



LSE Principles on Generative AI in Education

Education and Student Experience Strategy

Approved by Education Committee, 14 October 2026

Introduction

Since its foundation in 1895 as a university dedicated to the social sciences, LSE's guiding mission has been to understand the causes of things for the betterment of society. This commitment remains just as vital as the School navigates the growing use of Generative Artificial Intelligence (GenAI) tools.

The purpose of an LSE education is to develop independent, critical thinkers who can interrogate evidence, construct and defend arguments, and apply the analytical methods and theories of the social sciences to complex problems facing society. These principles are designed to protect and deepen LSE's rigorous, disciplinary and deeply human education. They set out LSE's ambition to shape a distinctive social science education for an era in which AI is embedded in intellectual work, in which students develop the disciplinary judgement to understand AI and are able to engage with it critically and confidently as they graduate into their chosen fields.

That commitment is already visible across our community. Educators and students are actively exploring the role GenAI tools should play in teaching, learning and working practices, and are asking not only what these tools can do, but what they should do in a rigorous social science education. Used well, they can extend analytical reach and help students prepare for the world they will graduate into. At the same time, evidence shows that while AI can improve the performance on an immediate task, its use, however well-intentioned, can shortcut the intellectual challenge through which critical, analytical and disciplinary capacities develop.¹

These principles frame our response to GenAI as an opportunity to deepen disciplinary inquiry, human teaching, meaningful assessment, shared integrity and partnership with students. GenAI systems carry significant environmental costs, particularly in energy consumption and resource use, as well as broader societal implications for labour markets and data sovereignty. As a social science research institution, the School is well placed to ensure its students understand and critically engage with these issues, not just as users of AI tools but as future analysts, policymakers and researchers. LSE's researchers across the social sciences are actively interrogating what GenAI is, what it does, and what it means for society. This knowledge will shape how we teach, not remain separate from it. LSE engages actively with universities and partner organisations, nationally and internationally, to share evolving practice, co-develop approaches, and contribute to the collective evidence base on generative AI in education.

The principles are statements of value and institutional commitment, not operational rules. They underpin the operational guidance and policies LSE has developed, and will continue to develop, as the technology and our understanding evolve. Recognising that AI use is contextual and discipline-specific, the principles set a shared frame within which disciplinary judgement operates. They apply to all members of the LSE community, across all teaching and learning contexts, and will be reviewed regularly.

Principle 1 — LSE as a Place of AI Inquiry

As a social science institution, our disciplines actively produce knowledge about what AI means for society. That research shapes how students learn to use AI critically and ethically. Our students are equipped not just to use AI but to understand and question it through the lens of their discipline.

Principle 2 — Designing Curriculum and Assessment in Response to AI

LSE's disciplinary breadth and depth provide a distinctive opportunity to design disciplinary and interdisciplinary programmes that develop graduates who can engage critically and confidently with GenAI and make informed judgements about when, how, or whether to use it. LSE commits to designing well-structured programmes that build understanding and develop skills progressively. This includes deliberately

¹ The performance paradox describes the finding that AI assistance measurably improves students' immediate task performance while simultaneously undermining the durable learning the task was designed to develop. See Lodge J. M. and Loble L (2026). *Artificial intelligence, cognitive offloading and implications for education*. University of Technology Sydney. doi:10.71741/4pyxmbnjq.31302475.

maintaining some learning contexts that remain free of GenAI, thereby allowing students room to build confidence in their own independent thinking.²

Principle 3 — Human Teaching at the Core of Learning

The relationship between teacher and student is at the core of an LSE education. GenAI can identify patterns in large datasets, but it cannot replicate human educators who have a sense of self and others, take responsibility, care about the consequences of their judgements, and apply their expertise in the real world. Learning is a social act, built through engagement with teachers and peers, and rooted in the belonging that a scholarly community provides. It is through these human relationships that students develop the cooperative mindset and sense of agency that will define their success.

Principle 4 — Teaching and Assessment that Drives Learning

Teaching, learning and assessment form a coherent whole. Learning depends on intellectual challenge that cannot be delegated to AI. As GenAI increasingly shapes how students engage with knowledge, LSE commits to equipping its educators with the skills and knowledge to create the conditions for effective learning. This includes designing valid and meaningful assessment that requires students to demonstrate both the process and the product of their understanding and judgement.

Principle 5 — Promoting Academic Integrity

LSE's underpinning academic values of honesty, accountability and responsibility remain fundamental to our community of scholars. Computational tools are now built into much of the software staff and students use for academic work, and authorship is shaped by the way we work with technology. Academic integrity in this context means both staff and students being open and transparent about how GenAI has contributed to assessment, and respecting restrictions where its use is prohibited. This honesty builds trust, allowing staff and students to engage confidently with this technology.

Principle 6 — Equity at the Heart of AI in Education

All students should be supported to make effective use of appropriate AI tools in their education. LSE commits to identifying and actively working to address equity issues in its approach to AI across teaching, assessment and feedback, including risks of unequal access and inconsistency of expectations across disciplines. LSE also commits to developing and communicating clear frameworks and guidance that support students to approach the use of AI in their assessments with confidence.

Principle 7 — Partnership with Students

LSE commits to actively involving students in the development and review of its GenAI practice, principles and policies. Students bring distinctive insights into how these technologies are experienced and used, along with well-considered perspectives and new ideas about learning. LSE ensures that partnership reflects the diversity of student experience across disciplines, levels of study and types of academic work.

Principle 8 — Evidence-based Use of GenAI

LSE encourages the use of GenAI in education where it is aligned with the best available evidence on how GenAI can support learning while avoiding uses that may undermine independent thinking and core academic skills. LSE commits to continuously evaluating the educational impact of GenAI use across teaching, learning, assessment, and feedback, ensuring that its approach remains evidence-informed and responsive to emerging research.

² Digital Education Council, *AI in Higher Education Global Survey*, 2026.