Guidelines on the use of Generative AI tools for learning and teaching

The Office of the Vice-Rector for Academic and Student Affairs

Institute for Innovative Teaching and Learning

Digital Education @ Uni.lu

These guidelines serve as a foundational framework for the responsible and effective use of Generative AI tools within the university setting. They are directed at both students and instructors (teaching and academic staff, adjunct teachers…), aiming to support the integration of these technologies into educational activities such as teaching, learning, and assessment.

When used appropriately Generative AI tools can enhance productivity, creativity, and learning outcomes. These guidelines provide practical advice and best practices to help users understand the capabilities and limitations of such tools.

A central concern addressed by these guidelines is the preservation of academic integrity. The guidelines clarify what constitutes acceptable use and what may be considered misconduct.

This document will be revised annually.

The guidelines build on the university's previous efforts to define the use of chatbots and AI in teaching, learning and assessment:

- Chatbots and student assessment
- AI Texts: Detecting the Machine
- ChatGPT: An educational ally we didn't ask for, but have
- AI did not disturb assessment – it just made our mistakes visible

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Guidelines for learning

Disclosure requirements

The use of AI must be disclosed. The distinction between original work and AI-generated work should be clear.

Disclosure requirements imply the documentation and disclosure of AI use: which AI tools were used, for what purpose they were used and how the output was modified, if at all. *See Appendix for "Examples of disclaimers for when AI is used"*.

Instructors are also strongly encouraged to disclose any use of AI in their course content

Instructors have the liberty to request that students provide prompts and discussion history with AI tools. Therefore, it is advised that students and staff keep an overview of the used prompts and discussions for when this is needed or required.

AI tool supported by the UL

The UL provides Microsoft Copilot as its official supported chatbot. We encourage all students and staff members to use this tool, as it guarantees the confidentiality of any data entered.

On AI tools, one can deactivate training mode, which means that the data submitted cannot be used for model training. However, it does not mean the data isn't stored on external servers and used for other purposes. Sharing sensitive data is in any case prohibited.

When Microsoft Copilot is accessed using a university-provided account, all data processed through the tool remains within the University's secure Microsoft 365 environment, that is, no data is transmitted outside the institution's cloud infrastructure and used to train Microsoft's AI models.

Acceptable Generative AI uses

In general, using Generative AI as an assistant is permitted. Below is a non-exhaustive list of acceptable uses:

Content development

These uses support the generation and refinement of ideas and content.

- Brainstorming and idea generation: suggesting topics, approaches, or perspectives
- Summarizing text: condensing large volumes of information

Language and communication support

These uses enhance clarity, accuracy, and accessibility in communication.

- Editing and proofreading support: improving grammar, style, and coherence
- Translation assistance

Technical and conceptual assistance

- Coding assistance: writing, debugging, or explaining code
- Explanation of concepts: clarifying complex ideas, theories, or terminology

Levels of risk

Please note that the use of Generative AI can involve different levels of risk. Below are examples of low, moderate, and high risks.

LOW RISK USES	MODERATE AND HIGH-RISK USES
You are the source of information *e.g., grammar-check, assistance for emails…*	**You don't know the topic/answer** • If verifiable: low risk if you check it *e.g., explaining concepts, coming up with sources…* • If not verifiable: moderate risk *Advice given by AI may sound plausible but can be outdated, biased, or unfounded*
You know the topic/answer *e.g., summary of known content, comparison between points of views…*	/!\ If you didn't think about the topic before, AI may influence your judgement **You don't know the topic/answer and it's not verifiable**: high risk *e.g., AI can come up with pseudoscience and be overconfident about it*

Adapted from Parmentier and Vicens (2025)

Unacceptable Generative AI uses

Below is a non-exhaustive list of unacceptable uses:

- Submitting a text generated fully or partly by an AI tool under one's own name
- Generating data to create fake data and content for essays, reports or research papers
- Running outputs through multiple AI tools to avoid detection; using prompts aiming at bypassing plagiarism software
- Insufficient or non-existent disclosure of the use of AI tools
- Sharing sensitive data with AI tools (personal data, financial data, health data, biometric data, confidential information…)

In case of doubt, refer to your teachers or supervisors.

Please be advised that all course materials (lecture notes, presentation slides, and recorded sessions) are protected by copyright. Users should refrain from uploading copyrighted content through AI tools.

What happens when a student is suspected of improper use of AI?

In case of a substantiated suspicion of unauthorized AI use in an assessment, staff must trigger the disciplinary procedure for academic fraud and plagiarism.

A disciplinary case must be based on solid evidence. Instructors must be aware that any suspicion beyond a reasonable doubt must be based on facts. A disciplinary case can only be pursued if there is solid evidence of improper use of AI.

Guidelines for teaching

Transparency requirements

Instructors are invited to:

- inform students of policies and expectations regarding the use of Generative AI
- include a written statement in courses' outlines

The written statement should clearly state the cases where AI can or cannot be used.

Instructors are also invited to regularly remind students on acceptable and unacceptable practice.

AI literacy development

Instructors are invited to develop their own AI literacy. This implies:

- Try out text and image generators and use them on real tasks (summarizing articles, designing syllabi, generating quiz questions…)
- Follow key debates on AI in education
- Understand the basics of prompt engineering

Please note that training will be provided to instructors during the coming semesters. Stay informed on the Digital Education Intranet page.

Open discussion with students

Instructors are invited to open a discussion about AI use with their students, that is, to engage student to develop their critical thinking when using AI or when exposed to AI products.

Below are examples of aspects to discuss:

- Acceptable and unacceptable use of Generative AI
- Consequences of improper use of AI in terms of fraud and plagiarism
- Reproduction of biases and discrimination
- The importance of learning, intellectual struggle and process: What will they lose if they use AI to complete their assignments?
- The implications of AI in the short, medium and long term for themselves and the wider society

Assessment adaptation

Except for in-class assessment, one must assume that students will use Generative AI tools. Instructors are invited to adapt their assessment methods in this regard. We provide guidance to support this reflection:

Test assessments with Generative AI

Instructors can paste their assessments into a Generative AI tool and observe the results. Experimenting with a variety of instructions can help understand how AI interpret and respond to assessments and allow for a refinement of instructions. If this is the case, instructors should inform students that they have tested the assessment beforehand.

Include Generative AI in the assessment process

Here are three activities one can try with students:

- Ask students to assess outputs generated by AI
- Ask students to improve outputs generated by AI
- Make students "fact check" outputs generated by AI by finding reliable sources

In-class assessments

Students are less likely to commit acts of dishonesty in a controlled environment, hence in-class assessments will prevent the use of Generative AI. However, one must avoid over-reliance on in-class assessments: they limit the ways in which students can demonstrate their learning and cause greater stress, which puts some of them at a disadvantage.

Change assessment types

Instructors can try several types of assessments to assess their students. Below is a non-exhaustive list of ways to assess students:

- Oral examinations
- Project approaches combined with oral presentation
- Video producing
- Facilitating a debate

Try the "backward design" approach

The backward design approach (Biggs, 1996) suggests starting with defining learning outcomes. There are several taxonomies available for this purpose (Bloom, SOLO, etc.).

For more information, look up "constructive alignment".

Focus on learning process

Learning is a process: students move from one state to another. They may not all start from the same point, but we want them all to reach a specific point. One can focus on this process by:

- asking students to provide draft versions of their work
- dividing large projects into smaller chunks with iterations guided by feedback
- peer assessment and self-assessment activities

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Useful resources

UL resources

Education Quality Office – official documents made available by the VRAE Office to the academic community of the University, including academic rules and procedures, handouts, templates, and forms.

Academic conduct – "From the beginning until the end of their studies at the University, users undertake to comply with the principles of intellectual honesty, in particular not resorting to plagiarism, fraud or any other method that is unlawful or contrary to academic integrity."

Guidelines from other universities

KU Leuven – https://www.kuleuven.be/english/genai/general-guidelines

Oxford – https://www.ox.ac.uk/students/academic/guidance/skills/ai-study

Stanford IT – https://uit.stanford.edu/security/responsibleai

Imperial College London - https://www.imperial.ac.uk/admin-services/library/learning-support/generative-ai-guidance/

Other resources

Artificial Intelligence and the Research Paper: A Librarian's Perspective – https://blog.smu.edu/smulibraries/2023/01/20/artificial-intelligence-and-the-research-paper-a-librarians-perspective/

Duke workshops on AI – https://lile.duke.edu/ai-and-teaching-at-duke-2/

GenAI Chatbot Prompt Library for Educators – https://www.aiforeducation.io/prompt-library

International Journal of Artificial Intelligence in Education – https://link-springer-com.proxy.bnl.lu/journal/40593

Find out more

Biggs, J. (1996). Enhancing Teaching Through Constructive Alignment. *Higher Education*, *32*, 347–364. https://doi.org/10.1007/BF00138871

Luo (Jess), J. (2024). A critical review of GenAI policies in higher education assessment: A call to reconsider the "originality" of students' work. *Assessment & Evaluation in Higher Education*, *0*(0), 1–14. https://doi.org/10.1080/02602938.2024.2309963

Moorhouse, B. L., Yeo, M. A., & Wan, Y. (2023). Generative AI tools and assessment: Guidelines of the world's top-ranking universities. *Computers and Education Open*, *5*, 100151. https://doi.org/10.1016/j.caeo.2023.100151

Parmentier, J.-F., & Vicens, Q. (2025). *Enseigner et former* (3rd ed.). Dunod.

Appendix: Examples of disclaimers for when AI is used

When AI tools are used in the preparation of written documents, disclaimers should be provided to ensure transparency. These disclaimers can be placed as footnotes, in an appendix, within the main text, or following the text – at the discretion of the author.

Here are examples of disclaimers[1] instructors and students can provide with their written documents:

Brainstorming, idea generation

Microsoft Copilot was consulted for brainstorming in the early drafting stage.

Microsoft Copilot was used to generate suggestions for the argument presented.

Editing and proofreading support

This paragraph was proofread with the help of Microsoft Copilot.

Microsoft Copilot was used to rephrase this paragraph to improve clarity.

Translation assistance

This translation was produced by Microsoft Copilot and reviewed by the author.

Coding assistance

The code included in this document was generated using Microsoft Copilot and manually adapted.

Content generation

AI-generated content (Microsoft Copilot) was used as a first draft then revised by the author.

This paragraph was drafted using Microsoft Copilot based on the author's outline.

[1] These examples were generated by ChatGPT based on the author's suggestions and outline, then revised by the author.