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Guidelines for the responsible and reflective use of Artificial Intelligence (AI)

Contents

Purpose of these Guidelines 3
Guiding principle 3
AI as a learning partner 4
AI literacy as a learning outcome 4
Acceptable uses of AI 4
Unacceptable uses of AI 5
AI transparency requirement 5
Human contribution requirement 6
Group assignments 6
Assessment of AI-supported work 7
Verification and factchecking 7
Ethical responsibilities 8
Connection to Futures literacy 8

Purpose of these Guidelines

The BTTF Futures Literacy Programme recognises that Artificial Intelligence (AI) is increasingly shaping education, work, communication, and everyday life. As a programme dedicated to futures literacy and future readiness, BTTF encourages participants to develop the skills needed to use AI critically, ethically, responsibly, and creatively.

In these guidelines, AI tools include conversational tools and chatbots, writing and language assistants, translation and summarization tools, image, audio and video generators, coding and data-analysis assistants, AI-supported search tools, and AI features embedded in commonly used digital platforms. Examples include tools such as ChatGPT, Microsoft Copilot, Gemini, Grammarly, Claude and DeepL, although this list is illustrative rather than exhaustive.

These guidelines aim to:

- support meaningful and responsible use of AI,
- promote transparency and academic integrity,
- encourage critical reflection on AI-generated outputs,
- help participants develop AI literacy as a future-ready competency,
- ensure that AI enhances, rather than replaces, human learning and judgment.

The programme does not seek to prohibit AI use. Instead, it seeks to help participants become thoughtful, responsible, and reflective users of AI technologies.

Guiding principle

Use AI to think better, not to think instead of you.

Futures Literacy values curiosity, critical reflection, imagination, ethical responsibility, and human agency. AI should strengthen these capacities and not replace them.

You are expected to remain the authors of your ideas, interpretations, judgments, reflections, and conclusions.

The value of an assignment lies not only in the final product but in the thinking process through which it is created. Futures Literacy requires participants to challenge assumptions, explore alternative futures, evaluate uncertainties, and develop informed personal perspectives. These are human capacities that cannot be delegated to AI.

AI as a **learning partner**

The BTTF programme views AI primarily as a **learning partner**, not as a content generator. Think of AI as a conversational partner that helps you think more deeply instead of replacing your thinking. Therefore, you are encouraged to use AI to explore new perspectives, test assumptions, refine questions, organize ideas, identify gaps in their understanding, improve communication, stimulate creativity, and support independent inquiry.

You may ask AI for example:

- "What are alternative interpretations of this issue?"
- "What assumptions am I making?"
- "What arguments challenge my position?"
- "How could this trend evolve in different futures?"
- "What might I have overlooked?"

Such uses are fully aligned with the goals of Futures literacy.

AI literacy as a **learning outcome**

Furthermore, you are expected not only to use AI but also to critically evaluate it; you are expected to question AI outputs and not accept them uncritically. AI literacy includes the **capacity to understand when AI is helpful** and when human expertise, experience, and contextual understanding are indispensable.

What does it mean? It means while using AI you should:

- recognise AI bias,
- identify missing context,
- assess the credibility of AI-generated content,
- compare AI-generated outputs with human judgment,
- evaluate ethical implications of AI use,
- understand the limitations of AI systems.

Developing AI literacy does not mean that participants are expected to use AI in every activity. It also includes recognising **when AI is unnecessary**, **unsuitable** or **less valuable** than human knowledge, dialogue, experience or independent reflection.

Acceptable uses of AI

In BTTF programme what we see as acceptable use of AI is when you use AI for:

Research and exploration – when you are using AI for exploring unfamiliar topics; understanding key concepts; identifying ideas for further investigation; generating discussion questions; locating potential sources for verification.

Idea development – when you are using AI for brainstorming; scenario exploration; identifying probable/likely/potential future developments; generating alternative viewpoints; structuring arguments.

Language and communication – when you use it for proofreading; grammar correction; improving clarity and readability; translation assistance; summarizing personal notes.

Technical support - when you need support for preparing outlines; organising information; formatting presentations; developing visual concepts and layouts.

Unacceptable uses of AI

Assignments should demonstrate your own understanding, reasoning, and application of course concepts. Therefore, as an unacceptable use of AI, BTTF programme considers when you:

- submit AI-generated work as you own,
- ask AI to complete an entire assignment,
- use AI to replace critical analysis, reflection, or judgment / rely on AI to produce analysis without personal contribution,
- copy and paste AI-generated text without substantial personal contribution (i.e. revision and reflection),
- use AI to fabricate references, sources, quotations, data, or evidence,
- present AI-generated conclusions as personal insights,
- circumvent learning objectives through excessive automation.

Any submission that demonstrates little evidence of participant engagement, reflection, or critical thinking may be returned for revision or graded accordingly.

AI transparency requirement

Whenever you use AI, its use must be acknowledged. Each assignment should include a brief AI Use Statement. For example:

"AI tool(s) [insert tool name(s), e.g. Microsoft Copilot, ChatGPT or Gemini] were used to [briefly describe the purpose, e.g. brainstorm potential examples, structure ideas or improve language clarity]. The AI-generated suggestions were critically reviewed, and

[briefly explain which suggestions were accepted, adapted or rejected and why]. Through this process, I/we learned [briefly describe what you learned or how AI supported the learning process]. I/we also identified the following limitations, inaccuracies or possible biases: [brief explanation]. All analysis, interpretations, conclusions and final decisions were developed, reviewed and verified by the author(s)."

Transparency allows lecturers and tutors to evaluate both the final product and the learning process.

Human contribution requirement

Every assignment must clearly demonstrate evidence of human contribution. This includes:

- original thinking,
- personal interpretation,
- ethical reasoning,
- critical analysis,
- creativity,
- reflection,
- teamwork and dialogue,
- decision-making.

Assignments should reveal how you arrived at your conclusions, not merely what conclusions were produced.

Group assignments

For team assignments, you are expected to follow below guides:

- Teams may use AI collaboratively.
- All members should understand and review AI-generated outputs.
- Teams remain responsible for the accuracy and quality of submitted work.
- AI outputs should be discussed, evaluated, and revised by the team.
- Teams should ensure that all members understand the final submission.
- AI-generated content does not replace team discussion and collective decision-making. AI should support collaboration, not replace it.

Teams may include one short, shared AI Use Statement in the final submission instead of requiring a separate statement from every team member.

Assessment of AI-supported work

Assignments will not be assessed based on whether AI was used. Instead, assessment will focus on:

- quality of thinking,
- application of Futures Literacy concepts and methods,
- originality of insights,
- evidence of reflection,
- quality of argumentation,
- ethical and responsible use of AI,
- ability to critically evaluate AI-generated outputs.

Using AI responsibly will not lower your/your team's grade. However, excessive reliance on AI that diminishes evidence of human learning, reasoning, and reflection may negatively affect assessment outcomes. To reiterate, *AI should assist learning rather than perform the learning for you*.

Verification and factchecking

AI should not normally be treated as the original source of information. When AI suggests a publication, statistic, quotation, link or other piece of evidence, participants should locate and consult the original source before using it.

You remain responsible for the accuracy of all submitted work. AI-generated information should always be verified. You are encouraged to cross-check sources, verify facts, review citations, challenge AI-generated conclusions, consult recommended course materials and provide evidence for performing these activities.

An AI Use Statement is not a replacement for referencing sources. Participants should continue to cite the books, articles, reports, datasets, websites or course materials on which their work is based.

AI output may be referenced directly when the output itself is the object of analysis or when an activity specifically asks participants to examine or compare AI-generated responses.

Ethical responsibilities

You should use AI in ways that:

- ✓ respect academic integrity;
- ✓ acknowledge and appropriately credit intellectual contributions;
- ✓ respect copyright and other intellectual property rights;
- ✓ protect privacy and personal data;
- ✓ avoid discrimination, harmful biases, stereotypes and the exclusion of relevant perspectives;
- ✓ support inclusive and respectful communication;
- ✓ avoid creating deceptive, misleading or manipulative AI-generated content;
- ✓ avoid using AI to imitate the voice, image or identity of a real person without their permission.

The programme encourages participants to think critically about the broader societal implications of AI and its impact on work, media, governance, equality, climate futures, and democratic participation, issues addressed throughout the BTTF MOOCs.

Connection to Futures literacy

Within the BTTF programme, AI is not simply a technological tool. It is also a subject of inquiry. We encourage you to reflect on questions such as:

- How does AI shape our assumptions about the future?
- Which human capabilities become more important in an AI-rich world?
- How can AI contribute to social inclusion rather than exclusion?
- What ethical challenges emerge from increased reliance on AI?
- How can AI support human agency instead of weakening it?

These questions are central to Futures literacy and to the broader educational goals of the programme.

Responsible AI use is therefore not limited to following a list of rules. It also involves recognizing uncertainty, questioning assumptions, examining whose perspectives are represented or missing, and making deliberate decisions about when and how AI should be used.