

AI ethics and governance for digital humanities pedagogy - UK and China.

A comparative study

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Hong Kong Association for Digital Humanities 2025 International Conference
AI & the Digital Humanities



January 16 to 19, 2025

Co-hosted by Lingnan University & the University of Hong Kong.

**Location: Arts Technology Lab
4.35 Run Run Shaw Tower, HKU**

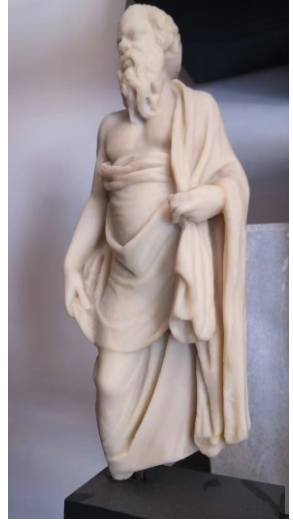
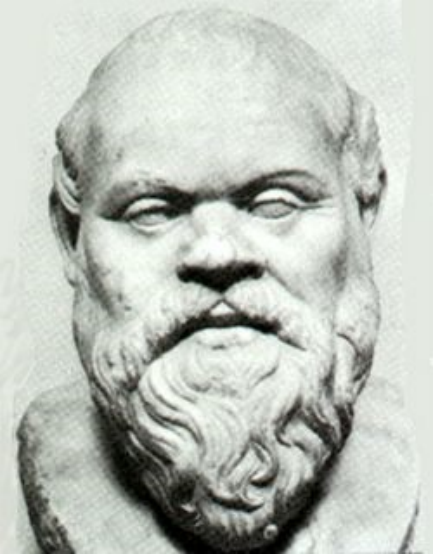


The Hong Kong Association for Digital Humanities (HKADH) is pleased to announce its inaugural international conference, to be jointly hosted by the University of Hong Kong and Lingnan University on January 16-19, 2025. The conference theme is: "Artificial Intelligence and the Digital Humanities." HKADH2025 invited submissions on all aspects of digital humanities, with a particular emphasis on cutting-edge AI technologies and their applications in the humanities.

Outline

- Background
 - Positionality
- Why the need?
- Why DH?
- Academic institutions
 - UK, Hong Kong, mainland China
- Government bodies
- Policies, strategies, lessons

Questions rather than answers



- Knowledge or Wisdom?
- What are our assumptions?
- What you already know – question this?
- Challenge and question ideas and pre-conceptions?



Scholarship starts with questions

- Address old questions using more data
 - Allows questions from multiple perspectives
 - New possibilities for use of sources
 - Ask new and better questions
 - New possibilities for questions not possible before
-
- And be critical of everything
 - Question everything
 - Opportunities and challenges



Concerns over Generative AI

- Critical evaluation of source materials
- Assessment abuse
- Plagiarism and essay generation
- Over reliance on AI tools for completing assignments
- Trust

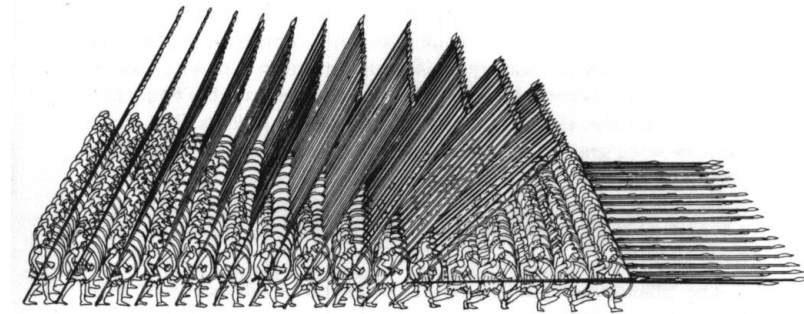
Initial questions:

How might Generative AI be part of the educator's toolkit and how might we build ethical frameworks that we can trust?

How can we use AI to scaffold self-directed learning to enhance the education experience in adaptive and personalised ways?

Measure Versus Counter-measure

- Google
- Wikipedia
- Translation software
- [Essay writing services]
- Generative AI



The Macedonian phalanx, here shown in its fighting formation of 256 men, the syntagma.

Method and source data

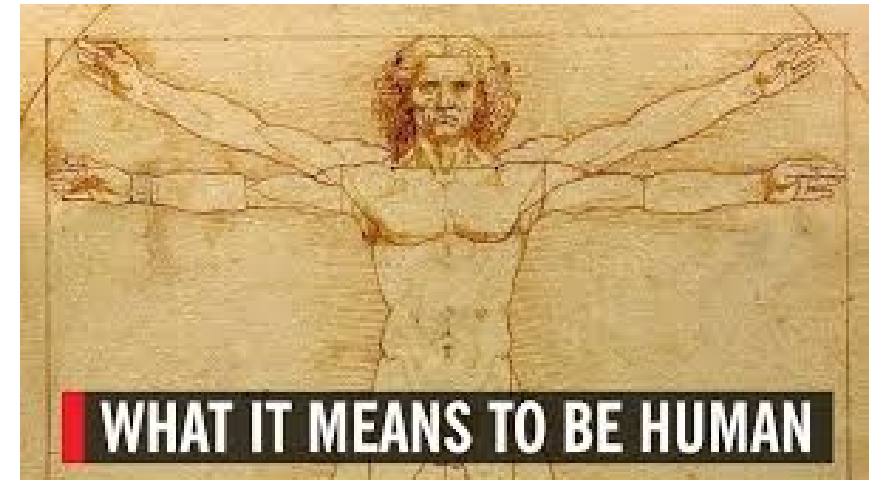
- Desktop analysis approach
- Examination and analysis of open web publications
- Published guidance and guidelines major academic institutions
 - UK, Hong Kong, mainland China
- Government publications and regulatory frameworks
- Commonalities and differences
- (do they matter?)

Why DH?

- Following this research
- What is pertinent about this for DH?
- Go back and start again!
- What do we do in DH?
- How does this apply to DH?

No single definition works for everyone

- Digital Humanities understands its object of study as the entire human record, from prehistory to the present.
- What it is to be human
- Necessarily varied: culture, language, location
- Computational work in the humanities
- Partnership between humanities and technology
- Thinking with and against the machine



DH pedagogy

- Variety of educational models, variety of pedagogy – no common curriculum
(Walsh et al. (2021) 'Digital humanities in the iSchool'. *ASIS&T* <https://doi.org/10.1002/asi.24535>)
- Great diversity in types of models
 - PhD, Master, Bachelor minor/major, Diploma, Certificate etc
- School, Faculty, Department
- Many programmes offered in collaboration with other academic units
 - iSchools, Computer Science – Humanities, Social Sciences, Engineering students
- Wisdom vs knowledge
- Thinking skills, ability to learn, reflective practice, collaborative working
- Skills for the workplace/career – diversity
- Innovation as well as stewardship of the human record

Ethics

- Data privacy
 - GDPR (UK) & PIPL (China)
 - General Data Protection Regulation (EU), Data Protection Act 2018 (UK) UK GDPR
 - Personal Information Protection Law (PRC)
- Bias (conscious and unconscious)
 - Data models, algorithms
 - Technology is never neutral
- Copyright and Intellectual Property
- Transparency and Trust – lack of verifiability
- Consideration needed at design phase not as an afterthought
- Impact on pedagogy?
- Outdated and incorrect output

(Hicks, M. T., Humphries, J., & Slater, J. (2024). ChatGPT is bullshit. *Ethics and Information Technology*, 26(2), 38.)

Governance

- Regulatory frameworks
 - Lack of standardised frameworks
 - Lack of transparency
-
- Differing cultural contexts
 - Nuance of language and translation
-
- Address similar and related concerns
 - Regulation needs to be effective and controlled

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Engaging with GenAI in your education and assessment

Engaging with Generative AI in your education and assessment

Guidance on how you might engage with Generative AI (GenAI) in your assessments effectively and ethically.

Contents:

- [GenAI and academic integrity](#)

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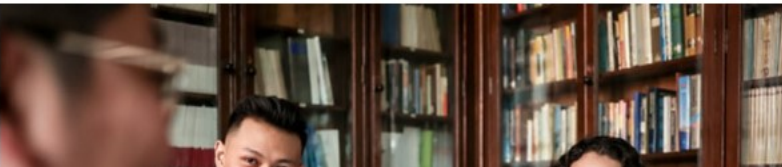
GenAI and academic integrity in assessment

The acceptable use of GenAI in UCL assessments.



Capabilities and limitations of GenAI

When GenAI can be helpful and when it is likely to give less successful results.



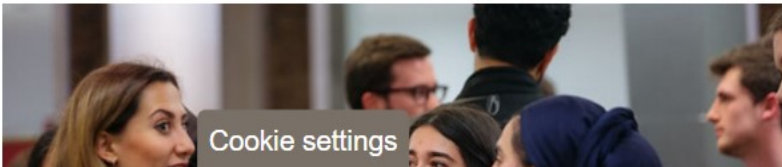
Writing effective prompts for GenAI

How to write prompts that guide GenAI to give you useful outputs.

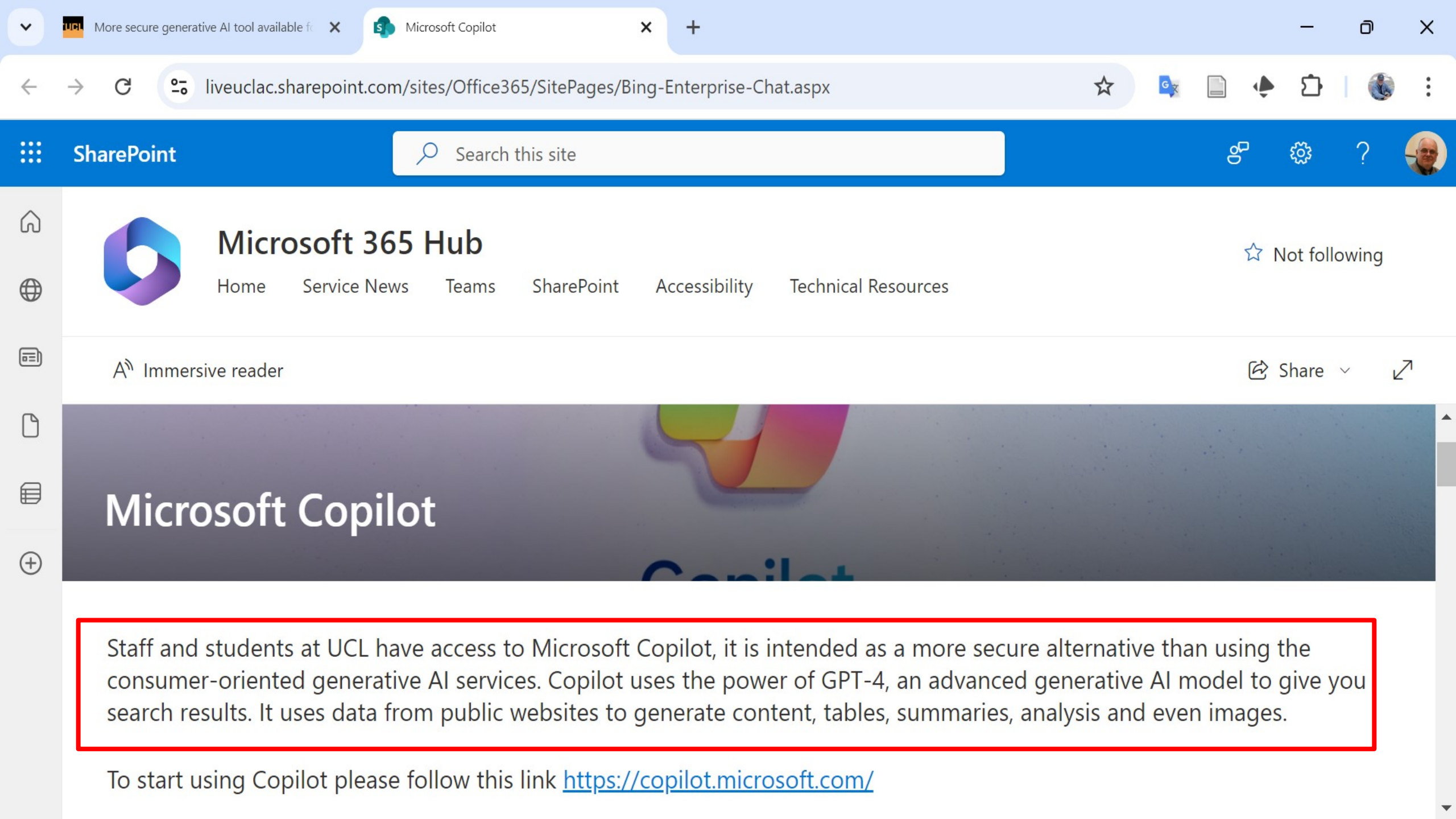


Ethics and sustainability of GenAI

The ethical concerns around GenAI services and how sustainable they are.



on generative AI



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A Immersive reader

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Microsoft Copilot

Staff and students at UCL have access to Microsoft Copilot, it is intended as a more secure alternative than using the consumer-oriented generative AI services. Copilot uses the power of GPT-4, an advanced generative AI model to give you search results. It uses data from public websites to generate content, tables, summaries, analysis and even images.

To start using Copilot please follow this link <https://copilot.microsoft.com/>



About

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King's guidance on generative AI for teaching, assessment and feedback



Macro-level guidance

University-wide principles and policy.



Meso-level guidance

Departments, programmes and modules.



Micro-level guidance

GTAs/teachers/lecturers/PhD supervisors.



Approaches to assessment in the age of AI

Support for staff in



Student guidance

Student guidance on the use of generative AI.



Guidance for doctoral students, supervisors and examiners

Permitted uses of



PAIR (problem, AI, interaction, reflection) framework guidance

Proactively integrating AI



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New principles on use of AI in education

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04 July 2023

A new set of principles has been created to help universities ensure students and staff are ‘AI literate’ so they can capitalise on the opportunities technological breakthroughs provide for teaching and learning.

Media Enquiries

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- GROUP**

Developed in partnership with AI and educational experts, the new principles recognise the risks and opportunities of generative AI and commit Russell Group universities to helping staff and students become leaders in an increasingly AI-enabled world.

The five principles set out in today's joint statement are:

- Universities will support students and staff to become AI-literate.
- Staff should be equipped to support students to use generative AI tools effectively and appropriately in their learning experience.
- Universities will adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access.
- Universities will ensure academic rigour and integrity is upheld.
- Universities will work collaboratively to share best practice as the technology and its application in education evolves.

The statement of principles comes shortly after the UK Government launched a consultation on the use of generative AI in education in England.

uk

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Related news and policy statements

06 June 2024

An innovation-driven economy will help the UK become more healthy, green and economically resilient, says the Russell Group

these technologies are changing constantly. It's in everyone's interests that AI choices in education are taken on the basis of clearly understood values.

“The transformative opportunity provided by AI is huge and our universities are determined to grasp it. This statement of principles underlines our commitment to doing so in a way that benefits students and staff and protects the integrity of the high-quality education Russell Group universities provide.”

Read the principles in full below

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Russell Group principles on the use of generative AI tools in education

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HKU introduces new policy to fully integrate GenAI in teaching and learning

01 Aug 2023

The University of Hong Kong (HKU) is embracing generative artificial intelligence (GenAI) tools, such as ChatGPT, in teaching and learning to actively enhance students' cognitive abilities and application skills. The University will provide resources and support, enabling staff and students to not only be users of GenAI but also pioneers in exploring its potential applications.

For the past several months, HKU has provided free access to ChatGPT and other generative AI tools for teaching staff. In June, the University Senate endorsed a comprehensive policy for using GenAI in teaching and learning. HKU will provide GenAI applications such as Microsoft OpenAI and organise workshops and teaching materials to assist staff and students in using these tools.

Professor Ian Holliday, Vice-President and Pro-Vice-Chancellor (Teaching and Learning), Professor Pauline Chiu, Associate-Vice-President (Teaching and Learning), Professor Cecilia Chan, Founding Director of HKU Teaching and Learning Innovation Centre; and Ms Flora Ng, Chief Information Officer and University Librarian, will explain



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AI Literacy: Home

- Home
- GenAI Tools for Learning and Research
- GenAI Tools for General Usage
- How to Cite GenAI Usage
- Other Resources for AI Literacy Training
- Prompt Guide

What is AI Literacy?

Referring to [HKU Policy on Use of Generative Artificial Intelligence for Teaching and Learning](#), **AI literacy** comprises the ability to comprehend, use, interact with, and make informed decisions regarding AI technology in daily life. It involves understanding the basic principles of AI, recognizing its applications, and being aware of ethical, social, and privacy implications while responsibly engaging with AI systems.

This guide with curated learning resources aims to help HKU students and staff 1) deepen their understanding of AI, 2) learn about some Generative AI (GenAI) tools or AI-empowered tools that can enhance their learning and research experience, and 3) make individual decisions on selecting appropriate AI tools based on their own learning and research needs.

Lingnan University is integrating Generative Artificial Intelligence (GAI) into its educational framework to improve teaching and learning experiences for students and staff. The GAI technologies can generate diverse content like text, images, and videos based on input data, revolutionising academic and administrative tasks. The university emphasises the integration of GAI to enhance teaching, learning, and administrative processes. The Teaching and Learning Centre (TLC) provides guidelines, best practices, workshops, and tools to ensure the ethical and effective use of GAI by instructors and students. This innovative approach supports students and staff in various academic and administrative tasks.

- [What is Generative Artificial Intelligence\(GAI\)?](#)
- [How does GAI affect university education?](#)



How Does the GAI affect university education?

Generative AI is poised to have a profound and wide-ranging impact on higher education in the coming years. Here are some key ways it is likely to affect colleges and universities:

Widespread adoption and integration:

Surveys indicate that generative AI use is already becoming ubiquitous among students and faculty, with 50-65% reporting they have used tools like ChatGPT. If trends continue, generative AI is expected to become fully integrated into core academic activities in the near future.

Transforming teaching and learning:

Generative AI has significant potential to enhance and personalize the learning experience. It can adapt educational content to individual student needs, provide immediate feedback, and create interactive scenarios for skills practice. For teachers, it can assist with lesson planning, generating practice problems, and automating administrative tasks.

Reassessing assessment and academic integrity

ChatGPT Service

Lingnan University fully embraces the use of advanced technology in support of its teaching and learning. In July 2023, the University has announced the policy of allowing the use of ChatGPT and other Generative AI tools in the 2023-24 academic year and onwards. The [big plan to advance data literacy](#) has also been developed to fully support the innovative adoption of generative AI tools in the teaching and learning environment of the University.

To support the above University's policy, ITSC has developed and launched its ChatGPT service that is built on Microsoft's Azure Open AI services. It is free to all current staff and students.



Guidelines on Generative AI



- Read More
- Get Started with ChatGPT
 - About CityU GPT Chatbot Service
 - LinkedIn Online Courses
 - Content Generation with ChatGPT
 - Summarize Text and Analysis
 - Revision Tutor Chatbot with ChatGPT
 - Essay Analysis with Assessment Rubric

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Quota Left: 14991

Next Quota Renew: 6-Sep-2023

Usage Stats

Last Word Consumption: 9

Conversation History Included: 0

Choose a conversation style:

More Creative

More Balanced

More Precise

GPT 4

Show current session only

Hi, ChatGPT

Hello! How can I assist you today?



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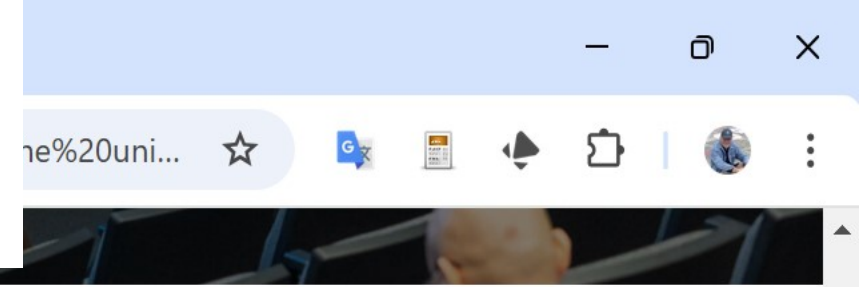
Using AI in Education and Research: AI in Education

[Home](#)[AI in Education](#)

The University's stance on the use of GenAI

The University has released a guideline regarding using Generative AI in Education: "[Use of Artificial Intelligence Tools in Teaching, Learning and Assessments - A Guide for Students](#)", stating clearly how the University may integrate AI tools in its teaching and learning while upholding academic honesty, integrity and quality.

As a general principle, **unless specifically permitted, students are expected to complete all coursework, formative and summative assessments independently without the use of AI tools or other forms of unauthorized assistance.** Otherwise, the case should be handled in accordance with the University's [Procedures for Handling Cases of Academic Dishonesty](#) if a student is found to have used AI tools in the assignments/assessments.



Generative AI @ CUHK



The Chinese University of Hong Kong emphasizes the responsible and ethical use of generative AI tools in education, promoting familiarity and critical engagement among teachers and students. The university upholds academic integrity by prohibiting unauthorized AI use in assignments and assessments, while allowing its use under specific conditions with proper citation and permissions. Regular reviews of guidelines, along with professional development for AI literacy, ensure that both teaching and learning benefit from technological advancements without compromising academic honesty.



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Peking University "AI for Education" Salon - Educational and Teaching Reforms and Countermeasures under the Background of Generative AI (Second Session) was held

2024/03/19 Information source: Teacher Teaching Development Center
Editor: Yan Ru | Editor: Yan Yuan



[Google Chrome translation]

Latest News

- 05**
2024.12 The library held a music exchange event called "The Encounter between Pipa and Flamenco Guitar"
- 05**
2024.12 Zhang Yongle: A new perspective on "civilization exchange and mutual learning" in classical studies

Peking University "AI for Education" Salon

- Focus on the profound and long-term impact of generative AI on educational and teaching reforms.
- The impact of generative AI on education and teaching
- How to use AI to support teachers in improving their teaching ability
- Research and development of AI teaching assistants for subject courses
- Ethical risks of using big models in education, such as data privacy and bias,
- Teachers should first actively embrace generative AI and encourage students to try new learning tools

[Google Chrome translation]

(<https://news.pku.edu.cn/xwzh/8b22c22c99df4553a4bfaaac2781f86c.htm>)



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Notice on the Management Measures for the Standardized Use of Artificial Intelligence in Undergraduate Thesis of Academic Continuing Education

Posted by: Teaching Department Posted on: Wednesday, April 17, 2024, 15:59:23

In accordance with the spirit of the document " Notice on Strengthening the Management of Standardized Use of Artificial Intelligence in 2024 Graduation Theses (Designs)" [Undergraduate College (2024) No. 18] issued by the school

Hot News

- Regarding the submission of graduation thesis for the spring semester of 2023 (
- Regarding the submission of graduation thesis for the fall semester of 2023 (
- 2023 Spring Semester Graduation Thesis (Design) Start
- Notice of Graduation Thesis Defense for Fall Semester 2022
- 2023 Spring Semester Graduation Thesis (Design) Preliminary
- Regarding the 2022 Fall Semester Graduation Thesis Grade Check...

Latest Releases

Home » News » News Headlines » Beijing and Shanghai universities jointly release the first student guide to generative artificial intelligence in colleges and universities

Beijing and Shanghai universities jointly release the first student guide to generative artificial intelligence in colleges and universities

Release date: 2024-06-29 Views: 422



In order to standardize the use of generative artificial intelligence (AIGC) by students of the School of Communication, create a good learning atmosphere and academic environment, and cultivate high-quality innovative talents with all-round development of morality, intelligence, physical fitness, aesthetics and labor, this user guide is specially formulated in accordance with the "Guidelines for Responsible Research Behavior" of the Ministry of Science and Technology and the "Interim Measures for the Management of Generative Artificial Intelligence Services" of the Cyberspace Administration of China.

1. Comply with AIGC developer usage regulations

Students engaged in AIGC development and application must understand and abide by relevant national laws, policies and ethical standards.

2. Comply with academic ethics

Students need to abide by the academic ethics of the country, school and college when using AIGC.



Department for
Science, Innovation
& Technology

A pro-innovation approach to AI regulation

March 2023



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Consultation outcome

A pro-innovation approach to AI regulation: government response

Updated 6 February 2024



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Guidance on AI and data protection



Guidance on AI and data protection

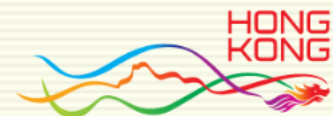
This guidance was updated on 15 March 2023.

What's new?

[About this guidance](#)

The Guidance on AI and Data Protection has been updated after requests from UK industry to clarify requirements for fairness in AI. It also delivers on a key [ICO25 commitment](#).

The Government of the Hong Kong Special Administrative Region Press Releases



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LCQ18: Application of generative artificial intelligence

GO



LCQ18: Application of generative artificial intelligence in primary and secondary schools

Following is a question by the Hon Mrs Regina Ip and a written reply by the Secretary for Education, Dr Choi Yuk-lin, in the Legislative Council today (May 24):

Question:

It is learnt that with the rapid development of generative artificial intelligence (AI), quite a number of tertiary institutions have formulated guidelines on the use of generative AI by their students. However, the Government currently does not have any guidelines governing the application of generative AI in primary and secondary schools. In this connection, will the Government inform this Council:

(1) as it is learnt that quite a number of primary and secondary school teachers have started to use generative AI to assist them in preparing for lessons and designing test papers, whether the Government will provide more training for primary and secondary school teachers on the use of generative AI and promote the use of generative AI in primary and secondary schools to assist in the development of teaching contents; if so, of the details; if not, the reasons for that;



Education Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China

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"AI for Science Education" Funding Programme



Digital Policy Office

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Data Governance

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Ethical Artificial Intelligence Framework

Artificial intelligence (AI) and big data analytics technologies present enormous opportunities for digital innovation and creativity to help drive smart city development, but at the same time, such technological advancement will also create various challenges. To realise the benefits and avoid adverse outcomes, the Government is well aware that it is important to pay due regard to AI and data ethics in implementing IT projects.



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App | December 4 2024

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China moves to support generative AI, regulate applications

Updated: July 13, 2023 21:00

Xinhua



BEIJING, July 13 -- China's internet watchdog and several other authorities, including the National Development and Reform Commission and the Ministry of Science and Technology, have jointly issued an interim regulation on the management of generative artificial intelligence (AI) services.

Standard
question:

Interim Measures for the Administration of Generative
Artificial Intelligence Services

Issuing
authority:

Cyberspace Administration of China National
Development and Reform Commission Ministry of
Education Ministry of Science and Technology Ministry
of Industry and Information Technology Ministry of
Public Security State Administration of Radio, Film
and Television

Document
number:

Cyberspace Administration of China National Development
and Reform Commission Ministry of Education Ministry of
Science and Technology Ministry of Industry and
Information Technology Ministry of Public Security State

Come
source:

National Cyberspace Administration of China website

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China to formulate over 50 standards for AI sector by 2026

Updated: July 2, 2024 21:42 Xinhua

BEIJING, July 2 -- China will formulate more than 50 national and industrial standards for artificial intelligence (AI) by 2026 and develop a standard system to guide the high-quality development of the sector, according to guidelines jointly unveiled by the Ministry of Industry and Information Technology and three other government organs.

Xinhua & Gov.cn

- The move is aimed at ‘protecting the legitimate rights of citizens, legal entities and organisations’ (Xinhua, 2023).
- ‘Measures for Generative Artificial Intelligence Service Management’ came into effect in August 2023 (Gov.cn, 2023)
- **‘Generative artificial intelligence technology refers to models and related technologies with the ability to generate text, pictures, audio, video and other content.’ (Gov.cn, 2023: 5.22.1).**
- It also describes measures to protect people as well as business, and specifically ‘to prevent discrimination based on ethnicity, belief, nationality, region, gender, age, occupation, health, etc.’ (Gov.cn, 2023: 1.4.2)
- The document also covers the need for training of personal, the transparency and accuracy of training data, and importantly consent for the use of any personal information (Gov.cn, 2023: 2.7).
- The measures described in this document appear go beyond just generative AI but without giving any definition beyond the one quoted above.

(authors’ translations)

Using AI tools in assessment

Three categories of GenAI use in assessment

We have defined three categories of generative AI (GenAI) use that will help you to understand appropriate academic use of GenAI tools.

On this page:

- [Using GenAI to support learning](#)
- [Keeping up with developments](#)
- [Guidance](#)
- [Category 1: GenAI tools cannot be used](#)
- [Category 2: GenAI tools can be used in an assistive role](#)
- [Category 3: GenAI has an integral role](#)
- [Notes on academic integrity](#)
- [Guidance on acknowledging use of and referencing GenAI](#)

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GenAI case studies

[Developing students' GenAI literacy with hackathons](#)

[Embracing AI: transforming teaching with responsible prompts](#)

[Using AI tools for the reading-into-writing process](#)

[Generative AI and education futures](#)

DH Education

- Teach students to be critical of AI tools
 - Digital literacy includes AI tools
 - Consider bias, data
 - Enhance critical thinking rather than replace it
-
- Equip students with ability to critically assess the use of AI tools
 - Educate students about limits and use substandard generated text as examples
 - Understand the implications in their own work
-
- Integrate AI tools into teaching
 - Enhance student engagement
 - Supporting learning needs
 - Special needs / Summary of Reasonable Adjustments (SORA)
 - Assisted technology / students with disabilities
 - Education and communication are key to this process.

The implications for DH pedagogy

- Generative AI is still evolving
- Consider output from a sceptical perspective
- Need to address challenges
- Introduce innovative assessments as learning
- Metacognitive reflection
- Engage students in the shaping of AI tools
- AIEd: teaching and learning with AI
 - Nothing new but now a significant change in the technology
- Opportunity to develop new tools and applications
- Build course specific GPTs
- Personalised and adaptive tutoring systems
- Be mindful of differences

AI ethics and governance for digital humanities pedagogy - UK and China.

A comparative study

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**Hong Kong Association for
Digital Humanities 2025
International Conference
AI & the Digital Humanities**



January 16 to 19, 2025

**Co-hosted by Lingnan University
& the University of Hong Kong.**

**Location: Arts Technology Lab
4.35 Run Run Shaw Tower, HKU**



The Hong Kong Association for Digital Humanities (HKADH) is pleased to announce its inaugural international conference, to be jointly hosted by the University of Hong Kong and Lingnan University on January 16-19, 2025. The conference theme is: "Artificial Intelligence and the Digital Humanities." HKADH2025 invited submissions on all aspects of digital humanities, with a particular emphasis on cutting-edge AI technologies and their applications in the humanities.