



University of Stuttgart
Germany



Service Computing
Department

Use of Generative AI

Guidelines

v1.0

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We present general guidelines that should be followed by students working on a master's thesis, bachelor's thesis, any other research project, or course assessment at the Service Computing Department of the University of Stuttgart. If you are about to write a scientific paper for another venue or community or submit an assessment for courses offered by other departments, then different rules and guidelines may apply for the use of Generative AI. It is important to carefully read the specific instructions at a particular venue or community and adapt your work accordingly.

These Guidelines

- Acknowledge the skills, role of generative AI, and our trust in your behaviour.
- Clarify which uses of generative AI are considered academic misconduct.
- Outline constructive uses of generative AI can support your learning.
- Explain the limitations and risks of over-reliance on generative AI for learning.
- Provide an acknowledgement template for using generative AI for parts of your work.

On Generative AI

- We recognise that using generative AI is becoming part of everyday life, including learning.
- We recognise that developing competencies in responsible and ethical use of generative AI is important.
- We recognise the possibility to use generative AI creatively, critically, and with integrity.
- We trust students/you to use generative AI responsibly and ethically.

Misuse of Generative AI

- Presenting AI-generated content as your own original work.
- Submitting (elements of) AI-generated text without acknowledgement.
- Submitting AI-generated formulas, definitions, reasoning, or programming code without acknowledgement.
- Submitting AI-generated images, video, or audio without acknowledgement.
- Using AI-generated explanations, arguments, or problem-solving steps without verification, citation, or acknowledgement.
- Referencing AI-identified sources without independently reading and verifying their accuracy and existence.

Constructive Uses of Generative AI in Learning

You may use generative AI to support your learning by:

- Clarifying concepts
- Discussing the pros and cons of various methods and approaches
- Exploring and brainstorming ideas
- Getting started in exploring material, stimulating creativity, and overcoming slowdown (e.g., writer's block) through dialogue
- Summarising or organising key information
- Support in developing your research and data analysis skills
- Checking grammar
- Polishing your own writing for coherence
- (Re)formatting references, tables, code, etc.

Limitations and Risks of Generative AI

- May reduce critical thinking and problem-solving if overused (cognitive offloading [2] and metacognitive laziness [3]) [1]
- Can reinforce inaccurate information or bias
- Can fabricate information or misinterpret facts
- Can produce errors or misleading results

You will be held responsible for the inaccuracies, fabrications, errors, and biases if you include them in your submitted work.

[1] Lee, H. P., Sarkar, A., Tankelevitch, L., Drosos, I., Rintel, S., Banks, R., & Wilson, N. (2025) The impact of generative AI on critical thinking: Self-reported reductions in cognitive effort and confidence effects from a survey of knowledge workers. In Proceedings of the 2025 CHI conference on human factors in computing systems, pp. 1-22.

[2] Fan, Y., Tang, L., Le, H., Shen, K., Tan, S., Zhao, Y., ... & Gašević, D. (2025) Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance. *British Journal of Educational Technology*, 56(2), 489-530.

[3] Gerlich, M. (2025) AI tools in society: Impacts on cognitive offloading and the future of critical thinking. *Societies*, 15(1), 6.

Acknowledging the Use of Generative AI

If you choose to use generative AI for any part of your work, it is important to be transparent about it. Include the following statement in a separate (unnumbered) section called “Acknowledgements” at the end of your submitted work:

During the preparation of this work, the author used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, the author reviewed and edited the content as needed and takes full responsibility for the content of the work.

For example:

During the preparation of this work, the author used OpenAI 4o to polish self-authored text. After using the tool, the author reviewed and edited the content as needed and takes full responsibility for the content of the work.

During the preparation of this work, the author used ChatGPT to generate the diagram on page 5. After using the tool, the author reviewed and edited the content as needed and takes full responsibility for the content of the work.

Acknowledgement

The formulation of these guidelines was influenced by

The University of Edinburgh, Using generative AI in your studies: guidelines for students, Accessed: 31/10/2025, <https://information-services.ed.ac.uk/computing/comms-and-collab/elm/generative-ai-guidance-for-students/using-generative>

During the preparation of this work, the author used OpenAI GPT-5 to polish the clarity and completeness of text in several slides. After using the tool, the author reviewed and edited the content as needed and takes full responsibility for the content of the work.