

# THE CHINESE UNIVERSITY OF HONG KONG

## Use of Artificial Intelligence Tools in Teaching, Learning and Assessments

### *A Guide for Students*

Artificial intelligence (AI) is sweeping the globe, and generative AI in particular has been hotly discussed because of its potential to revolutionize the way we teach and learn. The University believes that it is crucial for teachers and students to embrace and become acquainted with AI in order to optimize its potential in education. Students should learn to make sensible use of AI tools, not only for their studies, but also for their future professional development and advancement in order to thrive in this AI era. Like any other educational resources, teachers and students should approach AI tools critically, recognising their limitations in an honest and authentic manner and how these tools could be incorporated into teaching and learning in order to attain the desired learning outcomes.

To optimize the use of AI in education, the University has prepared for teachers the “Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments” (Guidelines) to i) set out how the University may integrate AI tools in its teaching and learning while upholding academic honesty, integrity and quality; ii) recommend some possible approaches in adopting AI tools in teaching and learning; iii) make it clear and explicit that improper/unauthorized use of AI tools in assignments/assessments constitute acts of academic dishonesty which will be handled in accordance with the University’s existing guidelines and procedures; and iv) provide some readily available references and resources for supporting the adoption of AI tools in teaching and learning.

Students should take note of the following salient points extracted from the Guidelines and follow strictly the instruction and/or permission given in the course outline by the teachers regarding the use of AI tools in teaching, learning and assessments. The Guidelines will be reviewed and updated as needed to reflect changes in technology, best practices, and other relevant developments.

- a) There are different types of AI tools, for instance generative AI tools (e.g. [Chat GPT](#)) which can be easily instructed using ordinary human language to generate various formats of texts. Some AI tools facilitate the creation of ‘original’ artwork (e.g. [DALL·E 2](#)), translated text (e.g. [Google Translate](#)), formulas (e.g. [Sheet+](#)), and computer code (e.g. [OpenAI Codex](#)), etc. applicable to a great variety of use. While teachers and students are encouraged to explore and take advantage of the benefits of adopting appropriate AI tools to enhance their teaching and learning activities, decisions on which AI tools to adopt and how to use them in teaching and learning should be made cautiously and thoroughly.
- b) The availability and accessibility of AI tools to students will be carefully evaluated before adopting AI tools into any teaching and learning activities. AI is a double-edged sword; we should use but not abuse it, use it as a research but not cheating tool, and most importantly, use AI to think with you, but not for you.
- c) Where applicable and permitted, approaches to the use of AI tools in different disciplines will be worked out taking into consideration the needs of different disciplines, their pedagogical approaches and assessment means. When adopting AI tools in teaching and learning, teachers and students should be cautious of their accuracy and reliability and bear the responsibility of using the educational resources and references obtained through these tools.

- d) As a general principle, students are prohibited from using any AI tools to complete their assignments, assessments and any other works that count towards their final grade of the course or attainment of the desired learning outcomes, unless explicitly permitted.
- e) Depending on the learning outcomes, pedagogical design, and assessment scheme of different courses, the following are some possible approaches to adopt AI tools in teaching and learning. Relevant details will be spelt out clearly in the course outline and/or the instruction of the assignments. Students shall follow the instruction and permission strictly and seek clarification from the course teacher if in doubt. Students are also expected to understand the limits and appropriate uses of these tools.

**i. Approach 1 (by default) - Prohibit all use of AI tools**

In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration or the use of AI tools. That says students are prohibited from using any AI tools in their assignments and assessments that count towards students' final grade of the course, or for evaluating their attainment of the desired learning outcomes.

**ii. Approach 2 - Use only with prior permission**

In some courses, it may be appropriate to use AI tools in some in-class exercises or assignments. Where applicable and permitted, students will be clearly and explicitly informed of when and how they can use these tools which shall be cited or acknowledged in their work. Details will be spelt out clearly in the course outline and/or the instruction of the assignments. Students shall follow the instruction and permission strictly and are expected to understand the limits and appropriate uses of these tools.

**iii. Approach 3 - Use only with explicit acknowledgement**

In courses where students are allowed or expected to collaborate with or use AI tools, students may use these tools for in-class learning activities, exercises or assignments as long as they explicitly cite or acknowledge the use of these tools. Details will be spelt out clearly in the course outline and/or the instructions of the assignments. Students shall follow the instruction strictly and are expected to understand the limits and appropriate uses of these tools.

**iv. Approach 4 - Use is freely permitted with no acknowledgement**

In courses where students are allowed or expected to frequently collaborate with or use AI tools, students may use these tools for in-class learning activities, exercises or assignments without citing or acknowledging the use of these tools. In these classes, it is critical that students understand the limits and appropriate uses of these tools. Details on which AI tools are to be used will be spelt out clearly in the course outline and/or the instruction of the assignments. Students shall follow the instruction strictly and are expected to understand the limits and appropriate uses of these tools.

- f) The adoption of permitted use of AI tools in courses are subject to regular review by the course teacher(s) and the programme concerned. It is the responsibility of students to study the course outline, assessment scheme and instruction of individual assignments in detail to ensure that they follow the instruction and permission strictly. Improper/unauthorized use of AI tools in learning

activities and assessments constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.

- g) As a general principle, students are expected to complete assignments/assessments on their own without any external assistance, unless otherwise specified. If AI tools are permitted for use in the course, students should pay attention to the following for proper use of these tools:
- i. students should learn and use these tools responsibly and ethically, and be aware of their limitations;
  - ii. the quality of output of some generative AI tools correlates directly to the quality of input, students should master "prompt engineering" by refining their prompts in order to get good outcomes;
  - iii. students should fact-check all outputs of AI tools by cross-checking the claims with reliable sources and are responsible for any errors or omissions, if any, when using these tools;
  - iv. like any other tools and references, permitted use of AI tools should be acknowledged unless otherwise specified; specific and detailed information on the AI tools used, including prompts used if applicable, for completing the assignments/assessments should be provided in the work concerned and, if deemed necessary, the output of generative AI should be included as an appendix of the work submitted by students.
- h) As a general principle, students are expected to complete all coursework, formative and summative assessments independently without the use of AI tools or other forms of unauthorized assistance, unless specifically permitted. Improper and unauthorized use of AI tools not only jeopardize the quality and efficacy of teaching and learning, but they also constitute acts of academic dishonesty. Students should be cautious of the following which may result in improper/unauthorized use of AI tools in learning:
- i. using AI tools in completing assignments/assessments without prior permission;
  - ii. handing in an AI-generated work as one's own;
  - iii. using AI tools to cheat in a course;
  - iv. using AI tools that are not up to date and result in the use of outdated and inaccurate resources; and
  - v. using AI tools in an unethical and irresponsible manner.
- i) If the use of AI tools is not permitted in an assignment/assessment, and a student is later found to have used such a tool in the assignment/assessment, the case should be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.
- j) Similar to the submission of other assignments, students are required to declare and assure that the works submitted are their original works except for source material explicitly acknowledged, and the permitted use of AI tools in the assignment(s), if applicable. The academic honesty declaration statement is updated accordingly in the VeriGuide System.
- k) While appropriate enhancement would be implemented to the VeriGuide system for detecting cases of improper/unauthorized use of AI tools, the University will explore and devise other appropriate measures in detecting students' submissions and assessments. All identified cases will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.
- l) Similar to other serious cases of academic dishonesty, penalties for improper/unauthorized use of AI tools in assignments/assessments may include reviewable/permanent demerit(s), failure grade

for the course concerned, suspension from the University, lowering the degree classification, and termination of studies at the University.

- m) For cases in which improper/unauthorized use of AI tools in assignments/assessments was committed by a person when s/he was still a student of the University studying for the award in question (but only came to light after graduation) may also constitute good cause under which the University may revoke his/her academic award in accordance with the University's procedure for revoking an academic award.
- n) The educational needs of students in the use of AI tools will be reviewed.
- o) University will provide professional development opportunities and support to teachers to enhance their AI literacy so as to help enhance sensible and critical use of AI tools among students.
- p) Guidelines and policies on the use and application of AI tools in teaching and learning will be regularly reviewed and updated to reflect changes in technology, best practices, and other relevant developments.

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