Hong Kong Shue Yan University
Guidelines on the Use of Generative AI in Teaching, Learning, and Assessment

At HKSYU, we encourage teachers to actively embrace generative AI (GenAI) tools in their teaching, learning, and assessment, while ensuring academic integrity. Teachers should adopt a preventive and proactive approach to:

- ensure students are aware of the tools that are permitted, the capacity in which they can be used, and their purposes.
- ensure transparency of the AI usage policy and punitive measures regarding inappropriate use of GenAI tools (e.g., using AI-generated content without proper declaration and acknowledgment) (see section 1).
- adapt assignments to enhance students' ability to leverage AI tools while maintaining a high level of learning (see section 3).

1. Generative AI Usage Policy Statement in Assignment Guidelines

From the academic year 2024/2025 onwards, we suggest all lecturers to include a section on GenAI usage policies in their assignment guidelines. A sample of this policy statement is provided in *Appendix A*. This statement aims to outline the expected usage of GenAI tools, the requirement for students to acknowledge and properly cite their use, and the punitive measures for inappropriate usage.

Teachers are also encouraged to reassure students that their assessments will not be negatively impacted solely for declaring the use of GenAI tools. When evaluating assignments, it is crucial for students to demonstrate their understanding and application of the course materials, highlighting how AI tools, if used, have supported their learning process.

2. Declaration of Generative AI Usage for Assignments

Students are responsible for prudently preserving evidence to show that they use GenAI tools appropriately when teachers have doubts. They should make reasonable efforts to uphold ethical transparency about how they use GenAI tools and adhere to standards of academic integrity. Students should record both the prompts (i.e., the input or a set of instructions provided to the AI model to guide its responses) used and the materials generated.

From the academic year 2024/2025 onwards, students are required to include a **Declaration of Generative AI usage** for all continuous assessments, explaining whether any GenAI tools

were used in the creation of materials for their assignments. A sample declaration can be found in ***Appendix B***.

In certain situations, students may be required to submit both the prompts and the generated responses, along with an explanation of how the generated materials were used in the assignment. If students have utilized GenAI for proofreading, paraphrasing, creating text, generating ideas, graphs, images, or videos, they are expected to provide proper citation and acknowledgment of its use. Proper citation and acknowledgement ensure that the contributions of AI tools are recognized and allows others to verify and build upon the work.

Citing a GenAI tool resembles crediting the tools with a reference list entry and the corresponding in-text citation. Examples of quoting materials generated by GenAI tools in different reference styles can be found in ***Appendix C.***

More details can be found in the following links:

- APA : https://apastyle.apa.org/blog/how-to-cite-chatgpt
- MLA: https://style.mla.org/citing-generative-ai/
- The Chicago Manual of Style: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html

2. Assessing and Handling Inappropriate Use of Generative AI tools

Teachers may use GenAI detection software for preliminary checks of AI-generated contents. Some examples of such detection software are listed in ***Appendix D***. However, please note that AI detection software might misidentify human-written, AI-generated, or AI-paraphrased text. Therefore, in line with many other universities, HKSYU does not support the use of AI surveillance and detection tools as the sole means of identifying GenAI usage, and they should not be used as the sole basis for taking adverse actions against a student. Further scrutiny and human judgment are required to determine whether any academic misconduct has occurred.

When teaching staff suspect inappropriate use of AI in assignments (e.g., submitting AI-generated content as one's own work without proper acknowledgment and citations), they may request an investigatory meeting to inquire about the authorship. Students should be reminded that they may be questioned about the content and sources of their work.

In cases where inappropriate use of AI tools is detected, instances will be addressed according to the plagiarism and academic misconduct policy. It is essential to uphold the

integrity of academic work and adhere to the university's guidelines and policies to maintain a fair and ethical learning environment.

3. Incorporation of Generative AI in Assignment Design

Teachers are strongly encouraged to make appropriate adaptations to incorporate the use of GenAI in their assignments. The goal is to allow AI tools to supplement and enhance students' learning. These efforts should be reported in annual staff appraisal to enhance our collective understanding of AI incorporation in the university's teaching, learning, and research. Below are examples of strategies that could be adopted:

- Implement checkpoints to review outlines or drafts at various stages of the assignment, rather than solely evaluating the final product. This approach promotes continuous improvement and reduces the likelihood of AI-generated content going unnoticed.
- Incorporate assessment components that foster students' awareness of the inherent strengths and limitations of GenAI programs. For example, students can be tasked with generating an outline using AI tools and subsequently evaluating the strengths and weaknesses of the AI-generated outline.
- Prompt students to reference personal experiences or authentic events in their assignments.
- Emphasize authentic assessment methods that assess students' abilities to apply their knowledge and skills in real-world contexts, rather than relying solely on traditional assessments that may be more susceptible to AI misuse.
- Allocate time for peer reviews and consultations to foster discussions on how to effectively utilize and critically evaluate different sources of information, including those generated by AI tools.
- Students should be reminded that they will be questioned about the content of the sources and the relevance of those sources to their arguments.
- Diversify assessment strategies with presentations, data collection, skill demonstration and video submissions.

This list is not exhaustive. The selection of strategies should be based on specific learning goals and subject nature. As technology advances, teachers are suggested to frequently review and refine their assessment methods to ensure effective teaching and learning.

Appendix A. Sample Generative AI Usage Policy Statement to be Included in Assignment Guidelines

Sample Section to be Included in Course Outlines
Expected Usage (Optional) In this course, Generative Artificial Intelligence (GenAI) tools can be used for [please list the expected usage, e.g., brainstorming ideas, information gathering, and writing improvement]. **Acknowledging support from GenAI tools** Students are required to acknowledge all functional uses of GenAI tools and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it. Directly copying outputs from AI programs and presenting them as one's own work is prohibited. Any use of such outputs in violation of explicit instructions from teachers, or the failure to acknowledge and cite material generated from AI tools, is considered academic dishonesty. Students should clarify with the course teacher and obtain permission, if necessary, when in doubt.

Declaration of Generative AI Usage in Assignments

Have any Generative AI tools been used in the creation of this assignment?

☐ No

☑ Yes, please name the Generative AI tools used:

_____

Text

☑ Grammer and Spelling Check

Guiding Question: Are parts of the text in this assignment checked by Generative AI tools?

☑ Text Generation

Guiding Question: Are parts of the text in this assignment generated by Generative AI tools?

☑ Writing Assistance

Guiding Question: Are one or more of the ideas in this assignment suggested by Generative AI tools?

☐ Others, please specify usage here:

_____

_____

_____

Images and Figures

☐ Image Generation

Guiding Question: Are some or more of the images and figures in this assignment generated by Generative AI tools?

☐ Others, please specify usage here:

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_____

_____

Codes and Algorithms

☐ Programming Assistance

Guiding Question: Are parts of the codes/algorithms that i) appear directly in this assignment or ii) have been used to produce data visualization and data analysis generated by Generative AI tools?

☐ Others, please specify usage here:

_____

_____

_____

☑ I declare that any use of Generative AI tools is completely stated in this declaration form.

☑ I acknowledge that HKSYU has a zero-tolerance policy for assignments that fail to properly acknowledge materials generated by Generative AI tools. If inappropriate use of such tools is detected, it will be addressed according to the plagiarism and academic misconduct policy. Penalties for violations may include failure grades or even the non-award of a degree.

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SID: _____219A16_____

Signature: _____Wong Man Ki_____

Date: _____6-5-2025_____

Appendix C: Citation Formats of Generative AI in APA and MLA

Below are examples of citation formats in APA and MLA. Nevertheless, citation formats may be updated frequently.

Quoted in Your Prose
When prompted with "Is the left-brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).
Reference (APA)
OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat
Quoted in Your Prose
When given a follow-up prompt of "What is a more accurate representation?" the ChatGPT-generated text indicated that "different brain regions work together to support various cognitive processes" and "the functional specialization of different regions can change in response to experience and environmental factors" (OpenAI, 2023; see Appendix A for the full transcript).
Reference (APA)
OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat
Quoted in Your Prose
While the green light in *The Great Gatsby* might be said to chiefly symbolize four main things: optimism, the unattainability of the American dream, greed, and covetousness ("Describe the symbolism"), arguably the most important—the one that ties all four themes together—is greed.
Reference (MLA)
"Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald" prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.
Quoted in Your Prose
When asked to describe the symbolism of the green light in *The Great Gatsby*, *ChatGPT* provided a summary about optimism, the unattainability of the American dream, greed, and covetousness. However, when further prompted to cite the source on which that summary was based, it noted that it lacked "the ability to conduct research or cite sources independently" but that it could "provide a list of scholarly sources related to the symbolism of the green light in *The Great Gatsby*" ("In 200 words").

Reference (MLA)
"In 200 words, describe the symbolism of the green light in *The Great Gatsby*" follow-up prompt to list sources. *ChatGPT*, 13 Feb. version, OpenAI, 9 Mar. 2023, chat.openai.com/chat.

Appendix D. Examples of Generative AI Detection Software

AI Tools	Targeted contents	Free or subscription-based	A brief description
AI Content Detector	Text	Both free version and subscription-based	Highlight the AI-generated content in different colours to make it easier to identify. Additionally, the tool provides detailed reports that include the percentage of AI-generated content in each sentence and a summary of the text's overall AI-generated content.
AI Or Not	Images	Both free version and subscription-based	Detect AI-generated images from Stable Diffusion, MidJourney, DALL-E, GAN, and Generated faces.
AI Text Classifier	Text	Free	Detect text and indicates how much percentage of text is written by an AI and how much percentage of your text is written by a Human.
Content At Scale AI Detector	Text	Both free version and subscription-based	Identify ChatGPT, Gemini, Claude, and various other AI models.
ContentDetector.AI	Text	Free	Provide a probability score based on the likelihood that the text content was generated by AI tools or chatbots.
Copyleaks AI Content Detector	Text	Both free version and subscription-based	The tool is trained to learn the patterns of human writing. Therefore, when the known patterns of human writing are

			disrupted, it will be flagged as potential AI content.
[GPT Zero](#)	Text	Both free version and subscription-based	Incorporate the latest research in detecting ChatGPT, GPT4, Google-Gemini, and identifying their sources.
[Iluminarty](#)	Images	Both free version and subscription-based	Check whether or not an image has been AI-generated, from which AI model it has been generated from, and which regions of the image have been generated.
[QuillBot](#)	Text	Both free version and subscription-based	Detect specific features such as wordings, structures and flows.
[SciSpace](#)	Text	Both free version and subscription-based	Detect ChatGPT, GPT-4, Jasper, and other AI writers' presence in scholarly content.
[Scribbr](#)	Text	Free	Perform an unlimited number of AI content checks for free.
[ZeroGPT](#)	Text	Subscription-based	Highlight AI-generated content and support batch files upload.
[Originality.AI Plagiarism Checker and AI Detector](#)	Text	Subscription-based	Provide three AI detection models, each varying in the allowed false positive rate, to suit different needs.
[Turnitin](#)	Text	Subscription-based	Their model is trained on a sample of data spread over a period of time, that includes both AI generated and authentic academic writing across geographies and subject areas. They also take into account statistically under-represented groups like

			second-language learners, and less common subject areas such as anthropology, geology, sociology, and others to minimize bias when training our model.

Reference Materials

Monash University. *Acknowledging the use of generative artificial intelligence.* Available at: https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence#tabs__3254796-02

Norwegian University of Science and Technology. *Declaration of AI aids and -tools.* Available at: https://i.ntnu.no/documents/portlet_file_entry/1305837853/ENG_KI+-+deklareringsskjema+per+sping+2024.pdf/c4aa643f-c1f7-f93a-5131-73374d941707

Texas Tech University. *Artificial Intelligence Tools for Detection, Research and Writing.* Available at: https://guides.library.ttu.edu/artificialintelligencetools/detection

The Chinese University of Hong Kong. *Course Outline Template.* Available at: https://www.cuhk.edu.hk/clear/download/CO_Guideline_April2020.pdf

The University of Vermont. *Examples of AI & ChatGPT Syllabi Statements.* Available at: https://www.uvm.edu/wid/examples-ai-chatgpt-syllabi-statements

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