

Welcome to our newsletter!

We are happy to have you on board for the INFINITE project to make the best use of AI for professional and pedagogical practices in Higher Education (HE)!

In this newsletter, we are delighted to present you how our project plans to support the HE community for the use of AI tools.

As we just released our **Transnational Report**, we are impatient to share with you our first set of research results on the needs and expectations about the use of AI in HE across Europe.

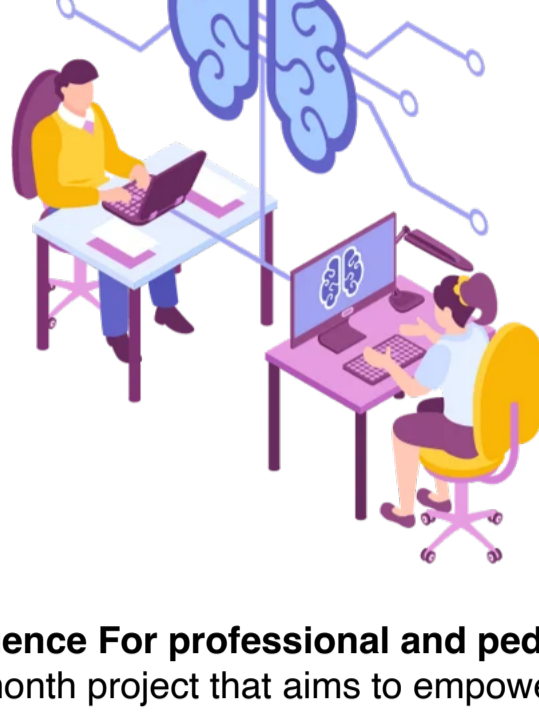
The findings and insights from this report will help our project to tailor its upcoming **AI Literacy Toolkit**, **AI Digital Hub** and **capacity-building courses** based on the actual needs and expectations of HE academics and students.

Interested in staying in touch with us for future news, activities and capacity building opportunities for HE staff, students and other stakeholders? Then, [subscribe to our newsletter here](#) and follow us on [LinkedIn](#), [Instagram](#) and [Twitter!](#)

We wish you a great end of the year.

INFINITE project team

What is INFINITE?



INFINITE – artificial intelligence For professional and pedagogical practices in Higher Education is a 30-month project that aims to empower the HE community for the responsible use of AI in teaching, learning and assessment.

Six partners from Belgium, Cyprus, Greece, Ireland and The Netherlands are working together to develop:

- An **AI Literacy Toolkit** and **AI Digital Hub** with a rich repository of resources for HE academics to make responsible use of AI for innovative teaching and assessment.

- A **Complementary blended course** for HE students to help their understanding of the interdisciplinary nature and implications of the use of AI.

By building capacity and digital resilience of HE staff and students, our project aims to create a domino effect for the **digital transformation of the HE sector and increase the employability of HE graduates**.

[Read more about our project](#)

Our Transnational Report is out!

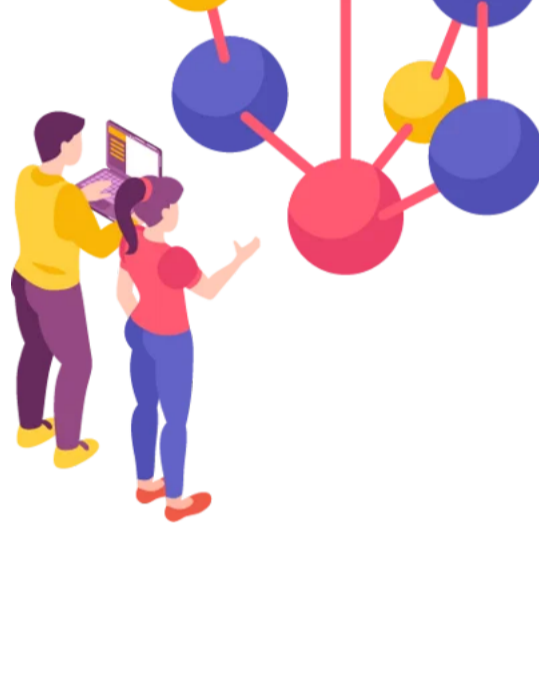


During the first year of the project, INFINITE project partners were busy with carrying out a transnational study to investigate the current state of AI tools in HE education, exploring their applications, challenges, and implications for educators and students.

Our study looked into AI's role in HE through desk research and a needs-analysis survey of 259 HE staff and students involving five European countries (Cyprus, Greece, the Netherlands, Belgium and Ireland).

Desk Research Insights

- **In the administrative sphere**, AI demonstrated its ability to streamline tasks such as scheduling, resource allocation, and document management, significantly enhancing efficiency. Moreover, AI-driven analytics proved invaluable for informing data-driven decision-making, optimising resource utilisation, and supporting strategic planning.
- **Within the realm of pedagogy**, the research highlighted AI's potential to revolutionise the learning experience. AI-powered tools emerged as effective means for personalising instruction, providing tailored feedback, and fostering student engagement. Intelligent tutoring systems, in particular, showed promise in adapting to individual student needs and providing targeted support. Additionally, AI-driven assessment tools demonstrated potential for automating grading and providing detailed performance feedback.



Field Research Findings

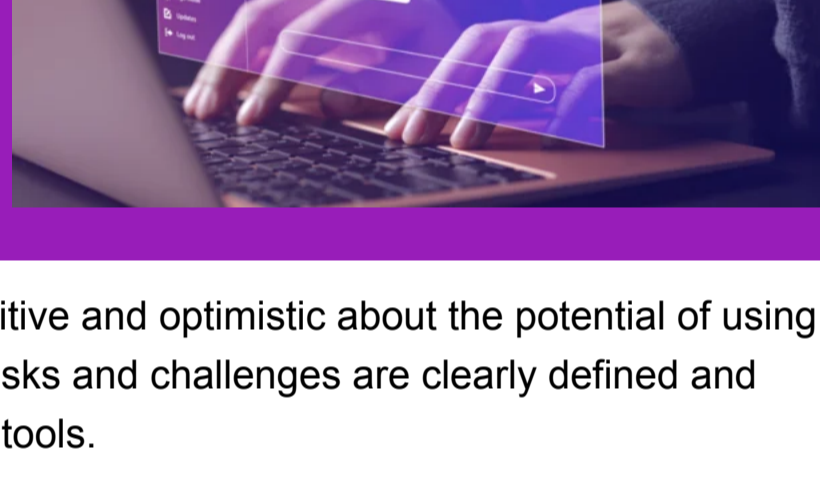
- A majority of respondents expressed a **positive outlook on AI's potential to enhance teaching and learning**. They recognised AI's ability to automate routine tasks, freeing up educators' time for more meaningful interactions with students. Furthermore, there was a strong belief that AI could be used to personalise learning experiences and provide students with more targeted support.

Both the desk research and needs-analysis survey uncovered **challenges** associated with AI integration including concerns on data privacy, algorithmic bias, transparency, accountability and digital divide. There was also a recognition of the **need for explainable AI and ongoing professional development** to equip educators with the skills to effectively integrate AI into their teaching practices.

[Check out the Transnational Report here!](#)

NATIONAL FINDINGS

BELGIUM



The HE community in Belgium is positive and optimistic about the potential of using AI in HE as long as its implications, risks and challenges are clearly defined and understood by everyone using these tools.

The use of AI in HE is understood as a broader concept than a simple adoption and use of tools; it is seen as an opportunity to enhance and transform teaching and learning experiences, to gain insights into the learning progress and to support educators to save time for repetitive tasks to focus on other key tasks that requires human interaction.

Key findings point to the following needs from the side of the HE community:

- Development of reliable and easily accessible resources with tools and good practices to facilitate the staff and students to keep up with the pace of AI technologies.
- Training and capacity building opportunities to empower HE staff to understand how AI tools work and equip them with necessary knowledge and skills to use AI responsibly understanding the legal and ethical implications.
- Providing guidelines and training opportunities for HE students on how to make the best and responsible use of AI tools for their learning.
- Efforts should be made also to create a common understanding of the use of AI in HE to make collaboration possible among HE staff in using AI tools.

[Read more](#)

CYPRUS



AI holds great promise for transforming the higher education sector in Cyprus. While there are clear benefits, particularly in improving efficiency in administrative tasks and personalising learning, its debatable ethical use and technical limitations cannot be ignored. By addressing these challenges through comprehensive training, ethical guidelines, and collaborative efforts, Cyprus has the ambition to position itself as one of the experts in AI-based education.

The following recommendations can be highlighted:

- **Training and resources:** Providing AI training to educators will be important to overcome the challenges mentioned. Institutions must invest in resources that support AI integration.
- **Ethical frameworks:** Clear guidelines on the ethical use of AI in education, particularly around data privacy and bias, are necessary to ensure AI tools are used responsibly.
- **Collaboration and sharing of best practices:** HE institutions should collaborate to share insights, resources, and best practices for AI integration, fostering an approach to AI adoption that is less suspicious and more structured.

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GREECE



The findings from the INFINITE project highlight the transformative potential of AI in Greek HE, offering insights into its current applications, risks, and impacts. While AI tools can significantly enhance teaching and learning processes by making them more personalised, inclusive, and engaging, they also pose several challenges and risks that require careful consideration and strategic implementation.

The integration of AI in Greek HE is hindered by limited resources, knowledge, and practical obstacles, emphasising the need for improved training, resources, and ethical guidelines. Both educators and students recognise the importance of a balanced skill set encompassing technical proficiency, ethical awareness, and strategic utilisation of AI to enhance the educational landscape. Broader skills such as critical thinking and collaboration are equally important.

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IRELAND



The integration of AI in HE is transforming the academic landscape in Ireland, offering numerous benefits from personalised learning experiences to streamlined administrative processes. While challenges such as data privacy and bias need to be addressed, the potential of AI to enhance education is undeniable.

As Ireland continues to embrace AI in its educational institutions, the focus will be on leveraging this technology to create more inclusive, efficient, and effective learning environments. The future of HE in Ireland is set to be more dynamic and innovative, driven by the continuous advancements in AI.

The use of AI is poised to make education more personalised, efficient, and inclusive, setting a new standard for academic excellence in Ireland and beyond.

[Read more](#)

THE NETHERLANDS



The research outcomes in The Netherlands highlight the significant benefits that AI can bring to education, particularly in enhancing efficiency and personalisation. These advantages, however, come with complexities that necessitate vigilant management to tackle issues related to ethics, privacy, and educational equity.

As AI tools become increasingly integrated into educational environments, the importance of critical thinking cannot be overstated. Both educators and students must develop the ability to critically evaluate these technologies, discerning their limitations and potential biases to prevent an over-reliance that could diminish the human element essential to education.

In response to these challenges, institutions must prioritise the integration of critical thinking into their curricula, placing it on equal footing with digital literacy. This strategic emphasis will prepare students and educators not only to use AI effectively but also to question and understand its role within educational contexts.

Ongoing dialogues among all educational stakeholders - students, educators, policymakers, and technology developers - are crucial to responsibly leveraging AI's benefits. Such conversations will ensure that AI supports and enhances educational outcomes while steadfastly upholding the integrity and values of educational institutions.

[Read more](#)

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