AI Usage Guidelines

1. General Provisions

1.1. Purpose

- These guidelines establish standards for the appropriate use of Artificial Intelligence (AI) in educational settings, and aim to promote academic integrity alongside ethical and responsible AI utilization.
- It is also a core objective of these guidelines to ensure that the use of AI does not undermine the public value, equity, and social responsibility of higher education, and that education remains centered on human thought, reflection, and the cultivation of meaningful relationships—rather than being reduced to the logic of efficiency and productivity.

1.2. Definition and Scope of AI

- For the purposes of these guidelines, Artificial Intelligence (AI) refers to computer systems and related technologies that can perceive their environment, learn from it, and make autonomous judgments and decisions in pursuit of defined objectives.
- AI may be broadly categorized into Analytical AI and Generative AI. These guidelines apply primarily to Generative AI—including tools that produce text, images, and code—as it is directly utilized in teaching and learning processes. However, the foundational principles also extend to all AI tools, including Analytical AI.

1.3. Educational Significance and Limitations

- AI is a valuable tool with the potential to expand the efficiency and accessibility of education, offering personalized learning experiences tailored to individual learners' levels and contexts, and supporting instructors in course design and the development of educational materials.
- At the same time, AI is a technology capable of significantly influencing on learning practices, assessment systems, and educational relationships as a whole. Its use must therefore be used with careful consideration of the fundamental nature and values of education. In particular, when used inappropriately, Generative AI may give rise to significant educational and ethical concerns, including compromised academic integrity, the outsourcing of cognitive effort, the erosion of critical thinking, and the uncritical acceptance of biased information.
- Accordingly, AI should not replace learners' own thinking and reflection, but rather complement

and extend them.

2. Foundational Principles

2.1. Human Agency

- AI is a tool that assists in education and learning; the subject of thought and judgment is always human. Even when utilizing AI, instructors and learners must keep their own reasoning and decision-making at the center of their work—functions that AI cannot replace. This principle serves as the premise upon which all subsequent principles are grounded.

2.2. Academic Integrity

- AI must be used in accordance with educational purposes and principles, and all work produced must reflect the user's own original thinking and expression. Submitting AI-generated content as one's own, or using such content without authorization, constitutes academic misconduct.

2.3. Accountability

- As AI-generated information is subject to potential errors and bias, it must always be critically reviewed and verified before use. Responsibility for the entire process—from the decision to use AI and throughout its application to the final output—rests with the user.

2.4. Transparency

- When AI is utilized, users must clearly disclose which tools were used, for what purpose, and to what extent. AI-generated content must be cited and attributed in accordance with established standards, thereby upholding the trust and integrity of the academic community.

2.5. Equity

- All members of the educational community must have access to appropriate support suited to their individual needs and circumstances, so that differences in AI access or proficiency do not translate into inequalities in educational opportunity. Care must also be taken to ensure that biases inherent in AI algorithms are not uncritically reflected in educational judgments and decisions.

2.6. Privacy and Security

- The protection of personal information and sensitive data must be treated as the highest priority when using AI tools. To prevent data breaches or misuse, users must verify and comply with the data handling practices and security policies of each tool prior to use.

3. AI Utilization Guidelines for Instructors

- The purpose of these guidelines is to provide instructors with concrete standards and direction for the educationally meaningful integration of AI in course design and delivery, as well as for the appropriate guidance of learners in this regard.
- The focus extends beyond the simple permission or prohibition of AI use, emphasizing instead the cultivation of learners' creativity and critical thinking, and the establishment of academic integrity through responsible AI engagement. Furthermore, instructors are expected to provide learners with opportunities to engage with AI responsibly, thereby supporting their development into well-rounded individuals equipped with the convergent thinking and ethical judgment required in the society of the future.

3.1. Establishing and Communicating AI Use Policies

- Instructors shall independently determine their AI use policy by comprehensively considering the purpose of the course, instructional methods, and the nature of assignments, and shall clearly state this policy in the course syllabus so that learners are informed in advance of when and how AI may be used.
- When AI use is permitted or restricted, the rationale and scope of such decisions shall be made explicit, and specific guidance shall be provided regarding the permissible extent of AI use for each assignment and assessment, as well as required documentation (e.g., tools used, scope of use, review process).
- At the first class session, instructors shall explain the AI use policy and provide time for questions, and shall notify learners that violations of AI use standards may be treated as breaches of academic integrity.
- In courses involving team teaching or teaching assistants, instructors shall strengthen coordination and advance communication among all instructional staff to ensure that consistent standards are applied to all learners.

3.2. Redesigning Assignments and Assessments

- Assignments and assessments shall go beyond simple information summarization or restatement. They shall make learners' critical thinking, creativity, and problem-solving processes visible.
- Through tasks that incorporate learners' real experiences, observations, and contextual understanding, assignments shall be structured to elicit original thought and expression that AI cannot readily replicate, and shall encourage learners to organize their work around their own reasoning and logic, even when AI is used.

- Process-centered assessment—progressing from draft submission through feedback to final submission—shall be employed to encourage learners to reflect on their use of AI and to reconstruct their work in their own voice.
- Assessment criteria shall include disclosure of AI use, evidence of critical review, and the degree to which the learner's own thinking is reflected, with overall evaluation centered on the achievement of learning objectives.

3.3. Supporting Learners' Use of AI

- Instructors shall guide learners to understand the capabilities and limitations of AI, and to use it responsibly on the basis of academic integrity and critical thinking.
- Instructors shall introduce discipline-specific examples of AI use, explain how AI operates, identify its key limitations, and present methods for ethical engagement. In-class review and analysis of AI-generated outputs shall be conducted to facilitate discussion of accuracy, potential bias, and the appropriateness of use.
- When submitting assignments, learners shall be required to include reflective commentary on their AI use and verification process. Assignment design shall take into account differences in learners' experience and proficiency with AI, and necessary support shall be provided accordingly.

3.4. Use of AI Detection Tools

- AI detection tools and plagiarism prevention programs carry a risk of false positives and have inherent limitations in their accuracy; accordingly, they shall be used solely as supplementary reference material and not as the sole basis for judgment.
- The purpose, scope of application, and limitations of detection tools shall be communicated to learners in advance, and findings from such tools alone shall not be used to determine academic misconduct.
- Determinations of misconduct shall be made through the instructor's professional judgment, taking into account a range of factors including records of the drafting process, the learner's ability to explain their work verbally, and the coherence of their reasoning. In cases of suspected misconduct, learners shall be afforded a sufficient opportunity to provide an explanation.

3.5. Personal Data Protection and Data Security

- Care shall be taken to prevent issues such as the unauthorized disclosure of personal information, exposure of academic records, or infringement of intellectual property rights in the course of using AI tools.
- Sensitive or confidential materials—including personal information, academic records, and

assessment items—shall not be entered into AI tools. Particular caution shall be exercised regarding the potential for data storage and reuse when using external AI services.

- At the beginning of the course, instructors shall inform learners of the relevant precautions in this regard.

3.6. Developing Instructors' AI Competencies

- As AI technology is evolving rapidly, instructors shall continuously develop their understanding of AI capabilities, limitations, and ethical issues.
- Instructors shall carefully evaluate the educational effectiveness and ethical implications of new AI tools before incorporating them into their courses. Competencies in this area shall be steadily advanced through participation in relevant professional development programs and the sharing of experiences among colleagues.
- The development of AI competency encompasses not only the acquisition of technical skills, but also the ability to critically evaluate AI in educational contexts and to employ it in a responsible and informed manner.

4. AI Utilization Guidelines for Learners

- The purpose of these guidelines is to provide learners with concrete direction for the appropriate and responsible use of AI in coursework and the learning process.
- The emphasis is on encouraging learners to recognize AI not merely as a source of information, but as an assistive tool for extending their own thinking, and on establishing standards for enhancing academic achievement on the basis of academic integrity and responsible learning practices.

4.1. Confirming and Adhering to Course-Specific AI Use Policies

- Since whether and how you can use AI tools may vary depending on the nature of the course and its learning objectives, learners must confirm the AI use policy for each course before commencing coursework and use AI responsibly within the parameters established.
- If it is unclear whether AI use is allowed, learners shall not make assumptions, but shall ask the instructor for clarification in advance.
- Learners are advised that violations of AI use policies may be treated as breaches of academic integrity and may result in academic penalties.

4.2. Learner Agency and Critical Engagement

- AI is a tool that assists in learning; the subject of thought and judgment is the learner.
- Learners shall not accept AI-generated information uncritically, but shall independently evaluate its accuracy, potential bias, and limitations.
- In particular, facts, statistics, and references must always be verified against reliable primary sources.

4.3. Upholding Academic Integrity

- Even when AI tools are used, assignments and other work must be completed honestly in the learner's own thinking and language, and the learner bears full responsibility for all final submissions.
- Submitting AI-generated content as one's own, whether in whole or in part, and the unauthorized use of another person's AI-generated work, constitute academic misconduct.

4.4. Transparency and Attribution

- When AI tools have been used, learners must disclose the name of the AI tool, when and how it was used, and clearly distinguish between their own work and the AI' s contributions.
- When incorporating AI-generated content, learners must provide appropriate attribution in accordance with the prescribed citation format.

4.5. Personal Data Protection and Data Security

- Entering sensitive information into AI tools carries a risk of personal data exposure; learners must therefore observe applicable data security practices.
- Personal information of oneself or others, confidential learning materials, and assessment items shall not be entered into external AI tools. Learners must always bear in mind that content entered into AI tools may be stored or reused.

4.6. Developing AI Competencies

- As AI technology is evolving rapidly, learners must continuously deepen their understanding of AI capabilities, limitations, and ethical issues.
- To this end, learners are encouraged to actively participate in AI-related educational opportunities provided both within and outside the classroom, to critically explore a range of AI tools, and to develop for themselves an approach to AI use that is suited to their own learning context.
- The development of AI competency encompasses not only the acquisition of technical skills, but also the ability to select appropriate AI tools in alignment with academic purposes and to employ them in a responsible and informed manner.

※ These guidelines will be updated on an ongoing basis to reflect developments in AI-related policies and tools.