

Hochschule Bremen
City University of Applied Sciences



Why you cannot cite AI – Background, considerations, disclosure

Do, 30.04.2026 – Dr. in Anna Kaim (Campus 2031/Writing Lab) & Tanja Müller (ZLL/Writing Lab)

Agenda

- Was verbirgt sich hinter dem Titel?
- 3 ways to disclose – recommendations and alternatives
- Further training opportunities

Citation

Core of our academic practice

Academic practices rely on the **following academic principles** which are directly or indirectly related to citation practices:

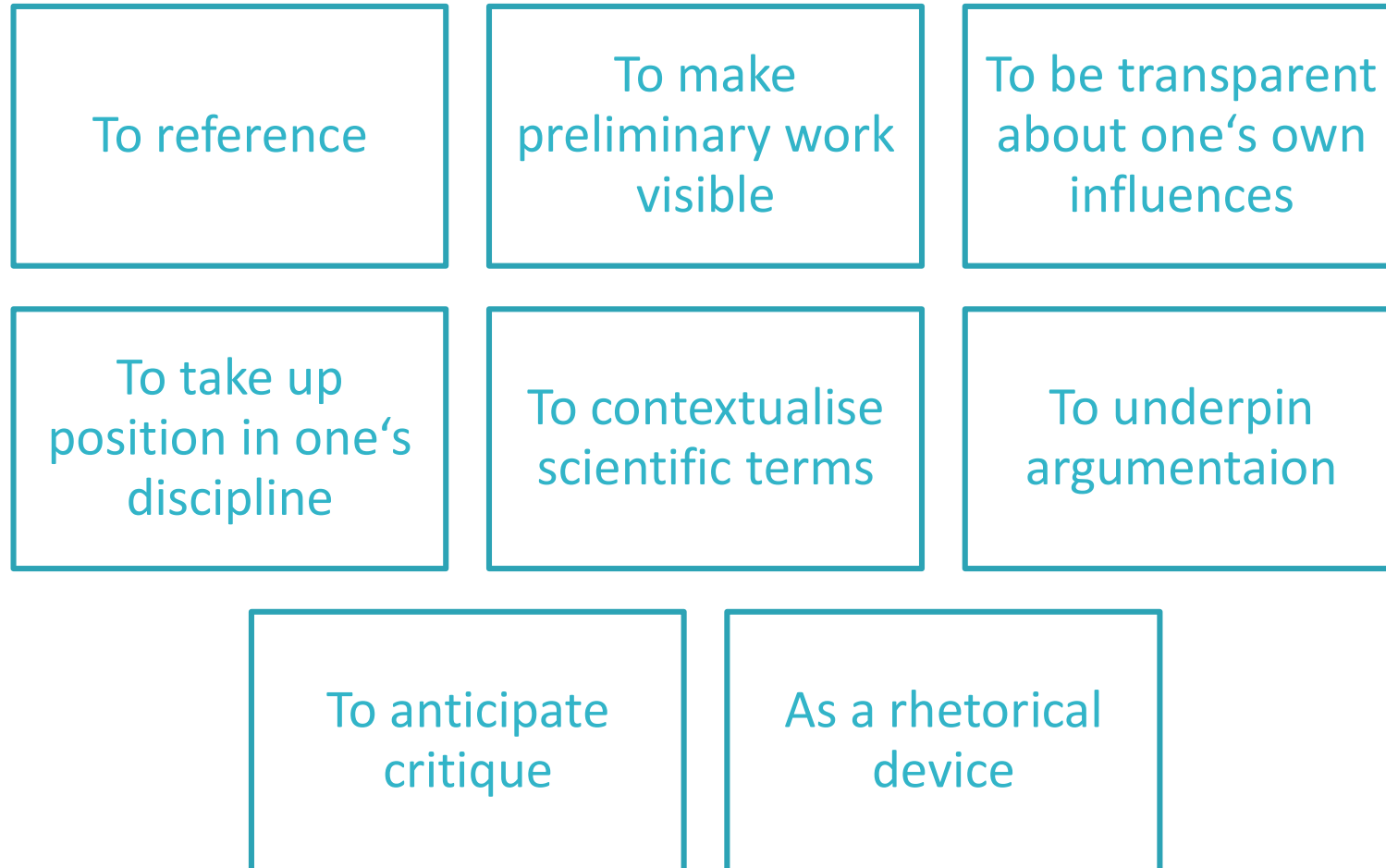
- Publication
- Reception
- Critique
- Respect for the intellectual property of others

(Moll & Thielmann: 33)

These principles are reflected in the HSB guidelines for good scientific practice and on how to handle scientific misconduct (Ordnung zur Sicherung guter wissenschaftlicher Praxis und zum Umgang mit wissenschaftlichem Fehlverhalten):

- §1 (1): „Ehrlichkeit im Hinblick auf die eigenen Beiträge und die Beiträge Dritter zu wahren“ (to be transparent regarding one’s own and others’ intellectual property)
- §4 (1): „Beim Forschungsdesign den aktuellen Forschungsstand umfassend zu berücksichtigen und ihn anzuerkennen“; (to acknowledge and integrate the current state of research)
„die Herkunft von im Forschungsprozess verwendeten Daten, Organismen, Materialien und Software kenntlich zu machen“ (to mark the origin of data, organisms, material, and software used in the research process)
- §5 (1): „Forschungsergebnisse werden im Regelfall in den wissenschaftlichen Diskurs eingebracht“ (to contribute research outcomes to the scientific discourse)

The functions of citations:



Citation capability	Citation worthiness
Published (Publishing House, Online, ...)	Scientific (adheres to academic rigour/good scientific practice)
Identifiable (author, title)	Relevant (for the respective topic)
Verifiable (others should be able to check the source)	

→ Sources in academic works should be both capable and worthy of citation!

The (im-)possibility to cite LLMs

„To cite and paraphrase, sources need to be **repeatedly and identically retrievable** and **accessible for other persons**. This ensures that readers can verify the referenced sources, no matter if it's text, images, videos, code, etc. AI-generated content is not verifiable in this manner because it cannot generally be reproduced. Which is why the concept of citation and paraphrasing cannot be transferred to AI-generated content.“

(emphasis and translation AK; Baresel et al. 29.11.2024, S.3)

Citation capability	Citation worthiness
Published (Publishing House, Online, ...)	Scientific (adheres to academic rigour/good scientific practice)
Identifiable (author, title → model, prompt)	Relevant (for the respective topic)
Verifiable (others should be able to check the source)	

- LLM output could be considered capable to cite IF a chat protocol or a stable link is provided
- BUT: As soon as the output isn't accessible for others anymore (e. g. because the chat has been deleted), the output can't be considered capable to cite anymore

„While a generative AI tool may direct you to a source and, in the case of some AI tools, even include snippets or excerpts from a source, **the AI output itself is not a source**. It assembles information from sources based on predictive computation. And AI output can be flawed, omitting important context or surrounding text and containing errors. Further, AI tools may not always provide information with transparent or reliable provenance and thus the information may not be credible—or, rather, it is not always possible to determine its credibility. “ (emphasis AK; Modern Language Association, 2025)

Citation capability	Citation worthiness
Published (Publishing House, Online, ...)	Scientific (adheres to academic rigour/good scientific practice) Relevant (for the respective topic)
Identifiable (author, title → model, prompt)	
Verifiable (others should be able to check the source)	

→ LLM output cannot be considered a scientific source that adheres to standard of academic rigour

Exception



Prompts (inputs) and outputs generated by LLMs should be cited as sources only when the GenAI itself is subject of analysis in the thesis.

- Input and output must be treated as primary sources.
- The chat logs should be attached.

Examples of common citation systems

APA

- Citation of a tool or a specific chat history
- Specific chat history: a stable link needs to be provided → APA standard: author – date – title – source format
- Citation in-text works like for other sources
- Template for reference list:
AI company name. (year, month day). *Title of chat in italics* [Description, such as Generative AI chat]. Tool name/model. URL of the chat

(McAddo, T., Denny, S. und Lee, C. (2025) *Citing generative AI in APA Style: Part 1. Reference formats, APA Style*. Verfügbar unter: <https://apastyle.apa.org/blog/cite-generative-ai-references> (Zugegriffen: 27. März 2026).)

MLA

- Citation of AI-generated text or images
- → a stable link needs to be provided
- Citation/paraphrasing works like for other sources
- template:
Title (e.g. prompt). *Model*, version, company, date, link.

(*How do I cite generative AI in MLA style?* (2025) *MLA Style Center*. Verfügbar unter: <https://style.mla.org/citing-generative-ai-updated-revised/> (Zugegriffen: 27. März 2026).)

What to do?

Document and disclose the use of LLMs!

Disclosure = An agreement between teacher and student on how to show one's own use of AI

Documentation = personal practice as a part of scientific work to document each use of AI like in a research journal

Three options of AI disclosure and documentation

AI in academic writing processes

Basis of the recommendation

- Thinktank of [VK:KIWA](#) (Virtual Competence Center for Academic Work)
- [Collection of advantages and disadvantages Graz University](#) (21.10.2024)
- Exchange round of Lower Saxony universities (see [Baresel et al. \(2024\)](#))
- Guidelines scientific practice (e.g. APA, IEEE, Springer, DFG)



Example 1 - Describing the use +



Example 1 - Describing the use (WORD)
(DOCX, 238 KB, Accessible file)

Example 2 - Tabular documentation +



Example 2 - Documentation table (WORD)
(DOCX, 244 KB, Accessible file)

Example 3 - Referencing +



Example 3 - Referencing (DOCX, 245 KB, File does not meet accessibility standards)

Example 1: Describing the AI use within in the text

Describing the AI use in a section, either or

- Indruction
- Method section
- a separate section of the work for AI use
- Appendix

Link:

https://www.hs-bremen.de/assets/hsb/de/Dokumente/ZLL/StudiumPlus/Example_1_Describing_the_use_-WORD.docx

Introduction

[... here you will find the introductory text and then the following description] In this paper, I used the AI tools Consensus (<https://consensus.app/>) and Claude (3.5 Haiku, <https://claude.ai/>) to support idea generation, research, and structuring. With the help of these AI technologies, I expanded my brainstorming process (Claude), researched additional sources (Consensus), and developed the outline (Claude). Furthermore, I worked with Claude to develop the hypothesis. The AI technology provided me with alternative perspectives and suggestions for phrasing. However, the final composition, critical reflection, and overall responsibility for the content lie solely with me as the author. All sources and content used were carefully reviewed and cited in accordance with academic standards.

¹ If necessary, the following note can be inserted at this point: "An example prompt and the corresponding output can be found in the appendix." In this case, one or more prompts along with their respective outputs should be included in the appendix of the thesis.

Example 2: tabular documentation of AI usage

(a) Documentation – table sorted by work phases



1. Phase in the work process	2. Usage / Task description	3. GenAI / Research Assisant
Idea generation and brainstorming		
Research		

(b) Classification of AI use by extent of GenAI involvement



1. Degree of GenAI Usage	2. Work step	3. GenAI/ Research Assistant
1 - Inspiration		
2 – Supplementary		
3 – Supportive		
4 – Content-Shaping		

Link:

https://www.hs-bremen.de/assets/hsb/de/Dokumente/ZLL/StudiumPIus/Example_2_Documentation_table_-_WORD_01.docx

Example 2a: tabular documentation of AI usage – sorted by work phases

Example

1. Phase in the work process	2. Usage / Task Description	3. GenAI / Research Assistant
Idea generation and brainstorming	Extending individual brainstorming by adding relevant, topic-specific questions	Gemini 2.0 Flash, Google https://gemini.google.com/
Research	Literature research based on the following prompt: [insert prompt or question here “Prompt”]	ScienceOS, https://www.scienceos.ai/
Definition of scope	Feedback on the formulation of the research question and the selection among different versions	ChatAI [Deep Seek R1] GWGD https://sso.academiccloud.de
Structuring the topic	Development of an outline	Gemini 2.0 Flash, Google https://gemini.google.com/ ChatGPT 4o mini, OpenAI https://chatgpt.com/
Revision of the text	Evaluate and refine the phrasing across the entire paper, if needed	Claude 3.5 Haiku, Anthropic https://claude.ai/
Revision of the text	Translations from German-language articles [specify source here]	DeepL Translator (EN-DE) https://www.deepl.com/

Example 2b: tabular documentation of AI usage – Classification of GenAI involvement

Explanation using the example of topic/research question development:

1. **Inspiration:** suggest possible topics
2. **Supplementary:** propose potential research questions
3. **Supportive:** refine the research question through dialogue
4. **Content-Shaping** adopt and incorporate the research question into the work

Based on:

Schreibzentrum der Goethe-Universität Frankfurt/Main: Framework zur Entwicklung von Regeln bei KI-gestützten Schreibprozessen. Online verfügbar unter <https://www.starkerstart.uni-frankfurt.de/149427334.pdf>, zuletzt geprüft am 26.03.2025.

1. Degree of GenAI Usage	2. Work step	GenAI/Research Assisant
1 – Inspiration	brainstorming with relevant, topic-related questions	Gemini 2.0 Flash, Google https://gemini.google.com/
2 – Supplementary (a)	Identify key thematic areas based on one’s own notes	ChatGPT4.0, HSBrain, https://hsbrain.on.hs-bremen.de/
2 – Supplementary (b)	Research matrix completed	ChatGPT4.0, HSBrain, https://hsbrain.on.hs-bremen.de/
3 – Supportive	Research question refined and improved through dialogue with the GenAI	ChatAI [Deep Seek R1] GWGD https://sso.academiccloud.de
4 – Content-shaping (a)	Reductions and refinement of academic language throughout the entire text	Claude 3.5 Haiku, Antrophic https://claude.ai/
4 – Content-shaping (b)	Develop an outline on the topic	ChatGPT 4o mini, OpenAI https://chatgpt.com/

Exception



Prompts (inputs) and outputs generated by LLMs should be cited as sources only when the GenAI itself is subject of analysis in the thesis.

- Input and output must be treated as primary sources.
- The chat logs should be attached.

Example 3: Referencing

Text (translated into English)

Two prompts were created in a chat to compare the reaction of the free version of the GenAI ChatGPT towards role assignments. The two prompts were created in the following order. The first prompt version (a) assigns the GenAI the role of a male philosopher from the east (OpenAI, 2025a). The second prompt (b) deals with a female philosopher from the east (OpenAI, 2025b).

The aspect of renewal is prevalent in both outputs. They differ with regards to the focus and their manner of formulation. The first type of prompt lists the „law of transformation“ with regards to Daoist Philosophy as the first law.

The prompt version (b) also states „the transformation is the nature of being“ (OpenAI, 2025b). However, the examples taken differ in comparison to the first prompt version (a).

References

OpenAI. (2025a). ChatGPT (Version 4o mini) [Large Language Model], <https://chatgpt.com/share/67e37ddd-54b4-8001-a4d8-165b24b2a7c0>

OpenAI. (2025b). ChatGPT (Version 4o mini) [Large Language Model], <https://chatgpt.com/share/6830dba2-4e88-8001-aae4-532e8c17d018>

Link

https://www.hs-bremen.de/assets/hsb/de/Dokumente/ZLL/StudiumPlus/Example_3_Referencing_-_WORD_end.docx²³

(b) Prompt-Output documentation in appendix

(a) With link to Chathistory

Text (translated into English)

To compare how the free GenKI Claude from Anthropic and ChatGPT from OpenAI respond to role assignments, two identical prompts were created. The prompt assigned GenKI the role of an Eastern philosopher and asked it to provide arguments for a better world (Anthropic, 2025; OpenAI, 2025).

What stands out in GenKI Claude’s response is that, before listing the arguments, it reflects on the assigned role. It states: „As a philosopher inspired by Eastern traditions such as Buddhism, Taoism and Confucianism, I view the transformation of the world with a nuanced and hopeful eye“ (Anthropic, 2025).

References

Anthropic. (2025). Claude AI (Version 3.5 Haiku) [Large Language Model] Documentation Nr. 1

OpenAI. (2025). ChatGPT (Version 4o mini) [Large Language Model] Documentation Nr. 2

Appendix


Nr.	documentation
1	AI: Anthropic Claude 3.5 Haiku https://claude.ai/
Prompt	You are an Eastern philosopher and provide five arguments explaining why the world will turn for the better.
Output	As a philosopher inspired by Eastern traditions such as Buddhism, Taoism, and Confucianism, I view the transformation of the world with a nuanced and hopeful perspective. Here are five arguments that explain why I believe the world will improve: <ol style="list-style-type: none"> The Principle of Interdependence and Connectedness In Eastern philosophy, we understand that everything is interconnected. This awareness is increasingly leading to a global consciousness of mutual dependence. People are gradually recognising that the well-being of the individual depends on the well-being of the whole. This insight will motivate us to work together on global challenges such as climate change, inequality, and conflict.

Alternatives

Example 4: AI Usage Cards

- structured and standardized representation of AI usage for academic papers
- report can be integrated into the appendix of the document
- 9 dimensions, particularly suitable for STEM
- Templates for LaTeX and Word
- See: <https://ai-cards.org/>
(basis: <https://aclrollingreview.org/authors>)
- J. Wahle, T. Ruas, S. M. Mohammad, N. Meuschke & B. Gipp (2023). AI Usage Cards: Responsibly Reporting AI-Generated Content. In *2023 ACM/IEEE Joint Conference on Digital Libraries (JCDL)* (S. 282–284). IEEE Computer Society. <https://doi.org/10.1109/JCDL57899.2023.00060>

AI Usage Card for Project



CORRESPONDENCE(S) Author name.	CONTACT(S) Email address of author.	AFFILIATION(S) Institution of authors.
MODEL(S) Model/Model Card Link Model/Model Card Link	PROJECT NAME The name of the project. Usually the paper title.	KEY APPLICATION(S) The tasks and applications the project.
DATE(S) USED YYYY/MM/DD YYYY/MM/DD	VERSION(S) Specific version of the model. Specific version of the model.	
IDEATION ChatGPT, GPT-3	GENERATING IDEAS, OUTLINES, AND WORKFLOWS When the project direction, topics, outlines, and research questions are generated through prompts or instructions.	IMPROVING EXISTING IDEAS When existing project ideas, topics, outline, and research questions are either paraphrased, extended, or improved.
LITERATURE REVIEW ChatGPT, GPT-3	FINDING GAPS OR COMPARE ASPECTS OF IDEAS When models are used to identify missing aspects in existing content or compare them.	ASSISTING IN IMPROVING OWN CONTENT When existing text is paraphrased or improved.
	FINDING LITERATURE When unknown related work, supporting literature, or similar is obtained through models.	PUTTING OTHER WORKS IN PERSPECTIVE When related work is challenged or paraphrased towards a different direction from their original content.
	ADDING ADDITIONAL LITERATURE FOR EXISTING STATEMENTS AND FACTS When literature material is suggested to support existing content.	COMPARING LITERATURE When suggested or existing material is compared and analyzed by the model.
METHODOLOGY ChatGPT, GPT-3	PROPOSING NEW SOLUTIONS TO PROBLEMS When the method and process for solving the problem are outlined.	FINDING ITERATIVE OPTIMIZATIONS When existing method and process are improved.
	COMPARING RELATED SOLUTIONS When existing or generated methods and processes are compared.	IMPROVING THE AESTHETICS OF ARTIFACTS When the visual aspects of tables, figures, diagrams, or similar elements are improved.
EXPERIMENTS ChatGPT, GPT-3	DESIGNING NEW EXPERIMENTS When new experiment setups are generated through prompts or instructions.	REFACTORING AND OPTIMIZING EXISTING CODE When existing or generated code is refactored or its performance optimized.
	EDITING EXISTING EXPERIMENTS When existing or generated experimental setup is improved.	
	FINDING, COMPARING, AND AGGREGATING RESULTS When unseen patterns are suggested using ex-	
DATA ChatGPT, GPT-3	SUGGESTING NEW SOURCES FOR DATA COLLECTION When datasets, collections, or similar sources are suggested based on instructions or prompts.	CLEANING, NORMALIZING, OR STANDARDIZING DATA When any form of noise is removed or mitigated from existing or suggested data.
	FINDING RELATIONS BETWEEN DATA AND COLLECTION METHODS When models are used to establish any relation between datasets, content and collection methods.	

Beispiel 5: Reflexionstabelle für Abschlussarbeiten

- Excel spreadsheet with documentation of decisions and the assessment of GenAI outputs
- Detailed, but one's own performance in dealing with GenAI usage is also made clear
- Basis: Horst, C. (2026, 17. April). *KI-Nutzung in Abschlussarbeiten sichtbar machen – Lehren & Studieren gestalten*. https://zhq-blog.fh-aachen.de/hochschulentwicklung/digitalisierung/validierung-statt-verdacht/?utm_source=mailpoet&utm_medium=email&utm_source_platform=mailpoet

Datum Start	Datenschutz ok? (keine personenbez. kennzeichn. Letzter Stand (Datum))	Welche sensiblen Daten wurden verarbeitet?			
M1 Thema & Forschungsfrage / Topic & research question					
KI-Anwendung	Arbeitsschritt	Verwendung: Wie habe ich KI genutzt? (konkrete Beispiele/Prompts Purpose and application: how did I use AI? (specific examples and prompts))	Qualitätscheck/Validierung: Wie habe ich Ergebnisse Qualitätscheck / validation: how did I verify the output?	Eigenanteil/Entscheidung: Was habe ich selbst Own contribution / decision: what did I decide or discard – and	Reflexion: Was hat gut funktioniert? Was würde ich nächstes Mal anders Reflection: what worked well? what would I do differently next time?
AI application	process step				
M2 Literatur & Stand der Forschung / Literature & state of the art					
KI-Anwendung	Arbeitsschritt	Verwendung: Wie habe ich KI genutzt? (konkrete Beispiele/Prompts Purpose and application: how did I use AI? (specific examples and prompts))	Qualitätscheck/Validierung: Wie habe ich Ergebnisse Qualitätscheck / validation: how did I verify the output?	Eigenanteil/Entscheidung: Was habe ich selbst Own contribution / decision: what did I decide or discard – and	Reflexion: Was hat gut funktioniert? Was würde ich nächstes Mal anders Reflection: what worked well? what would I do differently next time?
AI application	process step				

M3 Methodik / Design / Methodology / design					
KI-Anwendung	Arbeitsschritt	Verwendung: Wie habe ich KI genutzt? (konkrete Beispiele/Prompts nennen)	Qualitätscheck/Validierung: Wie habe ich Ergebnisse überprüft?	Eigenanteil/Entscheidung: Was habe ich selbst entschieden/verworfen –	Reflexion: Was hat gut funktioniert? Was würde ich nächstes Mal anders machen?
AI application	process step	Purpose and application: how did I use AI? (specific examples and prompts)	Quality check / validation: how did I verify the output?	Own contribution / decision: what did I decide or discard – and why?	Reflection: what worked well? what would I do differently next time?

M4 Analyse / Ergebnisse / Analysis / results					
KI-Anwendung	Arbeitsschritt	Verwendung: Wie habe ich KI genutzt? (konkrete Beispiele/Prompts Purpose and application: how did I use AI? (specific examples and prompts))	Qualitätscheck/Validierung: Wie habe ich Ergebnisse Qualitätscheck / validation: how did I verify the output?	Eigenanteil/Entscheidung: Was habe ich selbst Own contribution / decision: what did I decide or discard – and	Reflexion: Was hat gut funktioniert? Was würde ich nächstes Mal anders Reflection: what worked well? what would I do differently next time?
AI application	process step				
M5 Diskussion / Schlussfolgerungen / Discussion / conclusions					
KI-Anwendung	Arbeitsschritt	Verwendung: Wie habe ich KI genutzt? (konkrete Beispiele/Prompts Purpose and application: how did I use AI? (specific examples and prompts))	Qualitätscheck/Validierung: Wie habe ich Ergebnisse Qualitätscheck / validation: how did I verify the output?	Eigenanteil/Entscheidung: Was habe ich selbst Own contribution / decision: what did I decide or discard – and	Reflexion: Was hat gut funktioniert? Was würde ich nächstes Mal anders Reflection: what worked well? what would I do differently next time?
AI application	process step				
M6 Schreiben / Überarbeiten / Writing / revision					
KI-Anwendung	Arbeitsschritt	Verwendung: Wie habe ich KI genutzt? (konkrete Beispiele/Prompts Purpose and application: how did I use AI? (specific examples and prompts))	Qualitätscheck/Validierung: Wie habe ich Ergebnisse Qualitätscheck / validation: how did I verify the output?	Eigenanteil/Entscheidung: Was habe ich selbst Own contribution / decision: what did I decide or discard – and	Reflexion: Was hat gut funktioniert? Was würde ich nächstes Mal anders Reflection: what worked well? what would I do differently next time?
AI application	process step				

Further Training Opportunities with AI

Further Options to learn about AI

Promptwerkstatt für Lehrende (self-study programme in AULIS): https://aulis.hs-bremen.de/goto.php/pg/194111_2203474

Workshops für Lehrende: <https://www.hs-bremen.de/informationen-fuer/beschaefigte/lehrende-und-lehrbeauftragte/lehreplus/lehreplus-alle-workshops/>

Promptworkshop for Students (self-study programme in AULIS) <https://aulis.hs-bremen.de/goto.php/crs/2260906>

Workshops for students (german): <https://www.hs-bremen.de/studieren/im-studium/ergaenzende-angebote-zum-studium/studiumplus/schreiblabor/#c41177>

Homepage „AI in Learning and Teaching“: <https://www.hs-bremen.de/en/hsb/organisation/central-units/centre-for-teaching-and-learning-zll/ai-in-learning-and-teaching/>

Die **Staats- und Universitätsbibliothek (SUUB)** bietet immer wieder sehr gute Online-Angebote zur KI-Nutzung an: <https://www.suub.uni-bremen.de/>

Additional Information

Über Bremen hinaus empfehlenswert

- Baresel, K., Eube, C., Knorr, D., Lutter, L., Nys, J. de & Röben, M. (2024, 29. November). *KI-Gebrauch im Studienkontext dokumentieren* (Version 1.0). <https://doi.org/10.48548/PUBDATA-1476>
- Rauter, E. & Wetschanow, K. (2025, 24. März). *Künstliche Intelligenz kompetent nutzen: Leitfaden für eine gute wissenschaftliche Schreibpraxis*. Universität Klagenfurt, SchreibCenter. https://www.aau.at/wp-content/uploads/2025/04/Leitfaden_KI-im-wissenschaftlichen-Schreibprozess.pdf
- Uni Graz. (2024, 21. Oktober). *Handreichung Möglichkeiten zur Dokumentation und Kennzeichnung der Nutzung von generativen KI-Technologien in Schreib- und Forschungsprozessen*. Erarbeitet vom Schreibzentrum, in Kooperation mit dem Zentrum für Lehrkompetenz, dem Zentrum für digitales Lehren und Lernen und der Universitätsbibliothek. https://static.uni-graz.at/fileadmin/files/project_sites/lehren-und-lernen-mit-ki/Handreichung_Dokumentation_und_Kennzeichnung_der_KI-Nutzung.pdf

Hochschule Bremen
City University of Applied Sciences



Thank you for your attention.

Hochschule Bremen
Zentrum für Lehren und Lernen

www.hs-bremen.de/zll