**No. Rujukan: UNIMAS/TNC(AA)/01-06/04(14)**

**UNIVERSITI MALAYSIA SARAWAK (UNIMAS)**

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# PEKELILING AKADEMIK
# BILANGAN 3 TAHUN 2026

Pejabat Timbalan Naib Canselor (Akademik dan Antarabangsa)
Tarikh: 12 Jun 2026

Disalinkan kepada:

- Naib Canselor
- Timbalan Naib Canselor (Penyelidikan & Inovasi)
- Timbalan Naib Canselor (Hal Ehwal Pelajar & Alumni)
- Penolong Naib Canselor (Kepimpinan dan Pembangunan) Jaringan Industri dan Kelestarian
- Pendaftar
- Ketua-Ketua PTj

UNIVERSITI MALAYSIA SARAWAK

**UNIMAS/TNC(AA)/01-06/04(14)** **12 Jun 2026**

## PEKELILING AKADEMIK BILANGAN 3 TAHUN 2026

## PEMAKLUMAN PEMAKAIAN GARIS PANDUAN PENGGUNAAN KECERDASAN BUATAN DI DALAM PENGAJARAN DAN PEMBELAJARAN DI UNIVERSITI MALAYSIA SARAWAK

1. Pekeliling Akademik Bilangan 3 Tahun 2026 ini adalah bertujuan untuk memaklumkan kepada semua staf UNIMAS berhubung mengenai pemakaian Garis Panduan Penggunaan Kecerdasan Buatan di dalam Pengajaran dan Pembelajaran Universiti Malaysia Sarawak sebagai rujukan kepada staf dan pelajar Universiti.

2. Garis Panduan ini telah ditambah baik dan dikemaskini setelah melalui proses semakan terperinci daripada Pejabat Penasihat Undang-Undang dan Pejabat Pendaftar.

3. Pindaan dan pengemaskinian terhadap dasar ini berpandukan kepada pelbagai dokumen rujukan yang relevan, termasuk tetapi tidak terhad kepada:

    - Perlembagaan Persekutuan Malaysia 1957;
    - Akta Universiti dan Kolej Universiti (AUKU) 1971 (Pindaan 2009, 2012, 2019 dan 2024) [Akta 30];
    - Perlembagaan Universiti Malaysia Sarawak 1998 (Pindaan 2010, 2012 dan 2024);
    - Statut Universiti Malaysia Sarawak 2020;
    - Peraturan Akademik untuk Pengajian Sarjana Muda (2022), Universiti Malaysia Sarawak; dan
    - Sebarang arahan lain dari semasa ke semasa yang dikeluarkan oleh Kementerian Pendidikan Tinggi (KPT) dan Kerajaan Malaysia dari semasa ke semasa.

4. Mesyuarat Senat Bil. 01/2026 kali ke-239 pada 22 Januari 2026 bersetuju dengan pemakaian Garis Panduan Penggunaan Kecerdasan Buatan di dalam Pengajaran dan Pembelajaran Universiti Malaysia Sarawak.

5. Tarikh kuat kuasa Pekeliling Akademik Bilangan 3 Tahun 2026 ini adalah pada **12 Jun 2026.**

Sekian, terima kasih.

Yang benar,

Professor Ir. Ts. Dr Al-Khalid bin Hj Othman
**Timbalan Naib Canselor (Hal Ehwal Pelajar dan Alumni)**
***menjalankan fungsi Timbalan Naib Canselor (Akademik dan Antarabangsa)***

**12 Jun 2026**

UNIMAS
UNIVERSITI MALAYSIA SARAWAK

# Guidelines for Artificial Inteligence Use in Teaching and Learning at Universiti Malaysia Sarawak

| | |
|---|---|
| Name | : Guideline for AI Use in Teaching and Learning, UNIMAS |
| Number | : Academic Circular No. 3/2026 |
| Approved by | : 239th Senat Meeting No. 01/2026 |
| Implementation date | : 12 June 2026 |

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# 1.0 INTRODUCTION

## 1.1 Overview of AI in Teaching and Learning

Artificial Intelligence (AI) is reshaping education by enabling data-driven insights and personalised learning experiences. Modern digital learning platforms produce extensive data that can be analysed through Educational Data Mining (EDM) and Learning Analytics (LA) to inform teaching strategies and policy decisions. By examining student demographics, engagement patterns, and performance metrics, these tools support the development of intelligent tutoring systems and adaptive learning platforms tailored to individual learner needs.

Over time, digital learning technologies have progressed from basic, non-AI tools to sophisticated AI-driven systems that support a broad spectrum of cognitive processes. Earlier tools were mainly limited to assisting with lower-order tasks such as information recall and comprehension.

In contrast, current AI technologies—including generative AI—extend support across all levels of Bloom's Taxonomy, from remembering and understanding to analysing, evaluating, and creating. Generative AI, in particular, offers creative potential by generating original content and enabling dynamic, context-sensitive learning experiences.

This technological evolution not only improves the efficiency of teaching and learning but also promotes higher-order thinking, active knowledge construction, and continuous enhancement of educational outcomes.

Universiti Malaysia Sarawak, through the **Dasar Penggunaan Kecerdasan Buatan Di Dalam Pengajaran dan Pembelajaran**

**UNIMAS** which was endorsed in UNIMAS Board Meeting No. 06/2025 121 dated 8 December 2025, stipulates that among the key objectives to be achieved are the enhancement of efficiency, effectiveness, and the overall quality of the learning experience through innovation in instructional design, delivery, assessment, and learning analytics.

The Policy further serves as a guiding framework for the implementation and integration of Artificial Intelligence across all teaching, learning, and assessment processes, ensuring that such practices are aligned with the University's core values, principles of academic integrity, cybersecurity standards, data privacy requirements, and compliance with applicable laws and regulations.

## 1.2 Purpose of the Guideline

These Guideline are designed to support the effective and responsible integration of AI technologies in educational activities. They aim to ensure that AI enhances learning experiences while upholding academic integrity and aligning with the quality standards set by the university and relevant professional bodies. By following these principles, the university seeks to cultivate ethical AI use, equip students with future-ready skills, and prepare graduates to meet the evolving demands of the digital era.

## 1.3 Alignment with UNIMAS Vision and Core Values

This Guideline are aligned with the university's vision to be a leading global institution for a sustainable future, as well as the core values.

They promote:

**Exemplary Practices** – The Guideline set a high standard for academic and professional conduct by encouraging innovative and responsible use of AI.

**Collegiality** – The Guideline foster a collaborative environment where university administrators, academics, and students work together to harness AI for collective improvement.

**Integrity** – The Guideline emphasise ethical considerations and accountability, ensuring that AI is used purposefully, transparently and responsibly.

**Tenacity** – The Guideline support a resilient approach to overcoming challenges in the integration of new technologies, promoting continuous innovation in education.

## 2.0 DEFINITION AND INTERPRETATION

In this Guideline, unless the context required otherwise:

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| **Academics** | Refers to the university's faculty members, whether permanently appointed, contracted, or working part-time, who hold positions such as Professor, Associate Professor, Senior Lecturer, Lecturer, or Language Teacher and are tasked with teaching and facilitating learning (Manual Jaminan Kualiti Akademik, 2021); |
| **Academic ethics** | Refers to moral principles in learning and teaching, practicing certain attitudes and rules within the academic environment; |
| **Academic integrity** | Refers to principles of dignity and honesty in the teaching and learning environment; |
| **Academic outputs** | Refers to outputs or products in the form of teaching and learning materials with students and/or academic staff including books, articles, journals, book chapters, conference proceedings, software, hardware, printed creative works, recorded creative works, innovative products, artworks, and other artifacts as well as general reading writings; |
| **Active Students** | Refers to students who have paid university fees, completed the semester registration and course registration (Academic Regulations for Undergraduate Studies, 2022); |
| **Artificial Intelligence** | Refers to the capability of machines and systems to learn, apply knowledge, and execute tasks that typically |

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| **(AI)** | require human intelligence. These tasks include reasoning, problem-solving, learning, decision-making, learning, and Natural Language Processing (Russell & Norvig, 2021). Through the use of AI, learning environments can analyse extensive data sets to uncover valuable insights that foster learner growth. This technology paves the way for tailored and adaptable learning experiences (Clark, 2024); |
| **Chat-based Generative Pre-trained Transformer (ChatGPT)** | Refers to a system built using an Artificial Intelligence model of the Neural Network type. ChatGPT and similar systems are enabled by Natural Language Processing; |
| **Chatbot** | Refers to a chatbot application allows users to converse with a computer using text, as if the chatbot is another individual guided by natural language processing; |
| **Educational Data Mining (EDM)** | Refers to a multidisciplinary field focused on creating techniques to analyse data from educational contexts, aiming to gain deeper insights into students and the learning environments they engage with (Romero & Ventura, 2020). By applying machine learning and data mining methods, EDM supports the creation of tailored learning paths, offers early insights into student achievements, and facilitates adaptive feedback mechanisms (Peña-Ayala, 2014); |
| **Generative AI** | Refers to advanced artificial intelligence models capable of producing new content such as text, images, music, |

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| | and code by identifying patterns in existing data. It employs deep learning methods, including Generative Adversarial Networks (GANs) and Transformer-based models, to generate realistic and context-aware outputs. This technology has transformed various fields, from automating content creation to advancing drug discovery, by enabling synthetic data generation, fostering creativity, and improving decision-making processes (Bommasani et al., 2021; Brown et al., 2020; Goodfellow et al., 2014). In this document, the term "AI" includes Generative AIk; |
| **Generative Pre-trained Transformer (GPT)** | Refers to A foundational model developed by "OpenAI" that performs various tasks related to natural language. At the time this Guideline were prepared, the latest GPT model was GPT-4; |
| **Integrity** | Refers to the quality of honesty and high moral principles that combine firmness, diligence, and responsibility, which characterize respected scholarship. All members of UNIMAS, including administrative and academic staff engaged or involved in research, regardless of academic discipline, must uphold the highest ethical standards; |
| **Learning Analytics (LA)** | Refers to learning analytics, involving gathering and analysing data about learners and their environments to enhance educational outcomes. It empowers educators and institutions with data-driven insights to refine teaching methods, boost student engagement, and create personalized learning experiences. By leveraging tools like machine learning and predictive analytics, learning |

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| | analytics helps identify at-risk students, implement tailored interventions, and support informed decision-making in education (Clow, 2013; Ferguson, 2012; Siemens, 2013); |
| **Plagiarism** | Refers to the copying of ideas, sentences, or information without acknowledging the original writer and admitting it as a result of a student's own work (Academic Regulations for Undergraduate Studies, 2022); |
| **Publication** | Refers to all forms of writing and publication such as printed books, digital books, written reports, articles, theses, dissertations, videos, cassettes, websites, audio, software, and others; |
| **Senate** | Refers to the Senate of UNIMAS; |
| **Student** | Refers to a registered student, other than a student of an institution affiliated with the University or University College, who is undertaking a course of study, instruction, training, or research of any description at preparatory, pre-degree, undergraduate, postgraduate, or postdoctoral level, whether on a full-time or part-time basis, in, by, or from the University or University College, and includes distance learning, off-campus, exchange, and non-graduating students; and |
| **Vice-Chancellor** | Refers to, in relation to a University, means the Vice-Chancellor, President, Rector, or Director of that University and includes any other person, by whatever title designated, who is appointed as the chief executive officer of the University. |

## 3.0 SCOPE

This Guideline apply to all members of the university community including academics, students, and administrators who engage with AI technologies in teaching and learning. They encompass all academic programmes, courses, and settings, offering a comprehensive framework for the ethical, effective, and responsible integration of AI into educational practices.

## 4.0 ROLES AND RESPONSIBILITIES

The following outlines the key roles and their associated responsibilities of various entities at the university regarding the use of AI in teaching and learning.

### 4.1 UNIMAS Senate

a. By virtue of Statut Universiti Malaysia Sarawak (Senat) 2020, Senate shall be formulating the Policy and methods of teaching and learning, examinations, research, scholarships, and training conducted within, by, or from the University in order to support academics and students in using AI tools responsibly.
b. Approve Guideline: Review and approve institutional Guideline regarding the use of AI in teaching and learning.

### 4.2 Jawatankuasa Tetap Senat Perancangan dan Pembangunan Akademik (JTSPPA)

a. Oversee academic planning at UNIMAS, including the integration of Artificial Intelligence (AI) in teaching and learning. The committee ensures that AI adoption aligns with academic standards, supports quality education, and upholds academic integrity.

### 4.3 AI for Teaching and Learning Committee

4.3.1 This Committee shall be responsible to:

a) **Policy Governance, Compliance, and Academic Integrity:** Formulate institutional guidelines and governance frameworks aligned with the Ministry of Higher Education (MOHE) and Malaysian Qualifications Agency (MQA) standards. This includes establishing strict monitoring mechanisms to prevent plagiarism, safeguarding ethical AI usage, and ensuring all undergraduate and postgraduate activities uphold the highest academic quality.

b) **Curriculum Integration and Pedagogical Innovation:** Drive the seamless integration of AI tools into undergraduate and postgraduate curricula, learning management systems (LMS), and assessments. The focus is on aligning AI adoption with core educational objectives to enhance instructional effectiveness, modernize learning outcomes, and boost student engagement.

c) **Capacity Building, Training, and AI Literacy:** Coordinate comprehensive training programs, workshops, and resource distribution for both faculty and students. These initiatives aim to elevate institutional AI literacy, promote pedagogical best practices, educate stakeholders on AI limitations and biases, and empower users to leverage AI optimally and responsibly.

d) **Infrastructure Scalability and Cybersecurity:** Oversee the deployment of a robust, scalable digital infrastructure capable of supporting university-wide AI tools. This includes implementing stringent cybersecurity protocols to protect sensitive institutional and student data while

collaborating with technical hubs to ensure operational efficiency.

4.3.2 This Committee shall consist of:

a. The Office of the **Chief Digital Officer (CDO)** leads the university's efforts in implementing Artificial Intelligence solutions. This includes fostering strategic collaborations with industry, academia, and government to support the use of AI-powered tools in teaching and learning. The CDO Office works closely with Centres for Teaching and Learning (or their equivalents) to ensure effective implementation, uphold quality standards, and develop governance frameworks for AI use. These efforts aim to ensure that AI is integrated into educational practices in a way that enhances the learning experience while maintaining ethical standards.

b. **NextGen Research and Academic Innovation (NEXTRA)** coordinates efforts in the use of AI in T&L by promoting best practices and facilitating regular training.

c. The **Centre for Flexible Learning (CFLEX)** supports the effective use of AI in education by developing institutional Guideline aligned with educational objectives, promoting best practices, and providing regular training and resources for faculty. It also facilitates the integration of AI tools into teaching activities and assessments through platforms like Learning Management Systems (LMS) to enhance instructional effectiveness and student engagement.

d. The **Tun Abang Haji Openg Digital Centre (TAHODC)** ensures a robust and scalable digital infrastructure to support the effective deployment of AI tools across the university, while implementing strong cybersecurity protocols to protect sensitive data. It also collaborates with the AI Hub to align technological initiatives with

the university's strategic goals, ensuring seamless integration and operational efficiency of AI systems.

e. The **Centre of Academic Development and Management (PPPA)** supports the integration of AI tools into undergraduate and postgraduate curricula to enhance learning outcomes in line with academic standards.

f. The **Academic Quality Assurance Division (BJKA/AQAD)** facilitates and supports the provision of training and resources to help faculty and students uphold academic integrity when using AI tools to maintain academic quality. It regularly evaluates the impact of AI on academic integrity, gathers stakeholder feedback to inform policy improvements, and ensures adherence to the Ministry of Higher Education, Malaysian Qualification Agency, and the institutional policies governing the ethical use of AI in education.

### 4.4 UNIMAS Leadership Centre

**a.** Provide resources and training for faculty on maintaining academic integrity while using AI tools

b. Provide training to faculty to help them understand the appropriate and effective use of AI in their academic activities.

### 4.5 Centre for Graduate Studies

a. Ensure compliance with established guidelines for the ethical and effective use of AI in postgraduate teaching, learning, and research.

b. Facilitate activities and initiatives to enhance postgraduates' skills in the ethical and optimal use of AI for teaching, learning, and research.

### 4.6 Centre for Undergraduate Studies

a. Ensure compliance with university guidelines for the ethical use of AI in undergraduate teaching and learning, maintaining academic integrity.
b. Facilitate activities and initiatives to enhance undergraduates' skills in the ethical and optimal use of AI for teaching, learning, and research.

### 4.7 Tun Abdul Rahman Ya'kub Library

a. Educate students about AI, including its benefits, limitations, and ethical considerations, to promote responsible use.
b. Provide training and resources to help students understand and effectively use AI tools ethically.
c. Offer access to materials, tools, and guidance on using AI responsibly in academic/research work.

### 4.8 Faculty Management

a. Encourage the integration of AI tools into teaching activities, ensuring they align with learning objectives and adhere to ethical standards.
b. Raise awareness to students about the responsible use of AI, including its limitations, ethical considerations, and potential biases.
c. Monitor the use of AI tools to prevent plagiarism, cheating, and other violations of academic integrity.

## 5.0 USE OF AI IN TEACHING AND LEARNING

The university recognises the complementary roles of human and artificial cognition in enriching the learning process. Human cognition involves skills such as perception, memory, reasoning, problem-solving, language, and decision-making enabling individuals to interpret, evaluate, and respond to complex information. In contrast, artificial cognition replicates aspects of these functions through AI-driven processes like pattern recognition, data analysis, and automated reasoning. The integration of these two cognitive systems offers significant potential to enhance education by uniting the contextual awareness, judgement, and ethical insight of human intelligence with the scalability, efficiency, and analytical strength of AI. The university advocates for a responsible and ethical partnership between human and artificial cognition, ensuring that AI serves to support and augment, rather than replace, human intellectual engagement.

This section outlines comprehensive guideline for ethical AI use, offers targeted recommendations for both academics and students, and provides an overview of AI's role in assessments ensuring a fair, transparent, and effective learning environment.

### 5.1 Ethical and Responsible AI Use

As AI becomes an integral part of education, its development and use must adhere to ethical principles that safeguard fairness, transparency, security, and human well-being. The Malaysian National Guidelines on AI Governance and Ethics (Ministry of Science, Technology and Innovation, 2022) outline key principles for responsible AI use: fairness, inclusivity, reliability, safety, human oversight and control, privacy, transparency, accountability, and the promotion of human benefit. These principles serve as a foundation for guiding AI integration in

teaching and learning ensuring academic integrity, mitigating potential risks, and supporting equitable and meaningful educational outcomes.

### 5.1.1 Fairness and Inclusivity

AI in teaching and learning should be designed and implemented to ensure equal opportunities for all students, regardless of their background, abilities, or socioeconomic status. Institutions should adopt inclusive AI solutions that consider diverse learning needs, promote accessibility, and support equitable educational experiences.

### 5.1.2 Reliability and Control

AI teaching and learning systems must be reliable and under human control to ensure ethical and responsible usage. AI should enhance, rather than replace, human cognition, reinforcing critical thinking and decision-making skills. AI models are trained on vast datasets that may contain inherent biases, leading to potential disparities in AI-generated outputs. Academics and students must actively engage with AI-generated content, critically assessing its accuracy, credibility, and contextual relevance.

### 5.1.3 Privacy and Security

AI-driven teaching and learning must comply with existing data protection policies. Institutions must ensure that AI tools handle user data responsibly, preventing unauthorised access, data breaches, or unethical surveillance. Academics and students must exercise caution when interacting with AI, avoiding the input of personal or confidential information. AI systems must be

designed to respect user privacy, prioritise security, and maintain ethical data usage.

### 5.1.4 Transparency and Accountability

AI systems for critical decision-making in teaching and learning must operate with transparency, allowing academics, students, and administrators to understand how AI processes information and makes decisions. The university must establish clear accountability frameworks that define responsibility for AI-generated outcomes, ensuring that developers, academics, and policymakers uphold ethical AI use. AI-generated content should always be properly attributed, and students must be made aware and acknowledge the role of AI in their learning experiences.

### 5.1.5 Human Benefit and Well-being

AI should be leveraged to enhance human learning, intellectual growth, and emotional well-being. It can be used to support personalised learning experiences, encourage critical thinking, and foster a collaborative educational environment. The use of AI in education should align with the broader goal of improving students' academic and professional development while maintaining human oversight to prevent over-reliance on AI-generated content. Ethical AI integration must prioritise academic integrity, creativity, and meaningful human interactions to preserve the essential role of academics and students in the education process.

This structured approach ensures that AI in teaching and learning remains a beneficial, fair, and secure tool, supporting innovation while upholding ethical and pedagogical standards.

## 5.2 Guideline for Academics

### 5.2.1 Harnessing the Benefits of Generative AI

In the AI era, academics are embracing expanded roles that integrate technology with pedagogy to support diverse and dynamic learning experiences. Artificial Intelligence (AI) now serves as a curriculum partner, helping to enrich curriculum design and validate the relevance, accuracy, and depth of educational content. As a learning design partner, AI assists in generating varied learning materials, engaging instructional activities, and effective assessment strategies. Furthermore, AI acts as a Scholarship of Teaching and Learning (SoTL) partner, enabling data-informed inquiry into teaching practices to enhance pedagogical effectiveness.

This shift marks a transition from traditional teaching roles to multifaceted responsibilities in an AI-enhanced educational landscape. The key emerging roles for academics in this context include:

a. **Continuous Learners** – Academics are committed to staying abreast of advancements in AI technologies. They actively engage with emerging research, tools, and innovations, integrating relevant developments into their teaching practices to continuously improve the quality, effectiveness, and relevance of student learning experiences.

b. **Co-Designers of Learning Experiences** – Academics collaborate with AI to design personalised learning experiences, create activities that foster higher-order thinking, and develop adaptive assessments aligned with students' cognitive needs. Through AI integration, they can

tailor instructional approaches to individual learning profiles, promoting deeper comprehension and more meaningful engagement.

c. **AI Learning Integrators** – Academics strategically integrate AI into curriculum delivery while maintaining the human-centric essence of education. They facilitate meaningful interactions between AI tools, students, and traditional resources to ensure that technology enhances rather than replaces human insight and engagement.

d. **AI Assessment Strategists** – Academics develop evaluation models that balance AI-enhanced learning with independent student knowledge construction. They design assessments that foster creativity, analytical reasoning, and problem-solving skills, while minimizing the risk of over-reliance on AI-generated content, ensuring an authentic reflection of students' understanding.

e. **AI Facilitators** – Academics now mentor students in effectively using AI as a learning companion. They guide students in leveraging AI tools to enhance their learning, fostering a more interactive and technology-driven educational environment.

f. **AI Ethics Guardians** – As ethical stewards, academics ensure that AI-driven learning remains ethical, unbiased, and aligned with the university's values. They foster discussions on AI's strengths and limitations while promoting digital literacy, encouraging responsible and transparent technology use among students.

g. **AI-Integrated Curriculum Innovators** – Academics must embrace the role of AI-integrated curriculum innovators by mastering AI fundamentals such as machine learning, deep

learning, and data science—and incorporating these concepts into their curricula. By drawing on interdisciplinary insights, they redesign courses that blend cutting-edge AI applications with innovative problem-solving and ethical practices. This approach empowers students with the knowledge and skills needed to thrive in an increasingly AI-driven world.

## 5.3 Guideline for Students

### 5.3.1 Harnessing the Benefits of Generative AI

For students, AI functions as a personal tutor, providing personalized guidance and real-time support. It helps students express their knowledge across various formats, from text to multimedia, by generating learning artifacts. AI also serves as an assessment tool, creating diverse and adaptive evaluations while offering personalized feedback for improvement. As a research assistant, AI suggests research ideas, accelerates literature reviews, and aids in data analysis. It promotes accessibility by ensuring equitable access to educational content for all students and enhances collaboration by supporting group work and fostering interactive learning experiences.

### 5.3.2 New Roles and Responsibilities for Students in the AI Era

With the integration of AI in education, students shift from passive knowledge recipients to active co-creators of their learning experiences. As AI-Augmented Learners, students gain access to personalized AI-driven tutoring and adaptive content, allowing them to tailor their learning journeys. They can explore complex topics, analyze extensive datasets, and devise creative solutions that demonstrate higher-order thinking. This role empowers students to engage actively with content, using AI as a

tool to deepen their understanding and enhance their cognitive abilities.

a. **AI Literacy Practitioner** – As AI literacy practitioners, students must develop critical skills to evaluate and interpret AI-generated information. They learn to cross-check AI outputs with credible sources and assess the ethical implications of AI use, ensuring their digital interactions are both informed and responsible.
b. **AI Collaborator** – As AI collaborators, students integrate AI into group work and problem-solving activities, creating a collaborative learning environment. They must develop the ability to effectively communicate with AI systems, interpret the insights generated, and incorporate these recommendations into their projects.
c. **AI Inclusivity Advocate** – In this role, students develop the skills to leverage AI tools that promote equitable access to knowledge. They learn how AI can be used to overcome traditional barriers to learning, making knowledge accessible to all, regardless of individual challenges.
d. **AI-Empowered Innovator** – Finally, as AI-empowered innovators, students harness AI to generate new ideas, engage in creative endeavors, and develop solutions that bridge the gap between artificial and human cognition. This role encourages them to think beyond conventional frameworks, using AI as a catalyst for innovation that advances their academic fields and contributes to broader societal progress.

### 5.3.3 Ethical Considerations in AI Utilisation

When AI tools are used to generate or support content creation, their contribution must be disclosed and properly attributed. This

practice is crucial to uphold academic integrity and ensure transparency throughout the learning and research process.

a. **Disclosure** – The use of AI tools, whether for drafting, research assistance, or data analysis, must be clearly communicated in all submissions and presentations.
b. **Proper Attribution** – In addition to disclosure, any use of AI-generated content must be clearly identified. Proper credit should be given to the AI tools or platforms used, acknowledging the role of technology in the creation process and distinguishing between human and AI contributions.
c. **Maintaining Integrity** – By disclosing and attributing AI-generated content, the academic community ensures fair evaluation of all work, accurately reflecting the true extent of individual intellectual effort. This practice helps address concerns related to plagiarism and misrepresentation.
d. **Fostering Transparency** – Transparent use of AI fosters trust among educators, students, and peers. It allows for a more accurate assessment of learning outcomes and promotes an environment where AI is viewed as a tool for augmentation, not a replacement for human insight.

### 5.3.4 Example of good reference for disclosure and attribution:

**Example 1:**

*In an APA-formatted paper, a disclosure falls under the category of an author note. It is labeled "Author Note" and is usually located in the lower half of the title page.*

*When disclosing the use of tools, indicate the tool used, whether it was a paid version and what kind, and how the tool was used. If no tools or artificial intelligences were used, state that as well.*

**Factors Affecting L2 Writing Performance Among Students at Higher Learning Institutions in Sarawak**

Boniface Paul Banta

Faculty of Education, Language and Communication

ABC1234

Prof. Dr Daniel Abermain

25th April 2025

**Author Note**

In the process of writing this paper, I used the following artificial intelligence (AI) technologies and writing tools:

1. **Grammarly (premium version)** was used to generate an outline for this paper to correct errors in spelling, grammar, and mechanics.
2. **Zotero (free)** was used as a reference management tool to organize sources and generate citations.
3. **Power BI (free)** was used to analyze raw data, create initial findings, and generate charts for the Conclusions section of this paper.
4. **Canva (paid version)** was used to generate slides for the oral presentation from the text of this paper.

Disclosure and Attribution of AI and Writing Tools

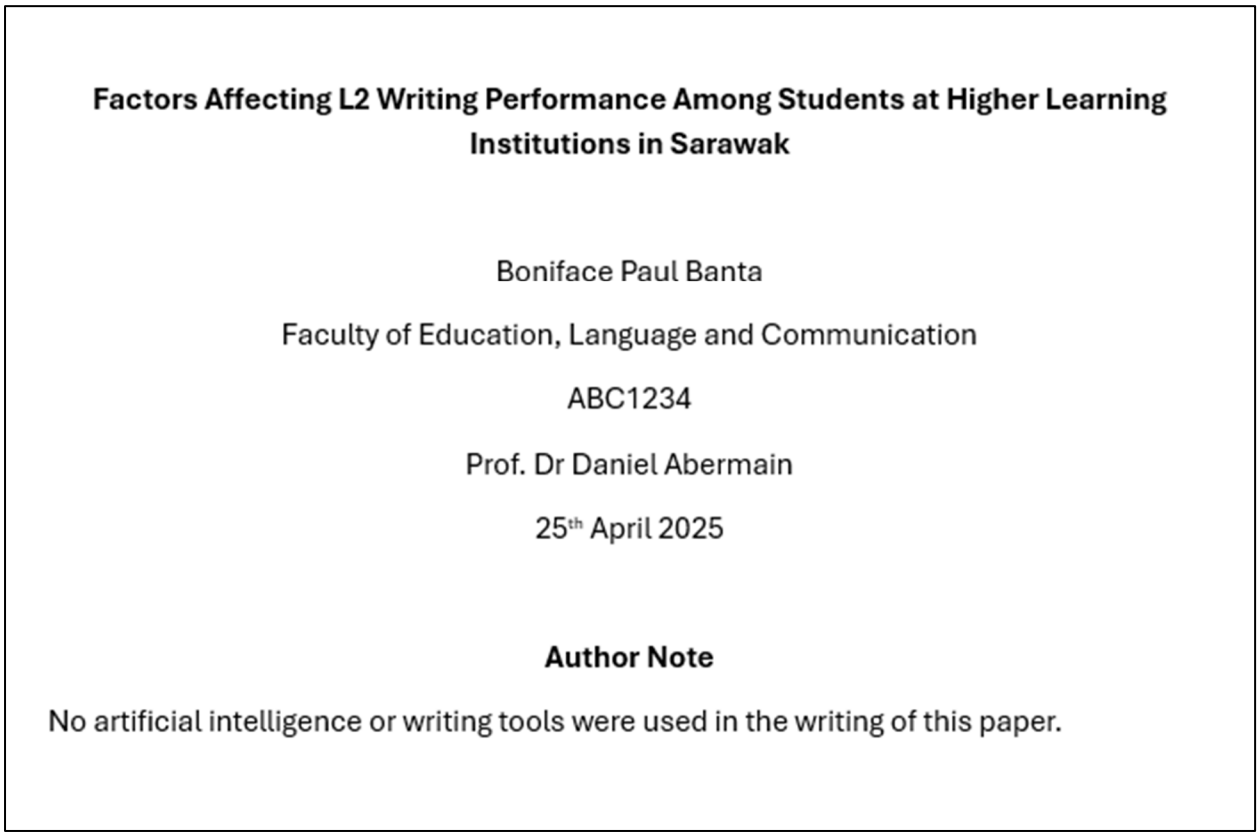
(Cummings Online Resources, n.d.)

**Example 2:**

*No artificial intelligence technologies or writing tools were used in the construction of this paper.*

Although the following can be considered technological tools and do often use artificial intelligence to power various features, you do not need to disclose their use:

- *Any of the standard "Office" type of products, such as Microsoft Word, Excel, Powerpoint; Google Docs, Slides, Sheets; Apple Pages, Numbers, Keynote. (Note: if you use Co-Pilot or any other integrated AI tool, that use should be disclosed.)*
- *Turnitin or Turnitin Draft Coach*
- *Google Scholar*



**Factors Affecting L2 Writing Performance Among Students at Higher Learning Institutions in Sarawak**

Boniface Paul Banta

Faculty of Education, Language and Communication

ABC1234

Prof. Dr Daniel Abermain

25th April 2025

**Author Note**

No artificial intelligence or writing tools were used in the writing of this paper.

Disclosure and Attribution of AI and Writing Tools

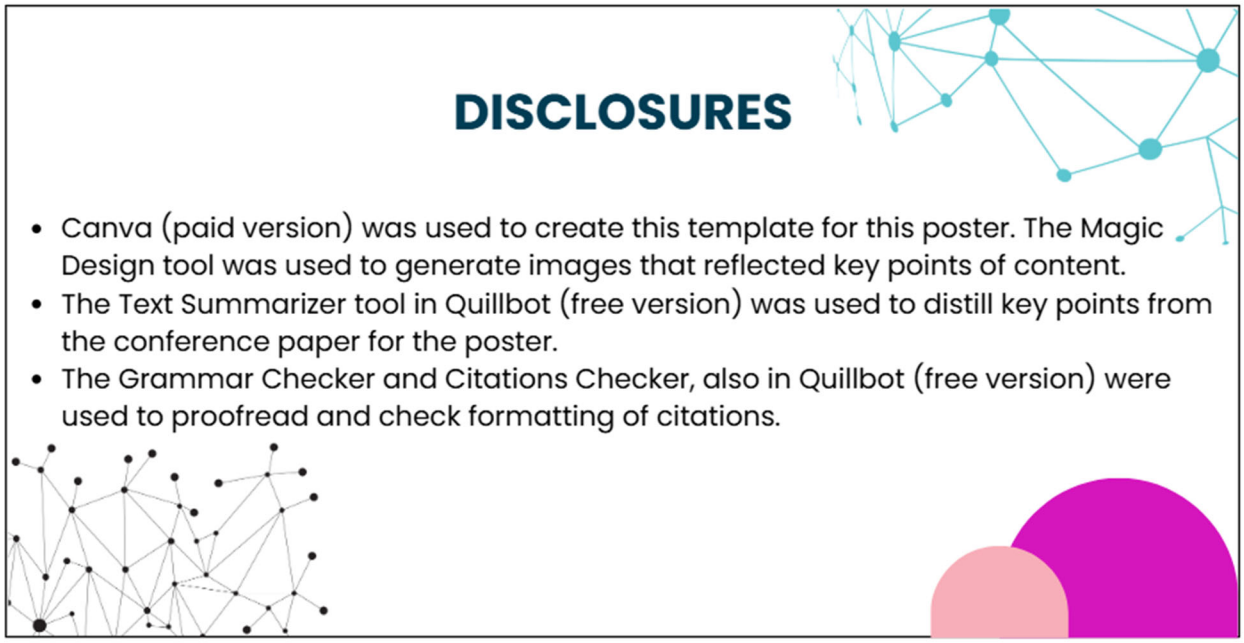
(Cummings Online Resources, n.d.)

**Example 3:**

*Disclosures in PowerPoints, Graphics, Etc.*

In the case of assignments where the deliverable is not an APA formatted paper, students should still disclose the use of any AI tools. In these cases, use your best judgment as to how to present this information, so as not to interfere with the presentation of the work. Some possibilities include:

- *A slide at the end of a PowerPoint presentation, with disclosures as needed.*
- *A separate Word document, uploaded to the assignment folder, with disclosures as needed.*
- *Example provided are for illustration purposes only. Tools mentioned here are not necessarily approved for the used of this assignment.*




Disclosure and Attribution of AI and Writing Tools

(Cummings Online Resources, n.d.)

**Example 4:**

*The reference and in-text citations for ChatGPT are formatted as follows:*

**Narrative citation:**

OpenAI (2023)

**Parenthetical citation:**

(OpenAI, 2023)

**Example I: Narrative citation**

*Since quoting ChatGPT's responses is similar to sharing the output generated by an algorithm, you should give credit to the creator of the algorithm by including both an in-text citation and a full reference list entry.*

When prompted with "Is the left brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

**Example II: Parenthetical citation**

*If ChatGPT gives a long response, you can include the full text in an appendix or in online supplementary materials, so that readers can see exactly what was generated.*

When given a follow-up prompt of "What is a more accurate representation?" the ChatGPT-generated text indicated that "different brain regions work together to support various cognitive processes" and "the functional specialization of different regions can change in response to experience and environmental factors" (OpenAI, 2023; see Appendix A for the full transcript).

**Reference:**

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model].

https://chat.openai.com/chat

## 5.4 AI in Assessments

The integration of generative AI in education raises significant concerns about academic integrity, particularly in assessments, where cheating, plagiarism, and fabrication become more feasible. As AI-generated content becomes increasingly sophisticated, traditional evaluation methods may be undermined, requiring a re-evaluation of assessment strategies.

Table 2: Assessment strategies to maintain academic integrity and/or enhance learning outcomes (Source: Chen, 2024)

| Strategy | Description |
|---|---|
| **Shared Responsibility** | Emphasize the shared responsibility between academics and students in upholding academic integrity. Both parties must actively contribute to maintaining credible learning assessments. Academics should set clear expectations and Guideline, while students must adhere to these standards, ensuring their contributions are genuine and accurately reflect their knowledge. |
| **'No AI' Assessment** | Use "No AI" supervised assessments to evaluate personal knowledge and skills, ensuring that student work accurately reflects their understanding and abilities. To uphold academic integrity, these assessments are conducted under supervision, preventing the use of AI-generated content and ensuring that results are genuine representations of students' knowledge. |
| **'With AI' Assessment** | Adopt a "With AI" approach to allow students to use AI as a companion in assessments, |

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| | supporting tasks such as recalling concepts, generating ideas, and providing personalized feedback. This approach aligns with the six levels of Bloom's Taxonomy, requiring careful planning and clear Guideline to ensure ethical AI use. The focus is on enhancing learning outcomes, fostering higher-order thinking skills, and ensuring that assessments reflect students' true understanding while leveraging AI for deeper insights and knowledge application. |
| **Explicit and Implicit Guidance** | Explicit guidance involves providing clear instructions on how specific generative AI tools should be used correctly and ethically in assessments, while implicit guidance includes designing assessment tasks that require students to provide evidence of learning through generative AI or demonstrate the correct and ethical use of these tools. This strategy ensures responsible and proper engagement with AI, while academics maintain integrity by monitoring and structuring assessments to reflect ethical AI use. |
| **Lower-Order Thinking Assessment** | **Remembering Level:** Use "No-AI" supervised assessments to ensure that students recall knowledge independently. Consider incorporating process-oriented tasks where students provide evidence of using generative AI, such as AI-generated mind maps or flashcards, to support their memory. |

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| | **Understanding Level:** Include process-oriented assessments like e-Portfolios to evaluate comprehension. These portfolios should document how students use AI to construct knowledge, alongside "No-AI" supervised assessments.<br><br>**Applying Level:** Design assessments that require students to apply concepts in real-world scenarios, using AI as a problem-solving tool. Students should demonstrate how AI enhances their solutions and provide evidence. Consider incorporating more complex, context-specific tasks like local problem-solving to promote engagement and prevent dishonesty. Additionally, use "No-AI" supervised assessments to assess personal and critical application knowledge and skills. |
| **Higher-Order Thinking Assessment** | **Analysing Level:** Use process-oriented assessments that require students to provide evidence of how they used AI for analysis. Students should justify their decisions and critically evaluate AI-generated insights, avoiding tasks that can be easily generated by AI, such as basic summaries or mind maps.<br><br>**Evaluating Level:** Assess how students use AI to evaluate and improve their work. Process- |

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| | oriented tasks should focus on the depth of critical thinking, with rubrics emphasizing the justification of improvements based on AI feedback.<br><br>**Creating Level:** Focus on process-oriented tasks where students evaluate, synthesize, and create original artifacts, providing evidence of their intellectual contributions. Prioritize real-life contexts or complex problem-solving to enhance learning outcomes and uphold academic integrity. |
| **Redesign Rubrics to Include AI Evidence** | Create assessment rubrics to emphasise both the output and the evidence of how students employed AI in their learning processes. |
| **Context-Specific Task Design** | Create assessments that focus on solving real-world or local issues, making AI a supplement rather than the sole driver of student work. |
| **GRAD AI: Framework for Reconsidering Assessments in the Digital AI Era** | Follow structured guidance on thoughtful integration of AI in assessment strategies to enhance both students' integrity and learning outcomes across all levels of Bloom's Taxonomy (see Figure 1). |

## GRAD AI: Guide for Reconsidering Assessments in the Digital AI Era

The GRAD AI Framework (see Figure 1) provides a structured process for academics to thoughtfully redesign assessments in response to emerging generative AI technologies. It emphasizes two key objectives: maintaining academic integrity and enhancing students' learning outcomes across all levels of Bloom's Taxonomy. The framework consists of the following steps:

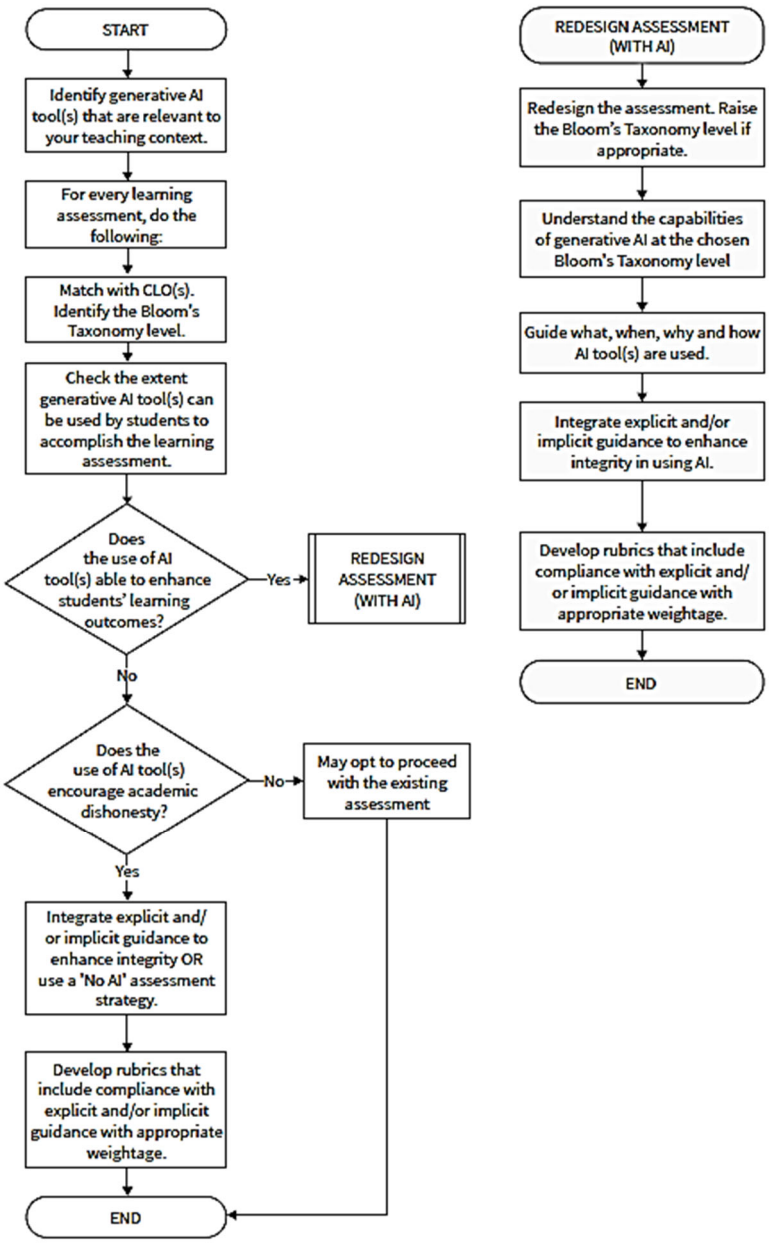


Figure 1: GRAD AI:
**G**uide for **R**econsidering **A**ssessments in the **D**igital **AI** Era
(Source: Chen, 2024)

| | |
|---|---|
| Identify Relevant AI Tools | Begin by identifying generative AI tools that are relevant and appropriate for the specific teaching context. These may include tools for content creation, language support, data analysis, or providing feedback. |
| Assess Each Learning Assessment | For each assessment planned in a course, align it with the intended Course Learning Outcomes (CLOs) and identify its corresponding level on Bloom's Taxonomy to ensure clarity on the expected cognitive complexity. |
| Evaluate the Influence of AI on Student Learning | Assess the extent to which generative AI tools may support students in completing the assessment. If AI use is likely to enhance learning outcomes, consider redesigning the assessment to explicitly integrate AI. |
| Redesigning Assessment with AI (When Beneficial) | • Raise the Bloom's Taxonomy level of the assessment where appropriate.<br>• Understand the AI capabilities relevant to the targeted cognitive level.<br>• Provide clear guidance to students on:<br>  o What AI tools may be used,<br>  o When and how to use them, and<br>  o The purpose of their use.<br>• Integrate integrity-enhancing strategies, either explicitly or implicitly (e.g., guided reflections, peer reviews).<br>• Develop rubrics that assess:<br>  o The intended learning outcomes, and<br>  o Students' responsible and transparent use of AI,<br>  o With appropriate weighting given to both. |
| Check for Risks of Academic Dishonesty | If AI use does not contribute meaningfully to learning, assess whether it introduces risks of academic dishonesty such as passive task completion or excessive reliance on AI without applying critical thinking. |
| Mitigate Dishonesty or Proceed | If the use of AI poses a risk to academic honesty, academics should either incorporate explicit or implicit guidance to encourage ethical AI usage or adopt a "No AI" assessment approach and communicate this clearly to students. In both scenarios, assessment rubrics should include criteria that evaluate integrity, effort, and adherence to the chosen strategy. |

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| Maintain Existing Assessments (if Valid) | If AI neither significantly enhances learning nor threatens academic integrity, the current assessment approach may be retained. However, regular re-evaluation is recommended as AI technologies continue to develop. |

This framework encourages academics to go beyond simply detecting AI use, promoting proactive and pedagogically sound assessment design. It supports a balanced and principled integration of AI, ensuring that assessments continue to foster critical thinking, creativity, and authentic student engagement in the age of AI.

Academics should not rely solely on anti-plagiarism tools to detect AI-generated content. Likewise, assessments must not be designed in a way that AI tools can easily complete them, as this undermines students' cognitive engagement. Instead, assessments must be crafted to foster higher-order thinking and deep learning outcomes that accurately reflect students' true understanding while leveraging AI as a tool for deeper insights and advanced knowledge application. Additionally, any use of AI in generating content must be accompanied by clear disclosure and proper attribution to maintain academic integrity and transparency.

## 6.0 REPORTING OF HARMFUL CONTENT

### 6.1 Report To Licensed Applications Service Provider, Licensed Content Applications Service Provider and Commission on Harmful Content

6.1.1 A user may make a report to a licensed applications service provider or licensed content applications service provider regarding any content which the user believes is a harmful content available on the service of the licensed applications service provider or licensed content applications service provider in such form and manner as may be determined by the licensed applications service provider or licensed content applications service provider, in a manner as stipulated in the

Online Safety Act 2025 and/or any other authority(ies) in force from time to time.

6.1.2 In the event that the report made by a user in the Online Safety Act 2025 is not dismissed and the Commission determines on reasonable grounds that the content being the subject matter of the report is a harmful content including priority harmful content, the Commission shall:

(a) where the harmful content is available on the service of a licensed applications service provider or licensed content applications service provider, issue a written instruction to the licensed applications service provider or licensed content applications service provider requiring the licensed applications service provider or licensed content applications service provider to make the content permanently inaccessible on its service to all users within the period as may be specified in the written instruction; or

(b) where the harmful content is available online other than on the service of a licensed applications service provider or licensed content applications service provider, issue a written instruction to the relevant licensed network service provider requiring the licensed network service provider to restrict the relevant parts of its network service within the period as may be specified in the written instruction so as to make the content permanently inaccessible to all users.

6.1.3 Any action taken by the licensed applications service provider, licensed content applications service provider or licensed network service provider pursuant to the written instruction under subsection 6.1.1 shall be notified in writing to the Commission and the Commission shall notify the same in writing to the user who made the report regarding the content.

6.1.4 The licensed applications service provider or licensed content applications service provider to which the written instruction was issued under 6.1.1 shall notify in writing the user who communicated the content on its service of the action it has taken pursuant to the written instruction.

6.1.5 Any licensed applications service provider, licensed content applications service provider or licensed network service provider which fails to comply with a written instruction issued by the Commission under 6.1.1 commits an offence and shall, on conviction, be liable to a fine not exceeding one million ringgit and shall be liable to a further fine not exceeding one hundred thousand ringgit for every day or part of a day during which the offence continues after conviction.

6.1.6 Where the Commission determines on reasonable grounds that the content being the subject matter of the report made under Online Safety Act 2025 is not a harmful content, the Commission shall notify in writing the user who made the report of its determination.

## 6.2 Harmful Content

A) The harmful content:

1. Content on child sexual abuse material as provided for under section 4 of the Sexual Offences against Children Act 2017 [Act 792]
2. Content on financial fraud
3. Obscene content including content that may give rise to a feeling of disgust due to lewd portrayal which may offend a person's manner on decency and modesty
4. Indecent content including content which is profane in nature, improper and against generally accepted behavior or culture
5. Content that may cause harassment, distress, fear or alarm by way of threatening, abusive or insulting words or communication or act
6. Content that may incite violence or terrorism
7. Content that may induce a child to cause harm to himself
8. Content that may promote feelings of ill-will or hostility amongst the public at large or may disturb public tranquility
9. Content that promotes the use or sale of dangerous drugs

a) For the purposes of paragraph 2, a content that promotes awareness or education relating to financial fraud is not a content on financial fraud;

b) For the purposes of paragraphs 3 and 4, a content that portrays private parts for education, scientific or medical purposes is not an obscene or indecent content; and

c) For the purposes of paragraph 9, a content that promotes awareness or education relating to drug abuse is not a

content that promotes the use or sale of dangerous drugs

### 6.3 Priority Harmful Content

"Priority harmful content" means the contents referred to in paragraphs 1 and 2 of the First Schedule of the Online Safety Act 2025.

## 7.0 EXCEPTIONS

Exceptions to the application and compliance with this Guideline is subject to the following:

(a) This Guideline shall be fully enforceable throughout UNIMAS, unless the context requires otherwise, depending on the circumstances and suitability, and subject to physical and mental conditions, health status, capability, academic qualifications, and citizenship.

(b) These exceptions are made on the basis of protecting any person within UNIMAS in terms of personal safety, preventing harm to the body, assessment and determination of competency referring to skills and expertise, as well as measures to safeguard the well-being and harmony of Malaysian citizens.

(c) Changes may occur in the law involving amendments to the relevant Policy from time to time in accordance with established provisions.

## 8.0 NON-COMPLIANCE AND VIOLATIONS

Any violation of this Guideline by academic staff constitutes a disciplinary offence. All staff are subject to the Statutory Bodies (Discipline and Surcharge) Act 2000 [Act 605], Universities And University Colleges (Universiti Malaysia Sarawak) (Discipline of Students) Rules 2024 as well as other laws in force from time to time.

## 9.0 REVIEW AND AMENDMENTS

This Guideline is subject to amendments from time to time in accordance with changes in Malaysian law, namely the Federal Constitution 1957, the Universities and University Colleges Act (AUKU) 1971, and the Constitution of Universiti Malaysia Sarawak 1998 and its amendments, as well as Government directives or policies issued through circulars, official letters, or regulations in force.

## 10.0 REFERENCE

### 10.1 Legislative Reference

(a) Federal Constitutions of Malaysia 1957;

(b) Universities and University Colleges Act (UUCA) 1971 (Amendment) 2009, 2012, 2019 and 2024 [Act 30];

(c) Constitutions of the Universiti Malaysia Sarawak 1998 (Amendment) 2010,2012 and 2024;

(d) Statut Universiti Malaysia Sarawak 2020

(e) Academic Regulations for Undergraduate Studies. (2022). Universiti Malaysia Sarawak; and

(f) Any Other instructions from time to time issued by the Ministry of Higher Education (MOHE), and the Government of Malaysia from time to time.

### 10.2 Other References

(a) Dasar Penggunaan Kecerdasan Buatan dalam Pengajaran dan Pembelajaran di Universiti Malaysia Sarawak (2025);

(b) Garis Panduan Tadbir Urus dan Etika Kecerdasan Buatan Kebangsaan (MOSTI, 2024);

(c) Garis Panduan Teknologi Kecerdasan Buatan Generatif (KBG) dalam Pengajaran dan Pembelajaran (PdP) Pendidikan Tinggi – Jabatan Pendidikan Tinggi, Kementerian Pendidikan Tinggi (2024);

(d) Manual Jaminan Kualiti Akademik UNIMAS Versi 2.0;

(e) Polisi e-Pembelajaran UNIMAS;

(f) ICT Policy UNIMAS;

(g) Dasar Keselamatan ICT UNIMAS;

(h) Polisi Integriti Akademik Universiti Malaysia Sarawak 2025;

(i) American Psychological Association. (2023, March 7). *How to cite ChatGPT*. APA Style. https://apastyle.apa.org/blog/how-to-cite-chatgpt;

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(r) Romero, C., & Ventura, S. (2020). Educational data mining: A review of the state of the art. IEEE Transactions on Systems, Man, and Cybernetics, 51(1), 20–37.

(s) Russell, S. J., & Norvig, P. (2021). Artificial intelligence: A modern approach (4th ed.). Pearson.

(t) Siemens, G. (2013). Learning analytics: The emergence of a discipline. American Behavioral Scientist, 57(10), 1380–1400.

## 11.0 EFFECTIVE DATE

a) This Guideline shall come into full force from the date of approval by the **UNIMAS Senate Meeting No. 01/2026, 239th Meeting** dated on **22 January 2026.**

b) Accordingly, this Guideline shall be implemented comprehensively within the campus.