

Welcome to our newsletter!

After launching the AI Literacy Toolkit and the AI Digital Hub, full of resources and real-world case studies, we continued with the next phase of the project: delivering the AI Capacity-Building Courses for Higher Education(HE) academics and students.

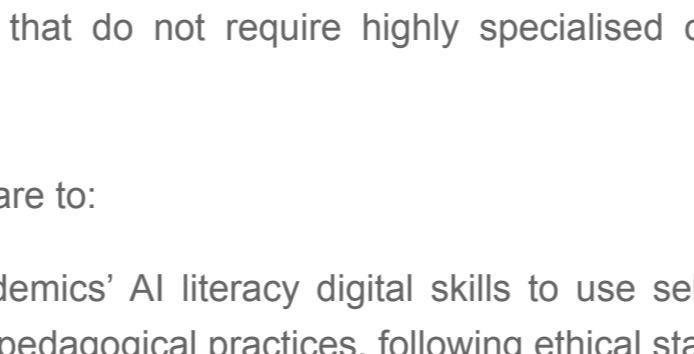
These two dynamic, scenario-based blended courses (25 hours / 1 ECTS) empower academics and students to integrate ethical, innovative AI tools into everyday teaching and learning while acting as multipliers within their institutions.

Stay tuned for further updates as we continue supporting the higher education community in adopting innovative and ethical uses of AI. The INFINITE Final Conference is approaching.

Interested in staying in touch with us for future news, activities and capacity building opportunities? Then, subscribe to our newsletter here and follow us on LinkedIn, Instagram and Twitter!

INFINITE project team

AI Capacity Building through Blended Courses Overview

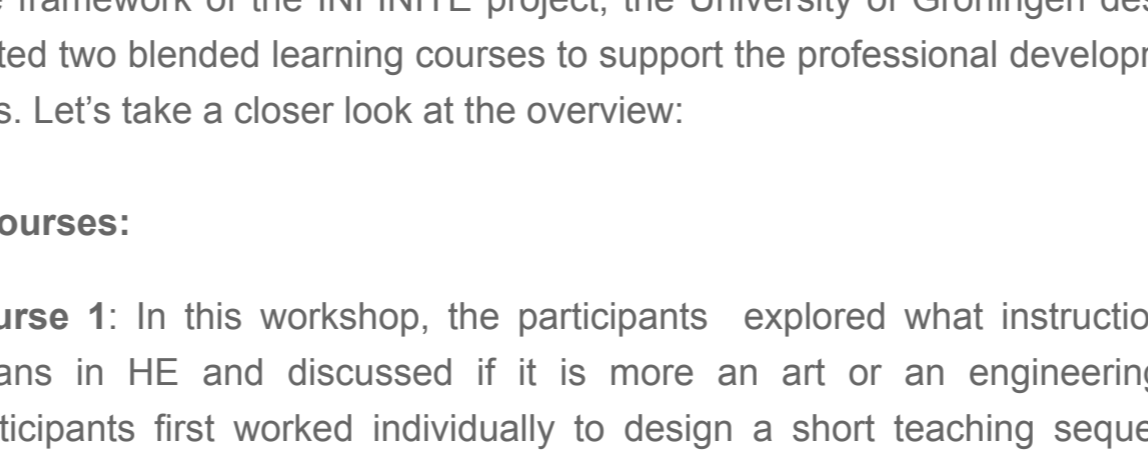


AI Capacity Building courses provide hands-on opportunities for HE academics and students to learn how to integrate open source/freeware AI-based tools in their teaching and learning practices that do not require highly specialised computer skills such as coding or programming.

The specific objectives are to:

- develop HE academics' AI literacy digital skills to use selected AI-based tools in professional and pedagogical practices, following ethical standards
develop HE students' AI literacy digital skills to use selected AI-based tools in their learning, following ethical standards
prepare and support HE instructors and students to adopt and adapt the project resources in their teaching, learning and assessment
raise awareness of the ethical implications of using AI-based tools in HE

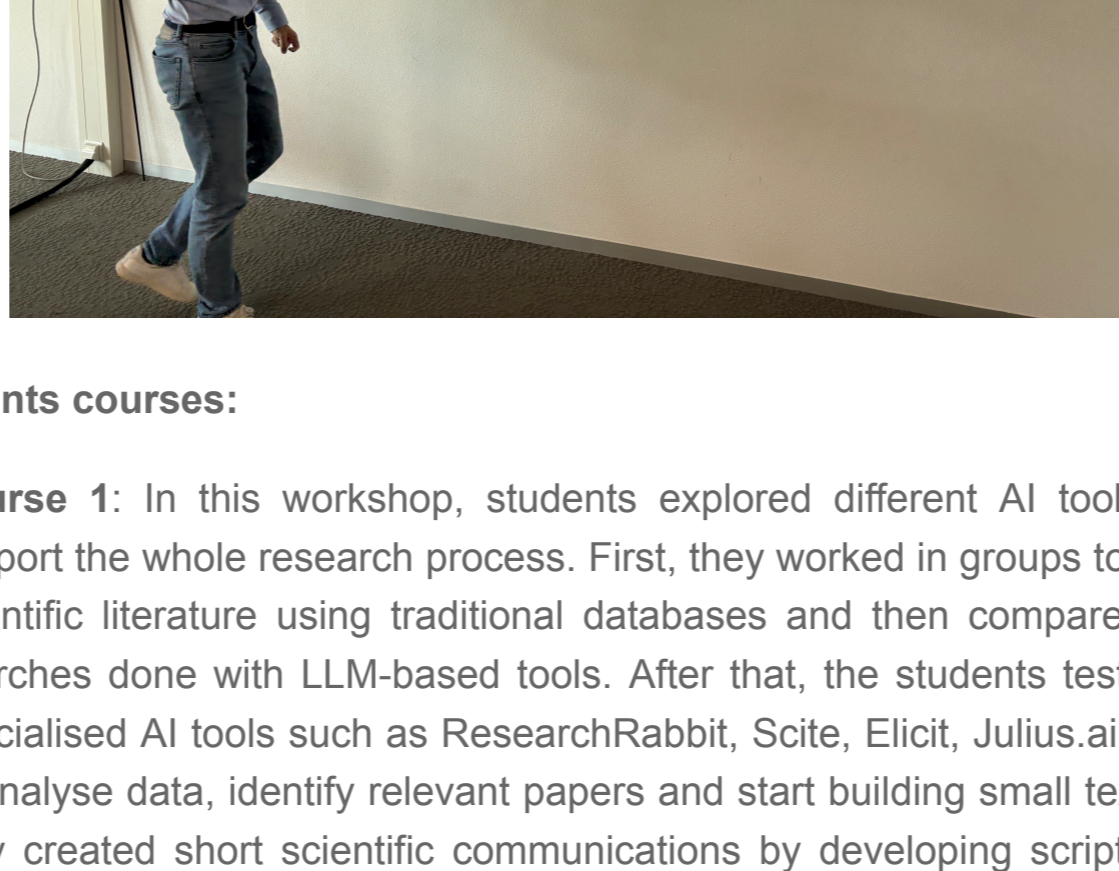
University of Groningen - Blended Course Outcomes



Within the framework of the INFINITE project, the University of Groningen designed and implemented two blended learning courses to support the professional development of HE academics. Let's take a closer look at the overview:

Faculty courses:

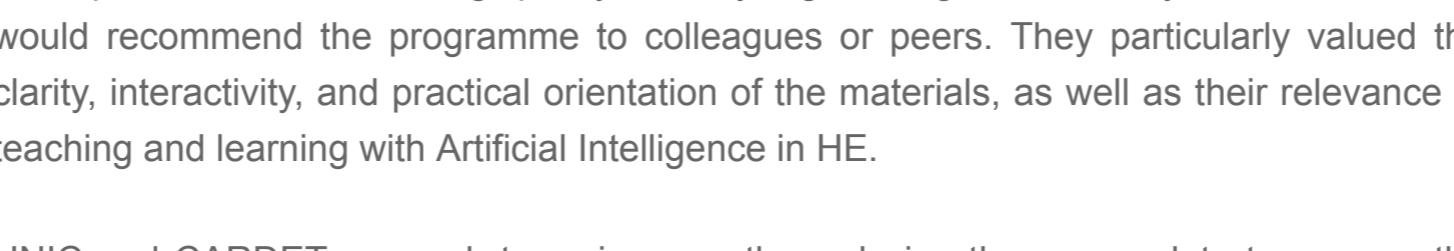
- Course 1: In this workshop, the participants explored what instructional design means in HE and discussed if it is more an art or an engineering process. Participants first worked individually to design a short teaching sequence about buoyancy, and then shared with their group their own design steps and key elements. After that, they worked together to create a model that described which elements teachers need to consider when designing teaching materials.
Course 2: This workshop focused on how assessment and feedback practices need to be rethought in times where students are using AI tools. Starting with a discussion around a real case, where participants reflected on different strategies to deal with AI in assignments.



HE Students courses:

- Course 1: In this workshop, students explored different AI tools that can support the whole research process. First, they worked in groups to search for scientific literature using traditional databases and then compared this with searches done with LLM-based tools.
Course 2: In this workshop, undergraduate students explored different ethical dilemmas that emerge when using AI systems in academic work. The session was structured through six real cases, and participants discussed in small groups issues such as hallucinations, misinformation, gender and racial biases.

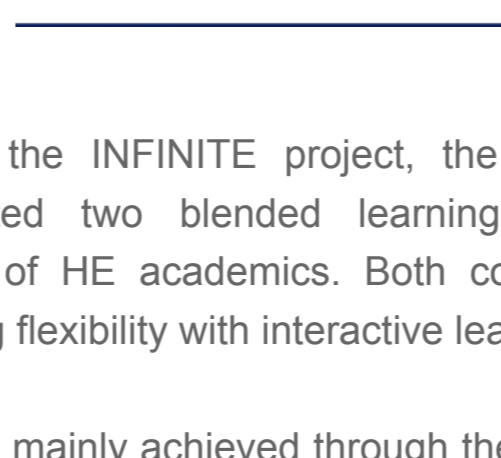
UNIC and CARDET - Blended Course Outcomes from Cyprus



Within the framework of the INFINITE project, the University of Nicosia (UNIC) and CARDET designed and implemented two blended learning courses to improve the digital and pedagogical competencies of HE academics and students.

Participants included academics and students from the University of Nicosia, Global College, and Casa College, representing a cross-section of Cyprus's higher education community. Feedback collected through post-course surveys was highly positive: most participants rated the training quality as very high or high, and nearly all indicated they would recommend the programme to colleagues or peers.

University of the Aegean - Blended learning courses for Higher Education academics



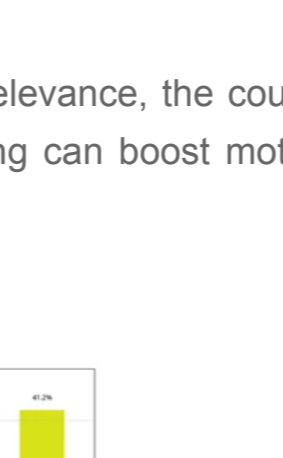
Within the framework of the INFINITE project, the University of the Aegean designed and implemented two blended learning courses to support the professional development of HE academics. Both courses were hosted on the Moodle platform, combining flexibility with interactive learning opportunities.

Participant recruitment was mainly achieved through the project team's professional and personal networks, ensuring the involvement of motivated university staff. A total of 35 academics enrolled in the courses, representing not only the Rhodes unit but also other island campuses of the University of the Aegean.

Throughout the courses, participants explored the educational scenarios created as part of the INFINITE project. Feedback was highly positive - participants found the materials engaging, relevant, and particularly useful for their teaching practice. Twenty-five of them completed both the pre- and post-tests, offering valuable insights into the courses' impact.

The research team is now analyzing the collected data to prepare the National Report, which will summarize the findings and highlight the contribution of these training activities to the project's goals of promoting innovation and inclusivity in higher education.

UCD, Ireland - COMP47500 (Advanced Data Structures in Java) Blended Course Outcomes



The COMP47500 course at University College Dublin showcased how blended learning can merge theory and practice through the use of AI-powered programming tools such as DeepLearning4J, SpellBox, and Tabnine. Students explored these tools in a mix of online and hands-on sessions, developing both technical and reflective skills.

Survey results showed significant improvements across all areas, including a 40% rise in students' intention to use AI in research and ethical practice. Learners reported stronger confidence in applying AI tools to programming challenges and appreciated the flexibility of the blended model.

Highly rated for engagement and relevance, the course demonstrates how integrating AI tools into computer science teaching can boost motivation and prepare students for the evolving digital landscape.

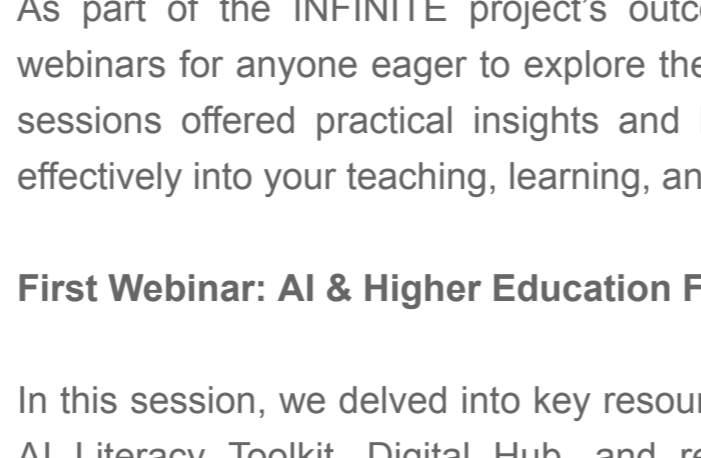


Figure: Percentage Change in Responses (Pre to Post Course)

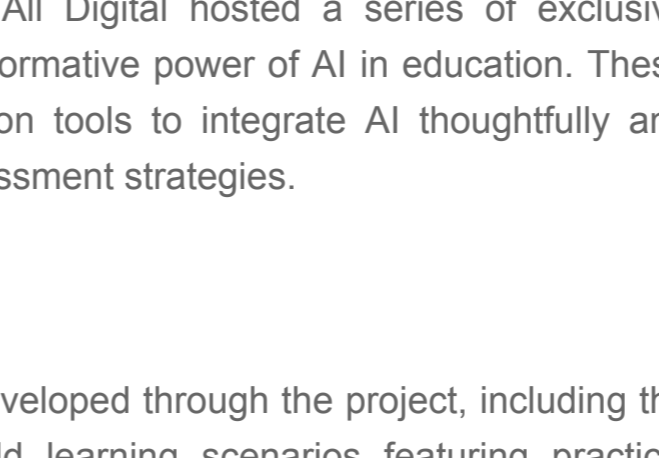
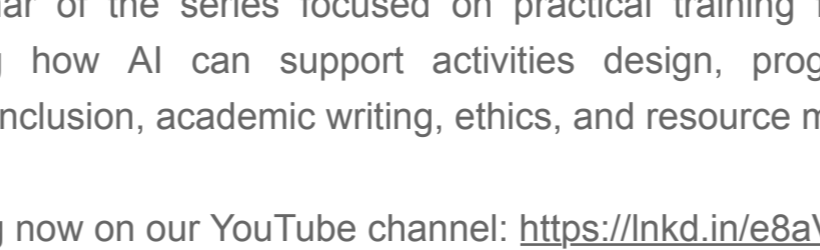


Figure: Radar Chart - Pre vs Post Course Comparison by Category

All Digital - Blended Course Outcomes from Belgium



As part of the INFINITE project's outcomes, All Digital hosted a series of exclusive webinars for anyone eager to explore the transformative power of AI in education. These sessions offered practical insights and hands-on tools to integrate AI thoughtfully and effectively into your teaching, learning, and assessment strategies.

First Webinar: AI & Higher Education Faculty

In this session, we delved into key resources developed through the project, including the AI Literacy Toolkit, Digital Hub, and real-world learning scenarios featuring practical examples. This webinar wasn't just about AI - it was about how AI can enhance student-centred teaching approaches, making education more interactive, inclusive, and innovative.

Watch the recording now on our YouTube channel: https://lnkd.in/en8bAC3e

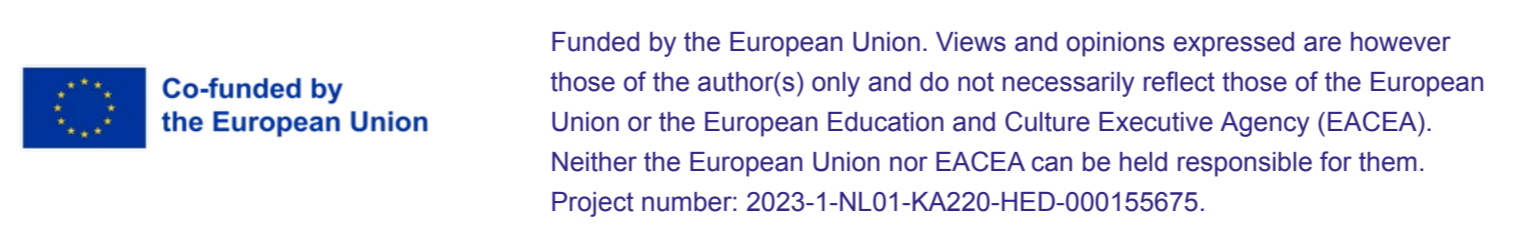
Second Webinar: AI & Higher Education Faculty

The second Webinar of the series focused on practical training for higher education students, exploring how AI can support activities design, programming, research, language learning, inclusion, academic writing, ethics, and resource management.

Watch the recording now on our YouTube channel: https://lnkd.in/en8aVGS-9

Combined Material of the Two Webinars: https://lnkd.in/enNnMCZ3

The Way Forward



We will soon launch national dissemination workshops across partner countries, culminating in the Final Event in Groningen!

To ensure broad uptake and dissemination of project results, INFINITE implements a comprehensive communication strategy that includes regular news articles, newsletters, and participation in key academic and policy events.