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ADMIT

CPD: Annual update on the integration of LLM/ Generative AI in Education.



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Executive Summary

This deliverable documents the development of the ADMIT continuing professional development (CPD) course on the integration of LLM/Generative AI in higher education. It complements D6.1 and D6.2 by focusing on the collaborative process through which the consortium translated the project objectives and the results of the different work packages into a coherent course. In Year 1, the consortium established the educational direction of the course, identified the target learners, formulated an initial educational aim and learning outcomes, and began to identify how the work packages could contribute. In Year 2, this was developed into a more systematic mapping of work-package outputs to learning outcomes and potential course activities, including decisions on relevance, formats, licences, readiness, workload, modularity and multilingual access. The peer learning activity in Maastricht in December 2024 was an important step in this process, requiring partners to specify what they could contribute and how each contribution supported the learning goals. In Year 3, the work moved from mapping and selection to content production and implementation: learning outcomes were refined, content was structured and reviewed in Miro using a common template, and finalized materials were transferred to the AI Campus Moodle environment. The resulting process shows how the course evolved from the commitments in the project proposal to a consortium-developed learning experience based on the emerging results of ADMIT.

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Introduction and background

The ADMIT project is developing a continuing professional development (CPD) course to help higher education professionals understand and respond to the opportunities and challenges of Large Language Models (LLMs) and Generative AI in teaching and learning. The course brings together knowledge, experience, and results from across the ADMIT project and translates them into practical learning materials.

Developing such a course requires more than collecting content from different experts. The contributions need to work together as a coherent learning experience, address clearly defined learning goals, and remain relevant to the people who will use the course. For this reason, Work Package 6 has coordinated a collaborative process in which partners from across the ADMIT consortium have contributed their expertise while working within a shared educational framework. This reflects the original design of WP6, in which the course is developed collaboratively by the consortium and draws on the outcomes of all ADMIT work packages.

This report, D6.3, documents that collaborative process. In particular, it describes how the work package leaders involved the consortium in developing and applying guidelines for course content. These guidelines were designed to help partners turn the knowledge generated in their respective areas of the project into relevant learning materials and to ensure that these contributions support the learning goals established for the course. This is the role foreseen for this work in the project proposal: to provide a framework that helps the different work packages develop course content aligned with the identified learning goals and objectives.

D6.3 therefore complements the other outputs related to the course. D6.1 presents the modular course design and the guidelines for developing course materials, while D6.2 contains the course details and links to the course as delivered. Rather than presenting the course design or materials themselves, D6.3 focuses on how they were developed together: the coordination, consultation, and joint decisions that enabled partners with different areas of expertise to contribute to a coherent course. D6.4 will subsequently consider the broader implications and practicability of integrating LLM/Generative AI in education, drawing on peer learning activities and participant feedback to identify emerging challenges, opportunities, and good practices.

An important part of this collaborative approach has been a series of peer learning activities (PLAs). These activities brought project partners together to exchange knowledge, experiences, and perspectives on LLM/Generative AI in education and, at the same time, to make practical decisions about the development of the course. The use of PLAs for sharing expertise, experiences, and good practices is an integral part of the approach set out for WP6.

The first PLA, held in December 2024, laid the groundwork for the course. Partners analysed the Grant Agreement to define the learning outcomes and overall educational aim, which were then used to develop a provisional course design. Personas representing potential course participants were also developed to help partners consider the course from the perspective of its future learners.

Partners from each ADMIT work package were then invited to identify potential contributions to the course and consider how these could support the agreed learning outcomes. An online collaborative tool was used to collect, organise, and discuss these contributions. This resulted in an overview covering the proposed learning materials, data types, licences, completion dates, and the phasing of content creation. Partners also agreed that the course would initially be delivered in English, while allowing for contributions in other languages where possible.

Several useful practices emerged from this process. Personas helped keep the future learner at the centre of discussions; the collaborative online environment made it possible for a geographically dispersed and multidisciplinary consortium to work together; and the PLA format provided a practical setting for building shared understanding and reaching joint decisions. These experiences informed the continued development of the course during the current reporting period, including a second PLA held in November 2025.

Year 1: From the project proposal to an initial course framework

The starting point for WP6 was the project proposal, which envisaged an open modular CPD course for teaching staff, support services and leadership, drawing on the distinct outcomes of the ADMIT work packages and being iteratively adapted as the technology, research and educational practices evolved. The proposal also positioned peer learning within the consortium as a mechanism for sharing knowledge, experiences and good practices and for feeding these developments into the CPD activities. During the first phase of the work, WP6 therefore concentrated on translating these broad commitments into an educational direction for the course rather than immediately producing individual learning materials.

This included defining the educational aim and identifying the learning outcomes that could provide a common framework for contributions from across the project. The target audience had already been established in the proposal; personas were subsequently used as a design device to make the needs and circumstances of different potential learners more concrete. In parallel, the consortium began to consider how the emerging results of WP2, WP3, WP4 and WP5 could contribute to these learning outcomes. This created the basis for a course that would not simply reproduce project deliverables but would select and transform relevant project knowledge into material that served a defined educational purpose.

Year 2: From work-package outputs to a course content architecture

The next phase made this relationship between project results and course content more explicit. The consortium developed a shared mapping in which the learning outcomes from the project description were organised by course topic, rephrased where necessary, and linked to potential contributions from the different work packages. For each contribution, the mapping considered its intended educational use, the type of material or activity that could be created, data format and access, licence, expected readiness and, increasingly, study load and assessment. This provided a working bridge between the project work plan and the eventual course structure.

The first dedicated Peer Learning Activity on course design, held in Maastricht on 12 December 2024, consolidated this approach. Partners worked by work package to revisit their earlier indications of which learning outcomes they could support and to specify the materials they could contribute, their formats and access conditions, applicable licences, expected availability and the phasing of content creation. The discussion also tested broader design choices, including multilingual access, realistic learner workload, modularity, the use of video and AI-supported content creation, and possible forms of personalised course delivery.

A key outcome of this phase was the recognition that a work-package output should not be included merely because it existed. Its value for the course had to be demonstrated through a clear relationship with one or more learning outcomes. The mapping was therefore also a process of selection, adaptation and rationalisation: some project results could serve as background or reference material, others could become exercises, cases, self-assessments or reflective activities, while contributions that did not directly support the educational objectives could be left outside the course. The evolving planning table records this transition from proposed WP contributions to specific learner-facing tasks

and shows how the consortium progressively converted project outputs into a coherent content architecture.

Evolution from the project proposal to the implemented course

The proposal envisaged WP6 as an iterative CPD activity: an open modular course drawing on results from across ADMIT, informed by annual peer learning, delivered through AI Campus, and updated as research, practice and technology developed. The work carried out in Years 1 and 2 progressively operationalised these commitments. The table below summarises the resulting development pathway and makes explicit how the project plan was translated into course-development decisions.

Proposal commitment	Year 1: interpretation	Year 2: consortium/PLA development	Year 3: implementation
Open modular CPD course	Define the educational aim, target users and initial learning outcomes.	Discuss realistic workload, modularity and flexible/stackable participation; map contributions to learning outcomes.	Organise selected content into learner-facing units/tasks and implement the course structure in Moodle.
Course draws on ADMIT results	Identify how results emerging from the other work packages could contribute to the course.	Map specific WP outputs to learning outcomes and decide whether they should become study material, references, cases, exercises or self-assessment activities.	Convert selected WP contributions into concrete course tasks, with assigned authorship, study load and assessment/completion activities.
Annual peer learning informs development	Use consortium exchange to establish a shared educational direction.	The December 2024 PLA required each WP to specify its contribution, material type, format/access, licence, readiness and content-creation phasing; the group also reviewed relevance and avoided redundant material.	Use the resulting shared decisions and mapped contributions as the basis for production, review and finalisation.
Iterative adaptation	Move from the broad commitments in the project description to an initial pedagogical framework.	Refine learning outcomes and course architecture as WP results mature and as practical constraints and opportunities become clearer.	Refine and rationalise content during drafting and peer review before migration to AI Campus.
Open/OER-oriented materials	Recognise that project results need to be transformed into reusable learning resources.	Record intended formats, access conditions and licences; discuss copyright, attribution	Apply a common template with copyright, attribution, accessibility and resource-format

		and multilingual feasibility.	requirements before Moodle upload.
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The mapping developed by the consortium is particularly important evidence of this evolution. It does not treat project deliverables as course content automatically. Instead, it links the learning outcomes to candidate WP contributions and then to intended educational uses and, later, to specific learner-facing tasks. For example, institutional-policy work is translated into activities on institutional preparedness; the WP5 taxonomy is used to support learning on ethics, academic integrity and bias; WP4 results inform activities on learning design, diversity, inclusion and assessment; and WP2/WP3 results support activities on changing practice, awareness and preparedness. This provides a traceable connection between the project work plan and the eventual CPD content.

Year 3: From content architecture to course production and implementation

Building on the work carried out in Years 1 and 2, Year 3 moved from joint planning and content architecture to the practical development of the ADMIT CPD course, “Towards a future of GenAI that we want: Learning Design and Delivery for Innovative and Ethical Pedagogical Practice”. The course preparation proceeded through three main stages:

1. Course content planning
2. Content development in Miro
3. Moodle integration

The following sections describe each of these steps in detail and Figure 1 visualises these steps.

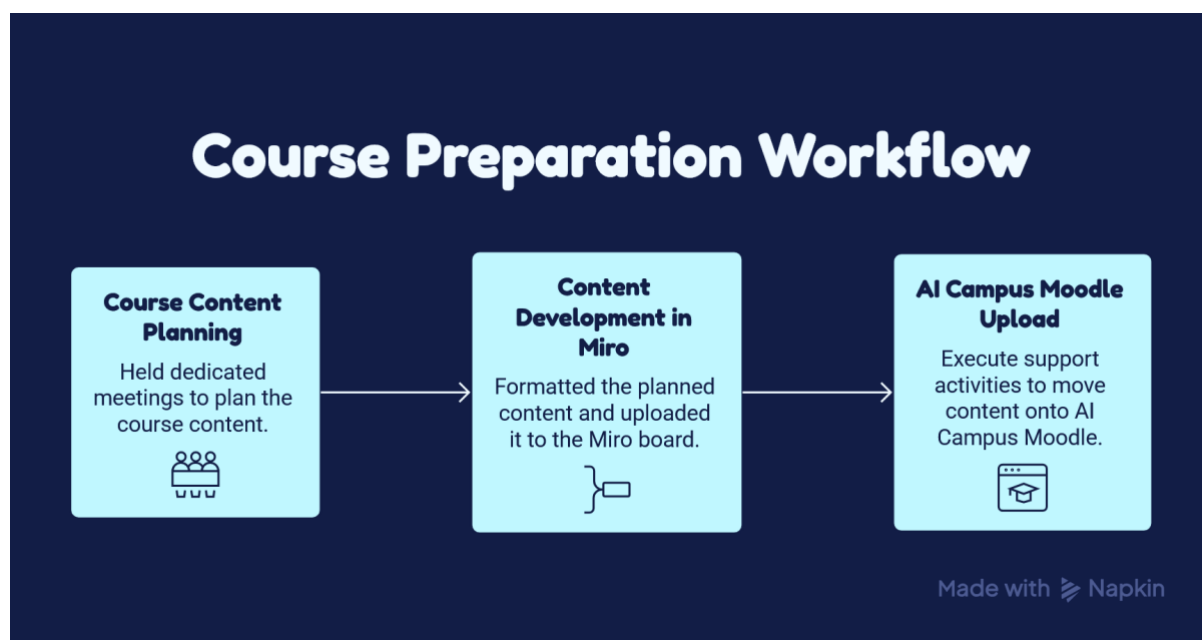


Figure 1: Course preparation workflow

Course content planning

At this stage, the mapping developed during the preceding years became an operational course plan. The consortium used the agreed learning outcomes and the mapped WP contributions to decide which materials would become learner-facing tasks, how these tasks would be grouped, and which partners would take responsibility for developing them.

For the course content planning, several meetings were held with all the partners and within work packages to finalize the content of the course. Some of these meetings were scheduled regularly and

others were planned ad-hoc. These meetings resulted in an outline of the course content, along with the expected time required for each task and the format of the content. Individual tasks were assigned to specific partners accordingly.

Course personas

In order to understand the target audience of the course in detail, 3 different educator personas were created, each illustrating a different dimension of generative AI adoption in higher education. Figure 2 below describes these three personas. Dr Sofia Garcia, a Spanish-language instructor at a traditional face-to-face university, represents educators constrained by technological disparities—she wants to use AI for pronunciation, grammar, and personalized feedback, but is held back by weak non-English AI tools and uneven student access to technology. Dr Casey Morgan, a sociology professor at a distance-learning UK institution who has dyslexia, embodies educators balancing accessibility needs with staying current on fast-moving AI developments, aiming to integrate AI for inclusive design and student support while ensuring it simplifies rather than complicates learning. Dr Alex Taylor, a highly tech-savvy data scientist at a research-focused blended-learning university with a mild hearing impairment, represents the more advanced end of the spectrum—already using AI for personalized feedback and now seeking to responsibly weave AI into research methodologies and teaching without compromising academic rigor or integrity.

Together, the three personas vary along several axes: institutional context (face-to-face vs. distance vs. blended learning), subject area (humanities/language vs. social science vs. STEM), AI fluency (basic and exploratory vs. intermediate vs. highly proficient), and underlying accessibility considerations (limited student tech access, dyslexia, and hearing impairment, respectively). Their goals shift accordingly—from equitable access and workarounds for language-specific tooling gaps (Garcia), to accessible and ethical AI integration in curriculum design (Morgan), to rigorous, integrity-preserving use of AI in advanced research and teaching (Taylor)—illustrating a spectrum of readiness and need that a CPD course would have to address differently for each group.

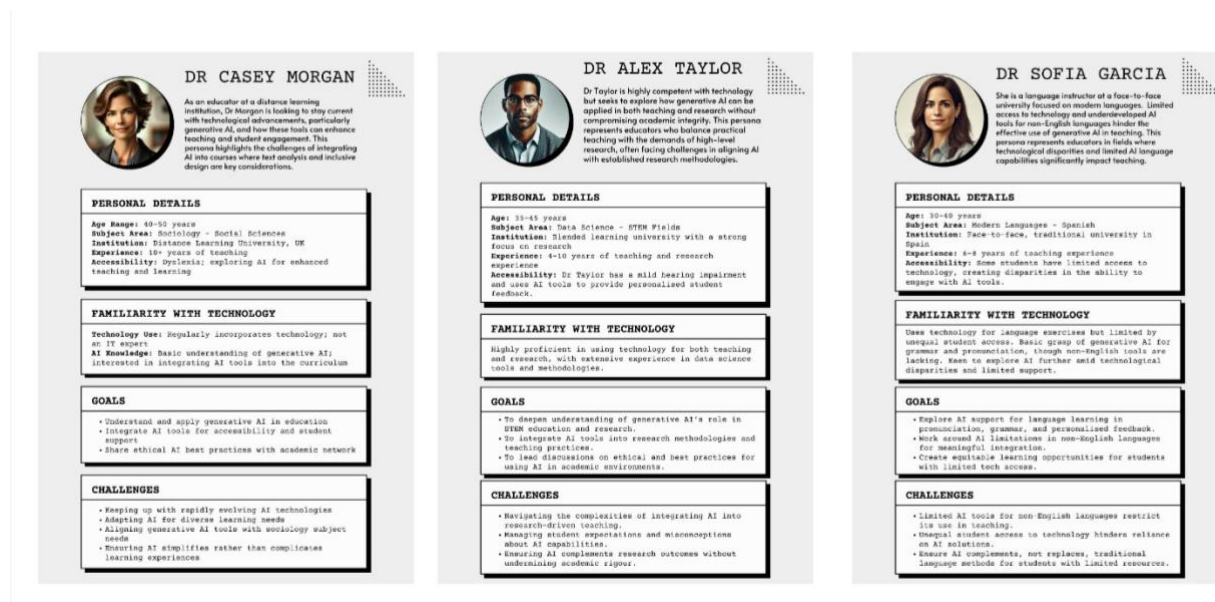


Figure 2: Course personas

Learning outcomes

The learning outcomes were another starting point of the course planning. An initial educational aim and set of learning outcomes was first proposed. Since then, a round of revisions addressed the identified gaps, resulting in a final version.

Non-measurable verbs (e.g. "understand," "recognize") were largely replaced with observable ones, though outcomes 3, 5, 6, 8, and 10 still needed rewording, which was left until the course content and final outcome count were settled. The active role of teaching staff in designing, facilitating, and assessing AI-supported learning was made more explicit, and outcome 5 was revised to be more demonstrable rather than descriptive. Outcomes were kept in a single list rather than grouped by theme, a deliberate choice at the time that was to be revisited later. Two gaps that had remained largely unaddressed—explicit links between outcomes and teaching design/delivery/assessment, and the creation of teaching materials, including multilingual and accessible resources—were resolved in the final version.

The final learning outcomes were as follows.

Revised Educational aim and learning outcomes

The overall educational aim of this course is to inform teaching staff in higher education about the use of LLMs and other generative AI tools within teaching, learning, and assessment. The course will consider learning design, including aspects of diversity, inclusion, and personalisation; ethical issues; and academic integrity. Through this course you will also gain an insight into the research that has been carried out globally on the innovations, practices and educational potential afforded by generative AI for higher education.

Learning outcomes

***Bold** is used to show changes*

By the end of your study of this course, you will better be able to:

1. **describe** the need for **and role of** institutional frameworks and support services for the use of generative AI in teaching, learning, and assessment;
2. **plan** to teach the ethical use of generative AI and how to ensure academic integrity in a world with this technology;
3. **explain** that assessment is as much a means for students to develop and demonstrate appropriate use of generative AI as other skills;
4. **identify and describe potential** biases underlying any content created by generative AI and be able to relate these to our European values;
5. **appreciate that** this group of technologies will continue to undergo rapid development requiring teachers to recognise they too are on a constant learning path into how they are best used within teaching, learning, and assessment;
6. **give examples of** how generative AI can help deliver the aspirations set out within guidelines for diversity and inclusion;
7. adapt existing and define new learning goals for students that incorporate the use of generative AI by staff and students;
8. integrate student use of generative AI into a range of different types of learning activity and experience, including those relating to: learning by acquisition, investigation, discussions and collaborative learning, practice learning, productive learning
9. create new and adapt existing assessment methods to accommodate students' use of generative AI.
10. incorporate generative AI literacy into the promotion of information literacy and computational thinking.
11. use generative AI in ways that will better support students' individual needs.

12. develop course structures and materials with GenAI

GenAI tools

A number of AI tools were considered for use in developing the course, each varying in capability and institutional availability. Microsoft Copilot, built on OpenAI's GPT-4 and GPT-5, supports image, presentation, and text generation and is available at UNED and JYU. Microsoft 365 Copilot extends this with the ability to create agents and additionally supports video generation, though video creation is not recommended based on an example tested and saved in Miro; it is available at OU and JYU. Gemini Pro is available to teachers, students, and all staff at UOC. NotebookLM Pro is limited to teaching staff at UOC and OU (UK). ChatGPT Pro is restricted to IT experts, select researchers, and institutional leaders, also at UOC and OU (UK). Finally, Scribe is an in-house tool used at OU (UK), hosted within a secure institutional Microsoft Azure environment, notable for its ability to ingest documents and use a retrieval-augmented generation (RAG) approach to content creation.

Content development in Miro

The course content was developed and planned in a Miro board. It consisted of 3 units: (1) Unit 1 - Context and Transition; (2) Unit 2 - Learning Design Competency; (3) Unit 3 - Teaching Competency. Figure 4 below shows the overview of the course structure. Having this clear overview allows for a good alignment with the learning goals of the course, ensuring that the overall design is well suited to the educational aims.

0. General Introduction	1. Context and Transition	2. Learning Design Competency	3. Teaching Competency
General introduction to course WP: WP6 TASK 0.1 Decisions to differentiate between levels of task study commitments TASK 0.2 Course introduction text and video on the 4 course content choices. Also text on how to study for various microcredentials	A: The importance of institutional preparedness Learning Outcomes: You understand the importance of institutional frameworks for assessing and delivering integrative teaching, learning, assessment and support services. Proposed LO: By the end of this module, you will be able to: 1. Understand general and institutional frameworks governing the use of AI in universities, and their role in assessing and developing integrative teaching, learning, assessment, and support services. 2. Analyse your own institution's readiness for AI adoption by applying a structured rubric to examine top policies and practices, and by reflecting on their alignment with international or European reference frameworks. WP: WP2 and WP4 (12.2.2) and WP4 (16.7) <i>Policy review: provides insights of institutional frameworks and how they are using and preparing to meet institutional objectives. Best frameworks will be encouraged to be adopted (12.2)</i> TASK 1.1 Introduction. Text covering topic 1 and video on content A, B and C. WP2 TASK 1.2: Policies review Are you prepared? Institutional frameworks. Introductory text on frameworks and support services. WP2, 12.2 WP4 T. 4.7 Developing an institutional evaluation instrument on the use of the LLM ed <i>WP4: Quiz on Self-Awareness of Policies and Practices on Institutional and/or National and/or Levels</i> TASK 1.3 Introductory text. Study rubric to raise awareness of issues. WP3 and 4 TASK 1.3.1 Decision how does your local policy stack up to international policies. Fill in the table. <i>Shogren finding local policy documents.</i> WP4 TASK 1.3.2 Decision: study evaluate policies (requires policy documents/links). Compare and reflect on rubric completeness. WP4 B: The importance of understanding i. the ethical use of AI, including Gen AI ii. academic integrity iii. the prevalence of bias in hallucinations Learning Outcomes: You understand how ethical use of AI, academic integrity, bias, and reliability when using AI. You are able to make these issues to our European values WP: WP3 (3.2 and 5.1) <i>WP3: Overview of ethical aspects of AI in higher ed (12.2.2). Also topic (12.2.2)</i> TASK 1.4 Introductory text on ethical use, academic integrity and bias. Study learning of ethical aspects. WP3 TASK 1.4.1 Read some case studies. WP3 TASK 1.4.2 Reflect: exercise: evaluation of ethical challenges/risks in relation to local situation. <i>template needed?</i> WP3 TASK 1.4.3 Decision: exercise: map local ethical considerations to university. <i>Requires finding local ethical rules. template needed?</i> WP3 TASK 1.4.4 Decision: exercise: map local ethical considerations to university. <i>Requires finding local ethical rules. template needed?</i> WP3 TASK 1.4.5 Decision: Can you trust AI? Hallucinations in e.g. calculations. <i>Requires example prompts, links to AI tools. linked by Howard?</i> WP3 <i>WP3: The video: exercise will need many aspects of the ethics of using Gen AI and what it means for academic integrity - including the issue of bias</i> TASK 1.4.6 Case study on bias. Exercise on academic integrity Exercise with GPT-40 detection tools C: The importance of staff preparedness: continuous professional development Learning Outcomes: Appreciates that this group of technologies will continue to undergo rapid development requiring teachers to recognise they too are on a constant learning path: how they can best use within teaching, learning, and assessment. WP: WP2 and WP3 TASK 1.5 Introductory text and video on importance of CPD on Gen AI for all types of users. WP2 <i>WP2: Extensive first evaluation of Gen AI tools and practices (evaluated in January review). Highlight the importance of CPD: already provide Foundations for this importance. the blue applied to all the roles in the teaching community. AI Reports in WP2</i> TASK 1.5.1 Read summary of report from WP2. WP2 TASK 1.5.2 Reflect: exercise: we provide some examples of Gen AI artifacts for learners to attempt detection? Quiz with multiple questions: "Yes/No or how?" WP2 TASK 1.5.3 Reflect: exercise: we provide some examples to detection tools and assess reliability. <i>Requires links to assessment tools and example made available. Reflect on results.</i> WP2 TASK 1.6 Introductory text on Awareness about AI development and use. WP3 TASK 1.6.1 Reflect: Quiz that helps learners to evaluate their awareness of various aspects surrounding Gen AI and LLMs. This quiz is available for learners at the start of the course. The quiz covers the following themes: Understanding Gen AI and LLMs, Academic Integrity and Ethics, Critical Evaluation of AI Outputs, Responsible Use in Learning and Research, Data Privacy and Security, Digital Literacy and Future Skills. Provide a reminder of the quiz at the end of the course would provide a measurable indicator to a learner on what they have learned. The quiz will offer feedback after completion based on our reports and other relevant literature. For example, peer-reviewed review articles from WP2 & WP3 (delivered). WP3 Resources: WP3 Reports: Policies across consortium partners, their countries	A: Designing education with Gen AI Learning Outcomes: Develop course structures and materials with Gen AI WP: WP2 (12.1) and WP4 (16.1) <i>WP4 T4.1: Examining the potential of LLM/generative AI in learning activities and courses by focus group interviews</i> TASK 2.1 Introduction to the LLM ed framework & toolset WP4 TASK 2.1.1 LLM ed framework for Learning Design: WP4 TASK 2.1.2 Use the framework & toolset for Learning Design: WP4 TASK 2.2 Introduction. WP2 TASK 2.2.1 Read case studies on AI integration. WP2 B: Adapting learning outcomes to incorporate use of Gen AI by staff and students Learning Outcomes: Adapt existing and deliver new learning goals for students that incorporate the use of generative AI by staff and students. WP: WP3 (12.1) <i>WP2: Teaching practices involved in 12.1 address new learning outcomes from concepts the critical thinking, D.2.1.2.2.2.4. finding first steps to evaluate learning. Learning objectives to include use of these new tools</i> TASK 2.3 Introduction. WP2 TASK 2.3.1 Assessment and Microskills: how to use AI tools for assessment. WP2 TASK 2.3.2 Exercise: Use AI tools for assessment. WP2 TASK 2.3.3 Reflect: exercise: Adapting learning outcomes: integrating use of AI tools by teachers. WP2 TASK 2.3.4 Reflect: exercise: Adapting learning outcomes: integrating use of AI tools by learners. WP2 <i>I don't think this is needed as 2.3.3 has several questions - Chris</i> C: Integrating student use of Gen AI into a range of learning activities and learning experiences Learning Outcomes: How are students use of generative AI into a range of different types of learning activity and experience. Including those relating to learning by acquisition, investigation, discussion, and collaborative learning, practice learning, productive learning. <i>You have knowledge of how to integrate student use of generative AI with a variety of pedagogical models to ensure that also support the expectations set out in diversity and inclusion guidelines.</i> WP: WP4 (14.2) <i>WP4 T4.2: Developing the LLM ed framework for teaching and learning design models</i> TASK 2.4 Introduction. WP4 TASK 2.4.1 How to integrate AI into existing course designs. Read case studies on integration in various designs. WP4 D: Use Gen AI in assessment to adapt existing and develop new methods of assessment Learning Outcomes: Create new and adapt existing assessment methods to accommodate students' use of generative AI. Understand that assessment is as much a means for students to develop and demonstrate their knowledge and skills as it is a means for teachers to assess and evaluate student learning. and that assessment is as much a means for students to develop and demonstrate their knowledge and skills as it is a means for teachers to assess and evaluate student learning. WP: WP4 (14.1) TASK 3.1 Introduction to the use of AI to plan, develop, and manage assessments. WP4 TASK 3.1.1 Overview of what the LLM ed Framework says about assessment. WP4 TASK 3.1.2 How to evaluate your own use of AI in assessments. WP4	A: Using Gen AI to better support students' needs Learning Outcomes: Use Gen AI to ways that will better support students' individual needs. <i>You understand the possible positive and negative effects of using Gen AI on diversity, inclusion and equity</i> WP: WP4 (14.2) <i>WP4 T4.2: Developing the LLM ed framework for teaching and learning design models</i> TASK 4.1.1 Generative AI and Diversity, Equity and Inclusion (DEI). WP4 TASK 4.1.2 Gen AI Awareness (DEI) WP4 TASK 4.1.3 Analyse Gen AI: tools in terms of DEI WP4 TASK 4.1.4 Bias in AI Systems - from Awareness to Inclusive Teaching Practice WP4 B: Assess student Gen AI literacy Learning Outcomes: Inquire that assessment is as much a means for students to develop and demonstrate appropriate use of generative AI as other skills. <i>You understand the importance of learning, insight into students' AI literacy when they assess and complete assessments.</i> WP: WP4 (14.1) <i>DEI based on outcomes of focus groups</i> TASK 4.2.1 How to support students preparing for and completing assessments with a Gen AI infused world. WP4 C: Keeping up to date with Gen AI developments Learning Outcomes: Appreciate that this group of technologies will continue to undergo rapid development requiring teachers to recognise they too are on a constant learning path: how they can best use within teaching, learning, and assessment. <i>You have knowledge of methods to keep up to date with developments in Gen AI.</i> WP: WP4, WP 05.3, and others TASK 4.3 Continuous Professional Development and Adaptive Methodologies for Gen AI in WP4 TASK 4.3.1 Strategies for Staying Updated on Gen AI Developments. WP4 TASK 4.3.2 Decision: Reflection on the Methodological Approach Used in ACMIT Project. WP4 <i>WP 05.3 Guide of ethical use of LLM / generative AI Systems in Higher Education</i> TASK 5.1.1 Introduction. WP5 TASK 5.1.2 Comparison of the main ethical issues in AI institutions needs to consider. WP5 D: Evaluating personal preparedness Learning Outcomes: You develop insights into your personal preparedness for integrating AI in your teaching. WP: WP3 (12.1) and WP3? <i>WP2: 02.2 focus on institutional policies and guidelines. Custom institutional policy if needed (and WP2)</i> TASK 5.2.1 Introduction. WP2 TASK 5.2.2 Detailed overview of the main points of similarity and difference between policies across the EU and the World more widely. WP2 TASK 5.3.1 Introduction. WP5 TASK 5.3.2 Assess your personal knowledge/awareness of ethical issues related to AI use. WP5

Figure 4: Course structure overview

A template for each unit/task was created and the course content was developed following this template, as shown in Figure 5. This template included instructional text explaining its purpose—orienting learners, outlining the scope of the course, and preparing them for a warm-up activity—alongside guidance on what to include: course title, overall objectives, course structure (topics, estimated time, and pathways such as electives or micro-credentials), and a suggested next step. The section specified an estimated study time and a completion task.

Each unit was broken down into individual tasks presented as a table, each with an associated content type, study load in minutes, assessment method, work package (WP) assignment, and status (e.g. "Not Started," "In Progress"). The template also captured the metadata and content-drafting structure for each page, including author, editing dates, and status (Draft, Under Review, Approved), followed by fields for study load, assessment options, and content instructions. It also set out a heading hierarchy (H1 for main titles, H2 for sections, H3 for subsections) and detailed guidance for adding artefacts and resources, covering requirements around copyright clearance, captions, accessibility transcripts for video, and formatting for article links, YouTube videos, image uploads, and PDFs, with a worked example provided to illustrate this in practice. The image below gives a screenshot of this template

Unit A - Template

Use this space to explain why this section exists. Summarise the aim of the introduction, such as orienting learners, outlining the scope of the course, and preparing them for the warm-up activity.

Here you add the actual elements of the unit, such as:

- Course title or heading.
- Overall objectives (what learners will gain).
- Course structure (topics, estimated time, pathways such as electives or micro-credentials).
- Next step (e.g. move to the warm-up section).

Estimated time: 10 minutes
Completion: Task 0 – Completion

Unit A Template Structure

Task	Content	Study load in minutes	Assess.	WP	Status
Task A.1	Template	10 min.	Completion	WP5	Not Started
Task A.2	Template Overview	30 min.	Self-assessment	WP5 and WP6	In Progress

KI Campus Activity Template

Activity Template for Gen AI course

Activity Type: 1 Completion → page activity

Name of the page activity: []

When you add the content to the page, you should:

- Use the content of the page to create a new page in the Miro board.
- Use the content of the page to create a new page in the Miro board.
- Use the content of the page to create a new page in the Miro board.

A.1 Template

Author(s): []

Date: []

Status: []

Study load in minutes: []

Assessment Options: []

Content: []

Artefacts

A.1 Template

The Artefacts area is where you add supporting resources such as links, videos, images, infographics, or internal documents. On the Miro board, place each resource clearly within this section, either by pasting the link, embedding a preview, or attaching a file. Ensure that all materials are copyright-free or that you have permission to use them, and add a short caption or note explaining their relevance.

Please upload the artefacts, details of copyright holders and licence here. If you have written permission, save this here too.

For any videos, please also provide a transcript and upload it alongside the video to ensure accessibility.

Example article link: []

Example video: []

Example image: []

Example document: []

Figure 5: Unit Template

Once content was added to the Miro board by its author, it went through a review process in which the other members of the relevant work package assessed the material before it was finalized. This review served both a quality-assurance and a rationalization function: alongside checking the content itself, reviewers also identified and removed any duplicate or unnecessary tasks, helping to keep the course structure streamlined before content was locked in on the board.

The AI Campus activity template was used from the very beginning of the process to allow for an easy transition into Moodle in the next phase of course development. Figures 6 - 8 show screenshots of the course content per unit. Figures 9 and 10 show screenshots of some tasks in the Miro board. The entire content of the Miro board is also available [here](#).

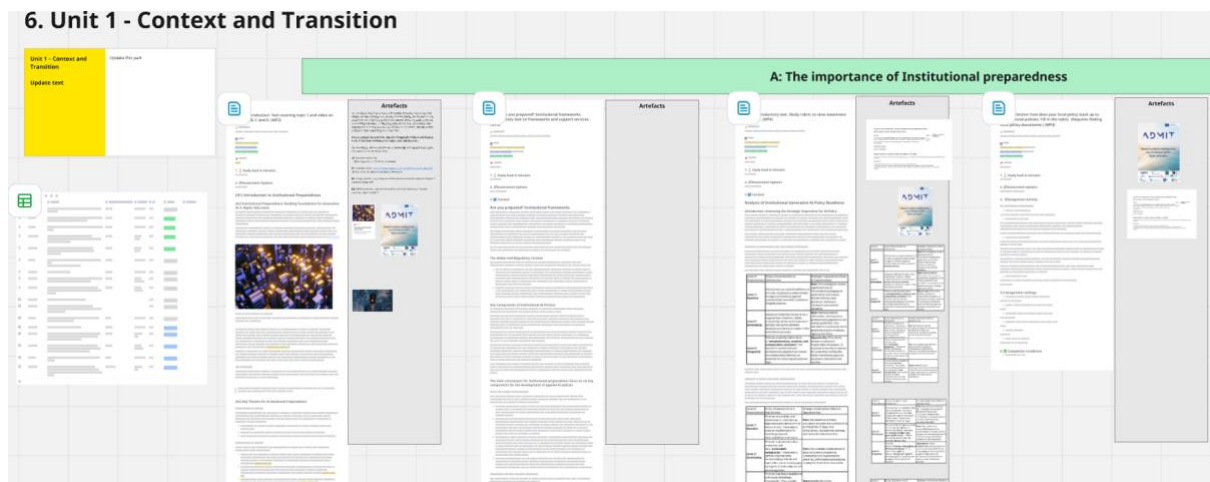


Figure 6: Unit 1 overview screenshot

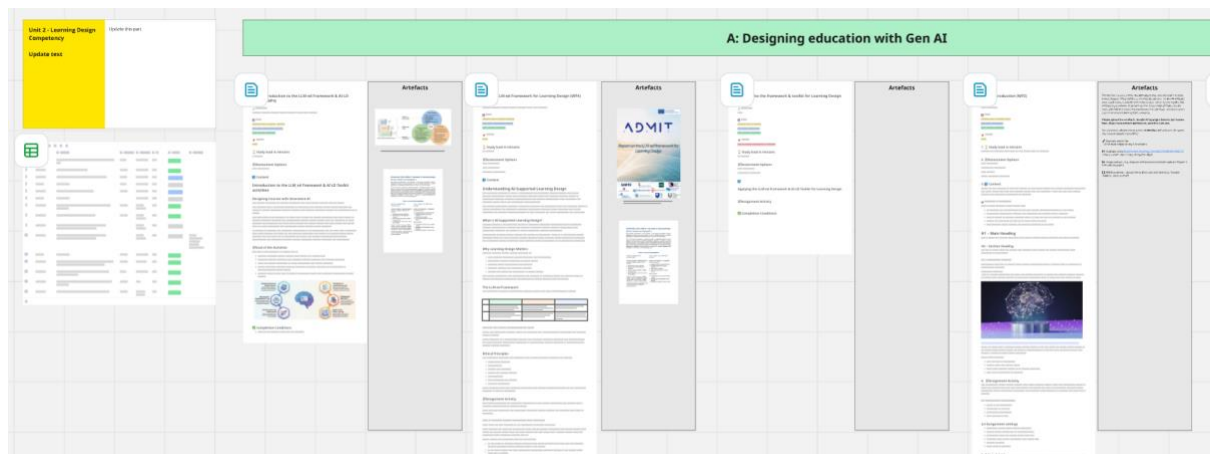


Figure 7: Unit 2 overview screenshot

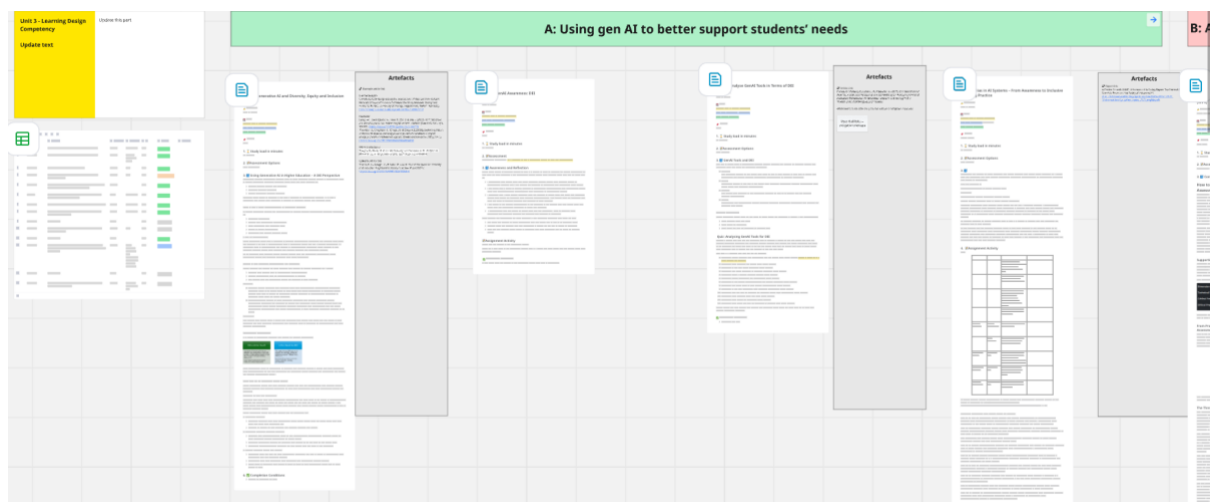


Figure 8: Unit 3 overview screenshot

2.2.1: Read case studies on AI i...

2.2.1: Read case studies on AI integration (WP2)

Author(s)
WP6 Felipe Tessarolo

Date
Starting date of editing:
First Draft completion:
Final Version approved:

Status
Draft

- Study load in minutes**
Indicate the expected study time for this activity (e.g. 10 minutes).
- Assessment Options**
Task completion
Assignment submission
Quiz attempt
Folder (feedback download)
- Content**
Learning from Real-World AI Integration Scenarios

Introduction

Generative AI is increasingly being integrated into higher education, creating new opportunities for teaching, learning, accessibility, assessment, and student support. Research reviewed through the ADMIT project suggests that the question is no longer whether students and educators will use these tools, but how their use can be integrated responsibly, ethically, and effectively within different educational contexts.

The following case studies have been developed from evidence synthesised in **ADMIT Report 3: Report on Trends, Policies and Practices on the Use of LLMs and Generative AI**. The report reviews recent research on the integration of generative AI in higher education, including opportunities, challenges, accessibility considerations, assessment implications, and institutional responses. Each case reflects challenges faced by one of the ADMIT personas and invites you to consider how similar situations may apply within your own educational context.

Artefacts

Figure 9: Task 2.2.1 screenshot – Miro board

3.1. Introduction to the use of ...

3.1. Introduction to the use of AI to plan, develop, and manage assessment (WP4)

Author(s)
Lourdes Guàrdia, Marcelo Maina, Nati Cabrera, Ludovica Fanni

Date
Starting date of editing: 05/2026
First Draft completion: 05/2026
Final Version approved:

Study load in minutes
5 minutes

Assessment Options
Task completion

Content
AI and Assessment in Higher Education

GenAI, particularly through Large Language Models (LLMs), is transforming assessment practices in Higher Education. Its contribution goes beyond improving efficiency: when embedded within sound pedagogical approaches, it can support the design of assessment that is more aligned with learning outcomes, inclusive, adaptive, and learner-centred.

Assessment is no longer viewed solely as a means of measuring achievement at the end of a course. Contemporary Learning Design approaches recognise assessment as an integral component of the learning process—one that promotes engagement, reflection, feedback, and the development of meaningful competencies. Within this perspective, GenAI can support educators throughout the assessment lifecycle while leaving pedagogical responsibility and professional judgement firmly in human hands.

During the planning, it can help align assessment strategies with intended learning outcomes, generate authentic and competency-based tasks, identify potential gaps or sources of bias, and adapt activities to different learner profiles. For example, it may suggest case studies, simulations, debate prompts, or reflective assignments that reinforce specific learning objectives. During the development phase, it can assist in creating assessment rubrics, question banks, feedback prompts, peer-review

Artefacts

The Pedagogical & Ethical Shift

Human Oversight is Essential
AI serves as a catalyst that supports—but never replaces—the educator's professional judgment.

From Recall to Real-World Application
Assessment is moving away from information recall toward critical thinking and creative problem solving.

GOAL	STUDENT TASK	EDUCATOR ROLE
Traditional Focus: Measuring end-of-course outcomes	Traditional Focus: Information recall	Traditional Focus: Administrative grading
AI-Enhanced Focus: Integral part of the learning process	AI-Enhanced Focus: Authentic application & reflection	AI-Enhanced Focus: Learning and high-level support

Figure 10: Task 3.1 screenshot – Miro board

AI Campus Moodle Upload

Once content was finalized on Miro, it was transferred to the AI Campus Moodle platform for delivery. This transition was supported by a range of activities coordinated with the AI Campus team to ensure a smooth migration of content. The AI Campus team created the course template and provided the necessary editing permissions to course editors, enabling them to access and populate the Moodle course directly. Documentation links were shared with course editors to guide them through the

Moodle upload process, alongside help videos to support editors less familiar with the platform. The AI Campus team also created the course skeleton, establishing the underlying structure into which the finalized content could be added. Drawing on this combination of support—template creation, permissions, documentation, and guidance videos—the course content was then uploaded onto the Moodle platform. Figure 11 shows an overview of the structure of Unit 1 on the AI Campus Moodle and Figures 12-15 shows screenshots of tasks within the course on the AI Campus Moodle.

Unit 1: Context and Transition

Start-of-course Questionnaire Student must submit this questionnaire to complete it Hide from menu

The importance of Institutional preparedness

1.2 Are you prepared? Institutional frameworks View Hide from menu

1.3 Analysis of Institutional Generative AI Policy Readiness View Hide from menu

1.3.1. AI Policy Maturity Assessment in your local institution View Make a submission Hide from menu

1.3.2. AI Policy Maturity Assessment in existing AI policy View Make a submission Hide from menu

1.4.1. Understanding the Ethical Risks of GenAI View Hide from menu

1.4.2 Assignment: The 8D Checklist & Personal AI Use Policy View Make a submission Hide from menu

1.4.3. Test your understanding of the 8 ethical dimensions! Receive a grade Hide from menu

Test your understanding of the 8 ethical dimensions before moving on!

Experimental chat! Mark as done Hide from menu

[Example video] Welcome to the course! View Hide from menu

Experimental chat! Mark as done Hide from menu

The importance of staff preparedness: continuous professional development

1.5 GenAI and Continuing Professional Development (CPD) View Hide from menu

1.5.1 Exploring the Role of Generative AI in Education: Key Insights from Research View Hide from menu

1.5.2 (A) Gen-Ai or Not View Hide from menu

1.5.2 Gen-Ai or Not (Quiz) Receive a grade Hide from menu

1.5.2 (B) Gen-Ai or Not View Hide from menu

1.5.3 Testing AI Detection Tools: How Reliable Are They? View Hide from menu

1.6.1. Elective: AI Awareness Self-Assessment Quiz Receive a grade Hide from menu

1.6 Awareness about AI development and use View Hide from menu

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Figure 11: Unit 3 overview screenshot – AI Campus Moodle



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Assessment Your Task: Submit one document (PDF or DOCX) that includes two parts: an ethical checklist and a personal AI use declaration. (📎 You can find templates for both parts available for download below).

Part 1: The 8D Checklist (approx. 1 page)

- **Pick a scenario:** Choose a real university assignment or project where you would use GenAI (e.g., using ChatGPT to brainstorm ideas for an essay, or using an AI coding assistant for a computer science project).
- **Map the 8 Dimensions:** Look back at the 8 dimensions from the previous section. For each dimension, write down:
 - **1 Critical Question** that fits your scenario.
 - **Risk/Gap:** 1–2 sentences explaining the potential issue for a student.
 - **Mitigation:** 1–2 sentences on how you will address this risk.

💡 **Example for 'Transparency':**

- **Question:** Is it clear how I used the AI for this assignment?
- **Risk/Gap:** The professor might think I used AI to write the whole essay, leading to an academic integrity penalty.
- **Mitigation:** I will include a mandatory "AI assistance used" paragraph at the end of my essay, listing my prompts.

Part 2: Draft a Personal AI Use Policy (½–1 page) Based on your checklist, draft a concise "Personal AI Use Policy" (or Contract). Imagine this is a document you attach to

Figure 12: Task 1.4.2 screenshot – AI Campus Moodle



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Designing Courses with GenAI

This section introduces the LLM-ed Framework and AI-LD Toolkit activities that will follow (Figure 1 & 2).

The activities offer a structured approach to supporting the learning design phase, including the design of course structures, learning and assessment activities, and learning materials, through the meaningful use of GenAI.

The main focus of the activities is to learn how to apply the LLM-ed Framework and AI-LD Toolkit to develop coherent, inclusive, and pedagogically aligned course designs with the support of AI tools. Together, the framework and toolkit help organise the design process into clear phases and ensure that AI is used responsibly and purposefully within learning design practices.

In addition to exploring the conceptual foundations of the framework, you will work with a simulated case study. Through this case, you will apply the framework and toolkit to a realistic course design scenario. This will allow you to experience how GenAI can support decision-making, content development, and alignment between learning outcomes, learning activities, and assessment.



Figure 1. LLM-ed Framework pedagogical principals and goal



Figure 13: Task 2.1 screenshot – AI Campus Moodle

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PAGE
5.1.1 Staying Informed: Adapting to GenAI Changes

Page Settings More ▾

View



Key Terms Glossary

Before we start, let's clarify a few terms we use when monitoring AI:

- **Recent Development:** A change in the AI landscape. This could be a new tool feature, a change in a company's privacy policy, or a new university rule.
- **Roles Affected:** Who is impacted by this change (e.g., You, your classmates, your professors).

Figure 14: Task 5.1.1 screenshot – AI Campus Moodle

1.5.2 Gen-Ai or Not (Quiz)

Quiz Settings Questions Results Question bank More ▾

Back

Question 1
Not yet answered
Marked out of 1.00
Flag question
Edit question
(2/2) (2/2)

Artefact Text:
"In today's seminar, we discussed the ethics of artificial intelligence in education. It made me think about how algorithms affect the fairness of university admissions. It's weird to think of a machine deciding who gets to study—aren't humans supposed to be better at empathy and understanding? But then again, maybe machines could make fewer biased decisions than people."

Would you say this text is:

☐ a. Likely human-written
☐ b. Likely AI-generated
☐ c. Difficult to determine

Next page

← 1.5.2 (A) Gen-Ai or Not Jump to activity 1.5.2 (B) Gen-Ai or Not →

Quiz navigation
1 2 3 4 5
Finish attempt ...
Start a new preview

KI-Lernassistent
Ich bin dein KI-Assistent.
Frag mich zu Kursen, Inhalten oder allem rund um den KI-Campus.
Nachricht schreiben

Figure 15: Task 1.5.2 screenshot – AI Campus Moodle

This deliverable has documented the progressive development of the ADMIT Continuing Professional Development (CPD) course and, in particular, how the consortium moved from the commitments set out in the project proposal to a structured and implementable learning experience. In Year 1, the work focused on establishing the educational direction of the course, its target learners and learning outcomes, and on identifying how results from across the project could contribute to the CPD offer. In Year 2, this was developed into a systematic mapping and selection process in which work-package outputs were related to learning outcomes and considered in terms of educational purpose, format, access, licensing, readiness, workload and modularity. The peer learning activity on course design was an important mechanism for this collaborative refinement. In Year 3, these foundations were translated into content production, review and implementation through the shared templates, Miro-based development process and migration to the AI Campus Moodle environment. Overall, the process demonstrates the iterative character foreseen in the proposal: project results were not

transferred directly into the course, but were selected, adapted and transformed into learner-facing content and activities according to their relevance to the agreed learning outcomes.

This course development marks the completion of one phase, with several key steps still planned ahead prior to the course launch. The next stage will involve restructuring to align with the learning goals and peer review of the finalized content, followed by consultation with the Advisory Board and the Quality Assurance Board from the AI Campus team, ensuring the course meets both academic and institutional standards. This will be followed by internal pilot testing ahead of the course's official public launch on 29th October 2026 at EADTU's *Innovating Higher Education 2026* (I-HE2026) conference, held in The Hague, the Netherlands.

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