



Student AI guidance: a collaborative approach

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Presentation abstract

This presentation introduced Canterbury Christ Church University's Learning and Teaching student guidance to generative artificial intelligence or GenAI (CCCU, 2024). Adopting a collaborative approach, this guidance was created by the Student AI Working Group, composed of a wide range of professionals – including those navigating professional, academic and third space domains – and students. The guidance takes an educative, rather than punitive, approach to GenAI. As a result, the guidance aims to develop students' understanding of what GenAI is and how it works and examine both acceptable uses – ways in which GenAI can support research and assignment development – and limitations, spanning issues with integrity, accuracy, fabrication, bias, copyright, and ethics. The session not only introduced the guidance per se but particularly focussed on (a) the role learning developers played in the creation of the guidance; (b) how the guidance has been used for teaching purposes, in specific courses; (c) student and staff feedback on the use of the guidance in classroom settings; (d) plans to evaluate this new resource; (e) future developments and further application to learning and teaching practices.

Keywords: AI; artificial intelligence; generative AI; GenAI; student guidance; collaboration.

Community response

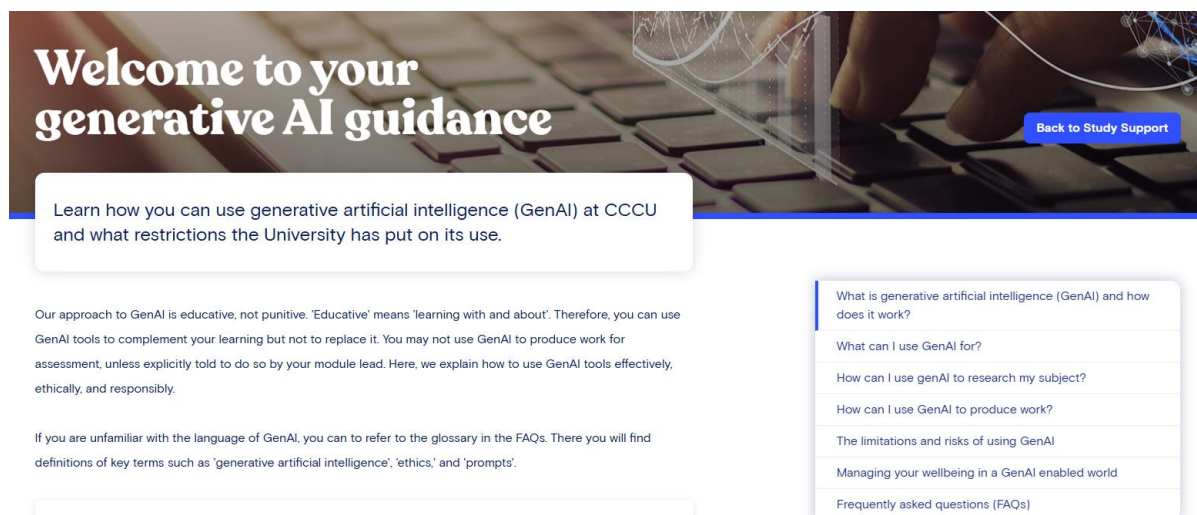
This timely and well-considered session highlighted the significant role learning developers can play in shaping how institutions respond to emerging technologies such as generative

AI. Silvina Bishopp-Martin and Claudia España presented CCCU's student-facing GenAI guidance, developed collaboratively by a cross-functional working group of academic and professional staff and students. Their educative, rather than punitive, stance is especially commendable, as it supports students to navigate GenAI tools with critical awareness, practical confidence, and academic integrity.

The guidance is impressively student-centred, accessible, and clearly aligned with CCCU's commitment to ethical, inclusive learning. Practical case studies and positive feedback from students and staff further speak to its usability and value within curriculum contexts. Moreover, the presenters' openness about future evaluation and iteration reflects a culture of reflective practice and ongoing improvement that others in the sector can learn from.

At the same time, as we align with technological developments, it's vital that we remain mindful of the broader implications of encouraging students to depend on GenAI tools – particularly in university contexts where knowledge is not just consumed but actively constructed and critically advanced. While the CCCU guidance outlines ethical and academic caveats, further engagement with critical literature on AI – particularly around its influence on epistemology, authorship, and pedagogic autonomy – would add depth and help future-proof this work. Engaging with a wider spectrum of perspectives will ensure that such resources remain not just practical but also philosophically grounded and resilient in the face of rapid technological change.

Overall, this session offered a strong example of how learning developers can lead institutional approaches to digital transformation in higher education, while upholding the core values of partnership, integrity, and critical engagement.

Figure 1. The CCCU Student AI Guidance webpage.

Next steps and additional questions

Feedback from this presentation demonstrated positive reactions to CCCU's approach to GenAI guidance for students not in using specific tools, but more practical advice in critical awareness, welcoming the educative line.

A call for further engagement with critical literature highlighted a greater need for academic discussion on GenAI within the CCCU Student AI Guidance, specifically in areas of epistemology, authorship, and pedagogic autonomy. The guidance in its current form tries to remain limited to key topics, balancing the content with realistic expectations of student engagement; the information students (across all subjects at the university) want and how easy it is to find verses the information students need and the time needed to dedicate to learning. Plans for the guidance include a more expansive platform with multiple webpages on various topics of GenAI such as research, sustainability, ethics, and legality, to improve the navigation of information and to expand on the content. Therefore, with the existing plans in mind and a call to engage students in the critical literature on GenAI, the following questions arise:

1. How could we use the guidance to encourage student engagement with critical literature on GenAI?
2. How would the format of the guidance need to be adapted to allow for more in-depth information and engagement with selected topics?

3. How would these changes impact student navigation and engagement with the guidance as a whole?

The collaborative and co-creation approach to developing the guidance involves reaching out to staff and students across the university to participate in research. Some members of the working group have left or graduated from the university; therefore, new members would be invited to join the group to ensure a diversity of voices.

Authors' reflection

Sharing the development of CCCU's Student AI Guidance with the ALD community was an exciting opportunity as it was the first time to gain reactions from a group outside of the university, which was hugely rewarding. The complimentary feedback reinforced our design decisions, and questions from the audience about our process and how the guidance is being engaged with demonstrated a positive interest in our methods. After the session, audience members continued to approach us for further discussion and advice for implementing a similar process at their own institutions, which was encouraging. As mentioned during the presentation, our university was late to publish guidance for students on using GenAI. However, the positive feedback affirmed our belief that time, care and attention was needed to create informative, useful and engaging content fit for purpose.

Our presentation focussed on the work behind the guidance due to the nature and time of the session. Had there been more time, we would have liked to tour the guidance in more detail with the audience, discussing specific sections of content and how they were developed. Additionally, time to take more questions from the audience would have afforded a greater discussion on the creation and implementation of the guidance.

Acknowledgements

Thank you to all the contributors who shared their reflections and enriched our insight into this conference presentation and its impact on the audience. Special thanks go to Emma Scanlan, Canterbury Christ Church University, who initiated the Student AI Working Group project and continues to lead on the development of CCCU's Student AI Guidance.

The authors did not use generative AI technologies in the creation of this manuscript.

References

CCCU (2024) *Welcome to your generative AI guidance*. Available at: <https://www.canterbury.ac.uk/our-students/ug-current/libraries-and-study-support/study-support/welcome-to-your-generative-ai-guidance> (Accessed: 17 August 2025).

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Claudia España is a learning developer at Canterbury Christ Church University working in collaboration with academic and professional staff to embed academic literacies within the curriculum and develop the study skills of students. Currently undertaking a doctorate in Education, Claudia's research explores higher education pedagogy from a creative background and perspective, exploring the principles and practices in design thinking for learning development.

Silvina Bishopp-Martin has been a learning developer at Canterbury Christ Church University since joining the institution in 2012. She is an Advanced HE Fellow and an ALDinHE Senior Fellow. She has worked on the development of online learning materials, peer-mentoring schemes, and embedding academic literacies in academic courses. She has research experience in academic literacies, critical EAP, critical pedagogies, collaborative writing, and learning development scholarship, professionalism, and identity.

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