INFINITE
AI in Higher Education

ACTION PLAN

ALL DIGITAL AND UNIVERSITY OF THE AEGEAN

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Executive summary

This Action Plan serves as a strategic roadmap for Higher Education Institutions to transition from fragmented AI experimentation toward the systematic, ethical, and sustainable integration of AI across teaching, learning, assessment, and research. Grounded in the evidence-based findings of the INFINITE project, the plan advocates for a multi-dimensional transformation that aligns institutional governance with pedagogical innovation and continuous professional development. By prioritizing critical AI literacy, process-oriented assessment redesign, and robust ethical frameworks, HEIs can foster a culture of responsible AI use that enhances student engagement and ensures long-term institutional resilience. Ultimately, the plan provides a scalable and adaptable framework for embedding AI into the core of higher education, safeguarding academic integrity while equipping both staff and students with the critical competencies required for a rapidly evolving digital landscape.

This Action Plan is based on the AI Capacity Building and Courses Transnational Report, prepared by the University of the Aegean team and available on the INFINITE project website: link.

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1. Purpose and Scope

This Action Plan outlines a structured and transferable roadmap to support Higher Education Institutions (HEIs) in the systematic, ethical, and sustainable integration of Artificial Intelligence (AI) into teaching, learning, assessment, and research practices.

Building on the transnational evidence generated through Work Package 4 (WP4), the plan recognises that AI integration is not a purely technological enhancement, but a multi-dimensional transformation process that requires alignment between pedagogical practices, institutional governance, and professional development structures .

The Action Plan is designed to be adaptable across diverse institutional contexts, while maintaining a strong focus on scalability, sustainability, and alignment with European priorities on digital transformation and responsible AI use.

2. Strategic Objectives

The proposed actions aim to support HEIs in progressing from fragmented experimentation towards structured and sustainable implementation. In particular, the plan seeks to:

strengthen institutional readiness by establishing clear governance and support mechanisms for AI integration

enhance the AI literacy of both academic staff and students, with emphasis on critical and reflective use

promote ethical, transparent, and responsible engagement with AI technologies

enable pedagogical innovation, particularly in relation to teaching design and assessment practices

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ensure that AI integration is embedded within long-term institutional strategies rather than short-term initiatives

3. Core Principles for Implementation

The WP4 findings consistently highlight that the effectiveness of AI integration depends less on the quality of individual interventions and more on the extent to which these are embedded within institutional structures.

First, institutions should prioritise systemic integration over isolated initiatives. Training activities or pilot projects that operate outside formal structures tend to produce limited and short-lived impact, whereas those embedded within curricula or professional development frameworks demonstrate significantly stronger outcomes .

Second, AI capacity building should focus on critical AI literacy rather than technical proficiency alone. Participants benefit most when they are equipped to evaluate AI tools, understand their limitations, and engage with them responsibly, rather than simply learning how to operate specific platforms.

Third, institutions should adopt a competence-based approach, emphasising transferable skills such as critical judgement, ethical reasoning, and tool evaluation. This is particularly important given the rapid evolution of AI technologies, which renders tool-specific training quickly outdated.

Finally, ethical reflection should be treated as a core dimension of AI integration, rather than an additional or optional component. Across all WP4 implementations, engagement was strongest when participants were encouraged to explore issues such as bias, academic integrity, and responsible use.

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4. Action Areas and Recommended Measures

4.1 Institutional Governance and Policy

A foundational step for HEIs is the establishment of a coherent institutional framework that defines how AI technologies can be used across teaching, learning, research, and administrative practices.

Institutions are encouraged to develop clear and accessible guidelines that articulate acceptable and non-acceptable uses of AI. These guidelines should address key areas such as academic integrity, authorship, data protection, and the use of AI in assessment. Importantly, such policies should not function solely as restrictive instruments, but as enabling frameworks that provide clarity and confidence for both staff and students.

The WP4 findings underline that uncertainty regarding institutional expectations and legal constraints significantly hindered the adoption of AI practices. Therefore, aligning AI-related policies with existing institutional regulations and European frameworks is essential to support consistent and responsible implementation .

4.2 AI Capacity Building and Professional Development

Effective AI integration requires sustained investment in the development of staff and student competences. Rather than relying on optional workshops or ad hoc training sessions, HEIs should embed AI literacy within formal professional development structures and, where possible, within academic curricula.

This includes the introduction of structured training programmes that combine conceptual understanding with guided practical application. Blended learning formats—integrating face-to-face interaction with online and asynchronous components—have proven particularly effective

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in accommodating diverse needs while maintaining engagement.

To further support participation and completion, institutions may consider recognising AI training through micro-credentials or certification schemes. WP4 evidence indicates that participation levels and learning outcomes are significantly higher when training is formally recognised and integrated within institutional frameworks .

4.3 Pedagogical Integration

For AI to have meaningful impact, it must be embedded within authentic teaching and learning practices. This requires moving beyond abstract discussions of AI and towards discipline-specific applications that reflect real academic contexts.

Educators should be supported in designing learning activities that incorporate AI tools in ways that enhance, rather than replace, student engagement. Scenario-based and inquiry-driven approaches are particularly effective, as they encourage students to critically explore the opportunities and limitations of AI within their field of study.

WP4 implementations demonstrate that hands-on experimentation, when guided by clear pedagogical objectives, significantly increases confidence and supports deeper learning. This highlights the importance of aligning AI use with disciplinary practices and learning outcomes .

4.4 Assessment Redesign

One of the most critical areas for AI integration concerns assessment practices. Traditional assessment models, which often focus on final outputs, are increasingly challenged by the availability of AI tools.

HEIs are therefore encouraged to adopt more process-oriented assessment approaches, which emphasise the development of reasoning, critical reflection, and transparency. This may include

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requiring students to document how AI tools were used, reflect on their outputs, and critically evaluate their reliability.

Such approaches not only support academic integrity, but also align assessment with the skills that students need to develop in an AI-enabled environment. WP4 findings confirm that without changes to assessment design, the practical integration of AI remains limited and inconsistent .

4.5 Ethical and Responsible AI Use

Ethical considerations should be embedded across all dimensions of AI integration. This involves not only raising awareness, but also developing the capacity to make informed and responsible decisions in practice.

Institutions should ensure that training and teaching activities explicitly address issues such as bias, transparency, data privacy, and the environmental implications of AI technologies. Scenario-based discussions and real-world examples can be particularly effective in helping participants navigate complex ethical dilemmas.

WP4 results indicate that ethical reflection is one of the most powerful drivers of engagement, reinforcing the need to position ethics at the centre of AI literacy initiatives .

4.6 Infrastructure and Tool Ecosystem

The successful integration of AI also depends on the availability of appropriate technological infrastructure. HEIs should provide access to institutionally approved AI tools that meet data protection and compliance requirements.

Clear guidance should be provided regarding which tools can be used for specific purposes, particularly in relation to uploading academic work or sensitive data. This helps to mitigate risks while enabling meaningful experimentation.

WP4 implementations revealed that limited access to approved tools and uncertainty regarding their use significantly

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constrained adoption, highlighting the importance of institutional support in this area .

4.7 Communities of Practice and Collaboration

Sustainable AI integration requires ongoing collaboration and knowledge exchange. HEIs are encouraged to establish communities of practice that bring together educators, researchers, and support staff from different disciplines.

These communities can facilitate the sharing of experiences, the development of new approaches, and the continuous refinement of practices. They also play a key role in maintaining momentum beyond initial training activities.

WP4 findings demonstrate that without such structures, engagement tends to decline after the initial intervention phase, limiting long-term impact .

5. Implementation Approach

To support structured adoption, HEIs may consider a phased approach to implementation.

The initial phase should focus on preparation, including the development of governance frameworks, identification of priorities, and allocation of resources. This should be followed by pilot implementations, where selected courses or departments experiment with AI integration in controlled settings.

Based on the insights generated, institutions can then move towards scaling and institutionalisation, embedding AI practices within curricula and professional development structures. Finally, a sustainability phase should ensure continuous evaluation, adaptation, and alignment with emerging technological and policy developments.

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6. Monitoring and Evaluation

Monitoring should combine quantitative and qualitative indicators to capture both participation and impact. This may include tracking the number of participants trained, courses integrating AI, and levels of engagement, alongside qualitative evidence of pedagogical innovation and changes in practice.

Importantly, evaluation mechanisms should be embedded within learning processes wherever possible, rather than relying solely on external surveys. WP4 experience shows that integrated evaluation approaches lead to higher response rates and more meaningful insights .

7. Sustainability Considerations

Ensuring long-term impact requires moving beyond one-off interventions towards continuous development. This includes maintaining professional development opportunities, updating institutional policies, and supporting ongoing collaboration among stakeholders.

The WP4 findings clearly indicate that while short-term training can significantly improve knowledge and attitudes, sustainable impact depends on institutional alignment and long-term support structures .

8. Conclusion

The INFINITE project demonstrates that AI integration in higher education is a systemic transformation challenge rather than a technical adjustment.

This Action Plan provides HEIs with a structured framework to transition from fragmented and exploratory use of AI towards coordinated, sustainable, and ethically grounded integration.

By aligning governance, pedagogy, and practice, institutions can ensure that AI contributes meaningfully to innovation in

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teaching, learning, and assessment, while safeguarding academic integrity and supporting the development of critical, future-ready competences.

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