

OER 1

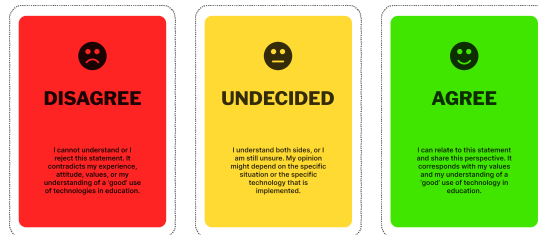
Empathetic Contract Creation

Developing Collective Rules for Supporting Human Agency and Oversight in Educational Technology and AI Usage

Material to download and print

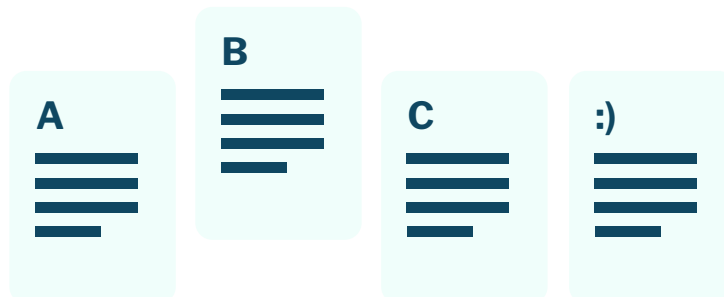
Reaction cards

Print one set of red, yellow and green cards for each participant in the session (for print-out template see page 2).



Example scenarios + statements

Print one set of your selected scenario and statements for the moderator – or develop your own! For printing see page 3-5.





DISAGREE

I cannot understand or I reject this statement. It contradicts my experience, attitude, values, or my understanding of a 'good' use of technologies in education.



UNDECIDED

I understand both sides, or I am still unsure. My opinion might depend on the specific situation or the specific technology that is implemented.



AGREE

I can relate to this statement and share this perspective. It corresponds with my values and my understanding of a 'good' use of technology in education.

Scenario A: Should university students be allowed to use generative AI to write graded assignments?

Statements A:

Student: “I feel that students who use AI a lot get the same or even better grades with significantly less effort than those who do everything themselves. And the lecturers do not even seem to recognize AI texts. So I do not see why I should work harder and write the text on my own.”

Student: “I wish there were clear rules and I could at least safely use AI for supporting tasks like checking my grammar.”

Lecturer: “It is fine to use AI for structuring or linguistic revision. However, the actual critical analysis and argumentation should come from the students themselves.”

Student: “I wish I knew what AI is really good for, and what it cannot do. Sometimes the results seem much better than anything I could ever write, and at other times I can tell that there are many mistakes.”

Lecturer: “I believe the age of the written assignment is over. We should use this AI disruption as a wake-up-call to find new formats of examination for universities.”

Student: “AI is a tool like a calculator. It expands our thinking abilities. I experiment with it, have complex papers explained to me, and build my own models from them. Without AI, I wouldn't be at my current level of knowledge.”

Student: “I do not use AI - as a rule. I am very engaged in environmental activism and it would be hypocritical of me to use these systems, when they need so much water and energy for every single search query.”

Lecturer: “I think AI should only be used in examinations to a very limited extent, if at all. Otherwise, we lose control over how to grade genuine performance.”

Student: “Honestly? I want to finish my university studies as quickly as possible. AI is perfect: input the topic, output the text. I tweak it a little and it's good to go. If the university doesn't set clear rules, that's their problem. I just use what's available.”

Lecturer: “In the past, my students came to me with real questions, uncertainties, and their own hypotheses. Today, I receive polished AI texts without any search process. AI generates answers before a question has even been asked and the students unlearn how to search for understanding.”

Student: “It is totally fine to use AI, as long as I also use my brain. I can let AI help me with the structure of my argument or also provide new content suggestions. As long as there is a human-in-the-loop, and I critically review my final text, why should I not use it?”

Scenario B:

Should lecturers use AI to grade our assignments?

Statements B:

Student: “I found out that my lecturer in the Primary Education course used AI to grade our final assignments, but I don’t mind. At least AI is objective and does not let its own prejudices affect the grading – like my lecturer does...”

Lecturer: “Well, the truth is that if there are 250 students and one lecturer doing the grading, we have to use pre-defined categories for grading and do not have time to give personalized feedback anyway. I’m not sure if there is much of a difference for the students if the AI does this.”

Student: “Maybe AI is even better at grading our assignments than the human lecturers. Too often, the professors are tired and overworked, and the young teaching assistants are way too demanding.”

Lecturer: “If I use AI to grade my students’ assignments, which they possibly wrote with AI – what is the point of university anymore? I think we need to seriously rethink the whole university examination system.”

Student: “I think it’s fine if the lecturers use AI to grade our assignments, but the AI should be trained with real data from previous generations of students from our university. Otherwise, the tool would impose standards that aren’t ours.”

Lecturer: “I believe that using AI to grade essays would over time lead to conformist texts that all look the same. Over time, the students would adapt their writing in a way that is in line with the grading logic of the AI.”

Student: “Are you kidding? I want the lecturer. I pay tuition fees, I want that person to do the job they’re supposed to do, because otherwise why would I even come to university if everything can be handled by an automated digital assistant?”

Lecturer: “I would never use AI to grade written assignments. An essay is not the same as a multiple-choice test! There is no one correct answer or line of argumentation. To recognize the quality of an argumentation, you need to be able to think – and AI cannot do that.”

Student: “I think it would be great if the lecturers spent less time grading assignments and had more time for things that are more important for us, for example developing interesting seminar concepts or supporting us in our theses.”

Student: “I really like knowing that there is a person with experience, values and knowledge, who reads and grades my assignments. I’ve had great conversations with lecturers about my written assignments. I think nothing can replace that relationship.”

Scenario C: **Should the students share their knowledge of the AI tools they used in their assignment?**

- Statements C:**
- Student:** “I can share the tools or platforms, but not the prompting strategies I use with them. That’s part of my knowledge, and it’s what makes me more competitive.”
- Student:** “No, not at all. I work hard to find the tools and strategies that work for me. ‘Knowledge is power’ – these tools improve my grades and might even help me get a scholarship. Why should I share this?”
- Student:** “Of course! I’m always working with my group, and they know I’m the creative one who goes out and discovers an AI tool. If it improves our work, why wouldn’t I share it?”
- Lecturer:** “Using AI for assignments is – in my view – cheating. So no, the students should not share their cheating strategies with others!”
- Student:** “I often feel that the way I use AI could be censored and judged negatively by others. I do not think this is fair because I put a lot of thought into figuring out what I can do with AI and what I should not use it for.”
- Lecturer:** “I think it would be really helpful to have a more open conversation about using AI. Most students use it, but many do so very naively. They do not know which tools are most biased, what the tools do with their data and how to prompt to avoid discriminatory outcomes.”
- Student:** “I would like to know how other students use AI. Sharing our practices could be an opportunity for collective learning, rather than treating AI use as something suspicious or purely individual.”
- Lecturer:** “I think the students should share everything and we should talk about this openly. We can all learn together and figure out how best to implement AI in the modern university.”
- Student:** “I do not mind saying that I used AI, but I do feel uncomfortable having to justify every tool and every step. Choosing which tools to use has been a long, personal, and far from trivial process. Full disclosure can turn learning into constant accountability.”
- Student:** “I’m happy to share. The tools or platforms aren’t mine. They’re useful to me because I’ve incorporated them into my way of learning. I don’t know whether they would be useful to others.”



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