

Use of Artificial Intelligence in teaching and examinations at LUH

The spread of the AI text generator ChatGPT has led to intensive discussions at LUH about how developments in the field of artificial intelligence (AI) will change the fields of teaching, learning and examination.

It can be stated that ChatGPT can offer special options and potentials on the way to an innovative learning culture and newly designed examination formats for a competence-oriented examination culture. At the same time, it is evident that the disciplines in which academic, argumentative writing encompasses a central competence of students are facing great challenges in teaching and in the examination process.

Position of the Vice President for Teaching and Academic Programmes

The guiding principle for LUH in its further dealings with ChatGPT and other AI language models should be that they are incorporated into teaching and learning and that ways of using them productively are worked out. Since the development of AI-based tools will continue to be driven forward both qualitatively and quantitatively, a ban on their use in university teaching does not appear to make sense. Nevertheless, legal aspects such as data protection are still being clarified, so further repositioning will be part of the process.

Whenever the use of AI-based tools appears to make sense from a subject-specific point of view and is justified from a didactic point of view, the corresponding tools should find their way into university teaching and examinations, as the use of AI-based tools is part of so-called AI literacy (AI competence) or digital competence in general. It can be assumed that in the future students will already be familiar with AI-based tools when they begin their studies at LUH. At the same time, it can be assumed that the labour market will expect graduates to be competent in dealing with AI tools relevant to their field of study. They should know how AI-supported tools work, how to control them and be able to reflect on both the technical and ethical limitations of language models.

The guiding idea of a professionally meaningful and didactically justified use of AI-based tools in higher education teaching explicitly includes that competences such as independent academic writing and argumentation as well as the writing of academic papers continue to be regarded as central basic competencies. These academic competencies must be fostered within the framework of academic studies in order to be able to independently carry out, evaluate and reflect on text production and literature selection. Basic skills such as these even take on a special significance through the increasing use of AI-based tools. At the same time, however, the ability to act should also be promoted to the extent that students can assess which steps in the writing process are supported with AI assistance and how suitable initial questions to AI (prompts) can be formulated.

A reflective use of AI-based tools in teaching and examinations means,

- that students are enabled to act correctly in questions of authorship and labelling obligations. Legally secured guidelines on questions of authorship and the obligation to label AI-generated texts as well as questions on academic misconduct through the use of ChatGPT will be developed at LUH in the near future.
- that students critically evaluate the text results they produce and check the sources they use when they use AI-based tools that helps them create their texts.

- that students cannot be forced to use AI-based tools within the framework of university teaching as long as there is no anonymous external or legally protected internal option of use.

Finally, for teachers and examiners it can be stated that formats of examination should be further developed in a competence-oriented manner, and the development processes of examination results should be included in the evaluation in order to be able to use the special options and potential of ChatGPT and other language models on the way to an innovative and effective learning culture. Written, unsupervised examinations are to be combined with oral examinations wherever possible and necessary.

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