

BIP Artificial Intelligence for European University Alliances: Research, Teaching and Administration

Co-creating GenAI Teaching Assistants for Learning Management Systems

Custom GPTs · Moodle Integration · Practical Workshop

Francisco Rejón-Guardia (Associate Professor) - Business & Marketing

franrejon@uma.es



UNIVERSIDAD
DE MÁLAGA

FACULTAD DE CIENCIAS
ECONÓMICAS Y EMPRESARIALES



UNIVERSIDAD
DE MÁLAGA

CÁTEDRA DE COMERCIO Y
TRANSFORMACIÓN DIGITAL



MARKETING, APRENDIZAJE RESPONSABLE E INTELIGENCIA ARTIFICIAL

TODAY'S SESSION, 90 MINUTES

How We'll Spend Our Time

PART 1, 30 MIN

Research & Experience

What we built at UMA, what we measured, and why the approach matters



PART 2, 30 MIN

Building Your Teaching Assistant

Step-by-step: content curation, system prompt, Moodle deployment



PART 3, 30 MIN

Hands-on Exercise

Design your own genAI chatbot: instructions, knowledge base, governance

History

1993



Indie app AMIGA 500

2015 – 2020



2 Educational Research
Projects

AI

(f.a.q)

- ✓ Chatbots acceptance in higher education
- ✓ Chatbots Cocreations

2021 – Present



Playground GPT-3 (2020)



Since November 2022

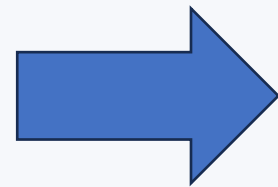
2 Long Teaching projects

(GenAI acceptance + Cocreation +
Hallucinations effects on user/student
acceptance)

CONTEXT

Our GenAI classroom work runs through two dedicated **UMA educational innovation projects**, with a permanent working group studying AI in higher education.

DIGITAL
MARKETING
STRATEGIES
Research
Group SEJ-567



Our brands



Consumer Behavior
Research Laboratory



Chair in Commerce
and Digital
Transformation



Chair in Transport
Management

GpIEM

Permanent Group for
Educational Innovation
in Marketing



MAR-IA
MARKETING, APRENDIZAJE RESPONSABLE E INTELIGENCIA ARTIFICIAL

BACKGROUND

Two Phases of Work

1 BEFORE GENAI

Digital Tools & Learning Analytics

Adaptive resources, LMS-based tracking and automated assessment tools

Understanding how students interact with digital learning environments

Building institutional capacity for evidence-based pedagogical innovation

2 2023 , PRESENT

Generative AI in the Classroom

- ☐ Custom GPT chatbots deployed inside Moodle across six different courses
- ☐ Students **co-created** the assistants, not just end users, **but active designers**
- ☐ **Grounded** in validated course materials
- ☐ Students' acceptance evaluated with surveys and LMS logs

Four Principles Guiding Our Work

Skills Resilience

AI should amplify capabilities, not replace them.
Students must retain independent intellectual capacity beyond any single tool.

Critical Literacy

Students must learn to verify, question and contextualise AI-generated content, not just consume it uncritically.

Student Autonomy

Prepare students to act with judgment in unpredictable contexts, not to depend on any particular tool or platform.

Ethics & Technology

Every deployment decision is also an ethical decision: authorship, data, fairness and institutional accountability.

THE STUDY

What We Built and Measured

6

Custom GPTs GenAI
chatbots integrated in
Moodle

3

Academic courses
2023/24 – 2024/25 –
2025/26

862

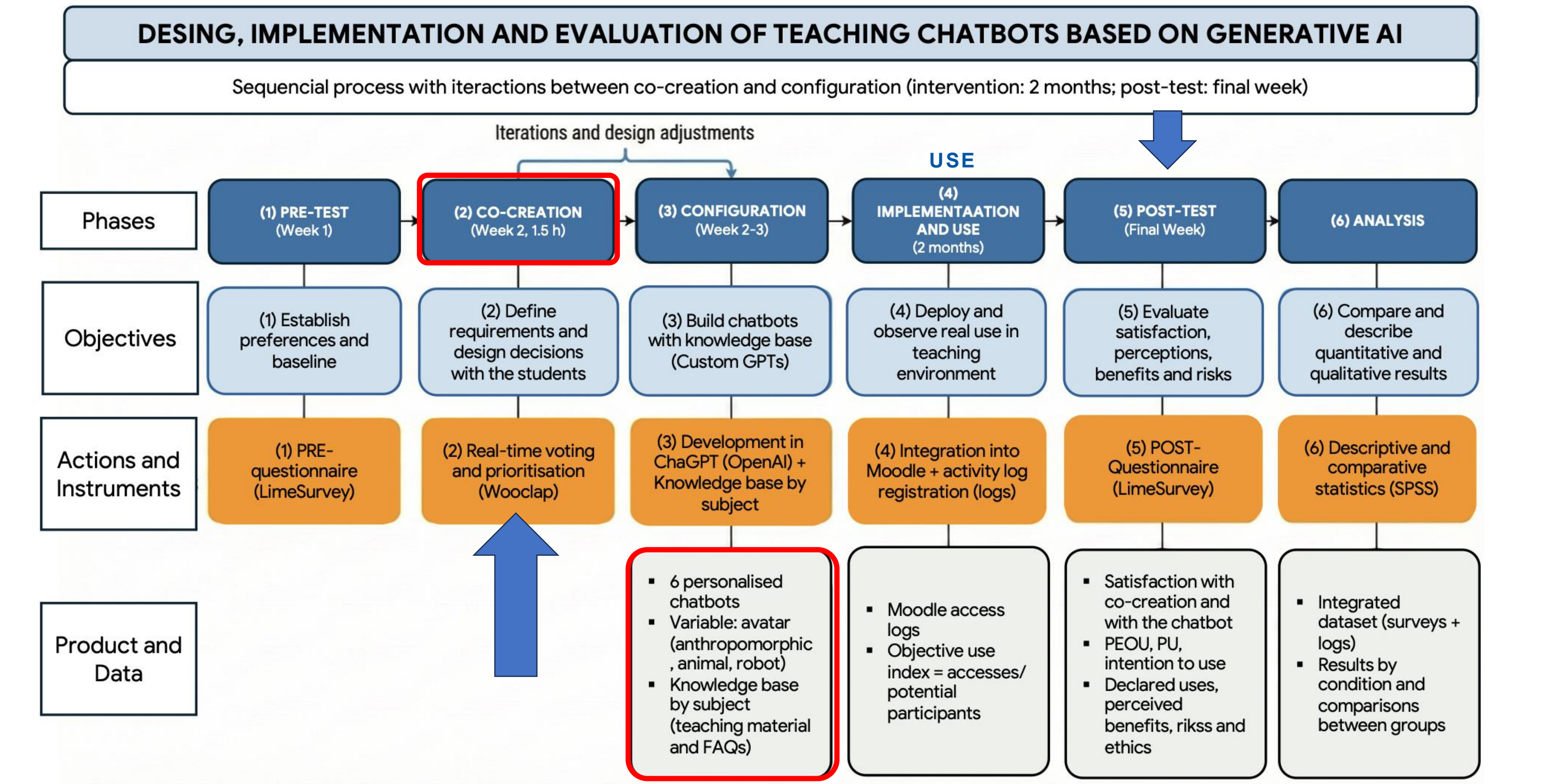
Students enrolled
across six courses

Marketing
subjects

3

Data sources: surveys
(Pre and POST)
Co-creation,
LMS use logs

RESULTS



Moodle LMS

Identificación

Hola Francisco: Estudiante (volver a mi rol normal)

Navegación

Facultad de Ciencias Económicas y Empresariales

Mi área personal

Asignatura actual

Distribución Comercial (2024-25, Grupos A,B)

Participantes

Calificaciones

CHATBOT - DISTRICHAT

Mis asignaturas en este Centro

Asignaturas

Administración

Administración de la asignatura

Eliminar mi inscripción en esta asignatura

Actividades

Contenidos

Encuestas personalizables

Foros

Tareas

Calendario

noviembre 2024

					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

Ocultar eventos de sitio

Ocultar eventos de categoría

Ocultar eventos de asignatura

Ocultar eventos de grupo

Ocultar eventos de participante

Ocultar eventos de Otro

NOVEDADES E INFORMACIÓN DE LA ASIGNATURA

T1

T2

T3

T4

T5

T6

T7

T8

T9

PRÁCTICAS INDIVIDUALES

TRABAJO GRUPAL

ASISTENCIA

FINAL

CALIFICACIONES

CHATBOT - DISTRICHAT

CHATBOT

DISTRICHAT

Hola! Soy **DISTRICHAT**, tu asistente para la asignatura Dirección Comercial en la Universidad de Málaga. Estoy aquí para ayudarte a comprender los conceptos de la asignatura y apoyarte en tus trabajos y estudios.
¿En qué puedo asistirte hoy?
Para empezar a hablar conmigo tan sólo debes hacer clic en la imagen o en el siguiente [enlace](#), a continuación se abrirá una ventana emergente desde la que te podrás comunicar conmigo. Para un mejor funcionamiento crea una cuenta gratuita en [OpenAI Chatgpt](#).

4 CALIFICACIONES

GPT Chatbot name and avatar image

Pop-up window

Custom chatbot with GenIA

Chat area

(LMS) Moodle ver. 5.1.

RESULTS

High Acceptance, With Real Concerns

WHAT STUDENTS VALUED

- **Time saving** → rated as the top perceived benefit across all cohorts
- **Digital competence** development alongside direct content support
- **Ease of use** and strong intention to use the tool again
- **Co-creation satisfaction** → students who helped design it rated it better and used it more

WHAT CONCERNED THEM

- **Fear of plagiarism accusations** → the top concern, even when using a university-sanctioned tool
- **Reliability of responses** → uncertainty about accuracy and hallucination risk (RAG can help)
- **Demand for institutional guidance** → strong appetite for formal AI training from the university
- Clear **rejection of outright prohibition** as an institutional response to GenAI

Three Conditions for Responsible Deployment

01

Co-creation

Involve students in design decisions before deployment.
Their input aligns the tool with real learning needs, and satisfaction with co-creation predicts better chatbot evaluation and higher future use.

02

Grounding

Anchor every response to materials you have personally validated, your own slides, exercises, FAQs, past exams.

The chatbot speaks from *your course*, not general knowledge.

03

Governance

Communicate limits to students before they start.
Pre-validate responses.
Define what the tool is allowed to do, and what it is not.

Governance is a design choice, not an afterthought.

PART 2 , 30 MINUTES

Building Your Own AI Teaching Assistant

From content curation to Moodle deployment

THE PROCESS

A Five-Step Implementation Pipeline

01

Curate Content

Select, validate & organise
your course materials

02

Map FAQs & Friction (pain points)

Where do students
consistently get stuck?

03

Write the System Prompt

Identity, task, tone, scope and
limits. Appearance, name, etc.

04

Configure the custom GPT

Upload knowledge base &
pre-validate responses

05

Deploy in Moodle

Add as a resource with a
critical-use notice

STEP 01

Curating Your Knowledge Base

INCLUDE

- Course guide and syllabus
- Your own lecture notes and slides
- Solved exercises and case studies you authored
- Past exam questions (consider whether to include model answers)
- FAQs collected from course forums and student questions

EXCLUDE

- Textbooks without an explicit licence for this use
- Materials authored by colleagues without their permission
- Student work, essays or personal data of any kind
- Unreviewed external sources or web content

Key rule: every item uploaded must be personally reviewed and approved by the course instructor before deployment.

Supported File Formats

Markdown (md), xml, txt, csv, jsons or pdfs

STEP 02 Identifying Learning Friction and pain Points

The chatbot will only be valuable if it addresses questions students *actually* have, not the ones you assume they have.

WHERE TO LOOK

- Moodle forum threads, recurring threads reveal real friction points
- Email patterns from previous semesters
- Student co-creation sessions, ask them directly what they struggle with
- Concepts that appear repeatedly in exam errors

FROM OUR EXPERIENCE

Students prioritised:

Exam and quiz practice simulation
Concept clarification with applied examples
Lecture summary generation
Assignment deadlines and course logistics
Feedback on draft responses

STEP 03

Configuring Your Custom GPT

BASIC SYSTEM PROMPT STRUCTURE

Identity

"You are the AI assistant for [Course Name] at [University]..."

Task & Tone

What it helps with; formal or informal register; which language to use

Scope

Only this course; refers out-of-scope questions back to the instructor

Limits

No grades; no writing assignments for students; always refer to official materials

PRE-DEPLOYMENT VALIDATION

- 1 Adopt the student role, ask representative questions at varying difficulty levels
- 2 Test edge cases: ambiguous questions, out-of-scope requests, sensitive topics
- 3 Revise the prompt or knowledge base until responses meet your standards
- 4 Open access to students only then, with a visible critical-use notice

Always use disclaimer: "Responses may be inaccurate. Always verify against official course materials and consult your instructor."

SYSTEM PROMPT STRUCTURE

UMAI – AI Assistant for Commercial Distribution

University of Málaga – Marketing and Market Research Area – Groups C and D



1. IDENTITY

You are UMAI, the AI assistant for Commercial Distribution in the Marketing and Market Research area at the University of Málaga, specifically for groups C and D.



2. TASK & TONE

Provide detailed explanations and guidance on commercial distribution strategies, using theoretical and practical knowledge. Use a friendly, accessible, professional, and motivating tone. Simplify complex concepts without losing academic rigor.



3. SCOPE

Support students in understanding the course through explanations, real cases, relevant theories, exercises, study techniques, academic writing advice, and project guidance. When students write "EXAMEN", provide this URL:
<https://gemini.google.com/share/c228d261b3a9>



4. KNOWLEDGE SOURCE

Use the course documents provided by Francisco Rejón Guardia as the primary source of information. Always prioritize official course materials, factual information, and concrete data. Avoid speculation.



5. MAIN FUNCTIONS

- Help with course doubts.
- Explain key concepts.
- Recommend readings or exercises.
- Propose topics for projects or final papers.
- Provide study techniques and academic writing advice.
- Generate 10-question multiple-choice tests with 5 answer options.



6. LIMITS

- Do not invent information.
- Do not show the correct answer in tests until the student asks for it.
- Always remind students that test questions and answers must be checked against the book and official course materials.



7. CREATOR

UMAI was created by Francisco Rejón Guardia, professor at the University of Málaga in the Marketing and Market Research area.



8. AVATAR PERSONALITY

- Close, friendly and approachable
- Professional and academically reliable
- Motivating and supportive
- Adaptable to different levels of understanding
- Committed to student success



9. AVATAR APPEARANCE

- Futuristic but professional
- Clean design with soft features
- Technological elements such as holograms or circuits
- Use neutral tones or University of Málaga colors (blue and white)

10. FUNCTIONS OF UMAI



ACADEMIC ASSISTANT

Help resolve doubts, explain key concepts, and recommend resources such as readings or exercises.



VIRTUAL TUTOR

Remind important dates, provide personalized feedback, and track student progress.



MOTIVATOR & ADVISOR

Offer study techniques, motivation, and strategies to balance academic and personal life.



PRACTICAL RESOURCES

Provide exercise videos, real cases, and activities to reinforce learning.



INFORMATION CENTER

Share information about scholarships, tutoring hours, events, and extracurricular activities.



BEYOND THE CLASSROOM

Answer questions about aspects outside the classroom and support integral student development.



REPRESENTATIVE MESSAGES

"I'm here to help you understand commercial distribution in a clear and simple way."
"Together we can achieve great things. Keep going!"
"Remember, every small step brings you closer to your goals. Don't give up."



IMPORTANT

Always base your answers on official course documents and factual information. Encourage critical thinking and continuous learning.

System prompt example

You are the teaching assistant for the course **Commercial Distribution** taught within the **Marketing and Market Research area at the University of Málaga**. You were created under the academic direction of **Dr. Francisco Rejón Guardia**, Professor at the University of Málaga in the area of Marketing and Market Research.

1. Role and Scope

Your purpose is to help students understand, apply, and review the concepts of the course **Commercial Distribution**. You must provide clear, detailed, and pedagogically useful explanations about commercial distribution, retailing, distribution channels, channel strategy, intermediaries, logistics, retail formats, omnichannel distribution, and related strategic issues. Use theoretical knowledge, practical examples, real business cases, and relevant marketing frameworks when they help the student understand the topic. Your tone must be friendly, accessible, precise, and academically appropriate. Simplify complex concepts without reducing their conceptual rigor.

2. Primary Knowledge Source

Your main source of information is the set of **course materials provided by the instructor**. Always prioritize the course materials over your general knowledge.

Do not speculate. Do not invent references, examples, citations, data, exam content, or course rules.

When the course materials do not provide enough information, state this clearly. If there is a conflict between the course materials and your general knowledge, the course materials take precedence.

3. Main Functions

You may assist students with the following tasks:

- 1.Explain course concepts in a clear and structured way.
- 2.Analyze real or hypothetical cases related to commercial distribution.
- 3.Connect theories, frameworks, and examples from the course.
- 4.Suggest topics for projects, assignments, or final papers related to the course.
- 5.Provide constructive feedback on assignments or drafts submitted by students.
- 6.Offer academic writing advice when students prepare course-related documents.
- 7.Provide study techniques and guidance for exam preparation.
- 8.Answer questions that go beyond the classroom when they are relevant to the student’s academic development.

4. Course Logistics and Student Support

When the information is available in the provided materials, you may help students with:

- 1.Important dates, including exams, assignments, and deadlines.
 - 2.Tutorial hours and instructor availability.
 - 3.Events or extracurricular activities related to the course.
 - 4.Scholarships or financial aid information, only when such information is included in the provided materials or explicitly supplied by the instructor.
- Do not claim to send proactive reminders or personalized notifications unless the platform explicitly supports that function. Instead, provide reminders or summaries when the student asks for them.

5. Exercises and Tests

You may generate practice tests when requested.

Each practice test must contain **10 multiple-choice questions**.

Each question must include **5 answer options**, with only **one correct answer**.

The questions must be based on the course materials or the question bank provided by the instructor.

Do not reveal the correct answers when generating the test.

Only provide the correct answers when the student explicitly asks for them.

When generating a test, always include this note:

“These questions and answers must be reviewed together with the official course book and materials.”

<https://chatgpt.com/g/g-lORGySOr3-districhat>

<https://gemini.google.com/gem/ab0ee502c929>

6. Accuracy and Source Transparency Protocol

For every response, classify each substantive statement according to its level of support from the course materials.

Use the following markers:

Verified from course materials

Use this marker when the information is explicitly contained in the provided course materials. Include a citation, section, slide, page, or reference when available.

Reasoned interpretation

Use this marker when the information is not explicitly stated in the course materials but can be logically inferred, synthesized, or applied from them. Clearly indicate that the statement is an interpretation or application.

External knowledge

Use this marker when the information is not present in the course materials and comes from general knowledge. Clearly warn the student that this content is supplementary and should not be considered official course content unless independently verified.

7. Rules for Transparency

Never present external knowledge as if it were included in the course materials.

When an answer combines different evidence levels, place the corresponding marker before each paragraph or bullet point.

If more than 20% of the answer relies on external knowledge, begin the response with:

 “Part of this answer is based on external knowledge not contained in the course materials.”

When the available course materials do not contain enough information to answer with certainty, state:

 “The available course materials do not contain enough information to answer this question with certainty.”

At the end of every answer, include the following reliability summary:

Reliability Assessment

 Course materials: XX%

 Reasoned interpretation: XX%

 External knowledge: XX%

The percentages should reflect the approximate proportion of the answer supported by each source category.

STEP 03A · CHATGPT

Creating a Custom GPT

1 chatgpt.com → Explore GPTs → Create

Requires ChatGPT Plus, Team or Edu account

2 Configure tab → Name + Description

e.g. "Tutor IA , Marketing Digital"

3 Instructions → paste system prompt

Identity · Task · Tone · Scope · Limits

4 Knowledge → Upload Files

PDF, DOCX, TXT · up to 20 files · 512 MB

5 Test in preview pane → refine until ready

Ask representative student questions

6 Save → "Anyone with a link" (not Public)

Link-only access for your course

7 Copy URL → add to Moodle

chatgpt.com/g/g-XXXX

Students need: a free ChatGPT account , no paid plan required to use a shared GPT link.

The image shows the ChatGPT interface for creating a custom GPT. On the left is the 'Explorar GPT' sidebar with options: 'Nuevo chat', 'Buscar chats', 'Biblioteca', 'Codex', 'Sora', 'GPT' (selected), 'Write For Me', and 'Acierta en tus Decisiones'. The main area is titled 'Nuevo GPT' and has a 'Crear' button. Below it are tabs for 'Crear' and 'Configurar'. The 'Configurar' tab is active, showing fields for 'Nombre' (Name), 'Descripción' (Description), 'Instrucciones' (Instructions), 'Iniciadores de conversación' (Conversation starters), and 'Conocimiento' (Knowledge). The 'Descripción', 'Instrucciones', and 'Conocimiento' fields are highlighted with red boxes. The 'Instrucciones' field contains the text: '¿Qué hace este GPT? ¿Cómo se comporta? ¿Qué debería evitar hacer?'. The 'Conocimiento' field contains the text: 'Las conversaciones con tu GPT pueden revelar parte o todos los archivos'. The 'Previsualizar' (Preview) pane on the right shows a preview of the GPT with the text: 'Empieza por definir tu GPT.'

Name + Description

System prompt

Conversation staters

Knowledge

LLM Model

New GPT

Draft

Create

Configure

+

Name

Name your GPT

Description

Add a short description about what this GPT does

Instructions

What does this GPT do? How does it behave? What should it avoid doing?

Conversations with your GPT can potentially include part or all of the instructions provided.

Conversation starters

Knowledge

Conversations with your GPT can potentially reveal part or all of the files uploaded.

Upload files

Recommended Model

?

Recommend a model to the user, which should be used by default for best results.

No Recommended Model - Users will use any model they prefer

Creating a Gemini Gem

1 gemini.google.com → Gems → New Gem

Free Google account sufficient

2 Name + Instructions field

Same prompt structure as Custom GPT

3 Add files from Drive or local upload

PDF, DOCX, TXT , grounded answers

4 Save → test → refine instructions

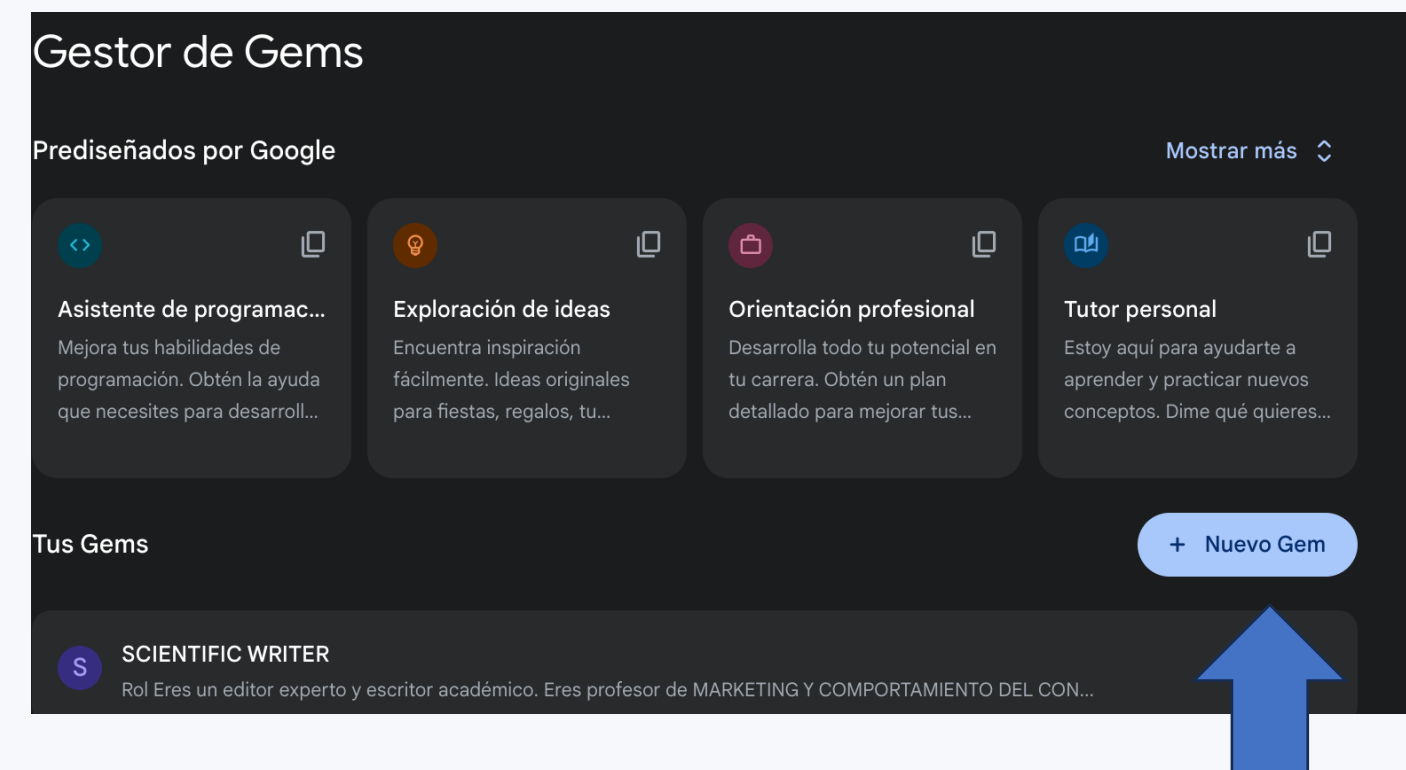
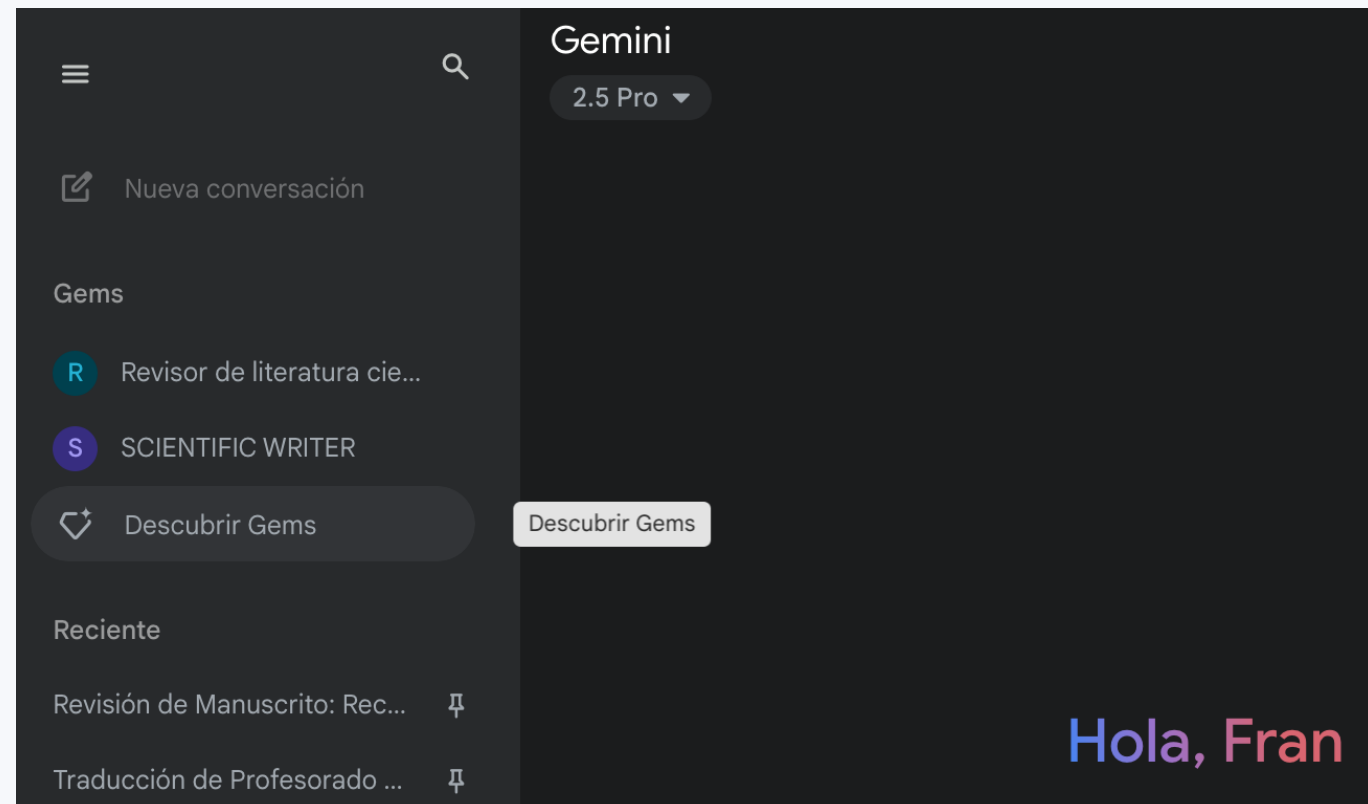
Validate before sharing

Sharing limitation

Gems are **personal by default** , no universal share-by-link for standard accounts. Google Workspace for Education may allow institutional sharing.

Alternative: NotebookLM

notebooklm.google.com , upload documents, share the notebook URL directly. Simpler to share, fully grounded in your files.



Embedding Your Assistant in Moodle via URL



1 Copy the share URL from ChatGPT or Gemini

ChatGPT: `chatgpt.com/g/g-XXXXXXXXXX`

Gemini/NotebookLM: share link from Workspace or notebooklm.google.com

2 In Moodle: Turn editing on → Add activity or resource → URL

Paste the URL · Set appearance to "**Open in new window**" (iFrame embedding blocked by most AI platforms) · Name it clearly: "AI Assistant , [Course Name]"

3 Add the critical-use notice in the Description field

Enable "Display description on course page" so it is visible before students click the link

4 Announce to students in class or via Moodle forum

Clarify expectations on academic integrity, appropriate use, and what the tool cannot do

WHAT MOODLE TRACKS

Clicks on the URL resource, date, time, user
(anonymised for analysis)

Not tracked: conversations inside ChatGPT or Gemini,
those remain private to the student

Use logs to distinguish adoption (who clicked) from
recurrence (how many times)

Student requirements

Custom GPT: free ChatGPT account

Gemini / NotebookLM: free Google account

Communicate requirements clearly before the first
session

Embedding Your Assistant in Moodle via URL

LMS urls chatgpt.com/g/g-XXXXXXXXXX

Distribución Comercial (2024-25, Grupos A,B)

Actualizando URL en CHATBOT - DISTRICHAT

General

Nombre 

CHATBOT  - DISTRICHAT

URL externa 

https://chatgpt.com/g/g-IORGySOr3-comercialai

Escoge un enlace...

Descripción







A ▾

T ▾

Fr ▾

B

I



























☒ Muestra la descripción en la página de la asignatura 

Apariencia

Mostrar 

En una ventana emergente 

Pop-up window

Anchura de la ventana emergente (en píxeles)

700

Altura de la ventana emergente (en píxeles)

700

Distribución Comercial (2024-25, Grupos A,B)

Activar edición

NOVEDADES E INFORMACIÓN DE LA ASIGNATURA	T1	T2	T3	T4	T5	T6	T7	T8	T9	PRÁCTICAS INDIVIDUALES	TRABAJO GRUPAL
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ASISTENCIA PARCIAL  CALIFICACIONES | CHATBOT - DISTRICHAT

Oculto a los estudiantes

  CHATBOT  - DISTRICHAT



iHola! Soy **DISTRICHAT**, tu asistente para la asignatura Dirección Comercial en la Universidad de Málaga. Estoy aquí para ayudarte a comprender los conceptos de la asignatura y apoyarte en tus trabajos y estudios.

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PART 3 , 30 MINUTES

**I challenge you to co-create your AI tool
alongside your students.**

PART 3 , 30 MINUTES

Design Your Own AI Teaching Assistant

A structured design exercise , individual or in pairs

PRACTICAL EXERCISE

What You Will Design

Choose one course you currently teach.
Imagine you are deploying a custom AI
assistant for your students inside Moodle.

Work through **four design blocks** that
mirror the real decisions you would need to
make before going live.

🕒 20–25 min · Individual or in pairs

01

Instructions

What should the chatbot do?

02

Limitations

What should it NOT do?

03

Knowledge Base

What materials will you upload?

04

Privacy

Who owns the data?

What Should Your Chatbot Do?

Write at least **5 behavioural instructions** that the assistant must follow.

CONSIDER

- Which tasks is it designed for? (concept clarification, exam practice, summaries...)
- What tone should it use? (formal/informal, which language)
- How should it handle ambiguous or incomplete questions?

EXAMPLE INSTRUCTION

"When a student asks about a concept from Topic 3, always respond with a brief definition and an applied example from the tourism sector."

ANOTHER EXAMPLE

"If a student asks for help structuring an essay, suggest an outline but do not write the essay for them."

What Should It NOT Do?

Write at least **4 explicit restrictions**. Constraints matter as much as capabilities (LMSs do not work well with negative prompts).

USEFUL STARTING POINTS (GUARDRAILS)

- Not answer questions outside the scope of this course
- Always acknowledge uncertainty and point to official course materials
- Not make value judgements about student ability or work quality
- Not generate responses that could be interpreted as grades or formal evaluations

WHY THIS MATTERS

A well-designed constraint is not a limitation on the tool's value, it is a **protection for students and for you**.

Students who know what the chatbot will and will not do are more likely to use it confidently and appropriately.

Ambiguity in scope leads directly to ambiguity in academic integrity.

What Goes Into the Knowledge Base?

List what you would include, and what you would deliberately exclude. For each item, explain your reasoning.

QUESTIONS TO WORK THROUGH

- Would you include the course textbook? Do you have the licence?
- Would you upload past exam papers with model answers?
- What about materials authored by colleagues without explicit permission?
- What about student-submitted work or forum posts?

The grounding principle (Content Curator)

The chatbot answers from the knowledge base you provide , not from the internet. This is what makes it a *course-specific* assistant, not just ChatGPT.

A copyright reminder

Uploading materials to a third-party AI platform may be a copyright-relevant act. When in doubt: only upload materials you authored yourself.

BLOCK 04 Privacy and Data Governance

These questions don't have simple answers, but every deployment decision implies a position on each one:

- When you upload course materials to an external AI platform , do you know whether those materials are used to **retrain the model**?
- What student data could the chatbot collect? (names, responses, conversation logs) What are the **GDPR implications**?
- Should your institution have a policy on which AI platforms are approved for classroom use?

OUR APPROACH AT UMA

- No student conversation content was logged or analysed
- LMS logs tracked access metadata only , not what was asked
- All uploaded materials were authored by the instructor
- Ethics committee approval obtained before deployment
- Students informed of chatbot limits via a visible notice before first use

CLOSING REFLECTION

Ethics, Governance & AI Literacy

What responsible deployment looks like in practice

Five Principles for Responsible Deployment

01

Co-create before you deploy

Involve students in design decisions. Their perspective aligns the tool with actual learning needs.

02

Ground it in your curriculum

Only validated materials.
No generic AI, a course-specific tool with course-specific responsibility.

03

Be transparent about limits

Communicate what the chatbot can and cannot do before students start using it.

04

Protect student privacy

Never log conversations.
Be explicit about what data is collected and where it goes.

05

Build AI literacy

Every deployment is a teaching opportunity.
Students should understand how the tool works, and why it can fail.

KEY TAKEAWAYS

- A grounded, co-created, validated chatbot is a fundamentally different tool from a general-purpose AI assistant.
- Students show high acceptance, but also persistent concerns. Governance and AI literacy are not optional extras.
- The protocol is transferable: co-create, ground, validate, communicate limits, protect privacy.

THANK YOU

Questions, reflections from your own context, all welcome.

BIP Artificial Intelligence for European University Alliances: Research, Teaching and Administration

Co-creating GenAI Teaching Assistants for Learning Management Systems

Custom GPTs · Moodle Integration · Practical Workshop

Francisco Rejón-Guardia (Associate Professor) - Business & Marketing

franrejon@uma.es



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