



BOR Resolution No. 27, s. 2024

Resolved, as it is hereby resolved, that upon its discussion and agreement, the Board approved the *General Guidelines on the Use of Artificial Intelligence (AI) for Teaching and Learning*.


Approved during the 153rd (Regular) Meeting of the MMSU Board of Regents held on July 5, 2024 at the Commission on Higher Education, Quezon City.

CERTIFIED TRUE AND CORRECT:

EMILE KATHLEEN M. AGUILAR
BOR Secretary


ATTESTED:

SHIRLEY C. AGRUPIS
President, MMSU &
Vice Chair, MMSU BOR


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SECRETARYS’S BRIEF

Agenda Item	General Guidelines on the Use of AI in Teaching and Learning
Background	<p>There has been a fast-paced advancement and use of technology in industries, including the education sector. The benefits of using technological tools cannot be denied. Nowadays, most of the activities in the educational system are driven by technology.</p> <p>Relative to the aforementioned crucial role of technology in education, Artificial Intelligence (AI) tools are known to be powerful tools to enhance the teaching and learning process. In fact, these tools have the potential to respond to the challenges in education, innovative teaching and learning practices, and accelerate progress towards quality education. Particularly, these tools are beneficial to students and teachers, particularly in addressing issues related to inclusivity and equity in education. Interestingly, in the next few years, according to the eLearning Industry (2019), more than 47% of the learning management tools shall be AI-enabled. However, the adoption and utilization of AI in education must adhere to fundamental principles that prioritize transparency, fairness, data privacy, and alignment with overarching educational objectives.</p> <p>Since AI has the power to optimize both learning and teaching, helping the education sector evolve to better benefit students and teachers alike, such technological tools should be a core part of education. At present, our university, Mariano Marcos State University (MMSU) operates without clear guidelines regarding the use of AI for teaching and learning, leading to a situation where students, teachers, and the academic community as a whole are utilizing AI technologies without standardized protocols. While this proactive engagement with AI reflects a desire to leverage technological advancements for educational purposes, it also presents significant challenges that need to be addressed through the establishment of well-crafted guidelines.</p> <p>However, as technology development advances, multiple risks and challenges are inevitably brought into the system (UNESCO, 2023). Hence, guidelines on the use of AI tools should be promulgated to promote its appropriate and ethical use to maximize the potential of the said tools. Further, these guidelines shall protect its users, while the institution promotes intellectual honesty and academic integrity in the University.</p> <p>Thus, these guidelines are hereby proposed.</p>
Particulars	<p>While the University recognizes the potential use and benefits of AI in education, the following guidelines for AI use in teaching and learning are hereby proposed:</p>

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	<p><u>For the Teachers (Teaching)</u></p> <p>Teachers are encouraged to:</p> <ol style="list-style-type: none"> 1. support students in the use of AI in teaching activities and assessments and disclose to them its potential use, benefits and limitations; 2. use AI tools and technologies as supplementary tools and align them with learning objectives, curriculum standards, and pedagogical approaches; 3. use AI to support teaching-learning process, particularly in facilitating learning and in attaining program/course learning outcomes; 4. use AI to promote the development of 6 Cs - communication, collaboration, creativity, critical thinking, citizenship and character; 5. use AI to address the diverse learning needs and learning styles of students; 6. recommend readily available and accessible AI tools and digital learning resources for student use; 7. communicate openly with students the extent of use of AI in learning activities and assessment, facilitating learning, and assessing students' outputs and course requirements. Course requirements, specifically action researches, theses (graduate and undergraduate), dissertations, special problems, and capstones must not have more than 20% AI-generated content; 8. discuss to students the penalty for improper use of AI for learning; if proven, the policy on cheating as indicated in the student manual/handbook shall be imposed; 9. use plagiarism detection software and tools to cross-check AI-generated content; 10. use AI judiciously maintaining intellectual honesty and academic integrity. Thus, they should be accountable in the use of AI; and 11. always observe ethical use of AI in teaching-learning process. <p><u>For the Students (Learning)</u></p> <p>Students must:</p> <ol style="list-style-type: none"> 1. disclose all AI-generated content for their outputs and course requirements; 2. avoid plagiarism. They must observe intellectual honesty and academic integrity when using AI; hence, they should be responsible in the use of AI; 3. observe transparency in the use of AI when collecting data from respondents as part of their course outputs or requirements by providing transparent information about the types of data collected, the methods of data collection, and the intended use of AI tools; 4. observe 20% AI-generated content or less for course requirements, specifically action researches, theses (graduate and undergraduate),
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	<p>dissertations, special problems, and capstones based on guidelines set for the course; and</p> <p>5. always observe ethical use of AI for learning.</p> <p><u>Institutional Provisions for Capacity Development</u></p> <p>To promote the use of AI in instruction, the University shall provide the following mechanisms:</p> <ol style="list-style-type: none"> 1. capacity training for teachers and support staff on the proper and ethical use of AI in teaching and learning to enhance their AI literacy, technical skills, and pedagogical strategies; 2. development and curation of resources (flyers, OERs, informative videos, etc.) for teachers and learners to promote proper and ethical use of AI; 3. recommend AI tools and other digital learning resources readily available for faculty and student use; 4. procure additional AI tools to be used by faculty and students; 5. a coordinator from each college unit is assigned to monitor the use of AI and report this to the Chief of ICT Skills Development as basis for actions and decisions for policy-making in instruction; 6. continuous monitoring and supervision of AI technologies to prepare the academic community for the evolving AI technological landscape; and 7. training sessions for students on using AI tools for learning, digital literacy, and ethical AI use. <p>Notably, AI should not replace human teachers but rather complement their expertise and support the learning process. AI can offer valuable insights, efficiency, and personalization, but the role of the teachers in fostering the development of 6 Cs - communication, collaboration, critical, and creative thinking, citizenship and character, remains essential.</p>
Legal Bases	<ul style="list-style-type: none"> • Artificial Intelligence Development Authority (AIDA) Bill in the Philippines • UNESCO’s Education 2030 Agenda • General Data Protection Regulation in EU • European AI Act
SDGs Addressed	SDG 4: Quality Education SDG 10: Reduced Inequalities
Endorsement	Endorsed by the Administrative Council
Requested BOR Action	For Approval
Attachments	