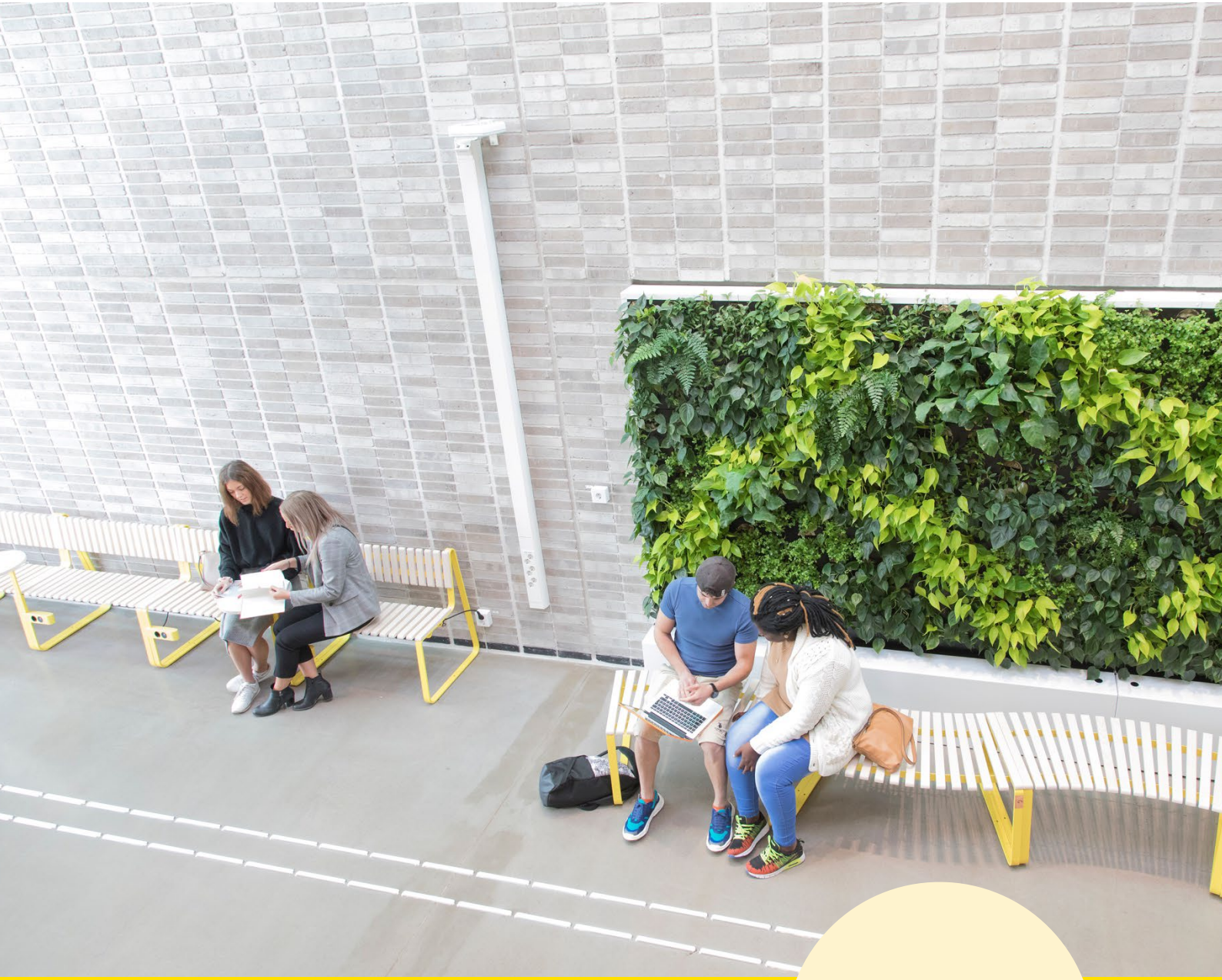

Studying in a World with Artificial Intelligence

– A guide for students at Linnaeus University.

Linnæus University

What applies when you use AI in your studies at Linnaeus University?

This guidance helps you understand how you can, should and use AI in your studies, the opportunities available, and the limits you need to respect.

> **Basic rule:** AI is not prohibited at Linnaeus University, but the course coordinator or examiner decides what applies to each course. Always read study guides and examination instructions.

> **Microsoft Copilot Enterprise** is available to all students through the @student.lnu.se account and is the recommended AI tool.

Academic integrity

You are responsible for everything you submit

You are responsible for everything you submit, regardless of whether AI was used. Presenting AI-generated content as your own is considered misleading conduct under the Higher Education Ordinance (HF, Chapter 10) and may result in disciplinary measures, such as a warning or suspension for up to six months, imposed by the university's disciplinary board.

Three Examples of AI Use

Scenario 1: Permitted	You are writing a take-home exam. The study guide states that 'AI tools may be used to support the writing process.' You use Copilot to brainstorm and organize your thoughts, but you write all the text yourself based on the course literature. In an appendix, you disclose that you used Copilot for idea generation. → **OK.**
Scenario 2: Misleading	You have the same take-home exam, but you copy an answer directly from an AI tool, make minor linguistic adjustments, and submit it as your own work. → **Misleading conduct. Disciplinary case.**
Scenario 3: Grey area	You are taking a programming course and use GitHub Copilot to generate parts of the code. The study guide does not say anything specific about AI. You are unsure. → **Ask your instructor before submitting your work.**

> *The fact that it is not clearly stated what applies does not automatically mean that everything is permitted. When in doubt, it is better to ask one extra time!*

Be transparent about AI use
Reporting the use of AI is part of academic integrity. Just as you cite books, articles, and other sources, you should indicate when and how AI has supported your work. Describe which AI tools you used, at which stages of the work process (for example, brainstorming, language editing, or code generation), and how you processed or adapted the output.

Note! Always check the requirements set by your course instructor. Be aware that reporting requirements may vary between courses.
Remember that AI tools are not search engines, although they may indicate where the information in their responses comes from. Always verify that what you write is consistent with what the original source actually says and then cite that source directly. It is through reading the original source that you truly absorb the content and can use it thoughtfully in your work.

Referring to AI: Examples in APA 7 Format
In some cases, it may be relevant to cite the AI tool you used during the work process. Some reference guides, such as the https://apastyle.apa.org/style-grammar-guidelines/references/ , provide suggestions on how to cite AI both in the body of the text and in the reference list.

If your course requires APA formatting, an AI reference might look like this:

In the reference list: OpenAI. (2026). ChatGPT (GPT-5.3) [Large language model]. https://chat.openai.com

In the body text: The structure of this section was developed with the support of ChatGPT (OpenAI, 2026), but all analysis and argumentation are my own.

Note: Always follow the specific instructions provided by your course instructor, as requirements for citing AI tools may vary between courses and institutions.

Checklist – Before and after completing an assignment

Before you start working on an assignment using AI support:

- ☐ Have I carefully read the study guide and the examination instructions?
- ☐ How do I avoid entering personal data or other sensitive information into the AI tool?
- ☐ How do I ensure that the learning and independent intellectual work required by the assignment take place?

Before submitting an assignment in which you have used AI support:

- ☐ Have I disclosed whether and how I used AI tools?
- ☐ Have I verified all facts and references against reliable academic sources?
- ☐ Can I defend, explain, and take responsibility for all the content orally if my instructor asks about it?

> *If you answer 'no' or 'don't know' to any of these questions, pause and review the instructions again, or contact your instructor if anything is unclear.*

AI as a support for learning, not a replacement

AI tools can be valuable support in your studies. For example, you can use them to brainstorm ideas, explain difficult concepts, structure texts, revise for exams, or receive feedback on work that you have written yourself.

At the same time, it is important to remember that AI tools have significant limitations. They do not actually "understand" the content; rather, they generate responses based on which words are likely to occur together. An AI tool therefore cannot think critically, assess scientific quality, or guarantee that information is accurate.

The goal of your education is for you to develop knowledge, skills, and competencies. If an AI tool does the work for you, you risk missing out on the learning process and knowledge development that an assignment is intended to provide. AI tools should serve as a support in your work, not as a shortcut for completing assignments.

> **Always ask yourself these fundamental questions:**
>
> Does AI help me understand, or does AI help me finish the assignment?
> How will the use of AI affect my learning?
> Are there other alternatives, such as searching a database, discussing the issue with a fellow student, booking academic guidance, or working independently?

Use AI to Enhance Learning
Think of AI as a study companion that can help you move forward but remember that you are the one who must do the intellectual work yourself. AI will be part of your future professional life. By learning to use it responsibly during your studies, you develop a competence that is increasingly valued in the job market.

If your course allows it, there are many ways AI tools can be used to support and enhance learning:

Memorizing and Studying Facts
Create quiz questions or flashcards based on specific course materials. To generate better questions, include the course, program, study level, and learning outcomes in your prompt.

- *"I am taking course X in the X program at undergraduate/advanced level. The learning outcomes for this module are..."*

Understanding Concepts
Ask AI to explain concepts, create glossaries, or provide a brief translation or summary before you read the course literature or attend a lecture.

- *"Explain the concept of social sustainability as if I have never studied the subject before."*
- *"Create a glossary of key concepts with explanations based on the material."*
- *"Provide a brief summary in [chosen language] that gives me background knowledge about..."*

Study Skills and Planning
Let an AI tool help you structure and plan your studies more effectively.

- *"I have the following schedule, assignments, and deadlines. Create a weekly study plan and break larger tasks into smaller steps."*
- *"I need to read 800 pages of course literature in five weeks. Help me create a reading and study schedule for the final oral examination."*
- *"I have difficulty concentrating when studying. What study techniques can I use at home and at the university?"*
- *"I have a written exam in subject X in X weeks. Create a realistic study plan and prioritize the most important topics. Suggest how I should read, review, and test myself."*

Feedback
Paste a section of text that you have written, or present your work orally, and ask for constructive feedback. An AI tool can provide feedback on content, argumentation, language, style, structure, headings, transitions, metatext, and more. However, you should always revise and rewrite the text yourself. Including the course, program, study level, and learning outcomes in your prompt can improve the feedback. It is important that you make your own judgment about which suggestions to accept.

- *"I am taking course X in the X program at undergraduate/advanced level. The learning outcomes for this module are.... Give me constructive feedback on the introduction to my assignment regarding content/argumentation/language/style/structure, etc."*
- *"Suggest an outline for an essay about X."*
- *"Provide feedback on the headings in my essay regarding clarity and relevance to the corresponding sections."*
- *"Review my text and identify all transition words. Are they used correctly? Identify whether additional transition words are needed."*
- *"Suggest what a short metatext for a methodology section might look like."*

Coding Support
Use an AI tool to review your code but make sure you understand the solution before using it.

- *"Why isn't my Python code working?"*

Practice source criticism

Today, the ability to critically examine and evaluate information is extremely important, especially in relation to AI. Whether you use AI tools or not, you need to develop the ability to independently assess the quality of information and arguments, regardless of the source.

Everyone needs knowledge of how AI and AI tools work, because AI is increasingly shaping how we receive information and how decisions are made. By understanding concepts such as training data and bias, we can better understand why AI models may reproduce and amplify inequalities, and what consequences this can have in society and across different professions. Without this knowledge, we risk either overestimating AI's capabilities and abandoning independent thinking or underestimating them and overlooking tools that can genuinely make our work easier and more efficient. Just as learning source criticism helps us navigate the media landscape, we need "AI literacy" or "AI criticism" to navigate life as students, professionals, and citizens.

AI tools regularly "hallucinate," meaning they can provide answers that sound convincing but are nevertheless incorrect. AI may invent facts, generate references that do not exist, or omit certain perspectives. This is not a bug that will soon be fixed. It is a fundamental characteristic of the technology.

More specifically, the following are especially important for assessing quality:

Subject Knowledge
The ability to make sound judgments is always linked to a specific field, such as philosophical argumentation, clinical reasoning, or architectural design. With sufficient subject knowledge, you can identify when AI-generated responses are inaccurate or misleading. Without this knowledge, you risk accepting flawed answers uncritically. Over time, you develop an understanding of what constitutes high quality within a particular field, an understanding that gradually grows through experience. Language proficiency is also an important component of this ability.

Source-Critical Skills
Use the fundamental criteria of source criticism: authenticity, timeliness, bias, dependence, and relevance. This also includes an understanding of how AI works, the data on which it has been trained, and the risks of bias and other limitations.

Practical Source Evaluation in Three Steps

Step 1	**Always verify facts.** Check every claim generated by AI against the course literature and reliable academic sources. Use the university library's databases (OneSearch, Google Scholar, and the Database List) to look up and verify references.
Step 2	**Review bias critically.** Check who is represented in the text and who is not. AI often draws on common, well-represented perspectives. This means that the voices of minorities, local contexts, and more nuanced viewpoints can easily be overlooked. Ask yourself: "*Whose perspective is highlighted in the response? Whose voice is missing? Is the response influenced by the way you phrased the question? Could a different wording produce a different answer?*"
Step 3	**Be your own expert.** Use AI for topics in which you have sufficient knowledge to evaluate the output. If you cannot determine whether an AI-generated response is correct, you do not have enough knowledge to use the AI tool for that task. Verify facts and claims according to Step 1.

Sustainability and Ethical Responsibility

Every prompt has an environmental footprint

Generative AI has an environmental impact, although its exact scale is difficult to assess, since AI can also contribute to more energy-efficient solutions in other sectors. What we do know is that training and operating AI models requires significant amounts of energy and water. For that reason, it is wise to use these tools consciously rather than out of habit.

Before submitting a question, think about what you actually need, formulate clear and well-considered prompts, and ask yourself whether a simpler alternative, such as a search engine, a digital reference source, or your own knowledge, would be just as effective. This is not a call to avoid AI, but rather an encouragement to use it thoughtfully and responsibly.

Linnaeus University's vision of "knowledge in motion for sustainable societal development" also applies to your digital choices.

GDPR, Data Protection, and Privacy: Protect Yourself and Others

When using AI tools, it is important to consider privacy and data protection. What you enter into an AI tool is analyzed and may, in some cases, be used to develop future AI models. Therefore, avoid sharing personal data and sensitive information, whether about yourself or others, such as names, personal identification numbers, health information, or other material that is subject to confidentiality.

- **Use Copilot through your LNU account whenever possible.** Linnaeus University provides Microsoft Copilot Enterprise as its common AI tool. When you sign in with your **@student.lnu.se** account, your data is covered by the university's agreement with Microsoft. Your data is not used for AI training, and the European Union's General Data Protection Regulation (GDPR) applies.
- **Never include personal data in prompts.** If you need to discuss a case involving real individuals, anonymize the information by using labels such as **"**Person A", "Person B", or fictitious names.
- **Disable training in external AI tools.** If you use free versions of AI tools or services outside LNU's agreements, go to the settings and disable any feature that allows your conversations to be used as training data. This option may be labeled something like **"**Improve the model for everyone."
- **Do not upload confidential material.** Thesis projects containing company data, patient records, interview transcripts, or other confidential information should not be uploaded to AI tools. Consult your supervisor if you are unsure.

Copyright and AI-Generated Material

Material created by AI tools is currently unlikely to be protected by copyright under Swedish law, since copyright protection requires that a work be created by a natural person. This means that you cannot claim copyright ownership of text or images that have been generated by AI.

At the same time, you should avoid using AI to imitate the style of specific authors, artists, or photographers, as this may infringe upon their rights. You should also refrain from uploading copyrighted material created by others (for example, entire book chapters or research articles) to AI tools unless you know that doing so is permitted.

Other Sources of Support for Your Studies

University Library Resources – The University Library (UL) offers support in study skills, academic writing, presentation skills, source criticism, and information searching. You are welcome to make use of the library's guidance and support services.

OneSearch and databases – Use these resources to verify facts and find academic sources for your assignments. AI is not a substitute for your literature search, but it can sometimes serve as a complement.

Resources and links

KI – AI for students
LNU – Lilla promptskolan
LNU – Introduktion till AI
PRV – Copyright on AI images
DIGG – Om Upphovsrätt