

**FRAMEWORK FOR  
THE USE OF  
GENERATIVE ARTIFICIAL  
INTELLIGENCE  
FOR  
TEACHING AND  
LEARNING**

**2025**



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# FOREWORD

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This framework seeks to guide QIU academic staff and students in using Generative AI tools ethically and responsibly, to benefit themselves and society at large. It emphasizes critical thinking and digital literacy alongside the integration of Generative AI, ensuring that students develop the skills necessary to navigate a technologically advanced world.

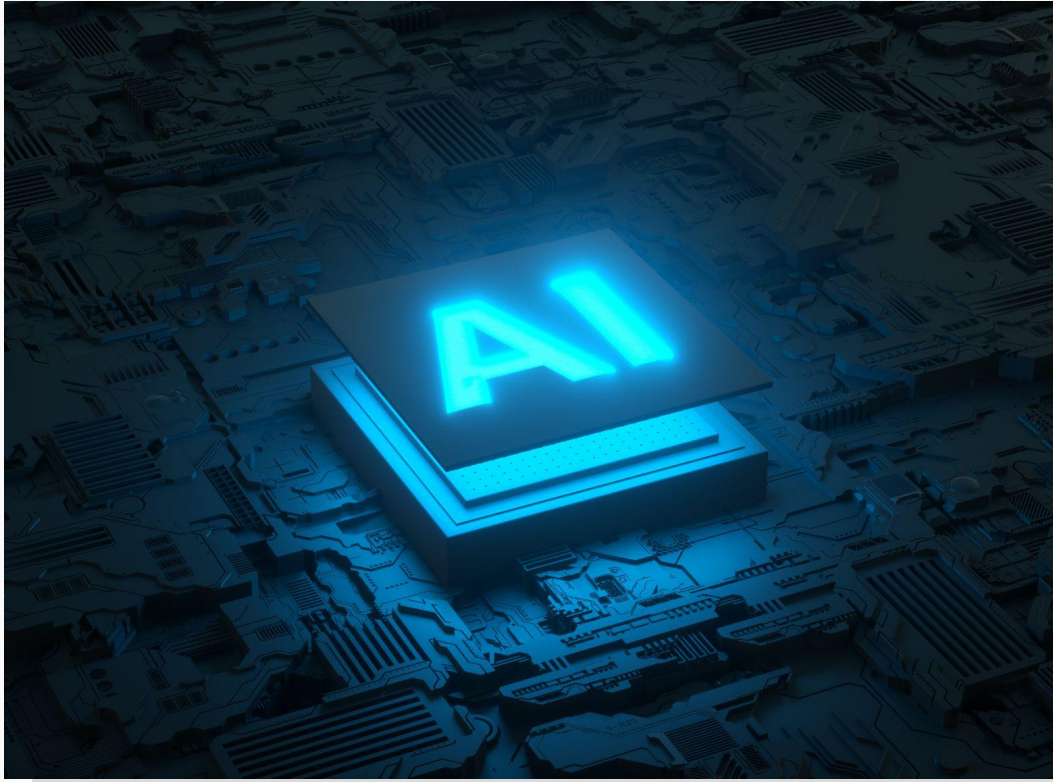
The framework also outlines best practices for data privacy and intellectual property when utilizing Generative AI tools, promoting responsible and ethical usage and innovation within the academic community.

This document is a living document; the university is committed to conducting periodic reviews to this framework and to continually update as necessary, to address emerging trends and challenges in a timely manner.

This ongoing commitment ensures that QIU remains at the forefront of educational innovation, adapting its policies and practices to leverage Generative AI's benefits while mitigating potential risks, thereby fostering an environment of continuous learning and responsible technological integration among academic staff and students.

# WHAT IS GENERATIVE ARTIFICIAL INTELLIGENCE?

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Generative Artificial Intelligence, also known as Generative AI, or Gen AI, is a technology that can create a variety of content such as text, image, video, audio, design, art, music and software code in response to a user's prompt or request.

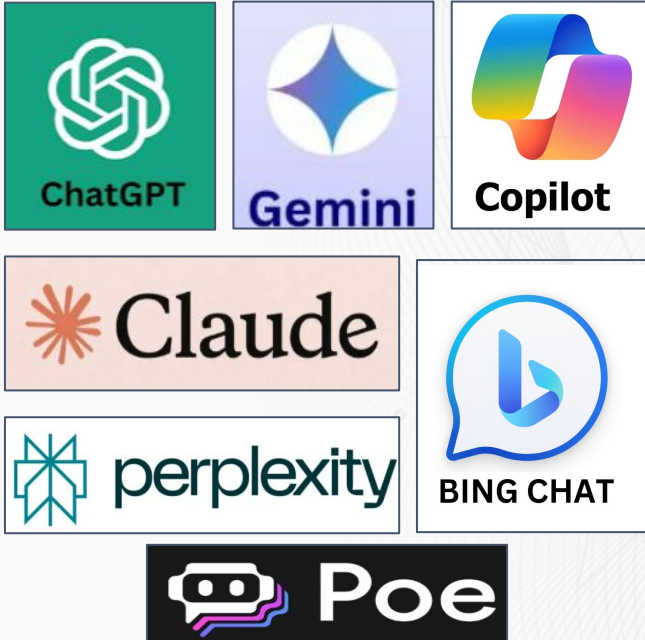
## Applications of Generative AI in Text Creation

- Instructions: Generating step-by-step guides or how-to articles.
- Summaries: Condensing lengthy documents or articles into concise overviews.
- Articles and Reports: Producing informative content for various purposes, such as news articles, academic papers, or business reports.
- Proposals: Drafting detailed proposals for projects, grants, or business ventures.
- Correspondence Texts: Creating professional or personal communications like emails, letters, or memos.
- Web Content: Generating material for websites, including blog posts, product descriptions, or landing page copy.

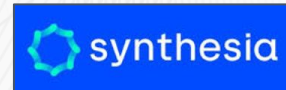
Beyond Text: Generative AI's capabilities extend beyond text to include visual content like images and videos, auditory content such as music and audio, and even functional outputs like software code.

# EXAMPLES OF GENERATIVE AI TOOLS

## Chatbots and Text Generators



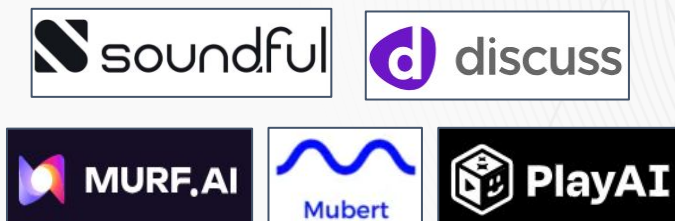
## Video Generators



## Image Generators



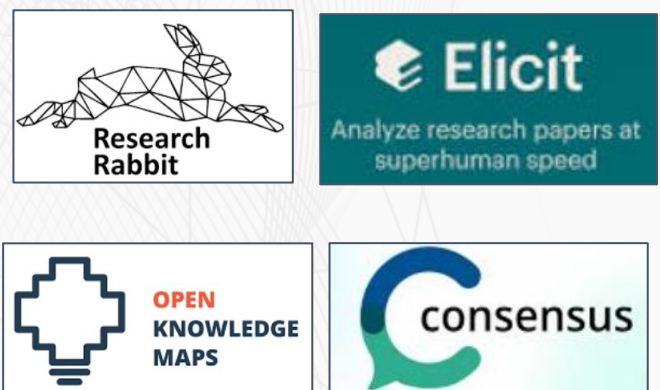
## Audio Generators



## Research Tools



## Code Generators



# BENEFITS OF GENERATIVE AI

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The potential upsides of integrating Generative AI into daily workflows and learning processes are substantial and multifaceted. Some possible benefits are listed below.

## 1 INCREASES WORK EFFICIENCY

Generative AI tools can automate repetitive and time-consuming tasks, such as drafting emails, summarising lengthy documents, generating preliminary research outlines, or even assisting with data entry and analysis.



This frees up valuable human capital to focus on higher-order tasks requiring critical thinking, creativity, and strategic decision-making. For students, it can streamline research and writing processes, while for academic staff, it can aid in administrative duties and content creation.



## 2 ENHANCES CREATIVITY

Far from stifling human ingenuity, Generative AI can act as a powerful springboard for creative exploration. By generating diverse ideas, stylistic variations, or initial drafts, it can help overcome creative blocks and inspire new approaches. Artists can use it for conceptualisation, writers for plot development, and researchers for exploring novel hypotheses. This collaborative dynamic between humans and AI can lead to more innovative and diverse outcomes.

3

## ENABLES PERSONALISED LEARNING/ DIFFERENTIATION

Generative AI holds immense promise for revolutionising education by enabling highly personalised learning experiences. It can adapt content to individual student needs, learning styles, and paces, offering tailored explanations, practice problems, and feedback. This differentiation can cater to both struggling students who need additional support and advanced learners who crave more challenging material, ultimately fostering a more equitable and effective learning environment.

5

## READILY AVAILABLE ASSISTANCE/ SUPPORT

Generative AI acts as an always-on, readily available assistant. Students can leverage it for instant clarification on complex topics, brainstorming ideas, or proofreading their work. Educators can use it to generate diverse examples, prepare lecture materials, or even simulate challenging scenarios for teaching purposes. This constant availability of intelligent support can significantly reduce friction in learning and working processes.

4

## IMPROVES WORK PRODUCTIVITY

Building upon efficiency, Generative AI directly contributes to increased overall productivity. By accelerating processes, augmenting human capabilities, and providing instant access to information and content generation, individuals and teams can achieve more in less time. This translates to quicker turnaround on projects, enhanced research output, and a more dynamic academic landscape.



# ISSUES RELATED TO THE USE OF GENERATIVE AI

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1

## ACCESSIBILITY

- While Generative AI tools are becoming more prevalent, equitable access remains a concern.
- The digital divide, lack of reliable internet connectivity, and the cost associated with premium AI services can create disparities, particularly in developing regions or among socio-economically disadvantaged populations. This can exacerbate existing inequalities in education and professional development.

2

## EQUITABILITY

- Beyond mere access, the equitable distribution of Generative AI's benefits is crucial. There's a risk that those already privileged will disproportionately benefit from these advancements, further widening the gap between individuals and institutions.
- Ensuring that the technology is designed and implemented in a way that serves all members of society, regardless of their background, is a significant challenge. This also extends to the potential for job displacement, where certain roles might be automated, necessitating robust reskilling and upskilling initiatives.

3

## ACADEMIC INTEGRITY

- Perhaps one of the most immediate and pressing issues in education is the impact of Generative AI on academic integrity. The ease with which students can generate essays, code, or research papers raises serious questions about authenticity, originality, and the true assessment of learning.
- The way forward is to adapt pedagogical approaches and assessment methods to ensure learning and to maintain the value and credibility of academic qualifications.

## EVOLVING LANDSCAPE OF COPYRIGHT AND LEGAL LIMITS

- The rapid advancement of Generative AI is presenting significant challenges to existing copyright laws. Complex questions arise about the originality and ownership of the Generative AI outputs.
- Under copyright law, protection is granted to original works. A “work” is considered original if it is the author’s intellectual creation. Going back to the basics of what Generative AI is all about, AI generated outputs are created based on patterns within available datasets that the tool has been trained with. With that comes the challenge to the notion of originality and the issue of whether Generative AI outputs meet the required criterion of originality for copyright protection.
- Further, since copyright law protects only human creations, so the question of who is the “owner” or “author” of an output generated by Generative AI tools comes to fore. Generative AI tools can produce works with minimal input from humans. In such cases the ownership of such works that are almost wholly done by the tools cannot be attributed to non-humans. However, the picture gets more complicated should the generated AI output be further enhanced or expanded by a human. How much more of enhancement would qualify the human to have the work attributed to them and for them to be considered the owner? Since anything that is not created by a human is not protected by copyright law, can the human then use elements from a Generative AI output and add value to the elements to create a work? Full circle.
- With the emergence of legal complexities, tech firms have responded by taking proactive steps to protect the users of their Generative AI tools from potential litigation relating to copyright breaches. As Generative AI technology marches on at a fast pace, legal frameworks governing originality and ownership become increasingly strained.
- While the world grapples with the quandary of copyright and legal limits, universities that are looking for the best way forward, are left to fend for themselves. The challenge: enhancing teaching and learning in ways that protect academic integrity and ensure effective learning.

# CHALLENGES, LIMITATIONS AND RISKS

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1

## ENSURING LEARNING

- The fundamental purpose of a university education is to foster learning and critical thinking.
- If students overly rely on Generative AI for generating content without understanding the underlying concepts, the very essence of education is undermined.
- The challenge lies in designing assignments and learning activities that leverage Generative AI as a tool for deeper learning, rather than a shortcut that masks genuine intellectual engagement.
- This necessitates a shift in teaching-learning approach, focusing on process over product and critical evaluation of AI-generated content.

2

## ORIGINALITY OF WORK AND INTELLECTUAL PROPERTY

- The rise of Generative AI blurs the lines of authorship and originality.
- For assessment tasks and research, this raises concerns about plagiarism, attribution, and the unique contributions of the people involved.
- As such, all academic staff and students are to refer and abide by the university's guidelines on citing AI-generated content and acceptable levels of AI assistance in academic work.

3

## SECURITY AND PRIVACY

- Training Generative AI models often involves vast amounts of data, including potentially sensitive personal information.
- The university handles a wealth of confidential student and faculty data, as well as research data.
- The use of Generative AI tools, especially those that process data in the cloud, introduces significant security and privacy risks.

## ABILITY OF USERS TO BE AWARE OF LIMITATIONS

A critical challenge is ensuring that users, both students and academic staff, are adequately educated about the inherent limitations and potential pitfalls of Generative AI. This includes:

### Hallucinations (Inaccurate Outputs)

- Generative AI models, despite their sophistication, can "hallucinate" or generate factually incorrect, nonsensical, or entirely fabricated information.
- Users must be trained to critically evaluate AI-generated content and verify information independently, rather than blindly accepting it as truth.

### Biased Outputs

- Generative AI models are trained on vast datasets that often reflect societal biases present in the real world.
- This can lead to the AI generating biased, discriminatory, or unfair outputs, particularly when dealing with sensitive topics or diverse populations.
- Users must be aware of the potential for algorithmic bias and be equipped to identify and mitigate its effects, ensuring fair and ethical use of the technology.

### Inconsistent Outputs

- Generative AI models can sometimes produce inconsistent results for similar queries, or their outputs might vary significantly based on subtle changes in prompt wording.
- Users need to understand that Generative AI is not a deterministic system and that outputs may require iterative refinement and critical assessment.



# INTERLINKED PRINCIPLES

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1

## **Generative AI tools are used to support and enhance teaching and learning**

- Where applicable, the statements on the use of AI and Generative AI are embedded within the formal curriculum.
- Academic staff are trained and supported in the pedagogical use of Generative AI tools to support and enhance teaching and learning
- Purposeful planning on the use of Generative Artificial Intelligence optimises teaching-learning success and the attainment of intended outcomes
- To ensure learning has occurred, assessment tasks that require students' use of Generative AI tools incorporate clear guidelines on how students are to demonstrate learning, not just assessed based on a false sense of mastery.
- Academic staff who use Generative AI tools to assist in assessing students' works must ensure that the tools are valid and reliable. The academic staff must always prioritise professional judgement when interpreting students' level of performance that have been assessed using Generative AI tools.

2

## **Generative AI tools that are used benefit students, academic staff, the community and the environment**

- Generative AI tools that academic staff require students to use must be appropriate for the level of study and the task at hand.
- Academic staff are to ensure that possible biases, risks and stereotypes when using Generative AI tools are made known to and discussed with students.
- When implementing Generative AI for assignment tasks, academic staff are to ensure they are used in ways that support inclusivity and uphold non-discrimination policies.
- Students must be taught/ reminded to respect human rights and obey the rule of law when using Generative AI tools.

3

### **Human agency and accountability are crucial in successful teaching-learning using Generative AI**

- Academic staff must maintain oversight of and monitor how students use Generative AI for their assignments.
- Measures to mitigate the risk of plagiarism and non-learning/ false or fake learning should be put in place for assessments that are not sit-down examinations/ tests.
- Students must be informed of the importance of using Generative AI ethically and taught how to attribute correctly, where applicable.

4

### **All users are to comply with laws relating to privacy and security**

- Under no circumstances can personal data of students or staff be provided to Generative AI tools so as to ensure privacy and to uphold data protection rights.
- The user themselves is liable for the Generative AI accounts created using their university email address.
- The user must be aware of the consequences of contravening copyright laws and obligations when inputting data into Generative AI tools.

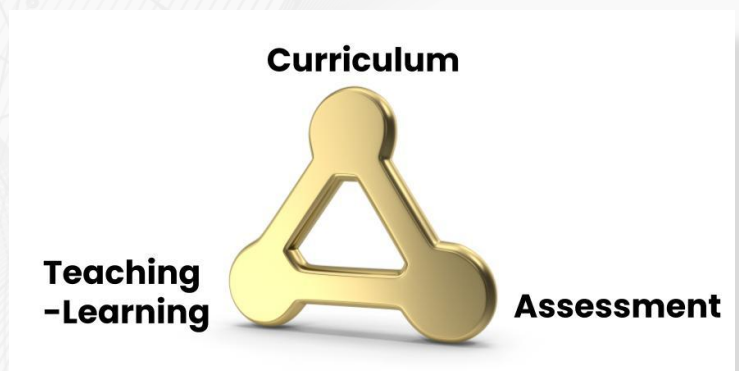
# REDESIGNING TEACHING AND LEARNING

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## 1

### The Three Key Pillars: Curriculum, Teaching-Learning and Assessment

- The curriculum refers to the planned content and learning experiences that will bring about the intended learning outcomes. Teaching-learning encompasses the methods, strategies and interactions used by the academic staff to facilitate students' attainment of the learning outcomes. Assessment involves determining the extent to which the intended learning outcomes have been achieved.



- For comprehensive instructional changes, a redesign of the “iron” triangle of curriculum, teaching-learning and assessment is crucial. Infusing AI and Generative AI in the three interdependent pillars will ensure constructive alignment between what is taught, how students are taught and how students are assessed.
- The strategic integration of AI and Generative AI across the curriculum, teaching-learning, and assessment pillars offers an unparalleled opportunity to deliver engaging, and effective learning experiences that empower students to thrive in an increasingly AI-driven world.



## The Way Forward

- The emergence of Generative AI necessitates a radical rethinking of educational paradigms. To avoid the significant pitfall of students using AI to bypass genuine understanding, academic staff must embrace a fundamentally different mindset and approach in such unprecedented times.
- This means moving beyond the outdated model of rote memorization and recall. Under such a model, and with the availability of a wide range of Generative AI tools and paraphrasing tools to modify AI generated texts, academic staff are left guessing whether the submitted output truly represents the students' own learning and effort, or if a Generative AI tool was the primary performer. Even with similarity checkers, which can sometimes flag false positives, educators are ultimately left to make the final judgment.
- The path forward involves proactive redesign of teaching-learning activities and assessment tasks. The key is to purposefully integrate the use of Generative AI tools into the learning process, and then challenge students with thought-provoking questions and follow-up tasks. These crucial interventions serve a dual purpose: they effectively remind students of the inherent limitations of Generative AI while simultaneously sparking higher-order thinking skills. This transformative model not only provides students with invaluable opportunities to critically contemplate how to maximise the benefits of these tools but also profoundly extends their learning experience.
- Practical examples and detailed strategies for redesigning teaching-learning activities and assessments are available within the accompanying toolkit.

# ATTRIBUTIONS

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2023 Commonwealth of Australia [Australian Framework for Generative Artificial Intelligence in Schools](#). Except where otherwise noted, this work is licensed under the terms of the Creative Commons Attribution 4.0 International License.

2025 Office of the Secretary-General of the European Schools [Framework for the educational use of generative artificial intelligence in European schools](#). Except where otherwise noted, this work is licensed under the terms of the Creative Commons Attribution 4.0 International License.

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