Friedrich-Alexander-Universität
Erlangen-Nürnberg

Guidelines for the use of AI in teaching

at FAU Erlangen-Nürnberg

www.fau.de

The Guidelines for the use of AI in teaching at FAU are updated regularly.

Last updated: April 30, 2025

Friedrich-Alexander-Universität
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Content

At Friedrich-Alexander-Universität Erlangen-Nürnberg teaching is just as much a priority as research. As an innovative institution, FAU creates an environment for students and teaching staff that provides the space, staff and technology for teaching and studying specialist knowledge, developing skills and encouraging personal growth. “Innovative teaching” also means reacting flexibly to new developments.

FAU therefore champions the integration and teaching of innovative methods and skills. We are convinced that the general, universal teaching-learning context can benefit from the new opportunities offered by artificial intelligence (AI). We see the teaching and acquisition of AI competencies as a valuable addition to traditional skill sets, equipping our students and staff for the future.

The Guidelines for the use of AI in teaching at FAU complement the existing Guidelines on innovative teaching and offer orientation and inspiration for the responsible use of artificial intelligence in teaching. They include guidance on using AI in teaching and examinations as well as helpful examples and checklists for reflecting on and using the possibilities offered by AI in the teaching context.

The Guidelines for the use of AI in teaching at FAU are not regulatory in nature. Regulations governing teaching and examinations are incorporated into the individual degree program and examination regulations, and these may need to be amended accordingly. Furthermore, we are currently working on developing Guidelines for the use of artificial intelligence (AI) at Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) in addition to the Guidelines for the use of AI in teaching at FAU [LINK after publication].

Rapid developments in the context of AI mean that we will have to take an integrative approach to developing and amending the Guidelines for the use of AI in teaching at FAU

Part 1: Orientation and inspiration: Incorporation into the Guidelines on innovative teaching

Excellent teaching (with AI) drives innovation

At FAU, the use of (generative) artificial intelligence (AI) is understood as a means of supporting innovative teaching practices. AI allows new forms of teaching and learning that open up new opportunities for both teaching staff and students. It can support interdisciplinary collaboration and a forward-looking, connected teaching and learning culture that upholds academic integrity and provides added pedagogical value. One central aspect is the acquisition and application of AI competencies by students, staff, and units supporting teaching. They are the focus of FAU's institutional approach regarding teaching with and about AI.

Teaching at FAU transfers knowledge, develops skills and inspires.

FAU believes in a critical and responsible use of AI aimed at providing students with the skills they need to tackle the challenges of the future. Using AI is seen as an opportunity to connect research and teaching even more closely and to venture into new scientific disciplines. The focus is on incorporating subject-specific AI competencies into the curriculum, allowing students to develop them specifically in the context of their discipline: Students should not just use AI, but also critically question it, contextualize its results, and interact with its responses in a developmental dialog. Critical thinking is encouraged as a major key skill required to recognize bias and assess the quality of AI-generated content.

AI can also contribute to supporting interactive, personalized and descriptive learning formats, for instance by introducing virtual assistants, simulations or gamification elements. These are opportunities that should specifically also be incorporated into teaching at FAU.

Teaching at FAU incorporates developments in society

(Generative) artificial intelligence is a part of the reality of university-level teaching that is the subject of lively and at times controversial debate, and that entails both opportunities and risks on a pedagogical, legal and ethical level. Teaching at FAU takes a head-on approach to this controversy. Integrating AI is seen as an opportunity for encouraging innovative teaching and learning formats that prepare students for the demands of an increasingly digitalized and AI-assisted society. Accordingly, the curriculum must provide scope for trialling and developing AI applications tailored specifically with teaching in mind.

AI can provide tailored support for the ongoing development of university-level teaching, including helping to strengthen links between theory and practice – for instance by providing support in generating practical scenarios and problem-oriented tasks – and thereby contributes to offering students the opportunity to develop their subject and methodological skills in a protected learning environment with the focus on practical application.

Furthermore, AI can support interdisciplinary dialog and collaborative knowledge production with various concepts and tools. AI-assisted services and tools also open new perspectives in the area of the internationalization of our University. AI can also contribute to encouraging diversity, equality and inclusion by supporting accessible teaching and learning formats.

Against the backdrop of sustainable university development, we ought to encourage a responsible and resource-efficient use of AI technologies. It is important to encourage awareness of the efficient use of data-intensive systems among students and staff, in order to avoid unnecessary computation and minimize the environmental impact.

Teaching at FAU uses a wide variety of teaching and examination formats

Teaching at FAU actively accepts the challenges posed by the digital and AI-assisted transformation and deliberately integrates AI to support diverse teaching, learning and examination formats. AI is integrated both as a subject to be learned and as a teaching support tool.

A pedagogical approach is taken at all times to using AI in teaching, learning and examinations, with the aim of continuing to improve excellent teaching, make it more learner-friendly and strengthen our skills-oriented approach for teaching, learning and examinations. At the same time, it must be ensured that AI is not used for fraudulent purposes, that the acquired skills can still be examined, and that human decision-making takes precedence over AI-assisted assessment of student performance.

Furthermore, integrating AI into teaching requires changes in our teaching and learning culture, requiring students to take on more responsibility for their learning and changing the lecturers' role to become more of a mentor. This may be achieved by changing the curricula, developing innovative teaching formats, encouraging academic dialog and establishing a technological, service-oriented and advisory infrastructure.

In view of the spread of AI, we have to rethink and adjust examination formats in order to ensure examinations remain skills-oriented. The relevant degree program and examinations regulations and module descriptions (see recommendations for action "Examinations") must therefore include provisions governing the use of AI.

Teaching at FAU is open to society and dialog

Teaching at FAU is open to dialog in society and demands a reflective approach towards the impact AI has on technological, social, academic, political and social developments. The integration of AI is the focus of both academic discourse and wider social debate. Interdisciplinary collaboration within FAU and with external partners and other universities actively encourages dialog about the opportunities and challenges of using AI. This exchange will contribute to gaining a deeper understanding of AI and its potential impact on education, the world of work, and society. Students, teaching staff and external stakeholders are invited to reflect together on how AI can be integrated into teaching and learning processes and used responsibly, as well as on which areas should deliberately avoid the use of AI.

Teaching at FAU relies on strong support

FAU promotes pedagogical skills and professional teaching with targeted support for teachers in dealing with AI. This includes regular professional development seminars, e-learning sessions, presentation of good practice and sample scenarios as well as workshops that address the ethical, legal and educational aspects of using AI in teaching.

With the overall aim of promoting academic success, FAU's university services (FAU Teaching, RRZE, CIO Office, FAU ZIWIS and University Administration) are exploring the topic in depth in order to be able to give expert answers regarding the use of AI in teaching and react appropriately to new requirements and issues. Staff at these institutions act as multipliers, advising teaching staff and students on the integration of AI in teaching and learning processes. The university services will become established as a point of contact for expert advice and support regarding the use of AI, ensuring it is used safely and responsibly. FAU will also ensure that teaching staff and students have access to AI systems that comply with data protection regulations (e.g. HAWKI).

Part 2: Practical guidelines for using AI in teaching and examinations

The use of AI in teaching is guided by the principles of academic integrity, transparency and ethical responsibility as well as by legal provisions, in particular regarding data protection. In conjunction with the Guidelines for the use of artificial intelligence (AI) at FAU, the following aspects should be considered:

Curricular integration:

The curricular integration of AI ought to be specifically encouraged in the context of degree program development, with the aim of teaching students subject-related AI skills. These should enable students to critically reflect on AI and put it to practical use in their specific discipline.

Recommendation

Instead of incorporating (gen)AI into existing modules in an isolated way, incorporate it in context by specifically integrating relevant methods, tools and theories into the learning outcomes of the degree program. Teach technical and reflective skills in order to prepare students for disciplinary, ethical and social challenges in handling AI.

Transparency and labeling:

Teaching staff are responsible for clearly regulating the use of AI in all teaching activities, in particular in examinations. They must decide on binding regulations for examination scenarios in their teaching units and communicate them transparently to students.

Students are also obliged to disclose their use of (gen)AI pursuant to the regulations for the relevant teaching unit, in order to ensure that their knowledge, understanding and skills can be judged fairly and correctly.

Recommendation

Clarify whether and to what extent AI-based tools are allowed in the examination scenarios in your teaching units. Give precise instructions as to how their use is to be acknowledged and referenced (e.g. in separate sections, appendices or declarations of originality). Encourage reflection on how you and your students use (gen)AI by offering opportunities for critical reflection.

Responsibility, self-determination and security:

Teaching staff and students are equally responsible for using AI in a reflective, appropriate and ethical way. Students are responsible for ensuring that they only use AI-assisted tools within the permitted framework and that their academic work meets the requirements of academic integrity. (See questions and answers under "Students"). The use of AI must comply with currently applicable legal requirements, in particular regarding data protection and copyright.

Recommendation

Be sure to comply with data compliance regulations when selecting AI tools. Use systems that comply with the requirements of the EU General Data Protection Regulation (GDPR) – like HAWKI for example – and avoid tools without verifiable data protection guarantees. The CIO Office, the RRZE and FAU Teaching will assist you as far as possible in selecting tools. Do not enter any personal or confidential information, in particular personal data or data protected by copyright, into AI systems.

Raise awareness of possible risks entailed by using (gen)AI, in particular "hallucinations", algorithmic bias and uncertainty regarding copyright. Make students aware of the fact that responsibility for the content still remains with the user and that generated content must be checked critically.
It is important to ensure that all those involved retain control over their data and are informed as to their options for action. (For future reference, see also the Guidelines on the use of artificial intelligence (AI) at FAU and explanations concerning the relevance of GDPR for teaching). Links to further information:
https://www.fau.de/fau/rechtsgrundlagen/datenschutzkoordination
https://www.intern.fau.de/informationstechnik-it/it-richtlinien

Examinations

Examinations focus on testing the independent performance of students, and must continue to do so in future. Therefore, aids — including (generative) AI — are only permitted to an extent that ensures that examinations continue to remain skills-oriented and test the student's own individual performance. When and to which extent this is the case remains up to the examiner to decide. For each examination, examiners must decide and announce whether and in which form (AI-assisted) aids are permitted and communicate these rules unambiguously to students. Students must in all instances disclose which tools they have used.

- **Invigilated examinations:** The invigilator ensures compliance with the rules stipulated by the examiner.
- **Examinations without invigilators (e.g. written assignments, seminar papers, final theses):** As examiners cannot check the use of AI directly during the examination, checks will be conducted after the examination. As a rule, students must sign a **declaration of originality** (see, for example, sample declaration), in which they state

that they completed the piece of work without any inadmissible external assistance and only using permitted aids.

Instead of banning the use of all aids, including AI-based tools, a more **differentiated approach** is called for. Banning the use of all such aids is impractical, in particular in examinations without invigilators, as AI technologies are already an integral part of many tools that are used in academic work. These include, for instance, search machines, spell checkers, citation analyses, translation programs and specialist software for statistics and software development.

Whether or not such aids are permissible ought to be checked on a case by case basis, taking the cited framework conditions into consideration at all times. The aim ought to be to provide students the skills they need to **deal responsibly with aids, in particular with AI**. In examinations, AI ought to be permitted **as far as possible**, provided the examinations remain skill-oriented and students are able to provide evidence of their own independent performance.

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Recommendation

Write clear examination regulations that clearly stipulate how to deal with AI-based tools and which disclosure obligations apply to students. You can refer to the document "Sample checklist for using (generative) AI in examinations (teaching staff)".

Establish clear rules for transparency in dealing with (gen)AI and communicate them in a binding manner. In the case of doubt, examiners can take measures to check the authorship of student work. This includes the options of conducting interviews to check a student's understanding of the subject if there are grounds for suspecting fraud, and of punishing fraud in accordance with the relevant degree program and examination regulations.

Part 3: Checklists and examples for a reflected use of AI in teaching

Anhang 1: Beispiele für den möglichen rechtskonformen Einsatz von KI in der Lehre

Appendix 1: Examples for using AI in teaching in compliance with legal provisions

The following table gives you an initial overview of which content may be used when integrating AI into teaching and under which conditions.

Examples of use	Legal compliance
Texts from publicly available websites: translating, summarizing and creating texts for publicly available websites	Yes (publicly available)
Analyzing published research literature	
Developing curricula	
Creating lecture notes	
Creating slides for presentations, provided no confidential information is included	
Examples for use in AI courses	
Generating examples for examination tasks	
Program code (open source)	
Research reports	**Only with verified and agreed data processing agreement (DPA):** Only tools that have a verified and agreed DPA may be used. Content may only be processed if it does not contain any confidential information, in particular unpublished results or personal data. DPA: A **data processing agreement** is a legal agreement between a data controller (e.g. a university) and a processor (e.g. a provider of an AI tool) that regulates the processing of personal data on behalf of the controller. It is binding pursuant to Article 28 GDPR and includes provisions regulating data security, scope of processing and control rights.

Information on ongoing research projects: data analysis, results, hypotheses	Only with verified and agreed DPA. Only non-confidential parts may be used (e.g. no unpublished research results).
Code (not open source)	Only with verified and agreed DPA. Confidential information such as internal IT data from the university may not be used.
Translating, summarizing and producing texts for websites that are not publicly available from texts from websites that are not publicly available (e.g. intranet)	Only with verified and agreed DPA.
Creating genuine examination questions	
Research proposals	
Entering and processing personal and employment data: names, addresses, telephone numbers, dates of birth, student registration numbers, health data etc.	Not allowed
Academic performance of students, help in correcting written assignments and theses	
Progress reports for students	
Support needs of students and staff, e.g. due to disability, compensation for disadvantages, illnesses	
Project management data: progress reports, budgets, resource allocation, schedules for research projects	

Key for legal compliance

- Yes (publicly available): Use is allowed, provided the data come from public, freely accessible sources.
- Only with a DPA (data processing agreement[1]): Use is possible if there is a DPA and confidential or sensitive information is excluded.
- Not allowed: Use is not permitted, as it involves personal or other protected data

[1] Further information: https://www.lda.bayern.de/de/thema_auftragsverarbeitung.html

Appendix 2: Example of a checklist for using (generative) AI in examinations (teaching staff)

Notes for examiners:

- This checklist gives examples of criteria that may help you clearly and unambiguously define and communicate how AI may be used in various examination forms.
- The legal framework – as defined in the degree program and examination regulations and complemented by the AI Guidelines – must be complied with at all times.
- Adjust the permitted purposes to suit the relevant examination form if necessary.
- Using (generative) AI may neither replace the skills that are to be examined nor make it impossible to test them. The form of the examination must be such that the desired skills can be adequately assessed.

General use of AI

Examiners are able to permit the use of AI in examination scenarios to a varying extent:

1. No use of AI: AI may not be used in any way, shape or form. (In particular in the case of non-invigilated examinations, you should check whether this is actually feasible.)
2. Restricted use: The use of AI is only permitted for certain purposes (see below).
3. Unrestricted use with disclosure: AI may be used in principle, but students must acknowledge and reference its use.

On 2: **Permitted / not permitted use of AI**

Area of use	Allowed	Partially allowed (with restrictions)	Not allowed
Research and generating ideas	☐	☐ (must be documented in the piece of work)	☐
Creating outlines / structuring texts	☐	☐ (only to be used as an aid, students must edit accordingly)	☐
Assistance with wording (e.g. improving sentence structure, style)	☐	☐ (only as assistance, not for generating whole text)	☐
Text correction (grammar, spelling)	☐	☐ (only as assistance, not for generating whole text)	☐
Automatic text generation (complete paragraphs or sections in the work)	☐	☐ (only for certain sections, must be marked accordingly)	☐
Translations using AI tools	☐	☐ (only to be used as an aid, students must revise accordingly)	☐
Using and citing AI-generated content is permitted	☐	☐ (must be marked explicitly)	☐
Creating graphs/diagrams	☐	☐ (only as an supplement, students must interpret the data themselves)	☐
Programming / coding	☐	☐ (must be clearly commented)	☐
AI-assisted summaries of academic texts	☐	☐ (must be clearly commented)	☐
Other…	☐		☐

On 2 and 3: Documentation of the use of AI by students

☐Students must acknowledge their use of AI in their declaration of originality

☐Students must document the AI tools they have used, stating the specific purposes for which they were used

☐Students must explain the differences between their own performance and support provided by AI

Sanctions for unauthorized use: See examination regulations.

Appendix 3: Example of a declaration on the use of (generative) AI in examinations (students)

I, name of student, hereby declare to what extent I used artificial intelligence (AI) including tools such as ChatGPT, Co-Pilot, HAWKI, DeepL Write, Grammarly or comparable tools when working on this examination achievement. I used AI-assisted tools as follows (please mark all applicable options):

- □ Not at all – I produced my work entirely without AI tools.
- □ For research and generating ideas – I used AI to develop initial suggestions, concepts or questions (must be documented in the work).
- □ For creating outlines / structuring texts – I used AI as an aid to structure my work, but I revised the output myself.
- □ For helping with wording (e.g. improving sentence structure, style) – I used AI to improve style and legibility, but not for generating whole texts.
- □ For correcting grammar and spelling – I used AI to improve my language, but not to change content or generate text.
- □ For automatic text generation (complete paragraphs or sections in the work) – I used AI to generate individual sections, which are marked accordingly.
- □ For translating texts – I used AI for translations, but I revised all translated passages and checked the accuracy of their content.
- □ For citing AI-generated content – AI-generated content was used in my work and marked accordingly.
- □ For creating or optimizing graphs, diagrams or visual representations – I used AI for diagrams that are interpreted and discussed in my work.
- □ For programming / creating code – I used AI to generate code, but I checked and commented clearly on all generated content.
- □ For creating summaries of academic texts using AI – I used AI tools to create summaries and commented clearly on their content.
- □ For other purposes, namely: _____

_____.

I confirm that I have fully and accurately stated all instances where I used AI. I am aware that concealing or making incorrect statements on my use of AI tools may be considered attempted fraud and entail consequences under examination law.

Place, date: _____ Signature: _____

Appendix 4: Example of a guide on citing (generative) AI correctly in academic work

As generative AI tools such as HAWKI, Co-Pilot, Gemini, ChatGPT, Claude, DeepL Write or Grammarly do not have stable, verifiable sources or authors in the traditional sense, they have to be referenced separately. This guide will help you to integrate the use of AI correctly in your academic work.

Basic rules for referencing AI

- Every instance where you used AI for assistance in generating content or text must be made transparent.
- AI-generated text that is cited verbatim without any changes must be marked as a citation, stating the source and date.
- A source must also be cited for paraphrased content from AI-generated answers.
- The use of AI for stylistic or grammar corrections ought to be documented in the declaration of originality (or a separate addendum).
- The use of AI for finding ideas or structuring the text ought to be documented in the declaration of originality (or a separate addendum).

Note: As AI can access various sources, including material covered by copyright, there is a risk that the generated texts are plagiarisms if they are not referenced accordingly. Users are therefore obliged to research possible sources and to cite them correctly in their work in order to avoid breaching intellectual property rights or copyright. Responsibility for the accuracy of content and the correct citation of used sources remains with the user. For this reason, it is crucial that you critically check the content, references and bibliography.

Referencing styles

Examples for various ways of using AI, e.g. according to APA (7th edition) [2]

Use case	Example according to APA (7th edition)	Notes
Format in bibliography Tool (year). Title or brief description of prompt. Name of AI model (version). URL	OpenAI. (2025). Answer to the question of sustainable urban development. ChatGPT (version 4.0). https://openai.com	
In the body of the text (in-text citation)	"Sustainable urban development requires integrated approaches" (OpenAI, 2025)	
Direct use of Ai-generated content	"Sustainable urban development requires integrated approaches" (OpenAI, 2025)	This use requires a direct citation, and the source must be included in the bibliography
Paraphrasing AI-generated content	AI text: "Sustainable urban development requires a combination of ecological, economical and social measures." Paraphrasing Successful sustainable urban development is based on the integration of ecological, economical and social measures (OpenAI, 2025).	
Using AI to find ideas or structure	Recommended wording: The structure of this work was created using OpenAI ChatGPT (version 4.0).	In such cases, it is sufficient to state this in the methods part of the document or in a separate addendum to the declaration of originality.

[2] Please note that another referencing style may be required.

When is citation required?

Type of AI use	Citation required?	Declaration necessary?
Directly incorporating text passages generated by AI	Yes	Yes
Paraphrasing an answer from AI	Yes	Yes
Finding ideas/brainstorming with AI	No	Yes, in the declaration of originality
Improvements to grammar and style, unless they are classed as skills that are being examined (e.g. when studying languages)	No	Yes, in the declaration of originality
Creating code/software snippets	Yes	Yes
Generating (moving) images, diagrams	Yes	Yes (stating the AI tool)
Other?		