Hanken Traffic Light Model for the use of genAI & report templates

Introduction: Using the AI Traffic Light Model in Education

The traffic light model is designed to guide both students and examinators in the responsible and pedagogically meaningful use of **generative AI** at Hanken. It categorizes assignments into six levels of AI integration—from no use (Red) to full integration (Purple), with a dedicated category for thesis work (Rainbow).

- The model (lights) indicate what level of AI use is permitted in each assignment/course/thesis.
- Students can use the corresponding **Report Template** to document and reflect on the use of AI tools.
- For Yellow, Blue, and Rainbow categories, it is recommended that students reflect and report on their process and demonstrate their own contribution. Student should also be able to demonstrate version history (before AI/after AI) of their work, if asked by the examinator or supervisor.

Traffic Light Model

🔴 Red – No AI Use

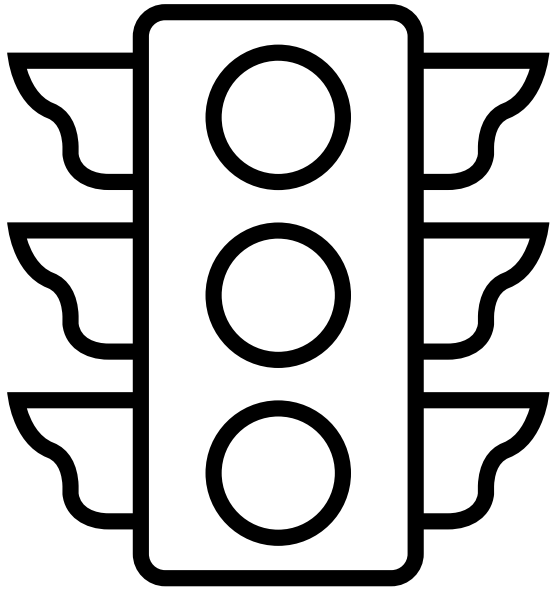
🟡 Yellow – AI-Assistant

🟢 Green – AI Use Allowed, Not Required

🔵 Blue – AI Use Required

🟣 Purple – Full AI integration

🌈 Rainbow – Thesis Work (Section-Specific AI Use)



How the Traffic Light Model Supports Hanken's AI Guidelines and Academic Integrity

Learning outcomes first
AI use must never replace learning. Examinators may limit or prohibit AI use when it risks undermining the course or programme's learning objectives.

Original work is essential
All submitted work must reflect the student's own thinking. Copying AI-generated text and presenting it as your own is strictly forbidden.

Transparency is required
Students must be able to explain when and how generative AI tools were used. This includes describing the purpose, extent, and impact of AI involvement.

Ethical use is Non-Negotiable
Generative AI use must respect academic integrity, data privacy, and intellectual property. Students are expected to act responsibly and cite tools appropriately.

AI is a tool, Not a substitute
Generative AI can support learning, but it must not replace the development of core competencies or critical thinking.

Guidelines for students: using AI in assignments and theses

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General principles behind the Traffic Light model:

The use of generative AI at Hanken is guided by the principle that learning outcomes must always come first. AI can support learning, but it must never replace the student's own thinking or compromise academic integrity. All work must be original, ethically produced, and transparently documented. Examinators and supervisors may limit AI use to ensure that students develop the knowledge and competencies the course and program is designed to build.

🟥 **Red – No AI Use**

🟩 **Green /** 🟨 **Yellow /** 🟦 **Blue /** 🟪 **Purple assignments**

Report AI use (Yellow, Blue): Clearly describe what tools you used, for what purpose, and how it influenced your work.

Save versions (Yellow, Blue): Keep drafts showing your original work and the AI-enhanced version.

🌈 **Rainbow – Thesis work:** AI Use is allowed:

Maintain a Thesis AI Log to support the process:

- Tool used
- Purpose
- Reflections on usefulness and limitations

Version history: Keep track of how your text evolved with AI support.

Be prepared to clarify: You may be asked to explain your process during supervision or examination.

Red – No AI Use

Description:
AI use is strictly prohibited. The assignment must be completed using only the student's own knowledge, skills, and reasoning.

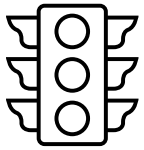
When to use (example):

- Language proficiency assessments
- Personal reflections or self-assessments
- Tasks where AI would trivialize the learning outcome
- Use of copyrighted or sensitive material

Example of tasks:
This category applies to tasks where students are expected to demonstrate conceptual understanding, personal reflection, or language proficiency. These assignments rely on the student's own reasoning, insight, and communication skills, and therefore must be completed without the use of AI tools.

Student agency focus:
Students demonstrate independent critical thinking and conceptual understanding.

Yellow – AI-Assistant



Description:
AI may be used as an assistant. No content generation is allowed. If tools are used, it must be reported and reflected upon.

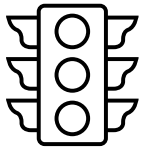
When to use (example):

- Drafting outlines or idea generation
- Language polishing or grammar checking
- Visualizing presentations
- Support with programming and coding

Example of tasks:
This category applies to tasks where students can use AI to organize ideas, improve clarity, or refine language, while still being responsible for the core content. AI tools may be used to support structuring, grammar checking, or stylistic editing. Students must report how AI was used and reflect on how their own thinking shaped the result.

Student agency focus:
Students remain the primary authors. AI is a tool for refinement. Students must submit a report with reflection on AI's role.

Green – AI Use Allowed, Not Required



Description:
AI may be used freely. Reporting is optional. The use of AI does not significantly affect the assessment.

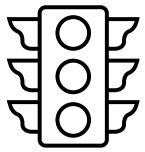
When to use (example):

- Translation or summarization
- Background research
- Preparatory or non-graded tasks
- Visualisations & presentations

Example of tasks:
This category applies to tasks focused on comprehension, preparation, or background work, where AI use may support—but not significantly influence—the outcome. Students may choose to use AI tools for translation, summarization, or clarification, but reporting is not required. The decision to use AI is left entirely to the student.

Student agency focus:
Students choose whether to use AI. Emphasis is on autonomy and informed decision-making.

Blue – AI Use Required



Description:
AI must be used as part of the assignment. Students are expected to critically engage with AI outputs and document and report their process.

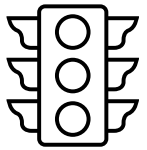
When to use (example):

- Scenario development
- AI-supported tasks, analysis or evaluation
- Simulations

Example or tasks:
This category applies to tasks where AI is an integral part of the assignment. Students are expected to actively use AI tools to generate content or ideas, and then critically evaluate, refine, and build upon that output using course concepts. AI use must be documented, and students should reflect on its relevance, limitations, and how their own analysis shaped the result.

Student agency focus:
Students act as evaluators and co-creators. They must demonstrate critical thinking, ethical awareness, and reflective use of AI.

Purple – Full AI integration



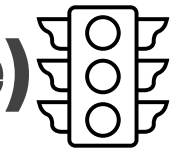
Description:
AI is used throughout the task. Students are expected to collaborate with AI to enhance creativity and productivity.

When to use (example):

- Innovation labs or creative projects
- Entrepreneurial simulations
- AI-enhanced design or storytelling
- Model building & interpretation

Example of tasks:
This category applies to tasks where AI is used throughout the process as a creative and strategic partner. Students are expected to collaborate with AI tools for ideation, content generation, and refinement. While reporting is not needed, students should be able to reflect how they directed the AI's use and ensured that the final product reflects their own decisions and originality.

Student agency focus:
Students are responsible for orchestrating AI use meaningfully. Emphasis is on strategic integration and ownership of the final product.

🌈 Rainbow – Thesis Work (Section-Specific AI Use) 

Description:
This category recognizes that different parts of a thesis may involve different levels and types of AI use. For example, AI might support brainstorming during the planning phase, assist with reviewing literature, help structure arguments and drafting, or be used in data analysis or visualization. However, other sections—such as the formulation of research questions, critical discussion, or conclusions—may require more independent work.

Because of this variation, students are expected to **critically consider the role of AI in each section of their thesis** and discuss their intended use with their supervisor. The use of AI must be **transparent, well-documented, and ethically sound**, and students should maintain **version history** to show how their work developed before and after AI involvement.

The Rainbow category emphasizes that AI is a tool—not a substitute—for academic thinking. Students must demonstrate ownership of their work and reflect on how AI supported or challenged their process across the thesis journey.

Student agency focus:
Students must demonstrate critical engagement, maintain version history, and clearly distinguish their own contributions. A detailed AI usage report is required.

Reporting the use of generative AI in Course work and Theses

Report & Review – Supporting AI literacy

Reflecting and reporting the use of AI in academic work is essential for fostering AI literacy among students. By documenting how AI tools are used, students develop a deeper understanding of their capabilities, limitations, and ethical implications.

This practice not only promotes transparency and academic integrity but also encourages critical thinking and responsible engagement with emerging technologies.

Template 1: AI Use Report for Course Assignments

Section	Guiding Questions	Student Response
1. Purpose	What specific tasks did you use AI for? (e.g., brainstorming, outlining, editing)	
2. Extent	What proportion of your work was influenced by AI? (e.g., % of ideas, text, structure) Include example prompts.	
3. Impact	How did AI use affect your work? What were the benefits or limitations?	
4. Ethical considerations & Data privacy	Did you anonymize data? Did you avoid copying AI-generated text? Did you cite tools used?	
5. Version history (optional) – If examinator asks for it	Attach or describe versions of your work before and after AI use (if applicable).	
6. Reflection (Optional)	What did you learn about using AI in academic work? Would you use it differently next time?	

All AI tools used should also be listen in the list of references (APA 7 format)

Template 2: AI Use Report for Theses

Section	Guiding Questions	Student Response
1. Purpose	For which thesis stages did you use AI? (e.g., topic selection, literature review, writing, analysis)	
2. Extent	What proportion of each stage was influenced by AI? Include example prompts or interactions.	
3. Impact	How did AI support or limit your process? Did it enhance efficiency, creativity, or clarity?	
4. Personal contribution	Where is your own thinking, analysis, and creativity most evident? How did you ensure your voice remained clear?	
5. Ethical considerations & Data privacy	How did you ensure academic integrity, originality, and data privacy? Did you follow Hanken guidelines?	
6. Version history - ***If supervisor asks for it***	Attach or describe versions of your work before and after AI use.	
7. Reflection on Non-Use *(if applicable)*	Why did you choose not to use AI? How did this affect your process?	

*When applicable, include sections in method chapter.