GenAI's impact on inclusive learning communities

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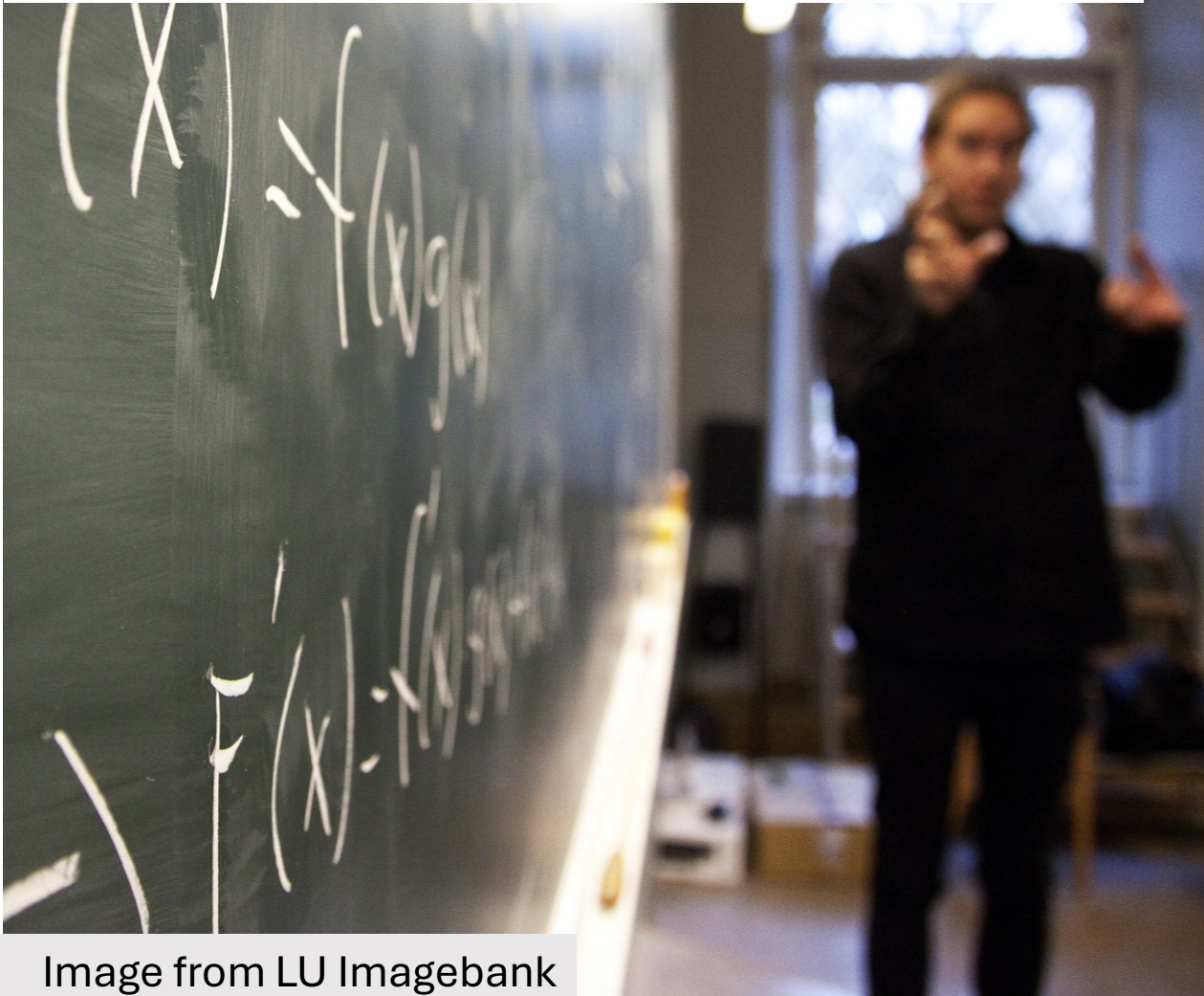# Students can face barriers to learning for many reasons

Image from LU Imagebank

Physical barriers

Being the **first in a family** to attend university.

Being a **newcomer** to a national educational system.

Being **neurodivergent** and needing different approaches to organising their learning.

Balancing **work, family, and study** responsibilities.

Feeling **excluded** due to background, language skills, accent, or identity.

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Developing an inclusive learning community

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- Don't attempt to remove a whole series of individual barriers

- Discuss issues of equality **and address them** visibly

- Enable students to feel empowered to be themselves **and** to be in your classes

Four tips for inclusive teaching

Recognition of Diversity – Teaching methods should reflect diverse student needs.

Intentional Engagement – Learning should be **relevant and accessible**.

**Equitable Opportunities** – The classroom should foster **co-creation of knowledge**.

Removal of Barriers – Learning should be **accessible to all**

Image from LU Imagebank

Four tips for inclusive teaching

Criterion	Opportunities from GenAI	Challenges from GenAI
Recognition of Diversity – Teaching methods should reflect diverse student needs.	AI can provide multiple perspectives on course material.	AI-generated content may reflect biases.
Equitable Opportunities – The classroom should foster **co-creation of knowledge**.	AI can facilitate peer review and discussion.	Over-reliance on AI may reduce meaningful engagement.
Intentional Engagement – Learning should be **relevant and accessible**.	AI can generate engaging learning activities.	AI could encourage shortcuts over deep learning.
Removal of Barriers – Learning should be **accessible to all**	AI tools can support students with disabilities, and improve presentation of writing for all	Not all students have equal access to AI tools.

List one way GenAI might help to make education inclusive in your context, and one concern you have.
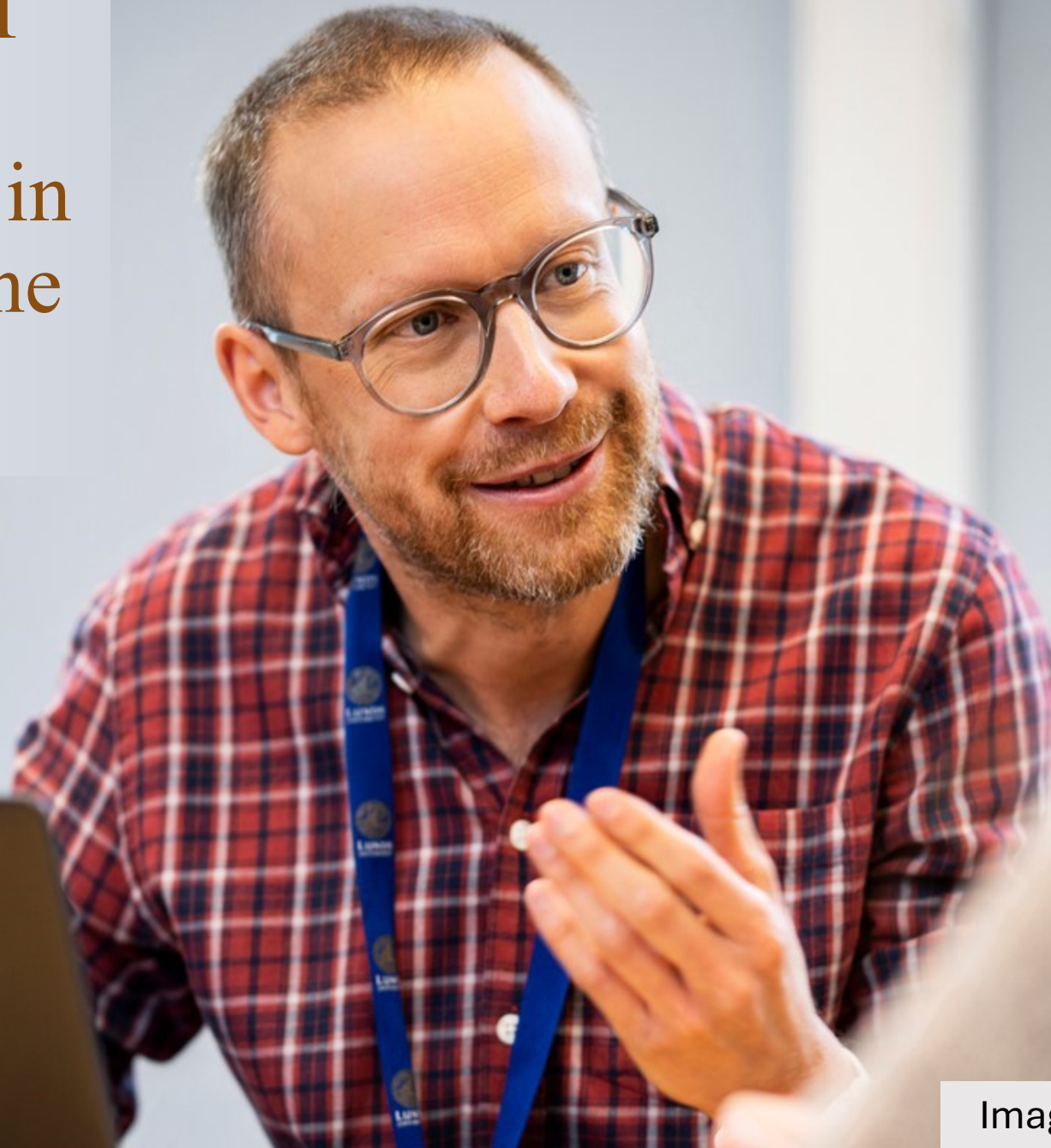
Suggestions for cautious development

1. Ensure that there are safe and supportive spaces for colleagues to explore the use of GenAI collectively. Be experimental, be transparent, be critical, be honest.

2. Consider ways to co-construct assessments and curricula in partnership with students.

3. Recognise that there are inbuilt biases in GenAI due to the use of existing data sources and make sure that these potential biases are well understood by both staff and students

4. Review academic integrity policies to ensure that there is clarity on the acceptable use of GenAI across the full range of assessment types.
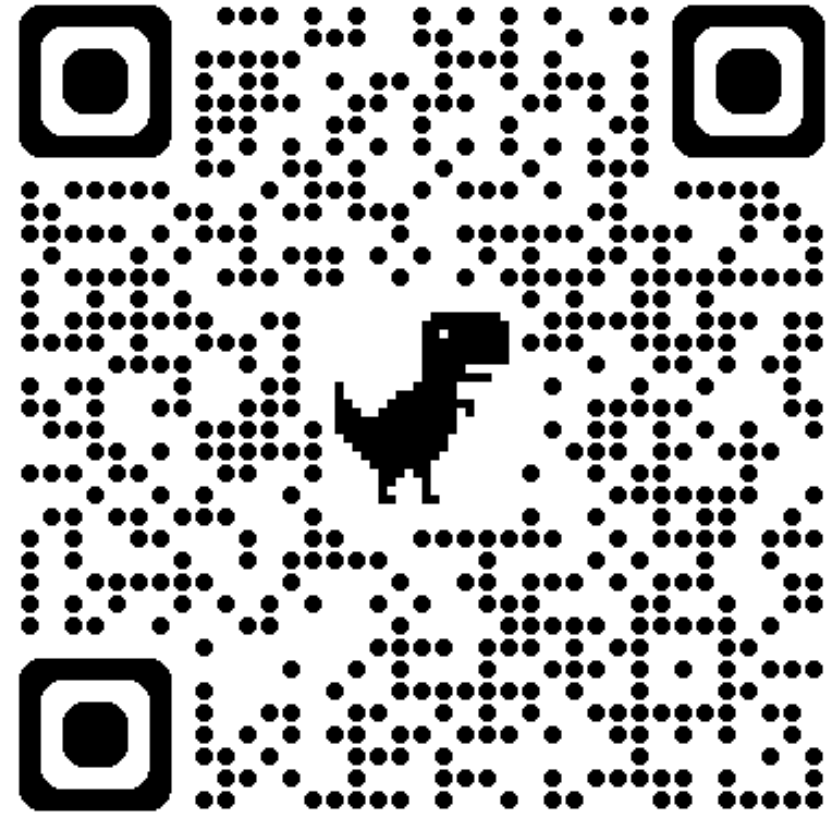
From Forsyth et al, 2025

Image from LU Imagebank

Free MOOC on GenAI in Higher Education

LU Coursera MOOC on GenAI in HE

References

Hamshire, C., Wilkinson, R. G., Forsyth, R., & Abdi, A. (2025). From belonging to mattering to trust: the experiences of minoritised ethnic students in UK higher education. *Higher Education Research & Development, 1–14. doi:10.1080/07294360.2025.2552319*

Forsyth, R., Hamshire, C., Olumu, K., & King, E. (2025). The impact of AI on inclusive learning communities. In S. P. J. Rudolph, F. Ismail, & S. Tan (Eds.), *Handbook on AI in Higher Education: Edward Elgar Publishing.*

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