

Appendix

To: “Ten recommendations for the use of generative artificial intelligence into epidemiology teaching: Results from an expert workshop”

On behalf of the Joint Working Group on “Teaching in Epidemiology” of the German Society for Epidemiology (DGEpi), German Association for Medical Informatics, Biometry and Epidemiology (GMDS), and the German Society for Social Medicine and Prevention (DGSMP)

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1 Guidelines on GenAI Use at European Universities (Examples)

1.1 German Universities

Martin Luther University Halle-Wittenberg

The Martin Luther University (MLU) provides general guidelines for the use of GenAI, applicable for both instructors and students [1]. They are based on the guidelines created by Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen (HAWK) [2].

MLU's Center for media-enhanced Learning and Teaching (LLZ) supports the use of multimedia in studying and teaching at the university and is responsible for all things related to the university-internal GenAI system (MLU-KI), including the terms of use [3].

University of Münster

The Faculty of Education and Social Sciences at the University of Münster created general guidelines for the use of GenAI in academic coursework and assessments [4].

University of Applied Sciences and Arts (HAWK) Hildesheim / Holzminden / Göttingen

The AI-Taskforce at the University of Applied Sciences and Arts (HAWK) Hildesheim/Holzminden/Göttingen created in-depth guidelines on the use of GenAI systems (currently: Version 2) [2].

1.2 Other European Universities

UiT The Arctic University of Norway

UiT's AI Team created and revised in-depth guidelines on the use of GenAI during examinations specifically designed for instructors.

Revised recommendations for course leaders and teachers on the use of generative AI during examinations at UiT The Arctic University of Norway

1. Why this revision?

- During the December 2024 exam period, several program boards reported “chat-log overload” and excessive marking time caused by the requirement to review full AI chat histories and parallel «before/after» versions of student texts.
- Perkins et al. [5] released a revised AI Assessment Scale (AIAS) in August 2024, simplifying the five levels of permitted AI use. The AIAS scale was further revised by UiT's AI

team according to feedback received from the teaching staff and students during the 2024/2025 school year. The final scale has been reduced to four levels.

2. Key changes

Section	Current text (2024)	Proposed change (2025)
Student disclosure	Full chat-history export + separate upload of pre-AI and post-AI versions.	Replace with a concise AI-usage statement embedded in the submission. Students no longer need to submit chat logs or earlier drafts. Disclosure of prompts is left at the course leader's discretion.
AI use scale	Levels 1-5 with emphasis on policing.	Adopt the updated AIAS levels, reduced to four levels, and re-label for clarity. More focus on reflection.
Tool whitelist	ChatUiT, Microsoft Copilot, Klartekst, Keenious.	Addition: DeepSeek is forbidden at UiT
Cheating definition	Referenced older §46 language.	Align wording with new UiT forskrift draft (April 2025)

3. Permitted AI use – updated four-level scale

Level	What students <i>may</i> do with AI	Mandatory and optional evidence (for more details, see Appendix 7)
1	Human-Only No generative-AI or external automation of any kind. Spell-checker in the exam platform is pre-approved.	AI declaration (level 1): (see Appendix 2.1)
2	Brainstorming and language editing AI for brainstorming, language editing, outlining ideas, suggesting structure, language translation of the student's own notes.	Reflective note (<u>optional, see Appendix 5</u>) AI declaration (level 2): (see Appendix 2.1)
3	Co-Drafting AI may draft parts of the text, code debugging, charts, tables. Student verifies and cites any verbatim or paraphrased AI-generated content. Verification of AI-generated content is mandatory.	In-text citation: (see Appendix 3) AI declaration (level 3): (see Appendix 2.1) Reflective note (<u>optional, see Appendix 5</u>) Key prompts (<u>optional</u>) Raw chat log excerpts are saved in case these are requested by the examiner (optional).
4	Advanced AI Collaboration Students are allowed to use AI as a creative partner: simulating scenarios, designing, optimizing designs, creating content beyond text (images, videos, music), coding. Verification of AI-generated content is mandatory. Verification steps are part of AI declaration.	In-text citation: (see Appendix 3) AI declaration (level 4): (see Appendix 2.1) Reflective note (<u>optional, see Appendix 5</u>) Key prompts (<u>optional</u>) Raw chat log excerpts are saved in case these are requested by the examiner (optional).

Important note:

Please note that UiT's scale is modular. You may combine requirements from different levels to fit the learning outcomes of each component of an exam. For example:

- Let students use level 4 (AI-generated code) for the data-cleaning script but allow only level 2 (language editing with AI) for the written text.

- Allow level 2 (AI brainstorming) for early design sketch and allow level 3 (AI - generated text) for the final summary.

Whatever mix you choose, state the AI rules clearly before the exam and in the exam text and send the same instructions to censors, so everyone knows exactly what is allowed. In addition, we strongly recommend that your students receive information

- whether any aspect of their AI use will be graded—and, if so, which parts (including reflection notes)
- how censors will check adherence to the permitted level of AI use.

4. Approved & prohibited tools

Tool	Data-class approved	Notes
ChatUiT	Grønne, gule, røde	Preferred large language model
Microsoft Copilot	Grønne, gule	Commercial; do not enter red data.
Klartekst	Grønne, gule, røde	
Keenious		
DeepSeek	Ikke tillatt / Not allowed	Breach of GDPR & UiT data-policy.
Other AI tools	Grønne	Commercial; do not enter yellow or red data.

More information about data classification:
<https://uit.no/project/datamigrering/klassifisering>

5. Handling suspected misconduct

See Appendix 8.

6. Implementation checklist for course coordinators

- Select AI-level(s) appropriate to each assessment.
- Provide information about responsible AI use early in the course.
- Add explicit wording to the exam text.
- Post a short document titled: "AI-use assessment criteria – [Course code] in Canvas. It should clarify for students:
 - whether any aspect of their AI use will be graded—and, if so, which parts (including reflection notes)
 - how markers will check adherence to the permitted level.
- Notify external examiners about the UiT rules regarding handling sensitive data in the context of AI use (unpublished exam question – sensitive/red data; students' exam answers – yellow/restricted data).

7. Appendices

- Appendix 7: standard text for the exam
- Appendix 2.1: sample AI-usage statements.
- Appendix 2.4: citation templates for ChatUiT and Microsoft Copilot
- Appendix 5: example questions for AI-reflection note
- Appendix 3: examples of verification methods of AI content
- Appendix 8: handling suspected misconduct

KI-erklæring for dette dokumentet / AI declaration for this document:

These guidelines were made with the help of ChatUiT using the underlying o3-high Large Language Model. ChatUiT was used to revise wording throughout the production of the guidelines. The authors reviewed, edited, and take responsibility for all outputs of the tools used in this work.

2 Disclosure of GenAI use in research (Examples)

2.1 UiT The Arctic University of Norway - Examples of AI-usage statements

UiT provides example GenAI use declaration statements based on the extent of use.

Sample AI-usage statements (examples)

Level 1 – Human-Only

I confirm that no generative-AI system of any kind was used at any stage of producing this submission. All words are entirely my own.

Level 2 – Brainstorming and language editing

In this work, I used ChatUiT (GPT-4o) during several sessions to brainstorm section headings and language edit the text. I reviewed, edited, and take responsibility for all outputs generated by the tool.

Level 3 – Co-Drafting

- **Tool used:** ChatUiT (GPT-4o), 18 May 2025.
- **Purpose:** Generated an initial draft of Paragraph 4 in the literature review and debugged my pre-written Python script for Figure 2
- **Verification:** I cross-checked all cited studies against the original papers, then rewrote or deleted sections that were inaccurate or unclear. For the script, I ran unit tests before and after applying GPT-4o's fixes and manually inspected the plotted output—results matched expected values.
- **Author responsibility:** I have reviewed, edited, and take full responsibility for every retained AI output.

Level 4 – Advanced AI Collaboration

- **Tool used:** Microsoft Copilot (GPT-4 Turbo), 20 May 2025.
- **Tasks delegated:**
 - Drafted the Methods subsection "Data Collection"
 - Generated a Python script to normalize the dataset and plot Figure 3
 - Translated my Norwegian abstract into English
 - Generated an illustrated poster draft
- **Verification:** I checked the draft text against the original lab protocol, edited for accuracy, and rewrote technical terms. By running the script on a small, hand-checked subset of the data and confirming that its normalized outputs and Figure 3 exactly match independently calculated benchmarks. I proofread the English abstract against the Norwegian source and corrected two mistranslated phrases.
- **Author responsibility:** I have reviewed, verified, and accept full responsibility for all AI-generated material kept in this work.

2.2 The Tyrolean Private University UMIT TIROL

The Tyrolean Private University UMIT TIROL created a handout with information on the declaration of GenAI use for research papers and academic assignments [6]. Further, a template for the declaration statement is provided [7].

2.3 University of Applied Sciences and Arts (HAWK) Hildesheim/Holzminde/Göttingen - Declaration of Independent Work

HAWK provides standardized statements for GenAI use declarations both for projects where the use of GenAI is permitted [8] or prohibited [9].

2.4 UiT The Arctic University of Norway - GenAI Citation Templates

Examples from UiT on how to cite the use of GenAI.

Citation templates for ChatUiT and Microsoft Copilot

ChatUiT

Vancouver

UiT The Arctic University of Norway. *ChatUiT* (Version GPT-4o, OpenAI) [large-language-model software]. UiT The Arctic University of Norway; 2025 [cited May 22, 2025]. Available from: <https://chat.uit.no>

APA 7th

UiT The Arctic University of Norway (2025). *ChatUiT* (Version GPT-4o, OpenAI) [Large language model software]. Retrieved May 22, 2025, from <https://chat.uit.no>

In-text citation: Recent advances in higher-education technology show that campus-hosted language models like ChatUiT can draft coherent research-paper outlines in seconds, thereby shifting the lecturer's focus from basic writing support to higher-order feedback (ChatUiT, 2025).

Microsoft Copilot

In-text citation: Recent advances in higher-education technology show that campus-hosted language models like ChatUiT can draft coherent research-paper outlines in seconds, thereby shifting the lecturer's focus from basic writing support to higher-order feedback (Copilot, 2025).

Vancouver

Microsoft Corporation; OpenAI. *Microsoft Copilot* (Version 2025.05, powered by GPT-4 Turbo) [large-language-model software]. Redmond (WA): Microsoft Corporation; 2025 [cited 2025 May 22]. Available from: <https://copilot.microsoft.com>

Microsoft Corporation, & OpenAI. (2025). *Microsoft Copilot* (Version 2025.05; powered by GPT-4 Turbo) [Large language model software]. Retrieved May 22, 2025, from <https://copilot.microsoft.com>

AI-generated images

Conceptual visualization of Arctic smart-port traffic flows. *Note.* Image generated by the author on 25 May 2025 with ChatUiT (Version GPT-4o, OpenAI).

2. 5 UiT The Arctic University of Norway - Protocol for the Use of Artificial Intelligence in Project Work [Pre-project]

UiT's AI Team created specific protocols for documenting the use of GenAI during project work. The first protocol is intended for the transparent declaration of planned GenAI use and should be filled out by students before the start of the project (see **2.5**). Students should fill out the second protocol after the end of the project to transparently declare how GenAI was actually used (see **2.6**).

Protocol for the Use of Artificial Intelligence in Project Work

Course: HEL-3052 Epidemiology and Biostatistics 2

Purpose: This protocol must be completed by all student groups before starting project work. Its purpose is to ensure that any use of artificial intelligence (AI) is transparent, academically responsible, and consistent with good practice in epidemiology and biostatistics.

1. Student information

Student name(s):

Student number(s):

Project title / working title:

Date:

2. Planned use of AI

State whether you plan to use AI tools in this project.

☐ Yes

☐ No

If yes, specify which tool(s) you expect to use:

☐ ChatUiT

☐ ChatGPT

- ☐ Microsoft Copilot
- ☐ Claude
- ☐ Other: _____

3. Purpose of AI use

Describe clearly how you plan to use AI in this project. Tick all relevant boxes and provide details where needed.

- ☐ Brainstorming and idea development
- ☐ Clarifying epidemiological or statistical concepts
- ☐ Language support and text editing
- ☐ Structuring text or improving readability
- ☐ Assistance with coding or syntax (e.g. Stata, R, SPSS)
- ☐ Explaining statistical output
- ☐ Generating examples for learning purposes
- ☐ Summarising my/our own notes
- ☐ Other: _____

Describe in your own words how AI will be used in this project:

4. Areas where AI will not be allowed to replace student work

Students remain fully responsible for the academic content of the project. AI may support learning, but it may not replace independent academic judgment.

We understand that AI must not be used to replace our own work in the following areas:

- ☐ Formulating the final research question without our own intellectual contribution
- ☐ Making methodological decisions without our own justification
- ☐ Choosing variables, analyses, or models without our own understanding
- ☐ Interpreting results without independent assessment
- ☐ Writing conclusions without our own reasoning
- ☐ Generating references that have not been checked by us
- ☐ Producing text for submission that we present as entirely our own if AI contributed substantially

5. Data protection and confidentiality

Epidemiological and biostatistical work may involve sensitive, confidential, or otherwise protected information.

We confirm the following:

- ☐ We will not upload sensitive personal data, health data, confidential datasets, or any protected material into public AI tools
- ☐ We will not input identifiable participant information into AI systems
- ☐ We will follow UiT's rules and course requirements regarding privacy, confidentiality, and data handling

☐ If we are unsure whether material can be entered into an AI tool, we will not enter it before clarifying with the teacher

If relevant, describe what type of material you might use with AI and how you will ensure safe handling:

6. Verification and quality control

AI systems can produce errors, misleading interpretations, biased suggestions, incorrect code, and fabricated references.

We confirm the following:

- ☐ We will critically assess all AI-generated suggestions before using them
- ☐ We will verify all factual claims independently
- ☐ We will check all references manually and ensure they actually exist
- ☐ We will test and inspect any AI-suggested code ourselves
- ☐ We will not rely on AI output as evidence without checking the original source
- ☐ We understand that responsibility for errors remains ours, not the AI tool's

Describe how you will verify AI-supported work in this project:

7. Documentation of AI use

Any meaningful use of AI in the project must be documented transparently.

We agree to document:

- ☐ Which AI tool was used
- ☐ When it was used
- ☐ What it was used for
- ☐ The main prompt(s) or instruction(s) given
- ☐ How the output was evaluated, edited, or rejected
- ☐ Which parts of the final work were influenced by AI

8. Planned AI use log

Fill in the table below before the project begins as a plan. Update it during the project if your use changes.

Task/activity	AI tool	Planned prompt/use	How output will be checked	Responsible student
---------------	---------	--------------------	----------------------------	---------------------

9. Statement on authorship and responsibility

By signing this protocol, we confirm that:

1. We understand that AI can be used as a support tool, but not as a substitute for our own academic work.
2. We remain fully responsible for the quality, accuracy, originality, and integrity of the submitted project.
3. We will be transparent about any meaningful use of AI in the development of the project.
4. We understand that undisclosed or inappropriate use of AI may be treated as a breach of academic expectations or course rules.

10. Consent to use responses for research purposes after anonymization

The course team may wish to analyse completed protocols for research on students' use of AI in higher education. Such use is separate from the pedagogical purpose of this form.

Please indicate whether you consent to your answers in this protocol being used for research purposes after anonymization:

- ☐ Yes, I/we consent to anonymized use of our answers for research purposes
☐ No, I/we do not consent

By consenting, we understand that:

- ☐ Our answers may be included in research material only after anonymization
☐ Participation is voluntary
☐ Refusal to consent will have no consequences for our teaching, supervision, assessment, or course result
☐ Consent to research use does not affect the academic requirement to submit this protocol for course purposes
☐ Any research use must follow relevant ethical, legal, and institutional requirements

11. Reflection before starting

Briefly reflect on the following:

Why do you want to use or not use AI in this project?

What do you see as the main risks of AI use in an epidemiology and biostatistics project?

What will you do to ensure that your project still reflects your own learning and competence?

12. Signatures

Student 1: _____ **Date:** _____

Student 2: _____ **Date:** _____

Student 3: _____ **Date:** _____

Student 4: _____ **Date:** _____

13. Teacher approval

☐ Approved

☐ Approved with comments

☐ Needs revision before project start

Comments:

Teacher name: _____

Signature: _____

2. 6 UiT The Arctic University of Norway - Protocol for the Use of Artificial Intelligence in Project Work [Post-project]

UiT's AI Team created specific protocols for documenting the use of GenAI during project work. The first protocol is intended for the transparent declaration of planned GenAI use and should be filled out by students before the start of the project (see **2.5**). Students should fill out the second protocol after the end of the project to transparently declare how GenAI was actually used (see **2.6**).

Protocol for Reporting the Use of Artificial Intelligence After Project Completion

Course: HEL-3052 Epidemiology and Biostatistics 2

Purpose: This protocol must be completed by all student groups after the project has been completed. Its purpose is to document any actual use of artificial intelligence (AI) during the project, ensure transparency, support reflection on responsible use, and clarify how AI-supported work was verified.

1. Student information

Student name:

Project title:

Date of submission:

2. Overall statement of AI use

Did your group use AI tools at any stage of the project?

☐ Yes

☐ No

If no, go to Section 10 and complete the reflection and signatures.

3. AI tools actually used

Tick all tools that were actually used during the project.

☐ ChatUiT

☐ ChatGPT

☐ Microsoft Copilot

☐ Claude

☐ Other: _____

Indicate which group member(s) used each tool:

4. Purpose and timing of AI use

Indicate how AI was used during the project. Tick all relevant boxes.

- ☐ Brainstorming the topic or research question
- ☐ Clarifying epidemiological concepts
- ☐ Clarifying biostatistical concepts
- ☐ Developing search terms or search strategy ideas
- ☐ Organising project structure
- ☐ Language editing or improving readability
- ☐ Summarising our own notes or drafts
- ☐ Assistance with coding or syntax (e.g. R, Stata, SPSS)
- ☐ Understanding statistical output
- ☐ Drafting examples or mock text
- ☐ Generating tables, figures, or visual ideas
- ☐ Other: _____

At which stage(s) of the project was AI used?

- ☐ Project planning
- ☐ Literature review
- ☐ Data management
- ☐ Data analysis
- ☐ Interpretation of findings
- ☐ Writing the report
- ☐ Revision and editing
- ☐ Presentation preparation
- ☐ Other: _____

Describe in your own words how AI was actually used in the project:

5. Extent of AI contribution

Estimate the extent to which AI contributed to the completed project.

AI contributed mainly to:

- ☐ Early idea development only
- ☐ Limited support in specific tasks
- ☐ Several parts of the workflow, but with substantial independent student revision
- ☐ A substantial amount of support across the project, though all content was checked and revised by students

In which parts of the final submitted work was AI influence present?

6. AI use log

Complete the table below to document your actual use of AI.

Task/activity	AI tool used	Brief description of prompt or instruction	Output received	How the output was used, revised, or rejected	Responsible student
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7. Verification and quality control

AI systems may produce incorrect explanations, flawed code, fabricated references, unjustified interpretations, or misleading summaries.

Indicate which verification steps your group used.

- ☐ We checked all factual claims independently
- ☐ We manually checked all references
- ☐ We tested all AI-suggested code ourselves
- ☐ We compared AI suggestions against course material, textbooks, or original sources
- ☐ We revised AI-generated text substantially before using any part of it
- ☐ We rejected AI output that we found inaccurate, weak, or inappropriate
- ☐ We did not use any AI-generated content directly in the final submission without critical review

Describe how your group checked the quality and accuracy of AI-supported work:

8. Data protection and confidentiality

Reflect on whether any information entered into AI tools could have raised privacy, confidentiality, or data-protection concerns.

We confirm the following:

- ☐ We did not upload directly identifiable personal data into AI tools
- ☐ We did not upload sensitive health data into public AI tools
- ☐ We did not upload confidential datasets or protected material into public AI tools
- ☐ We considered privacy and confidentiality before using AI tools
- ☐ We followed relevant course and institutional rules

If any potentially sensitive or uncertain material was entered into an AI system, describe it and explain how the risk was handled:

9. Deviations from the original AI plan

Did your actual use of AI differ from what you originally planned before starting the project?

☐ Yes

☐ No

☐ Not applicable, because we did not complete a pre-project AI protocol

If yes, describe the main differences:

10. Reflection on responsible AI use

Answer the following questions briefly.

What did AI help your group do well in this project?

What were the main limitations or problems with using AI in this project?

Did AI ever produce something misleading, incorrect, or unusable? If yes, what happened?

How did you ensure that the final project still reflected your own understanding and competence?

11. Authorship and responsibility statement

By signing this protocol, we confirm that:

1. The information given in this form is accurate to the best of our knowledge.
2. We remain fully responsible for all content in the submitted project, including any material that was developed with AI support.
3. We understand that using AI does not remove our responsibility for methodological choices, interpretation of findings, academic integrity, or the accuracy of references and analyses.
4. We have disclosed meaningful AI use in a transparent manner.

12. Consent to use responses for research purposes after anonymization

The course team may wish to analyse completed protocols for research on students' use of AI in higher education. Such use is separate from the pedagogical purpose of this form.

Please indicate whether you consent to your answers in this protocol being used for research purposes after anonymization:

- ☐ Yes, I/we consent to anonymized use of our answers for research purposes
☐ No, I/we do not consent

By consenting, we understand that:

- ☐ Our answers may be included in research material only after anonymization
☐ Participation is voluntary
☐ Refusal to consent will have no consequences for our teaching, supervision, assessment, or course result
☐ Consent to research use does not affect the academic requirement to submit this protocol for course purposes
☐ Any research use must follow relevant ethical, legal, and institutional requirements

13. Signatures

Student: _____ **Date:** _____

14. Teacher review

- ☐ Received
☐ Reviewed
☐ Follow-up needed

Comments:

Teacher name: _____

Signature: _____

2. 7 University of Applied Sciences and Arts (HAWK) Hildesheim/Holzminden/Göttingen - Documentation of GenAI Use

HAWK provides protocol templates for transparent documentation of GenAI use. Version 1 [10] offers prefilled options, while Version 2 [11] is based on open-text fields, which allows instructors to adapt it to their specific course or module.

3 GenAI content Verification Methods (Examples)

UiT The Arctic University of Norway - Examples of verification methods of GenAI content

The following methods can be used by instructors and students alike to verify AI-generated content.

For factual or analytic text

1. **Source triangulation** – Locate the same claim in two independent scholarly sources (journal articles, textbooks, official statistics) and record the citations.
2. **Reverse-search key terms** – Paste unfamiliar names, data figures, or citations into Google or a library database to see whether they actually exist.
3. **Date & jurisdiction check** – Compare laws, standards, or policy references against the current version on government or EU websites to catch outdated or jurisdiction-specific statements.
4. **Peer or tutor critique** – Show the AI-generated content to a classmate or teacher; ask them to identify inconsistencies or factual errors you might have missed.

For translations & paraphrases

5. **Back-translation** – Translate the AI's output back into the original language with a different tool; mismatched meaning signals problems.
6. **Glossary spot-check** – Verify discipline-specific terms (medical, legal, technical) against an authoritative bilingual glossary.

For overall credibility

Explain-back prompt – Ask the same AI to explain, step-by-step, how it arrived at the answer; spot any illogical steps in its “reasoning”.

4 Upskilling AI literacy - Example courses

University of Helsinki - Elements of AI

In a collaboration with MinnaLearn, the University of Helsinki developed the free online course series Elements of AI. The courses are available in multiple languages and start at the beginner level, combining theory with practical exercises [12].

WCM Institute of AI for Digital Health - Health Informatics and Artificial Intelligence Seminar Series

The Institute of AI for Digital Health at Weill Cornell Medicine regularly hosts seminars on different topics related to AI (latest June 4th, 2026) [13].

5 Reflection on GenAI Use (Examples)

UiT The Arctic University of Norway - Example questions for AI-reflection note

Instructors can include the following example questions into their modules, courses or exercises to guide students to critically reflect on content they created with the help of GenAI.

Purpose & scope

Why did you turn to a generative-AI tool at this stage of the assignment?

(e.g., outlining ideas, debugging code, translating a paragraph)

Prompt design

What was the most effective prompt or instruction you gave the AI, and why did it work?

Selection & editing

How did you decide which parts of the AI output to keep, modify, or discard?

Verification

What concrete steps did you take to check the accuracy, originality, or legality of the AI-generated content you used?

Learning impact

In what way did using the AI help—or hinder—your understanding of the topic or skills being assessed?

Human contribution

Identify one element of the final work that clearly shows your own insight or creativity beyond what the AI provided.

Limitations & errors

What weaknesses or mistakes did you notice in the AI output, and how did you address them?

Ethical and academic-integrity considerations

How did you ensure your AI use complied with UiT's guidelines and avoided unfair advantage or plagiarism?

Future improvement

If you repeated this task, what would you do differently in your AI workflow to learn more or work more efficiently?

6 Prompt engineering methods: Example prompts

Example prompts for all prompt engineering methods mentioned in Recommendation 5 Box in the main manuscript.

Prompting method	Example prompt
Zero-shot prompting	Explain confounding in a cohort study of physical activity and breast cancer risk to a first-year epidemiology student. Include one simple example and one sentence on why adjustment may matter.
Few-shot prompting	Classify each variable as exposure, outcome, confounder, mediator, or collider: Example 1, age in smoking → myocardial infarction = confounder; Example 2, blood pressure in salt intake → stroke = mediator. Now classify BMI in physical activity → diabetes, socioeconomic status in education → hypertension, and hospital admission in infection → mortality.
Chain-of-Thought Prompting	A study finds a crude risk ratio of 2.0 and an age-adjusted risk ratio of 1.2 for alcohol use and cancer. Reason through the epidemiological interpretation step by step, then give a short final conclusion.
Self-Consistency Prompting	Generate three independent interpretations of why a crude association between coffee drinking and pancreatic cancer might disappear after adjustment for smoking. Compare the interpretations and choose the most epidemiologically plausible one.
Tree-of-Thought Prompting	Explore three possible explanations for an observed protective association between smoking and endometrial cancer in observational studies. For each explanation, assess whether it is likely due to bias, confounding, selection, measurement error, or a plausible causal mechanism.
Role-Play / Expert Prompting	Act as an experienced epidemiologist giving feedback to a master's student. Critique their claim that "adjusted estimates are always more valid than crude estimates" in a cross-sectional study.
Generated Knowledge Prompting	Use the following facts: confounding requires association with exposure, association with outcome, and not being on the causal pathway. Based on this, explain whether age is a confounder in a study of physical activity and cardiovascular disease.
Automatic Prompt Engineering	Improve this prompt for an epidemiology assignment: "Explain bias in this study." Rewrite it so that the answer will address selection bias, information bias, confounding, temporality, and causal interpretation.

Prompting method	Example prompt
Re-Reading Prompting	Re-read the study description carefully before answering. Then identify the exposure, outcome, target population, study design, and two major threats to validity.
Chain-of-Verification Prompting	First draft an interpretation of the results from this cohort study. Then create three verification questions about bias, confounding, and temporality, answer them, and revise the interpretation accordingly.

7 Permitting or Prohibiting GenAI use during Assessments

UiT The Arctic University of Norway – Examples of standard texts for the examination paper

Level 1 – HUMAN-ONLY

Only the built-in spell-checkers are allowed.

No generative-AI systems may be used at any stage of preparing or submitting your work.

Mandatory evidence:

AI declaration (level 0): (see Appendix B)

Academic-integrity reminder:

Using AI in any form under a Human-Only exam is treated as misconduct under §46 of UiT's Examination Regulations.

Level 2 – BRAINSTORMING AND LANGUAGE EDITING

Permitted use of AI

You may consult generative-AI tools for brainstorming, language editing, outlining, language translation of your own notes, and compiling reading lists. No AI-generated text may appear verbatim in the final answer.

Mandatory evidence:

AI declaration that includes: (see Appendix B, level 2)

- What AI tool was used
- For what purposes
- Author-responsibility statement

Not permitted:

Copy-pasting AI sentences into your submission; undisclosed AI assistance.

Level 3 – CO-DRAFTING

Permitted use of AI

AI may draft parts of the text, code snippets, tables or figures provided you verify and clearly mark anything you keep. Verification of AI-generated content is mandatory.

Mandatory evidence:

1. Mark any AI-generated text with quotations if used verbatim. All AI-generated content must be verified and cited in-text, whether it is used verbatim or paraphrased (for citation examples, see Appendix C).
2. **AI declaration** that includes: (see Appendix B, level 3)
 - What AI tool was used
 - For what purposes
 - How the AI-generated content was verified
 - Author-responsibility statement

Optional evidence:

1. Reflection notes
2. Key prompts
3. Raw AI log excerpts must be saved in case these are requested by the examiner (optional).

Not permitted:

Uncited AI text or images; undisclosed AI assistance.

*Level 4 – ADVANCED AI COLLABORATION***Permitted use of AI**

You may delegate clearly defined tasks to AI—e.g., draft parts of the text, data cleaning scripts, coding, simulating scenarios, designing, optimizing designs, creating content beyond text (images, videos, music), or translating your own draft. Verification of AI-generated content is mandatory.

Mandatory evidence:

- Mark any AI-generated text with quotations if used verbatim. All AI-generated content must be verified and cited in-text, whether it is used verbatim or paraphrased (for citation examples, see Appendix C).
- **AI declaration** (level 4): (see Appendix B)
 - What AI tool was used
 - Each task handed to AI.
 - How the AI-generated content was verified
 - Author-responsibility statement

Optional evidence:

1. Reflection notes
2. Key prompts
3. Raw AI log excerpts must be saved in case these are requested by the examiner

Not permitted:

Uncited AI text or images; undisclosed AI assistance.

Practical note: disclosure text for all levels can be placed on the cover page, in a methods section, or as the final appendix—no separate upload is required.

8 Handling suspected misconduct of GenAI use (Example)

UiT The Arctic University of Norway – Handling suspected misconduct

In case of suspected misconduct, you must inform the local study administration of your suspicion. It is important that you grade the exam paper as if no suspicion exists. The matter will be addressed later if there is sufficient documentation to support your suspicion.

After grading the exam, it is important to gather all necessary documentation of supposed misconduct. The study administration will establish a case and send it, along with all documentation, to the Committee for Student Affairs.

The Committee will review whether the case of suspected misconduct meets the evidence requirements or not.

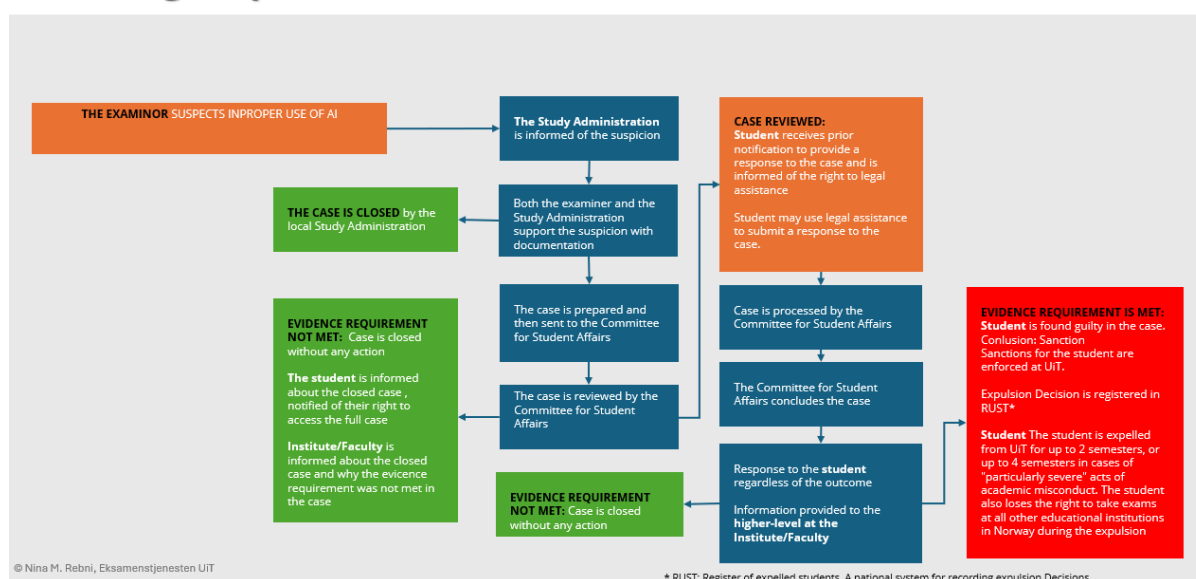
If the evidence requirement is met, the student will be sanctioned. Possible sanctions: student is expelled from UiT for up to 2 semesters, or up to 4 semesters in cases of “particularly severe” acts of academic misconduct. The exam result will be annulled.

If the evidence requirement is not met, the case will be closed. No further actions are taken.

The student will have access to all the information in the case regardless of the outcome.

The figure below shows the scope from suspicion to a processed case.

Handling suspected misconduct – use of AI in exams



Appendix References

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