



Guidelines for the Ethical Use of Artificial Intelligence

Directed to the Students of Tecnológico de Monterrey

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1. Presentation

Presentation

At **Tecnológico de Monterrey**, we are committed to training entrepreneurial and innovative leaders who are willing to put their knowledge and skills to the service of human flourishing. The cultivation of these attributes from an ethical perspective, together with the mastery of knowledge and technical efficiency, constitute the **professional excellence** we seek to develop in our student body (Strategic Plan, 2025).



We recognize that recent developments in the field of artificial intelligence have a significant impact on various areas of life. The **ability of artificial intelligence to automate cognitive functions by establishing patterns, relating vast amounts of data, and improving with experience**, opens up great possibilities to improve productivity in various industries and intervene in reality (Barbará, 2020), generating significant changes in the organization of work, the economy, culture, and society.

Education is not immune to these changes. **Artificial intelligence offers a wide variety of options for the creation of written content, computer codes, videos, audio, and images**, which has an immediate effect on the activities that we have traditionally used to evaluate and certify learning, forcing us to rethink, not only our teaching pedagogies, teaching methods, and assessment models, but also the content and skills we aspire to develop in our students and even in some cases, the ends of the educational process.

In this context of change, we have prepared this document to offer our educational community **ethical principles that serve as a reference to adopt and adapt the tools of artificial intelligence** in our educational programs and institutional context, seeking to use them proactively and responsibly in the teaching and learning processes, as well as in the projects and activities of our organization.

At Tecnológico de Monterrey, we have always considered **technology as a fundamental ally for the achievement of our educational purposes**, and we conceive it as a means that, when properly used, promotes the creation of knowledge, increases access to information, generates opportunities for learning and social well-being, while enriching the educational and creative experience of our community.

We recognize that the benefits brought by artificial intelligence to our educational model are only possible through the link between ethics and scientific development, as good judgment and integrity are essential to ensure that the use of these tools promotes learning, human flourishing, and sustainability. With this spirit, we make this document available to our students.





12.

General Premises on the Use of Artificial Intelligence



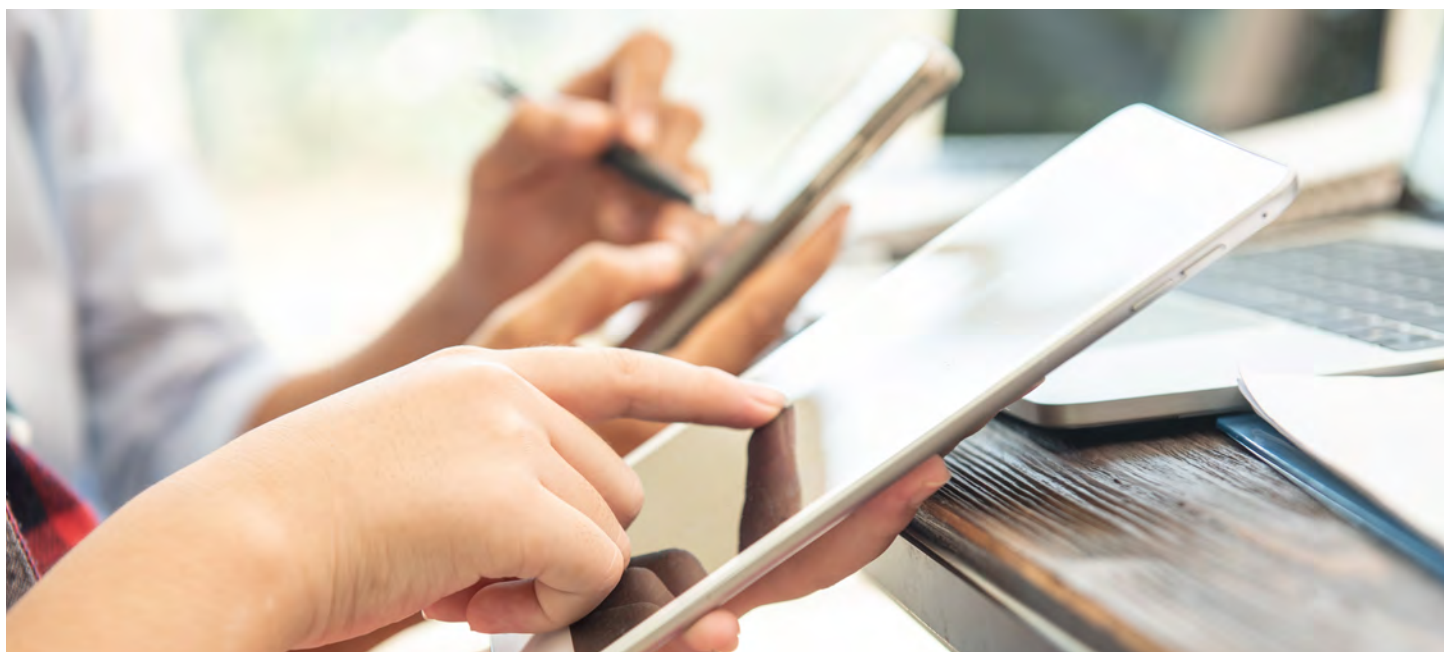
General Premises on the Use of Artificial Intelligence

It is considered valuable for students to **learn to use AI tools responsibly and with ethical consciousness**, and to cultivate the necessary capabilities to make positive use of them that contributes to their personal and professional development.

Options will be offered for the use of AI in different disciplines, as well as for its application in the institutional environment, always adhering to the ethical principles of our Institution and the guidelines outlined in this document.

Opportunities will be provided to ensure that our faculty and students are **aware of the possibilities and risks**, both technical and ethical, of AI. Likewise, guidance will be provided to promote safe and careful use of these tools.

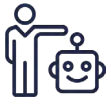
Based on our commitment to academic excellence, **any use of AI must adhere to our commitment to integrity, institutional values, and the principles of honesty, respect, trust, responsibility, courage, and fairness that are inherent to academic integrity**. Any action, whether intentional or unintentional, that goes against these norms and principles will be considered misuse of AI tools.





3.

Ethical Principles for the Use of Artificial Intelligence



Ethical Principles for the Use of Artificial Intelligence

The wide range of **possibilities offered by Artificial Intelligence (AI)** in creating content in the educational field presents ethical challenges due to the potential outcomes that can be achieved through both proper and improper use of these tools.

AI has the potential to:



Promote human development



Stimulate innovation



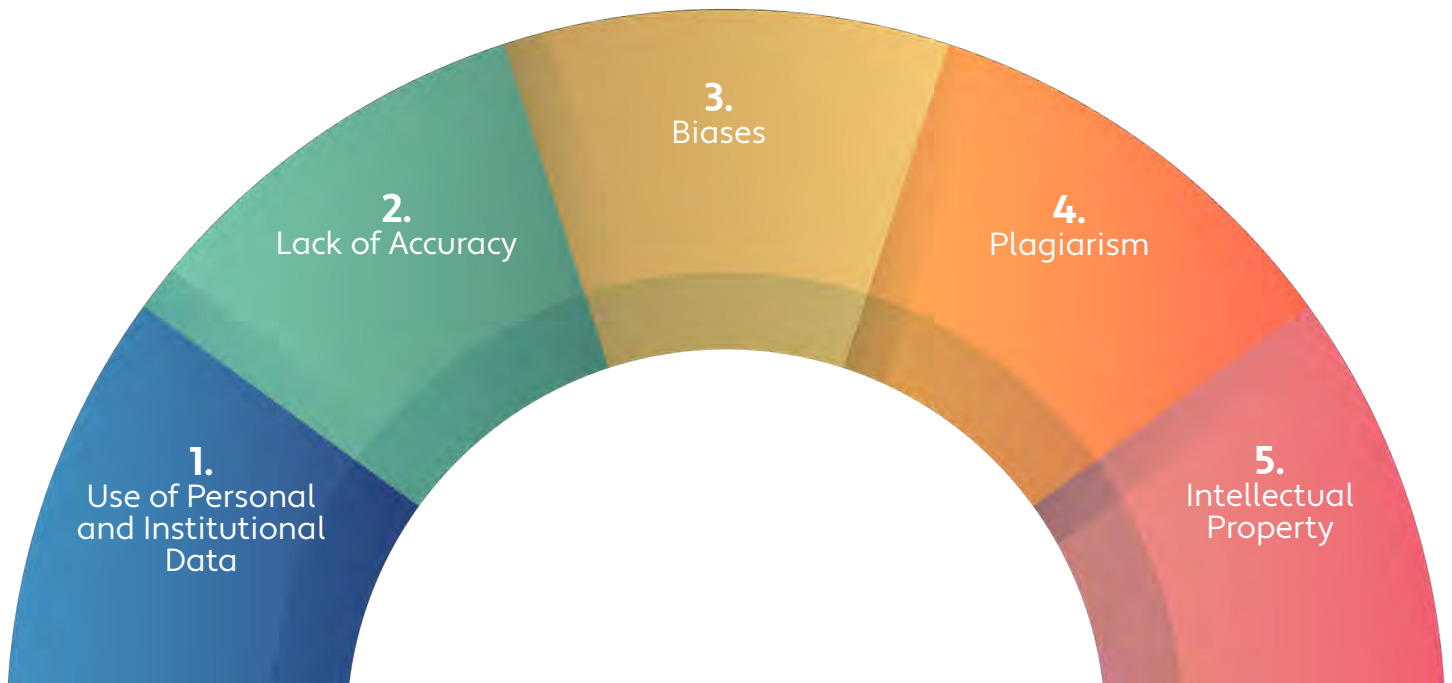
Contribute to the construction of prosperous and just societies

Improper use can have negative effects, sometimes difficult to identify or anticipate, **on the moral integrity of individuals, mental health, opinion formation processes, or the general perception of reality**, among others (European Commission, 2019).

In this context, it is crucial to understand the importance of having ethical guidelines that lead the conscious use of these tools. It is essential to familiarize oneself with the risks associated with their application in order to promote optimal and responsible utilization of them.

Risks in the Use of Artificial Intelligence (AI)

The main risks in the use of AI are:



Below, each of these risks is described.

1. Use of Personal and Institutional Data

Most AI tools, including ChatGPT, specify in their terms of use the possibility of taking ownership of all the information entered into their systems. The data becomes part of the tool's information database and can be used to generate new results. Thus, for example, **any data or query entered in ChatGPT immediately becomes public information. There are no guarantees of protection for personal or institutional data**, and there is no information about how they are used. To use them properly and protect sensitive data, it is important to review Information and Data Governance Policies as well as the notices provided by these tools regarding their use.

2. Lack of Accuracy

AI tools, like ChatGPT, **do not necessarily provide accurate information**. It is common for their answers to be inaccurate, false, or outdated. Therefore, it is recommended to promote the habit of fact-checking the information provided and ensuring its accuracy.

3. Biases

AI tools are inherently neutral, as they make predictions and recommendations based on the information they have been given. **Therefore, if the dataset used to train the tool contains biases, stereotypes, or solely reflects the practices and customs of a particular community, the algorithms will perpetuate them, providing a biased or disconnected view of reality.** For this reason, it is important to compare and verify the information provided by these tools (Barbará, 2020).

4. Plagiarism

The ease with which these tools can answer questions can tempt students to rely on them for learning activities, undermining the quality of learning and the development of student autonomy. **There is also the risk of using these tools without declaring it, which is considered a violation of academic integrity.** Therefore, it is crucial to be familiar with the guidelines of academic integrity and the instructions contained in this document.

5. Intellectual Property

Certain AI tools do not recognize the authorship of the information they provide, and in this regard, it is important to consider that ideas or writings published on these platforms become part of their databases and lose their originality, becoming public domain information. Awareness of this possibility is essential, as intellectual property and respect for authorship are values that we recognize at the Tecnológico de Monterrey and that we consider important to promote in knowledge production processes.

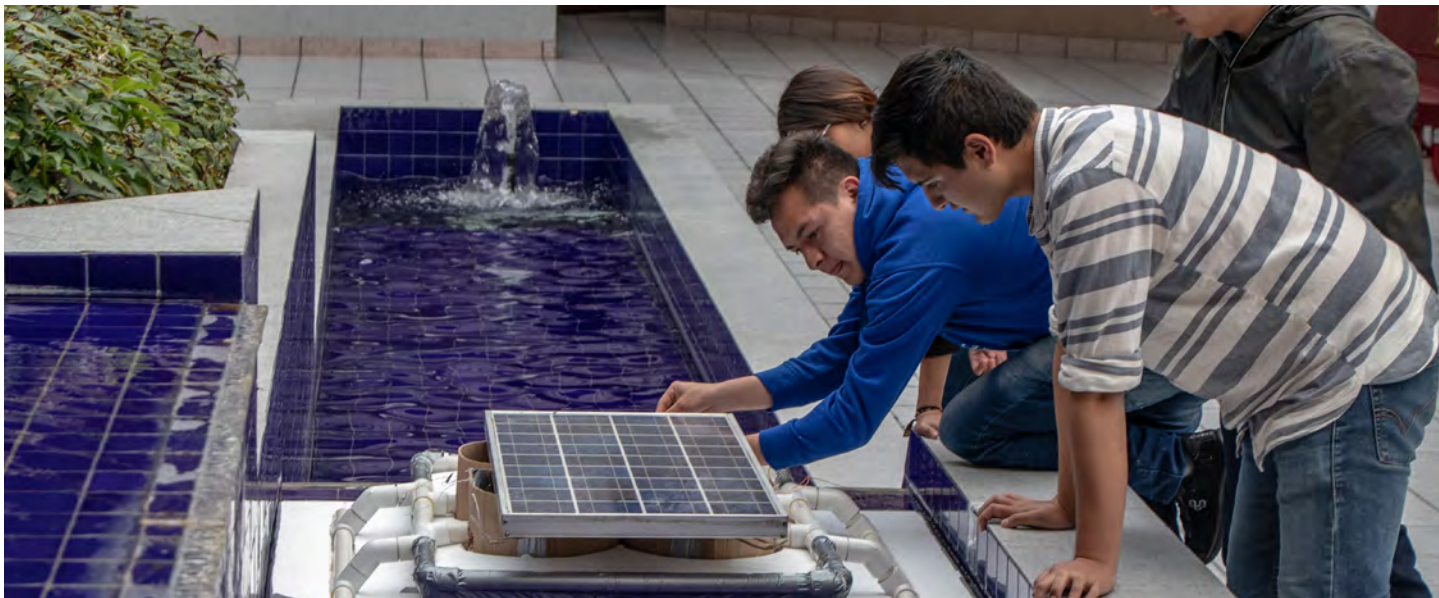
To prevent these risks, it is crucial to **ensure that the use of AI is guided by a set of ethical principles** that serve as a reference to guarantee that it is a tool in service of human development rather than an end in itself.



Ethical Principles for the Use of AI

1. Respect for Human Dignity

Individuals have intrinsic value that demands recognition in all circumstances, and it should never be undermined. When using AI tools, we must ensure that we treat individuals with due respect and not as mere means or objects. This means that **AI should not be used to manipulate, condition, or influence people's behavior** (European Commission, 2019).



2. Non-maleficence

It is essential to ensure that the use of AI does not cause any harm, whether intentional or unintentional. **Harm can refer to damage to a person's reputation, property, privacy, freedom, health, or physical and psychological interests.** Special provisions should be made for individuals in vulnerable situations who may not have the capacity to protect their own interests.

To fulfill this principle, it is recommended to:



Incorporate the habit of verifying the level of security and reliability provided by AI systems and, if possible, establish measures of protection to prevent adverse or unforeseen effects.



Confidently monitor the use of AI, habits and effects that are being adopted among students, as well as ensure that they are developing the ability to reflect on these matters.



Review the notices provided by these tools regarding the use that will be made of our information and always protect institutional data.



Avoid damaging the corporate, personal, or reputational image of any individual.



Always obtain written consent, without exception, when using someone's image or voice.

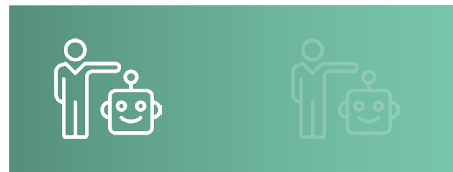
3. Promotion of Autonomy

Autonomy refers to the capacity of individuals to make decisions for themselves, based on accurate information, contrasting viewpoints, and reasonable arguments that are coherent and founded on respect for human dignity. **AI should be used to protect and develop this capacity, which means enhancing the ability to discern with ethical perspective and a sense of responsibility.**

In the educational context, the application of this principle means to:



Keep in mind that the responsibility for the misuse of AI lies with the person who used the tool.



Assess to what extent AI promotes the development of cognitive and social skills.







Promote the practice of identifying the entities responsible for managing AI tools and requesting explanations regarding the processes used for decision-making (Barbará, 2020).

4. Equity

This principle is based on **recognizing the equal dignity of individuals and refers to the importance of promoting equal access to the benefits and opportunities provided by AI.** This entails ensuring that the use of AI is inclusive, respectful of the plurality of values, democratic processes, human deliberations, and tolerance.



In the educational context, the application of this principle involves to:

			
Promote equitable access to AI tools, as well as the content they generate.	Strive for data and products used to be representative of the diversity of constituent groups within the population, paying attention to the inclusion of vulnerable groups.	Encourage the use of AI to be people-centered, aiming to satisfy social needs with quality and justice.	Advocate for the benefits created by AI to be shared and not exclusive to a single social group.

5. Security

The protection of data and institutional information is crucial. We must ensure that we **operate in technically secure environments that are less susceptible to being used for malicious purposes or unauthorized ends.**

In an educational context, this entails that:

	
We must use the technologies and software indicated by the faculty and authorized by the Institution for academic activities and learning.	The students have the commitment to safeguard, to the best of their abilities, the security of the information used in class or at the Institution.

6. Veracity

Accurate (authentic and verified) information is important for life in society and democracy. **It is necessary for citizens to develop freely and be able to defend themselves against abuses of power, incompetence, or corruption.** Veracity is, therefore, a social need (Siurana, 2010), and the lack of it generates distrust.

The use of algorithms and AI in social media has stimulated the proliferation of discursive practices that can deceive and condition people's freedom of choice. In the era of fake news and alternative facts, social division has deepened, sometimes based on false discourses that promote conflicts and confrontations, driven by interests, beliefs, and subjective emotions, which have little connection to an accurate description of social reality.

Using AI based on the principle of **veracity** implies to:



Promote the habit of reviewing and contrasting the content generated by these tools, expanding and completing it if necessary.



Cultivate the ability to identify true and authentic information from that which is not. That which adheres to objective reality, that situates facts in their proper context, and that allows for the formation of a precise and coherent image of the world.



Strengthen the capacity to distinguish between reasons and emotions.



Verify that the results of AI are not promoting biased views of reality.

7. Explainability and Transparency

AI should be intelligible. To the extent possible, **we should be able to understand the capabilities, purposes, and information that the AI has been fed** in order to comprehend the recommendations it generates and be able to explain it to the parties or individuals who may be directly or indirectly affected by the content generated by these tools. Furthermore, the use of AI should be transparent; meaning, its use should be declared in our academic and research production.

Compliance with this principle in the educational field entails:



Search for information about the risks and benefits of AI tools used in learning activities.



Understand as much as possible how the algorithms of AI tools used in learning activities work.

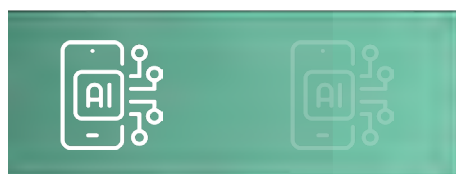


Periodically evaluate the results of the predictions and/or recommendations made by AI tools to assess the relevance of their use.

8. Responsibility

This principle refers to the **duty of reflecting on the consequences of our actions before carrying them out. It entails making informed and reasonable decisions and being accountable for the impact they may have on other people and the environment.** Acting responsibly involves understanding the reality, being aware of the social needs that require attention, and devising projects and strategies that enable us to address them, promoting sustainability and the common good.

In the academic sphere, this implies the following:



Get to know the official AI tools that are available in the [academic software portfolio](#) under the AI collection.



Practice the habit of reflecting on the consequences of using AI, as well as identifying the level of responsibility acquired through its use.



Reflect on and assess the effectiveness and impact of using AI tools in the learning process.

9. Social and Environmental Well-Being

The use of AI **should be oriented towards promoting the common good, sustainability, and the preservation of life on the planet.** Its use and application should guarantee a favorable balance between potential benefits and risks. This implies taking care of those involved, promoting inclusion, preventing harm, and protecting and promoting human dignity.

In the academic field, this implies:



Being attentive to the impact of using AI systems on the mental and social well-being of the Tec community and society at large.



Documenting the impact on social and environmental well-being of using AI in research and learning activities.





| 4.

Artificial Intelligence and Academic Integrity

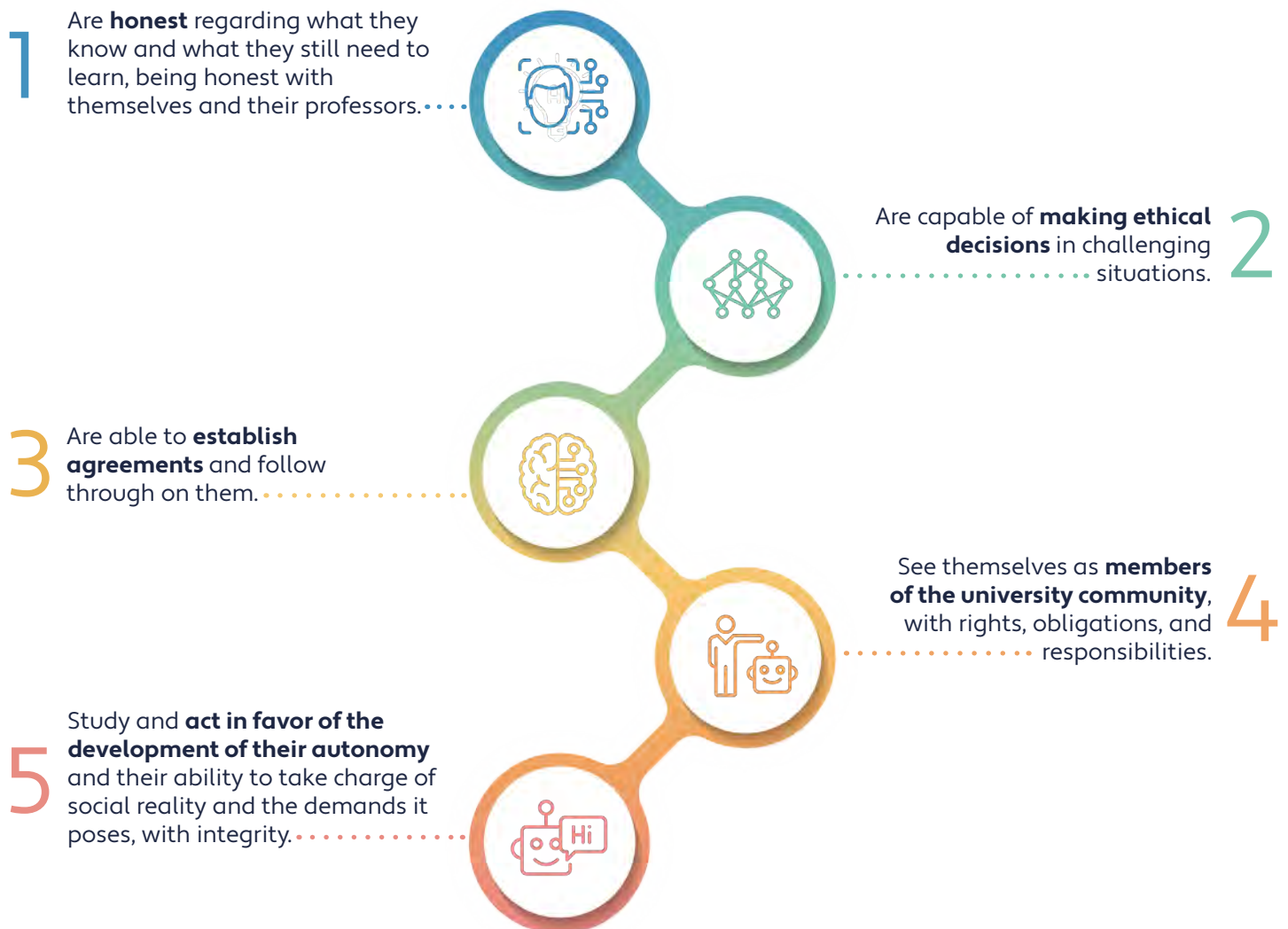


Artificial Intelligence and Academic Integrity

At Tecnológico de Monterrey, we understand academic integrity as an honest, committed, trustworthy, responsible, fair, and respectful behavior in learning, research, and the dissemination of culture (Academic Regulations, Chapter IX).

We believe that **academic excellence** is the result of the confluence between knowledge mastery, the development of technical skills, and the commitment to act with integrity.

Our aspiration, from the **perspective of academic integrity**, is that our students:



In order to achieve these purposes, the use of Artificial Intelligence (AI) by students must comply with the following specifications:

1. AI tools may be used **as long as their use has been approved by the teacher or person in charge of the academic activity in question**. If the teacher has not made any statement regarding this matter, it is the student's responsibility to explicitly inquire whether they can be used or not.
2. The use of AI must **comply with the ethical guidelines** described in this document.
3. It is **essential to acknowledge or declare the use of AI** and never submit work done with these tools as if it were one's own, as deception regarding the authorship of a document is considered a violation of academic integrity.

The instructions for declaring the use of AI can be found in the "Appendices" section of this document. See [Appendix I](#).





5.

Guidelines for the Use of Artificial Intelligence



Guidelines for the Use of Artificial Intelligence

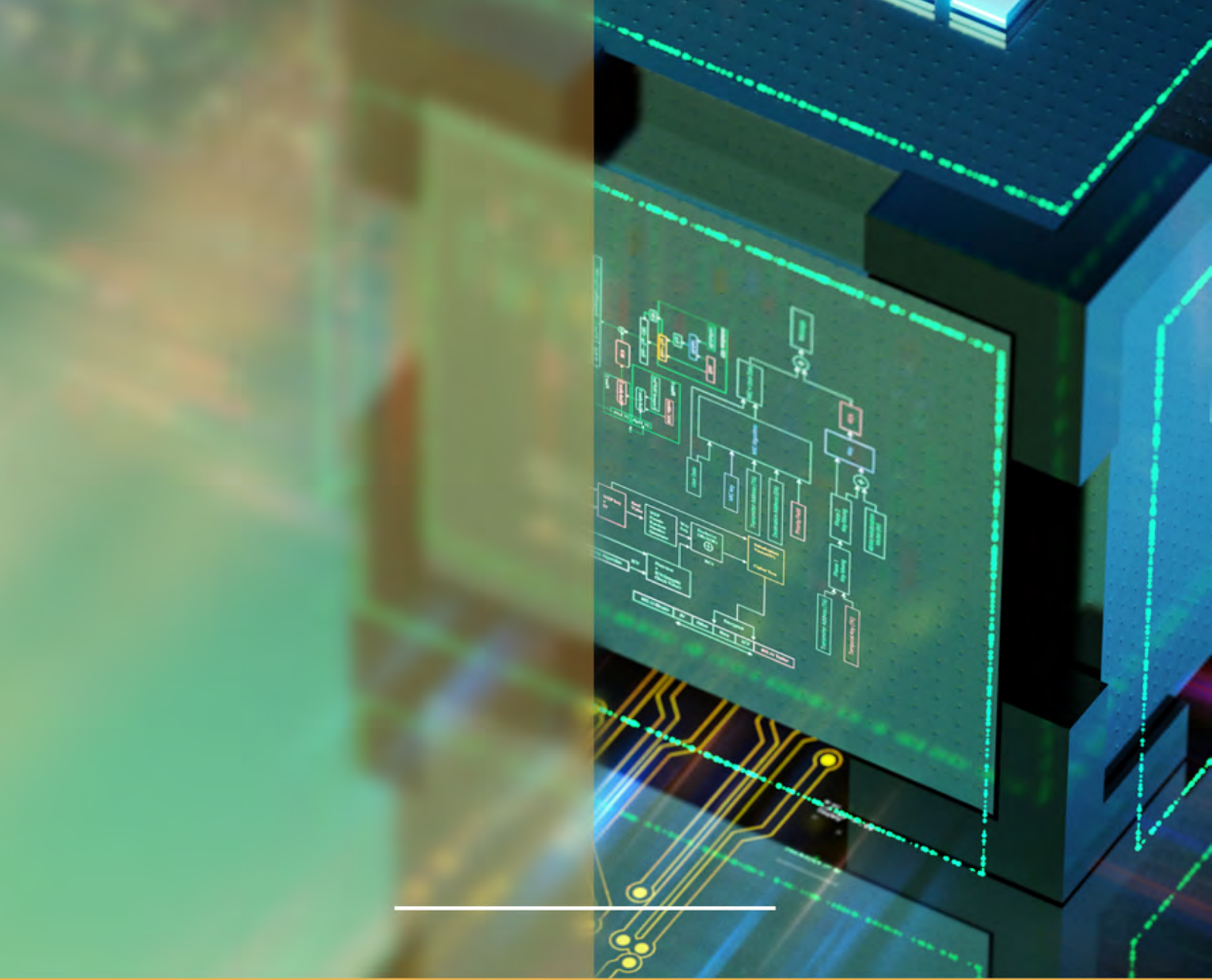
At Tec de Monterrey, we are committed to academic excellence and to providing an education that transforms lives. For this to happen, it is necessary for this commitment to extend to our students, who must take responsibility for their academic self-management. In this regard, **it is important for students to experience technological innovation empowered by information that enables them to make the best decisions.**

Below, we present some guidelines on the use of artificial intelligence (AI) for proper self-management of learning.



Guidelines for Students

1. It is advisable that you **commit to learning and using artificial intelligence (AI) tools**, as they can help you develop skills and competencies when used properly.
 - AI offers a variety of platforms or tools that transform your learning into an experience differentiated from conventional practices.
 - Some platforms can become virtual tutors that help you identify your strengths and weaknesses.
 - It adapts to your schedules, pace, and learning styles: visual, auditory, kinesthetic.
 - It motivates self-learning by adjusting to the difficulty levels each student sets.
 - It allows for immersive experiences in virtual realities where real-life situations can be recreated and learned from.
2. **The use of AI entails responsibility and an ethical commitment.** You may use AI tools only if your professor has approved their use. You should know and respect the guidelines and policies of each course or subject.
3. **Any use of AI must be aligned with the principles of honesty, respect, trust, responsibility, fairness, and courage that govern the Institution.**
4. Make sure to **investigate and understand the limitations and capabilities of each platform or tool.** It is your responsibility to be informed before implementing them.
5. **You must declare its use at all times.** It is essential to declare the use of AI and never submit work created with these tools as your own, as misrepresentation regarding the authorship of a document or product is considered a violation of academic integrity. In the “Appendices” section of this document, you can find how to disclose the use of an AI tool. See [Appendix I](#).
6. **You must also declare the use of AI in collaborative work or processes.** It is an important exercise in transparency and honesty to understand the progress in your learning and that of the team.
7. **AI should be used with the common good in mind;** that is, to generate content or products intended for the benefit of society, respecting the dignity of individuals, and promoting sustainable development.

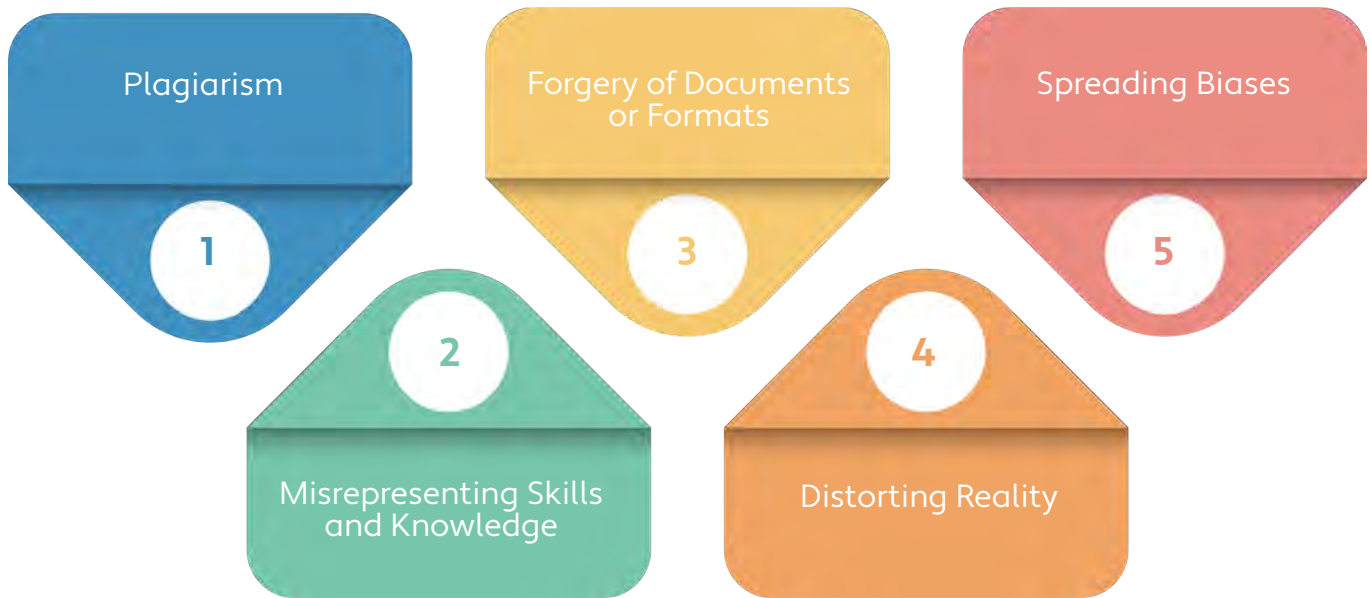


6. Unethical Actions in the Use of Artificial Intelligence



Unethical Actions in the Use of Artificial

Some of the **unethical actions in the use of AI** are as follows:



Below, each of these actions is described.

1. **Plagiarism:** The use of Artificial Intelligence (AI) must be declared, and it should never be claimed as one's own work if it has been partially or entirely generated by AI. Its use must be explicitly reported.

2. **Misrepresenting skills and knowledge:** One must be honest about their own strengths and weaknesses. AI should not be used to gain an academic advantage by simulating knowledge and skills that one does not possess.

3. **Forgery of documents or formats:** Manipulating or altering data, documents, videos, audios, or any other format without the author's consent is a form of deception.

4. **Distorting reality:** Manipulating videos, voice recordings, audio, images to alter reality and presenting it as authentic is a form of falsification.

5. **Spreading biases:** Technological tools, in principle, are neutral, but the information and algorithms they have been trained on may not be. It is the responsibility of each user to thoroughly understand each AI tool, ensuring that its results do not undermine human dignity or create discrimination. The use and outcomes of AI should align with our institutional values.

Remember: take responsibility for the ethical use of AI tools.



7.

Possible Uses of AI in Learning Activities



Possible Uses of AI in Learning Activities

AI tools can assist you at various stages of your learning. Below, we present some of the possibilities they offer:

1. Supporting idea generation	AI can contribute to the creative process, generating brainstorming sessions.
2. Supporting the organization of ideas	AI offers tools to help you organize, structure, and connect your ideas in various ways.
3. Understanding complex concepts	AI is an additional resource for consultation, reference, or an initial approach to understanding a topic or concept when additional support is needed to grasp a subject, theory, process, or complex concept.
4. Providing advanced searches	AI helps locate reliable sources of information, such as the database of a public library.
5. Generating content while respecting copyright	AI provides a variety of tools that allow creative possibilities for generating content, as long as its use is declared and explained in any work, project, or product.
6. Improving the quality of a product or work	AI can generate review resources that offer recommendations regarding a product or work, for example, by helping in the review of the writing and formatting of a text.
7. Supporting citation and referencing	AI can take an assistant role in generating citation and referencing recommendations for sources.



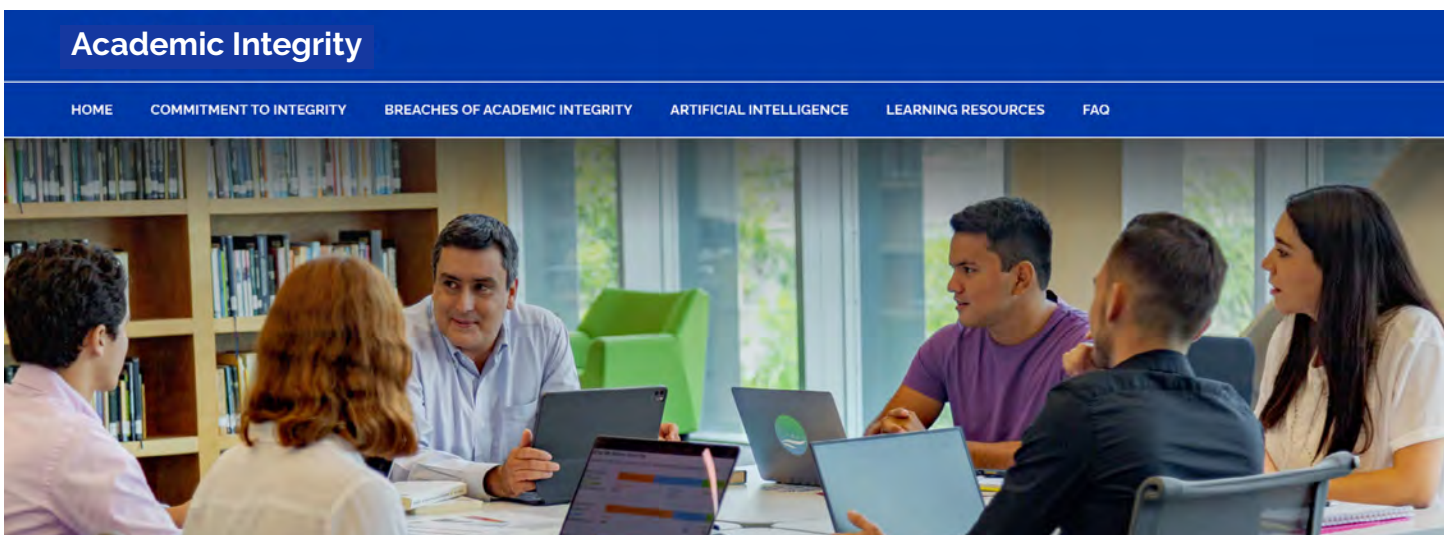
8. Support Resources

Support Resources

In the field of artificial intelligence, there are many tools whose implementation must align with the advancement of knowledge and skills, while respecting the principles of academic integrity.

We suggest you review the following support resources:

- Consult the [Brief Summary](#) to Ethical Guidelines for the Use of Artificial Intelligence aimed at students.
- AI tools are numerous, and their implementation should support the development of knowledge or skills in adherence to the principles of academic integrity. We recommend visiting the [Academic Integrity Program website](#) for more information on the subject.



- Consult the website of Educational Technologies for students at <https://sites.google.com/tec.mx/canvas/alumnos>
- Turnitin DraftCoach is a technological tool that allows you to develop your writing skills while strengthening the practice of academic integrity. For more information on its use, review [Appendix II](#), or you can visit: <https://sites.google.com/tec.mx/canvas/alumnos/turnitin-draft-coach>





19.

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10. Appendices



Appendices

Appendix I: How to Declare or Describe the Use of AI Tools

In order to promote a culture of integrity and reinforce the process of authentic assessment, it is important to emphasize the relevance of building a culture of transparency in the use of AI, and that both teachers and students declare their usage, whether in individual or group work.

1. It is important to provide the context in which AI is used, which implies: describing the tool, explaining how it was used, and its purpose. The teacher may ask you to give an example of how you used AI, analyze the results of its implementation, and discuss potential ethical implications.
2. If the tool is a chatbot, such as ChatGPT, it is important to remember that these are prediction engines based on algorithms; there is no actual author behind the generated text, and by their nature, they are not considered reliable sources of consultation.
3. If the teaching strategy used by the instructor requires the use of chatbots like ChatGPT, it is suggested to review APA's recommendations for declaring their use in the preparation of a paper.
 - Provide the “prompt” or question.
 - Put a relevant fragment of the text generated by the chatbot in quotation marks.
 - Place the consulted source in parentheses: author and year.
 - Provide the complete text generated by the chatbot in an appendix if the teacher requests it.

The following example of using ChatGPT was prepared by Timothy McAdoo and taken from the official APA Style website:

When prompted with “Is the left brain right brain divide real or a metaphor?” the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, “the notation that people can be characterized as ‘left-brained’ or ‘right-brained’ is considered to be an oversimplification and a popular myth” (OpenAI, 2023).

Reference

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model].
<https://chat.openai.com>

To declare the use of images, videos, and audios made with generative AI tools, [MLA Style](#) recommends considering the following:

1. Identify what type of material it is (image, video, audio) and number it.
2. Describe the prompt used to generate this material.
3. Mention the AI tool used, the version, the date of creation, and the link to the tool.

Here is an example of how to declare the use of images made with AI tools.

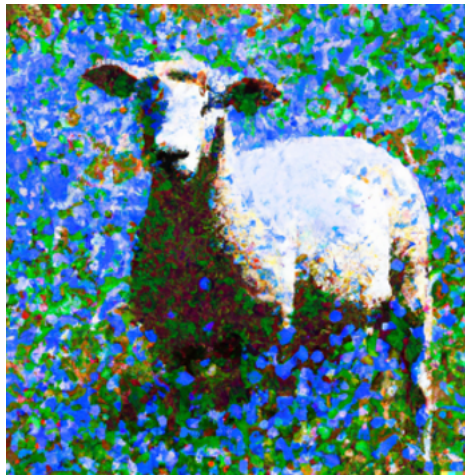


Fig. 1. “Pointillist painting of a sheep in a sunny field of blue flowers” prompt, DALL-E, version 2, OpenAI, 8 Mar. 2023, labs.openai.com/

Appendix II: Turnitin DraftCoach, Support Tool for Developing Writing Skills and Strengthening Academic Integrity

Tec de Monterrey offers you the use of educational technology to enhance your learning and provide you with enriching and meaningful learning experiences.

Turnitin DraftCoach is a technological tool that allows you to develop your writing skills while simultaneously strengthening the practice of academic integrity.

With Turnitin DraftCoach you will be able to:

Improve your citation and referencing skills. Utilizing state-of-the-art machine learning technology, DraftCoach helps you identify missing citations or references in your texts and provides guidance on how to resolve these issues before submitting your assignment/document. By ensuring you give proper credit to the sources consulted, you practice the value of respecting others' ideas.

Identify similarities between your text and other academic works. This allows you to ensure that the work completed is original, the result of your ideas and learning experience, and that the consulted authors are correctly paraphrased, cited, and referenced. When your assignment or work truly reflects what you have learned, you are being honest about what you know and what you still need to learn.

For DraftCoach or any type of technology to promote learning, it is important to use it with integrity and responsibility. We invite you to make correct and appropriate use of this tool.

For more information on its use, you can find it at:

<https://sites.google.com/tec.mx/canvas/alumnos/turnitin-draft-coach>



11. Glossary



Glossary

AI Hallucination

It is a phenomenon in which a large language model (LLM), such as a generative AI chatbot or a computer vision tool, perceives patterns or objects that are nonexistent or imperceptible to human observers, generating results that are incoherent or completely inaccurate (IBM, 2024).

Artificial Intelligence (AI)

It is a branch of information technology that allows machines to learn and perform tasks through algorithms and systems (Abarca C., 2023).

Bias in AI

Also known as machine learning bias or algorithmic bias, it refers to AI systems that produce biased outcomes that reflect and perpetuate human prejudices within a society, including historical and current social inequality. The bias can be found in the initial training data, in the algorithm itself, or in the predictions produced by the algorithm (IBM, 2023).

ChatGPT

It is a language model based on the GPT (Generative Pre-trained Transformer) architecture, developed by OpenAI. This model specializes in generating coherent and contextual text in response to questions or instructions provided in the form of a conversation (OpenAI, 2023).

Generative Artificial Intelligence (GenAI)

Refers to the combination of databases to generate, for example, text or images that did not previously exist (Amézquita, J., 2023).

Prompt

It is an input, command, or instruction of what is being asked of artificial intelligence (Novoa, J., 2023).



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