Generative AI in Student Project Reports: Preliminary insights on Patterns of Use and Documentation in Higher Education

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Abstract
Generative artificial intelligence (GenAI) tools such as ChatGPT challenge how knowledge, authorship, and learning are declared in higher education (HE). Written projects have long functioned as the primary medium through which students demonstrate independence, originality, and academic judgment. But as GenAI is integrated into teaching and learning, HE is transformed. This paper examines how students at Aalborg University declare their use of GenAI in project reports and what these documentation practices reveal about the digital transformation of HE. The analysis is based on a dataset of 5.222 publicly available student projects submitted between January 2024 and March 2025. To do this, the study employs a Python-based text analysis pipeline to identify and extract mentions of GenAI in student projects. A total of 787 projects (15.1%) explicitly mention GenAI tools. Projects were divided into low-frequency (1–20 mentions) and high-frequency (21+ mentions) groups, with the low-frequency group (n = 670) forming the basis for a qualitative thematic analysis of 1,152 mentions of GenAI in students' projects. Analytical categories were developed inductively following the principles of reflexive thematic analysis supported by content analysis. Methodologically, the study demonstrates the potential of large-scale text extraction to examine educational transformation as it materializes in academic writing. The findings show that students use GenAI across a range of activities ranging from surface-level writing support to analytical and methodological applications. Particular attention is given to the theme 'Going Beyond Writing with GenAI', where students employ GenAI to refine coding frameworks, structure research designs, and critically reflect on methodological choices. These practices suggest that GenAI is beginning to take up methodological space in project work, functioning as a co-constructive partner in analysis and design rather than just a writing tool. Students also display awareness of GenAI's limitations, such as its opacity and the "black box" problem, indicating an emerging form of critical AI literacy grounded in reflexivity and transparency. While the method captures only what students choose to declare, this unveiling of students' usage is valuable, as well as the revealing of what students themselves consider worth declaring in their engagement with GenAI. Findings from the study indicate that the documentation regarding GenAI use is an epistemic and communicative practice through which students negotiate technological agency, authorship, and learning in a digitally transforming landscape of HE.

Keywords
Generative Artificial Intelligence (GenAI), Documentation Practices, Computational Method, Higher Education, Thematic Analysis

Introduction

Assessment in higher education (HE) has traditionally been closely tied to written assignments as the primary mode of evaluation (Bloxham & Boyd, 2007). Written texts do not merely function as vehicles of knowledge but as sites where students' independence, originality, and academic judgment are documented. With the emergence of generative artificial intelligence (GenAI), the established practice of documenting student knowledge through written projects is being challenged. Tools such as ChatGPT can challenge the knowledge documentation practice in HE as GenAI can produce coherent prose, supervise learning processes, and support analytical processes

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(Kofinas, Tsay, & Pike, 2025). This raises questions about authorship, authenticity, and the extent to which student work can still be attributed to the individual (Cotton, Cotton & Shipway, 2023), and perhaps, more importantly, whether using GenAI in their projects leads to learning.

The integration of GenAI into different educational practices can be understood as part of a broader digital transformation of HE. The digital transformation is not simply the introduction of new tools, such as GenAI, but involves profound changes in the ways knowledge is produced, documented, assessed, and pedagogically mediated through said tools (Belkina et al. 2025). At Aalborg University, institutional policies introduced in 2024 required students to declare their use of GenAI in academic work. These rules encompass not only references to scientific papers, books, websites, and other traditional sources, but now also include how digital tools mediate, specifically GenAI, the production of student projects.

It remains unclear how students declare, document, and position their use of GenAI in academic projects. In this paper, we conceptualize the declaration of GenAI use as compliance with institutional policy, and documentation as an epistemic and performative practice in which students render their knowledge-making intelligible and legitimate in academic writing, and negotiate agency, authorship, and methodological responsibility in relation to GenAI (Orlikowski & Scott, 2016). Because assessment in HE remains strongly oriented toward written, product-focused outputs (Dawson et al., 2013), documentation plays a central role in how learning processes and methodological decisions are made visible for evaluation. Although process-oriented assessment and reflective judgment are possible through deliberate pedagogical design (Bearman et al., 2016; Bennett et al., 2017), written project reports serve as the primary site where students have an opportunity to articulate and justify engagement with digital tools supporting the different phases in project work and their learning processes.

Documentation is therefore not only policy compliance, but a mediating practice situated within broader learning contexts. Drawing on networked learning research on connections between people, technologies, and practices (Networked Learning Editorial Collective, 2021), we treat documentation as a mediating artifact through which these connections become visible and contestable in academic work (Ryberg et al., 2025).

We ask: How is the use of GenAI declared in students' projects, and what does the practice of documenting GenAI use reveal about the digital transformation of students' practices in HE?

This article investigates how GenAI is declared in student projects at Aalborg University, and how students' documentation of its use can be understood as part of the digital transformation of assessment. Drawing on a dataset of 5.222 projects submitted between January 2024 and March 2025 at Aalborg University, the study identifies patterns in how GenAI is presented across multiple academic levels (bachelor, master, continuing education) and all university faculties: Engineering and Science (ENG), Social Sciences and Humanities (SSH), IT and Design (TECH), and Medicine (HEALTH). The article contributes empirical insight into how students not only write with, but also write about, GenAI, and how assessment practices are reshaped through new forms of technological mediation.

Documentation in GenAI interventions

Studies of GenAI in HE have so far primarily focused on students' use of AI tools for learning tasks rather than on how these uses are declared and documented in their academic writing. Much of the current literature addresses issues such as performance outcomes, cheating detection, and perceptions of fairness or integrity (Akintande, 2024; Belkina et al., 2025). A parallel strand of research examines how HE institutions revise policies to accommodate GenAI technologies, e.g., through guidelines, curricula, or AI literacy initiatives (McDonald et al., 2025; Chan, 2023). While these studies provide contextual insight into institutional and pedagogical responses to GenAI, they seldom explore how students explicitly declare, describe, or position their GenAI use within their projects.

In this paper, documentation is conceptualized as an epistemic and sociomaterial practice rather than as a neutral or transparent record of tool use. Drawing on perspectives that treat documentation as constitutive of practice (Orlikowski & Scott, 2016) and the networked learning perspective of people, technologies, and practices together shape knowledge production (Networked Learning Editorial Collective, 2021), we understand students' declaration of GenAI use as a documentation practice of performative inscriptions through which knowledge-making processes are rendered intelligible, legitimate, and assessable in academic writing. From this perspective, mentions of GenAI in projects, as acknowledgments, methodological descriptions, or reflective commentary, do not merely describe prior actions, but actively participate in shaping how agency, authorship, and methodological responsibility are articulated. Although such documentation is produced within institutional expectations of transparency, our analytical focus is on how students enact documentation as epistemic work in the text.

Recent reviews of GenAI in educational settings (Belkina et al., 2025; Gu & Yan, 2025) show that students use GenAI tools for a broad spectrum of activities, including idea generation, writing support, summarization, language correction, and the organization of research processes. Additional uses identified by Belkina et al. (2025), are students' reflections on verifying AI outputs, rephrasing generated text, or cross-referencing results. These reviews map what GenAI is used for, but they offer limited insight in how such use is represented in project writing.

A smaller body of research, identified by the review of Gu and Yan (2025), explores how GenAI contributes to methodological and analytical dimensions of student work. They highlight cases where GenAI is integrated as a collaborator in the learning process and co-constructing analytical processes. Yet few studies have systematically examined how students describe the involvement of GenAI in methods sections, analytical accounts, or reflective discussions, or how such descriptions position GenAI in relation to disciplinary norms of rigor, responsibility, and authorship.

Policy-oriented research emphasizes transparency and disclosure of GenAI use in assessed work (McDonald et al., 2025; Chan, 2023). While these studies primarily frame documentation in terms of accountability, they also shape the conditions under which students decide what aspects of GenAI use are made visible in academic writing. Despite this growing attention, there remains an empirical gap of large-scale studies examining how GenAI usage is written into student projects. From the epistemic perspective adopted here, documentation cannot be understood as merely descriptive reporting. Rather, it constitutes a communicative and performative practice through which students negotiate the boundaries between human and technological agency, make methodological decisions accountable, and stabilize representations of GenAI's role in academic knowledge production (Orlikowski & Scott, 2016). Examining this as the practice of documentation, it allows insight into how digital transformation materializes in students' academic writing.

Methodology

Data collection – extracting data

We developed a Python-based pipeline to download projects from Aalborg University's public repository, convert PDFs to plain text, and detect GenAI-related terms using a predefined keyword list (e.g., ChatGPT, LLM, Stable Diffusion) expanded via WordNet. We did not conduct a formal validation audit of keyword detection; results are therefore interpreted as patterns in declared mentions rather than estimates of underlying use.

Projects were categorized by the frequency of GenAI mentions to distinguish between (a) projects where GenAI is primarily declared as a tool in students' academic work and (b) projects where GenAI is more likely to be thematized as an object of study. We therefore treated 1–20 mentions as a pragmatic indicator of localized declarations (i.e. mentions) suitable for excerpt-based qualitative analysis, while 21+ mentions were screened as more likely to involve GenAI as a central topic. The threshold was chosen to reduce false negatives in the low-frequency set (i.e., keep potentially relevant tool-use disclosures), accepting that this increases false positives that can be removed during manual review.

- **Low frequency** (1–20 mentions): Contextual excerpts were extracted by retrieving 20 lines before and after each GenAI-related term to support qualitative analysis.
- **High frequency** (21–∞ mentions): These projects were manually reviewed to assess whether GenAI tools were used as methodological components or an object of analysis.

Because we analyse documented declarations or mentions of GenAI use in assessment-oriented projects, mentions cannot be treated as transparent accounts of students' practices. Instead, we treat GenAI declarations as epistemic and performative inscriptions through which students make aspects of their work visible, legitimate, and accountable in text. We define this as students' documentation practice, which is in line with Orlikowski and Scott's (2016) emphasis on studying digital work through material-discursive practices, our focus is on how GenAI is made present in writing. While GenAI may have been used without declaration, we analyse what is declared and what these documentation reveal about digitally mediated assessment.

Method for Categorization of GenAI Mentions

In this study, documentation practices are operationalized empirically as explicit textual mentions, declarations, and descriptions of GenAI tools within projects. Through a qualitative analysis, we examined how GenAI was applied as a methodological tool in student projects on the low-frequency group (1–20 keyword matches). From

these projects, contextual excerpts surrounding GenAI-related terms were extracted and reviewed. Projects in the high-frequency group (21–∞ matches) will be examined through full-text close readings in a future study.
The coding process followed the principles of reflexive thematic analysis as presented by Braun and Clarke (2006). In analyzing the student projects, we applied an inductive, data-driven approach. Analytical categories were developed through iterative engagement with the material and refined across projects, project types, and faculties. Analytic memos were maintained to document interpretive decisions and enhance transparency.
Elements of quality content analysis were incorporated to quantify the relative frequency of each category, thereby complementing the qualitative interpretation (Zhang and Wildemuth, 2009). Based on this combined analysis, projects were classified into one or more emergent categories of students' documentation of their GenAI use, reflecting how students integrated these tools as documented in their project work. While our method identifies categories of GenAI use, it is important to acknowledge its limitations. The study seeks to capture representations of GenAI use rather than the full extent of students' actual engagement with these tools.

Results

Descriptive overview

The dataset comprised 5.222 publicly available student projects submitted at Aalborg University between January 2024 and 6 March 2025. Of these, 5.213 projects (99.8%) were successfully sorted into the appropriate directory structure based on their metadata. Minor inconsistencies in categorization were observed, primarily due to metadata entry errors during submission. A total of 5.198 documents were successfully converted to plain-text format (txt) through the Python pipeline script; seven projects were empty, and eight were unreadable due to data corruption. These figures should be read as distributions of documented mentions of GenAI rather than as estimates of overall GenAI use across student projects.
Through the Python-based text analysis pipeline, 787 student projects were identified as mentioning GenAI, either as part of their methodology or as an object of study. These 787 projects represent 15.1% of the total dataset.
A breakdown of projects with GenAI mentions across faculties is presented in Table 1. GenAI mentions were most prevalent within the Technical Faculty of IT and Design, where 20,24% of student projects included such references. The Faculty of Engineering and Science showed the second-highest proportion (14,48%), followed by the Faculty of Social Sciences and Humanities (10,38%). The Faculty of Medicine exhibited the lowest share, with 7,36% of projects mentioning GenAI. In total, 57 projects were excluded from this categorization due to metadata inconsistencies concerning the allocation of educational programs to their respective faculties.
As detailed in the methodology section, the preliminary findings presented here are based on the low-frequency group, defined as projects containing between 1 and 20 mentions of GenAI (see Figure 1). Within this group (n = 670), the analysis identified a total of 3.688 individual mentions of GenAI terms. Of these, 31,2% (1.152 mentions) were subjected to qualitative coding and further analysis. Given the size and diversity of the reviewed material, the analysis supports identifying preliminary patterns in how students document GenAI use.

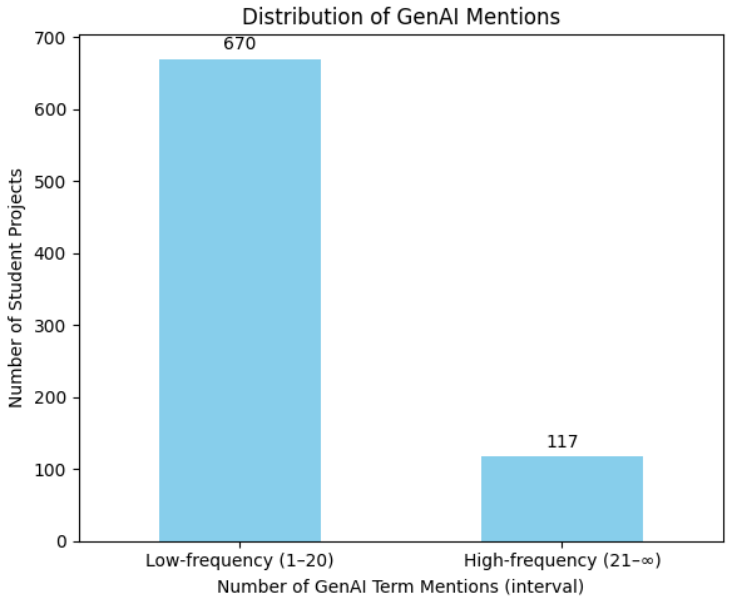

Figure 1: Distribution of GenAI mentions in student projects (787) separated in low- and high-frequency intervals.

Table 1: Distribution of student projects on Faculties on all 5,222 student projects (N) and student projects with GenAI terms (n).

Faculty	Student projects with mentions of GenAI (n)	Student projects (N)	n/N %
The Technical Faculty of IT and Design	336	1.660	20,24%
The Faculty of Engineering and Science	118	815	14,48%
The Faculty of Social Sciences and Humanities	254	2.448	10,38%
The Faculty of Medicine	22	299	7,36%

GenAI as a tool during project work

Thematic and content analyses of documented GenAI references yielded several categories of how GenAI use is articulated and positioned in student project. Importantly, frequencies refer to the number of GenAI mentions rather than the number of projects, and a single mention could encompass multiple types of use. The distribution of usage is shown in Table 2 along the themes, frequency, and proportional distribution.

Table 2: Thematic Categorization of GenAI Usage in Student Projects: Frequency and Proportional Distribution.

Themes	Categories of use	Frequency	Percentage of total
Beyond Writing with GenAI (23,34%)	Applying and conducting academic methods	108	20,49%
	Reflecting on methodological choices	15	2,85%
Surface-level Writing with GenAI (52,95%)	Improving grammatical correctness	100	18,98%
	Improving formulations and sentences	100	18,98%
	Enhancing project structure	31	5,88%

	Translating text	27	5,12%
	Producing figures and visualizations	14	2,66%
	Performing calculations	4	0,76%
	Generating text for figures, illustrations, and visualizations	3	0,57%
Basic Research Tasks with GenAI (23,72%)	Brainstorming project content	50	9,49%
	Transcribing interviews	22	4,17%
	Searching for sources and literature	21	3,98%
	Supporting programming tasks	20	3,80%
	Making literature more understandable	12	2,28%

For the purposes of this study, we focus exclusively on the declared use of GenAI as a method within project work. Therefore, two additional categories were identified but were excluded from further descriptive and statistical analyses. These two categories were *GenAI as the object of analysis* (n = 553), and *unclear* (n = 66) or *erroneous identifications* (n = 306). The category *GenAI as the object of analysis* included projects in which students analysed or explored various aspects of GenAI integration, or potential opportunities for such integration. The *unclear* category comprised instances where it was not evident, what the student intended to communicate in their text. Finally, *erroneous identifications* referred to cases in which the term GenAI or semantically related synonyms were incorrectly detected, such as an equation using "GA_I" to represent the product of the variables G and A for each instance of I, rather than an abbreviation for Generative AI.

Going beyond writing with GenAI

Within the categories *Applying and conducting academic methods* (n = 108) and *Reflecting on methodological choices* (n = 15), students documented GenAI use in ways that extend beyond surface-level writing assistance, positioning the technology as part of analytical and methodological work in their project reports. Together, these categories form the overarching theme *Going Beyond Writing with GenAI*, which constitutes the focus of this paper's analysis.

Two additional themes, *Surface-level Writing with GenAI* and *Basic Research Tasks with GenAI*, were also identified (see Table 2). However, due to the preliminary nature of this study, in which we analyse 31.2% of the total GenAI mentions, and given the scope of this conference contribution, the present analysis concentrates exclusively on the single theme of *Going Beyond Writing with GenAI*.

In the theme of *Going beyond writing with GenAI*, GenAI was applied as part of the research process itself. Students used GenAI to refine coding frameworks, to organize and structure analytical approaches, and to generate or test methodological procedures. This overarching theme is constituted by three categories.

(1) Co-constructing Analytical Space

In several projects, students described how GenAI became intertwined with their analytical practices, functioning not merely as an assistive tool but as an active participant in the construction of meaning. As one group explained:

> After the initial manual coding, we used ChatGPT to refine the codes and identify additional relevant aspects. After incorporating ChatGPT's contributions, the research team clustered the codes into overarching themes across all interviews.

Rather than acting as a simple extension of human analysis, GenAI's involvement can be understood through Kragelund, Dalsgaard and Ryberg's (2023) conceptualization of digital learning spaces as sociomaterial constellations, in which human and technological actors co-produce the conditions for learning and knowledge creation. From this perspective, the analytical process itself becomes a digital learning space shaped by interactions between students and GenAI.

The students' use of GenAI thus exemplifies what might be termed as a cognitive partnership, where interpretive and methodological agency are shared across human and non-human participants. When ChatGPT suggested

additional categories or refinements, it did not just tweak the students' analysis, but it had an active part in contributing to the interpretive process, influencing what could be perceived as meaningful within the data. In this regard, GenAI becomes an actor that co-constructs the analytical and learning space of the students' projects. Importantly, these accounts do not demonstrate how analysis unfolded in practice, but how students inscribe GenAI into the analytical space of the project, rendering it visible as a participant in meaning-making through their documentation practice.

(2) Structuring research design and frameworks
GenAI was also used to support the development of research strategies. In some cases, students emphasized how GenAI assisted them in structuring the project work and improved their ability to plan and systematize their project.

> By seeking advice from ChatGPT about how to organize chapters and subchapters for analysing proxy warfare, as well as identifying key content for each section, we successfully developed a precise and coherent research strategy.

Similarly, other students used GenAI to outline their project framework to include the exploration of how AI technologies could inform different stages of research and design.

> This can serve as a roadmap for us if we choose to employ AI in connection with the IT project on pedagogically useful test results. The figure below provides an overview of how AI factors into the different stages, where we see new and exciting opportunities. The various possible models for data collection, analysis, and design require the use of different IT solutions, many of which are AI-based.

Together, these quotes underline how GenAI supported students in structuring their projects as well as the conceptualizing of their research frameworks from defining analytical components to creating the framework of their projects. Through these descriptions, GenAI is not merely reported as a tool for planning but is positioned in writing as a structuring element within the project's research design.

(3) Reflexive limitation-handling and Critical AI Literacy
Finally, students displayed reservations about the risks of relying on GenAI in methodological processes. Some emphasized concerns about transparency and the "black box" problem.

> With this prompt, the project sought to avoid too many of the pitfalls of generative AI's 'black box'. However, it was also acknowledged that much of the data in the model cannot be accounted for. Therefore, the output used in the survey experiment could not be regarded as flawless.

For projects where GenAI also functioned as the object of analysis, students shared similar concerns about the limitations of GenAI's potential

> By integrating ChatGPT into analysis while also addressing its limitations, the municipality can make data-driven decisions that balance technological efficiency with responsibility and human insight.

These documented reflections can be understood as expressions of Critical AI Literacy, where students demonstrate awareness of AI's epistemic limitations, align with current scholarship that defines critical AI literacy as engaging with the epistemological, ethical, and relational dimensions of AI beyond technical use (Rapanta et al., 2025). Importantly, this literacy is enacted through their documentation; students not only recognize limitations but also perform epistemic responsibility by explicitly articulating constraints, uncertainties, and forms of human oversight in their project writing. In doing so, students work with the friction between the possibilities of applying GenAI to methodological processes and the epistemological uncertainty such use entails. Their documentation reflects both curiosity and caution, positioning GenAI as a tool with a human-in-the-loop rather than as a substitute for critical judgment. Across the three subthemes, students' documentation of GenAI use

reveals recurring ways in which analytical agency, methodological structure, and epistemic responsibility are articulated in project writing.
Taken together, these inscriptions indicate that GenAI is increasingly documented as occupying methodological space in student projects, highlighting both the opportunities and the epistemic challenges associated with integrating GenAI into research practices in HE. These documentation point to emerging sociomaterial configurations of student project work, in which analytical processes are coordinated and made accountable through written interaction between students and GenAI.

Discussion

Documentation as epistemic and performative practice

The findings of this study indicate that when students write about their use of GenAI, documentation functions not only as a documentation of tool use but also as an epistemic and performative practice through which academic work is made intelligible, legitimate, and assessable. Students describe GenAI both as a surface-level writing aid and as something that extends into processes of analysis, design, and methodological reflection. Through these descriptions, GenAI is positioned as part of the project's epistemic method rather than as a purely instrumental support.
From a Networked Learning and material-discursive perspective (Orlikowski & Scott, 2016; NLEC, 2021), documentation can be understood as epistemic work through which students negotiate relations between human and non-human actors in assessment-oriented networks. When students describe GenAI as refining codes, structuring analytical frameworks, or supporting methodological decisions, they do more than report prior actions; they perform their engagement with GenAI as a legitimate academic practice. In this sense, documentation becomes a site where authorship, responsibility, and methodological agency are articulated and stabilized in writing.
Through these textual performances, students position GenAI alternately as assistant, collaborator, or object of critique. Rather than displacing student agency, GenAI appears as part of a distributed cognitive partnership in which learning and interpretation emerge through interaction across a sociotechnical learning network (Kragelund, Dalsgaard & Ryberg, 2024). Importantly, these findings do not demonstrate how analytical work unfolded in practice, but how students represent and make accountable their analytical processes through their documentation.

Sociomaterial implications of documenting GenAI use

Viewed through a Networked Learning lens, GenAI becomes part of the network through which project work is constituted and evaluated. The key implication is a shift in how methodological work is represented and made accountable in academic writing, not direct evidence of changed analytical practice.

Critical AI Literacy as a documented practice

The results also provide empirical grounding for discussions of Critical AI Literacy in HE. In this study, critical AI literacy does not primarily appear as an abstract competence or technical skill, but as a documented practice enacted through project writing. Students articulate awareness of GenAI's epistemic limitations, including opacity, unverifiability, and 'black box' behavior, and they describe strategies for mitigating these limitations through human oversight and reflexive methodological positioning. Such documentation reflects an ability to critically interrogate GenAI's role in knowledge production rather than uncritically delegating analytical authority to the tool.
Understanding critical AI literacy as something students do through their documentation aligns with emerging scholarship that frames AI literacy as engagement with the epistemological and relational dimensions of AI, rather than mere operational proficiency (Rapanta, et al., 2025). In this sense, documenting limitations, uncertainty, and responsibility becomes a way of performing epistemic judgment in digitally mediated academic work.

Institutional and methodological limitations

Several limitations should be acknowledged. First, the dataset consists exclusively of publicly available student projects. At Aalborg University, many projects, particularly those conducted in collaboration with external partners, are submitted as confidential and are therefore absent from the dataset. This limits insight into documentation practices in non-public assessment contexts. Second, automated conversion from PDF to machine-readable text may introduce errors that affect the coverage and validity of text features used for analysis, an issue

documented in corpus quality research (Hurtado Bodell, 2022). Third, the study examines declarations of GenAI use rather than students' full engagement with these tools. Students may have used GenAI without declaring it, or they may have declared their use selectively in response to assessment expectations. Consequently, the findings should not be interpreted as evidence of the prevalence or intensity of GenAI use, but as insight into how GenAI is made visible and legitimate in academic writing.

By foregrounding declaration and documentation rather than enacted practice, the study captures how students actively construct what counts as legitimate GenAI use in assessment-oriented texts, while remaining agnostic about the full extent of their actual engagement with these tools.

Conclusion

This study provides preliminary empirical insight into how students document their engagement with GenAI in HE project work. By examining explicit references to GenAI across a large dataset, the analysis shows that declarations and documentation practice serves not merely as a record of technological use but as an epistemic and communicative practice through which students position themselves within transforming networked learning environments. The findings suggest that GenAI is beginning to take up a methodological space in students' project writing processes. Through documentation, students show how GenAI contributes to analytical reasoning, project structuring, and methodological reflection. These practices indicate a shift from seeing GenAI as a surface-level writing aid toward seeing it as a collaborator in meaning-making and design. At the same time, students' awareness of GenAI's limitations points to an emerging form of critical AI literacy grounded in reflexivity and transparency.

The study demonstrates the value of large-scale text extraction for mapping digital learning transformations as they materialize in academic writing through a computational method. While the analysis captures only declared use and documented practices, future research should combine text analysis with interviews and observations to understand how actual practices are declared and documented into text. Future work will extend the analysis to high-frequency projects and explore cross-faculty variations in documentation patterns.

Future research should triangulate large-scale text analysis with interviews or process data to examine how documented declarations relate to enacted GenAI practices across disciplinary contexts.

In summary, declaration and documentation of GenAI use reveals how students are already participating in HE's digital transformation. Writing about GenAI becomes a way of learning with and through technology, an act that not only mirrors but actively shapes students' project work.

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