

Randolph Township Schools

Artificial Intelligence Guidebook

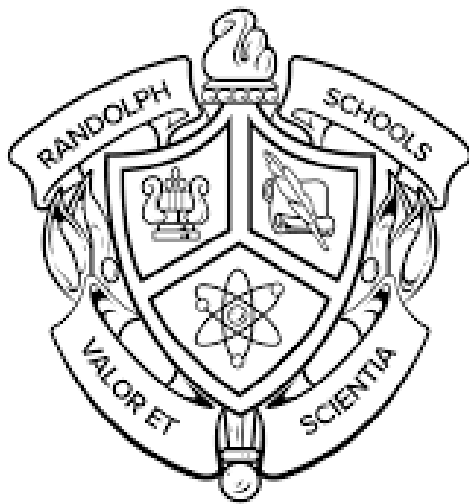


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Introduction

Introduction

Generative Artificial Intelligence (GenAI) is rapidly reshaping our society in many profound ways. As industries increasingly incorporate this technology into their daily operations, schools must evolve to ensure that students are prepared, not only to enter an AI-optimized workforce, but to engage as informed, digitally literate citizens of the modern world. Integrating GenAI education to foster critical thinking, responsibility, and adaptability, will ensure our students are equipped to thrive as responsible members of a global society, in alignment with our mission of empowering all learners to reach their full potential.

Purpose

While there are many benefits to GenAI in educational settings, such as personalized learning, enhanced creativity, and increased productivity and efficiency, there are also several limitations and concerns that require careful consideration by educators.

This document serves as a guiding framework for students, staff, and school communities to navigate the appropriate and responsible use of Gen AI in teaching, learning, and school management. Its purpose is to provide clear guidelines for students and staff on how to use AI safely, ethically, and effectively in Randolph Township Schools, ensuring we harness its benefits while being aware of its limitations and risks.

Scope

The guidelines in this document primarily concern Generative AI, as distinct from other forms of artificial intelligence. They apply to all students, faculty, staff, administrators, and other stakeholders using Generative AI models and applications on Randolph Township Schools devices, networks, and managed services.





Artificial Intelligence Basics

Artificial Intelligence Basics

What is Generative AI?

Generative AI, or GenAI, is a subset of artificial intelligence with the ability to create new content such as text, images, audio, video, and more. GenAI models are “**trained**” on massive amounts of data, primarily from the internet, which allows them to recognize and recreate patterns. In response to a user input, or **prompt**, these models can generate text, images, and other media based on their training data. However, generative AI is evolving at an incredibly rapid pace, reshaping various industries and aspects of society. Tools included in this document are examples of generative AI and are not intended to be an exhaustive list of what may be available to educators or approved by the district to use with students.

Type of GenAI	Description
Conversational (Chatbots)	Simulate human interactions using natural language, allowing users to engage in text or voice-based conversation with an AI
Multimedia	Processes, understands, and produces various types of media, including images, video, and audio
Generative Search	Produces narrative search results in response to natural language questions and queries
AI Writing Assistants	Use natural language processing to analyze and enhance written content

Common Benefits and Risks of Generative AI

GenAI holds enormous potential for enhancing the educational experience for all stakeholders. The following are globally accepted examples of some of these benefits for different populations of the educational community. The purpose of this section is to provide an overview of globally acknowledged benefits and does not directly reflect the approved use of AI in Randolph Township Schools.



Teachers

Enhanced content development

- create lesson plans, instructional materials, and assessments quickly and at scale

Differentiation

- generate text passages at a variety of reading levels, design personalized interventions based on student need/data, customize instructional content to reflect student interests

Increase productivity and efficiency

- compose emails, newsletters, and other communications quickly, brainstorm solutions to problems of practice, design and manage complex projects quickly and easily



Students

Enhanced learning and creativity

- use GenAI as a thought partner to spark creative approaches to coursework with teacher permission and guidance; create content for multimedia presentations; access to immediate, personalized feedback and review of concepts covered in class

Increased accessibility

- break down assignments into manageable chunks, help organizing thoughts, translation, differentiated explanations of content

Future-ready skills

- develop critical thinking skills by analyzing AI-generated outputs, collaborate with GenAI and other students to enhance human originality, understand AI's impact on the world and engage as an informed citizen



Administrators

Data analysis

- create reports and analyze trends in large amounts of data to develop actionable insights

Communication

- streamline communication tasks like drafting and revising content for emails, websites, reports, and grant applications

Professional development

- design relevant and meaningful professional development for staff based on school-specific issues and trends, brainstorm unique approaches to problems of practice such as scheduling, and discipline

However, these benefits must be weighed in balance against the following risks and limitations of GenAI technologies.

Threats To Academic Integrity

- Academic integrity can be compromised when students use GenAI tools without permission or disclosure, offloading their learning and presenting AI-generated work as their own.

Data Privacy & Security Violations

- AI systems gather large amounts of data, which is often used to train the model further. Any entry of personally identifiable information (PII) into a GenAI model constitutes a privacy violation and is vulnerable to data breaches and leaks.

Bias

- GenAI outputs reflect the biases inherent in the model's training data. Since most models are trained on information from the open internet, significant bias is unavoidable.

Hallucinations & Misinformation

- Generative AI tools will occasionally present false or misleading information as if it were true. This is due to the generative nature of the technology, which prioritizes creativity and task completion over accuracy.

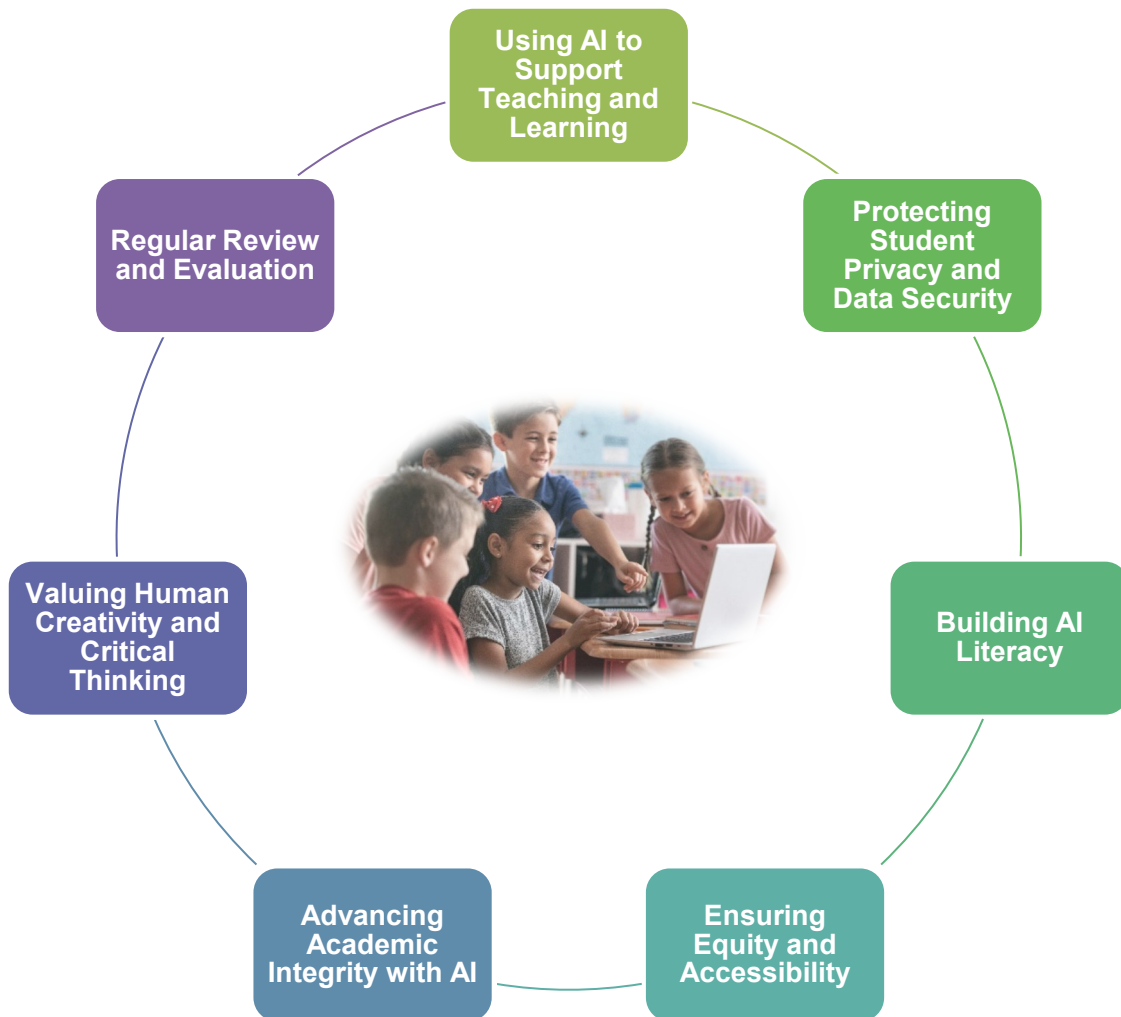
Misuse

- Misuse can occur when users become over-reliant on GenAI tools, undercutting learning and authenticity by offloading valuable learning tasks to AI, as well as simply accepting AI-generated outputs as correct without interrogating them for accuracy. Use of GenAI tools to impersonate, misrepresent, or bully/harass others also constitutes misuse.



Randolph Township Schools

Guiding Principles of AI



Randolph Township Schools

Guiding Principles of AI

Effective and responsible AI implementation at Randolph Township Schools will strive to realize the benefits of GenAI while mitigating the risks and proactively managing concerns. Any decision-making or use of GenAI tools should be anchored in the following guiding principles:

- 1. Using AI to Support Teaching and Learning:** *GenAI use will augment and enhance school and district educational objectives.*
- 2. Protecting Student Privacy and Data Security:** *GenAI use prioritizes student privacy and safety in compliance with all relevant laws, regulations (e.g., FERPA, COPPA), and district policies.*
- 3. Building AI Literacy:** *Promoting AI literacy for both faculty and students ensures responsible use and critical understanding.*
- 4. Ensuring Equity and Accessibility:** *GenAI tools and resources will be implemented equitably across Randolph Township Schools, with consideration for diverse learning needs.*
- 5. Advancing Academic Integrity with AI:** *GenAI usage will be guided by clear standards that promote authentic learning, discourage plagiarism, and foster intellectual honesty in both students and educators.*
- 6. Valuing Human Creativity and Critical Thinking:** *While leveraging GenAI's capabilities, Randolph Township Schools will prioritize and nurture human originality, creativity, and critical thinking skills in all educational processes.*
- 7. Regular Review and Evaluation:** *Policies and practices will be continually assessed to accommodate evolving GenAI technologies and their applications in Randolph Township Schools.*



Randolph Township Schools Guidelines for Usage of AI

Randolph Guidelines for All Stakeholders

Safe and effective GenAI implementations will require the effort and involvement of all members of the Randolph Township community. The following guidelines apply to all stakeholders, including students, faculty, staff, and administrators:



Use GenAI to Enhance Learning

Leverage GenAI to support and improve educational experiences, never to offload learning or meaningful engagement with content.



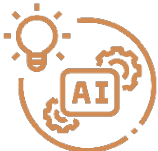
Balance GenAI and Human Input

Use GenAI to complement and expand your personal skills and knowledge, not to substitute for them.



Maintain Data Privacy

Use secure, district vetted tools only, and never input personally identifiable information into a GenAI system.



Build AI Literacy

Take advantage of opportunities to develop your understanding of the capabilities and limitations of GenAI tools to more effectively make decisions about their use.



Evaluate GenAI Outputs

Generative AI can make mistakes and can also perpetuate biases in its training data. Make sure to review all generated outputs for inaccurate information and bias.



Uphold and Model Academic Integrity

Prioritize your original thoughts and always attribute the nature and extent of AI support in your coursework, lesson plans, or other educational outputs using proper citation methods.

Randolph Township Schools Guidelines for Faculty and Staff

Responsible Generative AI Use for Educators

Educators are empowered to determine appropriate GenAI use in their classrooms, subject to all relevant student privacy laws (see Student Privacy, Data Security, and Safety below). We encourage educators to explore GenAI tools and use them creatively to enhance their productivity and instruction. However, it's important to note that GenAI should not be used as a replacement for district curriculum or the teacher's own expertise. Rather, GenAI should complement and augment the teacher's skills and knowledge, serving as a tool in the educator's toolbox. Randolph Township Schools will support educators by providing professional development opportunities on responsible GenAI integration.

Responsible uses for educators include:

Content Creation and Enhancement

GenAI can support the development of engaging multimedia content, spark creative ideas for lessons and activities, and assist in differentiating curricula based on student needs.

Communication and Operational Efficiency

AI-powered tools can help draft emails, create newsletters, and streamline administrative tasks such as scheduling and data analysis.

Assessment and Feedback

Gen AI can enhance assessment design, provide initial feedback, and assist with formative assessments. However, certified educators must review all graded assessments and ensure alignment with learning standards.

Research and Professional Development

Gen AI can efficiently gather and summarize educational resources and research papers and can offer personalized professional development opportunities based on educators' interests and career goals.



Accessibility and Inclusion

Gen AI tools can enhance accessibility through real-time captioning, text-to-speech, language translation, and content differentiation.

Student Privacy, Data Security, and Safety

Students' data privacy and online safety must be of paramount concern for all Randolph Township staff. Any AI integration must be in compliance with the following laws and policies:

- **Family Educational Rights and Privacy Act (FERPA):** This federal law protects the privacy of student education records. To ensure compliance, do not disclose personally identifiable information (PII) when using Gen AI tools.
- **Children's Online Privacy Protection Act (COPPA):** Applies to online services directed at children under 13. Confirm that a Gen AI tool is COPPA compliant by contacting *[insert relevant contact]* before using it with students.
- **Protection of Pupil Rights Amendment (PPRA):** Helps keep students' personal information safe when schools use new tech like AI. It makes sure parents have a say in how their children's data is collected and used, especially if companies might profit from it.
- **Children's Internet Protection Act (CIPA):** Requires schools to implement internet safety policies and technology protection measures to prevent access to obscene, pornographic, or harmful content. To ensure compliance, only use vetted tools and closely supervise student use of Gen AI.
- **New Jersey Data Privacy Act:** Set to take effect on January 16, 2025, this new state law classifies personal data of students under 13 as "sensitive data" which requires stricter handling and protection. School technology departments may need to review and potentially modify their use of educational technology platforms and online services to ensure compliance.
- **Board Policies:**
 - [District Regulation 2361: Acceptable Use Policy](#)
 - [Policy 5701: Academic Integrity](#)
- **Age Restrictions:** Many Gen AI tools have identified age restrictions for use of their platforms. All Randolph Township stakeholders should abide by these age restrictions when using AI tools.

Requirements for Protecting Student Data Privacy:

- 1 *Never enter personally identifiable information* into any GenAI tool.*
- 2 *Use only district-vetted GenAI tools with students (managed list- [Public Portal](#)).*
- 3 *Use caution if uploading student work into a GenAI tool (ie. to ensure no personally identifiable information).*
- 4 *Adhere to age restrictions for GenAI tools.*
- 5 *Before allowing students to independently use AI, explicitly teach basic AI literacy skills.*
- 6 *Report any known or suspected privacy violations or data breaches to building administration.*

**Personally identifiable information is defined as: names, addresses, dates of birth, social security numbers, student ID numbers, phone numbers, email addresses, medical information, disciplinary records, and any other data that could be used to identify a specific person.*



Using Generative AI with Students

GenAI use with students must be carefully designed to align with best instructional practices. Effective implementation requires ensuring that GenAI use is pedagogically sound, enriching student learning rather than offloading it to the technology. Educators should focus on using GenAI to support critical thinking, metacognition, personalized practice, and providing immediate feedback. This can be done by:

Incorporating AI literacy into regular instruction

- *Example: Students use a generative search engine to guide their research on a topic under study, then always confirm the results using reliable sources*

Providing standalone AI literacy lessons with connections to the course content as a whole

- *Example: Teacher conducts a lesson on identifying bias in AI images before allowing students to create content for in-class presentations*

Using GenAI to develop rigorous, personalized content

- *Example: Teachers use GenAI to design a project-based learning unit that can be customized to the unique interests and abilities of a wide range of students while connecting to content standards*

Designing activities and assessments that require both meaningful GenAI use and human contribution

- *Example: Teacher converts a traditional written essay assignment into a class discussion activity, with students using GenAI to summarize their notes on the discussion.*

Suggested GenAI Use by Grade Band

Using District Approved Tools

Grade Band	Allowed Use
Grades PK-5 (Elementary)	No independent student use. Students may use AI-generated materials that have been developed and approved by teachers. Teachers can employ Generative-AI in planning and instructional delivery (modeling appropriate usage/guided teacher instruction).
Grades 6-12 (Secondary)	Guided teacher modeling and demonstration for responsible use with students. Student use at the discretion of the teacher based on objective, nature of task, and desired learning outcome. Teachers can employ Generative-AI in planning and instructional delivery (modeling appropriate usage/guided teacher instruction).

Obtaining Parental Consent

Randolph Township Public Schools is committed to partnering with families to ensure the safety, security and data privacy of our students. All digital tools used by students are rigorously reviewed using a refined vetting process (Appendix-[Randolph Township Schools Digital Tool Approval Process](#)). This process includes analyzing for instructional effectiveness as well as technical safety and security. If a tool is approved by the district for use with students, it will be included in our District Approved Digital Platforms Guardian Notification sent to all families via Genesis. Any questions, comments, or concerns regarding an approved digital platform should be brought to the attention of the building principal for the student's school.

Academic Integrity Concerns

Educators are encouraged to communicate clear expectations about GenAI use to students to proactively avoid district policy violations. Students must obtain permission from the teacher before using GenAI tools in their coursework, including the use of chatbots, multimedia generators, generative search engines, and AI-powered writing assistants. When in doubt about the use of a GenAI tool, consult with the teacher before proceeding. Staff and students are required to disclose the use of GenAI with proper attribution using [MLA/APA/Other preferred style guide]. Misuse of GenAI, including representing AI-generated work as your own, will be considered a violation of district policies and will be investigated accordingly.”

Suspected or Confirmed Misuse

If teachers suspect or have confirmed misuse of GenAI tools leading to an academic integrity or code of conduct violation, follow the procedures as outlined in [Policy 5701: Academic Integrity](#).

A Note on AI Detectors

Randolph Township Schools does not endorse the use of commercial AI detectors as the sole means of determining academic dishonesty. These tools have been shown to be unreliable and can produce both false positives and false negatives. A recent study of twelve popular AI detection tools found that all had accuracy rates below 80% in identifying AI-generated text.¹ Instead of relying solely on these detectors, we encourage teachers to foster a culture of academic integrity through open discussions about appropriate AI use, clear guidelines for assignments, and the development of critical thinking skills that showcase students' original thought processes. If misuse is suspected, follow the standard procedures as outlined in district policy for suspected academic integrity violations.

¹ Weber-Wulff, D., Anohina-Naumeca, A., Bjelobaba, S., Foltýnek, T., Guerrero-Dib, J., Popoola, O., Šigut, P., & Waddington, L. (2023). Testing of detection tools for AI-Generated Text. *arXiv (Cornell University)*. <https://doi.org/10.48550/arxiv.2306.15666>

Generative AI and Grading

While GenAI tools can offer valuable assistance in the educational process, the district maintains that all formal grading must be conducted by certified teachers. GenAI can be leveraged to provide initial feedback and support formative assessments, helping to streamline the grading process and offer students preliminary insights. However, the final evaluation and assignment of grades for all summative assessments and official records must be performed by qualified educators. This ensures that grading decisions are made with full consideration of context, individual student needs, and the nuanced understanding that only teachers can provide.



Randolph Township Schools Guidelines for Students

Responsible Generative AI Use for Students

Education is about developing skills, knowledge, and deep understanding of content. While GenAI can be a powerful learning tool, it's meant to enhance learning, not replace human thought and effort. Responsible GenAI use should deepen learning and creativity, not serve as a shortcut to avoid authentic engagement with coursework.

Students Should Always:

Use Only Approved GenAI Tools

Managed list here: [Public Portal](#)

Obtain Permission

Teachers will clearly communicate GenAI expectations to students, but when in doubt, ask before using a GenAI tool on an assignment. Teachers have the final say on when and how GenAI may be used in their classes.

Keep Personal Information Safe

Protect personal data when interacting with GenAI systems and do not enter personally identifiable information into GenAI systems (for example: name, address, Social Security number, phone number, email, birth date, PINs, passwords, medical history, education details, family information, etc.)

Verify GenAI Outputs

GenAI systems generate responses based on patterns in their training data, which may be incomplete, biased, or outdated. These systems can magnify social biases, present outdated information, or even confidently state incorrect facts. Students are ultimately responsible for all material created as part of coursework and Randolph Township Schools.

Prioritize Human Originality

Use GenAI as a tool to enhance your own thinking and creativity, not as a replacement for your own ideas and work. Try to build upon or significantly transform the AI-generated content with your own analysis, voice, and insights.

Maintain Transparency

Always disclose GenAI use in your coursework using the preferred citation method of the teacher making the assignment.

Uphold Respect For Others

Remember to use GenAI technologies in ways that honor the rights and dignity of others, steering clear of behaviors like harassment or bullying.





FAQs

FAQs

Teachers

Q: Do I have to use GenAI tools?

A: No, teachers are not required to use GenAI tools in their instruction or planning unless an approved course curriculum requires AI use. While we support teachers who wish to thoughtfully integrate AI tools into their practice, we also support those who need more time to evaluate these new technologies. Teachers are empowered to make individual choices about if, when, how, and to what extent GenAI tools will be used based on thoughtful consideration of educational objectives and student needs.

Q: How do I request access to a new GenAI tool?

A: Please use the District's Digital Tool Approval Process (Appendix: [Randolph Township Schools Digital Tool Approval Process](#)).

Q: What resources are available to support me in implementing GenAI according to district guidelines?

A: The district is committed to providing a variety of professional development resources, support, and opportunities to guide educators in their exploration and usage of innovative educational technologies such as GenAI.

Q: Who do I contact with further questions or concerns?

A: Department Supervisor or Building Administration

Students and Families

Q: How does the district ensure that GenAI tools are appropriately vetted and used?

A: Our district takes a comprehensive approach to ensuring the safe and appropriate use of AI tools in educational settings. Before any AI tool is approved for classroom use, it undergoes rigorous evaluation by the district to verify student data privacy, legal security compliance, and alignment to educational objectives. Teachers receive clear guidance on using approved tools effectively, and clear boundaries are set regarding acceptable use and content generation. We maintain active oversight through RTNJ Digital Tool Approval Process and deploy content filters, age restrictions, and clear procedures for reporting concerns. All approved GenAI tools are listed in our [Public Portal](#) and we actively encourage feedback from students, parents, and caregivers regarding AI tool implementation.

Q: What do I do if I have questions or concerns regarding GenAI usage?

A: Contact your teacher and/or building supervisor or administrator.

Conclusion

As we integrate AI into our practices, every member of the Randolph Township Schools community will play a crucial role in harnessing its potential while upholding our educational values. This guidance is designed to help educators and students use GenAI to enhance creativity, efficiency, and personalized instruction, while maintaining academic integrity, student privacy, and equitable access. Ultimately, human originality and creativity remain irreplaceable. As students and faculty work to implement these guidelines, they are encouraged to reflect, adapt, and share experiences. Together, we can create a future where wisdom and GenAI work in harmony to provide the best possible learning experience for every student.

Note: This is version 1 of a living document that will be reviewed, evaluated, and revised at regular intervals as GenAI technology continues to evolve.

AI Acknowledgement:

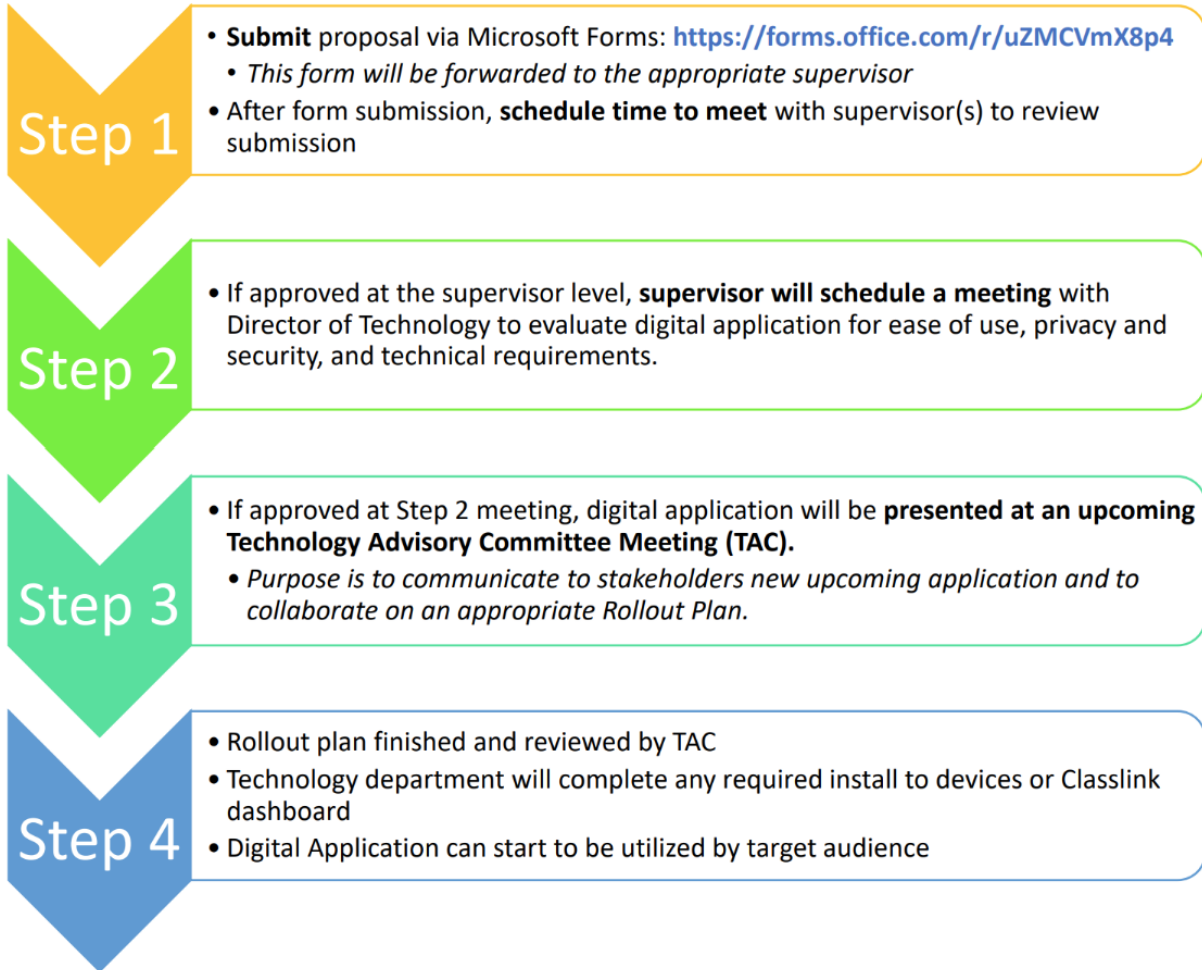
This document was developed with assistance from Claude, an AI language model created by Anthropic. Claude was used to provide editorial suggestions and refine content. All AI-generated content has been reviewed, edited, and approved by the human author(s). The use of AI in this process was intended to enhance efficiency and idea generation while maintaining the integrity and originality of the human-led work.



Appendix

Randolph Township Schools Digital Tool Approval Process

Supplemental Digital Tools: Adoption Process for Staff



Resources and Links

Public Portal of RTNJ Tools

Link: [Public Portal](#)

ISTE (International Standards for Technology Education) Hands-on AI Project Resources

Link: [ISTE AI activities](#)

AI 4 K-12 Resources

Five Big Ideas in Artificial Intelligence v.2

5. Societal Impact

AI can impact society in both positive and negative ways. AI technologies are changing the ways we work, travel, communicate, and care for each other. But we must be mindful of the harms that can potentially occur. For example, biases in the data used to train an AI system could lead to some people being less well served than others. Thus, it is important to discuss the impacts that AI is having on our society and develop criteria for the ethical design and deployment of AI-based systems.

4. Natural Interaction

Intelligent agents require many kinds of knowledge to collaborate and interact naturally with humans. Ideally, agents will converse with us using natural language, draw upon cultural knowledge to infer intentions from observed behavior, and respond appropriately to body language, facial expressions, and emotions. Advances in deep neural networks such as large language models and convolutional neural networks are making this possible.

1. Perception

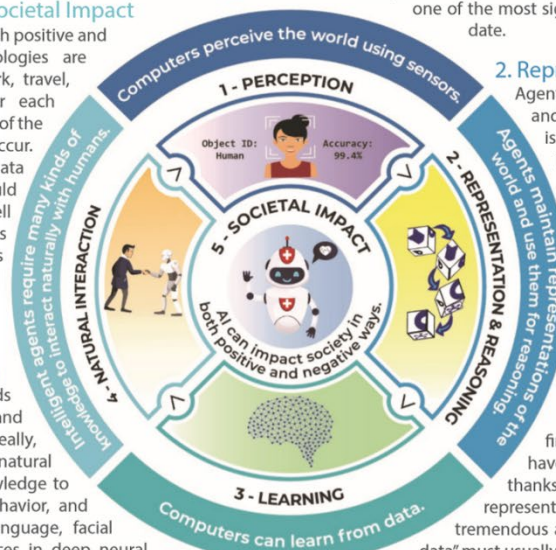
Computers perceive the world using sensors. Perception is the process of extracting meaning from sensory signals. Making computers "see" and "hear" well enough for practical use is one of the most significant achievements of AI to date.

2. Representation & Reasoning

Agents maintain representations of the world and use them for reasoning. Representation is one of the fundamental problems of intelligence, both natural and artificial. Computers construct representations using data structures, and these representations support reasoning algorithms that derive new information from what is already known. While AI agents can reason about very complex problems, they do not think the way a human does.

3. Learning

Computers can learn from data. Machine learning is a kind of statistical inference that finds patterns in data. Many areas of AI have progressed significantly in recent years thanks to learning algorithms that create new representations. For the approach to succeed, tremendous amounts of data are required. This "training data" must usually be supplied by people, but is sometimes acquired by the machine itself.



The AI 4 K-12 Initiative is a joint project of the Association for the Advancement of Artificial Intelligence (AAAI) and the Computer Science Teachers Association (CSTA), funded by National Science Foundation award DRL-1846073

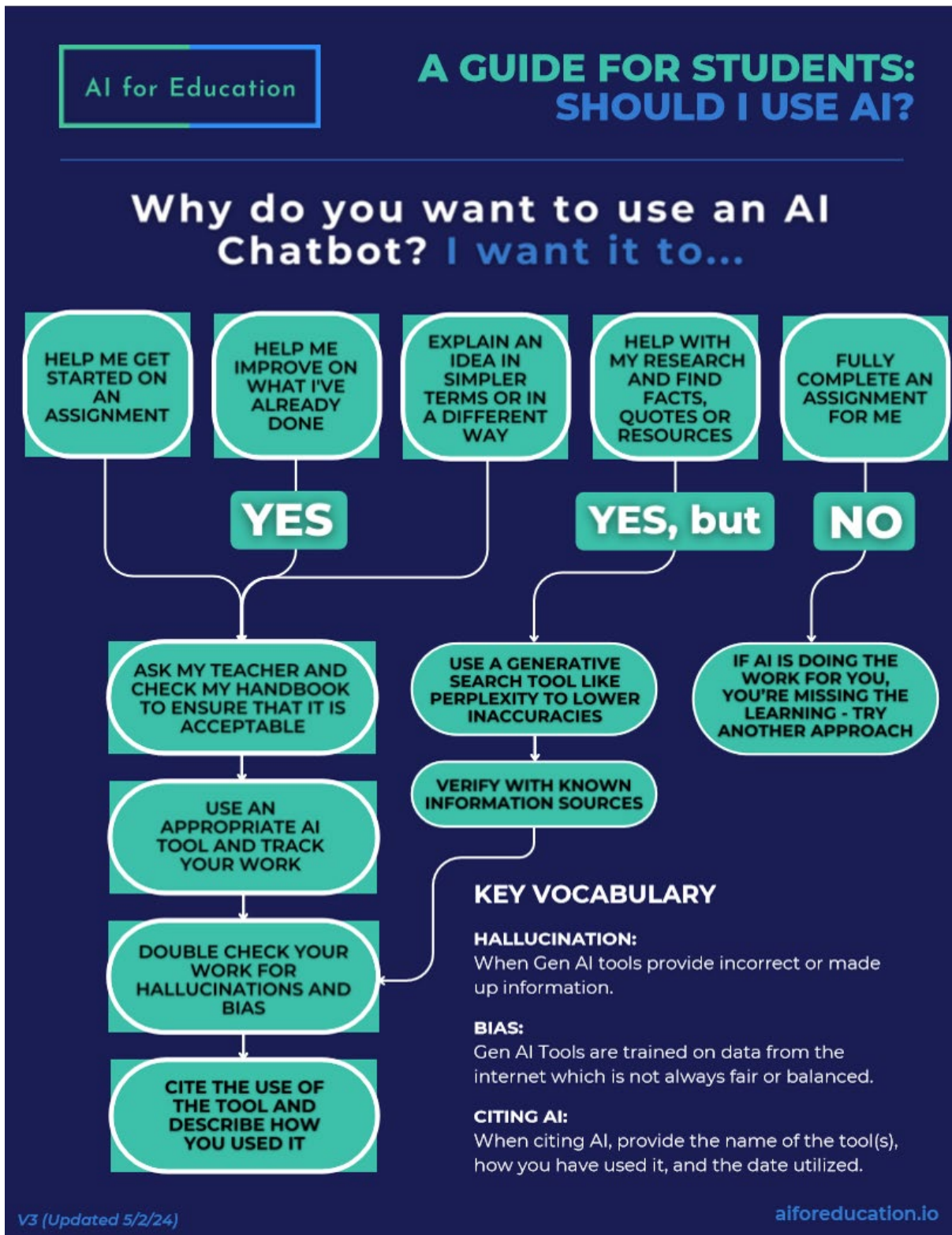


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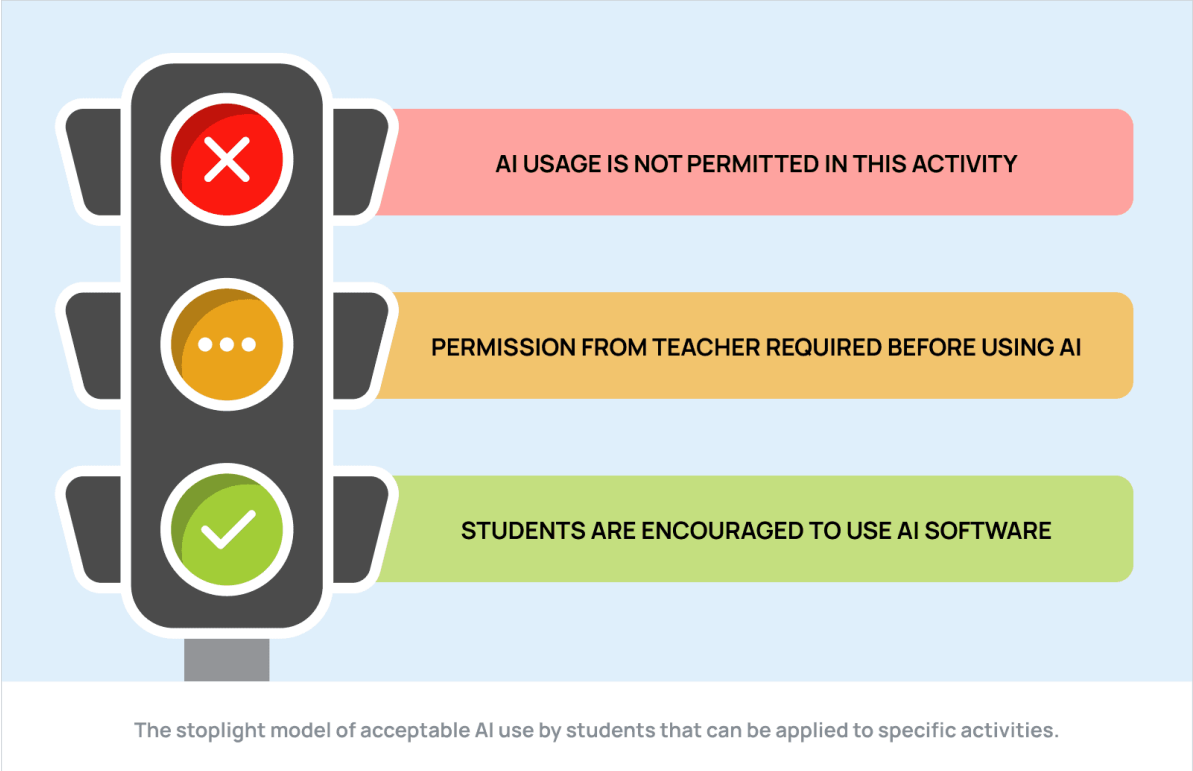


Link: [AI4K12 Grade Progressions](#)

Example Student AI Expectations Anchor Charts



Source: Student Guide for AI Use — AI for Education



Source: Flint AI

EXPECTATIONS

Assign **one or more** of the options to a step in learning tasks' processes to give students **clear expectations** about when or if they can use AI. You can see examples below the sample in the "Process" section on the left!

- 

Students Think Alone

1

Summary. Students complete a learning task with *their own thinking*.
- 

Plans

2

Summary. Students use AI to *outline, plan, or prepare* their own ideas. This may be done by creating *exemplars* of media or text.

Transparency. Disclosure/citations are *advised*.
- 

Ideas

3

Summary. Students use AI to *brainstorm ideas* to develop.

Transparency. Disclosure/citations are *advised*.
- 

Feedback & Language

4

Summary. Students use AI to *improve* their work by receiving *feedback or language suggestions*.

Transparency. Disclosure/citations are *required*.
- 

AI Creates Elements

5

Summary. Students use AI to *create* artifacts like media or text to *enhance* their work. This level is appropriate when AI is used on elements other than the learning objectives of the learning task.

Transparency. Disclosure/citations are *required*.


Disclosure: images of kids and robots from DALLE-3.

Work inspired by Perkins et al., 2024: open-publishing.org/journals/index.php/jutip/article/view/810

Source: [Materials – withTape.com](https://www.withtape.com)

AI Citations Methods Resource

How To Reference Artificial Intelligence

MLA	APA
<ol style="list-style-type: none"> Author: Do not recommend treating the AI tool as an author. Title of Source: What was generated by the AI tool. Title of Container: Name of the AI tool. Version: Version of the AI tool as specifically as possible. Publisher: The company of the tool. Date: Give the content generated date. Location: Give the tool a general URL. 	<p>The reference format varies depending on the type of source being cited in APA. (the formats of citing online info)</p> <ul style="list-style-type: none"> Website: AuthorLastName, AuthorInitials. (Year). Title of webpage/document. Website Name. URL Online Article with No Author: Title of article. (Year). Title of Journal or Magazine, Volume(Issue), PageRange. DOI or URL (if applicable).
<p>PARAPHRASING TEXT</p> <p>"Describe the symbolism of the green light in the book <i>The Great Gatsby</i> by F. Scott Fitzgerald" prompt. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.</p> <p>Source, Container, Version, Publisher, Date, Location</p>	<p>QUOTING OR REPRODUCING AI-GENERATED TEXT</p> <p>Describe how you used the tool in your Method section of your paper. In your text, provide the prompt and any portion of the relevant AI-generated text. Quoting AI-generated text is more like sharing an algorithm's output; credit the author of the algorithm with a reference list entry and the corresponding in-text citation.</p> <ul style="list-style-type: none"> In-text Citation: (OpenAI, 2023) Reference: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat <p>Put the full text of long responses from ChatGPT in an appendix of your paper, each should be called out at least once in the body of your APA Style paper.</p>
<p>QUOTING TEXT</p> <p>"In 200 words, describe the symbolism of the green light in <i>The Great Gatsby</i>" follow-up prompt to list sources. ChatGPT, 13 Feb. version, OpenAI, 9 Mar. 2023, chat.openai.com/chat.</p> <p>Source, Container, Version, Publisher, Date, Location</p> <p><i>Tip: A more general phrase could be used if the outcome is derived from a sequence of prompts (a dialogue between you and the AI tool).</i></p>	<ul style="list-style-type: none"> In-text Citation: ((OpenAI, 2023; see Appendix A for the full transcript). Reference: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat <p>Author, Date (the year of the version), Title, Source (URL)</p>
<p>CITING CREATIVE VISUAL WORKS</p>  <p>Fig. 1. "crayon drawing of an ice cream swimming in the ocean on a sunny day" prompt, DALL-E, version 2, OpenAI, 13 May 2023, labs.openai.com/.</p> <p>Source, Container, Version, Publisher, Date, Location</p>	<p>CITING AN AI SYSTEM OR SOFTWARE</p> <p>Guidelines are based on the software template, they can be adapted to note the use of various large language models, algorithms, and similar software.</p> <ul style="list-style-type: none"> Parenthetical citation: (OpenAI, 2023) Narrative citation: OpenAI (2023) Reference: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat <p>Author, Date (the year of the version), Title, Source (URL)</p>
<p>QUOTING CREATIVE TEXTUAL WORKS</p> <p>If you assigned a title:</p> <p>The title of source will be the title you assigned and a brief intro about the work.</p> <p>"The Sunflower" villanelle about a sunflower. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.</p> <p>If you didn't assign a title:</p> <p>Incorporate part of or all of the first line into the description of the work in the Title of Source.</p> <p>"Upon the shore..." Shakespearean sonnet about seeing the ocean. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.</p>	<p>CITING A RESEARCH PAPER OR ARTICLE ON AI:</p> <p>If you are citing a research paper or article specifically focused on AI, follow the regular citation format for journal articles or conference papers.</p> <p>Doe, J., Smith, A., & Johnson, B. (2023). The Impact of AI on Education. <i>Journal of Artificial Intelligence</i>, 10(2), 123-145. doi:10.12345/jai.2023.10.2.123</p> <p>author(s), Publication Year, Title, name of the journal or conference proceedings, volume/issue/page numbers, DOI or URL</p>
<p>CITING SECONDARY SOURCES USED BY AN AI TOOL</p> <p>MLA recommends that people acknowledge secondary sources in their work. You need to click through to the source listed in the AI generated note in order to get the original information for citation.</p> <p>Works Cited: MLA. "Citing Generative AI." MLA Style Center, 13 Aug. 2021. https://style.mla.org/citing-generative-ai/.</p>	<p>CITING AI-GENERATED ART</p> <p>At present, there is no official guide on how to reference non-textual works generated by AI in APA style. One potential option is to utilize the guidelines outlined in MLA style and modify them to be compliant with APA standards.</p> <p>References: MLA Style Center. (2021, August 13). Citing Generative AI. Retrieved from https://style.mla.org/citing-generative-ai/</p>

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