An FGGA approach

to addressing the GenAI-challenge in education

Context

- Generative AI (GenAI) is widely used, its use is difficult to verify, and transformative for teaching and learning practices. Its use is not binary (yes/no) but exists on a continuum, ranging from routine language correction to fully AI-generated text.
- The use of AI raises legitimate concerns, most notably potential declines in cognitive skills, risks to privacy and data security, and environmental impact.
- Norms regarding acceptable AI use are not unique to higher education. We follow the (still evolving) standards of the scientific community and relevant professional practice. At the same time, education carries specific responsibilities, including fostering critical thinking, supporting knowledge development, and validly assessing learning outcomes.
- FGGA encourages the use of AI in education where it demonstrably adds value in teaching and enhances students' learning and capabilities. At the same time, AI renders some existing teaching and assessment approaches unfeasible, making critical revision of current practices necessary.
- Numerous policy documents and guidelines exist across Leiden University and beyond. **The purpose of this framework is to clarify and align shared expectations and responsibilities within FGGA.**

Key principles[1]

While norms around legitimate GenAI use are still evolving, we have defined the following key principes:

- **Preserve learning integrity and assessment validity.** AI may be used only when it does not undermine students' genuine acquisition or valid demonstration of knowledge and skills.
- **Maintain fair and ethical conditions.** Assessment design and AI policies should avoid creating incentives for and rewarding undisclosed or illegitimate AI use, and should minimize moral dilemmas for students. Furthermore, AI use in teaching or assessment should not advantage students with better or paid access to technology.

[1] Principles inspired by: FGGA principles for working with AI, the FAIR-ASSESS project and the UL AI guide for teachers.

- **Safeguard human pedagogy.** AI-supported teaching, feedback, or grading must not diminish meaningful educator–student interaction and relationships. Responsibility for educational decisions remains with teachers.
- **Protect privacy and information security.** Never expose or process sensitive personal or confidential information through open AI systems.
- **Ensure transparency in use.** Students and teachers must disclose whether and how AI tools were used in their work.
- **AI literacy and critical use.** Commit to developing students' and staff's ability to understand, evaluate, and use AI critically and responsibly.
- **Trust in teacher's professional judgment.** Teachers retain responsibility to decide when and how AI use best supports student learning and ethical practice.

Responsibilities of individual teachers:

- Remain aware of students' use of GenAI and develop basic competence in critically evaluating the validity of assessment in an AI-enabled learning environment.
- Clearly communicate to students what constitutes acceptable and unacceptable AI use for specific assignments and assessments.

Responsibilities of study programmes:

- Integrate AI-skill development into the curriculum, preparing students for ethical and effective AI use in line with professional practice norms.
- Critically review the assessment of learning objectives across the programme, identifying "AI-robust" components where core knowledge and skills (e.g. writing, conceptual understanding, foundational knowledge) are developed and validly assessed.
- Ensure teachers' awareness of AI-related sensitivities and support their capacity to adapt teaching and assessment methods appropriately, while maintaining trust in and sufficient professional autonomy for educators.

Responsibilities of the faculty (FLO, OSC, O&O, FB):

- Ensure the availability of training opportunities (at the beginners and advanced level) (in cooperation with LLInC).
- Ensure the availability of safe technology for pro-active use of AI in teaching (as much as feasible).
- Gather expertise on AI-based and AI-proof didactics, norms and regulatory framework (incl. sanctioning). Stay proactively informed about (and contributing to) LU policy and regulations.

    - Provide individual advice to teachers about adjusting teaching and testing formats (in cooperation with LLInC).
    - Support Exam Boards by facilitating exchange, sharing practices.
- Provide a user-friendly overview of up-to-date online resources (unless available at the UL level).
- Facilitate teachers and programs where 'centralized' actions are more efficient: e.g. Standard AI-tab with student guidelines on Brightspace, etc.

Key resources currently available:

- UL:
    - Website AI in education, incl.
        - AI Guidelines for teachers
        - AI: Implementing in your curriculum
        - Scale of AI use at University Leiden:
    - ChatGPT: What is possible and what is allowed (students)
    - AI Literacy for Teachers module: LLM Didactic Guide

- FGGA:
    - AI in FGGA (Stoplight Framework)
    - AI policy and regulation (website)
    - FGGA AI student guidelines
    - FGGA Teacher's platform on AI and Education