

Reflection and conversation examples – support material to the guidance on generative AI in education

The examples below are intended as supplementary support to the university-wide guidelines on generative AI in teaching and examination.

They are not rules or templates, but illustrate situations where questions about generative AI may arise in teaching and assessment. The first part is themed in the same way as the guidelines, while the second part is based on concrete/specific cases.

The aim is to support reflection and collegial discussions – in teaching teams, at programme level or as a basis for professional development.

Part 1. Examples of applications and questions to support collegial and individual reflection per section in the guidance for teachers: use of generative AI in education

Section 2. Navigating the AI landscape

Examples and applications

Making the invisible visible.

In a social sciences course, the teacher discusses how AI functions are already being used in word processing programmes and learning platforms. By showing examples of automatic language review, summarisation and data analysis, students gain an understanding that AI is part of everyday life even when they have not chosen it themselves.

Describing the usage.

In a writing assignment, students are instructed to briefly describe how they used AI and why, if they did so. Examples of wording could be:

‘I used Copilot to help structure the text, but wrote it myself based on the course literature.’
or

‘I used DeepL to translate an article and then checked the translation against the original.’

The description becomes a tool for reflection rather than control.

Developing reflective understanding.

In a workshop, students compare different AI-generated answers to the same question and discuss differences in language, facts and tone. The aim is to understand both the possibilities and limitations of the technology – and how these affect their own learning.

Questions for collegial reflection

- How would you describe the difference between “using AI” and “working digitally” in your own courses?
- How can you talk to students about AI use in a way that promotes understanding rather than control?
- How can you give students the language to describe and reflect on how they use AI?
- What opportunities in your teaching could be used to make invisible AI use visible?

Section 3. The teacher's professional responsibility in a generative AI context

Examples and applications

Different courses – different purposes. In a writing course where the goal is to develop academic language, AI-based language tools may be limited so that students can practise expressing themselves. In a course that focuses on analysing sources or data, the same tools can be used to sort material or test ideas. The important thing is to be able to explain why the use differs.

Common guidelines provide security. In a programme where several courses handle AI differently, confusion can easily arise among students. When the teaching team develops common formulations about what applies, communication becomes clearer and students know what is expected throughout the programme.

Dialogue with students. When an assignment requires students to report on their process, the teacher can ask them to describe how they used AI – not just for the purpose of control, but to encourage students to reflect on their own work. Such conversations give both the teacher and the student a better understanding of how the tools have affected learning.

Questions for collegial reflection

- In which parts of your courses can AI support help students understand and learn more – and where is there a risk that it will take over their own work?
- How can you and your colleagues describe common principles for AI use so that students have equal opportunities?
- What support or time is needed to enable these discussions to take place regularly within your teaching team or programme?
- How can you make it clear to students why you have made the choices you have, so that the rules become part of the learning process?

Section 4. Generative AI in the learning process – opportunities and challenges

Examples and applications

Using AI to deepen understanding.

A teacher student is given the task of comparing two different explanations of a concept – one from the course literature and one from an AI tool. In the discussion, the student analyses the differences in language, content and credibility. In this way, AI is used as part of the learning process, not as a replacement for it.

Dealing with simplifications.

In a course with difficult theory, the teacher notices that many students use AI to get simpler explanations. The teacher brings this up in the seminar and lets the students reflect on what was lost in the simplified versions – and what became clearer. The discussion makes the use visible and transforms it into a learning opportunity.

Developing independence.

In a course on academic writing, students are asked to try out an AI tool that suggests a text

outline. They then must justify which parts to keep, change or discard. This trains both critical thinking and responsibility for their own text.

Questions for collegial reflection

- When in your courses can AI help students learn more – and when does it risk taking over their own work?
- How can assignments and guidance be designed so that AI becomes an aid to understanding rather than a shortcut?
- How can you talk to students about the difference between using AI to learn and letting AI do the work?
- What opportunities do you see for using AI to enhance accessibility and inclusion in teaching?

Section 5. Generative AI in examination and assessment

Examples and applications

Clarify the purpose of the assignment.

In an assignment where the goal is to assess the student's analytical ability, AI can be used as an aid to find examples or compare data. In a writing assignment where the goal is to test the student's ability to express themselves independently, AI can be used for certain types of language support, but not for text production. The teacher needs to explain the difference to the students in the instructions.

Reporting on AI use.

Students can be asked to briefly describe how they used AI, for example:

'I used ChatGPT to get suggestions for structure, but wrote the text myself and compared it with the course literature.'

or

'I used Copilot to correct spelling and grammar, but checked all changes.'

The point is not to map the tools, but to highlight the student's understanding and responsibility.

Development of examination forms.

When AI becomes a natural part of students' work processes, assessment may need to capture more dimensions of understanding. Oral elements, reflective assignments or logbooks in which the student describes their work process can complement traditional assignments.

Questions for collegial reflection

- Which parts of your assignments test the student's own understanding, and which parts can be supported by AI without affecting the assessment?
- How can you formulate assignments so that the use of AI becomes a support for learning rather than a way to avoid doing your own work?
- How can you and your colleagues describe common principles for the use of AI in your examinations, so that students face clear and equal conditions as far as possible?
- What forms of feedback or assessment support could you use AI for – and how can you ensure that the assessment is always your own?

Section 6. Social relevance and future skills

Examples and applications

Making AI visible in everyday life of the subject.

In a law course, students discuss how AI is used to predict court decisions and the ethical and legal risks this entails. In a medicine course, students analyse how diagnostic systems can affect the trust between doctors and patients. In a humanities course, students examine how language models are changing views on authorship and interpretation.

Using AI as part of learning.

In a teacher training programme, students work on evaluating how AI generates feedback on student texts. They compare the automated feedback with their own assessments and reflect on the differences. The assignment trains both technical understanding and pedagogical judgement.

Questions for collegial reflection

- How does AI affect your subject, directly or indirectly – and which aspects of this development should your students understand?
- In what ways can you use examples from your field to spark discussion about the possibilities and limitations of AI?
- What ethical or scientific issues surrounding AI could become a natural part of your teaching?
- How can you and your teaching team help to highlight these perspectives without technology taking over the core of the subject?

Section 7. Conditions for professional responsibility

Examples and applications

Collegial learning in practice.

A faculty introduces short reflection meetings where teachers share how they have handled AI in their courses – for example, how they formulate assignments or talk to students about its use. The discussions are documented and become a shared resource that is updated every semester.

Organisational support as an enabler.

A department sets aside time in its planning for teaching teams to revise course syllabuses and discuss how AI affects learning objectives and assessment. A programme coordinator organises an internal workshop with support from PIL to develop examples and formulations that can be shared between courses.

Questions for collegial reflection

- What forum or type of time do you and your colleagues need in order to discuss AI issues in a way that feels manageable and meaningful?
- How can collegial discussions help to create security and fairness for students in programmes where several teachers are involved?
- How can your department or faculty support long-term learning about AI – not as a project, but as part of regular development?

- How can experiences be shared so that they become useful to more people without micromanaging teaching?
- How can you ensure that students can easily find information about how AI may be used in different courses and modules?

Part 2. Case-based reflection examples

Home exam and sounding board

Situation:

A student is working on a home exam. They write their own draft and then use an AI tool to get feedback on their reasoning and structure.

Possible outcomes:

- The student can explain their own thought process and how the AI support helped them develop their reasoning.
- The student has allowed the tool to formulate the main part of the answer and can no longer explain how the text was constructed.

Reflection:

Here, the discussion may focus on where the line between support and misdirection lies. To what extent can AI be used to stimulate reflection and critical thinking, and when does the tool begin to replace the ability that is being tested?

The point is not to determine whether the use is right or wrong, but to clarify how the assessment is affected. If the task tests the ability to structure and formulate an argument independently, that work should be done by the student. If the purpose is instead to test understanding of content, AI can help to reveal the limits of knowledge – provided that its use is reported and discussed openly.

Language support as an assistant

Situation:

A student uses Copilot or Grammarly to improve the language, tone and flow of their text.

Possible outcomes:

- The language support has helped the student express themselves more clearly, but the content and arguments remain unchanged.
- The tool has rephrased parts of the argument so that the text no longer reflects the student's own thoughts.

Reflection:

Here, the discussion can focus on how language support affects assessment. Linguistic assistance can contribute to inclusion and accessibility, but it also changes the character of the text and can hide uncertainty in understanding.

The important thing is not where the line is drawn, but that both teachers and students develop a shared awareness of how language support is used and what is actually being assessed. One possible approach is to ask students to briefly describe which tools they have used and how they have affected the text – not as a control measure, but as part of the learning process.

AI as a source of information

Situation:

A student uses an AI tool to quickly find facts for an essay. The tool provides seemingly reasonable answers but without source references.

Possible outcomes:

- The student uses the information as a starting point and checks the facts against scientific sources.
- The student uses the AI answers as facts without questioning or verifying them.

Reflection:

The discussion here can focus on how understanding of knowledge sources develops. GenAI generates text, not knowledge, and it is easy to confuse probability with truth. Allowing students to analyse differences between AI answers and established sources can therefore be a powerful exercise in source criticism.

The point is to highlight how knowledge is built up, not to avoid the tool. By comparing, questioning and supplementing, students can learn to deal with uncertainty and strengthen their critical judgement.

The invisible sources

Situation:

A student asks an AI tool to find research articles on a topic for an essay. The tool presents a list of references that appear to be relevant.

Possible outcomes:

- The student reviews and checks the sources, discovers gaps and supplements with their own searches in subject databases.
- The student uses the references as they are and misses important perspectives or later discovers that some sources do not exist.

Reflection:

Here, the conversation can focus on the quality and selection of information searches. Different tools have different coverage and logic, and the choice of tool affects which voices and perspectives become visible.

Comparing AI-generated lists with search results in, for example, Scopus or Google Scholar can help students see how information is selected and what is left out. The point is to use AI as a complement, not a replacement, and to develop an understanding of both the strengths and limitations of how knowledge is presented and prioritised.

Group work and the role of tools

Situation:

A group of students uses an AI tool to structure a joint project, gather ideas and create a basis for their report.

Possible outcomes:

- The group documents how the tool was used, reflects on the process and can clearly show their own contribution.
- The group makes no clear distinction between AI-generated and their own material, which creates uncertainty about the assessment.

Reflection:

Here, the discussion can focus on how transparency and responsibility can be built into assignments. When AI becomes part of group work, new questions arise about collaboration and ownership. Encouraging documentation of the process makes it easier to assess learning, not just the result.

The point is not to discourage the use of tools, but to support students in understanding their collective responsibility and being able to describe how they worked. In this way, the use of tools becomes part of the learning process rather than something that needs to be hidden.

The image generator in the design course

Situation:

Students in a design course use DALL·E to create image ideas and sketches for a design project.

Possible outcomes:

- Students use AI as inspiration, further process the images and reflect on the tool's impact on expression and style.
- Students submit AI-generated images without editing or discussing how they were created.

Reflection:

The discussion may focus on what should actually be assessed – idea, expression, process or technique. When AI is used in creative tasks, it is important to talk about how human and machine creation interact.

Allowing students to present their work process, including the use of AI, can provide a basis for reflection on creativity and originality. In this way, technology becomes a means of understanding creation, rather than a shortcut to results.

Accessibility or advantage?

Situation:

A student with language difficulties uses AI-supported translation and text processing. Another student, with greater language skills, writes without aids.

Possible outcomes:

- The tool acts as a language aid and helps the student demonstrate their understanding of the content.
- The AI support becomes so extensive that the assessment reflects the performance of the tool rather than that of the student.

Reflection:

Here, the discussion may focus on the balance between accessibility and fairness. AI can contribute to inclusion but also risks creating new differences between students.

By openly discussing the role of the tools, teaching teams and programmes can jointly

determine what constitutes reasonable support in relation to the learning objectives. The point is to find ways to support equality without reducing the requirements for independence.

Reflection instead of prohibition

Situation:

A team of teachers is planning an upcoming exam and discusses how AI affects the examination. Some want to ban its use entirely, while others want to adapt the assignments.

Possible outcomes:

- The teachers conclude that the assignments can be designed to test the students' understanding, for example through reasoning, reflection or oral follow-up.
- The teachers try to prevent the use of AI but discover that the tools are still being used without improving the reliability of the assessment.

Reflection:

Here, the discussion may focus on how examinations can be developed to highlight understanding rather than reproduction.

AI is not only changing how students write, but also what is meaningful to test. By focusing on process, reasoning and the ability to explain their choices, examinations can contribute to learning and legal certainty without having to be based on prohibitions.

Tips for using the case-based examples:

The examples can be used as a basis for collegial discussions, workshops or course development.

They can be combined with reflection questions such as:

- Which learning objectives are tested in the assignment – and does AI affect what is to be assessed?
- What does the student need to be able to account for in their work?
- How can we communicate the framework and purpose so that students understand our choices?