

General guide for the use of generative Artificial Intelligence in university teaching

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Executive summary

Generative AI represents a powerful tool for transforming university teaching. This guide proposes key guidelines for its responsible adoption, aligned with the UAI's Institutional AI Policy, safeguarding academic quality, ethics, and the development of digital competencies in lecturers and students.

Relevant applications for teaching staff:

- Support in course planning, activity design, rubric creation, and development of teaching materials.
- Automation of academic feedback and personalisation of learning.
- Development of authentic assessments and formative use of generative AI to stimulate critical thinking and creativity.
- Strengthening pedagogical research and data analysis in teaching (SoTL).

Priority institutional recommendations:

- Establish clear rules on the permitted use of generative AI in each course and train students in its ethical and critical use.
- Promote the strategic use of prompts (e.g., the R.O.C.E.F. technique) to improve pedagogical outcomes.
- Foster a gradual, reflective, and equitable implementation, articulated with institutional support such as the Learning Centre, the Digital Transformation Directorate, and communities of practice.

Expected impact:

A progressive integration of generative AI has the potential to strengthen the role of lecturers, enhance the learning experience, and position the UAI as a reference in educational innovation in digital environments.

Introduction

The emergence of generative AI in the educational sphere presents unprecedented opportunities and ethical and pedagogical challenges of great relevance. Its capacity to generate original content, interact in natural language, and adapt to diverse disciplines positions it as a powerful tool for enriching teaching and learning experiences in higher education. However, its effective and responsible incorporation requires a clear framework, aligned with the institutional principles of quality, equity, and innovation.

In this context, this guide has been prepared by Universidad Adolfo Ibáñez (UAI) with the purpose of guiding its teaching staff in the critical, strategic, and ethical use of generative AI in academic work. The guide is framed within the university's Artificial Intelligence Policy (2025) and the guidelines established by the Learning Centre and the Directorate of Digital Transformation and Technology, also integrating recommendations from international organisations such as UNESCO.

The document presents fundamental principles for the use of these technologies in teaching, concrete applications in planning, assessment, feedback, and fostering creativity, as well as guidance for the effective formulation of instructions (prompts), the safeguarding of academic integrity, and the digital literacy of students. Furthermore, it promotes a culture of gradual, reflective, and collaborative implementation, strengthening teaching capacities and their prominent role in educational scenarios mediated by emerging technologies.

This guide does not seek to be prescriptive or exhaustive, but rather to offer a starting point for informed experimentation, the development of good practices, and continuous dialogue between the academic staff and support units. Additionally, specific guides oriented towards different disciplines will be developed. In a context of constant transformation, the university community is invited to participate actively in the construction of innovative teaching, focused on meaningful learning and committed to ethical, critical, and transformative education.

Fundamental principles for the use of generative AI in UAI teaching

The integration of Generative AI into university education demands a critical, ethical, and pedagogically sound approach. Its use presents risks such as technological over-reliance, superficial learning, and dilemmas surrounding academic integrity. In this regard, institutions and international organisations have begun to establish regulatory frameworks and institutional policies that guide its responsible implementation, emphasising the need to train faculty and students in critical thinking, digital literacy, and in understanding the limits and scope of these emerging technologies.



Fundamental principles

These principles, extracted from UAI regulations and reinforced by international consensus, should guide your practice: These principles, aligned with the UAI's Artificial Intelligence Policy and reinforced by international frameworks such as that of UNESCO (2024), should guide your practice:

1. AI in everything

Universidad Adolfo Ibáñez promotes the use of artificial intelligence in all its academic and administrative activities, recognising its transformative potential when applied strategically, ethically, and pedagogically. This structural principle implies a transversal integration that benefits both teaching staff and students, always under human supervision.

2. Human supervision and responsibility

The teaching staff member is always responsible for the content, methodology, and outcomes of their educational practice. Generative AI is a support tool, not a substitute for professional judgement. All material generated by AI that impacts pedagogical practice remains the exclusive responsibility of the academic.

3. Transparency and ethics

The professor must inform their students about the use of generative AI in the design of materials, activities, or assessments, promoting academic honesty and respect for human rights. This transparency includes communicating specific policies on the permitted or restricted use of AI tools by students.

4. Privacy and cybersecurity

It is recommended to primarily use institutional tools approved by the Directorate of Digital Transformation and Technology. Personal or sensitive student data must not be entered into public generative AI platforms, and the terms of use for each tool must be understood to protect academic information.

5. Equitable access

Strategies must be sought to ensure that all students benefit from the use of generative AI, considering potential digital, economic, and digital literacy gaps. Activities designed with AI must be inclusive and universally accessible.

6. Academic excellence and innovation

You are called upon to use generative AI as a tool to enrich teaching and learning processes, as well as to foster pedagogical innovation, without compromising academic rigour or institutional quality standards.

7. Academic integrity and prevention of superficial learning

You must verify the information generated by generative AI and establish clear policies regarding its use by students, including criteria for its proper citation. It is fundamental to recognise that excessive reliance on these technologies can affect the development of critical thinking and authentic learning, while eroding essential human elements such as creativity, critical reflection, and the autonomous construction of knowledge (Bozkurt et al., 2024). The objective is to employ generative AI in a manner that enhances, rather than weakens, the reflective processes that form sophisticated cognitive capacities and critical judgement under an ideal of intellectual autonomy.

8. Gradual implementation

It is suggested that you implement generative AI progressively, allowing yourself to learn and adapt during the process, facilitating both your own familiarisation and that of your students with these emerging technologies.

Preventing superficial learning and strengthening critical thinking

The challenge of maintaining cognitive depth in the use of generative AI

One of the most significant concerns in the integration of generative AI into higher education is its potential to erode fundamental reflective processes that lead to the formation of sophisticated cognitive capacities. Authentic university learning frequently requires tedious, iterative, and confrontational processes involving uncertainty, which enable students to develop intellectual autonomy, critical thinking, and the capacity for original knowledge construction.



Risks of inappropriate use of generative AI:

“

Dependence on standardised shortcuts: The ease of obtaining immediate answers can inhibit the development of analysis, synthesis, and critical evaluation competencies.

”

“

Erosion of creativity: The tendency towards homogenised solutions can limit the exploration of original and diverse approaches.

”

“

Loss of tolerance for cognitive frustration: Deep learning processes require persistence in the face of complexity, a skill that can atrophy with excessive use of AI.

”

“

Weakening of metacognition: Reflection on one's own learning processes can be compromised when cognitive decisions are delegated to automated systems.

”

Strategies for promoting the reflective use of generative AI:

For the teacher:

- 01

Design activities where AI serves as a starting point for critical analysis, not as a final answer
- 02

Implement assessments that require justification of the reasoning process
- 03

Promote critical comparison between multiple sources, including AI outputs
- 04

Encourage the identification of limitations and biases in generated responses

For the students:

- 01

Develop competencies for verifying and cross-referencing information generated by AI
- 02

Practise the formulation of complex questions that require synthesis from multiple perspectives
- 03

Exercise critical editing and improvement of AI-generated content
- 04

Maintain spaces for metacognitive reflection on one's own learning process

As the Manifesto for Teaching and Learning in Times of Generative AI (Bozkurt et al., 2024) points out, it is essential to maintain human agency in the educational process, ensuring that generative AI strengthens, rather than replaces, fundamental human capacities for critical thinking and autonomous knowledge construction.

Practical applications of generative AI in university teaching

The practical applications of generative AI in university teaching encompass a diverse set of uses that strengthen planning, implementation, evaluation, and also research in pedagogical practices. These tools offer direct support to teaching staff in the development of lesson plans, the design of activities, the creation of teaching materials, the drafting of rubrics, and the automated generation of feedback, which allows for the optimisation of time dedicated to operational tasks and enhances meaningful pedagogical interaction. Likewise, generative AI facilitates the design of authentic learning scenarios, promoting students' critical and creative thinking through proposals such as case studies, simulations, or academic debates generated from strategically formulated prompts. In the context of teaching research, generative AI can be used as support in the analysis of qualitative data, the drafting of academic reports, the identification of patterns in formative processes, and the simulation of educational responses based on pedagogical variables, providing new methodological perspectives. Furthermore, its capacity to personalise content according to learning styles or competency levels fosters a more inclusive, adaptive, and student-centred education. When these applications are implemented with ethical criteria, critical awareness, and are aligned with formative objectives, generative AI not only transforms teaching practices, but also reasserts the role of the professor as an instructional designer, learning facilitator, and reflective agent in contemporary digital environments.



A. Course and activity planning and design

Syllabus and learning outcome development and refinement

Prompt: "For the course [name and level], provide the definition of learning outcomes, competencies, and skills. Establish a structure for the course (content overview, readings, activities, assessments), considering pedagogical strategies and forms of feedback."

Brainstorming and learning activity design

Prompt: "Give me ideas for creating tests and assessments for [discipline or topic and educational level] that make it difficult for students to answer them directly with ChatGPT or other generative AI tools."

Adapt techniques such as Jigsaw or Case Method with AI to enrich the dynamic. For example, use chatbots as experts on a topic within a Jigsaw group.

Scenario and case study creation

Prompt: "Act as a [specific role, e.g., civil engineer with sustainable project experience]. Generate a case study for students of [course/level] on [specific problem] that they must solve by applying [concept/theory]. Detail the context, available data, and expected deliverables in [e.g., technical report] format." (Based on the R.O.C.E.F. structure)

Development of educational content and teaching materials

- Summaries and explanations: Prompt: "Could you summarise the following content? [Text]."
- Generation of examples, infographics, presentations, and glossaries: Tools such as SlidesAI, MagicSlides App, Tome can help structure presentations
- Creation of images and videos: Tools such as Midjourney, DALL-E, Adobe Firefly, Leonardo, Canva for images

Always remember human supervision: material generated by generative AI is a draft that requires your review, editing, and adaptation.

B. Optimising feedback and communication

Feedback on written assignments

Generative AI can analyse and provide comments on coherence, grammar, or structure.

Prompt: "Analyse this essay draft on [topic], considering the following rubric [paste rubric or criteria]. Highlight 3 strengths and 3 specific areas for improvement, suggesting how the student could refine their argumentation and use of evidence."

Creating frequently asked questions

Prompt: "Could you help me create frequently asked questions of an [administrative/academic] nature for [subject/topic, level], with the corresponding resolution?"

Fostering metacognition

Prompt: "Could you give me advice on fostering metacognitive reflection among university students in a [study level] course?"

C. Development of assessment tools

Generation of questions and rubrics

Prompt for rubric: "Act as an expert professor in competency-based assessment. Ask me for the course and subject. Then, the learning evidence to be assessed. Afterwards, the assessment criterion/criteria, then create a rubric in a table with this information." (**from now on an interactive process will begin with the generative AI and you**)

- **Interactive process:** This instruction will initiate a dialogue with the generative AI. The tool will request the aforementioned information (course, subject, evidence, criteria) in a series of exchanges or successive prompts before generating the final rubric. Be prepared to answer its questions to guide it towards the desired outcome.

Generative AI can help to generate various types of questions (multiple-choice, open-ended) and rubric drafts.

Design of authentic and AI-resistant assessments

Focus on assessing the process, critical thinking, application in new contexts, and unique human skills.

Consider oral defences, practical projects, or tasks that require students to critique or improve generative AI outputs.

Assessment scenarios with generative artificial intelligence

When integrating generative AI into assessment processes, it is crucial that as an educator, you clearly define and communicate to your students the level and type of interaction permitted with these tools. To this end, three basic scenarios are proposed that you can adapt and state in your lesson plans and assessment instruments, thus ensuring transparency and alignment with the learning objectives of your subject. The choice of scenario will depend on the competencies you seek to assess and the role that generative AI will play in the specific task.

1. **Use of generative AI not permitted:** This scenario corresponds to assessments where the aim is to measure the student's individual achievement without any external support. The use of artificial intelligence is prohibited, as it would compromise the validity of the result.
2. **Use of generative AI as a support resource:** In this case, students may use generative AI tools to generate ideas, organise information, or explore examples. However, the final product must be original, produced by the student, and reflect their understanding. Transparency regarding the use of AI is required.
3. **Generative AI as the object of assessment:** Here, interaction with artificial intelligence is part of the assessed performance. Specific activities are designed in which the student must demonstrate competencies in the critical and creative use of generative AI, such as in simulations, prompt analysis, or role-playing with chatbots.

D. Fostering creativity with generative AI

Overcoming creative block

Prompt: "I am writing [type of text] about [topic]. I am stuck at [specific point]. Generate 3 possible continuations/ideas/plot twists."

Use generative AI to generate multiple perspectives or solutions to a problem, like a "possibility engine".

Developing creative concepts

Ask generative AI to expand a vague idea or to generate drafts of poems, scripts, artistic descriptions.

Prompt (Role-play): "If you were [historical/fictional character], how would you describe [current concept/situation]?"

Creative feedback

Present your creations (or those of your students) to generative AI and ask for suggestions for improvement or alternative perspectives.

Fostering human-AI co-creation for creative challenges:

Generative AI can be an ally to enhance human creativity, not to replace it. Acknowledge the potential of generative AI to unlock creativity, but warn against homogenisation if used uncritically.

Example prompt for students (fostering co-creation): "Use a generative AI tool to create three different concepts for [a graphic design project on sustainability]. Then, critically analyse each concept: What are its strengths and weaknesses? How could you combine elements from each or modify them to create a more original and impactful visual proposal that reflects your own style and message? Justify your final design decisions."

E. Research in teaching and learning

Generative AI can be a valuable tool for lecturers interested in researching and improving their own pedagogical practices and their students' learning (Scholarship of Teaching and Learning - SoTL).

Identification and review of relevant literature

Generative AI can assist in conducting initial searches for academic articles, literature reviews, and summarising existing research on specific methodologies.

Prompt: "Act as a research assistant specialised in SoTL. I need to identify 5 key research articles published in the last 5 years on the impact of active learning on the development of critical thinking in university students in [your discipline]. Provide a brief summary (3-4 lines) of each and its bibliographical reference if possible."

Reminder: Always verify the sources and the accuracy of the summaries provided by the AI.

Design of data collection instruments

Generative AI can assist in the creation of drafts of surveys, questionnaires, or scripts for interviews or focus groups.

Prompt: "I am designing a classroom research study to evaluate the effectiveness of [new methodology implemented] in my [course name] course. Help me generate a draft of 5 questions for a student perception survey that explore their engagement, understanding of the material, and perception of the usefulness of this methodology."

Ethical consideration: Ensure that any instrument designed complies with UAI's ethical research principles.

Preliminary analysis of qualitative data

For small sets of textual data, generative AI can help identify emerging themes, summarise responses, or group comments by similarity.

Prompt: "I have collected the following open-ended responses from my students to the question '[survey question]': [paste a manageable set of anonymous responses]. Can you help me identify 3-4 main themes or categories that emerge from these responses?"

Warning: Generative AI does not replace the rigour of human qualitative analysis. Its results should be treated as exploratory.

Assistance in drafting SoTL reports or articles

Generative AI can help structure a report draft, paraphrase sections, improve language clarity, or generate different versions of an abstract.

Prompt: "I am drafting the 'Methodology' section of a brief report on my SoTL project on [topic]. I have carried out [brief description of the intervention and how data was collected]. Help me structure this section into 3 paragraphs."

Academic integrity: It is imperative that the final work is yours and that any use of generative AI is transparent.

Generation of ideas for dissemination of results

If you have completed an SoTL project, generative AI can help you generate ideas for presentation formats or draft an abstract.

Prompt: "I have conducted a study in my classroom showing that [main finding]. I want to present these results at a conference. Suggest 3 possible engaging titles for my presentation and a 150-word abstract draft."

Specific ethical considerations for SoTL with generative AI

- **Privacy and confidentiality:** Never enter personal or identifiable student data into public generative AI tools.
- **Informed consent:** Follow all UAI's ethical protocols for obtaining consent.
- **Authorship and originality:** The final responsibility for the research rests with the lecturer-researcher.
- **AI biases:** Be aware that AI biases could influence the preliminary interpretation of data.

The use of generative AI in SoTL must be reflective, ethical, and always subordinate to methodological rigour and the expert judgment of the lecturer-researcher. Its greatest potential lies in streamlining certain tasks and offering new perspectives.

F. Use of generative AI in lecturer marking and assessment processes

Generative AI can be a valuable tool for optimising marking and feedback processes, allowing lecturers to dedicate more time to meaningful pedagogical interaction. However, its implementation requires clear protocols that guarantee quality, equity, and transparency in assessment. Fundamental conditions for experimenting with AI in marking:

- 1

Establishment of clear assessment parameters
You must provide the AI with a specific assessment framework: a detailed rubric, a marking guide, a model answer, or explicit quality criteria. These parameters must be communicated to students in advance as part of the assessment instructions. The AI tool must be "trained" with these criteria before proceeding with mass marking.
- 2

Transparency with students
You must clearly communicate that the initial marking will be carried out with the assistance of generative AI. Explain the AI's role in the assessment process (preliminary marking, pattern identification, comment generation, etc.). Inform them about the human supervision measures implemented.
- 3

Calibration and supervision protocol
Before receiving the AI-generated assessment results, you must personally evaluate a representative sample of at least 10% of the total assignments. Compare your marks with those generated by the AI, analysing significant discrepancies. If there is a distortion in the results, you must adjust the instructions given to the AI or recalibrate the system until consistency is achieved between your criteria and the automated results.
- 4

Iterative adjustment process
Implementation must follow a gradual approach, starting with lower-impact assessments. Progressively refine prompts and criteria based on accumulated experience. Document best practices for their replication and continuous improvement.
- 5

Guarantee of human re-marking
Establish a clear mechanism for students to justifiably request a manual re-mark. The re-mark must be carried out personally by the lecturer, without AI assistance. Communicate the deadlines and procedures for this process.

Recommended Applications:



- Marking of extensive written assignments:**
- Analysis of argumentative structure and textual coherence
 - Identification of specific strengths and areas for improvement
 - Generation of personalised comments for feedback



- Evaluation of problem solving:**
- Verification of applied procedures and methodologies
 - Identification of conceptual or procedural errors
 - Suggestions for improving reasoning



- Analysis of participation in forums or discussions:**
- Evaluation of argumentation quality and evidence
 - Identification of critical reflection level
 - Recognition of original contributions to the discussion

Prompt example: "Act as an expert evaluator in [discipline]. Analyse this essay considering the attached rubric [paste complete rubric]. Identify 3 specific strengths and 3 concrete areas for improvement, providing actionable suggestions for each point. Justify the suggested mark according to each rubric criterion."

Limitations and precautions: not recommended for: - Assessments of high emotional or cultural complexity - Work requiring evaluation of artistic creativity or extreme conceptual originality - Cases where disciplinary subjectivity is fundamental - Assessments with critical academic implications (final degree examinations, etc.)	Specific ethical considerations: - Always maintain the lecturer's ultimate responsibility for grades - Ensure that the use of AI does not compromise student privacy - Verify that the tool used does not store or utilise student work for training - Consider potential AI system biases and implement corrective measures
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Documentation and continuous improvement where it is recommended to maintain a systematic record of:

Types of assessments where AI showed best performance	Frequent discrepancies between human and automated assessment	Student feedback on the quality of generated feedback
	Time effectively saved and reinvested in pedagogical activities	

This information will contribute to both the personal improvement of teaching practice and the development of better institutional practices in the use of AI for educational assessment.

Guiding the ethical and responsible use of generative AI

The ethical and responsible use of generative AI in the university setting requires the establishment of clear principles to guide its pedagogical implementation, ensuring academic integrity, equity, and respect for human rights. This approach implies that the lecturer assumes an active role in supervising the use of generative AI, transparently communicating to students the conditions under which it may be employed, promoting digital literacy and critical thinking to evaluate its results. Documents such as UNESCO's AI Competency Framework for Teachers (2024) and the Universidad Adolfo Ibáñez's Artificial Intelligence Policy (2025) emphasise the importance of privacy, cybersecurity, and the proportional and sustainable use of these tools. Furthermore, warnings are issued regarding risks such as the reproduction of biases, misinformation, or technological dependency, which necessitates regulatory frameworks and robust lecturer training to mitigate these challenges. Thus, generative AI should be viewed as a complementary tool that enhances the teaching role without substituting pedagogical judgement or the fundamental values of higher education.



Establishing norms and AI literacy

Establishing clear course norms

It is recommended that the lecturer explicitly communicates the policy on the use of generative AI: when it is permitted, for which tasks, how it should be declared and cited, and the consequences of misuse. This must be aligned with the Student Honour Code and institutional guidelines.

To delve deeper into these norms, it is recommended to review the three evaluation scenarios mentioned in this guide.

Fostering AI literacy and critical thinking

The lecturer's role is to instruct students on the basic functioning of generative AI, its limitations ('hallucinations', biases), and risks (privacy, disinformation).

Furthermore, it is advised to promote the verification of information generated by AI and to cross-reference it with reliable sources.

The objective is for students to interact critically with the results of generative AI, for example, by asking them to evaluate, compare, and refine the responses from different tools.

Ethical principles for students

The internalisation and application of these principles are fundamental for students to develop responsible digital citizenship and an ethical commitment to the use of generative AI. The role of educators is not only to inform about these principles, but also to model them and facilitate spaces for critical reflection on their practical implications in students' academic and future professional work.

Adapted from the UNESCO Framework for Students:

Do no harm

Avoid AI uses that harm others (physically, emotionally, or socially). Example: Do not create or disseminate fake images or hurtful caricatures of classmates.

Proportional use

Use AI when appropriate and necessary, valuing human interaction.

Non-discrimination

Reject and report AI tools or uses that reinforce stereotypes or discriminate.

Sustainable use

Consider the environmental impact of generative AI and prefer lower energy consumption solutions where possible.

Human determination

Remember that important decisions must be made by people, not delegated to machines. Generative AI is a support tool.

Transparency and explainability

Promote understanding of how AI works and how it makes "decisions". Adjust preferences if an app filters too much information.

Safe and responsible use

Protect privacy and personal data. Review app permissions and do not share sensitive information.

Ethics in design and use

For students creating with AI: Understand that AI design and use decisions are not neutral and have an impact. Preserve your own voice when using AI as support.

Citation of generative AI use

Teach students how to properly cite the use of generative AI according to style manuals (e.g., APA, IEEE).

APA Example:

- For generated text: (OpenAI, 2024) or (Google, 2024). In references: OpenAI. (2024). ChatGPT (Version of 14 March) [Large language model]. <https://chat.openai.com>
- Including the prompt used in an appendix or in the text can be good practice for transparency.

Improper use of AI

Presenting material generated wholly or partially by AI as one's own, without citing or processing the information.

Manipulating data or creating false content (deepfakes) and presenting it as authentic.

The detection of 100% AI-generated text is complex and tools are not infallible. It is crucial to co-ordinate with the Academic Unit regarding guidelines and procedures in case of suspicion. Emphasise prevention and training.

Practical tips for effective "prompt engineering"

Effective prompt engineering is a key skill for maximising the capabilities of generative AI in educational contexts. It consists of formulating clear, specific, and well-structured instructions that appropriately guide the AI to generate useful, pertinent, and tailored responses for concrete pedagogical objectives.

Structures such as R.O.C.E.F. (Role, Objective, Context, Example, Format) allow educators to precisely define the expected type of response, improving the quality of the generated results and fostering their applicability in lesson planning, material creation, or assessment development. Good prompt engineering not only requires clarity and context but also an iterative process of adjustment and refinement, which transforms the educator into a strategic designer of interactions with AI. This competence, in addition to improving the efficacy of generative tools, promotes a critical and reflective relationship with technology, aligning with current ethical and pedagogical principles.



Structures and principles for effective prompts

The quality of generative AI's response critically depends on the quality of the instruction (prompt).

Structures for prompts

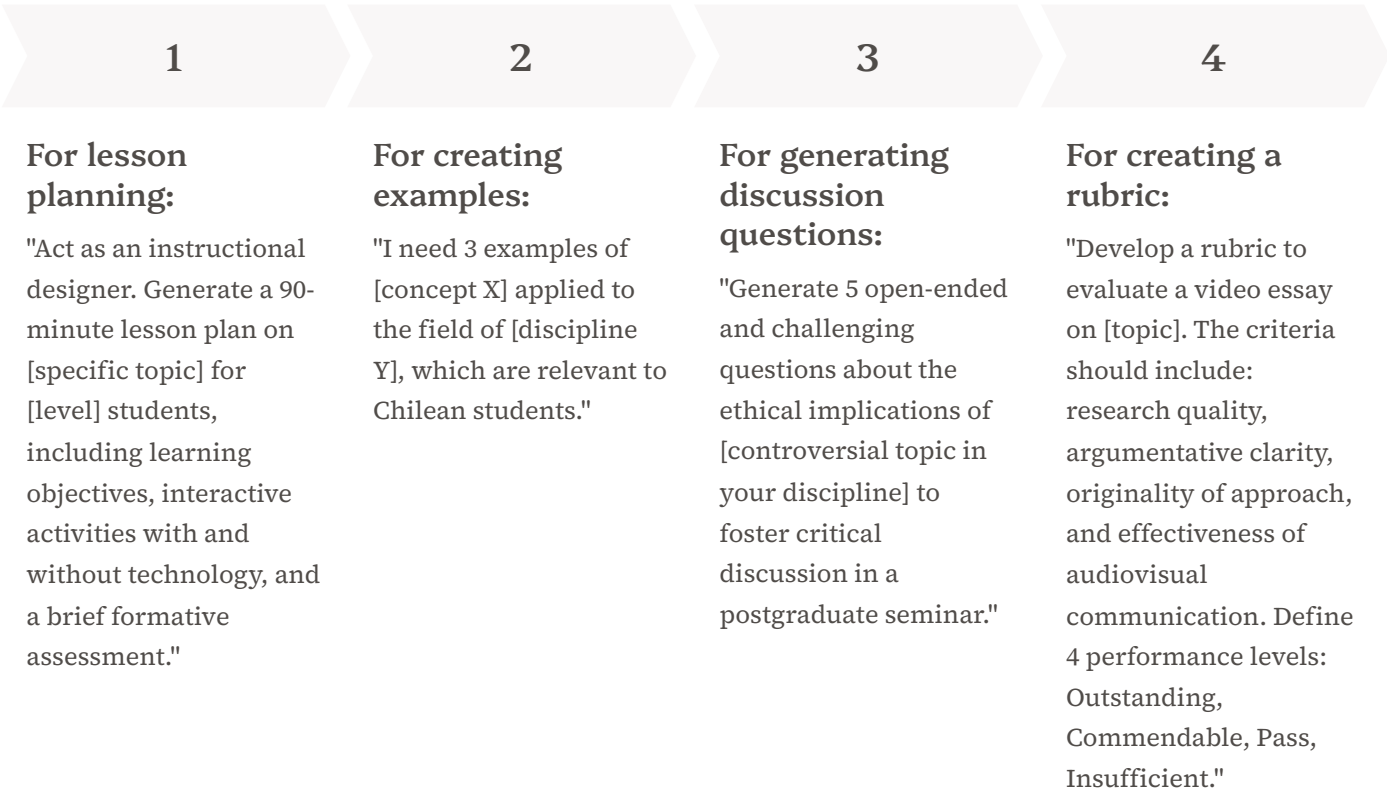
R.O.C.E.F.:

1. **Role:** Assigns a role to the AI (e.g., "Act as an expert historian in...").
2. **Objective:** Indicates the main action (e.g., "Generate a summary of...").
3. **Context:** Provides details about the audience, tone, topic (e.g., "...for first-year university students, in a formal tone.").
4. **Example:** If possible, show an example of the desired output type.
5. **Format:** Specifies how you want the response (e.g., "in a three-column table", "as a bulleted list", "in a paragraph of no more than 150 words").

Other structures: RTF (Role, Task, Format), CTF (Context, Task, Format), RASCEF (Role, Action, Steps, Context, Examples, Format).

General principles for good prompts

- **Be explicit and specific:** The more clarity and detail, the better the result. Avoid ambiguity.
- **Provide context:** Helps the AI understand the background of your request.
- **Iterate and refine:** Do not expect the perfect result on the first attempt. Experiment with different formulations. Ask follow-up questions to improve the response.
- **Use clear action verbs:** "Compare", "analyse", "summarise", "generate a list", "critique", "propose".
- **Open vs. closed questions:** Open questions encourage more elaborate and creative answers; closed questions are for specific information.
- **Prompt length:** Find a balance. A short prompt can be vague; a long one can be confusing if not well-structured.
- **Adjust parameters:** Some tools allow adjusting the "temperature" for more creative (high) or more factual (low) responses.



UAI institutional support

Universidad Adolfo Ibáñez is committed to supporting its teaching staff:



Learning Centre

For pedagogical guidance, and the design of activities and assessments with AI.



UAI collaboration hub

For interdisciplinary initiatives and coordination in AI.



Digital transformation and technology directorate

For information on institutional tools and technical aspects.



Regular training sessions

Keep an eye out for training opportunities.



Communities of practice

For sharing experiences.

This guide serves as a starting point. It is hoped that it will encourage those who form part of the university to experiment, reflect, collaborate with colleagues, and above all, to keep the student and meaningful learning at the centre of any technological integration. The conversation regarding generative AI at UAI will continue to evolve, and your active participation is essential.

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General Guide for the Use of Generative Artificial Intelligence in University Teaching

Created and edited by the Learning Centre of Universidad Adolfo Ibáñez.

Year of edition: 2025

First edition.

Translated using AI