



**Kaasrahastanud  
Euroopa Liit**



Eesti  
tuleviku heaks

# Artificial Intelligence (AI) in Theological Education

**November 3rd, 2025, 10:00-17:00**

Peter Snoek ([peter.snoek@gmail.com](mailto:peter.snoek@gmail.com))



If I speak in the languages of humans and angels but have no love, I have become a reverberating gong or a clashing cymbal.

*1 Cor 13:1 (International Standard Version)*

**The fear of the Lord is where wisdom begins, and knowing holiness demonstrates understanding.**

*Proverbs 9:10 (International Standard Version)*

# Peter Snoek (48)



- **Married to Nicole for 28 years**
- **Two grown-up daughters and one son**
- **Lecturer/coach Open ICT (HU)**
- **Master's degree in Education**
- **Bachelor's degree in Computer Science**
- **Researcher at the Vocational Education research group**
- **Youth work**
- **Member of evangelical church in Gorinchem**
- **LGBTI ambassador**
- **Software Developer and consultant**
- **Pianist / musical director / worship**
- **Student Hebrew / Exegesis**
- **Hobbies: music, hikes, whiskey, studying, reading, board and computer games, live music**

# Practical

- **Powerpoint will be send afterwards**
- **You can ask questions at any time**
- **I moderate the conversation (time, depth, and whether everyone gets to speak)**
- **Feel free to take short breaks**
- **Own laptop needed for workshops**
- **Workshops provide hands-on learning by experiencing**



# Agenda

1. **Framing the Conversation –  
What's going on, questionnaire,  
Ethics & Theology**
2. **Practical use of AI by students**
3. **Practical use of AI by teachers**
4. **Critical thinking and didactical  
effects**
5. **Bonus: AI as research assistant**
6. **Next steps**



# HANDS-ON: PHOTO

Open [chatgpt.com](https://chatgpt.com), open a new chat, upload a photo of yourself and prompt “create an action figure that looks like me but looks like an old school theologian like luther”

# HANDS-ON: FIND MY THEOLOGIAN

Open [chatgpt.com](https://chatgpt.com) or [claude.ai](https://claude.ai), register for a free account and login, prompt “ask me 5 multiple-choice questions and determine three theologians I like most”

# HANDS-ON: FIND MY THEOLOGIAN

Continue your previous chat:  
“ask me 5 new multiple-choice questions and determine three male or female theologians I like most”

# 1.

# Framing the Conversation

# Framing the conversation

- Experiences of University of Applied Sciences with students' use of AI (live demo)
- Summary of the questionnaire answers  
*(since you will receive this presentation with the anonymous answers, I won't discuss all answers)*
- Recent research on effects on students in Estonia

University of Applied Science (bachelor)

# Generating designs and mobile app code

- Figma Make\*
- Github copilot\*

*\* Tools are payed, but a free educational license can be requested for students and educators, if proven with some documentation with full name and name of institution*

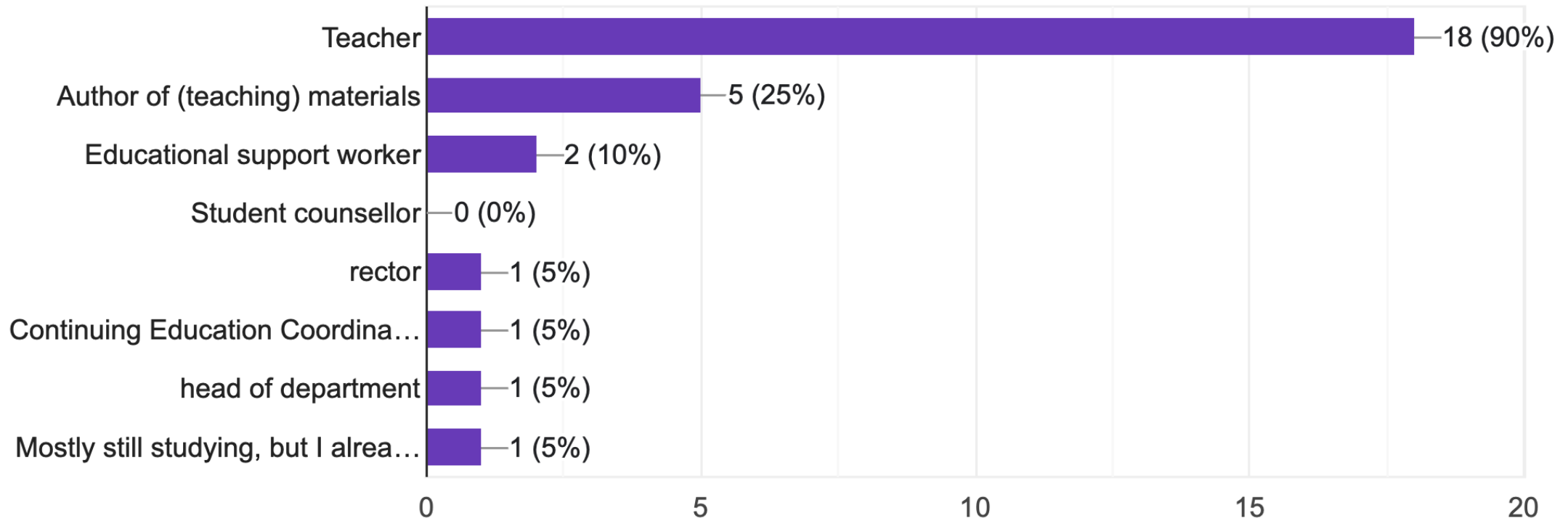
# Portfolio and biweekly coaching session

- Assumption: all students use AI for everything
- Portfolio

# Summary of the questionnaire answers

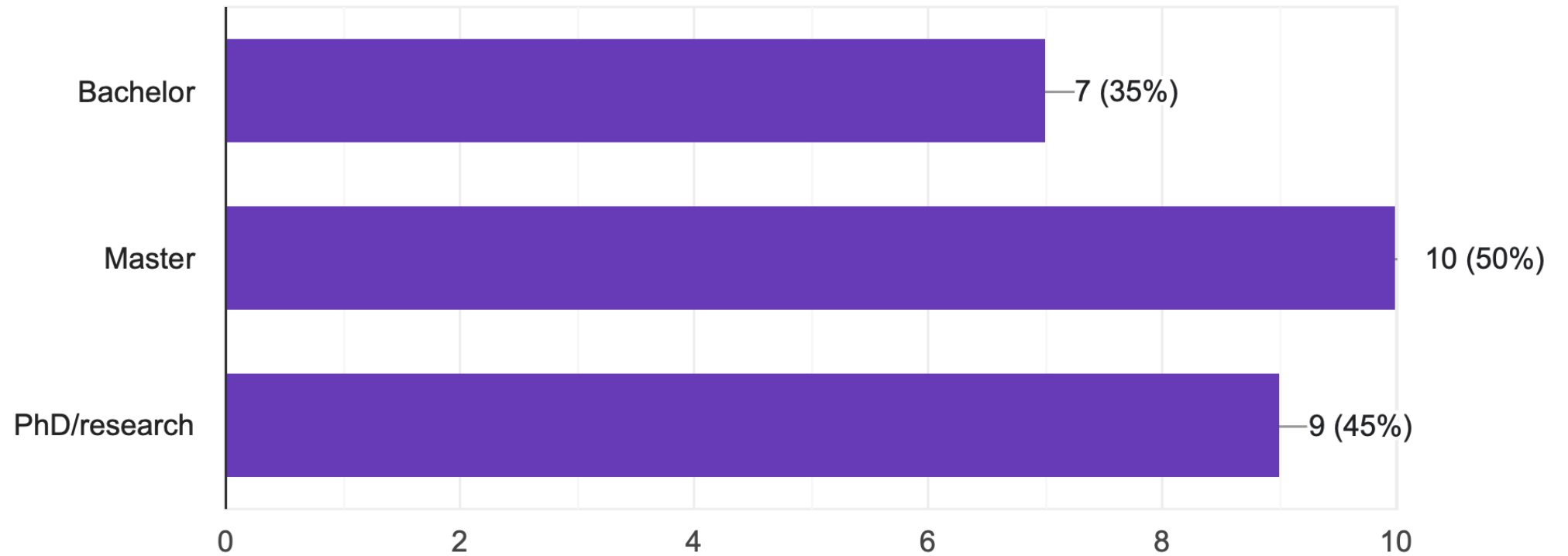
## What is your current role in education?

20 antwoorden



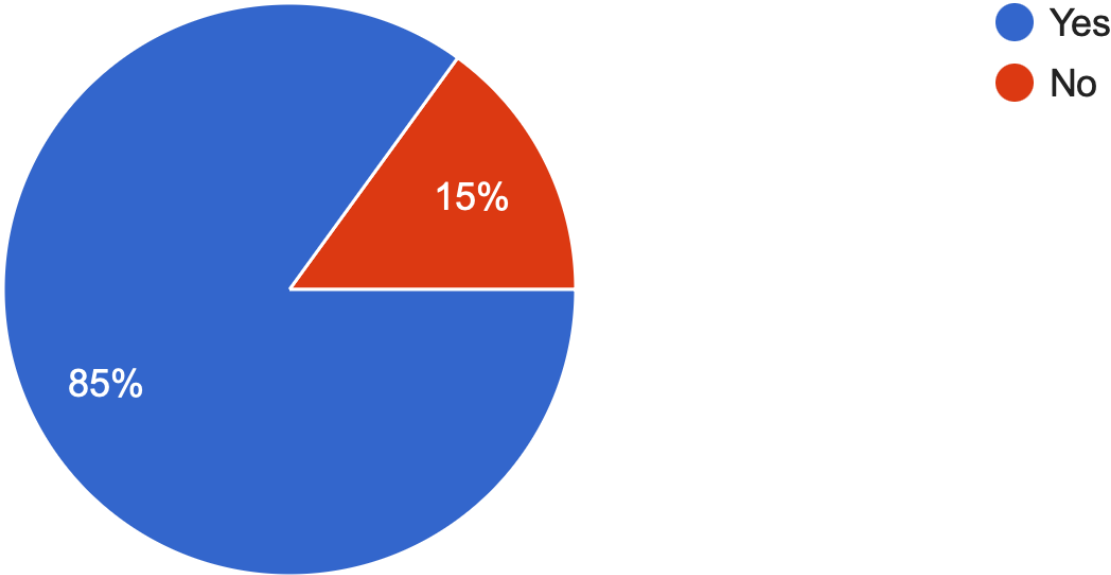
## What types of education have you completed yourself (or are you currently pursuing)?

20 antwoorden



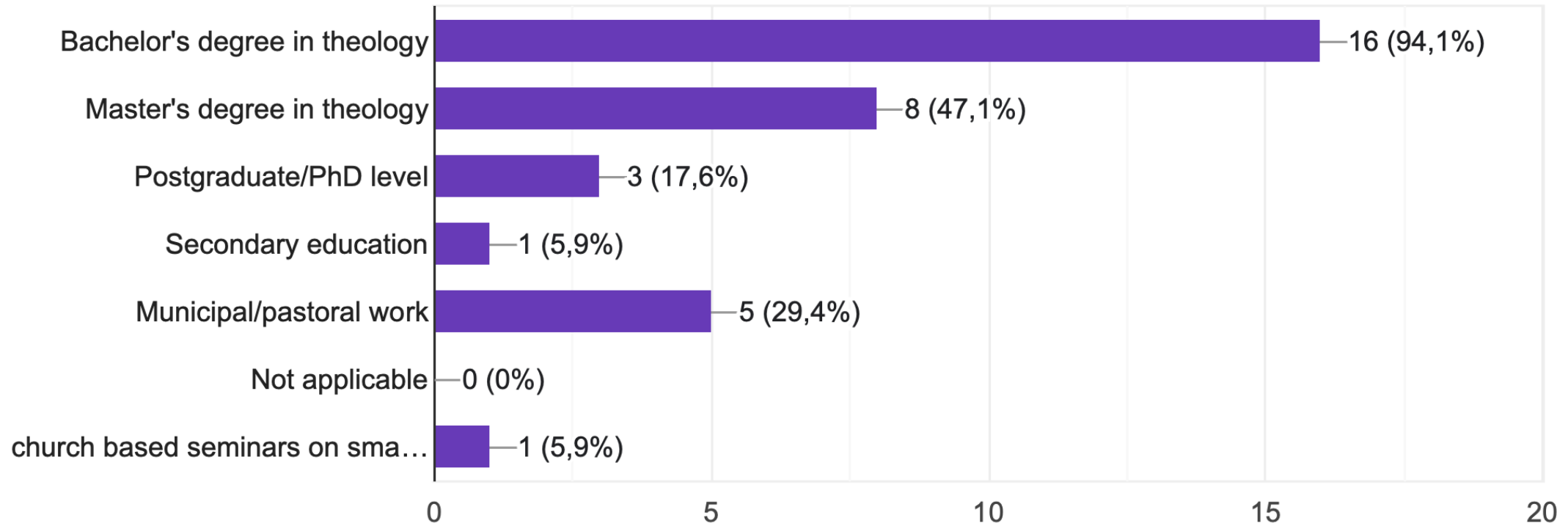
# Do you provide education?

20 antwoorden



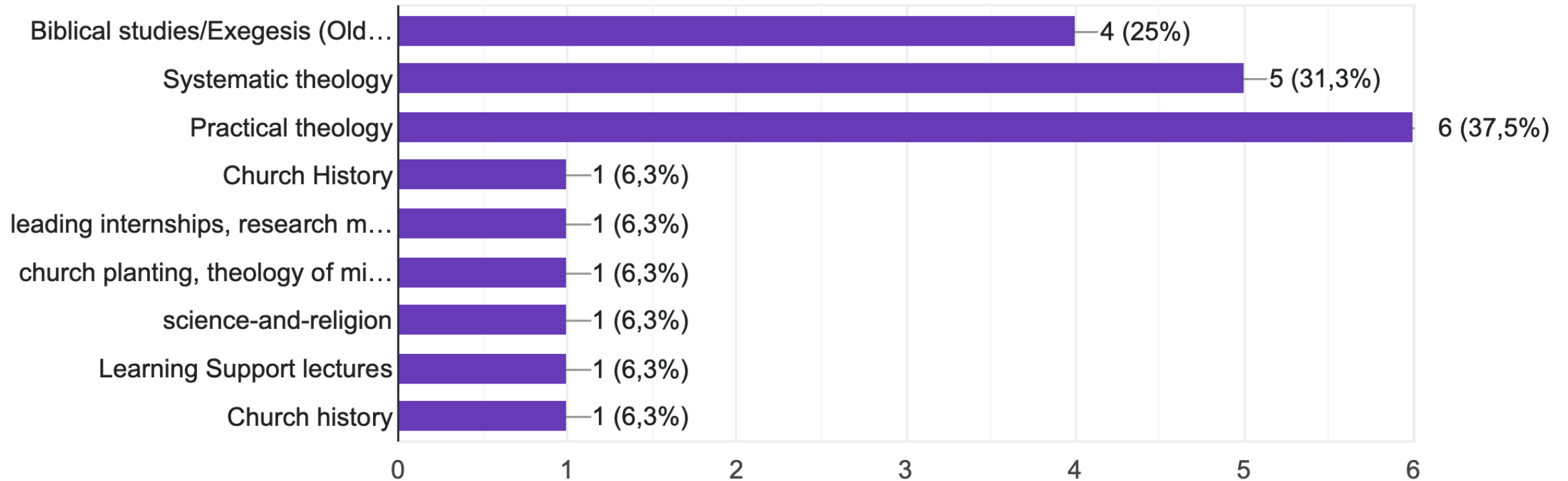
## At what level of education do you work?

17 antwoorden



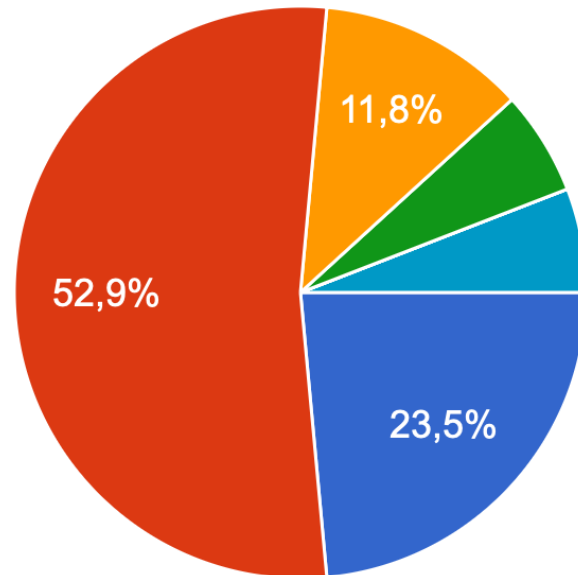
## If you teach theology, which subjects do you teach?

16 antwoorden



## How often do you design new assignments for students?

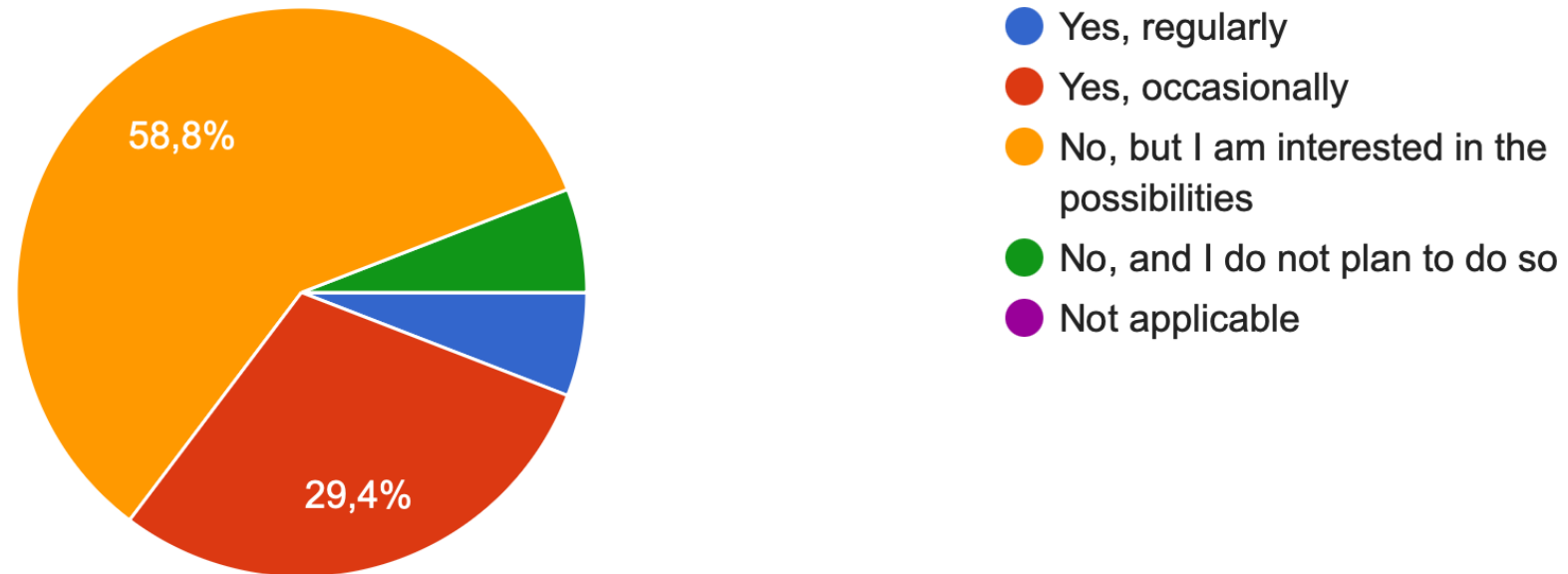
17 antwoorden



- Regularly (every period/semester)
- Occasionally (a few times a year)
- Rarely (less than annually)
- Never
- Not applicable
- I only just began some of my courses so I designed all of them. I will repeat most the second time around

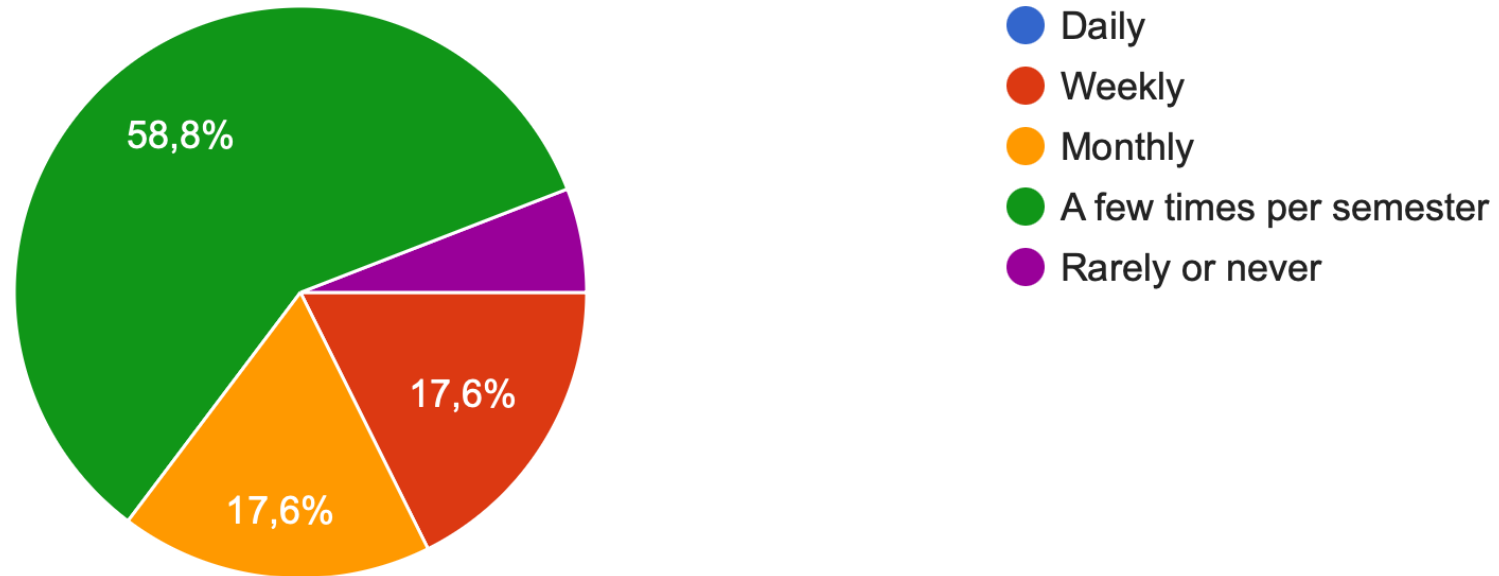
## Do you use AI when designing lesson preparation, assignments, or assessment models?

17 antwoorden



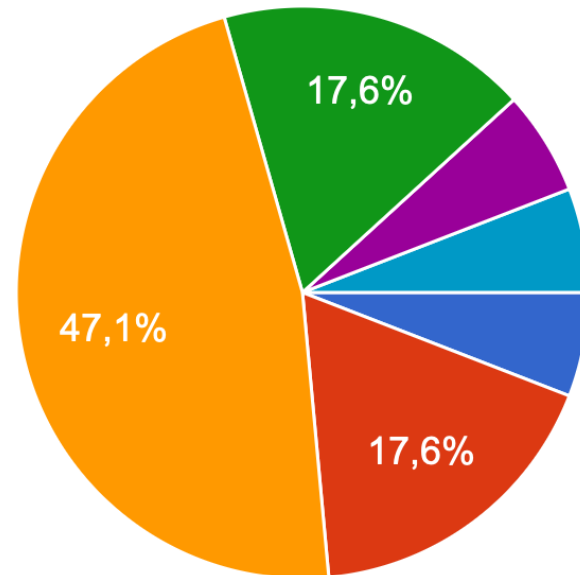
## How often do you provide written feedback on student work?

17 antwoorden



## Do you have experience using AI to formulate feedback on student work?

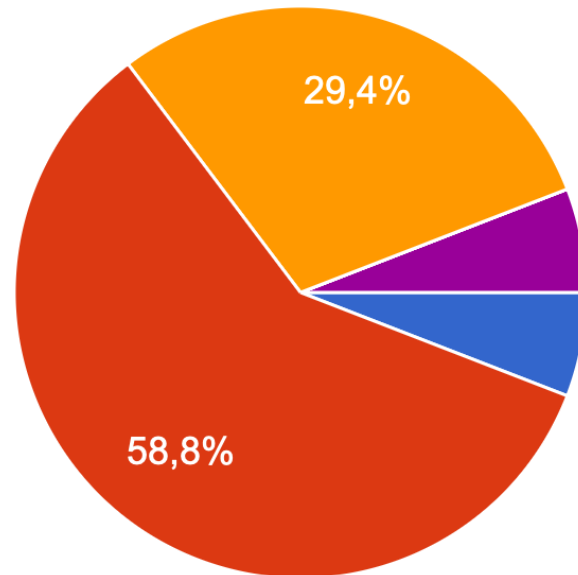
17 antwoorden



- Yes, regularly
- Yes, tried it out occasionally
- No, but interested
- No, and not planning to either
- Not sure
- I would like to use AI for formative assessment in supervision and editing process

## Do you have experience detecting AI use in student work?

17 antwoorden

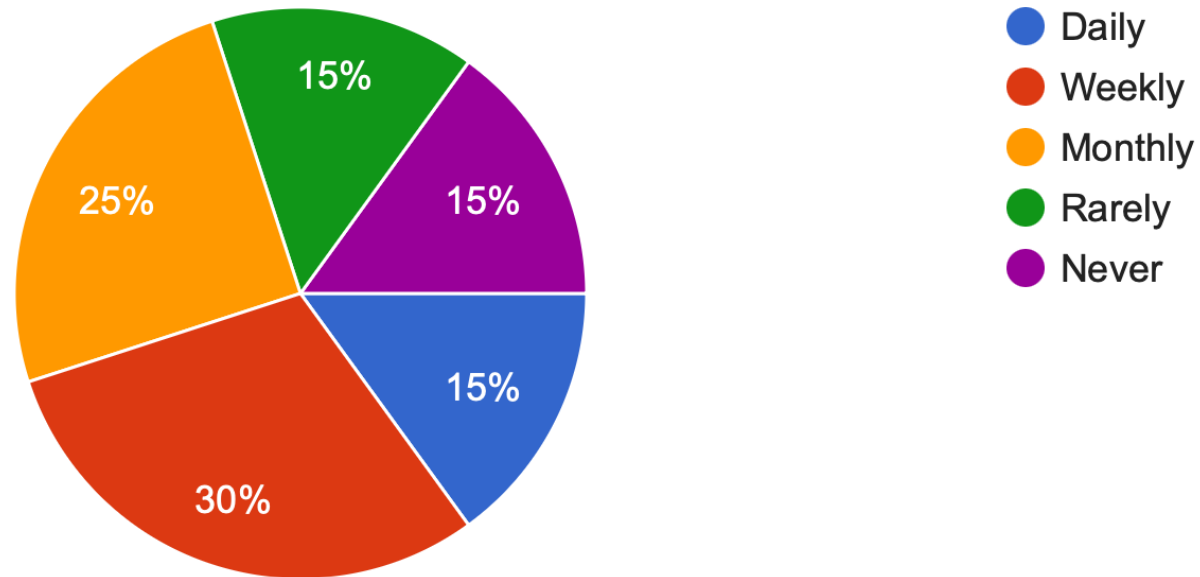


- Yes, I often recognize this
- Sometimes I suspect it
- No, I cannot assess this well
- I use detection tools
- Not applicable

Your own experience with the use of artificial intelligence (AI)

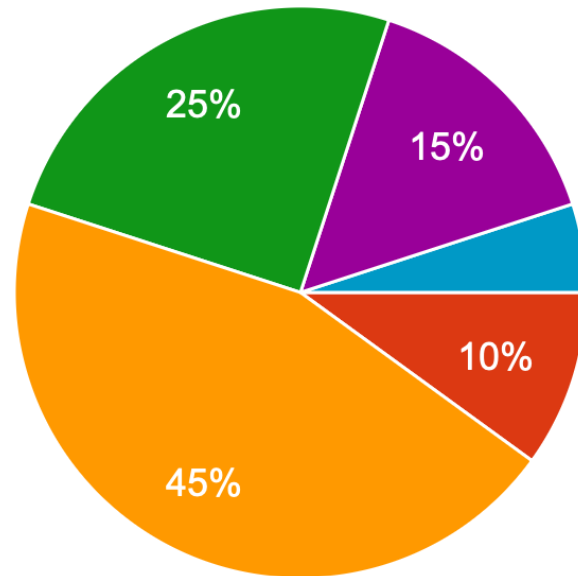
## How often do you currently use AI tools (such as ChatGPT, Claude, etc.) for your work?

20 antwoorden



## Do you have experience using AI for writing exegeses or Bible explanations?

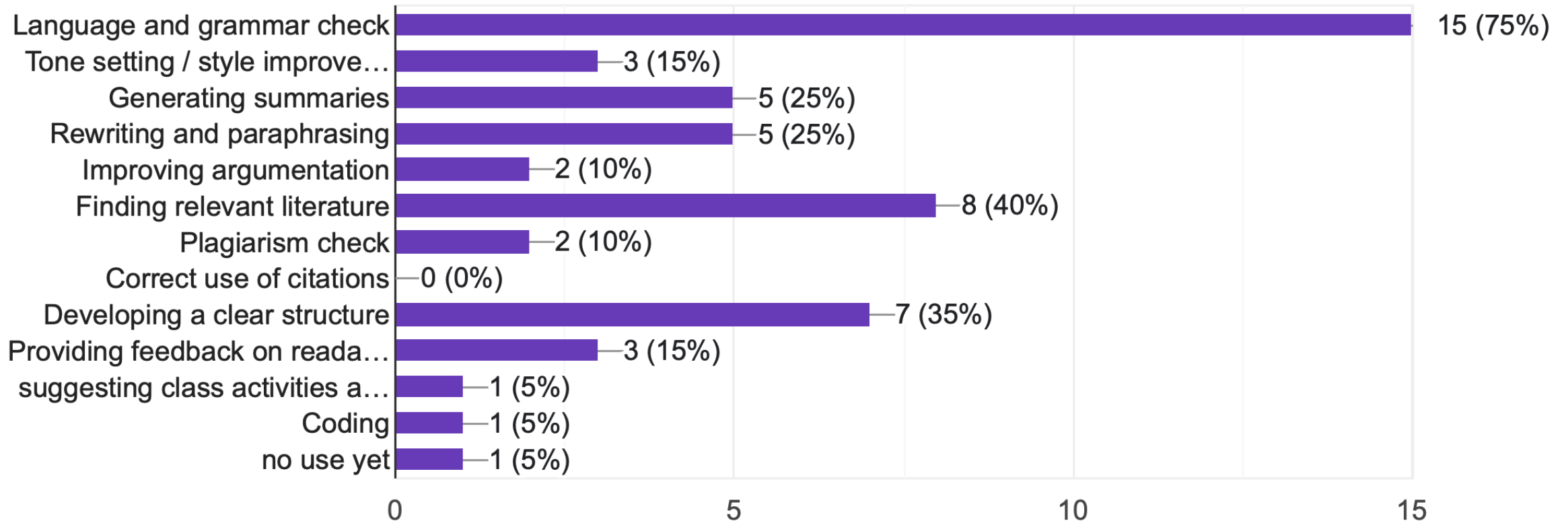
20 antwoorden



- Yes, regularly
- Yes, tried it out occasionally
- No, but interested
- No, and not planning to either
- Not sure
- not much, but for some background information

## Which of the following ways of using AI do you use to improve the quality of your own texts?

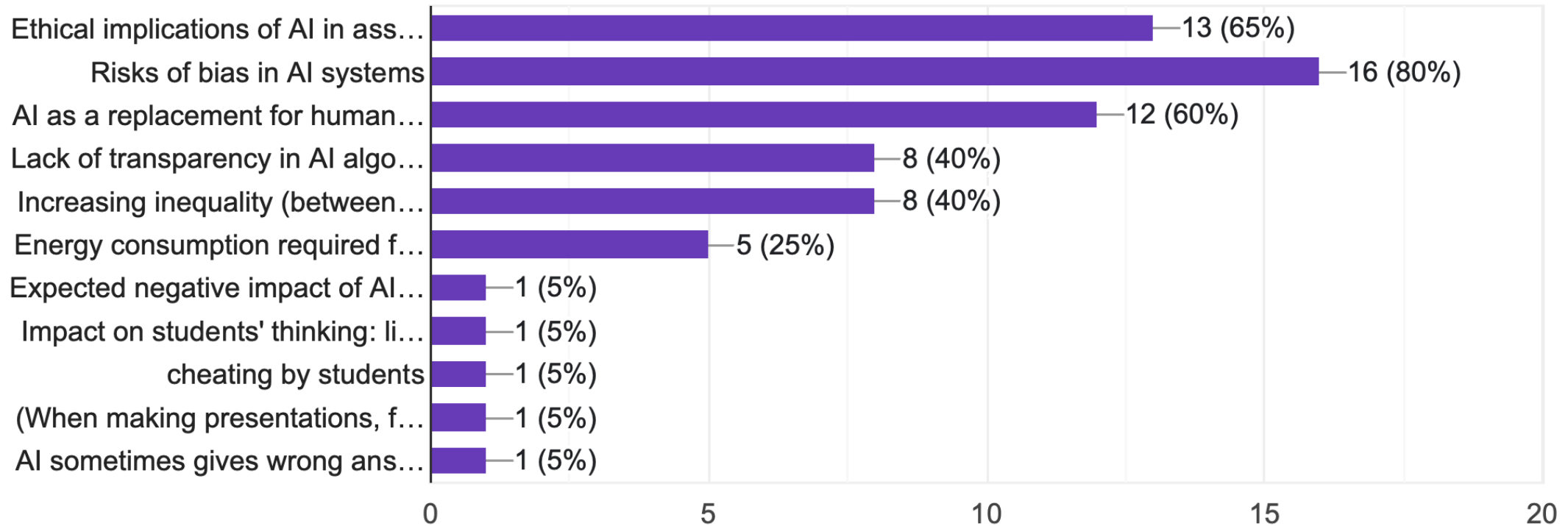
20 antwoorden



# Ethical considerations

## What ethical concerns do you have regarding the use of AI in education?

20 antwoorden



# AI use always disapproved

**Generating original content** - Using AI to write essays, assignments, or parts of texts that students present as their own work

**Academic dishonesty and plagiarism** - Submitting AI-generated content without proper attribution or disclosure, particularly in summative assessments

**Bypassing intellectual engagement** - Avoiding personal interaction with course materials, reading, and independent learning processes

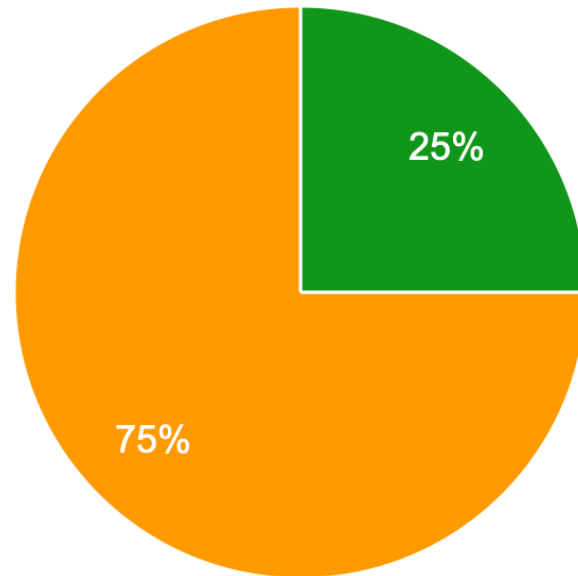
**Replacing critical thinking** - Eliminating students' own reflection, analysis, and evaluation of information or positions

**Structural dependence** - Relying on AI for creating essay structures, literature searches, or foundational elements without independent thought

**Undermining formation and skill development** - Preventing students from developing essential academic skills like research, exegesis, and personal reflection that are fundamental to their education and professional identity

## Which of the following statements best aligns with your view on AI use by students?

20 antwoorden



- AI use should be completely banned
- AI use should be strictly limited and controlled
- AI use is permitted with clear guidelines
- AI use should be encouraged as a learning tool
- Students should be completely free in their AI use

# Permitted/Encouraged with clear guidelines

**AI as editing/support tool, not content creator** - Students should use AI for refining work, grammar checking, and formatting rather than generating original content

**Essential skill requiring guidelines** - AI literacy is necessary for the future, but needs clear ethical and educational frameworks for responsible use

**Brainstorming and concept exploration** - Valuable for generating ideas, testing understanding, and working through difficult concepts

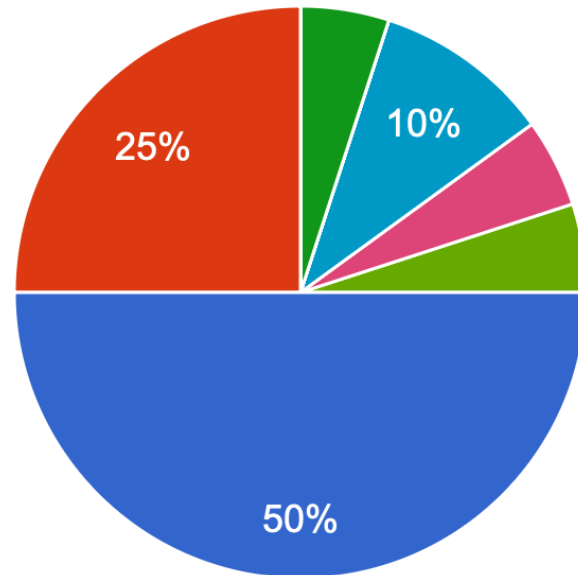
**Research and accessibility tool** - Helpful for finding information quickly, translations, and accessing materials in limited-resource contexts

**Critical thinking must remain central** - Students need to verify AI output, think independently, and avoid intellectual laziness or plagiarism risks

**Transparency and clear boundaries** - AI use should be disclosed, referenced properly, and governed by explicit rules about when it's permitted with enforced consequences

## Does your institution have official guidelines on AI use for teachers and/or students?

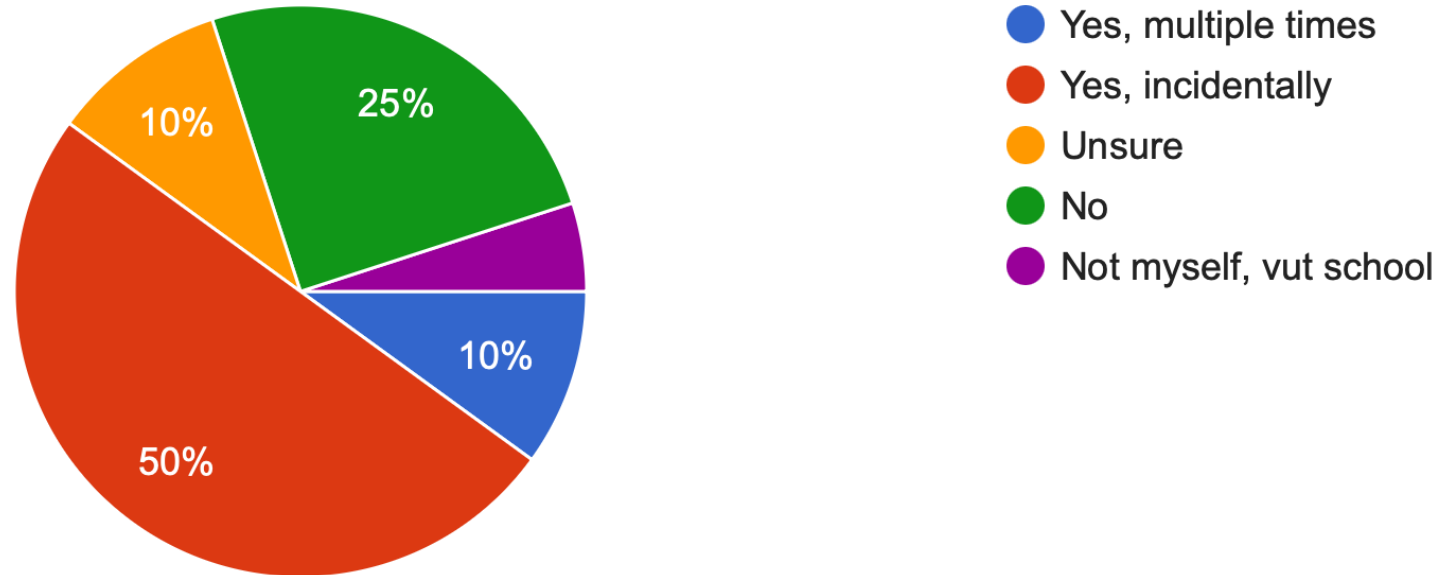
20 antwoorden



- Yes, for both teachers and students
- Yes, for students only
- Yes, for teachers only
- No, but it is being worked on
- No, and there are no concrete plans
- I don't know
- Guidelines for teachers is in the process of preparation.
- Couple of sentences

## Have you experienced student work having to be rejected due to plagiarism or incorrect use of AI?

20 antwoorden

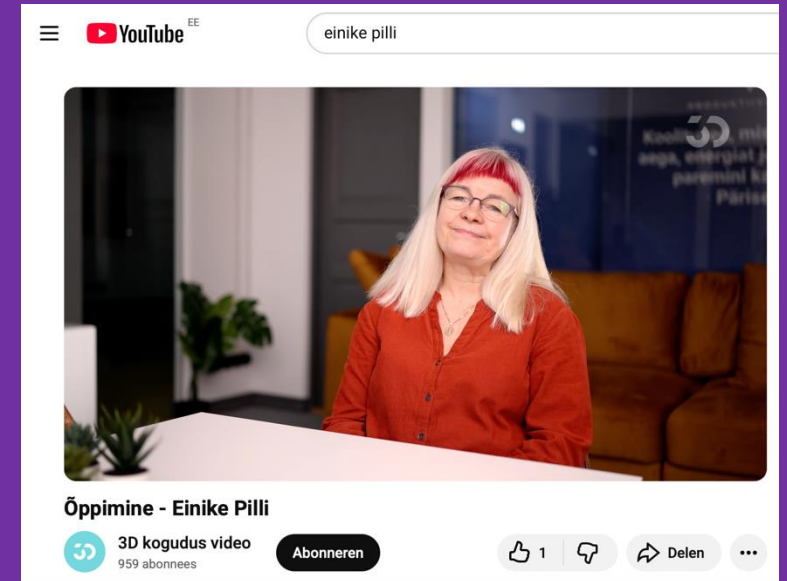


# Expectations for today

- **Practical applications and best practices** - Concrete examples of AI use for teaching, lecture planning, presentation creation, resource discovery, and transcription
- **Ethical frameworks and guidelines** - Understanding ethical limitations, developing institutional standpoints, and establishing proper usage standards for theological education
- **Student engagement strategies** - Methods to make teaching more interactive, help students use AI as a learning guide, and demonstrate benefits of proper versus improper use
- **Detection and prevention of misuse** - Identifying inappropriate AI use in student work and preventing academic integrity issues
- **Foundational AI literacy** - Basic understanding of how AI works, its current capabilities, future potential, and technological limitations
- **Discipline-specific applications** - Creative ways to integrate AI within theology and academic contexts while maintaining scholarly rigor
- **Sustainability considerations** - Energy and resource-efficient AI practices that minimize environmental impact

# DEMO: LOCAL TOOLS

Using open source tool **yt-dlp** to download youtube, extract audio, use open source **whisper** to transcribe, and use local LLM **ollama** to translate



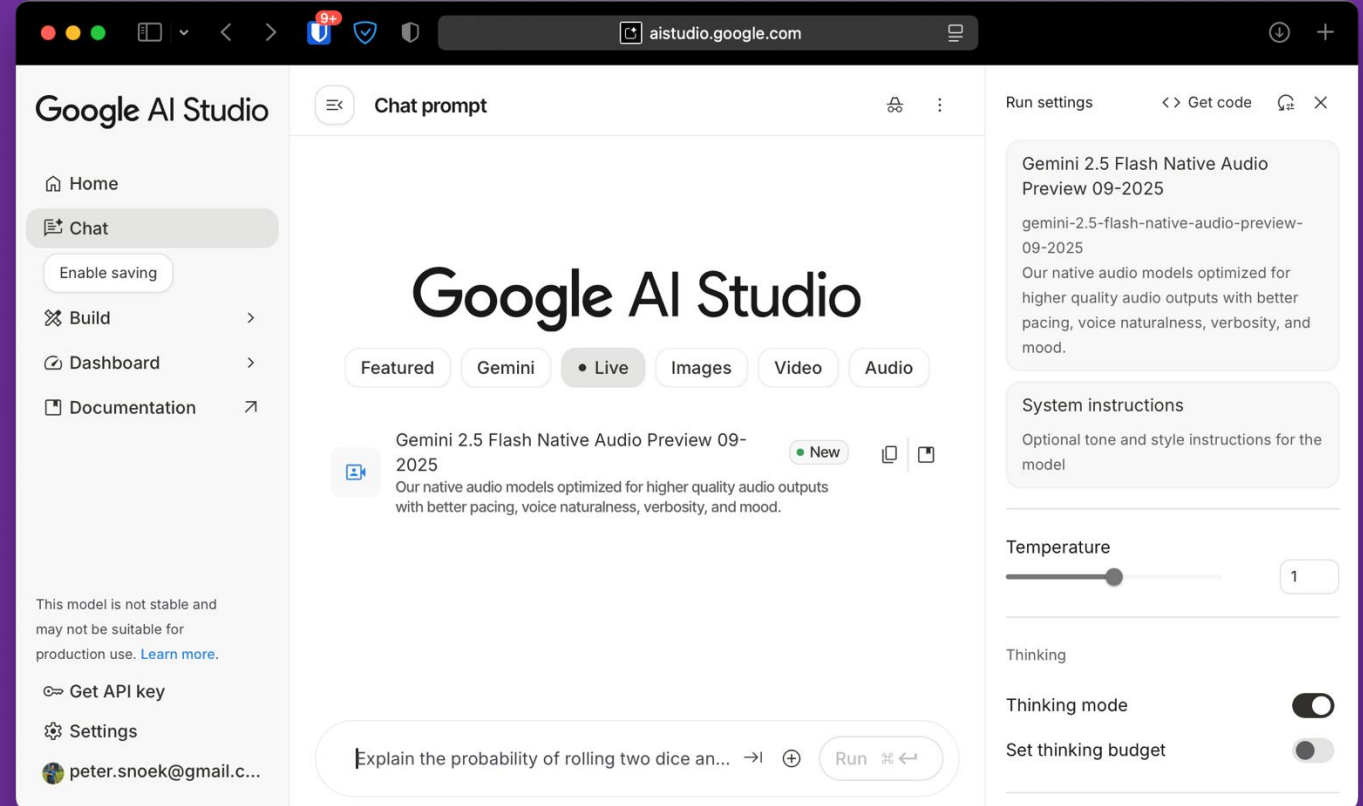
# DEMO: TALKING

Talking  
with AI

aistudio.com

Live

Gemini 2.5



# Types of AI and Implications on Education

# HANDS-ON: CORE VALUES

Write down on a post-it 1 to 3 values that you think are most important for you as a education professional. Think back to a great teacher that you remember, that inspired you

Framing the conversation

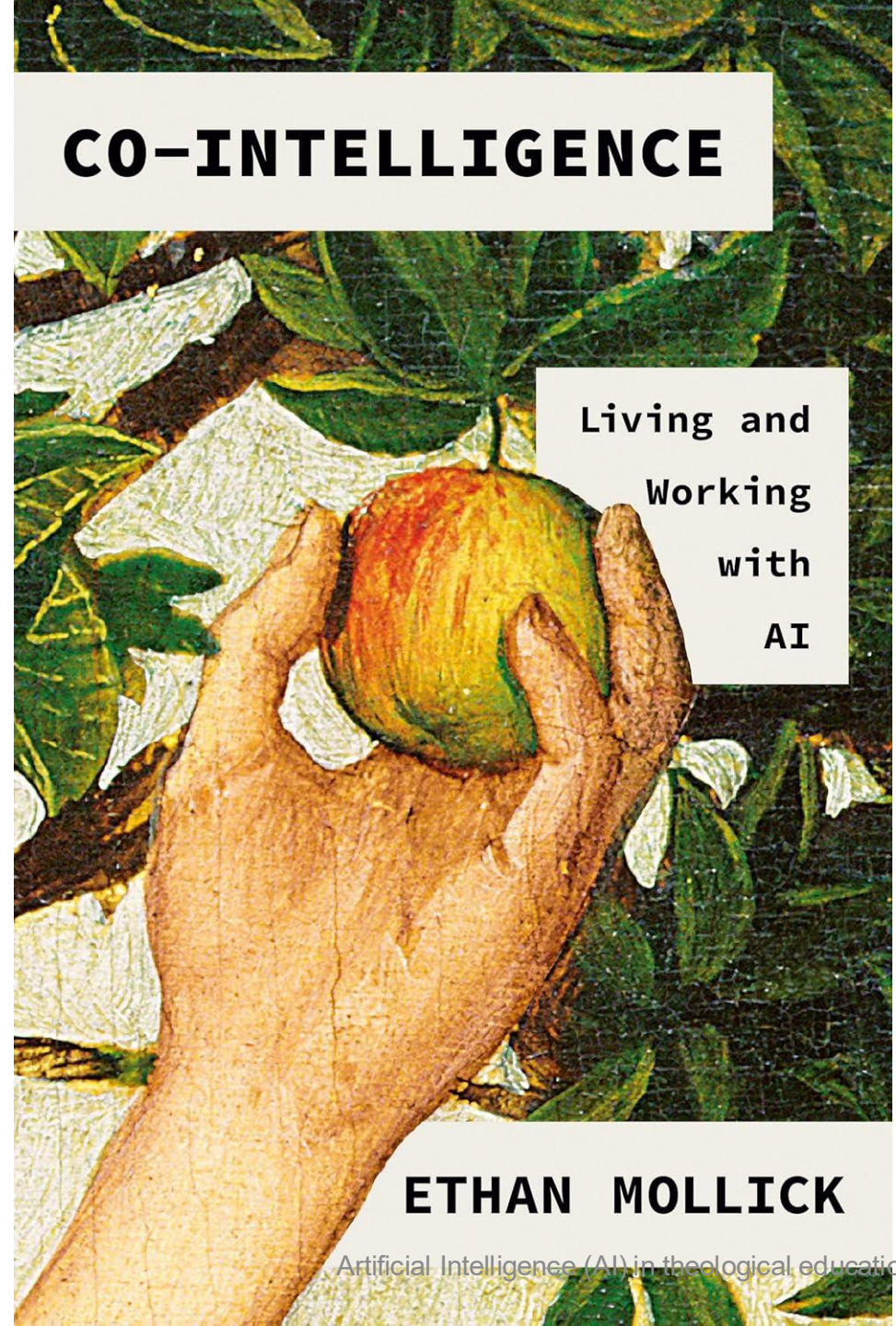


# What is generative artificial intelligence



# Co-intelligence living and working with AI (Mollick, 2025)

<https://substack.com/@oneusefulthing>



# What is Artificial Intelligence?

- Machines that solve problems, recognize patterns or make decisions
- Alan Turing (1950) – Turing test to measure machine intelligence
- John McCarthy (1956) – coined the term "artificial intelligence"
- Backpropagation algorithm (1986) - Geoffrey Hinton and colleagues perfected this neural network training method, essential for modern deep learning.
- Deep Blue beats Kasparov (1997) - IBM's chess computer beat the world champion, a symbolic breakthrough that showed that machines can handle complex strategic tasks.

# What is Artificial Intelligence? (2)

- **Transformers and Attention Mechanisms (2017)** – the "Attention is All You Need" paper introduced the transformer architecture, the foundation for ChatGPT, BERT, and modern language models that enabled generative AI.

# What is **generative** artificial intelligence

- Large language models (LLM) – processing "natural language"
- Gen-AI: creating new content based on infinite training data
- Texts
- Images
- Music
- Video
- Software
- Websites
- Planning (also: inventing and executing actions: sending emails, etc)

# Effective prompting

- Prompt (will be discussed extensively during the practical sessions, this afternoon)
- Context and context window
- Role
- Examples of desired output
- Questions to think out loud

# Under the hood

- **Tokenizer:** Convert natural language to established words  
 For example, "How are you?" becomes ["How", "going", "it", "?"]  
 and each token is assigned an ID number.  
 ["How", "goes", "it"] => [245, 1891, 329]
- **Embedding:** attributing meanings to each token (formality, concreteness, temporality, action versus object, scale/size, humanity, security, social context, etc.). These vectors are created during training.  
 245 ("How") → [0.23, -0.15, 0.67, 0.02, -0.41]  
 1891 ("goes") → [0.11, 0.58, -0.22, 0.73, 0.09]  
 329 ("it") → [-0.31, 0.44, 0.19, -0.52, 0.67]

# ChatGPT – what does G, P, T stand for?

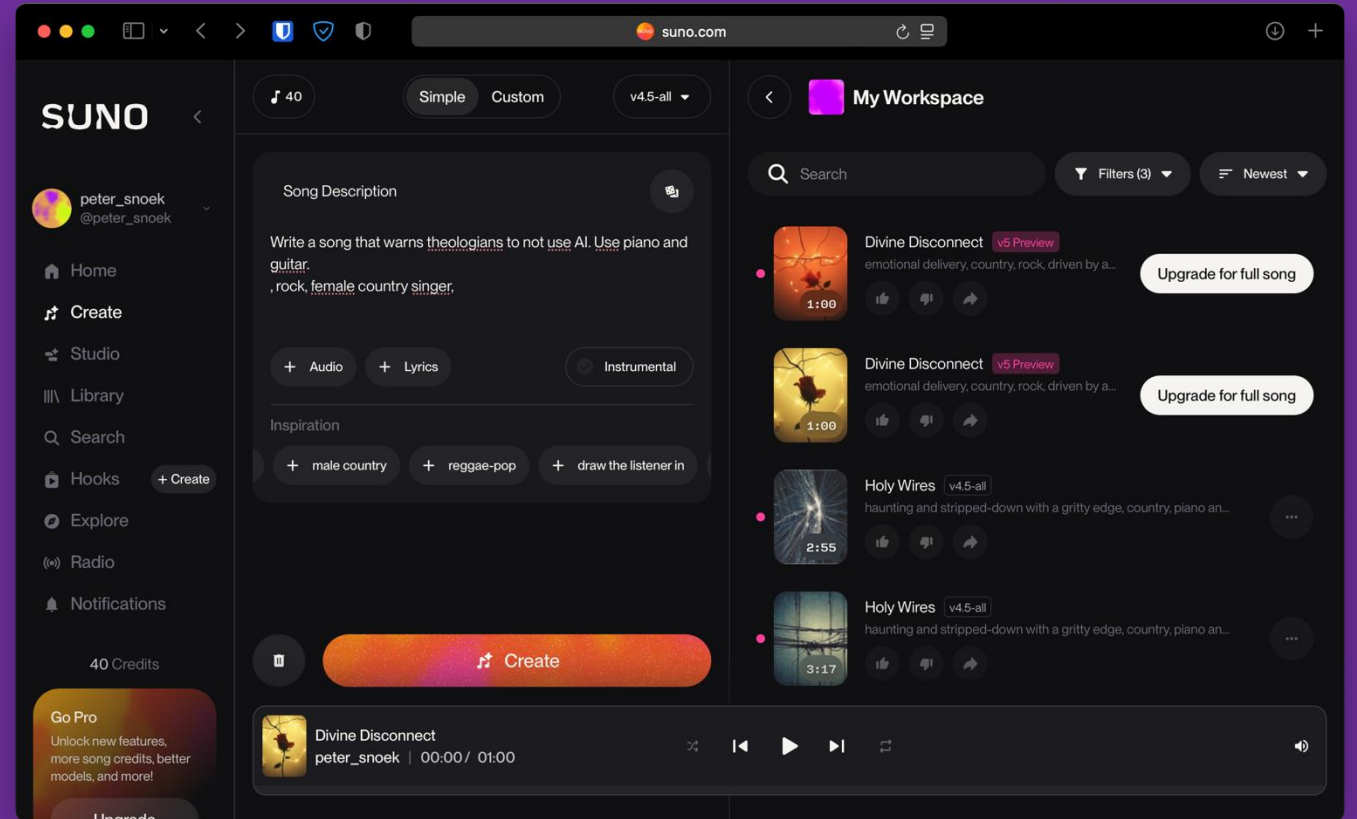
Generative  
Pretrained  
Transformer

# Various applications in education

- Personalized learning paths
- Interactive tutoring
- Automatically review and provide feedback
- Generating exercise materials
- Translating, language support
- Simulations and scenarios
- Differentiation (multi-level tests, teaching methods for different types of students)

# DEMO

# Suno Song generator



<https://tinyurl.com/DivineDisconnect>

# HANDS-ON

Register a free account on [suno.com](https://suno.com) and create a new song on a subject that you like. Add some influences (like music genre, male/female singer, instruments or a band that inspires you).

(Example: Write a song that warns theologians to not use AI. Use piano and guitar. rock, female country singer,

# Privacy

- Who do you share your data with?
- Do you have permission to upload your students' work to AI?
- What guidelines does your organization have for placing data in the cloud?

# Weak spots of gene AI

- Consistent logical reasoning
- Factual reliability
- True creativity and originality
- Long-term context retention
- Common sense and physical intuition
- Causal understanding (correlation vs causality; cause-effect relationships)

# Academic weaknesses in genetic AI

- Plagiarism and originality
- Verification of sources
- Loss of basic skills in students
- Unequal access
- Assessment problems
- Loss of conceptual understanding

# Theological weaknesses of gene AI

- Absence of soul/spirit
- No moral responsibility
- Relationality
- Trancedency and mystery
- Suffering and redemption
- Creation versus fabrication
- Gen-AI remains function without substance, form without being

# Educational weaknesses of gen-AI

- More difficult to "measure" the competence of students (other forms of assessment needed)
- Experiential learning is under pressure
- Critical capacity becomes more important (assessing sources)
- Personal contact with students will become more important in the assessment

# 2.

## Practical use of AI as a student

# HANDS-ON : 1 PAGE RADICAL THEOLOGY

Write a single page article to explain the ideas of radical theology to a non-theologian student.

Use a quotation with source reference (APA).

Use any AI model (or multiple)

You have 30 minutes

**Refresh parking ticket.  
Lunch and go outside  
Back at 13:50**

# Bronnen

- <https://www.kuleuven.be/english/education/leuvenlearninglab/support/genai/teaching-design-and-evaluation>
- <https://leonfurze.com/2024/08/28/updating-the-ai-assessment-scale/>

# Assignment (part 1)

- Take an assignment from one of the modules you give yourself
- Use an AI (chatgpt, claude, or other) and
- Upload the assignment as an attachment
- Upload the rubric / assessment criteria
- Tell AI that you're a student and want help doing the assignment yourself
- Discuss the approach you have in mind
- Create the assignment in a Word document and save it on your laptop
- Really try to achieve the best possible result (experiential learning)
- Ask for improvement tips from a second AI (upload the same documents and your work)

# Assignment (part 2)

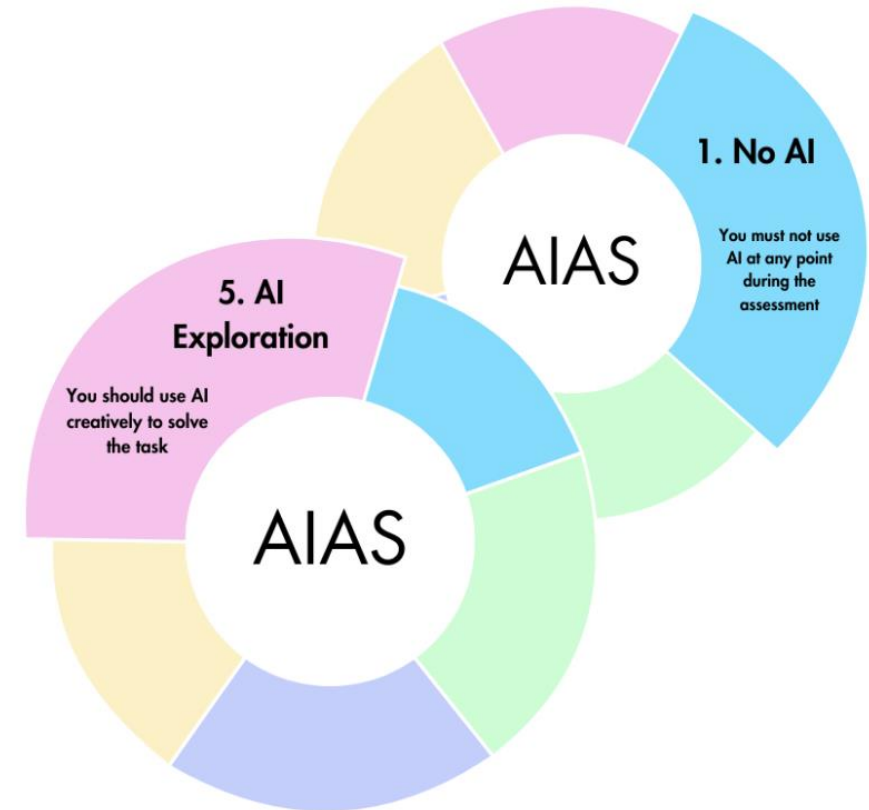
- Discuss in pairs:
- Are you surprised by something?
- Does the AI contain output information that is incorrect?
- Has AI been able to help you achieve better quality?
- Plenary feedback

# 3.

## Practical use of AI as a teacher

# Updating the AI Assessment Scale

1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills</p> <p><b>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</b></p>
2	AI PLANNING	<p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p><b>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</b></p>
3	AI COLLABORATION	<p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p><b>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</b></p>
4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p><b>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</b></p>
5	AI EXPLORATION	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p><b>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</b></p>



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

leonfurze.com

# HANDS-ON : LEARNING OUTCOMES

- Find learning outcomes from a module / course that you are familiar with
  - Discuss with AI : what level of AI involvement do you advise (No AI, Only for Planning, AI-Collaboration, Full AI) and why?
  - Discuss with AI: how can I, for each learning outcome, as a teacher, measure authenticity and what the contribution of the student was
  - Discuss with someone else

# Discuss type of examinations

Written during class?

Written at home? (paper, article, ...)

Flipping the classroom – type of intervention?

Oral?

Presentation?

Comparing your own version with AI version, formulating criticism

Reflection prompts that AI can't answer

Student contract for ethical AI use

Examples of authentic vs AI-written responses

AI involvement levels

Follow the process – logbook

Warning: digital divide!

# HANDS-ON : MEETING WITH STUDENTS

You are preparing a meeting with 30 students that follow the lesson “Bible study” from the course “Youth worker”. Your students need to practice with preparing a meeting for teenagers.

The teenagers should learn about a bible studie method. Also, you want to encourage the teenagers why this will help them.

The meeting should take 1,5 hours and should include a game and time for drinks and snacks.

Ask AI for three plans, including the activities and a list of things you would need to bring.

# Exercise

- Individual:
- View the learning outcomes of one of your modules
- Make a list of three or more ways GenAI could help students
- Make a list of three or more ways students can "cheat"
- Come up with forms of tests that partly solve these problems
- In pairs:
- Discuss the new test formats you've come up with
- Plenary:
- Feedback in the large group

# Opdracht

- Vorm duo's
- Bekijk elkaars werk
- Voer de documenten en jouw feedback in bij AI en vraag om aanvulling
- Bespreek de gekregen feedback aanvullingen
- Vraag: hoe kun je nu je studenten motiveren in het ophalen van AI feedback?
- Wat betekent dit voor de toetsvormen die je gebruikt?

# 4.

## Critical thinking and didactical effects

# HANDS-ON : LEGO AI ASSISTENT

Take a second LEGO character, this is your AI colleague  
Write a post-it about things that AI can help you and your students.

# HANDS-ON : INSTITUTION GUIDELINES

Think about the 2 bible verses from the start.  
Look at the core values you've written down.

Think about do's and donts that you want to recommend to your students, and place them in this page:

<https://tinyurl.com/aipadlet311>

# HANDS-ON : INSTITUTION GUIDELINES

Padlet: open “share” menu -> show as markdown -> select everything <CTRL>+<A> and copy the markdown <CTRL>+<C>

Prompt: write a single page guideline for students on ethical AI usage in our institution, based on this text <paste markdown here <CTRL>+<C>

# HANDS-ON : INSTITUTION GUIDELINES

Padlet: open “share” menu -> show as markdown -> select everything <CTRL>+<A> and copy the markdown <CTRL>+<C>

Open notebooklm.com, create a new notebook, add new source by “paste text”, <CTRL>+<V>  
Read the summary and create a mindmap, a quiz, or a audio podcast

# HANDS-ON : PERSONAL ACTIONS

(Individual, 5 min) write down 1, 2 or 3 concrete actions that you can take in the next couple of weeks. Include: what, when, who, why.

(in group of 6-8 people) form a group, go to another room, create a circle, the youngest person starts, share your actions

Be back in the classroom at **16:55**, for some final words, return the lego, and filling in an evaluation form)

<https://tinyurl.com/aipadlet311>

# AI, Ethiek & Theologie

- Bestaande kaders voor gebruik gen-AI: ETF Leuven
  - You have full responsibility over what you submit. If you base yourself on GenAI output that later turns out to be incorrect, plagiarized or falsified, you, as the user, are considered responsible. After all, you are the author and not the GenAI tool.
  - You make sure that the assignment allows the teaching staff to assess which competences you have acquired as a student.
  - (Responsible use of Generative Artificial Intelligence - Guidelines for Students 2425.pdf)

# AI, Ethiek & Theologie

- Bestaande kaders voor gebruik gen-AI: Hogeschool Utrecht
  - De opleiding geeft heldere kaders mee over welke mate van AI gebruik toegestaan is; studenten zijn transparant over de mate van AI toepassing
  - Studenten kunnen laten zien hoe ze AI output hebben gebruikt om hun producten en processen te verbeteren en laten zien hoe ze AI output kritisch hebben beoordeeld (prompt in bijlage, mondelinge reflectie)
  - Docenten hebben persoonlijk contact met studenten, scheppen een beeld van vermogens en taalgebruik van de studenten en gebruiken dit om de authenticiteit van ingeleverd werk te verifiëren

# Involve students

- Students want to be honest
- Students can come up with creative ways to show their skills, together with AI
- Make AI mandatory and ask for critical judgement from students

# 5.

## Bonus: AI as research assistant

# 6.

## Next steps

# Adjust learning outcomes

- Look at the “learning outcomes”, or “competences”, or “skills” or module/program/curriculum description
- Identify separate items
- For each item, think (or ask AI) which level of AI involvement is allowed
- For each item, think (or ask AI) about how to eliminate AI involvement in examination

# Learning “prompting” in about 10 hours

- Take time to experiment with different usage scenarios
- Discover which AI can do what
- Try different models
  - <https://chatgpt.com>
  - <https://claude.ai>
  - <https://notebooklm.google.com>

# Student instructions

- Read document from ETF Leuven and adjust for your institutions
- **You have full responsibility over what you submit.** If you base yourself on GenAI output that later turns out to be incorrect, plagiarized or falsified, you, as the user, are considered responsible. After all, you are the author and not the GenAI tool.
- You make sure that the assignment **allows the teaching staff to assess which competences you have acquired** as a student.

*(Source: Responsible use of Generative Artificial Intelligence - Guidelines for Students 2425.pdf)*

Feedback for me

**<https://tinyurl.com/tallinn-nov3>**



**Please return Lego and markers**

**[peter.snoek@gmail.com](mailto:peter.snoek@gmail.com)**

**[www.linkedin.com/in/peter-snoek/](http://www.linkedin.com/in/peter-snoek/)**



**<https://forms.gle/4DbHzHRM3Jrr2WdEA>**

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