**Leopold-Franzens-Universität Innsbruck**
Faculty of Business and Management
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**Handout for students at the Faculty of Business and Management
on the use of AI tools in their studies**

**(as of May 2023)**

Dear students,

In the era of digital transformation, artificial intelligence (AI) is playing an increasingly important role in companies across industries. Various AI tools that can produce text, images or video are now widely used. One example is the text-based dialog system "ChatGPT", which was released by the company OpenAI in November 2022. Most AI tools are based on machine learning technology and can be controlled in a simple and user-friendly way by entering user instructions, so-called prompts, using normal speech in the sense of a chatbot. The chatbots draw on training data and reproduce it in dialogues with users. Based on these dialogues, AI tools can generate various forms of text, translate text, perform complex calculations, write program code, or create custom graphics.

The free availability and increasing accessibility of these AI tools raises the question of how you should use them. For example, if used wisely, content generation by an AI tool can be a valuable aid in many of your study tasks. Since we consider the use of AI tools in the context of digital transformation to be an essential skill for you before you enter professional work life, we would like to give you some tips and recommendations with this guide on how to use AI tools, such as ChatGPT, in the context of your studies and what aspects you should consider. In general, we recommend that you continuously try out AI tools to develop your own opinion about their capabilities. These will continue to expand as AI technology advances. At the same time, we recommend that you assess the limitations of AI tools and constantly reevaluate the content they generated for veracity. This requires a critical eye and can best be accomplished in collaboration with faculty and other students.

*How can AI tools be used to support work processes in a useful way?*

- Research

AI tools can be useful when searching information online. For example, they can be used to summarize or simplify important aspects of new subject knowledge, to create summaries of large texts and research papers, or to gather information on specific topics.

- Automation of tasks

AI tools can also be used to automate time-consuming tasks. For example, they can help simplify text writing, evaluate data, or perform various analyses.

- New ideas

AI tools can also help you develop and elaborate new ideas. For example, they can help you identify relevant topics for coursework.

*How can you use AI tools responsibly during your studies?*

- Dependence on AI tools

Do not use AI tools to automate tasks assigned to you, such as writing term papers or theses. Don't use AI tools to replace your own skills. AI tools can help you to improve and simplify your work, but they should not replace your own thinking.

- Personal responsibility

When using AI tools, you must critically examine the sources you use - an AI is a secondary source that may contain incorrect or ethically questionable (e.g., discriminatory) information. As the author of a paper, you are solely responsible for the content of your paper, regardless of whether relevant text passages were generated by you or by an AI tool. It is part of academic due diligence to ensure good scientific practice to always verify all information yourself against established and trustworthy sources. Please refer to the guidelines for proper citation of AI content by "Marking of AI-generated texts" as well as "Plagiarism and incorrect scientific source citations". Similarly, you are responsible for complying with privacy policies regarding the use of personal information when using an AI tool.

*What are the guidelines for using AI tools in academic work?*

- Detailed presentation of the thought process

Rather than simply submitting a text as a solution for a course assignment, you will increasingly be asked to present how you structured the solution and the solution path for a specific task. In particular, you will be asked when and how you used AI tools to help you.

- Label AI-generated text

If instructors allow the use of AI tools to generate coursework, you must clearly indicate this in your texts, even if an AI-generated text was subsequently modified by you. AI-generated content that you incorporate must therefore be marked according to the usual citation rules. Please note, however, that AI content is secondary source material and that common AI tools do not cite the primary sources they use according to the usual citation rules. Therefore, it must always be decided on a case-by-case basis whether AI-generated content may be used directly (e.g., because it is itself the subject of the research) or whether it may only be used as a starting point for further research, e.g., on the primary sources used by the AI.

- Indication of source material and prompts

Please note that when using AI tools in scientific work, the source material (i.e., which AI tool was used) and the prompts (i.e., which data inputs were made) must be clearly identifiable so that similar results can be reproduced as far as possible when your performance is evaluated. To this end, we recommend the use of tables that illustrate the prompts used to represent your thought processes. Details on the use of AI tools should be provided in separate documentation, for example, as part of an index on the use of technical tools.

- Tools for identifying AI-generated text

With the introduction and increasing availability of AI tools, tools have also been developed to identify whether or not a text, e.g. within a student seminar paper or thesis, has been generated by an AI tool. Please note that faculty may also use such tools to check your texts, similar to a plagiarism check.

- Faculty authority and learning goals

Faculty have the possibility to encourage or even restrict the use of AI tools in accordance with the learning objectives and assessment requirements of the course. For introductory courses, the guidelines for the use of AI tools should be clearly discussed in the course and, if possible, published in OLAT.

*What are possible negative consequences of using AI tools?*

- Plagiarism and incorrect citation of scientific sources

Your work can be checked electronically for plagiarism and for third-party authorship of human or technical origin. Content from AI tools that is incorporated into one's own work must always be identified as such without exception and must not be passed off as one's own work, otherwise it is plagiarism and may result in a negative evaluation.

As mentioned above, existing AI systems do not fully identify primary sources, which can be problematic under copyright law. Therefore, even if an AI identifies the adoption of generated texts, it must always be decided on a case-by-case basis whether this is possible without further research into the primary sources.

*Concluding remarks*

Finally, we would like to remind you that exams in which you are required to perform without the use of any technological and non-technological aids will continue to be a significant part of your performance evaluation. Therefore, the use of AI tools in written and oral exams as part of your studies, as well as the use of other aids, will only be permitted in exceptional cases where the faculty explicitly allows it (e.g., in open-book exams).

We hope that these tips and recommendations will help you to use AI tools in your studies.

This text was translated from German into English by using DeepL and adapted thereafter.