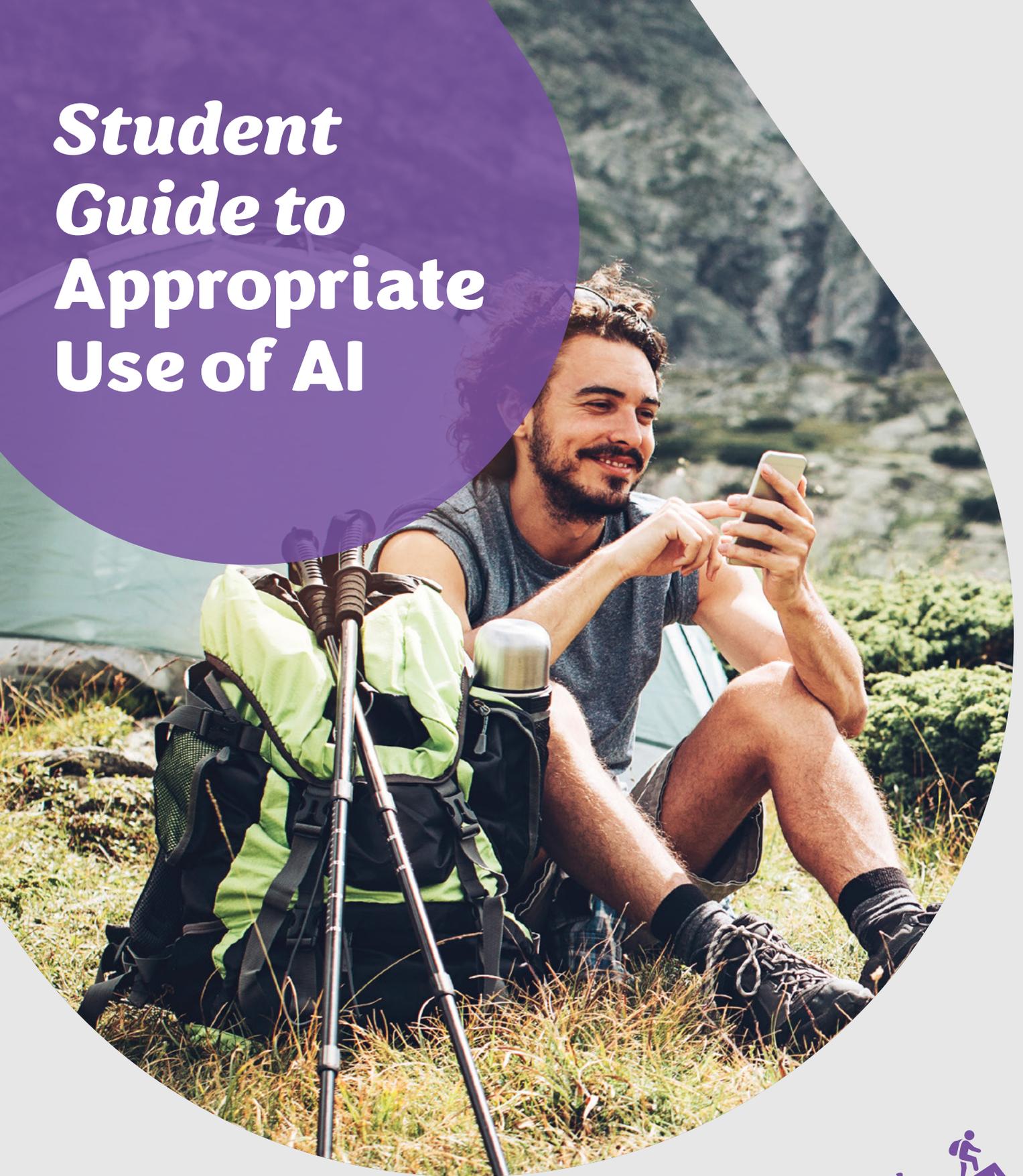# *Student Guide to* Appropriate Use of AI

Be Kingdom Ready

AUSTRALIAN COLLEGE OF MINISTRIES

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Generative AI: A Guide for Students

The use of generative artificial intelligence (AI) tools in daily life and academic learning has increased in recent years, and while there has been a significant growth in our awareness of AI tools such as ChatGPT, our use of these tools has pre-existed these more recent developments as most students already use online search engines, spell checkers, and speech-to-text tools. While new technologies are being introduced continually, our challenge is using these tools effectively and responsibly in our academic context.

Irrespective of which tools you choose, academic integrity ultimately depends on how you use them. This guide does not promote one particular platform; rather, it aims to help you engage with tools in ways that genuinely support your learning. As you do, ensure your practices align with ACOM's guidelines. These guidelines are based on the policies and procedures of the Australian University College of Divinity (AUCD), specifically their *Academic Integrity Policy* and *Assessment Procedures*.

While this Guide focuses primarily on text-generation platforms, students should be aware that generative tools also exist for images, audio and music, video, and code. These are not explored in detail here. However, their use is still subject to the same expectations of academic integrity and alignment with learning outcomes. For example, generating a musical intro for a podcast assessment may be permissible where the task allows for creative media production. Students must ensure they understand the boundaries of each assessment and seek clarification from their unit co-ordinator when engaging with any tool beyond text generation.

What is Artificial Intelligence?

Better known as Generative Artificial Intelligence (GAI) or simply AI, it is code that processes information in a way that mimics human thinking. Technologies such as Open AI ChatGPT, Anthropic Claude, Google Bard and Perplexity AI all use AI to generate text that produces a conversation-like response to any question posed.[1] Similarly, many software applications, such as Word, now come embedded with AI.

You can ask questions like "what is the capital of Guatemala?", "do ants feel pain?", or "what are the top three benefits of fruit and vegetables" and receive a comprehensive response. The information that informs these text-based responses is derived from publicly available information online, licensed information from third parties, and user input. You can converse with the platform, ask follow-up questions

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[1] While this Guide focusses on text-generated platforms, there are also image generation, audio and music generation, video generation and code generation platforms. These are not addressed in this Guide.

and ask it to refine the answers that are given. The quality of the response is directly linked with the specificity of your input or question.

Warnings about AI Tools

<u>What a "language model" actually means:</u>

Most Generative AI tools are language models, not thinking models. That means they don't "understand" your question or "think" about their answer the way a human does. Instead, they work by predicting the most likely next word based on patterns in massive amounts of data. They are excellent at producing fluent, convincing-sounding responses — but not always accurate, reliable, or logical.

What this means for your study:

- Don't treat AI outputs as truth. Always fact-check against reliable academic sources.
- Use AI to think **with** you and not think **for** you. The best use of AI is as a partner in brainstorming, outlining, clarifying, or testing your understanding — not for completing your work.
- You are responsible for the final product. If you include misleading or false content from an AI tool, it's still your responsibility — and it may breach academic integrity rules.

<u>Important reminders about the data you add to a Generative AI tool</u>

- It is important to understand how GenAI platforms differ in the way they handle personal data. ACOM advises that you familiarise yourself with the privacy policies, storage practices, and settings of any platform you use before uploading your work. This allows you to make informed decisions about how your information may be used, stored, or accessed. It is also important to note that platforms can change their policies, practices, and settings at any time.

- Entering the work of others into an AI tool, such as an ACOM essay question, is equivalent to sharing another's intellectual property, which you are not authorised to do. To get help on an ACOM assessment question you are encouraged to ask the AI specific questions that will help you in answering the question. It is not appropriate to ask the AI to answer the assessment question directly. Not only does this breach intellectual property rights, it also prevents you from demonstrating an understanding of what the question requires.

ACOM's Regulations about AI

Your Student Handbook outlines Academic Misconduct (9.12) and how this is defined. While a specific section explicitly outlines the inappropriate use of AI, you can see below that there are numerous examples of academic misconduct using AI in other areas, such as plagiarism. The following definitions of academic misconduct are from your Student Handbook, with all AI-related regulations highlighted.

Academic misconduct includes, but is not limited to, the following:
a. *Plagiarism*
Plagiarism is the representation of another's work or ideas as one's own. It includes the unacknowledged word-for-word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. Examples include:
   a. copying word for word from an information source without proper acknowledgement
   b. copying from an information source and changing some of the wording
   c. extensive paraphrasing of an information source without proper acknowledgement
   d. using another person's ideas without proper acknowledgement
   e. excessive quotation, that is, where more than 20% of a work is direct quotation
   f. use of statistics, tables, graphs, diagrams without identifying the source
   g. using one's own previous work without acknowledgement ("self-plagiarism")
   h. using audio or visual material, or objects, without acknowledging their origin
   i. using words or ideas generated by artificial intelligence without proper acknowledgement.

b. *Cheating*
Cheating is the provision or receipt of information during tests or examinations; or providing or using unauthorised assistance at the computer terminal, or on fieldwork. Cheating would not usually include consultation with others or discussion amongst students about the preparation of assignments unless that was specifically forbidden. Examples include:
   a. gaining, or attempting to gain, access to information about examinations prior to the examination date, or information about assessment tasks, prior to their release date
   b. using notes, books or electronic devices in examinations, except where this is specifically allowed in the examination guidelines
   c. copying another's work during an examination, or to be presented for assessment
   d. engaging another person to sit an examination, or do other assessable work on one's behalf, either as a favour, or for a reward (as in "contract cheating")
   e. having another person redo one's work, on the pretext of "proofreading".
   f. secretly sharing information ("collusion")
   g. offering incentives (e.g. favours, bribes) for favourable treatment
   h. file sharing, that is trading or transferring answers, essays, presentations and so on via the internet, often for a fee, favour or mutual exchange
   i. using artificial intelligence in a manner inconsistent with authentic learning in a learning task or to write the text of *an assignment*.

c. *Fraud*

Academic fraud is when a false claim is made about the source or originality of a piece of work. Examples include:
   a. taking another's place in an exam or assessment task
   b. engaging another to take one's place in an exam or assessment task.

d. *Improper Behaviour*

Improper behaviour is that which interferes with students or staff in pursuit of their academic endeavours. Examples include:
   a. disruptive behaviour in class or institutional facilities such as libraries, or by electronic means
   b. attempting to prevent others from doing research or completing work
   c. sabotage of another's work
   d. failure to comply with rules or directions, such as in examinations
   e. leaking information about another's work.
   f. any of use of social media or artificial intelligence that compromises academic integrity.

e. *Misrepresentation*

Misrepresentation is the giving of false or misleading information in academic matters. Examples include:
   a. fabricating research data or results
   b. deliberately omitting data
   c. dishonestly reporting research methods or results
   d. making false declarations
   e. making false claims to gain approval or funding
   f. false claims of authorship
   g. deliberate lack of acknowledgement of co-authors or contributors, or the use of generative artificial intelligence
   h. submitting work, whether one's own work or that of another, that has been submitted for previous units or courses, or in other colleges
   i. denying or failing to disclose conflicts of interest
   j. publishing as original, work that has previously been published, or generated by artificial intelligence.

f. *Unethical Behaviour*

Unethical behaviour is that which breaches accepted ethical standards. Examples include:
   a. failing to gain ethical approval for research
   b. failing to follow research protocols
   c. using research for personal gain
   d. conducting research not compliant with laws, regulations or codes of conduct
   e. unfair treatment of research assistants or subjects
   f. preferential treatment of some students or colleagues over others
   g. using College resources to produce work not approved by the College
   h. misuse of confidential information in reports, presentations or other submissions
   i. inappropriate use of electronic media for information gathering or dissemination.

g. *Inappropriate use of artificial intelligence*

This occurs when students use generative (content production) artificial intelligence, paraphrasing and translation tools in a manner inconsistent with authentic learning

or genuine achievement of learning outcomes, and/or without clear citation. Examples include:

    a. using words or ideas generated by artificial intelligence without proper reflection and integration into their learning experience, and/or without proper acknowledgement;

    b. using artificial intelligence to write any part of the text of an assignment unless required by the assessment question;

    c. not acknowledging in an assignment declaration or publication that artificial intelligence was used in permitted ways, such as to find resources, brainstorm ideas, answer queries about assignment topics, or to proof-read work.

While these guidelines provide you, as the student, with clear parameters of what is *an inappropriate use* of AI, the rest of this *Guide for Students* seeks to help you understand what *appropriate use* would be.

To do this, we will address four areas of academic work and explain, with examples, the way in which the use of AI would be appropriate and inappropriate. These four areas are ***research and topic investigation***, for ***writing and editing***, when ***permitted in Assessment,*** and ***exam and test preparation***. For each of these areas, we will explain the way in which AI can be used appropriately and what inappropriate use looks like. Each section will also have FAQs to help you apply these regulations to your work.

Examples of Appropriate and Inappropriate Use of AI at ACOM.

1. Research and Topic Investigation

One of the more powerful aspects of tools such as ChatGPT is research and topic investigation, especially when you are new to a particular area of study or topic. It can be challenging to research a topic when you are unfamiliar with the terminology being used. Early reading in a new subject area can feel overwhelming until you have "the lay of the land", and it is in this way that AI tools can be helpful as you begin to navigate a new area. In this way, AI tools can be an effective way to confirm terminology, define topics, or introduce you to scholars in that area. However, this use of AI should only be introductory, with you moving quickly to your direct engagement with the primary, secondary, and tertiary sources.[2]

Example of <u>appropriate</u> use of AI for Research and Topic investigation

While reading session 1 of her pastoral theology unit, Iris came across a new term she needed help understanding. She writes a prompt in ChatGPT asking for an introductory definition and an example of it in the context of pastoral ministry. The AI tool gives her a basic summary that she finds easy to understand. She now understands the term better and is clearer on what to look for as she continues reading. She also has clearer keywords to type into searches for sources in the online library.

Example of <u>inappropriate</u> use of AI for Research and Topic investigation

After asking her initial research questions, Iris asks ChatGPT to identify possible books and articles. This starting point is not necessarily inappropriate as students often begin their thinking broadly. The problem arises when Iris goes further: she relies on the AI-generated list as if it was verified (or provided as part of her session readings), asks ChatGPT to summarise the sources, and then uses those summaries as the basis for writing her essay. Iris has not checked if the sources exist, she has not read the sources herself, and she does not engage critically with the material. As a result, she has used fabricated sources and bypassed the research process entirely. This constitutes academic misconduct because she submitted work based on sources she never located or read.

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[2] **Primary sources** are original materials or firsthand accounts that provide direct evidence about an event, topic, person, or period. (e.g. the Bible). **Secondary sources** interpret, analyse, or summarise information derived from primary sources. They are created after the events or period under study. (e.g. a commentary written by an academic scholar on the Gospel of Matthew). **Tertiary sources** compile and summarise information from both primary and secondary sources. They provide an overview or generalisation of a topic, making them more accessible to a broader audience. (e.g. a single volume on the New Testament that summarises the work in commentaries).

FAQ about use for Research and Topic Investigation

Q: I need help understanding a concept that I am reading about. Can I ask AI for help?
A: Yes. If you encounter a concept you don't understand, you can ask AI to explain it to you.

Q: Can I ask AI to suggest resources for my assignment?
A: Yes, you can ask AI to suggest resources that may be helpful for your assignment. However, you must read and evaluate any resource you use in your assignment. If you do not read it yourself, you cannot use it to write your assessment, or include it in your Bibliography / Reading List. Some students have found that AI tools such as ChatGPT have given them a bibliography that includes made-up sources!

Q: If I don't understand my assignment question, can I ask AI to explain it?
A: Yes. You can use AI to help you unpack the assignment question, but it would be better to ask your marker what they mean as they will be marking your work. Remember that you cannot simply input the assignment question into the AI platform but must ask specific questions of the AI that will help you.

Q: I don't know where to start on my assignment. Can I ask AI to give me ideas?
A: Yes, you are allowed to brainstorm ideas with AI. Remember, though, that while AI can make suggestions, what you write must be your own work.

2. Writing and Editing

In the same way that Word's inbuilt editor and Grammarly have been a regular tool for students to assist them with writing and editing for many years, newer AI tools can also assist students in this way. The difference between appropriate and inappropriate use comes down to ensuring that the work is yours. Any time a tool does the work for you is inappropriate.

Example of <u>appropriate</u> use of AI when writing and editing

Penny has written a draft of her Assessment and decided to get feedback on her writing. She uploads her draft to Grammarly, and it outlines 30 ways in which her draft can be improved, including spelling, punctuation, and suggestions for rewriting her sentences for clarity. Penny has left herself enough time to work through each suggestion and does not simply allow the program to change everything for her automatically. She individually assesses each suggestion and makes the necessary edits according to her judgment. She also notes that she does need to declare her

use of Grammarly on the coversheet of her Assessment. All use of AI in any assessment should be declared.

Example of <u>inappropriate</u> use of AI when writing and editing

Penny ran out of time to edit her essay appropriately, so she cut and pasted the body of her essay into ChatGPT and asked it to "tidy it up" for her. ChatGPT generates a more polished version of her essay, which she pastes back into her Assessment. As ChatGPT has the body of her work, she then asks it to write an introduction and conclusion for her essay. She pastes this into her Assessment and changes a few words to make it look like she wrote it. She ticks the box on the declaration, saying she got help editing her work, but this does not represent how much she has used the tool. She has, therefore, engaged in academic misconduct through misrepresentation (see [point e.j. in the definitions](#)).

FAQ about use for Writing and Editing

Q: Can I submit a draft of my assignment to AI?
A: Yes, you can ask AI to proofread your assignment and suggest changes, but you cannot use AI to make changes to your assignment for you. Remember, evaluating any changes AI suggests is crucial before choosing whether to implement them.

3. Permitted in assessment instructions

There will be occasions in which an assessment requires you to use AI as outlined in the assessment question. In these instances, you are permitted to use AI in the way the Assessment outlines, and if you have any queries, they should be directed to your academic coordinator or marker.

All AI-generated content is to be cited and included in Appendices as per the ACOM Referencing Guides for Turabian or APA.

Example of <u>appropriate</u> use of AI when permitted in assessment instructions

Ian's Professional Supervision assessment asks him to outline his approach to three Christian counselling scenarios that he has asked ChatGPT to create. Ian gives ChatGPT the appropriate prompts and records the responses in full in an Appendix, as per the ACOM Referencing Guides. He then uses these scenarios to complete his Assessment as he outlines his approach to each of the three scenarios.

Example of <u>inappropriate</u> use of AI when permitted in assessment instructions

Ian follows the instructions in his Assessment and asks ChatGPT for the three scenarios. However, instead of writing up his unique approach to each scenario, he also asks ChatGPT for the responses. He writes these as his own and only cites the question prompts, so he commits plagiarism.

FAQ about use when permitted in assessment instructions

Q: Can I use AI to write any part of my assignment for me?
A: No. All assignments must be your original work. Presenting the work of others as your own is a form of Academic Misconduct. **This includes anything generated by AI**. More information about this can be found in section 5.9 of the Student Handbook.

4. Exam / Test Preparation

There are very few exams or tests as forms of Assessment at ACOM, but preparing for these types of Assessments is an appropriate use of AI. An effective type of preparation can be practising tests or questions. Once you have completed any provided by your academic coordinator or marker, ask a tool such as ChatGPT to provide you with more. You will need to be quite specific with your parameters, and you will need to understand that the generated output may have little similarity to the type of questions you will be given in your Assessment (in form or content). With this in mind, using AI tools in this way will help your preparation.

Example of <u>appropriate</u> use of AI for Exam / Test preparation

After completing all her practice questions leading up to the mid-semester Hebrew I exam, Jessica asks ChatGPT to provide her with "20 Biblical Hebrew grammar test questions for a student in the first half of a 1st-year university subject". She works through all the questions that are provided for her. When she is finished, she asks ChatGPT to provide the answers to the questions, and she marks her work. Jessica notes the type of questions she got wrong and spends time back in her Grammar, looking more closely at the theory.

Example of <u>inappropriate</u> use of AI for Exam / Test preparation

Jessica is to complete her mid-semester Hebrew exam in 90 minutes once she has accessed it in Moodle. She spends her time cutting and pasting the exam questions into ChatGPT and writing down the answers as her own. She fails the exam because not only are some of the answers wrong, but as she has yet to demonstrate any of her 'working out,' her examiner cannot give part marks for correct techniques. Jessica has also now uploaded ACOM intellectual property to ChatGPT.

FAQ about use for Exam / Test Preparation

Q: Can I use AI during exams or quizzes?
A: ACOM does not permit the use of AI during set exams or quizzes unless the question instructs you to use AI as part of the task.

General AI FAQs

Q: There are different AI platforms now; is one better than another?
A: Each platform is different and there is no single platform that ACOM promotes over the other. You may like to ask various platforms the same question (to which you already know the answer) and compare responses. One thing to look for is whether you can tell where a platform is getting its information from. At the time of writing this guide, ChatGPT gave no information about where it gathered data from, while Perplexity not only listed its sources, but also allowed you to filter sources (i.e. academic sites only) and reject sources (e.g. Wikipedia).

Q: Can I quote AI in my assignment?
A: Directly quoting AI in an assessment is strongly discouraged as AI is not considered a good academic source. However, if you have used AI-generated content in your Assessment in some way, then it must be cited in accordance with the Turabian or APA Referencing Guides provided by ACOM. This includes the full AI-generated prompt and text in an Appendix.

Q: If I have asked AI questions about my assignment, do I have to include it in my bibliography?
A: The Referencing system you use for your Assessment determines the inclusion of AI-generated content in a Bibliography or Reference List. You will notice that Turabian does NOT require the inclusion in your Bibliography, however APA does require the inclusion in the Reference List.

The reason for this difference is that APA treats AI outputs as citable web content when retrievable; Turabian treats AI outputs like personal communications/grey content documented in notes and appendices. Follow the rule for your system and for full guidelines, please see Turabian or APA Referencing Guides provided by ACOM.

Q: I don't know whether I am allowed to use AI in a particular way. Who should I ask?
A: Talk to your Unit Co-ordinator or Marker if you have questions about using AI in your assignment. In addition, you can find more information about plagiarism, referencing and assignment writing in Moodle, the Student Handbook, or the Study Skills sessions held each Trimester.