

AI-HED
Artificial Intelligence in Higher Education Teaching and Learning

FINAL EVENT

From Improvisation to Effective Integration:
AI in Teaching and Learning in Higher Education

Amsterdam, 6th October 2026

Amsterdam University of Applied Sciences

ESCS SCHOOL OF COMMUNICATION AND MEDIA STUDIES

University of Applied Sciences for Business & Society BFI Vienna

foi UNIVERSITY OF ZAGREB FACULTY OF ORGANIZATION AND INFORMATICS VARAŽDIN

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Designing Smart Assignments for Productive AI Use in Learning

Best Practice Presentation

Fritz Stallinger

University of Applied Sciences for Business & Society, Austria

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About the Course

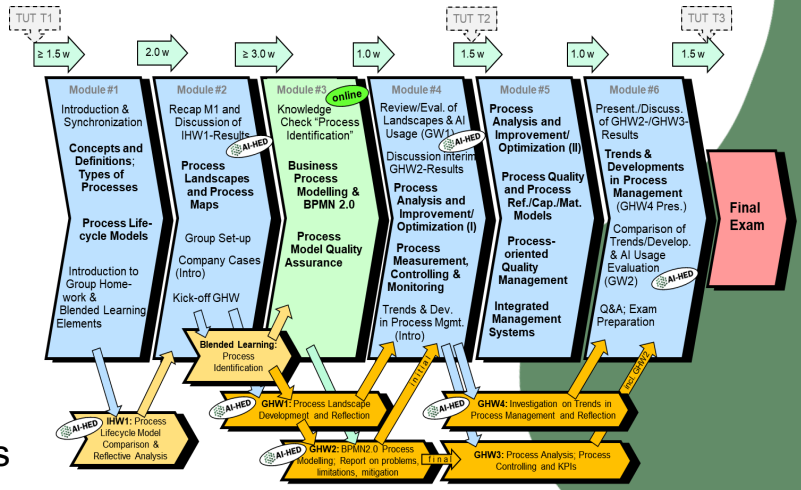
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Process Management (PRMA10)

- **MA ‘Project Management & Organisation’**
- **MA ‘Project Management & Data Analytics’**

- Integrated course, taught in English, 1st semester, part-time students
- Two ‘mixed’ groups of approximately 35 students each
- Use of AI in individual and group homework assignments – discussion, reflection, evaluation in class



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AI Learning Objectives

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After …, students will be able to …	**Support of learning objectives through AI**
• describe selected process life-cycle models and explain their principles, structure and context of application **(ILO 1)**	• Use of a chatbot to assist with understanding theoretical content during self-study and when comparing life-cycle models
• describe current trends in process management and interpret their effects on process-oriented organisations **(ILO 2)**	• Use of GenAI tools for research and impact analysis of technology-driven trends in process management
• explain and distinguish the concepts of process reference, process maturity and process capability models (ILO 3)	• -
• develop a process landscape in line with the corporate strategy (in simplified business contexts) **(ILO 4)**	• AI-supported development of process landscapes and process descriptions for specified company cases • Support in understanding the company cases
• acquire, model and document processes using a standard notation **(ILO 5)**	• Support in understanding case processes • (Experimental) Use of AI for modelling processes in BPMN 2.0
• analyse and improve existing processes and work out key indicators for process measurement and controlling (ILO 6)	• -
• relate 'process management' to the concepts 'process-oriented quality management' and 'integrated management systems' (ILO 7)	• -

No changes to the original learning objectives – use of AI at the level of teaching methods and didactic approaches !

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Implementation

Comparison of Process Life-cycle Models (ILO 1, individual homework assignment)

Learning methods & task assignments

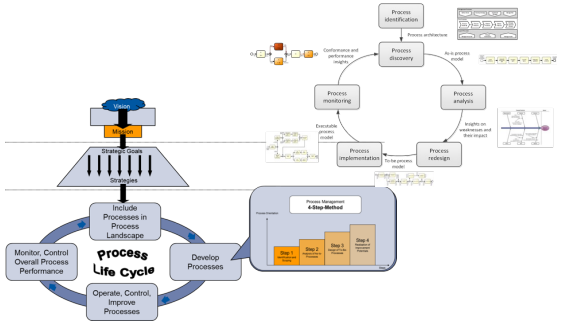
- In-depth study of the content related to process life-cycle models
- Independent elaboration of a comparison of two life-cycle models
- Reflection on the quality and limitations of AI use

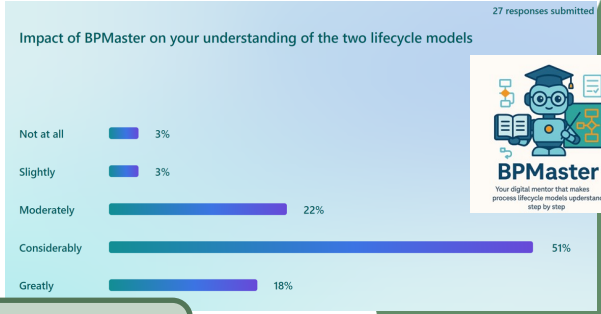
Use of AI

- Use of a pre-configured chatbot as an interactive tutor to support in-depth study and comparison
- Tool used: Customised GPT (OpenAI)

Assessment of learning outcomes

- Comparative report on process life-cycle models (clarity, completeness, etc.)
- Reflection on the use of AI (accuracy, completeness, relevance, limitations, etc.)





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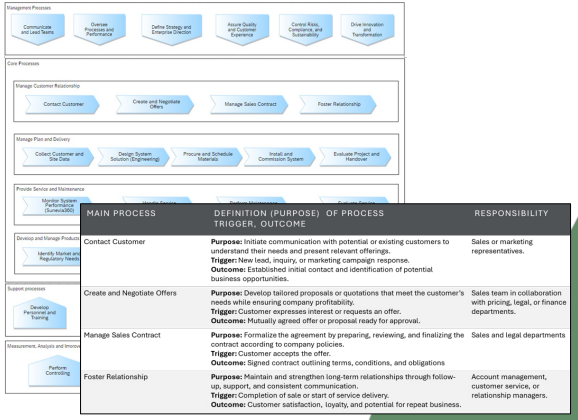
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Implementation

Elaboration of a Process Landscape and Process Descriptions (ILO 4, homework assignment, working groups of 4-5 students)

Learning methods & task assignments

- Development of a process landscape and accompanying process descriptions for one of two fictional company cases
- Documentation of the approach and reflection on the usage of AI



MAIN PROCESS	DEFINITION (PURPOSE) OF PROCESS TRIGGER, OUTCOME	RESPONSIBILITY
Contact Customer	**Purpose:** Initiate communication with potential or existing customers to understand their needs and present relevant offerings. **Trigger:** New lead, inquiry, or marketing campaign response. **Outcome:** Established initial contact and identification of potential business opportunities.	Sales or marketing representatives.
Create and Negotiate Offers	**Purpose:** Develop tailored proposals or quotations that meet the customer's needs while ensuring company profitability. **Trigger:** Customer expresses interest or requests an offer. **Outcome:** Mutually agreed offer or proposal ready for approval.	Sales team in collaboration with pricing, legal, or finance departments.
Manage Sales Contract	**Purpose:** Formalize the agreement by preparing, reviewing, and finalizing the contract according to company policies. **Trigger:** Customer accepts the offer. **Outcome:** Signed contract outlining terms, conditions, and obligations	Sales and legal departments
Foster Relationship	**Purpose:** Maintain and strengthen long-term relationships through follow-up, support, and consistent communication. **Trigger:** Completion of sale or start of service delivery. **Outcome:** Customer satisfaction, loyalty, and potential for repeat business.	Account management, customer service, or relationship managers.

Use of AI

- Support of the creation of process maps and process descriptions
- Tools used: ChatGPT, Gemini, Perplexity (1 tool / working group)

Assessment of learning outcomes

- Structured peer reviews:
  - Process landscapes and process descriptions
  - Documentations of and reflections on the use of AI
- Implementation in cross-cutting group settings: ‘same cases – mix of different AI tools’
- Additional: Final assessment of the elaborations and the peer-review reports by the lecturer

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Implementation

Development of Process Models for Core Processes (ILO 5, homework assignment, working groups of 4-5 students)

Learning methods & task assignments

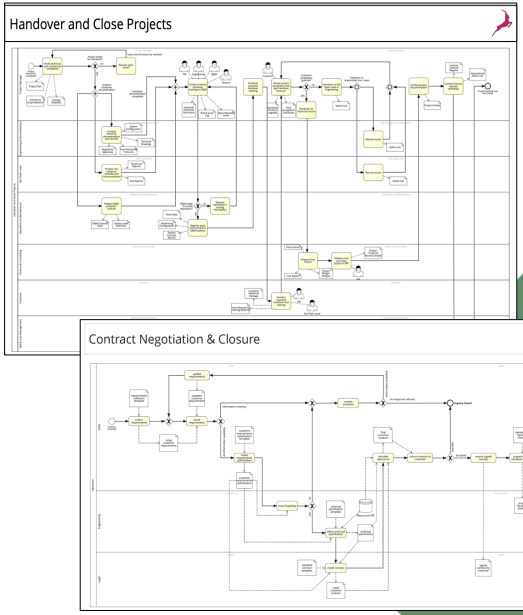
- Modelling and documentation of selected core processes within the process landscape (BPMN 2.0 as a modelling language)
- Documentation of AI usage; discussion of problems, limitations and opportunities for improvement in the use of AI

Use of AI

- Support for understanding and mapping case processes for subsequent manual modelling (typical usage)
- Attempts to generate process models using GenAI tools (sporadic)
- Chat GPT, Gemini, Perplexity: 1 tool / working group

Assessment of learning outcomes

- Assessment of process model quality (syntax, semantics, pragmatics)
- Assessment of the documentation and discussion of the use of AI



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Implementation

Impact Analysis of Technology-driven Trends in Process Management (ILO 2, homework assignment, working groups of 4-5 students)

Learning methods & task assignments

- Investigation into selected technology-driven trends in process management (in-class introduction, provision of guiding questions, one trend per group)
- Documentation of AI usage, critical reflection on the quality of findings

Use of AI

- Support of researching and understanding the respective technology and of assessing the impact on process-oriented organisations and process management
- Tools used: ChatGPT, Gemini, Perplexity (1 tool / working group)

Assessment of learning outcomes

- Presentation and cross-group comparison of findings for the same trend to identify similarities, differences, etc., also comparing the outputs across different AI tools
- Assessment of the understanding of current process management trends
- Assessment of the ability to critically use GenAI and reflect about GenAI usage

- Internet of Things
- Robotic Process Automation
- Process Mining
- Agentic AI
- …

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Insights & Lessons Learned

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- AI tools are generally well-suited to carrying out practice-oriented, more complex and time-consuming tasks in application areas such as process management (cf. e.g. ILO 4).
- They also facilitate and support blended learning/self-study settings and the working with heterogeneous student groups (cf. e.g. ILO 1).
- However, at the stage the course was delivered (Autumn 2025), AI-supported BPMN modelling (still) showed significant limitations (technically, but also from a didactical perspective in relation to the homework assignment setting) (cf. ILO 5).
- The AI-supported student-side elaboration of carefully tailored topics, based on guiding questions, combined with targeted quality assurance across groups, has the potential to be developed into more advanced peer-teaching settings (cf. ILO 2).

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Insights & Lessons Learned

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- Generally, the combination of AI use and critical reflection is important and valuable: students not only learn subject matter but also to assess the quality and variations in AI-generated results.
- However, too many reflection tasks can lead to students feeling overwhelmed and a decline in motivation; focused reflections and (peer) reviews based on pre-defined criteria are more effective.
- Taking advantage of larger group sizes, predefined company cases, specified AI tools, structured peer reviews support comparison and encourage discussion about differing AI outcomes.
- However, large groups (implying a large number of working groups) and a high volume of AI tasks significantly increase the organisational workload and reduce the time available for shared reflection in class.
- Finally, teachers should – particularly in dynamic application areas – allow sufficient time for preparation, tool testing and short-term tool monitoring and respective adjustments, as AI tools and their functions and behaviour change rapidly.

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AI-HED Team

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