



Joint Faculties of Humanities and Theology

ENGC19, Responsible and Ethical Use of AI Tools in Teaching and Learning, 3 credits

Responsible and Ethical Use of AI Tools in Teaching and Learning, 3 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2025-02-14 (U 2025/133). The syllabus comes into effect 2025-02-14 and is valid from the autumn semester 2025.

General information

The course is offered as a freestanding course.

Language of instruction: English

Main field of study *Specialisation*

- G1N, First cycle, has only upper-secondary level entry requirements

Learning outcomes

On completion of the course, students will be able to

Knowledge and understanding

- demonstrate knowledge and understanding of how AI tools work, through the ability to use such tools in a meaningful way in various teaching and learning contexts;
- account for and make meaningful use of concepts like 'independent intellectual labour', 'academic integrity', 'ownership', and 'ethics' in relation to AI tools;

Competence and skills

- identify and analyze opportunities, limitations, and problems in the various uses of AI in the academic world;

Judgement and approach

- make assessments of the uses of various AI tools that are based on relevant scholarly and ethical considerations.

Course content

The course gives students an opportunity to explore and experiment with various AI tools and to assess their value and suitability for the types of tasks that students encounter at university and in their professional lives. The course covers a selection of machine translation services (such as Google Translate), generative AI tools (such as Chat GPT), and proofreading tools (such as Grammarly) and examines their usability as well as their pros and cons in fields where the ability to produce texts and process written information are valued methods of teaching and learning.

Matters such as AI policies, academic integrity, and ethics will be central to the course. The goal is for participants to learn to use AI tools in an informed and ethical way in various teaching and learning situations that involve working with texts, and to raise their awareness of how AI policies guide what is and is not allowed. An additional goal is to raise students' awareness of the limitations of AI-generated texts and information, and at the same time help them develop their critical thinking skills, so that they can make use of such information meaningfully and creatively.

The course does not require advanced technical or any programming skills.

Course design

The course is offered entirely as a distance learning course using an online learning platform and/or digital tools. Participants are required to participate under these conditions, and to have access to a computer with an internet connection as well as functioning speakers, microphone, and web camera.

The course is based on active participation, discussion, and reflection, and it will be offered entirely online. There will be six meetings that will have some lecture components, but which will mainly take place in the form of workshops where the course participants investigate and explore the uses of AI tools from various perspectives, and where they also evaluate and share their findings actively with the other course participants.

To be able to complete the course, participants need to engage in the classroom activities, as well as keep an individual reflective journal where they record the ideas, thoughts, reflections, and insights that emerge during the course and that are part of the learning process. Instructions and a template will be provided at course start.

Assessment

The course will be assessed through participation in learning activities, a reflective diary and a short reflective text.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: Fail, Pass

For the grade of Pass, participants need to make regular entries in their individual reflective journals online, following the instructions from the course leaders, and complete a final reflection task at the end of the course (2-3 pages of text). The journal and reflective text are weighted equally and students must receive a passing grade for both.

Entry requirements

General requirements and studies equivalent of course English 6 from Swedish Upper Secondary School.

Further information

- The course is offered at the Centre for Languages and Literature, Lund University.