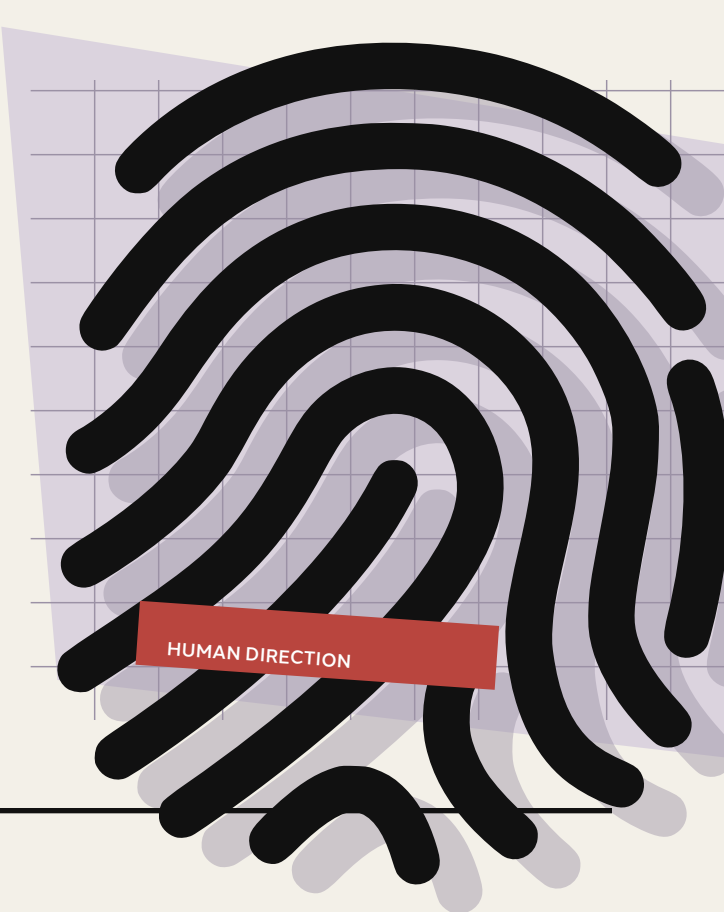


KEEP YOUR FINGERPRINT IN THE WORK.

AI can assist the process. It should not erase the person who framed the question, made the choices, and signed the final work.



THE QUESTION BEHIND THE GUIDE

How can UDC Fine Arts use AI to support brainstorming, research, and workflow without replacing originality, authorship, or creative judgment?

RESEARCH-BASED / MADE FOR THE STUDIO WALL

THREE SIGNALS FROM THE RESEARCH

The useful question is not whether the tool exists. It is where the tool stops and the student’s authorship stays visible.

EDUCATION

STUDENTS WANT SUPPORT

Students value AI for brainstorming and personalized learning, while also asking for help with accuracy, privacy, ethics, and overreliance. (Chan & Hu, 2023)

ART PRACTICE

ART STILL NEEDS AN ARTIST

Arts educators see potential for experimentation and motivation, but emphasize that the human role in making art cannot be replaced. (Sáez-Velasco et al., 2024)

AUTHORSHIP

HUMAN EXPRESSION MATTERS

Copyright protects human expression, selection, arrangement, and meaningful modification – not purely AI-generated material. (U.S. Copyright Office, 2025)

THE PART AI CANNOT SUPPLY

A suggestion becomes authorship only through a visible chain of human intent and judgment.

THE ARTIST MUST DECIDE.

CONCEPT

What is worth making, and why? The student frames the problem and chooses the meaning.

JUDGMENT

Which sources, forms, revisions, and risks belong in the work? The student evaluates each choice.

FINAL SAY

What leaves the studio under the student’s name? The student accepts responsibility for the result.

RESEARCH + INTENT + REVISION + RESPONSIBILITY

A THREE-PART STUDIO PRACTICE

Set the role before the assignment begins. Adapted from the AI Assessment Scale. (Perkins et al., 2024)

USE	NAME	OWN
SUPPORT Use AI to generate search terms, organize a schedule, troubleshoot software, test accessibility, or ask new questions. The student develops the concept and makes the work.	DISCLOSE When AI contributes feedback, mood-board material, editing options, or partial visual elements, name the tool and explain its role. Keep prompts and process images.	DO NOT REPLACE Do not submit AI output as original work, fabricate sources, hide significant use, or hand over the central conceptual and aesthetic decisions.

ONE SHARED UDC PRACTICE

A short, co-created guide can make expectations consistent without flattening the differences among photography, studio art, and design.

01 CO-CREATE

Students, art faculty, and Learning Resources build examples from real UDC assignments.

02 LABEL

Every assignment names its support, disclose, or do-not-use level before work begins.

03 DOCUMENT

Students submit a short process note naming the tool, its role, and the decisions they retained.

04 REVIEW

Pilot for one semester, survey students and instructors, then revise with classroom evidence.

COLOPHON / SELECTED SOURCES

Chan & Hu (2023). Students’ voices on generative AI. doi.org/10.1186/s41239-023-00411-8
Perkins et al. (2024). AI Assessment Scale. doi.org/10.53761/q3azde36
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U.S. Copyright Office (2025). Copyright and AI, Part 2. copyright.gov/ai
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UDC AI GUIDE



udc.libguides.com/ai/home