

# 臺北醫學大學生成式 AI 教學與學術倫理指引

## Taipei Medical University Guidelines on Generative AI in Teaching and Academic Ethics

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本校秉持「開放、支持、倫理、負責、透明」的積極立場，將 AI 視為「協作與共學」的對象。運用 AI 極大化各領域優勢，達成高效與創新的成果；透過 AI 進行學術探索與反思，獲取新型態建構知識的可能性；師生應誠實揭露使用歷程，並對產出內容的正確性負完全責任。

本指引適用本校教師於課堂教學活動範疇。

Our institution maintains a proactive stance grounded in the principles of openness, support, ethics, accountability, and transparency. We regard AI as a partner in collaboration and shared learning. We leverage AI to maximize strengths across various fields, achieving efficient and innovative outcomes. Additionally, we engage in academic exploration and reflection through AI to uncover new possibilities for knowledge construction. Both faculty and students are expected to honestly disclose their use of AI and take full responsibility for the accuracy of the resulting content.

These guidelines apply to faculty members involved in classroom teaching activities.

### 一、課程管理與規範

教師應於課程大綱或第一堂課時，明確界定 AI 使用範疇，建議分為三種等級：

1. 高度協作：可使用 AI，但須註明使用過程。
2. 條件式開放：必須事先取得教師同意方可於限定範圍使用。
3. 嚴禁使用：禁止使用任何生成式 AI 工具。

若允許使用，須規定學生標註使用歷程與引用範圍。敘明若誤用或過度依賴 AI 對成績評量及學術誠信之影響。

### I. Course Management and Guidelines

Instructors should clearly define the scope of AI use in the course syllabus or during the first class session. It is recommended to categorize this into three levels:

1. High Collaboration: AI may be used; however, the process must be thoroughly documented.
2. Conditional Permission: Prior approval from the instructor is required for use within specified limits.
3. Strictly Prohibited: The use of any generative AI tools is strictly forbidden. If use is permitted, students must be required to document the usage process and the scope of citation. The implications of misuse or overreliance on AI for grade assessment and academic integrity must be clearly outlined.

## 二、應用指南

1. 教師教學面向：可將生成式 AI 定位為「輔助工具」或「智慧教學助理」，以提升教學效率。
  - (1) 課前準備：輔助撰寫學習目標、課程描述、教學大綱及製作多元教材（如圖片、字幕總結）。
  - (2) 教學現場：引導學生進行「人機討論」，比較 AI 與傳統搜尋引擎（如 Google）結果之差異，或利用 AI 進行腦力激盪以激發多元觀點。
  - (3) 輔助評分：利用 AI 進行作業初步分析、標記需經人工審查的部分，但教師仍須負起最終審查責任以確保公正性。
  - (4) 文書處理：輔助撰寫計畫、文案、Email 初稿，以及彙整龐大資料數據與會議紀錄。
2. 學生學習面向：應將 AI 視為「學習夥伴」或「客製化家教」，而非替代思考的工具。
  - (1) 提升學習效能：用於文獻彙整、語言學習、程式除錯及激發創意發想，利用 AI 提供的反饋進行自主學習。
  - (2) 揭露義務：凡使用 AI 協作，應於標題頁註腳或引用文獻後，明確標註工具名稱、使用方式及協作頁數範圍。

## II. Application Guide

1. For Teachers: Generative AI can be utilized as a "support tool" or "intelligent teaching assistant" to improve teaching efficiency.
  - (1) Pre-class Preparation: Use this tool to assist in drafting learning objectives, course descriptions, syllabi, and creating diverse teaching materials (e.g., images, summary captions).

- (2) In-Class Instruction: Guide students to engage in “human-AI discussions” by comparing AI-generated results with those from traditional search engines (such as Google), or use AI for brainstorming to stimulate diverse perspectives.
  - (3) Grading Assistance: Use AI for preliminary analysis of assignments and to flag sections requiring human review; however, teachers must retain final responsibility for review to ensure fairness.
  - (4) Administrative Tasks: Assist with drafting proposals, copywriting, and preparing initial email drafts, as well as compiling large datasets and meeting minutes.
2. Student Learning Perspective: AI should be regarded as a “learning partner” or “personalized tutor” rather than a tool that replaces critical thinking.
- (1) Enhancing Learning Efficiency: Utilize AI for literature reviews, language learning, code debugging, and generating creative ideas, leveraging AI feedback to support self-directed learning.
  - (2) Disclosure Requirements: Whenever AI is used in collaborative work, the name of the tool, the method of use, and the range of pages where it was applied must be clearly indicated in a footnote on the title page or in the references section.

### 三、AI 素養與資訊查核

本校強調師生應具備批判性 AI 素養，不應盲目相信 AI 生成內容，因其可能存在「幻覺」、偏見或不實數據。建議採用以下查核策略：

- S (Stop)：停下檢查哪些論述需要佐證資料。
- I (Investigate)：調查資料來源，利用學術資料庫確認書目真實性。
- F (Find)：尋找具權威性的來源，判讀書目真偽。
- T (Trace)：溯源原始論點，確保內容不含社會偏見或刻板印象。

### III. AI Literacy and Fact-Checking

Our school emphasizes that both faculty and students must possess critical AI literacy and should not blindly trust AI-generated content, as it may contain "hallucinations," biases, or inaccurate information. We recommend the following fact-checking strategies:

- S (Stop): Pause to determine which claims require supporting evidence.

- I (Investigate): Examine the source of the information and use academic databases to verify its authenticity.
- F (Find): Seek authoritative sources and evaluate the credibility of the information.
- T (Trace): Trace the original source of the argument to ensure the content is free from social biases and stereotypes.

#### 四、學術倫理與資安防線

在使用 AI 時，全體師生應嚴格遵守以下倫理守則，避免法律與誠信風險：

1. 學術倫理聲明：若未經標註直接繳交 AI 作品，可能構成抄襲或違反學術誠信。
2. 機敏資料保護：嚴禁將未發表研究數據、未公開文件、個人隱私資料（如醫療、財務、身分證號）、病歷資料輸入 AI 系統，以防資料外洩。
3. 引用標註：使用 AI 協作，應參考 APA、MLA、芝加哥、溫哥華等格式進行標註，並說明使用之工具名稱、使用方式及提示語摘要。
4. 比對工具限制：比對系統（如 Turnitin Detection ai）的偵測率僅供參考，不能作為判斷舞弊的唯一依據。
5. 禁止行為：未揭露使用 AI，或 AI 生成內容直接作為個人原創，或 AI 偽造數據、文獻或臨床案例。
6. 作者責任：學生與教師對所有提交內容須負最終責任，不得以使用 AI 產出錯誤作為免責理由。

#### IV. Academic Ethics and Cybersecurity Measures

When using AI, all faculty and students must strictly adhere to the following ethical guidelines to prevent legal issues and maintain academic integrity:

1. Academic Ethics Statement: Submitting AI-generated work without proper attribution may constitute plagiarism or violate academic integrity.
2. Protection of Sensitive Data: It is strictly prohibited to input unpublished research data, confidential documents, personal private information (such as medical, financial, or identification numbers), or medical records into AI systems to prevent data breaches.
3. Citation and Attribution: When using AI for collaborative work, citations must adhere to established formats such as APA, MLA, Chicago, or Vancouver. They should include the name of the AI tool used, the method of its application, and a summary of the prompts employed.

4. Limitations of Plagiarism Detection Tools: The detection rates of plagiarism detection systems (e.g., Turnitin Detection AI) are for reference only and should not be used as the sole basis for determining academic misconduct.
5. Prohibited Conduct: It is prohibited to fail to disclose the use of AI, to present AI-generated content as one's own original work, or to use AI to fabricate data, literature, or clinical cases.
6. Author Responsibility: Students and faculty bear ultimate responsibility for all submitted content and may not use errors resulting from AI-generated output as a basis for exemption from liability.

#### 五、未經允許使用之處置程序

經查證確認本校學生未經允許使用 AI，涉及學術倫理案件者，依臺北醫學大學學術倫理案件處理要點辦理。另，課堂教學可視情況進行分級處置：

1. 未完整揭露 AI 使用：由課程主授教師進行輔導，並要求學生作業補繳。
2. 使用 AI 代寫作業、偽造數據或情節重大者：依「臺北醫學大學學生獎懲辦法」辦理。

#### V. Procedures for Unauthorized Use

If it is verified that a student of this university has used AI without authorization in a manner that violates academic ethics, the case will be handled in accordance with the Taipei Medical University Guidelines for Handling Academic Ethics Cases. Additionally, disciplinary actions related to classroom instruction may be applied in tiers based on the specific circumstances.

1. Failure to fully disclose the use of AI: The course instructor will provide guidance and require the student to resubmit the assignment.
2. The use of AI to ghostwrite assignments, fabricate data, or engage in serious misconduct will be addressed in accordance with the "Taipei Medical University Student Rewards and Disciplinary Measures."

#### 六、申訴程序

學生對於前項處置如有疑義，得依「臺北醫學大學學生申訴暨處理辦法」提出申訴。

#### VI. Appeal Procedures

Students who have objections to the disciplinary actions described in the preceding paragraph may file an appeal in accordance with the "Taipei Medical University Student Appeal and Handling Regulations."

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\*本指引將由教務處依技術發展與師生反饋持續更新修正，並鼓勵各院系依學門特性（如醫療、工程、人文）訂定更精確的專屬使用規範。

\*These guidelines will be continuously updated and revised by the Office of Academic Affairs in response to technological advancements and feedback from faculty and students. We encourage each college and department to develop more specific, discipline-focused usage guidelines tailored to their respective fields (e.g., medicine, engineering, humanities).

\*參考資料：

1. 國立臺南大學師生使用生成式 AI 工具於論文寫作注意事項及引用格式準則
2. 國立中正大學生成式 AI 應用於大學教育場域指引
3. 國立清華大學大學教育場域 AI 協作、共學與素養培養指引
4. 國立臺灣師範大學生成式 AI 之學習應用及參考指引
5. 國立陽明交通大學教師應用生成式 AI 之教學建議
6. 國立臺灣大學教務處教學發展中心生成式 AI 工具之教學因應措施
7. 教育部臺灣學術倫理教育資源中心學術倫理電子報 2023-08 第 13 期

\*References:

1. Guidelines for Faculty and Students at National Tainan University on the Use of Generative AI Tools in Academic Writing and Citation Formats
2. Guidelines for the Application of Generative AI in Higher Education at National Chung Cheng University
3. Guidelines for AI Collaboration, Collaborative Learning, and Competency Development in Higher Education at National Tsing Hua University
4. Guidelines for Learning Applications and the Use of Generative AI at National Taiwan Normal University
5. Teaching Recommendations for Faculty on the Use of Generative AI at National Yang Ming Chiao Tung University
6. Teaching Response Measures for Generative AI Tools from the Center for Teaching Development, Office of Academic Affairs, National Taiwan University
7. Academic Ethics E-Newsletter, Issue No. 13, August 2023, from the Ministry of Education's Taiwan Academic Ethics Education Resource Center.