AI use among university students and teachers

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Content

Executive summary (English)

This study examines how students and teaching staff at the Department of English, Germanic and Romance Studies (ENGEROM) use generative AI (GenAI) tools, focusing on their perceptions, practices and preparedness for upcoming policy changes at the University of Copenhagen.

Key Findings

- **Widespread student use:** Students frequently use AI tools for brainstorming, summarising and translation, with Google Translate and ChatGPT as the most common tools. These tools have become an established part of many students' academic workflow outside of formal examination settings, necessitating a comprehensive review of teaching and assessment strategies to align with this emerging reality.

- **Tool, not replacement:** Students view GenAI as a support tool, not a substitute for their academic work. Many note that humanities work involves distinct cognitive processes that cannot be outsourced to GenAI.

- **Staff caution and uncertainty:** Teaching staff show more cautious engagement, citing concerns about academic integrity and a lack of preparedness for integrating AI tools into teaching. While some are open to strategic adaptation, many emphasise the need for further training and ongoing dialogue to navigate these changes confidently.

- **Gaps in awareness and training:** Both students and teachers report limited awareness of UCPH policies on AI use, particularly regarding citation and declarations. With GenAI only formally permitted from September 2025, exposure to guidelines and access to structured training have so far been limited.

- **Disciplinary distinctiveness:** Respondents emphasise that humanities education differs from fields like STEM. Skills in writing, critical thinking and interpretation require human judgment and cannot be fully automated.

- **Ethical and environmental concerns:** Students and teachers voiced concerns about data transparency, ownership and the environmental impact of GenAI, which are issues not currently addressed in UCPH policy.

Recommended actions

Given UCPH's AI policy implementation deadline in September 2025 and current knowledge-gaps among teachers and students, we recommend that ENGEROM take the following key steps:

- **Information and awareness building:** Schedule dedicated information sessions for teaching staff and students about new guidelines and declaration requirements, including Q&A sessions in both Danish and English. Create clear awareness campaigns about where to find UCPH and HUM guidelines on AI use, ensuring teachers understand what information students receive so they can facilitate classroom discussions.

- **Practical resource development:** Develop sample assignments that model responsible GenAI use and allow students to practise declaration requirements in low-stakes settings. These assignments should incorporate both critical reflection on AI and proper declaration practices. Create an online resource repository of assignments that teaching staff can use "off-the-shelf" or adapt to meet specific learning objectives. This requires dedicated teaching staff time and resources.

- **Ongoing support structures:** Establish regular check-ins during the transition period through programme-specific teachers' meetings and department meetings to identify and address emerging challenges.

Strategic recommendations

Where appropriate, integrate GenAI literacy, including ethical and critical reflection on the use of AI, into central courses, rather than treating it as a standalone topic. Additionally, align departmental practices with UCPH policy through teaching staff workshops and clearer student communication.

Conclusion

Students and teachers at ENGEROM are already using GenAI tools, often without shared understanding or adequate support. As policy shifts take effect in 2025, we recommend that

the department take proactive steps ahead of these changes to ensure that AI integration aligns with and supports the core values of humanities education.

Resumé (dansk)

Dette studie undersøger, hvordan studerende og undervisere på Institut for Engelsk, Germansk og Romansk (ENGEROM) bruger generative AI-værktøjer (GenAI) med fokus på deres opfattelser, praksisser og forudsætninger for kommende ændringer i Københavns Universitets politik om AI.

Centrale resultater

- **Udbredt brug blandt studerende**: Studerende bruger ofte AI-værktøjer til brainstorming, opsummering og oversættelse med Google Translate og ChatGPT som de mest almindelige værktøjer. Disse værktøjer er blevet en etableret del af mange studerendes akademiske arbejdsgang uden for formelle eksamenssituationer, hvilket gør det nødvendigt med en omfattende gennemgang af undervisnings- og udprøvningsstrategier for at tilpasse sig denne nye virkelighed.

- **Værktøj, ikke erstatning**: Studerende ser generativ AI (GenAI) som et hjælpeværktøj, ikke en erstatning for deres akademiske arbejde. Mange bemærker, at humanistisk arbejde involverer særlige kognitive processer, som ikke kan outsources til GenAI.

- **Forsigtighed og usikkerhed blandt undervisere**: Underviserne udviser et mere forsigtigt engagement og nævner bekymringer om akademisk integritet og manglende forudsætninger for at integrere AI-værktøjer i undervisningen. Mens nogle er åbne over for strategisk tilpasning, understreger mange behovet for yderligere uddannelse og løbende dialog for at kunne navigere sikkert i de ændringer, GenAI medfører.

- **Begrænset bevidsthed og uddannelse**: Både studerende og ansatte rapporterer om begrænset kendskab til KU's politikker for brug af AI, især hvad angår citering og deklarering. Da GenAI først er formelt tilladt fra september 2025,

har eksponeringen for retningslinjer og adgangen til struktureret træning indtil videre været begrænset.

- **Fagdisciplinært særpræg**: Respondenterne understreger, at humanistiske uddannelser adskiller sig fra områder som STEM. Færdigheder inden for skrivning, kritisk tænkning og fortolkning kræver menneskelig dømmekraft og kan ikke automatiseres fuldt ud.

- **Etiske og klimamæssige bekymringer**: Studerende og undervisere udtrykte bekymring omkring transparens og ejerskab af data samt GenAI's påvirkning af klimaet. Disse spørgsmål behandles ikke i KU's nuværende politik.

Prioriterede tiltag til implementering

I lyset af fristen for implementering af den nye politik i september 2025 og det nuværende behov for opkvalificering anbefaler vi, at ENGEROM tager følgende forberedende skridt:

- **Informationskampagne:** Planlæg informationsmøder for medarbejdere og studerende om de nye retningslinjer og deklarationskrav, hvor der er mulighed for at stille spørgsmål både på dansk og engelsk. Informér undervisere om, hvor man kan finde KU's og HUM's retningslinjer for brug af AI, så undervisere også ved, hvilke oplysninger de studerende modtager, og dermed kan facilitere diskussioner i undervisningen.

- **Udvikling af praktiske ressourcer:** Udvikl eksempler på opgaver, der viser ansvarlig brug af GenAI, og som giver de studerende mulighed for at øve sig i deklarationskravene i en uformel sammenhæng. Disse opgaver bør indeholde både kritisk refleksion over AI og korrekt deklarationspraksis. Opret et online ressourcebibliotek med opgaver, som underviserne kan bruge direkte eller tilpasse til specifikke læringsmål. Dette kræver, at der afsættes tid og ressourcer til det på instituttet.

- **Løbende supportstrukturer:** Etablér fora, hvor underviserne kan diskutere implementeringen af AI i overgangsperioden, for at identificere og løse de udfordringer, der opstår. Dette kan ske både på lærermøder på de enkelte uddannelser og på institutmøder.

Strategiske anbefalinger

Integrer AI-literacy og etiske og kritiske refleksioner over brugen af GenAI i centrale kurser, hvor det er relevant, i stedet for at behandle disse som selvstændige emner. Derudover skal instituttets praksis tilpasses til KU's politik gennem workshops for undervisere og klarere kommunikation til de studerende.

Konklusion

Studerende og ansatte på ENGEROM bruger allerede GenAI-værktøjer, ofte uden fælles forståelse eller tilstrækkelig støtte. Vi anbefaler, at instituttet tager proaktive skridt forud for KU's nye AI-politik fra september 2025 for at sikre, at AI-integration sker i overensstemmelse med og understøtter kerneværdierne i humanistisk uddannelse.

1. Introduction

1.1 Aims of the study

Generative AI (GenAI) technology is being used by an increasing number of users daily, and reports suggest this trend extends to university students (see, for example, Baek & Wilson, 2024; Hamerman et al., 2024; Malmström et al., 2023; Møgelvang et al., 2023; Otto, Ejsing-Duun & Lindsday (accepted/in press), Palmer et al., 2023; Stöhr et al., 2024). Therefore, our aim with this study[1] is to find out the extent to which our students at the Department of English, Germanic and Romance studies (ENGEROM), University of Copenhagen, are engaging with these tools. We are in the middle of developing new course curricula for our BA study programmes, making it a necessity to incorporate elements into the new curricula that will support our students during this new AI era. For the purposes of our study, we define generative artificial intelligence as AI-powered tools that generate or modify texts, images, sound or other forms of output.

Hau and Liebst (2024) investigated students' use of GenAI at the Faculty of Social Science at the University of Copenhagen, and found that while students identify knowledge and skills in GenAI use as a key professional skill, students use the technology sporadically and there is a lack of training in GenAI tools for students as well as barriers to use, including university policy and guidelines surrounding the use of GenAI. Another study at UCPH by Hansbøl, Pedersen and Fajkovic (in progress) is underway. This study investigates students' experiences, use and perceptions of GenAI across the Faculties of Humanities and Theology at UCPH. In addition to distributing a questionnaire (spring 2024), they conducted follow-up qualitative interviews (autumn 2024). The authors are from the university pedagogical centre at the Faculty of Humanities (TEACH) on Søndre Campus, UCPH, and the UCPH library (KUB) and their focus is on the impact of AI on learning, well-being and the students' expressed needs for support, guidelines and pedagogical

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1. The study is part of the project *AI use among university students and staff* partially funded by NCFF (The Danish National Centre for Foreign Languages, www.ncff.dk)

resources. While they also collected data from students at our department, our research differs in both scope and focus. The TEACH/KUB project centres on students' general experiences and support needs, with the aim of informing future pedagogical course development. In contrast, our study explores in greater depth how AI tools are used for reading, writing, and language learning within the humanities. Uniquely, we include both student and teaching staff perspectives at ENGEROM, offering a more comprehensive picture of GenAI use in academic practice.

This project investigates two main things: the first is the extent to which students at the department use GenAI technology, such as ChatGPT or Google Translate. The second aim is to understand how teaching staff at the department engage with GenAI technology. To collect data on student use, we distributed questionnaires to BA and MA students at ENGEROM. These questionnaire results can be used to guide us in deciding how GenAI should feature in course development and classroom instruction. The courses at our department have a specific focus on language, literature, history and culture. This means that skills in language learning and writing are at the forefront of our degree programmes. Since GenAI tools can produce texts and perform translations (among other things), it is essential to understand how our students use these tools, to help us ensure that they engage in meaningful learning activities and maintain academic integrity even while using GenAI tools. The educator can play an important role in ensuring that students engage with the technology critically rather than becoming overly dependent on it for their learning. Students need to understand the technology's capabilities and limitations, and to learn to use it appropriately in their academic work. This means developing critical digital literacy skills, which will be essential for navigating the social world, including current and future job markets, competently as academics and educators in the AI era.

To investigate whether and how teachers at ENGEROM currently use or plan to use GenAI tools in their teaching, we distributed a questionnaire addressing these points. The data collected can provide management with insights to inform their decisions about relevant and appropriate teaching staff support and development.

For all questionnaires, we began with an introductory page and included our definition of GenAI for the purposes of the questionnaire. The first student questionnaire was divided into five sections: 1. demographic information, 2. use of AI tools, 3. use of AI tools for study purposes, 4. attitudes to AI in education and 5. thoughts about the future. The second student questionnaire followed a similar structure, but there were some additions based on the data we collected from the first questionnaire. We deemed some of the information outside the scope of our inquiry, and therefore we removed specific questions from the second questionnaire. Moreover, we deemed other areas of interest relevant to include, considering developments of GenAI in general, and at UCPH in particular, for example, around GenAI training and policy. The second questionnaire was divided into

the following eight sections: 1. demographic information, 2. use of GenAI tools, 3. GenAI proficiency, 4. GenAI training, 5. use of GenAI tools at UCPH, 6. use of GenAI tools for study purposes, 7. attitudes towards GenAI in education, 8. thoughts about the future. The teacher questionnaire was divided into the following six sections: 1. use of GenAI tools, 2. GenAI proficiency, 3. use of GenAI tools at UCPH, 4. use of GenAI tools for teaching, 5. attitudes towards GenAI for teaching purposes, 6. impact of GenAI in education (now and in the future). Our teacher and student questionnaires are available both in English and in Danish to any researchers who would like to conduct similar studies either at the University of Copenhagen or elsewhere. Furthermore, these questionnaires will need to be updated given the nature of this discipline, to ensure continued relevance and accuracy in capturing how teachers and students engage with (Gen)AI technologies.

2. Brief overview of GenAI in a higher education context

The release of the GenAI tool ChatGPT in November 2022, which is powered by a Large Language Model (LLM), marked a significant shift in the educational technology landscape, prompting diverse institutional responses across higher education globally (McDonald et al., 2024). While some institutions implemented immediate bans on the use of GenAI tools, citing concerns about academic integrity with a focus on student cheating, others adopted more permissive approaches, recognising the potential pedagogical value of the technology (Xiao et al., 2023), although it seems that these were in the minority.

While institutions could initiate a ban on the technology, enforcing this ban outside of the classroom has proved particularly challenging. This prompted an influx of software companies developing plagiarism detection software for GenAI outputs that could be used by educators. However, because GenAI creates 'original' text by synthesizing information from its training data, rather than relying on pre-existing text and information taken from the internet or other published sources, traditional plagiarism software is generally not able to detect the use of GenAI. Early versions of GenAI did occasionally reproduce verbatim passages from training data that could be spotted, but contemporary LLMs typically generate content that is difficult to detect through AI detection software. One big problem with AI detectors is that they often incorrectly identify human-written text as AI-generated, especially when checking work written by L2 learners of English (Liang et al., 2023; Giray, 2024). This happens because English learners tend to use more basic and common words and phrases, which the AI detectors can mistake for AI-written text.

2.1 University of Copenhagen policy

After the initial release of OpenAI's ChatGPT and subsequent GenAI tools from other 'big tech' companies in 2022 and onwards, the University of Copenhagen (UCPH) initially banned their use for all assignments and exams. This stance evolved over the following

months, with the university publishing online guidelines in 2023 for students and staff regarding how to use the technology for specific courses and activities. The university acknowledged that these guidelines were subject to ongoing revision given the rapidly evolving nature of the technology and our understanding of it.

Throughout 2023, teaching staff members wanting to integrate GenAI into their teaching and assessment could apply for dispensation from the general university ban. However, the default position remained that the technology was not permitted for assignments and exams. In early 2024, UCPH entered into an agreement with Microsoft providing all staff and students access to Microsoft's LLM, Copilot Enterprise. While teachers were encouraged to incorporate Copilot into their teaching, the guidelines explicitly stated that students must have the option to opt out of GenAI-related classroom activities. Staff are also encouraged to avoid using any other LLMs for teaching or research purposes, with UCPH citing data protection as a reason. Also in 2024, a significant policy shift was announced for autumn 2025 – GenAI use will be permitted by default for all classroom and exam activities unless explicitly prohibited in course descriptions or curricula.

To date, UCPH's Academic Board on Education Strategy (KUUR) has produced two key documents addressing GenAI use in academic work: "Good academic practice with generative artificial intelligence" and "The navigation model: A reflection tool for using GenAI to attain academic goals" (currently only available for staff and students at UCPH). KUUR as well as faculty-based working groups are currently working on guidelines and deliverables to help teaching staff across the university with how best to implement GenAI for exam purposes, which will come into play from the autumn semester 2025.

2.2 Department of English, Germanic and Romance Studies (ENGEROM)

From September 2025, our department will adopt an "all aids permitted" policy for exams, allowing the use of GenAI tools for all take-home papers, BA projects, and MA theses, unless explicitly prohibited. This policy does not extend to controlled, sit-in exams, where no GenAI access is permitted.

Take-home exams have traditionally been the predominant assessment method at Danish universities, contrasting with, for example, institutions in Ireland and the United Kingdom, where sit-in exams are by far the most common. Take-home assignments typically allow students greater opportunity for critical reflection compared to timed exams, where time constraints and cognitive pressure can limit deep engagement with course material. However, the emergence of GenAI technology has particularly challenged the academic integrity of take-home assessment formats.

Although our project began before the university's formal changes to GenAI exam policies, we anticipated this development, noting that other Danish institutions, such as Aarhus University, were planning on implementing similar policies starting in 2024 (AU Educate, n.d.). We therefore designed an exploratory study to investigate the current landscape with respect to our students' use of and attitudes towards GenAI technology. When designing our study, there was and most likely still is a general assumption that all university students are using the technology, and across academic blogs, opinion pieces, and public commentary on educational technology, this was the message being consistently conveyed to educators. However, we did not know the extent to which this was true, and it would have been shortsighted to start redesigning courses from this "assumed belief". Therefore, to gain a better insight into the practices of the students and teaching staff at ENGEROM concerning GenAI, our study aimed to address the following research questions:

Among students:

RQ1: To what extent, in what ways, and for what purposes are our students at both BA and MA levels using GenAI tools?

RQ2: What are the attitudes of students towards using GenAI for study purposes?

Among teaching staff:

RQ1: To what extent, in what ways, and for what purposes are teachers using GenAI tools for teaching purposes?

RQ2: What are the attitudes of teaching staff members towards using GenAI tools for teaching purposes?

3. Methods

To investigate these research questions, our team developed three distinct surveys: one for teaching staff members and two for students. These surveys were designed to assess general knowledge, usage patterns, and attitudes toward GenAI. The teacher survey incorporated additional closed-ended questions to evaluate training proficiency, teaching preparedness, and specific professional development needs. All surveys included open-ended response options, allowing participants to express their broader perspectives on GenAI, both generally and within academic contexts.

The study focused specifically on students enrolled in programmes centred on linguistics, literature, culture, and history, as well as teaching staff members teaching on these programmes. This targeted approach ensured that the findings would be directly relevant to the humanities context of language and cultural studies.

The development of the student survey followed a collaborative approach, with significant input from a student assistant. This co-creation process helped ensure the survey's relevance to the student population. Survey items were carefully constructed based on a comprehensive analysis of identified GenAI learning requirements, potential knowledge gaps, anticipated challenges that GenAI might present in both learning processes and assessment contexts as well as the specific local AI policies. The survey design was also informed by methodological approaches from previous studies, in particular the phrasing of attitude questions on the use of AI by students, the self-declaration of AI proficiency, and attitudes relating to future careers (Malmström et al., 2023 ; Dreyfus & Dreyfus, 1986 ; Hau & Liebst, 2024).

Our student assistant conducted a pilot study using focus group interviews to validate the survey instrument. During these sessions, participants provided detailed feedback on the survey's structure, clarity, and comprehensiveness, allowing us to refine the instrument before full deployment.

Data collection occurred in two distinct phases for students. The initial phase took place in April 2024, targeting both undergraduate and postgraduate students. The second phase was conducted in October 2024, with a primary focus on incoming first-year students. However, previously non-participating students from all years were encouraged to contribute to increase response rates and ensure comprehensive representation. The teacher survey was conducted once during August 2024, just before the semester started.

The teacher and student surveys are available in both Danish and English and can be found on https://viden.ncff.dk/.

4. Results

4.1 Student survey 1 – April 2024

The initial student survey in April 2024 yielded a total sample of 165 respondents (N = 165), comprising 142 complete and 23 partial responses, representing a 15.9% participation rate from the eligible student population at ENGEROM. The sample predominantly consisted of female students (74%) with an average age of 26.8 years. This gender distribution closely reflects the overall ENGEROM student population of 73.26% females and 26.74% males (2024 enrolment), indicating that the survey responses represent the department's actual demographic composition rather than gender-based differences in survey participation.

More than half of the respondents (57%) were pursuing bachelor's degrees, while 43% were enrolled in master's programmes. The distribution across language programmes showed that two-thirds of respondents (66%) were English majors, followed by Spanish (14%), French (10%), and German (2%), with the remaining students enrolled in Intercultural Market Studies, Portuguese, or other programmes. Most respondents (93%) were pursuing their major within the department.

When asked how often they used AI tools, the majority answered occasionally (36%), followed by never (26%). The smallest groups were daily (6%) and frequently (15%), as outlined in Figure 1 below.

How often do you use AI tools?

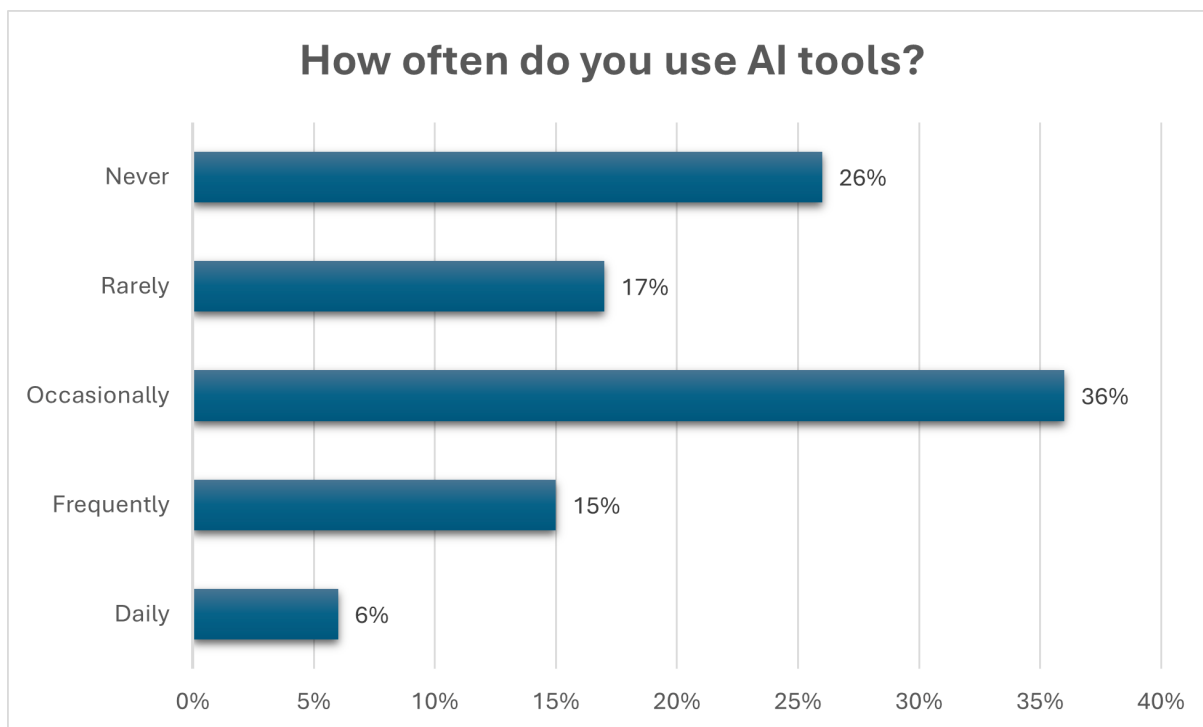| Category	Percentage
Never	26%
Rarely	17%
Occasionally	36%
Frequently	15%
Daily	6%

Figure 1: How often students use GenAI tools

Considering the range of AI-powered tools our students use, the results show that a neural machine translation (MT) system such as Google Translate emerged as the most widely used resource, employed by 80% of respondents. ChatGPT 3.5 (LLM) followed as the second most popular tool, used by nearly two-thirds of students (65%). Half of the respondents (50%) reported using Duolingo, while Grammarly and ChatGPT 4.0 showed similar adoption rates at 47% and 45%, respectively. One-third of students (33%) indicated using another neural MT system DeepL. The data also revealed limited adoption of other or specialised tools at the time, with Copilot Pro, Gemini, DanskGPT, and Canva Magic Write each being used by only a small fraction of respondents (4%). Interestingly, Copilot Pro was available for students for free via the university licence at the time but had not been widely adopted.

Figure 2 below shows that students primarily discovered AI tools through informal channels, with nearly half (44%) being introduced to these technologies by friends and family members. A similar proportion (46%) reported independently finding information about AI tools online. Formal educational settings played a less significant role in AI tool adoption: while approximately one-third of students (32%) were introduced to AI tools at university, only 7% first encountered these technologies during their upper secondary education. The remaining 17% of respondents indicated other means of discovering AI

tools, suggesting additional pathways of AI tool adoption not captured by the main categories.

How did you become familiar with AI tools?

- I was introduced to AI tools in upper secondary school. — 7%
- I was introduced to AI tools by friends and family — 44%
- I found information online on my own — 46%
- I was introduced to AI tools at university. — 32%
- other — 17%
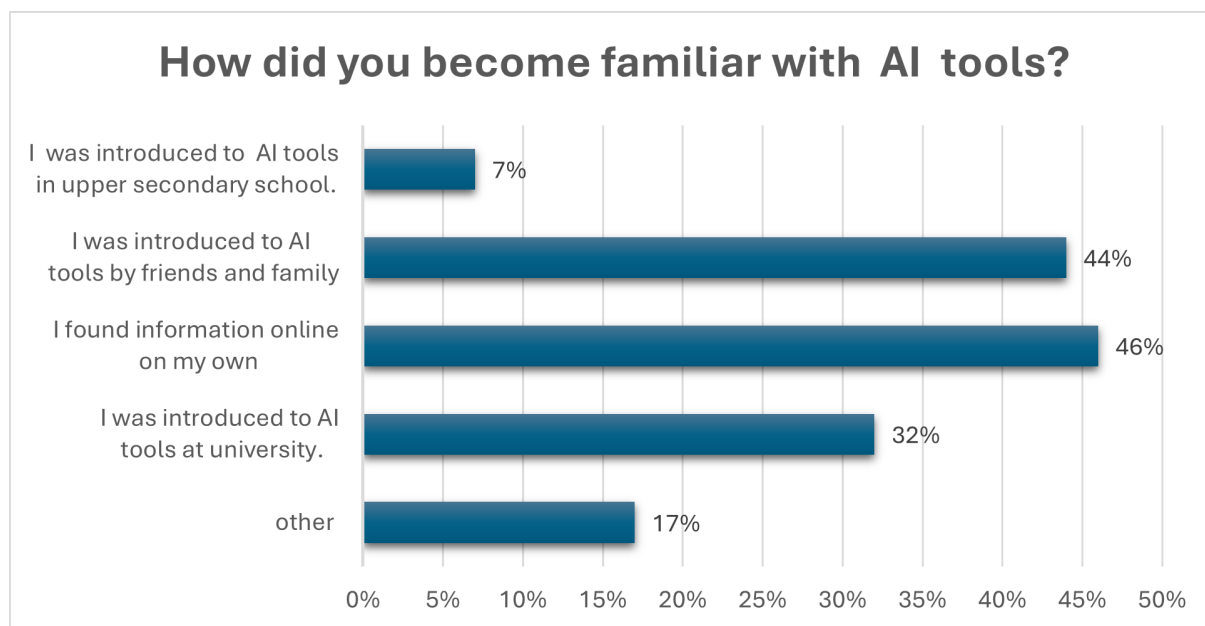
Figure 2: How students became familiar with AI tools

We wanted to know whether and how students used AI tools for academic work. Students who indicated not using AI tools for their studies were directed immediately to questions on attitudes towards AI. Therefore, the number of responses for some of the following questions is lower. When asked about using AI tools at university, 85% of respondents indicated that they used these technologies.

Students were then asked who prompted their use of AI tools for study purposes. Figure 3 below shows a clear trend of self-directed adoption, with 68% of respondents indicating they started using AI tools on their own initiative. Peer influence also plays an important role, as 53% were motivated by fellow students. Teachers have had less impact, with only 34% citing them as influencers. In this first questionnaire, libraries had no reported influence (0%), and a small segment (16%) cited other sources of influence. The results suggest that the adoption of AI tools for studying is primarily driven by student initiative and peer networks rather than formal institutional channels.

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Who has prompted your use of AI tools for study purposes?

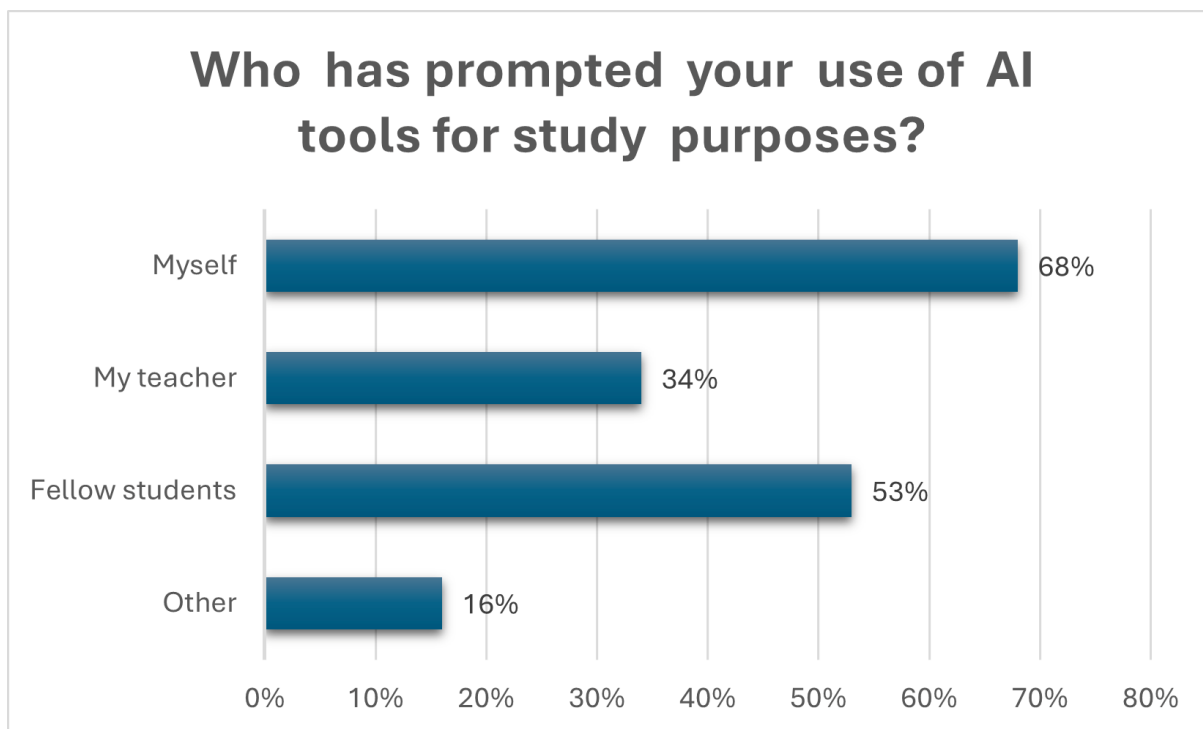| Category	Percentage
Myself	68%
My teacher	34%
Fellow students	53%
Other	16%

Figure 3: Prompting students' use of AI tools

We followed this up with a question on the most common uses of AI tools in students' academic work and provided the students with a list of categories. The data reveal diverse applications, with brainstorming being the most prevalent use case, reported by nearly three-quarters of respondents (74%). Search-related activities were also prominent, with 53% using AI as a search engine and 44% employing it to find relevant literature for their assignments and tasks. Students showed significant interest in using AI for text processing tasks, with half of the respondents (50%) using it to summarise academic articles, 47% for translations, and 41% for editing and proofreading their own texts. Notably, 43% of students turned to AI tools instead of asking their teachers or classmates questions. The data also indicated substantial exploratory usage, with 50% of students using AI out of curiosity and 40% for fun. A smaller proportion (26%) specifically used AI to improve their academic writing, while 17% employed it for text generation. Additionally, 12% of respondents reported other uses not captured by the main categories.

Students were then provided with five statements on what they could use the AI tools for and were asked to indicate the frequency of the action. Figure 4 below illustrates how students use GenAI tools across different academic activities. Unsurprisingly, 97% of students report never using AI tools for sit-in exams (since this option is currently banned), so perhaps more surprising is that 3% marked in either sometimes or often. For the other academic activities, usage patterns are varied. Using AI tools for preparing classes and

lectures shows a relatively even distribution, with 38% never using them, 52% using them sometimes, and about 10% using them often. Similarly, 57% of students never use AI tools for in-class tasks and discussions, while 36% use them sometimes, and a small percentage use them often.

When it comes to assignments, the use is more distributed: 27% never use AI tools, 41% use them sometimes, 27% use them often, and a small percentage always use them. For exam papers prepared at home, 33% never use AI tools, 41% use them sometimes, and the remaining students use them often or always. When conducting the survey, the use of AI tools such as ChatGPT was banned for any exam assignments. It would be interesting to know which tools the students reported using specifically for this question.

This pattern suggests that preparatory work and take-home assignments are the most common contexts for students using AI tools.

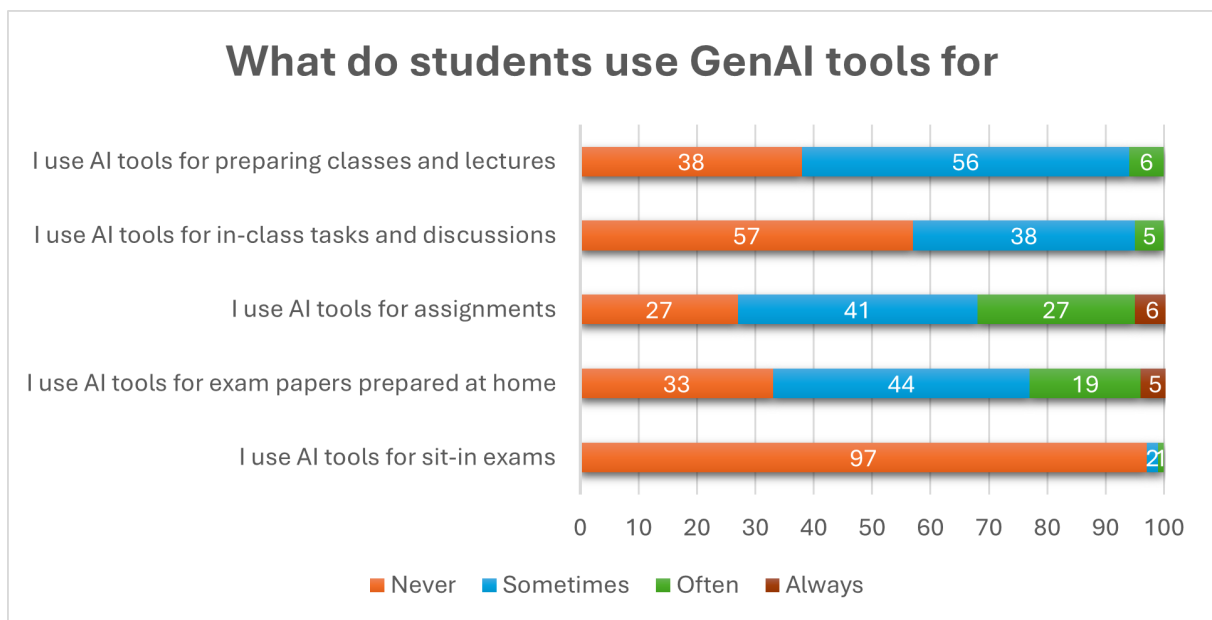Figure 4: What do students use AI tools for?

4.1.1 Attitudes

This attitudes section focused on two aspects: the students' attitudes towards the use of AI tools at university (N=141) and their attitudes on how AI tools might impact their future careers (N=141). For both, students were provided with a list of statements and asked to indicate the degree to which they agreed or disagreed with each statement.

Students' attitudes toward the use of AI tools

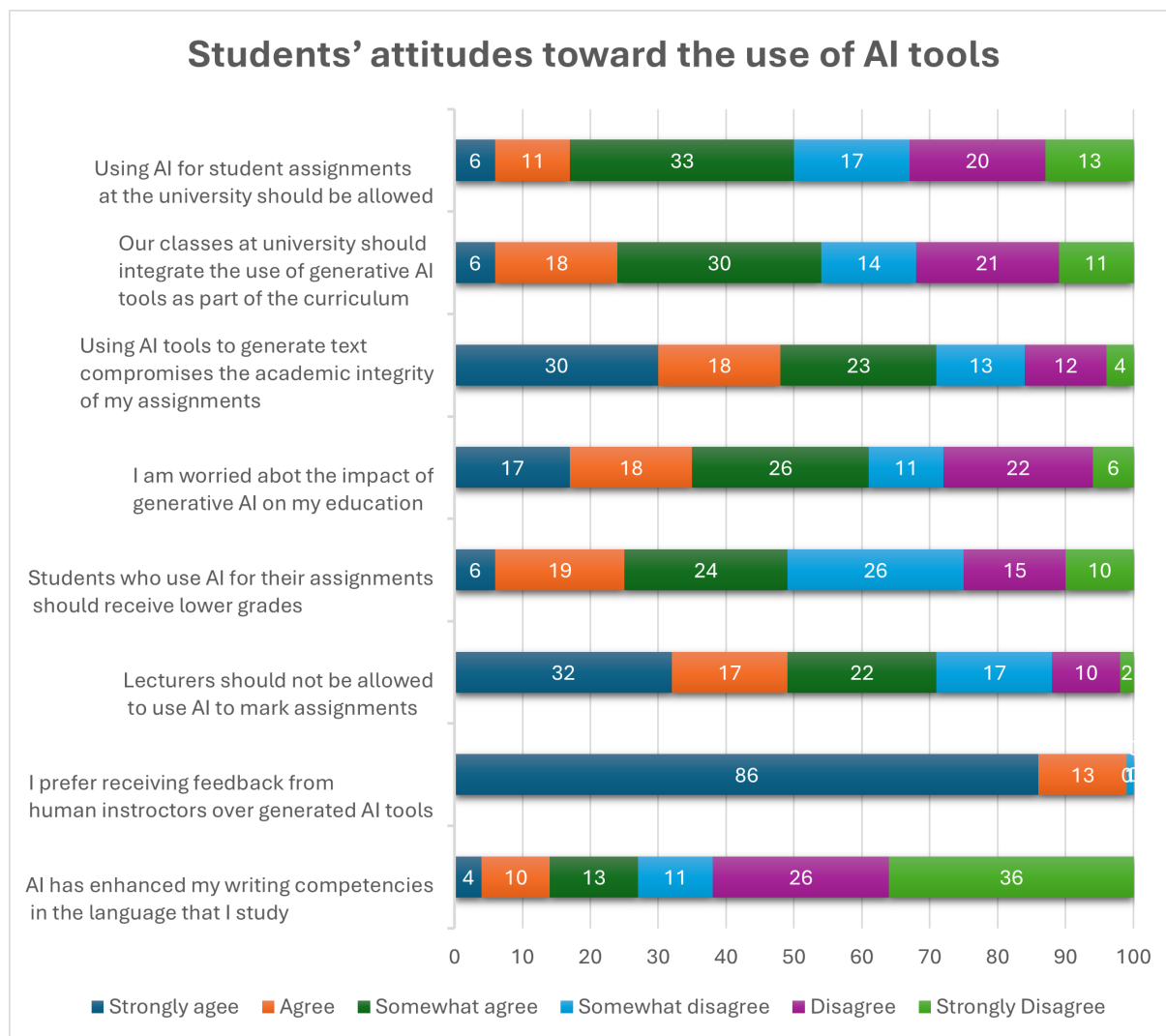| Statement	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly Disagree
Using AI for student assignments at the university should be allowed	6	11	33	17	20	13
Our classes at university should integrate the use of generative AI tools as part of the curriculum	6	18	30	14	21	11
Using AI tools to generate text compromises the academic integrity of my assignments	30	18	23	13	12	4
I am worried abot the impact of generative AI on my education	17	18	26	11	22	6
Students who use AI for their assignments should receive lower grades	6	19	24	26	15	10
Lecturers should not be allowed to use AI to mark assignments	32	17	22	17	10	2
I prefer receiving feedback from human instroctors over generated AI tools	86	13	0	1		
AI has enhanced my writing competencies in the language that I study	4	10	13	11	26	36

Figure 5: Students' attitudes toward the use of AI tools

The survey data on students' attitudes (see Figure 5 above) reveal mixed and sometimes contradictory attitudes regarding AI tools in academic settings. Students' opinions are split at 50% on whether universities should allow AI for student assignments. Similarly, opinions are divided, with 54% supporting integrating GenAI tools into the curriculum. However, students also showed awareness of potential concerns: 61% expressed concern about AI's impact on their education, while only 29% disagreed that using AI tools compromises academic integrity. There was a clear preference for human interaction in assessment, with an overwhelming 99% strongly preferring feedback from human instructors over AI-generated feedback. This aligns with students' scepticism toward AI in assessment, as 71% opposed letting lecturers use AI to mark assignments. Regarding academic consequences, student opinions are split regarding penalties, with 49% agreeing that students who use AI should receive lower grades. Notably, students did not recognise

a positive impact from AI tools on their language learning, with only 27% agreeing that AI has enhanced their writing competencies in their studied language.

How students use AI tools for their studies

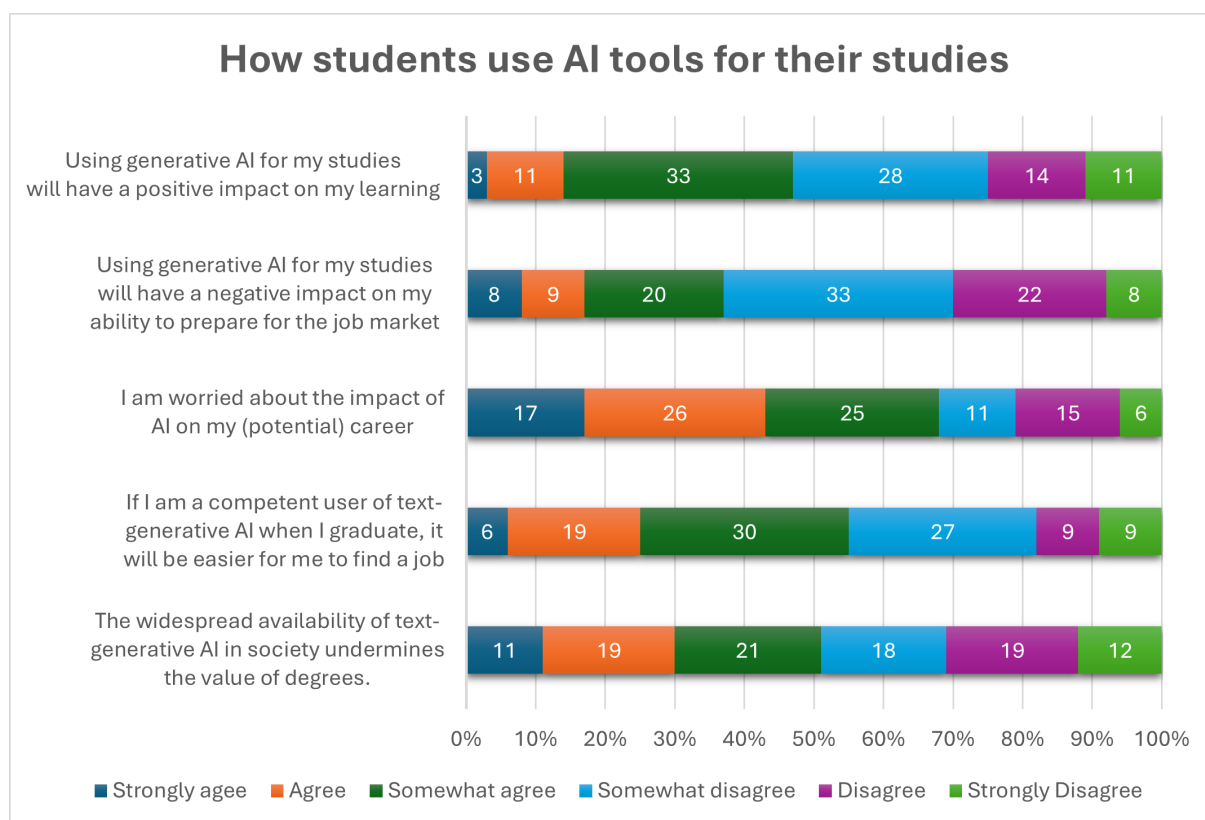| Statement	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly Disagree
Using generative AI for my studies will have a positive impact on my learning	3	11	33	28	14	11
Using generative AI for my studies will have a negative impact on my ability to prepare for the job market	8	9	20	33	22	8
I am worried about the impact of AI on my (potential) career	17	26	25	11	15	6
If I am a competent user of text-generative AI when I graduate, it will be easier for me to find a job	6	19	30	27	9	9
The widespread availability of text-generative AI in society undermines the value of degrees.	11	19	21	18	19	12

Figure 6: Student attitudes and perceptions on the use of AI for their own studies and future careers

Students expressed mixed sentiments about the use of AI tools in education and their potential influence on future careers, as outlined in Figure 6. On the positive side, nearly half (47%) felt GenAI would enhance their learning experience, with 3% strongly agreeing, 11% agreeing, and 33% somewhat agreeing with this statement. However, students also had significant concerns about the potential drawbacks. Over a third (37%) worried about AI negatively impacting their readiness for the job market, and an even larger majority (68%) expressed anxiety regarding AI's broader implications for their career prospects. Despite these reservations, students recognised the professional advantages of AI proficiency, with more than half (55%) believing that being a competent user of AI would improve their job opportunities upon graduation.

The data also revealed a complex perspective on AI's broader impact on higher education, with opinions fairly divided regarding whether AI undermines the value of degrees: 51% agreed, while 49% disagreed. These varied responses suggest that while students recognize the potential benefits of AI in their academic journey, they maintain significant

reservations about its longer-term implications for their professional development and the value of their education.

4.1.2 Selected comments – Survey 1

The final section offered respondents the opportunity to provide additional comments on the topic of AI tools more generally, and specifically their use in education and in future careers. In total, 56 comments were provided. Through a qualitative analysis of these comments, we identified eight themes (see Figure 7 for overview) and have provided examples of comments relating to each theme below.
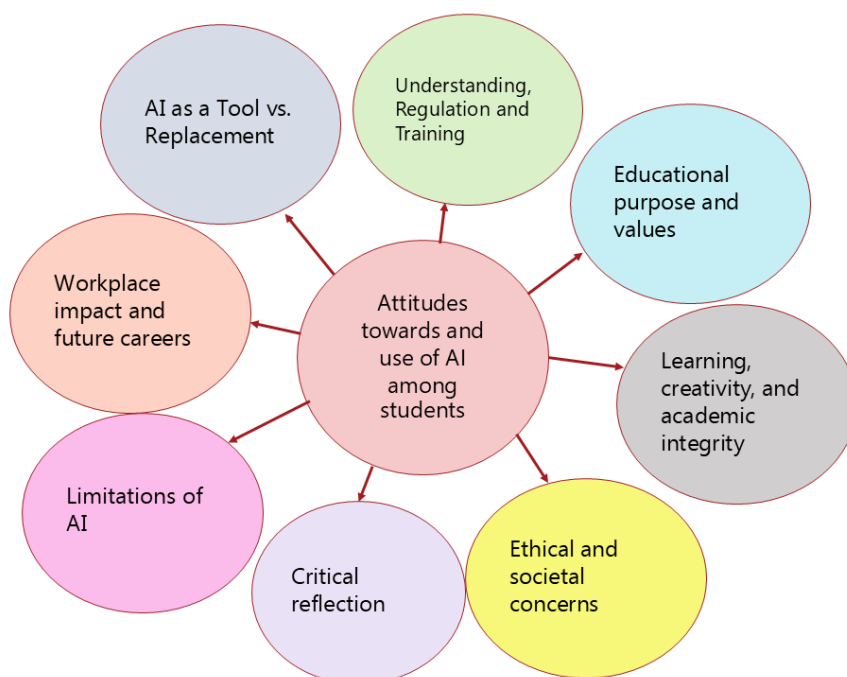

Figure 7: Overview of themes identified among students' attitudes towards AI

Each comment is followed by a respondent identifier (e.g. R1 for Respondent 1). Some respondents' comments appear across multiple themes, as their responses addressed several different aspects of the study. Most of the comments were written in Danish, and these have been translated into English by the authors.

1. AI as a tool vs AI as replacement

Students predominantly view AI as a beneficial educational tool rather than a replacement for human effort. Respondents noted the value of GenAI in supportive roles such as brainstorming, proofreading and editing, and as a sparring partner in the academic idea phase, as noted in the following two comments:

"I still believe that the student should produce 90% of the written work in education, but there is clearly much to learn if one can use AI as a support tool, possibly in editing and proofreading contexts" (R7)

"I only use AI for brainstorming and making the 'initial' plan and notes for an assignment. I see it more as a helpful tool and think it can definitely be used positively." (R19)

Students emphasised that using AI like a calculator or a spell checker is appropriate, provided that the core work remains student driven. Some explicitly cautioned against obligatory integration of AI in the classroom or exam situations, arguing for context-driven and flexible usage:

"I'm wary of the idea that it should be integrated by all teachers for all kinds of things. Let the teacher integrate it if it makes sense for the individual, and let the students use it to the extent they see fit. But don't force anyone - neither students nor teachers - to use it. Then it becomes half-hearted and poorly executed." (R17)

We can see that students strongly favoured AI as an aid rather than a substitution, highlighting the importance of maintaining personal engagement in assignments and academic integrity. One student directly addressed the integrity concerns raised in the questionnaire:

"Several of the [attitude] statements are about whether assignments that have gone through AI lose their integrity. I think the central thing is how you use it - for example, I would never copy anything directly from ChatGPT, but I can certainly use it for inspiration." (R47)

2. Need for an understanding of AI, regulation, training and guidelines

As in the first data set, respondents called for clear institutional guidelines and structured education on AI use and regulations. Many expressed uncertainties around ethical, academic, and practical issues, emphasising a desire to expand their knowledge of AI and to understand its appropriate uses:

"Although I'm generally against the use of AI at university, I think it's important that we are taught how it works and how we navigate a world where it takes up more and more space." (R56)

Students specifically requested clear guidance from the university about the acceptability of AI tools in exams (take-home papers) and assignments, noting current policies are unclear and leave too much interpretation to students themselves:

"I think Engerom really needs to make clear how they believe AI can be integrated relevantly in our studies. Right now, it's an awkward intermediate situation, where too much is left to the students' interpretation." (R51)

Students also emphasised the importance of universities preparing both students and teaching staff to engage meaningful and critically with AI technology, especially given AI's increasing societal and professional importance:

"We need to be better equipped to become not just users but also co-developers and trainers of AI. And our teachers need to be equipped so we can have meaningful conversations with them about AI." (R37)

Moreover, some respondents called for reason-based rather than fear-based institutional regulation to effectively navigate the integration of AI into the curriculum:

"[restrictions] based on fears are groundless and bound to be rebelled against by the individual who is less fearsome or more willing to take risks. I appeal to this university to introduce restrictions and guidelines based on reason." (R38)

Some explicitly encouraged educational institutions to facilitate informed discussions about the appropriate scope and limits of AI use. One respondent pragmatically noted:

"I think it's inevitable that it [AI] will become part of our everyday life. Therefore, teaching should be adapted to AI" (R20).

Another had a warning for educational institutions (this comment was written in English by the student):

"[Those] not willing to encourage or even allow the use of GenAI among students and staff is blind to the future and the people [they] will suffer for it" (R38).

Several noted the inability of AI to interpret and make culturally sensitive decisions, highlighting the importance of human oversight, known as "human in the loop". One respondent argued for the irreplaceability of humanities education, stating that *"AI cannot replace educational programmes in the humanities. We are educated in the nuances"* (R20). This sentiment was echoed by another who pointed to the limitations of AI with abstract concepts:

"I don't think it's very intelligent because it answers incorrectly a lot of the time when it's about something more abstract like linguistics and literature." (R4)

3. Educational purpose and values

Respondents expressed fundamental questions about whether integrating AI aligns with the core purpose and values of university education. Some worry about AI undermining independent thinking: *"What I'm most worried about is that people stop thinking for themselves because it's an easy way out"* (R1) and believe *"humans benefit from creating"* (R15). Moreover, some asserted the importance of preserving the human element in education. As one respondent argued:

"I want to teach and believe that human contact is essential in the learning process" (R1).

Concerns about learning integrity are common: *"The use of GenAI can [...] have a negative impact on learning because you don't learn to write/solve the tasks yourself"* (R56). Many distinguish between acceptable and unacceptable AI uses, with opinions frequently expressed in terms similar to the following comment:

"I think it's wrong to get AI to generate a text for you [...] but it's a really good way to get some information about your assignment" (R18).

Several respondents believe education must adapt to incorporate AI literacy: *"We need to be better equipped to become not just users, but co-developers and taking a role in the training of AI systems"* (R37). Some see AI as contradicting humanistic values, while others believe humanistic education provides skills to effectively work with AI, noting *"it takes humanists to see through AI-generated text"* (R6).

The central challenge emerges as balancing innovation with educational integrity, highlighting that *"if AI is used without too much thought behind it, the learning will be lost"* (R25).

4. Concerns about learning, creativity and academic integrity

Students expressed substantial concerns that reliance on AI could diminish their ability to think independently, creatively and critically. As R6 noted:

"I am nervous about losing creativity or having fewer opportunities to be creative." (R6)

Respondents stressed that generating substantial text using AI compromises their personal interaction with the academic material, reducing analytical abilities, critical thinking skills and academic integrity, outlined by comments from the following two students:

"Using AI to write parts of an assignment is unacceptable, as it's not the person demonstrating that they have the skill to produce the finished product themselves." (R11)

"I would never use AI to generate text, as it takes away a large part of my 'interaction' with the material I work with." (R27)

Students argued strongly for the educational value of writing independently, highlighting the importance of developing written communication skills without relying on AI tools:

"It's probably beneficial to learn how to use AI, as it's probably here to stay, but I see writing yourself an important part of your own learning." (R24)

5. Ethical and societal concerns

Our respondents highlighted significant ethical and societal concerns regarding AI. Ethical concerns revolved around many of the AI companies that develop these tools and their

lack of transparency with their data practices, including author consent, data sourcing and ownership issues:

"I don't use AI. I don't feel I can trust what it says, I find it unethical that these machines are often trained on data where owners haven't given their consent and/or data that has underlying ideologies or agendas. There's something uncomfortable about my use of AI being used to train it further." (R31)

In terms of societal concerns, several students challenged the legitimacy of AI, characterising it as fundamentally unethical due to perceived exploitation of intellectual labour and cultural resources, as seen in the following comment:

"All use of AI is extremely unacceptable; the systems are fundamentally based on stealing art, works, texts, and knowledge without consent from those in society who already earn the least amount and receive the least appreciation for their contributions to culture, ranging from enormous to minimal." (R42)

Beyond issues of data consent and cultural exploitation, a few students positioned AI as a threat to the core principles of humanistic education. The following comment supports this view:

"It contradicts everything that the humanities stand for - ethically indefensible especially in relation to the loss it causes in relation to the young generation." (R52)

Finally, others called for clearer distinctions between acceptable and unacceptable uses of AI, underlining the ethical implications of different practices. One respondent wrote:

"I think there should be a difference between using GenAI to write your entire paper versus using AI for idea generation and help if you get stuck in your process or need extra feedback." (R9)

6. Workplace impact and future careers

Students had mixed views on the impact of AI on their professional futures. Some voiced anxiety over potential displacement or undervaluation of humanities graduates in professions involving creating writing and translating:

"I'm nervous that workplaces will come to believe that AI can do the same as humanities graduates in terms of producing meaning etc." (R10)

"I have no chance of ever doing my dream job as a result of AI: I have always dreamed of being a TV and film subtitle writer." (R42)

Others viewed proficiency in AI tools as increasingly necessary to remain competitive and employable. Several respondents highlighted the practical importance of acquiring AI literacy skills, with one stating:

"In the industry where I'm currently a student assistant - and where I expect to start my career – it's absolutely crucial to be a competent user of AI." (R27)

Another expressed confidence that they are *"not worried that AI will replace humanities graduates"*, but rather *"AI will become part of the tools"* (R4). Some prioritised balance, noting that *"AI can help get things done quicker and maybe more easily, but it's certainly not the only tool we should or can use"* (R13). One respondent drew a historical parallel:

"I see a lot of similarities between the introduction of the internet in the 1990s and the introduction of GenAI in the 2020s... It would have been stupid to reject the internet at the beginning of the 90s; it is similarly ridiculous to reject AI now." (R38)

7. Limitations of AI

Respondents identified fundamental limitations of AI tools, particularly the inability of the technology to replicate human critical thinking, empathy and precise communication. As one respondent noted:

"It [AI] cannot interpret, put itself in others' shoes, see things from different perspectives" (R6).

Another stressed that *"the human aspect is a huge part of communication, which AI won't understand/be able to take over"* (R55).

Respondents also mentioned technical constraints, describing AI as a "black box" where *"we as humans cannot see what's going on inside the program, and the program cannot explain its 'thinking' in response to a question"* (R39). Many expressed concerns about the reliability of AI, including the following student:

"The most worrying thing about students using generative AI is that many don't know/think about that [e.g. ChatGPT] can give completely wrong information (so-called hallucinations)" (R56).

8. Informed critical reflection of AI use

This final theme identified from the first survey data highlighted how the respondents are advocating for a critical, reflective and balanced approach to the integration of AI into education. They described AI as useful when used thoughtfully, but they emphasised the importance of maintaining human oversight. One respondent suggested:

"The use of AI for understanding topics that one finds difficult is a good starting point but should not be the dominant tool. It's important to be critical of the output you get" (R13).

Others shared this viewpoint, noting that *"it's important to be critical of both the answers it gives and what data the machine bases its answers on"* (R31), while another simply stated

the need to *"talk about what are good ways to use the tools - and what are challenges and problems"* (R34).

4.2 Student survey 2 – October 2024

For the follow-up student survey in the autumn of 2024, the total student sample consisted of 106 complete responses and 25 partial responses (N = 131), representing a 12.1% participation rate from the eligible student population at the department (ENGEROM). The survey attracted a broad range of participants, including first-semester students (32% of respondents) who began their studies in 2024, as well as students from more advanced academic years. For each year between 2019 and 2023, 10-15% of participants started their studies. The sample consisted of 71% female students, with an average age of participants of 26.4 years. Once again, this gender distribution is consistent with the overall ENGEROM student population (73.26% female, 26.74% male, 2024 enrolment), indicating the responses are in line with the actual demographic composition at the department.

Three-quarters of the respondents (75%) were pursuing bachelor's degrees, while one-quarter (25%) were enrolled in master's programmes. English was the predominant major, accounting for three-quarters (75%) of all participants. The remaining students were distributed across other language programs, with German representing 12% of respondents, Spanish 10%, and Italian 4%.

For this second survey, we found widespread adoption of various AI tools among participants. Once again, Google Translate emerged as the most used AI tool, with 74% of respondents indicating regular usage. ChatGPT followed as the second most popular tool, used by 63% of participants. Duolingo ranked third, with 50% of respondents utilising the language learning platform. These general usage patterns closely align with our first survey from April, which showed similar adoption rates of 80%, 65%, and 50% respectively, but there are differences in the variety of tools used, as we shall see below.

Among other AI tools, Grammarly was used by 33% of participants, while both Microsoft Copilot and DeepL were used by 29% each. Google Gemini saw more limited adoption at 8%. Other tools, including DanskGPT (3%), Canva Magic Write (3%), Claude (1%), and Perplexity (1%), showed minimal usage, while 7% indicated using other unspecified AI tools.

While the top three tools (Google Translate, ChatGPT, and Duolingo) maintained similar usage levels between the two student surveys, we observe increasing diversification in which tools the students adopt. The significant growth in Microsoft Copilot usage (from 4% to 29%) likely reflects UCPH's institutional agreement with Microsoft and the university's policy to encourage its use over other LLMs for data protection reasons. Despite small decreases in some tools like DeepL (from 33% to 29%), the overall pattern shows continued

use of multiple translation tools alongside general-purpose AI platforms. Rather than showing a dramatic shift in overall usage rates, the data reveal a more distributed pattern of adoption across multiple platforms.

When asked which tools students considered using but had not yet adopted, the second student survey revealed some clear changes. The percentage of students not considering any new AI tools increased from 33% to 43%. Interest in tools like Grammarly remained stable (31% to 28%), while Microsoft Copilot's consideration rate (14%) is significant given its substantial adoption increase in actual usage data. These trends suggest students may be settling into established usage patterns, focusing on tools they have found valuable rather than actively seeking new options.

Looking at our data, we can see real diversity in how participants engage with AI tools. The largest group (31%) used AI tools "Frequently" (1-2 times per week), followed by 23% who indicated "Rarely" (less than once per month), and 18% who reported using AI "Occasionally" (1-2 times per month). At the extremes of the usage spectrum, 11% of respondents used AI tools "Daily", while 16% indicated "Never". Compared with the first survey, these data show a notable increase in frequent users (from 15% to 31%) and daily users (from 6% to 11%), and a decrease in those who never use AI tools from 26% to 16%. Additionally, occasional users declined from 36% to 18%. The higher representation of BA students in this survey (75% vs. 57% in the first survey), particularly first-semester students (32%), suggests that newer students may be driving some of these adoption trends, potentially entering university with AI tools already integrated into their learning practices.

In student survey 2, participants reported using multiple languages when interacting with AI technology. English was the predominant language with 88%, Danish ranked second with 61%, German and Spanish showed moderate usage at 13% and 10%, respectively, while both French and Italian were used by 3% of participants. Only 4% reported using other languages not specified in the main categories.

How did you become familiar with AI tools? (tick all that apply)

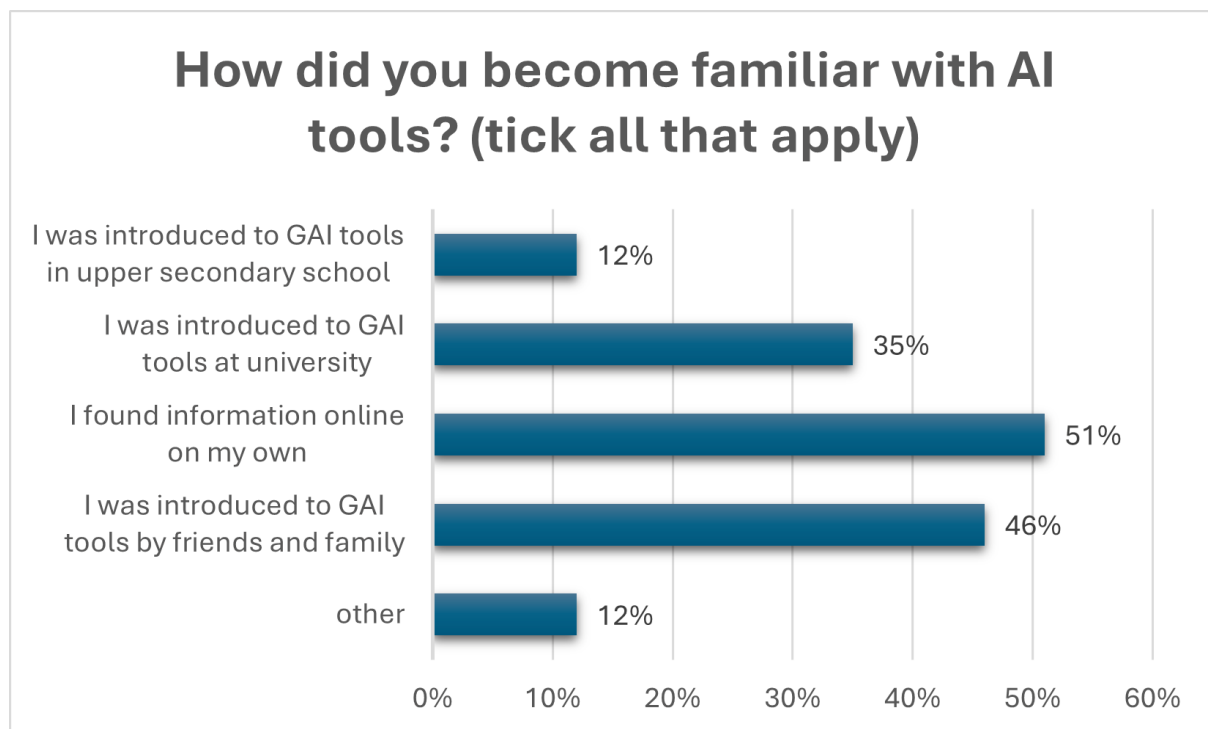| Category	Percentage
I was introduced to GAI tools in upper secondary school	12%
I was introduced to GAI tools at university	35%
I found information online on my own	51%
I was introduced to GAI tools by friends and family	46%
other	12%

Figure 8: How did you become familiar with GenAI tools?

The data illustrated multiple pathways through which students were introduced to AI tools (see Figure 8 above). Self-directed learning was the most common approach, with 51% of participants reporting they found information about AI tools online independently. University education played a significant role, with 46% of respondents first encountering AI tools through their university studies, similar to the percentage in Survey 1. Family and friends also proved crucial, as 35% of participants learned about AI tools through them. A smaller proportion of students (12%) were first introduced to AI tools during their high school education. Another 12% reported learning about AI tools through other unspecified means. These findings suggest that while formal education channels are important, currently students largely rely on self-directed learning and social networks to develop their knowledge of AI tools.

After analysing our data from the first student survey, we noticed we never asked students to self-evaluate their GenAI proficiency levels. We addressed this gap by including a self-assessment question in both the teacher survey and the second student survey. The data from this self-assessment, outlined in Figure 9 below, reveals a notable distribution across five distinct competency levels: novice, beginner, intermediate beginner, competent user and expert user.
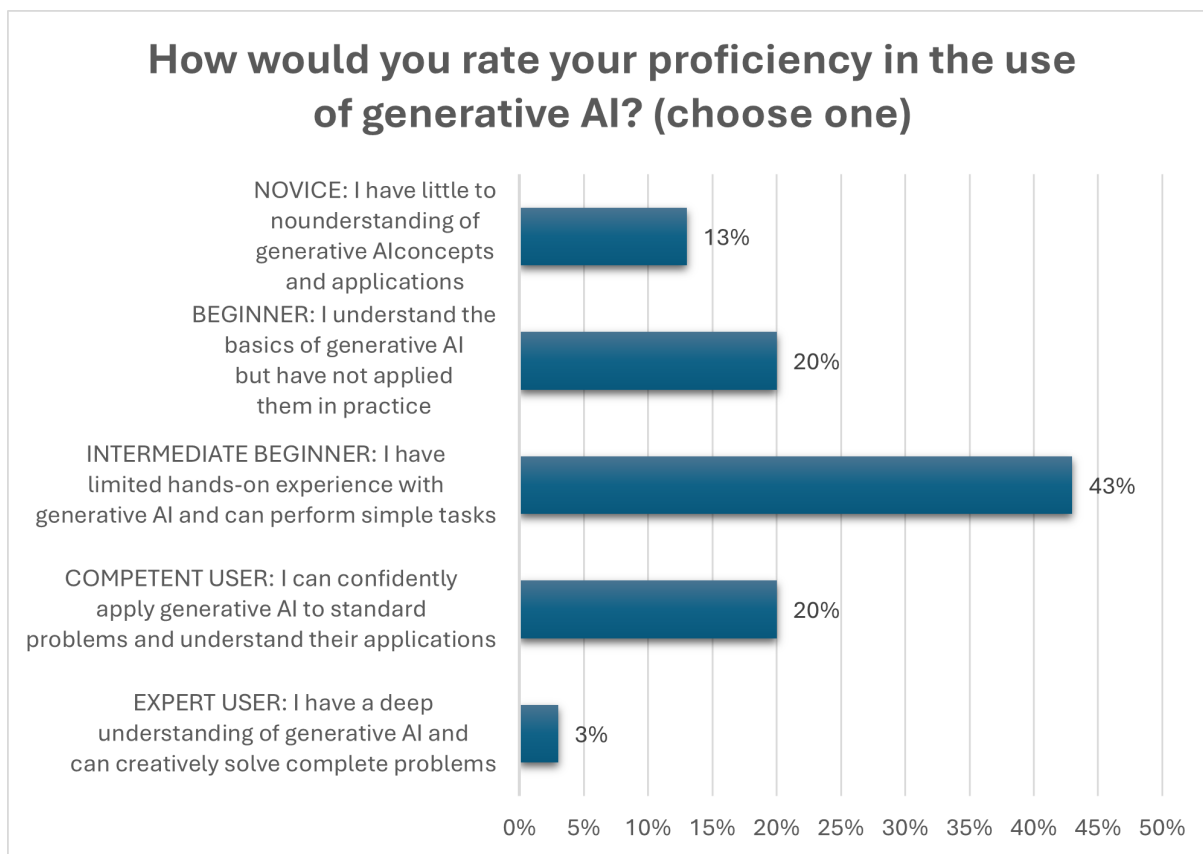
How would you rate your proficiency in the use of generative AI? (choose one)

Figure 9: How would you rate your proficiency in the use of GenAI?

The largest segment (43%) identified as "intermediate beginners" who have limited hands-on experience with GenAI. Two groups of equal size (20%), fall into different categories: "Beginner" who understands the basic concepts but lacks practical experience and "competent user" who can effectively utilise GenAI for everyday problem-solving tasks. At either end of the spectrum, 13% classify themselves as "novices" with minimal to no understanding of GenAI concepts, while only 3% identify as "expert users" with comprehensive knowledge and advanced problem-solving capabilities.

These findings suggest that while most students have some familiarity with GenAI, the majority are still in the early stages of developing their practical skills. The relatively small percentage of expert users indicates potential opportunities for advanced training and skill development programmes within the department, if this is deemed relevant.

Prior exposure to GenAI training among incoming students was minimal – only 3% of respondents indicated they had received GenAI training before starting at UCPH. Since beginning their university studies, however, this figure has increased substantially, with 51% of students reporting they have received some form of AI-related training. Interest in additional training varies depending on previous exposure: among students who have

already received some training, 57% expressed interest in further instruction, while among those with no previous training, a more substantial 74% indicated they would like to receive it.

This training gap is mirrored by a significant policy awareness gap. Our analysis of student engagement with UCPH's AI policies revealed low familiarity across two key domains: general usage guidelines and citation protocols for AI-generated content.

Regarding general AI usage policies (Figure 10), only 24% of respondents had read the current guidelines, while 35% explicitly had not. Most concerning, 41% reported being entirely unaware such guidelines existed, resulting in a mean awareness value of 2.2 that highlights the overall low level of policy engagement.
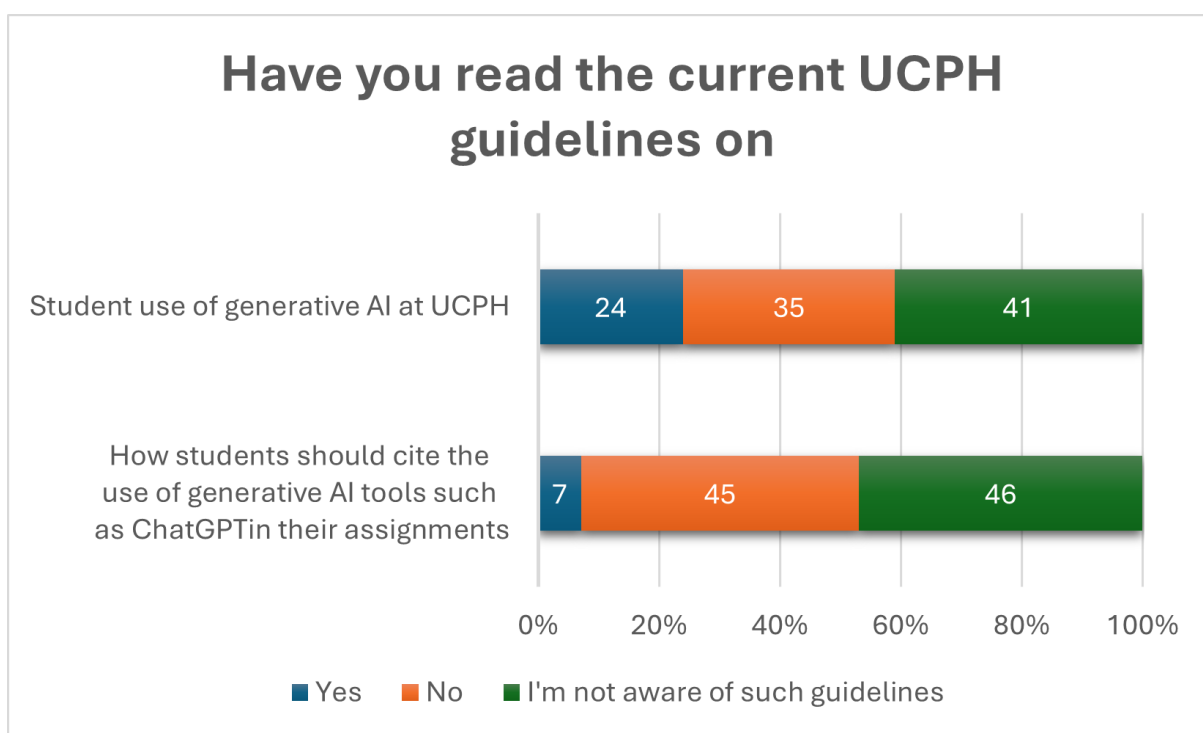

Figure 10: Current AI use policies at UCPH

The awareness gap was even more pronounced for AI citation requirements. Only 7% of students confirmed having read these citation policies, compared to 48% who acknowledged not having read them and 46% who were unaware these guidelines existed at all.

Despite this limited policy awareness, 64% of students reported using GenAI tools for their studies at UCPH, compared to just 14% who had used these tools for educational purposes before university.

Who has prompted your use of GenAI tools for study purposes? (Tick all that apply)

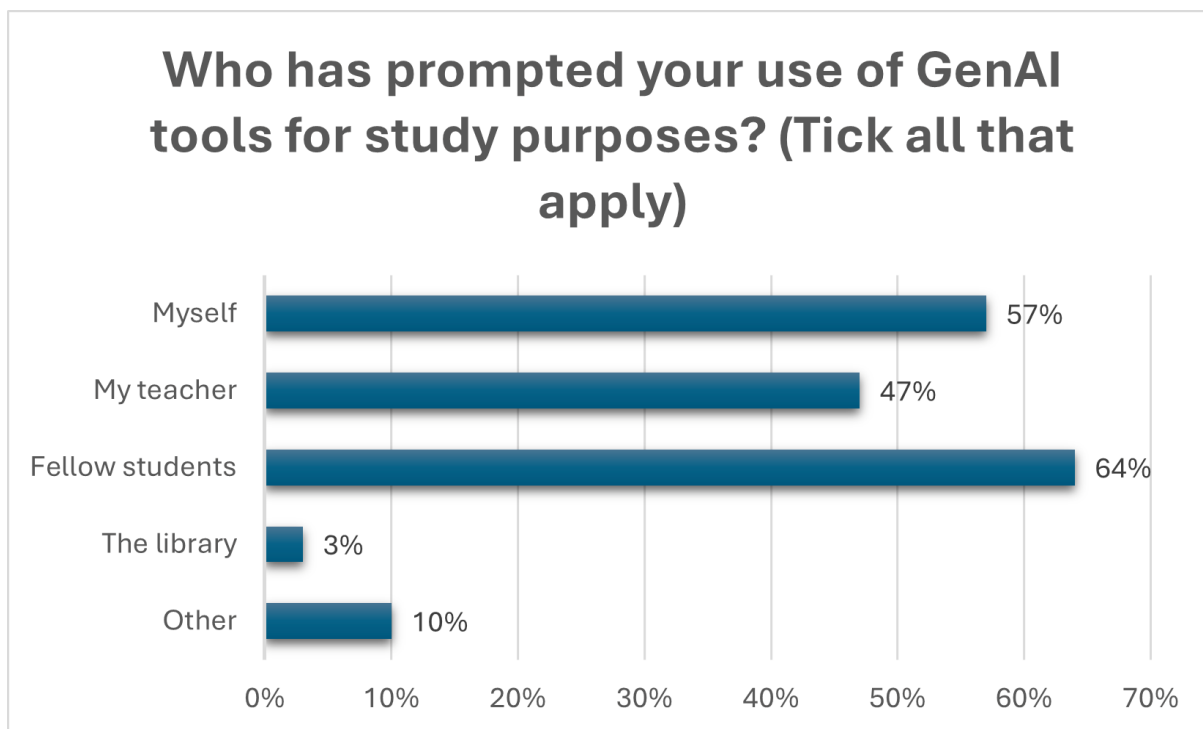|	
Myself	57%
My teacher	47%
Fellow students	64%
The library	3%
Other	10%

Figure 11: Who has prompted your use of GenAI tools for study purposes?

When asked who prompted their use of GenAI tools for study purposes, the student responses reveal multiple sources of influence. Most respondents indicated several factors contributing to their adoption of these technologies (see Figure 11 above).

Fellow students/classmates emerged as the primary influencers, with 64% of respondents indicating that peers prompted their use of these tools. Self-initiated adoption was the second most common driver, with 57% of students reporting they began using GenAI tools through their own initiative. Influence from teachers was also substantial, as 47% of respondents cited their teachers as motivators for GenAI tool adoption. The library played a minimal role, with only 3% of students indicating it as a source of GenAI tool promotion. Additionally, 10% of respondents cited other sources as their motivation for adopting GenAI tools. Compared to our first survey, peer influence grew (from 53% to 64%) to surpass self-directed adoption (down from 68% to 57%), while teacher influence increased (from 34% to 47%). Despite these shifts, informal networks remain the primary drivers of AI adoption rather than institutional channels.
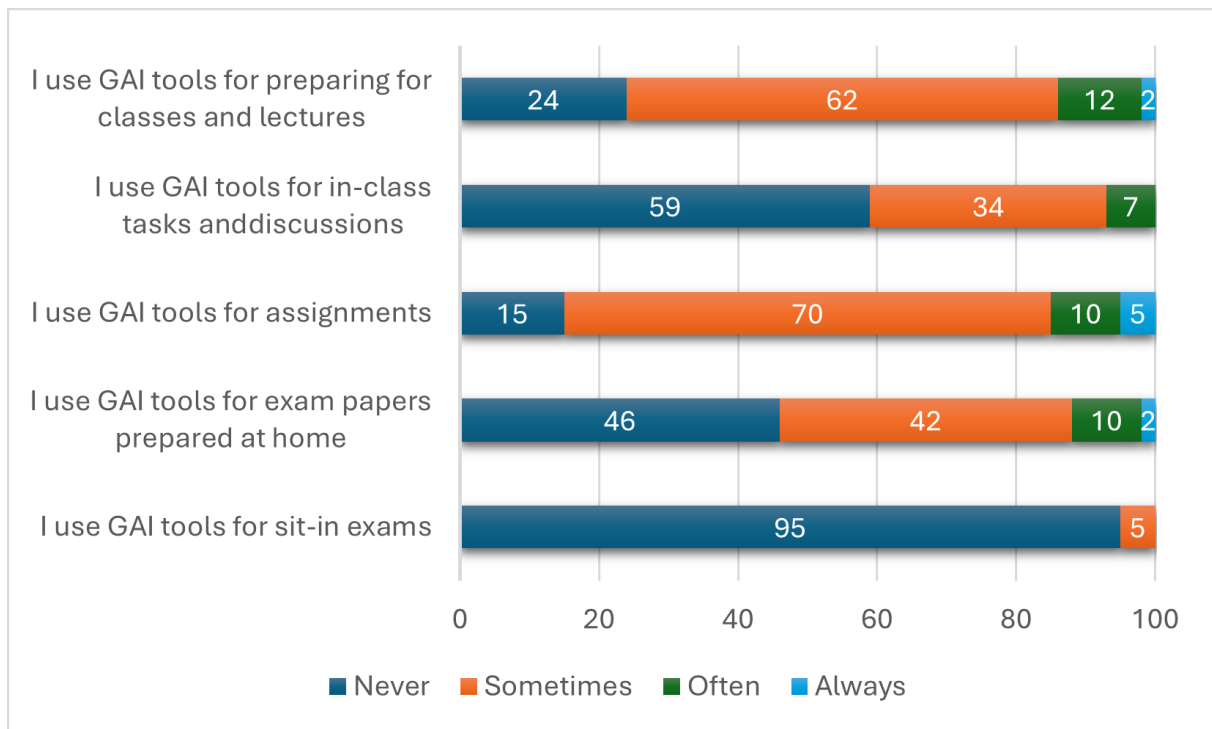
Figure 12: What do you use AI for regarding your studies?

The data reveal distinct patterns in how students utilise AI tools across different academic activities (see Figure 12 above). Among students who reported using AI in their studies, assignments show the highest level of regular integration, with 86% reporting at least occasional use (70% sometimes, 10% often, and 5% always). Preparation for classes and lectures follows closely, with 76% of students incorporating GenAI tools to some degree, suggesting these tools are becoming integral to students' learning processes. For exam papers prepared at home, 51% of students report utilising these tools (42% sometimes and 10% often), a finding that warrants discussion about the evolving nature of take-home assessments.

In-class tasks and discussions see moderate adoption, with 41% of students using GenAI tools at least sometimes or often, though the majority (59%) never employ them in this context. Notably, there is minimal GenAI tool usage during sit-in examinations, with 95% of students reporting they never use these tools in such settings.

This usage pattern presents an opportunity to consider how assessment methods might need to adapt to reflect real-world practices while maintaining academic rigor. The data clearly indicate that GenAI tools have become an established part of students' academic workflow outside of formal examination settings, necessitating a comprehensive review of teaching and assessment strategies to align with this emerging reality.

How do you use GenAI tools for your studies? (Tick all that apply)

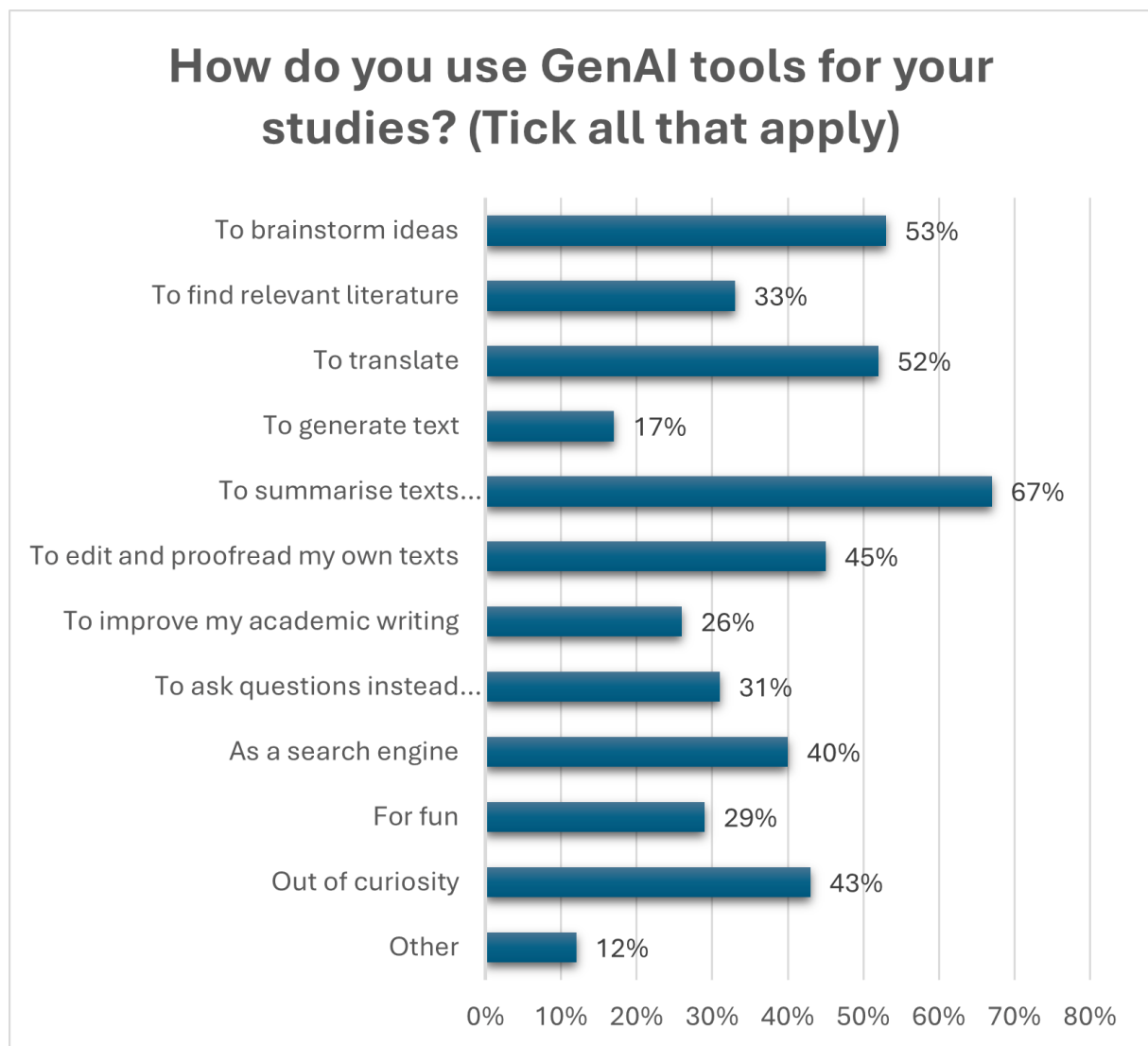| Use	Percentage
To brainstorm ideas	53%
To find relevant literature	33%
To translate	52%
To generate text	17%
To summarise texts...	67%
To edit and proofread my own texts	45%
To improve my academic writing	26%
To ask questions instead...	31%
As a search engine	40%
For fun	29%
Out of curiosity	43%
Other	12%

Figure 13: How do you use GenAI tools for your studies?

The survey data reveal how students are using GenAI tools to support their academic work (see Figure 13 above). Text summarization was the most common application, with 67% using GenAI to condense academic articles and other materials. Brainstorming was the second most common use case (53%), followed closely by translation (52%). The data show that 45% of students employ GenAI tools for editing and proofreading their work, and 40% use them as an alternative to traditional search engines.

Notably, 43% report using these tools out of curiosity, suggesting an exploratory approach to adoption. The findings also raise questions about academic engagement, with 31% of students indicating they use GenAI tools as a substitute for direct interaction with teachers or classmates. Other less common applications included improving academic writing

(26%) and generating text (17%). The data also show a recreational aspect, with 29% of students using GenAI tools for entertainment and 12% citing other unspecified uses.

Comparing the two surveys, we see significant shifts in usage patterns: text summarisation increased substantially (from 50% to 67%) to become the primary application, while brainstorming decreased markedly (from 74% to 53%). Students' use of AI to replace interactions with teachers and classmates also declined notably (from 43% to 31%). Interestingly, text generation, which is often the focus of media coverage and academic integrity concerns, remained consistently low in both surveys (17% in both), suggesting students primarily use these tools for research assistance rather than content creation.

4.2.1 Attitudes

The study's central theme was understanding students' attitudes towards AI and its use in their studies and academia in general (see Figure 14 below).

There are mixed perspectives on using GenAI tools in education, with 44% of respondents agreeing that GenAI use should be allowed for student assignments. A more positive attitude was shown toward integrating GenAI tools into the curriculum, with 62%. However, students expressed concern about academic integrity, with 71% indicating that GenAI compromises assignment integrity, and 75% worrying about its impact on their education.

The data show mixed views on assessment and feedback. Most (94%) strongly prefer human instructor feedback over AI-generated responses. Similarly, students are divided on whether lecturers should use GenAI for marking assignments, with 65% opposing this practice. Regarding grading policies, 50% of respondents agree that those who use GenAI for their exam assignments (e.g. take-home papers) should receive lower grades.
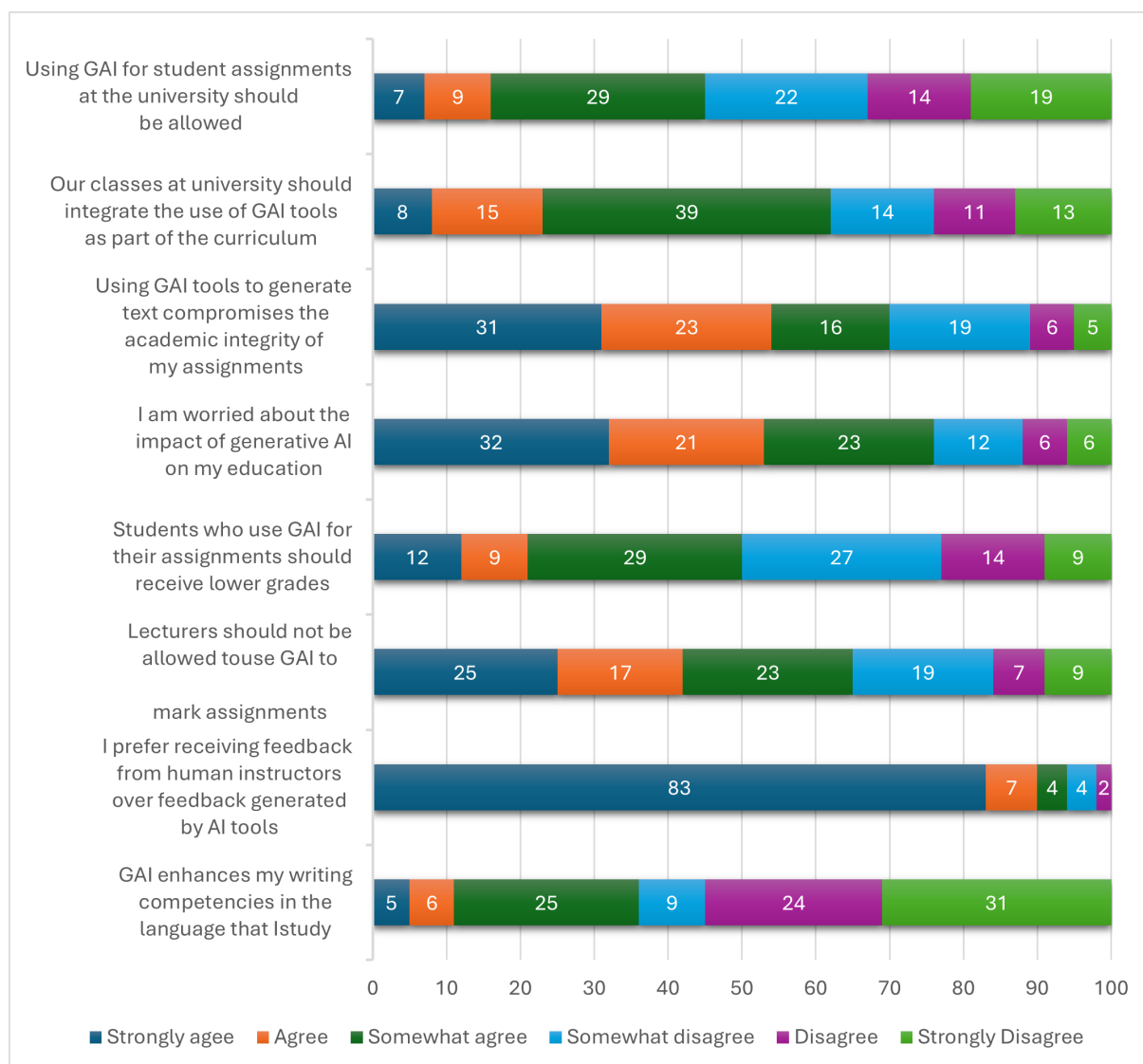
Figure 14: Student attitudes towards the use of AI in their studies and academia

Students' perception of the impact of GenAI on language skills is noteworthy, with only 36% reporting that GenAI has enhanced their writing competencies in their studied language.
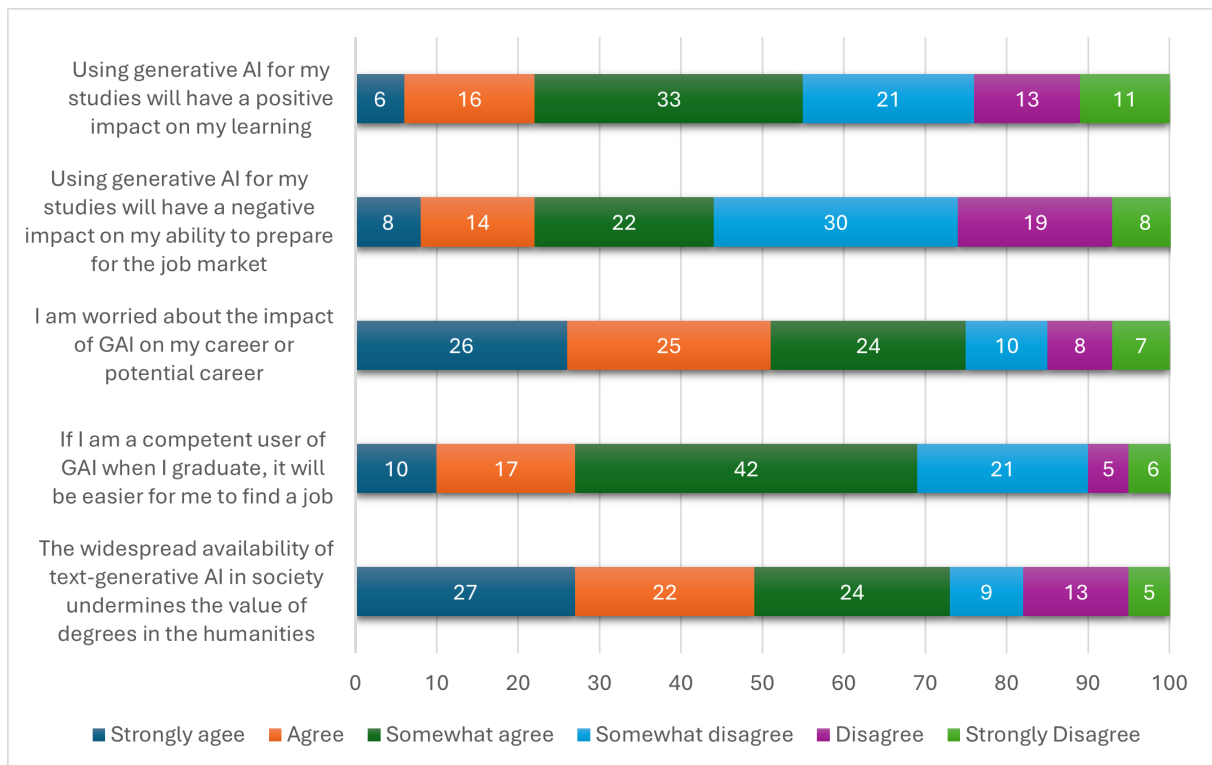
Figure 15: Student attitudes and perceptions on the use of AI for their own studies and future careers

The survey data reveal complex student perspectives regarding the long-term implications of GenAI tools in education and career development (see Figure 15 above). A slight majority (54%) believe GenAI will positively impact their learning experience. However, this optimism is accompanied by concerns about professional readiness, as 44% of students agree that GenAI usage could negatively affect their ability to prepare for future careers.

The data indicate substantial anxiety about career prospects, with 75% of respondents expressing concern about the impact of GenAI on their career potential. Despite these apprehensions, there is a notable belief in the professional value of GenAI competency, as 69% of students agree that proficiency in text-generative AI will enhance their employability upon graduation.

Perhaps most significantly, the survey revealed deep concerns about the broader implications of GenAI technology for higher education, with 73% of respondents agreeing that widespread GenAI availability potentially undermines the value of university degrees.

Comparing these results with our first survey reveals several important changes in student attitudes. The percentage viewing GenAI as positively impacting their learning increased slightly (from 47% to 54%), while concerns about negative impacts on job market readiness grew more pronounced (from 37% to 44%). Student anxiety about the impact of AI on

future careers increased significantly (from 68% to 75%), as did the belief that GenAI competency enhances employability (from 55% to 69%). The most dramatic shift appeared in perspectives on higher education value, with those believing GenAI undermines the value of degrees, jumping substantially (from 51% to 73%). These trends suggest growing student recognition of both the inevitable presence of GenAI in their professional futures and its potentially disruptive impact on traditional educational paradigms.

4.2.2 Selected comments – Survey 2

As with the first survey, we provided a space in the final section for respondents to write additional comments on the topic of AI tools more generally, and specifically their use in education and in future careers. In total, 45 comments were provided. Once again, we analysed these comments qualitatively. The nine themes we identified mirrored those from the previous survey, and we also identified a new theme, '**Environmental and sustainability concerns**', outlined in Figure 16.
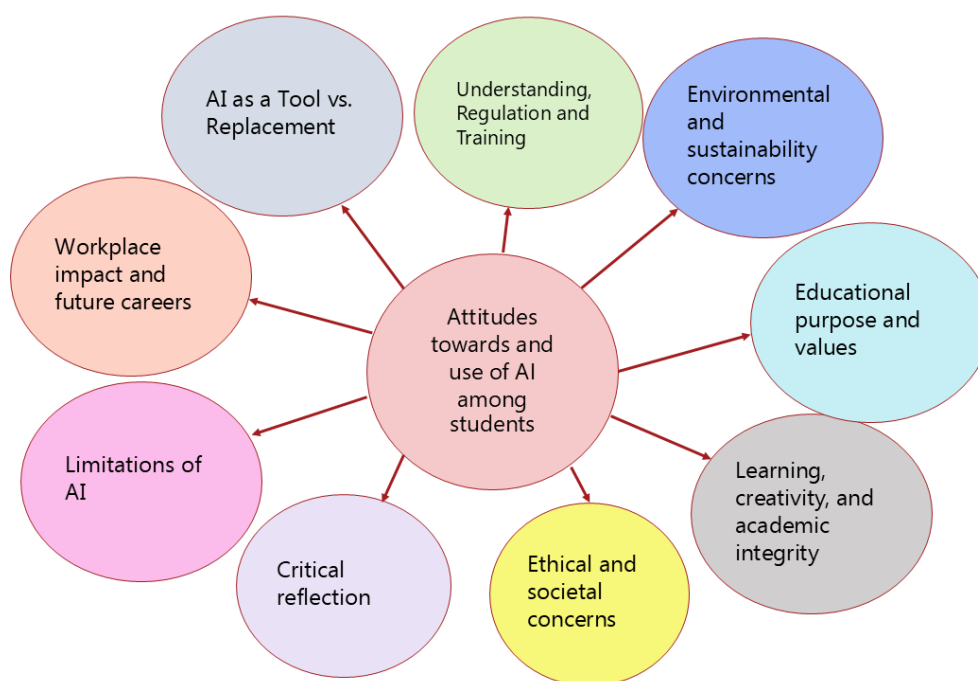
Figure 16: Overview of themes identified among students' attitudes towards AI

As before, examples of comments relating to each theme are provided below, and each comment is followed by a respondent identifier (e.g. R1 for Respondent 1). Some respondents' comments appear across multiple themes, as their responses addressed several different aspects of the study. Most of the comments were written in Danish, and these have been translated into English by the authors.

1. AI as a tool vs AI as replacement

As in the first survey, respondents predominantly viewed AI as a potentially useful tool rather than a replacement for human effort. Several comments emphasised the importance of responsible, selective use of AI as a supportive aid rather than a substitute for independent thought and work. One respondent noted that AI can *"be an extremely useful tool"* when *"directed and guided, or if it's just used as an assistant or writing partner"* (R20). Another described it as *"a powerful tool for learning when used correctly, e.g. as a sparring partner, to elaborate on various topics, or to filter through various sources"* (R2).

Many respondents used analogies to illustrate their view of the proper role of AI, with one suggesting that:

"AI should be seen a bit like a student, you can spar with your fellow student and exchange ideas with them etc. but you must not get your fellow student to do your assignments for you" (R29).

Similarly, another suggested viewing AI:

"[..] as a new tool and learn to use it in a way that doesn't do all the work for you, but that can help you if you get stuck in the idea phase or need to have a theory explained again in a different way" (R36).

Other comments explicitly rejected the calculator comparison that has been proposed for AI in education:

"GenAI in the humanities has been compared to the calculator in maths, and I strongly disagree. Writing, even with practical goals and clear genre boundaries, is a creative field, and the use of GenAI degrades the field from university level all the way down to elementary school" (R6).

2. Need for an understanding of AI, regulation, training and guidelines

Like the comments from the first survey, respondents widely believe that proper frameworks for AI usage are essential in academic settings. It is argued that current AI implementation requires *"a good sense of discipline"* (R2) as it can *"as easily be a destructive tool, if it is not monitored or used with good caution"* (R2). Several comments highlighted the importance of establishing clear boundaries between appropriate and inappropriate uses of GenAI, suggesting a distinction between *"using AI for idea generation and help if you get stuck in your process"* versus *"using GenAI to write your entire paper."* (R9)

One student called for specific institutional guidance from the department:

"It would be interesting to get a student, teacher, researcher, etc. with extensive experience and knowledge of GenAI and AI in general to give an informative presentation for both teachers and students at KUA [here: ENGEROM] that touches on (1) how GenAI and AI work (2) perspectives on application and use (3) how GenAI and AI can be integrated into study programmes in terms of assignment submission and exams." (R41)

Finally, respondents recognised that while integrating AI seems inevitable, it must be done thoughtfully, with one student noting that we should *"try to teach how to use it as a tool in an ethical way."* (R28)

3. Educational purpose and values

Once again, many respondents expressed concerns about the impact of AI on core educational values and purposes. These comments reflect concern that AI adoption may contradict the essential mission of universities to develop critical thinking, analytical abilities and communication skills. Students who chose their education out of genuine intellectual interest particularly questioned whether AI supports their educational motivations and the intrinsic value of their academic disciplines.

One respondent directly addressed how the purpose of education could be undermined by inappropriate use of AI, expressing deep concern about *"taking shortcuts with my learning because I want to learn everything I need to learn for its own sake"* (R8). This perspective highlights the tension between educational authenticity and technological adoption. Another student similarly noted:

"I find it hard to relate to having chosen a university education to, among other things, become better at writing, reading and analysing, to be taught how to get a form of GenAI to partially or completely do just that" (R19).

Some argue that educational institutions should take an active stance against AI normalisation to protect core humanistic values rather than simply adapting to what they consider as technological trends. As one student emphatically stated:

"I believe that UCPH should advocate that GenAI should not become the norm, that we should hold on to our humanistic values, which objectively speaking will be impaired by the use of GenAI. Walk the walk, Engerom." (R5).

4. Concerns about Learning, Creativity, and Academic Integrity

Respondents across both surveys consistently expressed concerns about the impact of generative AI on critical academic skills. Many worry about diminishing independent thinking, creativity, and genuine engagement with educational materials. Respondents reiterated concerns about losing both the *"ability and patience to create something*

yourself" (R7) when overly relying on AI tools. This concern extends to the core purpose of humanities education, with another respondent questioning:

"What good are humanists if we don't use our own brains and our own thoughts – isn't that the whole point?" (R18).

Respondents expressed worries about diminishing writing and research capabilities, noting that AI might lead people to *"no longer find it necessary to develop proper writing and research skills themselves"* (R25). Such concerns are reinforced by one respondent's assertion that using AI to generate text for assignments undermines *"the most important part of learning by doing an assignment"* (R36). Another student clearly warned:

"if you use AI to answer the question you've been asked, you're not learning anything – and that's what education is for" (R27).

5. Ethical and societal concerns

Respondents from the second survey continued to express significant ethical and societal concerns regarding the use of GenAI, highlighting issues related to loss of critical thinking skills, and threats to academic integrity and employment. Some characterized AI-generated content as unreliable, prone to misinformation and lacking proper attribution. One student noted:

"GenAI used for research in assignments is nothing but a bad Google search. It rephrases everything and does not provide sources because it's just a rephrasing machine." (R11)

Respondents worried that using AI fundamentally contradicts humanities education, raising issues about the diminishing quality of education and critical thinking skills. One respondent, as mentioned above, argued:

"GenAI in the humanities has been compared to the calculator in maths, and I strongly disagree. Writing, even with practical goals and clear genre boundaries, is a creative field, and the use of GenAI degrades the field" (R6).

Another added that *"once we become reliant on gen AI, the people who use it will struggle to do almost anything without it"* (R31).

Moreover, several students perceived GenAI as directly undermining humanistic education, resonating with concerns from the first survey. One student highlighted the broader societal implications:

"I simply don't think it makes sense that we, in a humanities programme, should start using generative 'AI'... It's an incredibly energy-intensive mechanism that shouldn't replace the formation of academics' critical thinking skills." (R10)

Lastly, the ethical issues of plagiarism and intellectual property rights were strongly emphasised, as one respondent noted:

"Creation and original thoughts/works of art are the core of humanities. Enabling the use of GenAI, in my opinion, creates more leeway for plagiarism, which we are taught against." (R21)

6. Workplace impact and future careers

Respondents acknowledged that AI proficiency is an inevitable requirement in their professional futures, while they simultaneously questioned its implications for humanities-based careers. Respondents' comments highlighted a complex relationship with AI while contemplating their professional futures. They first must recognise the growing workplace presence of AI, and secondly, they question how to maintain the value of their humanities education in an increasingly AI-integrated job market. In this context, several students frame AI adoption as an unavoidable reality they must prepare for:

"Unfortunately, I think you can't really put the toothpaste back in the tube, so to speak. Once the job market expects proficiency with AI tools, they'll probably never let go of it, even though I personally think it undermines many aspects of the Humanities. I think it's a shame." (R12)

"At the same time, I think GenAI is both an irritating and inevitable part of our future. I would hope it could be different, but such progress can't really be stopped. I understand and respect the University for teaching us how to use it, as I believe it better prepares us for the future, rather than closing our eyes and ears and pretending that GenAI does not exist." (R16)

This sense of inevitability is reinforced by the students' awareness of current workplace practices, as one student noted:

"My friend and my mum both work in the industry I want to be employed in after graduation and they both tell me that AI is used daily in the workplace. They have both encouraged me to start working with it now." (R17)

The perceived threat to professional futures was evident, with some students expressing anxiety about diminished job prospects and the potential devaluation of humanities expertise. As one respondent directly stated: "I'm nervous about what job opportunities there will be when I finish my studies" (R13), while another more specifically stated "I'm worried it will take away my job as a translator or transcriber. There will slowly be no need for language professionals, and our only job will be to verify AI output" (R24).

Yet amid these concerns, some students envision constructive professional roles working alongside AI. One respondent explained:

"I want to be a high school teacher and I honestly believe that AI will be a big part of what I will be working with. I believe my English degree will be essential for the future use of AI, [it] gives me a tool that allows me to fact-check if what the AI is writing is correct or if my students have even understood what the AI has said. I could potentially become an ideal intermediary between the AI and the student in the classroom." (R15)

7. Limitations of AI

Echoing sentiments from the first survey, respondents in this survey continued to highlight significant limitations of AI tools in academic contexts, particularly within humanities education.

Respondents identified fundamental limitations in the ability of AI to replace human creativity and critical thinking. As one respondent noted:

"AI is overused without the caveats that it provides and doesn't have the same creativity as a human" (R14).

Another argued that *"GenAI lacks soul and character, and anything produced by GenAI will not have the same effect as what is made/written by a human being"* (R21).

The reliability of AI as a research tool was also questioned. One respondent drew from personal experience of using ChatGPT:

"I think people think AI can replace more than it can, and help more with writing tasks from scratch, but my experience is that I often know more than ChatGPT for example" (R32).

Concerns about bias and trustworthiness were also prominent. One respondent cautioned:

"GAI is not completely a trustworthy source for information as there has been reports which indicate its bias. It should thus be heavily scrutinised if used as a source in academic research." (R21).

8. Informed critical reflection of AI use

The second survey responses reinforce this theme, with students continuing to advocate for thoughtful and balanced approaches to AI integration in education. Respondents demonstrated diverse perspectives on how AI tools should be used, emphasising the critical role of human judgment and intentionality. Several students highlighted that the value of GenAI depends entirely on how it is used:

"It's all about how you use GenAI - it can both hinder and enhance learning depending on its use" (R26).

This suggestion is echoed by another student who noted:

"It's about how you use it. Whether you're doing yourself a disservice, or whether you're using it in a way that helps you learn from it" (R42).

Students consistently pointed out the importance of maintaining critical awareness when engaging with AI tools. One respondent explained:

"I am consciously aware of maintaining a critical approach to GenAI in my work process, but it can help provide better understanding of something, and inspiration." (R44)

The responses also revealed thoughtful consideration of the appropriate role of AI in academic contexts. Several of these overlap with comments outlined above under themes such as "AI as a tool vs AI as replacement", "Need for an understanding of AI, regulation, training and guidelines" and "Educational purpose and values".

9. Environmental and sustainability concerns

This theme is a distinct category that emerged in the second survey, with no comparable comments identified in the first survey. Our respondents have serious worries about the environmental impact of AI technologies.

One respondent (R1) bluntly states that AI *"should not be used with the current working conditions that exist to operate the technology."* Another (R3) puts it even more strongly, claiming that *"the energy consumption and climate effect of GenAI is some of the worst ever."* These comments reflect deep scepticism about whether AI is sustainable in its current form.

Some students show a surprisingly detailed understanding of the resource demands of developing and operating AI systems. One student pointed out that these systems not only consume massive amounts of energy but also use *"fresh water, a scarce resource, is used to cool down GenAI processors"* (R21).

We also identified a practical dimension to these concerns. One student asked:

"If we seriously can't even turn on the heating properly in the winter at UCPH, can we afford to use search mechanisms that take three/five/ten times as much energy as others?" (R10)

Interestingly, students are not simply rejecting all AI applications outright. One respondent acknowledged value in *"integrating LLMs that can assist in forming corpora or similar"* (R10), suggesting that there is room for targeted, practical applications that might be justified despite environmental costs.

Our data show that environmental concerns do not exist in isolation. They are connected to broader issues regarding academic integrity, creativity, and the future of humanities education (all of which are highlighted above).

4.3 Teacher survey – August 2024

The teacher survey was conducted in August 2024. A total of 38 teaching staff members participated in the survey (N = 38), representing a 61.3% participation rate out of 62 colleagues asked to participate. Of these, 32 completed the survey in its entirety (51.6% completion rate), while 6 participants provided partial responses. Throughout the analysis, we include all available responses for each question, with the specific sample size (N) indicated for sections where the number of respondents is less than the total sample. Both English and Danish language versions of the survey were provided, with six respondents completing the English language version, and 32 completing the Danish language version.

The survey data show varied AI tool adoption among ENGEROM teaching staff. The results (see Figure 17) reveal that nearly a third (32%) of respondents indicated they never use AI tools, making this the largest single group. Approximately a quarter (26%) report frequent usage (1-2 times a week), while 21% use AI tools rarely (less than monthly). Only 13% of teaching staff report occasional usage (1-2 times a month), and a small fraction (8%) have integrated AI tools into their daily professional routine.
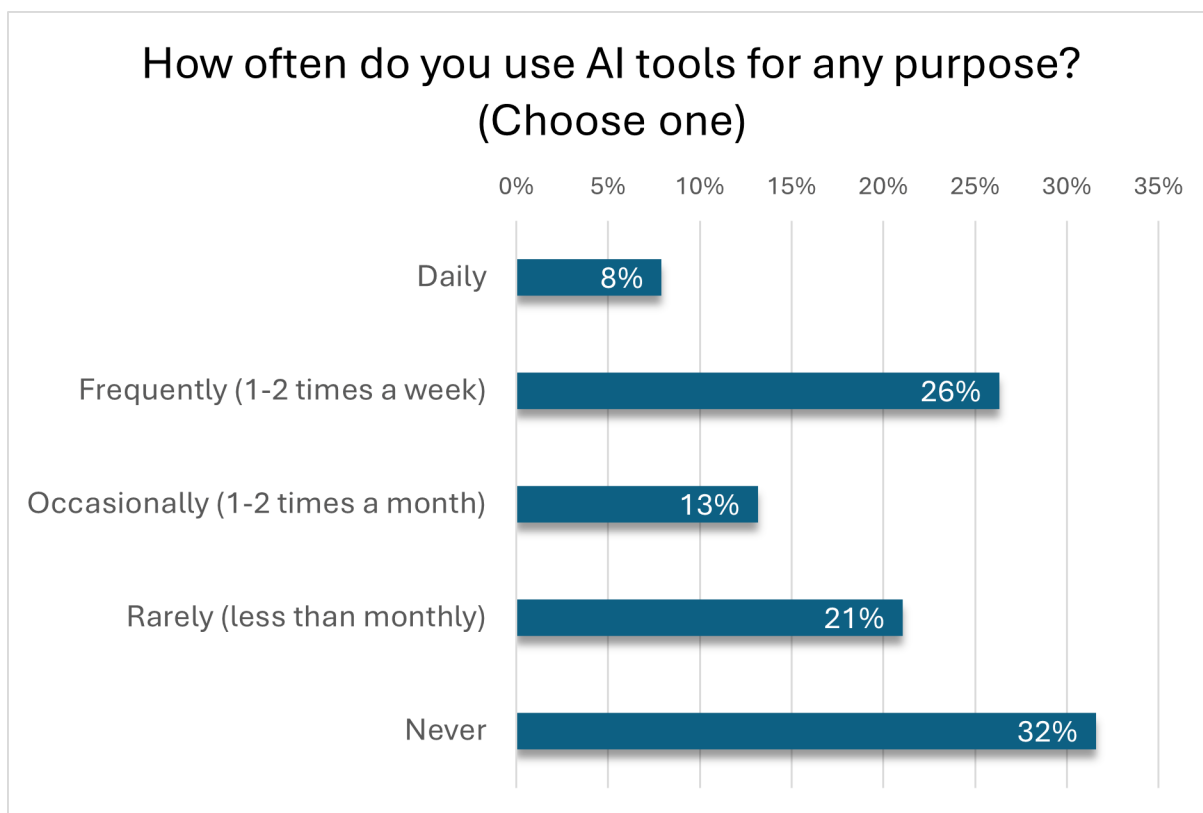

Figure 17: Frequency of AI use by teaching staff

Which of the following tools have you used? (Tick all that apply)

Tool	Percentage
ChatGPT	55%
Microsoft Copilot	24%
Grammarly	8%
DeepL	55%
Google Gemini	8%
SkoleGPT	
DanskGPT	
Perplexity	3%
Google Translate	53%
Claude	5%
Other	8%
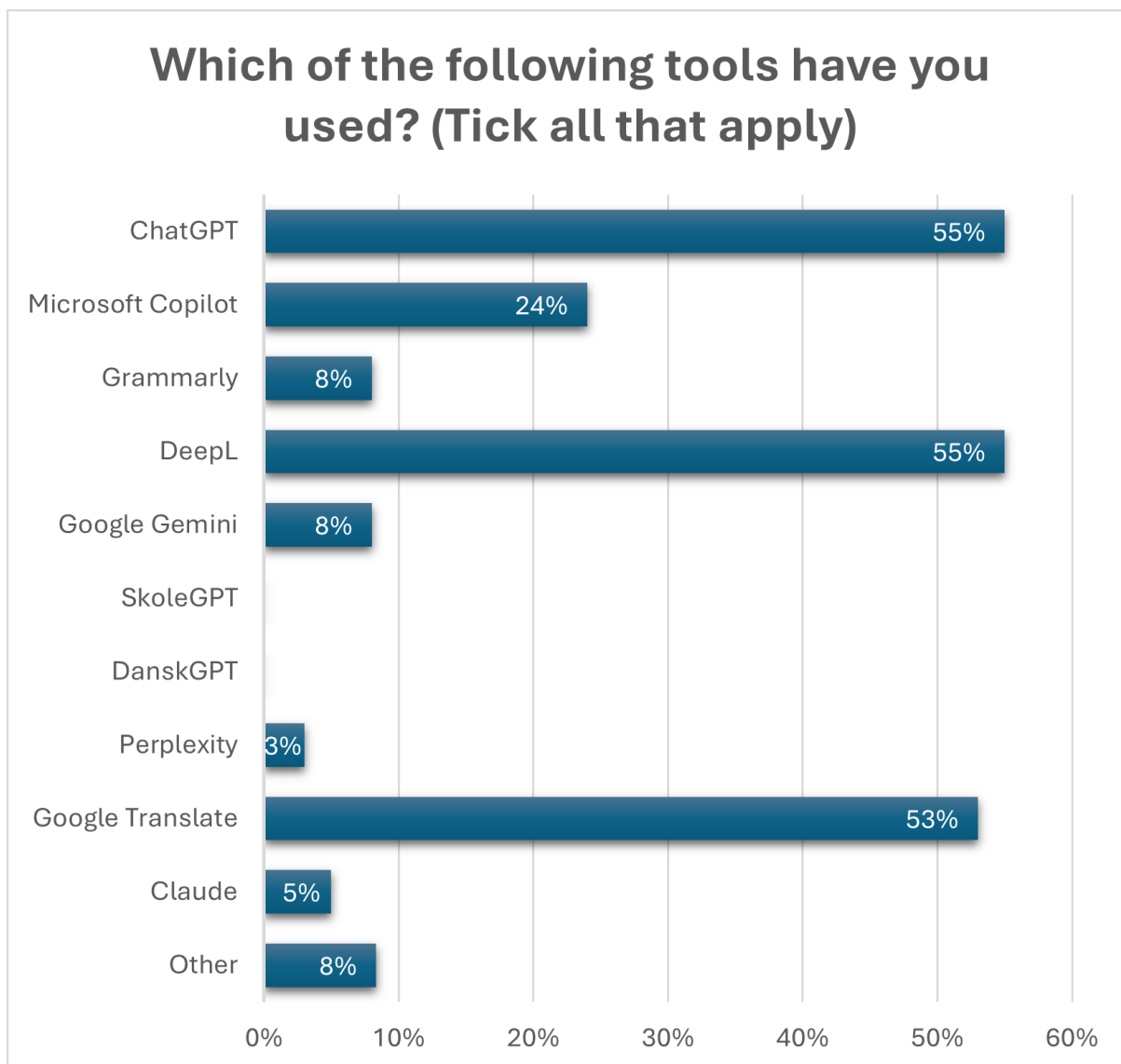
Figure 18: AI tools used by teaching staff

The survey data (N=38) reveal clear preferences among teaching staff regarding their choice of AI tools, with specific platforms emerging as dominant choices (see Figure 18 above). ChatGPT and DeepL are tied for first as the most widely adopted tools (55%), closely followed by Google Translate (53%). Copilot has achieved moderate adoption, with 35% of teaching staff incorporating it into their work, despite UCPH offering the Copilot Enterprise version as standard for all staff and the guidelines stipulating use of Copilot for data security reasons. The data show limited uptake of newer or specialised AI tools, with Grammarly and Google Gemini each being used by 9% of respondents. In comparison, the chatbots Perplexity and Claude show minimal adoption at 4% each. Additionally, 13% of respondents indicated using other unspecified AI tools.

How would you rate your proficiency in the use of generative AI? (choose one)

- NOVICE: I have little to no understanding of generative AI concepts and applications — 26%
- BEGINNER: I understand the basics of generative AI but have not applied them in practice — 18%
- INTERMEDIATE BEGINNER: I have limited hands-on experience with generative AI and can perform simple tasks — 37%
- COMPETENT USER: I can confidently apply generative AI techniques to standard problems and understand their applications — 16%
- EXPERT USER: I have a deep understanding of generative AI and can creatively solve complex problems — 3%
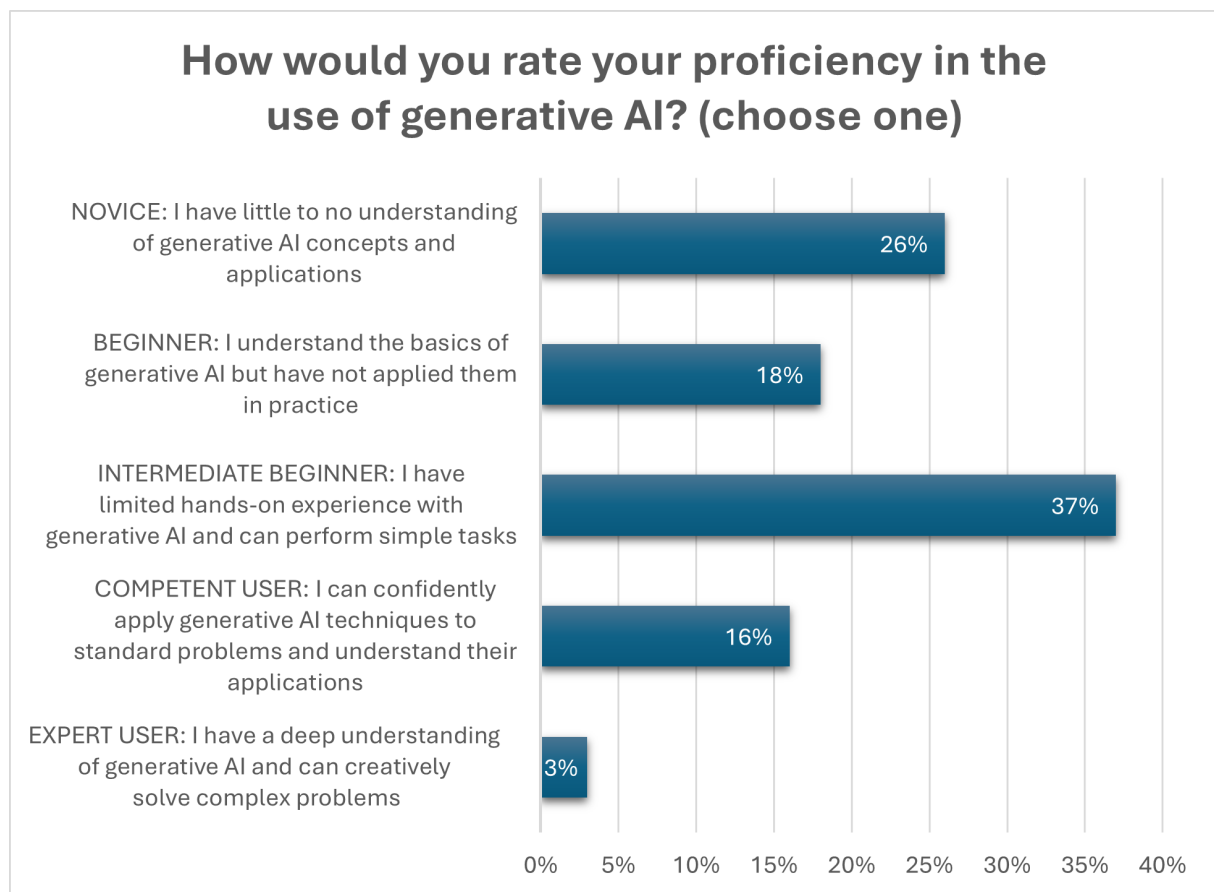
Figure 19: GenAI proficiency levels of teaching staff

The survey data provided a detailed self-assessment by teaching staff of their competency levels with GenAI (N=38) (see Figure 19 above). The largest segment (37%) consisted of intermediate users, defined as having limited practical experience with GenAI while maintaining basic operational knowledge. A significant portion (26%) classified their proficiency levels as novice, indicating little to no familiarity with GenAI concepts or applications. The next group is categorised as beginners (18%), meaning they have a theoretical understanding of GenAI but no practical implementation experience. A smaller but substantial group (16%) identifies as competent users, capable of employing GenAI techniques to address common challenges in their academic work. One staff member (3%) identifies as an expert user with a comprehensive understanding and advanced problem-solving capabilities.
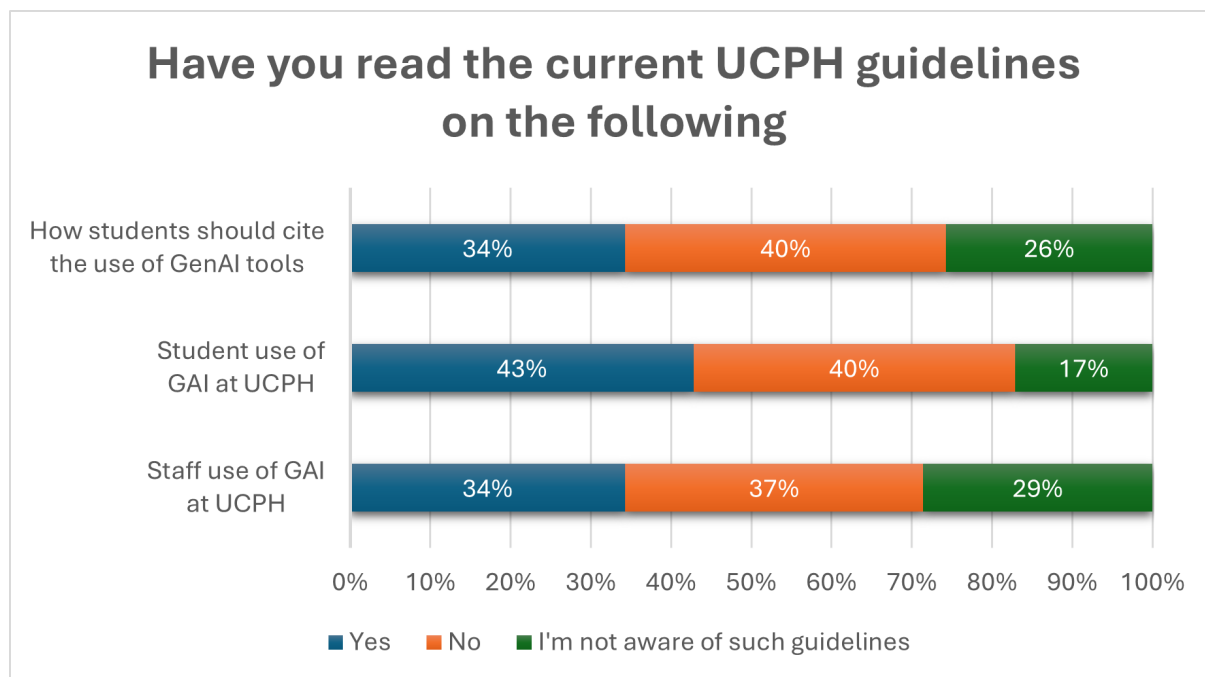
Figure 20: Current AI use policies at UCPH

The survey data revealed varied levels of awareness among teaching staff regarding the university's GenAI guidelines across three key policy areas (see Figure 20 above). Regarding guidelines for staff usage, responses were evenly distributed, with 34% indicating they had read the policies, 37% explicitly stating they had not, and 29% uncertain of the existence of such guidelines. Awareness was slightly higher for guidelines on how students should use GenAI at the university, with 43% of staff having read them, 40% having not, and 17% expressing uncertainty. Similarly, concerning guidelines on citation requirements for AI tools in student assignments, 34% reported having read them, while 40% had not, and 26% remained uncertain.

The survey revealed an interest among teachers in building AI competencies through professional development. Despite 41% already having received training, over a half of teaching staff members (57%) would like additional AI-training opportunities, with just 14% declining further training and 29% remained undecided. Looking forward, a large portion of staff members (65%) confirmed their intention to participate in future training sessions focusing on how you can use GenAI as part of teaching, while 30% are considering participation and only 5% declined. This interest in professional development is further reflected in staff members' interest in increased dialogue about AI implementation, with 47% actively seeking more discussions on the topic, 41% potentially interested, and only 13% expressed no interest in further AI-related discourse.
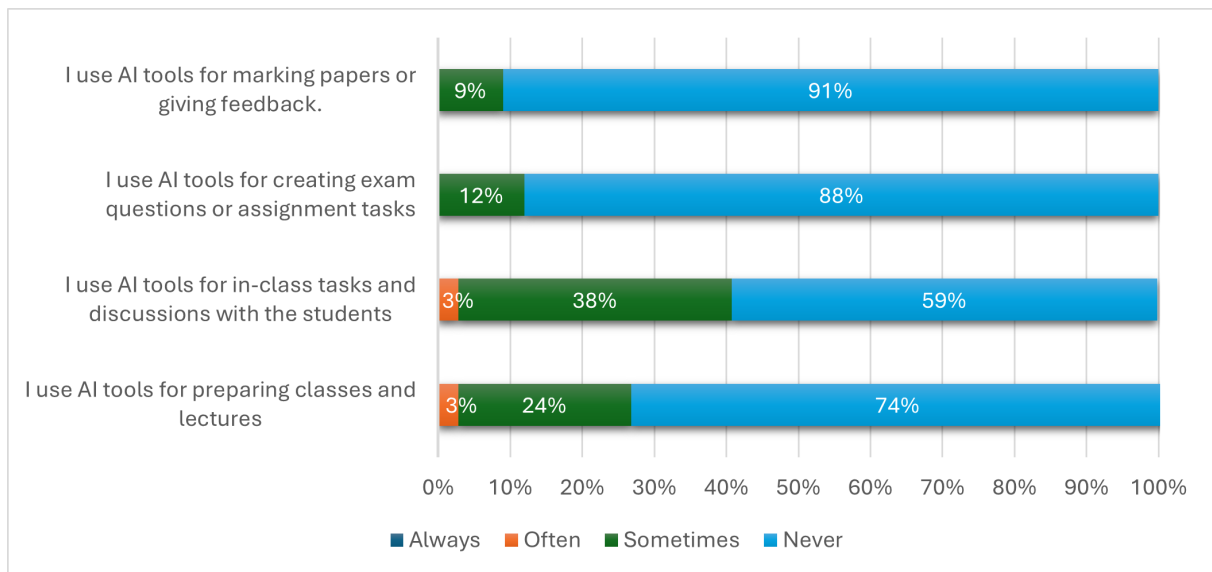
4.3.1 Attitudes

Figure 21: Use of AI by teaching staff for academic functions

The survey data indicated that many teaching staff adopt AI tools for certain academic functions, particularly in relation to assessment (see Figure 21 above, N=34). A large majority reported never using AI for grading or providing feedback (91%), and most also do not use AI tools to create exam questions or assignment tasks (88%).

When it came to lesson planning and teaching delivery, similar attitudes were evident among teaching staff. Teaching materials and lecture preparation remain largely AI-free zones, with 74% of staff reporting they never use these tools for such purposes. For in-class tasks and student discussions, this non-usage rate is somewhat lower at 59%.

Teacher perspectives on AI integration, presented in Figure 22 below (N=34, statements s1-s4; N=32, statements s5-s10), revealed mixed attitudes. Support for incorporating GenAI tools as part of the curriculum (s1) represents the largest group (38%), with a portion of these respondents (12%) strongly agreeing with this statement. Partial support follows as the second most common response at 35% of respondents, while approximately a quarter (26%) disagreed with this statement.

On the question of academic integrity (s2), teaching staff members showed significant concern about the impact of AI. A substantial majority (82%) agree to some extent that using AI tools for text generation compromises the students' academic work, with about a quarter (26%) expressing strong agreement. Similarly, the same proportion (82%) of staff agree that AI should not be permitted for grading purposes (s3), with over a third

(38%) strongly supporting this position. Teacher attitudes toward AI-generated feedback (s4) follow a similar pattern of caution, though slightly less pronounced, with more than two-thirds of teaching staff members (68%) showing some level of disagreement with this practice. Just over half of the respondents agree that AI enhances students' language competencies (53%, s5), and 60% believe it can positively impact student learning (s6). However, this support is accompanied by a degree of hesitation, with 22% of respondents disagreeing or strongly disagreeing. A third of teaching staff (33%) believe to some degree that GenAI use will negatively affect students' readiness for the job market (s7). Around half (50%) express concern about the effect of GenAI on their own careers (s8), and 57% believe that the widespread availability of text-generative AI undermines the educational value of humanities degrees (s9). Taken together, these responses suggest a relatively even split in opinion. Similar ambivalence is seen in reactions to the impact of GenAI on the value of students' education (s10), reflecting ongoing uncertainty about how this technology might influence long-term learning outcomes.
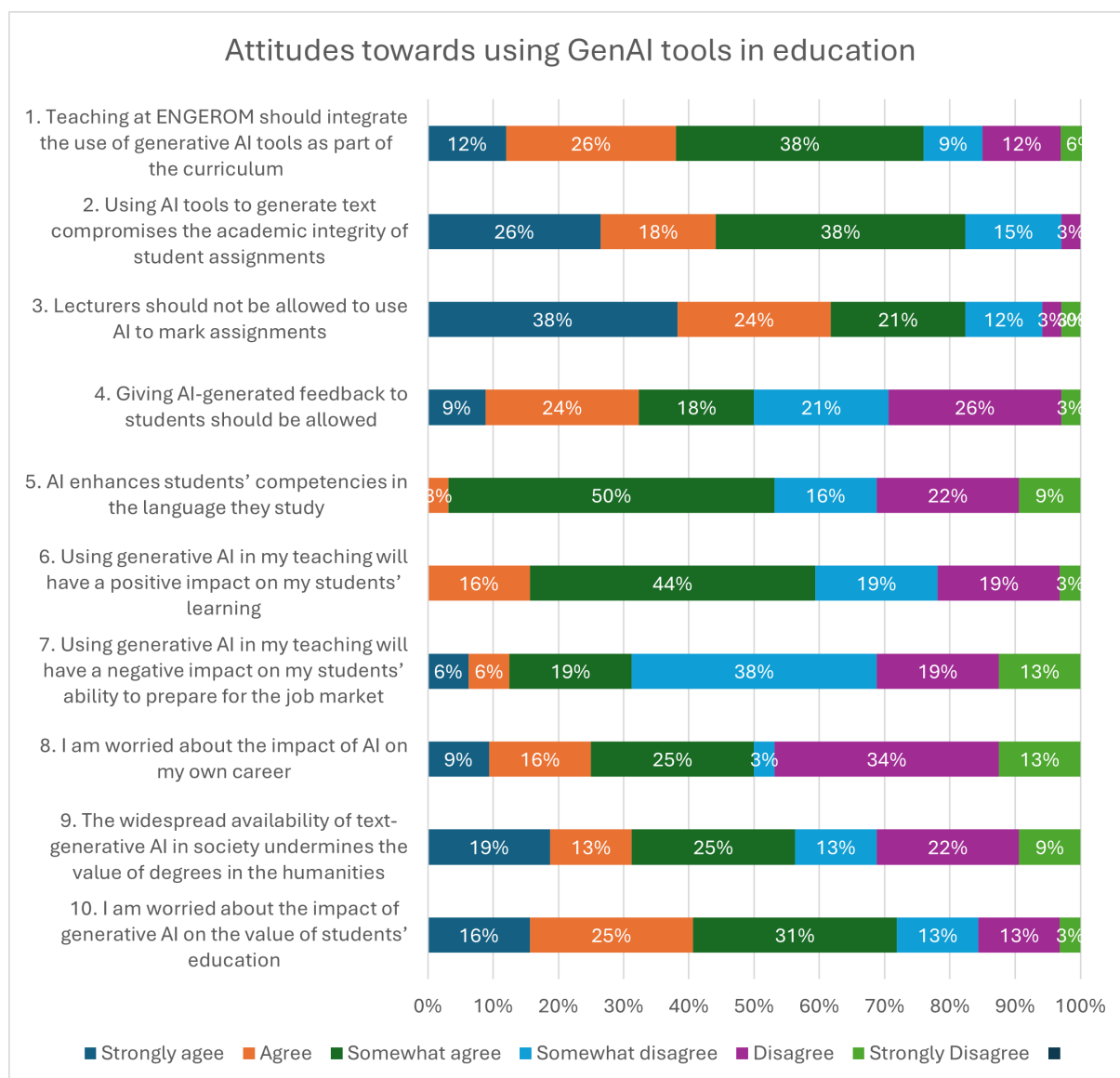
Attitudes towards using GenAI tools in education

Figure 22: Teacher attitudes towards using AI tools in education

Legend: Strongly agee · Agree · Somewhat agree · Somewhat disagree · Disagree · Strongly Disagree

Statement	Strongly agee	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly Disagree
1. Teaching at ENGEROM should integrate the use of generative AI tools as part of the curriculum	12%	26%	38%	9%	12%	6%
2. Using AI tools to generate text compromises the academic integrity of student assignments	26%	18%	38%	15%	3%	
3. Lecturers should not be allowed to use AI to mark assignments	38%	24%	21%	12%	3%	3%
4. Giving AI-generated feedback to students should be allowed	9%	24%	18%	21%	26%	3%
5. AI enhances students' competencies in the language they study	3%		50%	16%	22%	9%
6. Using generative AI in my teaching will have a positive impact on my students' learning		16%	44%	19%	19%	3%
7. Using generative AI in my teaching will have a negative impact on my students' ability to prepare for the job market	6%	6%	19%	38%	19%	13%
8. I am worried about the impact of AI on my own career	9%	16%	25%	3%	34%	13%
9. The widespread availability of text-generative AI in society undermines the value of degrees in the humanities	19%	13%	25%	13%	22%	9%
10. I am worried about the impact of generative AI on the value of students' education	16%	25%	31%	13%	13%	3%

4.3.2 Additional comments – Teacher survey

The final section offered teaching staff members the opportunity to provide additional comments on the topic of AI tools and their future applications in teaching. In total, 11 staff members contributed comments. Through a qualitative analysis of these comments, we identified four themes and have incorporated the comments into the themes below. Each comment is followed by a respondent identifier (e.g. R1 for Respondent 1). Some teaching staff comments appear across multiple themes, as their responses addressed several

aspects of the study. Comments were provided in both English and Danish, and any Danish comments have been translated into English by the authors.

1. Strategic adaptation

The comments belonging to this theme view AI as inevitable and advocate for thoughtful integration. Teachers in this group recognised AI as a reality requiring strategic engagement. R1 suggests we *"try to keep up with the development and include AI in both teaching and tests"*, acknowledging that *"the possibilities of completely banning the use of GenAI are very small."* R2 noted that *"there are many cases where generative AI can be a good tool, and students and staff need to learn when it's a good idea to use GenAI and when it's a bad idea."* R9 observed *"AI has already changed the conditions of text production"* and argued it is *"essential that our students have knowledge of both 'traditional' and AI-generated text."* R10 proposes a balance in how we address AI, which means creating *"exam forms where students can't pass using AI"* but also *"teach them AI."*

2. Academic integrity

The comments belonging to this theme expressed concern about AI undermining essential learning processes. Several teaching staff members view AI as fundamentally threatening educational integrity. R5 warns that with AI *"the humanities will shoot itself in the foot"* and make ourselves *"redundant in a decade"*. R3 emphasised that *"if we reduce writing to something that is product-oriented and forget the importance of the process, we do our students a disservice."* R4 expressed concern about *"the intellectual/cognitive benefits that writing offers will be lost if AI can 'write' portions of papers."* R8 described concerns about *"intellectual laziness"* and underlined that *"core skills are deep reading, text discussion, analytical skills, independent note-taking and independent writing practices."* R11 raised specific concerns about AI hindering *"acquiring written fluency in foreign languages."*

3. Knowledge gaps

The comments belonging to this theme acknowledge limited understanding about the implications of AI. Some teaching staff members express uncertainty about AI and its educational impact. R7 directly admits being *"very ignorant on the subject"*. R8 acknowledges lacking *"thorough orientation about the possibilities and pitfalls of using AI"*. R6 identifies *"the uncritical and unreflective use of AI and lack of understanding of the tools"* as the main concern. R9 identifies a knowledge gap regarding the appropriate use of AI in university teaching, including how best to discuss AI in the classroom. Moreover, R9 hopes the survey results will help address these practical implementation questions rather than focusing solely on whether AI should be permitted in the classroom.

4. Environmental and ethical concerns

The comments belonging to this theme highlight environmental impacts and ethical issues. R3 explicitly stated that *"the climate problem should not be ignored. Rights issues should not be ignored."* R2 raised ethical concerns about AI being *"profit-driven, which means that paywalls will be (they already are) enforced"* and noted that *"GenAI has already proven to be a tool used in misinformation and disinformation."* R2 also highlighted the AI's potential of contributing to *"critical digital literacy of both staff **and** students."*

5. Takeaways

Our research both confirms and extends the findings of Hau and Liebst's (2024) study on GenAI use among university students. Their study at the Faculty of Social Science revealed that students view GenAI skills as professionally valuable, yet they use GenAI tools inconsistently. Furthermore, they face challenges from limited training opportunities and unclear university policies. Our research within the Department of English, Germanic and Romance Studies identified similar patterns, but our data show how these issues played out specifically in language, literature and cultural studies contexts.

Before presenting our core findings, we will directly address how our results answer the research questions that guided this study:

5.1 Student engagement with GenAI tools

RQ1: To what extent, in what ways and for what purposes are our students using GenAI tools? Our data show increasing adoption of GenAI among students (daily users growing from 6% to 11% between surveys), with most students using these tools selectively rather than comprehensively. Tools like Google Translate (74-80%) and Chat-GPT (63-65%) are most popular, with students primarily using them for brainstorming (53-74%), summarising academic articles (67%), and translation tasks (47-52%). Students generally discover these tools through self-directed learning (51%) or peer networks (64%) rather than formal teaching contexts.

RQ2: What are the attitudes of students towards using GenAI for study purposes? Student attitudes reflect a tension between seeing the practical benefits of GenAI while worrying about its threats to educational integrity. While approximately half support integrating GenAI into the curriculum (54-62%), over 70% express concerns about compromised academic integrity and potential devaluation of their degrees. Only 36% believe GenAI has enhanced their writing competencies in their studied language. Their comments demonstrate thoughtful reflection on the role of AI in humanities education,

with many positioning AI as a supportive tool rather than a replacement for human thought and creativity.

5.2 Teacher engagement with GenAI tools

RQ1: To what extent, in what ways, and for what purposes are teachers using GenAI tools for teaching purposes? Teachers demonstrate varied AI adoption patterns, with approximately one-third (34%) using these tools either frequently (26%) or daily (8%), while the majority (66%) use them occasionally (13%), rarely (21%), or never (32%). Those who do engage with GenAI maintain strong boundaries, with 91% never using AI for grading and 88% not using it for creating exam materials. Teachers primarily use ChatGPT (58%), DeepL (58%), and Google Translate (56%), applying these tools more restrictively than students.

RQ2: What are the attitudes of teaching staff members towards using GenAI tools for teaching purposes? Teachers express varied and detailed viewpoints, with 59% believing GenAI will positively impact the students' learning, while 82% worry about compromised academic integrity. Our qualitative analysis revealed four distinct perspectives: those supporting strategic adaptation who view AI integration as unavoidable; academic integrity defenders who perceive fundamental threats to core learning processes; teaching staff members who acknowledge significant gaps in their understanding of the implications of using AI in educational contexts; and those who draw attention to the environmental implications and ethical complexities that arise from using AI in education.

5.3. Core findings

Our findings reveal that while some GenAI challenges affect all university departments, we need approaches that fit the specific needs and goals of language, literature, history and cultural studies. The most significant patterns that emerged from our research include:

1. **Humanities perspectives on GenAI:** Our study shows that both students and teachers are grappling with fundamental questions about how AI aligns with humanities education, raising concerns about how AI fits with – or does not fit with – what we are trying to accomplish in this field. Unlike in STEM fields, for example, where AI tools might be viewed as comparable to calculators, our respondents explicitly rejected this comparison for humanities work. They emphasised that writing, textual analysis, and cultural interpretation involve different cognitive processes than computation, suggesting that AI impacts humanities disciplines in distinctive ways that require specialised consideration.

2. **Environmental and ethical concerns**: In our second survey, students highlighted environmental and ethical concerns that had not emerged in earlier studies. Our students demonstrated particular awareness of the broader societal implications of AI, questioning energy consumption patterns and ethical data practices rather than viewing AI as neutral technology. This emphasis on sustainability represents an emerging dimension in how humanities students evaluate educational technologies.

3. **Perception and usage gaps between teachers and students**: We found notable differences between teaching staff and students in both perceptions and actual usage of AI tools. While teaching staff were generally more positive about the potential benefits of AI for language learning than students were, usage patterns reveal an emerging gap. Daily adoption rates for both students and teachers remained relatively similar: 8% of teachers are daily users compared to 6% of students in our first survey, increasing to 11% in the follow-up survey. However, the percentage of students who never use AI tools decreased significantly from 26% to 16% in our follow-up survey in October 2024. Meanwhile, nearly one-third (32%) of teaching staff indicated they never use AI tools, and a further 21% say that they use AI tools less than once a month. This evolving non-usage gap raises important questions about technological readiness among educators just as institutional policies are shifting toward greater AI integration. These findings suggest an urgent need to ensure adequate training for all teaching staff before the new policy is implemented.

4. **Confirming the training gap**: Like Hau and Liebst (2024), we found most students lack formal training in AI tools despite the students recognising their professional importance. Our study extends this finding by revealing the gap exists among teaching staff as well, with over 80% of faculty self-identifying as novice to intermediate users. This dual gap creates a significant challenge for effective integration of AI into humanities education.

5. **Critical policy awareness gaps**: Our findings reveal a concerning knowledge gap, with 45-50% of students unaware of institutional AI policy frameworks and only 8% actively engaging with citation guidelines. This suggests current communication strategies are insufficient for ensuring students understand how to use AI tools responsibly within academic contexts, and it could create risks for academic integrity as AI adoption increases.

6. **Balancing technology and academic integrity**: Our findings reveal a notable ambivalence in student perspectives. While there is strong support for AI integration, there are also significant concerns about the impact of AI on academic

integrity. This apparent contradiction highlights the need for clear guidelines that support the integration of AI while upholding academic standards.

7. **Varying adoption patterns among teaching staff**: Our data reveal a clear division among teaching staff regarding AI adoption, with approximately one-third (34%) using these tools either frequently (26%) or daily (8%), while the majority (66%) use them occasionally (13%), rarely (21%), or never (32%). Most teaching staff maintain strong preferences for traditional methods, particularly for assessment-related tasks. This suggests that institutional digital transformation strategies must acknowledge and address this spectrum of engagement rather than assuming universal readiness.

8. **AI – tool vs. replacement**: Despite varying opinions about specific applications, both students and teachers generally agree that AI should function as a supportive tool rather than a replacement for core academic skills. This shared view gives us a starting point for developing new course content for our BA and MA study programmes, which have a focus on language, literature, history and culture.

6. Practice recommendations

Based on the survey data from university students and teachers, which highlighted both alignment with broader university trends and humanities-specific concerns, we propose the following recommendations for integrating AI into educational practices at ENGEROM. These recommendations address the specific challenges identified in our research, including the philosophical tensions between AI use and humanistic inquiry, the varying levels of digital literacy among both university students and teachers, and the need for discipline-appropriate approaches to AI integration. It should be noted, however, as AI technologies and institutional policies continue to evolve rapidly, these recommendations should be viewed as a starting point rather than a definitive solution, requiring regular reassessment and adjustment based on changing technological landscapes, evolving institutional frameworks, and our growing collective understanding of the role AI plays in humanities education.

1. Putting AI guidelines into action

Some expert groups at UCPH & HUM have developed material and guidelines on how to integrate AI into course development and how to decide on appropriate exam selection. Since the use of AI will play a larger role starting September 2025, we recommend:

- Organising departmental workshops to ensure all teaching staff are familiar with these new guidelines

- Developing a process for incorporating these guidelines into course design and exam planning

- Providing clear guidance to teaching staff about the declaration requirements for AI use and policy guidelines for teaching staff and students, with specific examples of how to explain these requirements to students at ENGEROM (including PhD students)

- Ensuring students understand the declaration requirements and how to properly document their AI use

2. Discussing perspectives within the field

While university-wide guidelines provide a crucial framework, our data show that discipline-specific approaches remain essential. We recommend:

- Using the HUM expert group's materials as a starting point for discussing how these guidelines specifically apply to language, literature, history and culture studies

- Ensuring teaching staff are aware of the new material developed by expert groups at UCPH and HUM

- Creating forums for teaching staff to have balanced discussions that acknowledge both the benefits of AI and legitimate concerns about the impact of AI on educational quality, academic integrity, and professional futures

- Creating forums to share discipline-specific strategies for implementing university/department AI guidelines (e.g. for exams)

- Developing supplementary examples and case studies that illustrate appropriate and inappropriate AI use in our particular subject areas

- Establishing a departmental working group to adapt the general guidelines to our specific pedagogical contexts

- Developing discipline-specific case studies that illustrate both the opportunities and challenges of AI integration, addressing the apparent contradiction between the students' support for innovation and their concerns about academic standards

3. Not everyone is a universal digital native

Our survey revealed wide variation in AI proficiency among both students and teachers, challenging the assumption that younger generations automatically possess digital literacy. We recommend:

- Developing accessible resources that explain both the technical aspects of AI and the specific AI declaration requirements (see Absalon, AI Matters).

- Offering differentiated training options that account for varying levels of technical comfort and experience (for example via TEACH).

- Actively promoting TEACH courses through departmental communications, highlighting specific benefits for language and literature teaching to encourage greater teaching staff participation.

- Encouraging teaching staff to use the available hours of professional development time allocated for digital upskilling by creating clear guidance on relevant training opportunities and demonstrating direct applications to their specific teaching contexts.

- Creating student peer mentoring opportunities where students with higher AI proficiency can support their classmates, potentially through supervised study groups (e.g. working with student counsellors, offering guidance during intro-week, connect with the library – they offer excellent courses in many AI-related topics and digital tools in general).

4. Integrating ethical AI use into teaching practice

Rather than treating AI as a separate topic, skills related to responsible and effective AI use should be incorporated where necessary throughout the curricula. We recommend:

- Identifying key courses where the new guidelines can be meaningfully integrated and discussed (e.g. in central courses where all students are present and in electives if students want a deeper understanding of topics linked to AI development and use).

- Addressing the environmental and ethical concerns raised by students within discussions about the new guidelines (e.g. in specific central courses on the new course curricula).

- Creating opportunities for students to practice completing declaration forms in low-stakes assignments before exams (e.g. this could be done during an organised student event at the department or with help from the library, TEACH, study counsellors, etc.).

5. Immediate action steps

To begin implementing these recommendations, we suggest:

- Scheduling information sessions for teachers and students specifically about the new guidelines and declaration requirements, where a Q & A session is incorporated (Danish and English language sessions provided).

- Creating awareness around where to find UCPH and HUM guidelines on AI use in the classroom and for exams. Teachers should also be aware of the information students receive in this regard, so they can begin discussions in the classroom.

- Developing sample assignments that incorporate both critical reflection on AI and proper declaration practices and sharing these among teaching staff at ENGEROM (e.g. an online resource of assignments that could be used 'off-the-shelf' or as

a baseline for developing an exercise/task that allows the students to meet the learning objectives of the course). This task requires dedicated teaching staff and resources.

- Establishing check-ins during the transition period to identify and address emerging challenges (e.g. this could be done at programme specific teachers' meetings and at the department meetings).

- Incorporating this topic as one of the items on the agenda at the annual department symposium (with the option of keeping teaching staff members up to date on eventual developments)

7. Literature

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