

高雄醫學大學

生成式 AI 工具使用參照指引(教師版)

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為因應生成式人工智慧在教育現場的快速應用，維護學術誠信與教學品質，本指引提供教師於課程設計與教學活動中使用生成式 AI 工具之原則與建議。

✔ 教師可參考以下指引，運用生成式 AI 工具支援課程設計與教學活動。	⊘ 教師使用生成式 AI 工具輔助教學時，應避免下列情況。
<p>1. 課綱揭示原則：教師撰寫課程大綱時，應明示學生在本課程使用生成式 AI 工具範圍，指導學生依照本校《生成式 AI 工具使用參照指引（學生版）》共同維護學術誠信。使用範圍可分為：</p> <p>(一) 可全面使用：課程中允許使用，但仍需要備註應用範圍並揭露使用的歷程。</p> <p>(二) 特定用途使用：特定課程作業及考試的使用，但必須先取得本課程教師的同意，清楚標示使用方式與過程。</p> <p>(三) 禁止使用：本課程全面禁止使用。</p> <p>2. 作業評分原則：為避免生成式 AI 工具產生作業之評分侷限，宜採多元評量方式，例如：</p> <p>(一) 讓學生以非文字的多元素材呈現所學，例如以投影片進行報告、成品實作、音樂繪圖、同儕討論、口語錄音等。</p> <p>(二) 課堂中可隨時抽考或提出不同層級的作業並加廣加深學習評量範圍，並融合課程獨特性的內容設計評量作業，以掌握學生對於扎實基礎知識之學習情形，避免單一評量標準。</p> <p>3. 融入課程原則：當教師允許在課程活動中彈性融入生成式 AI 工具時，教師應先充分理解其特性、應用範疇及優勢與限制，再適時導入課程。</p> <p>4. 引導提示原則：引導學生融入個人專業與生活經驗提出回饋，強調人本關懷與獨立思考的重要性。</p>	<p>1. 避免使用未查證資料：教師應避免將生成式 AI 工具產出的教材、考題或學術內容原封不動地使用，教師應對生成式 AI 工具內容進行二次驗證與編修，確保教學素材其資料不會錯誤、過時或偏見之內容。</p> <p>2. 避免忽略個別學生指導：教師應避免忽略個別指導學生之必要性，需確保學生在生成式 AI 工具下的輔助，仍能保持高品質的個人學習思考歷程。</p> <p>3. 避免洩漏個資機敏資料：教師應避免將學生個人隱私（如身分證號、醫療或財務資訊等）輸入生成式人工智慧，可能造成個資外洩或違反法規。</p> <p>4. 避免未標示來源出處：若課程內容、教材或作業中有使用生成式 AI 工具的部分，應正確註明來源出處，並注意使用其生成式 AI 工具生成內容的比例。</p> <p>5. 避免忽略教學互動關懷：教師應避免過度依賴生成式 AI 工具而削弱教學品質與人文關懷。在生成式 AI 工具協助之餘，教師更應注重理解學生的情緒、動機與學習差異並保留教師的人性判斷與引導角色，讓 AI 成為輔助而非主導者。</p> <p>6. 避免完全依賴生成式 AI 工具批改作業考卷：生成式 AI 工具的知識基礎在特定學科、領域或教材上仍具侷限，且對開放性問題與主觀性評估的理解能力尚不足。因此，最終學習評量與成績判定，仍應以教師的專業判斷為核心依據。</p>

※若教師於教學過程中有違反學術倫理之情事，應依本校相關規定妥予處理。

參考資料：

1. 國立陽明交通大學學術倫理與研究誠信辦公室。國立陽明交通大學教師應用生成式 AI 之教學建議。 <https://oaeri.nycu.edu.tw/oaeri/ch/app/data/view?module=nycu0014&id=2074&serno=9fd4480f-1c5e-4b0d-b9de-fe3719d46b25>。
2. Quince, Zachery and Munn, Joanne and Greenaway, Ruth, Practice Report: Adapting Assessment in the Age of Generative AI: The AAM-GenAI Framework (July 27, 2025). Southern Cross University Scholarship of Learning and Teaching Paper No. 28, Available at SSRN: <https://ssrn.com/abstract=5371850>
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5. 國立台灣大學. (2025). 臺大針對生成式 AI 工具之教學因應措施. Retrieved 9.3 from <https://www.dlc.ntu.edu.tw/ai-tools/>

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Guidelines for the Use of Generative AI Tools (Faculty Edition)

To address the rapid application of generative artificial intelligence (AI) in education and to maintain **academic integrity** and **teaching quality**, these guidelines provide principles and recommendations for faculty members using generative AI tools in course design and teaching activities.

 Principles for Integrating AI into Teaching Faculty may refer to the following guidelines to support course design and teaching activities	 Restrictions and Precautions Faculty should avoid the following situations when using generative AI tools
<ul style="list-style-type: none"> ● Syllabus Disclosure Principle: Clearly state the allowed scope of generative AI use in the course syllabus. Guide students to uphold academic integrity according to the university's "<i>Guidelines for the Use of Generative AI Tools (Student Edition)</i>." <ul style="list-style-type: none"> (I) Unrestricted Use: Allowed, but the application scope must be clearly explained and the usage process disclosed. (II) Specific Use: Allowed only for specific assignments or exams with prior instructor permission; methods and processes must be clearly labeled. (III) Prohibited: Use is completely banned in the course. ● Assessment and Grading Principles: Adopt diverse assessment methods to overcome the limitations of AI grading: <ul style="list-style-type: none"> (I) Encourage multi-media presentations (e.g., slides, projects, music, art, peer discussions, or oral recordings). (II) Conduct in-class quizzes or design assignments with varying depth. Integrate unique course content to ensure full understanding of foundational knowledge and avoid a single evaluation standard. ● Course Integration Principle: Understand the characteristics, scope, advantages, and limitations of generative AI before flexible integration into course activities. ● Prompting and Guidance Principle: Guide students to provide feedback by incorporating professional knowledge and life experiences, emphasizing human-centric care and independent thinking. 	<ul style="list-style-type: none"> ● Avoid Using Unverified Content: Do not use AI-generated teaching materials, exam questions, or academic content without review. Verify and edit content to ensure it is free from errors, outdated information, or bias. ● Avoid Neglecting Individual Guidance: Maintain necessary one-on-one guidance to ensure students continue high-quality personal thinking while using AI. ● Avoid Leaking Sensitive Personal Data: Do not input private student information (e.g., ID numbers, medical or financial records) into AI systems to prevent data leaks or legal violations. ● Avoid Failing to Attribute Sources: Correctly cite sources for AI-generated content in materials or assignments and monitor the proportion of AI use. ● Avoid Neglecting Interaction and Human Care: Do not over-rely on AI to the point of weakening teaching quality. Focus on understanding students' emotions and motivations, maintaining the teacher's role as a human guide. ● Avoid Total Reliance on AI for Grading: Final assessments and grades must be based on the professional judgment of the teacher, as AI has limitations in specific academic fields and subjective evaluations.

【Note】 Academic Ethics : If a faculty member is involved in a violation of academic ethics during the teaching process, the case shall be handled in accordance with relevant university regulations.

References :

1. Office of Academic Ethics and Research Integrity, National Yang Ming Chiao Tung University. *Teaching Suggestions for Teachers' Application of Generative AI at National Yang Ming Chiao Tung University*. <https://oaeri.nycu.edu.tw/oaeri/ch/app/data/view?module=nycu0014&id=2074&serno=9fd4480f-1c5e-4b0d-b9de-fe3719d46b25> .
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