

Generative AI at our university

Results of a comprehensive survey of the use of generative AI tools in studies and teaching at the HES-SO and the University of Fribourg as part of the EduKIA project



Overview of the survey



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Participants

1,184 people completed the survey, including 362 lecturers and 792 students at the HES-SO and the University of Fribourg

Implementation

Online survey conducted between May and June 2025 in three languages (German, French, English) using LimeSurvey

Aim

To record the use of generative AI tools, identify opportunities and develop recommendations for training courses.

Overview of the key findings

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- a) AI is already an **established** part of everyday university life.
- b) **ChatGPT** is the dominant tool.
- c) People have a very **critical** and **considered** approach to AI use.
- d) Although AI is heavily used, there are **major concerns**.
- e) There is a strong desire for **clear rules** and **guidelines**.
- f) The majority would like **free-of-charge** access to AI tools that are relevant to their university work.
- g) Many would like to have greater **AI skills** in their own specialist field.
- h) Many lack knowledge about **existing offerings**.
- i) There is a very strong willingness to attend **AI training courses**.



AI is already firmly established

Familiarity with generative AI

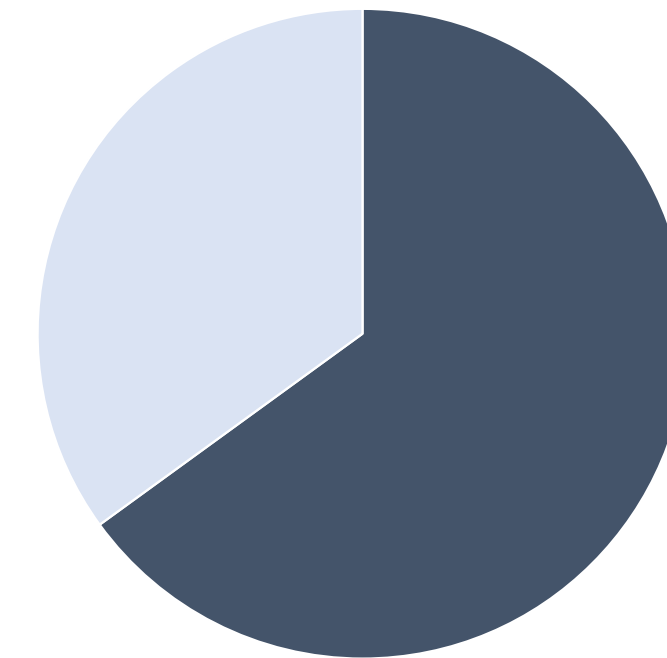
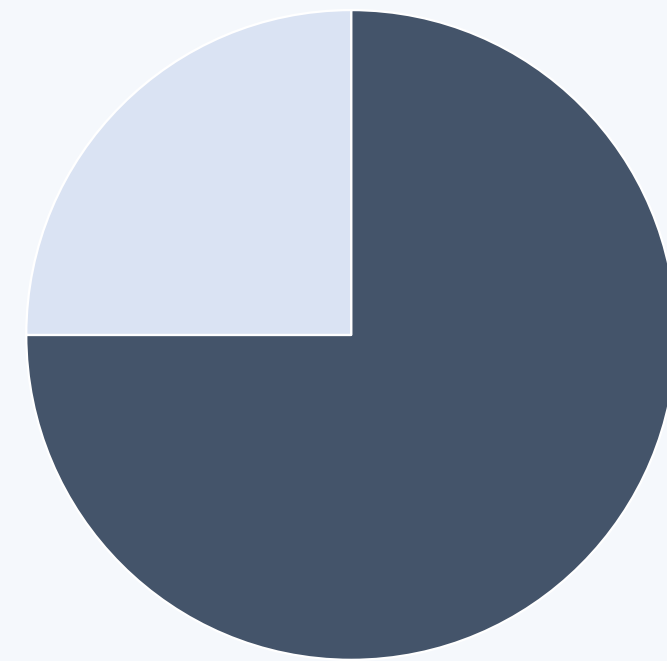
Lecturers and students alike are moderately to very familiar with AI.

On a scale of 1 to 10, the majority place themselves in the middle to upper range (6 to 8).

Just 1.1% of lecturers and 1.52% of students say they are unfamiliar with AI.

75% Daily users

Students use AI every day or several times a week



65% Regular users

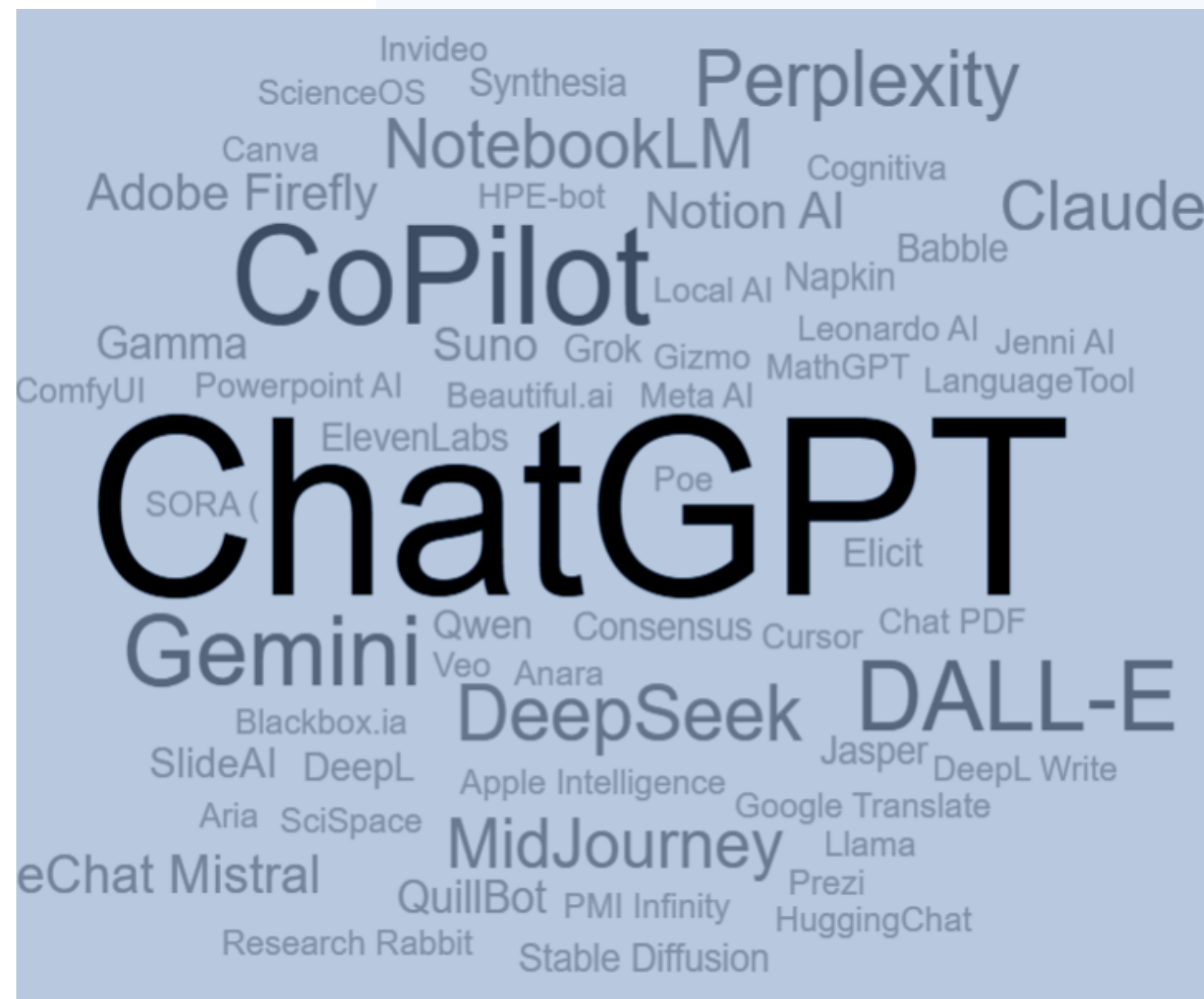
Lecturers use AI tools continually

Over 20% have been using AI for more than 2 years



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ChatGPT dominates



ChatGPT is the leader in both groups

Cited 317 times by lecturers and 744 times by students.
Clear market leader in academic use.

Microsoft CoPilot is in second place

The Microsoft tool is the second choice of 190 lecturers
and 321 students.

Strong demand for image generation

The large number of citations for DALL-E, Midjourney and
Adobe Firefly indicate the importance of visual AI applications.

Multilingual use

French and English are the dominant prompt languages,
followed by German.

Applications

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Lecturers

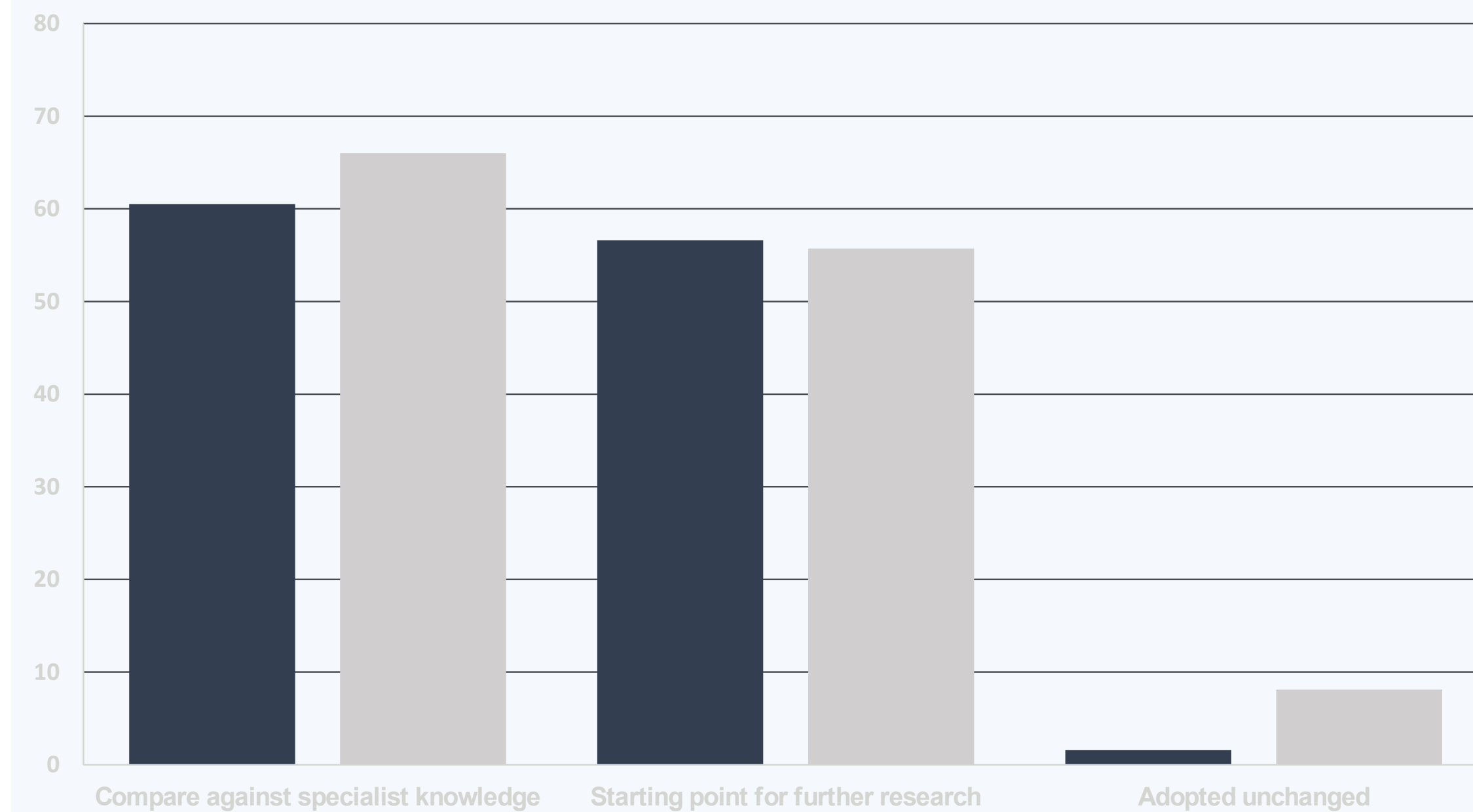
- Translation (219 citations)
- Idea generation and brainstorming (192)
- Research (116)
- Planning and structuring courses (114)



Students

- Improving knowledge of specialist field (490)
- Text processing (470)
- Brainstorming (404)
- Translation (382)
- Research (316)

Critical approach to AI



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The results contradict the assumption that generative AI is used primarily to rapidly generate unedited texts.

Lecturers and students alike think carefully about how they use AI-generated content.

Major concerns despite heavy use

Academic integrity

Biggest concern in both groups: Loss of own ability to think and risk of plagiarism (over 75% very worried).

Quality and reliability

Over 80% of lecturers and 72% of students are worried about erroneous content and incorrect information.

Data protection

78% of lecturers and 60% of students are very worried about how personal information is handled.

Ethical and environmental concerns

Over 60% of lecturers and 56% of students are worried about the environmental impact.



Desire for clear rules

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85%
of lecturers

76%
of students

want clear information and regulations on the use of AI in exams and theses.

Unclear rules are inhibiting AI use :

188 students and 65 lecturers cite the lack of rules as an obstacle to using AI tools.

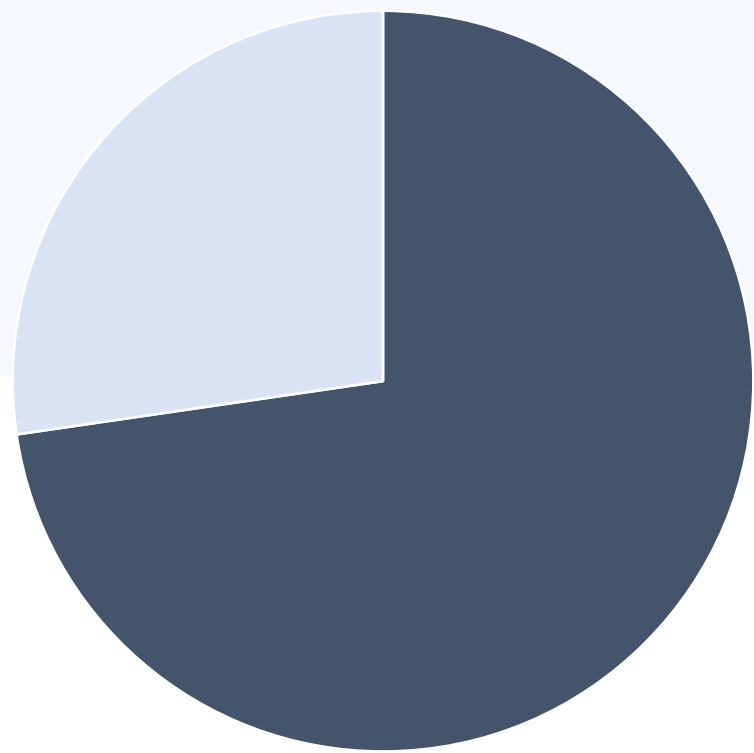
Lack of institutional strategy :

77% of lecturers want a clearer university strategy for AI in teaching.

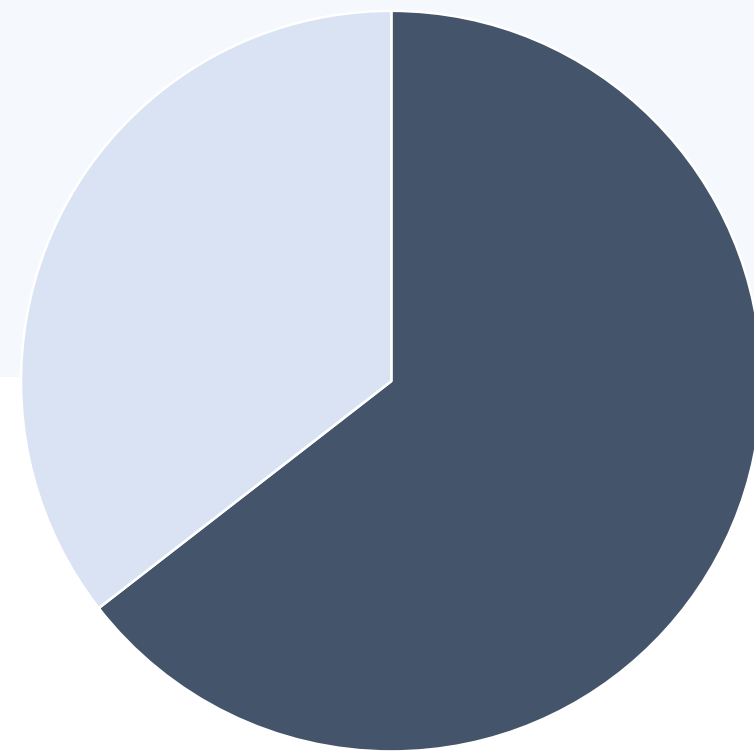


Free AI tools expected at university

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72,7%
Lecturers

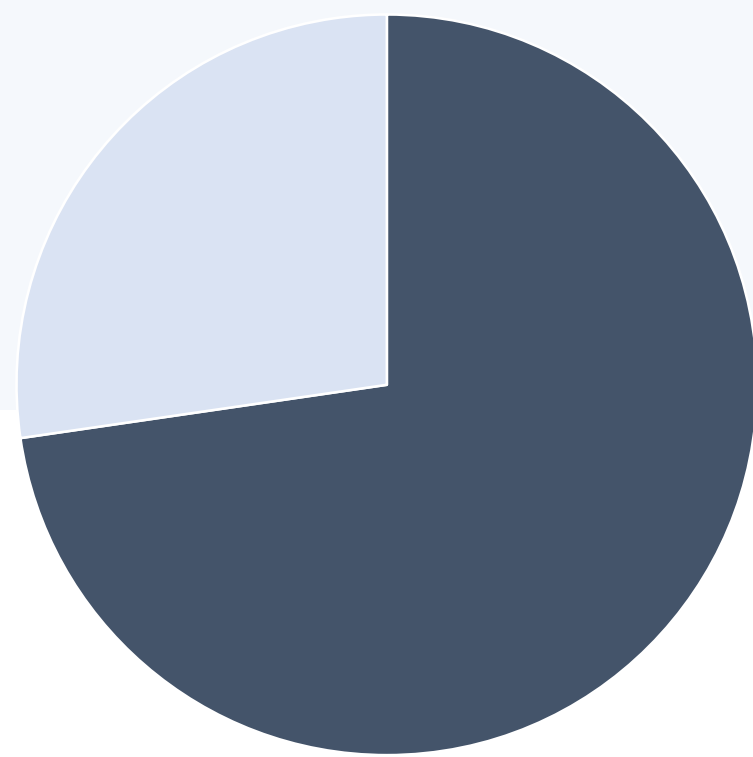


64,5%
Students

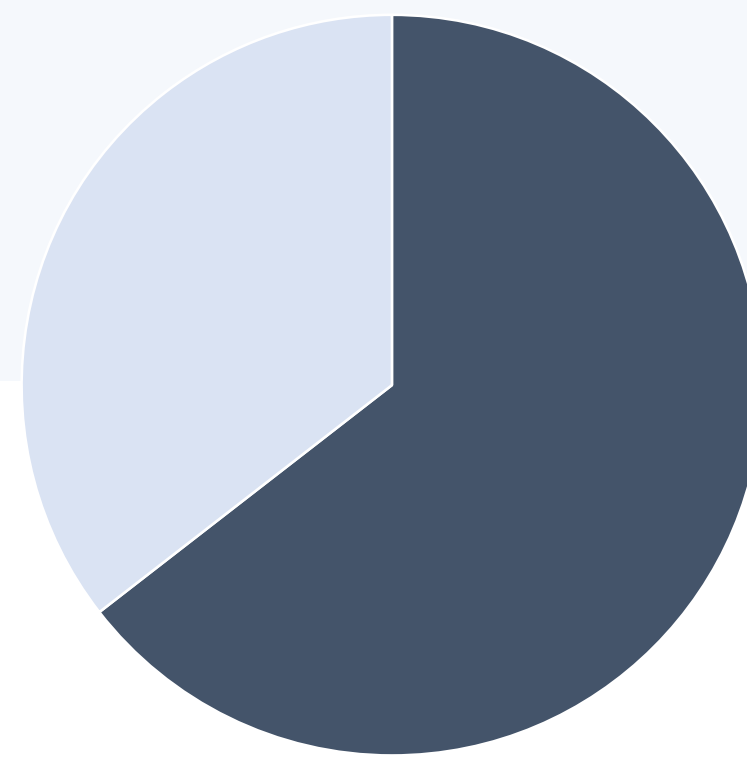
Almost 73% of lecturers and more than 64% of students want free or discounted access to AI tools that are relevant to university work.

The strong demand shows the urgent need for institutional solutions and sustainable funding models.

Desire for greater AI skills in specialist context



72%
Lectures



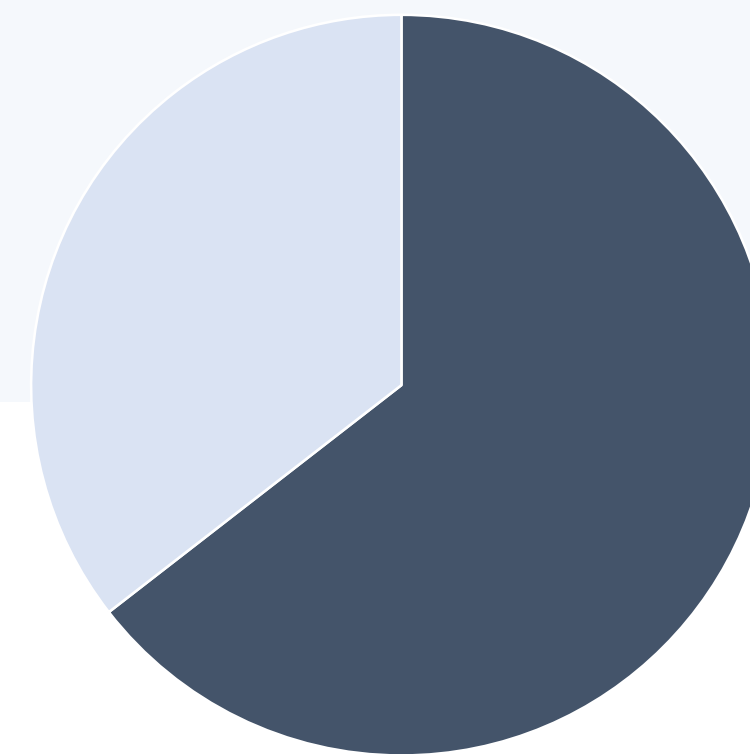
64%
Students



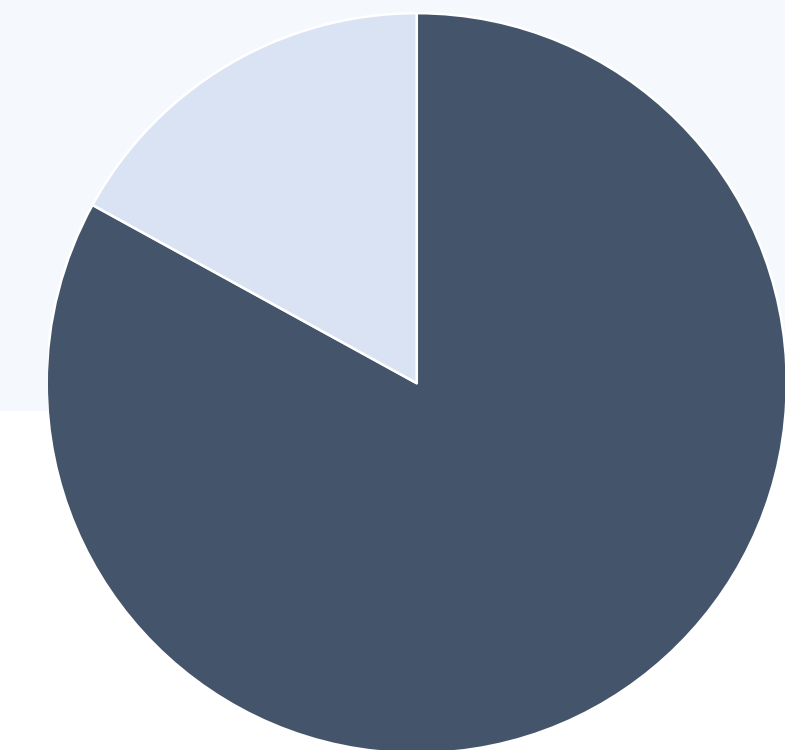
72% of lecturers and 64% of students want more information about AI tools that are relevant to their specialist field or their teaching or studies.

Lack of knowledge of existing offerings

Almost 63% of lecturers and more than 83% of students do not know about existing internal offerings at the HES-SO and University of Fribourg.



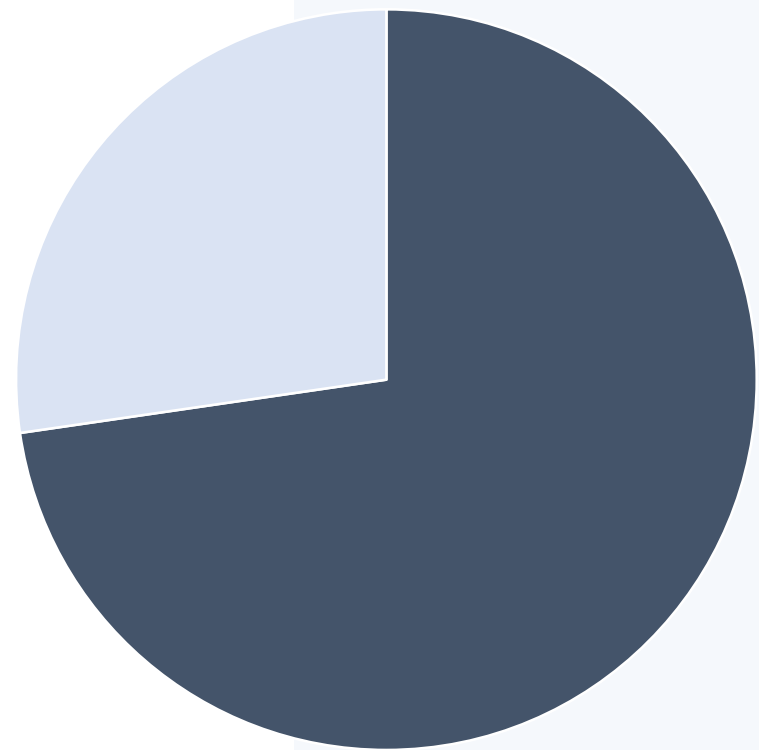
63%
Lecturers



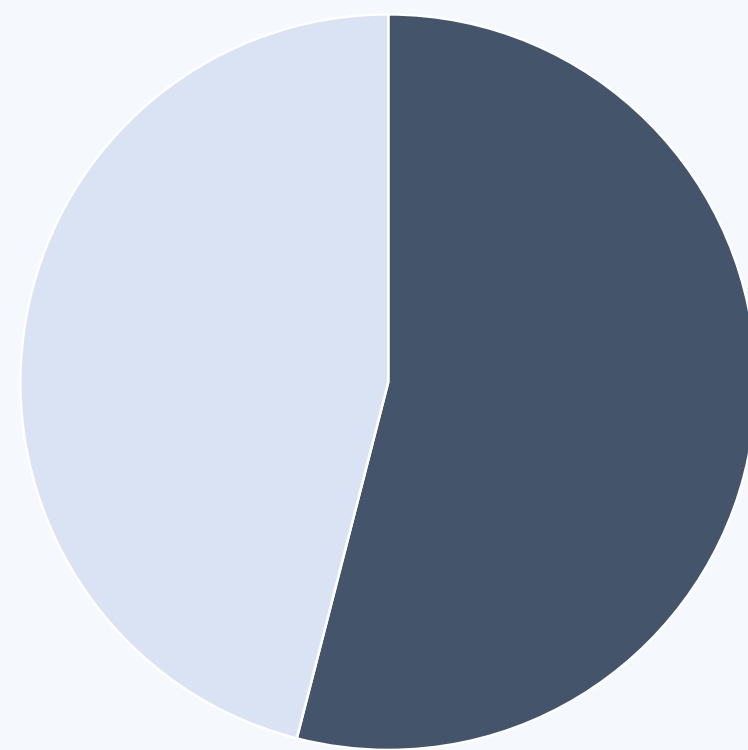
83%
Students

Strong willingness to attend AI training courses

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73%
Lecturers



54%
Students

73% of lecturers and 54% of students are very willing to attend training courses on AI.



Most requested workshop topics and content

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Lecturers

- Pedagogically effective use in specialist field (59 %)
- Use in research and teaching (51 %)
- Ethics and critical reflection (51 %)
- Tools & prompts for efficient working (47 %)
- Legal aspects and data protection (46 %)

Students

- Tips on effective use of AI in studies (57 %)
- Ethics and critical reflection (57 %)
- Basics and tools (54 %)
- Data protection (51 %)
- Prompt engineering (48 %)



Preferred training course formats

Practical workshops

52% lecturers, 41% students
Focus on hands-on experience

Online self-study courses

43% lecturers, 34% students
Learning at own speed

Short explanatory videos

49% lecturers, 50% students
Flexible, accessible learning formats

Dialogue formats

38% of lecturers would like dialogue with colleagues,
41% of students want AI tips in classes



The experts :

Lecturers primarily prefer AI experts and university academics as contacts

Students want external or internal specialists with proven AI skills

Next steps

Real-world-focused workshops

To share information in the specialist context

Publish clear guidelines

on AI use at both universities

Launch high-visibility information campaign

on available platforms and resources at both universities

Seek partnerships

to provide free or discounted licences

Stage a series of webinars

on ethical and environmental aspects for lecturers and students



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