



generative Ai and large language Models In higher educaTion

ADMiT Newsletter - September 2026

The ADMiT cooperation partnership explores how generative AI, including Large Language Models (LLMs), is shaping teaching and learning in higher education. The project aims to support their responsible and effective use by developing the educational and ethical conditions needed for meaningful integration.

Dear colleague,

Welcome to the ADMiT newsletter. This issue shares recent progress across the project and highlights upcoming activities you can follow and share within your networks.

Happy reading!

Project ID: 101134520

Project Updates

ADMiT enters its final phase following the

Advisory Board meeting

On 10 September 2026, the ADMIT Advisory Board met online to review progress and provide feedback on the final literature review, the ADMIT CPD course, and the project's remaining outputs.

The final literature review received no substantive objections and will now proceed to written advisory follow-up. Attention is also turning to the ADMIT course, which will undergo a redesign to strengthen the learning pathway, introduce more varied and interactive formats, and integrate role-based guidance and ethical reflection. An independent peer review will follow before publication.

Other activities are also nearing completion, including refinements to the pilot toolkit, finalisation of repository materials and updates to the project's ethical recommendations in light of recent developments in European AI policy.

The consortium is now preparing for the ADMIT CPD course launch and the project's closing event.



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ADMIT's new CPD course on generative AI in higher education is coming up

How can higher education professionals use generative AI in ways that are **innovative, ethical and meaningful for teaching and learning**?

ADMIT is about to launch a new Continuing Professional Development (CPD) course designed to help teaching staff explore exactly that. Bringing together insights and results from across the ADMIT project, the CPD course focuses on **learning design, teaching, assessment, diversity and inclusion, ethics, academic integrity and AI literacy**.

The CPD course has been developed collaboratively by the ADMIT consortium, turning project findings into practical, learner-focused activities and resources. It is structured around three key areas: **Context and Transition, Learning Design Competency, and Teaching Competency**.

The final preparations are now underway, including peer review, quality assurance and pilot testing. The **official public launch will take place on 29 October 2026 at EADTU's [Innovating Higher Education 2026 \(I-HE2026\)](#) conference in The Hague, the Netherlands**.



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Pilot study tests AI learning design tools

A pilot study led by FernUni in Hagen examined the AI Learning Design Framework and Toolkit developed through the EU-funded ADMIT project. Across 15 sessions, participants rated both resources positively for usefulness and generally intended to use them again. They particularly valued the connection between established pedagogical approaches, ethical safeguards, and practical decisions about generative AI. Ease of use received a more mixed assessment, with time requirements, complexity, and the slide-based format identified as barriers. Participants suggested quick-start guidance, one-page checklists, and adaptable examples. The findings remain preliminary, and the final study report is expected

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What's next?

ADMIT's final project outputs

Several key outputs will be published in the coming months:

Final literature review study

The third and final literature review examines recent research on AI and generative AI in higher education, highlighting developments in AI literacy, assessment design, and institutional policies.

Report on policies and practices

The final report examines trends in the use and governance of LLMs and generative AI across the eleven partner institutions between 2024 and 2026.

Recommendations for EU policy

ADMIT will publish recommendations for the European Commission on the ethical use of LLMs and generative AI in higher education, addressing transparency, academic

integrity, human oversight, equitable access, AI literacy and institutional governance.

Together, these outputs will support the responsible and effective use of generative AI in higher education.



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ADMIT at International Events

AI Isn't Replacing Teachers: Teachers Ignoring It Might Replace Themselves

23 September 2026 | 10:00–11:30 CEST | Online

How is generative AI reshaping teaching in higher education — and what does this mean for educators?

Join EADTU for an interactive webinar exploring the changing role of educators in an AI-enabled higher education landscape. The session will bring together experts from the **Erasmus+ ADMIT project consortium** to discuss the opportunities and challenges of generative AI in teaching and learning.

Participants will get a first look at the **ethical and pedagogical frameworks** being developed through ADMIT and will have the opportunity to contribute their perspectives on the topics and skills that should be addressed in the project's upcoming **CPD courses**.

the topics and skills that should be addressed in the project's upcoming **CPD course**, **launching in October**.

Rather than asking whether AI should be used in education, the webinar focuses on a more practical question: **how can educators actively shape the way AI is used by and with their students?**

👉 [Reserve your spot and join the discussion!](#)

A dark blue poster for an EADTU webinar. The EADTU logo is in the top right. A badge in the top left says 'FREE LIVE ONLINE SESSION'. The main text reads: 'AI isn't replacing teachers. Teachers who ignore it might replace themselves.' To the right, it says 'SAVE THE DATE Sep 23, 2026 10:00 - 11:30h CEST'. Below the main text, it says 'Built for teachers who would rather lead this shift than be caught by it. An Erasmus+ initiative by leading European universities' followed by an 'ADMIT' button. At the bottom, there is a European Union flag logo and text: 'Co-funded by the European Union' and a small disclaimer: 'Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.'

ADMIT's final event and consortium meeting

As ADMIT is approaching the end of the project, with the consortium preparing to come together in **The Hague on 29 October 2026**.

The **ADMIT final event** will take place in conjunction with the [I-HE2026](#), bringing the consortium together to mark the project's achievements and look ahead to the sustainability of its results.

On the same day, the consortium plans to hold its **final consortium meeting**, alongside the official launch of the **ADMIT course for continuous professionalisation**. This final gathering will focus on agreeing on the remaining actions needed to fully close the project, including final administrative, reporting, dissemination and sustainability activities.

With the substantive work nearing completion, the meeting will provide an opportunity for the partners to come together, align on the final steps, and ensure ADMIT reaches the finish line with its results and legacy in place.

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From Innovation to Impact: Transforming Higher Education at scale

I-HE2026 conference • 28-30 October • The Hague

LLM-ed Framework showcased at international education events by the UOC

The UOC is actively showcasing the **LLM-ed Framework** at major international education research and learning design events during the second half of 2026, highlighting ADMIT's work on the pedagogically grounded and responsible integration of generative AI in higher education.

At the [European Conference on Educational Research \(ECER 2026\)](#), held in Tampere, Finland, from 17 to 21 August, **Lourdes Guàrdia** presented the development of the framework. Created by **Lourdes Guàrdia, Marcelo Maina, Nati Cabrera and Ludovica Fanni**, the LLM-ed Framework supports educators in incorporating generative AI into learning design while keeping ethics, inclusion, accessibility, privacy and responsibility at its core. Preliminary results point to improvements in the framework's clarity, usability and pedagogical coherence.

Continuing the UOC team's active international engagement, **Ludovica Fanni** will present the framework at [HELMETO 2026](#) on **28 September**. Her presentation, "*Reframing Learning Design for the Age of Generative AI: The LLM-ed Framework*," will examine how learning design can evolve to embrace the opportunities offered by generative AI while responding thoughtfully to its challenges.

Through its participation in these international events, the UOC team is increasing the visibility of the LLM-ed Framework, encouraging knowledge exchange and contributing to the development of more responsible, inclusive and pedagogically meaningful approaches

to AI-enhanced learning.



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