

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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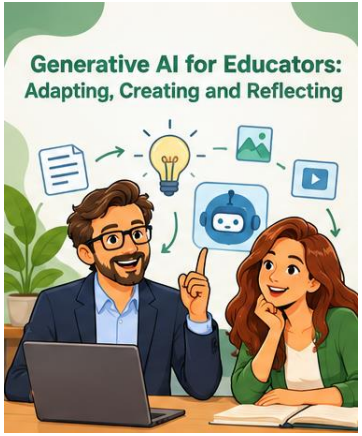
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Generative AI for Educators: Adapting, Creating and Reflecting



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Personalising existing materials

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- Divided into teams and taking on their assigned roles, participants will develop ways to adapt existing teaching materials to three predefined student personas, without using artificial intelligence tools.
- We will hear a few outcomes of the team discussions, followed by a brief discussion.
- **Estimated time for the activity: 13 minutes.**



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Artificial Intelligence in Teaching

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Adapting materials to different levels

- AI tracks students' progress and adjusts the difficulty of tasks for hundreds of students simultaneously.
- Student profiles are based on behavioural data (e.g. assessment results and time spent on tasks), but they do not capture **why** a student is falling behind.
- A student who is demotivated due to personal circumstances and a student who does not understand the material may look the same in the data.
- **Limitation:** only the teacher can distinguish between these situations and adapt the approach accordingly.

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Visualising abstract concepts

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- AI can present the same concept in multiple ways: text, diagrams, simulations, worked examples, or case studies.
- Students can choose the format that best suits their way of learning.
- An AI-generated visualisation may be visually convincing but conceptually inaccurate.
- **Limitation:** the teacher must verify that the visualisation accurately represents the underlying concepts, rather than merely reflecting the statistical associations between words and images.



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Preparing pedagogical documentation

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- AI can reduce the administrative burden, for example by helping with scheduling, routine enquiries, reminders, and summarising discussions.
- It works well for well-defined, repetitive, low-risk tasks.
- **Limitation:** writing learning outcomes, designing higher-order assessments, and developing fair assessment criteria require professional judgement and the teacher's ethical responsibility.



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Guiding students towards inquiry-based learning

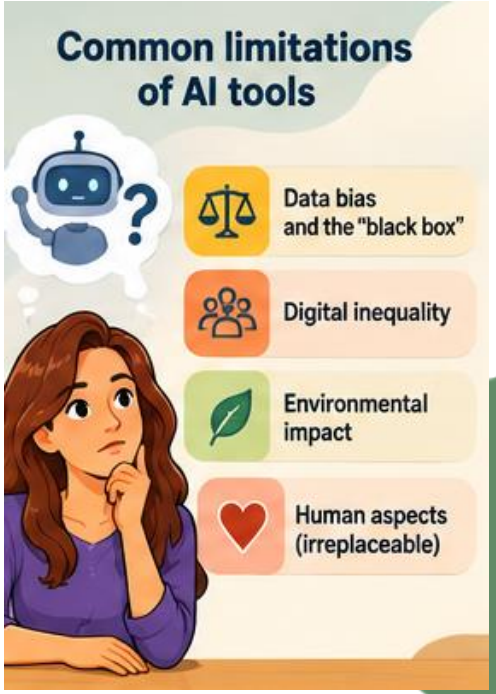
- AI can flag when a student is disengaging, suggest relevant resources, and track group dynamics.
- It provides data for proactive intervention, allowing action before a problem escalates.
- AI can detect whether a student has started engaging or has dropped out; it cannot inspire them to keep going.
- **Limitation:** fostering curiosity, building tolerance for uncertainty, and guiding students through genuinely intellectually challenging questions remain the teacher's responsibility.



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Common limitations of AI tools

- **Data bias and the “black box”:** AI models can reproduce inequalities present in their training data.
- **Digital inequality:** not all students use AI-based tools in the same way, and access to these tools is not equally available to everyone.
- **Environmental impact:** energy-intensive AI systems can conflict with sustainability goals.
- **Key message:** machines cannot provide empathy, foster curiosity, or navigate the ethical complexity of human relationships in education.



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Overview of selected tools

- **Claude:** prepares explanations adapted to the students' grade level, suggests tasks, analyses students' answers, and creates variations of the same question at different levels of difficulty.
- **NotebookLM:** creates short audio and video overviews of the material, quizzes, summaries, and infographics based on uploaded documents.
- **ElevenLabs:** generates speech for audio materials, narration, or short listening exercises.
- **Suno:** creates customised background music and short songs.
- **Gamma:** quickly creates presentations from bullet points or existing text.



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Hands-on work with your own materials

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Working individually or in small groups, choose one or two tools that you would like to use to enhance your existing teaching materials. Possible directions include:

- Creating differentiated tasks
- Turning text into a short audio or video overview
- Creating a quiz based on existing teaching notes
- Generating visual materials and preparing a presentation from an existing text
- **Estimated time for the activity: 18 minutes**

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Group discussion: Didactics, Pedagogy, and Ethics

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Questions to initiate the discussion:

- Where did the tool genuinely save time, and where did the result require substantial revision?
- How can we identify and correct inaccuracies in AI-generated content?
- How should we approach questions of authorship, citation, and the privacy of student data?
- How can we teach students to use AI as a support for inquiry-based learning rather than as a shortcut that bypasses thinking?



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AI-HED Team

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