

A fast track to failure – a worst practice guide to AI Implementation

Johannes Feiner, FH JOANNEUM, Institute for Software Design and Security

Harald Schwab, FH JOANNEUM, Institute for Software Design and Security

Sabine Prossnegg, FH JOANNEUM, Institute for Software Design and Security

Heidemarie Köllinger, FH JOANNEUM, Institute for Software Design and Security

Helmut Lindner, FH JOANNEUM, Institut for Software Design and Security

Abstract: Companies and employees alike struggle with the meaningful use of Artificial Intelligence (AI). On the one hand, there is an overwhelming number of AI-driven tools available, all promising more efficiency and better results. On the other hand, there are also many reports about AI failures with very destructive effects for businesses and humans. Accordingly, there are many guidelines, “how-to” instructions and other relevant documents available, with more or less actionable suggestions on what to do.

This time, we’re not going to tell you – yet again – what you must do but rather provide the worst possible approach - a fast track to failure. In this paper, that is part of our AI research in the Radius project, we examined some worst practices from our own experience and developed a new approach to AI (**STUPID**), where we can (almost) guarantee failure, should you follow these steps.

With this - not entirely serious - contribution we hope to intrigue you enough to read about the worst implementation of AI, smile about it occasionally, and you may even recognize some of our examples. The aim is to show that a human-centric and trustworthy AI implementation makes sense, after all.

Keywords: AI, AI Act, worst practice guide

1. INTRODUCTION

The EU Commission seeks to create a Europe fit for the digital age, including the increased adoption of digitalization in general and AI in particular. Even lawyers, known as “text-eaters” (Saarenpää, 2020), feel overwhelmed considering the sheer volume of the many regulations, guidelines, “how-to” instructions, checklists, and good practices. The wider public is sometimes even more lost as to what they really have to do, how to do it and, maybe, most importantly, why they should bother in the first place. The threat of high fines has somehow lost its power since their first introduction within the General Data Protection Regulation (GDPR). That is why we hope that if companies see the advantages why a human-centric and trustworthy AI (Art 1 AI Act) makes sense, it might be a more forceful driver for compliance.

In this paper, we focus on the academic world where students, lecturers and managers are not sure whether they should (continue to) use AI, start promoting AI or even prohibit the use of AI. That is why we venture to take a different approach in this paper, to gain attention for a subject that we believe to be of considerable importance, not only but also in the academic field (Farely, 2005).

In the VUCA world (volatility, uncertainty, complexity, ambiguity)- a term from the US-army - that we live in, time is scarce and valuable. So, we dare to tempt you with a deliberately sloppy usage and an implementation of AI that comes without further ado wherever and whenever possible — a worst practice guide. We promise a no-bureaucracy-procedure, a non-human-centric approach, we do not – or hardly – raise ethical issues. Instead, we focus on quick and easy gains. Why pay expensive staff when AI is capable of performing so many tasks, why train people when AI tools are so user-friendly these days that even kids and teenagers rely on them for their homework and exams or whatever just crosses their minds.

Our most important points illustrate a non-strategic approach to the question whether to implement or use AI, the I-do-not-care-about-privacy paradigm, the I-also-don't-care-about-intellectual-property-rights paradigm, the fast track to a version of AI-literacy-light, an approach devoid of ethics and with a sole and constant focus on the positive sides of AI while stubbornly ignoring its drawbacks. Let's get started.

2. OUR REAL WORLD EXAMPLES FROM THE ACADEMIC WORLD

Of course, the idea of worst practices didn't just pop up out of nowhere. In fact, students, lecturers and management from our and other universities provide us with free samples. We grouped them and showcase some of these as a teaser.

2.1. Trust the output even when it is a hallucination

The first pattern that we discovered is the strong belief in whatever hallucination the AI tool might come up with. We provide an example of that in Figure 1.

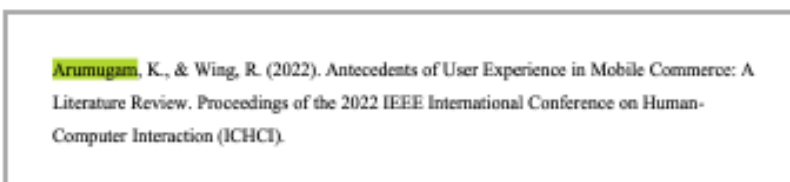


Figure 1: As the author's last name, parts of the paper title, and the conference exists, we assume the AI invented the bibliography entry by simply combining them. We call that a hallucination.

As we know, AI systems might work on probabilities and select the next suitable term. AI lacks genuine understanding of the output, at least in many cases. In our first example, for instance, the AI tool invented bibliography entries: a student submitted a bachelor thesis, but when searching for a DOI (Digital Object Identifier) that was mentioned in the reference, we found out that the article does not exist at all. The student was requested to provide an explanation, but, unfortunately, never responded to the email.

2.2. The trust issue

Another pattern is to trust whatever AI gives as an answer. The basic assumption here is, yet again, to assume that AI is always right, simply because it has been right so many times before.



Figure 2: The Typst compiler complains about corrupt code generated by AI tool. As many AI tools will not verify the output, syntactically wrong code statements are suggested time and again.

However, AI systems inherently are missing correctness, reproducibility, and transparency. Furthermore, AI systems may even change over time. During software development, for instance, automating with Gitlab pipelines is crucial. Often, developers are faster to ask AI systems for configuration options or for relevant examples. But, in this example, an AI system insisted that a specific Gitlab pipeline option is not available, even though it was. “Computer says no ...” (Lucas & Walliams, Little Britain, “Computer Says No ...”, available on YouTube). To be more specific, Claude, a French AI chatbot, was keen on pretending the option-pages “true” do not exist. One has no idea why sometimes rather obvious solutions — which are easy to look up for humans — are not found by the AI. Besides, it is impossible to tell why and how a specific answer is generated.

2.3. There is no such thing as bias

It is important to believe that AI is always objective and fair. Computer systems in general, and AI systems in particular, are biased by their creators, by their algorithms, by their training data and by the input data. To give just two examples: the automation bias and the algorithm bias. For example, when applying for a loan, the algorithms might be biased, as embedded rules might take irrelevant information into account, like the location of your home. Another example is students living in an academic environment: They might enjoy certain advantages that students from rural areas or from abroad do not receive — the assumption arising that kids with an academic background perform better than others.

The training data may be biased, as a face detection system might be trained on mostly white North Americans. The bias is sometimes intentional, sometimes not. The data itself might be compromised, as showcased with the ordering system of TacoBell where somebody ordered 18,000 water cups just to bypass AI. More examples of this kind from 2025 are available (see [AI Gone Wrong: AI Hallucinations & Errors 2023 - 2025 UPDATED](#), 21.1.2026). When it comes to bypassing rules, students are often creative.

2.4. You know, I have got nothing to hide

Almost all of our part-time students work in companies. In one of those companies, they discovered that AI systems can have (unexpected) privacy implications. Employees started to use chatbots instead of looking things up, just to be faster. However, the company stopped the use of AI chatbots for all employees after the AI company got in touch with the management asking if they would like to switch to a paid version where documents (like employee lists, payments, pay

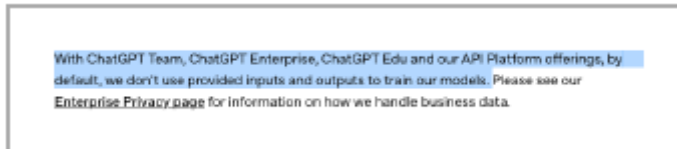


Figure 3: It is necessary to sign up for a paid plan to prevent OpenAI from using your (sensitive company) data for further training of models. User prompts will be processed and remembered by AI systems.

slips) are not being used to train further models. As a consequence, the company decided to run an AI model locally. Open-source models, for example, are self-hosted and managed internally by the IT department (Feiner et al, 2023).

Companies limited the use of chatbots, when software developers added some code containing company or customer confidential data to their prompts. People with no training from companies and little academic training are even less aware of the traps that might be waiting for them giving away personal data or copyright-protected data when prompting, when training the AI or using the AI-generated output. If you don't know, you are not worried.

2.5. It's cheaper than recruiting interns or graduates

Recruitment and onboarding are costly processes. In so many fields nowadays the tasks of entry-level jobs can be handled by AI. In times when budgets are tight (as they currently are in many fields of work), it is therefore tempting not to commit financial and time resources to early-career learners. As evidenced by our experience, strategically diverting resources from staff to AI is having profoundly adverse effects on the students of dual study programs or degree programs in which internships are part of the curriculum. Microsoft has announced to cut 9,000 jobs last year, and many other Tech-companies are taking the same approach. It stands to reason that AI plays an important role in these lay-offs (Carey, 2025). Experienced IT professionals, especially with an expertise in AI, are in high demand in the corporate world and can expect unparalleled compensation packages (e.g. Andrew Tulloch heading to Meta, see Ha, 2025). However, if we do not support the young learners and give them a chance to gain the much valued experience, expert knowledge will not be able to grow. But why should you care? You can then bemoan the lack of experienced workforce, and hope that somebody (?) will eventually appear from somewhere to fix what AI cannot repair.

2.6. Don't worry, it's just fun, another nice computer game

Systems might look inconspicuous but actually pose a danger to personal safety. Wrong labelling like "wellness" instead of "health", "game" instead of whatever it really is. The case of a chatbot called Tessa, that we already discussed in another paper, is a case in point. Tessa was a well-

designed chatbot drafted by researchers, but after it left the academic world and got an update, it started to give dangerous suggestions on nutrition to already ill and therefore highly vulnerable people (Branley-Bell et al, 2024). That is why you should use non-implicating, more neutral terms and hope that nobody detects the cheat.

2.7. If I crash, I simply reboot

Security implications might be deadly if AI systems are engaged with the real world. AI systems might misinterpret warning signals (e.g. 60 km/h limitations) and speed up instead of slow down and, by doing so, cause (possibly deadly) collisions. In the academic world, this isn't very likely. Not obtaining full access to education or failing to achieve grades because of some AI related issues might lead to severe, personal consequences, but you can ignore it. In the case of the Austrian politician Aschbacher, where the breach was obvious, but what if somebody is wrongly accused? That is why you must ignore careful risk assessment according to Art 6 to 49 AI Act.

2.8. It wasn't me, blame the AI

Liability (in case of problems, like crashes or death) is often not yet clearly defined. Who is deemed to be responsible for misuse. Is it the user, the manufacturer, the single programmer, a person in charge of training models, a data collector? Is the lecturer who uses AI to assess and grade students responsible for grading one group of students more severely than others, or is it the university that permitted or even promoted the use of AI? Let's blame the AI instead, it really is just bad luck, after all.

2.9. Everyone does it, why not me

Crowd intelligence (or stupidity, for that matter), peer pressure, efficiency – these are just a few explanations (or excuses) for the use of AI tools. Mishaps like the inclusion of AI-generated phrases like „How can I further help you?“ or default text like „generated by ChatGPT“ occur in papers, reports or texts submitted by absent-minded students and colleagues.

It seems that some students rely on lecturers to review solely the visual output or count the number of pages handed in. The example provided below shows the whole text submitted by a student which included invisible (white color) text revealing a watermark inserted by AI systems.

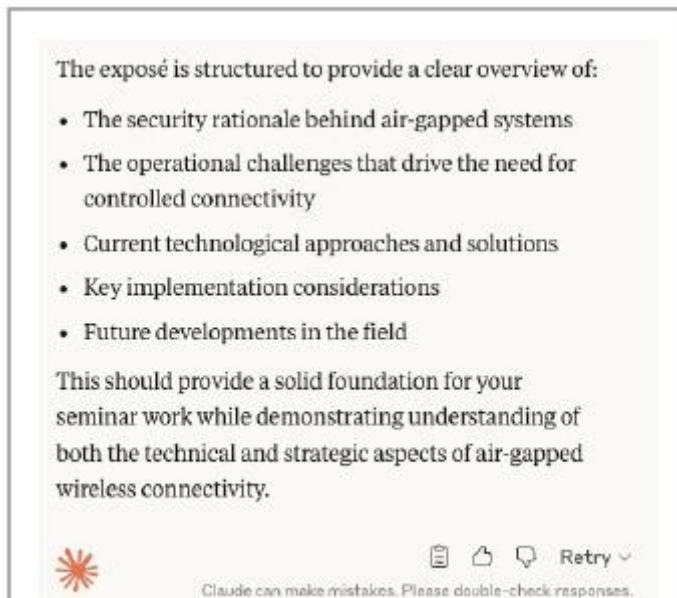


Figure 4: Students had better not copy/paste too much of the text into their reports

2.10 Hurray, we are better and faster than the others

Many misconceptions as to real-world usage exist, but we recommend you hold on to them. For example, as shown by Becker (Becker et al, 2025), developers might think they are faster when working with AI. Quite on the contrary. Researchers found out that experienced developers

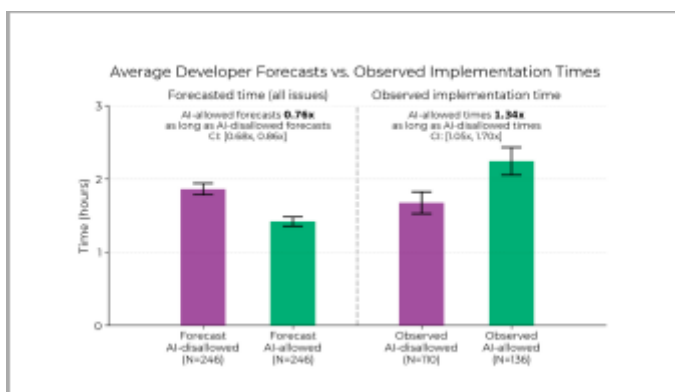


Figure 5: Developer's estimation of AI speed improvements. Measured data could not confirm any speed-up. On the contrary, the developer had been slower when solving tasks in real world scenarios. (Image: Becker et al. (2025).

estimated that using AI tools would speed up their work by about 15%. Even after performing a set of given tasks they still thought they had been faster by about 10% with the help of AI. However, the actual data revealed even prolonged completion times of average 15% when using AI compared to working on their own.

The example shows that it is not always entirely clear whether AI assistance really reduces the amount of work as, for instance, many managers assume or hope. Times to check and correct AI results are often not taken into account (see also [AI Gone Wrong: AI Hallucinations & Errors 2023 - 2025 UPDATED](#), January 2026, 21.1.2026). One case in point is the software PlagAware (PlagAware.com) that many education institutions use. It is a tool widely used by universities to detect plagiarism and AI-generated content.

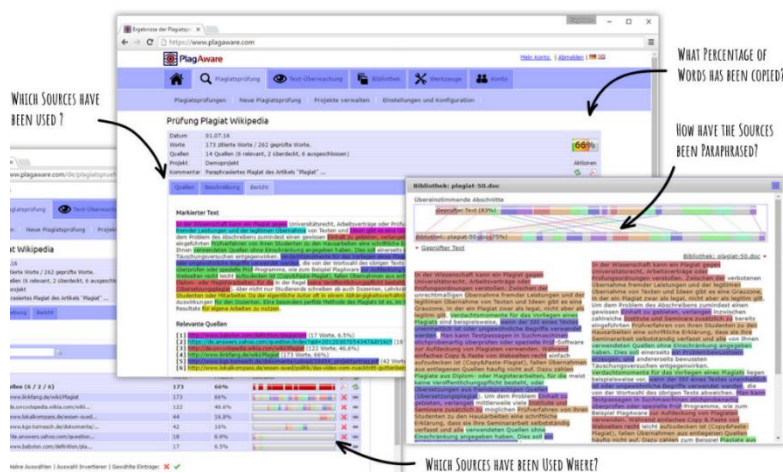


Figure 6: Screenshot from the Website *plagaware.com*, 24.10.2025.

At first glance, the PlagAware result might appear highly valuable. But how significant is the displayed result? 10%, 30% or even higher likeliness that the content is AI generated. What are the consequences? Are we to set strict limits stating that x% in an exam / final submission counts automatically as a failing grade? PlagAware itself states clearly in its term of use that their results cannot be used as an argument for gradings. This means it remains with the lecturers to take a closer look, to compare and conduct research themselves and maybe resort to an oral exam with the student in question. It should be noted that lecturers are not infallible either — a fact that was made apparent when a student sued the professor for generating feedback with AI (www.newsweek.com/college-ai-students-professor-chatgpt-2073192, 21.1.2026).

In case you really want to save time and energy, just follow the AI advice and use as many tools as you want because they make you feel invincible.

2.11. I didn't mean it, forget about it

As the saying goes: computers never forget. AI Systems are highly deficient as far as forgetting, i.e. deleting knowledge, is concerned. As a matter of fact, this is highly relevant when trained systems (unintentionally) use sensitive, provocative or even false data. Filtering the output might work in some cases, e.g. filtering out four-letter words in the answers of chatbots. Quite often, however, this would require complete retraining of the AI system which is not only time-consuming but also very expensive. You can easily do without retraining expenses, and without retraining, for that matter. After all, why should you bother.

Given this phenomenon, it becomes obvious why, once students have entered their text, it is flagged as plagiarism when the AI assisted plag scan searches through the document. That means, you cannot really trust those tools anyway.

2.12. It's not complicated, it is easy

AI means excessive complexity. Many claim to be competent with AI systems without critically reflecting their competency. Even IT-skilled individuals, our colleagues — experts in coding or databases — are not able to explain background technology which makes AI work. Several weeks need to be invested at least to obtain a general understanding of the basic functionality. Learning about the inner workings of systems, like AI-driven chatbots or generative image creation, will require even more time. The time investment to achieve expert status can be assumed to be enormous. Why go to the trouble?

2.13. Ethics – what are you talking about

Ethical concerns, or rather the disregard of them, are a constant and pervasive phenomenon in the field of academics. Students cheat with the help of AI, i.e. confirm that it is their own work when it is not. Lecturers create tasks, slides, handouts and even exam papers with the help of AI disguising it as their own work. When lecturers entrust AI with the grading of the students' performance and the creation of the slides, handouts etc., do they not confine themselves to a ridiculous observer position?

Another example from the realms of the academic world is the occasionally heard proposal of using AI in the students' application and admittance process, which is certainly understandable given the workload that goes into ranking. But the possible dangers of using imperfect systems for decisions with a huge impact on the affected persons must be considered from an ethical perspective. Even hard-to-read handwriting of otherwise very capable students might lead to a rejection of their submission. To avoid discussion about such high-risk systems with huge and possibly negative consequences, you'd better keep their use secret.

2.14. I do already know everything, don't lecture me

Hazardous shallow knowledge and lack of understanding of the techniques and technologies behind AI can lead to misconceptions, wrong assumptions and misjudgement of the (long-term) consequences of the use of AI systems. Examples of vague knowledge have been seen with the terms:

Table 1: Definitions.

ML	Learning about Machines
LLM	English is a Large Language
Generative AI	A system generates answers to my questions
AI agent systems	An agent is the person behind the chatbot

Everyday users are generally unable to grasp the full meaning of these terms widely used by experts but are inevitably drawn into controversial and/or significant discussions. In times where everyone can be an expert on every subject, this fits in just too well.

3. THE LEGAL PART

We now want to turn to some legal issues, mostly by looking into how efforts like reading the boringly long legal texts or thinking about possible fines and lawsuits can be avoided. It is very

important to keep in mind that if bad things happen, they will happen later, that means, your successors will have to deal with them, not you.

3.1. The non-strategic approach

Universities and other academic/research institutions nowadays are mired in endless strategic meetings about the use or non-use of AI, how to organize the carefully selected and evaluated AI tools, how to adapt existing business processes to it while ensuring an ongoing evaluation. There is even more to manage, as, for instance, when and how to train your staff, and, last but not least, the thorough documentation of every step you take. Sometimes, all employees are involved in these tedious processes.

The meeting-fatigue, that comes with it, is perfectly understandable and there are two options available to you:

The first option involves one short meeting in your institution where you make clear that AI is just another hype, that will soon be over, that you prohibit the use of AI altogether, including common tools like Microsoft Co-pilot, ChatGPT, Claude and other easily available tools. Everything should remain as it was. Even if you provide coffee at the meeting and add some small-talk to it, it will be over in an hour.

If you fear missing out on something, there is a second option open to you. You do introduce AI, but we suggest you skip the strategic part entirely. That way, you can also keep the meeting short because you merely present the many AI tools that already exist on the market and make clear that your employees can choose whatever they want to work with and seek help from AI for whatever task they want (i.e. AI landscate.at, 21.1.2026). By doing so, the selection and evaluation process can be avoided, and so can the answers to the questions about a meaningful use of AI and the contribution to a human-centric and trustworthy AI as stated in Article 1 AI Act. If the decision about the use or non-use of AI is left with the employees, there is no need to worry about the location of the AI company (and its servers), where it draws its (training) data from and where your data go. You don't have to struggle with your role — _that is, answering whether you are an provider or a deployer. There is no need to grapple with the risk pyramid(s) (see for example www.rtr.at/ki-servicestelle). The less you know, the less work you have.

Your processes remain just as they are. There is no need to reflect on what should be done by AI and what should be done by humans since your employees simply supplement parts of their work by AI-generated content. If you are under the impression that you must do a risk assessment, you can always argue that you use traditional software instead of AI. If escape is impossible, you can still argue that you operate at the lower tier of the pyramid, so that the only adherence is with regard to AI literacy (Article 4 AI Act), but you don't have to deal with the long list of obligations to be found in the Articles 6 to 49 AI Act. Students and lecturers can take the same approach - just making a selection of AI tools and proceed to enjoy.

3.2. The “I-don't-care about-privacy” paradigm

As a university or academic institution that doesn't care about privacy, your employees have probably never heard of data protection or privacy. They think that the GDPR is some kind of disease that must be avoided. Since they have never received any training, your employees have

not been bothered with questions about the involvement or not of personal data when using AI or what kind of personal information they are giving away when prompting. Personal data like names and mail-addresses (or IP-addresses), maybe even sensitive data like health data and other sensitive information listed in Art 9 GDPR, it is all the same to them.

The advantage of choosing this approach is that there is no waste of time in separating personal data from other data like machine data when using AI tools or anonymizing them. Since the employees choose the tools themselves, time can be saved that competitors use for processor agreements according to Article 28 GDPR, checking whether their data stay in Europe or are transferred elsewhere, and what happens to the data. They simply don't have to abide by the tedious principles laid down in Article 5 GDPR, e.g. clarification of the purpose of the use of personal data, the legal basis, the deletion issue, and so on. Moreover, you won't have to adapt your data processing records in accordance with Article 30 of GDPR for a simple reason: you don't have any. If compliant, you would also have to consider that the use of AI implies new processing of personal data, requiring a new legal basis according to Articles 6 or Art 9 GDPR. Skipping the GDPR requirements will allow you to work much faster than others can.

3.3. The “I-also-don’t-care about-IPR” paradigm

Since the company does not care about privacy, why should it be bothered with a concept even more abstract, namely the Intellectual Property Rights (IPR). Maybe you have read in the news that AI could infringe on other's copyrights, but you do not have the technical know-how to understand how nor do you care about the legal — let alone ethical — implications why this could be important.

On the contrary, focusing on the effects of this paradigm, gaining from the competitors' know-how is now within reach. The more information about your competitors the AI tools reveal to you, the better. Conversely, you also hand over your know-how to your competitors when using AI for everything, but — working like you do — there is not much to be lost anyway.

The situation is different for students (and lecturers). Students face the problem that at least in their final assignments, i.e. Bachelor or Master's thesis, they declare that all work was done independently. The abundant use of AI may not be covered.

3.4. Fast track to AI literacy light and human oversight

To you, AI literacy means only one thing, namely that you / your staff rely on AI as often as possible for whatever tasks arise. The definition in Article 4 of the AI Act is somewhat shady anyway. Your staff only needs training on what kind of new tools emerge and maybe also on how to apply them. You don't have to provide them with time-consuming training on privacy and the GDPR, the AI Act with its long definitions in Article 3 AI Act, the risk pyramids i.e. the notion of prohibited practices in Article 5 AI Act or the high-risk applications in its Article 6 and the annexes II and III. Also, the ethical principles of the High-Level Expert Group, mentioned in the Reasoning of the AI Act, have no value for you.

What is important, however, is what AI can be used for. The answer is simple: (almost) for everything. It completes administrative tasks, e.g. answering email messages. Furthermore, it can undertake tasks like giving feedback (see example above), preparatory work for your classes

(content, slides and handouts) including all the grading. Of course, you can use it for your internal processes like in human resources or accountancy. To save even more time, it is important to instruct your staff that they do not need to review the AI-issued documents and results. In case they stubbornly insist, ensure that overseeing the AI is presented as the most monotonous and unrewarding task possible. To give some ideas how to do that, well, ask your staff to fill in long and non-sense documents if they want overrule AI; constantly devalue their own decisions and make deviation from AI decisions frustrating. Instead, you can reward them when following AI, simply by always giving a bonus to the fastest member of the team. After a while, they will cease to check AI-generated output (Branley-Bell et al et al, 2025)

3.5. The no-transparency and non-ethical policy

There are two options open to you once again. If you have decided in your non-strategic path that you do not want to use AI but you still want to give the appearance of a modern company with state-of-the-art tools, you can claim to use AI even if you do not. There are quite famous worst practices for such a case, e.g. the case of the Amazon AI shop (Reddit.com: [Amazon abandons grocery stores where you just walk out with stuff after it turns out its "AI" was powered by 1,000 human contractors. : r/stocks](#), 21.1.2026).

On the other hand, you can, of course, not state that you are using AI because of a trust issue, although, in fact, you do. Ethics is only mentioned once in the Reasoning of the AI Act, so why not ignore it. It is a vague subject anyway.

3.6. The “no-risk, no-fun” attitude

The liability issue was already raised in the technological part. Who is liable for damage or harm that might occur?

The AI Act focuses on two groups with its obligations: the providers and the deployers. We know the principle from the GDPR, where the person who decides to process personal data for their purpose is deemed responsible. Also in the AI Act, the person or organization that decides to use AI is held responsible for being not compliant or even for damages. That means, you do not have to worry. Since your employees decide to do so and choose the AI tools etc., liability remains with them. And with the penalties mentioned in the AI Act, and the GDPR, well, they have to catch you first.

4. STUPID AND FINAL REMARKS

In our project RADIUS (funded by the FFG Coin program), we research on a meaningful, interdisciplinary AI implementation in companies. In this paper, however, we ventured into a careless approach to the implementation and use of AI. We provided some examples from the academic world, but many more can be found. It seems that our approach is not uncommon. In essence, it means:

So, there are easy ways to deal with AI:

Training, data protection, AI Act or IPR: skip it, just use AI and have fun. Sounds easy, is easy.

Use it without further ado, leave it totally up to your employees to do whatever they want to do.

Pretend that you use it when, in fact, you don't.

Ignore it altogether, because it will go away.

Deceive yourself, your employees, your customers about the possibilities and hope that detrimental consequences, like fines or damages, appear when you are already engaged elsewhere.

Some of our examples may look familiar to you, don't they? We would like to invite you to share your worst practices with us, so that, together, we can remain **STUPID**.

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