

Personal Tutor Meeting: Conversation Starters

Artificial Intelligence and Academic Integrity

The following guidance has been created to help you navigate discussions about using generative artificial intelligence in line with the University's 'embrace and engage' stance. At Warwick, basic tool like spelling checkers and complex generative AI programmes like ChatGPT are both consider AI. These questions can help explore academic integrity and generative AI with students familiar with or new to it to ensure that your tutees are aware of how to appropriately use generative AI to support their studies.

Suggested conversation starters:

- Do you have experience using generative AI?

For tutees who have used AI:

- How have you used generative AI to support your studies? What were some of the positives or negatives of using it? What does responsible use AI look like?
- When using generative AI for assessments, how do you check that your outputs are credible?

For tutees who haven't used AI:

- What do you know about generative AI and using it at Warwick? Is there anything you're unsure of or would like to know more about?
- How do you think using generative AI could help you develop your arguments and assignments? What potential problems or issues should you beware of before using generative AI?

Relevant topics to discuss:

- Familiarise yourself with the [University's guidance on using AI](#) and [Regulation 11](#) on academic integrity. The QR codes are student-facing resources that can be shared with tutees.
- Understand your tutee's knowledge of generative AI so you can facilitate space for honesty and questions. Be honest about your own knowledge and use of generative AI – don't be afraid to say if you have little experience but be prepared to follow up and ask questions of relevant colleagues if you're not sure.
- Consider who your tutee should speak with if they're confused about the use of generative AI on assessments, e.g. module convenors.
- Discuss the ethical implications of generative AI including political influence, entrenched biases, environmental impacts, and using others' work without proper acknowledgement.
- Discuss how tutees should appropriately cite and record their use of generative AI.
- Consider how tutees can use generative AI to further develop their critical thinking skills and to complement their own creativity. Signpost students to colleagues or resources that can also help develop academic skills that generative AI supports.

It is good practice to email students after a meeting to remind them of some of the information discussed and share key links e.g. mitigating circumstances, how to contact you as their tutor, how to contact Wellbeing Support.

Further guidance for personal tutors is available on the [Dean of Students website](#).

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Misuse of generative AI:

Any student could misuse generative AI. It is important to be aware of the motivating factors behind academic misconduct, including:

- Lack of time
- Fear of failure
- Low academic confidence/resilience
- Relationships
- Embarrassment
- Rationalisation of misuse (e.g. everyone else is doing it, the benefits outweigh the risks)

Student experiences to consider:

It is also worth considering differing experiences with generative AI between student groups:

- International students may have varying experiences with generative AI and how it relates to academic integrity/plagiarism.
- Not all students will have easy access to generative AI, e.g., for cost purposes – think about supporting equity in using and understanding generative AI.
- Mature students may have varied experience navigating (new) technology. For some, generative AI may feel too complex, but others may want to explore its use.
- Generative AI can help neurodivergent students and students with specific learning differences focus and organise their thoughts. It can also support students with mental health disabilities in reducing stress during the writing process.

Useful resources:



Celebrating Academic Integrity:



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