

Guidelines for the Use of Generative Artificial Intelligence (AI) Tools, NSYSU

The Office of Academic Affairs

For Teachers

DOs

Teachers can use generative AI tools for the following purposes to properly assist in teaching:

1. Providing guiding prompts

Teachers can provide students with prompts related to the course topics. This will allow them to use generative AI tools for pre-class previews and research.

2. Explaining concepts

Teachers can use generative AI tools to provide concept explanations and examples to help students understand the content of the class.

3. Simulating dialogues

Teachers can use generative AI tools to simulate various situational dialogues—such as discussions on scientific experiments or dialogues between historical figures—to encourage student engagement and stimulate questions and discussions.

4. Seeking grading suggestions

Teachers can use generative AI tools to assist in reviewing students' articles, identifying errors, and providing constructive feedback to help students improve their writing skills.

5. Establishing guidelines:

(1) Setting usage rules: Teachers should clearly explain the rules and precautions for using generative AI tools in the classroom and include them in the course syllabus, guiding students to use AI tools responsibly.

(2) Emphasizing academic ethics: Teachers should guide students to understand the academic ethics regulations related to the use of generative AI tools, emphasizing the principles to be followed when using such tools and making students aware of the consequences of cheating, plagiarism, and improper use. Additionally, teachers can conduct workshops or establish mechanisms for academic integrity and accountability to guide students on the ethical use of AI tools.

DON'Ts

When teachers use generative AI tools to assist in teaching, they should avoid the following behaviors:

1. Ignoring the importance of individual guidance:

Generative AI tools cannot replace the personalized instruction provided by human teachers. Teachers should offer guidance and assistance based on the student's individual needs and backgrounds.

2. Neglecting to verify and filter the information:

When using generative AI tools in the classroom, teachers should fact-check and refine the content provided by the tool. They should also teach students to think critically about AI-generated content to avoid being misled by false information.

3. Overlooking multicultural understanding:

Generative AI tools may have limitations in understanding and answering questions related to specific cultures, backgrounds, or languages due to their training data. Therefore, teachers should communicate with students, understand diverse cultural backgrounds, and adjust their usage accordingly.

4. Over-reliance on AI tools:

Teachers should avoid directly substituting traditional teaching methods with generative AI tools. Relying solely on memorization or rote learning for assignments or tests may hinder students' depth of thinking and motivation to learn.

5. Grading assignments and exams:

Due to the limited knowledge base of generative AI tools in specific subjects, fields, and course materials, and their inability to comprehend open-ended or subjectively evaluated contents, teachers are advised to use generative AI tools for general suggestions and checks. The final evaluation and grading should still be carried out by teachers based on their expertise.

6. Neglecting students' privacy and academic ethics:

(1) Privacy concerns: When teachers use generative AI tools in classroom activities, they must respect and protect students' privacy. Since using AI tools may require providing personal information (such as email), teachers should offer alternative solutions if students have concerns. For example, teachers can use generative AI tools themselves and share the generated content with students. Additionally, teachers should avoid inputting content that contains students' private information.

(2) Academic ethics issues: AI detection tools should not be the sole basis for addressing violations of academic ethics. Teachers should assess situations of suspected misuse of AI tools based on academic ethics guidelines, as AI cannot accurately determine whether the content was generated by AI or not.

Reference sources:

1. *Teaching and Response Measures Regarding Generative AI Tools*, National Taiwan University
2. *Guidelines for AI Collaboration, Learning, and Literacy Cultivation in Higher Education*, National Tsing Hua University
3. *Thinking about ChatGPT?* The University of British Columbia

*This text is collaborated with ChatGPT.