Critical assessment of AI Created Content.

AI technologies may generate inaccurate content, such as fabricated citations or visuals. To ensure the quality and reliability of AI-based content, one must:

- Fact-Check All Work: Verify the accuracy of AI-generated text, references, or visuals against credible sources.
- Assess Bias: Evaluate data or algorithmic biases, especially concerning gender, ethnicity, or marginalised groups, ensuring awareness of the AI's training data limitations.
- Check Intellectual Property: Confirm AI content does not violate intellectual property rights, including uncredited use of open-source data, and cite tools and prompts per Harvard Referencing Scheme.
- Evaluate Visual Content: For AI-generated visuals and videos (e.g., DALL·E, MidJourney, Invideo):
- Ensure relevance, accuracy, and ethical appropriateness, avoiding stereotypes.
- Document prompts, iterations, and modifications to clearly show the student's contribution.
- Reflect and explain critically on the AI's role, effectiveness, and alignment with task goals.

D. Appropriate use of AI.

It is important to consider how we use AI. AI can be utilised appropriately to achieve specific tasks or goals. Some indicative use areas could include:

- Visualising a product for which one developed the concepts.
- Utilising AI as a tool to support writing styles, grammar, and spelling.
- Writing a brief summary that explains how a student has used AI (along with a reflection on its usefulness and the challenges they have encountered).

If students are unclear about using Generative AI or if they have any further questions, they can contact their Unit Leader, Supervisor or Line Manager (depending on the context).

5. Level of AI use in creating academic content (including assessment and dissertation)

The integration and adoption of AI can be used creatively to enhance the overall effectiveness of the content. For all the academic activities, as defined in Scope (Section 3 in this document), the different levels of the AI applications are given in Table 1.0. If a particular level of integration is selected, especially for assignment and dissertation, students must be informed clearly about the requirements and the expectations.

Table 1.0: Different Level of AI integration in Academic Contents.

#	Level of AI	Description
1	NO AI	The material, assessment or document must be completed entirely without AI assistance. This level ensures that one relies solely on self-knowledge, understanding, and skills. AI must not be used at any point during the document, material or content.
2	AI ASSISTED	AI can be used for research, creating structure, and generating ideas. No AI content is allowed in the final document, assessment or material.
3	AI EDITED	AI can be used to make improvements to the clarity or quality of created work to improve the final output, but no new content can be created using AI. AI can be used in improving the sentence structure but not the paragraph or document as whole. The use of a specific application must always be cited.
4	AI TASK	AI is used to complete certain elements of the material, document or assessment, with one providing discussion or commentary on the AI generated content. This level requires critical engagement with AI generated content and evaluating its output. One will use AI to complete specified tasks in their assessment/material. Any AI created content must always be cited.
5	FULL AI	AI should be used meet the requirements of the tasks, allowing for a collaborative approach with AI and enhancing creativity. One may use AI throughout their assessment/document to support their own work, but AI content must always be cited.

(Source: Adopted from BSBI Guide to AI in Teaching and Learning (August 2024), University for the Creative Arts, UK.)

6. Real-World Examples of AI Usage: Permitted vs. Not Permitted

6.1 Examples of Permitted AI Use

1. AI for Grammar and Style Enhancement:
   Example: A student uses Grammarly or Quillbot to refine the grammar and style of their essay, ensuring the content remains their original work.
   Permitted Action: The student includes a note in their bibliography stating, 'Grammarly was used for grammar and style enhancement.'

2. AI for Summarisation:
   Example: A student uses ChatGPT to generate a summary of a research paper they have read and uses the summary to complement their notes. Permitted Action: The student cites the AI tool in their references:
   Example Citation: ChatGPT. (2025). Summary of 'The Role of AI in Modern Education'. Prompt: 'Summarise the research paper.' Retrieved from OpenAI.

3. AI-Assisted Research:
   Example: A student uses an AI tool to structure ideas for their presentation slides, while the actual content is based on their own knowledge and research.
   Permitted Action: The AI tool is used as a creative brainstorming assistant, and its contribution is acknowledged verbally during the presentation or in supplementary materials.

4. AI for Visualisation:
   Example: A student uses DALL-E to create an illustration representing a concept for a product design assignment.
   Permitted Action: The student cites the AI-generated illustration: Example Citation: DALL-E. (2025). AI-generated image of a concept product. Prompt: 'Create a futuristic eco-friendly car design.' Retrieved from OpenAI.

6.2 Examples of Not Permitted AI Use

1. Presenting AI-Generated Work as Original:
   Example: A student uses ChatGPT to write a full essay (or even a part of an essay) and submits it without any editing or acknowledgment.
   Violation: This violates the guideline that prohibits presenting AI-generated content as the student's own work

2. Presenting another Essay modified by AI:
   Example: A student presents another essay written not by student and uses ChatGPT to convert or customise essay (or even a part of an essay).
   Violation: This violates the guideline that prohibits presenting AI-converted/ created content as the student's own work.

3. Failing to Fact-Check AI Content:
   Example: A student uses ChatGPT to generate a bibliography and includes sources that are fabricated or non-existent.
   Violation: This is clear violation and will be treated as misconduct

4. Using AI to Complete Assignments Without Attribution:
   Example: A student uses MidJourney to generate all visual elements for a graphic design project and does not disclose the use of AI in their submission.
   Violation: Students must always cite AI tools and include a description of how they were used. However, this cannot be accepted unless the task clearly specifies to use AI.

5. Excessive AI Dependency:
   Example: A dissertation includes entire sections written by an AI tool with minimal student input or critical engagement.
   Violation: The Guideline requires students to provide critical engagement and commentary on any AIgenerated content.

7. Academic Misconduct related to use of AI

While AI detection tools can be a helpful resource, it is crucial to recognise their limitations. These tools often exhibit high rates of false positives (flagging human-written work as AI-generated) and false negatives (failing to detect AI-generated content). Additionally, they may demonstrate biases, such as disproportionately penalising non-native English speakers.

Due to these limitations, we primarily rely on a three-step approach for identifying and addressing potential AI misconduct:

A. Initial Screening: Cases are initially screened based on potential indicators of AI use, which may include unusual writing styles, inconsistencies, or other red flags.

B. Individualised Assessment: Each case is then carefully analysed considering various factors, such as the student's previous work, the assignment requirements, and any supporting evidence provided by the student.

C. Student Consultation (if necessary): In cases where ambiguity remains, a meeting with the student may be scheduled to discuss their work and clarify any concerns.

This approach emphasises a holistic and nuanced understanding of each situation, rather than solely relying on the results of potentially unreliable AI detection tools.

Table 2.0: Framework for AI Identification Analysis

Parameter	Description
Writing Style and Content	• Generic in both structure and words, lacking specifics Lacking direct quotes and includes unattributed claims Overuse of superlatives, hyperbolic or verbose language Lack of critical thinking or synthesis
AI Checking Tools (considered in the context of other factors)	• Turnitin, Grammarly, and Copyscape are used to detect similarity patterns. GPTZero, Originality.AI, and AI Text Classifier analyse AI-generated stylistic patterns • MOSS (Measure of Software Similarity) is used for code detection.
Observational	• Consistency in writing style (compared with previous work) and specificity to the assignment question • Performance comparisons, such as in-class or formative work.
Academic Rigour	• Research notes, creative development, and reflections. Clearly identify any copywriting services used and include examples of unproofed work. • Shared workflows (e.g., Word on SharePoint or Google Docs). Make use of vivas, interviews, and presentations.

Source: BSCI Guide to AI in Teaching and Learning (August 2024), University for the Creative Arts, UK.)

8. AI Application in Teaching-Learning

The application of AI can be helpful in enhancing the effectiveness of the teaching-learning process. However, the recent research and experiences show that one may encounter challenges while integrating AI into the teaching-learning process. On the other hand, any use of AI by academics is duly cited.

Table 3.0 presents a list of identified issues and suggested approaches for addressing the issues while integrating AI into the teaching-learning activities.

Table 3.0: AI Integration Issues in Teaching-Learning and Suggested Approaches

Parameter	Level of AI
It has limited access to data and cannot use information behind a paywall, such as academic journals or industry reports.	AI should be used as a tool in conjunction with other research and learning techniques. In particular, the use of the library resources should be considered an essential companion to any AI use.
Information can be outdated, inaccurate or incorrect.	Checking of facts and bibliographies should be considered a core part of academic integrity.
There are considerable biases in data and algorithms.	Using AI in a higher education context requires students and academics to demonstrate an understanding of the training data used, and historic or algorithmic biases of the AI models. Particular consideration should be given to bias in gende
There are many intellectual property questions in terms of the use of training data and IP/ ownership of the output.	Users should discuss current issues and debates in AI and IP, and policies that acknowledge content creators where possible (see section AI as a Creative Tool).
It has sustainability issues in terms of the significant amount of power used to train LLMs and deliver AI results.	Students and academics should build an understanding of the carbon footprint of AI models that includes both training data and production of results.
There is significant potential to misuse AI – from deep fakes to 'bad actors' to plagiarism.	Users should conform to a recognised set of AI Ethics in a similar manner to that of research ethics.
Digital divide – there is unequal access to AI based on wealth.	Academics and students should recognise that in the context of universities, only some students can access more advanced AI tools. Most free versions limit use and others, such as video or voice production tools, are paid only

(Source: BSCI Guide to AI in Teaching and Learning (August 2024), University for the Creative Arts, UK.)

9. Suggested Approach to Assessment Design

The assessment design can play an effective role in reducing undesirable AI-generated content. Some of the suggested measures are as follows:

A. Specific assignment tasks – For example, address a particular brief or use only materials presented in class and/or on BSBI Canvas.

B. The learning centred – Assessment design should focus on learning and assessing the learning that has taken place rather than the finished object.

C. Diverse content types and media – Consider assessments that involve both written and visual elements (e.g., concept boards), presentations, or layouts (e.g., magazine formats).

D. Emphasis on critical analysis – Linking theory to practice is important. Use material that is only accessible via login or paywalls, such as industry databases or academic journals.

E. Logical deduction – Recommend incorporating logical deduction in assessment outcomes.

F. Creativity-focused tasks – Emphasise the process, not just the result. Ask students to submit sketches, scamps, mind maps, or examples from their notebooks.

(Source: BSCI Guide to AI in Teaching and Learning (August 2024), University for the Creative Arts, UK.)

10. General

A. Any changes in this document can be made only upon approval of the Provost and Chief Academic Officer.

B. Approved by the decision of the Quality Assurance Steering Committee on 30.10.2024.

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