Generative AI and didactics: Nordic cases and implications for higher education

Mikkel Godsk, Aarhus University
https://orcid.org/0000-0002-8332-2712

Inger-Marie Falgren Christensen, University of Southern Denmark
https://orcid.org/0000-0001-8091-3579

Marianne Georgsen, VIA University College
https://orcid.org/0000-0001-7111-592X

Since the launch of ChatGPT-3.5 in November 2022, generative artificial intelligence (GenAI) has rapidly become embedded in everyday practices across higher education worldwide, and the Nordic countries are no exception. Educators, supervisors, and students now engage with GenAI for a wide range of purposes: as a production tool for generating text, images, and code; as a learning tool for summarising, explaining, and analysing academic texts and data; as a feedback tool to support personalised feedback, formative feedback, and mentoring; and as a means of developing critical thinking, creativity, AI literacy, and agency (Bowen & Watson, 2025; Pedersen et al., 2025; Qian, 2025; Stephenson & Armstrong, 2026).

However, the uptake of the technology is not uniform, with some students using GenAI to generate parts of assignments that are to be assessed, whereas others reject the technology altogether on the grounds of, for example, its environmental impact or other ethical concerns (Stephenson & Armstrong, 2026). GenAI, therefore, appears not only as a production technology, but also as a pedagogically significant actor that reshapes how teaching, learning, and assessment are organised and experienced (Khlaif et al., 2025; Sohail et al., 2025; Uanachain & Aouad, 2025). Thus, GenAI potentially also influences how communication, learning processes, the relationships between students and educators, and the curriculum itself are shaped.

During the early period following the launch of ChatGPT 3.5, publications on GenAI in higher education were predominantly speculative, focused on educators' perceptions of ChatGPT, or examined the technology's effectiveness in answering written examination questions (e.g., Ibrahim et al., 2023; Kung et al., 2023). However, a growing body of empirical research is now emerging, investigating how GenAI is used in educational practice and uncovering its pedagogical and learning-related implications. This issue of Læring og Medier (LOM)

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contributes to this body of research by presenting 13 empirical studies on concrete use cases of GenAI in higher education across the Nordic countries. They are accompanied by three articles, published outside the theme but examining related applications or perspectives on AI in educational contexts. Collectively, the contributions help move the field from general discussions towards a more empirically grounded understanding of how GenAI may affect higher education practices in a Nordic context and beyond. At the same time, the contributions offer pedagogical insights that can help inform future efforts to integrate the technology in relevant and meaningful ways.

Rather than introducing each contribution separately, this editorial applies the didactic triangle (Mørcke & Rump, 2015; see Figure 1 below) as an analytical lens to examine how GenAI affects teaching in the cases presented in this issue and, potentially, higher education more broadly. In this context, it is worth noting that the editorial uses the concept of ”didactics” in the Nordic-German sense, referring to the careful planning of teaching and learning activities (see, e.g., Hopmann, 2007). The purpose is to examine and explain how GenAI affects the relationships between educators, students, and subject matter (content), that is, the three original actors in the didactic triangle. In doing so, the editorial argues that GenAI does not merely function as an educational technology that can be described through the existing relationships and actors of the didactic triangle. Rather, GenAI should be incorporated as an active fourth actor in the triangle, positioning itself between the original three (see also Dasari et al., 2024, and Sánchez Muñoz et al., 2025). Based on the cases provided in this issue, the three original relationships in the didactic triangle are analysed in the context of GenAI-mediation, including the identification of verbs that describe the relationships among the three original actors and GenAI (Figure 2).

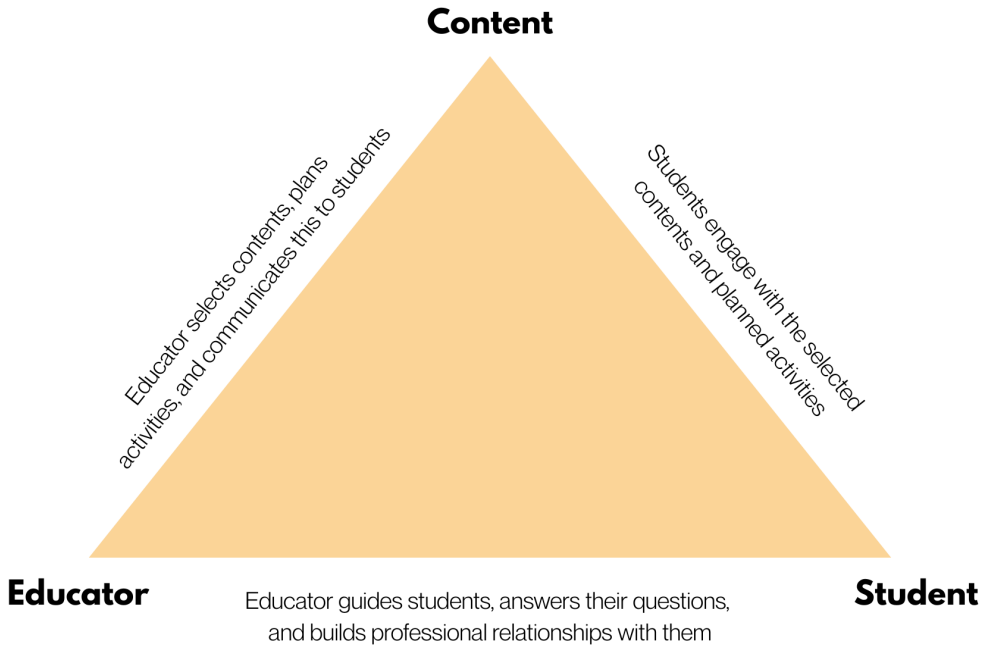

Figure 1: The didactic triangle (based on Mørcke & Rump, 2015, p. 95).

The Didactic Triangle with GenAI-mediated relationships

The didactic triangle is a foundational model in continental European didactics, conceptualising teaching and learning as a relational interplay between educator, student, and content (Klafki, 2000; Hopmann, 2007). The model emphasises that educational practice cannot be reduced to any single element; changes in one relationship necessarily affect the others. In physical, online, and hybrid classrooms alike, various forms of technology can be utilised to support each side of the didactic triangle: technologies for communicating subject matter synchronously or asynchronously, technologies for supporting students' learning processes, and technologies for relationship-building. In this sense, the didactic triangle has long been mediated by educational technologies, as well as by institutional conditions and contexts. However, owing to its ubiquity and broad range of applications, GenAI may affect not only the relationships within the triangle, but also the content, educators, and students.

The educator–content relationship

In the didactic triangle, the educator–content relationship concerns the educator's selection of content for a given course or module, and the specific teaching and learning activities associated with that content. Mørcke and Rump (2015) refer to this side of the triangle as "communication" because it also involves educators' communication of and about the selected content.

Only one contribution in this issue (Slot et al., 2026) explicitly focuses on the educator–content relationship by investigating what characterises educators' planning for teaching about AI in the context of a Danish teacher education programme. In this contribution, AI literacy constitutes the "content" to be learned by students, and the study shows how the educator must make AI didactically accessible, meaningful, and professionally relevant, while also considering the non-technical context of teacher education. However, it is evident from several other contributions that GenAI profoundly affects this relationship in various ways, particularly in content selection and assessment. Stolpe and Hedrén (2025) show how GenAI challenges established pedagogical frameworks by producing academically plausible outputs, thereby pressuring educators to reconsider what counts as relevant content and how it should be assessed. Furthermore, several contributions emphasise transparency and trust as crucial conditions for teaching and learning. Jensen and Dau (2025) argue that the use of GenAI must be made explicit and discussable if academic integrity is to be maintained. Transparency thus functions as a bridge between the educator–content and educator–student relationships, enabling a shared understanding of what constitutes meaningful engagement with subject matter. Kaup et al. (2025) further demonstrate how GenAI unsettles assumptions about authorship and individual performance, reinforcing the need for assessment designs that foreground process, reasoning, and reflection rather than product alone. Collectively, the studies indicate that the educator remains central to ensuring relevant and academically sound content. Although GenAI is becoming increasingly capable, it can still generate content of uneven quality and with limited transparency.

The student–content relationship

The student–content relationship involves students' engagement with the subject matter, including content selected by the educator. Such engagement is often mediated through activities and other artefacts that organise students' encounter with the content and support their learning processes (Goodchild & Sriraman, 2012). Five contributions investigate the student–content relationship, exploring students' digital literacy in relation to AI (Hilli, 2025), the influence of students' GenAI proficiency levels on their use of the technology and its effects

on their self-efficacy, agency, and critical analysis (Necip & Quist, 2025), support for collaboration around subject literature (Kaup et al., 2025), the use of GenAI to understand an academic article (Lofthus & Sandberg, 2025), and the impact of AI on the dialogic space within design processes (Hautopp et al., 2025).

Overall, the student–content relationship is perhaps the one most visibly transformed by GenAI. For example, Necip and Qvist (2025) show that students' self-efficacy plays a crucial role in shaping AI use, and that students with higher confidence tend to use GenAI strategically to support comprehension and discussion, whereas those with lower self-efficacy are more likely to rely on AI for surface-level understanding. GenAI thus becomes a mediator that can either strengthen or weaken engagement with content, depending on how learning activities are designed and supported.

Furthermore, Hilli (2025) demonstrates how GenAI introduces hesitations and uncertainties that require interpretive judgment. In this study, GenAI's inaccuracies and speculative outputs force students to consult course literature and make evaluative decisions, positioning the technology as an "invisible contributor" to be critically scrutinised rather than simply trusted. Hautopp et al. (2025) extend this analysis by examining students' use of AI image generators in design processes. Their findings highlight the need for dialogical spaces in which experimentation, reflection, and collective interpretation can take place. Here, content is co-produced by students and AI, further underscoring the importance of justification, disciplinary grounding, and critical discussion.

Taken together, these studies suggest that the student–content relationship is being challenged, among other reasons, because educators are no longer necessarily the sole determinants of or support for students' understanding of content. Students may themselves determine which forms of content become part of their learning processes, which may strengthen collaboration, agency, and reflection while simultaneously challenging the quality and relevance of their learning. Furthermore, a recent study on the prevalence of GenAI in UK higher education indicates that at least 95% of students use the technology (Stephenson & Armstrong, 2026), making it reasonable to assume that GenAI has a substantial influence on students' relationships with content.

The educator–student relationship

The educator–student relationship refers to the educator's efforts to guide students, answer their questions, and build relationships with them that enhance their subject-related inquiry and development. Five contributions investigate this relationship directly by exploring whether

and how GenAI supplements the guiding function of the educator, and by discussing how this is experienced by students and educators alike. For example, Bruhn and Marquart (2025) examine how students experience interacting with AI-generated feedback and how they critically evaluate it in comparison with peer and educator feedback. Stolpe and Hedrén (2025) investigate how supervisors' social practices change when students are permitted to use AI in their degree projects. Møller and Bundgaard (2025) show how ChatGPT may relieve pressure on educators by responding to routine questions; however, it also mediates the guidance students receive, thereby raising questions about alignment with intended learning outcomes.

The redistribution of guidance is further explored in Hansen et al.'s (2025) study of an AI feedback coach. Their findings indicate that, while GenAI can increase access to feedback, it may also reduce reflective engagement and criteria-based judgement if interventions are not carefully designed. Rather than automatically strengthening feedback literacy, GenAI risks becoming a substitute authority unless educators explicitly frame its role and limitations. Nordentoft and Jensen (2025) similarly demonstrate that when GenAI enters teaching and learning practices, educator–student relationships become partially mediated by AI, which acts as a simulated quasi-participant. This mediation requires educators to articulate expectations, norms, and evaluative criteria more clearly and explicitly than before, thereby reinforcing the need for pedagogical transparency and shared understanding.

Consequently, students no longer relate solely to educators and content, but also to GenAI — either because the educator has integrated it intentionally as an educational technology in teaching and learning activities, or because students themselves choose to use the technology within their own learning processes, for example, instead of contacting educators or peers.

Beyond the traditional didactic triangle

Taken together, the contributions show that GenAI does not dissolve the relationships described in the didactic triangle, but rather re-mediates them, and that this remediation may vary considerably in extent, ranging from little or no influence on content or relationships to, theoretically, situations in which students interact exclusively with GenAI; letting GenAI generate all content, guide and answer queries, thus bypassing the educator's planned content or learning activities, as well as his/her communication. The use of GenAI is not as extensive in the cases presented in this issue; nevertheless, the trend is clear. It is therefore also relevant to consider whether the didactic triangle itself should be reconfigured, and to reflect on what may lie beyond the didactic triangle as it is currently understood.

A closer examination of the cases presented in this issue also reveals a range of action verbs used to describe the relationships between GenAI, educators, students, and content. These verbs can be understood in terms of their broader valence. Some carry a positive valence, functioning as potential enablers of learning, such as “support”, “guide”, “scaffold”, and “stimulate”. Others are regulatory, in the sense that they may shape the conditions under which GenAI is used, such as “structure”, “constrain”, and “monitor”. Some are equivocal, such as “challenge” and “generate”, and may be interpreted differently depending on the specific context of use. Finally, others are negatively charged, such as “distract”, “hallucinate”, “mislead”, and “plagiarise”, and may function as barriers to learning. What these verbs have in common, however, is that they point to the emergence of potential relationships mediated through GenAI — relationships that operate wholly or partially outside the direct interaction between the original actors in the didactic triangle

A mining of the 13 contributions in this issue was conducted using ChatGPT 5.5 Pro. The purpose was to examine the frequency of action verbs and to organise these in groups describing the relationships between the original actors and GenAI. This mining validates both a two-way relationship between GenAI and each of the three original actors in the didactic triangle (creating a total of six groups, two for each relationship) and reveals that each relationship can be described using eight action verbs or more (see groups, list of action verbs and frequencies in Appendix A). The mining also shows that all relationships contain both enablers and potential barriers, as well as equivocal or regulatory verbs. In particular, the relationships between educator and GenAI, student and GenAI, GenAI and student, and GenAI and content are described through many potential enablers for learning, whereas especially the relationships between student and GenAI, GenAI and student, and (again) GenAI and content contain several potential barriers to learning. Adding these relationships and the primary action verbs with positive, equivocal, regulatory, and negative valence to the original didactic triangle, configures the relationships as illustrated in Figure 2.

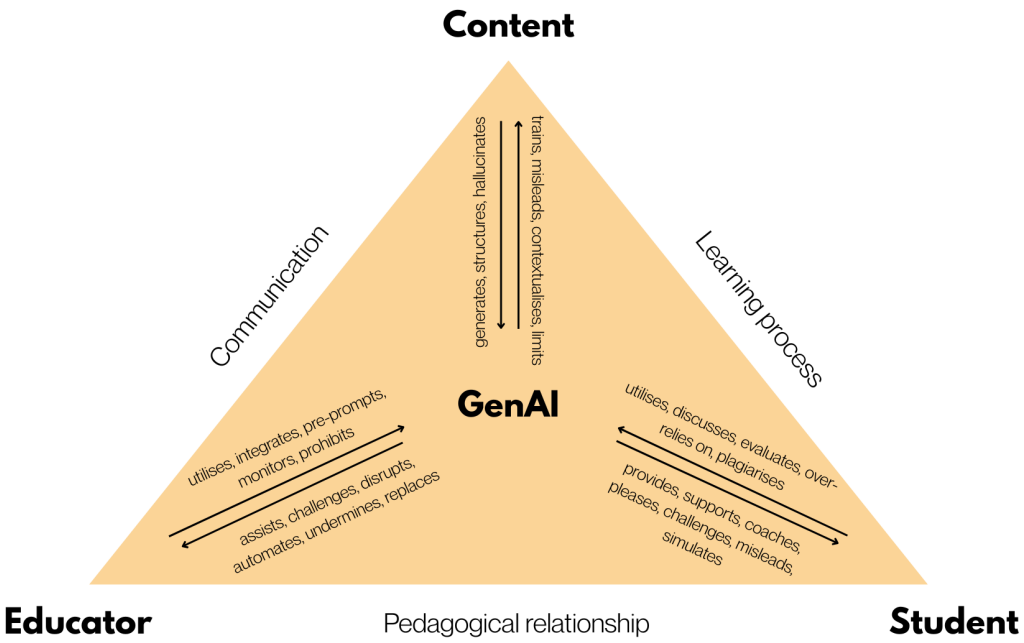

Figure 2: The GenAI-Disrupted Didactic Triangle (GAIDDT)

Implications for didactics in higher education

The 13 contributions in this issue of LOM mark an important step towards consolidating empirical research on GenAI in higher education and document the need to rethink didactics in the light of this ubiquitous and widely applicable technology. A useful starting point for understanding the problem is the didactic triangle and the synthesis presented in this editorial, which demonstrates that many of the relationships between the three original actors are readily transformed when GenAI enters higher education. This is the case regardless of whether the educator deliberately designs for learning with GenAI in mind, as in the cases presented in this issue, or not. Many students are likely to use the technology anyway, meaning that the relationship between students and GenAI, and potentially also content, will be established in most circumstances. In addition, current research on GenAI-use points to the risk of low cognitive engagement and a focus on grades and assignment completion (i.e., high productivity and efficiency) rather than learning (e.g., Fan et al., 2025; Yan et al., 2025). GenAI should therefore be taken seriously, and the cases in this issue contribute many important insights regarding how the technology can come to enable or pose a barrier to teaching and learning. The challenge ahead is therefore not whether to use it, but how educators, students, and institutions can reclaim didactic agency by shaping the conditions under which GenAI can

strengthen — rather than erode or short-circuit — meaningful relationships between educators, students, and content.

The GenAI-disrupted didactic triangle in Figure 2 may serve as a useful starting point for this didactic rethinking. Educators and educational developers may benefit from the model by analysing their own use of GenAI in teaching and their students' potential use for learning through the following reflection questions:

- Which uses are likely to occur or are relevant (cf. the action verbs)? Are they enablers or barriers to learning, or regulatory?
- Which relationships may potentially emerge between GenAI, students, educators, and content?
- Do these uses and relationships function as enablers or barriers to learning (cf. the intended learning outcomes)?
- How can barriers be addressed, for example, by realigning content and learning activities, intended learning outcomes, or assessment formats, or by otherwise making these issues explicit and supporting students' motivation, learning and critical reflection?

Future research and practice could therefore benefit from exploring the above relationships further, including how teaching may continue to be constructively aligned with relevant learning outcomes (see Biggs et al., 2022), and, not least, how educational developers can support educators in designing for relevant and meaningful learning in a GenAI-mediated world.

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Authors

Mikkel Godsk

Educational Developer, EdD

Aarhus University

Inger-Marie Falgren Christensen

Assistant Professor, PhD

University of Southern Denmark

Marianne Georgsen

Associate Professor, PhD

VIA University College

Appendix A: Action verbs and their frequency

Table A1: Action verbs and their frequency in LOM #31

Relationship	Action verb group	Article frequency	Articles where used	Original wording/phrases
Educator -> GenAI	use* (utilise)	9	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Hautopp et al.; Necip & Qvist; Nordentoft & Jensen; Slot et al.; Stolpe & Hedrén; Jensen & Dau	use; anvende; bruge; använda
	introduce	4	Møller & Bundgaard; Hautopp et al.; Nordentoft & Jensen; Slot et al.	introduce; introducerede; introduced; inddrage
	integrate	7	Hansen et al.; Hautopp et al.; Kaup et al.; Necip & Qvist; Nordentoft & Jensen; Slot et al.; Jensen & Dau	integrate; integrere; integreres; integrated
	implement	4	Hansen et al.; Necip & Qvist; Slot et al.; Jensen & Dau	implement; implementere; implementeres
	design	5	Hansen et al.; Bruhn & Marquart; Hautopp et al.; Nordentoft & Jensen; Slot et al.	design; designe; planlægning; learning design
	configure/pre-prompt	3	Møller & Bundgaard; Hansen et al.; Nordentoft & Jensen	prompt; pre-prompt; persona pattern; prompts used for the AI coach
	guide	4	Møller & Bundgaard; Necip & Qvist; Nordentoft & Jensen; Jensen & Dau	guide; vejlede; guider; support responsible use
	allow/permit	5	Møller & Bundgaard; Necip & Qvist; Nordentoft & Jensen; Stolpe & Hedrén; Jensen & Dau	allow; tillade; tillåts; permitted
	prohibit/ban	4	Hautopp et al.; Hilli; Necip & Qvist; Stolpe & Hedrén	ban; banning; forbyde; förbjuda
	control/monitor	4	Hansen et al.; Necip & Qvist; Stolpe & Hedrén; Jensen & Dau	control; monitor; kontrollere; kontrollera; regulering og kontrol
	adapt	4	Necip & Qvist; Slot et al.; Stolpe & Hedrén; Jensen & Dau	adapt; tilpasse; anpassa; omforme
	evaluate/assess	3	Bruhn & Marquart; Necip & Qvist; Jensen & Dau	evaluate; assess; vurdere; bedømme
	scaffold/support student use	4	Møller & Bundgaard; Hansen et al.; Necip & Qvist; Jensen & Dau	scaffold; stilladsere; support targeted use
	develop AI literacy/materials	4	Hilli; Necip & Qvist; Slot et al.; Jensen & Dau	develop; udvikle; developing AI-literacy
	balance	2	Hautopp et al.; Necip & Qvist	balance; balancing the use of GenAI
	set guidelines/regulate	4	Hilli; Necip & Qvist; Stolpe & Hedrén; Jensen & Dau	guidelines; policies; regulering; retningslinjer
GenAI -> Educator	support	5	Møller & Bundgaard; Bruhn & Marquart; Necip & Qvist; Slot et al.; Jensen & Dau	support; understøtte; støtte
	assist/aid	3	Møller & Bundgaard; Bruhn & Marquart; Necip & Qvist	assist; aid; hjælpe; aiding the teacher
	relieve/free time	2	Møller & Bundgaard; Stolpe & Hedrén	aflaste; frigøre tid; freeing time
	automate	2	Necip & Qvist; Jensen & Dau	automating tasks; automatiseres

	challenge	5	Hilli; Necip & Qvist; Slot et al.; Stolpe & Hedrén; Jensen & Dau	challenge; udfordre; utmanas
	disrupt/disturb	4	Hautopp et al.; Kaup et al.; Nordentoft & Jensen; Jensen & Dau	disruptor; forstyrrelse; disruptive voices
	transform/change	4	Necip & Qvist; Slot et al.; Stolpe & Hedrén; Jensen & Dau	transform; change; forandre; ændrer
	require adaptation	3	Necip & Qvist; Slot et al.; Stolpe & Hedrén	requires; kræver; anpassa sig
	undermine	3	Necip & Qvist; Stolpe & Hedrén; Jensen & Dau	undermine; undergraves; underminere
	raise questions	4	Bruun et al.; Slot et al.; Stolpe & Hedrén; Jensen & Dau	raise questions; vække spørgsmål; rejser spørgsmål
	complicate	3	Bruun et al.; Hilli; Necip & Qvist	complicate; complexities; udfordringer
	replace (risk)	3	Bruun et al.; Necip & Qvist; Jensen & Dau	replace; erstatte; replaces human elements
Student -> GenAI	use* (utilise)	13	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Bruun et al.; Lofthus & Sandberg; Hautopp et al.; Hilli; Kaup et al.; Necip & Qvist; Nordentoft & Jensen; Slot et al.; Stolpe & Hedrén; Jensen & Dau	use; anvende; bruge; benytte; använda
	prompt	7	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Hautopp et al.; Hilli; Necip & Qvist; Nordentoft & Jensen	prompt; prompts; prompte; promptning
	ask	7	Møller & Bundgaard; Bruhn & Marquart; Bruun et al.; Lofthus & Sandberg; Hilli; Necip & Qvist; Nordentoft & Jensen	ask; spørge; stille spørgsmål; bede
	interact with	9	Bruhn & Marquart; Bruun et al.; Lofthus & Sandberg; Hautopp et al.; Hilli; Kaup et al.; Necip & Qvist; Nordentoft & Jensen; Hansen et al.	interact; interagere; interaktion; samhandle
	engage with	5	Lofthus & Sandberg; Hilli; Kaup et al.; Necip & Qvist; Nordentoft & Jensen	engage; engagement; arbejdet med og omkring
	work with	8	Møller & Bundgaard; Bruhn & Marquart; Lofthus & Sandberg; Hautopp et al.; Kaup et al.; Necip & Qvist; Nordentoft & Jensen; Slot et al.	work with; arbejde med; arbeidet med
	apply	4	Hilli; Necip & Qvist; Nordentoft & Jensen; Jensen & Dau	apply; anvende; applying GAI
	analyse	4	Møller & Bundgaard; Kaup et al.; Necip & Qvist; Jensen & Dau	analyse; analyze; analysere
	evaluate/assess	5	Bruhn & Marquart; Hautopp et al.; Hilli; Necip & Qvist; Jensen & Dau	evaluate; critically evaluate; vurdere; assess
	accept/dismiss	3	Bruhn & Marquart; Hansen et al.; Hilli	accept; dismiss; accept uncritically
	rely/over-rely	5	Hansen et al.; Bruhn & Marquart; Hilli; Necip & Qvist; Jensen & Dau	rely; over-reliance; afhængige; over-reliance
	copy/plagiarise	5	Bruhn & Marquart; Hilli; Necip & Qvist; Stolpe & Hedrén; Jensen & Dau	copy; copying; plagiere; kopiere

	outsource/bypass	3	Hilli; Necip & Qvist; Jensen & Dau	bypass; udliciteres; lader værktøjet udføre opgaverne
	appease	1	Hansen et al.	appease the AI; appeasing the AI
	optimise responses	2	Hansen et al.; Møller & Bundgaard;	optimise responses; optimere kode/output
	upload	2	Bruun et al.; Necip & Qvist	upload PDFs; uploadet en PDF; documents accessed
	share/not share information	3	Necip & Qvist; Nordentoft & Jensen; Jensen & Dau	share sensitive information; informed consent; data integrity
	read with	4	Bruun et al.; Lofthus & Sandberg; Hilli; Necip & Qvist	read; læse; reading academic texts with AI
	write with	6	Bruhn & Marquart; Bruun et al.; Hilli; Nordentoft & Jensen; Stolpe & Hedrén; Jensen & Dau	write; writing with AI; skrivning; skrivande
	translate	3	Bruun et al.; Hilli; Necip & Qvist	translate; translating; oversætte
	summarise/ request summaries	5	Bruhn & Marquart; Bruun et al.; Lofthus & Sandberg; Hilli; Necip & Qvist	summarise; opsummere; sammendrag; resuméer
	reflect	5	Hautopp et al.; Hilli; Kaup et al.; Nordentoft & Jensen; Jensen & Dau	reflect; reflektere; refleksion
	discuss	4	Lofthus & Sandberg; Hautopp et al.; Kaup et al.; Nordentoft & Jensen	discuss; drøfte; dialoger; samtaler
GenAI -> Student	provide	8	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Bruun et al.; Lofthus & Sandberg; Hilli; Necip & Qvist; Nordentoft & Jensen	provide; give; gav; give feedback
	support	9	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Lofthus & Sandberg; Hilli; Kaup et al.; Necip & Qvist; Slot et al.; Jensen & Dau	support; understøtte; støtte
	guide	6	Møller & Bundgaard; Hansen et al.; Bruun et al.; Necip & Qvist; Nordentoft & Jensen; Jensen & Dau	guide; guiding; vejlede; læsestrategiske spørgsmål
	scaffold	3	Møller & Bundgaard; Hansen et al.; Necip & Qvist	scaffold; scaffolding; stilladsere
	coach	2	Hansen et al.; Nordentoft & Jensen	coach; coaching partner; AI feedback coach
	advise	2	Møller & Bundgaard; Nordentoft & Jensen	advise; rådgive; give råd
	give feedback** (please)	5	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Necip & Qvist; Nordentoft & Jensen	give feedback; feedback provider; feedback generation; cheerlead
	create dialogue*** (simulate)	4	Lofthus & Sandberg; Hautopp et al.; Kaup et al.; Nordentoft & Jensen	create dialogue; dialogpartner; dialoger; role-play
	strengthen collaboration	3	Lofthus & Sandberg; Kaup et al.; Necip & Qvist	strengthen collaboration; samarbeid; collaborative learning
	stimulate	3	Møller & Bundgaard; Kaup et al.; Necip & Qvist	stimulate; stimulere; fostering
	influence/affect	8	Hansen et al.; Bruhn & Marquart; Lofthus & Sandberg; Hautopp et al.; Hilli; Necip & Qvist; Nordentoft & Jensen; Jensen & Dau	influence; affect; påvirke; påvirker

	enhance/improve	5	Bruhn & Marquart; Lofthus & Sandberg; Hilli; Necip & Qvist; Jensen & Dau	enhance; improve; forbedre; styrke
	enable	4	Møller & Bundgaard; Hilli; Kaup et al.; Necip & Qvist	enable; muliggøre; enabled
	motivate	4	Hansen et al.; Bruun et al.; Hilli; Necip & Qvist	motivate; motivation; inspired
	validate	2	Hansen et al.; Bruhn & Marquart	validated; validation; confirmation
	distract/annoy	2	Hansen et al.; Bruhn & Marquart	distracted; annoyed; distracting
	mislead	4	Møller & Bundgaard; Bruhn & Marquart; Hilli; Necip & Qvist	mislead; misleading; incorrect information
	hamper/inhibit/ reduce	5	Hansen et al.; Bruun et al.; Hilli; Necip & Qvist; Jensen & Dau	hamper; inhibit; reduce; diminishing; overfladisk læring
	bias	4	Møller & Bundgaard; Hautopp et al.; Hilli; Jensen & Dau	bias; biased; slagsider
	fabricate/ hallucinate	4	Møller & Bundgaard; Hautopp et al.; Hilli; Necip & Qvist	fabricate; hallucination; hallucinerer
	challenge	4	Lofthus & Sandberg; Hilli; Necip & Qvist; Nordentoft & Jensen	challenge; udfordre; utfordre
	personalise	3	Hilli; Necip & Qvist; Nordentoft & Jensen	personalise; tailored; personalized feedback
Content -> GenAI	prompt/trigger	6	Møller & Bundgaard; Bruhn & Marquart; Hautopp et al.; Hilli; Necip & Qvist; Nordentoft & Jensen	prompts; forespørgsler; prompt-writing; persona pattern
	train	3	Møller & Bundgaard; Bruhn & Marquart; Hautopp et al.	training data; træningsdata; trained on written communication
	supply/provide input	3	Bruhn & Marquart; Necip & Qvist; Jensen & Dau	supplied with indicators; data use; screen dumps
	upload/feed	3	Møller & Bundgaard; Bruun et al.; Necip & Qvist	upload PDF; fodres med indhold; documents accessed
	shape/ contextualise	4	Bruun et al.; Lofthus & Sandberg; Hilli; Necip & Qvist	shape prompts; contextual information; course literature
	constrain/limit	3	Lofthus & Sandberg; Hilli; Necip & Qvist	limited text length; contextually irrelevant; limitations
	structure/focus	3	Hansen et al.; Bruhn & Marquart; Necip & Qvist	criteria; performance indicators; prompt categories
	mediate	4	Bruun et al.; Hautopp et al.; Hilli; Kaup et al.	mediated; medieret; medierende led
GenAI -> Content	generate	10	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Hautopp et al.; Hilli; Kaup et al.; Necip & Qvist; Nordentoft & Jensen; Slot et al.; Jensen & Dau	generate; generere; generated
	produce	4	Møller & Bundgaard; Bruhn & Marquart; Hautopp et al.; Hilli	produce; producerer; producere
	provide/give	9	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart; Bruun et al.; Lofthus & Sandberg; Hilli; Kaup et al.; Necip & Qvist; Nordentoft & Jensen	provide; give; giver; gav

	explain	4	Møller & Bundgaard; Bruun et al.; Lofthus & Sandberg; Necip & Qvist	explain; forklare; gi hjelp til å forstå
	summarise/ condense	5	Bruhn & Marquart; Bruun et al.; Lofthus & Sandberg; Hilli; Necip & Qvist	summarise; condense; opsummering; sammendrag; resuméer
	translate	3	Møller & Bundgaard; Hilli; Necip & Qvist	translate; oversætte; translation
	analyse	4	Hansen et al.; Kaup et al.; Necip & Qvist; Jensen & Dau	analyse; analyze; analysing
	structure	4	Bruhn & Marquart; Hilli; Necip & Qvist; Nordentoft & Jensen	structure; structured writing; coherent argumentation
	modify/reformulate	4	Møller & Bundgaard; Lofthus & Sandberg; Hilli; Stolpe & Hedrén	modify; reformulate; omformulere; ændre
	optimise	2	Møller & Bundgaard; Hansen	optimise; optimere
	comment/assess	3	Møller & Bundgaard; Hansen et al.; Bruhn & Marquart	comment; assessment; comments
	write	5	Møller & Bundgaard; Bruhn & Marquart; Hilli; Stolpe & Hedrén; Jensen & Dau	write; writing; skrive; skrivande
	answer/respond	5	Møller & Bundgaard; Bruhn & Marquart; Bruun et al.; Hilli; Necip & Qvist	answer; response; replies; svar
	highlight/identify	3	Møller & Bundgaard; Lofthus & Sandberg; Necip & Qvist	highlight; identify; identificere; finne
	create questions	3	Bruun et al.; Lofthus & Sandberg; Necip & Qvist	create questions; formulerede spørgsmål; lage spørsmål
	compare	3	Hansen et al.; Bruhn & Marquart; Necip & Qvist	compare; comparing; sammenligne
	simplify	3	Bruun et al.; Lofthus & Sandberg; Necip & Qvist	simplify; forenkle; simple terms
	fabricate	2	Hilli; Necip & Qvist	fabricate; fabricated answers
	hallucinate	4	Møller & Bundgaard; Hautopp et al.; Hilli; Necip & Qvist	hallucinate; hallucinations; factual errors
	mislead/mis-represent	4	Bruhn & Marquart; Hilli; Necip & Qvist; Jensen & Dau	mislead; misleading; incorrect representations
	bias	3	Møller & Bundgaard; Hautopp et al.; Jensen & Dau	bias; biased; slagsider
	monitor surface features	1	Hansen et al.	monitors surface features; does not take content into account
	reduce to surface	3	Bruun et al.; Necip & Qvist; Jensen & Dau	surface-level; overfladisk; superficial information processing

* The term “use” does not accurately capture the essence of the verb in context, where it is used for a purpose and thus better conveyed by the verb “utilise”. ** This includes overly pleasing feedback (see e.g., Bruhn & Marquart, 2025). *** This includes using GenAI for simulating role-play (see Nordentoft & Jensen, 2025)