

As of October 2025

Guideline of the Faculty of Psychology at Ruhr University Bochum on the topic of THE USE OF GENERATIVE AI TOOLS IN THE CONTEXT OF EXAMINATIONS

Generative artificial intelligence (AI) can support learning in many ways. However, there are also numerous technical, ethical and legal considerations and restrictions on the part of the faculty and the university that must be taken into account. Generative AI tools can be a valuable aid in the preparation of examinations, but they must be used responsibly and transparently.

What are generative AI tools?

Generative AI tools are a special category of AI systems designed to create new content and summaries (e.g. text, images, and code that appear to have been created by humans). Other, non-generative AI tools are primarily specialized in the analysis, classification, or prediction of data and events (e.g., statistical analysis software such as R or recommendation systems such as a Word spell checker).

The following recommendations are intended to help you, as a student, to appropriately document and ensure the independence and integrity of your work. The list of dos and don'ts on the last page of this document provides information about the appropriateness of various uses of generative AI tools.

How should the use of generative AI tools be disclosed?

If you use generative AI tools to complete exam assignments such as seminar papers and theses as part of your studies, you must always document and report this in a declaration of independence. The use of non-generative AI tools does not usually need to be disclosed separately. The following texts serve as examples.

Case 1. You did not use generative AI tools as part of an exam, or you did not use AI tools because your instructor prohibited their use. In this case, please state the following in your declaration of independence:

“I did not use generative AI in the assignment.”

Case 2. Your instructor permits the use of generative AI but does not provide any documentation guidelines. In this case, please document the use of AI according to the following instructions (tabular form is possible):

I have used the AI tool *[name of AI tool with version number and period of use]* in the *[seminar assignment/FoPra report/thesis/etc.]*. I used AI for *[purpose and phase of the process]*. I verified the suitability of the AI suggestions by *[how did you verify this?]*. I built on the *[ideas/suggestions/texts/etc.]* generated by the AI tools as follows: *[how did you build on them? What is your contribution to the work?]*.

Example

We used the following AI tools for the seminar assignment: ChatGPT (GPT-5, used during 04/2026 – 06/2026), Keenious (used during 05/2026), and Perplexity (used during 05/2026). We used ChatGPT to draft the structure of the post. We checked the suitability of ChatGPT's suggestions by ensuring that the proposed structure was appropriate for the task and logical. We revised the structure suggested by ChatGPT ourselves by changing the position of the paragraphs to make them more meaningful and the text more coherent. Where we integrated generated text into our own text, we cited the respective original work appropriately and carefully checked our text for plagiarism. We used Perplexity and Keenious to search for background information, statistics and scientific information. We verified the accuracy of Perplexity and Keenious' suggestions by critically reviewing the data sources to which they refer.

Further example formulations

I used Consensus during my literature review to find relevant scientific articles on my research topic. I reviewed the articles suggested by Consensus in terms of their relevance to my research topic and their scientific quality and used them as a starting point for my further literature search.

I used Elicit during the literature search phase to generate summaries and analyses of scientific articles on my research topic. I reviewed the summaries and analyses generated by Elicit for accuracy and relevance to my research topic. I also read the original articles to confirm the accuracy of the summaries.

I used Copilot during data analysis to generate code for the statistical evaluation of my data. I used the code generated by Copilot as a starting point for my data analysis. Based on this code, I performed the statistical analyses and interpreted the results. My contribution consisted of checking the code for accuracy and adjusting it, performing the analyses, and embedding the results in the context of my research.

If you have any questions or uncertainties, please contact your supervising lecturers.

Task force on AI tools in teaching

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DOS & DON'TS OF USING GENERATIVE AI TOOLS

Generative AI can be a helpful tool, but it does not replace your own scientific work, critical reflection and adherence to scientific standards. **The responsibility for texts, citations and code remains with you as a student.** The following dos and don'ts provide information about the appropriateness of various uses of generative AI tools. Please note that the information on the left-hand side (dos) is always related to the information on the right-hand side (don'ts). This list is intended to give you an overview, but does not claim to be exhaustive.

Transparency in dealing with AI is essential - if in doubt, clarify with your supervisor what is permitted!

DO'S	DON'TS
Ethical Standards and Data Protection	
	Entering or uploading personal data
Learning & Searching for Information	
Creating summaries of long texts for a rough overview according to your own criteria	Stop reading texts (original literature) yourself
Identify initial possible articles as a starting point for a literature review	Conduct literature research using automated literature reviews
Support literature research by generating search terms	Conduct exclusively AI-based literature research
Use AI to generate explanations of complex topics	Accept AI-generated explanations without further review
Brainstorming	
Searching for research topics and theories, brainstorming, and narrowing down ideas	Uncritically adopting information, ideas, or arguments that have been found
Discussing and prioritizing ideas	Losing your own train of thought due to too many AI suggestions
	Generating research questions and hypotheses
Text Generation	
Have summaries created to provide an overview	Have entire sections of text generated
Create outlines and use them as inspiration	Adopt outlines without reflection
	Hand over critical thinking and lines of argumentation to the AI tool
	Cite AI tool as a source (AI is not a scientific source)
	Adopt texts without checking them for plagiarism
	Generate the complete text of an exam (e.g., seminar paper, bachelor's thesis, master's thesis)

DO'S	DON'TS
Text Editing	
Have text translated, followed by manual review of plausibility	Accept translations without reflection
	Using translations without citing the original source
Linguistic improvement of text passages for better readability by generating wording aids or alternative phrasings	Accepting AI corrections that alter the scientific content
Spelling and grammar check	Accepting text suggestions without checking them and without editing them yourself
Image Generation	
Creation of images that would otherwise be difficult to create	Overuse of AI to generate images that can easily be created in R or Office applications (act sustainably and conserve resources!)
Creating stimulus material for a study or graphics for a study advertisement (e.g., flyers)	Failing to clearly and transparently label AI-generated images
	Using AI images that could be problematic in terms of copyright and personal rights
	Using AI-generated images as scientific evidence or presenting them as your own research results
Code & Analysis	
Have code parts (e.g., software source code) created, optimized, or restructured	Untested use of AI-generated code
Find R functions	Not understanding and being unable to explain the code or code fragments used
Have error messages analyzed	
Debug code	
Simulate data for testing purposes and explicitly label it	Generate fake data (including studies, sources, references)
Seek support for specific problems in statistical analyses (e.g., as part of FoPra or R-Übung)	Have AI perform analyses and calculations or manipulate analyses
	Have data and analysis results interpreted