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the translation function in Microsoft Word.**

# **Guidelines for the use of artificial intelligence in teaching and learning at Vasa övningsskola**

**Approved by the Rector's Group of Vasa övningsskola 19.5.2025**

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## 1. General information about artificial intelligence (AI)

### 1.1. Definition of the concept of artificial intelligence

Artificial intelligence (AI) is an umbrella term that refers to a number of different technologies that allow computers to process data in a seemingly intelligent way.

The definition of AI system is according to Regulation (EU 2024/1689) of the European Parliament and of the Council a machine-based system designed to operate with varying degrees of autonomy and capable of demonstrating adaptability after being deployed and which, for explicit or implied objectives, draws conclusions derived from the input data it receives, as to how outputs such as predictions, Content, recommendations or decisions that may affect physical or virtual environments must be generated.

AI services (such as ChatGPT, Microsoft Copilot, Google Gemini, Duck AI, Claude, and Apple Intelligence) are AI systems that can produce text, images, audio, and varied content based on the data they have been trained on.

### 1.2. Starting points for the use of AI at Vasa övningsskola

Vasa Training School (VÖS) wants to encourage the active use of new technology and artificial intelligence. An active and pedagogically motivated use of new technology and AI at VÖS requires that one consciously follows legal rules and ethical principles for such use.

When using AI tools, it is important to distinguish between AI tools used in an open environment and AI tools used in a closed environment for controlled purposes. An open environment refers to AI tools that are web-based and accessible to a broad audience. Use in a closed environment can e.g. be an AI tool that is used internally within the Vasa Training School or Åbo Akademi University and runs on Åbo Akademi University's servers or on the device's hard disk.

## 2. Recommendations for teachers and staff

The use of AI tools is permitted according to ÅAU's routine to support teaching and learning. Teachers have the right to restrict the use of AI tools in a specific course or assignment. The teacher must provide pupils and students with clear information on the principles of the use of AI tools in courses, sequences, lessons or in specific assignments. In cases where the use of AI tools is permitted, the teacher must ask students to describe how they have used AI in an assignment.

### 2.1 Artificial intelligence at Vasa Training School

For Vasa Övningsskola's teachers and staff, the governing documents and instructions that Åbo Akademi University has published on its intranet apply on a general level:

<https://abofi.sharepoint.com/sites/intra-ict/SitePages/Artificiell-intelligens-vid-%C3%85A.aspx> (requires ÅAU login). Åbo Akademi University's AI recommendations consist of:

- Regulations on the use of artificial intelligence at Åbo Akademi University
- routine for the use of AI tools in research, teaching and studies

- information about Generative AI in teaching, studies and research
- list of recommended AI tools.

## **2.2 Ethics, transparency, protection of personal data, confidential information and copyrighted material**

It is the responsibility of every teacher to discuss the importance of using AI in an ethical way. Pupils and upper secondary school students need to be guided in an age-appropriate way on the advantages and disadvantages, opportunities and risks of using AI tools based on the following:

- **Ethics:** AI tools should be used responsibly and ethically.
- **Transparency:** The use of artificial intelligence is specified in the manner required by accepted practice. See ÅAU's intranet for information on how to describe the use of AI-based tools in e.g. exercises.
- **Protection of personal data:** In order to protect one's own and others' personal data, personal data should generally not be entered into any AI tool. If necessary, personal data may only be processed in AI tools that are protected in a closed environment and that Åbo Akademi University has approved for the purpose.
- **Confidential information:** It is only permitted to enter or process confidential information in a protected, closed environment and in tools approved by Åbo Akademi University for the purpose. (See ÅAU's information about approved AI tools)
- **Copyright:** The basic principle is that copyrighted material should not be entered for processing by AI tools. In special cases, it may still be possible to process copyrighted material, but then it is only permitted to enter or process copyrighted material in a protected, closed environment and in tools approved by Åbo Akademi University for the purpose or in tools that ensure that copyrights are not infringed.

## **2.3 Approved AI tools for teachers and staff at Vasa övningsskola**

Teachers and staff at Vasa övningsskola can use the AI tools recommended by Åbo Akademi University in their work, namely:

- Microsoft 365 Copilot Chat is an AI assistant for questions you can answer, generate content, and analyze data, among other things. It is NOT allowed to process personal data or confidential or sensitive information in Copilot Chat
- Buzz Transcribe is an AI-based program for transcribing audio files, such as interviews, in a data-secure way
- and the tools approved for pupils and students.

See ICT's information on approved AI tools on the Turku Akadmi intranet:

<https://abofi.sharepoint.com/sites/intra-ict/SitePages/Artificiell-intelligens-vid-%C3%85A.aspx>.

The list of approved AI tools can be updated.

In teaching, teachers may only use tools that are approved by Vaasa Övningsskola/Åbo Akademi University and available to pupils and students free of charge, which also do not require separate registration on an external service. These tools are described in more detail in chapter 3.3 Approved AI tools for pupils and students at Vasa övningsskola.

## 2.4 AI in assessment

Summative assessment cannot be delegated to AI, but AI can be used to support formative assessment. Learning analytics can be used formatively to make learning visible, but not as a basis for summative assessment.

If artificial intelligence is used to help in the assessment, the assessment of competence and learning must follow the curriculum and qualification criteria for each level of education and form of education and take into account UBS's AI guidelines. It is also of the utmost importance to take into account the points in Chapter 2.2 above. Even if AI is used to assist in the assessment process, the decisions on the assessment must be made by the person responsible for the assessment, and decision-making related to the assessment cannot be left to artificial intelligence.

## 2.5 Vasa övningsskola's AI traffic light model

In teaching, and especially when assignments are given to pupils and students, the teacher always needs to be clear about whether and how AI tools may be used. To create a common understanding and a common way of communicating this, the Vaasa Training School's AI traffic light model will be used, whenever possible.

### Traffic light model to guide the use of artificial intelligence in learning tasks



#### RED – AI is forbidden.

The learning task must be carried out without the help of artificial intelligence. The pupil/student should only use their own knowledge, understanding and skills. The use of AI is prohibited and is interpreted as cheating.



#### YELLOW – AI may be used. Tell us how!

Artificial intelligence may be used in the learning task, but the pupil/student must, according to the teacher's instructions, clearly indicate how AI has been used and also need to critically evaluate the end result. If the student/student does not explain how AI has been used, it is interpreted as cheating.



#### Green – AI will be used. Tell us how!

The learning task must use artificial intelligence. The pupil/student must, according to the teacher's instructions, explain how they have used AI and also need to critically evaluate the end result. The use of AI in the task is one of the assessment criteria.

The tiles with different colors above can be downloaded as images from Vasa övningsskola's Intranet (Intranet > General > Files > Action Plans and Guidelines > AI Guidelines). The tiles can then be used in documents and presentations to communicate to pupils and students in what way AI tools can be used. In the same folder on the intranet there is also a powerpoint presentation with the texts above.

### **3. Recommendations for pupils and upper secondary school students**

Pupils and upper secondary school students are always responsible for the content of the text, image, audio and video material they produce. The use of AI tools always requires careful review of the material obtained. AI tools should never be used to produce e.g. a final submission.

Material created with the help of AI tools must not be presented as if it were produced by the pupil or student themselves.

If a pupil or upper secondary school student has used an AI tool in an assignment, they must describe how the AI tools have been used. You must describe which tools have been used and how and why they have been used. AI tools are not in themselves a reference.

Pupils and students must always follow the teacher's instructions. Unless the teacher explicitly prohibits its use, AI tools may be used to support learning, but always taking into account ethics, transparency, protection of personal data, confidential information and copyrighted material.

#### **3.1 Using AI tools or AI-generated material appropriately**

Pupil or upper secondary school student:

- must check what instructions the teacher gives for the use of AI in a particular assignment. The teacher can clarify how AI tools can be used with the help of the Vasa övningsskola's AI traffic light model. The traffic light model is described in chapter 2.5 above
- shall, when the use of AI is permitted, remember to document in their work the way in which AI has been used
- must never use e.g. AI-generated images and text and claim that they are their own images or text
- may normally use AI to translate texts for their own use, but in e.g. language teaching, other things may apply
- may normally use the language checker of the word processing program, but in e.g. language teaching, other things may apply
- should never handle personal data, confidential information or copyrighted material in AI-based services.

The basic rule for the use of AI-based tools is that the writer must always describe in detail how the tool has been used. If AI has been used to help produce answers to an exercise or examination assignment, the pupil/upper secondary school student must describe how you have used AI in the work.

Generative AI tools, such as S&P Duck AI, Copilot or ChatGPT, is not a source or author, but in general, references should be provided for anything that is not one's own thoughts.

You cannot quote text created by, for example, the Communist Party. Copilot or ChatGPT or refer to Copilot as a source, as it is not possible to go back to the AI tool's text. You need to strive to have an original source that you refer to. Note that so-called references that ChatGPT states may be made up, so always check that the references exist and are correct.

If you have a quote translated, for example, with the help of an AI tool, remember to indicate that it is a quote, but also that it is a translated quote. You should also indicate that it is translated using the tool, but checked by yourself.

### **3.2 Cheating using AI**

If text, image, audio or video material created by AI is presented as if it were produced by the pupil or upper secondary school student himself, it is cheating in the same way as plagiarism (see for basic education *"Disciplinary measures and measures to ensure safety"* and the section *"Plan for the use of disciplinary measures and procedures"* for general upper secondary education).

### **3.3 Approved AI tools for pupils and students at Vasa övningsskola**

#### **Microsoft Copilot Chat** (can be used from age 13)

Copilot Chat is an AI-powered assistant from Microsoft that's integrated into Microsoft 365. Always use Copilot Chat as a logged in user! "Data protection for companies" is activated for the service when the user is logged in with an abo.fi user account.

#### **Larabot** – <https://larabot.se/> (can be used in grades 1–6)

Larabot.se is a solution supported by Innovation Norway that provides access to artificial intelligence (AI) specifically designed for students and teachers in schools. The service is designed and developed with a strong focus on privacy and security. Through the service, students and teachers can engage in interactive conversations with AI via a variety of customized chatbots.

#### **Duck AI** - <https://duck.ai/>. (can be used from the age of 13)

Duck AI is a generative AI service that is free and safe to use. The user does not need to log in and chats are kept private, saved on the user's own device. The chats are anonymized and not used to train AI models.

#### **AI functions in existing e-learning materials**

In school teaching, various electronic learning materials from different publishers and service providers are used. AI tools that are or will be available as part of these electronic learning materials can be used according to the instructions in the learning material and the teacher's instructions.

#### **Digital learning materials for teaching AI literacy**

These learning materials and tools can be used to learn about how AI is trained and works.

Example

- AILIT Project Lesson Plans - <https://ailit.fi/wp/2025/02/05/ailits-lektionsplaner/>
- GenAI Teachable Machine - <https://tm.gen-ai.fi/image/general>
- GenAI Somekone - <https://somekone.gen-ai.fi/start>

## 4. Sources and supporting materials

AILit (2025). AILIT's lesson plans. <https://ailit.fi/wp/2025/02/05/ailits-lektionsplaner/>

European Union (2024). The European Union's AI Regulation. <https://eur-lex.europa.eu/legal-content/SV/TXT/?uri=CELEX:32024R1689>

European Union (2025). Ethical guidelines for teachers on the use of artificial intelligence (AI) and data in teaching and learning. [https://learning-corner.learning.europa.eu/learning-materials/use-artificial-intelligence-ai-and-data-teaching-and-learning\\_sv](https://learning-corner.learning.europa.eu/learning-materials/use-artificial-intelligence-ai-and-data-teaching-and-learning_sv)

Finnish National Agency for Education (2025). Legislation and recommendations for artificial intelligence in early childhood education and care. <https://www.oph.fi/sv/ai-rekommendationerna>

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Åbo Akademi University (2025). Regulations on the use of artificial intelligence at Åbo Akademi University. [https://abofi.sharepoint.com/sites/intra-ict/SiteAssets/SitePages/Artificiell-intelligens-vid-%C3%85A/reglemente\\_om\\_anvandning\\_av\\_artificiell\\_intelligens\\_vid\\_abo\\_akademi\\_190991.pdf?web=1](https://abofi.sharepoint.com/sites/intra-ict/SiteAssets/SitePages/Artificiell-intelligens-vid-%C3%85A/reglemente_om_anvandning_av_artificiell_intelligens_vid_abo_akademi_190991.pdf?web=1) (Åbo Akademi University's intranet, requires login).

Åbo Akademi University (2025). Generative AI in education.

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