

Educating the Educators Guidelines for Ethical and Empowering Use of Generative AI in Higher Education

Matthew Montebello

University of Malta

ABSTRACT

The rapid integration of Generative AI (GenAI) tools into academic environments is transforming how students engage with research, writing, and learning. While these technologies offer unprecedented opportunities for creativity and productivity, they also present ethical, pedagogical, and institutional challenges, particularly for educators tasked with maintaining academic integrity and fostering deep learning. This paper presents a framework of three foundational guidelines designed to help educators guide students toward the ethical and empowering use of GenAI in higher education. The guidelines emphasize (1) transparency in AI use, (2) human-AI collaboration that prioritizes critical thinking, and (3) contextualised pedagogy that integrates AI literacy into disciplinary practice. Grounded in ongoing research and practice across interdisciplinary academic settings, including faculty workshops and student training at the University of Malta, the paper illustrates how these guidelines can support learners in using GenAI to enhance rather than bypass core academic skills. Through concrete examples, the study shows how educators can embed GenAI meaningfully within teaching, learning, and assessment processes while upholding values of originality, authorship, and ethical research. The paper concludes by offering recommendations for institutional policies, professional development, and curriculum design that align with a future-ready, responsible use of AI in education.

Keywords: Academic Integrity, AI Literacy, Ethical Pedagogy, GenAI, Higher Education.