GenAI in teaching, learning and assessment: Key questions.

What should you NOT do with GenAI?

It is important to understand that some uses of GenAI are **illegal** and break General Data Protection Regulation (GDPR) law. For example, just as you are **not allowed share private data or sensitive information** about colleagues, students or other personal information on websites or via other electronic means, **you are NOT allowed to use private student or staff information** as part of your queries or instructions when using GenAI tools. **Sensitive information includes:** personal or identifiable information, financial or health information, passwords, sensitive or classified communications, and legal documents; to do so is illegal as you are sharing private information with a third party (the GenAI provider). Most GenAI tools harvest such information and use the interactions with users for training their systems.

Content which is confidential in Trinity, confidential to your studies or work (research, teaching or administrative), **which is not public or** for which **you do not own the copyright should NOT be used in creating prompts or providing contextual information** for GenAI to generate content. This is because sharing such information with another party is against College regulations. For example, it is not appropriate to use confidential university data as input information to a GenAI tool to generate new content.

How do I cite or acknowledge the use of GenAI?

Students must disclose and acknowledge the use of GenAI in their academic work and this can be done using various formats. Two examples (APA and Chicago) are illustrated below. Further examples are provided in this guide from UC San Diego. It is advisable to check School guidelines to ensure that you are using the correct format.

APA Style:

OpenAI. (2024) *ChatGPT3.5.* September 2024 version [Large Language Model]. https://chat.openai.com/chat

Developer (Year) *AI programme* Date accessed Programme type URL of the programme

Example adapted from: Trinity College, Perth, Australia (unaffiliated to Trinity College, Dublin).

Chicago Style:

ChatGPT3.5, OpenAI, September 2024 version, https://chat.openai.com/chat.

Author Publisher Date accessed URL of the programme

In this format the URL at the end is not essential in the citation.

Sample Guidance from Trinity College Dublin Course Handbooks.

Some examples of guidelines on how to reference the use of GenAI are:

School of Languages, Literature and Cultural Studies General Handbook 2023-24 (2023, p.27):

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at: https://openai.com/blog/chatgpt/. Prompt: "Give me two scholars who are sceptical of deconstructionist approaches to Italian poetry".

Centre for Academic Practice Student Handbook 2024-2025 (2024, p.35):

If you use GenAI as part of your work, please adhere to the following:

- **State what tool**(s) you used: include the version (for example, ChatGPT 3.5) and add a link to the tool.
- **Explain how** (and at what points) you have used the tool(s) to support the completion of your work: for example, to enhance your original work, to brainstorm ideas, to generate materials to support your learning, etc…)
- **Add your prompt** (s) and provide details on the outputs generated. (You can add a screenshot)
- **Explain how you used** the outputs in your learning or assessment context.

Can I ask my students to use GenAI for writing activities?

When advising students to use GenAI for writing activities, consider that you and your students **should be clear** that any learning activity that includes submissions (even if it is not assignments) must be written by each student. You need to guide them to understand that **only original work** will be considered. If at any stage of the writing process GenAI is used, it should be acknowledged as mentioned above.

In cases where you or your students are using text from a GenAI source, this **should be acknowledged** and put in quotation marks with a reference as suggested:

Creator. Date of Access. Platform/Tool used. Accessed at: URL. Prompt: "[Text of the prompt you entered]."

Example using ChatGPT:

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at: https://openai.com/blog/chatgpt/. Prompt: "Give me two scholars who are sceptical of deconstructionist approaches to Italian poetry".
If a student gave multiple prompts, there should be multiple citations.

If a student **generates content from a GenAI tool and submits it as their own work, it is considered plagiarism**, which is defined as academic misconduct in accordance with the College Academic Integrity

Policy. If a sentence or quotation is being used by a student in their answer, then it must be referenced. For more details and examples, please see the [GenAI and Assessment page.](#) Cases of plagiarism are considered under [College Academic Misconduct Procedures](#).

(Adapted from the School of Languages, Literatures and Cultural Studies Student Handbook in Trinity)

Can I or the students use grammar spellcheckers?

Microsoft Word spellchecker and grammar checker (or the equivalents) are fine: they are not considered AI, and you can use them without special acknowledgement – even if the assessment is in a foreign language.

Microsoft Word Editor (accessed by clicking top right in recent versions of Word) is a borderline case. Some markers will not object to this, some will depend on the purpose of the writing, i.e. an essay in an assessment context.

Ensure that your school/programme team has guidelines which students can easily refer to in their course handbook, Blackboard module etc.

(Adapted from the School of Languages, Literatures and Cultural Studies Student Handbook in Trinity)

How can I support my students to author effective prompts for GenAI?

The **quality of the prompts is essential** not only for a good output but also to avoid plagiarism (see the Assessment page). This is why it is so important to help and support your students to create prompts.

Some practices to consider:

- **Be specific, clear and detailed on what you are asking GenAI to do.** For example, using the prompt 'find weak ideas or gaps between ideas in this text' produces different results to a simple prompt such as 'improve this text'. With the first prompt, the student can more fully evaluate how to improve the original and unique ideas of their work.
- **Provide specific tasks to focus the AI output.**
- **Break down complex tasks into multiple short prompts.**
- **Specify the desired format, tone and style of the output (Elon University and AAC&U, 2024).**

For more information on maximizing learning with effective prompt writing, visit the University of Calgary guidelines.

Can I or my students take ideas generated by GenAI and use them within an assignment?

If GenAI is used at any stage of an assignment process, it must be acknowledged in the same way as any other resource. Remember that long pieces of text from GenAI are not allowed, and students should disclose **what tool they used and how** they used it. Students should show **evidence of their own work** based on the GenAI output. For example, Students can get initial ideas for a project. Then, they must show how those ideas were transformed into original pieces of work.

Can my students get GenAI to solve an equation?

Providing the use of GenAI is properly acknowledged, asking it to do mathematical equations or other calculations will not infringe academic integrity. You, as a lecturer, should define and clearly communicate to your students what **role the equation or calculation played in the assessment**. If the point of the exercise is to test your student's ability to do math, and this is done by GenAI rather than your student, then the assignment submission does not accomplish the principle of authenticity in academic integrity.

(Adapted from the School of Languages, Literatures & Cultural Studies, Student Handbook 2023-24)

Can my students use GenAI to write a computer programme?

GenAI is highly impacting coding. Companies such as Amazon Web Services and IBM have been promoting its use worldwide. However, in the context of higher education, students **should demonstrate that they have achieved the knowledge and skills required for their programme learning outcomes**. If, during any process of the coding assignment, students use GenAI (guided by clear academic staff instructions), they must transparently disclose **how and where** GenAI was used.

Can my students use GenAI to paraphrase something they have written and submit this content as part of an assessment?

As mentioned before, students **must show evidence of the originality and authorship** of their work. If they rely on GenAI's output to enhance and polish their original work, the result comes from the GenAI tool, and the student is no longer the author.

If, instead, your **student provides evidence** of asking GenAI something like "Find gaps or weaknesses ideas in my piece" or "Give me six ways this piece of writing could be improved", then they should provide the GenAI's output as an appendix and demonstrate how these recommendations were implemented in the original work.

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