INSTITUTIONAL PEDAGOGICAL CHARTER FOR GOOD PRACTICES AT THE UNIVERSITY OF LILLE IN THE EVOLVING CONTEXT OF GENERATIVE AI: PERSPECTIVES FOR LIFELONG LEARNING

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ABSTRACT

Generative artificial intelligence (AI) is transforming higher education by reshaping student practices, professional expectations, and the nature of academic work. Universities must now support not only initial degree students but also adult learners and staff who need continuous upskilling to remain relevant in an AI-mediated labour market. This contribution presents the University of Lille's innovative initiative to integrate generative AI into pedagogy through a participatory Charter of Good Pedagogical Practices. The initiative combined a diagnosis of student AI uses and multi-level acculturation strategy for staff and learners. It explicitly framed AI as both a challenge and an opportunity for lifelong learning, positioning the university as a hub for ongoing reskilling and critical digital literacy for diverse publics.
Keywords: Artificial intelligence; academic integrity; lifelong learning; governance; higher education.

INTRODUCTION

Generative artificial intelligence (AI) has rapidly evolved and is profoundly affecting the labour market, reshaping work practices across professions and structuring how tasks, communication and knowledge production are organised (OECD, 2023). Labour market analyses show marked increases in AI-related job postings and transversal demands for 'AI literacy' in both technical and non-technical roles, underlining the need for continuous upskilling and reskilling (OECD, 2023). In the coming years, 61% of adult workers will need to handle skills relative to the impact of AI on their work, but only 15% thus far have already received training in using AI tools (CEDEFOP, 2025). Universities are therefore under pressure to prepare learners, not only traditional full-time students but also professionals and adult learners, for careers in which AI-related competences are increasingly requested (Lyndgaard et al., 2024).

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Simultaneously, the diffusion of large language models underlying generative AI has progressively and deeply altered student practices. Surveys reveal high rates of AI use for coursework, assignment preparation and assessment-related tasks, often in the absence of clear institutional guidance (Brown et al., 2025). This raises concerns about academic integrity, assessment validity, equity of access, and the preservation of critical and creative skills, all of which are central to a lifelong learning mission that seeks to empower learners throughout the life course. This contribution presents the University of Lille's response through an innovative, participatory initiative: the development and implementation of a Charter of Good Pedagogical Practices for AI, explicitly framed by a lifelong learning perspective aimed at acculturating students, academic staff, and other professionals to AI in ways that support employability, ethical awareness, and critical digital literacy (Lyndgaard et al., 2024).

CONVERGENT PRINCIPLES FOR AI GOVERNANCE IN HIGHER EDUCATION

Recent scholarship on AI governance converges on shared principles for responsible implementation in higher education. Papagiannidis et al. (2025) emphasised translating high-level ethical principles (accountability, transparency, fairness, privacy and human oversight) into concrete structural, procedural and relational practices across the AI lifecycle. Barus et al. (2025) grounded these recommendations in student perspectives, showing that learners strongly support AI integration but demand clear guidelines, ethics training and participatory governance to prevent plagiarism and preserve academic integrity. Together, these studies suggest that effective AI governance requires principle-based yet practice-oriented frameworks, multi-stakeholder participation, continuous adaptation, and a balance between innovation and the protection of human agency, equity and trust.

CONTEXT AT UNIVERSITY OF LILLE

The University of Lille, a large French institution with diverse disciplinary fields, observed an abrupt increase in student use of generative AI tools. An internal survey by the student association GALILLÉ surveyed 346 respondents from Bachelor and Master programmes across disciplines, including social sciences, humanities, health and STEM (Science, Technology, Engineering and Mathematics) fields. The survey estimated frequency and types of AI uses (information search, drafting, proofreading, idea generation), perceived usefulness and satisfaction, verification practices, and perceived risks. Results suggested that a majority used AI for information gathering, drafting, proofreading, idea generation and content review, with high levels of perceived usefulness and satisfaction (https://accueil.galille.org/accueil/nos-chiffres). However, only around half systematically checked the accuracy of AI-generated outputs, and trust remained ambivalent. This combination of intensive use, partial verification and uncertain trust created a fragile environment for learning and assessment, consistent with other surveys (Hillman et al., 2025; Brown et al., 2025).

Beyond initial education, the university provides continuing education and professional development. The same AI-driven transformations also reshape expectations for adult learners and employees requiring career-long skill updates (OECD, 2023; Lyndgaard et al., 2024). Lifelong learning therefore emerged as a unifying lens: AI is not only a topic within specific courses, but a cross-cutting challenge requiring an institutional strategy supporting continuous learning for all publics (Low et al., 2025). Throughout the process, a lifelong learning perspective was maintained: students, academic staff, and administrative staff were solicited not only as actors in developing rules and ethical guidelines, but as learners

needing to develop evolving competences to navigate AI-rich environments. Academic colleagues identified several tensions. First, academic integrity became harder to monitor as AI-generated texts challenged conventional plagiarism detection and blurred boundaries between assistance and delegation. Concerns also arose that reliance on AI might erode essential competences such as critical thinking, problem-solving and deep disciplinary understanding (Alshammari and Park, 2025). Finally, AI use raised privacy and data protection issues, particularly regarding input of personal or institutional data into external services, in a context where GDPR compliance is mandatory.

METHODOLOGICAL CHOICE: A PARTICIPATORY PROCESS

The University of Lille deliberately rejected an approach based on prohibition or purely technical control. Instead, the institution adopted a governance model grounded in three principles: awareness of both benefits and limitations of AI, engagement of students and staff in shaping recommendations, and flexible adaptation to a fast-evolving technological environment. Therefore, the political choice was driven to promote a charter being designed less as a static code of conduct and more as a shared learning tool that can be revisited, updated and appropriated across different life stages and across initial and continuing education programmes.

The methodological design followed a multiple-step participatory process: an initial diagnostic phase, a consultation phase with academic and support staff, and a co-construction phase organised around interdisciplinary working groups. This design combined empirical evidence on existing practices with deliberative spaces where different actors could articulate expectations, tensions and priorities regarding integrating generative AI in teaching and learning.

Two parallel processes were engaged. First, a process was initiated with elected student representatives, independently of teaching teams, in direct connection with the vice-presidency for education and pedagogical innovation. We chose to collect information on generative AI use from students and teachers separately in order to make it easier for students to speak freely, since many of them fear academic consequences or being suspected of dishonesty (Gonsalves, 2025). This interaction led to a student survey, spontaneously designed and headed by a student association. With 346 respondents across multiple programmes, the survey provided an empirical map of AI appropriation and highlighted ambivalences mentioned above. Second, consultations with teachers and educational support staff were performed, underlining uneven levels of AI familiarity and significant uncertainty about policies and pedagogical implications.

The university then launched a participatory process to co-construct a Charter of Good Pedagogical Practices for AI. Working groups involving teachers from different disciplines, educational designers, IT and data protection officers, and student representatives were established. This composition reflected the university community's diversity at disciplinary, technical and pedagogical levels. Each group gathered approximately 18 to 36 participants and met several times between November 2024 and March 2025. Three consultation meetings took the form of focus groups and extended discussions, during which participants described concrete classroom situations, perceived benefits and risks of AI, and possibilities of regulating its use. Discussions were documented and synthesised, subsequently constituting the Charter's framing.

The goal was not to produce recommendations that would quickly become obsolete, but to define stable principles, values and guidelines capable of guiding decisions despite technological change. This choice reflects a lifelong learning perspective: rather than

embedding rigid rules, the university sought to develop a shared culture and reflexive competences that can evolve over time and across learning pathways. The final Charter text was written collegially in working groups, then briefly circulated to gather feedback from the wider community before formal adoption.

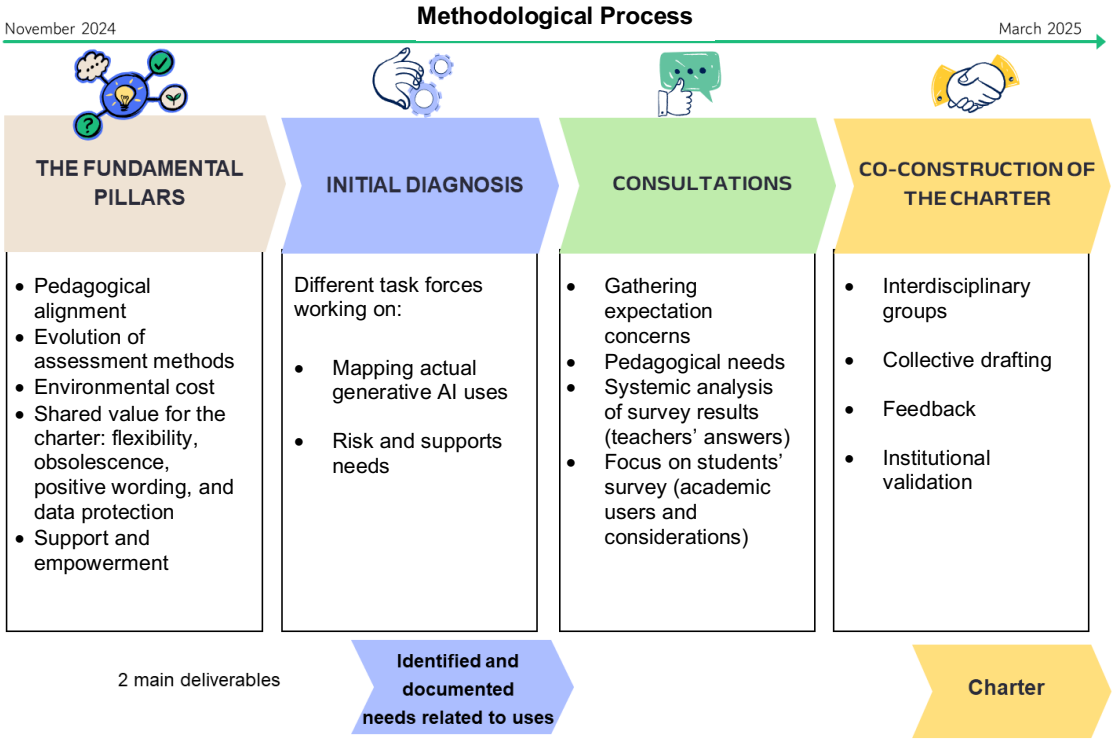

Figure 1. Participatory Methodological Process for the AI Charter

THE CHARTER: PRINCIPLES AND PEDAGOGICAL DIMENSIONS

The core principles of the Charter did not emerge *a priori*. The resulting charter was structured around five core principles: **transparency**, **critical thinking**, **academic integrity**, **data protection** and **responsibility**. Transparency requires both teachers and students to clearly indicate when and how AI tools are used, whether in course design, assessment preparation or student work. Critical thinking emphasises using AI outputs as objects of analysis rather than truths to be accepted, inviting students to question, verify and contextualise AI-generated content. Beside critical thinking, the ecological dimension and environmental cost of using generative AI were raised by many colleagues as a central concern, stressing that digital frugality should be actively encouraged as a guiding practice. Even though the Charter supports integration of generative AI, it does not encourage treating these tools as indispensable teaching components.

Maintenance of academic integrity remained central. The charter acknowledges that AI can support learning but insists that assessments must still validly certify individual competences, especially in high-stakes or professional programmes. Clear rules distinguish acceptable forms of AI assistance from misconduct, and teachers are encouraged to redesign assessment tasks towards more authentic, process-oriented and collaborative formats, so that learning outcomes remain meaningful. Data protection principles ensure compliance with European regulations and caution against exposing personal or sensitive information to external platforms. Responsibility is conceived as a shared duty of institutions, staff and

students to consider consequences of AI uses and to act in ways that preserve fairness, inclusion and trust.

These principles are linked to concrete pedagogical dimensions. The charter calls for alignment between AI-related practices and intended learning outcomes of each course and programme. Teachers are encouraged to identify which competences should be developed primarily, such as ethical reasoning, complex judgement, embodied skills, and which tasks can be supported by AI, promoting a more purposeful distribution of roles. The charter also insists on adapting assessment methods to potential AI uses, for instance, by integrating in-class activities, oral examinations, project-based learning and reflective components that make uncritical AI delegation less viable.

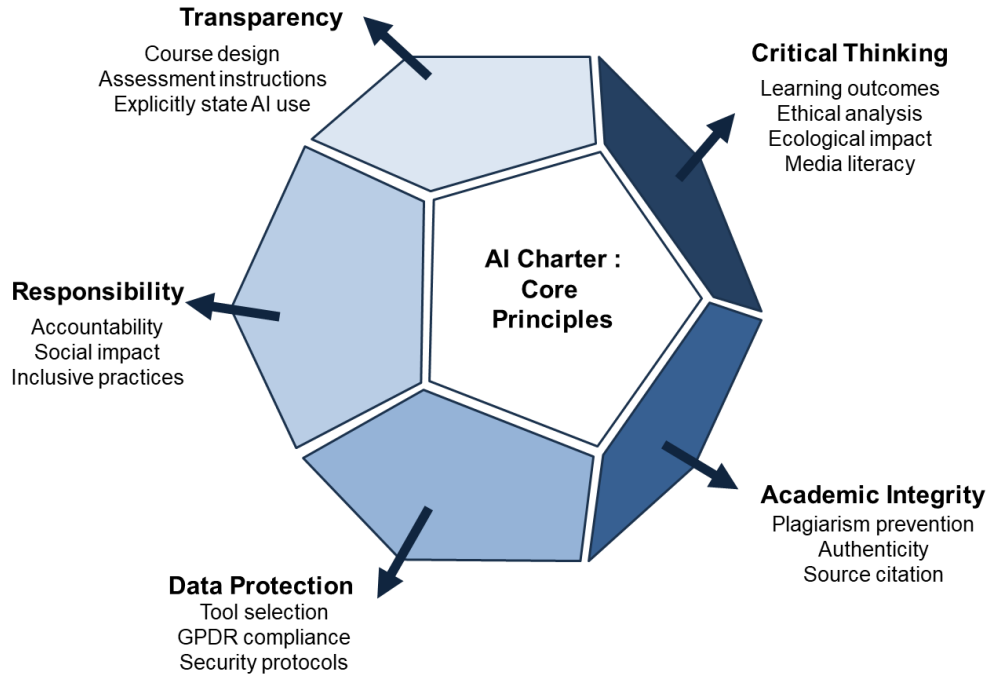

Figure 2. Core Principles of the Charter and Pedagogical Dimensions

A LIFELONG LEARNING LENS ON AI GOVERNANCE

From the outset, the initiative was framed as a contribution to the university's lifelong learning mission rather than a narrow response to immediate academic integrity concerns. AI is reshaping the skills expected of graduates, and international organisations underline that continuous learning will be essential for workers to remain employable. Simultaneously, teachers and staff are themselves learners who must acquire new competences to design, implement and evaluate AI-mediated pedagogies.

The charter therefore addresses multiple audiences along the life span. For initial degree students, it aims to develop critical AI literacy that can be mobilised in subsequent professional and personal contexts. For adult learners in continuing education, it offers a framework to understand and integrate AI's role with discernment in their jobs, whether in health, education, administration or industry.

The initiative also emphasises inclusivity and equity, central to contemporary lifelong learning agendas. AI can exacerbate digital divides if only some learners have access to powerful tools, adequate devices or sufficient literacy to use them effectively. By institutionalising principles and offering structured support, the University of Lille seeks to reduce disparities between programmes, disciplines and learner groups, ensuring that AI-related opportunities are not confined to already privileged publics.

The charter has also become a catalyst for additional working groups, including in university administrative services and research laboratories, where dedicated charters are now being drafted in conjunction with the professional training directorate and other stakeholders.

MULTI-LEVEL AI ACCULTURATION

To operationalise this lifelong learning orientation, the university supports AI acculturation at several levels, from brief introductory sessions for all community members to more sustained workshops and open-access training. These activities help students, teachers and administrative staff acquire a basic understanding of generative AI, explore concrete pedagogical and professional uses, and engage critically with issues such as bias and environmental impact. The consolidation of all initiatives will form part of an upcoming training plan covering both administrative and academic staff.

Across these different levels, AI-related skills are treated as dynamic and open-ended rather than as outcomes of a single course, encouraging repeated engagement over time and embedding lifelong learning within the institution's strategy.

EARLY OUTCOMES AND CRITICAL REFLECTIONS

Although the initiative is still in development, several early outcomes are visible. At the level of discourse, the charter has helped shift institutional narratives from prohibition and policing to a language of support, responsibility and critical engagement. Teachers report that having a shared framework reduces uncertainty and provides a basis for explaining expectations and rationales to students. In some courses, assessments have been redesigned to include explicit reflection on AI use, critical analysis of AI-generated content, or collaborative projects where AI is one tool among others.

The process has also revealed tensions and limitations. Not all teachers have the same level of digital confidence or time to engage in training and redesign, and some worry that integrating AI will normalise dependence on tools whose long-term effects on cognition and professional identity are unclear. Students appreciate clearer guidance but may perceive differences between disciplines or teachers as unequal treatment. For adult learners returning to education, there is a risk that the expectation to master new digital tools in addition to disciplinary content may be experienced as an additional barrier. Supporting lifelong learning around AI requires efforts in staff development, acculturation, infrastructure and coordination, which is challenging under limited resources. Finally, as the charter is not, by its nature, legally binding, the question arises as to how the charter is incorporated into the study regulations of faculties and departments, in accordance with a principle of subsidiarity.

The University of Lille's initiative is part of a national dynamic of developing sovereign generative AI, respecting GDPR and developing generative AI specialised for teaching, learning and research, in accordance with constraints of higher education and French universities (to reduce inequalities between learners) and hosted in situ in universities (data protection and privacy). The initiative is therefore consistent with national efforts to develop

sovereign generative AI solutions for education and research, hosted on university-controlled infrastructures. By encouraging use of GDPR-compliant and locally hosted tools, the university aims to mitigate geopolitical and data-sovereignty risks associated with commercial AI services while reducing inequalities in access between institutions and learner groups.

EUROPEAN POSITIONING AND TRANSFERABILITY

The University of Lille's approach is aligned with European values and principles for responsible AI, data protection and university lifelong learning, emphasising participatory governance, personal data protection and coherence with educational objectives (OECD, 2023; European Commission: Directorate-General for Education, Youth, Sport and Culture, 2026). It is embedded in international networks that support sharing of experiences, benchmarking of practices and joint development of resources, and offers several transferable elements for other institutions: principle-based rather than tool-based rules, a data-informed and participatory design process, and a multi-level acculturation model for students and staff (including adult learners).

From a lifelong learning perspective, it shows that AI governance in higher education should extend beyond internal academic debates to include partnerships with employers, regional authorities and civil society, so that AI-related curricula and guidelines follow labour market developments while keeping ethical and social issues at the core. This, in turn, positions university AI charters as tools for wider social dialogue about AI, work and citizenship (Portocarrero Ramos et al., 2025; Low et al., 2025).

Across European higher education, institutional responses to generative AI vary in scope and emphasis. For example, ETH Zurich's "Generative AI in Teaching and Learning – Guidelines" adopts a proactive but primarily assessment-centred approach: lecturers are encouraged to allow GenAI under conditions of responsibility, transparency and fairness, with legal aspects covered by existing performance assessment rules and declarations of originality (ETH Zurich, 2024). Similarly, the Open University in the UK defines three categories of AI use for assessments, ranging from prohibition to mandatory use, providing clear but largely assessment-specific guidance to students and tutors (The Open University, 2025). Recent analyses by international organisations indicate that many universities still focus their institutional documents on risks, integrity and exam regulations, with fewer initiatives explicitly linking AI governance to broader strategies for lifelong learning and university continuing education (UNESCO, 2023).

CONCLUSION

The University of Lille's Charter of Good Pedagogical Practices for AI shows how a higher education institution can respond to the disruptive effects of generative AI by embracing its lifelong learning mission. Instead of prohibiting tools that students and professionals will inevitably encounter, the initiative aims to build a shared culture of critical, ethical and purposeful AI use, positioning the university as a learning organisation that can adapt to technological change while preserving academic integrity and promoting equity. By framing AI as both a challenge and an opportunity for lifelong learning, it shifts the central question from whether to integrate AI into education to how to do so in ways that help learners of all ages develop the capacities needed to navigate an uncertain future. In doing so, the initiative offers other universities a context-sensitive, participatory model that can strengthen a European ecosystem in which AI supports the goals of university lifelong learning.

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