



Artificial Intelligence in Academic Writing

Generative AI tools play a role in many areas of student writing. This worksheet is an entry point to figuring out how AI can support you in academic writing – and what you need to be mindful of.

Generally speaking:

- Always clarify with your teachers in advance whether you are allowed to use a particular tool for a particular purpose.
- You must use AI tools in the same informed, responsible, critical and reflexive ways as other tools.
- You alone are responsible for the finished product; therefore, you must check AI generated text (parts) carefully (e.g. for accuracy, sources, verifiability...).
- Specify all the resources you used in accordance with your department's specifications and document your work process so that you can show how you arrived at your text if you are asked to do so.

What is definitely not permitted?

You may not pass off AI generated text as your own work. If you let AI generate text for you, you need to clearly indicate this in your text.

What might be permitted?

Depending on your task, you may be allowed or even expected to use generative AI tools. Possible use cases are:

Je nach Arbeitsauftrag kann es sein, dass Sie generative KI-Werkzeuge verwenden dürfen oder sogar sollen. Mögliche Arbeitsweisen sind:

- AI for **brainstorming**: You can ask different tools (e.g. ChatGPT, Gemini, Copilot...) for a list of ideas on your topic and then select the ones that seem useful for your subject and specific context. You can then develop and work with them without further use of AI.
- AI as a **tutor** and **study buddy**: If you tell an AI tool very clearly what role it should play, you can remain in control more easily. One possible prompt is:
I want us to have a Socratic dialogue. Don't give me answers, ask me questions instead. If I don't know what to do, give me a brief hint and then ask questions again.
- AI for **proofreading**: Tools such as Grammarly or DeepL Write can be helpful in revising text. ChatGPT and others can also edit text, but tend to intervene more strongly in terms of content. However, if you control them well, they can also be helpful for this purpose.



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AI Detection?

There is currently no tool that recognises AI generated texts with legal certainty. However: AI generated texts have a kind of accent because of their content and language that your lecturers will recognise very clearly.

What is the problem with AI generated texts?

As a rule, AI generated texts do not meet scientific standards and are therefore very likely to be graded as unsatisfactory because they often have the following shortcomings:

Content:

- AI texts lack a discipline specific research question.
- The individual parts of the texts are insufficiently linked to each other.
- The arguments put forward have no logical sequence.
- AI texts tend to repeat themselves.
- Even if texts are written in German, they have a strong English bias. For example, they are oriented towards text genres that do not occur at German universities or adopt a US-American perspective on the world.

Insufficient database:

- The data base for many AI tools is unclear. Which texts are used as the basis for the texts generated by the AI depends primarily on whether they were available as training data. There is no preselection of texts according to criteria depending on discipline specific content or relevance.
- Some texts are hallucinated; others refer to studies without giving a source.
- Some sources do not match the content of the text.

Linguistic:

- AI texts tend to exaggerate.
- AI texts use many adjectives that often do not fulfil scientific criteria but are highly judgmental.

Who can help me?

Actively approach your **lecturers**. It is better to ask too many questions than too few. Use the **writing tutors**, the **departmental student advisory service** and the **KIM support service** to ask your questions. You can find a self-study course on using AI in academic writing here:

