



INDIVIDUAL ACTION

STUDENT AI PLAYBOOK

Read the rule, protect the information, verify the result, disclose material assistance and own the final work.

Secondary and postsecondary students using AI in coursework, projects, career preparation or personal learning.

READ

Confirm the rule, permitted purpose and approved tool.

VERIFY

Check sources, calculations, code and material claims.

DISCLOSE

Explain material assistance and own the final work.

START HERE

USE AI ONLY WHERE ALLOWED. OWN YOUR WORK.

Decide whether and how to use AI, verify the result, disclose material assistance and submit work the student can explain and defend.

WHO SHOULD USE THIS

Secondary and postsecondary students using AI in coursework, projects, career preparation or personal learning.

WHAT YOU WILL PRODUCE

A defensible submission record containing permission, verification, disclosure and retained process evidence.

KEEP THESE BOUNDARIES

The playbook does not grant permission where a course or institution has not. Responsibility and judgment do not transfer to the tool.

BEFORE YOUR NEXT SUBMISSION

01

Read the assignment rule

Confirm what AI assistance is allowed; ask your instructor if it is unclear.

02

Protect your information

Use approved tools and keep private or confidential information out.

03

Check the result

Verify sources, calculations and code, and explain your reasoning yourself.

04

Show your contribution

Follow disclosure and citation requirements and keep useful process evidence.

01 ORIENTATION AND SCOPE

INDIVIDUAL ACTION / SECTION 01

MAIN AI Playbook

A practical guide to understand course rules, use AI to strengthen learning, protect personal information, check every important output, and submit work you can explain and defend.

Check the Rule First

Explore MAIN Student Resources

SOURCE BASIS U.S. Department of Education AI guidance | FERPA | CISA Secure Our World

02 HOW SHOULD STUDENTS USE AI?

INDIVIDUAL ACTION / SECTION 02

The short answer

Use AI as a learning aid, not a substitute for learning. Check the course rule before you begin, protect private information, ask the tool to help you practice or see alternatives, verify its claims, disclose or cite use when required, and submit only work you understand and can explain.

Your decision path: Name the task and skill you need to practice; check the rule, tool and information; try only permitted help; verify against real sources or your own work; keep, revise, or discard the result and disclose use as required; then ask whether it actually helped you learn. If the rule is unclear or the output cannot be checked, pause and ask your instructor. Discard output that invents evidence, exposes private information, or does required thinking for you.

Your instructor and institution set the rules for your course. This playbook is voluntary educational guidance; it does not replace a syllabus, assignment instructions, academic-integrity policy, accessibility process, professional standard, or law.

THE FIVE-QUESTION CHECK

- Is AI allowed for this step?
- Is this tool and account appropriate?
- Is the information safe to enter?
- How will I verify the result?
- How must I disclose or cite the use?

SOURCE BASIS U.S. Department of Education AI guidance | FERPA

03 KNOW THE RULE FOR THIS ACTIVITY

INDIVIDUAL ACTION / SECTION 03

Read before you prompt

Do not assume one rule covers every course or every step. If instructions conflict or are unclear, pause and ask your instructor.

AI REQUIRED

Use the named tool or approved alternative and demonstrate the skill the assignment is designed to teach.

AI PERMITTED

You may use AI for stated purposes. Keep your own reasoning central and follow disclosure, citation, and verification rules.

AI LIMITED

AI is allowed for some steps but not others. Record the boundary before you start and preserve evidence of your process.

AI PROHIBITED

Complete the activity without AI. The purpose may be to measure your independent knowledge, writing, calculation, performance, or judgment.

Ask a precise question: "May I use [tool] for [specific step]? If yes, what should I disclose or cite, and what evidence of my own process should I submit?" Save the answer with the assignment instructions.

SOURCE BASIS U.S. Department of Education AI guidance | FERPA

04 SIX RESPONSIBLE STUDENT AI WORKFLOWS

INDIVIDUAL ACTION / SECTION 04

Practice more; outsource less

These patterns are starting points only when your course allows them. Give the minimum context needed, avoid private information, and compare outputs with course materials.

1. EXPLAIN AND QUESTION

Ask for two explanations at different levels, then answer follow-up questions without help.

Try: "Explain [concept] using an example, then ask me three questions one at a time. Do not give the answer until I respond."

2. PRACTICE AND RETRIEVE

Turn your own notes into a practice set. Attempt it closed-book, then review mistakes against the original material.

Try: “Using only these notes, create five practice questions. Label anything the notes do not support.”

3. BRAINSTORM AND REVISE

Generate alternatives, choose with reasons, write your own draft, and request focused feedback rather than a replacement answer.

Try: “Ask me questions that help narrow my claim. Do not write the paper or invent sources.”

4. RESEARCH SUPPORT

Use AI to identify vocabulary, counterarguments, or search terms, not as your evidence. Find, open, evaluate, and cite the real sources.

Try: “Suggest search terms and likely source types. Do not fabricate citations or claim a source exists.”

5. CODING AND DATA

Ask for explanations, tests, or debugging questions. Run code only in an approved environment and verify logic, dependencies, licenses, security, and outputs.

Try: “Explain this error and propose tests. Do not change files, install packages, or use credentials.”

6. CAREER PREPARATION

Practice interviews or compare your experience with a job description. Never invent skills, achievements, employment, or credentials.

Try: “Ask behavioral interview questions based only on the experience I provide. Flag any unsupported claim.”

SOURCE BASIS U.S. Department of Education AI guidance | FERPA

05

WORKED METHOD: RESEARCH BRIEF FROM PERMISSION TO SUBMISSION

INDIVIDUAL ACTION / SECTION 05

ILLUSTRATIVE LEARNING WORKFLOW

Situation: a student must prepare a short research brief. The assignment permits AI for brainstorming search terms and counterarguments, but the student must find, open, evaluate, and cite the real sources and write the final analysis. Replace this example with the actual course rule.

Stage	Student action	Record to retain
Read	Copy the assignment-level AI status, allowed steps, prohibited steps, approved tools, and required disclosure into the work plan.	Assignment instructions and the question route for ambiguity.
Plan	Use the minimum necessary, nonprivate context. Ask for search vocabulary and competing lines of inquiry, not sources to cite or a finished answer.	Tool/version if known, date, purpose, and prompt or summary when required.

Stage	Student action	Record to retain
Research	Search independently; open each source; check author, publisher, date, scope, supporting passage, and whether a more authoritative primary source exists.	Source notes with direct links and the passage supporting each claim.
Verify	Separate fact, interpretation, and uncertainty. Recheck quotations, calculations, code, dates, and claims; identify what the tool omitted or assumed.	Verification log showing error found, correction made, evidence used, and final judgment.
Write	Develop the brief from the verified source record and the student's own reasoning. Do not fabricate experience, data, results, citations, or quotations.	Drafts or process evidence required by the course.
Disclose and submit	Name material assistance using the required format and confirm that the final work can be explained and defended without the tool.	Final disclosure and retained submission record.

ILLUSTRATIVE DISCLOSURE - ADAPT TO THE REQUIRED FORMAT

I used [tool and version, if known] on [date] to generate search terms and possible counterarguments, as permitted. I independently found and read the sources, checked each material claim against the cited passage, rejected unsupported suggestions, corrected [brief description], and wrote the submitted analysis. I take responsibility for the final work.

SUBMISSION GATE

- Proceed only if the rule is clear, the purpose is permitted, protected information was not exposed, every material source or result was verified, and the disclosure is complete.
- Ask before submission if the permission boundary, disclosure format, source use, account, accessibility, or required process evidence remains unclear.
- Stop and report promptly if private information, credentials, restricted assessment material, or unauthorized account access may have been exposed.

SOURCE BASIS U.S. Department of Education AI guidance | FERPA | CISA Secure Our World | U.S. Copyright Office AI initiative

06 AI CAN SOUND CONFIDENT AND STILL BE WRONG

INDIVIDUAL ACTION / SECTION 06

Trust needs evidence

Generated text may contain false claims, made-up citations, flawed calculations, insecure code, missing context, or biased assumptions. Verification is part of the work.

CLAIMS AND SOURCES

- Open every source; do not cite a link you have not read.
- Confirm author, title, date, publisher, and supporting passage.

- Prefer primary sources when possible.
- Separate fact, interpretation, and uncertainty.

MATH, DATA, AND CODE

- Redo important calculations.
- Check units, assumptions, missing values, and sample limits.
- Test normal, edge, and failure cases.
- Do not run unknown code with sensitive files, credentials, or excessive permissions.

MEANING AND FAIRNESS

- Compare against course materials and context.
- Look for stereotypes, missing perspectives, and unsupported certainty.
- Ask what evidence would disprove the answer.
- Escalate high-consequence questions to a qualified person.

Good verification is visible. Keep notes showing the source you checked, the error you found, the change you made, and the reasoning behind your final answer.

SOURCE BASIS NIST Generative AI Profile | U.S. Copyright Office AI initiative

07 PROTECT PRIVACY, ACCOUNTS, AND DEVICES

INDIVIDUAL ACTION / SECTION 07

Pause before uploading

Anything entered into an AI service may be stored or processed under that service's terms and your institution's agreement. Use an institution-approved account when provided and share only what the task requires.

DO NOT ENTER

- Passwords, recovery codes, API keys, or security answers
- Government IDs, financial, health, or accommodation information
- Private messages or another person's personal information
- Exams, answer keys, confidential work, or proprietary data
- Unpublished research or restricted course materials without permission

SAFER ACCOUNT HABITS

- Use a unique password and multi-factor authentication.
- Review privacy, sharing, memory, history, and training settings.
- Remove unnecessary chat history or connected data when allowed.

- Do not approve unexpected login or tool-access requests.
- Report a suspected exposure promptly.

AGENTS AND CONNECTED TOOLS

- Check exactly what an AI tool can read, change, send, buy, or delete.
- Grant the least access and shortest duration possible.
- Preview actions before approval.
- Do not connect school, email, drive, or financial accounts casually.
- Know how to revoke access and undo changes.

Deepfakes and impersonation: treat urgent voice, video, text, or payment requests as unverified. Contact the person or institution through a known channel, never share a one-time code, and report suspected impersonation.

SOURCE BASIS FERPA | CISA Secure Our World

08 BEFORE-YOU-SUBMIT CHECKLIST

INDIVIDUAL ACTION / SECTION 08

Own the final work

RULE AND AUTHORSHIP

- I followed the AI rule for every step.
- The final work reflects my own understanding and judgment.
- I can explain the claims, methods, code, and choices.
- I did not invent experience, data, results, or sources.

EVIDENCE AND QUALITY

- I opened and checked every citation.
- I recalculated important numbers and tested code.
- I checked quotations, paraphrases, permissions, and attribution.
- I reviewed bias, missing context, accessibility, and tone.

PRIVACY AND DISCLOSURE

- I did not expose private or restricted information.
- I used the required disclosure or citation format.
- I kept any prompt, draft, or process record the instructor requires.
- I asked before submitting if a rule remained unclear.

SIMPLE DISCLOSURE MODEL

"I used [tool and version, if known] on [date] to [permitted purpose]. I reviewed the output by [verification steps], changed [what you changed], and take responsibility for the submitted work." Follow your instructor's format if it differs.

SOURCE BASIS NIST Generative AI Profile | U.S. Copyright Office AI initiative

09

BUILD YOUR AI SKILLS IN MISSISSIPPI

INDIVIDUAL ACTION / SECTION 09

Continue with MAIN

STUDENT RESOURCES

Find student-focused AI information, learning opportunities, and practical support.

Explore student resources

COURSES AND CREDENTIALS

Review current MAIN course information and availability through participating institutions.

Browse AI courses

AI PROGRAMS IN MISSISSIPPI

Explore degree and academic program information assembled by MAIN.

View AI degrees and programs

FACULTY AI PLAYBOOK

See the companion guidance instructors can use to set course rules and design meaningful assessments.

Open the Faculty AI Playbook

AI + DUAL ENROLLMENT GUIDE

Understand how college course expectations and K-12 technology rules should be coordinated.

Open the dual-enrollment guide

SOURCE BASIS Browse AI courses | Open the Faculty AI Playbook | Open the dual-enrollment guide | U.S. Department of Education AI guidance

10 FREQUENTLY ASKED QUESTIONS

INDIVIDUAL ACTION / SECTION 10

Student AI questions

IS USING AI CHEATING?

It depends on the course, assignment, and institution. Read the instructions and syllabus, follow the stated boundary, disclose or cite AI use when required, and ask the instructor before using AI if the rule is unclear.

CAN I USE AI TO STUDY?

When course rules allow it, AI can help explain a concept, generate practice questions, compare approaches, or give feedback. Check the output against course materials and use the tool to practice thinking rather than replace it.

WHAT SHOULD I AVOID UPLOADING?

Do not upload passwords, financial or health information, government identification numbers, private messages, confidential work, proprietary data, unpublished research, exams, answer keys, or another person's information unless an authorized workflow explicitly allows it.

HOW SHOULD I CHECK AN AI ANSWER?

Compare it with course materials and reliable sources, open every citation, redo calculations, test code in a safe environment, look for missing context or bias, and ask a qualified person when the consequence of error is high.

HOW SHOULD I DISCLOSE AI USE?

Follow the instructor's required format. A useful disclosure names the tool, explains what it helped with, identifies what you changed or verified, and distinguishes your own reasoning and final responsibility.

A detector score is not proof of misconduct. If your work is questioned, ask which rule applies and use drafts, sources, notes, or an explanation of your process. MAIN's evidence guide to AI detection and verifying learning explains how fair review should work.

[SOURCE BASIS](#) MAIN's evidence guide to AI detection and verifying learning

11 SOURCES AND STUDENT RESOURCES

INDIVIDUAL ACTION / SECTION 11

Authoritative foundation

- Student Guide to AI, developed by Elon University and AAC&U
- U.S. Department of Education, Artificial Intelligence and the Future of Teaching and Learning

- U.S. Department of Education, Guidance on Artificial Intelligence Use in Schools (July 2025), including responsible adoption, privacy, and AI literacy principles
- U.S. Department of Education Student Privacy Policy Office, FERPA
- NIST AI RMF: Generative Artificial Intelligence Profile
- CISA Secure Our World for account and phishing safety practices
- U.S. Copyright Office, Copyright and Artificial Intelligence

SOURCE BASIS Student Guide to AI | U.S. Department of Education, Artificial Intelligence and the Future of Teaching and Learning | U.S. Department of Education, Guidance on Artificial Intelligence Use in Schools | U.S. Department of Education Student Privacy Policy Office, FERPA

12 USE AI TO STRENGTHEN THE WORK ONLY YOU CAN DO

INDIVIDUAL ACTION / SECTION 12

Your questions, evidence, judgment, creativity, and ability to explain a decision remain central. Keep learning visible and keep yourself accountable.

Browse All AI Playbooks

Contact MAIN

SOURCE BASIS U.S. Department of Education AI guidance | FERPA

13 WHERE TO GO NEXT

INDIVIDUAL ACTION / SECTION 13

Related MAIN resources

- Higher Education AI Policy Template The kind of policy your college or university may be working from.
- AI guidance from Mississippi institutions Check whether your own institution has published its own rules.
- AI in Mississippi How AI education, training, and policy fit together across the state.

Contextual photograph: cottonbro studio / Pexels. The photograph does not document a MAIN program or an AI deployment and does not imply endorsement.

14 SOURCES, REVIEW RECORD AND MAINTENANCE

INDIVIDUAL ACTION / SECTION 14

MAIN developed the operating model, decision logic, examples and working tools in this playbook. The reviewed references below support the method and its boundaries. Law, agency guidance, research, institutional examples and vendor documentation serve different roles; none substitutes for applicable law, institutional policy or qualified review. Confirm current applicability and currency before use.

- 01 Browse AI courses
mainms.org
- 02 Open the Faculty AI Playbook
mainms.org
- 03 Open the dual-enrollment guide
mainms.org
- 04 MAIN's evidence guide to AI detection and verifying learning
mainms.org
- 05 Student Guide to AI
studentguidetoai.org
- 06 U.S. Department of Education, Artificial Intelligence and the Future of Teaching and Learning
ed.gov
- 07 U.S. Department of Education, Guidance on Artificial Intelligence Use in Schools
ed.gov
- 08 U.S. Department of Education Student Privacy Policy Office, FERPA
studentprivacy.ed.gov

REFERENCES — CONTINUED

- 09 NIST AI RMF: Generative Artificial Intelligence Profile
nist.gov
- 10 CISA Secure Our World
cisa.gov
- 11 U.S. Copyright Office, Copyright and Artificial Intelligence
copyright.gov
- 12 Higher Education AI Policy Template
mainms.org
- 13 AI guidance from Mississippi institutions
mainms.org
- 14 AI in Mississippi
mainms.org

KEEP THE GUIDANCE CURRENT

Confirm applicability before use. Record the responsible local owner and what should trigger another review.

OWN

Name the person responsible for scope, access and decisions.

CHECK

Have qualified reviewers check evidence, risks and corrections.

STOP

Pause or reverse work that exceeds the approved boundary.