Artificial Intelligence in Academic Writing. University Policy and the Supporting Role of the Library.

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Coventry University | Wrocław

British University Branch Campus in Poland (operating from 2020);
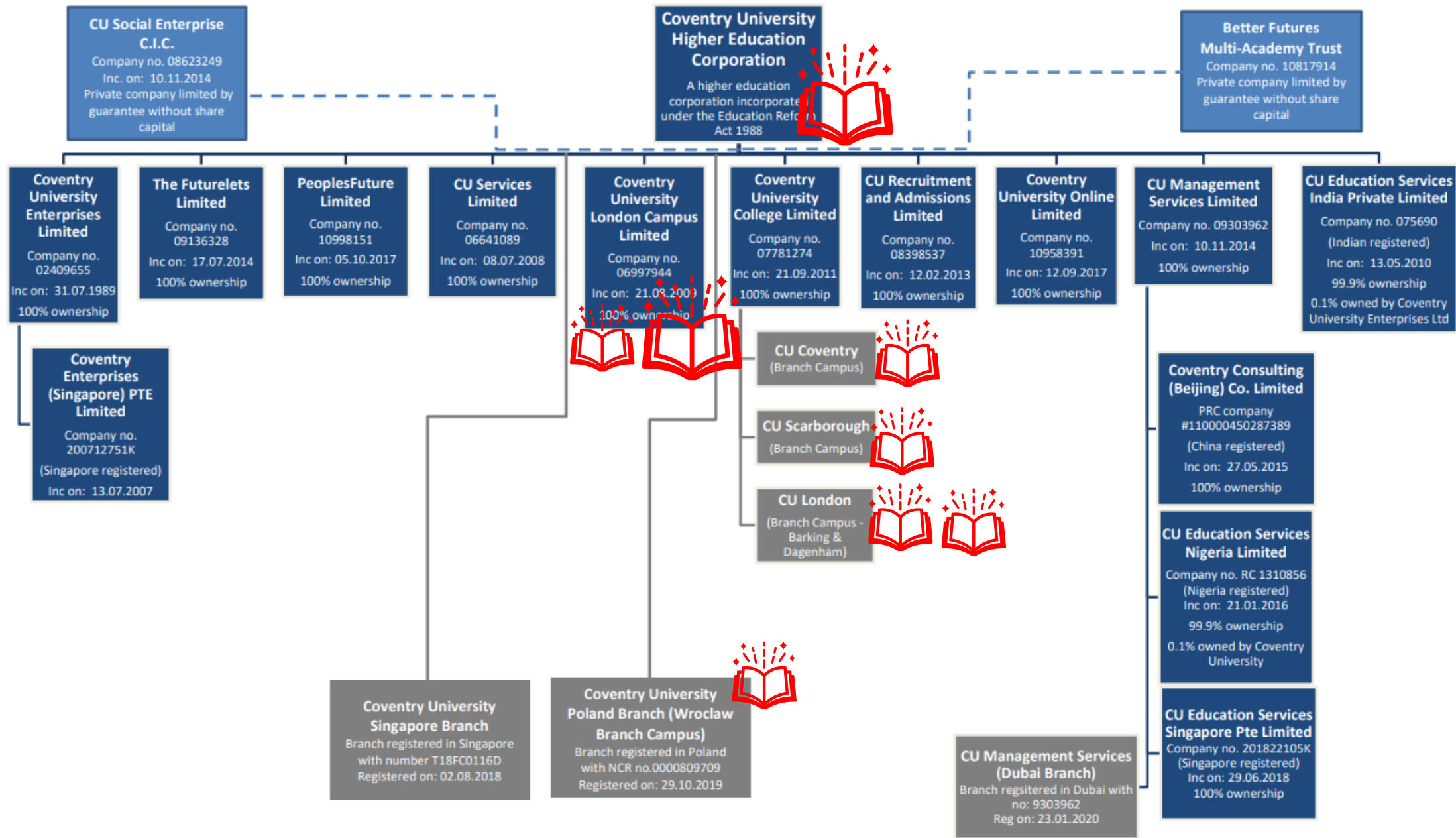
Undergraduate level (British Diploma);

7 Courses (2 more from 2026)

Module Teaching Scheme:
Academic Year – 6 subject modules;

6 intakes per Academic Year.

Coventry University Group Structure

CU Social Enterprise C.I.C.
Company no. 08623249
Inc. on: 10.11.2014
Private company limited by guarantee without share capital

Coventry University Higher Education Corporation
A higher education corporation incorporated under the Education Reform Act 1988

Better Futures Multi-Academy Trust
Company no. 10817914
Private company limited by guarantee without share capital

Coventry University Enterprises Limited
Company no. 02409655
Inc on: 31.07.1989
100% ownership

The Futurelets Limited
Company no. 09136328
Inc on: 17.07.2014
100% ownership

PeoplesFuture Limited
Company no. 10998151
Inc on: 05.10.2017
100% ownership

CU Services Limited
Company no. 06641089
Inc on: 08.07.2008
100% ownership

Coventry University London Campus Limited
Company no. 06997944
Inc on: 21.09.2009
100% ownership

Coventry University College Limited
Company no. 07781274
Inc on: 21.09.2011
100% ownership

CU Recruitment and Admissions Limited
Company no. 08398537
Inc on: 12.02.2013
100% ownership

Coventry University Online Limited
Company no. 10958391
Inc on: 12.09.2017
100% ownership

CU Management Services Limited
Company no. 09303962
Inc on: 10.11.2014
100% ownership

CU Education Services India Private Limited
Company no. 075690
(Indian registered)
Inc on: 13.05.2010
99.9% ownership
0.1% owned by Coventry University Enterprises Ltd

Coventry Enterprises (Singapore) PTE Limited
Company no. 200712751K
(Singapore registered)
Inc on: 13.07.2007

CU Coventry
(Branch Campus)

CU Scarborough
(Branch Campus)

CU London
(Branch Campus - Barking & Dagenham)

Coventry Consulting (Beijing) Co. Limited
PRC company #110000450287389
(China registered)
Inc on: 27.05.2015
100% ownership

CU Education Services Nigeria Limited
Company no. RC 1310856
(Nigeria registered)
Inc on: 21.01.2016
99.9% ownership
0.1% owned by Coventry University

CU Education Services Singapore Pte Limited
Company no. 201822105K
(Singapore registered)
Inc on: 29.06.2018
100% ownership

Coventry University Singapore Branch
Branch registered in Singapore with number T18FC0116D
Registered on: 02.08.2018

Coventry University Poland Branch (Wroclaw Branch Campus)
Branch registered in Poland with NCR no.0000809709
Registered on: 29.10.2019

CU Management Services (Dubai Branch)
Branch regsitered in Dubai with no: 9303962
Reg on: 23.01.2020

Consultation: Focus groups questions March 2022

- In what contexts should the University permit students to use this type of tool?

- In what contexts should this type of tool (or some of its features) be banned from use by students?

- What can we do to disrupt or restrict inappropriate student use of these tools?

- How can teaching staff/the University detect misuse of an AI tool (or some of its features)?

SUPPORTING ROLE OF THE LIBRARY

Artifficial Intelligence Staff Guidance (May 2023)

Type 1	Type 2	Type 3	Type 4	Type 5
Text improvement Spell-checkers, paraphrasers, grammar checkers, predictive text	**Language conversion** Translation tools, speech <> text	**Textual content generation** Essay bots, text generators	**Non-textual content generation** Programming code, graphics, artworks, video maths, music	**AI detection tools**
Grammarly, Quillbot, ChatGPT	Google translate, DeepL, ChatGPT, Dragon	ChatGPT, Quillbot, Perplexity.ai, Chimp writer, Bard	Github Co-pilot, Dall-e-2, Midjourney, Runway, Tome, Bard, AI-Plus, Minerva	GPTZero, Copyleaks, Turnitin, Crossplag, ChatGPT

1. TEXT IMPROVEMENT (Grammarly, quilbot, DeepL, ChatGPT)

Ethical Use

•Proofreading for grammar and language

•Support for individuals with special educational needs e.g. Dyslexia)

•Language development (thesauri)

Unethical Use:

Attempting to conceal similarity with the original text.

2 LANGUAGE CONVERSION (speech >text, translators)

Ethical Use

• Support with language learning and academic writing;

• Conversion from one medium to another as an aid for people with disabilities (e.g., speech → text)

Unethical Use

• Writing an assignment in a language other than the language of study and submitting it for credit

• Back-and-forth translation to reduce text similarity

3 TEXTUAL CONTENT GENERATION (ChatGPT, Quillbot,OpenAI

Ethical Use

•Ideas generation

•Searching for information and sources

•Organizing and structuring work

Unethical Use

• Generating answers during an exam;

• Generating text, pasting it into an assignment, and claiming it as one's work;

4 NON-TEXTUAL CONTENT GENERATION(MidJourney)

Ethical Use

- Inspiration for one's own work;

- When a lecturer requests or recommends the use of a tool;

- Referencing the tool that was used

Unethical Use

Entering assignment details, generating a complete piece of work, and submitting it for credit while claiming authorship.

5 AI DETECTION TOOLS

TURNITIN (similarity check)

TURNITIN Authorship

New assignment formats: group podcast, reflective writing, oral exams

PROBLEMS:

Imperfection of tools

Constant development of AI tools

Copyright and data protection (Can we upload students' work to the external provider?)

Acknowledging, Describing, and Referencing AI Use

It is essential that students understand why they must acknowledge their use of AI in any assessment, as a fundamental part of academic integrity.

Students should acknowledge, describe, and reference AI use.

SUPPORTING ROLE OF THE LIBRARY

Reference

Students should cite and reference the use of AI using the APA 7th ed. Guidelines:

https://apastyle.apa.org/blog/how-to-cite-chatgpt

In-text citation of AI(Chat GPT)

When prompted with "Is the left brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

Reference:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

Home | Introduction to Referencing | A-Z Referencing Examples | FAQs

APA Referencing

Introduction to Referencing ❯
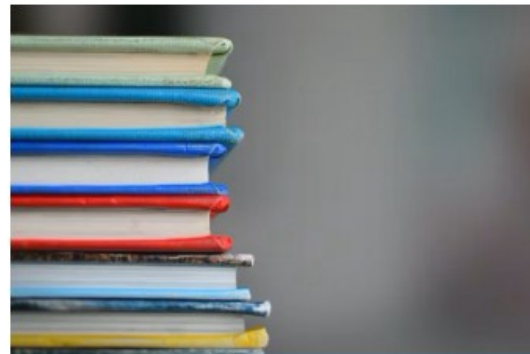
A - Z Referencing Examples ❯

FAQs ❯

Referencing Software ❯

APA Quick Referencing Guide

Coventry University

Referencing
Quick Guide
APA   (7th edition)

❯ Continue

Lanchester Library
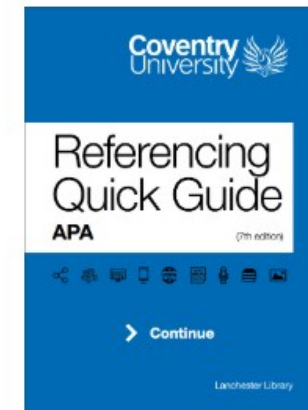
Quick guide to help you get started. Refer to these web pages for more detailed reference information.

- 📄 Printable APA Quick Guide

Need help with referencing?

Book an Appointment ❯   Contact your Librarian ❯

AI (Artificial intelligence) ▲

This guidance is for students who have been given permission by their module leader to use generative AI tools (e.g. ChatGPT, QuillBot, Chimp Rewriter, DALL-E etc.).

If permitted to use AI, you must:

1) Cite and reference any information generated by AI.

2) Follow all instructions in your assignment brief regarding its use.

Format

In-text citation

Details of prompt used and response (Organisation, year).

Reference list

Organisation. (Year). *Title of software* (Version information) [Type of software]. https://www.website.com/

Example

In-text citation: When prompted to provide some background information on Jaguar Land Rover, ChatGPT stated, "JLR specialises in design, development, manufacture and sale of luxury vehicles" (OpenAI, 2024).

Reference list: OpenAI. (2024). *ChatGPT* (Apr 30 version) [Large language model]. https://chat.openai.com/chat

Student AI Guidance (July 2024)

Each assessment will indicate expected AI use using these categories:

· Red – no use of AI tools permitted;

· Amber – AI use is allowed for assistive purposes as specified by the module team;

· Green – integral, use of AI is designed into the task. You will demonstrate critical engagement with AI tools.

SUPPORTING ROLE OF THE LIBRARY

Communicating information to students and academic staff about university policies (training sessions).

SUPPORTING ROLE OF THE LIBRARY

Academic Misconduct Procedure.

SUPPORTING ROLE OF THE LIBRARY

The role of an independent professional advisor who bridges technology with information literacy.

Coventry University / LibGuides / AI for Your Studies / Home

AI for Your Studies: Home

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Artificial Intelligence

Introduction >

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Tasks >

Evaluating your sources

When undertaking academic research, you should evaluate all your sources for credibility, accuracy, timeliness etc. Using generative AI tools for research is no different and you will need to be more vigilant in your evaluation. Generative AI tools works on probability maths. It produces the next most probable answer based on the training it has received and has no means of verifying or evaluating the quality of the answer. That is up to you. Below are areas to consider when using generative AI tools alongside data security and copyright.

Bias

Any bias in the training data or algorithms will be reflected in the results perpetuating inherent prejudices in society, particularly as the main source for the training data is the internet where most content is written in English and more representative of the Western world.

Example: AI tools amplify **majority views**, and mute **minority views**. Stable Diffusion, an image generator, rarely depicts women as doctors, lawyers, or judges. Men with dark skin are shown committing crimes and women with dark skin are shown flipping burgers.

Mitigations:

- Compare your AI output to a variety of reliable sources, such as books and academic journals, and use information that reflects diverse voices.
- Experiment with requesting specific minority perspectives such as scholars from the global South.

Learn more: Nicoletti, L., & Bass, D. (2023). *Humans are biased: Generative AI is even worse*. Bloomberg. https://www.bloomberg.com/graphics/2023-generative-ai-bias/

Data security and privacy

Some of the content being used to train LLMs could include personal data . As with all technology, you should always check the <u>terms of use</u> and the <u>privacy statement</u> to understand what is permissible and how your data will be used.

Example: Some AI tools will retain and use your information.

Mitigations:

- <u>Do not </u>upload any personal or confidential information to generative AI tools.
- Check if there is an option to opt out of data collection.
- Ensure you have ethical clearance when using other people's data, and discuss any tools and methods you plan to use with your module leader or supervisor.

Learn more: Diro, A., Kaisar, S., Saini, A., Fatima, S., Hiep, P. C., & Erba, F. (2025). Workplace security and privacy implications in the GenAI age: A survey. *Journal of Information Security & Applications, 89,* https://doi.org/10.1016/j.jisa.2024.103960

Copyright

Hallucinations

Generative AI tools can give false information that is presented as truth because the probability maths has led it to an untrue statement.

Example: References, for example, do not always exist and you will have to check whether any AI generated reference is valid. This process can be time-consuming and is one example when alternative sources will produce more reliable information, such as the research resources available on Locate, the library catalogue.

Mitigation: Check all stated facts against non-AI sources.

Learn more: IBM. (2023, September 1). *What are AI hallucinations?*
https://www.ibm.com/think/topics/ai-hallucinations

Copyright

AI tools aggregate information and artwork without the creators' knowledge or permission. It is also difficult to know exactly which work has been aggregated - the algorithms used by these tools are currently very opaque. There is concern that AI tools are using copyrighted works particularly within the artistic community. There are also questions about who owns the output. At present there is legal uncertainty at a national and international level to address these concerns.

Example: Who owns the copyright when an image is generated in the style of a famous artist? The artist whose work the generative AI tool was trained on, the person writing the prompt, the AI developer, or the AI tool.

Mitigation: Check the terms and conditions of the Generative AI tool as to where the copyright ownership of output belongs.

Learn more: Guadamuz, A. (2024). A scanner darkly: Copyright liability and exceptions in artificial intelligence inputs and outputs. *GRUR International, 73* (2), 111–127.
https://doi.org/10.1093/grurint/ikad140

Misinformation and disinformation

The training data can be very poor quality, e.g., lots of Reddit posts, leading to incorrect conclusions or malicious writers will deliberately manipulate content and create inaccurate output.

Examples: Conspiracy theories regarding the COVID vaccine or manipulated political messages spread by social media.

Mitigation: Check for evidence from verifiable sources and do not become overly reliant on AI for your research. Use the research resources available on Locate, the library catalogue.

Learn more: Bontridder, N., & Poullet, Y. (2021). The role of artificial intelligence in disinformation. *Data & Policy, 3*, e32. www.doi.org/10.1017/dap.2021.20

Ryan-Mosley, T. (2023). *How generative AI is boosting the spread of disinformation and propaganda.* MIT Technology Review. https://www.technologyreview.com/2023/10/04/1080801/generative-ai-boosting-disinformation-and-propaganda-freedom-house/

ROLE OF THE LIBRARY

1. Introduces the concept of Academic Integrity

2. Educates on ethical use of AI tools

3. Provides access to updated policies and resources

4. Supports students in developing academic writing skills, including proofreading, paraphrasing, and referencing

5. Promotes correct citation and referencing of AI-generated content

6. Supports prevention strategies

7. Acts as a trusted source of information and training

Thank you for your attention.