

Guidelines for the use of AI tools as part of studying and teaching at Business School Pforzheim

Business School Pforzheim is fully committed to the principles of good academic practice and application-oriented teaching based on the current state of knowledge. This commitment enables our students to move confidently in a dynamic, increasingly interdisciplinary, global and digital business landscape. The extremely dynamic development of digitalization, in particular the new AI tools, opens up numerous opportunities for universities in this context, but also presents them with unprecedented challenges.

The Business School strives to purposefully integrate the advantages and opportunities of digitalization, especially the new AI tools, into teaching in order to familiarize our students with these instruments and opportunities and thus optimally prepare them for their professional future. At the same time, the Business School aims to take appropriate account of the risks that the new AI tools entail for proper studying and teaching based on ethical principles, fairness and justice. These guidelines are intended to serve as a tool to assist with such considerations, but in view of the dynamic development of this topic, they can only ever be considered as a tentative guide.

AI tools in teaching

The Business School is open to the use of AI tools in teaching and generally considers these tools to be an enrichment with regard to the further development of didactic concepts as well as skills and method-oriented teaching. However, in order to integrate such tools in a targeted manner, it is necessary to critically reflect on their respective functionality as well as legal and ethical aspects, in particular (but not exclusively):

- Fact check: text-generating AI tools are generally language models based on probabilities, not knowledge models.
- Bias: Depending on the training data and methods, stereotypical ideas can be expressed, which may result in the distribution of discriminatory or otherwise harmful content.
- Hallucination: AI tools can display "invented knowledge" or false claims as facts.
- Terms of use: From a legal perspective, the license and usage conditions of the respective tool must be taken into account in particular (e.g. with regard to labelling obligations).
- Data protection: Data protection aspects can play a role in particular if the tool is "fed" with personal data.

It is therefore the responsibility of the respective lecturer to check the integration and use of AI tools in the respective context and to inform students accordingly.

AI tools in examinations

The possibility of using AI tools as part of examinations raises new questions of examination law.

In general, the examiners are responsible for determining which aids are permitted for the specific examination:

- If AI tools are not permitted as aids, the use of such a tool in the examination constitutes cheating, which leads to failing the examination in accordance with Section 25 (2) and Section 26 (1) SPO.
- If AI tools are permitted as aids, students should be required to complete the extended statement of independence in accordance with the ZPA resolution of 16.03.2023 (see appendix). The tools used must be mentioned in the list of sources and aids. This may also be necessary in any case due to the conditions of use of the respective tool.

For more information, please refer to

- Center for Science Didactics at Ruhr-Universität Bochum: Didactic and legal perspectives on AI-supported writing in higher education (https://hss-opus.ub.ruhr-uni-bochum.de/opus4/frontdoor/deliver/index/docId/9734/file/2023_03_06_Didaktik_Recht_KI_Hochschulbildung.pdf)
- Collection of links from the Higher Education Forum on Digitization <https://hochschulforumdigitalisierung.de/de/blog/chatgpt-im-hochschulkontext-%E2%80%93-eine-kommentierte-linksammlung>

Appendix

Sample statement of independence (statement on honor):

When submitting a written paper, students must declare in writing that they have written their paper - in the case of a group paper, the part of the paper marked accordingly - by themselves and have not used any sources or aids other than those specified.

In consultation with the first examiner, students may use a statement of independence that deviates from the sample, provided that it corresponds to the sample in terms of content.

"I, first name/last name, hereby declare that I have written this seminar paper, Bachelor's or Master's thesis entirely by myself, that I have not used any sources or aids other than those specified and that I have highlighted all passages in the thesis that have been copied either literally or figuratively. Furthermore, the thesis has not yet been submitted for examination elsewhere.

In addition, I confirm that I have used AI-supported writing tools and have listed these tools in full in the section "Overview of tools used" with their product name, my source of supply (e.g. URL) and details of the software functions used and the scope of use. In the preparation of this thesis, I worked autonomously throughout and was in control of the use of AI-supported writing tools."