



DRAFT Principles and Guidelines for Generative Artificial Intelligence (GenAI) in Teaching and Learning

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Introduction

As generative AI (GenAI) tools and platforms continue to expand and evolve, it is important to provide the UBC community with guidance and advice related to their opportunities as well as risks and challenges.

GenAI tools are artificial intelligence systems that can generate content—such as texts, images, audio, and video—in response to [prompts](#) by a user, after being [trained](#) on an earlier set of data (from [Glossary of GenAI terms](#)). Some GenAI tools are accessed through standalone platforms (e.g., ChatGPT), while others may be embedded in other applications or platforms (e.g., Grammarly).

GenAI has the potential to enrich teaching and learning activities, and some may also support inclusion and enhance accessibility, depending on how they are used. Learning how to responsibly use GenAI is important for all members of the UBC community given its growing presence in many academic and work environments. However, such tools can and have been used in ways that are harmful to individuals and communities, and careful attention must be paid to topics such as academic integrity, accessibility, equity, Indigenous data sovereignty, and privacy and intellectual property. The following principles and guidelines have been developed through discussions with a [Generative AI in Teaching and Learning Advisory Committee](#) during the 2023-2024 academic year, and through multiple consultations with various individuals and groups at UBC. They provide guidance on responsible and ethical use of GenAI in teaching and learning at UBC, balancing both opportunities and risks.

These guidelines are designed to adhere to and support UBC’s strategic plans and commitments, and to align with existing UBC policies, procedures, and legal requirements (linked where relevant below). They also support and build upon the [UBC Principles for Use of Generative AI](#).

This is meant to be a living document, evolving as needed in a rapidly-changing landscape around GenAI in teaching and learning. For feedback or questions, please contact provost.vptl@ubc.ca.



Principles

The following broad principles around GenAI in teaching and learning at UBC serve as a foundation for the more specific guidelines that follow.

Alignment to Our Values and Priorities

- **UBC strategic plans and commitments:** Use of GenAI in teaching and learning should be aligned with and support UBC strategic plans and commitments, including those related to decolonization and Indigenous human rights, equity, accessibility, sustainability, and wellness.
- **Value for students' future endeavours:** It is important for students to learn how to use GenAI effectively and responsibly, to prepare them for further work or studies when they leave UBC.
- **Indigenous data sovereignty:** Use of GenAI should respect Indigenous data sovereignty and community protocols for use and sharing of Indigenous knowledges, intellectual properties, and data. Harm from false information about Indigenous communities, cultures, knowledges, histories, and contexts should be avoided.
- **Opportunities to enhance education:** GenAI can provide significant value in both teaching and learning activities through informed, responsible, and ethical use that mitigates risks and potential harms.
- **Academic integrity:** All uses of GenAI at UBC must uphold academic integrity and adhere to the academic misconduct regulations in the UBC [Okanagan](#) and [Vancouver](#) calendars.

Building Capacity and Literacy

- **GenAI literacy:** UBC will continue to provide opportunities to learn about capabilities and limitations of GenAI tools. Faculty, staff, and students should use those opportunities to develop basic GenAI literacy skills over time.
- **Faculty and staff use of GenAI:** Faculty and staff may use GenAI in teaching and learning so long as this is within the bounds of legal, university, Faculty, or program-level policies and requirements, and the guidelines below.
- **Student use of GenAI:** Students may use GenAI in work submitted for courses or other academic requirements only if expressly permitted within their courses or programs. They may choose to use GenAI to support their learning in other ways, within the bounds of legal and





university policies and requirements, and the guidelines below.

- **Considerations:**
 - **Accessibility:** Some GenAI tools can enhance accessibility for learners with a range of disabilities. It is important to also recognize, however, that there may be varying levels of accessibility to GenAI tools, whether related to cost, inaccessible infrastructure (such as websites or applications), or for other reasons. Those using GenAI in teaching and learning should ensure equitable access to the best of their ability.
 - **Intellectual property & copyright:** Those using GenAI in teaching and learning should respect intellectual property rights in material they input into the tools, and in how they use outputs.
 - **Privacy & confidentiality:** Use of GenAI in teaching and learning should protect privacy and confidentiality of personal and other sensitive information.

Personal Responsibility

- **Equity:** Biased training data and inputs can produce biased, discriminatory, inaccurate, or otherwise harmful outputs, with the potential to perpetuate systemic inequities. Those using GenAI in academic work should assess the risks and mitigate, to the best of their ability, the harmful effects of such bias.
- **Human oversight and critical thinking:** All outputs of GenAI for teaching and learning purposes should undergo human review before sharing. Users should think critically about outputs from GenAI, including their potential for producing false or misleading information, especially if sources of information in the outputs cannot be identified and/or verified.
- **Transparency:** Use of GenAI to produce text, images, videos, or other materials shared with others for teaching or learning purposes should be acknowledged by attributing the source of those materials.
- **Responsibility:** Users of GenAI are accountable for the consequences of sharing the outputs generated with these tools, and have a responsibility to review them for inaccuracy and potential harm to the best of their ability. The university will provide resources to help individuals develop requisite skills.





Section 1: Guidelines for all uses of GenAI in teaching & learning

1a. Developing literacy about GenAI

It is important for students, faculty, and staff to develop foundational literacy about GenAI tools and platforms, to support responsible, ethical, and effective use. This includes information about functionality, possible opportunities and benefits for teaching and learning, as well as potential challenges such as how they can be used to commit academic misconduct, how they can violate privacy, intellectual property and Indigenous data sovereignty rights, and risks of reproducing and perpetuating bias and inequities. Such learning takes time and effort, and will need to be gradually built up over time and updated as technology changes.

UBC has resources available for learning about and experimenting with GenAI. These are updated with new information and events as they become available, and further resources will continue to be developed.

- The [UBC GenAI website](#) has information about the UBC GenAI Steering Committee and subcommittees, broad institutional guidelines, and links to other resources within and beyond UBC.
- The [GenAI in Teaching and Learning website](#) includes information about GenAI tools, suggestions and cautions about using them in teaching and learning, FAQs, and offers many GenAI workshops for faculty and graduate students.
- The [New Frontiers: Teaching with AI blog](#) from the CTL at UBCO provides information and resources on teaching and learning with GenAI.
- The [UBC Academic Integrity website](#) has information about GenAI and academic integrity, including [sample syllabus language](#).
- The [Guide on Generative AI and ChatGPT](#) from the UBC Library includes information on citing and evaluating outputs from GenAI tools.

1b. Academic integrity

Permitted use

- Instructors, supervisors, and programs should clearly communicate to students the permitted and/or prohibited use of GenAI in their academic work, and the rationale for these decisions. Student use of GenAI outside of these stated rules may be considered academic misconduct. Please see [the UBC academic integrity website FAQ on generative AI](#) for details.
 - Consider also that there are various kinds of GenAI, including functionality built into existing applications such as grammar checkers, word processing tools, and others. It is helpful for educators to be as specific as possible in what kinds of GenAI functionality





is or is not permissible.

Syllabus statements

- It is important for instructors to set clear expectations around the use of GenAI tools in the syllabus, as with any other tool or mode of working (group work, etc.), and reinforce this messaging throughout the term. Students may be navigating differing levels of GenAI permissions in multiple courses so communicating expectations in a clear and straightforward manner is important.
 - The UBC Academic Integrity website has [sample syllabus statements](#) that can be used to communicate to students permitted and prohibited use of GenAI in courses.

Citation and attribution

- If GenAI tools are allowed for student academic use, educators should make it clear to students when and how they should acknowledge its use, such as through citation, and students should follow those guidelines.
 - Educators should consider the range of GenAI tools available, including that some are embedded in other tools such as grammar checkers, and decide whether and what kinds of uses of GenAI should be cited, and make that clear to students.
 - If students are not sure whether and how to acknowledge use of GenAI for their academic work, they should reach out to their instructors or supervisors to clarify expectations.
 - The UBC Library's [LibGuide on Generative AI](#) provides information on how to cite the use of GenAI tools in multiple citation styles.

Detection

- The use of applications to detect AI-generated content is strongly discouraged at this time, due to concerns about effectiveness, accuracy, bias, privacy, and intellectual property.
- Instructors should not submit student academic work or [personal information](#) to AI detectors that have not undergone a UBC Privacy Impact Assessment (PIA) and been approved for this use.
 - If any detectors are approved for use at UBC in the future, it is recommended that faculty include information in their syllabi stating that such tools may be used in the course.
 - As of June 2024, no AI detection tools have undergone a UBC PIA. The AI in Teaching and Learning website has [a web page on current status of PIAs for generative AI tools at UBC](#).
 - The [announcement about UBC's decision not to enable the AI detection feature in TurnItIn](#) provides further information about concerns with AI detectors.



- Instead of AI detectors, some of the approaches to evaluating possible academic misconduct that educators have used before the broad availability of GenAI may also be effective when considering inappropriate use of GenAI, such as comparing work produced out of class to work produced in class, or having a conversation with students about their work.

Academic Integrity processes

- If instructors or supervisors suspect that GenAI has been used inappropriately by students for their academic work, they should follow existing academic misconduct processes.
 - The academic integrity website includes [an overview of the academic misconduct process](#) for instructors. Be sure to also follow procedures and guidelines in your specific department, program, or Faculty.
- Students who have questions or concerns about GenAI and academic misconduct, and who would like support and/or advocacy, can reach out to the following:
 - The Office of the Ombudsperson for Students (both campuses)
 - The [SUO Advocacy Office](#) (UBCO)
 - The [AMS Advocacy Office](#) (UBCV)
 - The [Graduate Student Society Peer Support Services](#) (UBCV)

Designing assessments to support academic integrity

- Educators can test the resiliency of their own assignments and assessments against the capabilities of GenAI tools if they choose, by submitting their assignment instructions to a GenAI platform to understand its capabilities and limitations.
 - If educators decide to carry out such tests, they should only submit material that is their own, or for which they have received express permission to submit for this purpose.
 - Before doing so, they should consider that this content could be used to train GenAI tools and could emerge publicly, depending on the tool used.
- The [AI in Teaching and Learning website](#) and the [New frontiers: Teaching with AI blog](#) provide information on resources, events, and other supports related to designing assignments and assessments that either use GenAI or that mitigate against its use for academic integrity purposes.
 - E.g., the CTLT has a resource on [Assessment Design and Generative AI](#), which is updated over time as technology changes.
- Some educators may choose to have more in-class assessments to mitigate the use of GenAI. The CTLT at UBCV maintains a resource (jointly created with the UBCV Centre for Accessibility) on [accommodations considerations for in-class assessments](#), which may be helpful for those considering this option.



1c. Indigenous data sovereignty, protocols, and risks of harm

There are diverse views of GenAI amongst Indigenous peoples and communities; the information and guidelines in this section should not be taken as representative of the views of all Indigenous people regarding GenAI.

- **Indigenous Strategic Plan:** Use of GenAI tools should uphold UBC’s commitments, goals, and actions in the current [UBC Indigenous Strategic Plan](#); ensuring our work supports these is the responsibility of all at UBC.
- **Indigenous data sovereignty & community protocols:**
 - Indigenous peoples have the right to steward their data according to their own community protocols. GenAI poses a risk to Indigenous data sovereignty by reproducing Indigenous knowledges, information, and data without the express permissions and protocols of Indigenous communities.
 - There are several principles and practice guidelines related to Indigenous data sovereignty, including the First Nations [OCAP principles](#) (Ownership, Control, Access, and Possession), the [National Inuit Strategy on Research](#) the [Principles of Ethical Métis Research](#), and the Indigenous rights in data from the [Global Indigenous Data Alliance](#). Please note that these resources have been created by Indigenous organizations but should not be taken as representative of the governing protocols of specific Indigenous communities.
- GenAI tools that are trained on and that produce information that is owned by Indigenous peoples and communities violate Indigenous data sovereignty. In their very design and development, GenAI tools do not uphold the [UN Declaration on the Rights of Indigenous Peoples](#) (including Articles 3 and 4, on the rights to self-determination and self-government), which has been adopted into Canadian federal law (2021) and BC provincial law (2019). In addition, UBC has committed to upholding UNDRIP through the Indigenous Strategic Plan (2020).
 - Using GenAI to generate learning materials may violate Indigenous data sovereignty, such as by inputting Indigenous works into a GenAI tool without consultation or consideration of how the data will be stored, used, and shared. Using content generated by GenAI that includes or is based on Indigenous data may also violate Indigenous data sovereignty.
- **Harmful outputs:** GenAI tools can produce false, stereotyped, discriminatory and otherwise harmful information about Indigenous peoples and communities.
- **Critical and responsible use:** Below are considerations to help address the risks involved with GenAI tools and Indigenous knowledges, information, and other data. Given the concerns noted above these risks cannot be alleviated entirely.



- Learn about and follow principles related to Indigenous data sovereignty in any use of GenAI, such as those noted above. This includes:
 - Do not input into GenAI tools any data, knowledge, or creative works by Indigenous peoples or communities without their express permission.
 - Be aware that outputs from GenAI may share Indigenous knowledges outside the control or protocols of Indigenous communities. Instead of using and sharing information about Indigenous peoples and communities from GenAI tools, seek information from Indigenous sources.
- Take responsibility for your use and/or sharing of materials about Indigenous peoples generated by GenAI, and for the possible harms that may result.
- Do not rely on outputs from GenAI in efforts to include Indigenous content, knowledges, methodologies and approaches in teaching and learning.
- Do not use GenAI tools to learn about Indigenous histories and knowledges.
 - There are many opportunities at UBC to learn, through resources, workshops, and events. Prioritize developing relationships with others as you learn and implement strategies for decolonizing teaching and learning, including participating in workshops and events led by Indigenous-focused units at UBC as well as public events led by Indigenous communities.

1d. Ethical considerations

- **UBC plans and commitments:** Use of GenAI tools should uphold UBC's commitments, strategies, and actions related to equity, anti-racism, accessibility, sustainability, and wellbeing as laid out in multiple plans and frameworks, including [the StEAR framework](#), the [Climate Action Plan 2030](#), the [Climate Emergency Task Force Report](#), the [Wellbeing Strategic Framework](#), and the UBC Accessibility Plan (in progress).
- **Ethical benefits of GenAI:** In some cases, GenAI can support inclusion, accessibility, and other ethical considerations. For example, GenAI tools can support learners with disabilities by being used to produce information in visual or audio formats in addition to text, to create captions for videos and alternative text for images, to help with focus and organization of writing or other tasks, and more.
- **Biased and harmful outputs, reproducing systemic inequities:** GenAI tools are trained on large amounts of data that reflect social and cultural biases and dominant norms and values. These biases, and even discriminatory content that gets past guardrails built into many GenAI tools, can appear in outputs. Use of GenAI tools therefore can reproduce and further entrench systemic inequities.
 - Keep these considerations in mind when deciding whether or how to use GenAI tools in teaching and learning activities, and talk with students about these risks.





- **Harm from false information:** GenAI tools can produce confident-sounding but false information that in some cases can lead to harm to individuals or communities.
 - Do not assume that what is produced by GenAI tools is true; double check the information by consulting other sources.
 - UBC Librarians can support students with information literacy, including teaching how to critically evaluate false or misleading outputs from GenAI and working with instructors to provide course-specific training for students in information literacy and other topics. See the [UBC Library's resource on evaluating information from generative AI](#) and the UBC Library Instruction webpages, [UBCV](#) and [UBCO](#), for more information.
- **Human oversight and responsibility:** Those who use GenAI tools in teaching and learning should review outputs for possible harms to the best of their ability before sharing with others and take responsibility for redressing or mitigating harms that may result from the use of GenAI-generated content including potential violations of [UBC's commitment to a respectful environment](#).
- **Inequitable access:** It is important to recognize that UBC community members will have varying levels of access to GenAI tools, whether due to bandwidth, geographic location, costs for more powerful models, digital inaccessibility of some tools and platforms, or for other reasons.
 - Keep this in mind when deciding whether and how to use GenAI in teaching and learning activities (also discussed further below under “Teaching with GenAI”).
- **Sustainability:** Training and using GenAI, depending on the models used, can lead to consumption of large amounts of energy and water. To support UBC's commitments to sustainability and addressing the climate emergency, consider only using GenAI when doing so will have a significant benefit to teaching and learning activities, limiting use where it will be less impactful.

1e. Privacy, security, confidentiality

Many of the guidelines below are based on the [Generative AI tools guidelines](#) from the UBC Privacy Matters website. Note that privacy and confidentiality guidelines are based on legal and/or UBC policy requirements.

- **Privacy Impact Assessments (PIA):** In line with the British Columbia Freedom of Information and Protection of Privacy Act (FIPPA), instructors or teaching assistants cannot require that students use GenAI or any other technology tool that requires them to share personal information (such as name, student number, personal email address or phone number) unless that tool has undergone a UBC PIA review and been approved for use with personal information.





- The [Privacy impact assessments for GenAI instructional use](#) web page provides an up-to-date list of which GenAI tools have undergone a PIA review and explains whether and how those tools can be required for student use in courses.
- **Privacy & confidentiality:** In line with FIPPA and [UBC Information Security Standards](#), do not share any personal, private, or confidential information when interacting with GenAI tools that have not undergone a PIA review and have not been approved for use with such information, as this data may be available to vendors, could be used for training models, and could end up in later outputs.
 - This includes information such as names and personal email addresses of students, faculty, and staff; student numbers; and grades attached to identifiable students. It also includes anything that you would not, or do not have permission to make public, such as exam questions or other confidential data or materials.
 - Most GenAI tools can only be used in teaching and learning at UBC with [low risk information](#). As of May 2024, no GenAI tools have been approved for use at UBC with personal or other sensitive information.
 - The status of PIA review and how some GenAI tools may or may not be required for student use in courses is listed on the [Privacy impact assessments for GenAI instructional use](#) web page.
- **Terms of Service:** It is recommended to review the Terms of Service and Privacy Policies of any GenAI tools you plan to use for teaching and/or learning, so you can decide whether you are comfortable with what data is collected and how it is used. Instructors should also discuss these with students if asking them to use GenAI tools.
- **Use of data for training:** Some GenAI tools offer the possibility of opting out of use of one's input data for training models, which is recommended for privacy purposes. In some tools you can opt out of saving chat history, which will usually mean inputs will not be used for training.
 - The [guidance for use of Microsoft Copilot at UBC](#), for example, notes that starting a new chat will clear the chat history.

1f. Copyright and intellectual property

GenAI tools are often developed using large datasets, which might include copyrighted material. This could influence the AI's outputs, occasionally resulting in the inclusion of copyrighted works. When utilizing GenAI outputs, be aware of the possibility that these may mirror existing copyrighted works, potentially leading to inadvertent infringement.

- **Your intellectual property:**





- **Educators:** Be aware about entering personal intellectual property such as lecture notes, syllabi, or other teaching materials into GenAI tools if you wish to retain control over their distribution and use.
- **Students:** Be aware about inputting your own academic work into GenAI tools, as this may lead to unintended sharing or use beyond your control.

- **Use of third-Party intellectual property:**
 - Uploading third-party material that is someone else's intellectual property, including journal articles, book chapters, faculty or TA teaching materials, or other copyrighted works, to GenAI tools may constitute copyright infringement. A safer approach is to only upload such materials with the express permission of the copyright owner, or if such use falls within the bounds of Fair Dealing.
 - More information on what may constitute fair dealing can be found on [the Copyright at UBC website](#).
 - If any GenAI tools are approved in future for teaching and learning use with third-party intellectual property, they will be noted as such on the [Privacy Impact Assessments for GenAI Instructional Use web page](#).

- **Terms of service compliance:**
 - Always review and comply with the terms of service of any GenAI tool you use. This is crucial to understand the permissible use of the outputs and any attribution requirements.
 - Note that different GenAI tools have varying policies regarding the ownership of outputs. Some may grant users ownership of the outputs, while others might retain certain rights or impose more restrictive terms.

- **Distribution and sharing of AI-generated materials:**
 - Exercise caution when distributing or sharing AI-generated materials, as they may incorporate or be derived from copyrighted works.





Section 2: Teaching with GenAI

Using GenAI for one's own teaching practices

GenAI tools can be helpful for teaching practices such as: developing learning outcomes; designing learning activities, assignments, and assessments; creating slides, videos, and other resources; and more. The following guidelines address such uses, alongside those listed above as applicable to all uses of GenAI in teaching and learning.

- **Educator choice:** Whether and how instructors, TAs, and other educators use GenAI tools to support teaching practices is at their discretion, unless their department, program, or Faculty specifies rules for use.
- **Human review:** Any content produced by GenAI used in teaching must be reviewed for accuracy, appropriateness, bias, and other possible harms by an instructor or TA, to the best of their abilities, before sharing with students.
- **Transparency:** If educators use text, images, or other outputs from GenAI in student-facing teaching materials they should clarify for students which materials are wholly or partly generated by GenAI and clearly cite the source of those materials.
- **Inputting student work:** Due to considerations of privacy, data security, and intellectual property, educators should not submit student original work, without their permission, to GenAI tools that have not undergone a PIA review and been approved for that use, including AI detector tools.
 - Check the [Privacy Impact Assessments for GenAI instructional use](#) web page for up-to-date information on which GenAI tools have undergone a PIA review and been approved for particular uses in courses.
- **Feedback and grading:** GenAI tools may be used for both formative feedback and summative assessment (grading) of student work only if they have been through a PIA review and been approved for this use.
 - It is recommended that educators disclose to students if they use GenAI for feedback or grading.
 - Instructors are ultimately accountable for students' grades, and must review any feedback or grades produced by GenAI tools to ensure they take responsibility for the results.

Asking students to use GenAI for their academic work



Engaging students in learning about and using GenAI in courses can be beneficial for their learning and preparing them for lives and careers beyond UBC. At the same time, there are some educational activities in which use of GenAI may be counterproductive to student learning.

The following guidelines address cases of asking students to use GenAI tools for their academic work, in addition to those listed above as applying to all uses of GenAI in teaching and learning.

- **Requiring student use:**
 - As noted above, instructors or TAs cannot require that students use GenAI or any other technology tool to complete academic work that requires them to share [personal information](#), unless that tool has undergone a [UBC Privacy Impact Assessment](#) (PIA) and been approved for this use.
 - GenAI tools that do not require personal information and that have not undergone a UBC PIA review may be required for student use in courses, though must only be used with [low risk information](#), and not with [third-party intellectual property](#), unless with the [express permission of the copyright owner](#), or if such use falls within the bounds of [Fair Dealing](#).
 - It is recommended that students be provided the option to not use such tools for their course activities or assignments, or to choose what kind of information they are or are not willing to submit to such tools.
 - The AI in Teaching and Learning web page on [Privacy impact assessments for GenAI instructional use](#) provides information on which tools have undergone a UBC PIA review and explains whether and how those tools can be required for student use in courses.
- **Communicating acceptable use:** Instructors and TAs should clearly communicate to students details of what is permitted in terms of using GenAI for their course work, and what is not permitted. It is helpful to explain the rationale for why students are permitted to use some tools but not others, or to use them for some assignments (or parts of assignments) and not others.
 - The UBC academic integrity website has [sample syllabus statements](#) that can be used to communicate to students permitted and prohibited use of GenAI in courses.
- **Equitable access:** Educators should recognize, and address where feasible, inequitable access to GenAI tools. This can be for many reasons, including lack of accessibility for students with disabilities, cost (some tools have greater functionality for a price), internet bandwidth, geographical access (not all tools are available in all countries), language (many GenAI tools privilege English), and more.
 - Educators could ask students to use free tools where possible, and consider providing other options to complete work to fulfill the learning outcomes of activities and assignments where feasible.





- **Discussing guidelines:** It is important to discuss with students the guidelines above that apply to all use of GenAI tools in teaching and learning before asking them to use GenAI in their coursework.





Section 3: Learning with GenAI

GenAI tools can be helpful for supporting learning, both on one's own as well as when doing course work. However, information that is generated by a GenAI tool is not, and should not be presented as your own work. It should be treated like an online resource, with potentially erroneous contents, that should be properly cited if used for your academic work.

The following guidelines address uses of GenAI for learning in addition to the ones above that are applicable to all uses of GenAI in teaching and learning.

- **Permissible use:** Do not use GenAI to develop or complete any submitted academic work unless you have received clear permission from an instructor or supervisor to do so.
 - Follow guidance from your instructor or supervisor as to whether you may use GenAI tools in any work you submit for course or program requirements, and if so, how. If you are unsure of the guidance or have questions, ask your instructor or supervisor.
 - If use of GenAI tools is allowed for one or more assignments in your courses, it is a good idea to keep a record of the prompts you submitted and the outputs from the tool (for example, through screenshots), and how you used these in your work. This can help in case of any questions later from instructors or TAs as to how you used the tools.
- **Your own work:** Any academic work you submit as a student should be your own, including essays, literature reviews, theses, and exams. Submitting your own work means that if you use external resources, including GenAI, you should take that information and apply your own analysis, synthesis, evaluation, critique, etc. Simply paraphrasing GenAI output does not, by itself, make it your own work.
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- **Transparency:** Use of GenAI tools for producing academic work should be acknowledged according to guidelines provided by your instructor or supervisor, such as through formal citation requirements.
 - Note that just as with other resources used for academic work, it is not only direct quotes from GenAI that should be acknowledged or cited, but also paraphrased statements.
 - Please see [the UBC Library's Guide on Generative AI](#) for information on how to cite the use of GenAI tools.
- **Human review:** Review and think critically about GenAI outputs to the best of your ability and address false or harmful aspects before sharing with others, including in your academic work.
- **Supporting learning:** GenAI can in some cases help support learning but should only be used as a supplement, not a substitute learning. Overreliance on such tools can lead to difficulties completing exams or other assessments, and in gaining knowledge and skills needed for further study or work after leaving UBC.





- For example, GenAI tools can be used to help with writing, but at the same time, relying too much on such tools can mean missed opportunities to hone skills in developing and clarifying your own ideas and doing your own critical analysis of others' work.
- **Studying:** GenAI tools can be useful for studying purposes, such as generating practice exam questions, asking a chatbot to act as a tutor, and more. Such uses are generally permissible unless prohibited by your instructor or supervisor, but be aware that content generated by GenAI may not be accurate and so may not always be a reliable study source.
- **Intellectual property:** Submitting materials created by instructors, TAs, or other students into GenAI tools without their permission may constitute copyright infringement. Please review the guidelines on copyright and intellectual property above for more information.
- **Other guidelines:** Be sure to follow the guidelines above that apply to all uses of GenAI in teaching and learning, in addition to those in this section.

