Meeting SAT CS 08-04-2026

If no comments to the minutes received within the 10 working days period. Minutes are approved.

Present:

- Dan Witzner Hansen (HoP BSWU)
- Louise Meier Carlsen (Co-HoP BSWU)
- Martin Aumüller (HoP KSD)
- Marco Carbone (HoP KCS)
- Therese Graversen (HoP BDS)
- Gabija Makutenaite (Student rep. BDS)
- Peter Raasthøj (Student rep. BSWU)
- David Martin Sørensen (Student rep. KCS)
- Allette Bjørn Bundgaard (ProCoor SWU/CS) Minutes
- Marc Kellaway (ProCoor SD)

Absent:

- Jesper Bengtson (Co-HoP SD)
- Michele Coscia (Co-HoP KDS)
- Viktor Horváth (Student rep. KCS)
- Mette Holm Smith (ProCoor BDS/KDS, Secretary SAT CS)
- Luca Maria Aiello (HoP KDS)

Minutes DRAFT:

1. **Approval of agenda: Approved**
   Welcome back to David Martin Sørensen (KCS) who re-joins SAT CS as a student representative.

2. **Approval of minutes from meeting 25-2-2026**
   No comments to the minutes received within the 10 working days period. Minutes approved.

3. **Promotion of SAT CS and BoS to students** (Viktor) (10-15 minutes)
   How can we better inform students about SAT and BoS to get more representatives to join from our programmes.
   Viktor is not present => Postponed till next meeting

4. **AI in teaching – how to use AI from a students' and teachers' perspective?** (Louise) (30 minutes)
   Louise held a short presentation about 3 perspectives on AI:
   1) AI as a tool for learning:
   Positives perspectives on AI in relation to learning:
   - Dynamic media
   - Possibility to receive feedback
   - AI can provide quick terminology,
   - AI makes it easier to study open topics across curriculum - Interdisciplinarity.

   Neutral perspectives on AI in relation to learning:

- Can AI be neutral?
- Depends on usage, context and facilitation.

Negative perspectives on AI in relation to learning:

- If not used right AI is used to come up with solutions instead of deepening the learning
- some students seem to over-rely on AI
- Use of AI risks to broaden the gap between the individual students´ understanding on a course or program
- Use of AI requires orchestration by teachers – which is time consuming
- Students will lack different types of cognitive training.

2) AI as a tool for profession:

- Professionals still need to learn fundamentals to understand how to use AI as a professional tool
- It is difficult to prove what Gen AI cannot do
- Minimal knowledge is necessary to be able to apply AI as professional tool
- Industries are still experimenting with use of AI; agreements on use does not exist - including no ethical considerations and limits for use.

3) AI is a type of software like other software tools:

Still open issues remain:

- AI models need training
- Determine what issues can best be solved with GenAI
- Integrating AI solutions in other software tools
- Consider what is the minimal knowledge required to operate AI
- Software architecture and design is bit different from traditional software

Keywords from SAT´s discussion:

- ITU requires deep understanding from students, not the quick answers.
- AI is a useful tool for students also on BSc programs. Texts provided in courses, e.g. research papers, are difficult to understand - especially for BSc students. AI provides basic alternative explanations. However, deep understanding requires thorough studies of the texts, and it is important students are aware of this.
- An important basic for students´ use of AI is skill on how to prompt in a way that provides answers that support the required learning.
- Prompts can be constructed to target knowledge and skills on different layers of skills (applied, theory etc.)
- Templates for prompting are very useful to teach students to use AI in the right way, but they are also very time consuming for teachers to develop.
- Students should not be left unsupported by the teacher when using AI in courses.
- Many universities have libraries for prompts why do ITU not have this?
- Is it possible construct exercises that support learning by use of AI?
  - Construct in such a way that students can use AI to get “hints” to get on the right track and then solve the exercise “by hand”.
- Students need to embrace that “struggling” is a valuable cognitive technique that is important to learn. However, this requires patience and trust in one’s own abilities.
- Unclear or unprecise formulation of exercises also contributes to exercises being perceived as hard.

Closing remarks:

- AI is now inevitable in education and work life.
- Teachers should be clear about the reason for using/not using AI in a course/exercises/exam and remember to explain those reasons to students.
- On an overall level, ITU need to discuss why and how we will embrace AI in learning.

5. **Information from SAT Members** (15 minutes)

    - SPS from January 1, 2027, allocation of SPS aids will pass from Studenterrådgivningen to the universities.

6. **AOB**

    SAT decided to keep the next meeting:
    Points for the agenda:

    - Promotion of SAT CS and BoS to students (Viktor)
    - Continuing the discussion about AI as a learning tool
    - Discussion on the ITU AI strategy – is it still fulfilling?