



Orientation on dealing with generative AI systems in studies and teaching

Institut für Stadtplanung der BTU Cottbus-Senftenberg

Source: This text is largely based on the publication "Orientation framework of the UHH for dealing with generative AI systems in studies and teaching" published by the Advisory Circle for Digitalization in Teaching of the University of Hamburg as of November 24, 2025. <https://www.uni-hamburg.de/lehre-navi/lehrende/orientierungsrahmen-gki/orientierungsrahmen-gki.pdf>

„Generative AI“

The Institute for Urban Planning of the BTU Cottbus-Senftenberg recognizes the potential of generative AI systems (e.g. ChatGPT, DeepL, Midjourney) for academic teaching and studies. At the same time, it is important to secure the quality of teaching, scientific integrity as well as the individual education of the students.

Generative Artificial Intelligence (gAI), in this context, refers to all computer-supported systems that can independently generate content such as texts, program code, images, audios or videos on the basis of statistical probabilities. The output is based on requests or orders from users – so-called prompts.

Principles for the use of gAI

The use of AI in teaching at the BTU is based on the principles of personal responsibility, transparency, and competence development. Students remain fully responsible for the correctness, quality, and scientific correctness of all submitted performances. Personal responsibility exists regardless of whether AI tools were used. Essential learning objectives, such as critical thinking, methodological certainty, and subject-specific understanding, must not be bypassed through the use of AI. The acquisition of these competencies is at the core of the university education. Any form of AI support must also be transparently identified, provided it has significantly contributed to the creation of an examination performance.

Recommendations for teaching

In teaching, it is encouraged to design examination formats in such a way that they consider the use of AI and at the same time make it possible to validate the individual performance. This can be, for example, through oral additions, reflection tasks or specific application references. It is in the responsibility of the teachers to define clear transparency rules for their courses, which are ideally communicated at the beginning of the semester. In addition, the critical handling of AI tools is to be integrated into teaching as an integral part of subject-specific media competence in order to prepare students for the demands of the digital working world.

Obligation to clarify and scientific integrity

The use of generative AI does not release students from the principles of good scientific practice at the BTU. If AI systems are drawn upon for support, this must be documented in a written declaration, from which it emerges which tool contributed in which form to the structuring, research or formulation. In doing so, it must be ensured that the results were critically checked and validated. Special caution applies to the avoidance of plagiarisms as well as compliance with copyright and personal rights. In addition, data protection regulations must be strictly observed; the input of confidential research data or personal information into public AI systems is impermissible.

Notes on examination law

In dealing with gAI in examination situations, it is recommended to take pragmatic and transparent paths. Since a general ban on gAI tools, especially in term papers or take-home exams, can hardly be reliably controlled, it makes sense to fundamentally allow these systems as aids. The decision about this is ideally made by the respective examiners as early and transparently as possible. If the use is allowed, comprehensibility moves into the center: Students should openly document for which work steps – for instance in literature research, for structuring or for a proofreading – they have drawn upon AI support. It should always be clear here that the content-related responsibility lies solely with the students, who are accordingly also always responsible for the scientific quality and integrity. The mere, uncommented copying of larger AI passages does not correspond to the spirit of an independent performance.

If, however, the use of generative AI is not sensible or desired for a specific learning objective, it can help to adapt the examination format accordingly. Here, the focus can be placed more strongly on the actual creation process, on accompanying technical discussions or on specific questions that cannot be solved by AI alone. Classic in-person examinations are also an option.