

## **Guidelines for Using Generative Artificial Intelligence (GAI) Tools**

### **Department of Digital Arts and Creative Industries (DACI)**

As Term 1 of 2026–27 begins, the Department of Digital Arts and Creative Industries at Lingnan University embraces Generative AI (GAI) as a valuable educational aid. We encourage transparent and ethical use of these tools to support learning, creativity, and coursework. Responsible engagement requires critical thinking, accountability, and clear acknowledgement of AI contributions. These guidelines help students use GAI productively while preserving academic integrity and personal intellectual growth.

#### **1. Syllabus Policy**

Every syllabus must include a “Course Policies for Use of Generative AI” segment. This section defines the permitted scope of GAI usage for that specific course. While GAI tools (e.g., ChatGPT, Copilot, Gemini, DeepSeek) are generally accessible, instructors should explicitly explain prohibited usage for that course, if any. List examples of appropriate and inappropriate uses where possible. All AI-assisted work should align with the course’s learning objectives.

#### **2. Enhance Student AI Literacy**

In the first week of class: help students establish a holistic understanding of AI as a learning tool that has strengths and limitations:

- a. Bias Recognition – AI outputs may reflect stereotypes, outdated perspectives, or cultural limitations. Critically assess content for hidden assumptions.
- b. Hallucination Awareness – AI often generates plausible but fabricated information. Verify all facts, references, and data against authoritative sources.
- c. Privacy & Data Security – Never input personal identifiers, confidential materials, third-party copyrighted works, or proprietary institutional data into AI platforms.
- d. Prompt Crafting – Well-structured, contextual prompts yield more relevant results.
- e. Use AI after thinking, not before.

#### **3. Critical Engagement with AI**

To ensure GAI augments rather than diminishes learning, the following practices are embedded across modules: Introductory Module – Instructors will emphasize that universal access to AI raises performance benchmarks. Excellence now rests on how students *critically engage with AI*, rather than over-relying on AI.

- **Reflection Requirement** –For each assignment, instructors can require a one-paragraph reflection on where and how GAI was used, its specific limitations encountered, AI’s ethical problems, and the student’s own unique input.
- **Bibliographic Verification Task** – Students will use GAI to compile a bibliography for their research topic, then rigorously validate every source. This exercise exposes hallucination risks and reinforces the habit of thorough fact-checking.
- **Collaboration over Substitution** – View GAI as a collaborator that augments, not replaces, individual effort. With equal access, assignments demonstrating deeper thought, iterative revision, and original critique will consistently outperform hastily produced work generated entirely by AI. Instructors can require a brief note from students answering: “Where did AI fail to produce effective results? How did you improve AI’s output?”

#### **4. Assessment Redesign**

Evaluation strategies will evolve to measure higher-order thinking and authentic accomplishment:

- **Authentic Formats** – Include short in-class handwritten exercises and exams. Instructors can arrange group presentations with peer evaluation, oral defenses where students justify their decisions, and brief methodology talks explaining their GAI workflow—shared as critical insights.
- **Portfolio Focus** – Consider continuous assessment on a portfolio of student projects, writings, research notes, and revised essays/projects accumulated throughout the semester, better capturing growth, process, and learning results.
- **AI-Enabled Design** – Students may use GAI to conceptualize projects, models, artworks, or presentations demonstrating innovative interpretation of course materials (e.g., leveraging coding and multimodal AI capabilities to do data analysis, digital humanities projects, or to create multimedia works and essays).
- **Personal Anchors** – Instructors may require in assignments a bespoke element tied to the individual’s context, personal experience, career goals, or community values.

#### **5. Citing AI Generated Contents**

Instructors should encourage students to cite AI generated texts, images, and other materials. Citation of AI contents can follow these formats:

[“Citing generative AI in APA Style: Part 1—Reference formats”](#)

[“How do I cite generative AI in MLA style”](#)