

GenAI in Your Studies



Awareness, Responsibility and Good Practices



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Introduction



Think first:

- Have you ever heard of the term “Generative AI”?
- When you see a robot reading a book on the cover page, what does it make you think of?
- In your studies, what role do you think AI can play?



The Golden Rule

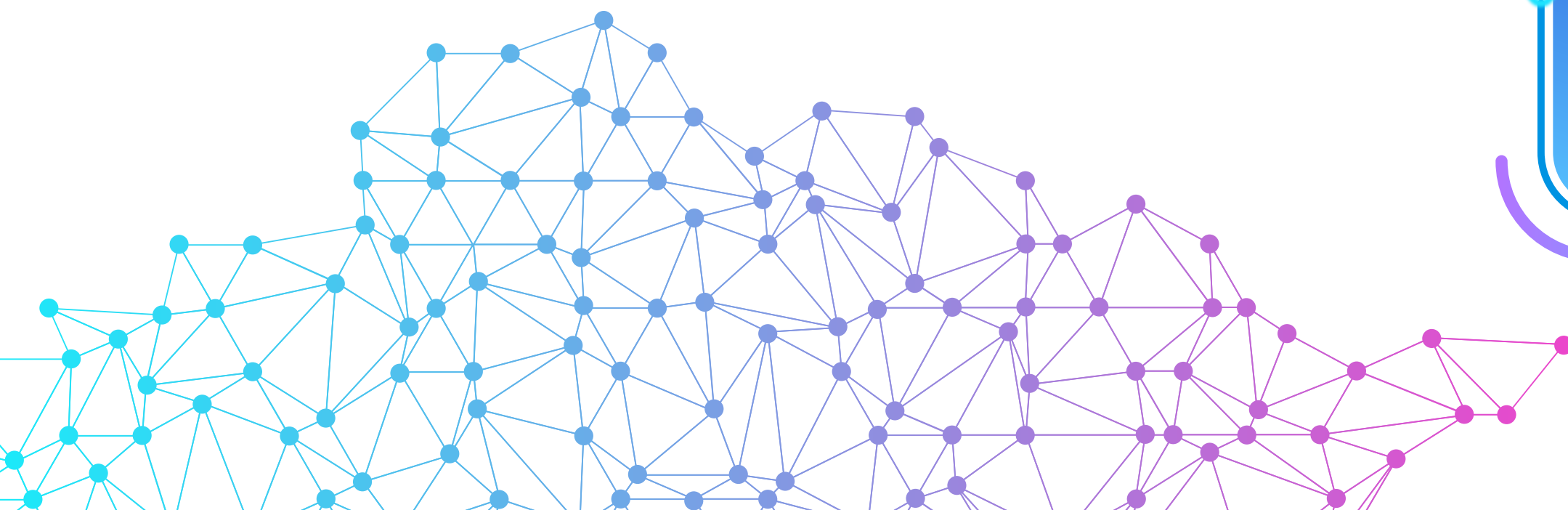
If in doubt about how to use GenAI appropriately, remember the golden rule regarding FRAUD AND PLAGIARISM in our CHARM-EU [Rules and Regulations Framework](#). **Students must never misrepresent Artificial Intelligent (AI) generated content as their own work.**

Nowadays, an increasing number of students use Generative AI (GenAI) to support their studies (EDUCASE, 2024; HEPI, 2024), including students in the CHARM-EU master’s programme.

This guide aims to help students **develop awareness and strengthen their critical thinking skills** when using AI tools:

- ★ [Chapter 1 What’s GenAI?](#)
- ★ [Chapter 2 How to prompt?](#)
- ★ [Chapter 3 Use of AI in higher education](#)
- ★ [Chapter 4 Potential risks](#)
- ★ [Chapter 5 Checklist](#)

*Use AI to support
your learning—not
to replace your
thinking.*



Chapter 1

In this first chapter, you will discover how **generative artificial intelligences (GenAI)** work: from data to algorithms, including tokenization, encoding, and content generation. The goal is to understand the technical basics to better master these tools in daily life.

1.1 AI vs. GenAI

Recent tools such as ChatGPT, Copilot, and Gemini are examples of GenAI, a category within artificial intelligence that is designed to generate outputs like text, images, or code in response to user **prompts**.

Unlike traditional artificial intelligence (AI) systems, GenAI does not understand the meaning of words; instead, **it statistically predicts the most probable words**, (Breznau & Nguyen, 2026).

GenAI is based on models trained on very large volumes of multimodal data.

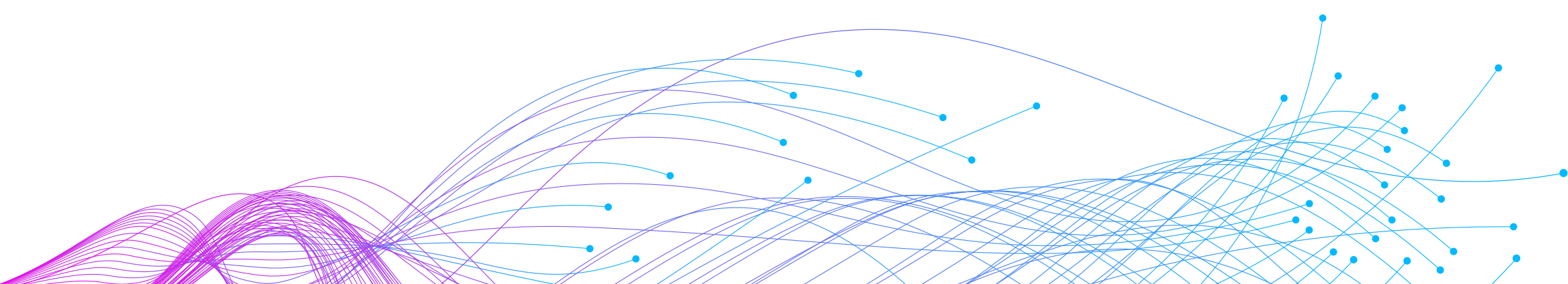
Aspect	AI	GenAI
Definition	Broad field of computer science focused on building systems that can perform tasks requiring intelligence.	A subfield of AI that focuses on generating content based on patterns learned from data.
Core Capabilities	Decision-making, classification, prediction, optimization, perception.	Generation of text, images, audio, code, or other data formats based on training data.
Examples of Use	Fraud detection, recommendation systems, autonomous vehicles, speech recognition.	Chatbots, image synthesis, music composition, code generation, document drafting.
Learning Approach	Often uses supervised or reinforcement learning to improve task performance.	Typically uses unsupervised or self-supervised learning with large-scale models.
Output Nature	Produces structured or predefined outputs (e.g., labels, scores, actions).	Produces novel outputs that resemble human-generated content.
Model Types	Decision trees, support vector machines, neural networks, etc.	Transformer-based models (e.g., GPT, DALL·E, Stable Diffusion).
Human Interaction	Often operates behind the scenes or in support roles.	Frequently interacts directly with users in conversational or creative contexts.

1.2 Key concepts and vocabulary surrounding GenAI

In general, GenAI:

- Learns from large amounts of data
- Breaks information into small units (tokens)
- Predicts what comes next, one step at a time

Data	<p>Data are the raw materials used to train AI systems.</p> <p>They can include:</p> <ul style="list-style-type: none">- texts (books, articles, websites),- images,- code,- public datasets <p>👉 <u>Important points:</u></p> <p>Data influence what the AI knows and what it gets wrong; Data can contain biases, errors, or outdated information; This is why GenAI outputs must always be checked critically.</p>
Model	<p>A model is the AI system itself — the mathematical structure that has learned patterns from data.</p> <p>🧩 <u>Different models:</u></p> <ul style="list-style-type: none">- have different capabilities,- may be better at text, images, or code,-- may follow different rules (safety, data use, privacy).
Tokens	<p>A token is a small unit of text that the AI processes.</p> <p>A token can be:</p> <ul style="list-style-type: none">- a word (learning)- part of a word (learn + ing)- punctuation (.)- sometimes even spaces <p>👉 <u>Important points:</u></p> <ul style="list-style-type: none">- The AI generates text token by token- Long prompts and long answers use more tokens- Tokens partly explain:<ul style="list-style-type: none">- why answers can be cut off,- why wording matters,- why precision in prompts helps.



Prompt	<p>A prompt is the instruction or question given to the AI.</p> <p>It can include:</p> <ul style="list-style-type: none">- a task (“summarise this text”),- a role (“act as a tutor”),- constraints (“in 150 words”, “for first-year students”). <p>Prompting is a skill, not a magic trick.</p>
Probability (not “truth”)	<p>GenAI does not search for truth.</p> <p>It selects the most probable next token based on:</p> <ul style="list-style-type: none">- the prompt,- the previous tokens,- learned patterns. <p>This explains:</p> <ul style="list-style-type: none">- confident but wrong answers,- invented references,- plausible-sounding explanations that are false. <p>👉 This is often called “hallucination”.</p>
Hallucinations	<p>A hallucination is when the AI generates:</p> <ul style="list-style-type: none">- incorrect information,- fake references,- invented facts, while sounding very confident. <p>👉 <u>Important points</u>:</p> <ul style="list-style-type: none">- Fluent language ≠ reliable content <p>This is why GenAI must be used as:</p> <ul style="list-style-type: none">- a support tool,- not an authority or source.
Agent	<p>An AI agent is an AI system designed to perform multi-step tasks by reasoning, using tools, and producing outputs with limited human intervention (for example: searching for information, comparing options, and synthesizing results).</p>

 Understanding these notions helps students:

- use GenAI ethically and responsibly,
- avoid plagiarism and misuse,
- develop AI literacy, not dependence,
- stay aligned with academic integrity rules.



1.3 Examples of AI tools

In addition to generating text (such as with ChatGPT) and images (such as with DALL-E), GenAI is now capable of producing audio, video, code, 3D models, and interactive agents. These advanced models can understand and generate multimodal content with a high degree of contextual accuracy.

Type of AI	Examples of tools	Main purpose
 GenAI (text-based)	ChatGPT, Copilot, Gemini, Claude, DeepSeek, Mistral	Generate text based on learned patterns ⚠️ Fluent output ≠ guaranteed accuracy
 AI-assisted search	Perplexity	Search and synthesise information ⚠️ Sources must still be checked
 AI-assisted research	Research Rabbit	Explore scientific literature ⚠️ Helps navigation, not evaluation
 AI for reading & synthesis	NotebookLM	Work with user-provided documents ⚠️ Limited to uploaded content
 GenAI (image-based)	Midjourney, DALL-E	Generate images from text prompts ⚠️ Generated images ≠ real photos
 AI-powered design tools	Canva	Support visual creation using AI features ⚠️ AI assists design but does not replace authorship
 GenAI (video-based)	HeyGen	Generate synthetic videos (Presentations, avatars, demos) ⚠️ Ethical and identity issues

1.4 Criteria for Choosing an AI Model

Before selecting a model, it's important to consider:

- Interactions (response style: creative vs factual)
- Cost (freemium, subscription...)
- Data usage (storage, GDPR compliance)
- Ethical values (Claude focuses on moderation)
- Transparency (open-source vs closed models)

The tool **compar:IA** allows you to evaluate AI models based on these criteria:

 <https://www.comparia.beta.gouv.fr/>

Compar:IA is a public, free, and open platform developed within the French government's beta.gouv.fr program and led by the Ministry of Culture. Its main goal is to help users compare different generative AI chat models, while fostering critical thinking, linguistic diversity, and responsible AI use.

Chapter 2

To make the use of most of generative artificial intelligence, it is essential to know how to formulate precise and effective requests—this is the art of **prompting**. In this section, you will learn how to structure your queries to obtain high-quality responses. We will cover basic techniques, advanced methods, and practical tips for crafting clear prompts tailored to your needs, while also helping you avoid common mistakes.

2.1 Understanding Prompt Engineering in Generative AI

Prompt Engineering

- Prompt engineering is the art of effectively crafting a query for an AI to maximize the quality of its responses.
- Goal: Guide the model toward a relevant and targeted answer.
- Language models do not think like humans; they rely on mathematical formulas and probabilities.
- A vague query generates a generic response; a precise prompt produces a contextualized answer.

Prompt Input/Output

- Simple model: one instruction as input → one response as output.
- Enables an iterative dialogue with the AI:
 - Refine responses
 - Clarify objectives
 - Adjust expectations progressively

Priming

- Priming involves providing initial information (role, task, format, audience...) to guide the model.
- This information is retained throughout the dialogue session.
- Good priming improves the accuracy, relevance, and stylistic consistency of responses.

The MOYTIFTV model

Some educators within the CHARM-EU alliance have developed the **MOYTIFTV model** as a practical way of helping students **structure prompts when working with generative AI**.

This emerged from staff experience of using large language models in teaching and learning contexts and was informed by concepts that recur across the prompt engineering literature. Although developed independently as an educational mnemonic, MOYTIFTV aligns with several principles described in peer-reviewed frameworks, including CLEAR (Lo, 2023), which emphasises context, constraints, and iterative refinement, and AIPROMT (Korzynski et al., 2023), which focuses on providing clear instructions, relevant context, high-quality input, and explicit expectations for the model's output. Rather than representing a peer-reviewed framework in its own right, MOYTIFTV brings together these widely recommended prompt design principles into a structure intended to support students who are new to generative AI. It therefore serves as a practical teaching aid while acknowledging that prompt engineering remains an evolving interdisciplinary area of research and practice, with growing interest across fields including artificial intelligence, human-computer interaction, information literacy, and education.

2.2 The MOYTIFTV Model

This model identifies **8 essential elements** for structuring an effective prompt:

Element	Function	Why it matters
M - Me	Who am I? What is my context?	Provides context about the user, their situation, expertise, audience, or constraints. AI performs better when it understands <i>who is asking</i> .
O - Objective	What result am I expecting?	Clearly states the desired outcome. Without a defined objective, the AI may produce content that is interesting but not useful.
Y - You	Role assigned to the AI	Assigns a role or perspective to the AI (e.g., instructional designer, researcher, career coach). This helps the AI adopt appropriate knowledge, vocabulary, and reasoning patterns.
T - Task	What the AI is supposed to do	Specifies exactly what the AI should do. Clear tasks reduce the risk of receiving responses that are too broad or off-topic.
I - Instructions	Steps, priorities, constraints	Defines constraints, steps, priorities, sources, or criteria. This is often the most important part because it guides the reasoning process.
F - Format	Expected output format (list, table...)	Tells the AI how to present the answer (table, summary, report, slide outline, bullet list, etc.). This saves time and improves usability.
T - Tone	Desired style (formal, clear...)	Ensures the style matches the audience and purpose (academic, professional, persuasive, friendly, concise, etc.).
V - Validation	Request for confirmation or clarification	Encourages AI to check assumptions, identify missing information, ask clarifying questions when necessary, or verify whether requirements have been met. Remembering of course that such validation is also generated! You are ultimately responsible for all validation.



2.3 Tips for Effective Prompting

✨ Example-Based Prompting Approaches

There are three levels depending on the number of examples provided to the model:

- **Zero-shot prompting:** no example → vague and variable response.
- **One-shot prompting:** one example → moderate improvement.
- **Few-shot prompting:** several examples → more structured and format-consistent response.

✨ “Least-to-Most” Prompting

A decomposition technique:

- Break down a complex task into simple sub-questions
- Answer each sub-question individually
- Synthesize the answers to solve the overall task

This method is ideal for approaching complex questions in a **structured and progressive** way.

✨ Generated Knowledge Prompting

- A method that combines **external knowledge** (articles, documents) with the model’s **internal knowledge**.
- This approach is used in AIs that implement RAG (Retrieval-Augmented Generation).
- It enhances the quality and accuracy of responses on technical, recent, or specialized topics.

✨ Chain of Thought Prompting

- Encourages **step-by-step reasoning**.
- Helps the model structure its response in a logical way.
- Two versions:
 - Without example: “Let’s proceed step by step.”
 - With example(s): The model imitates the provided reasoning.

Useful for: calculations, project management, complex diagnostics, etc.

💡 Other Prompting Tips

- **Emotion prompting:** Include emotional context (e.g., “I really need...”).
- **Rephrase and respond:** Ask the AI to rephrase your question before answering it.
- **Use English:** Often more effective due to richer training data.
- **Pay attention to punctuation:** Helps structure the responses.

2.3 Tips for Effective Prompting

⚠ Prompting Mistakes to Avoid

- Prompt too vague or poorly defined
- Forgetting the expected format
- Not providing any example
- Including too many requests in a single prompt
- Failing to rephrase if the response is unsatisfactory

The consequences of **bad prompting** are similar to the consequences of giving unclear instructions to a colleague. The AI may still produce an answer, but the quality, relevance, and reliability of the output often decrease.

- **Poor-quality results:** When the objective is unclear, the AI has to guess what the user wants.
- **Hallucinations and inaccuracies:** When prompts are vague or under-specified, AI may fill gaps with assumptions.
- **Increased cognitive load:** A poor prompt often leads to multiple rounds of correction.
- **Wasted time and productivity:** Poor prompting can create inefficiencies by generating outputs that require substantial revision. As a result, the time saved through AI may be lost in correcting errors, refining content, or reworking the final output.
- **Outputs that do not fit the audience:** Without specifying the audience, AI may choose the wrong language, tone, or level.
- **Poor decision-making:** In higher education, research, and professional settings, weak prompts can lead to incomplete analyses, overlooked risks or limitations, and inadequate recommendations. As a result, the quality of decisions based on AI-generated content may be compromised.

✅ Verifying the Quality of Responses



To maintain a critical approach toward AI-generated answers:

- Check the **sources** (if provided)
- Change the **angle of the question** to test consistency
- Identify **potential biases**
- **Compare** with other tools or human sources
- Request **concrete examples**
- **Verify** ethical alignment and consistency with your goals

Chapter 3

In this section, we will use some examples to share how to students can practically use GenAI tools in a university setting.

You will discover how these tools can help you:

- Better understand your courses
- Improve your writing
- Stay organized for a group project
- Structure your research questions

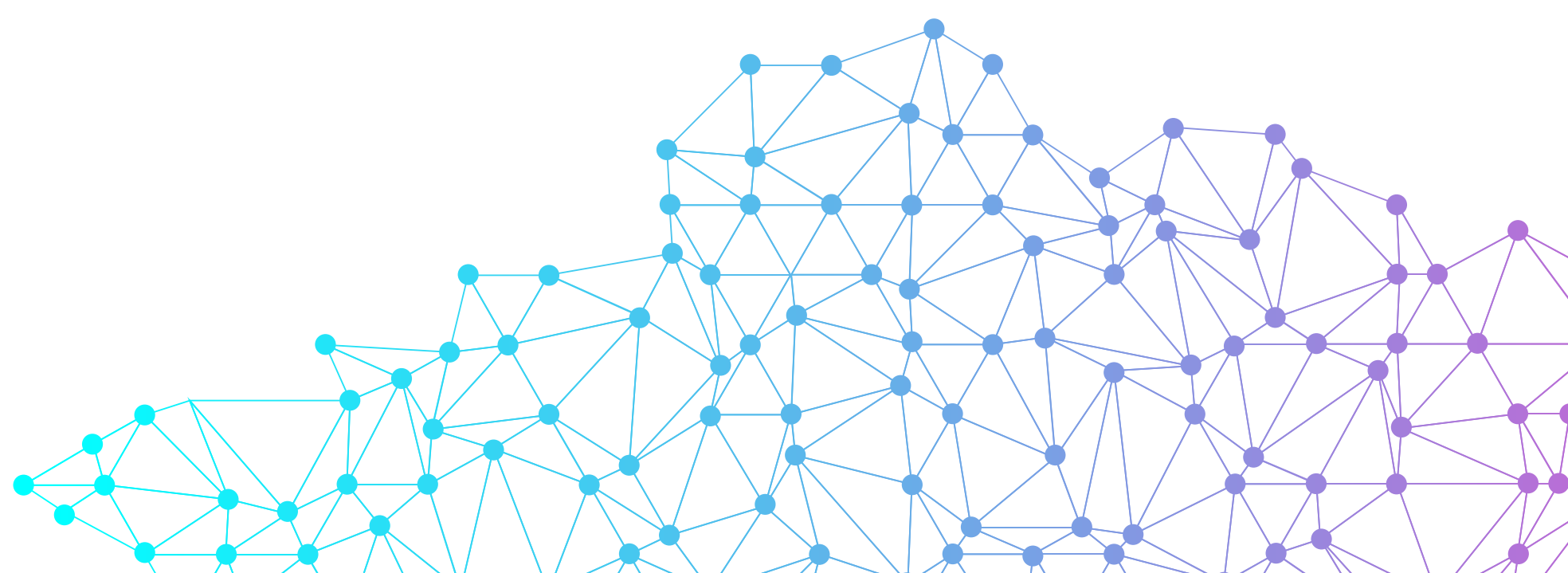
The goal is to learn how to integrate generative AI (GenAI) as a smart support tool, **the GenAI should be an enhancement but not replacement**, while remaining an active participant in your learning and a guardian of the quality of your work.

Ex. 1 Better understand your courses

Element	Example
M - Me	I am a master's student enrolled in an interdisciplinary university programme. I am following several courses that combine theory, readings, and lectures, and some concepts are difficult to fully understand.
O - Objective	I want to better understand key concepts from my course, including definitions, main ideas, and how they relate to each other.
Y - You	You are a pedagogical assistant with experience in higher education teaching.
T - Task	Explain the course content or concept in a clear and structured way to support my learning.
I - Instructions	<ul style="list-style-type: none">• Use simple and clear language.• Break down complex ideas into smaller, understandable parts.• Provide examples or analogies when relevant.• Do not assume prior expert knowledge.• Do not replace course materials; support understanding only.
F - Format	Provide the explanation as a short structured text, using bullet points or short paragraphs if helpful.
T - Tone	Clear, educational, and supportive.
V - Validation	At the end, ask me if I would like: a simpler explanation, concrete examples, or a short summary or revision checklist.

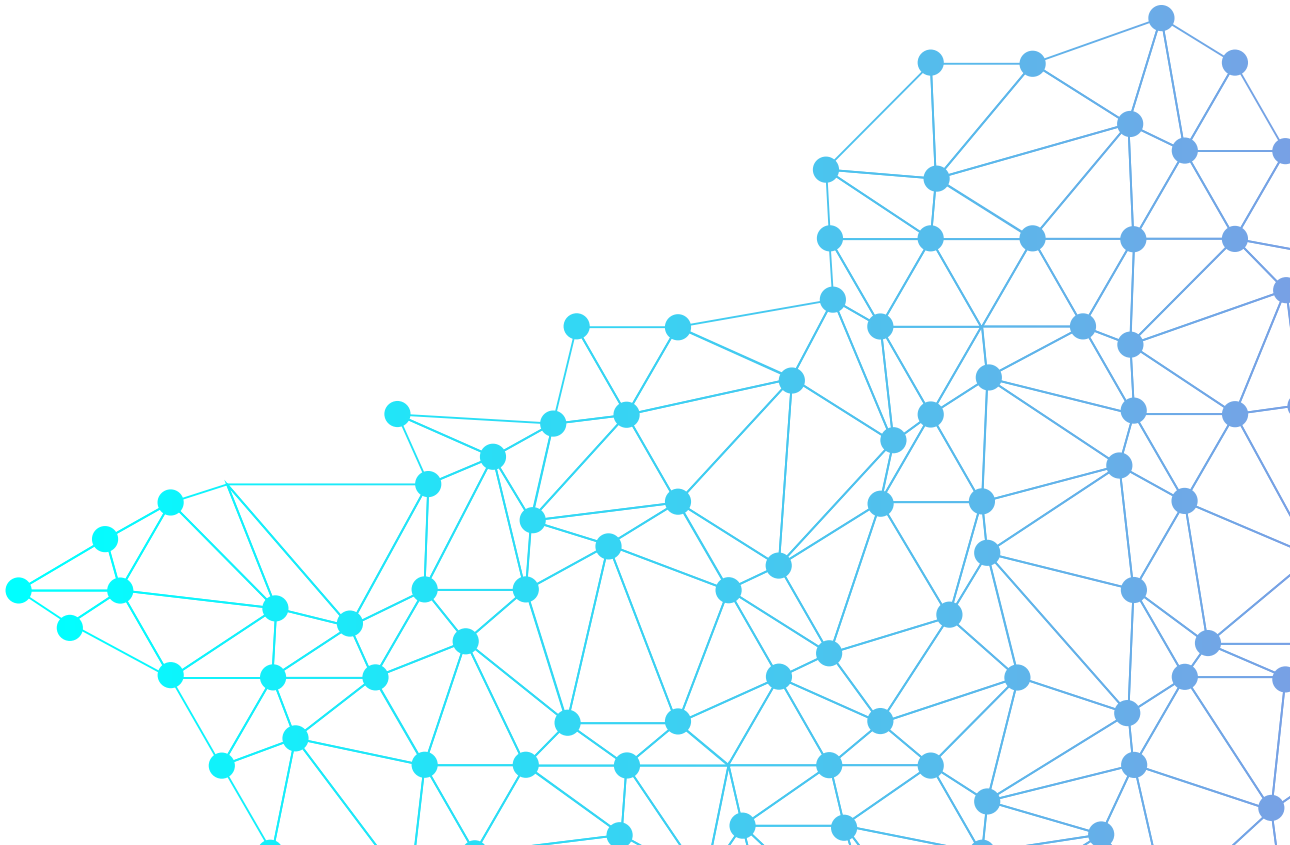
Ex. 2 Improve your writing

Element	Example
M – Me	I am a master’s student writing academic texts (essays, reports, or assignments) in the context of my university studies. I want to improve the clarity and quality of my writing while keeping my own ideas.
O – Objective	I want to improve the clarity, structure, and academic quality of my text without changing its meaning or replacing my own work.
Y – You	You are an academic writing assistant with experience in higher education and academic standards.
T – Task	Review my text and suggest improvements to language, structure, and style.
I – Instructions	<ul style="list-style-type: none">• Use Improve clarity, coherence, and flow.• Correct grammar and spelling mistakes.• Preserve my original ideas and argumentation.• Do not add new content or references.• Avoid rewriting the text entirely; focus on improving what is already there.
F – Format	Provide: <ul style="list-style-type: none">• a revised version of the text, and• a short list of key changes or suggestions (if relevant).
T – Tone	Clear, academic, and neutral.
V – Validation	At the end, ask me if I would like: <ul style="list-style-type: none">• a more formal or simpler style,• help adapting the text to a specific assignment, or• explanations of the changes made.



Ex. 3 Stay organized for a group project

Element	Example
M – Me	I am a master’s student working on a group project with other students. We need to coordinate tasks, deadlines, and responsibilities while working collaboratively over several weeks.
○ – Objective	I want to stay organized as a group, ensure clear task distribution, and keep track of deadlines and progress throughout the project.
Y – You	You are a project management assistant with experience in academic group work.
T – Task	Help us structure and organize our group project, including task planning, role distribution, and timeline management.
I – Instructions	<ul style="list-style-type: none">• Propose a clear breakdown of tasks.• Suggest a realistic timeline with key milestones.• Include roles or responsibilities for group members.• Keep the approach simple and suitable for students.• Do not replace group decision-making; support organization only.
F – Format	Provide the output as a table or bullet-point list (tasks, deadlines, responsibilities).
T – Tone	Clear, practical, and collaborative.
V – Validation	At the end, ask us if we would like: <ul style="list-style-type: none">• the plan to be adjusted to our group size,• help creating a shared checklist or meeting agenda, or• a progress-tracking template.



Ex. 4 Structure your research questions

Element	Example
M - Me	I am a master's student working on an interdisciplinary research project that combines social sciences and digital technologies. My research is part of a university programme that values critical thinking and societal impact.
O - Objective	I want to generate clear, relevant, and researchable interdisciplinary research questions that connect at least two academic disciplines.
Y - You	You are an academic research assistant with experience in interdisciplinary research design.
T - Task	Propose several interdisciplinary research questions that combine perspectives from different fields and are suitable for a master's-level project.
I - Instructions	<ul style="list-style-type: none">• Combine at least two distinct disciplines (e.g. education and AI, sustainability and economics).• Ensure the questions are open-ended, not yes/no questions.• Make sure the questions are feasible for a small-scale academic research project.• Avoid overly technical jargon.
F - Format	Provide the output as a numbered list, with each question followed by a short explanation of the disciplines involved.
T - Tone	Clear, academic, and accessible to non-specialists.
V - Validation	At the end, ask me whether I would like the questions to be narrowed, reframed, or adapted to a specific discipline or context.



Note

These examples are intended as guides to help you **consider different aspects of effective prompting** during your interactions with AI. You do not need to follow the structure rigidly. Feel free to adapt it to your own style and provide more specific, contextualised, and detailed information whenever it is relevant to your task.

Chapter 4

The use of generative artificial intelligence requires vigilance and discernment. This section emphasizes the ethical, legal, and environmental issues related to the use of generative AI. You will learn how to adopt a responsible approach by systematically verifying the information produced, protecting your personal data, and respecting the principles of academic integrity. The goal is to make generative AI a true tool for your development without losing control over it.

4.1 ⚠️ Reliability of Generative AI: Beware of Hallucinations

- Generative AIs do not understand what they produce.
- They generate likely responses, not necessarily verified ones.
- They can:
 - Produce inaccuracies,
 - Cite fabricated references,
 - Give a misleading impression of certainty.

Recommendation: Always cross-check with reliable human sources.

4.2 🤖 AI = Intelligence?

Three levels of AI to distinguish:

- **Weak AI:** Specialized in a single task (e.g., ChatGPT, Siri)
- **Strong AI (AGI):** Hypothetical, comparable to human intelligence
- **Superintelligence (ASI):** Purely speculative, intelligence beyond humans

4.3 📊 Risk of Bias and Stereotypes

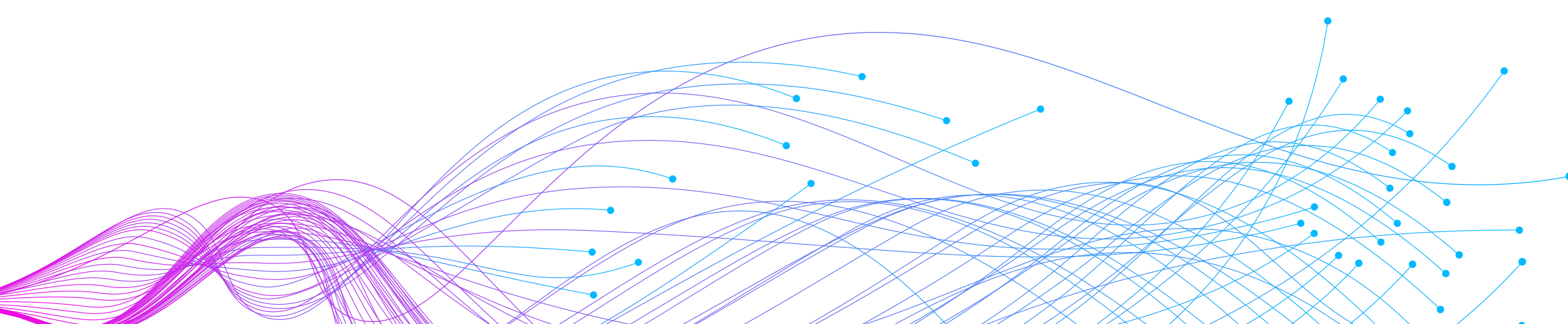
- Generative AIs are trained on biased datasets (mainly Western, Anglo-Saxon).
- They can reproduce:
 - Discrimination (gender, origin, culture),
 - Stereotypes in images, roles, and contexts.

Recommendation: Stay critical, diversify perspectives, prefer prompts in English if you need precision—but remain aware of these biases.

4.4 🧠 Originality and Personal Reflection

- Use generative AI only as a secondary option.
- First, do your own personal thinking, then consult AI to:
 - Verify,
 - Complete,
 - Structure.

Risk of uniformity: If everyone queries AI in the same way, the outputs will be identical.



4.5 🗝️ Confidentiality

- Never share sensitive information (personal, medical, professional, etc.).
- Generative AIs can:
- Record, transmit, or reuse your data,
- Expose content to cyberattacks or leaks.

Recommendation: Anonymize your data or avoid including it.

4.6. 📖 Academic Integrity

Any use of generative AI in academic work must be disclosed:

- Tools used,
- Specific purposes (proofreading, summarizing, formatting, etc.),
- Prompts,
- Critical analysis.

This **transparency** is assessed during oral defences, or through an “AI Statement”. The goal remains to **demonstrate your own reasoning**, not that of the AI.

4.7 ⚖️ Legal and Regulatory Responsibility

- **Copyright:** Do not share/feed content without permission.
- **GDPR:** Protection of personal data.
- **EU AI Act:** Classification of uses according to their level of risk (e.g., health, safety, etc.).

Stay informed about the legal frameworks applicable to your academic context.

4.8 🌍 Environmental Impact

Generative AI consumes:

- A lot of energy (computing, data centers),
- Water (cooling),
- Material resources (servers, GPUs).

Example: Training GPT-3 ≈ 552 tons of CO₂.

Use AI responsibly and avoid unnecessary generations.

4.9 🚫 Ethics of Use

Do not create or share:

- Misleading content,
- Hateful or dangerous statements,
- Deepfakes.

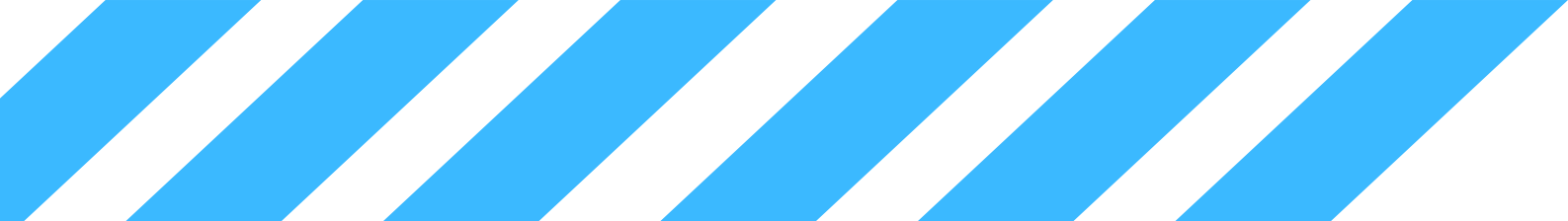
The use of AI should not be aimed at distorting the purpose of an academic assignment. The goal is to **learn, not delegate**.

4.10. 🌱 Path of Virtue (VERTU Method)

Inspired by L. Dhorne (2024), this method proposes an ethical approach to AI use:

Step – Objective

- **V – Validate:** Does the AI output meet my needs?
- **E – Examine:** Are the facts, figures, and citations reliable?
- **R – Rewrite:** Ask additional questions, rephrase content.
- **T – Transform:** Adapt the content to the style and context.
- **U – User:** Take responsibility for the outputs.



Key Takeaways

-  **Hallucinations:** Always verify the information
-  **Bias:** Be critical and diversify sources
-  **Plagiarism:** Disclose the use of AI
-  **Confidentiality:** Never share sensitive data
-  **Environment:** Limit unnecessary generations
-  **Ethics:** Do not delegate what helps you learn

Note



Want to learn more about AI safety and societal risks?

Safe AI (<https://safe.ai>) is a non-profit initiative led by the Center for AI Safety that focuses on understanding and reducing large-scale risks associated with artificial intelligence. It provides research-based resources on AI safety, ethics, and governance, helping policymakers, researchers, and citizens reflect on the responsible development of advanced AI systems.

The Center for AI Safety is based in the United States and works at the intersection of: AI research, public policy and ethics and governance.

Summary of CHARM-EU Institutions' AI Policies

- **UB:** AI may be used to support learning and research, provided that students remain transparent about its use and uphold academic integrity.
- **TCD:** Generative AI can be used as a learning aid, but students are responsible for the originality, accuracy, and integrity of their submitted work.
- **UU:** AI use is permitted when aligned with course requirements, with a strong emphasis on critical evaluation and responsible use.
- **ELTE:** AI is viewed as a valuable educational and research tool when used responsibly and in accordance with academic rules.
- **UM:** AI should be used ethically and transparently, with attention to data protection, academic integrity, and critical thinking.
- **Abo:** Students may use AI tools to support learning, while remaining accountable for all content they submit
- **JMU:** AI use is generally accepted when transparent, critically assessed, and compliant with academic standards.
- **HRW:** AI is encouraged as a support tool for learning and innovation, provided users disclose its use where required and verify outputs.
- **UiB:** AI may assist academic work, but students remain fully responsible for ethical conduct, source verification, and final submissions.

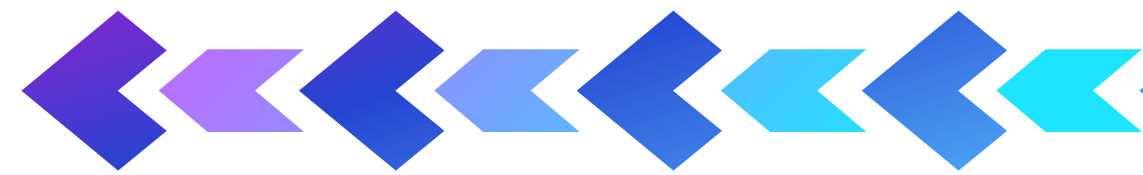
Chapter 5

GenAI tools are evolving rapidly these days, so some information in this guide may not be fully up to date. Please apply critical thinking and use this guide as a reference to gain insights on how to use GenAI more efficiently and responsibly during your studies.

You may also use the checklist below to support your GenAI use:

Clarify your goal	Define what you need (e.g., idea generation, planning, translation) before using GenAI, and select the most appropriate tools to achieve those goals.
Verify accuracy	Always cross-check facts and data from reliable sources; GenAI can produce errors.
Avoid plagiarism	Do not copy outputs verbatim; rewrite in your own words and cite sources when required.
Check originality	Use plagiarism detection tools if you include GenAI-generated text in assignments.
Respect academic integrity	Follow your module's guidelines on AI use; disclose when required.
Keep prompts clear and specific	The quality of output depends on how well you frame your question.
Review for bias and tone	Ensure the content is neutral, inclusive, and appropriate for academic work.
Do not rely blindly	Use GenAI as a support tool, not as a replacement for critical thinking or research.
Protect personal data	Never share sensitive or private information in prompts.
Reflect and refine	Evaluate the output critically and adapt it to your context before submission.

Last but not least



*You can
succeed
without AI.*

Using artificial intelligence is not a requirement for success at university. Some students choose not to use AI for various reasons, including personal learning preferences, ethical or environmental concerns, privacy considerations, or a desire to develop their academic skills independently.

Working without AI can offer several benefits. It encourages students to strengthen essential academic skills such as critical thinking, information literacy, problem-solving, academic writing, and independent research. The process of searching for information, evaluating sources, organizing ideas, and producing original work can lead to deeper learning and a stronger understanding of the subject matter. It can also help build confidence in one's own abilities, foster creativity, and develop intellectual autonomy.

Ultimately, the goal of higher education is not to use AI, but to learn. Whether you choose to use AI as a support tool or not at all, your success will depend on your curiosity, effort, integrity, and commitment to learning. AI is one possible tool among many; it is not a substitute for your knowledge, judgment, or personal growth.



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