**Lingnan University**

# Best Practices for Ethical and Responsible Use of Generative Artificial Intelligence (GAI) Tools in Course Assessments

## 1. Introduction

To enhance the overall learning experience for our students, Lingnan University has decided to allow the use of ChatGPT and other GAI tools from the 2023-24 academic year. However, users should use these tools responsibly and ethically, and fully understand their potential and limitations. Upholding academic integrity is of utmost importance to all students. This document outlines the principles, practices, and actions that teaching staff and students need to be aware of/take regarding the implications of using GAI tools in course assessments. Students are encouraged to consult with their teaching staff if they have any questions.

## 2. Academic Integrity

Students are reminded that the University's examination and coursework regulations apply to all of their submitted work. Lingnan University has a clear policy on plagiarism under Academic Integrity. Below are the relevant academic regulations of the University:

- *Regulations Governing Undergraduate (UG) Studies* (for UG students only)
- *Regulations Governing Research Postgraduate (RPg) Studies* (for RPg students only)
- *Regulations Governing Taught Doctoral/Master's Degree Programmes* (for TPg students only)
- *Regulations Governing University Examinations and Course Work*
- *Regulations Governing Discipline of Students*

You may also refer to Chapters 3-4 of the *Academic Quality Assurance (AQA) Manual* for details.

## 3. General Principle on How GAI Tools Should be Used in Each Course

To ensure consistency and to help students understand the course requirements, the respective teaching staff is responsible for informing students at the beginning of each term of the course assessment requirements and which assignments may not use GAI tools. Students are allowed to use these tools. Teaching staff has the discretion with Department and Programme's endorsement not to allow students to use these tools, which depend on the nature and the objectives of the course assessment tasks and other reasons.. The general principle is as follows:

| Types of Assessment | General Principle |
|---|---|
| Course Assignment and Assessment (Open book) | Unless otherwise specified by the teaching staff, GAI tools are **allowed** to be used by students. |
| Course Assessment (Closed book) & Final Examination (Closed book) | Unless otherwise specified by teaching staff, GAI tools are **allowed** to be used by students. |

## 4. Declaration

Students should declare their use of GAI tools and reflect on the process. Students should indicate which GAI tools they have used and explain how the materials generated have been incorporated into their submitted work. Submitted assessments should include the declaration (shown below) (Monash University, n.d.).

| Suggested format | Example |
|---|---|
| I acknowledge the use of [1. insert GAI system(s) and link] to [2. specific use of GAI]. I entered the following prompts: [3. a list of prompts]. The output from the GAI was [4. An explanation of use]. | I acknowledge the use of [1] ChatGPT (https://chatgpt.ln.edu.hk/) to [2] generate the research information for this assessment. I entered the following prompts: [3] "Write a 50-word academic summary of Lingnan University using an academic style with references and in-text citations." The output from the GAI was [4] adapted and modified for the final response. |

## 5. How to Cite GAI Tools

Students should check their course assessment requirements to see whether an additional citation and referencing of the generated material is required. They should also reference the GAI-generated materials in their work using accepted academic conventions (e.g. preferably APA or Harvard style, etc.).

Students may refer to the following webpage for details:

- APA style https://apastyle.apa.org/blog/how-to-cite-chatgpt
- MLA style https://style.mla.org/citing-generative-ai/
- Harvard style https://www.citewrite.qut.edu.au/cite/examples/harvard/harvard_internet_ai.html
- Others https://www.library.ln.edu.hk/en/research/publish/citation

## 6. Actions for Academic Units

Academic units should regularly review their course assessment requirements in order to maximise the benefits of using GAI tools in teaching and learning, and revise assessment requirements accordingly. Academic units should also ensure that the teaching staff explain the course assessment requirements at the beginning of each term.

## 7. Equitable Access

Teaching staff are responsible for ensuring that all students have access to the designated GAI tool (e.g. Poe, ChatGPT, etc.) if they specify its use.

## 8. Other Ethical Considerations

- ***Transparency and informed consent.*** Students can choose not to use GAI tools if they have concerns about data privacy or are uncomfortable with GAI-generated elements.

- ***Data privacy and protection.*** Secure platforms should be used to conduct assessments and adhere to appropriate privacy and data protection protocols. Student data used by GAI algorithms should be anonymised and not associated with specific individuals. Student data should be stored and managed in accordance with best practices to prevent unauthorised access, data breaches, and misuse.

- ***Fairness and avoiding biases.*** Academic units should regularly monitor and evaluate GAI-generated content to ensure its accuracy and quality. Adjustments should also be made to ensure that students do not experience unfair advantages or disadvantages as a result of the use of GAI tools (Goode, 2019).

- ***Continuous professional development.*** It is essential for academics to keep abreast of the latest developments in GAI technology, ethical considerations, and responsible assessment practices. Participation in workshops, seminars, or training programmes focused on the ethical and responsible use of GAI tools in education is encouraged for Heads of Departments/Programme Directors and teaching staff (Ali *et al*., 2021).

Regular review and revision of the above document will be conducted to keep pace with the accelerated growth of GAI, technological advances, and the overall student learning experience.

Updated in October 2024

## References:


Ali, M., Bountouridis, D., Clark, J., *et al*. (2021). *Ethical Guidelines for Educational AI Sourcing and Deployment*. UNESCO.

Goode, J. (2019). *JHU Guidelines and Best Practices for AI-Enabled Online Education*. Johns Hopkins University.

Lingnan University (n.d.). *Assessment guidelines for Lingnan University (Section 12)*. Retrieved from: https://www.ln.edu.hk/reg/f/page/40807/313170/assgud.pdf

Monash University (n.d.) *Policy and practice guidance around acceptable and responsible use of AI Technologies*. Retrieved from: https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/artificial-intelligence/policy-and-practice-guidance-around-acceptable-and-responsible-use-of-ai-technologies#tabs_3254796-01

UNESCO (2020). *Artificial Intelligence in Education: Guidance for Policy-Makers*. United Nations Educational, Scientific and Cultural Organization.