Guidelines for Applying AI Tools in the Service Design Study Process at SDSI during Year 1

Introduction:

In recognition of the evolving landscape of service design and its synergy with AI technologies, students of the SDSI service design master's degree program are encouraged to incorporate AI tools, including Language Models (LLMs), into their study process. While AI tools can enhance the design process, it's important to ensure a balanced and ethical application. These guidelines aim to provide students with a framework for effectively integrating AI into their studies.

1. Awareness and Familiarity:

Students are not required to possess prior knowledge of AI tools. However, as AI is widely acknowledged in the service design field, familiarity with AI concepts and tools, such as LLMs, is beneficial. The program encourages continuous learning about AI trends, developments, and their potential implications for service design.

2. Ethical and Responsible Use:

When utilizing AI tools, students must uphold ethical considerations and responsible usage. This includes avoiding biases, respecting data privacy, and ensuring the output generated by AI tools aligns with ethical standards and academic integrity.

3. Supportive Role of AI:

Generative AI tools, such as LLMs, can serve as supporting aids in the design process. They can assist in tasks like research, forecasting, generating solutions, optimization, and documentation. While AI can offer insights and suggestions, students remain the drivers of the design process.

4. Course-Specific Variations:

The integration of AI tools may vary across courses. Some instructors may permit the use of AI tools during the study process, while others might limit their use in assignments. Students are advised to carefully review course materials and instructor guidelines for each course. Lecturers are required to present course-specific requirements at the beginning of each course, including any limitations on AI tool usage in assignments.

5. Academic Integrity:

When using AI-generated content, students must clearly attribute the sources and contributions of AI tools in accordance with academic integrity standards. Plagiarism and misrepresentation of AI-generated content are strictly prohibited. The use of AI tools must not involve submitting work that has been completed by someone other than themselves.

6. Citing Generative AI:

When incorporating content generated by AI tools, students must provide appropriate citations to give credit to the AI's contribution. Consult citation standards for AI-generated content, such as ChatGPT, by referring to this link: Citation Standards for AI-Generated Content.

7. Collaboration and Sharing:

Collaboration with peers on AI-assisted projects is welcomed, provided that individual contributions are clearly defined. Sharing insights, experiences, and best practices related to AI tool application can foster a collaborative learning environment.

8. Disciplinary Actions:

Students who misuse AI tools in a manner that goes against the lecturer's guidelines, or who attempt to gain an unfair advantage in assessments, are subject to disciplinary actions. These actions range from warnings to suspensions and may even result in expulsion, depending on the severity of the violation.

9. Risk for Cheating:

While the exact prevalence of cheating through the use of AI tools remains uncertain, confirmed cases have been reported in various higher education institutions. Students must navigate a fine line between leveraging AI tools to support learning and independently demonstrating their grasp of course material.

These comprehensive guidelines empower students to responsibly and creatively leverage AI tools within the framework of their service design studies. By adhering to ethical standards, respecting academic integrity, and embracing the opportunities presented by AI, students can contribute to innovative and impactful service design solutions.