



Generative ai and large language Models In higher education (ADMiT)

ADMiT newsletter December 2025

The ADMiT cooperation partnership is navigating the transformative wave due to the introduction of GenAI, such as Large Language Models in education. The project's overarching goal is to establish the necessary educational and ethical conditions that enable the use of LLM and GenAI as a means of enhancing teaching and learning in higher education.

Dear colleague,

Welcome to the ADMiT newsletter! This update is designed for all colleagues interested in the project's progress. Our aim is to keep you informed about recent developments across our work strands and to highlight upcoming activities so you can share them with your networks and any interested stakeholders.

Project ID: 101134520

All roads lead to Rome: ADMiT partners reunite!

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In mid-November 2023, the ADMIT team gathered once again in beautiful Rome, perfectly hosted by UNINETTUNO, for two inspiring days of connection and collaboration.

Day 1 brought quick updates from each partner and a shared look at how universities across Europe are exploring generative AI, what educators and students need, and how our common framework is taking shape.

Day 2 focused on a hands-on peer-learning session, where we turned our ideas into the first outlines of a CPD (continue professional development) course that will be launched in October, aiming at highlighting the target audience on “Teaching and Learning with GenAI in Higher Education.”



Photo credit: UNINETTUNO

What is coming next in ADMIT?

As we enter the final year of the project, several key results are taking shape:

A clear framework for effective AI use— Guidance to help universities understand when AI truly enhances learning — and when to use it cautiously.

Simple recommendations for responsible use— Easy guidelines on fairness, transparency, preventing misuse, and supporting academic integrity.

Real examples from across Europe— Promising cases showing how universities are already using AI for student support, feedback, and course design.

Open training modules for educators and leaders— Practical CPD resources explaining how generative AI works and how it can be used in teaching.

Together, these outputs aim to make AI in education easier to understand, safer to use, and within reach for everyone.



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From Frameworks to Tools: Bringing ADMIT's Outputs Together

Conceptual LLM-ed framework for Learning Design - First Version Released

The **UOC team**, together with the collaboration of the ADMIT partnerships and its coordinator, has published the first version of **the LLM-ed conceptual framework**, now openly accessible [here](#).

Designed to support teachers in integrating LLMs into learner-centred course design, the framework promotes responsible, inclusive, and effective AI use. It highlights how LLMs can enhance creativity, efficiency, and active learning while preserving teachers' professional judgment.

Over the coming year, the framework will be validated and refined with empirical evidence. Together with FernUni, the team is also developing practical guidelines and an operational toolkit to support implementation.

The framework

Purpose and usage

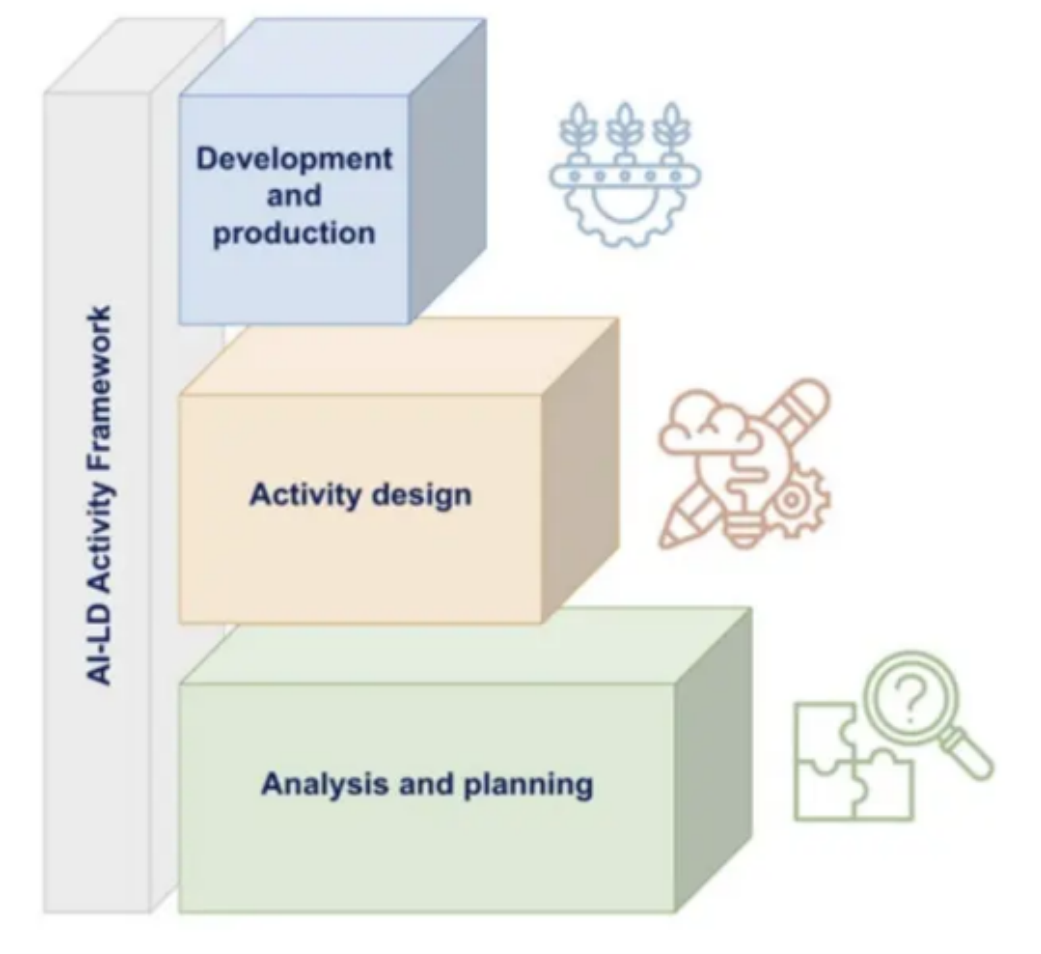


Photo credit: Guàrdia et Al. (2025)

Education

Led by **the Hellenic Open University**, the ADMIT team has realised the **Ethical GenAI Guide**. It synthesises international policies and research into eight ethical dimensions, illustrated through real case studies. It examines benefits and risks for students, educators, and institutions and offers measurable indicators to guide responsible adoption. This Guide will directly inform upcoming ADMIT outputs, including the AI-LD activity framework and the institutional self-assessment tool.

Read the report [here](#).



Photo credit: Unsplash - by Galina Nelyubova

Introducing the Institutional Self-Assessment Tool

Based on the project's ethical taxonomy, this online tool helps universities evaluate their current use of GenAI and LLMs.

With 99 tailored questions across eight ethical dimensions, it offers targeted pathways for students, educators, and administrators.

After completing the questionnaire, users receive an automatically generated report with

After completing the questionnaire, users receive an automatically generated report with strengths, gaps, and tailored recommendations — powered by a dedicated workflow combining ChatGPT with structured databases, enabling 1,152 feedback profiles.

The prototype is now available on the ADMIT website [here](#).
Or read the full report [here](#).



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New Report: Trends in Policies and Practices Across the Partnership

This second report examines how ADMIT institutions are currently engaging with generative AI and how practices are evolving over time. Drawing on quantitative and qualitative data from students, educators, support staff, and administrators, the findings reveal significant variations in awareness, usage, and institutional readiness.

You can read the full report [here](#).





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How GenAI Policies Are Taking Shape Across Higher Education

Building on the **Trends in Policies and Practices Across the Partnership** report, this new analysis steps back to look at the wider policy landscape shaping the use of Generative AI in higher education.

Drawing on academic literature and policy documents from universities, ministries, and international organisations, the report maps how institutions are defining GenAI policies, the components they prioritise, and which practices are emerging as effective.

Key findings show that most policies centre on clear legal and ethical standards, detailed guidelines for acceptable use, transparency requirements, AI literacy initiatives, and mechanisms for accountability. Promising practices are also emerging — from redesigned assessments that safeguard academic integrity to structured training and more coherent governance models.

Combining a systematic literature review with AI-assisted analysis of institutional guidelines, the report highlights the need for clear standards, responsible implementation, and strong academic integrity measures to ensure GenAI adoption remains ethical, consistent, and aligned with educational values.

You can read the full report **here**.



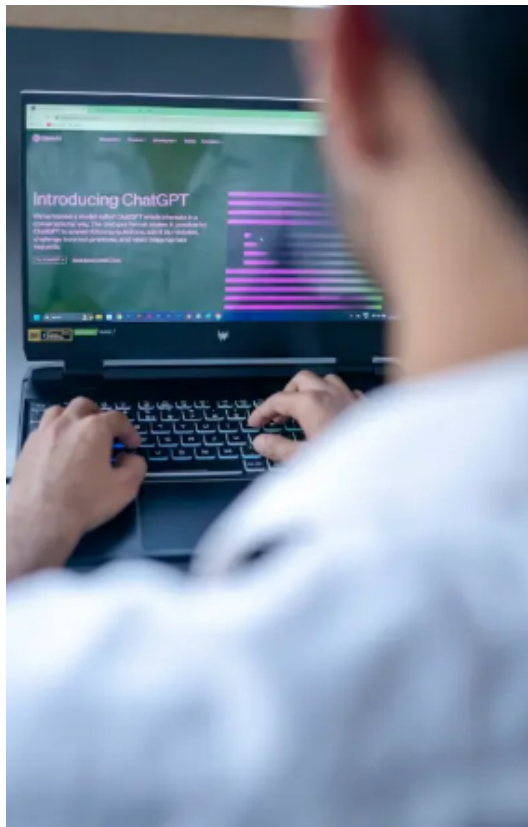


Photo credit: Unsplash - by Viralyft

How is Higher Education Adapting to LLMs?

A new systematic literature review captures the latest updates. Drawing on 147 peer-reviewed studies published between October 2024 and July 2025. Using a PRISMA-guided process, the OUUK team, supported by all ADMIT partners, screened 539 records and analysed studies aligned with three guiding research questions.

What's changed since last year?

Universities are gradually shifting **from alarm to adaptation**, moving past initial concerns and beginning to rethink assessment and pedagogy with LLMs in mind. Alongside this shift, **policy activity is increasing**: more institutions are issuing guidelines, even if many remain high-level or reactive. There is also **growing attention to equity**, with accessibility, linguistic diversity and inclusion becoming more visible in the discussion. Finally, the evidence base is expanding, as **more empirical studies** emerge — though most are still small-scale and exploratory.

The review offers a clearer picture of how institutions are evolving — and where further work is still needed. To know more, check the full report [here](#).



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What's next?

Toolkits for enhancing teaching and learning using generative AI

The FernUniversität in Hagen is currently developing specific instruments to support teachers and learning designers in integrating generative AI tools into their learning design processes (LD-Framework). The ethical use of genAI tools and adherence to the university's policies and practices are central to this effort. These instruments will enable structured collaboration between teachers/learning designers and genAI tools, allowing for transparent documentation. This documentation will provide a foundation for exchange with other teachers, students, and stakeholders.

Once the instruments are finalized, the FernUniversität in Hagen will conduct a pilot study to

test the LD-Framework and its associated guidelines and instruments. The results of this pilot phase will significantly contribute to the further development and completion of the LD-Framework, as well as the associated guidelines and tools.



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Coming October 2026: New Reference Course on Teaching with GenAI

Get ready in October 2026, the ADMIT consortium will launch a **CPD course on LLMs and generative AI**, designed to empower universities in the age of AI.

Created by **16 leading institutions in digital education**, this free and open course on the **AI Campus platform** will help educators, teaching support teams, and institutional leaders build the skills they need for ethical, innovative, and pedagogically sound use of generative AI in higher education.

Whether you're a lecturer redesigning your assessments, an instructional designer supporting AI adoption, or a university leader shaping your institution's digital strategy, this course offers practical guidance, hands-on activities, and evidence-based insights tailored to your role.

Stay tuned, more details are coming soon. In October 2026, you can take the next step in

AI-ready teaching!



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Contacts

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

Dissemination: Beau Nijsten, European Association of Distance Teaching Universities (EADTU)

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Check out our official website: <https://admit.eadtu.eu/>



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