

AI-Inspiration: AI examination regulations & AI disclosure and documentation

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Agenda

- Examination regulations and AI
- Recommendations for the transparent use of AI (GenAI) in courses at HSB
- Disclosure variants with examples
 - Description of use
 - Tabular documentation
 - References
- Website AI in Studies and Teaching
 - Disclosure pages for students and teachers
 - Further information for teachers

Examination regulations and AI

Collection of laws

<https://www.hs-bremen.de/en/study/during-your-studies/formalities/#c1073>

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:

Part III: Conduct of Examination

[...]

§ 16 Deception, Breach of Regulations

[...]



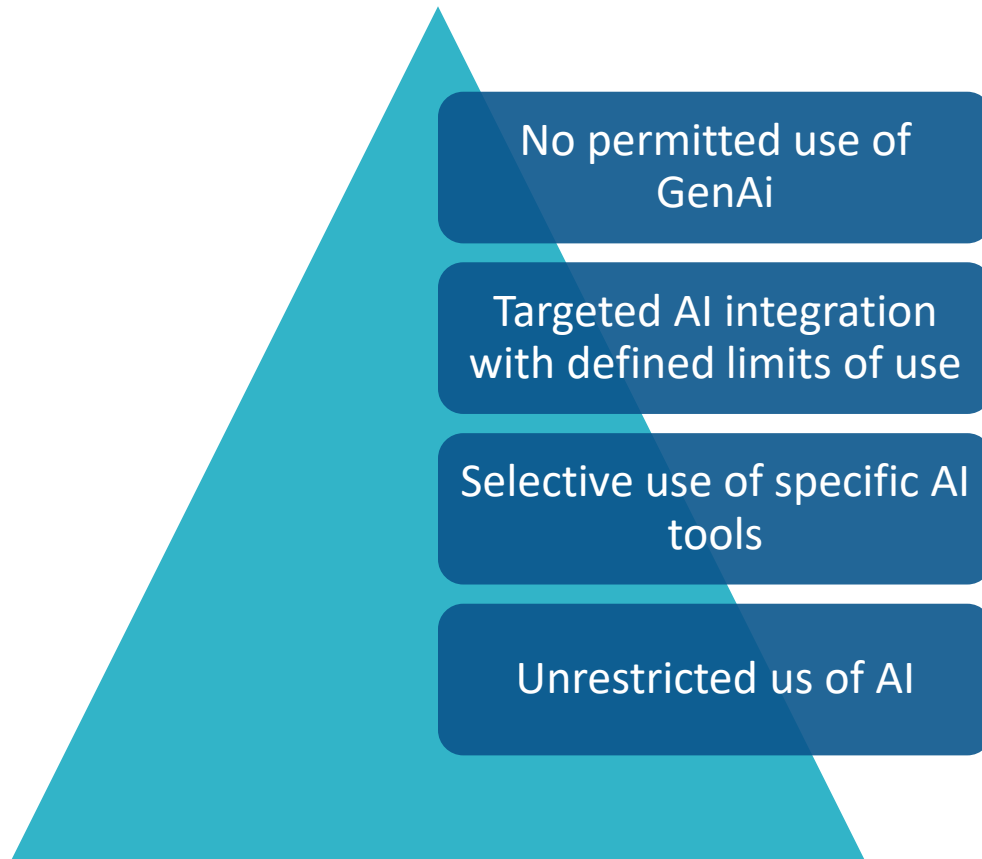
§ 16 Deception, Breach of Regulations

- (1) In the event that a candidate attempts to manipulate the outcome of an examination by means of deception or the use of unauthorized materials, the responsible examiner or supervisor shall first make a note of the incident. The candidate is allowed to continue the examination. They are afforded the opportunity to provide a statement regarding the incident. The note and the statement are to be promptly submitted to the examination committee for determination. If the examination committee finds that an attempt to cheat has occurred, the examination performance shall be considered to have been evaluated as “fail” (5.0)
- (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.

[...]

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

4 Possible uses



What the possible uses mean:

1. Unlimited use of AI

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


2. Selective use of specific 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. No permitted use of GenAI

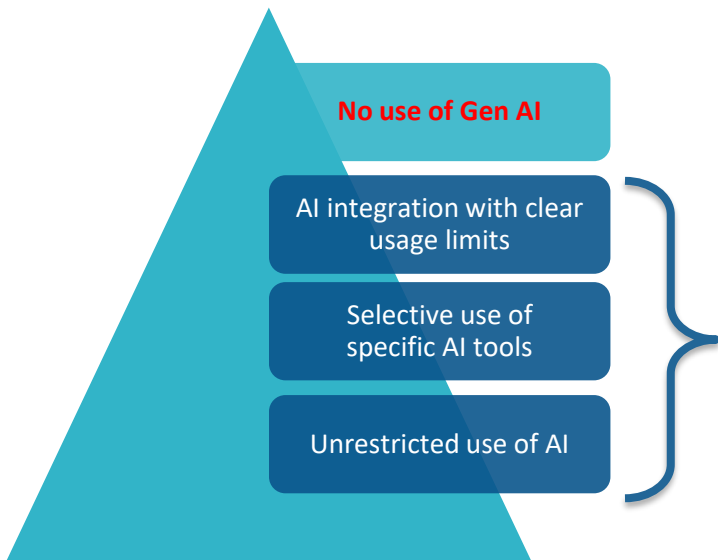
 Don't forget disclosure with options 1 – 3!

Three options of AI disclosure and documentation

AI in academic writing processes

Three options of AI disclosure and documentation

AI use needs disclosure and documentation



3 recommended options of AI disclosure and documentation

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)

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)

Where can you find examples of the options?

Examples are identical on the pages for students and lecturers

students

- <https://www.hs-bremen.de/en/die-hsb/organisation/zentrale-einheiten/zentrum-fuer-lehren-und-lernen/ki-in-studium-und-lehre/translate-to-english-studierende-ki-kennzeichnung/#c41252>

lecturers

- <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>
- There is additional information on the page for lecturers
 - Didactical background
 - Scientific Practice

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)¹⁸

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	<p>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:</p> <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.

(b) Prompt-Output
documentation in
appendix

(a) With link to
Chathistory

Academic Practice

Advantages and disadvantages of AI disclosure an documentation – only for lecturers

AI disclosure and documentation: Further information

The debate about disclosure, documentation and labeling options for AI use in academic writing is in full swing. We have selected interesting resources, which can help you and your students in dealing with the topic.

Advantages and disadvantages of disclosure and labeling options

The [University of Graz website](#) presents various disclosure options (documentation tables, [AI-Usage Cards](#), disclosure, citation, etc.) and provides a detailed overview of their advantages and disadvantages.

Types of documentation tables

Problems with AI guidance documents

A consideration of AI guidelines and typical problems that arise for students:

- [Radau, Jakob; Maibaum, Miriam; Weißels, Doris \(2025\): Multiperspektivische Betrachtung problematischer KI-Handreichungen an deutschen Hochschulen – die Sichtweise der Studierenden. In: Hochschulforum Digitalisierung, 27.02.2025. Online verfügbar unter <https://hochschulforumdigitalisierung.de/multiperspektivische-betrachtung-problematischer-ki-handreichungen/>, last accessed on March 10, 2025.](#)

Introduction to academic writing with AI (UTB)

- [Buck, Isabella \(2025\): Wissenschaftliches Schreiben mit KI. 1. Auflage. Stuttgart: UTB; UVK.](#)
- The first German-language book on the topic.
- A central premise: Thought processes, which form the foundation of writing, are not and cannot be replaced by AI tools.

Types of documentation tables

The universities in Lower Saxony have agreed on the following compilation:

- [Baresel, Kira; Eube, Cornelia; Knorr, Dagmar; Lutter, Ly; Nys, Jasmin de; Röben, Marieke \(2024\): KI-Gebrauch im Studienkontext dokumentieren \(Version 1.0\). Available online at <https://doi.org/10.48548/pubdata-1476>, last accessed on 18.03.2025.](#)
- Of particular interest are the various documentation tables:
 - holistic documentation
 - tool-oriented documentation
 - phase-oriented documentation
 - reflection-oriented documentation

The Writing Center of Goethe University Frankfurt/Main has created an overview based on a framework by [Rowland \(2023\)](#) that differentiates GenAI usage on a scale from 1 (*Inspiration*) to 4 (*Content shaping*).

- Writing Center of Goethe University Frankfurt/Main: Framework for developing rules for AI-supported writing processes. Available online at <https://www.starkerstart.uni-frankfurt.de/149427334.pdf>, last accessed on 26.03.2025.

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/>

Further information – only for lecturers

• Selected Guidelines from academic practice

- IEEE
- APA
- Springer Editorial
- DFG

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>

Academic practice – options for disclosure, labeling and documentation

Here you will find various examples of how major professional associations, publishers, and research funding institutions formulate their guidelines for disclosure and documentation of AI use, and thereby define what is considered scientific integrity within their framework and what is not accepted.



IEEE Guidelines for Artificial Intelligence (AI)-Generated Text

AI Guidelines from IEEE

IEEE is a worldwide professional association for professions and scientists in the field of electrical engineering and information technology.



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

AI Guidelines from APA

APA is the American Psychological Association. The APA reference style is widely used across many disciplines. Current information and changes can be found in the [APA Style Blog](#).



Springer Editorial Policy for Artificial Intelligence (AI)

AI Guidelines Editorial Policy - Springer

Springer - a large publishing house with 2,900 magazines and 300,000 books.



Statement of the German Research Foundation

DFG – German Research Foundation

Statement by the Presidency of the German Research Foundation (DFG) on the impact of generative models for text and image generation on the sciences and the DFG's funding activities, as of September 2023.

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.

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/>

Danke für Ihre Aufmerksamkeit.

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