

# Take Ownership of Your Learning: Student Guidelines for Appropriate Use of AI

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**At IE University, we believe that learning is not just about results — it's about the journey, personal growth, and the pursuit of mastery.** As a student, you are the primary agent in your education. We expect you to take full ownership of your learning journey: acquiring fundamental knowledge in your discipline, shaping your critical thinking, and developing the skills and judgment needed to thrive in an ever-evolving environment.

AI tools, such as ChatGPT, Gemini, Copilot, and others can be valuable partners in this journey. But how and why you use them matters. At IE, we encourage critical and responsible exploration of AI. Use it to deepen your learning, not to bypass it.

**You are here to become a thinker, not just a prompt executor.**

## IE University's position on AI in learning

IE University encourages the thoughtful use of AI tools in your academic and professional development, enabling you to:

- **Explore the appropriate and ethical use of AI** to support and challenge – not replace! – your thinking.
- **Develop digital literacy and advanced AI collaboration skills** for the workplace.
- **Understand broader implications of AI usage**, such as its impact on energy and water consumption, inequity of access, exacerbation of the digital divide, or the biased “reality” and hallucinations it may produce.

We are working continuously with our faculty to meaningfully integrate AI into IE's coursework, embedding its use alongside subject-matter expertise. That said, **faculty members may choose to restrict or prohibit the use of AI** for certain learning environments or assignments in order to support skill-building in areas such as research, critical and creative thinking, academic writing, and synthesis. **The AI Policy for each course can be consulted in the course syllabus.** You are expected to **respect the established boundaries.** Misuse will be considered academic misconduct.

## Use AI thoughtfully and respect AI-free learning spaces

DO's	DON'Ts
✓ Use AI to test your ideas, clarify complex concepts, or practice new skills.	✗ Submit AI-generated content as if it were your own.
✓ Ask AI to quiz you, offer alternative perspectives, or generate practice problems.	✗ Use AI to avoid engaging with your readings, writing, or team projects.
✓ Use AI to get feedback, proofread, polish writing, or simulate discussions.	✗ Use AI to generate content without understanding the topic.
✓ Reflect critically on AI outputs, what it gets wrong and what it misses entirely.	✗ Assume AI is accurate. Hallucinations and bias are still common.

**Learning is not something AI can do for you.** Some coursework will require you to work without AI assistance. These are intentional **“AI-free zones”** where faculty want you to develop specific skills, e.g. writing in your own voice, solving a problem from scratch, engaging in open-ended reflection, or completing assessments that reflect your capabilities. **You are expected to respect these boundaries.** Ignoring them not only violates the [IE Student Code of Conduct](#), it undermines your own learning and skill development.



## Ultimately, you are accountable!

When you do use AI, **you are fully accountable for any work you submit or share with faculty, peers, or the wider public.** This includes:

- The accuracy of any facts, references, data, images, or other outputs produced.
- The originality of your thoughts, ideas, and voice.
- The quality and tone of your writing and visuals.
- The ethical use of all information, content, sources, and data.

Never use sensitive, private, or confidential information, either your own or someone else's, when using any public or "free" AI tool. Always read the Terms of Use and manage your privacy settings. Always act in accordance with the IE Community standards outlined in the [IE Student Code of Conduct.](#)

## Transparency and disclosure

If AI was used to produce content, particularly if used in the context of assignments submitted for evaluation, you must **disclose its use and specify** the following:

- Identifying the specific AI-powered platforms or tools used, such as Grammarly, ChatGPT, Gemini, Canva, etc.
- Explaining how the AI tools were used (e.g., brainstorming, proofreading, language polishing, generation of images or other visuals, etc.).
- Documenting the prompts you used, to allow faculty to evaluate your skills and/or your proficiency in collaborating with AI for a specific task upon request.
- Clearly indicating any visuals, e.g. images, videos, graphics, conceptual maps and the like, that were generated using AI, with clear reference to the tool used.





**Submitting work created by someone or something else as if it were your own is considered plagiarism and cheating.** Failure to acknowledge AI usage violates academic honesty policies.

Suggested format to **disclose** the use of AI tools\*:

I used [AI systems link] to [specify how you used generative AI]. The prompts used include [list of significant prompts]. The output of these prompts was used to [explain how you used the outputs in your work].

If AI was permitted to use in your assignment, but you have chosen not to include any AI generated content, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.

\*The suggested format to acknowledge AI usage is following the [guidelines from Monash University](#).



## What happens if you misuse AI?

Violations of IE University and/or IE faculty guidelines will be reviewed under the [IE Student Code of Conduct](#). Submitting AI-generated work without proper disclosure, or using AI when explicitly prohibited, will be treated as academic misconduct, such as plagiarism or cheating. To avoid issues:

- Be honest and transparent about AI usage.
- Ask your professor if you have doubts about AI guidelines for a specific course.
- Keep track of your usage and be prepared to share details upon request.

**At IE University, we want you to succeed not just on your exams but in building lasting competencies for life and work.**

