

GenAI and your assignments

August 2026



Learning and Teaching Innovation (LTI)



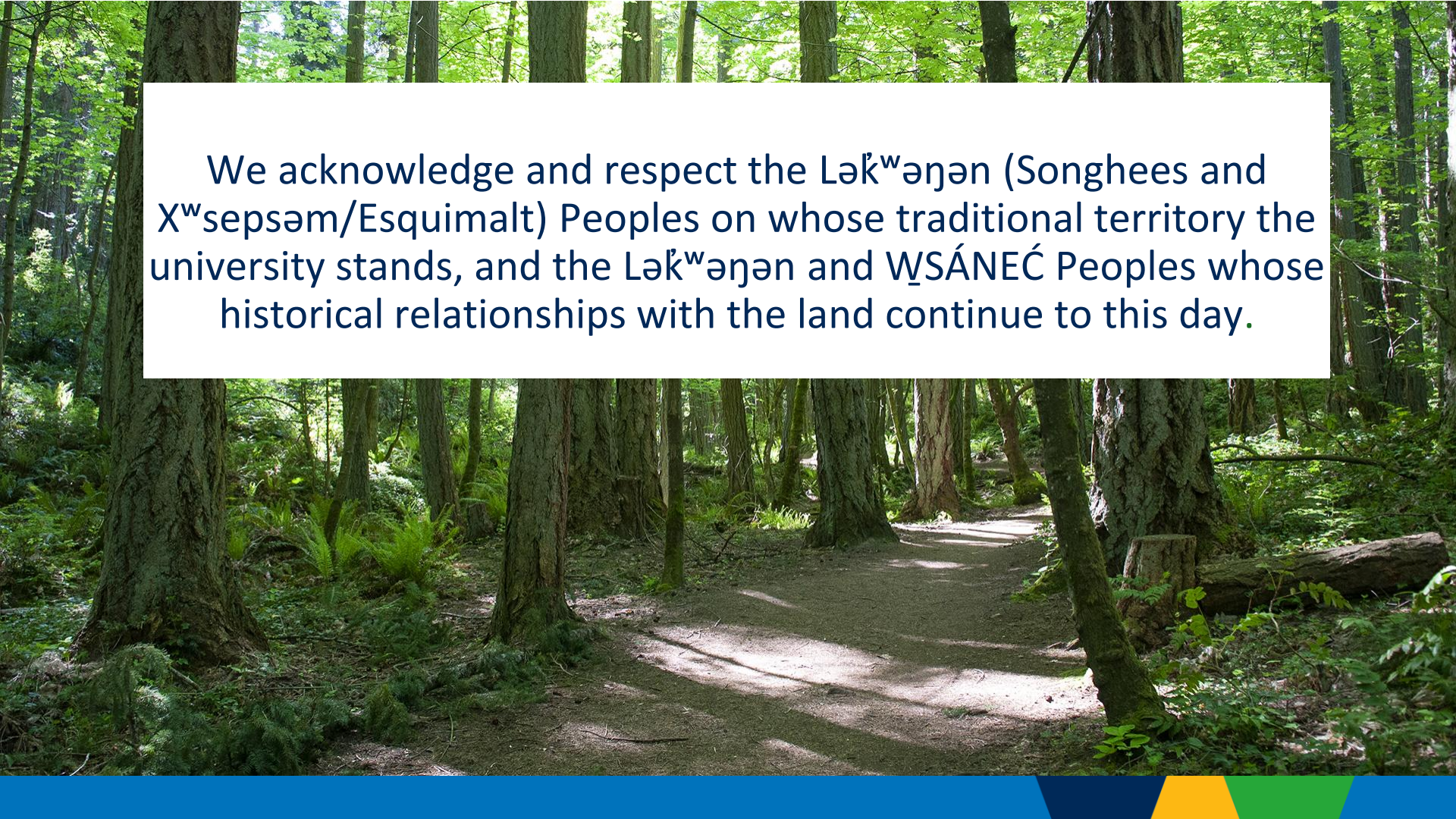
Agenda

We will

- Introduce UVic's GenAI guiding statement and role pages
- Provide an overview of course and assessment expectations
- Examine GenAI use from the lens of the academic integrity policy
- Share writing strategies to inform ethical use of GenAI tools
- Review helpful resources

Workshop Facilitators

- Alexander Warrington; Manager, Instructional Development & Educational Strategy
- Nancy Ami, Manager, Academic Integrity Learning

A photograph of a dense forest with a dirt path winding through it. Large, mature trees with thick trunks line the path, and sunlight filters through the green canopy, creating dappled light on the ground. The forest floor is covered with ferns and other undergrowth.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and X̱sepsəm/Esquimalt) Peoples on whose traditional territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Cwélelep

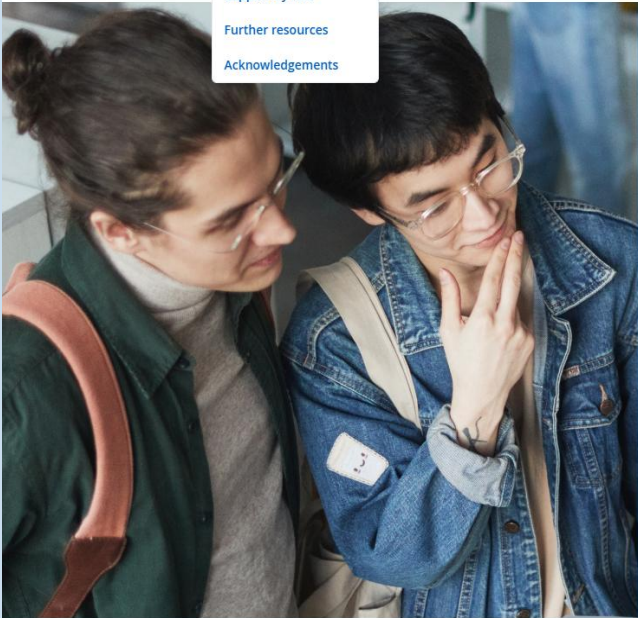
"Cwélelep is a Lil'wat Indigenous language concept about learning. It recognises the need to sometimes be in a place of dissonance and uncertainty, heightened awareness, so as to be open to new learning" (Williams & Hall, 2023, p. 66).



October 12, 2023 at 1:14 p.m.



November 21, 2024 at 12:12 p.m.

A photograph of a woman and a man looking at a device together. The woman is on the left, wearing a green jacket and glasses. The man is on the right, wearing a blue denim jacket and glasses, with his hand near his face. They are both looking down at something out of frame.

Support by role

Further resources

Acknowledgements

5R Guiding principles

The 5R framework is built on:

- **relationship** - strengthening trust and building relationality
- **respect** - honouring diverse perspectives, expertise and knowledge sources
- **relevancy** - keeping learning rooted in real contexts and communities
- **responsibility** - shared accountability for thoughtful GenAI decisions
- **reciprocity** - fostering two-way learning and sharing knowledge across communities

For further reading, please review [Dr. Jean-Paul Restoule's publication on the 5Rs pressbook](#) ^[2].

UVic's GenAI Guiding Statement

Integrating Indigenous Pedagogies into Online Learning
Dr. Jean-Paul Restoule

Source: UVic's GenAI Guiding Statement and 5R principles

UVic's GenAI Guiding Statement on T&L

"UVic is committed to supporting our community to engage with GenAI in responsible, ethical and critical ways. We recognize that the appropriate use of GenAI will vary across disciplines, courses, learning outcomes and teaching contexts. As GenAI continues to develop technically, ethically and socially, so too will our understanding of its role in learning and teaching. Rather than prescribing a single approach, this guiding statement is intended to support ongoing conversations through current resources to inform decision-making across the University."

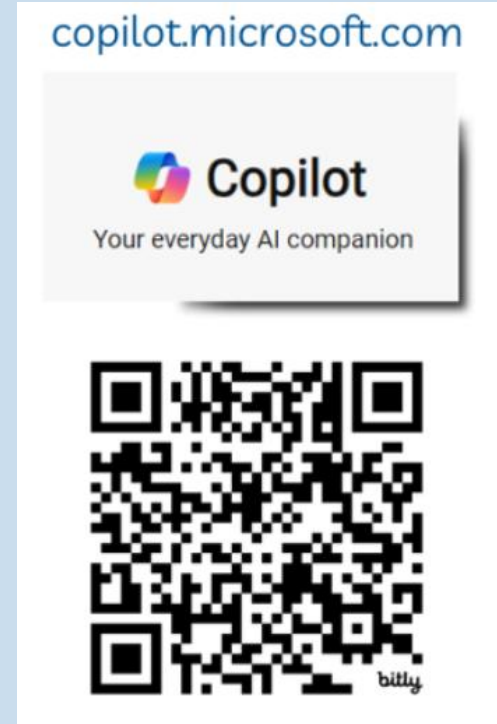
<https://www.uvic.ca/learningandteaching/how-to/generative-ai/index.php>

Let's take a look at the undergraduate and graduate student role pages...we'll talk about where these come from and why they're important...



UVic Copilot

- Copilot is a GenAI tool, similar to ChatGPT or Google Gemini
- Copilot is part of UVic's Microsoft 365 license:
 - User & organizational data are protected
 - Prompts & responses are not saved
 - Chats are not used to train the underlying AI model
- URL: copilot.microsoft.com
- UVic support page:
https://libguides.uvic.ca/AI_Tools/MS-CoPilot



Course and Assessment Expectations

- Is GenAI allowed in this course or assignment? Which tools or features, if any, may I use?
- Are there limits on brainstorming, outlining, editing, coding, translation, feedback, or generating text/images?
- Do the rules change across assignments, quizzes, labs, group work, or take-home assessments?
- If I use GenAI, how should I disclose or cite it? Do I need to document prompts, outputs, or how I used the tool?
- What must be my own work? How do I verify accuracy, address bias, and protect privacy or confidential information?
- If I am unsure, who should I ask before using a tool and what resources are available to help me use GenAI responsibly?

Navigating ethical use of GenAI tools: A closer look



Source: MS365

What does UVic's academic integrity policy say about ethical use of GenAI tools?

Do you have permission to use AI tools?

If your instructor forbids use of an AI tool, it is considered an academic integrity violation if you use it.

Use of AI tools

Instructor use

As per the Senate-approved course outline requirements, all instructors should indicate the learning and teaching technologies used in their course. UVic does not permit instructors to use Generative Artificial Intelligence Tools (GAITs) to grade students' work or to determine whether a student has violated the Policy on Academic Integrity.

Refer to the [undergraduate](#) and [graduate](#) academic calendars for information about what to include in course outlines, or contact LTI at asklti@uvic.ca for support.

Student use

The course outline provided by your instructor at the beginning of the term will indicate whether you are allowed to use Generative AI tools (like ChatGPT, Claude, CoPilot, etc.).

If your instructor prohibits use of a tool, it is considered an academic integrity violation if you use it. Unauthorized use includes using tools or an “editor” to generate, complete, manipulate, revise, correct or alter your work.

If you are unsure, ask your instructor.

How do we navigate "ethical use"?

1. Study with integrity:

“Academic integrity is the commitment from students, faculty, and staff to demonstrate honest, ethical behavior in their academic lives.” ([ICAI, 2021](#))

2. Apply two simple strategies:

- When writing your assignments, make it easy for your reader to see what information is from sources and what ideas are yours
- Do the work yourself, even if it feels hard

Why does ethical use of GenAI tools matter?

Using GenAI tools ethically

- Makes us a reliable and trustworthy source of knowledge
- Protects the value and credibility of our credentials
- Strengthens our professionalism

(Pitton, 2022)

Summary

- ☐ Review UVic's academic integrity policy on "use of an editor/content generator"
- ☐ Ensure you have your instructor's permission
- ☐ Follow recommendations of your instructor on extent/scope
- ☐ Cite use, following [UVic library's guidelines](#)

Using GenAI for your assignments (if you have permission)



Source: MS365

GenAI tools can be used for research and communication

- Collecting information
- Analyzing and synthesizing information
- Generating ideas and questions
- Organizing ideas
- Considering larger research process
- Analyzing data
- Writing and communicating

Global Community Advisory Council (July 8, 2026)

Benefits

- Use AI for clarity to help understand the task: what we should be doing
- Physics: paste lecture notes to help with understanding step by step

Challenges

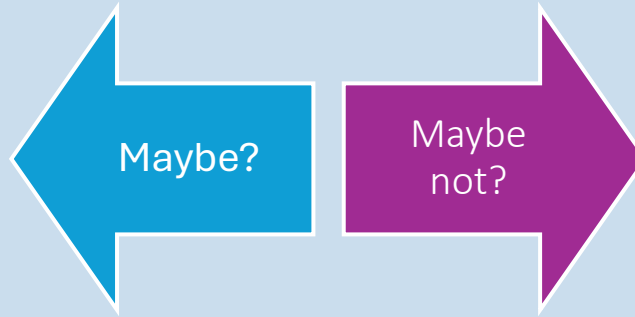
- AI can be powerful but also flawed
- Uncertainty in its researching and methods to gathering information
- Confusion about what is OK
 - In the course outline: "No AI use!" In the class, the lecturer was projecting ChatGPT – What can I do/what I cannot do?

Psych Honours students (2025): Benefits and challenges

Capabilities and benefits	Issues, concerns, and questions
Helps with data analysis (qualitative coding, thematic analysis, etc.) to make the process faster and obtain higher validity	Still requires human supervision to confirm validity
Helps with learning to use new tools (coding, etc.)	It never says "I don't know!"
Can help with generating ideas and structuring them	Generative qualities of the brain (divergent thinking, critical thinking, etc.) can suffer with less frequent use
It allows us to have a bigger output (just as agricultural technology helped us increase food production)	Ethical considerations (fair competition in grants and awards, intellectual property protection, etc.)

Can I rely on GenAI to...?

- Generate fairly coherent text
- Draw from its large database to provide mostly relevant responses to carefully written prompts and questions



- Be a source of reliable information
- Critically analyze information
- Think or write *for* you

Using AI tools for prewriting

To choose or narrow a topic

You are writing an Environmental Studies paper on sustainable highways. You ask CoPilot the following questions:

Does highway cracking have environmental impacts?

CoPilot lists impacts like increased emissions and erosion.

What are the most sustainable solutions for highway cracking in remote areas?

CoPilot suggests possible solutions. You can then do your own research on these.

Using AI tools for drafting

To help with vocabulary

What is one word that captures the idea of "negative impacts"?

To develop ideas

What is an example of a substance in concrete that might enhance greenhouse emissions?

To help with flow (cohesion)

My sentence ends with [insert phrase]. How can I smoothly begin the next sentence?

To help with grammar

Do I use the preposition "from" or "on" after the verb "draw"? Here is my sentence: "Scientists draw from knowledge about..."

Benefits/risks of using AI tools for editing

BENEFITS TO USING CHATGPT FOR GRAMMAR QUESTIONS AND ADVICE



- You can request more in-depth and less technical explanations and examples when you have questions about grammar or mechanics.
- You can ask it to expand on any advice it gives or ask it to give usage examples.
- You can ask it to highlight specific parts of your sentences for you to check on your own, e.g. prepositions, articles, verbs
- You can implement some suggestions to re-word your original text, then ask if it is an improvement.

RISKS TO USING CHATGPT FOR GRAMMAR QUESTIONS OR ADVICE



- It does not limit its suggestions to grammar or mechanics. Even when you only ask for feedback on errors, it will suggest revisions for clarity and flow.
- It responds with a revised version of your text unless you instruct it not to. You must also ask it to list the changes it makes so that you can identify and check them carefully.
- It does not distinguish between your text and any quoted text in your paragraph. Even when instructed to exclude quoted text, it will sometimes include it. Any text you quote from an external source must match the original exactly, so you should never re-word it or make changes to its punctuation, capitalization, etc.
- It can miss errors entirely. In our tests, it sometimes missed single errors. It also missed errors related to specific types of documents. For example, it did not identify that a lab report used the wrong verb tenses within sections, even when asked to check for this specifically.
- It is inconsistent and will provide different results based on your prompt. For example, asking it to check for grammar errors versus punctuation errors will yield different results. If you regularly have trouble with something (e.g. subject-verb agreement or which articles to use), ask it to check for that issue specifically.

Search

Documenting and citing AI tool use

Sample citation (APA)

OpenAI. (2025). ChatGPT [Large Language Model]. <https://chatgpt.com>

GenAI Documentation

Course:

Assignment:

GenAI Platform:

DATE	CONVERSATION LABEL	PROMPT	RESPONSE	ACTION	OTHER NOTES

"For your ... assignments, please

Include the following information for each tool you use. Provide this information in an appendix to your paper:

- List the name of the tool
- Provide the prompts used (screenshots)
- Explain how you incorporated that output into your paper (please write this yourself hard copy)"

Resources for navigating academic integrity and ethical GenAI use



Source: MS365

Complete a short online course



Integrity in Practice



[Course Home](#)

[Content](#)

[Grades](#)

[Quick Eval](#)

[Class Progress](#)

[More](#) ▾

Integrity in Practice



<https://bright.uvic.ca/d2l/home/441022>

Graduate Integrity in Practice



Visual TOC ▾

<https://bright.uvic.ca/d2l/home/441022>



Welcome!

3/3 Topics Completed



[Being a Graduate Student
and a Scholar](#)

5/5 Topics Completed



Announcements ▾

Welcome! ×

Maryam Shirdel Pour posted on Jul 31, 2025
3:40 PM

Welcome to Graduate Integrity in Practice! You can navigate the units in this self-paced tutorial by clicking them on the left under Content Navigator. We recommend starting at the "Welcome!" unit. You can also click **Content** from the blue

Make an appointment to chat about ethical use of AI tools

Log In

First visit? [Register for an account.](#)

Returning? Log in below.

Email Address
thecac@uvic.ca

Password
.....



SELECT A SCHEDULE

- ☐ Meet in person or in Zoom 2026
- ☐ Get answers: ethical use of AI & more!
- ☐ Get written feedback 2026

Check this box to stay logged in: ☐

Log In

Having trouble logging in?

Reset Your Password

Welcome to the Academic Skills Centre (formerly the CAC)

Visit us: Mearns Centre for Learning - McPherson Library Learning Commons hallway, offices 135 i-m

Hours: 9am - 4pm | Monday to Friday

Website: uvic.ca/asc

To book an appointment with an Academic Skills Advisor:

1. Choose a schedule option: written feedback, meet in person or in Zoom, or meet someone to discuss academic integrity, and log in
2. In your chosen schedule, select an available space and complete the booking form
3. For written feedback, attach a Word document and your assignment instructions

Important notes

- If the schedule is full, add yourself to the waitlist - you will receive an email notification if a space becomes available
- You may self-book three 25-minute appointments per week. If you need additional appointments, [email us](#).
- If you do not show up to an appointment within 10 minutes of time you booked, your appointment will be marked as missed. If you miss two appointments, your account will be suspended. For assistance, please reach out to one of our advisors. Please remember to cancel your appointments 2 hours in advance!
- We are not able to provide feedback on publications, grant applications, resumes, cover letters, or graduate or professional school applications. If you are working on an article for publication or a grant application, we recommend connecting with your supervisor. For help with resumes, cover letters, and graduate or professional school applications, please consult with [Career Services](#).

Review UVic Library resources

on citing scholarly use of GenAI

Scholarly use of GenAI tools: Citing GenAI

This guide provides information on using generative artificial intelligence (GenAI) tools responsibly in scholarly contexts.

Start here

GenAI at UVic

Citing GenAI

Policies & guidelines

How to cite GenAI text

How to cite GenAI images

AI citation generators

Disclosing use of GenAI

How to disclose GenAI
usage

General tips on referencing
GenAI

GenAI policies in scholarly
publishing

Evaluating GenAI

Using GenAI ethically

UVic Libraries GenAI
resources

GenAI tools for research

Agentic AI

Policies & guidelines

Always be aware of [UVic generative AI guidelines and policies](#).

Due to privacy and safety concerns, personal data and private research data must **never** be uploaded into any AI. UVic also restricts the use of [DeepSeek](#) on the UVic network and for UVic-owned devices.

How to cite GenAI text

Overview

Retrieving chats

APA

MLA

Chicago Manual of Style

IEEE

Vancouver

Harvard

The major citation style providers (APA, Chicago, MLA) have all released guidance on how to cite content created by or with the help of generative AI tools. While their guidelines are based on common principles like transparency and reproducibility, their approaches differ.

If you're in doubt about how to cite generative AI content, double-check with the original style guide (APA style blog, MLA Handbook, etc.) or [ask a librarian for help](#).

How to cite GenAI images

General

Retrieving images

APA

MLA

Chicago Manual of Style

IEEE

Copyright

[MLA](#) and [Chicago](#) have provided specific guidance on citing AI-generated content, and more comprehensive instructions from other style guides are anticipated soon. Until then, we recommend referring to the general rules of each style guide for citing images.

Currently several lawsuits for copyright infringement are pending against generative AI companies. The outcome of these lawsuits may affect whether and how you should use visual content generated by AI tools.

Further reading

- [Citing GenAI content](#) (MLA Style Center)
- [Citing AI-generated content](#) (The Chicago Manual of Style Online)

Microsoft Edge

AI citation generators

Over to you....

Questions?

Thoughts?

Comments?