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CHARM-EU

AI in Teaching and Learning within CHARM-EU programmes

For academic staff

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Seven principles

CHARM-EU

1. Centrality of the human relationship, wellbeing and institutional agency
2. Transparency and disclosure
3. Human responsibility, accountability and justified choice
4. Critical engagement and AI literacy
5. Equity, inclusion, fundamental rights and technical robustness
6. Sustainability
7. Pedagogical innovation, institutional support and academic integrity

Introduction

Background

This document forms a **short, practical summary of principles and guidelines for the use of AI** in our education. It is based on a much larger research done in the CHARM-EIGHT project in which we compared our universities' policies and reviewed the European Commission guidelines on ethical use of AI in teaching and learning. framework provided by the European Commission. The original document can be reviewed on the CHARM-EU website.
https://charm-eu.eu/resource/charm-eu-principles-on-ai-use-in-teaching-and-learning/

The principles and guidelines described in this document are meant to **complement**, but not replace any **local regulations** that may be in place within your current institution. They are intended to support new joint programmes supported by the CHARM-EU Academic Council or CHARM-EU funded activities. These guidelines **do not override any partner's institutional policy or guidelines** over the use of AI in teaching and learning.

Use AI to support learning—not to replace thinking.

Principle 1

Centrality of the human relationship, wellbeing and institutional agency

Education at CHARM-EU is grounded in human relationships between teachers, learners and researchers. **AI is a tool in the service of that relationship; it does not substitute for it.** The use of AI takes account of its impact on the wellbeing of students and staff.

What does this mean for teaching staff?

The human relationship between teacher and student has priority at all times. AI should never be used in such a way that it can endanger the trust that needs to be the basis of the teacher-student relationship. For example, when discussing a student's progress or a sensitive learning situation, it is probably unsuitable to use any AI at all.

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Principle 2

Transparency and disclosure

The use of AI in teaching and learning practice is disclosed accurately and proportionately. Students disclose AI use in submitted work; teachers disclose AI use in materials and assessments.
Disclosure examples are developed in CHARM-EU Teaching guidelines over the use of AI.

What does this mean for teaching staff?

If you use AI for your own work, then make sure to include a disclosure statement that describes what tool you used, with what purpose and how you reviewed and validated it. See the example text at the end of this document. Also provide transparency to your students and ask it from them in return: it is helpful for students if you clarify in advance the level or type of AI use that is allowed or expected for a given activity or assessment. Consider making use of an AI Assessment Scale. If you suspect that students have used AI in their submitted work, but have not indicated this anywhere, then you should discuss this with them.

Principle 3

Human responsibility, accountability and justified choice

The human user is responsible for all content produced with the help of AI, for its accuracy, its lawfulness and its ethical implications. AI tools cannot be authors and cannot be cited as sources. Decisions taken in the context of teaching, assessment and admission remain the responsibility of named natural persons.

What does this mean for teaching staff?

You are always responsible for the texts you publish or share. If you have used AI for parts of it, it is your responsibility to check its accuracy. Human responsibility applies not only to AI-assisted content, but also to decisions or judgements informed by AI, particularly in assessment. You need to make sure that these remain within the relevant institutional framework. If you want to integrate AI in your assessment, always consult with the programme board and/or portfolio assessment committee.

Principle 4

Critical engagement and AI literacy

AI outputs are subject to critical evaluation by the user. Students and teachers at CHARM-EU are entitled to develop AI literacy as part of their education and professional development. AI literacy includes technical understanding, ethical awareness, the capacity to question AI outputs, and informed engagement with the opportunities and risks of AI.

What does this mean for teaching staff?

Teaching students how to deal with AI in a critical and responsible way, is an important new task of education. As teaching staff, consider how AI literacy can be appropriately addressed within your teaching and disciplinary context and where pedagogically relevant.

Teaching about AI use is a new task in education.

Principle 5

Equity, inclusion, fundamental rights and technical robustness

The use of AI in teaching and learning at CHARM-EU does not introduce or amplify inequalities. Access to relevant tools is provided institutionally where possible. Personal data, privacy, confidentiality and intellectual property are protected in accordance with EU and national law (in particular GDPR and the EU AI Act). **Bias in AI outputs is acknowledged and mitigated.** AI tools deployed in teaching and learning are technically robust and safe; deepfakes and similar manipulative uses are not permitted.

What does this mean for teaching staff?

Check whether your university provides an AI tool and if yes, use this as a preferred tool. Keep in mind the requirements for data protection, confidentiality and for equitable access; these are important elements of the principle. Take into account that AI tends to copy or even enlarge existing inequalities, so be especially sensitive to this bias when reviewing any AI outputs. If possible, teach your students about the inequalities of AI relevant for your field.

Principle 6

Sustainability

The environmental cost of AI use is acknowledged. Alliance partners adopt practices of digital sobriety: AI is used purposefully and not by default.

What does this mean for teaching staff?

Make conscious choices about when and for what purposes to use AI. We can invite our students to engage with it, but not ‘for anything’ nor ‘anytime’. Discuss the sustainability issue with students, where relevant.

💡 *Think first:*
What responsibility do teachers have to use AI in an environmentally responsible way?

Principle 7

Pedagogical innovation, institutional support and academic integrity

Partner universities encourage pedagogical experimentation with AI under teacher discretion, while protecting the integrity of teaching and assessment. Each partner university provides institutional support, training, resources, guidance, communities of practice, to enable that experimentation.

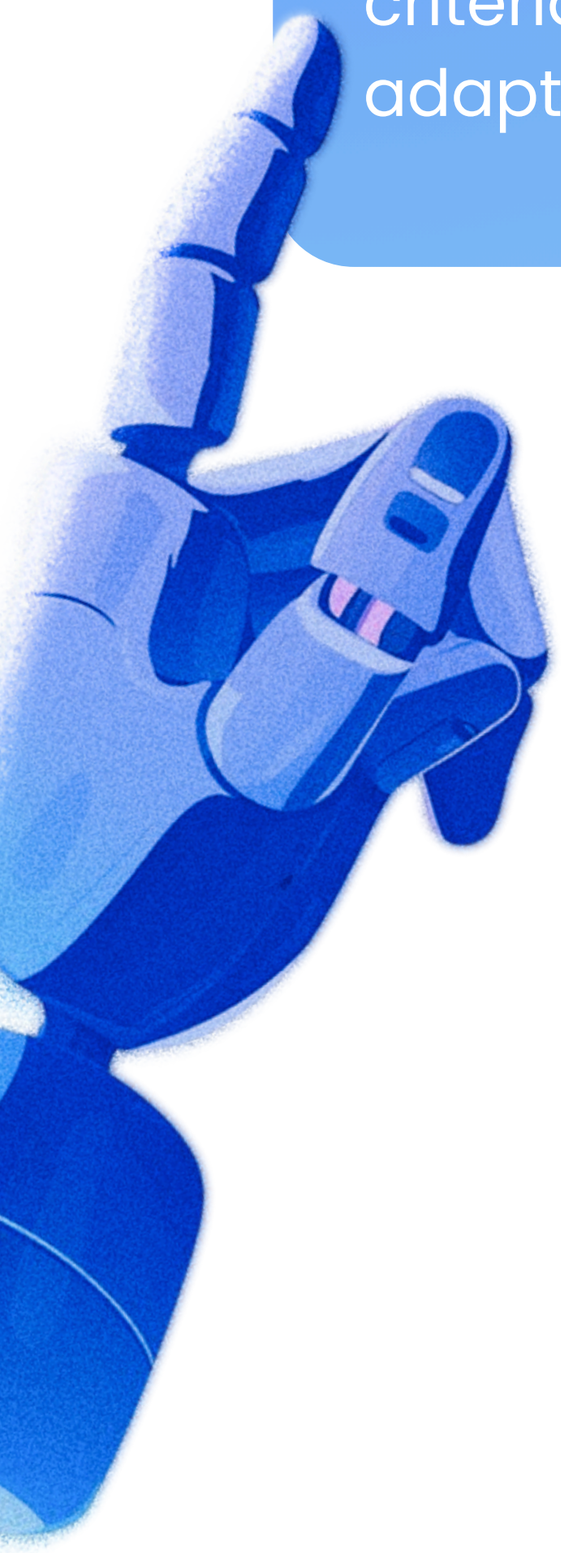
What does this mean for teaching staff?

It is important to align AI experimentation with learning outcomes and assessment integrity. Make sure to check for any institutional/CHARM-EU resources that may be available to support you in your AI endeavours. And if you experiment with AI, please share your experience.

Try to experiment and experience!

Example of disclosure text

Here's an example of how a disclosure text can look like. This example was taken from the source document "CHARM-EU principles on AI use in teaching and learning", July 2026.

Disclosure example:
"An AI tool was used to help structure this teaching material and generate initial examples. The content was then reviewed, adapted and validated by the teacher, who remains responsible for the final material."

Assessment-related example:
"An AI tool was used to help draft the initial wording of this assignment and suggest possible assessment criteria. The final instructions and criteria were reviewed, adapted and validated by the teacher."