Annex 1a – Required text and GenAI table for each FASoS course syllabus.

Using GenAI Tools in [COURSE NAME]

Nowadays, various GenAI tools and resources are available online and offline that help users to formulate, revise, and restructure texts and ideas. Common examples include ChatGPT, Perplexity, Google Gemini, Microsoft Copilot, DeepL, Quillbot, InstaText, Scribbr and Grammarly. Because this course aims to assess your personal cognitive skills and subject knowledge, except where the course materials specifically say so, *do not use GenAI tools* in the following ways:

- Don't present as your own work anything generated or restructured by GenAI tools.
- Don't use AI generated content in any way that the grader *might believe* it is your own work, or that might prevent the grader from deciding if you personally have learned what is to be learned in this course.

The table below explains the ways in which this course allows you to use GenAI tools, as well as ways that are not permitted. Where GenAI use is permitted in certain teaching and/or assessment activities (see table below), you must always explain:

- Exactly *what* GenAI material you inserted in your paper and *why* you did so.
- *How* that material was generated (including the prompts you used).
- *If and how* you modified the GenAI content.
- *If and how* you used GenAI to modify your own content.

This information should be made available upon request by the course coordinator or your tutor. Correct procedure for citing legitimate GenAI use is provided in the FASoS Writing Guide.

GenAI use table*

In this course, use of GenAI to…	For assessment 1	For assessment 2	For assessment n
help with outline/structure of the paper	Choose an item.	Choose an item.	Choose an item.
check spelling and grammar	Choose an item.	Choose an item.	Choose an item.
rephrase your work or change your style	Choose an item.	Choose an item.	Choose an item.
translate between languages	Choose an item.	Choose an item.	Choose an item.
help write and format your reference list	Choose an item.	Choose an item.	Choose an item.
identify sources relevant to your research	Choose an item.	Choose an item.	Choose an item.
get initial information about a topic	Choose an item.	Choose an item.	Choose an item.
brainstorm and evaluate own ideas, for alternative perspectives or counter-arguments	Choose an item.	Choose an item.	Choose an item.
explain and deepen the understanding of concepts	Choose an item.	Choose an item.	Choose an item.
help with programming software code, algorithm development, and debugging	Choose an item.	Choose an item.	Choose an item.
gain insights from complex datasets.	Choose an item.	Choose an item.	Choose an item.
create multimedia content, e.g., images, videos, animations, or audio (but always explain that you have used AI tools)	Choose an item.	Choose an item.	Choose an item.

✔ = GenAI use is allowed
✘ = GenAI use is not allowed, breaches will result in sanctions
n.a. = not applicable for this course

***Attention:** That a certain practice is *allowed* does not mean that you are *expected* to use GenAI for this assessment. In many situations, more appropriate or effective tools exist, and/or you will likely produce better results without using GenAI.

Annex 1b – Explanation of GenAI use activities

Check spelling and grammar
  - ➢ Description – GenAI tools can be used as advanced proofreading assistants to identify and correct spelling errors, grammatical mistakes, and improve overall language usage - provided that the model does not add new content. In this case, the use of GenAI is similar to the spelling and grammar check tools now standard in most word-processing packages. However, it is crucial to review AI suggestions critically, as they may not always capture nuanced or discipline-specific language.
  - ➢ Example – A student writing about election outcomes in EU countries could benefit from utilising a GenAI tool such as Grammarly for proofreading purposes. For instance, the AI might flag a sentence like "The election turn outs in EU countries have varied significantly over the years" and suggest correcting it to "The election turnouts in EU countries have varied significantly over the years".

Rephrase your work or change your style
  - ➢ Description – GenAI can help to experiment with different writing styles or rephrase work for clarity. This can be useful when adapting academic writing for different audiences or purposes. One should ensure that the rephrased content still accurately reflects original ideas and maintains academic integrity.
  - ➢ Example – A student might use an AI tool to adapt their academic writing for a blog post. For example, the original sentence "The implementation of progressive taxation policies has been shown to reduce income inequality" could be rephrased as "Studies show that when governments tax the rich more, the gap between rich and poor tends to shrink".

Translate between languages
  - ➢ Description – GenAI can assist in translating text between languages. This can assist in the comprehension of foreign language sources that extend beyond the typical range of languages someone is able to understand. Translations should be verified at all times, especially for technical or discipline-specific terms.
  - ➢ Example – A student who is examining Spanish sources could use GenAI to translate a complex sentence to English. For instance: "La implementación de políticas ambientales armonizadas dentro de la Unión Europea, considerando las especificidades regionales y las restricciones económicas propias de cada Estado miembro, representa un desafío significativo para alcanzar los objetivos climáticos establecidos por el Acuerdo de París" will be translated as "The implementation of harmonised environmental policies within the European Union, considering the regional specificities and economic constraints unique to each Member State, represents a significant challenge for achieving the climate objectives set by the Paris Agreement".

Help write and format your reference list
  - ➢ Description – GenAI tools can assist in formatting references according to specific citation styles (e.g., APA). One can input source information, and AI can generate

properly formatted citations. It is important to double-check the output for accuracy and completeness.

➢ Example – A student could enter the details of a recently peer-reviewed book chapter into a GenAI tool, which would generate a correctly formatted APA citation, such as this one: Anguyo, M., Masete, J., Akia, M., and Drasiku, H. (2023). The Effect of Social Media on Adolescent Mental Health. IntechOpen. doi: 10.5772/intechopen.1003060".

Identify sources relevant to your research

➢ Description – GenAI can suggest relevant academic sources based on research topics or keywords. This can be a starting point for literature reviews or to expand research scope. It is important to critically evaluate suggested sources and not rely solely on AI recommendations. It is even better to consult a librarian.

➢ Example – A student researching cultural assimilation in relation to education could utilise a GenAI tool to identify relevant academic sources. The output may indicate a primary source such as "School and Cultural Assimilation." The scope and scale of assimilation politics in education.

Get initial information about a topic

➢ Description – GenAI can provide quick overviews or summaries of topics, serving as a starting point for research. This can help to grasp basic concepts or identify key areas to explore further. However, information from GenAI should be verified through authoritative academic sources.

➢ Example – A student starting a research project on the impact of climate change on migration could ask a GenAI tool for an overview. This would result in a list of key points addressing the following areas: slow-onset events, sudden-onset events, types of migration, vulnerable regions, socioeconomic factors, policy challenges and future projections.

Brainstorm and evaluate own ideas

➢ Description – To this end, GenAI can be employed to generate alternative perspectives or counter-arguments to one's own ideas. This can enhance critical thinking and help in developing more robust arguments. The AI-generated ideas should be used as prompts for further thought and research, not as final conclusions.

➢ Example – A student preparing for a tutor group meeting to discuss the impact of populism on democratic institutions could use GenAI to generate potential counter-arguments. For example, the student might type in the main argument: "Populism undermines democratic institutions by undermining checks and balances and encouraging authoritarian tendencies." The GenAI could suggest challenging counter-arguments such as "Populism can also increase democratic participation by mobilising previously disengaged populations and challenging entrenched elites, potentially leading to more responsive governance".

Explain and deepen understanding of concepts

➢ Description – GenAI can provide explanations of complex concepts in simpler terms or from different angles. This can aid in comprehension and help to articulate ideas

more clearly. This use is intended to complement, rather than replace, the study and engagement with the course materials.

➢ Example – A student developing a thesis on the implications of deglobalization for international economic governance could use GenAI to work on this initial hypothesis: "Deglobalization will lead to a fragmentation of global economic institutions and a return to regional economic blocs." The GenAI could help generate alternative perspectives or nuanced considerations, such as "Deglobalization might actually strengthen certain global institutions as countries seek new frameworks for managing economic interdependence. The process could lead to a hybrid system where regional blocs coexist with reformed global institutions."

Help with programming software code, algorithm development, and debugging

➢ Description – In the context of data analysis, programming or similar digital methods, GenAI can assist in writing code, developing algorithms, and debugging. This can be particularly useful for those new to programming. However, it is important to ensure that the generated code can be understood and that its function is clearly explained.

➢ Example – A student utilising R for data analysis may request the assistance of a GenAI tool to debug the code by inserting an error message. The tool could suggest potential resolutions and provide an explanation of the underlying issue.

Insights from complex datasets

➢ Description – GenAI can help analyse and interpret large datasets, identifying patterns or correlations that might be difficult to spot manually. This can be valuable for quantitative and qualitative research methods. One should be able to critically evaluate AI-generated insights and understand the underlying data and methods.

➢ Example – A student analysing global diplomatic relations could use GenAI to identify patterns in a large dataset, such as correlations between economic sanctions and changes in bilateral trade relationships across different regions and time periods.

Create multimedia content, e.g., images, videos, animations, or audio

➢ Description – GenAI can assist in creating multimedia content for academic and other purposes. This can enhance presentations or visual representations of data. Creators must indicate when AI tools have been used to generate such content and ensure it adheres to the required standards.

➢ Example – A student preparing a presentation on media literacy could use Midjourney to create an infographic illustrating the steps of critical media analysis. Clearly indicating in their presentation that the infographic was generated using Midjourney.