

Material based on Arene AI Guidelines for universities of applied sciences in Finland, adapted by NEWSTEP project

NEWSTEP Final Seminar 28-30 July 2026 –

Teachers' workshop for using AI in teaching, 29 July 2026

INTRODUCTION

As a teacher, it is important to understand how artificial intelligence (AI) can be used in teaching and learning, as well as the limitations and risks it involves. Teachers must further develop their AI literacy as well as teaching and assessment methods to respond to the AI era.

In addition, as a teacher, it is important to support the development of your students' AI literacy in learning activities and course assignments.

AI can produce information that can be hallucinated, incorrect or biased. Therefore, it is important that both teachers and students are able to evaluate the reliability of AI-generated information when using AI in teaching and learning. This is especially important when using Nepali language, as AI tools are less reliable when using other languages than English.

In general, the use of AI must ensure respect for privacy, confidentiality, data protection, and copyright. Also, general ethical principles such as fairness, equality, impartiality, and respect toward others must be followed. When using AI, equal treatment must be ensured. The use of AI must not produce outcomes that favour or discriminate against anyone.

In teaching at a higher education institution, the use of AI tools should strengthen students' professional, digital and field-specific skills. Therefore, teachers are recommended to follow the below recommendations in their teaching (page 2). In addition, teachers are encouraged to use the Traffic Light Model (Arene, 2026), to help them design learning assignments where students use AI (page 3).

RECOMMENDATIONS for teachers for the use of AI in teaching and learning*

- **Encourage:** Positively encourage students to use AI as part of their studies.
- **Guide:** By providing guidance, ensure the appropriate and responsible use of AI. Instruct students on how to use AI in ways suitable for each course.
- **Utilize:** By using AI tools to support teaching design, assessment, and guidance, teachers enhance their own competence and understanding of the possibilities and limitations of AI.
- **Participate:** Teachers should share their knowledge within their teaching and personal community about the capabilities, limitations, and uses of AI tools. By participating in discussions on the ethical use of AI and in institutional AI-related initiatives, they promote responsible AI use.
- **Consider field-specific aspects:** Teachers should familiarize themselves with developments and examples in their own subject field and apply this knowledge to their teaching. They should also share experiences of field-specific practices and models with colleagues and community.
- **Apply:** The responsible use of AI tools should be integrated into all curricula, subjects and courses, when possible, to ensure that students develop an understanding of field-specific needs and use cases. The use of AI should be considered in internships and theses where possible.
- **Support critical thinking:** Teachers must recognize that critical evaluation of information, as well as critical reflection on disciplinary knowledge and practices, are key generic competencies for higher education students, and the importance of which is further emphasized in the age of AI. Learning tasks should be designed in a way that fosters the development of students' own critical thinking alongside knowledge and skills acquisition.

*Source: [Arene \(2026\) Arene's recommendations on the use of artificial intelligence for universities of applied sciences](#)

Recommendation for teachers for the use of the Traffic Light Model* in learning assignments and assessment

The use of AI in learning tasks

AI USE OF ARTIFICIAL INTELLIGENCE REQUIRED	Required, must be used, must be reported, affects assessment Artificial intelligence must be used to create the output*. The student must report how he/she has used AI. Failure to use AI will affect the assessment.
AI USE OF ARTIFICIAL INTELLIGENCE PROHIBITED	Prohibited, not to be used The output* must be created without the help of artificial intelligence. The use of AI will be interpreted as fraud.
AI USE OF ARTIFICIAL INTELLIGENCE REPORTED	Allowed, can be used, must be reported, affects assessment Artificial intelligence can be used in the creation of the output*, but the student must clearly report its use. Failure to disclose the use of AI will be interpreted as fraud. The use of AI may affect the assessment.
AI USE OF ARTIFICIAL INTELLIGENCE ALLOWED	Allowed, can be used, need not be reported Artificial intelligence can be used freely and without report to create the output. The use of AI does not affect the assessment.

Arene

* Output means the final work or competence produced by a student that meets the objectives of the given learning task. This may be an essay, research report, presentation, project, picture, video, mathematical calculation or other concrete work that demonstrates the student's understanding and application of the subject matter.



Source: Arene (2026) [Arene's recommendations on the use of artificial intelligence for universities of applied sciences – The Traffic Light Model](#)

WORKSHOP: Implementing AI in your own teaching

As a teacher, consider the following aspects to increase your competences and understanding of using AI in teaching. Discuss these topics with your teacher colleagues, administrative staff and students at your institution to enhance the responsible use of AI.

1. Read the objective and the example provided.
2. Write down your own ideas and experiences.
3. Then, discuss with your colleagues how you could implement these ideas or examples in your own institution/teaching.

Objective*	An example of what you can do	Your own ideas/experiences?
1. Gain technical and pedagogical understanding about what can and cannot be done with AI applications in teaching and learning	a) Find a teacher at your institution who is actively using AI, and who has more experience of using technology in teaching. Ask them to give you tips on how to use AI. b) Find someone at your institution who has done some courses on how to use AI. Ask them to tell you what they learnt. c) Find a teacher who is posting about the use of AI in teaching on social media. Try to understand how they have used AI in their examples.	
2. Share practical examples to understand how you can use AI to support students' learning and facilitate your own everyday work as teachers.	a) Discuss with your colleagues to share good examples of the use of AI in your course assignments b) Hold weekly or monthly 'AI in teaching' - sessions with your colleagues to discuss a case of using AI in teaching	

	c) Find examples of using AI in teaching on social media and discuss those cases with your colleagues	
3. Share practical examples to understand how the use of AI in taken into consideration when assessing students' work. Assessment cannot be outsourced to AI, and teachers must always form the final evaluation of the students' learning independently, without the use of AI.	a) Discuss with colleagues to share good examples of assessment and the use of AI b) Encourage students to write and save the first draft of their written work before using AI to improve text, grammar or structure of the text c) Use the traffic light model to help you define how to assess assignments where students use AI	
4. Use the traffic light model (Arene, 2026) to define the use of AI in assignments and the assessment of assignments.	a) Ensure that students learn the foundational competence and identify those parts of the foundational learning content where the use of AI is not allowed at all (red traffic light). In such cases, the use of AI is not part of the assessment. b) Ensure that students develop their critical thinking skills and identify those parts of the learning content where they can use AI (yellow traffic light). In this case, the students have to report the use of AI as instructed by the teacher. Also, the use of AI is taken into account in the assessment of competence. c) You can develop students' AI literacy and critical thinking skills by requiring them to use AI as part of the assignment (blue traffic light). Before requiring AI use (blue traffic light),	

	teachers should confirm that every student can complete the task on a free tier and on a smartphone. Students have to report the use of AI and it is part of the assessment. d) In some cases, you can also develop students' critical thinking skills by allowing them to use AI freely (green traffic light); in these cases, the use of AI is not considered in the assessment and it is not necessary to report its use.	
5. Design instruction in a way that allows you to assess students' actual subject knowledge and competence, rather than just their ability to use AI.	a) Create assignments where the students are required to use critical thinking by reflecting and analysing information they have collected, rather than just reproducing information by writing essays or summarizing the key information b) Use process learning to get students to continuously create new versions of their work based on feedback from other students and teacher, instead of having just one final major assignment at the end of course c) Create oral exams to support written assignments to test the students' ability to explain the content of their assignment, in addition to having the formal written exams	
6. Together with school administration, create guidelines for students at your educational institution for the use of AI. Include instructions about how fraud or misuse of AI is dealt with.	a) Discuss with your colleagues about what action is or should be taken when a student has used AI to complete their assignments or exams in a fraudulent manner b) Ask students to critically reflect on AI-generated outputs in general to understand the	

	difference between AI created text, which can be hallucinated, inaccurate or biased, and factual text from a verified source. Students must be able to distinguish AI-generated text from their own writing and, when necessary, refer to AI as a source, even though AI is not a scientific source per se. c) Ask students to be especially critical when using AI-produced information in Nepali or languages other than English. AI tools are less reliable in Nepali and other languages of Nepal than in English, so output in Nepali needs particular care in verification.	
7. Increase your awareness of AI literacy by utilizing national and international frameworks	a) Find frameworks online and discuss the key principles with your colleagues, such as: - UNESCO Guidance for generative AI in education and research - The Digital Nepal Framework - ARENE AI guidelines for universities of applied sciences in Finland	