DATA COLLECTION

VIP survey November-December 2025



27% response rate

766

academic staff completing

Educators have written

738

comments in total

66 standard pages

Themes in survey

- Use frequency and tools
- Use-cases/reasons for not using GAI
- Assistance in using GAI
- What they miss in terms of GAI
- Rules - knowledge and thoughts
- Project groups - agreements and supervision
- Self-evaluation of own ability
- Evaluation of students' ability
- Students' participation in discussions and opinions
- Concerns that matter
- Background – Gender, job title, campus and contact





71%

of respondents would like to receive the final report

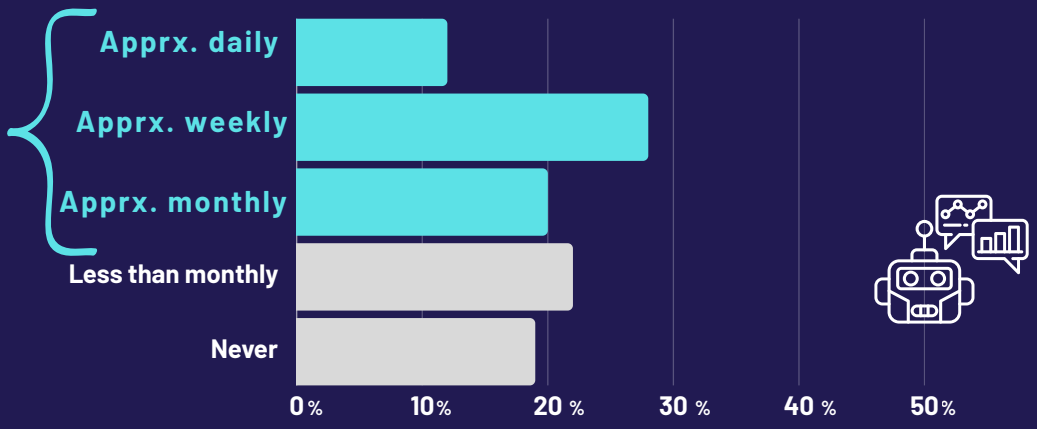
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EDUCATORS USE OF GENERATIVE AI

40% USE GENERATIVE AI DAILY OR WEEKLY IN THEIR WORK AS AN EDUCATOR

Users



TOOLS

USERS MOSTLY USE FREE TOOLS LIKE CHATGPT

"Please, purchase ChatGPT licence for the whole AAU."
- Educator

28% OF USERS NEVER USE MS COPILOT

"Microsoft Copilot is a really bad product."
- Educator

MOTIVATIONS AND USE CASES for frequent users

FREEING UP TIME — 40% often/very often

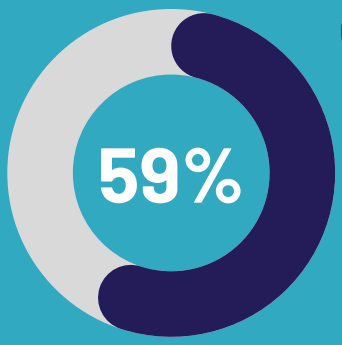
MAKING CASES OR SCENARIOS — 37%

SUGGESTIONS FOR TEACHING ACTIVITIES — 29%

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EDUCATORS' VIEW ON GENERATING AI'S EFFECTS ON LEARNING & CREATIVITY



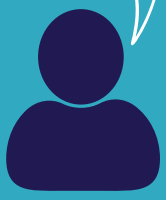
OF EDUCATORS STATE THAT THE CONCERN ABOUT

GENERATIVE AI MAY INHIBIT STUDENTS' LEARNING AND CREATIVITY

MATTER TO A HIGH DEGREE



"Regulate the use of generative AI to save higher education lack of creativity and critical thinking."

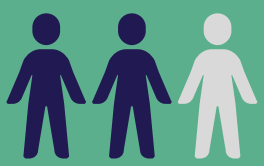


Educator

"I have seen students losing their ability to learn on their own... They simply ask the LLM to do the work for them" - Educator

66%

OF EDUCATORS AGREE THAT GENERATIVE AI HAS THE POTENTIAL TO ENCHANCE STUDENT LEARNING



26%

of educators agree

STUDENTS HAVE SUFFICIENT COMPETENCIES TO USE GENERATIVE AI

28%

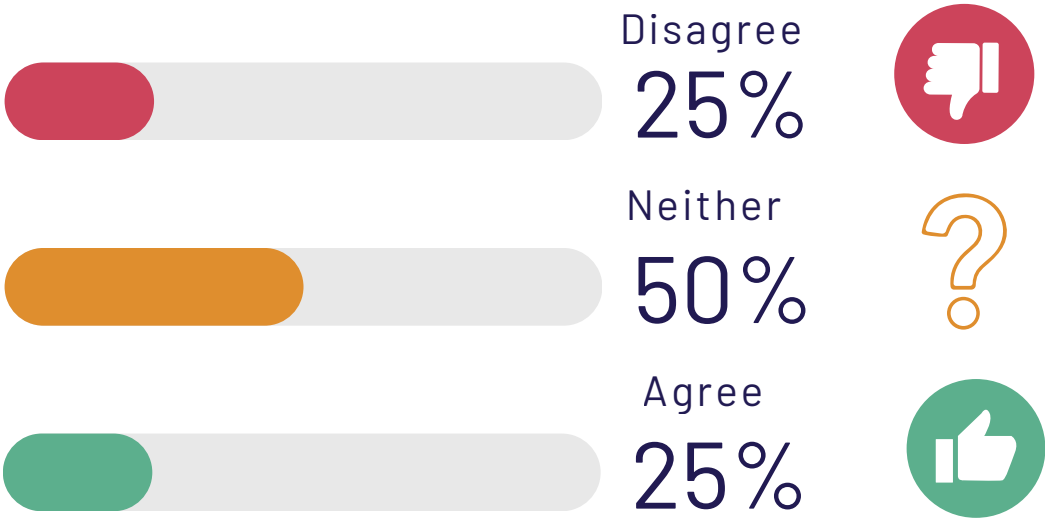
of educators disagree

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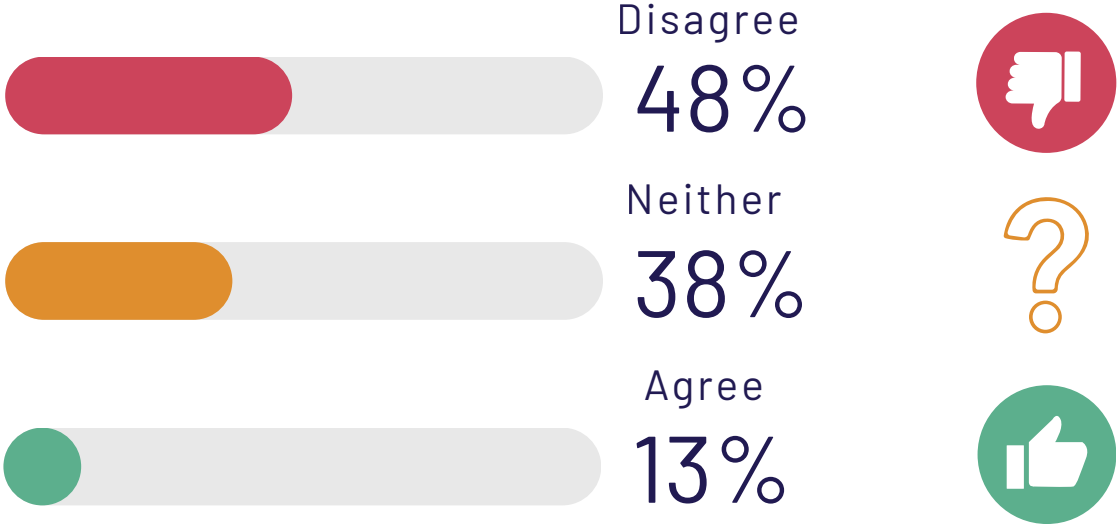
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EDUCATORS PERSPECTIVE ON STUDENTS' PARTICIPATION IN DISCUSSIONS

My students actively participate in discussions or activities about how generative AI should be used in their field og study



My students contribute ideas or suggestions on how generative AI should be integrated into teaching



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EDUCATORS EVALUATION OF STUDENTS ABILITIES WITH GENERATIVE AI

MY STUDENTS HAVE SUFFICIENT COMPETENCIES TO USE GENERATIVE AI MEANINGFYLLY IN THEIR FIELD OF STUDY

26% AGREE

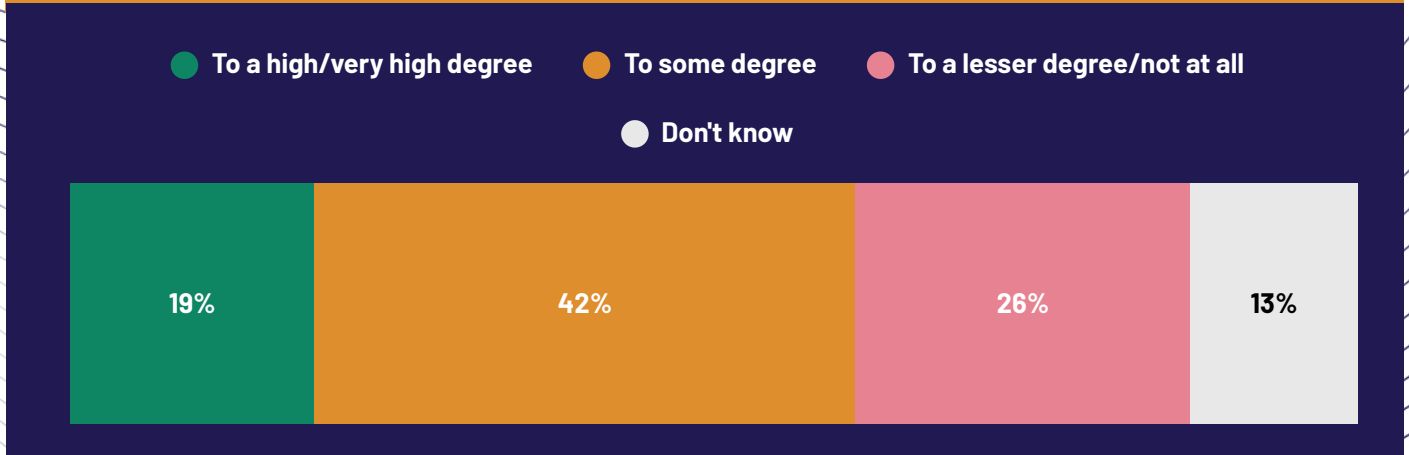
46% NEITHER

28% DISAGREE

"We need to know what students ACTUALLY have in terms of competences."
- Educator

"AI teaches students to parrot knowledge uncritically."
- Educator

42% OF EDUCATORS STATE THEIR STUDENTS 'TO SOME DEGREE' USE GENERATIVE AI IN A CRITICAL AND RESPONSIBLE WAY



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SUPPORT OF EDUCATORS IN RELATION TO GENERATIVE AI

70% HAVE NOT RECIEVED ASSISTANCE IN USING GENERATIVE AI AS AN EDUCATOR



"What would be good is to have some competence development as educator."
- Educator

30% HAVE RECIEVED ASSISTANCE MOSTLY FROM DEPARTMENT

51% OF EDUCATORS MISS TIME AND RESOURCES FOR GENERATIVE AI

"I have not had time to include yet another tool into education.."
- Educator

46% OF EDUCATORS MISS CLARITY ABOUT MANAGEMENT EXPECTATIONS

"Management should take more explicit stance towards this technology, including its effects on learning, PBL environment, bias etc."
- Educator

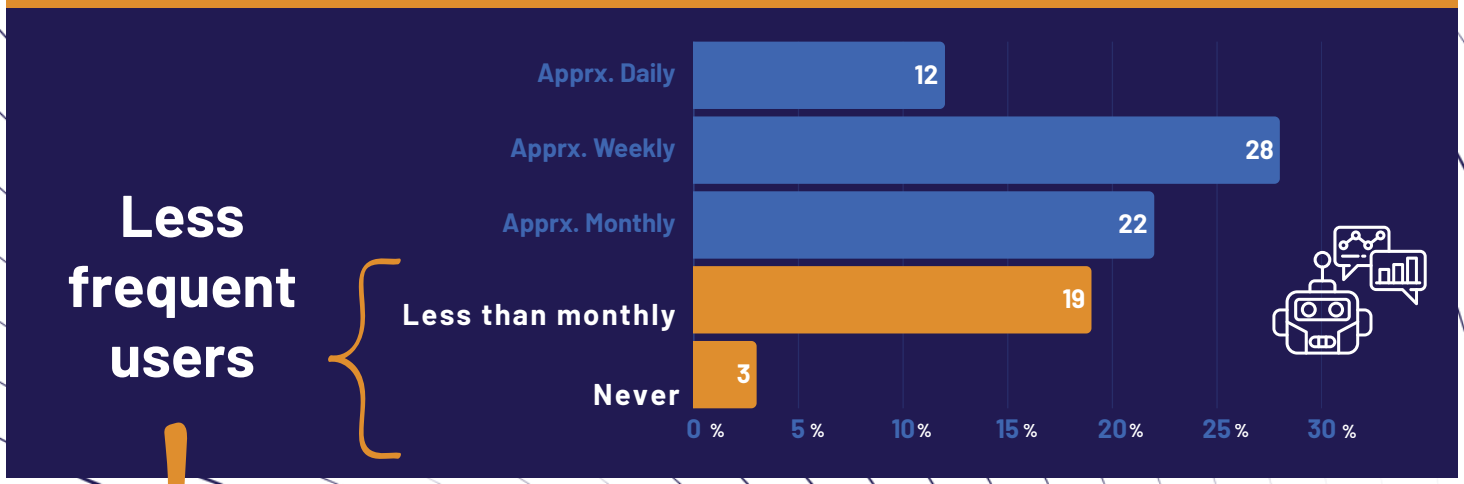
"There are no meaningful guidelines from management - selfleaners teaching each other is superficial and dangerous"
- Educator

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LESS FREQUENT USERS - EDUCATORS' REASONS FOR NOT USING GENERATIVE AI

22% USE GENERATIVE LESS THAN MONTHLY OR NEVER



37%
OF LESS FREQUENT USERS
STATE THAT IT HINDERS THEIR STUDENTS LEARNING

"Generative AI produces very too many errors, and no critical reflections which I see as foundamental for the students"
- Educator

36%
OF LESS FREQUENT USERS
STATE THEY PREFER TO WORK WITHOUT IT

"at the moment I do not see that it brings an added value in the topics I teach"
- Educator

36%
OF LESS FREQUENT USERS
STATE THEY DO NOT HAVE A NEED FOR IT

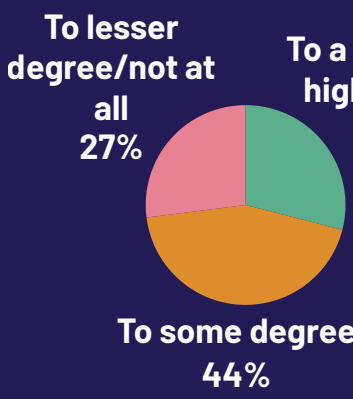
31%
OF LESS FREQUENT USERS
ARE CONCERNED ABOUT DATA SECURITY AND PRIVACY

25%
OF LESS FREQUENT USERS
DO NOT KNOW HOW TO USE AI IN THEIR WORK AS AN EDUCATOR

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SELF EVALUATION OF KNOWLEDGE AND ABILITIES AS AN EDUCATOR

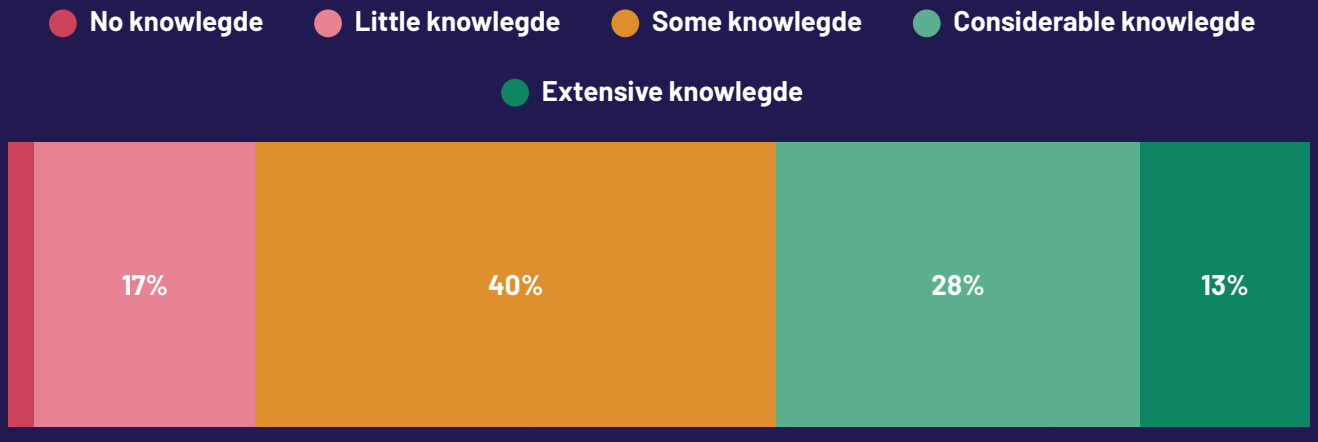


44% OF EDUCATORS FEEL ONLY "TO SOME DEGREE" EQUIPPED TO GUIDE STUDENTS IN THE USE OF GENERATIVE AI

"I talk very little with the students about the use of AI because I myself am in doubt about what one should advise them to." - *Educator*

45% OF EDUCATORS FEEL ONLY PARTIALLY EQUIPPED TO PREPARE STUDENTS TO USE GENERATIVE AI MEANINGFULLY IN THEIR DISCIPLINE

41% OF EDUCATORS STATE THEY HAVE CONSIDERABLE OR EXTENSIVE KNOWLEDGE ON HOW GENERATIVE AI WORKS



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SUPERVISORS VIEW ON GENERATIVE AI IN PROJECTS AND GROUPS

43% OF SUPERVISORS SAY THE MAJORITY OF THEIR GROUPS HAVE PARTIALLY ALIGNED EXPECTATIONS ON USING GENERATIVE AI









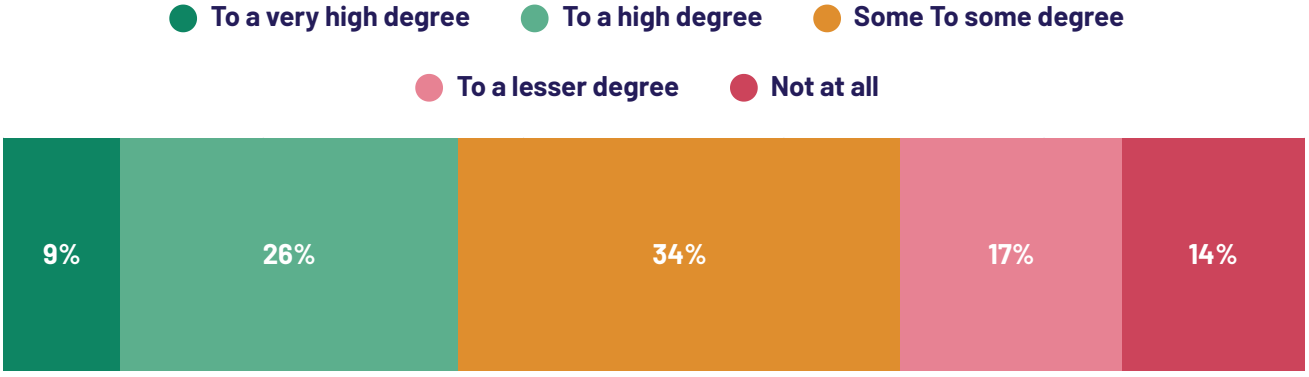
34% DONT KNOW

OF SUPERVISORS SUPPORT STUDENTS IN ALIGNING EXPECTATIONS TO A HIGH AGREE

35%

14%
NOT AT ALL





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WHAT DO EDUCATORS MISS IN TERMS OF ASSISTANCE WITH GENERATIVE AI?

51% OF EDUCATORS MISS TIME AND RESOURCES FOR GENERATIVE AI

"I have not had time to include yet another tool into education.."
- Educator

"I am extremely busy... expectations keep increasing while support does not." - *Educator*

"We no longer have time to develop and learn in relation to teaching – we simply repeat the same curriculum in order to 'survive'." - *Educator*

46% OF EDUCATORS MISS CLARITY ABOUT MANAGEMENT EXPECTATIONS

"Management should take more explicit stance towards this technology, including its effects on learning, PBL environment, bias etc."
- Educator

"There are no meaningful guidelines from management - selfleaners teaching each other is superficial and dangerous"
- Educator

43% OF EDUCATORS MISS EXAMPLES OF STUDENTS' USE OF GENERATIVE AI

40% OF EDUCATORS MISS CLEAR RULES AND GUIDELINES

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EDUCATORS VIEW ON RULES REGARDING GENERATIVE AI

50% OF EDUCATORS FIND THE RULES ON STUDENTS' USE OF GENERATIVE AI CLEAR

26% FIND THE RULES UNCLEAR

24% DONT KNOW THE RULES

40% OF EDUCATORS MISS CLEAR RULES AND GUIDELINES TO A HIGH DEGREE

"how can we even check or test written exams/products that are under suspicion of being AI-generated?"

EDUCATORS ASK HOW THEY SHOULD REINFORCE RULES

EDUCATORS ASK FOR HELP ON HOW STUDENTS SHOULD DECLARE USE

EDUCATORS ASK HOW GAI SHOULD AFFECT EVALUATION IN EXAMS

"How will it be evaluated (and should it be evaluated) if they declare use [...]?" - Educator

"how exactly do students disclose their use of AI in projects and papers?"- Educator

"I find it unclear to what extend it says, that they can use it and where and what they shall declare." - Educator

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EDUCATORS VIEW ON RULES REGARDING GENERATIVE AI

EDUCATORS ASK HOW THEY SHOULD REINFORCE RULES, AND WHAT TO DO WHEN A STUDENT IS SUSPECTED OF CHEATINGRATIVE AI

"There are many grey areas, and at the same time we have no way of proving if the rules have been broken, so it seems a bit pointless."

"There are major issues in terms of how the students are allowed and supposed to use AI and even more importantly, if students breach these rules and plagiarize, how the university deals with lifting the burden of proof."

"The rules for written work is clear, allthough we have seen examples where we suspect AI generated plagiarism that the control has not been able to identify."

"I find conversations with the students about it is critical at this time because it can be hard to give very firm rules that are actually enforceable"

EDUCATORS ASK HOW GAI SHOULD AFFECT EVALUATION IN EXAMS

"Should they get a higher or lower grade if they have/have not used GAI? We could grade on the quality of reflections but that requires that reflecting on GAI is explicitly written into the curriculum and there is agreement on what constitutes appropriate use."

"How will it be evaluated (and should it be evaluated) if they declare use - for instance use for the purpose of getting ideas, argumentation, references, writing?"

"[...] As I understand this, it means if a student use AI as assistance in formulating their text, spelling and writing ability cannot be assessed, and therefore the assignment cannot be graded - or??"

*"When grading all written assignments, in addition to the academic content—regardless of the language in which they are written—consideration must also be given to the student's spelling and writing skills." **

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EDUCATORS VIEW ON RULES REGARDING GENERATIVE AI

DECLARATION: HOW STUDENTS SHOULD DECLARE USE OF GAI IS UNCLEAR

"how exactly do students disclose their use of AI in projects and papers?"

"What they can use AI for in a project, and how should they explain this in the report"

"They should cite is as stated but there were at some point a mention that the students needed a separate section about it. This level is still a little unclear but otherwise quite clear."

"The demands on documentation / declaration are ridiculous (eg. you don´t need to declare, that you used AI to get inspiration for your problem-statement, just as you don' t need to declare if you discussed it with your aunt)."

EDUCATORS FIND "THE LINE" BETWEEN CHEATING AND HOW MUCH IS ALLOWED TO BE BLURRY

"Where is the line between using ai for spelling, grammar clarity, and to bounce ideas off and producing text for your paper?"

"The boundary between "cheating" and using it as a legitimate help (e.g., to improve the language, to use it for brainstorming)"

*"It's hard to determine where the line is drawn regarding what is not allowed with generative AI. For example, is it okay to generate text and include it in an assignment? How much of the writing process can generative AI assist with?" **

"Boundaries between writing assistance and simply writing their reports."

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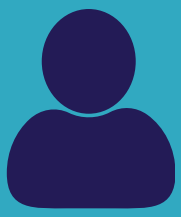
USECASES DESCRIBED BY EDUCATORS

40% OF USERS USE GENERATIVE AI OFTEN OR VERY OFTEN TO FREE UP TIME

Most frequent motivation 1



"Used wisely previously timeconsuming or impossible tasks are feasible and brings in new options for innovation"
-Educator



"It is so powerful a tool that you must use it. It makes me a much better version of myself. I know how to ask, and how to evaluate the generated content. This makes me a professor on speed."
-Educator

"Save time, get qualified first shot at a topic, summarize, strengthen and simplify texts"
-Educator

37% OF USERS USE GENERATIVE AI OFTEN OR VERY OFTEN TO DEVELOP CASES OR SCENARIOS



"Sort through my notes for the lectures and to produce "reflection tools" that I use to improve my teaching."
-Educator

29% OF USERS USE GENERATIVE AI OFTEN OR VERY OFTEN TO FIND SUGGESTIONS FOR TEACHING ACTIVITES

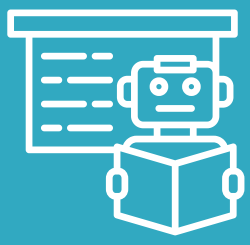


"Mostly, I use it to find more satisfactory/structured answers for open-ended questions that assignments or students may have than I can think of at the moment, when teaching."
-Educator

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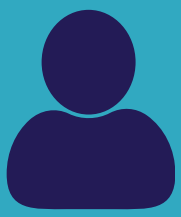
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PEDAGOGICAL CONSIDERATIONS AND TEACHING WITH AI



"(...)I teach how to use GAI in an academic way on how to use it for better understanding concepts, theories and models as well as how to use it for reading difficult academic texts and find more litterature on topics. I use GAI in assigments where the students explore models and theoretical concepts through fictional cases that simulate the use of theory/models in a real life setting. The students also learn about the limitations of the GAI regarding fictional sources, simplified answers, biases and that the quality of the answers they get depend on their prompt competences as well as their own critical inquiry. I also use GAI as simulation for training handling conflicts (...)"

-Educator



"I have used AI to show students what it does for them. For example, in case analysis, I have asked students to analyse a case themselves as a group and after that compare with AI analysis of the same case. I have done the same for essay questions."

-Educator

ASSIGNMENTS, EXERCISES, QUIZZES ILLUSTRATIONS AND IMAGES

*"Interactive literature quizzes that can help students identify the main points of the text." **

-Educator

"Great potential to increase diversity in assignments and increase learning outcome if structured correctly. Not as an excuse to blindly produce content that students will consume with AI"

-Educator



" I have used an agent, to help students qualify assignment answers before handing them in. The agent was instructed to help them reflect on formulations regarding interpretation of terminology, and nudge them in the right direction using questions, rather than providing answers. The requirement to the students were that the agent had "okay'ed" the answers before providing them to me."

-Educator

"Troubleshooting my teaching materials. The probability that I am hallucinating is higher than that GPT-5.1 is hallucinating, for example."

-Educator

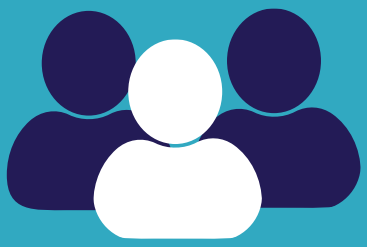
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PROOF-READING AND OPTIMIZATION OF TEXT OR CODE REVISION



"Proof-read. Translate. Generate alternative formulations. Shallow-read my texts so that I understand better how it could get misunderstood, and emphasize better the important points."
-Educator







"To correct grammar mistakes on my slides. I am not a native Danish speaker."
-Educator

"Spell check when I give feedback on reports, for example (I am a Danish expatriate)."
-Educator

"The most common uses are improving the language and clarity of my emails to students and generating relevant images for lectures."
-Educator



"In more technical contexts (e.g. writing/reviewing/fixing code)"
-Educator



" Help to write simple codes in programming and give pedagogical suggestions on statistic teaching."
-Educator

"Creating programming code examples and code snippets for teaching"
-Educator



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