MIE Policy on the Use of Artificial Intelligence

1.0 Introduction

The Mauritius Institute of Education (MIE) acknowledges the transformative potential of Artificial Intelligence (AI) in education. AI can improve educational experiences, enhance learning outcomes, offer personalised learning support, advance research, and increase efficiency. MIE is committed to embrace AI responsibly as a digital assistant into its educational practices. This commitment aligns with the *Mauritius Artificial Intelligence Strategy* and *UNESCO*'s guidelines on AI in education, supporting the vision of fostering an AI-literate society and contributing to the achievement of the *2030 Agenda for Sustainable Development* respectively.

While MIE embraces the educational and operational benefits of AI, it also recognises the ethical and academic challenges associated with its use. To ensure that AI is employed in a manner that upholds academic integrity, MIE is developing a policy which seeks to outline expectations for using AI tools and provide guidance for incorporating AI-generated content in a responsible and ethical manner.

The policy aligns with MIE's strategic objectives, principles and core values thereby fostering a learning environment aligned with MIE's overall vision for education. It also complements existing MIE policies, such as the *Anti-Plagiarism Policy*, *Students' General Rules and Regulations*, and other relevant documents. It builds upon the principles of disclosure, transparency, accountability and confidentiality established in those policies, ensuring consistency and clarity for the MIE community.

2.0 Purpose

By adopting this policy, the MIE aims to empower its students and staff to responsibly use AI tools, particularly those with generative capabilities such as ChatGPT, Microsoft Copilot, Gemini, Claude, DeepSeek and others. These tools will be leveraged to enhance educational experiences while upholding the highest standards of academic rigour and ethical practice. This policy establishes a framework for fostering a culture of responsible AI use, ensuring MIE maintains its reputation for excellence and advances the quality of its educational programmes in the digital age.

3.0 Definition of Artificial Intelligence (AI)

For the purposes of this policy, AI refers to computer systems that can simulate human creative and intellectual processes. This includes text generation, graphics, code, video and data analysis tools commonly used in academic and professional work.

4.0 Scope of the Policy

This policy applies to all members of the MIE community involved in creating, submitting, and evaluating academic and professional work (e.g., assignments, thesis, presentations, research papers, reports, curriculum materials). It defines acceptable and unacceptable uses of AI,

establishes responsibilities for students and staff (including non-academic staff, part-time lecturers, supervisors, researchers) and outlines procedures for addressing potential AI misuse.

5.0 Guiding Principles

MIE's approach to AI integration is guided by the following core principles:

1. Ethical AI Use: MIE is committed to the ethical and responsible use of AI, ensuring it upholds academic integrity. AI tools will enhance student learning and creativity, not replace critical thinking or original scholarship.
2. Transparency: MIE will clearly communicate the capabilities, limitations and appropriate uses of AI tools to students and staff.
3. Data Privacy and Security: MIE will comply with data privacy and security regulations to safeguard student and institutional data used with AI tools.
4. Human-Centered AI: AI will be used to complement and support educators, enhancing their roles rather than replacing them.

6.0 Acceptable Use of AI

AI tools can be valuable for enhancing academic and professional work at the MIE when used responsibly. Some acceptable ways to use AI include:

- Brainstorming and refining ideas:
  AI tools can help generate innovative ideas and explore diverse perspectives for assignments, research projects and creative endeavours. However, users must critically evaluate and refine these ideas to ensure originality and relevance.

- Summarising lengthy texts:
  Students and researchers can use AI to condense lengthy articles, reports, or documents into concise summaries for quicker comprehension. However, any AI-generated summaries must be thoroughly rephrased in the user's own words to maintain academic integrity and avoid over-reliance on automated content.

- Personalised Learning:
  AI tools enable the creation of customised learning materials (study guides, practice exercises) that adapt to individual strengths and weaknesses, optimising the learning experience.

- Research efficiency:
  AI can assist in identifying relevant sources and filtering vast databases to locate credible information on a topic. This streamlines the research process while encouraging users to critically evaluate and verify the sources.

- Writing improvement:
  AI-powered grammar and style checkers can help polish written work for clarity, coherence, and conciseness. However, significant AI-driven writing improvements must

be rephrased in the user's own words to uphold academic integrity, as tools like Turnitin can detect AI-generated or paraphrased content.

- Data analysis:
  AI tools can analyse large datasets, identify trends and uncover patterns that may be difficult to detect manually. This enhances research capabilities and supports evidence-based decision-making.

- Teacher Education:
  Staff can use AI to identify patterns in student learning outcomes, personalise teaching strategies, and develop targeted interventions to address individual or group needs.

- Curriculum Development:
  AI tools can search extensive databases to find up-to-date, relevant resources that complement existing curriculum materials. This ensures the curriculum remains dynamic, inclusive, and adaptable to diverse learning styles.

- Notetaking:
  AI can transcribe and summarise audio or video content, making it easier to capture key points and review information. This is particularly useful for lectures, seminars, or interviews, but users should verify the accuracy of AI-generated notes.

7.0 Unacceptable Use of AI

The following uses of AI could be perceived as a violation of academic integrity at MIE:

- Presenting entire essays, assignments, or significant portions of work created by AI as one's own original work.
- Using AI to complete group assignments without the knowledge, consent, or meaningful contribution of all group members.
- Using AI to generate reflective or analytical sections of assignments that require personal opinions, insights, or critical thinking.
- Using AI to simulate or fake student participation in discussions, activities, reflective exercises or research works and projects.
- Employing AI tools to manipulate or bypass plagiarism detection software, such as Turnitin, to disguise unoriginal content.
- Failure to disclose and properly attribute AI-generated content used in assignments, research, or other academic work when required.

8.0 Guidelines for Ethical and Responsible AI Use

MIE is expected to:

- Emphasise the importance of ethical and responsible AI use in academic and professional work through programme handbooks, induction sessions, websites, and other relevant documentation, such as the Module Information Sheet (MIS).

- Promote responsible AI use by encouraging students and staff to submit written work (including drafts) on the Turnitin platform. This facilitates early detection of potential AI use and fosters discussions about its appropriate integration.

Students and Staff are expected to:

- Use AI tools responsibly and ethically, adhering to the outlined acceptable uses.
- Uphold academic integrity by disclosing the use of AI tools in academic or professional work when required. This promotes transparency and helps clarify how AI was integrated into the process.
- Ensure AI-generated content is critically reviewed, rephrased, and properly attributed to maintain originality and integrity.

Additionally, Staff are expected to:

- Design assignments that encourage critical thinking, higher-order thinking skills and original research, moving beyond simple content generation tasks.
- Clearly communicate any restrictions on AI use for specific assignments, taking into account the assignment's complexity, type and learning objectives.
- Provide regular supervision and constructive feedback to students to prevent overreliance on AI. Address suspected AI misuse by guiding students to revise their work for integrity and originality.
- Ensure all assignments are submitted through Turnitin for plagiarism and AI detection analysis. Use Turnitin's AI detection tools judiciously, considering the possibility of false positives.
- Use AI responsibly to supplement and enhance the thoughtful design of curriculum materials, ensuring they align with educational goals and student needs.

9.0 AI Detection Methods and Turnitin

MIE adopts a balanced approach to maintaining academic integrity by combining manual detection methods with Turnitin's AI detection capabilities. This dual approach seeks to ensure fairness, accuracy and a thorough evaluation of student work.

Manual Detection by Lecturers:

Lecturers can identify potential AI-generated text by examining specific characteristics, such as:

- Repetitive Writing: The text may contain repetitive phrases or ideas without natural variation.
- Lack of Variation in Sentence Structure: AI-generated content often lacks the diversity in sentence structure typical of human writing.
- Inaccurate Facts and Claims: The content may include incorrect, implausible, or unsupported information.
- Lack of Concrete Examples and Supporting Arguments: The writing may lack specific examples, relatable anecdotes, or well-developed arguments.
- Non-Existent or Improper Citations: AI-generated content might include citations or references that do not exist or are improperly formatted.

Turnitin's AI Detection Capabilities:

To complement manual detection, MIE uses Turnitin's AI detection tools to identify potentially AI-generated content. While Turnitin boasts a high confidence rate (98%), the AI score should be treated as an initial indicator rather than definitive proof.

Key considerations include:

- Turnitin does not display the AI score to students to prevent attempts to circumvent detection.
- An AI score above 20% may suggest potential misuse of AI tools, but it is not conclusive evidence.
- Due to the possibility of false positives—especially since Turnitin no longer displays AI scores below 20%—human judgment remains critical for final assessments.

10.0 Handling Suspected Cases of AI Misuse in Academic Work

This section outlines the procedure for handling suspected AI misuse in student assignments at the MIE.

Marking Non-AI-Generated Content:

The core principle is to assess and grade students based on their authentic contributions, excluding text identified as AI-generated.

Rationale for this Approach:

This method offers several key benefits:

- Fairness: By excluding AI-generated content, the grading process focuses on the student's authentic contributions, preventing unfair penalties, particularly for students who might fall within lower AI detection score ranges.
- Human Judgment: Staff intervention allows for nuanced judgment, mitigating the risk of penalising students for AI detection errors or instances where flagged text might not genuinely be AI-generated
- Incentivising Original Work: Students are incentivised to produce original work, knowing that AI-generated portions will not contribute to their grade. This fosters a stronger commitment to academic integrity and encourages deeper engagement with the subject matter.
- Learning Opportunities: Feedback provided on excluded sections offers valuable learning opportunities, helping students understand and avoid over-reliance on AI tools in future work.

Distinguishing AI-Generated and AI-Paraphrased Text:

MIE acknowledges the importance of distinguishing between different forms of AI use to ensure fair and accurate assessments. Turnitin facilitates this by differentiating between AI-generated text (highlighted in green) and AI-paraphrased text (highlighted in purple). This distinction enables instructors to conduct a more nuanced evaluation of student work and to offer more targeted and constructive feedback, helping students understand the boundaries

of acceptable AI use and encouraging them to develop their own critical thinking and writing skills.

11.0 Appeals Process

Any appeal against a decision related to AI misuse will be handled by the Appeals Committee, as outlined in the General Rules and Regulations and Information for Students. The student must submit a formal appeal, which will be reviewed by the committee, ensuring due process and fairness in all deliberations.

13.0 Confidentiality and Quality Assurance

All inquiries related to suspected AI misuse will be handled with strict confidentiality to ensure fairness, integrity, and respect for all parties involved. To maintain transparency and accountability, standardised record sheets will be developed for documenting and reporting AI misuse cases.

13.0 Monitoring and Review

MIE will regularly review the policy and its implementation to adapt to technological advancements and evolving educational practices.

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