Strategies for using Artificial Intelligence in Higher Education

considering Ethical Issues,
Academic Integrity and Academic Freedom

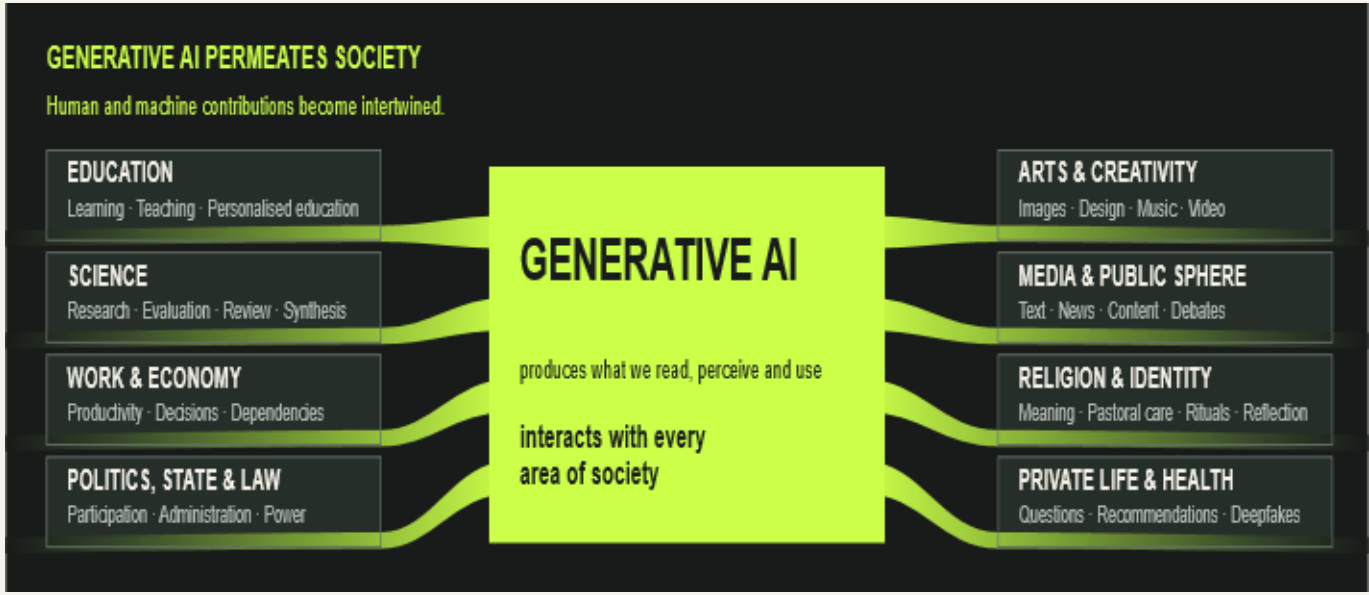
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CONCEPT

Definition of post-generative

A societal condition in which generative AI permeates everyday life.



Human and machine contributions intertwine.

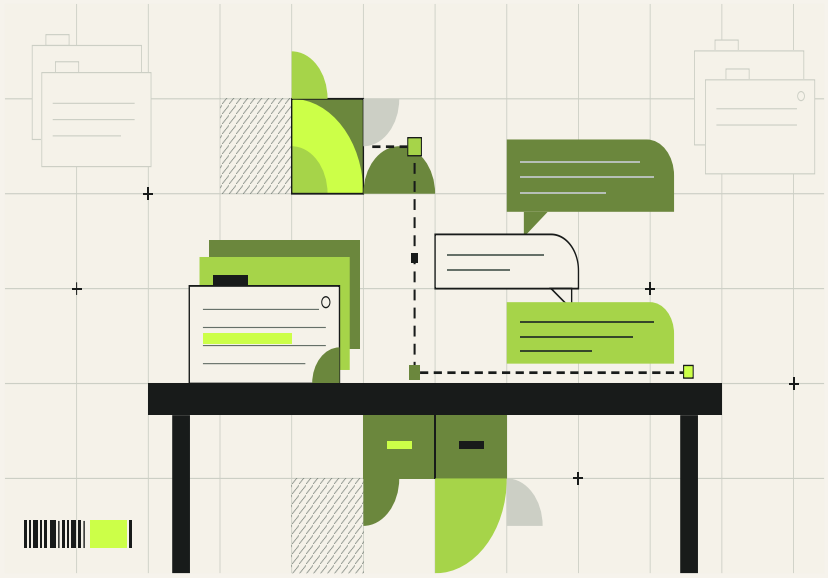
AI shapes knowledge and participation, including for people who do not consciously use it.

Brünner, Ebner et al. (2026) · postgenerative.at/definition · CC BY 4.0

AI support and lasting learning

Better assisted work does not establish independent understanding.

The ENESET review describes an engagement paradox: support and motivation can coexist with less cognitive effort.



Teaching implication
Combine AI feedback with unaided explanation and transfer tasks.

Post-Generative No. 042 · Pinto & Ferreira (2026), ENESET · doi:10.2766/1244858

Independent thinking within collaboration

91%

50 of 55 students endorsed an AI-free Think phase

Think: individual reflection without AI

Pair and Share: critical discussion may include AI

Teaching implication
Specify AI use for each learning phase.

Post-Generative No. 024 · Höpfl (2026), Frontiers in Education · doi:10.3389/feduc.2026.1963902

Human responsibility in peer review

Useful assistance

Checks of calculations, code and numerical consistency can reveal overlooked problems.

Limits of delegation

False criticism, prestige bias and manipulation require verification. Time savings remain uncertain.

Integrity implication
A named human reviewer verifies claims and owns the judgment.

The desire to discover

“I wanna discover things too”

Steven Strogatz discusses how AI in mathematics may affect students’ sense of purpose and their wish to make discoveries themselves.

Teaching implication
Preserve open questions and opportunities for students to develop their own ideas.

Freedom to decline personal AI use

A university employee received an exemption from personally using AI on grounds of conscience.

The reported case concerns David Durman at the University of Kentucky. It does not establish a general right for every university context.

Institutional implication
Provide a reasoned process for alternatives and protect independent judgment.

Strategies for teaching and governance

Ethical issues	Accessible tools and equivalent learning opportunities. Critical checks for bias and unequal access.
Academic integrity	Clear rules for permitted assistance and disclosure. Drafts, decision logs and oral explanation reveal understanding.
Academic freedom	Disciplinary choice and justified alternatives to AI use. Protected time for independent inquiry and discovery.

Intellectual sovereignty

Autonomous knowledge acquisition and production

Independent thinking

Decisions justified through reasoned argument

Universities create the conditions for people to develop these abilities.

Post-Generative No. 030 · Wissenschaftsrat (2026) · doi:10.57674/1evx-t906

Eight action areas: learning and assessment

1 AI competencies	Systematic AI literacy across programmes.
2 Disciplinary expertise	Strong subject knowledge and scholarly reasoning.
3 Spaces without AI	Protected periods for independent thinking.
4 Assessment	Formats that reveal each student’s own understanding.

Adapted from Post-Generative No. 030 · Nine source recommendations condensed into eight action areas

Eight action areas: evidence and institutions

5 Learning research	Investigate AI’s actual effects on learning.
6 Teaching relationships	Reconsider the roles of teachers and learners.
7 Campus life	Strengthen social learning and academic exchange.
8 Shared institutional support	Independent AI infrastructure and pooled legal guidance.

Area 8 combines source recommendations 8 and 9 · Post-Generative No. 030 · doi:10.57674/1evx-t906

Thank you

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