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## Chapter 1 – GSLS GenAI Teacher Tutorial

### 1.1 Guidelines for Incorporating Generative AI in GSLS Master's Education

1.1 Guidelines for Incorporating Generative AI in GSLS Master's Education	
Activity type	Page
Contents	<p><i>Video with summary of the GSLS guidelines:</i></p> <p><a href="https://drive.google.com/file/d/17zBuC2k2E3sQn7ILYhx_VztOViWXgbEK/view?usp=share_link">https://drive.google.com/file/d/17zBuC2k2E3sQn7ILYhx_VztOViWXgbEK/view?usp=share_link</a></p> <p>Here you can find the <u><a href="#">GSLS teacher Generative AI guidelines</a></u> and the <u><a href="#">GenAI Master's Research and Supervision Guidelines</a></u>.</p>

## 1.2. Learning Goals

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Activity type	Page
Contents	<p>By the end of this tutorial you:</p> <ol style="list-style-type: none"> <li>1. Have a basic understanding of how generative AI functions.</li> <li>2. Understand the GSLS policies on ethical considerations and responsible use of generative AI tools.</li> <li>3. Know how to set clear expectations for students regarding the use of generative AI in your courses, including how to disclose its use.</li> <li>4. Are able to craft effective prompts tailored to your task using the appropriate framework.</li> <li>5. Can evaluate and critically assess the output generated by generative AI tools to ensure its accuracy, relevance, and alignment with the intended objectives.</li> <li>6. Comprehend the impact of generative AI on Life Sciences education and identify strategies to reduce its influence when needed.</li> <li>7. Know how to integrate generative AI into your education in an ethical and responsible manner.</li> <li>8. Are familiar with the generative AI tools available to you and their intended purposes.</li> </ol> <p>This tutorial aims to provide you with both theoretical knowledge and practical skills, following GSLS guidelines. Activities are designed to reinforce your understanding and encourage practical application.</p> <p>If you have any further questions, please feel free to ask your teachers or contact the <a href="mailto:GSLSGenAISupport@umcutrecht">GSLSGenAISupport@umcutrecht</a>.</p>



*(Image produced in DALL-E December 2023)*

## 1.3 Transparency & Responsible Usage: Setting expectations for students

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Activity type	Page
Contents	<p><b>Summary of the GSLS GenAI guidelines</b></p> <p>At the GSLS, we uphold a firm commitment to the responsible and ethical use of Generative AI in academic pursuits. Our guidelines encourage students to utilise GenAI tools for enhancing learning, assisting with writing, image creation, and programming skills. We stress the importance of critically evaluating GenAI outputs, citing GenAI contributions properly, and avoiding reliance on GenAI for completing entire assignments. Additionally, we emphasise the need for awareness around data ownership, security, addressing diversity and biases, and the environmental footprint of GenAI usage. Our approach is geared toward fostering an inclusive and informed GenAI-utilising academic community. Click here to read our <a href="#">Master's Student GenAI Guidelines</a>, and here to read our <a href="#">GenAI Teacher guidelines</a> and our <a href="#">GenAI Master's Research and Supervision Guidelines</a>.</p> <p><b>Transparency &amp; Responsible Usage</b></p> <p>As educators, it's important to set clear expectations for students regarding the use of Generative AI tools like ChatGPT.</p> <ol style="list-style-type: none"><li><b>1. <u>Clearly communicate your policies on AI usage</u>:</b> at the start of your programme, including whether students need to save and submit their prompt histories.</li><li><b>2. <u>Request disclosure</u>:</b> it is mandatory for all students to write a disclaimer on the use of GenAI in their written products. This also includes students who did not use GenAI in their work. For research and business reports and writing assignments, this disclosure can also be found in the <a href="#">GSLS Rubrics</a>. These statements encourage students to critically assess and reflect on their use of AI tools.</li><li><b>3. <u>Provide guidance</u>:</b> if you suspect a student may have misused ChatGPT or another AI Tool, having a discussion with the student should always be the first step to clarify their process. If further information about usage is</li></ol>

required, you can request them to submit their prompt history—provided you made it clear at the start of your course or project that this might be required.

Additionally, you can also integrate prompt histories into assignments as part of the learning objectives, encouraging students to critically evaluate AI outputs and reflect on how the tool supported their learning.

*To ensure you and your students can save prompt histories effectively, here are some tips:*

### 1. If Using an Account & Training Data Is ON:

- Use the **same prompt thread** for projects to maintain a coherent history.
- Export chat history:
  - Go to **Settings > Data Controls > Export Data**.
  - Download the file sent to your email.

### 2. If Using an Account & Training Data Is OFF:

- Use the **same prompt thread** during the session to keep the project organised.
- Since chats are not saved, **take screenshots** of prompts and responses.
- Save these in a folder for future reference.

### 3. If No Account Is Used:

- Chats are not stored. **Take screenshots** of conversations during the session.

### 💡 Key Reminders for Teachers:

- Set clear expectations for students on saving and submitting prompt histories.
- Ask all students to write a disclaimer on the use of GenAI in their written products (see [GSLs Rubrics](#)).
- You can use prompt histories to promote transparency and critical reflection, both as an evaluative tool and as a learning objective.
- If you suspect a student may have misused an AI Tool, having a discussion with the student should be the first step.
- Organise screenshots in a folder for review or reflection.