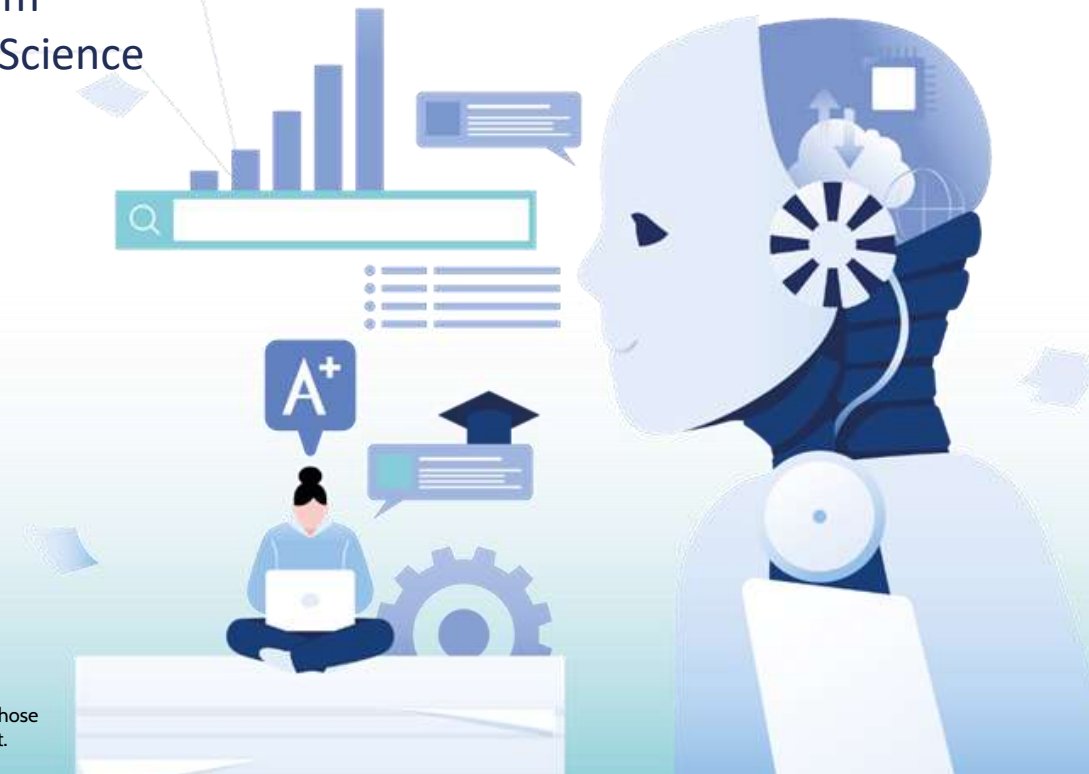


TaLAI: Developing a Platform and Teacher Training for Ethical Use of GenAI in Teaching and Learning

Dr. Julia Dawitz & Emma Wiersma
University of Amsterdam
Teaching & Learning Centre Science



TaLAI Teaching and Learning
with Artificial Intelligence
in Higher Education



Check-in



1. **[5 min]** Pick a card and finish the sentence
2. **[2 min]** Cluster the completed cards into themes (e.g. tech, pedagogy, policy)
3. **[3 min]** Identify which of your “If onlys” could realistically be addressed by a MOOC

Programme



1. Check-in
- 2. TaLAI project**
3. What have we found so far?
4. Brainstorm about AI teacher training & online platforms
5. Check-out

TaLAI project

Teaching and Learning with AI in Higher Education



Goal

To lead the way in introducing innovative pedagogical approaches that integrate AI in higher education in an ethical way. It aims to empower both educators and students in developing AI literacy and competence.

Project team



UNIVERSITEIT VAN AMSTERDAM

What does TaLAI do?



Literature review: Tillmanns et al., 2024

*Mapping Tomorrow's Teaching and Learning Spaces:
A Systematic Review on GenAI in Higher Education*



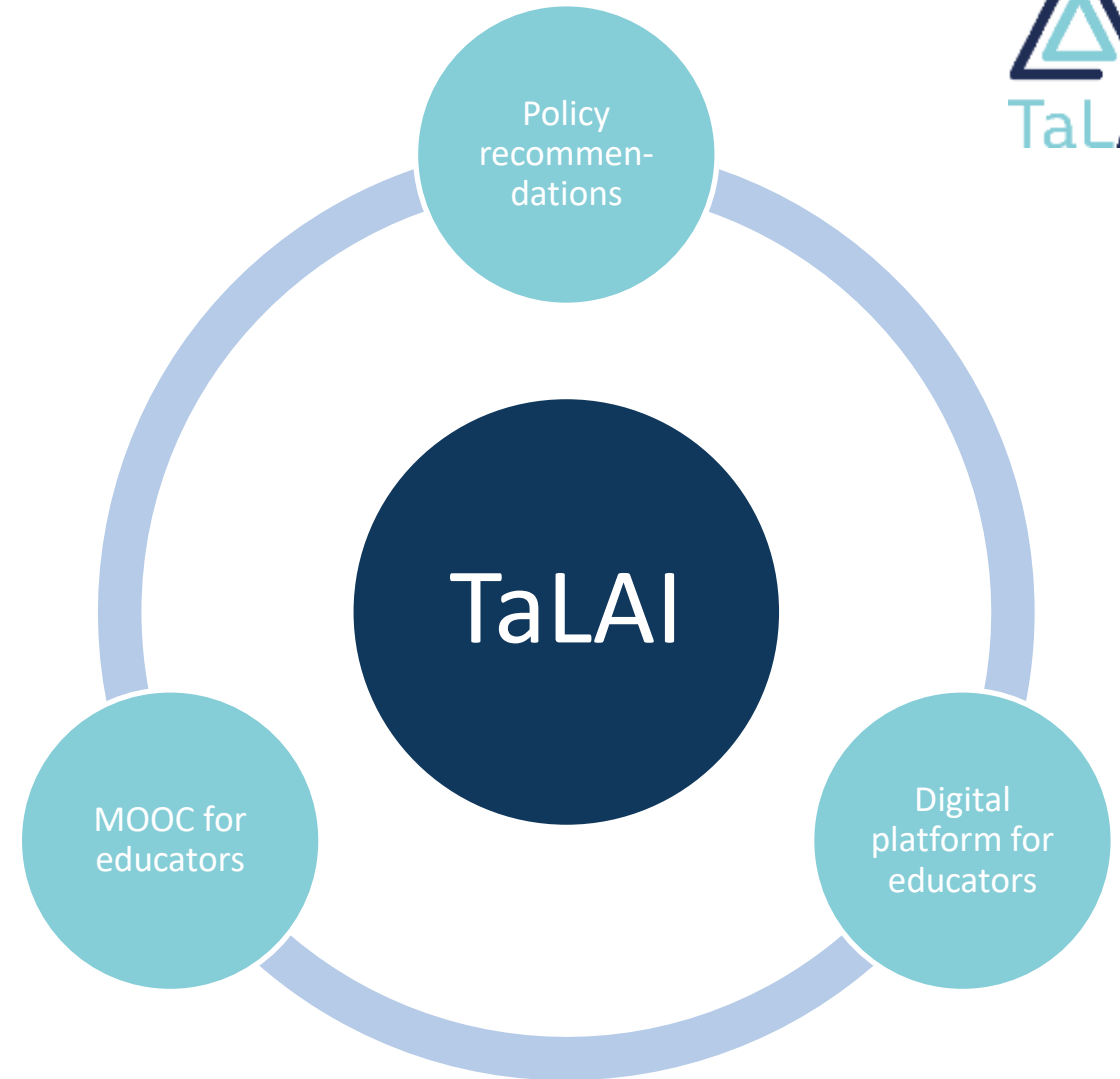
Survey: Rudra et al., 2025

*Use and Perception of Generative AI in Higher Education:
Insights from the ERASMUS+ Project 'Teaching and
Learning with Artificial Intelligence' (TaLAI)*



Policy Guidelines: in prep

*Evidence-Informed Guidelines for Ethical Assessment with
Generative AI in Higher Education: From Systematic
Synthesis to Collaborative Guideline Development*



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Survey about current status of GenAI in HE



We asked educators & students about their **use, perception and acceptance of GenAI** in higher education



118 educators & 152 students responded
Mostly European (88%)
Between June 12, 2024 and September 2, 2024



Longitudinal design: Semi-annual
2nd measuring period: Nov 2024 till March 2025
3rd measuring period: Just started, please join!



Key findings survey summer 2024



99% of students and 98% of educators use GenAI at least once a month

77% of educators allow GenAI but only 56% of students report being encouraged to use it

42% of students and 13% of educators don't know whether there is a policy on GenAI – 7% of students and 33% of educators report there is no policy

Both groups perceive the impact of GenAI on learning as rather neutral and seem to have no clear opinion

TAKE HOME: Need for institutional support

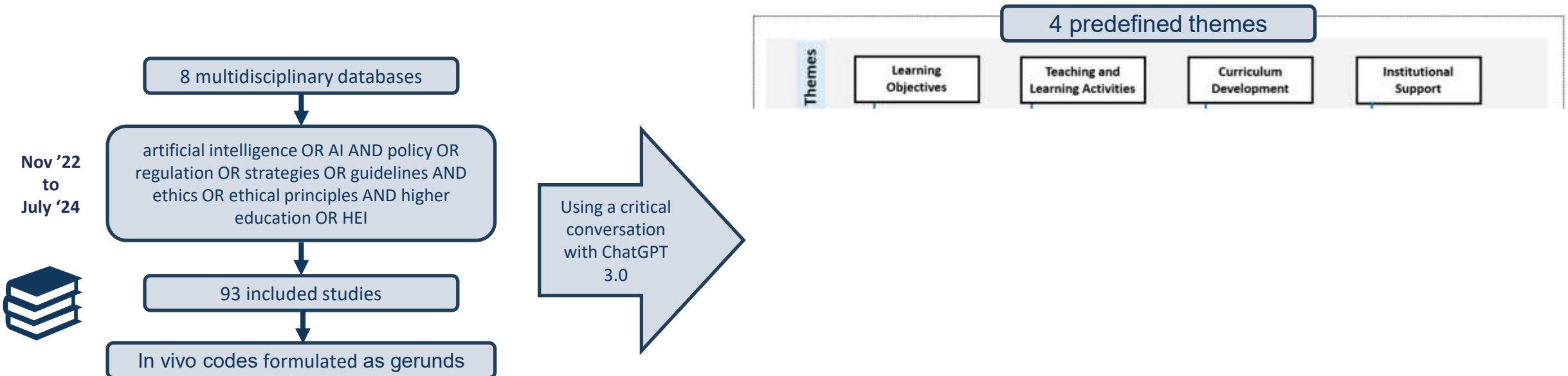
Clear guidelines & training for educators and resources for students are needed for responsible use of GenAI.



Rudra, S., Weber, P., Tillmanns, T., Filho, A. S., Wiersma, E., Dawitz, J., Dudenaite, D. and Reynolds, S. (2025). **Use and Perception of Generative AI in Higher Education: Insights from the ERASMUS+ Project 'Teaching and Learning with Artificial Intelligence' (TaLAI)**. In *Proceedings of the 17th International Conference on Computer Supported Education – Volume 2: CSEDU*; ISBN 978-989-758-746-7; ISSN 2184-5026, SciTePress, pages 319-330. DOI: 10.5220/0013360200003932

Systematic Literature Review - Thematic analysis

Aim: Practical recommendations from literature on the use of GenAI in higher education?



Systematic Literature Review - Key takeaways



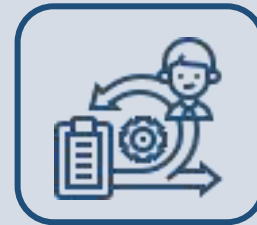
Ensure clear and transparent communication of policies and expectations regarding GenAI use



Take an international and multi-stakeholder approach to align GenAI with responsible and beneficial use



Provide training and resources to effectively use and integrate GenAI into teaching and learning practices

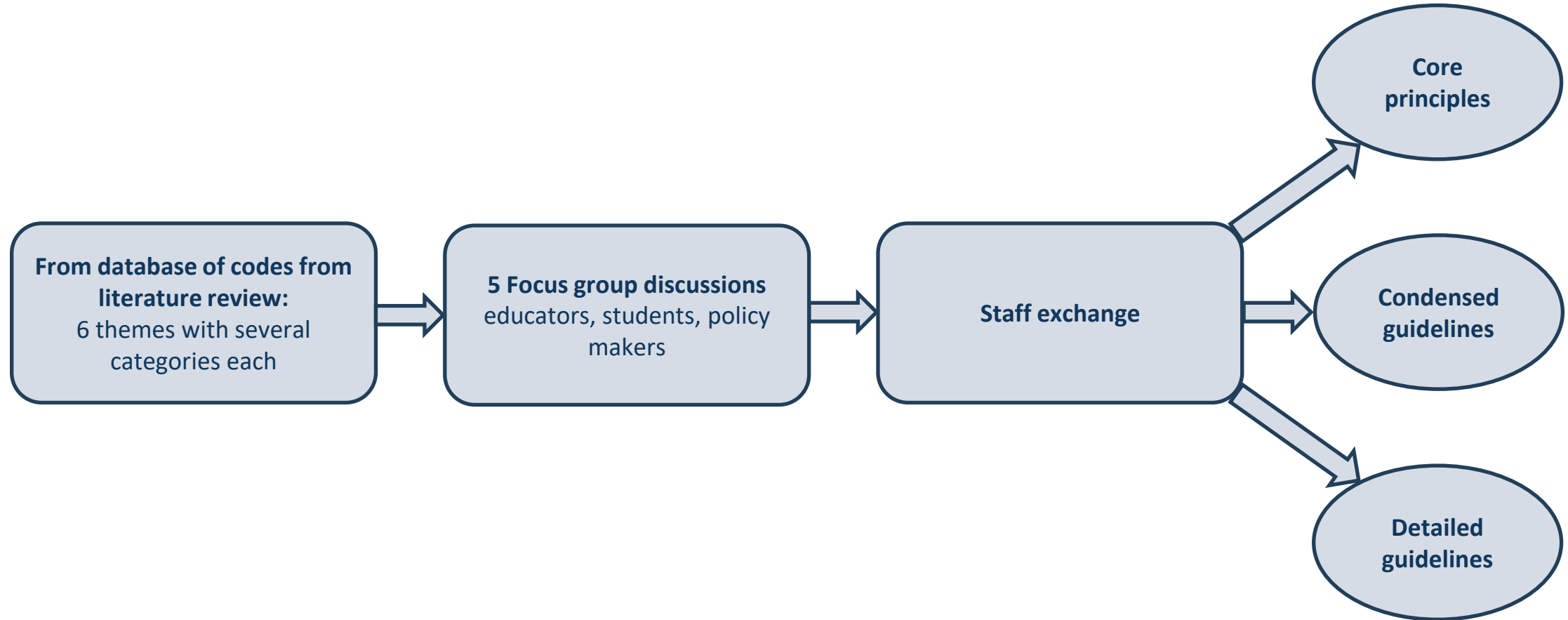


Engage students in policy-making to foster co-creation and ensure more effective, widely accepted GenAI guidelines



Establish robust policies and guidelines for responsible GenAI integration in higher education

Assessment policy guidelines - Method



Assessment policy guidelines - Results

Sneak peak



Core principles



+ detailed [for lecturers & educators] and condensed [for policy makers] guidelines

Interim conclusion

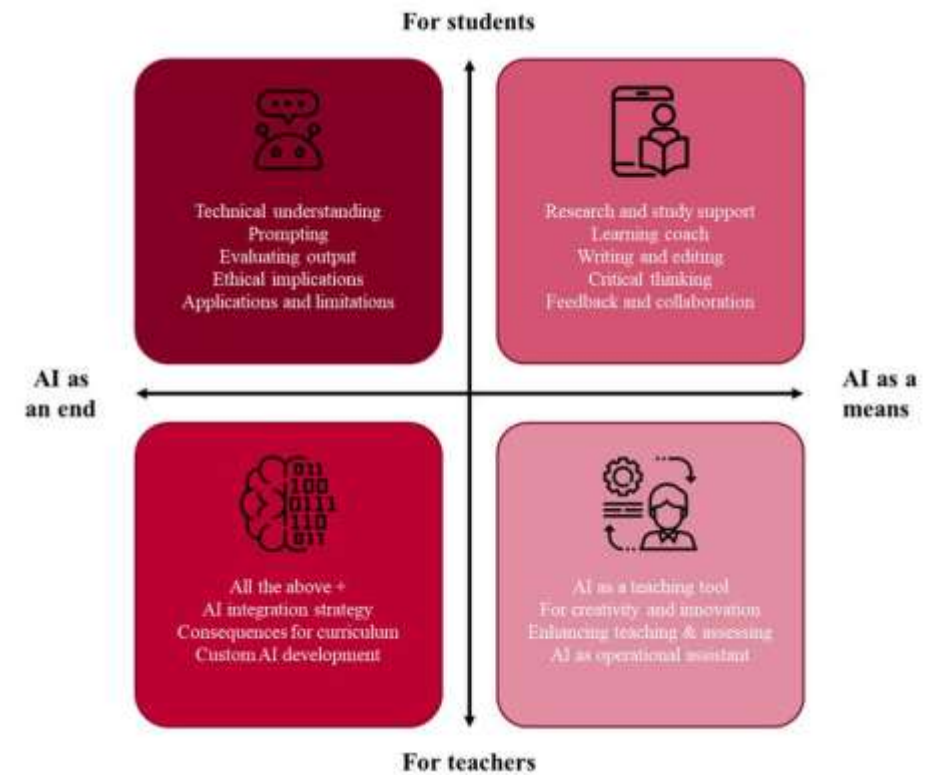


Based on insights from the survey, the review and the development of the policy recommendations for assessment:

- The survey points to the need for **policies and training**
- The literature (review) asks for **policies and training**
- We are **co-creating policies** for assessment in times of GenAI
- Next step: **create training** → MOOC

MOOC for educators - Mission statement

Educators have the knowledge, skills and community to navigate the changes in teaching and learning in higher education with **confidence, trust, critical thinking and adaptive/change mindsets**



[VLT programme TLC UvA](#)

Design MOOC

WHY DO THIS MOOC AND NOT
ONE OF THE OTHER 10.000?

Basic GenAI
knowledge

What is it?

How does it work?

Prompt
engineering

Issues

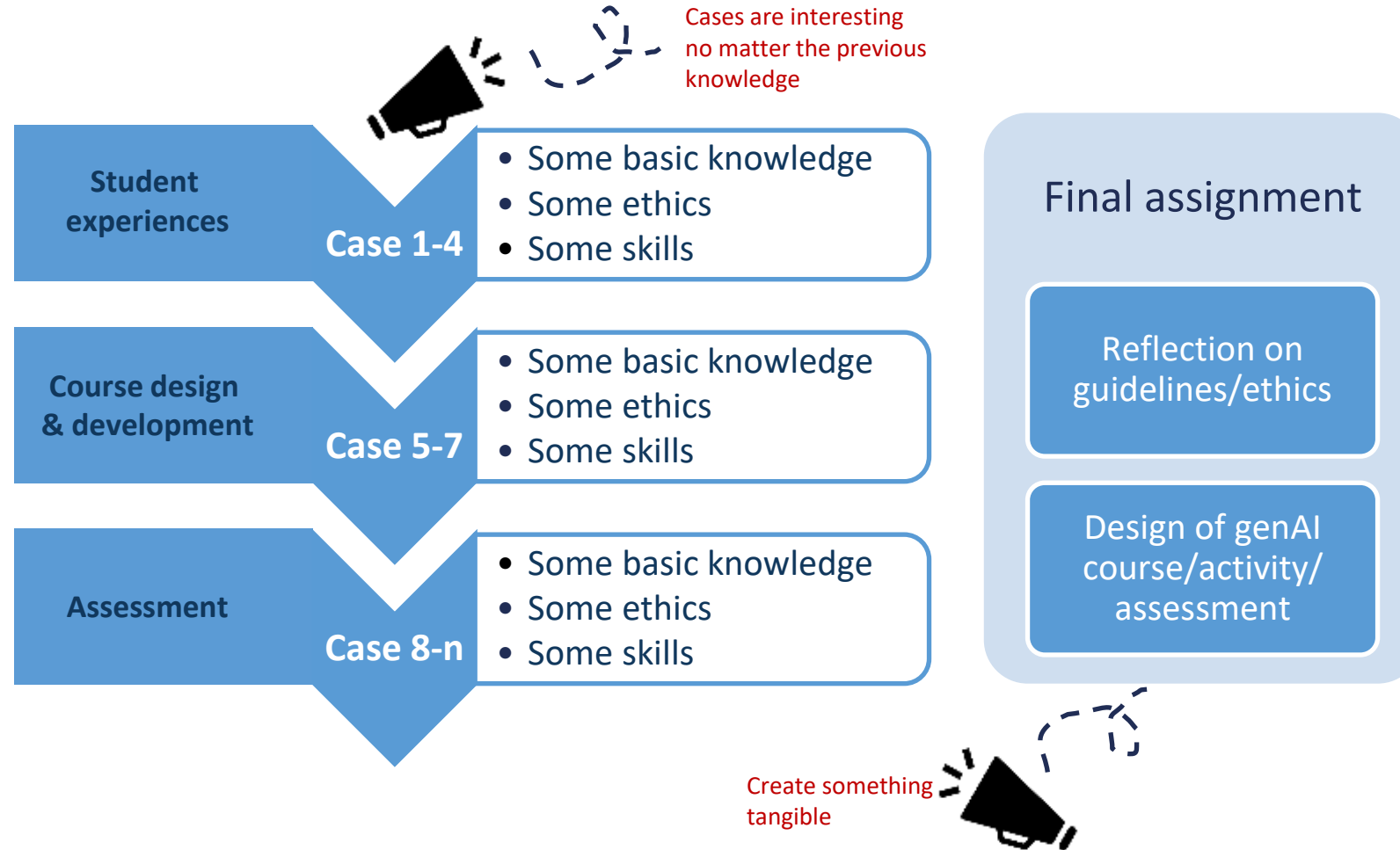
Teaching GenAI
literacy

Final assignment

Reflection on
guidelines/ethics

Design of genAI
course/activity/
assessment

New MOOC design proposal



tlc.uva.nl/ai-pilots

Programme

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AI utilization statement:

ChatGPT was used to help brainstorm ideas for the workshop exercises

1. Educator needs

What do educators truly need from teacher training and online platforms to navigate the GenAI landscape?

- 1. [5 min]** Create a persona for an educator that needs this training/platform
- 2. [15 min]** Fill in the AI Compass with your group
- 3. [10 min]** Each group shares the key points from their AI Compass

2. Multimedia & interactivity

How can we deliver the educator MOOC and digital platform in engaging, interactive, multimedia-driven ways?

- 1. [5 min]** Brainstorm in small groups about possible (multimedia) formats and interactive elements that can be used in a MOOC, categorised into 4 interaction types
- 2. [15 min]** Connect the (multimedia) formats and interactive elements to our MOOC topics; what would be the best way to bring that information across?
- 3. [5 min]** Each group presents their ideas in 1 minute

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Check-out



Answer the following questions in 1 minute:

1. Which topic do you think is most important to include in teacher training about AI?
2. What should the MOOC creators keep in mind when creating the MOOC? What is your advice?

More information?



VISIT
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PLEASE HELP US BY DOING THE
SURVEY!