



Shanghai Starriver Bilingual School
Guidelines for the Use of AI in Education and Teaching
(Trial Version)

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I. Overview

Artificial Intelligence (AI), as a significant direction in today's technological development, is profoundly transforming various industries and providing new tools and possibilities for education and teaching. The application of AI in education and teaching has broad prospects.

Among these, "GenAI", or Generative Artificial Intelligence, is an advanced technology that has rapidly risen in recent years and gained widespread public access through various platforms. These platforms can automatically generate content based on user-input prompts. Given that GenAI technology highly relies on large-scale data and work samples, its training data may harbor biases, misinformation, copyright disputes, and other potential issues. Therefore, students and teachers should possess the ability to critically evaluate its outputs when using this technology.

We will encourage students and teachers to use AI tools responsibly and ensure that the use of these tools complies with norms and ethical requirements by providing relevant guidance and formulating appropriate usage policies.

This guidelines is issued by Shanghai Starriver Bilingual School and is responsible for its interpretation and guidance on implementation. Given the emerging and dynamic nature of AI technology, the school will continuously update and adjust this document to effectively address new challenges and needs.

II. Scenarios and Corresponding Principles for the Use of AI in Education and Teaching

2.1 Full-process AI Assistance

- Definition: AI technology deeply participates in content generation, task execution, and result output in all aspects of teaching activities.
- Principles:
 - The school supports teachers and students in using AI technology

within a reasonable scope to enhance the efficiency and quality of teaching and learning, while ensuring transparency, explainability, and data security.

- The school conditionally supports the application of AI technology in teaching design, content generation, and classroom interaction, but emphasizes that teachers and students must maintain control and avoid over-reliance on AI.
- The school emphasizes that over-reliance on AI technology should be avoided in the full teaching process, especially in situations that may weaken the leading role of teachers or affect the achievement of teaching objectives.
- The school prohibits the complete reliance on AI to replace the core functions of teachers and the use of AI to generate false, inappropriate, or misleading content.

2.2 Referential Use

- Definition: Teachers and students refer to AI-generated content in the process of teaching and learning, but do not rely entirely on AI, instead using it as an auxiliary tool to improve efficiency or inspire ideas.
- Principles:
 - The school supports teachers and students in using AI technology for information search, knowledge inquiry, and creative inspiration to broaden horizons and stimulate innovative thinking.
 - The school conditionally supports the use of AI-generated content as a reference, but emphasizes that users need to combine their own understanding and innovation to form independent views and results.
 - The school emphasizes that blind copying of AI-generated content should be avoided, neglecting critical thinking and personal creativity.
 - The school prohibits the use of AI technology for academic misconduct such as plagiarism.

2.3 Corrective Use

- Definition: Using AI tools to correct and improve issues in teaching and learning, such as analyzing student learning data through AI and providing personalized feedback.
- Principles:
 - The school supports the use of AI technology for grammar correction and logical revision to improve the quality of learning and creation.
 - The school conditionally supports the use of AI tools to assist in perfecting viewpoints and optimizing expression, but emphasizes that users need to combine their own judgment and professional knowledge for verification and improvement.
 - The school emphasizes that mechanical acceptance of AI suggestions should be avoided, neglecting independent thinking and judgment.
 - The school prohibits the use of AI technology to generate false, inappropriate, or misleading content.

2.4 Exploratory Inquiry

- Definition: Using AI technology for problem exploration, including the process of actively raising questions, collecting information, analyzing data, and forming conclusions.
- Principles:
 - The school supports the use of AI technology to explore deep and valuable open-ended questions, emphasizing the active participation and deep thinking of participants.
 - The school conditionally supports the use of AI tools to assist exploratory learning, but emphasizes the need to clarify exploration goals and methods under the guidance of teachers.
 - The school emphasizes that aimless or low-quality AI inquiries should be avoided, neglecting the depth and academic value of exploration.

- The school prohibits the use of AI technology for false or inappropriate exploration, misleading others or causing adverse effects.

III. Teacher Usage Guidelines

3.1 Reasonable Use of AI Tools to Enhance Teaching Efficiency

- Teachers should actively use AI technology to enrich teaching methods and improve work efficiency.
- When using AI tools, teachers need to avoid over-reliance, ensure a full understanding of students' learning situations, and maintain attention and guidance on students' learning processes.

3.2 Guiding Students in Critical Thinking and Forming Core Disciplinary Literacy

- Teachers should promptly pay attention to new trends in AI technology, reflect and adjust teaching methods, and combine AI tools with the cultivation goals of core disciplinary literacy.
- In teaching, teachers should guide students to critically think about AI-generated content, cultivate students' ability to discover, raise, and solve problems, and avoid students blindly accepting AI-generated results.

3.3 Exploring New Teaching Models under AI Trends

- Teachers should actively explore the application of AI technology in teaching and innovate models of teacher-student and human-computer interaction.
- With AI assistance, teachers should focus on enhancing the depth and breadth of teacher-student communication, ensuring that teacher-student interaction increases rather than decreases, while strengthening the guiding and motivating role of teachers in students' learning processes.

3.4 Ensuring Teaching Quality and Student Rights

- Teachers should strictly review AI-generated content to ensure its accuracy, appropriateness, and educational value, avoiding misleading students.
- Teachers should comply with data privacy protection regulations, ensure the security of students' personal information, and must not misuse AI tools to collect or analyze student data.

IV. Student Usage Guidelines

4.1 Clarifying the Learning Levels and Usage Rules of AI Tools

- Auxiliary Learning: Students can use AI tools as auxiliary tools for information inquiry, knowledge organization, or task optimization, but need to clarify that AI only provides support and cannot replace independent thinking and the learning process.
- Comprehensive Learning: Students can use AI tools to strengthen their understanding of knowledge, such as deepening their understanding of learning content through AI-generated analysis, examples, or explanations, but need to combine their own thinking for verification and internalization.
- Active Learning: Students can actively explore the application of AI tools in innovative learning, emphasizing the high integration of artificial intelligence and human wisdom to ensure that the final results reflect personal thinking and creation.

4.2 Adhering to Academic Integrity and Prohibiting Plagiarism

- Students should strictly adhere to the principles of academic integrity and are prohibited from directly copying AI-generated content as their own

assignments or achievements.

- Content generated using AI tools needs to be understood and modified to reflect personal independent thinking and learning outcomes.

4.3 Standardizing Citations and Indicating Sources

- When using content generated by AI tools, students need to clearly distinguish between AI-generated parts and personally original parts, and fully indicate the contribution of AI tools in assignments or achievements.
- When citing content generated by others or AI, sources must be indicated according to academic norms to avoid academic misconduct.

4.4 Emphasizing Data Security and Privacy Protection

- When using AI tools, students need to comply with the school's data security and privacy protection regulations to avoid leaking sensitive information.
- Students should understand the working principles and data usage methods of AI tools to avoid privacy leaks or data misuse due to improper use.

4.5 Critical Thinking and Responsibility

- Cultivating Critical Thinking: Students should maintain critical thinking about AI-generated content and use it in combination with their own judgment.
- Taking Responsibility for Use: Students should take responsibility for their use of AI tools, ensuring that their use complies with the school's academic and ethical norms.