

AI-Inspiration: Using GenAI in University

Effective Prompting, Examination Regulations, AI disclosure

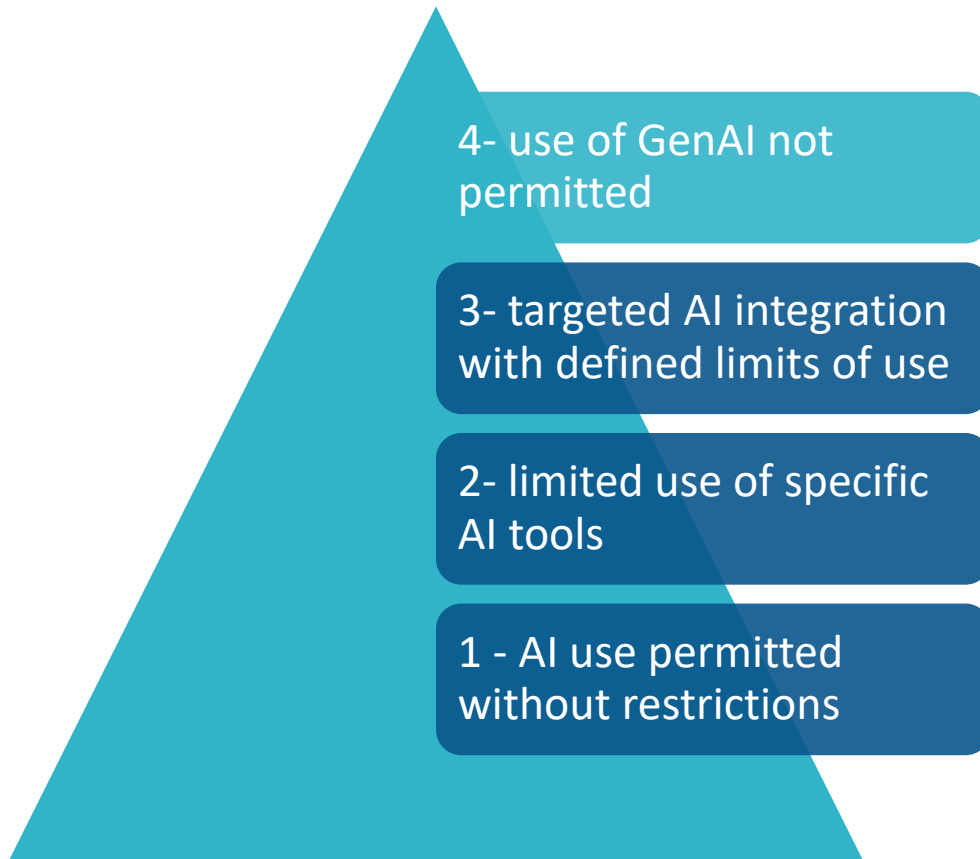
Mon, 10.11.2025 – Tanja Müller (Zentrum für Lehren und Lernen/Schreiblabor), Sabine Riemer (ZLL/LehrePlus)

Agenda

- Recommendations for the transparent use of AI (GenAI) in courses at HSB
- Data protection-compliant GenAI access at HSB
- Effective prompting
- Examination regulations and AI
- Three disclosure variants
- Further information for teachers
- Academic practice
- AI declaration of independence
- Further training opportunities

Recommendations for the transparent use of Artificial Intelligence (GenAI) in courses at HSB

4 Possible uses



What the possible uses mean:

1. AI use permitted without restrictions

Students can critically engage with modern technologies in-depth and assume full responsibility for the factual correctness of the content generated

2. Limited Use of Approved AI Tools

Certain AI tools are permitted and can enrich the learning process of the student

3. Targeted AI integration with defined limits of use

Specification on how and for what purposes GenAI may be used, e.g. permission to use GenAI for pre-processing and analysis of data, but not for interpretation of results

4. Use of GenAI not permitted

 Don't forget disclosure with options 1 – 3!

Templates for Syllabus:

<https://www.hs-bremen.de/en/hsb/organisation/central-units/centre-for-teaching-and-learning-zll/ai-in-learning-and-teaching/translate-to-english-empfehlungen-fuer-den-transparenten-einsatz-von-ki-genki-in-vorlesungen-an-der-hsb/>

Data protection-compliant GenAI access at HSB

HSBrain

- Available at: <https://hsbrain.on.hs-bremen.de>
- Uses OpenAI GPT4.1 model (knowledge as of June 2024).
- Limitations:
 - Uploading files/images is currently not possible
 - HSBrain does not have access to the internet
 - Chat history is not available across devices

Sharing HSBrain in AULIS

- In AULIS, the link <https://hsbrain.on.hs-bremen.de> can be provided.
- Students can also log in with their HSB account details.

Neues Objekt hinzufügen ▼ Voransicht als Mitglied aktivieren Seite bearbeiten

Organisation	Inhalt	Assessment
Ordner	Datei	Übung
Sitzung	Weblink	Test
Kategorielink	Inhaltsseite	Fragenpool für Tests
Kurslink	Wiki	Individuelle Bewertung
Gruppe	Blog	Feedback und Evaluation
Gruppenlink	Lernmodul II IAS	

Option 1: Neuen Weblink anlegen

* Erforderliche Angabe

Typ *

☒ Einzelner Weblink

Ziel

☒ Externer Link

URL

☐ Interner Link

☐ Weblink-Sammlung

Titel des Weblinks *

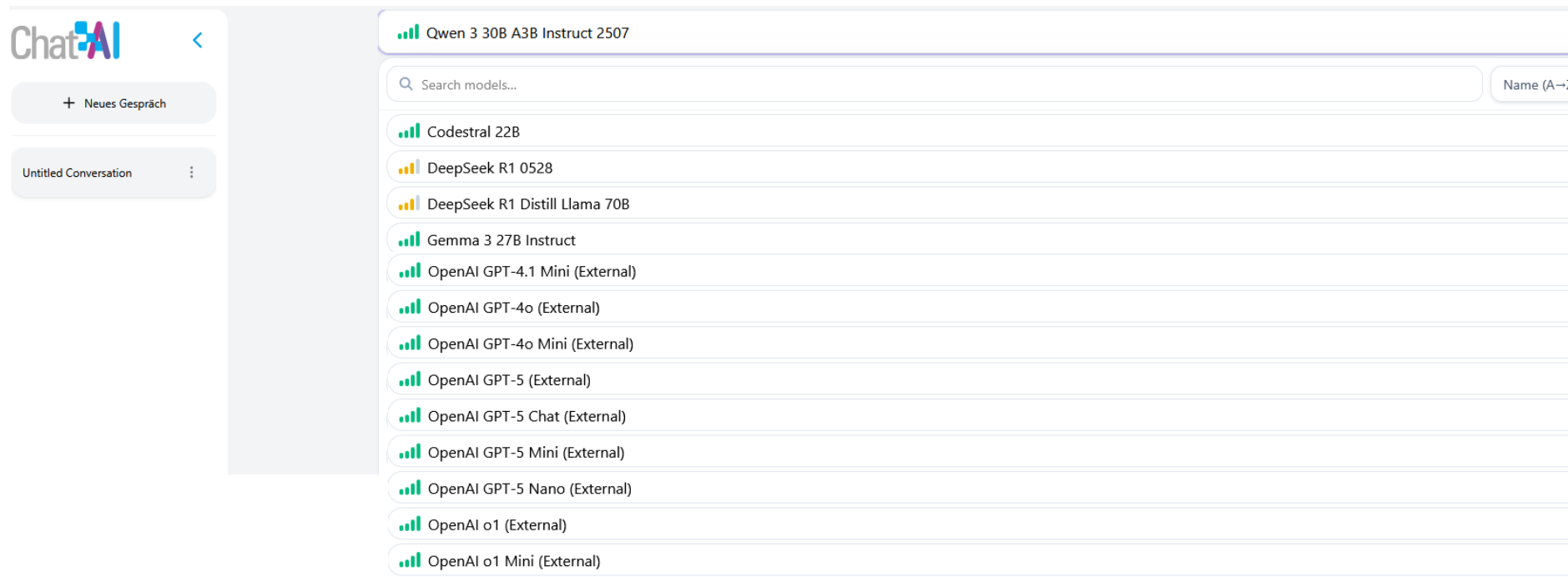
Beschreibung

* Erforderliche Angabe

Academic Cloud via the portal of the Gesellschaft für wissenschaftliche Datenverarbeitung mbH Göttingen (GWDG LLM service)

<https://chat-ai.academiccloud.de/chat> (Registration with university email address)

Choice from a wide range of models:



The screenshot shows the Chat-AI interface. On the left, there is a sidebar with the 'Chat-AI' logo and a button labeled '+ Neues Gespräch'. Below it, there is a section for 'Untitled Conversation'. The main area displays a list of available models, each with a small icon and a search bar. The models listed are:

- Qwen 3 30B A3B Instruct 2507
- Codestral 22B
- DeepSeek R1 0528
- DeepSeek R1 Distill Llama 70B
- Gemma 3 27B Instruct
- OpenAI GPT-4.1 Mini (External)
- OpenAI GPT-4o (External)
- OpenAI GPT-4o Mini (External)
- OpenAI GPT-5 (External)
- OpenAI GPT-5 Chat (External)
- OpenAI GPT-5 Mini (External)
- OpenAI GPT-5 Nano (External)
- OpenAI o1 (External)
- OpenAI o1 Mini (External)

Effective prompting

At which stages of the writing process can GenAI support me?

- Structuring
- Finding contexts
- Word choice
- Grammar and spelling
- Translation
- Summarising, shortening
- (Research)

High-quality results require some preparation!

Recommendation 1: Assign role

- **You are a professor** at a university teaching Business Administration, where achieving the best possible results is very important...
- You are a very good student in in the 5th semester studying Social Work...
- You are a very good student in your 7th semester studying Environmental Technology...
- Why is “very good” important?

Recommendation 2: Provide context

Accompanying information for our request, which is helpful to optimally prepare the AI for answering our query

- You are a professor at a university teaching Business Administration, where achieving the best possible results is very important.
The lesson for module XXX needs to be prepared.
- You are a very good student in in the 5th semester studying Social Work.
An essay on the topic of XXX needs to be written.
- You are a very good student in your 7th semester studying Environmental Technology.
The bachelor's thesis on the topic of XXX needs to be written.

If certain technical terms are to be used, a glossary can be provided here!

Recommendation 3: Define Task

Precise instructions on what the AI should do!

- You are a professor at a university teaching Business Administration, where achieving the best possible results is very important.
The lesson for module XXX needs to be prepared.
Put together the topics for module XXX and distribute them sensibly over 14 weeks ...
- You are a very good student in in the 5th semester studying Social Work.
An essay on the topic of XXX needs to be written.
Make suggestions for an essay on the topic of XXX ...
- You are a very good student in your 7th semester studying Environmental Technology.
The bachelor's thesis on the topic of XXX needs to be written.
Create an outline for my bachelor's thesis on the topic of XXX ...

Recommendation 4: Provide precise specifications and specify the length

Are there any other specifications that are important to you? If so, include them in the prompt!

- Restrictions
- Specify the length of the result (1000 characters)
- Formulate precisely
- Always use the same terms for the same word e.g.: source text (alternatives would be source, specified text, original text = please do not use alternative terms/synonyms, but always the same one)
- Avoid negations

Recommendation 5: Avoid terms that are open to interpretation

~~approximately, about, roughly, maximum, as far as possible, at most, around, nearly, almost, approximately, quasi, at least, estimated, more or less, roughly, plus or minus, roughly, more than, approximately, on the whole, relatively, partially, reasonably, often, roughly estimated, moderate, as far as possible, reasonably, roundabout, quite, as a rule, essentially, generally, more or less, mainly, minimally, often, around that figure, for the most part, approximately, tending towards, largely~~

Recommendation 6: Specify the output format

- Output the result as continuous text
- Output the result as bullet points
- Output the result as a table
- ...

Recommendations - Summary

1. Assign role
2. Provide context
3. Define task
4. Provide precise specifications and specify the length
5. Avoid terms that are open to interpretation
6. Specify output format

Tips:

- Pre-formulate in a word processing programme.
- Save prompts, as some facts may not change quickly and can therefore be reused (e.g. the role).
- Possibly create a catalogue of prompts.

Examination regulations and AI

Collection of laws

<https://www.hs-bremen.de/die-hsb/organisation/verwaltung/rechtsstelle/rechtssammlung/>

Prüfungsrecht

Hinweis: Die fachspezifischen Prüfungsordnungen sind auf den jeweiligen Studiengangsseiten hinterlegt.

- ⬇ AT-BPO 2023 (PDF, 1 MB, Datei ist nicht barrierefrei)
- ⬇ AT-BPO (Stand 5/2022, nicht amtliche Lesefassung) (PDF, 721 KB, Datei ist nicht barrierefrei)
- ⬇ AT-MPO 2023 (PDF, 1 MB, Datei ist nicht barrierefrei)
- ⬇ AT-MPO (Stand 5-2022, nicht amtliche Lesefassung) (PDF, 714 KB, Datei ist nicht barrierefrei)
- ⬇ Digitalprüfungsordnung (PDF, 400 KB, Datei ist nicht barrierefrei)
- ⬇ Digitalprüfungsordnung (English version) (PDF, 149 KB, Datei ist nicht barrierefrei)
- ⬇ Hinweis zur Verarbeitung personenbezogener Daten bei Prüfungen in digitalisiertem Format (PDF, 420 KB, Datei ist nicht barrierefrei)
- ⬇ Reference to the processing of personal data during examinations in a digitised format (PDF, 16 KB, Datei ist nicht barrierefrei)
- ⬇ Verordnung zu Prüfungen in digitalisierten Formaten an den Bremischen Hochschulen (Digitalprüfungsverordnung) (PDF, 225 KB, Datei ist nicht barrierefrei)

Relevant:

General section of the Bachelor's or Master's examination regulations

Section III: Conduct of Examinations

[...]

§ 16 Deception, Breach of Regulations

[...]



§ 16 Deception, Breach of Regulations

(2) If works by third parties or parts thereof are adopted without proper citation or with misleading source attribution (plagiarism), this shall be considered an attempt to cheat. The unauthorized use of Artificial Intelligence constitutes the use of an unauthorized aid.

Students who repeatedly or in a particularly serious manner attempt to cheat will generally be expelled. The decision to expel is made by the university president after hearing the parties involved. A particularly serious attempt to cheat is considered to have occurred, in particular, if written works authored by third parties are fully or substantially incorporated into one's own examination performance without proper citation or with misleading source attribution. The examination may be checked for potentially unattributed adopted text passages or other sources using suitable plagiarism detection software.

AI – Declaration of independent preparation of work

(as of November 2024)

Registering for the Bachelor's/Master's Thesis

Please use the following forms to register your thesis.

Students of the Department of Mechanical Engineering and the School of Architecture please note the special annexes.

⬇ Antrag Bachelorthesis (PDF, 591 KB, File does not meet accessibility standards)

⬇ Antrag Masterthesis (PDF, 580 KB, File does not meet accessibility standards)

⬇ Request master's thesis (PDF, 583 KB, File does not meet accessibility standards)

⬇ Anlage Masterthesis School of Architecture (PDF, 135 KB, File does not meet accessibility standards)

⬇ Anlage Bachelor-/Masterthesis Abteilung Maschinenbau (PDF, 260 KB, File does not meet accessibility standards)

⬇ AI-Declaration of independent preparation of work (as of November 2024) (PDF, 158 KB, File does not meet accessibility standards)

⬇ KI-Eigenständigkeitserklärung (Stand Nov. 2024) (PDF, 174 KB, File does not meet accessibility standards)

Link to Formalities & Examinations:

<https://www.hs-bremen.de/en/study/during-your-studies/formalities/#c1419>

Please select one of the following options; one of the two options must be chosen in agreement between the examiner and the examinee:

☐ Option 1: Use of AI-based Tools without Disclosure Requirement
I certify that I have not used any AI-based tools whose use has not been agreed upon in writing with the examiner. I am aware that the use of texts or other content and products generated by AI-based tools does not guarantee their quality. I assume responsibility for the work submitted and for its content. I further certify that my own creative input predominates in the present work.

☐ Option 2: Use of AI-based Tools with Disclosure Requirement
I certify that I have not used any AI-based tools whose use has not been agreed upon in writing with the examiner. I am aware that the use of texts or other content and products generated by AI-based tools does not guarantee their quality. I assume responsibility for the work submitted and for its content. I further certify that my own creative input predominates in the present work. All verbatim or paraphrased contributions and quotations, as well as all sections created, written, and/or edited with the aid of AI-based tools, are marked and documented by me. The form of disclosure will be agreed upon between the examiner and the examinee.

I am aware that a violation of the points mentioned may have examination-related consequences and, in particular, may lead to the examination performance being graded as "insufficient" or the academic performance as "failed." In cases of repeated or serious misconduct, expulsion may occur.

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 (siehe z.B. APA, IEEE, Springer, DFG)



Example 1 - Describing the use +

Example 2 - Tabular documentation +

Example 3 - Referencing +



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



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



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 Assistant
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 Assistant
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, HSBBrain, https://hsbrain.on.hs-bremen.de/
2 – Supplementary (b)	Research matrix completed	ChatGPT4.0, HSBBrain, 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, Anthropic https://claude.ai/
4 – Content-shaping (b)	Develop an outline on the topic	ChatGPT 4o mini, OpenAI https://chatgpt.com/

Example 3: Referencing



- Prompts (inputs) and outputs generated by GenAI should be cited as sources only when the GenAI itself is subject of analysis in the thesis.
- Since large language models are trained on language patterns rather than grounded in empirical research, they **do not** qualify as academic sources.



- **In all other cases, use scholarly sources that are accessible and verifiable.**
- Such sources must be properly cited in the text and included in the bibliography.

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.docx](https://www.hs-bremen.de/assets/hsb/de/Dokumente/ZLL/StudiumPlus/Example_3_Referencing_-_WORD_end.docx)³²

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	KI: 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: 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.

(b) Prompt-Output
documentation in
appendix

(a) With link to
Chathistory

Further Information

For Lecturers and from Academic Practice

KI-Kennzeichnung: Weiterführende Hinweise und Informationen

Die Diskussion um Kennzeichnungs- und Dokumentationsvarianten des KI-Einsatzes beim wissenschaftlichen Schreiben ist im vollen Gange. Wir haben interessante Ressourcen von Hochschulen für Sie ausgewählt, die Ihnen und Ihren Studierenden in der Auseinandersetzung mit dem Thema helfen können.

Vor- und Nachteile von Kennzeichnungsvarianten	+
Arten von Dokumentationstabellen	+
Problematik von KI-Handreichungen	+
Einführungsbuch zu Wissenschaftliches Schreiben mit KI (UTB)	+

Wissenschaftspraxis: Kennzeichnungsvarianten

Hier finden Sie verschiedene Beispiele, wie große Fachverbände, Verlage und Institutionen der Forschungsförderung ihre Guidelines zur Kennzeichnung und Dokumentation des KI-Einsatzes formulieren und damit vorgeben, was in ihrem Rahmen zur wissenschaftlichen Integrität zählt und was nicht akzeptiert wird.

Further Information – for lecturers

Advantages and disadvantages of AI disclosure an documentation

Link

<https://www.hs-bremen.de/en/die-hsb/organisation/zentrale-einheiten/zentrum-fuer-lehren-und-lernen/ki-in-studium-und-lehre/translate-to-english-lehrende-ki-kennzeichnung/#c40608>

Academic Practice

Link

<https://www.hs-bremen.de/en/die-hsb/organisation/zentrale-einheiten/zentrum-fuer-lehren-und-lernen/ki-in-studium-und-lehre/translate-to-english-lehrende-ki-kennzeichnung/#c40377>

→ IEEE: Guidelines for Artificial Intelligence (AI)-Generated Text

Guidelines von IEEE

IEEE ist ein weltweiter Berufsverband für Berufe und Wissenschaftler:innen im Bereich der Elektro- und Informationstechnik.
Im Rahmen seiner Veröffentlichungsrichtlinien schreibt der IEEE folgendes Vorgehen fest:

Übersetzung IEEE Guideline - mehr +

→ APA policy on the use of generative artificial intelligence (AI) in scholarly materials

Guidelines von APA

APA ist die American Psychological Association. Der Referenzstil APA ist über viele Disziplinen hinweg weit verbreitet. Aktuelle Informationen, Änderungen finden sich im [APA Style Blog](#).

Übersetzung APA Guideline - mehr +

→ Springer - Editorial Policy for Artificial Intelligence (AI)

Editorial Policy - Springer

Springer - ein großes Verlagshaus mit 2.900 Zeitschriften und 300.000 Büchern.

Übersetzung Editorial Policy Springer - mehr +

→ Stellungnahme der Deutschen Forschungsgemeinschaft

DFG - Deutsche Forschungsgemeinschaft

Stellungnahme des Präsidiums der Deutschen Forschungsgemeinschaft (DFG) zum Einfluss generativer Modelle für die Text- und Bilderstellung auf die Wissenschaften und das Förderhandeln der DFG Stand September 2023

DFG in a nutshell - mehr +

Leibniz-Gemeinschaft

Further Training Opportunities with AI

Further Options to learn about AI

Promptwerkstatt für Lehrende (Lernmodul 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/>

Promptwerkstatt für Studierende (Lernmodul in AULIS): https://aulis.hs-bremen.de/goto.php/pg/195134_2224629

English version is in preparation

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/>

Thank you for your attantion.

Hochschule Bremen
Zentrum für Lehren und Lernen
www.hs-bremen.de/zll