UNIVERSITÄT
ZU KÖLN

RECOMMENDATIONS ON CITING AND DECLARING THE USE OF AI

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TRANSLATED FROM GERMAN TO ENGLISH WITH DEEPL

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1. USE OF AI IN EXAMINATIONS

General guidelines and university rules:

https://verwaltung.uni-koeln.de/stabsstelle02.1/content/pruefungs__und_zulassungsrecht/aktuelles/index_ger.html

https://portal.uni-koeln.de/digital-education/ki-in-der-bildung/wie-kann-ich-generative-ki-im-kontext-von-lehre-und-lernen-produktiv-anwenden

2. ADMISSIBILITY OF AI IN EXAMINATIONS

The basic prerequisite for an accurate performance assessment is that an examinee performs the examination personally without outside help (Niehues/Fischer/Jeremias, Prüfungsrecht 2018, para. 223). If the entire examination or significant parts of it are generated entirely using AI, this is not an independent performance (like ghostwriting by another person) and is therefore prohibited. In this case the use is considered as an act of deception. It is not plagiarism, as the text was not created by a person but by software, but it is deceptive about the independecny of the performance. If AI is used in such a way that an independent performance is still provided, there is nothing to prevent the use of AI in examinations under examination law. Permitted uses include, for example

- as a better search engine, e.g. for researching literature,
- as a source of ideas for finding a topic, introduction, etc., if it is used to develop your own text,
- to improve your own wording (like a spell checker or synonym suggestions),
- as a translation aid for your own understanding.

The use of AI systems as an aid can be specified with so-called “rules for tools” in examinations, depending on subject-specific needs or examination didactic requirements, for example the details of the declaration obligation. It is also possible to restrict the use of AI or prohibit it as an inadmissible aid in a particular examination. In this case, the use of AI would be an act of deception, regardless of whether it is still an independent performance. A ban or restriction is only effective if the unauthorized use can also be proven and punished. If

there is no specification of the use, the use of generative AI is regarded as a general aid.[1,2,3]

2.1 USE IN EXAMS

Technical aids such as smartphones or watches are typically prohibited. This must be communicated accordingly before the start of the exam. If this is the case, the use of the software installed on technical aids is also prohibited. The mere carrying of a mobile device constitutes an act of deception (OVG NRW, decision of 16.02.2021, ref.: 6 B 1868/20). Furthermore, there is no need for an explicit ban on ChatGPT or other AI applications. If ChatGPT and other AI applications are permitted as aids or must be used to complete the tasks (in which case software must be provided by the university), the following guidelines apply.

For **open-book exams** (face-to-face or online-based), the use of AI is also permitted, as long as there is an independent performance and no restrictions have been set.[4]

2.2 USE IN ASSIGNMENTS AND THESES, TAKE- HOME-EXAMS, PAPERS ETC.

For term papers and theses, use is also possible in accordance with the principles set out above if an independent performance is provided. Use as a source is also permitted if this is disclosed. Depending on the use of the AI, the examiners may require that not only the use, but also the associated query commands (prompts) and outputs are described and specified.[5]

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[1] Universität zu Köln. (2023, 22. Juni). ChatGPT und Prüfungen. https://verwaltung.uni-koeln.de/stabsstelle02.1/content/pruefungs___und_zulassungsrecht/aktuelles/index_ger.html

[2] Zürcher Hochschule für Angewandte Wissenschaften. (2023, 1. April). Richtlinien KI bei Leistungsnachweisen. https://gpmpublic.zhaw.ch/GPMDocProdDPublic/Vorgabedokumente_ZHAW/Z_RL_Richtlinie_KI_bei_Leistungsnachweisen.pdf

[3] University of Tartu. (2023, 28. April). University of Tartu guidelines for using AI chatbots for teaching and studies. https://ut.ee/sites/default/files/2023-05/university_of_tartu_guidelines_for_using_ai_chatbots_for_teaching_and_studies_28_april_2023_pdf

[4] Universität zu Köln. (2023, 22. Juni). ChatGPT und Prüfungen. https://verwaltung.uni-koeln.de/stabsstelle02.1/content/pruefungs___und_zulassungsrecht/aktuelles/index_ger.html

[5] Ebd.

3. DECLARATION OF THE USE OF AI

The use of generative AI must always be indicated if the quality of a work is influenced substantively and AI is not only used as language support, for example. Wording and spelling assistance should be treated in the same way as spell-checking tools. Tools for language optimization or language supplementation do not have to be specified. The same applies to tools that are used as a source of inspiration.

The methods section should describe how ideas, concepts, and material for background research and project planning were generated with the help of generative AI systems.[6]

Since ChatGPT and other generative AIs do not generate reproducible information, even if the same prompt is entered again, a new output is always generated, it makes sense to attach prompts and associated outputs, e.g. as screenshots, for better transparency.[7, 8]

In the basic AI course at the University of Cologne and other universities, it is currently (as of June 2025) recommended to provide information on the documentation of AI in tabular form, possibly supplemented with screenshots of the prompts and the generated output.

[6] Zürcher Hochschule für Angewandte Wissenschaften. (2023, 1. April). Richtlinien KI bei Leistungsnachweisen. https://gpmpublic.zhaw.ch/GPMDocProdDPublic/Vorgabedokumente_ZHAW/Z_RL_Richtlinie_KI_bei_Leistungsnachweisen.pdf

[7] The University of Queensland. (2023, 23. August). ChatGPT and other generative AI tools. https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools

[8] Zürcher Hochschule für Angewandte Wissenschaften. (2023, 1. April). Richtlinien KI bei Leistungsnachweisen. https://gpmpublic.zhaw.ch/GPMDocProdDPublic/Vorgabedokumente_ZHAW/Z_RL_Richtlinie_KI_bei_Leistungsnachweisen.pdf

Declaration of the use of AI-based tools

Example for transparently documenting the use of AI-based tools in a scientific publication

AI-Based Tool	Use Case	Scope	Remarks
ChatGPT 4.0 Last date of access: 04.12.2023	Creation of the research question	Chapter 3, pp. 8 – 11	Chat history in Appendix 2
	Code generation for data visualization	Chapter 5, p. 56	Python
Gemini Pro (formerly Google Bard) Last date of access: 18.03.2024	Revision of text for conciseness and spell-checking	Entire work	
Microsoft Copilot Last date of access: 09.02.2024	Code generation	Chapter 4, pp. 37 – 41	In Python, documentation and methodological description in Appendix 3
DALL-E3 Last date of access: 09.02.2024	Visualizations	Fig. 5, p. 13 Fig. 7, p. 17	Prompts in Appendix 1
DeepL Pro Last date of access: 24.11.2023	Translation of text passages	Entire work	From Greek to English
Grammarly Last date of access: 17.01.2024	Correction of grammatical and stylistic mistakes	Entire work	Premium plan with Microsoft Word integration

Source: Paschke, M., Sudau, M., Mihálka, R, "Assessing the Potential of Artificial Intelligence in Scientific Writing". Innovedum, ETH Zürich, 2023. / ETH Library
Last updated: 14 February 2024

Figure 1: Screenshot of an example table from ETH Zurich - https://library.ethz.ch/en/researching-and-publishing/scientific-writing-at-eth-zurich/plagiat-und-kuenstliche-intelligenz-ki.html

Genutzte KI-Tools

KI-Tool / Hilfsmitttel	Einsatzzweck	Betroffene Teile des Werkes	Bemerkungen
OpenAI ChatGPT (GPT-4o, o1, DALL-E)	Generieren von Bildern für die Foliensätze Generierung von Beispielen (z. B. eine Beispielmail) für die Lernmodule Beispiele für den Kurs	Gesamter Kurs	
Perplexity Perplexity.ai	Beispiele für den Kurs	Modul 6	
Google Gemini (1.5 Flash)	Beispiele für den Kurs	Modul 6	
Anthropic Claude (Claude 3.5 Sonnet)	Beispiele für den Kurs	Modul 6	
Academic Cloud ChatAI (Meta Llama 3.3 70B Instruct)	Beispiele für den Kurs	KI-Tools, Modul 6	
Microsoft Copilot	Optimierung von Texten für den Kurs (in Microsoft Word)	Gesamter Kurs	
Grammarly	Optimierung von Texten für den Kurs	Gesamter Kurs	
LanguageTool	Optimierung von Texten für den Kurs	Gesamter Kurs	

Figure 2: Screenshot of example table from the AI course at the University of Cologne - https://www.edulabs.uni-koeln.de/ilias.php?baseClass=ilrepositorygui&cmdNode=xw:m3&cmdClass=ilObjContentPageGUI&cmd=view&ref_id=25608

4. CITATION OF GENERATIVE AI SYSTEMS

Literal, paraphrased or analogous adoption of materials created with the help of generative AI systems must be cited.[9]

When citing generative AI systems, in addition to the rules of scientific work, the specifications and terms of use of the providers must be observed.[10]

Since ChatGPT and other generative AI systems do not produce reproducible results, it is important to document the exact prompts and associated outputs. Individual outputs are generated in each session, even if the same prompt is entered. Particularly in the case of verbatim, paraphrased or analogous transfer of materials created with the help of generative AI systems, the prompts and the generated output must therefore be recorded in the appendix, for example via screenshots or the use of software to save prompts and associated outputs.[11]

Attachments or supplementary materials should be mentioned at least once in the text of the paper.

Tip: ShareGPT as a Chrome extension can be used to generate a recallable URL for a ChatGPT request.

4.1 APA STYLE[12]

Citing AI-generated text is best done in the same way as citing the output of algorithms, naming the author of the algorithm in the bibliography and citing it in the text. The prompts and the corresponding cited output should be shown in the appendix.

Example:

In response to the follow-up question "What is a more accurate representation?", the text generated by ChatGPT stated that "different brain regions work together to support different cognitive processes" and "the functional specialization of different regions can change in response to experience and environmental factors" (OpenAI, 2023; see Appendix A for the full transcript).

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[9] ebd.

[10] ebd.

[11] The University of Queensland. (2023, 23. August). ChatGPT and other generative AI tools. https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools

[12] McAdoo, Timothy. (2023, 7. April). How to cite ChatGPT. https://apastyle.apa.org/blog/how-to-cite-chatgpt

Bibliography

OpenAI. (2022). ChatGPT (GPT-3.5) [Large language model]. https://chat.openai.com/chat

Format: Author of the model. (Year of the version used). Name of the model (version number) [Description of the source].

4.2 HARVARD STYLE[13]

Citations of AI can be treated as personal communication with reference to a description of the prompt and the associated output in the appendix.

Example:

When asked by the author, ChatGPT responded with a "Definition of Academic Integrity" (ChatGPT by OpenAI, personal communication, March 30, 2023). A copy of this response can be found in Appendix 1.

or

When asked by the author, ChatGPT responded with a "Definition of Academic Integrity" (ChatGPT from OpenAI, personal communication, March 30, 2023, see Appendix A).

Format: (Name of model by author of model, personal communication, day. Month Year).

Bibliography

No entry needs to be made in the bibliography.

4.3 USING AI IMAGES[14]

Citation in text

(Midjourney Inc., 2023)

Bibliography

Midjourney Inc (2023) Created image on Cats in the Library by John Smith, 14 August.

[13] St George's University Library. (2023, 14. September). How to reference AI in an assignment. https://libguides.sgul.ac.uk/Harvard/AI

[14] London Metropolitan University. How to Cite AI Tolls. https://libguides.londonmet.ac.uk/ai/citing-AI

5. LIMITATIONS AND RESTRICTIONS OF AI SYSTEMS

Students are responsible for all content they produce or publish that contains AI-generated material. A critical approach to the generated content is important, as it may be inaccurate, misleading and sometimes fictitious (also known as 'hallucination') or contain copyrighted material.[15]

Students are responsible for compliance with copyright regulations and the scientific integrity of their work.[16] If generative AI systems are used as search assistants for a paper, e.g. to identify relevant literature (literature search), it is assumed that the references are checked. The usual requirements for citation accuracy and thoroughness of literature references and overviews apply.[17]

6. DATA PROTECTION

Personal data may not be entered into generative AI systems without the consent of the person concerned.[18]

Confidential data, for example personal data and other data with increased protection requirements, as well as data that is subject to contractual or legal confidentiality, must be protected and must not be entered into publicly accessible generative AI systems. Information that is exchanged with generative AI tools using the default settings is not private, so protected or sensitive data can be disclosed to unauthorised persons.[19,20]

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[15] Harvard University. (o. J.). Guidelines for Using ChatGPT and other Generative AI tools at Harvard. https://provost.harvard.edu/guidelines-using-chatgpt-and-other-generative-ai-tools-harvard

[16] Zürcher Hochschule für Angewandte Wissenschaften. (2023, 1. April). Richtlinien KI bei Leistungsnachweisen. https://gpmpublic.zhaw.ch/GPMDocProdDPublic/Vorgabedokumente_ZHAW/Z_RL_Richtlinie_KI_bei_Leistungsnachweisen.pdf

[17] ebd.

[18] University of Tartu. (2023, 28. April). University of Tartu guidelines for using AI chatbots for teaching and studies. https://ut.ee/sites/default/files/2023-05/university_of_tartu_guidelines_for_using_ai_chatbots_for_teaching_and_studies_28_april_2023_pdf.pdf

[19] Harvard University. (o. J.). Guidelines for Using ChatGPT and other Generative AI tools at Harvard. https://provost.harvard.edu/guidelines-using-chatgpt-and-other-generative-ai-tools-harvard

[20] Zürcher Hochschule für Angewandte Wissenschaften. (2023, 1. April). Richtlinien KI bei Leistungsnachweisen. https://gpmpublic.zhaw.ch/GPMDocProdDPublic/Vorgabedokumente_ZHAW/Z_RL_Richtlinie_KI_bei_Leistungsnachweisen.pdf

7. USE OF LICENSED FULL TEXTS

As a rule, when using licensed content in academic contexts, the sharing of licensed content (articles from full texts, e-books, etc.) with third-party platforms is prohibited. This also includes generative AI tools such as ChatGPT, DeepL, etc.[21]

[21] ETH Zürich. Künstliche Intelligenz: Verwendung von lizensierten Volltexten in generativen KI-Tools. https://unlimited.ethz.ch/spaces/WWE/pages/263828356/K%C3%BCnstliche+Intelligenz+Verwendung+von+lizenzierten+Volltexten+in+generativen+KI-Tools

8. QUELLEN

ETH Zürich. KünstlicheIntelligenz: Verwendung von lizensierten Volltexten in generativen KI-Tools. https://unlimited.ethz.ch/spaces/WWE/pages/263828356/K%C3%BCnstliche+Intelligenz+Verwendung+von+lizenzierten+Volltexten+in+generativen+KI-Tools

Harvard University. (o. J.). Guidelines for Using ChatGPT and other Generative AI tools at Harvard. https://provost.harvard.edu/guidelines-using-chatgpt-and-other-generative-ai-tools-harvard

London Metropolitan University. How to Cite AI Tolls. https://libguides.londonmet.ac.uk/ai/citing-AI

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The University of Queensland. (2023, 23. August). ChatGPT and other generative AI tools. https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools

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Zürcher Hochschule für Angewandte Wissenschaften. (2023, 1. April). Richtlinien KI bei Leistungsnachweisen. https://gpmpublic.zhaw.ch/GPMDocProdDPublic/Vorgabedokumente_ZHAW/Z_RL_Richtlinie_KI_bei_Leistungsnachweisen.pdf