AI There Yet? Navigating Policy and Practice for Integrating Generative AI in Teaching and Learning

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Image Source: Generated by Copilot (microsoft.com)

This policy brief, based on the author's recent paper, promotes a flexible set of guidelines for integrating generative artificial intelligence (Gen AI) in university settings, supporting both institutional frameworks and individual academic autonomy in the instructional processes. Grounded in the AI Ecological Education Policy Framework, the guidelines provide a practical reference for faculty and students to incorporate AI tools ethically and responsibly, enhancing academic practices in a context-sensitive manner. Central to these guidelines is the "6Cs" approach—Consulting, Citing, Checking, Correcting, Confessing, and Controlling—which guides students in navigating the ethical complexities of AI use and upholding academic integrity. To optimize the impact of AI-enhanced teaching and learning processes, it is pivotal that the presented guidelines and recommendations are thoughtfully considered, customized, and integrated into organizational policies and/or adopted as individual-level initiatives.

Generative artificial intelligence (GenAI) has become a buzzword and a pivotal theme in technological innovation and ethical integration, with its rapid advancements reshaping various sectors, including education. Recent scholarly works on AI in education emphasize the swift development and implementation of generative AI tools, highlighting their role as catalysts for improvement and their impact on knowledge management in higher education institutions (Bozkurt & Sharma, 2022). Thus, increasing the complexity of strategic decision-making in knowledge-intensive organizations necessitates reflective decision-making and training to enhance human capabilities (Cacho et al., 2023; Trunk et al., 2020) and the use of GenAI tools is a viable and to some extent free option or resource. To take advantage of this AI revolution in education, higher institutions must adopt a sensitive and ethical approach to integrating generative AI (Cacho, 2024), considering flexible support and adaptive teaching methods for students (Bajar et al., 2024). However, the use of generative AI tools, such as ChatGPT and Google Gemini, raises concerns, including the potential for academic dishonesty and a decline in students' academic performance due to over-reliance on automated tools (Sohail et al., 2023; Chan, 2023; Abbas et al., 2024).

In the local context of a Philippine university, the use of generative AI (GenAI) in higher education is gaining popularity among students and educators (Eladia et al., 2024). In particular, the adoption of ChatGPT by college students indicates a high level of awareness, knowledge, and understanding of its benefits and pitfalls, along with a generally positive attitude and strong intent to use it, with only minimal concerns reported (Obenza et al., 2024). However, some academics remain apprehensive that incorporating generative AI into educational settings could diminish the quality of education and negatively impact students' academic performance (Adeshola & Adepoju, 2023; Chan & Lee, 2023). Consequently, UNESCO (2023b) recommends creating clear guidelines for both teachers and students on the proper use of generative AI tools, such as ChatGPT. Similarly, Casal-Otero et al. (2023) advocate for a collaborative approach to developing these guidelines, engaging both students and instructors in the process rather than imposing rules on them. Chan (2023) emphasizes the urgent need for universities to develop comprehensive AI education policies that ensure both teachers and students are skilled in using this technology. This call-to-action urges universities to establish concrete guidelines that support effective AI integration. Thus, Cacho (2024) proposes and promotes a flexible set of guidelines for integrating generative artificial intelligence (AI) in university settings, supporting both institutional frameworks and individual academic autonomy in the instructional processes. See full text at https://doi.org/10.24059/olj.v28i3.4508

METHODOLOGY

Cacho (2024) formulated the balanced and flexible generic guidelines anchored on Chan's (2023) AI Ecological Education Policy Framework, which involved crafting guidelines for integrating AI into educational practices using design thinking principles for refinement. These guidelines were presented to 104 undergraduate and 14 graduate students, as well as 14 faculty members, who provided critical feedback through various channels, such as online Q&A sessions, asynchronous classes, and an in-person focus group discussion respectively. The feedback process was intentionally inclusive, capturing both student and faculty perspectives on the potential pedagogical and management impacts of AI integration. Select participants, from Philippine Normal University, shared their insights on the proposed guidelines and their experiences with generative AI in academic settings. A thematic analysis of their responses identified key themes and insights for refining the guidelines, exploring their adoption and implementation, and understanding the potential effects of AI in educational contexts. As a contribution to policy, the key elements of the guidelines are outlined in the following sections, drawn from its first journal article publication.

THE GUIDELINES

These generic and adaptable guidelines are intentionally designed to be modified, allowing educational institutions to tailor them to their unique contexts, needs, strategies, and overall goals. This flexibility enables institutions and academics to align the integration of AI technologies with their specific educational philosophies and operational structures, fostering a customized and strategic approach to AI adoption. The guideline document consists of six sections: rationale, position, key terms, guidelines for teachers, guidelines for students, and guidepost. Figure 1 presents the framework dimensions and guideline sections where the policy framework and balanced approach guidelines connect. Due to the nature of this policy brief format, the essential elements are summarized, while the key points for students and teachers are further presented and elaborated.
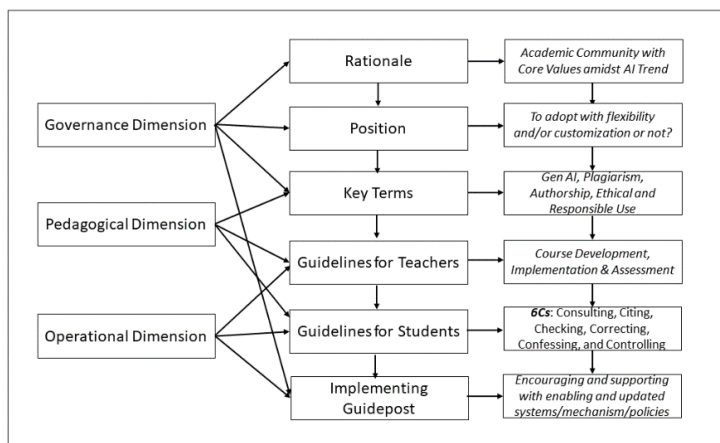
educational principles—an approach that can be adopted or further refined by other higher learning institutions.

Figure 1. AI Ecological Framework and Balanced Approach Guidelines Convergence (Cacho, 2024)

RATIONALE

The rationale section emphasizes the necessity for an academic institution, department, or faculty to integrate generative AI into its educational practices, aligning this technological shift with the institution's core values and dedication to maintaining high standards of academic excellence. It highlights the critical need to adapt to the fast-paced technological changes to remain relevant in the field of education. In this context, Chan's (2023) governance dimension aligns with the university's commitment to academic integrity, transparency, proactiveness, and accountability, serving as the key motivation for adopting innovative practices while staying true to its core values. With adequate support from management, institutions, and educators looking to utilize this rationale are encouraged to adapt its content to reflect their unique organizational values and philosophies.

THE ORGANIZATION'S POSITION

The position statement outlines the university or college's strategy for incorporating AI within its academic environment, aligning its approach with the standards set by leading international institutions (Hong Kong Polytechnic University, 2023). It advocates for a balanced and inclusive adoption of AI tools to drive innovation and improvement in teaching, learning, and assessment processes. The institution is committed to merging traditional educational values with technological advancements, ensuring the ethical and responsible use of generative AI by both faculty and students, beginning from a specified academic term. Linked to the ecological framework, Chan's governance dimension emphasizes the seamless integration of AI technologies within educational institutions, ensuring these innovations are in harmony with fundamental

KEY TERMS

This section provides essential definitions and conceptual understanding of key terms related to the use and ethical implications of generative AI. According to UNESCO (2023a), generative AI refers to technologies capable of producing various forms of content, such as text, images, and videos, in response to natural language prompts. The section addresses important concerns about plagiarism and authorship, stressing the need to properly credit AI-generated content and acknowledge the creators of AI systems, in line with the U.S. Copyright Office's (2023) stance that reserves authorship rights for humans. Within this context, Chan's (2023) governance and pedagogical dimensions are also discussed. The governance dimension focuses on the importance of transparency, accountability, and maintaining human authorship, particularly highlighting the correct attribution of AI-generated works. Meanwhile, the pedagogical dimension points out the educational benefits of AI tools, while also emphasizing the critical need for human oversight in their application.

GUIDELINES FOR TEACHERS

This section, with its sub-sections on course development and implementation, outlines the integration of generative AI in the teaching process to enhance educational programs at all levels. The course development sub-section highlights the potential of AI to enrich learning by enhancing both soft and hard skills, thereby creating a more dynamic and inclusive educational environment. It also suggests incorporating AI literacy into curriculum design to prepare students for future challenges (Salhab, 2024). In the course implementation sub-section, the guidelines provide practical advice for using AI tools in educational settings. It advises faculty to establish clear boundaries for AI usage, particularly concerning assessments and learning support, and to communicate these guidelines to students to uphold academic integrity. Furthermore, the section stresses ethical and responsible AI practices, detailing methods for verifying the authenticity of student work through varied assessment strategies and tools.

THE SIX Cs

As mentioned in the abstract, this policy brief outlines the 6Cs approach, offering practical guidance to help students thoughtfully and responsibly integrate AI into their coursework. This section is designed to guide students in the ethical and

responsible use of AI tools in their academic endeavors, with a focus on preventing academic misconduct. It introduces the 6Cs approach outlined in Figure 2:
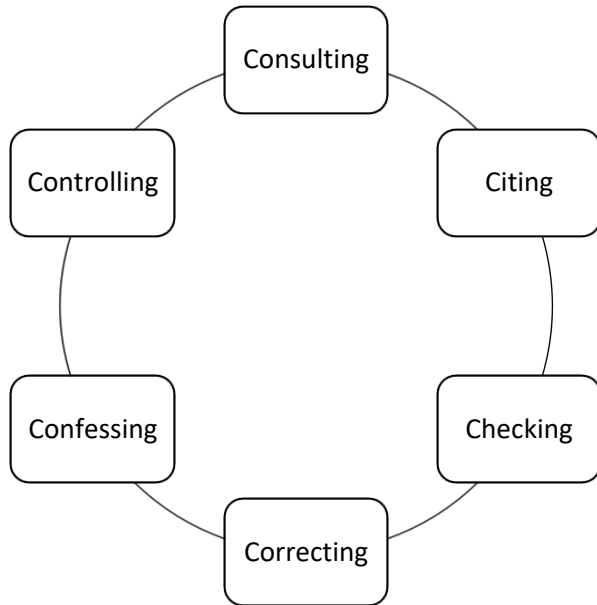

Figure 2. The 6Cs Approach in Utilizing Generative AI in Coursework

1. Consulting: Students are encouraged to follow their instructors' guidelines or seek clarification when explicit instructions are missing or unclear, ensuring their use of AI aligns with established expectations.

2. Citing: In line with McAdoo's (2024) advice, students must properly reference any AI-generated content according to the American Psychological Association's seventh edition of the publication manual.

3. Checking: Students should validate the accuracy and reliability of AI-generated information by cross-referencing with primary sources, while being mindful of limitations on AI authorship in their submissions.

4. Correcting: Reflecting best practices from the London School of Economics and Political Science (LSEPS) (2012), AI (which could be considered as a third-party support) should be used sparingly for tasks such as correcting spelling, punctuation, grammar, and structure, ensuring compliance with academic writing standards. Specifically, the use of AI according to LSEPS is intended for general language editing or proofreading work that should be limited to:
   a. spelling and punctuation;
   b. ensuring the work follows the conventions of grammar and syntax in written English;
   c. shortening long sentences and editing long paragraphs;
   d. changing passives and impersonal usages into actives; and
   improving grammar, spelling, and punctuation of any text

5. Confessing: Students must transparently disclose any AI and/or external assistance received in their work, providing a detailed acknowledgment and a declaration of AI usage that specifies how AI tools were employed in their academic tasks. Based on Cacho (2024), the suggested "Acknowledgement Statement and AI Disclosure inclusion" should be properly and truthfully accomplished and appended to the student's major coursework or requirements submitted.

   Acknowledgment: Specify here the person or organization (if applicable) if you received allowable/acceptable support or assistance like minor language editing and technical support for the videos including IF part or entirety of work(s) is/are submitted to other courses among others. _____
   AI Utilization Declaration.
   ❑ I/We declare that Generative AI tools have not been used to produce the submitted work. State your reason(s) for not using Generative AI tools. _____

   ❑ I/We declare that Generative AI tools have been used to prepare the submitted work. **The Generative AI tools used and the way they were used** are as follows:

6. Controlling: This guideline advises students to manage or self-regulate their use of AI within ethical boundaries, avoiding practices that could be considered inappropriate or unethical.

Keep in mind that students must include a statement acknowledging any permitted assistance and a declaration detailing their use of generative AI tools, specifying which tools were used and how. This section aims to foster a culture of responsibility and integrity among students regarding AI usage, ensuring their academic work adheres to ethical standards and the principles of academic honesty. It seeks to equip students to leverage AI in ways that enhance their learning and research skills.

GUIDEPOSTS

This final section presents strategic initiatives for incorporating generative AI into higher education institutions (HEIs), emphasizing a comprehensive approach that includes updating curricula, syllabi, and educational materials to integrate AI from minimal to optimal levels. It advocates for the creation of a multidisciplinary team, led by academic leaders, to promote AI integration through upskilling programs and enhancing AI literacy among stakeholders, while also developing additional guidelines for AI use in teaching and learning. The section stresses the importance of digital inclusivity, advocating for investment in AI tools and infrastructure to future-proof the institution and ensure accessibility for the entire academic community. It also highlights the need for policy updates on AI tool selection, deployment, and guidelines for managing potential misuse. Despite recognizing the risks, educational institutions should view AI integration as an opportunity to model a balanced, ethical approach to its use, aligning with the AI Ecological Framework's governance and operational dimensions by overseeing policy updates and strategically enhancing digital readiness.

CONCLUSION AND POLICY RECOMMENDATION

This policy brief provides the generic, structured, adaptable, and practical guidelines for integrating GenAI in higher education, grounded in the AI Ecological Education Policy Framework. It emphasizes a balanced approach that aligns technological advancements with institutional values and ethical standards, ensuring that both faculty and students are prepared to use AI tools responsibly. The proposed guidelines and the 6Cs approach offer an organized yet flexible pathway for institutions, departments, or individuals (students and educators) to navigate the complexities of AI adoption, fostering a culture of academic integrity and innovation in teaching and learning processes. Those who embrace these recommendations can strategically leverage AI to enhance instructional experiences, ultimately contributing to a forward-thinking and ethically sound academic environment. However, this brief will remain merely a readable and shareable publication unless institutions, departments, or individuals consider and translate parts of the guidelines, if not the entire sections/elements, into actionable and explicit organizational policies and/or advocacy efforts. Thus, the title presents a challenge: Are we with generative AI there yet?

Yes, we are on our way, but a crucial challenge lies ahead. Effectively integrating generative AI into Philippine higher education, particularly in teacher education, requires adopting a holistic and structured approach grounded in the AI Ecological Framework. This framework emphasizes the need for comprehensive policy recommendations including governance, pedagogical, and operational dimensions to ensure the ethical, responsible, and meaningful use of AI in teaching and learning.

GOVERNANCE DIMENSION

A strong institutional foundation is essential for guiding AI integration while safeguarding academic values:

- Establish formal policies defining ethical and responsible AI usage within educational contexts.
- Form a dedicated committee to monitor AI's integration and ethical implications.
- Clearly articulate the institution's position on adopting AI with flexibility and/or customization to reflect its values balancing institutional mandates with academic autonomy.
- Ensure AI policies promote inclusivity and reflect Filipino cultural values and identities, such as bayanihan (community cooperation) and pakikipagkapwa (shared identity), fostering collaboration, empathy, and mutual respect.

PEDAGOGICAL DIMENSION

Educators and curricula must adapt to prepare students for AI-rich environments while maintaining ethical standards:

- Provide training opportunities on the pedagogical and ethical implications of AI, embedding AI literacy in professional development.
- Incorporate AI literacy and critical thinking about its societal impact into teacher education programs and interdisciplinary courses.
- Create AI-adaptive assessment methods that uphold academic integrity and leverage AI tools to detect and address misuse.

OPERATIONAL DIMENSION

Operationalizing AI policies and practices requires robust systems, clear guidelines, and inclusive access:

- Implement the 6Cs Approach (Consulting, Citing, Checking, Correcting, Confessing, Controlling) as a working code of conduct for AI usage.
- Invest in AI tools aligned with educational goals, ensuring equitable access for students and faculty.
- Establish mechanisms to track AI usage and gather feedback for continuous improvement.
- Collaborate with AI providers to secure cost-effective, ethically aligned tools.

While these recommendations may take time to implement and may spark extensive debate, they provide a strong foundation for transformative changes in education. By keeping humans at the forefront and leveraging generative AI as a powerful tool, teaching and learning have the potential to evolve in unprecedented, innovative, and deeply meaningful ways.

AI UTILIZATION DECLARATION

The author received assistance from ChatGPT-4o in summarizing long sentences from his recently published paper. Additionally, AI support included minimal grammar and technical edits.

RESEARCHER'S NOTE

This brief is an offshoot of a research project duly recognized by Philippine Normal University Research Management Office with REC Code: 2024-111. The published paper can be found and referenced as follows: Cacho, R. (2024). Integrating Generative AI in University Teaching and Learning: A Model for Balanced Guidelines, Online Learning, 28(3), (55-81). https://doi.org/10.24059/olj.v28i3.4508

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