



Teacher info sheet

Supporting responsible AI use

Strictly forbidding the use of AI tools is uncontrollable and risks that students use them anyway without guidance. Therefore, **we want to encourage a responsible and thoughtful use of AI**. In this competition, AI may be used as a co-thinking tool. This means that students may use AI as support, but students must remain the authors, decision-makers, and critical thinkers throughout the whole process.

Our [student info sheet](#) explains how AI can be used responsibly as a co-thinking tool at different stages of the writing process, where students need to pay particular attention, and what dangers or limitations AI may involve. The following sections provide further discussion topics as well as links to useful, freely accessible resources on AI in education to promote responsible AI usage.



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How AI works and what it means in practice

Depending on the age and background knowledge of the students, it may be helpful to briefly explain **how artificial intelligence works**. In particular, the terms large language models and generative AI are important, as these are the technologies behind the most commonly used AI chatbots.

A basic understanding of these concepts also helps students to better understand the risks and pitfalls of using AI in writing.

Main messages

- ▶ Large language models do not reason like humans; they predict likely words based on patterns in data. They can produce convincing text, but because of how they work, it is not always accurate or reliable.
- ▶ Common general-purpose AI tools like ChatGPT or Perplexity can support many tasks, but they are not always the best fit for specific needs. For tasks such as translation or grammar checking, specialised AI tools such as DeepL or Grammarly are a better choice.

Resource box

- Check out this [infographic](#) explaining the differences between artificial intelligence, machine learning, deep learning, and generative AI.
- Find this YouTube playlist offering an [introduction to AI for teachers and students](#).
- Scroll through the “That’s AI” website providing [freely accessible explainer articles on different aspects of AI](#).

What can go wrong when AI is used blindly?

Students may assume that AI-generated content is reliable because it is fluent, well-structured, and confident in tone. They may trust it without checking it properly. This creates the risk of only relying on AI summaries instead of reading and understanding original sources themselves and ultimately accepting and spreading incorrect information.



Main messages

- ▶ Generative AI is not infallible and not a perfect writer. Sometimes it:
 - hallucinates information
 - provides biased or one-sided views, depending on the data it was trained on
 - generates non-existing sources
 - links sources to information they do not actually contain
 - produces fluent but “empty” sentences with little real information
 - repeats the same point in different words
 - oversimplifies concepts or leaves out important details in summaries
- ▶ AI can be deceptive. Just because an AI text sounds polished does not mean it is perfect, reliable and accurate.
- ▶ AI should never be used as the only source of information.
- ▶ Irresponsible use of AI for text generation can contribute to the spread of misinformation, which can have serious consequences for society.

Resource box

- Check out these tips on [how to teach students about AI hallucinations](#).
- Get inspired by this [AI writing experiment](#) helping to understand and avoid hallucinated references.
- Read and watch this text and video summary on [how to critically evaluate AI texts](#).
- Get some ideas on [how to teach the critical evaluation of AI output](#).
- Check out this [infographic](#) and [video](#) on how to evaluate sources with the CRAAP test.

What prompting can and cannot do

Small differences in prompting, i.e., in the questions or instructions given to a generative AI tool, can have a major impact on the quality of the response. However, **even a well-phrased prompt does not guarantee a correct, useful, or balanced answer**. Prompting helps guide the system, but it does not remove the need for checking the output critically.

Resource box

- Check out this [infographic](#) explaining the 5S model for prompting.
- Learn [how prompting can be explored in practice](#) with students.

Ownership, copyright and ethical use

Ownership of a piece of writing is an important topic to discuss when using AI. In writing, as in any other creative field, **a work can only truly be called your own if you have done the thinking, reflecting, and crafting yourself**. AI may support this process, but it must not replace it.

Resource box

- Learn about [copyright and its importance in education](#) from the European School Education Platform.
- Check out the Ideas Powered@School platform offering [teaching materials on intellectual property](#).

General useful resources on AI

Resource box

- The European Commission provides a [useful guide on AI in education](#), including ethical use, critical thinking, and generative AI-related misinformation.
- The UNESCOs published an [AI competency frameworks](#) for teachers and students.
- The Day of AI platform offers free, ready-to-use teaching units and educator resources for [building AI literacy](#).