

Lehren und Prüfen in Zeiten von KI

CIO.Dialog
„KI in Studium und Lehre“
Ein Erfahrungsbericht

29.07.2025

Prof. Dr. Julia Schlüter
Englische Sprachwissenschaft einschl.
Sprachgeschichte

Künstliche Intelligenz an der
Universität Bamberg

QR

<https://www.uni-bamberg.de/cio/ki/>

10 Thesen

1. Transformation
2. Quantität
3. Qualität
4. Forschung
5. Gesellschaft
6. Verantwortung
7. Komplexität
8. Divergenz
9. Wettlauf
10. Prüfen

The background is a dark, abstract composition. It features a dense field of small, glowing yellow and blue dots, resembling a starry night sky or a digital data stream. Overlaid on this are several thin, wavy, glowing lines in shades of blue and yellow, which create a sense of movement and depth. The overall aesthetic is futuristic and technological.

Die Transformation ist unausweichlich
und spätestens seit November 2022 da.

- Die Krise als Chance
- Universitäten als Gewinner
- Souveränität als Ziel des Studiums

1. Transformation

2. Quantität

Texte dürfen nicht zur Massenware werden,

- ... generiert von KIs,
- ... übersetzt von KIs,
- ... paraphrasiert von KIs,
- ... 'gelesen' von KIs,
- ... zusammengefasst von KIs,
- ... reviewt von KIs,
- ... bewertet von KIs
- ... beantwortet von KIs.

3. Qualität

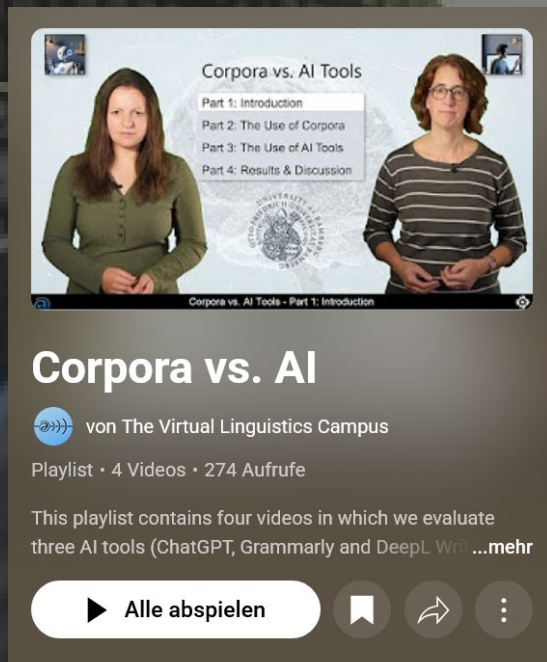
Informationsgehalt und -qualität von Texten behalten höchste Priorität.

- Schreiben als Werkzeug zum Denken
- Bedeutung des geschriebenen Wortes für Wissenschaft und Fortschritt
- Erwerb wissenschaftlicher Schreibkompetenz als Eintrittskarte in die Community

4. Forschung

Öffentliche Aufmerksamkeit für KI kann die Attraktivität fachlicher Expertise stärken.

- Evaluation der Leistungsfähigkeit von KI als Hilfsmittel ist Aufgabe der verschiedenen Disziplinen
- Untersuchung der Einflüsse von KI auf Gegenstände der Fächer (z.B. die Sprache)
- KI als (ein) Thema von Lehrveranstaltungen



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<https://youtube.com/playlist?list=PLRIMXVU7SGRJ3UbkZnt4GYC7oKzJd203-&si=P53HKFGwWu9v0vnl>

5. Gesellschaft

KI-Literacy als wichtige Schlüsselqualifikation muss spätestens im Studium vermittelt werden.

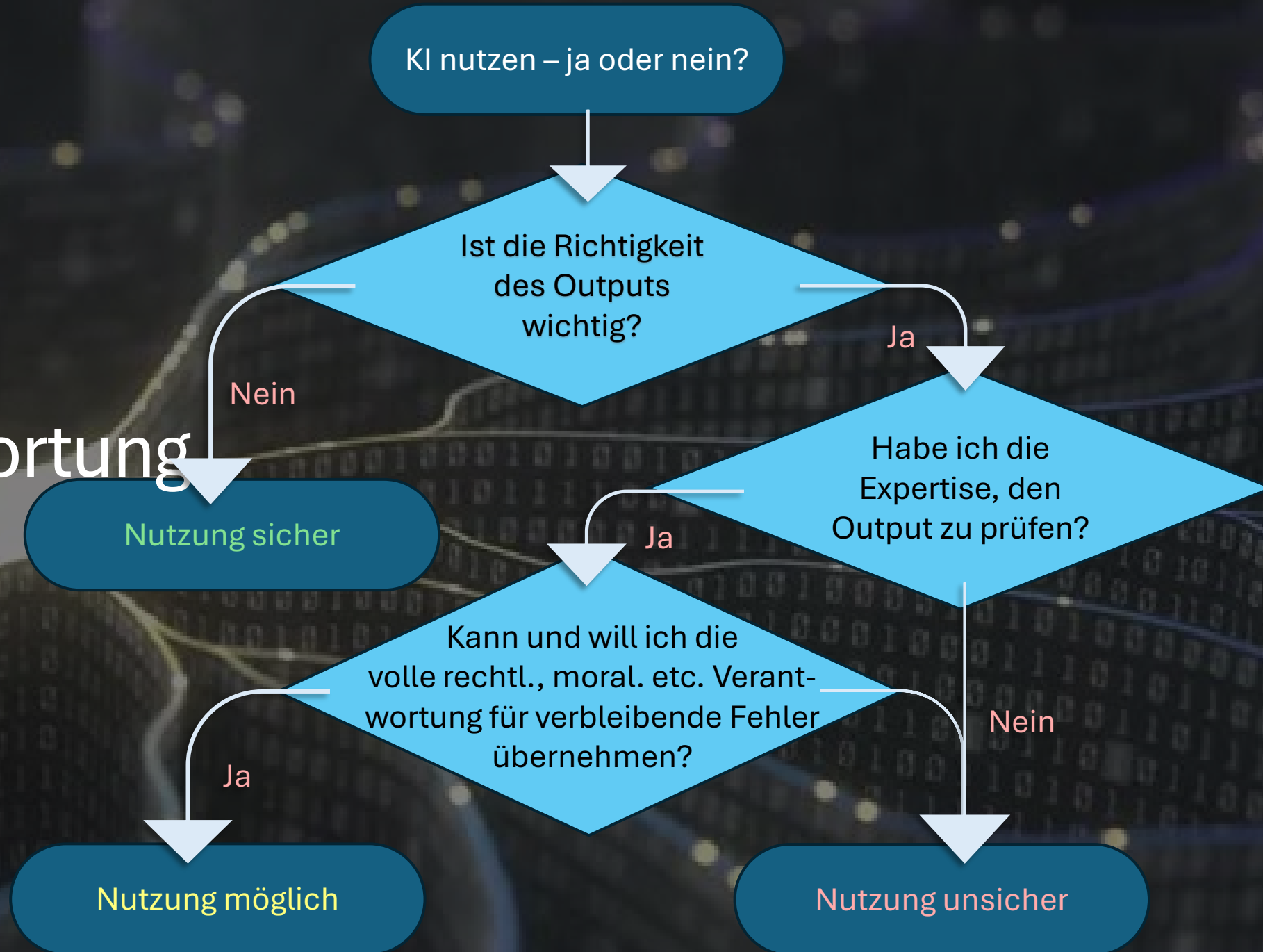
- Vorbereitung auf Beruf
- Befähigung zu lebenslangem Lernen
- Voraussetzung zu demokratischer Teilhabe

6. Verantwortung

KI ist nur ein Werkzeug, das keine Verantwortung übernimmt. Dies tut der Mensch, der es benutzt.

- (hinkender) Vergleich: KI = schlecht bezahlte:r Praktikant:in, dem/der man auf die Finger schauen muss, um Schlimmeres zu verhindern

6. Verantwortung



7. Komplexität

„Beim wissenschaftlichen Schreiben handelt es sich um eine sehr komplexe und kognitiv anspruchsvolle Tätigkeit, bei der viele Prozesse parallel ablaufen [...]. Mit der Integration von KI-Tools in den Schreibprozess wird diese **Komplexität nun noch weiter erhöht** [...].“

7. Komplexität

- KI-Unterstützung als *cognitive offloading* bei der Bewältigung der Komplexität

TABLE 1 SUMMARY OF SEVEN APPROACHES

AI USE	ROLE	PEDAGOGICAL BENEFIT	PEDAGOGICAL RISK
MENTOR	Providing feedback	Frequent feedback improves learning outcomes, even if all advice is not taken.	Not critically examining feedback, which may contain errors.
TUTOR	Direct instruction	Personalized direct instruction is very effective.	Uneven knowledge base of AI. Serious confabulation risks.
COACH	Prompt metacognition	Opportunities for reflection and regulation, which improve learning outcomes.	Tone or style of coaching may not match student. Risks of incorrect advice.
TEAMMATE	Increase team performance	Provide alternate viewpoints, help learning teams function better.	Confabulation and errors. "Personality" conflicts with other team members.
STUDENT	Receive explanations	Teaching others is a powerful learning technique.	Confabulation and argumentation may derail the benefits of teaching.
SIMULATOR	Deliberate practice	Practicing and applying knowledge aids transfer.	Inappropriate fidelity.
TOOL	Accomplish tasks	Helps students accomplish more within the same time frame.	Outsourcing thinking, rather than work.

8. Divergenz

Upskilling vs. deskillung

„Wenn Menschen gebildet, erfahren und schlau sind, können sie das Ergebnis von KI-Technik auch entsprechend gut einschätzen. [...] Diese Technik ist also der ultimative Katalysator für Menschen, die schlau sind. **Schlaue Menschen werden schlauer, dumme Menschen werden dümmer.** Denn wenn ich jetzt dumm, unerfahren oder ungebildet bin, dann muss ich mich auf das Ergebnis verlassen. Ich bin einfach abhängig von der Antwort.“

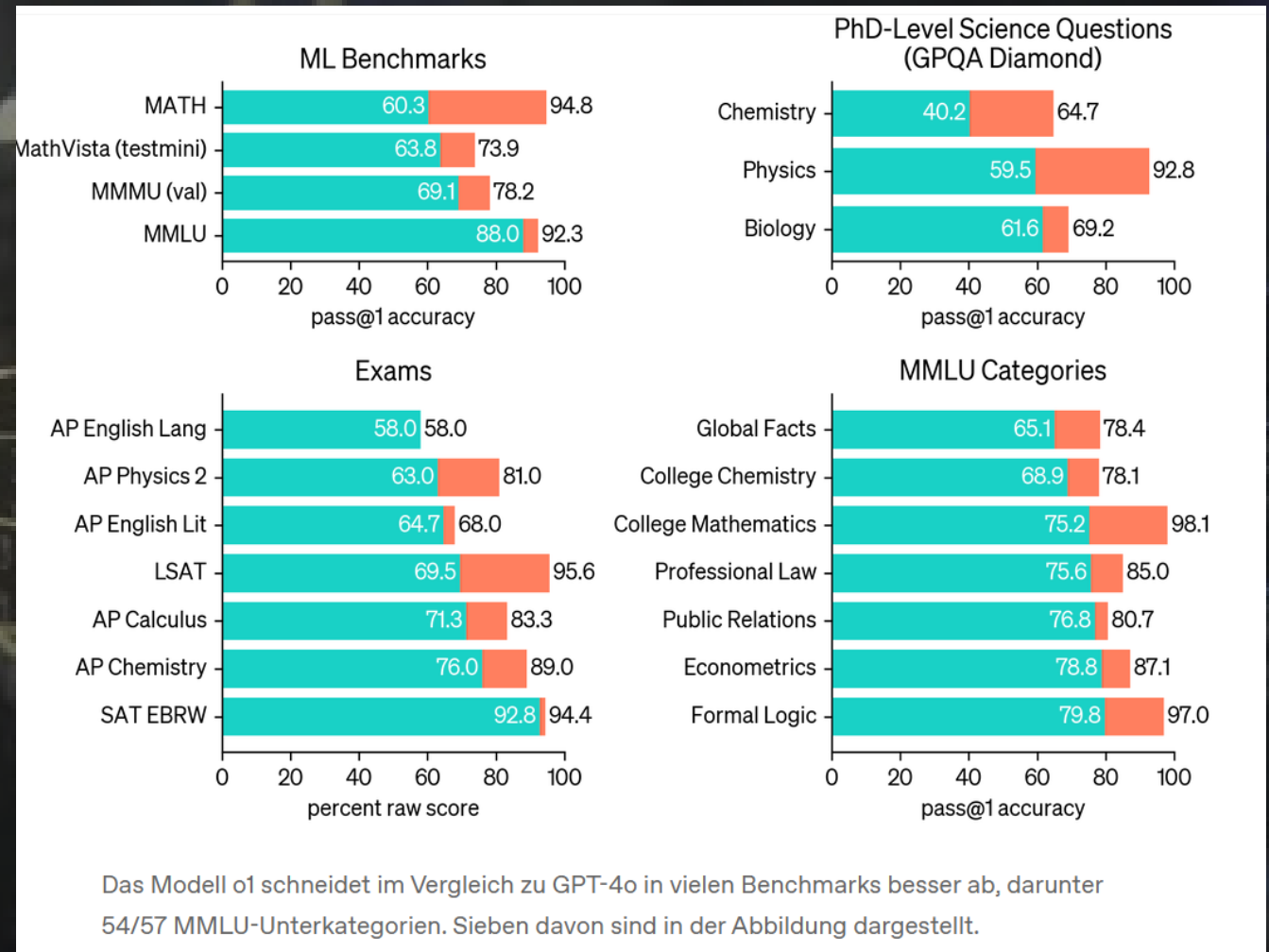
9. Wettlauf

Die KI-Tools, mit denen wir jetzt arbeiten, sind die schlechtesten, die wir je haben werden.

- Stetiger Zuwachs an Angebot und Qualität
- Transparenz und Austausch
- Kristallisationspunkt: Vertrauen

9. Wettlauf

Vergleich GPT-4o zu GPT-o1



(<https://openai.com/de-DE/index/learning-to-reason-with-llms/>)

10. Prüfen

„Das Prüfungswesen an deutschen Hochschulen ist träge, und sobald für ein Szenario Regeln aufgestellt werden, tauchen an anderer Stelle neue Fragen auf. Der Umgang mit KI-Tools im Studium erfordert daher auch, Unsicherheiten auszuhalten, flexibel auf Veränderungen zu reagieren und in den Dialog zu gehen [...]“

- Geänderte Prüfungsformen
- Unterschiedliche Prüfungsformen
- Fokus auf Prozess statt Endprodukt
- Fokus auf Methoden statt Ergebnisse
- Fokus auf Sprechfähigkeit neben Schreibfähigkeit

10. Prüfen

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<https://www.uni-bamberg.de/en/english-american-studies/studies/using-ai-tools-statement-of-the-institute-of-english-and-american-studies/>



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Studium ▾

· Studiengänge ▸

· Studienberatung ▸

· Teilbereiche

· Standorte des Instituts

Using AI Tools: Statement of the Institute of English and American Studies

· Lehrveranstaltungen

· FlexNow! Helpdesk ▸

· Informationen zur Attestpflicht

· Informationen zum Einstufungstest (Placement Test)

· Style Sheets und Hinweise für schriftliche Arbeiten

· BAföG-Bescheinigung

· Anerkennung von im Ausland erbrachten Leistungen

· Alternative Prüfungsformen

· Evaluation der Studienzufriedenheit

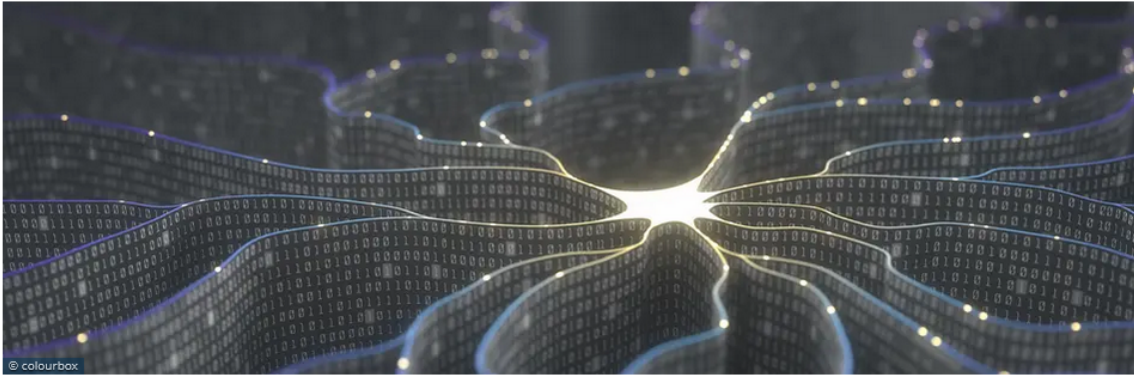
· "Let's Talk!" ▸

· Videos des Instituts

Forschung

Institutsleitung

News



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Using AI Tools: Statement of the Institute of English and American Studies

University employees and students alike are currently faced with a novel situation that will likely affect our daily lives and be in flux for the foreseeable future: AI tools. Recent years have taught us that **communicating with each other** is one of the key factors for achieving academic excellence. It is in this spirit that we approach this new situation, **and encourage our students to approach us** in cases of uncertainty, so that we may successfully navigate the ways in which these interrelated technical, educational, and social developments impact our field, English and American Studies.

In adherence to the guidelines for safeguarding good research practice ([guidelines of the University Bamberg](#) und [guidelines of the German Research Foundation](#)), both last accessed on October 04, 2023), the members of the Institute of English and American Studies **advocate highest standards of academic rigor and integrity** while at the same time **fostering digital competence** (including AI literacy) among our students and staff.

What do we want to achieve?

We encourage our students to use AI tools in a responsible way. While AI tools can seem to increase the efficiency of certain parts of the educational process (e.g. finding relevant literature, testing first ideas, getting feedback on grammar and style), their uninformed use may easily violate the rules of good research practice (e.g. through AI's distribution of invented and unverified sources, theft of intellectual property, and spreading of misinformation and biases).

For our institute, this means that we aim to

- **promote AI literacy** – by ensuring that students and staff develop a comprehensive understanding of the capabilities and limitations of AI

10. Prüfen

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Professur für Anglistische und Amerikanistische Kulturwissenschaft	▶
Lehrstuhl für Engl. Sprachwissenschaft einschl. Sprachgeschichte	▶
Professur für Fachdidaktik Englisch	▶
Sprachpraxis	
Alumni-Netzwerk	

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For our institute, this means that we aim to

- **promote AI literacy** – by ensuring that students and staff develop a comprehensive understanding of the capabilities and limitations of AI tools (e.g. related to the accuracy of information, potential biases, correct referencing of intellectual property and sources)
- **support effective AI usage** – by providing guidelines for the use of AI tools for seminars at university and assistance in the process of reading and writing academic texts. This encompasses, for instance, AI tools for literature searches, answering specific questions, structuring a paper, and improving the use of language in written products (seminar papers, final theses)
- **incorporate AI use in our teaching and assessment** – by developing ideas that enhance students' learning experiences through AI while improving their critical reasoning skills
- **uphold academic rigor and integrity** – by establishing clear academic conduct policies, encouraging responsible practices, and ensuring an appropriate use of AI tools consistent with high standards of learning and teaching – while cultivating an open environment in which students can openly discuss their use of AI tools
- **foster collaboration and sharing of good practices** – by collaborating with different disciplines at university as well as AI experts, schools, and other universities.

(based on the [Russell Group statement](#); last accessed October 04, 2023)

What does this mean in practice?

Consequently, **we address** the use of AI tools in our teaching (see below – *coming soon!*), **encourage a critical engagement** with the output of AI tools, **and showcase** how AI tools can be integrated in a scientific workflow.

At the same time, **we condemn any breach of good research practice** or scholarly misconduct. Furthermore, we condemn the undeclared use of AI-produced texts to replace personal effort in exams of any form (e.g. term papers, portfolios, presentations, handouts). Finally, we treat invented and unverified sources in academic work as an inadmissible violation of good academic practice.

For term papers, portfolios and final theses, we provide detailed [Guidelines for the use of Artificial Intelligence \(AI\) tools](#).

Seite 160598

[Kontakt](#) [Impressum](#) [Datenschutz](#)

10. Prüfen

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https://www.uni-bamberg.de/fileadmin/uni/fakultaeten/sp_lit_faecher/anglistik/Dokumente/Studium/Guidelines_for_the_use_of_AI_tools.pdf

Institute of English and American Studies

University of Bamberg

<https://www.uni-bamberg.de/anglistik-amerikanistik/studium/style-sheets-und-hinweise-fuer-schriftliche-arbeiten/>



Guidelines for the use of Artificial Intelligence (AI) tools

As declared by the Institute of English and American Studies in its statement on [“Using AI Tools”](#), we encourage our students to engage critically with AI, and we explore ways in which AI tools can be integrated in an academic workflow. At the same time, we condemn any breach of good research practice or scholarly misconduct, such as the undeclared use of AI-produced texts to replace personal effort in exams of any form.

When it comes to writing term papers/seminar papers, portfolios, final theses or other exam-related texts, AI tools can be used in various potentially fruitful ways to improve the quality of the work, some of which include:

- brainstorming ideas,
- formulating research questions or hypotheses,
- structuring the train of thought,
- overcoming the fear of a blank page,
- receiving guidance to previous scholarship on a topic,
- referencing secondary literature,
- flagging up certain gaps in or counterarguments to the argumentation,
- editing, correcting and polishing the final text,
- and many more.

Our overarching maxim is that **the author of a term paper, portfolio or thesis is fully responsible for the adherence to good academic practice**, which includes, among others:

- ensuring the truthfulness of information,
- ensuring that the logic of the arguments and the criticism correspond to the author’s own approach and ideas,
- avoiding bias,
- refraining from any form of plagiarism,
- and correct referencing of sources.

Whether students use AI assistance and what kind of AI assistance they seek or choose to employ is their **personal decision**. In practice, this means that **if AI tools have been used in the composition of an exam**

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https://www.uni-bamberg.de/fileadmin/uni/fakultaeten/sp_lit_faecher/anglistik/Dokumente/Studium/Guidelines_for_the_use_of_AI_tools.pdf

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Whether students use AI assistance and what kind of AI assistance they seek or choose to employ is their **personal decision**. In practice, this means that **if AI tools have been used** in the composition of an exam-related text,

- these **must be cited as "Tools"** in the reference section of the term paper/seminar paper, portfolio or thesis, as indicated in the appropriate [style sheets](#), and
- the student **must** provide a **personal report** on the use of AI tools. This report serves to foster critical reflection and digital competencies on the part of the student. It also aims to enhance communication between students and lecturers, as well as to promote the development of best academic practices accompanying the rapidly evolving field of AI.

The report must include details on:

- which specific AI tools have been used for which purposes (which may, but need not, reflect the "potentially fruitful ways" listed above),
- how their use has influenced the workflow,
- and which strengths, weaknesses and dangers of their use have been identified.

The reflection, titled **Personal Report on the use of AI tools**, must be attached to the end of the text, underneath the **Declaration of Academic Integrity**. The [template for the declaration and report](#) can also be accessed from the page ["Style sheets and regulations for written exams"](#).

Last updated: 1 February 2024

10. Prüfen

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Die „gute Seite der Macht“ KI?

„Es ist nichts Neues, dass Menschen Dinge erfinden, um weniger zu denken. [...]

Das führt immer dazu, dass wir gewisse Dinge nicht mehr können oder verlernen. [...]

Wohingegen neue Technologien dann wieder dazu führen, dass neue Fähigkeiten entstehen.“

(Beck, zitiert nach Schmitz, 03.04.2025)

Ausblick: BaKuLe-Teilprojekt (geplant 2026-2029)

Future Skills: Textkompetenz in Zeiten generativer KI

Empfehlungen

Miroboard von Isabella Buck

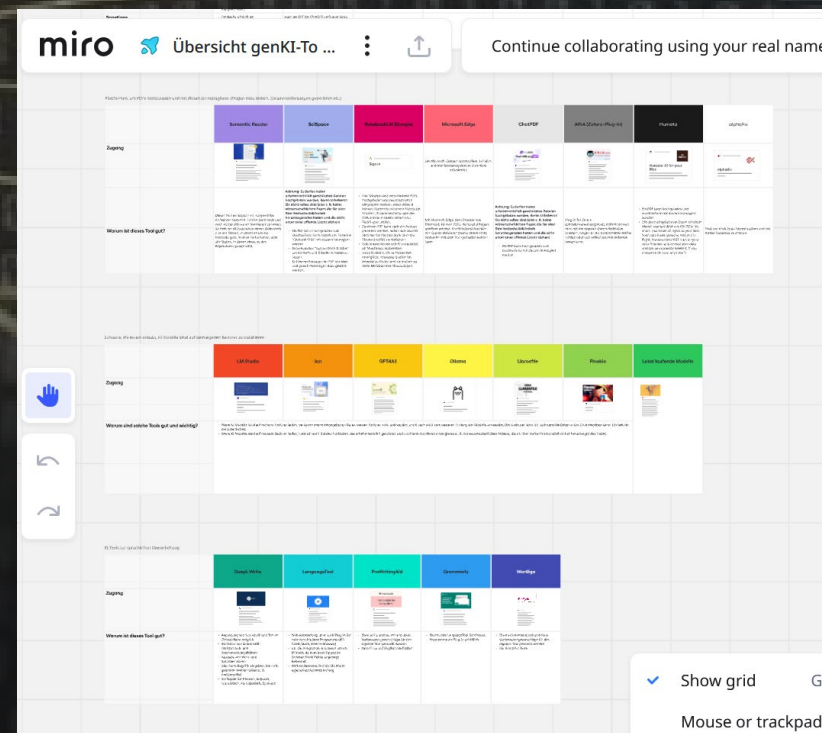
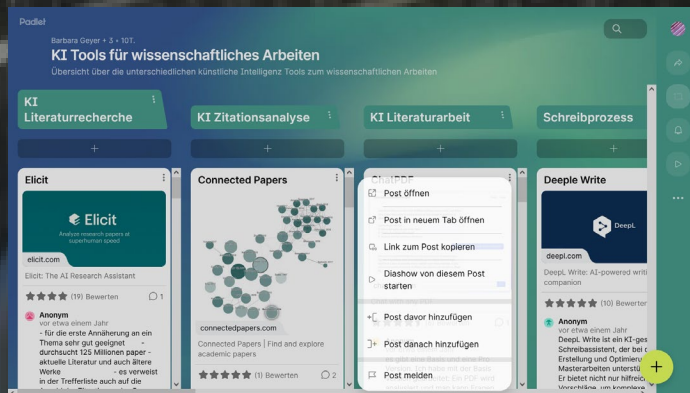
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Padlet von Barbara Geyer Barbara Geyer:
KI Tools für wissenschaftliches Arbeiten:

<https://padlet.com/barbarageyer/ki-tools-f-r-wissenschaftliches-arbeiten-jrgdcpc7xajs66nx>



Referenzen

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