



Academic Integrity Policy of BME International Secondary School

2014, last updated September 2025

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I. Introduction

The BME International Secondary School endorses the idea that students need to be able to engage in authentic creative thought and in an age where information can be gathered quickly, be able to synthesize information from multiple kinds of sources into dialectical shifts to internalize knowledge. Students must be given opportunities to develop these skills. This means that teachers and administrative policy, through what is done in the classroom and how students are assessed and monitored, create these opportunities. The framework for creating these opportunities is the BME International Secondary School's Academic Integrity Policy. This policy aligns with the International Baccalaureate (IB) *Academic Integrity Policy*.

“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.” (IBO)

The BME International Secondary School takes a firm approach to academic integrity in order to maintain fairness and trust in assessments, and foster respect for others through the appropriate acknowledgment of information used.

This policy is divided into two main sections. The first deals with the responsibilities of teachers, students, administration and parents for creating an atmosphere in which original thought can be promoted. ***Here it is worth highlighting that although the school promotes authentic production and engages in processes to prevent all forms of academic misconduct, it is the student who will ultimately bear the responsibility and suffer the worst consequences for not completing authentic work both at the school level and IB assessment level.***

The second part of this document defines school maladministration and student academic misconduct and clearly defines the expectations for proper practice. Examples and possible sanctions are also described in this section.

The appendices contain the BME International School's Artificial Intelligence Policy and the BME Student AI handbook.

For further details on good practices and policies at the IB assessment level, it is imperative to read the IB *Academic Integrity Policy* and *Effective Citing and Referencing* referenced at the end of this document .

II. School Policies for the Promotion of Academic Integrity

The promotion of academic integrity involves all the stakeholders in the student's secondary school years, but the focus for successful promotion of authentic production are the teachers, students, and administration. Each of these must be actively engaged in the process of helping students synthesize information to authentic thought. This section deals with how each of these stakeholders will work towards this goal.

A. The Role of the Teacher

Individual subject teachers have the greatest role in the promotion of originality and academic integrity. The success or failure of the promotion of this idea is based on what happens on a day-to-day basis in the classroom.

The teacher's responsibility falls into five areas:

- 1) creating an open classroom,
- 2) having a process based approach that promotes these values,
- 3) training students in good practice and academic misconduct,
- 4) detecting plagiarism and collusion,
- 5) authenticating student work,
- 6) acting as role models.

1. The Facilitating Classroom

The teacher is ultimately in a position of power and as an authority in the subject matter being taught highly respected by the students. Ultimate authority must rest with the teacher, but there is a tendency for students, then, to adhere to the words of the teacher rather than trust in their own ability to synthesize. The teacher must actively work to reduce this tendency by promoting an open classroom by acting as a guide for the students.

Facilitating classroom means that:

- a) When possible there should be various kinds of discussions (small group, whole class, panel, partner) among the students in which the teacher mainly acts as a monitor.
- b) Research time should be given in class and students should find their own sources.
- c) When the nature of the course material allows, students should be given free write-ups to explore their own views before using other sources.
- d) Students should be given opportunities to assess their peers' work.

The teacher should use these techniques, but the final authority in all cases is the teacher and if the teacher deems the interactions between students to be offensive, off base, or horribly

incorrect and no other students correct these, the teacher must act to correct them. Students must realize that the teacher has ultimate authority over assessment. The main point is not the exact practice of these but that the teacher is aware of the traps that students can fall into by simply trying to repeat what authoritative sources promote.

2. A Process Based Approach

In the IB program the tasks that students complete often cover several weeks or even months in the classroom. To reduce the role of the teacher to simply detecting academic misconduct at the end of these processes would be a disservice to the students. At the end of a major work, there can only be grave consequences for all stakeholders if academic misconduct is detected. The teacher must be engaged in the whole process to prevent this from happening and to promote authentic work.

This means that:

- a) Tasks should be broken down into parts and the teacher should give feedback after each part without providing multiple rounds of editing. It is not enough to simply assess the final result.
- b) Drastic changes in a project at the last minute will not be accepted. The process of creation is what must be assessed, not just the final result.
- c) Plagiarism checking will occur at key points in the process so that students can redo if necessary.
- d) Policies used to prevent collusion for major assessments will be used for smaller assessments as well.
- e) Verbal and written feedback will be given throughout the process.

3. Training Students in Good Practice

The success of an academic integrity policy is based on students knowing what good practice is and what academic misconduct is. Although each individual should take responsibility for training students as to what is plagiarism, collaboration, and collusion particularly paying attention to the specifics of the subject matter, students will have training outside of regular coursework in good practice, academic writing, plagiarism, referencing, collusion versus collaboration, and other forms of academic misconduct. This training will take place during the first semester/year and will contain the following in regards to academic integrity:

- a) Use of proper referencing
- b) Assessing reliability of sources
- c) Use of plagiarism software
- d) Understanding the process-based approach
- e) Differentiating between collaboration and collusion
- f) Defining plagiarism

- g) Ethical use of Artificial Intelligence tools
- h) Understanding of the school's Academic Integrity Policy
- i) Knowing the various forms of academic misconduct
- j) Understanding consequences of academic misconduct

The training is delivered by a team of teachers including the EE coordinator and the DP Coordinator.

4. Detecting Plagiarism and Collusion

The teacher is the primary connection to the students in the school. This means that the responsibility for detecting plagiarism and collusion lies with the teacher. The teacher's opinion, particularly in the case of collusion, will be treated as the highest authority and only in extreme cases will be overruled. As the IB is a high stakes test system, it is vital that the subject teachers work to detect plagiarism and collusion throughout teaching and not only when IB assessments are done. This means that teachers must:

- a) Throughout the process use plagiarism checkers (such as Turnitin licensed to teachers and administration).
- b) Ensure that the same conduct is expected for in-house assessments (quizzes, tests, etc.) and IB assessments.
- c) Be familiar with the material the student is working with and actively check what the student is doing in reference to this.
- d) Observe student classroom interactions to ensure that group work does not become collusion.
- e) Recognize changes in style that may indicate copied work.

5. Authentication of Student Work

For all IB assessments both internal and external, the teacher confirms the student's work as being authentic. If the teacher does not confirm, the work may not be submitted. It is the responsibility of the teacher to inform all stakeholders of the reason for not confirming. Working with the student, administration, and stakeholders these problems must be rectified so the work can be confirmed.

6. Acting as Role Models

It is important that teachers and administration should also follow proper referencing practice in all materials shared with students, colleagues or stakeholders. With this practice they will promote academic integrity to the whole school community. Material published on the school's website, in brochures or newsletters should include proper referencing. For more information

about IB expectations regarding citing and referencing, please see *Effective citing and referencing*.

Teachers should adhere to subject guidelines, IB rules and regulations, particularly regarding the level of teacher support that is deemed acceptable when supporting students. Students should not receive additional help, such as multiple edits of a piece of work.

B. Role of the Student

"IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly and ethically." (IBO)

As already stated, it is ***the student who will ultimately bear the responsibility and suffer the worst consequences for not completing authentic work both at the school level and IB assessment level***. This means that it is imperative the student engages in activities that promote authentic work.

Students

- 1) must resist the temptation to copy blocks of work or be willing to give credit to the sources,
- 2) should not believe that the information available on the internet belongs to all and can be used without the need to reference it,
- 3) should maintain organized notes and sources consulted during the production of a work,
- 4) should correctly reference and use AI tools ethically,
- 5) should complete all their work honestly and without having unauthorized assistance, for example by a third party,
- 6) should use plagiarism checkers even if they believe their work is authentic,
- 7) should familiarize themselves with the academic integrity policy,
- 8) should work to find topics that by their nature have open ended questions that promote authentic work,
- 9) will declare by signing the Candidate Consent Form that the work they submit for assessment is authentic,
- 10) should obey the rules of the *Conduct of examinations* IB document,
- 11) should show responsible use of the internet and social media platforms.

C. Role of the Administration

BME International Secondary School is committed to maintaining an ethical culture.

The administrator's role is to train teachers and make sure there is clear communication between all stakeholders. The administration and IB leadership team will:

1. Train teachers in the specifics of the school's academic integrity policy.
2. Advertise and promote academic integrity policy on the website, in the school, in the classroom and at parents' meetings using posters, announcements, or other forms or activities.
3. The administration will ensure that egregious offenses will be brought to the attention of all stakeholders.
4. Train teachers in facilitating classroom and process approach.
5. Train staff to prevent school maladministration.
6. Train staff and students to ensure the integrity of the examinations.

D. Role of Parents and Legal Guardians

Parents and legal guardians play a key role in the education process of their children, therefore it is crucial to establish honest communications and collaboration between parents and the school.

Parents and legal guardians must accept that the principle of academic integrity is a fundamental part of the IB's and BME International Secondary School's educational philosophy. They should also understand the regulations and policies and if they have questions they should approach the school for clarification.

Having a good understanding of expectations parents can support their children better to develop a responsible attitude to their learning. It is very important that students plan their workload properly; being stressed or overloaded often leads to plagiarism. Parents are in the best position to notice this and encourage their children to allocate time effectively .

In cases where academic misconduct is suspected or confirmed, parents and legal guardians will be informed in writing by the teacher or IB coordinator. If the case is recurrent or serious (e.g. plagiarism in major assignments), a formal meeting will be scheduled with the student, the teacher, and the parents to discuss the incident and clarify expectations.

Parents are encouraged to take an active role in supporting their child's understanding of academic integrity. To aid this, the school will provide annual materials explaining the school's academic integrity policy, key risks (such as AI misuse), and ways parents can help at home. A designated contact person (the IB coordinator or Academic Integrity Committee representative) will be available to answer parent inquiries related to academic integrity and to offer guidance when needed.

III. School Maladministration and Student Academic Misconduct

A. School Maladministration

“School maladministration is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.”, (IBO)

School maladministration cases may affect the assessment components of coursework or the examinations. **Subject teachers should follow the guidelines given in their subject guides regarding the extent of support to student coursework that is acceptable.** Excessive assistance gives an unfair advantage to the student and should be avoided. **During examinations school administrators and invigilators must strictly follow the regulations** described in the relevant session version of the *Conduct of examinations* booklet in order to ensure the integrity of the examinations.

The following are some examples of school maladministration cases related to student coursework or examinations. The teacher

- provides a template of a task, thus restricts creativity and originality,
- over-edits student work instead of giving verbal and written feedback according to the instructions described in the relevant subject guides,
- provides students with multiple rounds of editing instead of commenting only one draft before the submission of the final version,
- allows the submission of non-authentic work,
- awards marks (even if it is zero) for plagiarized work,
- authenticates student work when he has doubts of its authenticity,
- fails to provide appropriate invigilation for an examination,
- assists students with the completion or the understanding of questions during the examination,
- does not report incidents of student misconduct or school or teacher maladministration.

A more in-depth list of school maladministration cases can be found in the *IB Academic Integrity Policy*.

B. Student Academic Misconduct

“Student academic misconduct is a deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.”, (IBO)

Student academic misconduct can occur during both the completion of coursework or the examinations. **Coursework must be entirely produced by the student without receiving assistance from others.**

Seeking and receiving help from peers, teachers, parents, tutors, websites beyond what is recommended in the subject guidelines is considered student academic misconduct. Although the school understands that sometimes students may need extra tuition or practice from tutors or online platforms to solidify their knowledge, all written work produced outside the classroom must be the student's own work.

Duplicating work e.g. coursework for internal assessment adapted to serve as an extended essay is also **not acceptable**.

During examinations students are requested to obey the regulations described in the *Conduct of examinations booklet* and the posters displayed in the school. These guidelines refer to items not permitted during examinations, disruptive behavior, assisting other students and the use of social media platforms to obtain and share examination materials. Not following these guidelines is a serious offence to IB regulations.

C. Informing Stakeholders of Misconduct and Consequences of Misconduct

All stakeholders are involved in the process of informing and consequences of academic misconduct. This section defines how these interactions should be conducted.

To ensure consistency and fairness in how misconduct is handled, the school will establish an Academic Integrity Committee. This body will oversee the implementation of the academic integrity policy, support the handling of complex or repeated misconduct cases, and contribute to school-wide education and awareness-raising activities related to academic honesty. The composition of the committee will be determined by the school leadership and may include teachers, coordinators, and other designated staff members.

By using a process based approach, most work that the teacher identifies as academic misconduct can be stopped before it becomes a major issue. In these cases it is enough for the teacher to verbally inform the students of the conduct that could be construed as academic misconduct. It is the student's responsibility to rework this material or in the case of collusion it is

the responsibility of the teacher and students involved to more clearly define the roles of the students so each student's contributions can clearly be seen.

If a student regularly engages in academic misconduct, the teacher should inform all stakeholders that this is a potential problem. The teacher will determine deadlines in regards to correcting instances of academic misconduct.

If the student does not rectify problems or turns in major in-house assignments that indicate academic misconduct, the teacher will give the lowest possible grade for the assignment and inform all stakeholders.

If a student turns in work that indicates plagiarism in a plagiarism check (Turnitin will be the detection software) or the teacher deems that there has been plagiarism **or other forms of academic misconduct, further steps will be taken to investigate authorship.** The teacher involved, administration, outside stakeholders, and students may meet to discuss evidence that shows there was no academic misconduct but the final decision rests with the teacher and administration.

In the case of IB assessments that have to be submitted to the IB the teacher must confirm that it is the authentic work of the student. The teacher will have followed all the procedures above so that this confirmation can be given with confidence. **If the teacher does not confirm, the assignment cannot be submitted.**

Cases of possible student academic misconduct or school maladministration are reported to the IB by external stakeholders or identified by the IB through samples of work, review of responses to examinations, or after an inspection. When a case of misconduct is noticed or suspected by students, teachers or parents in the school it should be reported to the DP Coordinator or the School Principal.

By registering for an IB education, the student recognizes the authority of the IB to apply sanctions. In the case of suspicion of academic misconduct for IB assessments, the IB *Academic Integrity Policy* clearly states the process to be followed. In general the procedures are as follow:

- 1) The DP Coordinator informs the IB of the potential academic misconduct or the IB informs the Coordinator of potential academic misconduct.
- 2) Evidence from all parties involved is gathered.
- 3) The IB Education Office decides on the sanctions for the suspected academic misconduct. Any sanction applied will be based on the penalty matrix, as detailed in the *IB Academic Integrity Policy*.

The following penalties can be applied by the IB: warning letter, zero marks, or no grade awarded in the subject. The student found in breach of regulations may be allowed to retake their examinations or coursework in 6 or 12 months. In case of very serious or repeated offenses no retake will be allowed.

D. Examples of Student Academic Misconduct and Possible Sanctions

The following are some examples of student academic misconduct. It is not a comprehensive list but gives some indication of expectations and penalties that may be applied. These examples were taken from the IB *Academic Integrity Policy*, where further examples are described.

Scenario	Infringement	Penalty
There is clear evidence in the form of source material to support a decision that the student has plagiarised text (copied verbatim, or paraphrased, or containing additional or substituted words) <i>without full in-text citation of the source.</i>	Plagiarism: “Copying from external sources or peers” (IBO)	➤ Between 40 and 50 consecutive words - zero marks for component ➤ More than 51 consecutive words - no grade in subject ➤ For EE more than 100 consecutive words - no grade
A student shares his work on a forum from where it is likely to be copied.	Facilitating plagiarism: “Students facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills.” (IBO)	➤ If the student does not take steps to prevent others from copying his work - zero marks for component ➤ If the student permits others copying - no grade in subject
Two students submit work that is similar.	Collusion: “All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own. This applies to all types of media, including text, visuals, videos, audio, interactive media, print, social media, multimedia, performance and data/infographics.”, (IBO)	➤ Between 40 and 50 consecutive words copied - zero marks for component ➤ More than 51 consecutive words copied- no grade in subject

A student hands in work that is the same or substantially similar for two different assessment components.	Duplication of work	➤ Partial reuse of materials - zero marks for component in both subjects ➤ Complete reuse of materials - no grade in both subjects
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Further examples of misconduct are:

- Submitting work obtained from a third party
- Falsification of data
- Inclusion of inappropriate, offensive, or obscene material
- Disruptive behaviour during an examination
- Possessing unauthorized material during the exam and supervision times
- Removal of secure materials such as examination content, questions and answer booklets, from the examination room
- Gaining or attempting to gain access to IB examination content before the examination's scheduled time, be that via any form of communication platform
- Sharing of IB examination content before or during the examination's scheduled time, or within 24 hours after the examination

IV. Policy Review

This policy has been created and accepted by the IB staff of BME International Secondary School and reviewed **annually** in September by the IB Coordinators, and Head of School, with feedback from stakeholders.

Last Reviewed: September 2025

Next Review Due: September 2026

V. References

Academic Integrity Policy, IBO 2019, updated 2025

Effective Citing and Referencing, IBO, 2022

Appendix 1. Artificial Intelligence (AI) Policy

BME International Secondary School

October 2024

I. Introduction

Our school policy aligns with the principles of the International Baccalaureate (IB), supporting the ethical, well-intended, and conscientious integration of AI into our practices and pedagogy. We endorse and sustain academic integrity and excellence with the aid of AI, viewing it as an additional asset to teaching and learning. Our educational philosophy is designed to equip students with modern, continuously developing education and hands-on, practical knowledge, enabling them to be well-prepared for a technologically advanced world. As the use of AI can be energy-intensive, it is crucial that both students and teachers take responsibility for sustainability by being mindful of their AI usage.

II. Policy Statement

Since prohibiting the use of new technologies is an ineffective way to address modern innovations, our school will not ban the use of AI software. However, the use of AI must align with our school's academic integrity policy. A distinct line needs to be drawn regarding the proper use of AI, clarifying what constitutes academic misconduct and plagiarism. We recognize the importance of appropriate citation and the indication of how extensively AI software was utilized in generating text, images, or solving academic-related problems. Students must detail the prompts they used, the purposes for which they applied the output, and provide examples to demonstrate their process. Additionally, they should explain the value they added to the AI-generated content and how this contributed to their learning and skill development in the task at hand. In this context, students should also be aware of the environmental impact of AI usage and make efforts to use these tools efficiently.

III. Implementation of the Policies

1. Ethical Use of AI and Data

Our institution and its teachers maintain that AI is best utilized as a guide or adviser, with limited capacity and primarily as a background source to assist and support our teaching, learning, and communications. If AI is used without editing or paraphrasing information and data, the provided content must be cited in accordance with our academic standards and integrated

policies. It is essential to recognize where AI can serve as a background source, noting the specific citation requirements depending on the purpose and extent of AI use. We emphasize the importance of transparency when incorporating AI-generated materials. Moreover, we encourage our community to consider the sustainability of their AI usage due to the significant energy requirements involved.

2. Practical Use of AI and Data

All AI-derived text, images, or graphs used in academic work must be explicitly credited, both within the text and in the bibliography, following MLA citation style. For instance, in-text citations should read: “(paraphrased from ChatGPT, 2023),” and **bibliography entries should detail the prompt and response date**, such as: "OpenAI. (23 February 2023). ChatGPT response to example prompt on a specific topic. URL." Students are required to document their use of AI tools comprehensively, including recording the exact text of the prompts used and reflecting on how they utilized the responses and integrated their own understanding.

“There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling, so there is limited benefit in using such tools. The exception is **in language acquisition**, where marks are awarded for sentence structure. In these subjects, **the use of such tools is not permitted**. The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.” (IB Academic Integrity Policy)

IV. Addressing AI-Based Plagiarism

If a student is found to have used AI inappropriately, such as presenting AI-generated content as their own work without proper citation or failing to meet the outlined expectations for transparency and academic integrity, the following steps will be taken:

1. First, the teacher will meet with the student to discuss the incident and review the specific use of AI tools. If the student's actions are determined to violate the school's academic integrity policy, the student will be required to redo the assignment under stricter supervision, ensuring that the work reflects their own understanding and contributions.
2. In repeated or severe cases, the incident may be escalated to the academic integrity committee, which could result in more serious disciplinary actions such as receiving a failing grade for the assignment, a written warning, or, in extreme cases, suspension from certain academic privileges. Educational support will be provided to help students understand proper AI usage and prevent future misconduct.
3. Additionally, we emphasize a preventative approach by ensuring that students are well-informed about the correct and ethical use of AI tools from the beginning, reducing the likelihood of unintentional violations.

V. Possible Responses to AI-to-Human Rewriter Services, Preventative Approaches

- **Education on Academic Integrity:** It is crucial for our school to enhance education on academic integrity, emphasizing the importance of essential study skills, critical thinking, and originality. Educators should highlight that the learning process is as valuable as the end result.
- **Clear AI Usage Policies:** Our school should publicize clear policies regarding the appropriate use of AI within student workflows. AI should be acknowledged as a learning aid rather than a means to circumvent the learning process. Specific mention of AI-to-human rewriter services should be included to eliminate ambiguity.
- **Integrating Oral Presentations:** To limit opportunities for academic misconduct, our school should integrate oral presentations and on-premise examinations into the curriculum.
- **Identifying At-Risk Students:** It is essential for our school to identify students who may be at a higher risk of misconduct and provide targeted interventions, such as writing support, constructive feedback, and mentoring.
- **Proactive Writing Assignments:** Our school should adopt a proactive approach to writing assignments in the age of AI by encouraging students to share different drafts throughout the writing process and engage in discussions about their ideas.
- **Advanced Detection Tools:** Our school should implement more advanced AI writing detection software to keep pace with emerging trends in student misconduct, fostering a holistic understanding of students' writing abilities.
- **Mitigating Risks from Essay Mills:** Our school should work to close avenues that allow criminal essay mills to target students, utilizing messaging platforms such as email for awareness and prevention.
- **Addressing Contract Cheating:** It is imperative for our school to take action against contract cheating by educating students about the risks of extortion and blackmail associated with criminal essay mills.

VI. Keeping Pace with the Challenges and Opportunities of AI in Education

Educators must recognize that AI detection bypass software and services are continuously evolving, often outpacing existing AI detection tools available in the market. To effectively address these challenges, it is essential for educators to remain informed about the rapid advancements in AI bypass technologies as well as the various types of programs accessible to the public, including our students. Awareness of the energy consumption associated with AI is also important, as it encourages sustainable practices among both teachers and students. This knowledge will enable teachers to better understand potential risks and adapt their strategies accordingly.

As AI technology develops, so will this policy be updated.

VII. Bibliography

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Appendix 2. Student Artificial Intelligence Handbook

BME International Secondary School, October 2024

Introduction

Welcome to the Student AI Handbook! This guide is designed to help you understand how to use AI tools in your studies responsibly. It outlines our school's policy on AI usage, provides examples of acceptable and unacceptable practices, and explains why this is important for your education.

School AI Policy Overview

Our school recognizes that Artificial Intelligence (AI) can be a valuable tool for enhancing learning. However, it's essential to use these tools responsibly to maintain academic integrity and develop critical skills.

Why is This Important?

Using AI tools can make tasks easier, but it can also lead to over-reliance on technology. Students may become accustomed to using AI for quick answers, which can reduce the development of critical thinking, problem-solving, and other essential skills. We want you to be independent learners who can think creatively and analytically!

Key Points of Our AI Policy

- **Ethical Use of AI:** AI should be used as a guide or adviser, not as a primary and only resource. This means you should always edit, paraphrase, and cite any AI-generated content.
- **Documentation:** Whenever you use AI, it needs to be carefully documented how you did it. This includes explaining what prompts you used, how you incorporated the responses, and what your own contributions were.
- **Citing AI Sources:** Always give credit when using AI outputs in your work. This includes in-text citations and a full citation in your bibliography.
- **Consequences for Misuse:** If you use AI inappropriately (like submitting AI-generated work as your own without citation), there are serious consequences, including redoing assignments and possible disciplinary actions.

Guidelines for Using AI Tools

Acceptable Uses of AI

1. **Research Assistance:** You can use AI to gather information on a topic. For example, if you're writing a history paper, you might ask an AI tool for a summary of key events.
 - o **Example:** Using AI to generate a list of major causes of World War II, then expanding on those points with your own research and insights.
2. **Writing Support:** AI can help you improve your writing by providing suggestions or helping you brainstorm ideas. You should always edit and personalize the output.
 - o **Example:** Asking an AI tool's help brainstorming topics for a creative writing assignment and then writing the story in your own words.
3. **Studying and Revision:** Use AI to quiz yourself on material you've learned in class.
 - o **Example:** Creating flashcards with AI for vocabulary words in a language class.
4. **Ethical Use of AI:** Our school emphasizes that AI should be used as a guide or adviser. If you use AI-generated content, ensure you edit, paraphrase, and cite it properly.
 - o **Example:** If you use AI to gather statistics for a science project, ensure that you incorporate those statistics into your own analysis and properly cite the AI tool.

Unacceptable Uses of AI

1. **Submitting AI-Generated Work as Your Own:** You must not turn in essays, reports, or projects created entirely by an AI without proper citation and personal input.
 - o **Example:** Using an AI tool to write a complete essay and submitting it without adding your analysis or perspective.
2. **Plagiarism:** Failing to cite AI-generated content is considered plagiarism. Always acknowledge when you use AI in your work.
 - o **Example:** If you use AI to generate statistics for a science project, you must cite the AI tool and show how you interpreted those statistics in your project.
3. **Bypassing Assignments:** Relying solely on AI tools to complete assignments can undermine your learning process.
 - o **Example:** Using AI to generate answers for math homework without attempting to solve the problems yourself.
4. **Using AI-to-Human Rewriter Services:** AI tools that rewrite or paraphrase your work without adding personal insight are not permitted for submissions.
 - o **Example:** Submitting an AI-rewritten version of a class essay without adding your own thoughts or arguments.

Possible Disciplinary Actions

If you misuse AI tools, you may face disciplinary actions, including:

- A meeting with your teacher to discuss your actions.
- Redoing the assignment under supervision.
- Receiving a failing grade for the assignment.
- In extreme cases, **exclusion from the program.**

Conclusion

AI can enhance your learning experience when used correctly. Always strive for integrity in your work and ensure you're developing the skills you need for the future. Remember, the goal is to learn and grow, not just to complete tasks quickly!

As AI technology develops, so will this handbook be updated.