6.1 Resursi

Recenzētas publikācijas

Ali, R., Tang, O. Y., Connolly, I. D., Abdulrazeq, H. F., Mirza, F. N., Lim, R. K., Johnston, B. R., Groff, M. W., Williamson, T., Svokos, K., Libby, T. J., Shin, J. H., Gokaslan, Z. L., Doberstein, C. E., Zou, J., & Asaad, W. F. (2024). Demographic representation in 3 leading artificial intelligence text-to-image generators. *JAMA Surgery, 159*(1), 87–95. https://doi.org/10.1001/jamasurg.2023.5695

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives. Longman.

Autenrieth, D., & Schluchter, J.-R. (2026). Künstliche Intelligenz und inklusive Bildung: Empirische Perspektiven auf Einstellungen und Nutzungsmuster von Lehrkräften [Artificial intelligence and inclusive education: Empirical perspectives on teachers' attitudes and usage patterns]. *Medienimpulse, 64*(1). https://doi.org/10.21243/mi-01-26-24

Barnes, M., & Tour, E. (2026). Teachers' use of generative AI: A 'dirty little secret'? *Language and Education, 40*(1), 24–39. https://doi.org/10.1080/09500782.2025.2485935

Bastani, H., Bastani, O., Sungu, A., Ge, H., Kabakcı, Ö., & Mariman, R. (2025). Generative AI without guardrails can harm learning: Evidence from high school mathematics. *Proceedings of the National Academy of Sciences, 122*(26), Article e2422633122. https://doi.org/10.1073/pnas.2422633122

BEKIARIDIS, G. (author) and ATTWELL, G. (ed.), Supplement to the DigCompEDU Framework: Outlining the Skills and Competences of Educators Related to AI in Education, AI Pioneers – Work Package 3, Erasmus+ Programme, European Union, 2024. Available at: https://aipioneers.org/wp-content/uploads/2024/01/WP3_Supplement_to_the_DigCompEDU_English.pdf

BLOOM, B.S. (ed.), ENGELHART, M.D., FURST, E.J., HILL, W.H. and KRATHWOHL, D.R., Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain, David McKay Company, New York, 1956.

Buçinca, Z., Malaya, M. B., & Gajos, K. Z. (2021). To trust or to think: Cognitive forcing functions can reduce overreliance on AI in AI-assisted decision-making. *Proceedings of the ACM on Human-Computer Interaction, 5*(CSCW1), Article 188. https://doi.org/10.1145/3449287

Dier, M. (2025). KI-Kompetenzprofile von Lehrkräften an beruflichen Schulen: Vom Wissen zum didaktischen Handeln [AI competence profiles of vocational school teachers: From knowledge to didactic action]. *Journal of Technical Education, 13*(2), 66–85. https://doi.org/10.48513/joted.v13i2.328

Dong, Y. (2026). Generative AI technologies and educational outcomes: A comprehensive meta-analysis comparing traditional and AI-driven approaches. *Humanities and Social Sciences Communications, 13*(1), Article 559. https://doi.org/10.1057/s41599-026-06903-y

Farrokhnia, M., Latifi, S., Papadopoulos, P. M., Hogenkamp, L., Gijlers, H., Khosravi, H., & Noroozi, O. (2026). Generative AI offers more, but students revise less: Comparing the effects of teacher and AI feedback on student essay revisions. *International Journal of Educational Technology in Higher Education, 23*(1), Article 6. https://doi.org/10.1186/s41239-026-00579-9

Fleckenstein, J., Liebenow, L. W., & Meyer, J. (2023). Automated feedback and writing: A multi-level meta-analysis of effects on students' performance. *Frontiers in Artificial Intelligence, 6*, Article 1162454. https://doi.org/10.3389/frai.2023.1162454

Jaggy, A.-K., Jansen, T., Fütterer, T., & Trautwein, U. (2026). Almighty ChatGPT? Development of gifted secondary school students' AI (mis)conceptions. *Journal of Educational Psychology*. Advance online publication. https://doi.org/10.1037/edu0001063

Kestin, G., Miller, K., Klales, A., Milbourne, T., & Ponti, G. (2025). AI tutoring outperforms in-class active learning: An RCT introducing a novel research-based design in an authentic educational setting. *Scientific Reports, 15*(1), Article 17458. https://doi.org/10.1038/s41598-025-97652-6

Krathwohl, D. R. (2002). A revision of Bloom’s taxonomy: An overview. Theory Into Practice, 41(4), 212–218.

Lee, V. R., Pope, D., Miles, S., & Zárate, R. C. (2024). Cheating in the age of generative AI: A high school survey study of cheating behaviors before and after the release of ChatGPT. *Computers and Education: Artificial Intelligence, 7*, Article 100253. https://doi.org/10.1016/j.caeai.2024.100253

Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., & Zou, J. (2023). GPT detectors are biased against non-native English writers. *Patterns, 4*(7), Article 100779. https://doi.org/10.1016/j.patter.2023.100779

Liu, B., Zhang, W., & Wang, F. (2026). Can generative artificial intelligence effectively enhance students' mathematics learning outcomes? A meta-analysis of empirical studies from 2023 to 2025. *Education Sciences, 16*(1), Article 140. https://doi.org/10.3390/educsci16010140

Maršálek, R., & Teplá, M. (2026). "Is AI inevitable?" Development of attitudes and practices of Czech teachers between 2023 and 2025. *Education Sciences, 16*(2), Article 335. https://doi.org/10.3390/educsci16020335

MIAO, F. and CUKUROVA, M., AI Competency Framework for Teachers, UNESCO, 2024. ISBN 978-92-3-100707-1. DOI: https://doi.org/10.54675/ZJTE2084

REDECKER, C., European Framework for the Digital Competence of Educators: DigCompEdu, PUNIE, Y. (ed.), EUR 28775 EN, Publications Office of the European Union, Luxembourg, 2017. ISBN 978-92-79-73494-6 (pdf). DOI: https://doi.org/10.2760/159770. JRC107466.

Rind, I. A. (2026). Conceptualizing the impact of AI on teacher knowledge and expertise: A cognitive load perspective. *Education Sciences, 16*(1), Article 57. https://doi.org/10.3390/educsci16010057

Romeo, G., & Conti, D. (2026). Exploring automation bias in human–AI collaboration: A review and implications for explainable AI. *AI & Society, 41*, 259–278. https://doi.org/10.1007/s00146-025-02422-7

Rowe, J., Klimaszewski, M., Guillou, L., Vallor, S., & Birch, A. (2025). EuroGEST: Investigating gender stereotypes in multilingual language models. In *Proceedings of the 2025 Conference on Empirical Methods in Natural Language Processing* (pp. 32074–32096). Association for Computational Linguistics. https://doi.org/10.18653/v1/2025.emnlp-main.1632

Scarfe, P., Watcham, K., Clarke, A., & Roesch, E. (2024). A real-world test of artificial intelligence infiltration of a university examinations system: A "Turing Test" case study. *PLOS ONE, 19*(6), Article e0305354. https://doi.org/10.1371/journal.pone.0305354

Schemmer, M., Kühl, N., Benz, C., Bartos, A., & Satzger, G. (2023). Appropriate reliance on AI advice: Conceptualization and the effect of explanations. In *Proceedings of the 28th International Conference on Intelligent User Interfaces* (pp. 410–422). Association for Computing Machinery. https://doi.org/10.1145/3581641.3584066

Tian, Z., Liu, A., Esbenshade, L., Sarkar, S., Zhang, Z., He, K., & Sun, M. (2025). Implementation considerations for automated AI grading of student work. In J. Wilson, C. Ormerod, & M. Beiting Parrish (Eds.), *Proceedings of the Artificial Intelligence in Measurement and Education Conference (AIME-Con): Full papers* (pp. 9–20). National Council on Measurement in Education. https://aclanthology.org/2025.aimecon-main.2/

Vartiainen, H., Kahila, J., Tedre, M., López-Pernas, S., & Pope, N. (2025). Enhancing children's understanding of algorithmic biases in and with text-to-image generative AI. *New Media & Society, 27*(9), 5342–5368. https://doi.org/10.1177/14614448241252820

Wang, J., & Fan, W. (2025). RETRACTED ARTICLE: The effect of ChatGPT on students' learning performance, learning perception, and higher-order thinking: Insights from a meta-analysis. *Humanities and Social Sciences Communications, 12*(1), Article 621. https://doi.org/10.1057/s41599-025-04787-y

Wang, J., & Fan, W. (2026). Retraction note: The effect of ChatGPT on students' learning performance, learning perception, and higher-order thinking: Insights from a meta-analysis. *Humanities and Social Sciences Communications, 13*(1), Article 528. https://doi.org/10.1057/s41599-026-07310-z

Weinmann, H., Messingschlager, T. V., & Appel, M. (2026). Gender bias in text-to-image generative artificial intelligence: Neglect and stereotypical presentations across three popular platforms. *New Media & Society*. Advance online publication. https://doi.org/10.1177/14614448261435197

Wu, X., Zhu, P., Zhang, J., Yin, M., & Wang, Y. (2026). ChatGPT's impact on student learning outcomes: A meta-analysis of 35 experimental studies. *Humanities and Social Sciences Communications, 13*(1), Article 684. https://doi.org/10.1057/s41599-026-07019-z

Yan, D., & Zhang, S. (2024). L2 writer engagement with automated written corrective feedback provided by ChatGPT. *Humanities and Social Sciences Communications, 11*, Article 1086. https://doi.org/10.1057/s41599-024-03543-y

Yeo, G. H., & Lansford, J. E. (2025). Effects of artificial intelligence on educational functioning: A review and meta-analysis. *Educational Psychology Review, 37*(4), Article 110. https://doi.org/10.1007/s10648-025-10085-5

Yi, L., Liu, D., Jiang, T., & Xian, Y. (2025). The effectiveness of AI on K-12 students' mathematics learning: A systematic review and meta-analysis. *International Journal of Science and Mathematics Education, 23*(4), 1105–1126. https://doi.org/10.1007/s10763-024-10499-7

Yu, H., & Xie, Q. (2025). Generative AI vs. teachers: Feedback quality, feedback uptake, and revision. *Language Teaching Research Quarterly, 47*, 113–137. https://doi.org/10.32038/ltrq.2025.47.07

Zhang, L., Carter, R. A., Jr., Liu, Y., & Peng, P. (2026). Let's CHAT about artificial intelligence for students with disabilities: A systematic literature review and meta-analysis. *Review of Educational Research, 96*(1), 215–257. https://doi.org/10.3102/00346543241293424

Priekšpublikācijas, darba dokumenti un pētījumu ziņojumi

Campos, C., & Singleton, J. D. (2026). *AI diffusion gaps: Unequal integration of AI across K-12 schools* (NBER Working Paper No. 35347). National Bureau of Economic Research. https://doi.org/10.3386/w35347

Cruces, G., Fernández Meijide, D., Galiani, S., Gálvez, R. H., & Lombardi, M. (2026). *Does generative AI narrow education-based productivity gaps? Evidence from a randomized experiment* (NBER Working Paper No. 34851; rev. October 2026). National Bureau of Economic Research. https://doi.org/10.3386/w34851

Kalai, A. T., Nachum, O., Vempala, S. S., & Zhang, E. (2025). *Why language models hallucinate* (arXiv:2509.04664v1) [Preprint]. arXiv. https://arxiv.org/abs/2509.04664

Lehmann, M., Cornelius, P. B., & Sting, F. J. (2025). *AI meets the classroom: When do large language models harm learning?* (arXiv:2409.09047v2) [Preprint]. arXiv. https://arxiv.org/abs/2409.09047

Lodge, J. M., & Loble, L. (2026). *Artificial intelligence, cognitive offloading and implications for education* [Report]. Australian Network for Quality Digital Education; University of Technology Sydney. https://doi.org/10.71741/4pyxmbnjaq.31302475

Maier, S., Gunzenhäuser, M., Schweisthal, J., Schneider, M., & Feuerriegel, S. (2026). *A meta-analysis of the effect of generative AI on productivity and learning in programming* (arXiv:2605.04779v1) [Preprint]. arXiv. https://arxiv.org/abs/2605.04779

Shao, J., Wu, Q., Zhang, H., Sun, S., & Zhuang, J. (2026). *Mitigating scaffolding collapse in Socratic tutors via representation alignment* (arXiv:2607.19371v1) [Preprint]. arXiv. https://arxiv.org/abs/2607.19371

Paris, A., Labetoulle, A., Bezjak, S., Butler, D., Cardoso-Leite, P., Chesné, J.-F., Kirsch, C., Mori, S., Nardi, A., Nencioni, P., Niewint, J., Rossi, F., Storai, F., Toci, V., & Mirazchiyski, P. V. (2023). *Comparative European evaluation report* (AI4T – Artificial Intelligence for and by Teachers, Deliverable D3.3). Cnesco-Cnam; France Éducation international. https://cnesco.fr/wp-content/uploads/2024/05/AI4T_WP3_D3.3_Comparative-European-Evaluation-Report.pdf

Roy, P., Poet, H., Staunton, R., Aston, K., & Thomas, D. (2024). *ChatGPT in lesson preparation: A Teacher Choices Trial* [Evaluation report]. National Foundation for Educational Research; Education Endowment Foundation; The Hg Foundation. https://www.nfer.ac.uk/publications/chatgpt-in-lesson-preparation-a-teacher-choices-trial/

Staksrud, E., Mascheroni, G., Milosevic, T., Ní Bhroin, N., Ólafsson, K., Şengül-İnal, G., & Stoilova, M. (2026). *European children's use and understanding of generative AI: EU Kids Online 2026* (EU Kids Online Reports No. 1). London School of Economics and Political Science. https://doi.org/10.21953/researchonline.lse.ac.uk.00137132

Organizāciju statistika un ziņojumi

Miao, F., & Cukurova, M. (2024). *AI competency framework for teachers*. UNESCO. https://doi.org/10.54675/ZJTE2084

OECD. (2025). *Results from TALIS 2024: The state of teaching*. OECD Publishing. https://doi.org/10.1787/90df6235-en

OECD. (2026). *OECD digital education outlook 2026: Exploring effective uses of generative AI in education*. OECD Publishing. https://doi.org/10.1787/062a7394-en

UNESCO. (2023). *Global education monitoring report 2023: Technology in education – A tool on whose terms?* https://doi.org/10.54676/UZQV8501

Fondu, NVO u. c. aptaujas un ziņojumi

Bellio, N., & Kayser-Bril, N. (2024, March 4). *Wie Bildgeneratoren die Welt zeigen: Stereotypen statt Vielfalt* [How image generators show the world: Stereotypes instead of diversity]. AlgorithmWatch. https://algorithmwatch.org/de/bildgeneratoren-stereotypen/

Human Rights Watch. (2022, May 25). "*How dare they peep into my private life?*": *Children's rights violations by governments that endorsed online learning during the Covid-19 pandemic*. https://www.hrw.org/report/2022/05/25/how-dare-they-peep-my-private-life/childrens-rights-violations-governments

Latham, K., & Montacute, R. (2025, July). *Artificial advantage? AI in the classroom and the inequality gap*. The Sutton Trust. https://www.suttontrust.com/wp-content/uploads/2025/07/Artificial-advantage.pdf

Medienpädagogischer Forschungsverbund Südwest. (2024). *JIM-Studie 2024. Jugend, Information, Medien: Basisuntersuchung zum Medienumgang 12- bis 19-Jähriger* [JIM study 2024: Youth, information, media]. https://mpfs.de/studie/jim-studie-2024/

Michel, L. P., & Goertz, L. (2025). *mmb-Trendmonitor 2024/2025. Weiterbildung und digitales Lernen heute und in drei Jahren* [mmb trend monitor 2024/2025: Continuing education and digital learning today and in three years] (Results of the 19th mmb Learning Delphi). mmb Institut. https://www.mmb-institut.de/wp-content/uploads/mmb-Trendmonitor_2024-2025.pdf

Robert Bosch Stiftung. (2026). *Deutsches Schulbarometer 2026: Befragung Lehrkräfte* [German School Barometer 2026: Teacher survey] (Survey conducted by forsa). https://www.bosch-stiftung.de/sites/default/files/documents/2026-06/RBSG_Deutsches_Schulbarometer_Lehrkr%C3%A4fte_2026.pdf

Trucano, M. (2023, July 10). *AI and the next digital divide in education*. Brookings Institution. https://www.brookings.edu/articles/ai-and-the-next-digital-divide-in-education/

Vodafone Stiftung Deutschland. (2024, March). *Pioniere des Wandels: Wie Schüler:innen KI im Unterricht nutzen möchten* [Pioneers of change: How students want to use AI in the classroom] (Survey conducted by infratest dimap). https://www.vodafone-stiftung.de/pioniere-des-wandels/

Walton Family Foundation, & Gallup. (2025, June). *Teaching for tomorrow: Unlocking six weeks a year with AI*. https://news.gallup.com/poll/691967/three-teachers-weekly-saving-six-weeks-year.aspx

Institūciju dokumenti

Børne- og Undervisningsministeriet, Styrelsen for Undervisning og Kvalitet. (2025, August 22). *Forsøg med prøverne i engelsk A (stx)* [Trial of the English A examinations (stx)] (Case 25/23313). https://www.uvm.dk/-/media/filer/uvm/udd/gym/pdf25/aug/250822-forsoeg-med-proeverne-i-engelsk-a--stx-.pdf

Commission nationale de l'informatique et des libertés. (2025, June 20). *Enseignant : comment utiliser un système d'IA dans le respect du RGPD ?* [Teachers: How to use an AI system in compliance with the GDPR]. https://www.cnil.fr/fr/enseignant-usage-systeme-ia

Department of Education Northern Ireland. (2026, May 6). *Givan announces roll-out of AI tools and training for Northern Ireland teachers* [Press release]. https://www.education-ni.gov.uk/news/givan-announces-roll-out-ai-tools-and-training-northern-ireland-teachers

Der Hamburgische Beauftragte für Datenschutz und Informationsfreiheit. (2023, November 13). *Checkliste zum Einsatz LLM-basierter Chatbots* [Checklist for the use of LLM-based chatbots]. https://datenschutz-hamburg.de/fileadmin/user_upload/HmbBfDI/Datenschutz/Informationen/20231113_Checkliste_LLM_Chatbots_DE.pdf

European Commission. (2026, September 7). *Market surveillance authorities under the AI Act*. https://digital-strategy.ec.europa.eu/en/policies/market-surveillance-authorities-under-ai-act

FWU Institut für Film und Bild in Wissenschaft und Unterricht. (n.d.). *AIS.chat (vormals telli)*. Retrieved October 16, 2026, from https://fwu.de/ais-chat/

Haridus- ja Teadusministeerium. (2026, March 8). *Europe's top PISA performer showcases AI Leap programme as global summit opens in Tallinn* [Press release]. https://www.hm.ee/en/news/europes-

top-pisa-performer-showcases-ai-leap-programme-global-summit-opens-tallinn

Joint Council for Qualifications. (2025). *AI use in assessments: Protecting the integrity of qualifications* (Effective from 30 April 2025). https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/

Kennisnet. (2026, January 15). *Toetsing en generatieve AI in het voortgezet onderwijs* [Assessment and generative AI in secondary education] (updated April 28, 2026). https://www.kennisnet.nl/

Konferenz der unabhängigen Datenschutzaufsichtsbehörden des Bundes und der Länder. (2024, May 6). *Orientierungshilfe: Künstliche Intelligenz und Datenschutz* [Guidance: Artificial intelligence and data protection] (Version 1.0). https://www.datenschutzkonferenz-online.de/media/oh/20240506_DSK_Orientierungshilfe_KI_und_Datenschutz.pdf

Kultusministerkonferenz. (2024, October 10). *Handlungsempfehlung für die Bildungsverwaltung zum Umgang mit Künstlicher Intelligenz in schulischen Bildungsprozessen* [Recommendation for education administrations on artificial intelligence in school education] (Resolution of the Bildungsministerkonferenz; rev. ed. March 2025). https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2024/2024_10_10-Handlungsempfehlung-KI.pdf

Ministère de l'Éducation nationale. (2025, June 13). *Cadre d'usage de l'IA en éducation* [Framework for the use of AI in education]. https://www.education.gouv.fr/cadre-d-usage-de-l-ia-en-education-450647

Ministère de l'Éducation nationale. (2026, February). *M.I.A. Seconde, une approche personnalisée de la remédiation en français et en mathématiques* [M.I.A. Seconde: A personalised approach to remediation in French and mathematics]. Éduscol. https://eduscol.education.gouv.fr/6693/mia-seconde-une-approche-personnalisee-de-la-remediation-en-francais-et-en-mathematiques

Ministerstvo školstva, výskumu, vývoja a mládeže Slovenskej republiky. (2026, January 15). *20-tisíc licencií ChatGPT Edu podporí rozvoj digitálnych zručností budúcich učiteľov* [20,000 ChatGPT Edu licences will support future teachers' digital skills] [Press release]. https://www.minedu.sk/20-tisic-licencii-chatgpt-edu-podpori-rozvoj-digitalnych-zrucnosti-buducich-ucitelov/

Ministerstvo školstva, výskumu, vývoja a mládeže Slovenskej republiky. (2026, May 12). *Ministerstvo chce do konca roka sprístupniť AI nástroje pre všetkých učiteľov na Slovensku* [The ministry wants to make AI tools available to all teachers in Slovakia by the end of the year] [Press release]. https://www.minedu.sk/ministerstvo-chce-do-konca-roka-spristupnit-ai-nastroje-pre-vsetkych-ucitelov-na-slovensku/

Ministerium für Schule und Bildung des Landes Nordrhein-Westfalen. (n.d.). *Dienstanweisung für die automatisierte Verarbeitung von personenbezogenen Daten in der Schule* (BASS 10-41 Nr. 4). Retrieved October 16, 2026, from https://bass.schule.nrw/17585.htm

Bayerisches Staatsministerium für Unterricht und Kultus. (n.d.). *Private Endgeräte im Dienstgebrauch* [Private devices for official use]. Retrieved October 16, 2026, from https://www.km.bayern.de/gestalten/digitalisierung/datensicherheit/private-endgeraete-im-dienstgebrauch

Office of Qualifications and Examinations Regulation. (2026, March). *SLT briefing pack: AI and coursework integrity* (Version 2.5). https://www.gov.uk/government/organisations/ofqual

Scheiter, K., Bauer, E., Omarchevska, Y., Schumacher, C., & Sailer, M. (2025). *Künstliche Intelligenz in der Schule: Eine Handreichung zum Stand in Wissenschaft und Praxis* [Artificial intelligence in schools: A guide to the state of research and practice]. Bundesministerium für Bildung, Familie, Senioren, Frauen und Jugend. https://www.empirische-bildungsforschung-bmbfsfj.de/img/KI_Review.pdf

Statsministerens kontor, & Kunnskapsdepartementet. (2026, June 19). *Ny nasjonal anbefaling: Kunstig intelligens skal i all hovedsak ikke brukes i barneskolen* [New national recommendation: AI should as a rule not be used in primary school] [Press release]. https://www.regjeringen.no/no/aktuelt/kunstig-intelligens-skal-i-all-hovedsak-ikke-brukes-i-barneskolen/id3166807/

SURF. (2026, May 27). *Privacy risks Microsoft 365 Copilot remain 'orange' despite improvements*. https://www.surf.nl/en/news/privacy-risks-microsoft-365-copilot-remain-orange-despite-improvements

Transport for London. (2022, March). *The Knowledge of London: An introduction to learning the Knowledge of London and the examination process*. https://foi.tfl.gov.uk/FOI-0355-2425/Introduction%20to%20Knowledge%20Booklet%20(March%202022).pdf

Vanderbilt University, Brightspace Support. (2023, August 16). *Guidance on AI detection and why we're disabling Turnitin's AI detector*. https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/

Verband Bildungsmedien. (n.d.). *Urheberrecht und KI* [Copyright and AI]. Schulbuchkopie.de. Retrieved October 16, 2026, from https://www.schulbuchkopie.de/index.php/urheberrecht-und-ki

ZHAW Zürcher Hochschule für Angewandte Wissenschaften. (2026). *Verwendung generativer KI-Systeme bei Leistungsnachweisen* [Use of generative AI systems in assessments] (Richtlinie Z-RL, Version 4.0.0).

https://gpmpublic.zhaw.ch/GPMDocProdDPublic/Vorgabedokumente_ZHAW/Z_RL_Richtlinie_KI_bei_Leistungsnachweisen.pdf

Preses avoti

AI Leap Foundation. (n.d.). *AI Leap (TI-Hüpe)*. Retrieved October 16, 2026, from https://tihupe.ee/en

Depue, W. (2023, November 6). *What's new with DALL·E 3?* OpenAI Cookbook. https://developers.openai.com/cookbook/articles/what_is_new_with_dalle_3

EvidenceB. (2022, November 30). *EvidenceB et Docaposte remportent le marché public pour offrir un service de remédiation en français et en mathématiques pour tous les nouveaux lycéens de France* [Press release]. https://evidenceb.fr/evidenceb-et-docaposte-remportent-le-marche-public/

OpenAI. (2022, July 18). *Reducing bias and improving safety in DALL·E 2*. https://openai.com/index/reducing-bias-and-improving-safety-in-dall-e-2

Raghavan, P. (2024, February 23). *Gemini image generation got it wrong. We'll do better.* The Keyword (Google). https://blog.google/products/gemini/gemini-image-generation-issue/

Tiesību akti

Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation), OJ L 119, 4.5.2016, p. 1. https://eur-lex.europa.eu/eli/reg/2016/679/oj/eng

Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 laying down harmonised rules on artificial intelligence (Artificial Intelligence Act), OJ L, 2024/1689, 12.7.2024. https://eur-lex.europa.eu/eli/reg/2024/1689/oj/eng — consolidated version of 27 July 2026: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02024R1689-20260727

Regulation (EU) 2026/1744 of the European Parliament and of the Council of 8 July 2026 amending Regulations (EU) 2024/1689, (EU) 2018/1139 and (EU) 2023/1230 as regards the simplification of the implementation of harmonised rules on artificial intelligence (Digital Omnibus on AI), OJ L, 2026/1744, 24.7.2026 (in force 27 July 2026; corrigendum 29 September 2026). https://eur-

lex.europa.eu/eli/reg/2026/1744/oj/eng

Gesetz über Urheberrecht und verwandte Schutzrechte (Urheberrechtsgesetz – UrhG) [German Copyright Act], §§ 2, 16, 44a, 44b, 60a, 97. https://www.gesetze-im-internet.de/urhg/

Schulgesetz für Baden-Württemberg (SchG), § 115b. https://www.landesrecht-bw.de/

Bayerisches Hochschulinnovationsgesetz (BayHIG), as amended by the Act of 8 May 2026 (GVBl. p. 208). https://www.gesetze-bayern.de/

Tiesu nolēmumi

Verwaltungsgericht Hamburg, Beschluss vom 15. Dezember 2025, 2 E 8786/25 (interim relief, § 123 VwGO; not final).
https://justiz.hamburg.de/resource/blob/1128534/4a02d061e1d2a47e4ff1449241831117/2-e-8786-25-beschluss-vom-15-12-25-data.pdf

Verwaltungsgericht Kassel, Urteile vom 25. Februar 2026, 7 K 2134/24.KS und 7 K 2515/25.KS (appeal admitted; not final). Press release No. 1/2026 of 26 February 2026.
https://verwaltungsgerichtsbarkeit.hessen.de/presse/unzulaessige-nutzung-kuenstlicher-intelligenz-bei-studentischen-pruefungsleistungen

Landgericht München I, Urteil vom 11. November 2025, 42 O 14139/24 (GEMA v. OpenAI; appeal pending before the OLG München).

Raad van State (Afdeling bestuursrechtspraak), uitspraak van 30 juli 2025, 202501708/1/A2, ECLI:NL:RVS:2025:3585. https://uitspraken.rechtspraak.nl/details?id=ECLI:NL:RVS:2025:3585

Tribunal administratif de Paris, ordonnance du 12 février 2026, n° 2600972 (référé).

Kammarrätten i Göteborg, dom den 14 juli 2023, mål nr 4285-23. Reported in Processrätt (2023, November 4), https://processratt.se/kammarratten-i-goteborg-upphaver-disciplinnamndens-beslut-om-fusk-med-ai-verktyg/

Revision #3
Created 2026-09-01 09:14:32 UTC by Alexander
Updated 2026-10-20 15:35:57 UTC by Alexander