Virtual Arkansas
Student Guidelines
for Using AI

What is AI?

According to [Merriam-Webster's](#) definition, Artificial Intelligence is "the capability of a machine to imitate intelligent human behavior." Tools that utilize AI to generate content, such as ChatGPT, have become increasingly popular as new technologies have emerged in recent years.

Why would students want to use AI?

Have you ever experienced writer's block or generally been at a loss for creative inspiration when your teacher has given you an assignment? Well, AI tools can help students generate ideas or can help them get started with an assignment. While AI cannot create new information, it can analyze and synthesize information that is available on the Web, and then provide an "output" of information that it locates in response to an "input" of information provided by the student. While this can be very helpful for a struggling student who feels stumped for creativity, students must be careful to avoid plagiarism. Using AI to generate an answer to a written assignment or prompt can be perceived as plagiarism, given that the student would not in this scenario create any of the work generated by AI. Students are expected to adhere to the academic integrity standards in place at Virtual Arkansas and use AI in accordance with policies. It is also critical to provide a citation when AI is approved and used, and to communicate with your teacher when and how you use AI as a resource for your work.

Virtual Arkansas's Academic Integrity Policy

To better support both students and teachers, Virtual Arkansas has revised its Academic Integrity Policy to include use of AI programs and apps on assignments. Virtual Arkansas teachers use CopyLeak's AI detector to identify work that has originated using an AI.

"Educational institutions are implementing policies and strategies to address academic dishonesty and to ensure that students do their own work and give credit to the originator of the ideas, when using the thoughts or work of others. Examples of academic dishonesty include, but are not limited to, using Artificial Intelligence programs or apps on assignments without direct teacher approval and/or permission, plagiarism, theft or unauthorized use of academic or intellectual property, and cheating. Virtual Arkansas subscribes to online services to identify material that may have been produced by Artificial Intelligence (AI) or may have been plagiarized. Students identified as being in violation of our Academic Dishonesty Policy may not receive credit for that work and may suffer additional penalties based on local school policy. Depending on the severity of the academic dishonesty, as determined by the campus director and teacher, a student may receive a zero (0) for the assignment.

The Virtual Arkansas campuses may impose, but are not limited to, the following actions in situations involving academic dishonesty.

- The student may receive a lower grade, with the possibility of revision,
- The student may receive a grade of zero for the test or assignment,
- The student may be awarded a failing grade for the course, or
- The student may be withdrawn from the course."

Sharing Your Personal Data

To access and use most AI tools, you have to create an account. Before sharing your personal information and creating an account, students and parents are advised to carefully read the product's Terms of Use policy. Examples of Appropriate and Inappropriate Use of AI Tools

So, is it ever okay to use AI tools to assist with assignments? Yes. However, Virtual Arkansas does not require nor encourage the use of AI in VA courses. Students must have device permissions to accept AI tools on a school issued device and/or have permission from their parent/guardian. Below are some scenarios for students that illustrate appropriate and inappropriate use of AI in completing assignments.

Scenario #1

John is a high school student who is taking an English course. His teacher assigned him an essay prompt to describe a time when he was faced with a challenging personal decision that he knew would impact several other people in a negative way. John is interested in using AI to help him with his assignment, but he is unsure about the appropriate and inappropriate ways to do so.

Appropriate ways to use AI:
- Grammar and spelling checker: John can use AI tools to proofread his essay for grammatical and spelling errors. This can help improve the clarity and readability of his essay.
- Text-to-speech technology: John can use text-to-speech technology to listen to his essay and identify areas where he needs to make improvements.
- Plagiarism checker: John can use AI tools to ensure that his essay is original and does not contain any plagiarism.
- Students should never copy and paste suggestions. Students should write or type those suggestions directly into the original document.

Inappropriate ways to use AI:
- Essay generator: John should not use AI tools that generate essays. This is because these tools often produce low-quality work that is not original and does not meet the requirements of the essay prompt.
- Language translator: John should not use AI tools to translate his essay into another language. This is because the translation may not be accurate, and it may not convey the intended meaning.
- Content generation: John should not use AI tools to generate content for his essay. This is because the AI-generated content may not be relevant to the essay prompt, and it may not reflect John's thoughts and ideas.

In conclusion, John can use AI tools to help him with his essay, but he needs to use them appropriately. He should focus on using tools that improve the quality of his work, such as grammar and spelling checkers,

text-to-speech technology, and plagiarism checkers. He should avoid using tools that generate content for him, such as essay generators, language translators, and content generators.

Scenario #2:

Jane is a high school student who is taking an Art course. Her teacher assigned her a project to create a mash-up between one of her personal interests and one of the concepts or artwork from the course. Jane is interested in using AI to help her with her assignment, but she is unsure about the appropriate and inappropriate ways to do so.

Appropriate ways to use AI:
- Image search engine: Jane can use AI-powered image search engines to find images related to the concepts or artwork from the course that she wants to mash-up with her personal interest. This can help her get inspiration for her project and find relevant images to use.
- Digital art tools: Jane can use AI-powered digital art tools to create her project. These tools can help her create digital art that is more precise and realistic.
- Style transfer: Jane can use AI-powered style transfer tools to apply the style of one artwork to her own artwork. This can help her create a more cohesive and visually interesting mash-up.

Inappropriate ways to use AI:
- AI-generated artwork: Jane should not use AI-generated artwork for her project. This is because the AI-generated artwork may not be relevant to the course or to her personal interest, and it may not accurately reflect her own creativity and ideas.
- Plagiarism: Jane should not use AI to copy or plagiarize existing artwork. This is because it is not ethical and can result in serious consequences, such as a failing grade or disciplinary action.
- Automation of the creative process: Jane should not use AI to automate the creative process. This is because the creative process is an important aspect of art-making, and relying too heavily on AI can stifle her creativity and limit her potential for growth as an artist.

In conclusion, Jane can use AI tools to help her with her project, but she needs to use them appropriately. She should focus on using tools that enhance her creativity and help her create a more visually interesting and cohesive mash-up, such as image search engines, digital art tools, and style transfer. She should avoid using tools that generate artwork for her, copy existing artwork, or automate the creative process.

Scenario #3

Mark is a high school student who is taking an American History class. His teacher assigned him to select a Founding Father from American History and create a social media profile for the individual. Mark is interested in using AI to help him with his assignment, but he is unsure about the appropriate and inappropriate ways to do so.

Appropriate ways to use AI:

- Research: Mark can use AI-powered search engines and databases to research his chosen Founding Father's biography, interests, and connections. This can help him create a more accurate and detailed social media profile.
- Image editing: Mark can use AI-powered image editing tools to create graphics for the social media profile, such as profile pictures and banners. This can help him create a more visually appealing and professional-looking profile.
- Language translation: Mark can use AI-powered language translation tools to translate quotes or other content from the Founding Father's native language to English, if necessary.

Inappropriate ways to use AI:
- Automation of the creative process: Mark should not use AI to automatically generate content for the social media profile, such as the "about" information or interests. This is because it can result in a profile that is not authentic or accurate to the Founding Father's actual life and personality.
- Plagiarism: Mark should not use AI to copy or plagiarize existing content about the Founding Father. This is because it is not ethical and can result in serious consequences, such as a failing grade or disciplinary action.
- Bias: Mark should be aware of potential bias in the AI-powered tools he uses, such as language translation tools, and should cross-check their results with other sources to ensure accuracy.

In conclusion, Mark can use AI tools to help him with his assignment, but he needs to use them appropriately. He should focus on using tools that enhance his research and image editing abilities, such as AI-powered search engines and image editing tools. He should avoid using tools that automate the creative process, copy existing content, or introduce bias into his profile.

Scenario #4

Using AI for Creativity, Self-Learning, and Fun

AI offers many opportunities for students to enhance their self-learning experiences, have fun and be creative. Through personalized learning platforms, language learning tools, educational games, virtual tutoring, and intelligent search engines, students can use AI to tailor their learning experiences to their individual needs and interests.

1. **Image & video editing:** AI-powered image editing tools can be a fun way for students to manipulate and edit their photos. There are many free and easy-to-use tools available online that can apply filters, enhance colors, or even change the facial expressions of people in photos. AI-powered image and video editing tools can provide a new dimension of creativity for students. These tools can help students create stunning visual effects, apply filters, enhance colors, or even generate new images or videos.
2. **Chatbots:** Students can create their own chatbots using AI-powered platforms. These chatbots can be programmed to respond to specific keywords or phrases and engage in conversations with the user. Students can use this as a fun way to learn about coding and AI.
3. **Music creation:** There are AI-powered tools available that can generate music based on a user's preferences or even create new music based on existing songs. Students can experiment with these tools and create their own unique music compositions.

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4. **Gaming & Game Development:** AI-powered gaming platforms can offer new and exciting gaming experiences for students. There are games that use AI to generate new levels or challenges, or that use AI to learn from the player's behavior and adjust the game accordingly. AI-powered game development platforms can help students create new games or modify existing ones. These platforms can use AI to generate new levels or challenges, or even adapt the game to the player's behavior.
5. **Virtual assistants:** Students can use AI-powered virtual assistants like Siri or Alexa to perform tasks or answer questions. These assistants can also be customized with personalized settings and preferences, making them a fun and useful tool to have around.
6. **Personalized learning**: AI-powered educational platforms can create personalized learning paths for students based on their individual learning styles, interests, and abilities. Students can use these platforms to learn at their own pace and focus on the topics that interest them the most.
7. **Language learning:** AI-powered language learning tools can help students improve their language skills by providing interactive and personalized language instruction. These tools can use AI to adapt to the student's learning style and level, and provide feedback on pronunciation and grammar.
8. **Educational games:** AI-powered educational games can make learning more engaging and fun for students. These games can use AI to adapt to the student's progress and provide targeted feedback and reinforcement.
9. **Virtual tutoring:** AI-powered tutoring platforms can provide personalized one-on-one tutoring sessions for students. These platforms can use AI to assess the student's knowledge and understanding, and provide targeted support and feedback.
10. **Intelligent search engines:** AI-powered search engines can help students find the information they need more quickly and efficiently. These search engines can use AI to understand the student's search query and provide relevant and accurate search results.
11. **Writing and storytelling:** AI-powered writing and storytelling tools can help students generate new ideas, brainstorm plots, or even write complete stories. These tools can use AI to provide suggestions for dialogue, characters, or plot twists.
12. **Art and design:** AI-powered art and design tools can help students create new visual art and designs. These tools can use AI to generate new ideas, provide suggestions for color schemes or composition, or even generate new art based on user preferences.

Academic Integrity

Show Your Work

Students are encouraged to use innovative strategies for demonstrating their learning. Innovation does not have to equate to plagiarism or other forms of academic dishonesty. The key to differentiating dishonest practices from innovative practices lies in the level to which the process used to complete an assignment demonstrates students are actually learning. One way to exhibit learning is to include a "Show Your Work" section in submissions where the process of creating the assignment submission is explained. Ways to show work may include an accompanying video or journal entry describing the process and how AI aided that process. Students should differentiate in the journal or video entry the aspects of the process that were human versus artificial including how students felt and thought about their participation in the exercise and the feedback related to that participation.

Prepare for What's Next: Life and Career

AI is poised to become an increasingly important part of everyday life for both personal and work-related tasks. While it may be able to replace some whole jobs, many skills still only mastered by a human are required to keep life and work flowing. Students should learn what parts of life AI can augment and what skills complement that augmentation.

Resources for Citing AI

The following resources provide guidelines for citing AI.
- [The MLA Style Center, "How Do I Cite Generative AI in MLA Style?"](#)
- [Citation Machine: Artificial Intelligence Citation Generator](#)
- [Central Connecticut University's Elihu Burritt Library](#)

AI Detectors

Virtual Arkansas teachers use the CopyLeak's AI and plagiarism detector.

Concurrent Courses

Concurrent Credit courses may have specific AI guidance in the course syllabus.