



generative Ai and large language Models In higher education

ADMiT Newsletter - March 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 update shares recent progress across the project and highlights upcoming activities you can follow and share within your networks.

Project ID: 101134520

**From Frameworks to Tools:
Bringing ADMiT's Outputs Together**

ADMIT Tracks the Evolution of Generative AI in Higher Education

From March to May 2026, the ADMIT project will focus on how generative AI and Large Language Models (LLMs) are shaping practices and policies across partner universities.

During March and April, staff and students from ADMIT institutions will be invited to participate in a survey exploring how the use of AI in teaching, learning, and institutional strategies is evolving.

What's new?

This round of data collection builds on previous studies from 2024 and 2025, allowing us to:

- Track changes over time
- Identify emerging trends and challenges
- Compare developments at institutional, individual, and national levels

What's next?

The insights gathered will feed into a new report, to be published by the end of 2026, offering updated evidence to inform policy and practice across the ADMIT network.

Catch up on previous reports:





[Report on trends and policies and practices
on the use of LLMs and generative AI in the
partnership: Report 2 \(2025\).](#)



[Report on trends in policies and practices
on the use of LLM and generative AI in the
partnership: Report 1 \(2024\).](#)

From Framework to Practice: AI-LD Guidelines & Toolkit

With the AI-LD Framework (focused on integrating generative AI into learning design) now completed, we are moving into a new phase: turning evidence into action.

The next step brings the Framework closer to practice, translating its principles into concrete guidance for teaching and learning. This work takes shape through the development of the **AI-LD Guidelines and Toolkit**, supporting educators in making informed and effective use of generative AI in their practice.

The **Guidelines** will act as a strategic map, outlining protocols grounded in core and transversal principles, such as:

- Active pedagogies
- The role of technology in learning
- Ethics and responsible AI use
- Universal Design for Learning (UDL)

Building on this, the **Toolkit** will focus on application, offering practical

resources to help educators apply these principles in day-to-day work. A key element is the integration of AI assistants (such as ChatGPT, Claude, or custom GEMs), supporting teachers throughout the learning design process.

Together, these outputs will bring the Framework into real teaching contexts and help ensure that GenAI is used as a context-aware, pedagogically aligned resource.



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Teaching with GenAI in Higher Education

How can educators confidently use generative AI in their teaching? This is what the upcoming ADMIT Continuing Professional Development (CPD) course will address.

Designed as an open and accessible learning experience, the course explores how LLMs can be used in real teaching contexts in

meaningful and responsible ways:

- Providing practical guidance on integrating LLMs into teaching and learning
- Addressing ethical, pedagogical, and organisational dimensions of AI use
- Supporting educators, instructional designers, and decision-makers in building AI-ready practices

The course draws on the project's frameworks, research, and ethical guidelines, helping participants rethink teaching, assessment, and course design, while translating ADMIT's results into hands-on capacity building across Europe.



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ADMIT at International Events

ADMIT at AI Festival 2026

To kick off 2026 with fresh ideas and inspiration, ADMIT took part in the **AI Festival 2026** in **Milan, Italy** (21-22 January), an international event exploring how AI is shaping business, education, and society.

This year's theme, "Empowering the Agentic Era," focused on how humans and AI can work together in practice, closely aligned with the core of ADMIT's work. On 21 January, ADMIT contributed with the talk:

From Hype to Practice: Responsible GenAI Design for Meaningful Learning in Higher Education

The session brought forward insights from the project, looking at how generative AI can move beyond the buzz and be used in ways that genuinely support learning in higher education.

Overall, it was a valuable moment to bring ADMIT's work into a broader conversation, connect it with wider developments in the field, and exchange perspectives with others working on AI in education.



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ADMIT at DiverEduTec 2026

This month, ADMIT was also represented at the **DiverEduTec 2026 Congress** in **Mérida, Mexico** (25-27 March), presenting on the **Use of GenAI in Higher Education** on 25 March.

Drawing on recent usage reports from the ADMIT project, the session analysed empirical data on how students and educators are integrating generative AI into their practices. It explored both the opportunities and the ethical challenges that these tools bring, particularly in relation to teaching methodologies and autonomous learning.

The session provided an opportunity to bring ADMIT's findings into an international setting, contributing to wider discussions on the technological future of education.



ADMIT at JENUI 2026

Later this year, ADMIT will contribute to the **JENUI Conference in Barcelona, Spain (8-10 July)** concerning the **Institutional Regulation of GenAI in Higher Education**.

The presentation will address the current fragmentation in regulatory approaches and analyse institutional policies and digital ethics across national, European, and global levels. Supported by the ADMIT project, the study highlights significant differences in how universities define and apply guidelines.

Identifying these gaps is an important step towards harmonising criteria and developing common frameworks that ensure the ethical and equitable use of AI in higher education.



Finalising tools and validating results

As ADMIT enters its final phase, the focus is shifting from developing ideas to putting them into practice. This phase will be about testing, refining, and seeing how the project's results work in real settings.

Over the coming months, the partnership will:

- Pilot and refine the LLM-ed learning design framework in real educational settings
- Finalise guidelines and toolkits supporting ethical and effective AI use
- Strengthen recommendations for institutional strategies and policies
- Contribute to EU policy discussions on the use of GenAI in higher education, including in relation to the AI Act
- Expand dissemination to support uptake across European higher education

These activities will bring the project's results into practice by testing them in real settings and ensuring they are relevant and usable for educators and institutions.

Contacts

Project coordinator: [Alessandra Antonaci](#), European Association of Distance Teaching Universities (EADTU)

Dissemination: Julia Ezcurdia. European Association of Distance

Teaching Universities (EADTU)

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