



上海智创研教工业研究中心

SHANGHAI ZHICHUANG RESEARCH AND EDUCATION INDUSTRIAL RESEARCH CENTER

AI 创作科技伦理指引（自律版）
AI Creation Guidelines for Technology Ethics
(Self discipline version)

高等学校设计类专业生成式人工智能创作 科技伦理指引（自律版）

Ethical Guidelines for Generative Artificial Intelligence Creation Technology in Design
Majors of Higher Education Institutions (Self Discipline Edition)

发布单位：上海智创研教工业研究中心（有限合伙）

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参编单位：华韵奖·全国高校数字创新设计大赛组委会、全国高校非物质文化遗产创新设计展秘书处
全国人工智能广告行业产教融合共同体应用型创新研究基地流光文化遗产数字化实验室
岩树创意咨询（北京）有限公司、长沙市壹零壹智创信息科技有限公司
双木创意（深圳）传媒有限公司、长沙壹零壹科技创新创业服务中心

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Exhibition.
National Artificial Intelligence Advertising Industry Industry Education Integration Community
Application Innovation Research Base Liuguang Cultural Heritage Digital Laboratory.
Yanshu Creative Consulting (Beijing) Co., Ltd., Changsha 101 Zhichuang Information Technology Co., Ltd.
Shuangmu Creative (Shenzhen) Media Co., Ltd., Changsha 101 Technology Innovation and
Entrepreneurship Service Center.

Academic: China Europe International Design Culture Association (Belgium),
China Korea Creative Design Association (Korea).

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编制说明 / PREPARATION INSTRUCTIONS

当前，我国持续深入推进“人工智能+”行动与国家文化数字化战略，生成式人工智能（AIGC）技术在高校设计教育、文创产业创新、非物质文化遗产数字化活化等领域的应用场景不断拓展、应用深度持续提升。多模态内容生成、智能渲染、数字孪生、智能建模等技术手段，逐步全面融入高校设计课程教学、学科竞赛创作、大学生创新创业项目研发、非遗数字化复原与文化科普传播全链条，为新工科与新文科交叉融合创新提供了全新技术范式，有效拓宽了青年创作者的创新路径与实践边界。

在技术赋能产业与教育升级的同时，生成式人工智能的快速普及速度，在一定程度上快于对应细分场景伦理规范与管理制度的建设速度，在行业发展与高校育人过程中逐步显现出多重潜在伦理风险。现阶段，人工智能大模型训练素材版权边界较为模糊，非遗、文物、传统工艺类文化素材缺少专项合规审查机制；青年创作者存在工具依赖、创作惰性、原创思辨能力弱化等现象；高校 AI 创作学术诚信界定标准相对空白；算法固有偏差与算法幻觉问题，易引发传统文化表达刻板化、民俗史实解读偏差、科普内容事实失真等问题，对设计学科人才培养质量、文创行业原创生态可持续建设、中华优秀传统文化精准数字化传承，均存在一定的潜在负面影响。

为全面贯彻落实《关于加强科技伦理治理的意见》《新一代人工智能伦理规范》《生成式人工智能服务管理暂行办法》《科技伦理审查办法（试行）》等国家顶层政策文件精神，积极响应高校设计类专业育人实践、文创产业合规发展、非遗数字化高质量建设的现实需求，填补国内设计学科、青年科创、非遗数字化细分场景下，生成式人工智能伦理落地细则的行业空白，由上海智创研教工业研究中心、黄冈师范学院美术学院牵头，联合多所高校院系、赛事组织单位、产业研究机构共同开展研究编制工作，多家国际学术机构提供理论支撑与国际经验参考，最终形成本自律性参考文件。

本指引立足中国本土文化语境、非遗传承特性与高校设计育人实际场景，秉持“技术向善、文化守正”的核心发展导向，从素材源头合规管控、高校分层育人培养、行业赛事自律规范、产学研协同治理四个维度，构建适配设计领域的 AI 科技伦理治理体系。本指引属于国内高校设计领域、文创科创领域的学术自律参考文件，仅适用于教学指导、创作规范、赛事评审、育人管理等参考场景，并非国家出台的法定规范，不具备法律强制效力，不替代国家现行法律法规与各高校官方管理制度。本指引所载占比阈值、评判维度、创作约束等内容均为行业实践总结的参考建议，不作唯一判定、追责、评优依据。本指引编制全过程严格遵循《中华人民共和国著作权法》《中华人民共和国网络安全法》《中华人民共和国数据安全法》及国家人工智能治理系列规范文件，各类 AI 创作、评审、传播行为均建议以国家法定规范为首要依据，各高校、师生、行业机构可结合自身发展实际，自愿参照、灵活适配使用。



Currently, China is continuously advancing the "Artificial Intelligence+" initiative and the national cultural digitization strategy. The application scenarios and depth of Generative Artificial Intelligence (AIGC) technology in fields such as university design education, cultural and creative industry innovation, and digital activation of intangible cultural heritage are constantly expanding. Multi modal content generation, intelligent rendering, digital twin, intelligent modeling and other technological means have gradually been fully integrated into the entire chain of university design course teaching, subject competition creation, college student innovation and entrepreneurship project research and development, intangible cultural heritage digital restoration and cultural science popularization dissemination, providing a new technological paradigm for the cross-integration and innovation of new engineering and new humanities, effectively expanding the innovation path and practical boundaries of young creators.

While technology empowers industries and education upgrades, the rapid popularization speed of generative artificial intelligence is to some extent faster than the construction speed of corresponding ethical norms and management systems in segmented scenarios. Multiple potential ethical risks are gradually emerging in the development of industries and the process of university education. At present, the copyright boundaries of training materials for artificial intelligence models are relatively vague, and there is a lack of specialized compliance review mechanisms for cultural materials such as intangible cultural heritage, cultural relics, and traditional crafts; Young creators have phenomena such as tool dependence, creative inertia, and weakened original thinking ability; The definition standards for academic integrity in AI creation in universities are relatively blank; The inherent bias and illusion of algorithms can easily lead to problems such as stereotyped expression of traditional culture, misinterpretation of folk historical facts, and distortion of popular science content facts. This has a potential negative impact on the quality of talent cultivation in the design discipline, the sustainable construction of the original ecology in the cultural and creative industry, and precise digital inheritance of excellent traditional Chinese culture.

In order to fully implement the spirit of national top-level policy documents such as the "Opinions on Strengthening Ethical Governance of Science and Technology", "Ethical Norms for the New Generation of Artificial Intelligence", "Interim Measures for the Management of Generative Artificial Intelligence Services", and "Measures for the Review of Science and Technology Ethics (Trial)", actively respond to the practical needs of education for design majors in universities, the compliant development of cultural and creative industries, and the high-quality



construction of intangible cultural heritage digitization, and fill the industry gap in the implementation rules of generative artificial intelligence ethics in domestic design disciplines, youth science and technology innovation, and intangible cultural heritage digitization sub scenarios, led by the Shanghai Intelligent Innovation Research and Education Industry Research Center and the School of Fine Arts of Huanggang Normal University, and jointly conducted research and development work with multiple university departments, event organizers, and industry research institutions. Multiple international academic institutions provide theoretical support and international experience reference. This self-regulatory reference document is finally formulated.

This guide is based on the local cultural context of China, the characteristics of intangible cultural heritage inheritance, and the practical scenarios of university design and education. Adhering to the core development orientation of "technology for goodness and culture for righteousness", it constructs an AI technology ethics governance system that is suitable for the design field from four dimensions: compliance control at the source of materials, hierarchical education and training in universities, self-discipline standards for industry competitions, and collaborative governance of industry, academia, and research. This guideline is an academic self-discipline reference document for the design and cultural, creative, and scientific innovation fields of domestic universities. It is only applicable to reference scenarios such as teaching guidance, creative norms, competition evaluation, and educational management. It is not a statutory norm issued by the state and does not have legal enforcement effect. It does not replace the current laws and regulations of the country and the official management systems of various universities. The percentage threshold, evaluation dimensions, creative constraints, and other contents contained in this guide are reference suggestions for industry practice summaries, and are not the sole basis for judgment, accountability, or evaluation. The entire process of compiling this guideline strictly follows the Copyright Law of the People's Republic of China, the Cybersecurity Law of the People's Republic of China, the Data Security Law of the People's Republic of China, and the series of national regulations on artificial intelligence governance. All types of AI creation, evaluation, and dissemination behaviors are recommended to be based on national legal norms as the primary basis. Universities, teachers, students, and industry institutions can voluntarily refer to and flexibly adapt to their own development reality.



术语界定 / DEFINITION OF TERMS

为统一文本表述、规范应用场景、明晰伦理边界，本指引对核心专业术语作如下界定，适配高校设计教学、科创赛事、非遗数字化创作场景：

In order to unify text expression, standardize application scenarios, and clarify ethical boundaries, this guideline defines core professional terms as follows, which are suitable for university design teaching, scientific and technological innovation competitions, and intangible cultural heritage digital creation scenarios:

1. 生成式人工智能（AIGC）：指依托深度学习算法、大语言模型、多模态生成模型等人工智能技术，能够自动或半自动完成文本、图像、音频、视频、三维数字模型等多元内容生成的智能技术体系，是当前设计创作、文化数字化、科创创新的重要辅助工具。

2. AI 辅助创作：指以人类创作者的创意构思、逻辑架构、审美研判、文化解读为核心主导，依托人工智能工具完成素材生成、画面渲染、方案迭代、版式优化、细节调整等辅助性工作的创作模式，人工智力投入与原创主导性是 AI 辅助创作的核心前提。

3. 创作过程溯源：指创作者完整留存从前期实地调研、文献资料梳理、手绘草图构思、多版本方案迭代、AI 参数调试、人工优化修改到最终成品输出的全流程资料，可用于佐证人工创作主体地位、作品原创性与创作规范性。

4. 算法幻觉：指人工智能模型基于海量数据统计生成内容时，产出存在事实偏差、细节错误、内容虚构的信息，且内容呈现较高仿真度的技术现象，在非遗工艺细节、古建筑形制、历史民俗典故、文化史实考证等专业领域较为多发。

5. 非遗数字化：指依托各类数字技术，对非物质文化遗产资源开展数字化采集、保护性记录、数字复原复刻、创新性传播、文创衍生开发等系列实践活动，涵盖数字化存档、数字复原、科普可视化、文创创新应用等多元形态。



1. Generative Artificial Intelligence (AIGC): refers to an intelligent technology system that relies on deep learning algorithms, large language models, multimodal generative models, and other artificial intelligence technologies to automatically or semi-automatically generate diverse content such as text, images, audio, video, and 3D digital models. It is an important auxiliary tool for current design and creation, cultural digitization, and scientific and technological innovation.
2. AI-assisted creation: refers to a creative mode that takes human creators' creative ideas, logical structures, aesthetic analysis, and cultural interpretation as the core driving force, relying on artificial intelligence tools to complete auxiliary work such as material generation, image rendering, scheme iteration, layout optimization, and detail adjustment. The investment of artificial intelligence and the dominance of originality are the core prerequisites for AI-assisted creation.
3. Traceability of the creative process: refers to the complete retention of the entire process data by the creator, including on-site research, literature review, hand drawn sketch conception, multi version scheme iteration, AI parameter debugging, manual optimization and modification, and final product output. It can be used to prove the status of the main body of manual creation, the originality of the work, and the standardization of creation.
4. Algorithmic hallucination: refers to the technical phenomenon in which artificial intelligence models generate content based on massive data statistics, resulting in factual deviations, errors in details, and fictitious content, and the content presents a high degree of simulation. It is more common in professional fields such as intangible cultural heritage craftsmanship details, ancient architectural forms, historical folk allusions, and cultural historical facts verification.
5. Digitization of intangible cultural heritage: refers to a series of practical activities that rely on various digital technologies to carry out digital collection, protective recording, digital restoration and replication, innovative dissemination, and cultural and creative derivative development of intangible cultural heritage resources, covering diverse forms such as digital archiving, digital restoration, popular science visualization, and cultural and creative innovation applications.



编制人员信息 / COMPILATION TEAM INFORMATION

（一）共同起草人及领域分工

（1）Co-drafting and Division of Labor

以下人员为本自律指引牵头编制专家，共同承担全文研究、起草与统稿工作：

The following personnel are the leading experts in the preparation of this self-discipline guideline, jointly responsible for the full text research, drafting, and compilation work:

彭雨田 | Peng Yutian

上海智创研教工业研究中心创始合伙人、首席科普研究员、人工智能研究院副院长
工信部中级人工智能计算机视觉架构师，湖北省科学技术厅科技专家库入库专家
天津大学机械工程学院北洋机械大讲堂特邀讲座嘉宾，昆山杜克大学校外职业导师
中央民族大学校外职业发展导师，CEIDA 中欧国际设计文化协会青年委员会负责人
负责领域：项目总牵头，负责全文框架搭建、AI 技术合规条款、高校育人场景细则、
非遗数字化伦理体系构建、全文统稿审定。

Founding Partner, Chief Science Popularization Researcher, and Vice President of the Artificial Intelligence Research Institute at Shanghai Zhichuang Research and Education Industry Research Center, Intermediate Artificial Intelligence Computer Vision Architect of the Ministry of Industry and Information Technology, Expert in the Science and Technology Expert Database of the Hubei Provincial Department of Science and Technology, Invited guest speaker at the Beiyang Machinery Lecture Hall of the School of Mechanical Engineering, Tianjin University, and off campus career mentor at Duke Kunshan University, Off campus career development mentor at Central University for Nationalities, head of the Youth Committee of CEIDA China Europe International Design Culture Association. Responsible areas: overall project leader, responsible for the construction of the full text framework, compliance clauses for AI technology, detailed rules for university education scenarios, construction of the digital ethics system for intangible cultural heritage, and approval of the full text manuscript.



苏杰 | Su Jie

上海智创研教工业研究中心人工智能研究院院长，中国广告协会学术委员会委员
教育部职业院校艺术设计类专业教学指导委员会平面视觉专门委员会原委员
Silpakorn University Ph. D. Design，中国包装联合会包装工程专业委员会委员
中韩创意设计协会中国区秘书长，华韵奖第二届学术委员会常务副主任委员
负责领域：负责职业教育板块伦理规范、包装与视觉设计领域 AI 创作准则、
学术体系审定、中韩行业交流内容适配。

Dean of the Artificial Intelligence Research Institute at the Shanghai Zhichuang Research and Education Industry Research Center, member of the Academic Committee of the China Advertising Association, and former member of the Graphic Vision Special Committee of the Teaching Guidance Committee for Art and Design Majors in Vocational Colleges of the Ministry of Education, Silpakorn University Ph. D. Design, Member of the Packaging Engineering Professional Committee of the China Packaging Federation, Secretary General of the China Korea Creative Design Association, Executive Vice Chairman of the Second Academic Committee of the Huayun Award.

Responsibilities: Responsible for ethical standards in the vocational education sector, AI creation guidelines in packaging and visual design, academic system approval, and adaptation of content for industry exchanges between China and South Korea.

张楚建 | Zhang Chujian

上海智创研教工业研究中心执行事务合伙人、主任，青岛大学创新创业导师
中国工业设计协会认证高级设计师，教育部中央电化教育馆中国教育美术导师
国家级工业设计中心（赣璞设计）专家顾问，“科创中国”平台专家库专家
中国知网专家库（CNKI）认证专家，北京民艺非物质文化遗产研究院研究员
负责领域：负责产学研落地路径、大学生双创项目伦理治理、产业端 AI 合规应用、
评审标准体系制定。



Executive Partner and Director of Shanghai Zhichuang Research and Education Industry Research Center, Innovation and Entrepreneurship Mentor at Qingdao University, Certified Senior Designer by China Industrial Design Association, Chinese Education Art Mentor at the Central Electrification Education Museum of the Ministry of Education, Expert Consultant at the National Industrial Design Center (Ganpu Design), Expert Database Expert of the "Science and Technology Innovation China" Platform, Certified Expert of the China National Knowledge Infrastructure Expert Database (CNKI), and Researcher at the Beijing Academy of Intangible Cultural Heritage of Folk Art.

Responsibilities: Responsible for the implementation path of industry university research, ethical governance of college student entrepreneurship projects, compliance application of AI in the industry, and development of evaluation standard system.

邓林泉 | Deng Linquan

上海智创研教工业研究中心人工智能研究院副院长、研究员，华韵奖学术委员
双木创意（深圳）传媒有限公司创始人，深圳市人工智能产业协会专委会 AI 专家
AYADA 亚洲青年艺术设计联盟理事，北京民艺非物质文化遗产研究院研究员
淮南联合大学建筑与艺术学院行业指导老师，仰恩大学艺术与教育学院指导教师
负责领域：负责 AI 艺术设计实操场景规范、产业端 AI 应用细则、青年创作者行为指引、基层院校落地适配。

Vice Dean and Researcher of the Artificial Intelligence Research Institute at Shanghai Zhichuang Research and Education Industry Research Center, Academic Committee Member of Huayun Award, Founder of Shuangmu Creative (Shenzhen) Media Co., Ltd., AI Expert of Shenzhen Artificial Intelligence Industry Association Special Committee, Director of AYADA Asian Youth Art and Design Alliance, Researcher at Beijing Academy of Intangible Cultural Heritage of Folk Art, Industry Guidance Teacher at the School of Architecture and Art of Huainan Union University, and Guidance Teacher at the School of Art and Education of Yang'en University.

Responsibilities: Responsible for standardizing practical scenarios for AI art design, detailed rules for AI applications in the industry, behavior guidelines for young creators, and adaptation to grassroots colleges.



本团队共同负责全文体系搭建、技术合规条款、高校场景细则、评审标准体系、全文统稿审定工作。

Our team is jointly responsible for the construction of the full-text system, technical compliance clauses, detailed rules for university scenarios, evaluation criteria system, and full-text manuscript approval work.

（二）专家委员会及领域分工

以下专家为本自律指引论证指导专家，承担学术审定、专业论证与优化指导工作：

The following experts are responsible for academic review, professional argumentation, and guidance in accordance with this self-discipline guideline:

罗剑 | Luo Jian

清华大学出版社工业设计教材主编、长期合作作者

华韵奖·全国高校数字创新设计大赛第二届学术委员会常务副主任委员

上海同济大学外聘讲师，景德镇陶瓷大学讲师，山东青年政治学院外聘导师

上海工艺美术职业学院客座教授，WACOM（中国）专家委员会委员

负责领域：工业设计教材建设与人才培养维度审定，负责高校设计教学伦理体系把关。

Chief Editor and Long term Co author of Industrial Design Textbook at Tsinghua University Press, Executive Vice Chairman of the Academic Committee of the 2nd Huayun Award National University Digital Innovation Design Competition, External Lecturer at Tongji University in Shanghai, Lecturer at Jingdezhen Ceramic University, External Mentor at Shandong Youth Political College, Visiting Professor at Shanghai Arts and Crafts Vocational College, and Member of the WACOM (China) Expert Committee.

Responsible for the construction of industrial design textbooks and the approval of talent cultivation dimensions, as well as overseeing the ethical system of design teaching in universities.



袁朝辉 | Yuan Zhaohui

黄冈师范学院美术学院院长、教授、硕士研究生导师，泰国西那瓦国际大学特聘教授
博士生导师。兼任黄冈市美术家协会主席、中国包装联合会设计委员会全国委员
中欧国际设计文化协会（CEIDA）理事，华韵奖第二届学术委员会常务副主任委员
荣获“中国设计 40 年设计事业突出贡献奖”“湖北省中青年优秀文艺人才”荣誉称号
负责领域：省属本科美术学院教学管理维度审定，负责毕业设计、
学科竞赛伦理评审规范论证。

Dean, Professor, and Master's Supervisor of the School of Fine Arts at Huanggang Normal University, Distinguished Professor and Doctoral Supervisor at Shinawatra International University in Thailand. Serving as the Chairman of Huanggang Artists Association, National Member of China Packaging Federation Design Committee, Director of China Europe International Design Culture Association (CEIDA), Executive Vice Chairman of the Second Academic Committee of Huayun Award, and awarded the honorary titles of "Outstanding Contribution Award for 40 Years of Design in China" and "Excellent Young and Middle aged Literary and Artistic Talents in Hubei Province".

Responsible for the verification of teaching management dimensions in provincial undergraduate art colleges, as well as the ethical evaluation and demonstration of graduation projects and subject competitions.

梁哲 | Liang Zhe

郑州轻工业大学艺术设计学院副教授，硕士研究生导师
CEIDA 中欧国际设计文化协会副秘书长，英国创意艺术大学访问学者/客座教授
西班牙赫罗纳大学博士、客座教授，中国矿业大学建筑与设计学院特聘教授
中国教育部学位中心评审专家，共青团中央专家库成员
上海智创研教工业研究中心非物质文化遗产研究院副院长、国际交流部主任
负责领域：工科院校设计学科与国际交流维度审定，负责 AI 创作占比评判标准、



中欧伦理规则对标参考。

Associate Professor and Master's Supervisor at the School of Art and Design, Zhengzhou University of Light Industry, Deputy Secretary General of CEIDA China Europe International Design Culture Association, Visiting Scholar/Visiting Professor at the University of Creative Arts in the UK, PhD and Visiting Professor at the University of Girona in Spain, Distinguished Professor at the School of Architecture and Design, China University of Mining and Technology, Evaluation Expert at the Degree Center of the Ministry of Education of China, Member of the Expert Pool of the Central Committee of the Communist Youth League, Vice Dean of the Intangible Cultural Heritage Research Institute and Director of the International Exchange Department at the Shanghai Intelligent Innovation Research and Education Industry Research Center.

Responsible for the verification of design disciplines and international exchange dimensions in engineering colleges, as well as the evaluation criteria for the proportion of AI creation and benchmarking of ethical rules between China and Europe.

杨殿卿 | Yang Dianqing

中韩创意设计协会会长，博士，泰国格乐大学客座教授

上海智创研教工业研究中心非物质文化遗产研究院副院长、国际交流部副主任
任驻韩领事馆全韩中国学人学者联谊会大邱庆北地区分会艺术交流顾问
任海南省艺术设计协会顾问专家；任国际商业美术设计师协会中国区执行委员
任 CYIK 在韩中国青年创新创业联合会艺术顾问；第十五届虎啸奖评审委员
任国际期刊《人文社会科学国际理论与实践》评审委员
负责领域：中韩国际设计交流维度审定，负责跨境 AI 创作伦理、国际行业赛事规范论证。

President of the China Korea Creative Design Association, Ph.D., Visiting Professor at Krirk University in Thailand; Vice President of the Intangible Cultural Heritage Research Institute and Deputy Director of the International Exchange Department at Shanghai Zhichuang Research Center for Education and Industry; Appointed as the Art Exchange Advisor for the Daegu Gyeongbuk Regional Branch of the All Korean Chinese



Scholars Association at the Consulate General in South Korea; Appointed as a consultant expert of Hainan Art and Design Association; Appointed as the Executive Committee Member of the International Commercial Art Designers Association in China; Serves as Art Consultant for CYIK China Youth Innovation and Entrepreneurship Federation in South Korea; 15th Tiger Roar Award Jury Member; Appointed as a reviewer for the international journal "International Theory and Practice of Humanities and Social Sciences".

Responsible for the verification of international design exchange dimensions between China and South Korea, as well as the ethical verification of cross-border AI creation and the standardization of international industry competitions.

庞志国俊 | Pang Zhiguojun

中央美术学院继续教育学院客座专家，西班牙赫罗纳大学客座教授

上海智创研教工业研究中心工业设计研究院院长、产业专家

华韵奖第二届学术委员会副主任委员。中国工业设计协会认证资深设计专家

中国包装联合会设计委员会全国委员，中央财经大学文化与传媒学院课聘讲师

中华女子学院文化传播与艺术学院课聘讲师，高级广告设计师

负责领域：工业设计产业与欧盟学术维度审定，负责非遗数字化 AI 应用、产业落地路径指导。

Visiting expert at the School of Continuing Education of the Central Academy of Fine Arts, visiting professor at the University of Girona in Spain, dean and industry expert at the Industrial Design Research Institute of Shanghai Zhichuang Research Center, and vice chairman of the second academic committee of the Huayun Award. Certified senior design expert by the China Industrial Design Association, national member of the Design Committee of the China Packaging Federation, lecturer at the School of Culture and Media, Central University of Finance and Economics, lecturer at the School of Cultural Communication and Art, China Women's College, and senior advertising designer.

Responsible areas: Industrial design industry and EU academic dimension approval, responsible for digital AI application of intangible cultural heritage and guidance on industrial implementation paths.



（三）审校参编员

本次《高等学校设计类专业生成式人工智能创作科技伦理指引》自律版编制过程中，面向全国多所高校设计、文创、数字媒体专业优秀青年学子征集实践观点与优化建议，充分吸纳青年创作者在科创赛事、课程创作、非遗数字化实践中的一线真实体验与现实诉求。各青年审校参编员全程参与条文研读、内容通读、逻辑校对、术语统一、格式规整工作，结合自身青年创作视角，为指引贴合高校育人场景、适配青年科创实践提供重要参考与优化支撑。

In the process of compiling the self regulatory version of the "Ethical Guidelines for Generative Artificial Intelligence Creation Technology in Design Majors of Higher Education Institutions", practical opinions and optimization suggestions were collected from outstanding young students in design, cultural and creative, and digital media majors in many universities across the country, fully absorbing the real experiences and demands of young creators in science and technology innovation competitions, curriculum creation, and intangible cultural heritage digitization practice. Each young reviewer and editor participated in the entire process of reading the articles, thoroughly reading the content, logical proofreading, terminology standardization, and formatting. Combining their own youth creative perspectives, they provided important references and optimization support for guiding and adapting to the educational scene of universities and the practice of youth science and technology innovation.

审校参编员：于米提江·托乎提（天津大学）、赵彦圣（内蒙古科技大学）、魏玉冰（山东建筑大学）、王远捷（成都锦城学院）、龙栩欣（广东工业大学）、黄子研（四川美术学院）、钟瑞岚（江苏海洋大学）、郭博鹏（沈阳师范大学）、林冠程（澳门理工大学）、温佳（湖南文理学院）、穆艺双（天津美术学院）、胡昊宇（河北大学）、张漱冰（新疆师范大学）、赵许（云南大学）、仝梦柯（北部湾大学）、李丹阳（辽宁传媒学院）、刘思岑（四川音乐学院）、陶轩宇（东北大学）、董涛（河北美术学院）、吕瑞乾（陇东学院）、黄丹（韩国汉阳大学）、焦丹宁（鲁迅美术学院）、关雪晶（黄冈师范学院）、高欣（黄冈师范学院）、孙瀚文（郑州大学）、吴宇航（南昌工学院）、程佳君（南昌工学院）、丁亚晴（苏州大学）、何勇（西华大学）、史晓涵（周口师范学院）、魏来（鲁迅美术学院）、全欣（四川工商学院）、秦松园（烟台大学）、罗嘉维（华南理工大学）、李天悦（湖北工业大学）、陈翼渲（汕头大学）。

Reviewers and editors: Yu Mitijiang Tohuti (Tianjin University), Zhao Yansheng (Inner Mongolia University of Science and Technology), Wei Yubing (Shandong Jianzhu University), Wang Yuanjie (Chengdu Jincheng University), Long Xuxin (Guangdong University of



Technology), Huang Ziyang (Sichuan Academy of Fine Arts), Zhong Ruilan (Jiangsu Ocean University), Guo Bopeng (Shenyang Normal University), Lin Guancheng (Macau Polytechnic University), Wen Jia (Hunan University of Arts and Sciences), Mu Yishuang (Tianjin Academy of Fine Arts), Hu Haoyu (Hebei University), Zhang Shubing (Xinjiang Normal University), Zhao Xu (Yunnan University), Tong Mengke (Beibu Gulf University), Li Danyang (Liaoning Media College), Liu Sichen (Sichuan Conservatory of Music), Tao Xuanyu (Northeastern University), Dong Tao (Hebei Academy of Fine Arts), Lv Ruiqian (Longdong College), Huang Dan (Hanyang University), Jiao Danning (Lu Xun Academy of Fine Arts), Guan Xuejing (Huanggang Normal University), Gao Xin (Huanggang Normal University), Sun Hanwen (Zhengzhou University), Wu Yuhang (Nanchang Institute of Technology), Cheng Jiajun (Nanchang Institute of Technology), Ding Yaqing (Suzhou University), He Yong (Xihua University), Shi Xiaohan (Zhoukou Normal University), Wei Lai (Lu Xun Academy of Fine Arts), Quan Xin (Sichuan University of Commerce and Industry), Qin Songyuan (Yantai University), Luo Jiawei (South China University of Technology), Li Tianyue (Hubei University of Technology), Chen Yixuan (Shantou University).



第一章 总体基本原则

/ CHAPTER 1 GENERAL BASIC PRINCIPLES

本指引结合设计学科育人规律、非遗文化传承特性、青年科创实践场景，确立“技术向善、文化守正、权属清晰、育人为本、自律规范”五大核心原则，倡导青年创作者、高校教学管理者、行业从业者规范、审慎、理性应用生成式人工智能工具，推动 AI 技术与设计创新、文化传承、人才培养良性融合发展。

This guideline combines the educational laws of design disciplines, the inheritance characteristics of intangible cultural heritage, and the practical scenarios of youth scientific and technological innovation, establishing five core principles of "technology for good, cultural integrity, clear ownership, education oriented, and self-discipline norms". It advocates the standardized, cautious, and rational application of generative artificial intelligence tools by young creators, university teaching managers, and industry practitioners, promoting the healthy integration and development of AI technology and design innovation, cultural inheritance, and talent cultivation.

第一条 合法合规原则

Article 1 Principle of legality and compliance

各类 AI 创作、素材使用、模型训练、成果传播行为，建议参照《中华人民共和国著作权法》《中华人民共和国网络安全法》《中华人民共和国数据安全法》《生成式人工智能服务管理暂行办法》等法律法规开展实践。创作全过程可主动规避素材侵权、违规数据训练、内容虚构失真、虚假科普传播等潜在风险，推动素材获取、模型调用、成果产出、公开展示全流程在法治框架内有序开展，自觉坚守合规底线。

本指引所有内容仅为自律参考建议，不作为法律法规替代执行依据。

It is recommended to refer to laws and regulations such as the Copyright Law of the People's Republic of China, the Cybersecurity Law of the People's Republic of China, the Data Security Law of the People's Republic of China, and the Interim Measures for the Management of Generative Artificial Intelligence Services for various AI creation, material use, model training,



and achievement dissemination behaviors. The entire creative process can actively avoid potential risks such as material infringement, illegal data training, content fabrication and distortion, and false science popularization dissemination, and promote the orderly development of the entire process of material acquisition, model calling, result output, and public display within the framework of the rule of law, consciously adhering to the bottom line of compliance.

All content in this guide is for self regulatory reference only and should not be used as a substitute for laws and regulations.

第二条 人为主导原则

Article 2: Principle of Human Dominance

倡导坚守“人为主导、AI 辅助”的核心创作定位，作品核心创意架构、文化内涵解读、整体审美判断、方案逻辑体系、核心创新亮点，建议由创作者自主构思与落地完成。人工智能工具可作为提升创作效率、丰富表现形式、辅助方案推演的支撑手段，不宜替代人工核心智力投入与原创创作环节。创作者可主动培养批判性思维，对 AI 生成内容开展独立甄别、研判与人工修正，尽量规避过度技术依赖引发的创作能力弱化问题。

Advocating to adhere to the core creative positioning of "human led, AI-assisted", the core creative architecture, cultural connotation interpretation, overall aesthetic judgment, scheme logic system, and core innovation highlights of the work are suggested to be independently conceived and implemented by the creators. Artificial intelligence tools can serve as a supporting means to improve creative efficiency, enrich forms of expression, and assist in deducing solutions, and should not replace the investment of artificial core intelligence and the process of original creation. Creators can actively cultivate critical thinking, conduct independent screening, analysis, and manual correction of AI generated content, and try to avoid the problem of weakened creative ability caused by excessive technological dependence.

第三条 真实透明原则

Article 3 Principle of Authenticity and Transparency

针对 AI 参与创作的具体环节、应用范围、内容占比，建议创作者如实记录、清晰标注、



全程可溯源。倡导创作者在课程作业提交、学科竞赛参评、公共展览展示、成果公开传播等场景中，主动、客观披露 AI 工具使用情况，自觉维护学术诚信、赛事公平与行业创作秩序，尽量规避隐瞒 AI 使用情况、虚报创作过程、伪造原创素材等不规范行为，将透明披露作为 AI 合规创作的基础前提。

Regarding the specific stages, application scope, and content proportion of AI participation in creation, it is recommended that creators truthfully record, clearly label, and trace the entire process. Advocate creators to actively and objectively disclose the use of AI tools in scenarios such as course assignment submission, subject competition evaluation, public exhibition display, and public dissemination of achievements, consciously maintain academic integrity, fair competition, and industry creative order, and avoid non-standard behaviors such as concealing AI usage, falsifying the creative process, and forging original materials as much as possible. Transparent disclosure should be taken as the basic prerequisite for AI compliant creation.

第四条 文化严谨原则

Article 4: Principle of Cultural Rigorousness

在开展非遗纹样设计、古建筑数字化复原、民俗文化可视化、传统工艺创新等 AI 创作实践时，倡导创作者秉持敬畏传统文化的创作态度，尊重历史事实、传统工艺逻辑与非遗文化内涵，维护中华优秀传统文化的严肃性、原真性与完整性。创作者可主动甄别、修正算法偏差带来的文化误读、符号滥用、元素混搭、史实错误等问题，保障传统文化数字化表达的精准性与严谨性。

When carrying out AI creative practices such as intangible cultural heritage pattern design, digital restoration of ancient architecture, visualization of folk culture, and innovation of traditional crafts, it is advocated that creators uphold a creative attitude of respecting traditional culture, respect historical facts, traditional craft logic, and intangible cultural heritage connotations, and maintain the seriousness, authenticity, and integrity of China's excellent traditional culture. Creators can actively identify and correct cultural misunderstandings, symbol abuse, element mixing, historical errors, and other issues caused by algorithmic deviations, ensuring the accuracy and rigor of digital expression of traditional culture.



第五条 育人向善原则

Article 5: Principle of Cultivating People for Good

坚守设计学科立德树人、以美育人的人才培养初心，建议将人工智能科技伦理教育融入课程思政、学术诚信建设与日常教学管理，结合学生不同培养阶段的能力目标合理把控 AI 使用尺度。低年级侧重夯实手绘功底、设计思维与文化素养，高年级侧重依托 AI 工具赋能创新实践，引导学生理性看待技术工具价值，规避创作惰性与能力退化问题，保护青年原创思维与匠心创作能力，推动 AI 技术服务于人才高质量成长与传统文化活态传承。

Adhering to the original intention of cultivating talents with moral education and aesthetic education in the design discipline, it is recommended to integrate AI technology ethics education into curriculum ideological and political education, academic integrity construction, and daily teaching management, and reasonably control the scale of AI use based on the ability goals of students at different stages of cultivation. Lower grade students focus on strengthening their hand drawing skills, design thinking, and cultural literacy, while higher grade students rely on AI tools to empower innovative practices, guide students to rationally view the value of technical tools, avoid creative inertia and ability degradation, protect young people's original thinking and creativity, and promote AI technology to serve the high-quality growth of talents and the dynamic inheritance of traditional culture.

倡导高校构建分层递进的 AI 能力培养体系，低年级侧重基础能力夯实与 AI 认知普及，中高年级侧重 AI 工具赋能与创新应用，引导学生从“会用工具”向“善用工具”进阶，提升综合设计能力。

Advocate for the construction of a hierarchical and progressive AI capability training system in universities, with a focus on strengthening basic abilities and popularizing AI cognition in lower grades, and AI tool empowerment and innovative applications in middle and higher grades. Guide students to advance from "knowing how to use tools" to "making good use of tools" and enhance their comprehensive design abilities.



第二章 素材训练与数据使用伦理规范

/ CHAPTER 2 ETHICAL SPECIFICATIONS FOR MATERIAL TRAINING AND DATA USAGE

第一条 模型训练素材合规分级参考

Article 1 Compliance Grading Reference for Model Training Materials

结合文化素材版权属性、授权范围与使用风险等级，可将用于 AI 模型训练、微调、批量生成的传统文化素材，划分为三个层级进行规范化管理，供创作者与机构参考执行：

Based on the copyright attributes, authorization scope, and usage risk level of cultural materials, traditional cultural materials used for AI model training, fine-tuning, and batch generation can be divided into three levels for standardized management, for reference and execution by creators and institutions:

1. 一级素材（多维度高风险，不建议用于训练）：版权风险类：未经授权的非遗传传承人原创工艺作品、受著作权保护的商业设计作品、文博机构明确标注禁止二次使用的馆藏文物高清影像；保密与数据安全类：涉密教学与科研资料、未公开的考古调研数据、传承人隐私相关素材；学术规范类：签署保密协议的未公开发表学术研究资料、约定不得用于模型训练的专属学术素材。以上素材分别对应著作权侵权、保密违规、学术不端等不同风险，均不建议用于私人模型训练、参数微调与批量内容生成。

1. First level materials (multi-dimensional high-risk, not recommended for training):
Copyright risk category: Unauthorized original craftsmanship works of intangible cultural heritage inheritors, commercial design works protected by copyright, high-definition images of cultural relics in collections clearly marked by cultural and museum institutions as prohibited from secondary use; Confidentiality and Data Security Category: Confidential teaching and research materials, undisclosed archaeological research data, and materials related to the privacy of inheritors; Academic norms: unpublished academic research materials that have signed confidentiality agreements, and exclusive academic materials that are not allowed to be used for model training. The above materials correspond to different risks such as copyright infringement, confidentiality violations, academic misconduct, etc., and are not recommended for private model training, parameter fine-tuning, and batch content generation.



2. 二级素材（授权限定使用）：文博机构公开标注版权保留的文物图像、非遗传承人专项授权的工艺素材、正规商用图库授权素材等。此类素材建议严格在授权范围、使用场景与传播边界内应用，尽量避免超出授权范畴开展二次模型训练、商业化传播、第三方转授权等行为。

2. Secondary materials (authorized for limited use): cultural and museum institutions publicly mark copyrighted cultural relic images, craft materials specially authorized by intangible cultural heritage inheritors, authorized materials from legitimate commercial libraries, etc. It is recommended to strictly apply such materials within the scope of authorization, usage scenarios, and dissemination boundaries, and try to avoid conducting secondary model training, commercial dissemination, third-party transfer of authorization, and other behaviors beyond the scope of authorization.

3. 三级素材（合规优先可用）：公共领域无版权限制的传统文化素材、官方机构公开的公益性文化宣传资料、明确标注可开源商用的公共文化素材。此类素材可作为 AI 创作与模型训练的优先选择，使用过程中仍可主动核查素材完整性与文化准确性，尽量避免恶意篡改、曲解解构传统文化内容。

3. Third level materials (compliance priority available): Traditional cultural materials in the public domain without copyright restrictions, public welfare cultural propaganda materials publicly released by official institutions, and public cultural materials clearly marked as open source and commercially available. This type of material can be used as a priority for AI creation and model training, and the integrity and cultural accuracy of the material can still be actively verified during use, avoiding malicious tampering, misinterpretation, and deconstruction of traditional cultural content as much as possible.

第二条 商用 AI 平台选用参考

Article 2: Reference for the Selection of Commercial AI Platforms

1. 创作者选用各类商用生成式人工智能平台开展设计创作时，建议主动核查平台训练数据合规声明、用户服务协议、版权归属条款等核心内容，优先选用已完成国内合规备案、数据来源清晰、版权规则明确的正规 AI 平台。

When creators choose various commercial generative artificial intelligence platforms for design and creation, it is recommended to actively verify the core content of the platform's training data compliance statement, user service agreement, copyright ownership terms, etc., and prioritize



the use of legitimate AI platforms that have completed domestic compliance filing, clear data sources, and clear copyright rules.

2. 对于训练数据来源模糊、版权声明不完善、存在多次侵权纠纷记录的 AI 平台，建议创作者审慎选用，尽量规避依托侵权素材生成作品所引发的版权纠纷与合规风险。

2. For AI platforms with vague training data sources, incomplete copyright statements, and multiple infringement disputes, it is recommended that creators choose carefully and avoid copyright and compliance risks caused by relying on infringing materials to generate works.

3. 选用境外 AI 平台开展创作时，建议充分考量不同国家和地区的版权规则、数据管理规范差异，审慎评估数据出境风险，避免因平台属地规则差异引发合规问题。

3. When selecting overseas AI platforms for creation, it is recommended to fully consider the differences in copyright rules and data management standards in different countries and regions, carefully evaluate the risks of data export, and avoid compliance issues caused by differences in platform territorial rules.

4. 平台选型可重点参考四个维度：一是是否具备国内生成式 AI 服务合规备案；二是用户协议是否明确生成内容的权属边界；三是是否公开训练素材合规性说明；四是是否具备内容安全审核机制。优先选择权责清晰、合规体系完善的正规平台。

4. Platform selection can focus on four dimensions: first, whether it has domestic compliance filing for generative AI services; Secondly, whether the user agreement clearly defines the ownership boundaries of the generated content; Thirdly, whether to publicly disclose the compliance statement of training materials; The fourth is whether there is a content security review mechanism. Priority should be given to formal platforms with clear rights and responsibilities and a sound compliance system.

第三条 数据安全与境外工具使用参考

Article 3: Reference for Data Security and Overseas Tool Usage

1. 高校课程作业、毕业设计、科创竞赛成果、公开展示作品等育人成果创作，建议优先选用已完成国内合规备案的境内人工智能平台，审慎使用未完成国内合规备案的境外 AI 工具。

1. For the creation of educational achievements such as college course assignments, graduation projects, scientific and technological innovation competition results, and publicly



displayed works, it is recommended to prioritize the use of domestic artificial intelligence platforms that have completed domestic compliance filing, and carefully use overseas AI tools that have not completed domestic compliance filing.

2. 尽量避免将独家文物调研资料、未公开非遗素材、原创设计底稿、涉密教学科研资料上传至境外服务器，主动防范文化数据泄露、原创成果流失等安全风险。

2. Try to avoid uploading exclusive cultural relics research materials, unpublished intangible cultural heritage materials, original design drafts, and confidential teaching and research materials to overseas servers, and proactively prevent security risks such as cultural data leakage and loss of original achievements.

3. 涉及未公开非遗调研数据、传承人隐私信息、涉密考古资料、重点文物保护单位未公开内部资料的核心内容创作，不建议依托境外平台完成生成与存储，切实防范文化数据安全风险。

3. It is not recommended to rely on overseas platforms to generate and store core content related to undisclosed intangible cultural heritage research data, inheritor privacy information, confidential archaeological materials, and undisclosed internal information of key cultural relics protection units, in order to effectively prevent cultural data security risks.



第三章 高校分场景 AI 创作伦理规范

/ CHAPTER 3: ETHICAL NORMS FOR AI CREATION IN DIFFERENT SCENARIOS OF UNIVERSITIES

第一条 课程作业创作参考

Article 1: Reference for Course Homework Creation

本章按高职高专、本科、研究生三个学段分层设置参考规范，各高校、各专业可根据自身培养目标、课程定位灵活调整 AI 使用尺度。

This chapter sets reference standards for the hierarchical setting of vocational colleges, undergraduate programs, and graduate programs. Each university and major can flexibly adjust the scale of AI usage according to their own training objectives and course positioning.

0. 高职高专阶段：以岗位实操技能培养为核心，基础技能类课程作业不建议使用 AI 生成核心内容；综合实训类项目可适度使用 AI 辅助渲染、排版，具体尺度由院校结合岗位培养要求自行设定。

0. At the vocational college level, the core focus is on cultivating practical skills for the job. It is not recommended to use AI to generate core content for basic skill courses; Comprehensive practical training projects can moderately use AI assisted rendering and typesetting, and the specific scale can be set by the university according to the job training requirements.

1. 本科低年级（一、二年级）：该阶段以夯实手绘功底、构图基础、设计思维、文化研读能力为核心培养目标，不建议学生直接依托 AI 生成完整成品内容。基础造型、手绘表现、构成原理等基础性课程作业，原则上以人工手绘训练为主，尽量减少 AI 对基础能力训练的替代作用。

1. Undergraduate lower grades (first and second years): The core training objectives of this stage are to solidify hand drawing skills, composition foundations, design thinking, and cultural reading abilities. It is not recommended for students to directly rely on AI to generate complete product content. Basic course assignments such as basic modeling, hand drawn expression, and composition principles should mainly focus on manual hand drawn training, minimizing the substitution of AI for basic skill training.

2. 本科高年级（三、四年级）：课程作业可适度借助 AI 工具开展灵感搜集、构图迭代、



素材辅助、视觉效果渲染等辅助工作，建议整体 AI 生成内容占比不超过 30~40%（以上占比为倡导性参考数值，不作为强制判定标准，各高校可结合专业特点细化，鼓励以创作过程材料与原创主体性综合判定替代单一占比考核）作品核心创意、逻辑架构、文化表达、设计体系仍由学生独立构思、自主完成。

2. Senior undergraduate students (third and fourth years): Course assignments can be moderately assisted by AI tools for inspiration collection, composition iteration, material assistance, visual effect rendering, and other auxiliary work. It is recommended that the overall proportion of AI generated content should not exceed 30-40% (the above proportion is an advocacy reference value and not a mandatory judgment standard. Each university can refine it according to the characteristics of the major, and encourage the comprehensive judgment of creative process materials and original subjectivity instead of a single proportion assessment). The core creativity, logical structure, cultural expression, and design system of the work should still be independently conceived and completed by students.

3. 研究生阶段：课程创作与科研实践可侧重 AI 辅助设计方法论研究、方案可行性推演、数据可视化呈现等创新应用，允许依托 AI 开展辅助性技术工作。建议研究生自主完成核心学术观点、研究逻辑、实证分析体系的搭建，学位论文核心研究内容与创新结论，不建议直接由 AI 生成。

3. Graduate stage: Course creation and research practice can focus on innovative applications such as AI assisted design methodology research, feasibility deduction of solutions, and data visualization presentation, allowing for the use of AI to carry out auxiliary technical work. It is recommended that graduate students independently construct the core academic viewpoints, research logic, and empirical analysis system, as well as the core research content and innovative conclusions of their thesis. It is not recommended to directly generate them through AI.

4. 倡导学生在提交课程作业时，附上简要创作说明，明确标注使用的 AI 工具名称、具体应用环节、对生成内容的筛选调整与人工处理过程，说明作品核心创意、视觉逻辑、最终方案的主导主体，逐步培养规范用 AI、透明用 AI 的学术习惯。未按要求如实标注 AI 使用情况的，课程指导教师可予以学术诚信引导教育，要求补充说明或重新提交。

4. Advocate students to attach a brief creative explanation when submitting course assignments, clearly indicating the name of the AI tool used, specific application steps, selection and adjustment of the generated content, and manual processing process. Explain the core creative ideas, visual logic, and the leading subject of the final plan of the work, gradually cultivate academic habits of using AI in a standardized and transparent manner. If the AI usage is not truthfully labeled as required, the course instructor may provide academic integrity guidance and education, and request additional explanations or resubmission.



第二条 毕业设计（论文）创作参考

Article 2: Reference for Graduation Design (Thesis) Creation

1. 毕业设计（论文）是检验设计类专业学生四年培养质量、综合创新能力的核心原创成果，建议整体 AI 生成内容占比控制在 30% 以内，作品核心创意、研究逻辑、方案推导、文化阐释等核心内容，由学生独立完成。

1. Graduation project (thesis) is the core original achievement that tests the quality and comprehensive innovation ability of design majors' four-year training. It is recommended that the overall AI generated content should be controlled within 30%, and the core creative ideas, research logic, scheme derivation, cultural interpretation and other core contents of the work should be independently completed by students.

2. 倡导学生完整留存毕业设计全流程创作资料，包括手绘草图、文献研读笔记、多版本方案迭代稿、AI 提示词记录、参数调试过程、人工修改痕迹、最终优化底稿等，保障创作过程可追溯、可核查。

2. Advocate students to fully retain the creative materials for the entire process of graduation design, including hand drawn sketches, literature review notes, multi version iterative drafts, AI prompt word records, parameter debugging processes, manual modification traces, final optimized drafts, etc., to ensure traceability and verifiability of the creative process.

3. 毕业设计说明书可增设“AI 创作使用说明”专项章节，客观、真实阐述所用 AI 工具、具体应用环节、AI 内容占比及人工优化完善过程，为指导教师评阅答辩评审提供参考依据。

3. The graduation project manual can add a special chapter on "Instructions for the Use of AI Creation", which objectively and truthfully explains the AI tools used, specific application processes, the proportion of AI content, and the process of manual optimization and improvement, providing reference for guiding teachers to review and defend.

4. 毕业设计中的核心研究结论、创新性观点、文化考据内容，建议由学生自主梳理总结；涉及历史考证、非遗工艺分析、专业理论推导的内容，可通过权威文献交叉核验，尽量规避算法幻觉引发的内容失真问题。

4. It is recommended that students independently organize and summarize the core research conclusions, innovative viewpoints, and cultural research content in their graduation project; The content involving historical verification, analysis of intangible cultural heritage craftsmanship, and professional theoretical deduction can be cross checked through authoritative literature to avoid



content distortion caused by algorithmic illusions as much as possible.

差异化补充说明：设计作品与论文文字部分可执行差异化参考标准，论文核心论述、研究结论部分建议严格控制 AI 生成占比，具体尺度由各高校自行把握。

Differentiated supplementary explanation: The design work and the textual part of the paper can follow differentiated reference standards. It is recommended to strictly control the proportion of AI generation in the core discourse and research conclusions of the paper, and the specific scale should be determined by each university.

毕业设计的成果形式、AI 使用尺度，可由各高校、各专业根据培养目标自行制定细则，本指引仅作通用参考。

The format of graduation design results and the scale of AI usage can be formulated by each university and major according to their training objectives. This guide is for general reference only.

第三条 大学生创新创业项目参考

Article 3: Reference for College Students' Innovation and Entrepreneurship Projects

1. 在文旅文创、非遗活化、数字文博、文化科普等方向的大学生创新创业项目中，AI 可用于辅助三维建模、视觉渲染、样机制作、文案润色、数据可视化呈现等辅助性工作。

1. In college student innovation and entrepreneurship projects in cultural tourism, creative design, intangible cultural heritage revitalization, digital cultural heritage and cultural popularization, AI can be used to assist with 3D modeling, visual rendering, prototyping, copy polishing, data visualization and other tasks.

2. 项目市场调研逻辑、非遗文化体系梳理、整体创新框架、商业模式设计、核心技术方案等核心内容，建议由项目团队自主构建、独立打磨，不宜依托 AI 替代核心创新思考与逻辑搭建。

2. The core content of project market research logic, intangible cultural heritage system sorting, overall innovation framework, business model design, core technology solutions, etc. is recommended to be independently constructed and polished by the project team, and it is not advisable to rely on AI to replace core innovation thinking and logic construction.

3. 针对 AI 生成的历史文化、非遗工艺、科普知识类内容，项目团队可开展人工史实校对、常识纠错与专业复核，有效规避算法幻觉导致的内容失真、虚假传播等问题。



3. For AI generated historical and cultural, intangible cultural heritage, and popular science content, the project team can carry out manual historical fact verification, common sense correction, and professional review to effectively avoid content distortion, false dissemination, and other problems caused by algorithmic illusions.

4. 项目申报书、结题报告、路演展示材料中，若使用 AI 辅助创作内容，建议主动标注说明，保障评审工作的透明性与客观性。

4. In project application forms, final reports, and roadshow materials, if AI-assisted content is used, it is recommended to proactively mark and disclose it to ensure the transparency and objectivity of the review process.

第四条 学科竞赛与公开展览参考

Article 4: Reference for Subject Competitions and Public Exhibitions

1. 创作者参与各级各类设计竞赛、文创展览时，建议主动遵循赛事与展览的官方规则，如实申报 AI 辅助创作相关情况，自觉维护赛事公平与行业原创生态。

1. When creators participate in various design competitions and cultural and creative exhibitions at all levels, it is recommended to actively follow the official rules of the competitions and exhibitions, truthfully declare the relevant information of AI assisted creation, and consciously maintain the fairness of the competitions and the original ecology of the industry.

2. 不倡导提交全程由 AI 生成、缺少人工构思与智力投入的作品参评参展，各赛事组委会可结合自身定位，灵活制定适配的 AI 使用细则。

2. It is not recommended to submit works that are generated entirely by AI and lack manual conception and intellectual investment for evaluation and exhibition. Each event organizing committee can flexibly formulate AI usage rules that are suitable for their own positioning.

3. 创作非遗、古建筑、民俗文化类参赛参展作品时，创作者可主动甄别、修正算法带来的文化偏差，保障传统文化表达的严谨性与准确性，尽量避免错误文化内容公开展播引发的认知误导。

3. When creating entries for intangible cultural heritage, ancient architecture, and folk culture competitions, creators can actively identify and correct cultural deviations caused by algorithms, ensuring the rigor and accuracy of traditional cultural expression, and avoiding cognitive misleading caused by the public display of erroneous cultural content as much as possible.

4. 对于公开展示、公开传播的 AI 辅助创作作品，建议在展板、作品说明、宣传文案等



显著位置标注“本作品使用人工智能辅助创作”，保障公众知情权。

4. For AI assisted creative works that are publicly displayed and disseminated, it is recommended to mark "This work uses artificial intelligence assisted creation" in prominent positions such as exhibition boards, work descriptions, and promotional copy to protect the public's right to know.

第五条 专业领域安全责任参考

Article 5: Reference for Safety Responsibilities in Professional Fields

1. 开展建筑设计、公共设施设计、医疗产品设计、适老化与儿童产品设计、交通设施设计等涉及人身安全、公共利益的设计创作时，AI 生成内容仅可作为创意参考与效果辅助，不得替代结构安全、人机工学、材料性能、无障碍规范等专业验证环节；最终方案的安全性、合规性需由专业人员人工核验把关。

1. When carrying out design and creation related to personal safety and public interests, such as architectural design, public facility design, medical product design, aging and children's product design, transportation facility design, etc., AI generated content can only be used as creative reference and effect assistance, and cannot replace professional verification processes such as structural safety, ergonomics, material performance, and accessibility standards; The safety and compliance of the final plan need to be manually verified and checked by professional personnel.

第四章 AI 创作权属、标注与溯源规范

/ CHAPTER 4: AI CREATION OWNERSHIP, LABELING, AND TRACEABILITY STANDARDS

第一条 AI 创作标注参考规范

Article 1 AI creation Annotation Reference Specification

根据 AI 在创作中的作用，可分为两类差异化参考：

According to the role of AI in creation, it can be divided into two types of differentiated references:



灵感参考类：仅用于搜集创意方向、参考构图风格、拓展创作思路，不直接生成作品核心内容，不作严格占比限制，建议主动标注说明；

Inspiration reference category: only used to collect creative directions, reference composition styles, and expand creative ideas. It does not directly generate the core content of the work and does not impose strict proportion restrictions. It is recommended to actively annotate and explain;

成品生成类：直接生成作品画面、文案、三维模型等核心内容的 AI 使用，建议参照本指引对应场景的占比参考执行。

Finished product generation category: AI usage that directly generates core content such as artwork images, copy, 3D models, etc. It is recommended to refer to the proportion of corresponding scenes in this guide for execution.

为规范不同场景下 AI 创作披露行为，结合高校教学、赛事评审、公开展示需求，可参照以下标准开展规范化标注：

To standardize the disclosure behavior of AI creation in different scenarios, combined with the needs of university teaching, competition evaluation, and public display, the following standards can be referred to for standardized labeling:

1. 课程作业：在作业封面或首页清晰标注所用 AI 工具名称、主要辅助创作环节。
1. Course assignment: Clearly label the name of the AI tool used and the main assisted creative process on the cover or homepage of the assignment.
2. 毕业设计：在毕业设计说明书中单设专项章节，详细说明 AI 使用场景、占比与人工优化过程。
2. Graduation project: Set up a dedicated chapter in the graduation project manual to provide detailed explanations of AI usage scenarios, proportions, and manual optimization processes.
3. 参赛作品：严格按照赛事组委会要求，如实填报 AI 辅助创作相关信息。
3. Entries: Strictly follow the requirements of the competition organizing committee and truthfully fill in the relevant information of AI assisted creation.
4. 公开展示与传播：在作品展板、介绍文案、传播页面中，明确标注 AI 辅助创作相关说明。
4. Public display and dissemination: Clearly label AI assisted creation related instructions on the work display board, introduction copy, and dissemination page.

标注内容可涵盖 AI 工具名称、参与创作的具体环节、人工创作与 AI 生成内容的大致占比，实现透明化、规范化披露。



The annotation content can cover the names of AI tools, specific stages involved in creation, and the approximate proportion of manually created and AI generated content, achieving transparency and standardized disclosure.

第二条 成果权属与自律认定参考标准

Article 2: Ownership of Achievements and Reference Standards for Self discipline Recognition

结合现行著作权法律共识与司法实践，依据人工智力投入占比与原创主导程度，可对 AI 相关创作成果作分层自律认定：

Based on the current consensus of copyright laws and judicial practice, and according to the proportion of artificial intelligence investment and the degree of originality dominance, AI related creative achievements can be subject to hierarchical self regulatory recognition:

1. 纯 AI 生成内容：仅输入简单指令、无实质性人工独创性智力投入的 AI 自动生成内容，依据当前著作权法律共识与司法实践倾向，较难被认定为受著作权法保护的作品；本指引倡导此类内容不作为原创成果参评、公开发表或商业使用。

1. Pure AI generated content: AI generated content that only inputs simple instructions and has no substantial artificial intelligence input is difficult to be recognized as works protected by copyright law based on current copyright legal consensus and judicial practice trends; This guideline advocates that such content should not be evaluated, publicly published, or commercially used as original achievements.

2. AI 辅助创作作品：以人工创意构思、架构设计、审美优化、文化解读为核心主导，AI 仅承担辅助创作功能的作品，整体著作权归属于人工创作主体。

2. AI assisted creative works: Works that are centered around artificial creative conception, architecture design, aesthetic optimization, and cultural interpretation, with AI only providing auxiliary creative functions, and the overall copyright belongs to the artificial creative subject.

3. 自律认定参考导向：倡导人工创意架构、文化解读、方案迭代、后期优化等原创性智力投入在创作全过程中占据主导地位；以人工投入为主、AI 仅作辅助的作品，可正常用于课程结课、毕业设计、公开展示、科创评优、非营利性科普传播等场景。行业实践参考阈值为人工原创投入占比 60%及以上，该数值仅作行业参考，不具备司法与评审强制效力。

3. Reference orientation for self-discipline recognition: Advocate for the dominant role of original intellectual investment in the entire creative process, including artificial creative



architecture, cultural interpretation, scheme iteration, and post optimization; Works that rely mainly on manual input and only use AI as an auxiliary can be used normally in scenarios such as course completion, graduation design, public display, scientific and technological innovation evaluation, non-profit science popularization communication, etc. The industry practice reference threshold is 60% or more of the investment in artificial original works. This value is only for industry reference and does not have mandatory judicial and review effect.

第三条 创作过程溯源管理参考

Article 3 Reference for Traceability Management of the Creative Process

1. 倡导创作者留存核心创作过程资料，核心必留内容

包括：核心创意构思记录、关键方案迭代版本、AI 工具使用说明、人工修改的核心痕迹、参考文献清单，用于佐证原创主体性与创作规范性。

1. Advocate creators to retain core creative process materials, which must include: records of core creative ideas, iterative versions of key solutions, instructions for using AI tools, manually modified core traces, and a reference list to support the originality and creative norms.

2. 有条件的创作者可补充留存完整过程素材，包括手绘草图、全部 AI 提示词记录、参数调试过程、分步修改文件等，进一步强化溯源效力。

2. Conditional creators can supplement and retain complete process materials, including hand drawn sketches, all AI prompt word records, parameter debugging processes, step-by-step file modifications, etc., to further enhance traceability effectiveness.

3. 完整的过程溯源资料，可作为佐证人工创作主体地位、作品原创性的重要依据，也可作为学术诚信核查、版权纠纷处置的有效凭证。

3. Complete process traceability data can serve as important evidence of the status of the artificial creative subject and the originality of the work, as well as effective proof for academic integrity verification and copyright dispute resolution.



第五章 文化科普与非遗数字化 AI 伦理

/ CHAPTER 5: CULTURAL SCIENCE POPULARIZATION AND INTANGIBLE CULTURAL HERITAGE DIGITALIZATION AI creation

第一条 科普内容真实性伦理参考

Article 1: Ethical Reference for Authenticity of Science Popularization Content

1. 创作者利用 AI 生成非遗科普海报、动画、信息可视化内容时，建议落实人工核验、史实校对、常识纠错的多层审核流程，尽量规避算法幻觉引发的科普内容失真问题。

When creators use AI to generate intangible cultural heritage science popularization posters, animations, and information visualization content, it is recommended to implement a multi-level review process of manual verification, historical fact verification, and common sense correction, in order to avoid the distortion of science popularization content caused by algorithmic illusions as much as possible.

2. 涉及历史年代、非遗工艺细节、科学原理、人物事迹等事实性内容，建议通过权威文献、官方资料、专业典籍开展交叉验证，保障科普内容的科学性与准确性。

2. Regarding factual content such as historical periods, intangible cultural heritage craftsmanship details, scientific principles, and personal stories, it is recommended to conduct cross validation through authoritative literature, official materials, and professional classics to ensure the scientific and accurate nature of popular science content.

3. 不建议将未经人工核验的 AI 生成科普内容直接面向公众传播，尤其谨慎面向青少年群体传播存在事实偏差的文化内容。

3. It is not recommended to directly disseminate unverified AI generated popular science content to the public, especially cautious in disseminating cultural content with factual biases to the youth group.

4. 面向公众开展非遗科普传播时，可主动征求非遗传承人、行业专家的审核意见，进一步保障文化表达的专业性与权威性。

4. When carrying out popularization and dissemination of intangible cultural heritage to the public, it is possible to actively seek the review opinions of intangible cultural heritage inheritors and industry experts, further ensuring the professionalism and authority of cultural expression.



第二条 非遗数字化表达伦理参考

Article 2 Ethical references for digital expression of intangible cultural heritage

1. 尊重文化原真性：尽量规避依托 AI 模板化、脸谱化、随意拼接的方式输出传统纹样与民俗符号，充分尊重非遗项目的文化内涵、工艺逻辑与地域特征，不随意混搭不同地域、不同民族、不同历史时期的传统文化元素。

1. Respect cultural authenticity: Try to avoid relying on AI templates, facial makeup, and random splicing to output traditional patterns and folk symbols, fully respect the cultural connotations, process logic, and regional characteristics of intangible cultural heritage projects, and do not mix and match traditional cultural elements from different regions, ethnic groups, and historical periods at will.

2. 严谨开展数字复原：开展 AI 文物复原、古建筑修复、传统工艺复刻等创作时，建议依托权威考古文献、历史史料与非遗传承工艺体系，人工修正算法偏差，保障复原内容严谨可信，尽量避免无依据的艺术虚构与史实重构。

2. Rigorously carry out digital restoration: When carrying out AI cultural relic restoration, ancient building restoration, traditional craft reproduction and other creative works, it is recommended to rely on authoritative archaeological literature, historical materials and intangible cultural heritage inheritance craft systems, manually correct algorithm deviations, ensure the rigor and credibility of restoration content, and avoid unfounded artistic fiction and historical reconstruction as much as possible.

3. 维护文化尊严：自觉规避利用 AI 技术歪曲、戏谑、解构、丑化国家级非遗与重点传统文化符号的行为，主动维护中华优秀传统文化的严肃性与民族情感。

3. Maintain cultural dignity: consciously avoid using AI technology to distort, ridicule, deconstruct, and vilify national intangible cultural heritage and key traditional cultural symbols, and actively maintain the seriousness and national sentiment of China's excellent traditional culture.

4. 坚持传承人主体地位：鼓励非遗传承人与设计从业者协同开展 AI 数字化创作，以传承人的专业经验保障非遗表达的原真性与准确性，推动 AI 创新应用服务于非遗活态传承，切实维护非遗传承人的合法权益。

4. Adhere to the main position of inheritors: Encourage inheritors of intangible cultural heritage and design practitioners to collaborate on AI digital creation, use inheritors' professional



experience to ensure the authenticity and accuracy of intangible cultural heritage expression, promote AI innovation and application to serve the living inheritance of intangible cultural heritage, and effectively safeguard the legitimate rights and interests of intangible cultural heritage inheritors.

5. 明确区分艺术创作与史实资料：AI 生成的非遗主题艺术创作、数字复原示意作品，建议明确标注创作属性，不建议直接等同于真实文物、历史原貌进行传播，避免误导公众认知。

5. Clearly distinguish between artistic creation and historical materials: AI generated intangible cultural heritage themed art creations and digital restoration works are recommended to clearly label their creative attributes and not directly equate them with real cultural relics or historical originals for dissemination, in order to avoid misleading public perception.



第六章 高校评审与指导自律规范

/CHAPTER 6: SELF-DISCIPLINE NORMS FOR UNIVERSITY EVALUATION AND GUIDANCE

第一条 教师指导自律建议

Article 1: Suggestions for Teacher Guidance and Self discipline

1. 授课教师、创新创业指导教师可主动向学生明确 AI 工具使用边界、版权红线与科技伦理准则，将 AI 伦理教育融入课程思政与学术诚信教育，引导学生树立科学、理性的工具观与创作观。

1. Teaching teachers and innovation and entrepreneurship guidance teachers can proactively clarify the boundaries of AI tool use, copyright red lines, and technological ethics guidelines to students, integrate AI ethics education into curriculum ideological and academic integrity education, and guide students to establish a scientific and rational tool and creative view.

2. 高校教学评价体系可适度弱化单纯视觉效果的权重，更加注重考察学生的设计思维、文化理解能力、创新逻辑完整性与创作过程规范性，规避“唯画面效果”的单一评价导向，减少学生为追求视觉效果过度依赖 AI 的现象。

2. The evaluation system for university teaching can moderately weaken the weight of simple visual effects, and pay more attention to examining students' design thinking, cultural understanding ability, innovative logic integrity, and creative process standardization, avoiding the single evaluation orientation of "visual effects only" and reducing the phenomenon of students overly relying on AI to pursue visual effects.

3. 建议高校逐步建立 AI 创作诚信引导机制，纳入学生学术诚信管理体系，对不规范使用 AI、隐瞒创作过程等行为，可参照学术诚信相关制度开展教育引导。

3. It is recommended that universities gradually establish an AI creation integrity guidance mechanism, which should be incorporated into the student academic integrity management system. For behaviors such as non-standard use of AI and concealment of the creative process, educational guidance can be carried out in accordance with relevant academic integrity systems.

4. 教师可主动提升自身 AI 素养与伦理认知，熟悉 AI 工具合理应用场景与伦理边界，为学生提供专业化、精细化指导，尽量避免简单全面禁止或放任自流的极端管理方式。



4. Teachers can actively enhance their AI literacy and ethical awareness, familiarize themselves with the reasonable application scenarios and ethical boundaries of AI tools, provide professional and refined guidance for students, and try to avoid extreme management methods such as simple and comprehensive prohibition or laissez faire.

5. 教师在备课、作业批改、论文指导、试卷命制等教学环节使用 AI 工具时，建议保持人工主导与专业把关，避免过度依赖 AI 导致教学质量下降；面向学生的指导意见、批改评语、考核评价建议由教师人工审定，保障教学评价的专业性与针对性。

5. When teachers use AI tools in teaching processes such as lesson preparation, homework grading, paper guidance, and test paper assignment, it is recommended to maintain manual leadership and professional supervision to avoid excessive reliance on AI leading to a decline in teaching quality; The guidance opinions, correction comments, and assessment suggestions for students are manually reviewed by teachers to ensure the professionalism and pertinence of teaching evaluation.

6. 鼓励院校配套开展教师 AI 素养专项培训，完善教学软件与实训条件，推动 AI 教育从“防止滥用”向“规范使用与能力培养”转变。

6. Encourage universities to carry out specialized training on teacher AI literacy, improve teaching software and practical training conditions, and promote the transformation of AI education from "preventing abuse" to "standardized use and ability cultivation".

第二条 评审综合判定维度参考

Article 2: Reference for Comprehensive Evaluation Dimensions

赛事评审、毕业设计评审、作品评优工作，可参考以下权重综合研判：人工创作过程材料完整度占 35%、作品设计逻辑与文化自洽性占 30%、AI 使用标注透明度与规范性占 15%、创作者对作品内涵的阐述深度占 20%。以上权重为参考建议，各评审主体可根据场景自行调整，不宜单一依赖机器检测结果片面判定。

Competition review, graduation design review, and work evaluation can refer to the following weights for comprehensive judgment: the completeness of materials in the manual creation process accounts for 35%, the logical and cultural consistency of the work design accounts for 30%, the transparency and standardization of AI labeling account for 15%, and the depth of the creator's explanation of the content of the work accounts for 20%. The above weights are reference



suggestions, and each review subject can adjust them according to the scenario. It is not advisable to rely solely on machine detection results for one-sided judgment.

1. 人工创作过程材料完整度：核查手绘草图、方案迭代稿、研究笔记、过程记录等原创素材的完整性、真实性与连贯性。

1. Material completeness in the manual creation process: Verify the completeness, authenticity, and coherence of original materials such as hand drawn sketches, iterative drafts, research notes, and process records.

2. 作品设计逻辑与文化自洽性：研判作品创意逻辑、文化内涵、方案落地性是否完整自洽，是否符合人工原创的思维特征。

2. Design logic and cultural consistency of the work: Analyze whether the creative logic, cultural connotation, and implementation of the plan of the work are complete and consistent, and whether they conform to the thinking characteristics of artificial originality.

3. AI 使用标注透明度与规范性：核查作品 AI 使用披露是否真实、标注是否清晰、流程是否规范。

3. Transparency and standardization of AI usage labeling: Verify whether the disclosure of AI usage in works is true, whether the labeling is clear, and whether the process is standardized.

4. 创作者对作品内涵的阐述深度：通过答辩问询、作品解读等方式，考察创作者对自身作品创意、文化内涵、创新亮点的认知程度，核验原创主体性。

4. The depth of the creator's explanation of the content of the work: Through methods such as defense inquiries and interpretation of the work, the creator's understanding of the creativity, cultural connotations, and innovative highlights of their own work is examined, and the originality is verified.

本评判维度为参考性准则，不构成唯一评审依据，各赛事、高校可自主调整执行标准。

This evaluation dimension is a reference criterion and does not constitute the sole evaluation basis. Each competition and university may independently adjust the execution standards.

第三条 行业自律负面参考清单

Article 3: Negative Reference List for Industry Self discipline

为引导行业良性发展，规避不规范创作行为，本指引梳理形成行业共识性负面行为参考



清单，倡导创作者、师生、行业机构自觉规避：

To guide the healthy development of the industry and avoid non-standard creative behavior, this guideline has compiled a reference list of industry consensus negative behaviors, advocating creators, teachers and students, and industry institutions to consciously avoid:

（本清单为行业倡导规避的不规范行为提示，无强制约束效力，仅作自律警示参考）

(This list is a reminder of non-standard behaviors advocated by the industry to avoid, with no mandatory binding effect, and is only for self disciplinary warning reference)

1. 全程依托 AI 生成作品、缺少自主构思与人工智力投入，冒充纯原创成果提交作业、参与评优或赛事参评；

1. The entire process relies on AI to generate works, lacking independent ideation and artificial intelligence investment, pretending to be purely original results to submit assignments, participate in awards or competitions;

2. 未经授权盗用非遗资源、文物素材、他人原创设计内容投喂 AI，用于学科竞赛、公开展示或商业场景；

2. Unauthorized use of intangible cultural heritage resources, cultural relics, and original designs by others to feed AI for academic competitions, public displays, or commercial scenarios;

3. 刻意隐瞒 AI 使用情况、伪造人工创作过程材料，易造成评审方与公众认知偏差；

3. Deliberately concealing the use of AI and forging materials related to the artificial creation process can easily lead to cognitive biases between the reviewers and the public;

4. 未经专业核验，将存在史实错误、文化偏差的 AI 生成内容大范围科普传播；

4. Without professional verification, AI generated content with historical errors and cultural biases is widely disseminated for science popularization;

5. 依托 AI 技术恶意解构、歪曲、戏谑、丑化中华优秀传统文化与非遗核心符号；

5. Relying on AI technology to maliciously deconstruct, distort, ridicule, and vilify excellent traditional Chinese culture and core symbols of intangible cultural heritage;

6. 刻意隐瞒 AI 参与情况，将 AI 辅助生成内容宣称为纯人工原创作品，以此开展版权登记、参评获奖、商业售卖等误导性行为。

6. Deliberately concealing AI participation and claiming AI assisted generated content as purely artificial original works, in order to engage in misleading behaviors such as copyright registration, participation in awards, and commercial sales.



第七章 附则

/ CHAPTER 7: SUPPLEMENTARY PROVISIONS

第一条 文件效力

Article 1 Validity of Documents

本指引属于文创设计教育领域产学研自律参考文件，无法律、行政强制约束力。

This guideline is a reference document for industry university research self-discipline in the field of cultural and creative design education, and has no legal or administrative binding force.

文中所有规范、比例、标准、要求均为行业经验总结与善意倡导，仅作参考使用，不具备强制执行效力。本指引内容若与国家现行法律法规、行业监管规定、高校管理制度冲突，以官方正式文件为准。各高校、赛事机构、产业单位可根据自身场景自主选用、适度修订、灵活落地。

All norms, proportions, standards, and requirements in the article are industry experience summaries and well intentioned advocacy, for reference only, and do not have mandatory enforcement effect. If the content of this guideline conflicts with current national laws and regulations, industry regulatory provisions, or university management systems, the official document shall prevail. Each university, competition organization, and industry unit can independently choose, moderately revise, and flexibly implement according to their own scenarios.

第二条 适用范围

Article 2 Scope of Application

本指引适用于全国本科、高职高专、研究生阶段设计类、数字媒体类、文创艺术类、文旅设计类专业师生，同时可供青年设计从业者、文创企业、赛事组委会、非遗数字化研究机构参考使用。

This guideline is applicable to teachers and students majoring in undergraduate, vocational, graduate design, digital media, cultural and creative arts, and cultural tourism design across the



country. It can also be used as a reference for young design practitioners, cultural and creative enterprises, event organizing committees, and intangible cultural heritage digital research institutions.

第三条 修订机制

Article 3 Revision Mechanism

本指引可结合行业发展动态适时优化修订，主要修订依据包含：国家相关法律法规与政策文件更新调整、人工智能技术迭代催生新型伦理问题、高校育人与行业实践反馈重要优化建议、专家委员会半数以上成员提出修订动议等。

This guideline can be optimized and revised in a timely manner based on industry development trends. The main revision criteria include updates and adjustments to relevant national laws, regulations, and policy documents, the emergence of new ethical issues through the iteration of artificial intelligence technology, important optimization suggestions for university education and industry practice feedback, and revision motions proposed by more than half of the members of the expert committee.

第四条 解释权

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上海智创研教工业研究中心

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共同起草：彭雨田、苏杰、张楚建、邓林泉

专家委员：罗剑、袁朝辉、梁哲、杨殿卿、庞志国俊

审校参编：于米提江·托乎提、赵彦圣、魏玉冰、王远捷、龙栩欣、黄子研、钟瑞岚、郭博鹏、
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Co drafting: Peng Yutian, Su Jie, Zhang Chujian, Deng Linquan

Expert members: Luo Jian, Yuan Chaohui, Liang Zhe, Yang Dianqing, Pang Zhiguo Jun

Reviewers: Yu Mitijiang Tuohuti, Zhao Yansheng, Wei Yubing, Wang Yuanjie, Long Xuxin, Huang Ziyan,
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