AI COLLABORATION TOOLKIT FOR STUDENTS

WELCOME GUIDE: AI AND YOU

Welcome to the AI Collaboration Toolkit! This toolkit is designed to help you explore how AI can be a powerful collaborator in your academic journey. Rather than replacing your work, AI is here to enhance your learning by assisting with tasks like research, idea generation, and problem-solving. By using AI responsibly, you can leverage its capabilities to support your creativity and academic growth, all while maintaining integrity and critical thinking in your own voice.

What is AI?

AI means **Artificial Intelligence**—tools that can analyse data, generate ideas, automate tasks, and assist in problem-solving. These tools can **augment** your learning by helping you organise your thoughts, suggest resources, or even generate creative ideas. Examples include AI writing assistants, brainstorming tools, support for students with learning differences, and research assistants.

AI as Your Collaborator

AI isn't here to replace you—it's here to work with you! Think of **AI as a tool** you can "hire" to help with specific tasks. Remember, whenever you hire someone, you are responsible for evaluating their work. By using AI, you can speed up processes, deepen your understanding, and spark new ideas—but you remain the driver of your work. This means you make the key decisions, shape the direction, and actively guided the development of your own work. The ideas, structure, and arguments came from your own thinking — not from AI, another person, or pre-written sources. It's about what guided your thinking and decisions throughout your work. This collaborative mindset aligns with the **Jobs to Be Done (JTBD)** framework[1], where you identify the job you need done, and AI helps you complete it.

RESPONSIBLE AI USE: A 5-STAGE FRAMEWORK

Stage 1: Define the Job to Be Done

What specific task do I want AI to help me with?

[1] Christensen, C.M., Hall, T., Dillon, K. and Duncan, D.S., 2016. Know your customers' jobs to be done. *Harvard business review*, *94*(9), pp.54-62.

Use the Jobs To Be Done (JTBD) approach to identify a clear, focused task — not just "write my essay," but something more targeted.

Examples of common student jobs:

Generate ideas – AI suggests brainstormed topics or approaches.

Understand a complex concept – AI explains in simpler terms, offers examples.

Improve structure – AI recommends headings, logical flow, paragraph order.

Refine tone or fluency – AI rephrases awkward sentences, checks grammar.

Review my draft – AI suggests areas to strengthen or clarify.

Compare to a model answer – AI highlights gaps, supports self-evaluation.

Ask yourself: Why am I asking for help here? Is it clarity? Confidence? Speed? Creativity? Knowing your reason keeps your use intentional and ethical.

Stage 2: Prompt and Explore

How do I frame my request to get a useful, ethical response?

Craft prompts that are:
- Specific
- Aligned to the task
- Focused on support, not substitution

This is an exploratory step — not the final answer.

Stage 3: Evaluate and Decide

Is the AI output actually helpful — and safe to use?

Ask:
- Is this accurate?
- Is this biased or overly generic?
- Does this align with the assignment?
- Can I trace sources or citations?
- Would I feel confident explaining this myself?

This is your moment of academic judgement.

Stage 4: Revise, Personalise, Iterate

How do I make this truly mine?

This is where the human job comes in:
- Rewrite in your own words
- Add your voice and lived experience
- Tinker, re-prompt, edit again
- Adapt it to your course, your context, your voice

Iteration is key: AI helps you improve your thinking, but not replace it.

Stage 5: Acknowledge and Declare

Have I been transparent about how I used AI? If you've used AI for anything beyond basic grammar or spelling, declare it. Use the statement templates provided. Include citations for substantial AI-generated content. Declaring appropriate use protects your integrity. Hiding it can put your academic record at risk.

RESPONSIBLE AI USE: A 5-STAGE FRAMEWORK

SUMMARY TABLE: FROM JOBS TO ROLES TO ACTION

Job to Be Done	AI Role	Your Role	Declaration Needed?
Brainstorm topic ideas	Suggests possibilities	You choose, refine, and justify	No
Check paragraph flow	Offers structure tips	You rearrange, rewrite	If structure is copied, yes
Improve fluency	Polishes grammar	You rework in your tone	Yes
Review draft for clarity	Gives general feedback	You decide what to change	No, if used like Grammarly

Gill-Simmen & Shüler (2025)

Generate summary of a paper	Summarises key points	You verify and compare to source	Yes
Write whole essay	Writes all content	You paste and submit	Yes — this is misconduct

REAL-LIFE AI USE CASE EXAMPLES - USING THE 5 STEP FRAMEWORK

This section provides real-world examples of how AI can be used responsibly in academic settings. By exploring these examples, you'll see how AI can enhance your research, creativity, and problem-solving, all while maintaining academic integrity. These examples will inspire you to think of AI as a collaborator that can help you achieve your academic goals without compromising on responsibility. In all of these cases, students should declare how they have used AI for their assessment. You will see the five stage framework in action.

Case Study 1: Research Assistance with AI

In this case, a student uses AI to organise research articles and generate a list of key themes that could guide their academic inquiry. AI helps sift through vast amounts of academic papers, summarising findings and suggesting important areas of focus. However, the student is still responsible for analysing the articles, synthesising the information, and drawing conclusions. By using AI to manage large sets of data, the student can focus on critical thinking, analysis, and writing, rather than spending unnecessary time organising resources. The student submits their work declaring AI was used for research organisation and summarisation.

Key Takeaways:

- AI can help manage and organise large amounts of research data.
- The student retains responsibility for analysing, interpreting, and integrating information.
- AI enhances efficiency but does not replace the need for critical analysis and synthesis.

Case Study 2: Creative Brainstorming with AI

A student uses AI as a tool for brainstorming creative ideas for a marketing campaign. By inputting specific market trends and consumer behaviour data, the AI generates a range of potential campaign ideas that align with current industry trends. The student then refines these ideas based on their own insights and the project's objectives. The key here is that AI is used as a tool for idea generation, not as a solution provider. The student remains in control of shaping the final concept, ensuring that their personal creativity and critical thinking are at the forefront. The student submits their work declaring AI was used for idea generation.

Key Takeaways:

- AI can provide inspiration and new ideas based on existing data and trends.
- The student shapes and refines AI-generated ideas to align with personal creativity and project requirements.
- AI supports, but does not replace, the student's creative input and decision-making.

Case Study 3: Problem-Solving with AI

In this case, a student uses AI to analyse data, run simulations, and test different business strategies for a class project. The AI tool is used to quickly process large datasets and predict potential outcomes based on various scenarios. However, the student is responsible for choosing the right strategies to test, interpreting the results, and applying them to real-world situations. The AI acts as an analytical tool that assists in decision-making but does not replace the student's role in formulating hypotheses or drawing conclusions. The student submits their work declaring AI was used in data analysis and simulation.

Key Takeaways:

- AI can analyse large datasets and provide predictions, helping students make data-driven decisions.
- The student plays a critical role in formulating hypotheses, interpreting results, and applying findings to real-world contexts.
- AI enhances the student’s analytical capabilities but does not remove the need for human judgment and creativity.

MAPPING THE 5-STAGE FRAMEWORK TO REAL-LIFE AI USE CASES

These three case studies demonstrate responsible, collaborative use of AI in academic contexts. Each one follows the 5-Stage Framework for Responsible AI Use, showing how students can use AI intentionally, iteratively, and with academic integrity.

Framework Stage	Case Study 1: Research Assistance	Case Study 2: Creative Brainstorming	Case Study 3: Problem-Solving with AI
1. Define the Job	Student needs to manage and organise academic	Student wants to generate initial ideas for a marketing	Student needs to test business strategies using data simulations.

	articles to explore key themes.	campaign using trend data.	
2. Prompt & Explore	Inputs research topic into AI tool to summarise papers and identify themes.	Provides market trends and consumer data to prompt idea generation.	Inputs datasets and scenarios to prompt simulations and projections.
3. Evaluate & Decide	Assesses AI's thematic suggestions, selects relevant ideas for deeper analysis.	Reviews AI suggestions and filters them through creative judgement and project brief.	Evaluates AI predictions, decides which strategies are viable.
4. Revise & Personalise	Reorganises, synthesises, and writes about the themes in their own words and structure.	Refines selected AI-generated ideas into an original, tailored campaign concept.	Interprets AI output, adapts results to real-world case context, adds critical commentary.
5. Acknowledge & Declare	Declares AI was used for research organisation and summarisation. Final analysis and writing are the student's own.	Declares AI support in idea generation. Final concept reflects student's thinking and refinement.	Declares AI use in data analysis/simulation. Strategy selection and conclusions are student-led.

Summary:

Each of these students:
- Started with a clear Job to Be Done
- Used AI as a tool, not a solution
- Evaluated and iterated on AI outputs
- Took ownership of analysis, creativity, or conclusions
- Declared their use of AI transparently

RESPONSIBLE AI USE: ACADEMIC INTEGRITY & ETHICS

This section is designed to empower you to make ethical decisions when using AI. You'll gain a clear understanding of how to maintain academic integrity while leveraging AI tools. By considering ethical implications and how to properly attribute AI-generated content, you'll be equipped to use AI responsibly in your academic journey.

AI and Academic Integrity:

- Plagiarism and its consequences: Always cite AI-generated content or ideas, just as you would any other source.
- How to attribute AI-generated content: Ensure you are transparent about using AI to assist with your academic tasks.

Ethical Use of AI:

- Consider the environmental impact: AI tools, especially large language models, consume significant energy. Use them mindfully and only when they add real value to your learning.
- Be aware of bias in AI outputs: AI systems are trained on vast datasets that may reflect societal biases. Always question AI-generated content and cross-check it with trusted academic sources.
- Think about the societal purpose: Use AI in ways that align with global challenges, like addressing climate change or promoting social justice. Choose to apply AI in your work to support ethical and sustainable goals.

WHAT COUNTS AS AI MISCONDUCT?

AI Misconduct can take the form of AI Misuse (using AI in ways not sanctioned by your assessment), AI Commissioning (presenting work generated by an AI as your own), and AI Falsification (presenting data generated by AI as genuine). AI Misconduct is using artificial intelligence tools like ChatGPT, Grammarly, Google Gemini, or others in ways that break the rules of your assignment or the university's academic integrity policy. Here are some examples:

Examples of AI misconduct include:

❌ Full AI generation of an assignment: Submitting content entirely written by an AI tool. This is not your own work and will be considered "AI Commissioning".

❌ Partial AI generation without citation: Copying summaries or responses from AI tools without referencing. This gives a false impression of authorship. Submitting work where AI is allowed, but not attributing it properly will be considered "Plaigarism". Submitting work created by an AI as if it is your own will be considered "AI Commissioning".

❌ Using AI when explicitly not allowed: If the instructions say not to use AI, using it anyway is a breach of assessment conditions. Using AI to ideate, supply a structure for your own ideas, or provide feedback on your draft if it is not allowed will be considered “Unauthorised use of AI”. Submitting work created by an AI as if it is your own will be considered “AI Commissioning”.

❌ Using AI to paraphrase or ‘spin’ others' work: This is a form of deceptive practice, even if the final text is different. Submitting AI paraphrased research will be considered “Unauthorised use of AI”.

❌ Submitting AI-generated citations: Including made-up sources generated by AI tools is a serious offence. Submitting citations invented by an AI as if it is authentic research will be considered “AI Falsification”.

❌ Submitting AI-generated data: Including made-up experiment or survey information. Submitting data invented by an AI as if it is authentic will be considered “AI Falsification”.

THE AI REFLECTION JOURNAL

Now you have an understanding of how you might work with AI, you are encouraged to reflect on how you've used AI in your academic work. By considering how AI has assisted you and whether your use aligns with ethical standards, you'll gain insight into how to collaborate with AI in a responsible way. This reflection will help you refine your approach, ensuring that AI remains a tool that enhances your learning while maintaining academic integrity. Once you've completed a piece of work, ask yourself the following questions.

Reflection Prompts:

1. **Task Overview:**

   What was the task I used AI for today? (e.g., researching, writing, brainstorming)

2. **AI Assistance:**

   How did AI help me with the task (or not)? (e.g., organising research, generating ideas, checking grammar). Different AI tools are good at different tasks. Ensure you are engaging the tool with what it is for. Did I have to spend lots of time refining the output? Did it give me the wrong information? Did it actually cost me time?

3. **Reflection on Learning:**

   Did AI help me to think differently or come up with new ideas? How did it enhance my learning process? Did I learn new skills through the evaluation process? If I hadn't used AI which other skills could I have developed?

4. **Ensuring Accuracy:**
   AI can get things wrong! AI hallucinates, makes up references, gives false information, or generates materials based on biased data. Have I carefully checked the output by carefully examining the content, checking references etc.

5. **Ethical Use:**

   Was my use of AI ethical? In other words, did I rely too much on it? How did I ensure your academic integrity? What should I declare about this AI collaboration?

6. **Next Steps:**

How will you approach my next task using AI? What improvements can I make in your collaboration with AI?

DECLARATION, ACKNOWLEDGEMENT, & REFERENCING AI USE

Using AI tools in your academic work can be acceptable, but only if done transparently and in line with assignment guidance. You must clearly declare your use and, where appropriate, cite and reference it properly.

Declaration Statements

1. If you did not use AI:
"I declare that no part of this submission has been generated by AI software. These are my own words."

2. If you used AI appropriately:
"I declare that parts of this submission have contributions from AI software and that it aligns with acceptable use as specified in the assessment guidance and consistent with good academic practice. The content can still be considered as my own work."

You must also provide:

- Name, version, and provider of the AI tool (e.g., ChatGPT, GPT-4, OpenAI)

- URL of the tool (e.g., https://chat.openai.com)

- A short description of how it was used, such as:
  - (i) Brainstorming ideas or understanding concepts
  - (ii) Rewriting or paraphrasing parts of your text
  - (iii) Other support, e.g., formatting or structure

Prompt List (Optional but Recommended)

If you used AI extensively, include a list of prompts you entered into the tool in an appendix. This shows ethical and transparent use.

Citing and Referencing AI Tools

Example in-text citation:

"The following paragraph was generated with the assistance of ChatGPT (2024):"

Example reference list entry:

ChatGPT. (2024). *Language model for natural language processing tasks*. Retrieved from https://chat.openai.com/

Check your subject's referencing style in ‘Cite Them Right’. Visit https://www.citethemrightonline.com/ and log in via Royal Holloway.

FINAL SELF-CHECK: HAVE I USED AI APPROPRIATELY?

☐ Have I checked the assignment brief to see if AI use is allowed?

☐ Have I only used AI to support (not replace) my own thinking and writing?

☐ Have I declared any AI use in my submission (e.g., how I used ChatGPT)?

☐ Can I explain how I created my work if asked?

☐ Have I avoided copying full sentences or paragraphs from AI tools?

☐ Have I double-checked that all citations are real and accurate?

AI MISCONDUCT EXAMPLES

Student Scenario	Type of Misconduct	Misconduct Level
Student A has not left enough time to finish the last half of their essay. Thinking that they've mostly done the work, they put their work so far into Chat GPT and ask it to finish the last part of the essay. The work submitted is not entirely the student's own.	AI Commissioning	**Major Offence** First offence penalty: 0 for the entire module. Second Major Offence penalty: Termination of degree
Student B has been having a tough time since their partner broke up with them. They forgot that their report on their experiment was due tomorrow. They don't have time to conduct the experiment, so ask an AI to create data instead. They should have applied for an Extension or EC, but instead they use this data to write their report.	AI Falsification	**Major Offence** First offence penalty: 0 for the entire module. Second Major Offence penalty: Termination of degree
Student C is working on assessment which requires the use of AI. They have used AI according to the assessment brief, but have not properly cited it as they would other sources according to their department's referencing style. As such, it looks like they are presenting AI work as their own.	Plagiarism	**Minor Offence** First offence penalty, depending on the severity: -10 points, cap mark at 40, or 0 for the assessment **Major Offence** Second offence penalty: Escalation of penalty
Student D Has spent a lot of time on their essay because they really want to get a good grade. In a moment of self-doubt, they	Unauthorised use of AI	**Minor Offence**

decide to use AI software to enhance what they have written, even though they know it is not allowed on this assessment. It makes suggested changes and the student accepts them and submits the work.		First offence penalty, depending on the severity: -10 points, cap mark at 40, or 0 for the assessment **Major Offence** Second offence penalty: Escalation of penalty
Student E did not have time to read all of the materials assigned in the class which relate to the assessment they are working on. They've asked an AI to summarise the topics and submit their work citing these summaries and attribute them to the original, human source.	AI Falsification	**Major Offence** First offence penalty: 0 for the entire module. Second Major Offence penalty: Termination of degree
Student F is allowed to use AI on their assessment when it comes to sketching initial structures for their own argument. The assessment brief requires that if a student does so, they must declare it upon submission. The student forgot to do so.	Unauthorised use of AI	**Minor Offence** First offence penalty, depending on the severity: -10 points, cap mark at 40, or 0 for the assessment **Major Offence** Second offence penalty: Escalation of penalty