

# STUDY SMART – WITH AI

## YOUR GUIDE TO SMART DECISION-MAKING WITH AI



### AI in your studies? You decide how

This guide helps you use generative AI tools thoughtfully — for learning, writing, and thinking. It includes tips, examples, and questions designed to truly help you move forward.



#### GOOD ACADEMIC PRACTICE – AND HOW AI FITS IN

What significance do these terms hold for me? What do they signify in relation to my AI usage?

analytical reasoning    completeness    verifiability  
 honesty    care    integrity    curiosity  
 responsibility    fairness    communication    self-reliance

#### UHHGPT

##### ChatGPT, yet data secure

- secure university interface for ChatGPT
- no data retention on US servers
- no instructor access to your activity
- Login using B-ID

[uhhgpt.uni-hamburg.de](https://uhhgpt.uni-hamburg.de)



PROMPTS

Regardless of the AI tool you employ, your own knowledge and personal competencies can only be acquired by you. A technically advanced AI tool can provide assistance. Compile a personal best-of list (tool / subject / area of application).

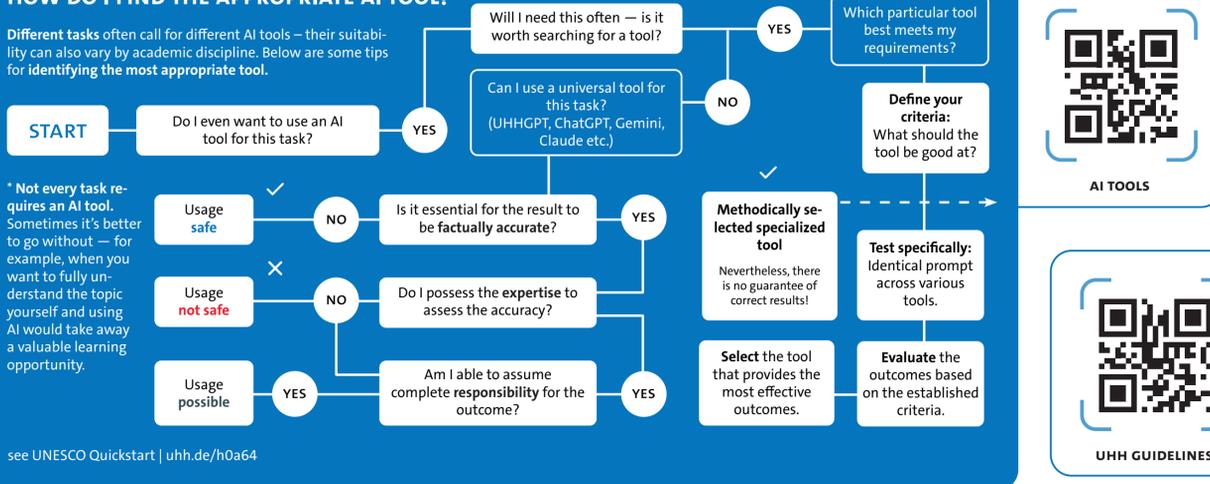
#### PROFESSIONALIZING MY ACADEMIC UTILIZATION OF AI

FIVE QUESTIONS

- How can AI tools assist my learning?
- How can AI tools help me further develop my skills in academic work?
- How and when can I rely on AI-generated results?
- How can I reduce the risk of inaccuracies and AI-generated false information?
- How can I ensure that I uphold the principles of good academic practice while using AI?

#### HOW DO I FIND THE APPROPRIATE AI TOOL?

Different tasks often call for different AI tools — their suitability can also vary by academic discipline. Below are some tips for identifying the most appropriate tool.



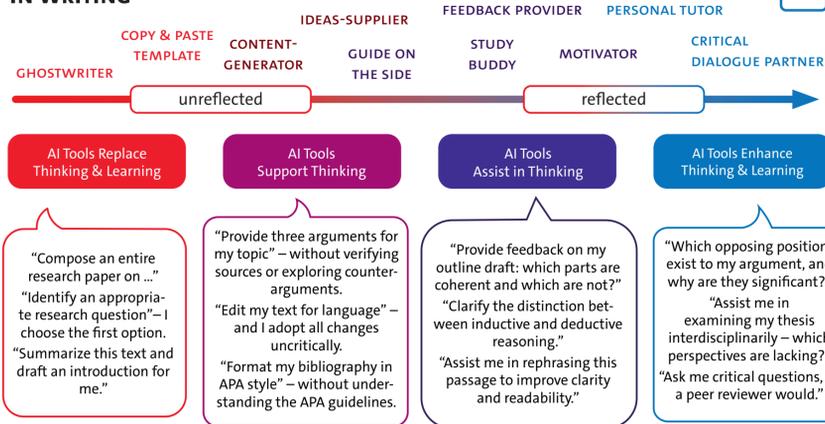
see UNESCO Quickstart | [uhh.de/h0a64](https://uhh.de/h0a64)

#### USE CASES FROM THE UHH ORIENTATION FRAMEWORK

"Among other things, students can use generative AI ...

- to initiate and improve writing processes, for example, by generating topic ideas, getting help with linguistic expression, or translating text passages
- to individualize and structure learning content — for example, by compiling or enriching available content according to their own needs — or to create individual learning plans
- as a supportive interaction partner when working on creative tasks — for example, to enrich their own ideas — to discuss issues, or to find counterarguments
- to revise and improve their own work, for example, by checking a program code."

#### USE CASES FOR AI TOOLS IN WRITING



according to Buck/Limburg 2024 | [uhh.de/kj1d6](https://uhh.de/kj1d6)

AI tools can be used to expand your skills and options, but they can also be used to bypass your own work and learning opportunities. Reflect individually on the consequences of each type of use and whether it aligns with your goals. You are responsible for your own actions.

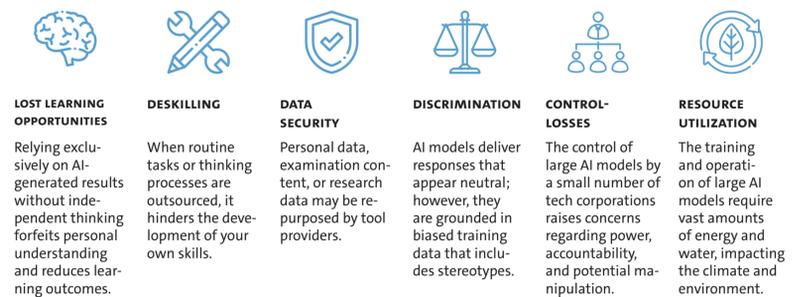
You are the expert!



UHH AI INFOS

#### RISKS OF USING AI

What are the potential side effects of utilizing AI in academic settings and beyond?



#### AI GONE WRONG: SIX SCENARIOS

- COPY-PASTE TERM PAPERS**  
Have a complete term paper written with just one prompt — and simply hand it in.
- IMAGINATIVE REFERENCES**  
Require a current bibliography? Ask a generative AI tool rather than relying on a database.
- TERMINOLOGY À LA AI**  
Ask AI how a technical term is used — and adopt the suggestion, even if you discussed something different in your seminar.
- AUTOMATIC = RISKY**  
Have AI draft an email to your instructor — and send it unchecked, including placeholders like "Dear [Insert Name]."
- AI AS YOUR GHOSTWRITER**  
Directly include AI-generated paragraphs in your work — without citation, reflection, or personal contribution.
- DATA PRIVACY-FREE ZONE**  
Upload your complete draft, encompassing personal information and third-party content, to an AI tool.

AI CAN DO A LOT BUT IT CANNOT STUDY FOR YOU!

#### HOW DOES AN AI TEXT GENERATOR SUCH AS CHATGPT OPERATE?

- TEXT ANALYSIS**  
Internet, Wikipedia, discussion boards, literature
- IDENTIFY PATTERNS**  
Which words and word components frequently follow one another?
- STATISTICAL ANALYSIS**  
What is the „most likely“ next word?
- GENERATE TEXT**  
Word for word — without understanding the content.

With new (generative) AI practices, everyone is still finding their way. Take responsibility and discuss with your instructors how AI use should be handled in your course.



READING

**AI UTILIZED?**  
Ensure you understand if and how this must be documented upon submission, e.g., through a statement of independent work.



VIDEO (12 MIN.)

#### ASK YOUR INSTRUCTORS!

- Which learning objectives should I prioritise without AI?
- I wish to utilize AI...
  - for the generation of ideas.
  - as a training partner.
  - for feedback.
 Is that acceptable?
  - If not, what is the reason?
- Am I allowed to incorporate AI-generated content into the work that I have to hand in?
- How should I document the utilization of AI in my work?
- Where can I find subject-specific regulations?
- Are there specific AI tools in my field that researchers use for particular academic tasks?
- Whom should I contact if I have additional inquiries?

Question for me:  
What do I want to learn during the course of my studies?

