

**Artificial Intelligence Tools Guidance**  
Department of Classics, University of Reading

Summary

- AI tools are able to produce novel outputs quickly, but these outputs are problematic and potentially illegal.
- We are keeping track of and assessing new AI developments and plan to inform you of new benefits and drawbacks as they arise.
- At this stage, AI tools can only be used to support your work on assessments with the express permission of your module convenor.
- If you are allowed to use AI for your assignment, all uses must be indicated following departmental citation guidelines.
- Any usage of AI that is detected without permission and/or proper citations will be treated as a breach of the [Academic Integrity and Academic Misconduct Policy](#) (see section 9.2 a) i – Plagiarism.

Full Guidelines

We can't stop you from using AI tools. We understand that these tools are evolving at an accelerating rate, and we know that we will all begin to use them more frequently. However, we want to ensure that we use these tools properly and within ethical boundaries. As teachers, we are here to guide you through the process of learning to use the sources and tools available to you, one of which will now be AI.

We are learning how to use these tools at the same time as you, and we undertake to keep abreast of the advances of AI in order to best understand them and how best to impart this knowledge to you.

At the current stage, these tools are highly volatile and inconsistent. Artificial Intelligence models are essentially digital neurons that receive requests and output an expected outcome. These outputs are constructed using what information the AI model had when it was trained. It cannot produce original work beyond the information it holds in its model, but it is able to produce a novel output which is a conglomeration of that information. Please bear in mind that these models produce the most likely and expected response to a request. They do not think, they do not reason, and they do not understand what they are saying or producing. As such, it is up to the user to determine what, if any, is accurate or an inherent problem in the output. Many of these problems are related to training data and content policy.

The training data used in developing AI is problematic, even to the point of breaking copyright laws. In many cases, the information used in the AI training period was illegally taken from web repositories and social media without the permission of publishers or individuals. This means that improperly using outputs may lead to legal repercussions. The only way a user can know if the output contains repurposed work or errors is if they already have enough knowledge and training in the topic to identify them.

In other words, it is unlikely that new learners will be able to identify these problems without proper guidance from teaching staff.

Another issue with AI outputs, especially for Classics, is the limitations of the content policy. AI models are trained with specific guidelines regarding what topics they are allowed to discuss or reference. This means that AI models will either say that they are unable to discuss the topics beyond their content policy or simply remove the content related to it from their outputs. The restricted themes include, hate speech, violence, sexual content, shocking topics, and political figures. All of these themes appear in Classics and are relevant to your studies and assignments. So, using these tools may leave large swaths of relevant material out.

Because of all of these problems, we are defining what is acceptable use of AI and what is improper practice. The university's current policy is that any use of AI in written assignments is in breach of the [Academic Integrity and Academic Misconduct Policy](#) (see section 9.2 a) i – Plagiarism.

Assignments are intended to be ways for teachers to gauge the skills you have learned over the course of a module and help you hone your creative academic voice. Synthesizing work is a creative endeavour that requires an aspect of originality. AI tools may be adept at rapidly producing outputs, but these are novel summaries of already-produced work and not original. If a student submits AI-wholly-produced work, it does not represent any of that student's critical thinking or knowledge. Instead we would be grading the AI, and you would be hindering your academic development.

We do understand that certain aspects of assignment preparation may present you with difficulties, and AI tools could be used to ease this process. However, the purpose of university education is to develop critical thinking skills which can be transferable to the workplace and beyond. Developing these skills through assignments may be hard, but that is part of the process. It is difficult for both students and staff alike, and we as staff are here to help you through that process.

As a department, we intend to permit limited, specified uses of AI in your studies. This, however, is entirely at the discretion of your module convenors. This means, if you wish to use AI in some capacity, for example as a study tool, please consult your module convenor prior to using them. If approved, you will need to ensure that all portions of an assignment which were created using AI tools are properly cited according to departmental citation guides. Any instances of AI usage which are not declared and are subsequently detected will be treated as a breach of the [Academic Integrity and Academic Misconduct Policy](#) (see section 9.2 a) i – Plagiarism.

If you are registered with a green sticker through the Disability Advisory Service (DAS) and are given a Grammarly for Education subscription, the generative AI function of the software is automatically turned off. You may continue to use Grammarly for your assignments as outlined by your examination accommodations; however, when doing this, please ensure that the generative AI function remains turned off. You may only use

the software with the generative AI function turned on if you have been given express permission from your module convenor to use generative AI in a particular assignment.

In the case of languages studied in the Classics Department, specifically Latin and Ancient Greek, we believe that AI tools are beneficial for class preparation and revision when used properly. We will soon be sharing pre-prepared prompts to help guide AI software to produce ethical outputs to properly support your learning. This includes training the programs to provide you with vocabulary quizzes, grammatical support, and extra practice questions. Please bear in mind that these tools are meant to **support** your learning, and not to complete your translation work for you. The current state of AI does not yet have the capacity to translate bodies of text effectively in these languages and should not be used for this purpose.

If you have any questions about AI tools or their outputs, please speak to your module convenors and tutors.