

# Using AI Tools at UWA: A Guide for Students

Artificial intelligence tools have been used to support learning at universities for many years. Spell-checkers, email spam filters, search engines, speech-to-text tools and recommendation systems all use AI algorithms to help us get things done at uni.

Recently some generative artificial intelligence tools, such as ChatGPT and Bing, have become prominent. These AI tools use machine-learning algorithms and neural networks to mimic human-like communication, and are capable of answering questions and producing text that appears to be sophisticated.

These tools may have legitimate uses to help us learn and study. A fundamental principle that guides what we all do at university is another type of AI: **Academic Integrity**. At UWA we think of this as acting with the values of **honesty, trust, fairness, respect** and **responsibility** in learning, teaching and research.

So how do we use these new tools in learning and assessments in accordance with these values?

## What are the rules at UWA?

UWA's [Academic Integrity Policy](#) allows for the limited use of AI in research, study and assessment. The policy permits you to use AI as educational and study tools. You can use them to assist in your research, your study, and for broad editorial assistance in your writing.

Importantly, these tools must not be used as a replacement of your critical thinking and analysis skills. AI tools **may only be used** in an assessment where it is **explicitly permitted** by your Unit Coordinator. Where it is permitted by your Unit Coordinator to use AI, you must always cite and reference your uses of it. You cannot submit for assessment any work that is not your own.

Under UWA's [Academic Integrity Policy](#), plagiarism is defined as occurring when “the source of paraphrased material is not cited; quoted material is cited as if it were paraphrased; and quoted material not cited”. The policy explicitly includes as a form of plagiarism intentionally or unintentionally using AI and Generative Pretrained Transformer (GPT) language as if it were your own.

## Examples of use

### Study & research

#### Proper use

While reading a journal article for her History unit, Fatima encounters a new technical term that she has never heard before. She writes a prompt in ChatGPT asking for an introductory definition and some additional examples of the term's use in context. The AI tool gives a broad, basic summary that she finds easy to understand. She follows up by finding additional material on Onesearch to develop her understanding. In her next tutorial, she asks her tutor if she understands the term correctly.

**Explanation:** *Fatima uses the AI tool for educational purposes, as permitted by the UWA Academic Integrity Policy. She asks the AI to explain the term on a basic level to begin her understanding, and proceeds to deepen her understanding with university-level sources, and input from her tutor.*

#### Improper use

Mateo is writing the literature review section of a lab report and wants to find five additional sources. He asks Bing to give him five suggestions. He adds the suggestions directly into his review without reading them or evaluating the bibliographic details.

**Explanation:** *AI tools do not verify whether their outputs are true: they merely follow patterns to produce responses. Mateo has not verified whether the suggested sources exist or are appropriate to cite in a scholarly review. He should conduct his search using the UWA Library's Onesearch or Google Scholar, and read and evaluate each text that he cites. He can ask the UWA Library team for help finding appropriate sources.*

### Exam/test preparation

#### Proper use

Yuna is studying for her maths exam by completing as many practice questions as she can. She has completed the question sets provided by her Unit Coordinator, and wants some additional problems. She double-checks the format of the exam using the details provided on LMS, then asks ChatGPT to set her a similar problem set of 10 multiple-choice and 10 written problems, from the areas of maths covered in the unit.

**Explanation:** *Practice testing is one of the most effective forms of study, and AI tools can produce original question sets for you to use to test yourself.*

#### Improper use

Gabriel receives a previous exam paper from his Unit Coordinator. He pastes the text into Bing and asks it to produce worked examples.

**Explanation:** *UWA's Assessment policy states that all course material, such as presentation slides, lecture and tutorial handouts, unit outlines and exam papers, is protected under the Copyright Act and*

remains the property of the University staff member who created the material. You are not allowed to share these materials outside of the LMS, including pasting the questions into an AI tool.

## Permitted in assessment instructions

### Proper use

Yichen has been asked to create a new logo for a software company as part of his assessment in a Fine Arts unit. In the assessment instructions, the Unit Coordinator states that it is permitted to use existing designs and AI-generated images as precedents, provided that students explain how they used the designs to shape their thinking and cite/reference them correctly. Yichen finds several precedents from real-life software firms and asks an image-generation AI to create three additional logos. He incorporates elements of each of these logos in constructing his own designs and explains clearly in writing how he used each image. He includes them all as an appendix and looks on the UWA Library website to find out how to reference them correctly.

**Explanation:** *Yichen's Unit Coordinator explicitly permits use of AI Tools in the assessment instructions. Yichen uses the AI-generated image to inform his own original design, and shows his own critical thinking and analysis by explaining exactly how he used the AI-generated image.*

### Improper use

David completes the same assignment as Yichen. He asks an image-generation AI to create an image, and uses an image editor to change some colours. He pastes the generated image straight into his assessment, and does not address the fact that he has used AI in the written section. He does not reference it.

**Explanation:** *In this assessment, the Unit Coordinator has permitted the use of AI tools under strict, specific conditions. Here, David has not followed these conditions, and has allowed the AI to do his critical thinking for him. He has not indicated in writing where and how AI was used, and has not referenced.*

## Writing and Editing

### Proper use

Hanna is composing a lab report for her first-year psychology unit. Halfway through writing her report, she runs a check on her text using Microsoft Word's AI Editor tool. The tool points out spelling and grammar errors, and makes suggestions on how she can refine her expression; it does not change the text automatically for her. Hanna thinks about the suggestions, and uses her judgment on which to act on. She seeks advice from UWA's Academic Skills Centre, STUDYSmarter, to clarify the suggested changes she isn't sure about.

**Explanation:** *Hanna has used the built-in AI tool for editorial assistance only: it helps her identify small errors in her own original work, and she uses her critical thinking to decide which suggestions to incorporate. She seeks support from UWA's services to understand some of the suggestions in university context.*

## Improper use

Cathy is struggling to write a conclusion for her essay. She asks ChatGPT to write it for her. She prompts the tool multiple times to make it incorporate some of her ideas and the specific academic terminology used in the unit into the AI-generated text. She pastes the generated text into her document, and paraphrases a few words and sentences to make them read more like an academic document.

**Explanation:** *The Unit Coordinator has not explicitly permitted the use of AI tools in the assessment instructions, so using AI-generated text in this way, even with extensive prompting and paraphrasing, is academic misconduct.*

## How do I cite and reference the AI tools I've used with permission in my assessment?

First, you must check that you are permitted to use AI tools in your assessment. In the first instance, check your unit outline and assessment instructions for details.

You must reference all AI generated content you use in your assessments, check your unit outline to confirm what referencing style you are expected to use for your unit.

The Library has guides for all the [referencing styles used at UWA](#). Each referencing style guide has an example of how you can cite generative AI tools such as ChatGPT in your assessments. If you have any questions about referencing visit the [Referencing at UWA guide](#) or ask a librarian [here](#).

## Academic Misconduct

Improper use of AI-generated material in assignments for assessment is grounds for academic misconduct. For assessments where the Unit Coordinator has explicitly permitted the use of AI tools, UWA's Academic Integrity Policy states that there are several things you must also do when using AI-generated material:

- (i) they must be appropriately cited and referenced, along with any other sources used;
- (ii) there must be a clear indication of where in an assignment AI-generated material is used;
- (iii) it is the responsibility of the student to check the accuracy of all information generated by AI study tools;
- (iv) it must be ensured that the final product is the student's own work, creation and analysis, and not just copied from an AI generator.

Remember, there is no time limit on when an occurrence of academic misconduct can be detected. This means that even if improper use of AI is not detected at the time of submission, it can be in the future, and misconduct penalties can be applied retrospectively, including after you graduate.

## Who can I talk to if I'm not sure?

### Unit Coordinator & tutors

Each unit you take may have different rules about using AI Tools in their assessments. Read your unit outline and assessment instructions carefully, and contact your Unit Coordinator or ask your tutor to clarify anything you're not sure about. You can find their contact details in the Unit Outline on LMS.

### STUDYSmarter

UWA's Academic Skills Centre STUDYSmarter provides free academic advice, support and resources for all students at UWA. They can help you to understand academic integrity principles and develop the writing, research, English language, maths and stats skills you need to excel in your university studies. Find out about drop-ins, consultations, workshops, after-hours advice and online resources on the [STUDYSmarter website](#).

### University Library

Visit one of UWA's five libraries or the [University Library online](#) to access a wide range of services, study spaces, information and help with research, referencing and copyright support. Ask a librarian [here](#).