

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

The Office of Academic Affairs

For Students

| DOs   |
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| <p>I. Students can use generative AI tools effectively for the following purposes to facilitate learning:</p> <ol style="list-style-type: none"><li><b>1. Concept Clarification</b><br/>Students can query generative AI tools for relevant information, definitions, explanations, or research suggestions to clarify content they don't understand in the classroom.</li><li><b>2. Text Polishing</b><br/>Students can use AI tools to correct grammar, spelling, and structural issues in their articles, enhancing their writing's fluency and readability.</li><li><b>3. Translation and Foreign Language Learning</b><br/>Students can use AI tools to translate texts or engage in conversations, practicing grammar, vocabulary, and expression skills.</li><li><b>4. Enhancing Critical Thinking</b><br/>Students should leverage their data retrieval and verification abilities to understand AI-generated content and assess its credibility, thereby enhancing their critical thinking.</li><li><b>5. Seeking Inspiration</b><br/>Students can provide question scenarios to AI tools and generate relevant concepts, stimulating creativity and fostering problem-solving inspiration.</li><li><b>6. Assisting in Literature Review</b><br/>Students can use AI tools for paper recommendations, exploring key research in specific fields.</li><li><b>7. Optimizing Source Code</b><br/>Students can use generative AI tools for code debugging, architecture adjustments, programming style correction, and other functions, improving their code design.</li></ol> <p>II. When using generative AI tools, students should adhere to Academic Ethics:</p> |

1. Proper Citation

When students use generative AI tools to aid their learning, they should— with their teacher’s permission— clearly state the purpose of application, the scope, and the references and sources of the works and data they used.

2. Critical Thinking

Students should critically examine AI-generated content to avoid including erroneous information in their assignments or reports.

## DON'Ts

- I. Students are prohibited from engaging in the following activities using generative AI tools:

1. Plagiarism or Ghostwriting

Students should refrain from submitting content produced solely by AI tools as their own assignments, reports, or theses.

2. Exam Cheating

The use of AI tools to ask about exam questions and to subsequently obtain answers is strictly forbidden.

3. Violation of Privacy

Students should avoid entering personal or confidential information of others into generative AI tools.

- II. The following inappropriate uses of generative AI tools are considered violations of Academic Ethics<sup>1</sup>:

1. Improper Citation

Students must clearly state the intent of application, scope, references, and also indicate or denote the sections using AI-generated content in their assignments, reports, or theses. Presenting AI-generated content as their own original work or ideas is unacceptable.

2. Over-reliance on AI tools

Students should critically evaluate the content provided by AI tools and should not uncritically accept AI-generated responses as their own thoughts or ideas.

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<sup>1</sup> Note: For students currently enrolled in the university, violations of academic ethics will be handled by the “Guidelines for Academic Ethics and Handling of Cases in Violation of the Academic Ethics” and the “Principles for Handling Academic Ethics Cases in Master’s Theses or Doctoral Dissertations”.

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.