Use of GenAI in connection with final projects at CBS

Guidelines

Generative artificial intelligence (GenAI) is currently transforming workflows and creating value for businesses and the society. To benefit fully from these technologies in their future workplace, candidates from CBS should be educated in the responsible and ethical use of GenAI without compromising academic integrity.

When it comes to the final projects of the degree, it is fundamental to correctly assess the student's own knowledge, competences, and skills. This calls for clear guidelines regarding the use of GenAI tools in connection with these types of projects. The following applies to bachelor's projects, final projects (HD/executive programmes), and master's theses at CBS and not to any other types of exams.

For students

As a student at CBS, any use of GenAI in connection with your final assignment must comply with the following guidelines:

- Using GenAI as a language assistant is acceptable. This is comparable to using existing tools such as language and spell-checking tools built into a text editing programme.

- Using GenAI as a search engine is acceptable. This is comparable to searching for knowledge using a web browser.

- Using GenAI for idea generation and conceptualization (e.g. for suggesting a structure or elaborating over concepts and ideas) is acceptable. This is comparable to asking a parent or mentor for inputs. You must declare the use of GenAI tools as part of the Methods section in your document, i.e., describe how you have used GenAI in the writing process. Alternatively, if there is no Methods section, you may add a declaration to the Introduction section.

- Using GenAI to generate text, images, or other content as part of the final product is only acceptable if a specific reference is provided. CBS Library Libguide on Generative Artificial Intelligence describes how to declare the use of GenAI in final assignments at CBS. This would be comparable to referencing other sources of text or imagery found on the internet. The use of AI-generated content without a declaration is a violation of CBS regulations.

- AI-generated content may not always be accurate or of high quality so you must validate and critically assess the outputs you get. You can do this through cross-referencing with primary and secondary sources or through consultation with your supervisor when necessary.

- GenAI tools are not necessarily GDPR compliant, and you should never input any personal, confidential, or proprietary information when prompting such tools.

- It should always be possible for readers of your project/thesis to clearly distinguish your own contributions from GenAI contributions.

- You carry the responsibility for your project/thesis and its quality as well as for your own learning outcomes in connection with the writing process.

- Consult your supervisor or the library if you are in doubt about the use or declaration of GenAI in connection with your project/thesis.

For supervisors

As a supervisor of a project or thesis, you should address the potential use of GenAI tools through a dialogue with the student(s) in the early stages of their project. Pay special attention to the following aspects:

- Align expectations with student(s) on how generative AI-tools will be used in their project.

- Encourage a balance between AI-assistance and other types of resources.

- Promote a critical evaluation of any AI-generated content.

- Guide the students on how to include a declaration of AI use in the Methodology section and on proper citation of AI-generated text. CBS Library Libguides on Generative Artificial Intelligence show how to declare the use of GenAI in final assignments at CBS.

- Address ethical concerns and academic integrity related to the use of GenAI in the context of the project. This includes issues around data privacy, bias, and the potential for AI-generated content to be inaccurate or misleading. Make students aware of potential limitations in AI-generated content and discuss how these can be addressed throughout the project.

Further information

The sources listed below present inspiration for students and faculty on how to make use of GenAI-tools in the context of higher education:

Gimpel, H. et al. (2023). Unlocking the Power of Generative AI Models and Systems such as GPT-4 and ChatGPT for Higher Education: A Guide for Students and Lecturers. Hohenheim Discussion Papers in Business, Economics and Social Sciences No. 02-2023, Universität Hohenheim. http://hdl.handle.net/10419/270970 [accessed November 16, 2023].

Hendriksen, C. (2023). ChatGPT and Bing: A practical guide for social science and management studies. Google Docs. https://docs.google.com/document/d/15CwNGJ9tPWJz826WYHd6ueVGIWN19UB GbqqKuARIm8o [accessed November 16, 2023].