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Pursuant to Article 9 of the Statute of Algebra University, the Senate of Algebra University enacted at its 11th session, held on 20th December 2024, the following

POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION AND RESEARCH AT ALGEBRA UNIVERSITY

1. Introduction

The emergence of generative artificial intelligence has had an immeasurable impact on humanity and society, as well as on how we learn, teach, assess the level of knowledge and skill attainment, conduct scientific research and collaborate with the wider community. Artificial intelligence, in the broadest sense, refers to machine systems capable of making predictions, recommendations or decisions that influence real or virtual environments. Artificial intelligence systems interact with us and affect our environment, either directly or indirectly. They often operate autonomously and can adapt their behaviour by learning from context (UNICEF, 2021).

As a young academic centre focused on the development and application of digital technologies in various fields, Algebra University is open to innovative approaches and committed to preparing its students and participants for a labour market and society where the use of artificial intelligence is becoming a daily reality. Furthermore, the University recognises its responsibility to society by ensuring the reliability of the knowledge and skills acquired, as confirmed by qualifications and diplomas or certificates of completed education and training. We believe in a balanced approach that combines striving towards enabling students and participants to use artificial intelligence tools with ensuring the achievement of learning outcomes defined by study programmes.

The purpose of this Policy on the Use of Artificial Intelligence in Education and Research (hereafter: *Policy*) is to take a position in relation to the use of artificial intelligence in education and research, identify possible applications of artificial intelligence in various tasks and activities at Algebra University and set a framework for action and development in all areas of the University's activities.

2. Strategic Orientation and Approach

Our strategic orientation and approach to the application of artificial intelligence in education, science and research are expressed through the following stance:

Algebra University uses artificial intelligence tools responsibly, ethically and transparently in fulfilling its mission, strategic goals and values, considering the impact on Algebra University's community, society, culture and the economy.

The ethical approach to applying artificial intelligence implies protecting and respecting individual dignity and rights as well as preserving community well-being which is based on ethical principles of academic integrity, harm avoidance and the protection of safety and privacy, considering the potential impact of artificial intelligence on humans, community, society, and the overall ecosystem. The ethical approach encompasses several core principles: transparency, accountability, inclusivity, humanity, safety, sustainability and privacy.

3. Teaching Activities

The application of artificial intelligence in teaching activities necessitates curricular enhancements, adaptations in learning and teaching approaches, ensuring the reliability of assessing learning outcomes and providing feedback to students or participants. In each of these areas, certain measures and specific actions need to be taken based on this Policy.

Study and educational programme contents must include skills for using artificial intelligence in professions requiring its application in various tasks and an understanding of the limitations of artificial intelligence. Moreover, artificial intelligence application requires well-developed transversal skills such as critical thinking and responsible action, which should be adequately represented in various courses within study programmes. In addition to content, study programmes must also be reviewed for necessary adaptations in learning and teaching approaches through the development of innovative teaching practices that incorporate responsible and transparent artificial intelligence use.

The greatest impact of artificial intelligence use, however, is on the purpose and meaning of higher education itself. Due to the advent of artificial intelligence, the contents of all study programmes need to be reviewed to identify the knowledge and skills that we aim to develop through higher education. Through a guided process and collaborative approach, all teachers need to consider applying elements of artificial intelligence to achieve prescribed learning outcomes, adapted to the field of each course. All existing learning outcomes will be mapped into three categories concerning artificial intelligence use: a) mandatory use, b) optional use and c) prohibited use. Based on the mapping results, the significance and justification particularly of those outcomes where artificial intelligence use would be prohibited will be re-evaluated.

Knowledge assessments should align with prescribed outcomes, and teachers should have the discretion to verify authenticity in cases where artificial intelligence use is not permitted, to eliminate any doubt regarding the student's attainment of learning outcomes. Hence, existing assessment methods need to be re-examined for reliability. Finally, providing feedback to students, which includes a reflection on appropriate artificial intelligence use, is crucial. Such feedback has formative value.

4. Science and Research

Just like in teaching activities, responsible and ethical application of artificial intelligence is encouraged in scientific and research activities, with particular attention to academic integrity, authorship authenticity and transparency in artificial intelligence use. The University bears the responsibility of ensuring access to artificial intelligence tools and promoting a culture of

responsible artificial intelligence use that fosters innovation while adhering to ethical standards and academic integrity. Both the University and researchers share the responsibility to build capacities for ethical artificial intelligence use in line with the principles outlined in this Policy.

5. Administrative and Professional Activities

Artificial intelligence application in administrative activities can enhance efficiency and facilitate data-driven decision-making. Therefore, a mapping of all tasks should be conducted to identify potential artificial intelligence application, such as drafting notes, minutes, analytical documents, reports and other documents, as well as improving internal regulations, informational texts, publications etc.

6. Professional Development and Institutional Support

Institutional support for artificial intelligence application in the University's activities is implemented at two levels. First, the overall literacy of the community must be raised through the Internal Academy programme. Second, specific professional development support for teachers and researchers needs be provided to enhance the understanding of artificial intelligence tools, curriculum design and assessment methods and procedures. Additionally, activities promoting the sharing of best practices among teachers should be planned to encourage quality artificial intelligence use in teaching and assessment.

7. Implementation of the Policy on the Use of Artificial Intelligence in Education and Research

The Policy on the Use of Artificial Intelligence in Education and Research provides a framework for development that is not prescriptive but encouraging. Hence, its implementation can be achieved through a systematic approach based on the principles outlined in this Policy and through specific activities derived from it in teaching and research, as well as in administrative, professional and analytical tasks. The Policy should be continuously developed, improved, and aligned with new development trends.

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