Co-funded by the European Union

EHEAII
AI IN HIGHER EDUCATION

Erasmus+ Cooperation Partnership project
„Empowering Higher Education through Artificial Intelligence Integration – EHEAII”
Project nr. 2025-1-LV01-KA220-HED-000359026



REPORT

This report summarises the results of a series of round table discussions organised within the Erasmus+ Cooperation Partnership project “Empowering Higher Education through Artificial Intelligence Integration – EHEAII” in all partner countries during January and March 2026. The discussions brought together higher education stakeholders to explore the impact of artificial intelligence on teaching, learning, assessment, and institutional practices across different national contexts.
The aim of the round table discussions was to bring together experts and practitioners from higher education to exchange perspectives and practical experiences related to the integration of artificial intelligence in teaching and learning, and to collect and synthesise their views in order to better understand how AI can be effectively and responsibly integrated into higher education.

The round table discussions were organised in the following countries and dates:

Germany – 10 January 2026
Latvia – 18 February 2026
Lithuania – 19 February 2026
Italy – 27 February 2026
Spain – 4 March 2026
Slovenia – 10 March 2026

In total, the round table discussions involved 70 experts across all participating countries, including representatives from academia, university management, quality assurance bodies, industry, and student organisations. The number of participants in individual countries ranged from 8 to 15.

All round table discussions followed a common structured framework consisting of 9 guiding questions, covering key aspects such as current use of AI in higher education, impact on learning outcomes, risks and ethical considerations, policy readiness, capacity building needs, practical examples, transformation of teaching and assessment, use of high-risk AI systems, and future perspectives.

This report provides a summary and the main insights from all six discussions.

Co-funded by the European Union

EHEAII
AI IN HIGHER EDUCATION

Erasmus+ Cooperation Partnership project
„Empowering Higher Education through Artificial Intelligence Integration – EHEAII"
Project nr. 2025-1-LV01-KA220-HED-000359026

1. How is AI currently being used in teaching process in higher education, and what patterns or gaps can be identified?

Across all discussions, artificial intelligence is currently used mainly as a **support tool** in the teaching and learning process. The most common uses include **information search, summarisation, structuring of content, idea generation, preparation of teaching materials, and development of assessment tasks**. Students actively use AI for drafting assignments, analysing information, and organising their work, while lecturers apply it for preparing lectures, generating test questions, and supporting course design.



A clear and recurring pattern is that **AI is already widely used by students, often independently of formal integration into teaching**. In contrast, the use by educators is more uneven – some actively experiment with AI, while others remain cautious or do not use it at all. AI is also more frequently applied in **technical and applied fields**, where it supports coding, data analysis, simulations, and problem-solving tasks.

Another common trend is the use of AI for **efficiency and productivity gains**, allowing both students and staff to process large amounts of information more quickly and to accelerate routine academic tasks.

At the same time, several important gaps were consistently identified:

- **Lack of clear pedagogical frameworks** for how AI should be meaningfully integrated into teaching;
- **Limited institutional guidelines and support mechanisms;**
- **Insufficient training for educators** on effective and responsible AI use;
- **Differences in digital competences** between students and teaching staff;
- **Fragmented and intuitive use of AI**, rather than systematic integration.

A particularly important shared concern is the **gap between technology use and actual competence development**. Participants noted that students may successfully complete tasks using AI without engaging in deeper analysis or developing essential skills. This is reinforced by the observation that **some assignments are too general and can be easily completed using AI tools**, reducing the need for critical thinking.

An additional insight raised in discussions is that **AI is beginning to replace traditional information search practices**, with both students and lecturers increasingly turning directly to generative tools instead of conventional sources.

Overall, AI is already embedded in everyday academic practices, but its use remains **largely unstructured, uneven, and not yet fully aligned with pedagogical objectives**, highlighting the need for a more strategic and guided approach in higher education.

2. To what extent can AI tools truly enhance learning outcomes without compromising academic integrity or critical thinking?

Across all discussions, participants agreed that AI has **significant potential to enhance learning outcomes**, particularly by supporting faster access to information, helping to structure ideas, and enabling exploration of complex topics. AI can facilitate **deeper engagement through iterative interaction**, assist in understanding difficult concepts, and support experimentation, especially in technical and applied fields.

At the same time, a strong and recurring concern is the risk of **superficial or "simulated" learning**. If students rely on AI-generated answers without engaging in their own analytical process, learning may become formal rather than substantive. Participants emphasised that **learning is not only about obtaining information**, but also about developing critical thinking, contextual understanding, and the ability to apply knowledge – aspects that AI cannot replace.

Another commonly highlighted issue is the potential impact on **academic integrity**. The widespread use of AI in completing assignments raises concerns that student outputs may not accurately reflect their own competences. This makes it more difficult for educators to assess real learning outcomes and may weaken trust in academic work if not properly addressed.

Participants consistently stressed that the impact of AI on learning outcomes depends on **how it is used**. When applied as a **support tool**, AI can enhance learning by encouraging exploration, comparison, and critical evaluation of outputs. However, when used as a **substitute for thinking**, it can undermine both critical thinking and skill development.

A key conclusion across discussions is that **AI can improve learning outcomes only if accompanied by critical and responsible use**. This requires guiding students to question, evaluate, and reflect on AI-generated content, rather than accepting it as inherently correct.

Erasmus+ Cooperation Partnership project
„Empowering Higher Education through Artificial Intelligence Integration – EHEAII"
Project nr. 2025-1-LV01-KA220-HED-000359026

3. What are the most pressing risks - academic, ethical, or social - associated with the growing use of AI in universities, and how should they be addressed institutionally?

Across all six discussions, participants consistently identified several key risk areas.
The most prominent academic risk is the **degradation of learning quality**. AI can enable students to complete tasks without genuine understanding, leading to superficial learning, reduced analytical depth, and weaker critical thinking. This is closely linked to the **difficulty of assessing real competences**, as AI-supported outputs may not reflect the student's own knowledge and skills.
Another widely discussed risk is the **over-reliance on AI**, which may result in a substitutive effect – replacing students' cognitive effort rather than supporting it. This can also affect the **role of educators**, potentially weakening their pedagogical function if AI is primarily used for automation rather than guided learning.

Ethical and legal concerns were also strongly emphasised across reports. These include:

- **Data protection and privacy risks**, especially when using tools that store data outside the EU
- **Lack of reliability of AI-generated content**, including inaccuracies, superficial responses, and hallucinations
- **Bias in AI systems** and the influence of underlying datasets or commercial interests
- **Transparency issues**, where users may not fully understand how AI systems generate outputs.

Participants also raised concerns about **academic integrity and trust**. If AI is widely used without clear boundaries, there is a risk that higher education qualifications may no longer reliably reflect acquired competences, potentially undermining trust in institutions.

A further recurring issue is the **growing gap between students and educators** in terms of AI usage and digital competences, as well as challenges faced by more experienced teaching staff in adapting to new technologies.

In addition, practical and institutional challenges were identified, such as **limited infrastructure, licensing constraints, and resource demands**, which may restrict effective and equitable use of AI tools.

Across all discussions, there was a shared understanding that these risks should not be addressed solely through strict regulation. Instead, effective institutional responses should include:

- **Development of clear but flexible guidelines and ethical principles**
- **Integration of AI literacy into curricula**
- **Continuous training for educators**
- **Strengthening institutional support structures**
- **Redesign of assessment methods** to better evaluate understanding, process, and critical thinking.

Overall, the discussions highlight that the key challenge is not the presence of AI itself, but **how it is used, guided, and embedded within the educational process**.



4. Are current national and institutional policies and guidelines sufficient to ensure responsible and transparent AI use by both staff and students?

The discussions indicate that current national and institutional policies and guidelines are not yet sufficient to ensure **responsible and transparent use of AI** in higher education.

Across all discussions, it became clear that existing frameworks are still at an early stage of development. While some institutions have introduced internal guidelines, these are often too general, not sufficiently practical, or not consistently applied in everyday teaching and learning practices. There is a common need for clearer rules regarding acceptable use, transparency, and accountability.

A key shared insight is that having policies in place is not enough. The main challenge lies in their **practical implementation** and in building a shared understanding among both staff and students. This highlights the importance of institutional culture, communication, and continuous training.

At the same time, discussions revealed a tension between regulation and innovation. Overly strict rules may limit flexibility and experimentation, while insufficient regulation increases risks related to academic integrity and trust. Therefore, participants emphasised the need for a **balanced, principle-based approach**.
Another important point is that guidelines should function as **"living documents"**, regularly updated in line with technological developments. In addition, a one-size-fits-all approach is not effective; policies should be adaptable to different disciplines and contexts.

Overall, the discussions highlight the need for more practical, flexible, and continuously evolving approaches to AI governance in higher education.

5. How can universities better prepare educators and students to use AI critically and ethically?

The discussions highlight that universities need a more structured and comprehensive approach to preparing both educators and students for the **critical and ethical use of AI**.

Across all reports, a key priority is the development of **AI literacy** as a core competence. This goes beyond technical skills and includes the ability to critically evaluate AI outputs, understand limitations, and use tools responsibly. Participants emphasized that these skills should be systematically **integrated into curricula across study programmes**, rather than treated as optional or isolated topics.

Another consistent finding is the need for **continuous training for educators**. Many teachers currently lack confidence or experience in using AI tools, which limits their ability to guide students effectively. Professional development should therefore focus not only on tool usage, but also on **pedagogical approaches**, helping educators design learning activities that meaningfully incorporate AI while preserving critical thinking.

The importance of **learning design** was also strongly emphasised. Participants suggested that study tasks should be adapted to require reflection, explanation, and process-based learning - for example, asking students to demonstrate how AI was used and to critically assess the results. This helps ensure that AI supports, rather than replaces, learning.

In addition, discussions pointed to the need for stronger **institutional support mechanisms**, including dedicated support staff, practical guidance, and accessible tools. Without this support, both educators and students may struggle to adopt AI in a meaningful and responsible way.

Overall, the discussions suggest that effective preparation requires a combination of **curriculum integration, teacher training, pedagogical adaptation, and institutional support**, with a strong focus on developing critical, responsible, and reflective use of AI.

6. What good practical examples you can name using AI in higher education?

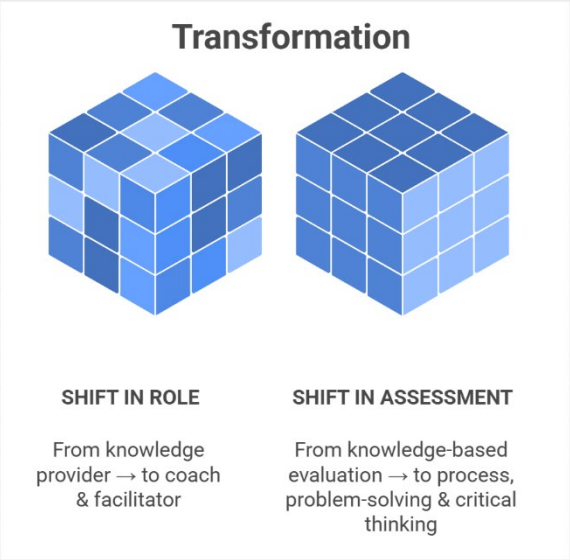
The discussions show that examples of AI use in higher education are already emerging, but they are still **fragmented, experimental, and discipline-specific** rather than widely institutionalised.

A common example across discussions is the use of AI for **information search, summarisation, and literature review**. Students use AI tools to generate initial ideas, structure content, and identify sources, while educators use them to support **teaching material preparation** and **test or question generation**.
Another widely mentioned area is the use of AI to support **learning processes**, particularly in technical and STEM-related fields. AI tools are used for **code analysis, problem-solving, simulations, and experimentation**, helping students better understand complex concepts and test solutions more efficiently.
More advanced examples include the development of **custom AI tools and chatbots** to support learning. These are used, for instance, in coding courses or as assistants for answering student

questions and reinforcing lecture content. In some cases, AI is also used to support **self-assessment**, generating quizzes or adaptive questions based on student performance.
AI is also being applied in **learning analytics**, where data from digital learning environments is analysed to monitor student progress, identify difficulties, and improve teaching strategies.

At the same time, participants emphasised that **good practices cannot be standardised universally**. What works well depends on the discipline, course objectives, and level of study. As a result, effective use of AI requires **context-specific approaches** rather than one common model for all fields.
Overall, the discussions suggest that while there are multiple promising examples, AI use in higher education is still evolving, and the focus should be on developing **pedagogically meaningful and context-adapted applications**.

7. How do you see AI transforming teaching roles and assessment methods in future?



The discussions show that AI is expected to significantly **transform the role of educators**, shifting it from knowledge transmission to more **facilitative and mentoring functions**.

Educators will increasingly act as **guides, coaches, and learning designers**, supporting students in interpreting information, developing critical thinking, and applying knowledge in practice. Rather than delivering content, their role will focus on structuring meaningful learning experiences and integrating AI in a pedagogically sound way.
At the same time, participants emphasised that the **core value of educators remains essential**, particularly in fostering critical thinking, reflection, and deeper understanding. AI is not expected to replace teachers, but to reshape how they work.

Another key shift concerns **assessment methods**, which are likely to move away from traditional knowledge-based evaluation towards approaches that focus on **process, problem-solving, creativity, and critical thinking**.

To adapt to this transformation, educators will need new competences, especially **digital and AI-related skills**, as well as the ability to design learning activities that effectively and responsibly incorporate AI tools.

Overall, AI is seen as a driver of change that will redefine teaching practices, while reinforcing the importance of human guidance and critical engagement in higher education.

Erasmus+ Cooperation Partnership project
„Empowering Higher Education through Artificial Intelligence Integration – EHEAII"
Project nr. 2025-1-LV01-KA220-HED-000359026

8. Should AI tools used for student assessment and exam monitoring – classified as high-risk technologies under the EU AI Act – be treated as such in practice?

The discussions show that there is **no clear unified approach** to treating AI in assessment as high-risk, mainly due to limited experience.

However, there is strong agreement that **human oversight must remain central**, ensuring fairness, transparency, and protection of student and teacher rights. AI also raises concerns about **assessment reliability** and academic integrity.

Overall, the focus should be on **responsible use, transparency, and redesigning assessment methods**, rather than only regulatory classification.

9. How do you see AI use in higher education in 10 years?

The discussions suggest that the future of AI in higher education will be shaped by a balance between **technological integration and the preservation of core educational values**.

On the one hand, AI is expected to become an **everyday tool** in teaching, learning, and institutional processes. It will support **personalised learning**, allowing content, pace, and learning pathways to be adapted to individual student needs. AI may also enhance efficiency in both academic and administrative tasks, and contribute to more inclusive learning environments.

At the same time, participants emphasised that higher education will continue to play a crucial role in developing **critical thinking, analytical skills, and intellectual autonomy**. There is a shared concern that without careful integration, AI could weaken these competences. As a result, some participants suggested that certain areas of teaching may even return to more **traditional methods** if AI use is not pedagogically meaningful.

Assessment is also expected to evolve significantly. Traditional knowledge-based exams may be increasingly replaced by approaches that focus on **problem-solving, creativity, argumentation, and reflective thinking**, making it more difficult to rely solely on AI-generated outputs.

The role of educators will continue to transform, with greater emphasis on **designing learning experiences**, guiding students, and ensuring the **ethical and informed use of AI**. This will require new competences, particularly in digital and pedagogical innovation.

From an institutional perspective, universities will need to develop **clear policies, dedicated infrastructures, and support systems** to manage AI integration effectively.

Overall, the discussions highlight a future in which AI does not replace human capabilities, but rather **augments them**, reinforcing the importance of human judgement, responsibility, and critical engagement in higher education.

Erasmus+ Cooperation Partnership project
„Empowering Higher Education through Artificial Intelligence Integration – EHEAII”
Project nr. 2025-1-LV01-KA220-HED-000359026

AI is seen as part of a broader transformation process, requiring a balanced approach that combines technological innovation with pedagogical, social, and institutional considerations.

