PÎRÎ REİS UNIVERSITY IMPLEMENTATION PRINCIPLES AND ACTION PLAN FOR ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN EDUCATION (2025-2029)

*This image was created using Gemini 3.

Table of Contents

ABBREVIATIONS

EU: European Union

AR: Augmented Reality

GDPR: General Data Protection Regulation

OECD: Organisation for Economic Co-operation and Development

UNESCO: United Nations Educational, Scientific and Cultural Organisation

VR: Virtual Reality

AI: Artificial Intelligence

DEFINITIONS

Integration: The process of incorporating AI technologies into the university's educational, research, and administrative activities.

External Stakeholders: Industry and governmental institutions

Internal Stakeholders: Academic and administrative units, as well as students, affiliated with Pîrî Reis University

Student: Associate, undergraduate, graduate, and doctoral students enrolled at Pîrî Reis University

Faculty member: All academic staff employed at Pîrî Reis University

Rectorate: The Rectorate of Pîrî Reis University

Digital: Pertaining to or involving digital technologies

Senate: The Senate of Pîrî Reis University

University: Pîrî Reis University

EXECUTIVE SUMMARY

Pîrî Reis University adopts a transformation-oriented approach guided by ethical and pedagogical principles through the integration of Artificial Intelligence (AI) technologies into the academic, administrative, and research and development dimensions of higher education. Developed in alignment with Türkiye's National Artificial Intelligence Strategy (2021-2025), the *Pîrî Reis University Artificial Intelligence Technologies Implementation Principles and Action Plan* represents a concrete reflection of the University's innovative educational vision.

This plan aims to design personalized learning experiences in teaching, accelerate AI-supported content development processes, enhance transparency and objectivity in assessment and evaluation systems, increase efficiency in research and development projects, and ensure digital transformation in administrative processes. The University prioritizes the creation of an inclusive ecosystem for all stakeholders by adhering to the principles of trustworthy, ethical, transparent, and responsible use of AI.

In addition, the University positions the enhancement of AI literacy among its faculty members and students, the promotion of interdisciplinary collaboration, and the expansion of AI applications, including within the maritime sector, as strategic priorities. This approach aims to integrate the University's deep-rooted maritime heritage with the demands of the digital era, thereby contributing to the cultivation of a highly qualified workforce required by both Türkiye and the global community.

Pîrî Reis University not only aligns with national strategies but also develops a comprehensive policy consistent with the ethical principles and competency frameworks on AI established by international organizations such as UNESCO, OECD, and the European Commission. In doing so, the University aims to build an innovative, inclusive, and sustainable higher education ecosystem not only within Türkiye but also on a global scale.

In conclusion, AI technologies are positioned as a strategic instrument within the vision of Pîrî Reis University, enhancing the quality of education, strengthening research and development, optimizing administrative processes, and increasing societal impact across all domains, including the maritime field.

MESSAGE FROM THE RECTOR

Dear Esteemed Members of Academic and Administrative Staff, and Our Valued Students,

In an era where digital transformation influences every aspect of life, Artificial Intelligence technologies not only enhance efficiency but also profoundly redefine our learning processes, research approaches, and understanding of service to society.

In order to harness the opportunities brought by this transformation in an ethical, effective, and responsible manner, Pîrî Reis University has prepared the "*Artificial Intelligence Technologies Implementation Principles and Action Plan*" with the aim of contributing to both our country and our university's sustainable development goals. In this context, our primary priorities include integrating AI into teaching processes in accordance with pedagogical principles based on human-centered and ethical foundations, promoting transparency and reliability in research practices, and establishing a data-driven, participatory, and rational culture within administrative decision-making mechanisms.

Through this roadmap, we aim to enhance our students' 21st century skills, including critical thinking, creativity, collaboration, communication, and digital literacy, support the pedagogical and technological competencies of our faculty members, and ensure that all our stakeholders utilize the opportunities offered by AI in a trustworthy, inclusive, and socially beneficial manner.

By carrying forward the spirit of exploration inherited from our university's maritime heritage into the age of Artificial Intelligence, I wholeheartedly believe that we will continue to contribute to the professional development of our students, the future stewards of our society, and that we will grow even stronger together throughout this digital transformation journey.

Prof. Dr. Nafiz ARICA

Rector, Pîrî Reis University

INTRODUCTION

The increasing influence of AI technologies on social, economic, and cultural life has also brought about a profound transformation within higher education institutions. AI technologies are reshaping numerous aspects of education from content creation to assessment processes, from the personalization of learning experiences through ethical and pedagogical approaches to the evolving roles of faculty members. Thus, this transformation strengthens our university's mission not only to transmit knowledge but also to cultivate individuals capable of using technology ethically, responsibly, and innovatively. Supporting and advancing AI policies in higher education is of vital importance to adapt to the innovations brought by technological transformation and to prepare educational systems for the demands of the modern era.

This document aims to provide a comprehensive guiding framework for defining and implementing the vision and mission of AI at Pîrî Reis University by addressing the pedagogical, ethical, and technical dimensions of AI and outlining how teaching and learning processes should be structured accordingly.

PURPOSE, SCOPE, AND ALIGNMENT WITH THE "NATIONAL ARTIFICIAL INTELLIGENCE STRATEGY"

Purpose and Scope

Pîrî Reis University has adopted adherence to ethical, legal, and academic principles in the use and development of AI technologies as fundamental institutional policy. In this regard, the University aims to integrate the opportunities offered by AI into the higher education system to enhance the quality of teaching and learning, to enable its graduates to develop the competence to use AI tools effectively and responsibly within their fields of expertise, and to support faculty members in utilizing these technologies efficiently in their research and development activities.

To situate this approach within a global framework, the University adopts the definition of AI systems established by the Organisation for Economic Co-operation and Development (OECD) and adapted by the European Union (EU). According to this definition, *"AI systems are machine-based systems that, for explicit or implicit objectives, can make predictions, recommendations, or decisions influencing real or virtual environments based on the input data they process. AI systems vary in their levels of autonomy and adaptiveness after deployment."*

Alignment with the National Artificial Intelligence Strategy

All AI initiatives at Pîrî Reis University are conducted in accordance with the risk levels defined under the *European Union Artificial Intelligence Act (EU AI Act)*. The development and use of AI systems ensure the protection of personal data in compliance with the legislation of the Republic of Türkiye and the *General Data Protection Regulation (GDPR)* of the European Union. The personal data of EU citizens studying or employed at the University, as well as Turkish citizens who, for any reason, are located within the borders of the European Union, are processed in accordance with the GDPR. All AI systems developed or utilized within the University are continuously monitored throughout their life cycles; regular risk assessments are carried out during these processes, and necessary improvements are implemented in a timely manner.

In all research and development activities, the *Ethical Guideline on the Use of Generative Artificial Intelligence in Scientific Research and Publications in Higher Education Institutions* is taken as the primary reference, reinforcing the University's commitment to academic integrity and scientific ethics.

Furthermore, the University conducts all major AI-related initiatives in alignment with Türkiye's *National Artificial Intelligence Strategy* and contributes to the following national objectives within this framework:

● Enhancing the quality of higher education through the integration of AI tools,
● Incorporating digital, cognitive, and ethical competencies required by the AI era into educational programs,
● Supporting students' participation in projects carried out in collaboration with institutions utilizing AI technologies to help them gain practical experience,
● Strengthening students' sector-specific knowledge and skills, thereby improving their employability,
● Promoting AI-oriented academic and industrial research and prioritizing interdisciplinary R&D projects,
● Designing continuous professional development programs to increase the ethical, legal, and technical AI awareness of academic staff and researchers,
● Increasing efficiency in internal administrative processes through AI-supported systems (such as student information systems, data analytics, and predictive

modeling),

● Integrating AI technologies into maritime education programs, particularly in areas such as ship management, navigation simulation, route optimization, and risk analysis,

● Enabling students to participate in applied studies using AI-supported maritime software,

● Encouraging multidisciplinary projects focusing on AI applications in maritime safety, environmental monitoring, and port management,

● Ensuring AI-supported protection of marine environmental management related to ship-based activities,

● Fostering a future-oriented culture of innovation, solution development, and implementation among all University stakeholders.

Pîrî Reis University, in alignment with Türkiye's *National Artificial Intelligence Strategy (2021–2025)*, adheres to the following values and principles of trustworthy and responsible Artificial Intelligence, as defined by the OECD, G20, the European Union, and UNESCO, in all AI-related activities:

Artificial Intelligence Values:

Respect for Human Rights, Democracy, and the Rule of Law: AI systems must align with ethical values, protect human dignity and rights, and serve the well-being of society. These technologies must not harm individuals or instrumentalize them.

Fostering a Sustainable Environment and Biological Ecosystem: The social, cultural, economic, and environmental impacts of AI technologies should be continuously assessed within the context of evolving objectives to ensure ecological sustainability.

Ensuring Diversity and Inclusiveness: AI systems should be developed with an inclusive approach that respects social diversity and human rights. Equal access, education, and public participation must be ensured to prevent discrimination.

Promoting Peaceful, Just, and Interconnected Societies: AI systems should be unbiased and ensure that access and benefits are offered to all individuals equitably and fairly. These opportunities should be shared at local, national, and global levels with a sense of justice.

Artificial Intelligence Principles:

Proportionality: AI systems should be developed in accordance with legal frameworks and their intended purposes. Risks to humans, the environment, and nature must be carefully assessed, and preventive measures should be taken. The chosen methods must align with objectives and uphold ethical standards.

Safety and Security: AI systems must not cause harm and should provide protection against safety and security risks throughout their entire life cycle.

Impartiality: AI systems must be designed to provide fair and equal service in accordance with the law and fundamental rights. Transparency and accountability in algorithms should be ensured to prevent discrimination, and justice mechanisms responsive to social needs should be developed.

Privacy: The collection, use, sharing, archiving, and deletion of data used for AI must safeguard individuals' rights over their data. The processing of personal data should be based on legitimate purposes and valid legal grounds.

Transparency and Explainability: The rationale behind AI decisions must be clear. Individuals and institutions should be able to request information about these processes, and the outcomes must be presented in an understandable and traceable manner.

Responsibility and Accountability: Human oversight and decision-making should be reinforced. To ensure the accountability of AI systems, impact assessment, monitoring, and due diligence mechanisms must be in place, and auditability should be guaranteed.

Data Sovereignty: AI systems must comply with international data regulations, respect sovereignty rights, and manage digital data in a lawful, secure, and ethical manner. In cases of uncertainty, privacy and human rights should take precedence.

Multi-Stakeholder Governance: Governments' rights to regulate data must be recognized, and the participation of civil society, the public sector, and the private sector should be ensured throughout the entire life cycle of AI systems.

VISION AND MISSION OF PÎRÎ REIS UNIVERSITY ARTIFICIAL INTELLIGENCE POLICY

Vision

Pîrî Reis University aims to develop innovative approaches in the field of AI and to utilize these technologies effectively, efficiently, and ethically across all disciplines. At the same time, the University seeks to enhance its institutional capacity through AI applications in research, development, and administrative processes. In this regard, it embraces the vision of being a progressive, responsible institution that contributes to transformation of higher education.

Mission

The mission of Pîrî Reis University is to enhance teaching, learning, and research processes through the ethical, safe, inclusive, and pedagogically responsible use of AI technologies; to strengthen interdisciplinary collaboration; and to foster knowledge sharing.

Accordingly, the University implements concrete actions across three key areas:

Enhancing Teaching and Learning Processes

● The necessary educational and digital infrastructure is provided to enable faculty members to integrate AI tools into their courses, and teaching methodologies are updated accordingly.

● Preparatory and support mechanisms are established to help students effectively use AI tools in their learning processes.

● The use of AI in educational processes is ensured to be inclusive and equitable, while transparent and auditable data use is guaranteed.

● The University aims to equip students with the knowledge and skills required by the AI-driven labor market.

Advancing Academic Development and Awareness

● Regular training and seminars on the ethical, safe, and responsible use of AI are organized for all internal stakeholders of the University.

● Academic and professional development programs that promote continuous learning are offered to enhance AI literacy.

Fostering Research and Interdisciplinary Collaboration

● Integrating AI technologies into research processes increases efficiency and speed while supporting research quality and depth through advanced applications.

● The University collaborates with internal and external stakeholders, encourages interdisciplinary research, and develops open dialogue platforms, project calls, and collaborative initiatives.

● The University not only utilizes AI technologies but also strives to contribute to their development.

Within this scope, Pîrî Reis University is committed to building a higher education environment that meets the needs of the modern era through the innovative, ethical, and sustainable use of AI.

PÎRÎ REIS UNIVERSITY ARTIFICIAL INTELLIGENCE COMMISSION

The *Artificial Intelligence in Education Commission*, established by the University Rectorate, is composed of experts from diverse disciplines and relevant stakeholders to support the development of AI and its applicability across different academic fields.

Commission Members

Prof. Dr. Nafiz ARICA (Rector)

Prof. Dr. H. Funda YERCAN (Vice Rector)

Prof. Dr. Yıldıray YALMAN (Faculty of Engineering)

Prof. Dr. İbrahim SOĞUKPINAR (Maritime Vocational School)

Assist. Prof. Kenan TATA (Faculty of Economics and Administrative Sciences)

Assist. Prof. Pınar DEMİR (Faculty of Arts and Sciences)

Assist. Prof. Refik Tanju SİRMEN (Maritime Vocational School)

Lecturer Oya ÖZGÜN (English Preparatory School)

Lecturer İbrahim Enis KALKAN (English Preparatory School)

Research Assistant Ahmet Alp ZEMBAT (Faculty of Maritime Studies)

Research Assistant Onur Doğan YÖRÜK (Faculty of Law)

Commission Responsibilities

The integration of AI technologies into educational, research, and administrative processes necessitates collaboration across units and disciplines. An effective monitoring and evaluation mechanism is required to ensure that this process progresses transparently, ethically, and in compliance with regulations. With the initiation of integration, it is essential that implementations are regularly monitored and evaluated, and that solutions are developed to address emerging needs. Moreover,

rapid developments in AI technologies are closely monitored, and institutional policies are updated based on the resulting evaluations.

The responsibilities of the Pîrî Reis University Artificial Intelligence Commission are as follows:

● Develops and maintains the University's policy on the use of AI in education and submits it to the University Senate for approval.

● Conducts research to ensure the integration of AI technologies into teaching and learning.

● Ensures the effective implementation of the AI policy in educational practices.

● Establishes a mechanism for the execution and monitoring of the policy, periodically reviews it, and revises it according to institutional needs.

● Identifies key stakeholders in each domain (education, research, and administration) to ensure effective implementation of the AI policy across the University and defines their respective roles and responsibilities.

● Monitors the ethical and legal compliance of AI applications, develops recommendations and preventive measures regarding potential ethical risks, and ensures their reflection in University policy.

● Follows national and international developments in AI technologies, identifies innovative practices, and facilitates their adaptation within the University.

● Plans and implements regular information, awareness, and training workshops for internal stakeholders. This includes AI pedagogy and refresher programs for faculty members.

● Establishes collaborations with external stakeholders—industry, public institutions, and non-governmental organizations—to organize joint projects and R&D activities, thereby promoting the sustainability and impact of AI integration.

● Monitors the implementation of AI policies, measures outcomes through performance indicators, and prepares annual reports to be shared with relevant units. These reports are supported through cooperation protocols with external stakeholders, including industry and government institutions.

INTEGRATION OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES AT PÎRÎ REIS UNIVERSITY

Artificial Intelligence Literacy

AI profoundly influences many aspects of our lives, and its scope of application continues to expand each day. Along with this development, AI literacy has emerged as one of the essential technological competencies of the 21st century (Ng et al., 2021; Steinbauer et al., 2021). Therefore, the concept of AI literacy has become increasingly important for individuals to understand AI technologies and to use them effectively. Individuals who have developed AI literacy are capable of grasping fundamental AI concepts, critically evaluating information generated by AI systems, and analyzing AI-driven content with an awareness of social benefit—thus being able to integrate new technologies meaningfully. Providing learners with a foundational understanding of how AI works, offering hands-on learning opportunities, discussing and analyzing ethical technology practices, and explaining how to interact with AI systems are key components in fostering AI literacy among students (Klein, 2023).

Alignment with International Artificial Intelligence Competency Frameworks

The *UNESCO Artificial Intelligence Competency Framework for Teachers* was developed to support educators in the ethical and effective use of AI in education. This human right–based approach encompasses technical, ethical, and pedagogical dimensions and introduces three developmental levels: *Acquire*, *Deepen*, and *Create*.

Development Level 1 (Acquire):

At this level, faculty members begin to acquire the fundamental knowledge and skills necessary to use AI ethically and effectively. They recognize the benefits and risks of AI within the framework of human rights, ethical principles, and human-centered values, and they begin to use locally accessible basic AI tools in practice.

Development Level 2 (Deepen):

At this level, faculty members are able to integrate AI into teaching and learning with a deeper, more responsible, and ethical approach. They align AI tools with pedagogical objectives while emphasizing human responsibility and adherence to ethical principles. They act thoroughly regarding data privacy, security, and inclusiveness, and they continue their professional growth through AI-supported collaborative learning environments.

Development Level 3 (Create):

This is the most advanced level, where faculty members critically assess the societal

impacts of AI and contribute to establishing standards for its ethical use in education. At this stage, faculty members can adapt customizable AI tools to local needs, design AI-supported innovative instructional scenarios, and pursue their professional development through transformative approaches at both individual and community levels.

The *UNESCO Artificial Intelligence Competency Framework for Teachers* will be actively adopted within the University to guide the ethical and effective use of AI in education. The table presented in **Appendix 1** outlines the recommended competencies and corresponding developmental levels for Pîrî Reis University faculty members based on this framework.

The *UNESCO Artificial Intelligence Competency Framework for Students* emphasizes the importance of nurturing individuals who can use and produce AI responsibly. The framework consists of four dimensions and three developmental levels, aiming to cultivate individuals who possess critical thinking skills, a strong sense of citizenship, foundational AI knowledge, and the ability to contribute to inclusive AI design.

Level 1 (Understand):

At this level, students are expected to understand what AI is, how it works, and which ethical principles it entails. They learn the fundamental concepts, technical processes, and values of AI by relating them to real-life contexts. This learning process is supported through simple applications, personal experiences, and everyday examples.

Level 2 (Apply):

At this level, students consolidate their conceptual knowledge and skills about AI and learn to transfer them to various situations. They apply human-centered thinking and ethical principles when evaluating AI tools. Their abilities to use, develop, and co-create with AI are supported through problem-based tasks and project work.

Level 3 (Create):

At this level, students acquire the ability to develop AI solutions or create new AI tools using customizable datasets and programming resources. They also develop a sense of social responsibility as active members of AI communities. Their skills in solving complex problems, advanced reasoning, and ethical evaluation are enhanced through project-based learning.

The *UNESCO Artificial Intelligence Competency Framework for Students* will also be actively adopted within the University to promote the ethical and effective use of AI in education. The table presented in **Appendix 2** outlines the recommended competencies and developmental levels for Pîrî Reis University students based on this framework.

Artificial Intelligence and Ethics

AI offers numerous advantages, such as personalizing learning processes, improving teaching methods, enhancing assessment and evaluation practices, and facilitating faster achievement of learning objectives. However, ethical concerns are becoming increasingly significant. The risk of students using AI tools in an unlimited or inappropriate manner for assignments or examinations may compromise the quality of the learning process. Moreover, the direct completion of assignments by AI can obscure the true purpose of learning. In addition, the production of inaccurate information by AI systems and the lack of adequate guidance for both instructors and students represent another dimension of the ethical challenge. Therefore, the responsible use of AI in teaching and learning processes requires the establishment of clear ethical frameworks (Temur, 2025).

AI-Supported Teaching and Learning Materials and Content Development

AI-supported systems have brought about a significant transformation in the development of educational materials and content. Generative AI models enrich the learning experience by offering interactive and personalized content tailored to students' individual needs (Baidoo-Anu & Ansah, 2023). Similarly, in areas such as language learning, programming, and writing skills, generative AI tools like ChatGPT enhance instructional design by producing content, providing feedback, and adapting materials according to students' progress, thereby making learning more effective and accessible (Kim et al., 2019). Through this, AI reduces the time and effort required from educators in the content development process, enabling them to focus more on learners' needs and provide higher-quality guidance.

Use of Artificial Intelligence in Assessment and Evaluation Processes

Assessment and evaluation are among the most critical components of teaching and learning. When conducted accurately and reliably, they ensure that innovations and improvements planned in instruction become meaningful. In this context, AI-based assessment and evaluation infrastructures will be designed and implemented by taking

into consideration the nature and objectives of each course. Additionally, AI techniques will be utilized in educational management to measure the impact of feedback and instructional improvements, thereby ensuring more accurate and data-driven evaluations. Based on the obtained results, necessary enhancements in the teaching and learning process will be discussed and implemented. Given that AI possesses both high potential and inherent risks, it is essential to ensure its appropriate and ethical use.

To prevent the misuse of AI by both instructors and students, assessment and evaluation practices should be revisited, and reference frameworks such as the *AI Assessment Scale* developed by Furze et al. (2024) (**Appendix 3**) should be consulted. Learning environments should also be designed to foster ethical, critical, and informed AI literacy among students. According to the study by Furze et al. (2024), the implementation of the AI Assessment Scale in higher education resulted in positive developments in variables such as academic integrity, student performance, and instructional practices.

The misuse or unethical application of AI may compromise academic integrity and ethical standards. The following practices must therefore be strictly avoided:

● Having AI tools fully complete exams, quizzes, or assignments and submitting them directly as one's own work,

● Failing to acknowledge the AI tool(s) used in any work where AI has been applied,

● Presenting AI-generated content as personal production without proper citation,

● Using AI to generate false or misleading information,

● Producing content through shared AI use in group projects without a clear agreement among members,

● Employing AI in ways that violate the principles of academic integrity.

Use of Artificial Intelligence in Research and Development Process

AI-based technologies will be examined and utilized to enhance the efficiency and effectiveness of research and development (R&D) project processes. The use of AI technologies will be maximized during all phases, including project proposal preparation, hypothesis formulation, and validation. Faculty members increasingly employ AI in various ways throughout their research processes to improve productivity and strengthen the impact of their studies. When the use patterns of AI among academic staff are examined, the most common applications include content

generation, presentation and report preparation, and language editing. Moreover, AI is also employed for technical applications such as coding, data analysis, and machine learning (Ünal & Yıldırım, 2024). Through literature review and summarization tools, extensive bodies of scientific research can be efficiently scanned, and key findings can be easily identified. Additionally, by leveraging AI's simulation and optimization capabilities, complex data sets can be interpreted, and new hypotheses can be generated during research design and data analysis stages (Başatan & Özenç, 2024). Nevertheless, as these technologies become increasingly integrated into daily academic practice, it is imperative that their use remains consistent with ethical responsibilities and legal frameworks.

Use of Artificial Intelligence in Administrative Process

With the integration of AI-supported systems into administrative processes, it is planned that the routine workload currently carried out by Pîrî Reis University administrative staff will be handled through AI tools. This approach aims to reduce the workload of administrative personnel and to redirect the University's human resources toward more strategic and value-added areas. At the same time, through the adoption of AI technologies in administrative operations, it is intended to improve students' interaction with administrative services and to optimize the support processes available to faculty members. For these purposes, the specific scopes in which administrative units will utilize AI technologies will be clearly defined. The responsibilities and authorities of relevant University personnel will be explicitly determined, and—when necessary—collaboration and coordination among different administrative units will be enabled. In line with this scope, staff members working in administrative units will be provided with necessary training on the AI tools used within their departments. AI tools that are identified or researched as contributing to administrative processes will be made freely accessible to all University staff and students to ensure equal opportunity in accessing AI technologies. The University Library will provide informative resources to promote the effective, ethical, and academically appropriate use of AI technologies and will ensure that their use aligns with principles of scientific integrity. All AI applications will be conducted in accordance with relevant legal frameworks (e.g., Türkiye's Personal Data Protection Law—GDPR).

AI tools integrated into administrative processes must be regularly updated and/or further developed in line with ongoing technological advancements. Accordingly, the

AI technologies used within the University will be periodically reviewed, and when necessary, updated or replaced based on evolving institutional needs and conditions. Finally, a feedback mechanism will be established to allow students, academic staff, and administrative personnel to share their experiences, challenges, and suggestions regarding the AI tools used in administrative processes. The feedback collected at regular intervals from these stakeholders will be systematically analyzed, and—when deemed necessary—system improvements and further developments will be implemented.

PÎRÎ REIS UNIVERSITY ARTIFICIAL INTELLIGENCE TECHNOLOGIES ROADMAP

(2025-2029)

Table 1 Pîrî Reis University Artificial Intelligence Goals and Strategies

GOAL 1 Establishing an Artificial Intelligence Culture in Higher Education	Strategy 1.1	*Implementation principles that include ethical guidelines and usage standards for AI in teaching and learning will be developed.*
	Strategy 1.2	*Training programs and awareness-raising activities will be designed to enhance AI literacy.*
	Strategy 1.3	*Faculty members' competencies in designing AI-supported courses will be strengthened.*
	Strategy 1.4	*National and international collaborations will be established to promote the use of AI in higher education.*
GOAL 2 Integration of AI Technologies in Higher Education	Strategy 2.1	*Curricula will be updated in alignment with AI applications and areas of use.*
	Strategy 2.2	*The use of AI-supported teaching and learning environments (such as laboratories equipped with VR, AR, and other emerging technologies) will be expanded.*
	Strategy 2.3	*Assessment and evaluation strategies suitable for the use of AI will be developed.*
GOAL 3 Supporting AI-Driven Management and Decision-Making Mechanisms in Higher Education	Strategy 3.1	*Reports on the use of AI tools will be prepared.*
GOAL 4 Strengthening Technology, Infrastructure, and Data Analytics	Strategy 4.1	*Big data analytics and AI-supported learning analytics applications will be developed.*

GOAL 5 Establishing an AI Culture in Research and Development	Strategy 5.1	*AI tools will be effectively integrated into academic research processes.*
	Strategy 5.2	*AI tools will be used ethically and responsibly in research processes.*

GOAL 6 Enhancing the Use of AI Technologies in Maritime Education and Research	Strategy 6.1	*Awareness of AI technology applications in the maritime field will be increased.*
	Strategy 6.2	*Students will be encouraged to develop solutions for maritime problems using AI technologies in their theses and capstone projects.*
	Strategy 6.3	*The use of AI technologies in research projects addressing maritime-related problems will be promoted.*

Table 2 Pîrî Reis University Artificial Intelligence Goal-Strategy-Action Steps

Goal-Strategy-Action Steps	
Goal 1 **Establishing an Artificial Intelligence Culture in Higher Education**	
Strategy 1.1	***Implementation principles that include ethical guidelines and usage standards for AI in teaching and learning will be developed.***
Action Steps	**Term / Year**
1.1.1 An AI Commission will be established within PRU to design, evaluate, and supervise AI-related projects, tools, and frameworks. The commission's roles and responsibilities will be defined, and periodic meetings will be held.	Short / 0-1 year
1.1.2 Ethical use standards will be developed to enable faculty members to equip students with competencies that cannot be replicated by machines—such as creativity, critical thinking, and ethical reasoning. In line with these standards, ethical and responsible AI use by students will be ensured.	Medium / 1-3 years
1.1.3 Clear rules regarding the use of AI in assessment processes will be defined, and the boundaries of AI use will be established. Guidelines will specify the stages in which AI use is permitted, limited, or prohibited.	Short / 0-1 year
Strategy 1.2	***Training programs and awareness-raising activities will be designed to enhance AI literacy.***
Action Steps	**Term / Year**
1.2.1 Students will be encouraged to develop their digital literacy from an ethical perspective. To this end, elective courses on AI literacy will be offered. Faculty members who will teach these courses will receive the necessary training beforehand and will be provided with research opportunities.	Medium / 1-3 years
1.2.2 Students will be encouraged and guided by instructors to use AI as a knowledge-enhancing tool for developing ideas, conducting research, exploring alternative perspectives, and enriching their academic work.	Short / 0-1 year

1.2.3 Seminars will be organized to help students develop the habit of critically questioning and verifying the accuracy of information generated through AI technologies.	Short / 0-1 year
1.2.4 AI projects carried out by students and faculty members will be regularly evaluated, and the most successful projects will be recognized and rewarded.	Short / 0-1 year
Strategy 1.3	***Faculty members' competencies in designing AI-supported courses will be strengthened.***
Action Steps	**Term / Year**
1.3.1 Seminars and conferences will be organized to provide academic staff with the necessary technical and pedagogical knowledge for integrating AI technologies into teaching and learning.	Short / 0-1 year
1.3.2 At the end of each academic year, a review and reflection meeting will be conducted to evaluate and discuss the practices implemented for integrating AI technologies.	Medium / 1-3 years
1.3.3 A training program will be designed and delivered during the University orientation period for both new students and external stakeholders.	Short / 0-1 year
Strategy 1.4	***National and international collaborations will be established to promote the use of AI in higher education.***
Action Steps	**Term / Year**
1.4.1 It is planned to host conferences within two years that focus on academic research supporting the integration of AI technologies in teaching and learning.	Short / 0-1 year
1.4.2 Faculty members will be encouraged to participate in national and international projects (such as TÜBİTAK, UNESCO, and EU projects).	Long / 3-5 years
1.4.3 Sectoral days will be organized to promote innovative solutions related to AI technologies, and current developments will be shared in collaboration with stakeholders.	Short / 0-1 year
Goal 2	

Integration of AI Technologies in Higher Education	
Strategy 2.1	***Curricula will be updated in alignment with AI applications and areas of use.***
Action Steps	**Term / Year**
2.1.1 Details of the curriculum update process for integrating AI technologies into teaching will be defined for each academic unit. During this process, each unit will initially identify pilot course(s) within its own program	Medium / 1-3 years
2.1.2 Based on the efficiency results obtained from the implemented pilot courses, the use of AI technologies in higher education will be expanded across the entire University.	Long / 3-5 years
2.1.3 Learning objectives that enable students to master both theoretical knowledge and AI-supported applications—and to critically evaluate AI-generated outputs in accordance with academic ethics—will be developed through workshops conducted by faculty members.	Medium / 1-3 years
2.1.4 An AI Compliance Table (see sample in **Appendix 4**) will be prepared to guide the integration of courses with AI tools. Fundamental knowledge that must be learned through traditional methods will be identified and delivered to students independently of AI technologies.	Medium / 1-3 years
2.1.5 The extent to which students may use generative AI tools will be specified in course syllabi by the respective instructors. A guidance document intended to assist in this process is provided in **Appendix 5**.	Short / 0-1 year
Strategy 2.2	***The use of AI-supported teaching and learning environments (such as laboratories equipped with VR, AR, and other emerging technologies) will be expanded.***
Action Steps	**Term / Year**
2.2.1 Access to AI tools will be provided through the University's library computers and computer laboratories.	Medium / 1-3 years
2.2.2 Digital laboratories will be established to enable the active use of VR, AR, and similar technologies within the University.	Long / 3-5 years

2.2.3 The use of AI-supported personalized learning platforms will be encouraged, and students will be granted access to these platforms. In this way, students will be able to access content tailored to their individual learning pace and needs.	Medium / 1-3 years
2.2.4 The establishment of an *Artificial Intelligence Student Club* that brings together students from different faculties and departments to conduct interdisciplinary studies will be encouraged and supported.	Medium / 1-3 years
2.2.5 "**PîrîX**," an AI-powered chatbot designed to assist students and staff by providing quick and interactive access to the information they need, will be implemented.	Short / 0-1 year
Strategy 2.3	***Assessment and evaluation strategies suitable for the use of AI will be developed.***
Action Steps	**Term / Year**
2.3.1 Based on the AI Compliance Map and taking into account the AI usage levels outlined in **Appendix 3**, assessment and evaluation structures will be developed. Generally, multi-stage assessment methods will be applied to measure the attainability of learning outcomes. In this context, the extent to which students enrich their fundamental knowledge and skills through the use of AI tools will be evaluated.	Medium / 1-3 years
2.3.2 AI tools will be effectively utilized in teaching and learning processes to enhance students' 21st-century skills—creativity, critical thinking, communication, and collaboration.	Medium / 1-3 years
2.3.3 Students will be required to explicitly state their use of AI in assignments and projects and to follow appropriate citation standards. An explanatory report will be requested detailing the use of AI tools (e.g., which tools were used, for what purpose, and how).	Medium / 1-3 years
2.3.4 Considering the potential risks of students using AI technologies beyond pedagogical boundaries, evaluations will be conducted using the *AI Usage Scale* (**Appendix 3**) in accordance with academic integrity	Short / 0-1 year

principles. If the levels of permissible use are clearly specified in the course syllabus (**Appendix 5**), it will be determined whether an ethical violation has occurred.	
Goal 3 **Supporting AI-Driven Management and Decision-Making Mechanisms in Higher Education**	
Strategy 3.1	***Reports on the use of AI tools will be prepared.***
Action Steps	**Term / Year**
3.1.1 Key Performance Indicators (KPIs) will be defined to measure the implementation success of the AI policy.	Short / 0-1 year
3.1.2 An "AI Performance Report" will be published at the end of each academic year. This report will include which AI tools were used in which courses, implementation processes, and the efficiency outcomes obtained.	Medium / 1-3 years
3.1.3 Feedback on the integration of AI tools into teaching and learning will be collected through student and faculty surveys, and the University's AI-related educational policy and implementation principles will be updated accordingly.	Medium / 1-3 years
Goal 4 **Strengthening Technology, Infrastructure, and Data Analytics**	
Strategy 4.1	***Big data analytics and AI-supported learning analytics applications will be developed.***
Action Steps	**Term / Year**
4.1.1 "Learning and Teaching Center" including Educational Technologies will be established to ensure the effective and efficient integration of AI technologies in analyzing and solving instructional problems.	Medium / 1-3 years
Goal 5 **Establishing an AI Culture in Research and Development**	

Strategy 5.1	***AI tools will be effectively integrated into academic research processes.***
Action Steps	**Term / Year**
5.1.1 Online platforms and joint project calls will be developed to bring together faculty members from different disciplines in order to promote the effective use of AI tools in scientific projects.	Medium / 1-3 years
5.1.2 Necessary training programs on AI-Supported Research Methods will be planned accordingly.	Short / 0-1 year
5.1.3 The confidentiality and security of data used in research will be ensured. Informative seminars will be conducted to ensure full compliance with the *Personal Data Protection Law (GDPR)* in the handling of sensitive data.	Medium / 1-3 years
5.1.4 The outcomes of research projects will be incorporated into teaching and learning processes systematically through curriculum updates, seminars, and workshops.	Long / 3-5 years
5.1.5 Undergraduate and graduate students will be encouraged to participate in research projects where AI tools are used as interns or assistant researchers, providing them with opportunities to gain experience in AI-supported project writing and implementation processes.	Medium / 1-3 years
5.1.6 Regular seminars will be held to share project calls and results, where faculty members and project teams will present their findings to students. These seminars will also serve as supplementary learning resources in courses.	Medium / 1-3 years
Strategy 5.2	***AI tools will be used ethically and responsibly in research processes.***
Action Steps	**Term / Year**
5.2.1 All AI-supported research activities will be conducted in full alignment with the *Ethical Guideline on the Use of Generative AI in Scientific Research and Publications in Higher Education Institutions* and the *Pîrî Reis University Artificial Intelligence Policy and Action Plan (2025–2029)*.	Short / 0-1 year

5.2.2 The use of AI tools in research processes (such as data collection, analysis, text generation, summarization, etc.) will be clearly specified. The tools used, their versions, applied prompts, and the raw and/or processed outputs of these prompts will be transparently shared within research projects.	Short / 0-1 year
Goal 6 **Enhancing the Use of AI Technologies in Maritime Education and Research**	
Strategy 6.1	***Awareness of AI technology applications in the maritime field will be increased.***
Action Steps	**Term / Year**
6.1.1 National and international peer-reviewed conferences and seminars with participation from industry representatives will be organized on digital transformation and AI technologies in the maritime field.	Short / 0-1 year
Strategy 6.2	***Students will be encouraged to develop solutions for maritime problems using AI technologies in their theses and capstone projects.***
Action Steps	**Term / Year**
6.2.1 At least one meeting per year will be held with industry representatives to identify sectoral problems, which will then be transformed into student projects aimed at developing AI-based solutions.	Medium / 1-3 years
6.2.2 Thesis projects focused on AI-based solutions for traffic management of autonomous marine vessels will be assigned to students.	Medium / 1-3 years
6.2.3 Projects will be designed on topics such as voyage planning and optimization, machinery failure scenarios, and energy efficiency using model ships with digital twin technology.	Medium / 1-3 years
6.2.4 AI-based applications will be developed related to the management of maritime trade fleets.	Long / 3-5 years
6.2.5 Projects will be developed using AI models for meteorological and oceanographic forecasting to promote the sustainability of marine life.	Medium / 1-3 years

Strategy 6.3	***The use of AI technologies in research projects addressing maritime-related problems will be promoted.***
Action Steps	**Term / Year**
6.3.1 National and international AI-based research projects targeting the maritime sector will be proposed.	Medium / 1-3 years
6.3.2 Regular meetings will be held with external stakeholders such as the Chamber of Shipping, the Turkish Shipowners' Association, and GİSBİR to develop R&D projects addressing the needs of the maritime industry.	Medium / 1-3 years
6.3.3 Projects that produce AI-supported solutions in the fields of maritime economics and finance will be supported.	Medium / 1-3 years
6.3.4 Integration studies will be carried out with the simulators located in the University's Simulation Center.	Medium / 1-3 years

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LIST OF APPENDICES

Appendix-1 UNESCO AI Competency Framework for Teachers

UNESCO AI Competency Framework for Teachers and Pîrî Reis University Outcomes

UNESCO Competency Dimension for Teachers	**Three Developmental Levels**		
	Acquire	*Deepen*	*Create*
Human-Centered Approach	Analyzes how AI-based decision-making affects students' needs and learning processes.	Uses AI-supported tools to increase student participation, inclusion, and awareness.	Develops a comprehensive, human-centered learning approach supported by AI; advocates for fairness and equality.
AI Ethics	Explains fundamental ethical principles of AI use (justice, equality, transparency, accountability) with examples.	Applies ethical principles in AI-supported learning environments; ensures safety, security, and fairness.	Contributes to establishing ethical standards and advocates for responsible AI use.
AI Fundamentals and Applications	Describes basic AI concepts, data processing, and algorithmic logic; interprets AI outputs.	Integrates AI tools for personalized and inclusive learning environments.	Redesigns or develops AI-based instructional solutions (e.g., adaptive learning systems).
AI Pedagogy	Plans lessons using AI-supported tools (e.g., quizzes, simulations, or automated feedback).	Uses AI-supported learning platforms to differentiate instruction and monitor learning outcomes.	Analyzes and interprets data-driven feedback, integrating AI-based adaptive learning systems pedagogically.
AI for Professional Development	Identifies personal professional development needs using AI-based learning systems.	Uses AI-based professional learning communities to share experiences and best practices.	Creates AI-based methodological models, digital programs, or global networks for sustainable professional growth.

Appendix-2 UNESCO AI Competency Framework for Students

UNESCO AI Competency Framework for Students and Pîrî Reis University Outcomes

	UNESCO AI STUDENT COMPETENCIES	**PÎRÎ REİS UNIVERISTY AI POLICY**	**PRACTICAL IMPLEMENTATION SUGGESTIONS**
Four Core Competency Areas	*Human-Centered Mindset*	Respect for human rights, democracy, the rule of law, diversity, and inclusiveness.	Integrate “ethical case studies” into course content to enhance students’ awareness of social responsibility and critical thinking.
	AI Ethics	Transparency, accountability, and ethical responsibility.	In every program, establish ethical control mechanisms for AI applications and include ethics-based learning outcomes for students.
	AI Techniques and Applications	Digital skills, technical infrastructure, hardware-software management.	Use laboratories and project-based learning environments to provide students with hands-on experience in AI technologies.
	AI System Design	Encourage research on algorithmic transparency, data ethics, and the development of new strategies.	Enable students to work with real datasets and develop small-scale AI system prototypes in project-based learning settings.
Three Developmental Levels	*Level 1: Understand*	AI literacy and awareness education.	Offer compulsory introductory AI literacy courses across all departments.
	Level 2: Apply	Enriching the learning experience and promoting interdisciplinary applications.	Encourage students in relevant disciplines to carry out projects using AI tools.
	Level 3: Create	Designing new strategies, fostering motivation, and building a creation-oriented culture.	Support senior students in developing AI-based capstone and graduation projects that provide innovative solutions.

Appendix-3 AIAS Scale Levels and Descriptions

SCALE LEVEL AND DESCRIPTIONS

LEVEL	DESCRIPTION	SCOPE of USE
LEVEL 1-NO AI	AI is not included in any stage of the process.	Students produce their own knowledge, skills, and resources entirely independently without relying on digital or AI-based tools.
LEVEL 2-AI ASSISTED IDEA GENERATION	AI is used as a supportive tool in idea development or research stages.	Students evaluate and reinterpret AI-generated ideas, ensuring that the final product reflects their own understanding; AI-generated content is not used directly.
LEVEL 3-AI ASSISTED EDITING	AI is used to improve text in terms of language and expression.	Students take ownership of their own writing while using AI to enhance fluency, coherence, or language quality; both the original and the edited versions are submitted.
LEVEL 4-AI TASK COMPLETION AND HUMAN EVALUATION	Specific tasks are completed by AI, and the student evaluates the AI-generated output critically.	The produced content is reviewed by the student through a critical lens; accuracy and quality are verified, and final revisions are made by the student before submission.
LEVEL 5-FULL AI INTEGRATION	The process is carried out collaboratively with AI as an active component.	Students use AI consciously and responsibly as an active partner in knowledge construction; they maintain ethical awareness and ensure accountability in all stages.

Appendix-4 Sample AI Compliance Table

Course Content Scope: Fundamental knowledge that must be delivered through traditional methods.
Student Guidance: AI tools that students can use during their individual learning processes.
Question Design: AI tools that instructors can use while preparing exams or assignments for students.
Project Development: AI tools supporting applied project work.
Innovation and Creation: AI tools that foster creativity and help generate new ideas.
Assessment and Evaluation: AI tools used to measure student performance.
AI Usage Level in Course Syllabus: Levels specified in Appendix-5.

Course Title (Example)	Course Content Scope (Example)	Student Guidance	Question Design	Project Development	Innovation and Creation	Assessment and Evaluation	AI Usage Level in Course Syllabus
Programming	Basic algorithms, data structures, object-oriented programming	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	-Restricted Use (1) -Conditionally allowed (2) -Encouraged for use (3) -Mandatory use (4)
Data Science	Data analysis, data visualization, machine learning	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	
History	Chronology, event analysis, historical interpretation	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	XXX (AI tool name)	

Appendix-5 Guideline on Specifying the Limits of Generative AI Tool Use in Course Syllabi

It is not possible to establish a single generative AI usage policy that applies to all courses offered at our university. For each course, the boundaries regarding the use of generative AI tools should be jointly determined by the course instructor and the relevant department or program, and these boundaries must be clearly stated in the course syllabus. This guide explains how you can specify the limits of generative AI tool usage within your course syllabus. The examples and suggestions provided in this guide are intended as references and should be adapted to fit the specific context and nature of your course. As the course instructor, it is your responsibility to clearly define and explain the generative AI usage policy for your course in the syllabus. Additionally, please remember to explicitly state the boundaries of generative AI usage in the content of any assignments, projects, or similar coursework you assign during the semester. Below are several key points to keep in mind while preparing your course syllabus:

- You may define different boundaries for the use of generative AI tools for various assignments, projects, or similar tasks in your syllabus. Be sure to clearly state all such boundaries that will apply throughout the semester.
- Explain why the use of generative AI tools either supports or does not support the learning objectives of your course. This clarification is important to help students understand how AI usage aligns with the course's educational goals. While you may prohibit the use of generative AI tools in certain parts of the course for academic or personal development reasons, you may also allow their use in specific areas.
- When generative AI tools are used in the preparation of assignments, projects, etc., clearly indicate how these tools should be referenced or acknowledged. Some recommended guides for referencing AI tools are provided below:
    - Guide for Citing ChatGPT in APA Style
    - Guide for citing generative AI tools in MLA style
    - Guide for citing generative AI tools in Chicago Style
- Any use of generative AI tools beyond the defined boundaries will be considered a violation of academic integrity principles. Clearly state in your course syllabus the potential disciplinary consequences students may face as a result of such misuse.

Boundaries for the Use of Generative AI Tools:

The boundaries for the use of generative AI tools in your course will generally correspond to one or more of the four cases outlined below:

(1) Restricted Use: Piri Reis University does not prefer to impose a complete ban on the use of AI tools in any course. As a rule, the use of these tools is encouraged. In exceptional cases, if the use of AI tools in a course needs to be restricted, this decision must be stated with its justification by the relevant faculty / vocational school / preparatory school board of management and clearly expressed in the course syllabus. Additionally, the faculty must notify the University's Artificial Intelligence Commission

of this situation. In this context, the instructor may use a statement similar to the following in the course syllabus:

“The use of generative AI tools (ChatGPT, Gemini, etc.) in this course is restricted within the scope of ***. The justification for this restriction, determined in accordance with the decision numbered *** and dated **** of the relevant faculty / vocational school / preparatory school board of management, is ***. Students who use AI tools beyond these limits will be considered to have violated Piri Reis University’s academic integrity principles and will be subject to disciplinary action within the framework of the relevant regulations”

*** The penalties that may be applied in accordance with the situation are specified in the **** directive. The instructor may indicate in this section which penalty they consider appropriate.

(2) Case Where Use Is Permitted in Specific Contexts:

If the use of generative AI tools are allowed for certain assignments, projects, etc., but not for others, a statement similar to the following may be included in syllabus:

“The following uses of generative AI tools are permitted in this course:
● Reviewing written text for grammar and style improvements
● Idea generation or idea development
● Receiving feedback on written drafts
● Conducting preliminary research on the topic
● Outlining or defining the structure/headings of a text
● Data analysis
● Coding

The following uses of generative AI tools are not permitted in this course:
● Having the AI tool solve questions or problems that you are expected to complete on your own
● Having any part of an assignment or project (a line, a paragraph, or the entire text) written by a generative AI tool

Please explain your use of generative AI tools in your assignments, projects, etc., and cite them using the indicated referencing style (APA / MLA / Chicago).
In your explanation, clearly include:
– The name of the generative AI tool used,
– The date you accessed it,
– The prompt(s) or question(s) you entered, and
– A detailed explanation of how the AI tool contributed to your assignment or project.

Additionally, describe which parts of the content you learned through the AI tool and which sources you consulted to verify the accuracy of the information provided.

Remember, you are fully responsible for your assignment or project. Therefore, do not use AI-generated responses without verifying their accuracy.
Any unethical use of generative AI tools—such as copying AI outputs verbatim, failing to acknowledge use in citations, or violating intellectual property laws—is strictly

prohibited and will be treated as a violation of Pîrî Reis University's academic integrity principles, subject to ***.

Please specify clearly which citation style (APA, MLA, or Chicago) your students are required to use.
*** Applicable sanctions are specified in the ***** directive; please indicate the appropriate penalty you deem suitable for your course."

(3) Case Where Use Is Encouraged:
If the broad use of generative AI tools is allowed and encouraged for assignments, projects, etc., a statement similar to the following may be included in syllabus:

"In this course, you may use generative AI tools to complete assignments, projects, etc., provided that such use aligns with the designated learning outcomes of the course (please specify which outcomes).
Clearly explain your use of generative AI tools and cite them in your references using the indicated referencing style (APA / MLA / Chicago).
In your explanation, please include:
– The name of the generative AI tool used,
– The date of access,
– The prompt(s) or question(s) entered, and
– A detailed explanation of how the AI tool contributed to your assignment or project.

Additionally, describe which aspects you learned through AI and which sources you used to verify the accuracy of the information.
Remember, you are fully responsible for your own assignment or project. Therefore, do not include AI-generated outputs without verifying their accuracy.
You are solely responsible for any unethical use of generative AI tools, such as copying outputs verbatim, failing to acknowledge use, or violating intellectual property rights.
Any student who uses generative AI tools in ways not permitted above will be deemed to have violated Pîrî Reis University's academic integrity principles and will be subject to ***.

Please specify which citation style (APA, MLA, or Chicago) should be used.
*** The applicable sanctions are outlined in the ***** directive. Please indicate the relevant penalty you deem appropriate for your course."

(4) Case Where Use Is Mandatory:
If the use generative AI tools is required while preparing assignments, projects, etc., a statement similar to the following may be included in syllabus:

"In this course, the use of generative AI tools is required for the preparation of assignments, projects, etc.
Please explain your use of generative AI tools and cite them in your references using the indicated referencing style (APA / MLA / Chicago).
In your explanation, please include:
– The name of the generative AI tool used,
– The date of access,

– The prompt(s) or question(s) you entered, and
– A detailed explanation of how the AI tool contributed to your assignment or project.

Additionally, describe which aspects you learned through AI and which sources you used to verify the accuracy of the information.
Remember, you are fully responsible for your assignment or project. Therefore, do not use AI-generated responses without verifying their accuracy.
You are accountable for any unethical use of generative AI tools (e.g., copying outputs verbatim, failing to cite use, or violating intellectual property laws).
Any student who uses generative AI tools in unapproved ways will be considered to have violated Pîrî Reis University's academic integrity principles and will be subject to ***.

Please specify which citation style (APA, MLA, or Chicago) your students should use.
*** The applicable sanctions are defined in the ***** directive; please indicate the appropriate penalty you deem suitable."