

Sovereign AI-tools in teaching

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Photo: Gasparini

Plan for the presentation

Contextualize teaching in today's AI landscape

Defining sovereign AI tools in teaching

Theoretical perspectives

Tensions and dilemmas

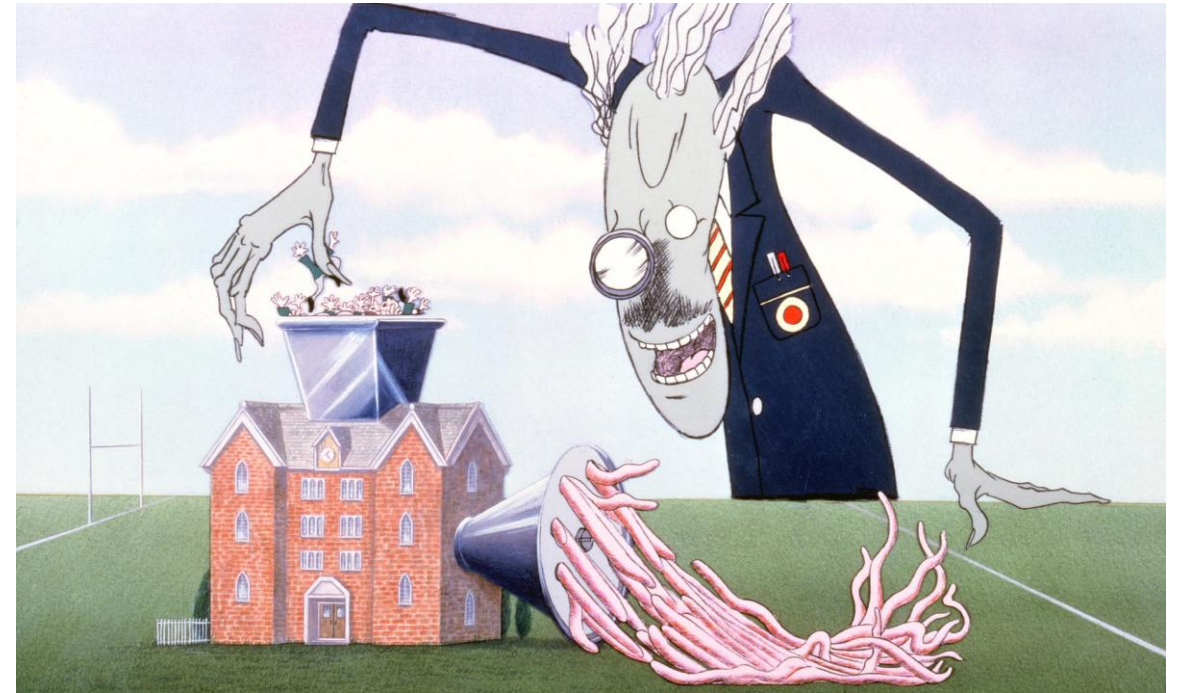
Contextualize teaching in today's AI landscape

Change of funding from research to study points production

- Faster production of ECTS
- Excessively bureaucratic HE

USA and “Science: A New Golden Age”

- Administration will decide what should be researched



The wall, Pink Floyd, (1979), Columbia Record.
Image by Gerald Scarfe

Kang J.C. (2026) Why the future of college could look like Onlyfans, *The New Yorker*.

(2026) *Vitenskap på Trumpsk, Khrono*

(2026) *Avslører KI i academia et brukket system? Khrono*

Contextualize teaching in today's AI landscape

Shift from product (like exam and essay) to process of learning

Shift in what and how we assess (from essay to oral exam)

Redesign how we teach, but we need arenas to test (*dilemma*)

Technology.....

Contextualize teaching in today's AI landscape

UiOs IT department introduced ChatGPT without warning, *legitimizing* its use in education and research.

Later on, Gemini NotebookLM and lately software to easy setup AI-agents (opencode).

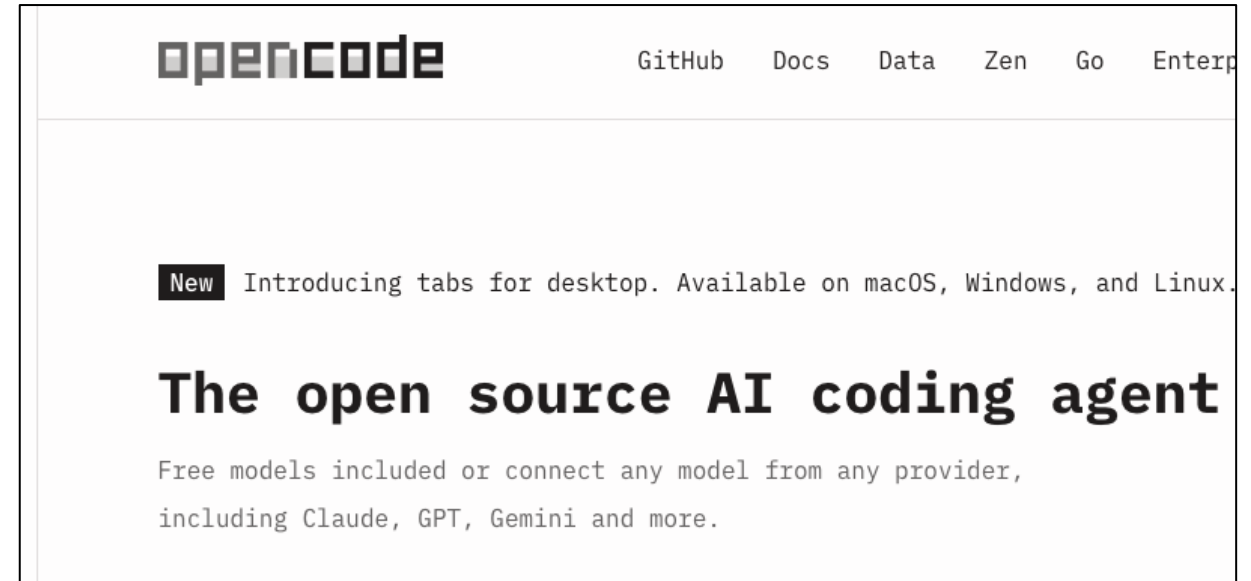


Image: <https://www.uio.no/tjenester/ki/retningslinjer/agentisk.html>

Defining sovereign AI tools in teaching

Defining sovereign AI tools in teaching

Sovereignty in general (Alexander Kempton and Eric Monteiro)

- Vulnerability, flexibility and ecosystem & innovation

Digital Sovereignty (addressed by Maja van der Velden)

- Open source
- Data protection and privacy

Pedagogical aspects (addressed by Katja M. Hydle)

- We should decide how the learning process happen in class

Defining sovereign AI tools in teaching

Technological independence (locally hosted)

- Data, infrastructure and AI-models under Norwegian control
- Universities need to retain ownership of *student data*
- GDPR: where does the server run?
- Data classification: green, yellow, red
- Legal: copyright, privacy, data processing



Khrono (2026) <https://www.khrono.no/dropper-anmeldelse-etter-hackingen-av-canvas/1062719>

Defining sovereign AI tools in teaching

Culture

“For critical education theorists, the central issues are culture and the capacity to remain in control of it. “ (Abbott, 2017)

- National Cultural values (Abbott, 2017)
 - National or international companies?
 - Colonizing of education by other countries
- Who decide? Political and protectionism.
 - UiOs IT deployment of ChatGPT (*dilemma*)
 - How to support a fair/correct use of AI tools by underdeveloped countries?
 - We need to reflect about what should be the IFI culture of teaching (*dilemma*)

Defining sovereign AI tools in teaching

Academic integrity and ethical issues

Tools can downplay the importance of ownership of academic output

Companies “says nothing of yet-to-be-seen negative effects of their products..”
(Forbes, 2025)

Tension between a *protective* approach to AI tools (to avoid deskilling in HE)

and

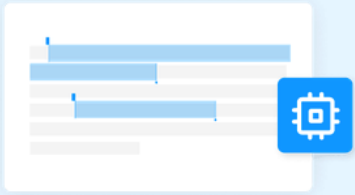
a *progressive* approach (what we lose not using them)

Defining sovereign AI tools in teaching

Academic integrity and ethical issues

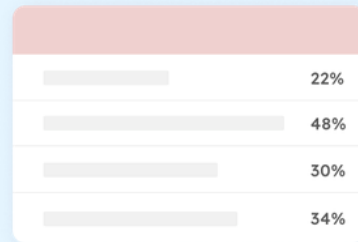
Stanford and Berkely

Discover the power of iThenticate



AI writing detection

Identify content likely generated by AI writing tools such as ChatGPT even if modified by AI paraphrasing and bypassing tools in submitted academic content with our AI writing indicator and report.



Similarity checking

The Similarity Report makes evaluating originality easy by comparing works against 25+ years of internet content—all in an intuitive, integrated interface.

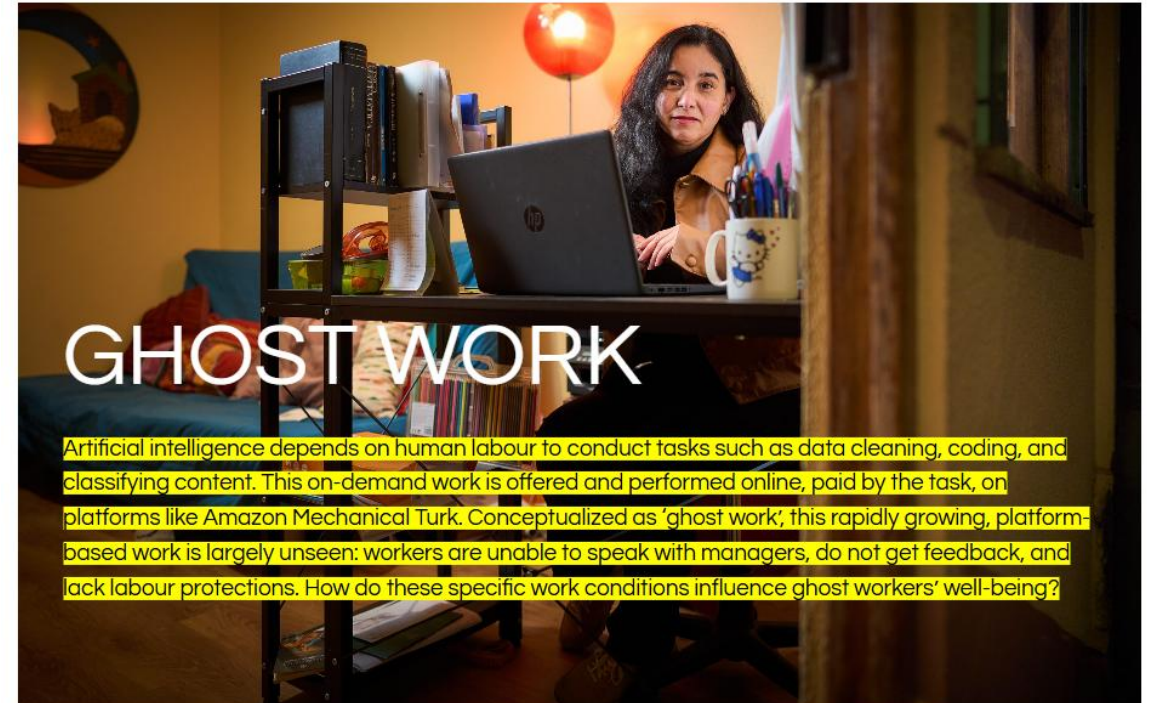
What about my text 5 years from now?
(*dilemma*)

Defining sovereign AI tools in teaching

Sustainability and Ethics

- Ghost work
- Energy
- Water
- Areas for data centers
- Minerals consumption

GHOST WORK



Defining sovereign AI tools in teaching

Tools

- Keenious
- Elsevier
- Oria
- NotebookLM
- Nvivo, atlas and MAXQDA

Can help teaching staff provide the same material in different formats like podcast and video!

The majority uses American services (Microsoft and Amazon)

Theoretical perspectives

Theoretical perspectives

“Knowledge emerges only through invention and re-invention”

P. Freire (1979)

Faculty are tired of ethics; they wish help with didactics and pedagogy (Babaci-Wilhite et al., 2025)

We have an emerging focus on human values we need to take care of: the pedagogy of hope (of the oppressed) (Freire, 1979) connects teacher, student and society. The learner is a co-creator of knowledge. In this creative space AI tools can be part, but in cooperation with all three stakeholder.

So, we need spaces and arena to create these activities.

Babaci-Wilhite, Z., Gasparini, A. & Mchombo, S. Reimagined AI pedagogy for equity and diversity in multilingual classrooms: A case study of hope in comparative and international education. *Prospects* (2025).

Freire, P. (1970). *Pedagogy of the oppressed*. Penguin Books.

Theoretical perspectives

Critical washing = encouraging AI use while aware of the risks (Guest et al., 2026)

Deskilling = We could risk of deskill our students. AI-based tools are “no replacement for the pedagogical process of reading and writing independently” (Forbes, 2025)

Forbes, S. H., & Guest, O. (2025). To improve literacy, improve equality in education, not large language models. *Cognitive Science*, 49(4)

Guest et al. (2026), AGAINST THE UNCRITICAL ADOPTION OF 'AI' TECHNOLOGIES IN ACADEMIA, Digital Culture & Education, (16)2.

Dilemmas

Dilemmas

Redesign how we teach, but we need arenas to test (*dilemma*)

- Who oversees this transition toward the use of AI-based tools in teaching?

UiOs IT deployment of ChatGPT (*dilemma*)

- In house development VS. of-the-shelf-software

We need to reflect about what should be the IFI culture of teaching (*dilemma*)

- Do we need our own AI-literacy course?

What about my text 5 years from now? (*dilemma*)

- Are we ready to tackle a boomerang effect? If any?

Thank you for your attention!