

Working ethically. Developing a CNU framework for the use of large language models

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Introduction



Aims of Session 7

- Review of the main opportunities and risks of LLM usage.
- Rationale for progressive mediation between the user and technology including courses and guidelines.
- Developing a draft CNU framework for the use of LLMs – for both staff and students.
- Thinking about a new academic culture in the era of GenAI.

How should CNU approach the LLM challenge?

- LLMs - balance of opportunity and risk.
- Defensive strategies – focusing on transparency & avoiding misconduct.
- Developmental strategies – how to use LLMs to enhance learning and knowledge production.
- Striking the right balance.
- Common or different approaches for staff and students?
- Developing a new academic culture

Stages of academic integrity



Academic integrity – common code for staff and students

- **Acting ethically** (e.g. ensuring that all the values described below are adhered to).
- **Honesty** (e.g. in the production, preparation, publication and presentation of material - the extent to which ideas have been derived and developed from others).
- **Fairness** (e.g. not misusing material that may have been developed by others).
- **Responsibility** (e.g. taking personal responsibility for determining the validity and credibility of the source information and data that are used).
- **Care and respect** (e.g. showing respect for the views & opinions expressed by others).
- **Accuracy** (e.g. ensuring that the work and data are as accurate as possible).
- **Rigour** (e.g. ensuring that appropriate protocols are adhered to).
- **Transparency** (e.g. transparency in communicating the approach adopted for the collection and interpretation of results)

1. Initial research

Acceptable uses (developing CCP)

Scoping topics and brainstorming - generating initial ideas, defining complex concepts & concept relationships.

Summarisation and synthesis - summarising texts in the public domain for personal study or re-format your own notes.

Assisting with code/translation - suggesting code completions, debugging for programming tasks, or translating material for multilingual research (where translation itself is not the assessed skill).

Unacceptable uses (academic misconduct)

Outsourcing core cognitive labour - generating substantial parts of a submission & presenting it as your work.

Bypassing learning outcomes – generating content where process skills being assessed (e.g. language proficiency, mathematical reasoning,)

Submitting unverified output - copying and pasting AI-generated text/data verbatim into an assessment without explicit quotation, critical analysis, and verification.

Grey area?

2. Writing & editing

<p>Proofreading & Refinement - checking for basic spelling, grammar, punctuation, re-format references or improve the academic tone of your own sentences (minor, non-substantive changes).</p>	<p>Substantially Rewriting Ideas: rewriting or substantively altering your core arguments, explanations or conclusions.</p>	<p>Grey area</p>
<p>Developing Prompts: Practicing the skill of effective prompting to retrieve more relevant or useful information, understanding that this process is part of your digital literacy.</p>	<p>Inputting Sensitive Data: Uploading personally identifiable information, confidential university data, or a client's sensitive information into third-party AI platforms.</p>	<p>Grey area</p>

3. Transparency and critical engagement

<p>Transparent declaration - if GenAI is used as an aid, you must declare the tool and describe how it was used.</p>	<p>Non-declaration - failing to acknowledge or disclose the use of a GenAI tool in an assessment.</p>	<p>Grey area?</p>
<p>Critical verification - always treat GenAI output with suspicion. Fact-check all information, sources against authoritative academic and disciplinary sources.</p>	<p>Intellectual dishonesty - attempting to pass off AI-generated output as your own, which is a form of plagiarism and academic misconduct.</p>	
<p>Retention of evidence - retaining drafts, outputs, and the specific prompts used to demonstrate the developmental process of your work, ensuring you can justify your claim to authorship.</p>	<p>Violating university policy - contravening the explicit instructions of a module leader or the university's academic misconduct policies.</p>	

Exploring the 'grey areas'

Working in groups

Each group takes a particular stage of Academic Integrity and discusses 'grey areas' which may need to be addressed in university guidelines

1. Initial research
2. Writing & editing
3. Transparency and critical engagement

Feedback from groups

Towards LLM Guidelines for CNU



Main themes of draft CNU LLM guidelines

Working in small groups, develop bullet points on content around the following themes in the CNU context.

Overall CNU mission statement

Stages academic integrity

- Initial research processes
- Writing and editing
- Academic transparency

Academic misconduct

Developing new practices to harness LLMs

Taking the Session forward

- Ideas on how to develop Session 7 into CNU guidelines