

AI Usage Guidelines

1. Provisions

1.1. Purpose

- These guidelines aim to establish standards for the appropriate use of artificial intelligence in educational settings, and to promote academic integrity and ethical, responsible use.
- They also aim to ensure that the use of AI does not undermine the publicness, equity, and social responsibility of university education, and are guided by the important principle that education should center on human thought, reflection, and the formation of relationships — rather than being driven solely by efficiency and productivity.

1.2. Definition and Scope of AI

- In these guidelines, artificial intelligence (AI) refers to computer systems and related technologies that perceive their environment, learn, and make autonomous judgments and actions in order to achieve given objectives. AI is broadly categorized into Analytical
- AI and Generative AI. These guidelines primarily target Generative AI — which is directly used in the teaching and learning process for tasks such as generating text, images, and code. However, the basic principles of these guidelines also apply to the educational use of all AI tools, including analytical AI.

1.3. Educational Significance and Limitations

- AI is a useful tool that can expand the efficiency and accessibility of education by providing personalized learning experiences tailored to the student's level and context, and by supporting instructors in designing lessons and developing materials.
- However, as a technology that can have structural impacts on how learning takes place, on assessment systems, and on educational relationships as a whole, its use must be premised on careful reflection about the nature and values of education. In particular, when Generative AI is used inappropriately, it can give rise to educational and ethical problems such as violations of academic integrity, the outsourcing of thinking, weakening of critical thinking, and uncritical acceptance of biased information.
- Therefore, AI should be used not as a means to replace students' thinking and reflection, but as an educational aid that complements and extends those capacities.

2. Fundamental Principles

2.1. Human Agency

- AI is a tool that assists education and learning; the agent of thought and judgment is always the human. Even when receiving AI assistance, instructors and students must keep their own thought processes and judgments at the center, and AI cannot replace those. This principle is the premise for all other principles below.

2.2. Academic Integrity

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

2.3. Accountability

- Because information generated by AI may contain errors and biases, it must always be critically reviewed and verified before use. Responsibility for the final output — as well as for every step from the decision to use AI to the application of its results — rests with the user.

2.4. Transparency

- When AI has been used, it must be clearly disclosed which tools were used, for what purpose, and to what extent. AI-generated content must be cited and attributed according to established standards, in order to maintain the trust of the academic community.

2.5. Fairness

- All members of the community should be able to receive support appropriate to their needs and circumstances, so that disparities in AI access or proficiency do not translate into inequalities in educational opportunity. Care should also be taken to ensure that biases embedded in AI algorithms are not uncritically reflected in educational judgments.

2.6. Data Protection and Security

- The protection of personal information and sensitive data must be the top priority when using AI tools. To prevent data leaks or misuse, users must confirm and comply with each tool's data handling practices and security policies in advance.

3. AI Usage Guidelines for Instructors

- The purpose of these guidelines is to provide specific standards and guidance to help instructors use AI in educationally meaningful ways when designing and conducting courses, and to properly guide students.
- The focus is not simply on permitting or prohibiting AI use, but on helping students develop creativity and critical thinking through AI use, and on establishing academic integrity. Furthermore, instructors should provide students with the experience of responsible AI use, thereby supporting students in growing into individuals with the integrative thinking abilities and ethical judgment that future society requires.

3.1. Determining and Communicating AI Usage Policies

- Instructors determine AI usage policies autonomously, taking into account the course objectives, teaching methods, and the nature of assignments, and specify these policies in the course syllabus so that students are informed in advance of when and how they may use AI.
- When AI use is permitted or restricted, the reasons and scope should be made clear, and specific guidance should be provided on the permissible extent and required documentation (tool, scope of use, review process, etc.) for each assignment and assessment.
- At the first class session, instructors should explain the AI usage policy, provide time for questions and answers, and inform students that violations of AI usage standards may be treated as violations of academic integrity.
- For team-taught courses or courses involving teaching assistants, instructors should strengthen coordination and advance communication among themselves to ensure that consistent standards are applied to all students.

3.2. Redesigning Assignments and Assessments

- Assignments and assessments should be designed to go beyond simple information summary or restatement, so that students' critical thinking, creativity, and problem-solving processes are made visible.
- Through assignments that reflect students' actual experiences, observations, and contexts, the aim is to elicit original thinking and expression that AI would find difficult to replicate; even when AI is used, students should be guided to construct their output centered on their own thinking and logic.
- Through process-oriented assessment involving draft → feedback → final submission, students

should be encouraged to reflect on their AI use process and reconstruct the work in their own voice.

- Assessment criteria should include whether AI use is disclosed, the critical review process, and the degree to which the student's own thinking is reflected, while keeping achievement of learning objectives as the central evaluative focus.

3.3. Supporting students' AI Use

- Instructors should guide students so that they understand the functions and limitations of AI and can use it responsibly, grounded in academic integrity and critical thinking.
- Instructors should introduce AI use cases by field, the underlying principles of how AI works, its key limitations, and ethical usage practices; during class, they should review and analyze AI-generated outputs together, and facilitate discussion on accuracy, potential bias, and appropriateness of use.
- When assignments are submitted, students should be asked to include reflection on their AI use process and verification process, and assignments should be designed with consideration for differences in students' AI experience and proficiency, with necessary support provided.

3.4. Use of AI Detection Tools

- AI detection tools and plagiarism prevention programs have the possibility of false positives and limitations in their ability to identify AI use, and should therefore be used only as reference material rather than as the sole basis for judgment.
- The purpose, scope, and limitations of detection tools should be communicated to students in advance, and misconduct should not be determined solely on the basis of detection results.
- Whether misconduct has occurred is determined based on a holistic assessment — including records of the drafting process, the ability to explain verbally, and consistency in the development of reasoning — according to the instructor's professional judgment. In cases of suspected misconduct, students must be given sufficient opportunity to provide an explanation.

3.5. Personal Data Protection and Data Security

- Care should be taken to ensure that issues such as personal data leaks, exposure of academic records, or intellectual property infringement do not occur in the course of using AI tools.
- Personal information, academic records, assessment questions, and other sensitive or non-public materials should not be entered into AI tools; particular caution should be exercised regarding the possibility of data storage or reuse when using external AI services.
- Students should be informed of these precautions at the beginning of the course.

3.6. Developing Instructors' AI Competencies

- Because AI technology is evolving rapidly, instructors must continuously develop their understanding of AI's functions, limitations, and ethical issues.
- Before introducing new AI tools into a course, instructors should thoroughly examine their educational effectiveness and ethical implications before deciding whether to use them; these competencies should be continuously developed through participation in relevant training and sharing of cases among colleagues.
- Developing AI competency goes beyond learning how to use a tool; it includes the ability to critically evaluate AI in educational contexts and to use it responsibly.

4. AI Usage Guidelines for Students

- The purpose of these guidelines is to provide specific guidance to help students use AI appropriately and correctly in courses and throughout the learning process.
- The emphasis is on establishing standards for students to recognize AI not merely as a source of information, but as an auxiliary tool that extends their own thinking, and to improve learning outcomes on the basis of academic integrity and responsible learning attitudes.

4.1. Confirming and Complying with AI Usage Policies by Course

- Because the permissibility and scope of AI tool use may vary depending on the nature of the course and its learning objectives, students must confirm the AI usage guidelines for each course before enrolling and use AI responsibly within the defined parameters.
- When the permissibility of AI use is unclear, students should not make their own judgment but should confirm with the instructor in advance.
- Students should be aware that violating these policies may be treated as a violation of academic integrity, resulting in disadvantage.

4.2. Student Agency and Critical Use

- AI is a tool that assists learning; the agent of thought and judgment is the student.
- Rather than accepting information provided by AI uncritically, students should independently review and assess its accuracy, potential biases, and limitations.
- In particular, facts, statistics, and references must be verified through reliable primary sources.

4.3. Academic Integrity

- Even when using AI tools, assignments and outputs must be written honestly in the student's own thinking and language, and the student bears responsibility for the final product.
- Submitting AI-generated output as-is, submitting it as one's own work, or using another person's AI-generated work without authorization all constitute academic misconduct.

4.4. Transparent Documentation and Citation

- When AI tools have been used, students must specify the name of the AI tool, when it was used, and the scope of its use, and must clearly distinguish between content they wrote themselves and content contributed by AI.
- When incorporating AI-generated content, students must cite it according to the established citation

format.

4.5. Personal Data Protection and Data Security

- Entering sensitive information into AI tools carries the risk of personal data leaks; security guidelines must be followed.
- Personal information of oneself or others, non-public learning materials, and assessment questions should not be entered into external AI tools, and students should always keep in mind that content entered into AI may be stored or reused.

4.6. Developing AI Competencies

- Because AI technology is evolving rapidly, students must continuously deepen their understanding of AI's functions, limitations, and ethical issues.
- To this end, students should actively participate in AI-related educational opportunities provided inside and outside of class, critically explore a variety of AI tools, and independently develop usage practices appropriate to their own learning context.
- Developing AI competency goes beyond learning how to use a tool; it includes the ability to select AI appropriate to academic purposes and to use it responsibly.

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