AI 4 UNI Training

Replication Manual

Blended Training for University Staff

A practical guide for trainers and institutions

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Introduction

Małgorzata Kopalska, University of Szczecin

1.1 About the AI4Uni Initiative

The AI4Uni project focuses on AI literacy and aims at developing the digital skills and competencies of all members of the academic community: students, academic and administrative staff. It also addresses organizational needs of the universities to use newest technologies to their advantage to enhance their capacity.

When Chat-GPT was launched, it went viral like no other invention before. Technology is a rapidly changing environment, and artificial intelligence is playing an increasingly important role in all areas of life. AI, with its ability to analyze data, learn from experience and make autonomous decisions, is opening new opportunities and challenges for Higher Education.

The goal of the project is to equip the academic community with a comprehensive understanding of the impact of artificial intelligence.

AI can't be avoided. Bringing it down, in the academic context, to a question of plagiarism is counterproductive. The change has already happened and universities both as educational institutions and working environments are obliged to take active part in it.

The AI4Uni team takes a four-step approach to achieve planned results:

1. Analysis of the legal and ethical frames that each partner university must work within (the AI for Higher Education – The State of Play report is available HERE);
2. AI literacy training modules adjusted to the audience: students and university staff;
3. AI implementation at universities participating in the AI4Uni project;
4. AI guidelines and AI toolbox for higher education to connect with general audience and share experience.

The AI4Uni project is implemented by a consortium of 5 institutions: University of Szczecin, Poland (leader), University of Hradec Králové, Czechia, Pablo de Olavide

University, Spain, OSTIM Technical University, Turkey and SGroup – Universities in Europe network.

1.2 Purpose of the Manual

This manual is a result of the activities conducted within *WP3. Skills and competencies development* of the AI4Uni project. This work package contains training activities for students, academic and administrative staff that aim at providing them with skills and competences needed to confidently use AI solutions in their daily tasks. **This manual is dedicated to training activities for university staff.**

Trained staff contribute to the increase of organizational capacity of the university and later can act as drivers of change at their institutions. The academic community should be encouraged to use AI and there should be institutional support in that matter. Conducting training and publishing content of the training modules to the public helps to promote skills and knowledge and in consequence, breaks the barrier that exists.

We publish this manual to:

- enable universities and other organizations to reproduce the training,
- support responsible AI adoption,
- increase digital competences among students and staff,
- promote ethical and sustainable use of AI.

The blended training for university staff was conducted in March 2026 (online module) and in May 2026 (on-site module). This manual gather both professional knowledge and training experience of the AI4Uni team to help you replicate and implement similar AI literacy training at your institution.

The training format allows you to either organize only online part of the training or both. The training may be implemented as a BIP *(Blended Intensive Programme)* within Erasmus+ programme.

1.3 How Training Topics Were Chosen

The training agenda and educational needs of the participants were identified on a basis of AI for Higher Education – The State of Play report created in WP2. of this project. It contains analysis of legal, practical and ethical implications of AI usage at the universities and a report with a summary of 10 interviews conducted with external stakeholders.

According to our findings, many users do not understand how AI systems work, where hallucinations and misinformation come from, ethical and legal implications of AI applications in the university and private life, as well as institutional responsibilities. Strong emphasis was put on unreliable AI outputs containing fabricated references and inaccurate information.

Data protection appears to be a major challenge, especially for staff handling student or institutional data. The report stresses that many institutions still lack mature AI governance structures and clear operational guidance.

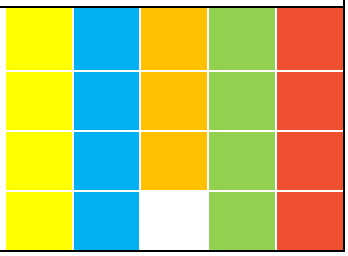
The AI4Uni training agenda aims at building AI literacy, AI evaluation skills and awareness of legal and ethical obligations. AI is a transversal competence that affects learning, work, administration, communication and research. That's why training participants after completing the training should not excel in use of AI tools but rather critically evaluate technologies, understand their ethical implications, and choose AI tools strategically depending on their purpose.

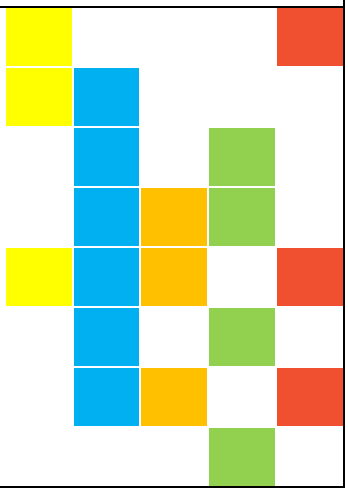
1.3.1 The training structure

The blended training develops university staff's digital competences in line with the DigComp framework, with a strong focus on the effective and responsible use of artificial intelligence. Participants enhance their **information and data literacy** by learning to critically evaluate AI-generated content and use AI tools for research and data analysis. The training also strengthens **digital communication and content creation skills**, enabling participants to produce professional materials and apply effective prompting strategies. A key component is **safety and responsibility**, including awareness of ethical, legal, and psychological aspects such as data protection, bias, and academic integrity. Finally, participants build **problem-solving competences**, allowing them to

integrate AI into their work, optimize processes, and make informed, reflective decisions about its use.

The training consists of two modules: online and on-site. The on-site module can be organized on its own as an introductory training for university staff.

THE ONLINE MODULE 8 hours plus individual consultations with trainers available: 2 hours per person Language of instruction: English	DigComp Color Coding
Session 1: Introduction & Best Practices of the Use of AI	
Session 2: AI in HE: Ethical, Psychological & Legal Aspects	
Session 3: Integrating AI usage into administrative agenda	
Session 4: AI in HE: group reflection	

THE ON-SITE MODULE 15 hours Language of instruction: English	DigComp Color Coding
Session 1: AI policy at the universities	
Session 2: Ethical challenges and AI bias	
Session 3: Protecting personal data & privacy	
Session 4: Copyright & licences and protecting devices	
Session 5: AI tools: *exercises*	
Session 6: AI in marketing	
Session 7: AI in the workplace	
Session 8: Green AI and risk of burnout	

2. Competence Framework

Małgorzata Kopalska, University of Szczecin

2.1 Introduction to DigComp 3.0

DigComp 3.0 is the fifth edition of the European Digital Competence Framework for Citizens. It describes knowledge, skills and attitudes that are needed to be digitally competent for daily life, participation in society, working and learning.

The framework is technology-neutral and is designed to be tailored and adapted for a variety of purposes in education, training and employment contexts. The framework update reflects rapid digital technological developments that have occurred since 2022 and which have wide-ranging implications for digital competence. DigComp 3.0 includes new learning outcomes which provide a more granular view of digital competence than previously, as well as the systematic and transversal integration of AI across the framework.[1]

DigComp 3.0 lists 5 core competence areas which contain digital skills closely related AI literacy:

1. Information and Data Literacy
2. Communication and Collaboration
3. Digital Content Creation
4. Safety, Well-being, and Responsible Use
5. Problem Solving

The AI4Uni trainings were designed to develop skills described in all five competence areas.

You can read more about the European Digital Competence Framework for Citizens here »»

[1] COSGROVE, J. and CACHIA, R., DigComp 3.0: European Digital Competence Framework - Fifth Edition, Publications Office of the European Union, Luxembourg, 2025, https://data.europa.eu/doi/10.2760/0001149, JRC144121.

2.2 DigComp Mapping

This part of the manual presents how different sessions of the training develop skills and competencies according to DigComp 3.0[2]. Methodology and training materials are described in chapter 3 of this publication.

2.2.1 The on-line module

THE COMPETENCE AREA DESCRIPTION

1. INFORMATION SEARCH, EVALUATION AND MANAGEMENT	
• to articulate information needs, and to search for, locate and retrieve digital information and content; • to judge the relevance of the source and its content in digital environments; • to critically evaluate digital sources, content, and processes used to generate them; • to store, manage, organise and analyse digital information and data	**1.1 Browsing, searching and filtering information** Session 1, Session 3 **1.2 Evaluating information** Sessions 1 – 4 **1.3 Managing information** Sessions 1 – 3

[2] COSGROVE, J. and CACHIA, R., DigComp 3.0: European Digital Competence Framework - Fifth Edition, Publications Office of the European Union, Luxembourg, 2025, https://data.europa.eu/doi/10.2760/0001149, JRC144121

2. COMMUNICATION AND COLLABORATION	
• to interact, share, communicate and collaborate in digital environments while being aware of cultural, generational and other diversity and the features and limitations of digital technologies; • to participate in society through digital technologies; • to assert one's rights and exercise choice in digital environments; • to manage one's digital presence, identity and reputation.	**2.1 Interacting through and with digital technologies** Sessions 1 – 4 **2.2 Sharing through digital technologies** Sessions 1 – 2 **2.4 Collaborating through digital technologies** Sessions 1 - 2, Session 4 **2.5 Digital behaviour** Session 1

3. CONTENT CREATION	
• to create and edit digital content; • to improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied, adopting an ethical and responsible approach in the creation, improvement and integration of digital content; • to know how to apply computational thinking and programming techniques to give instructions to a computer system.	**3.1 Developing digital content** Sessions 1 – 3 **3.2 Integrating and re-elaborating digital content** Sessions 1 – 3 **3.3 Copyright and licences** Session 2

4. SAFETY, WELLBEING AND RESPONSIBLE USE	
• to protect, devices, content, personal data and privacy in digital environments; • to support physical, mental and social wellbeing of oneself and others, and to be aware of the benefits and risks of digital technologies for wellbeing and social inclusion; • to be aware of the environmental impact of digital technologies and their use, to take action; • to reduce such impact, and to use digital technologies to support sustainability.	**4.2 Protecting personal data and privacy** Sessions 1 – 3 **4.3 Supporting wellbeing** Session 2, Session 4

5. PROBLEM IDENTIFICATION AND SOLVING	
• to identify and assess needs, and to use digital technologies and adapt digital environments to meet these needs; • to identify and resolve technical and conceptual problems and problem situations in digital environments; • to use digital technologies to make improvements in, or new solutions for, processes and products; • to build capabilities to operate autonomously in digital environments;	**5.2 Identifying needs and digital technological responses** Sessions 1 – 3 **5.3 Identifying creative solutions using digital technologies** Sessions 1 – 4 **5.4 Identifying and addressing digital competence needs** Session 2, Session 4

• to stay informed about digital technological developments and their implications.	

2.2.2 The on-site module

THE COMPETENCE AREA DESCRIPTION

1. INFORMATION SEARCH, EVALUATION AND MANAGEMENT	
• to articulate information needs, and to search for, locate and retrieve digital information and content; • to judge the relevance of the source and its content in digital environments; • to critically evaluate digital sources, content, and processes used to generate them; • to store, manage, organise and analyse digital information and data	**1.1 Browsing, searching and filtering information** Session 5 **1.2 Evaluating information** Session 5 **1.3 Managing information** Session 1

2. COMMUNICATION AND COLLABORATION	
• to interact, share, communicate and collaborate in digital environments while being aware of cultural, generational and	**2.1 Interacting through and with digital technologies** Sessions 5 – 6

other diversity and the features and limitations of digital technologies; • to participate in society through digital technologies; • to assert one's rights and exercise choice in digital environments; • to manage one's digital presence, identity and reputation.	**2.2 Sharing through digital technologies** Sessions 5 – 7 **2.4 Collaborating through digital technologies** Sessions 5 – 7 **2.5 Digital behaviour** Sessions 3 – 4
3. CONTENT CREATION	
• to create and edit digital content; • to improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied, adopting an ethical and responsible approach in the creation, improvement and integration of digital content; • to know how to apply computational thinking and programming techniques to give instructions to a computer system.	**3.1 Developing digital content** Session 5, Session 7 **3.2 Integrating and re-elaborating digital content** Session 5, Session 7 **3.3 Copyright and licences** Session 4

4. SAFETY, WELLBEING AND RESPONSIBLE USE	
• to protect, devices, content, personal data and privacy in digital environments; • to support physical, mental and social wellbeing of oneself and others, and to be aware of the benefits and risks of digital technologies for wellbeing and social inclusion; • to be aware of the environmental impact of digital technologies and their use, to take action; • to reduce such impact, and to use digital technologies to support sustainability.	**4.1 Protecting devices** Session 3, Session 6 **4.2 Protecting personal data and privacy** Sessions 3 – 4, Session 6 **4.3 Supporting wellbeing** Sessions 3 – 8 **4.4 Environmental impacts of digital technologies** Session 8

5. PROBLEM IDENTIFICATION AND SOLVING	
• to identify and assess needs, and to use digital technologies and adapt digital environments to meet these needs; • to identify and resolve technical and conceptual problems and problem situations in digital environments; • to use digital technologies to make improvements in, or new solutions for, processes and products;	**5.2 Identifying needs and digital technological responses** Session 1, Session 5 **5.3 Identifying creative solutions using digital technologies** Sessions Session 1, Session 5

• to build capabilities to operate autonomously in digital environments; • to stay informed about digital technological developments and their implications.	**5.4 Identifying and addressing digital competence needs** Session 1, Session 7

3. Methodology of the AI4Uni training

Online session 1: Introduction & Best Practices of the Use of AI

Author: Blanka Klímová

This introductory module provides participants with a comprehensive overview of Artificial Intelligence and its growing role in higher education. The session explores the benefits, also limitations of AI, introduces a range of commonly used AI tools, and presents research findings on AI use in teaching, learning, and academic work. Participants are encouraged to reflect on their own experiences with AI, discuss practical applications, and examine examples of good practice from educational, research, and administrative contexts.

The training also focuses on the principles of effective prompting and responsible AI use. Through practical examples, participants learn how AI can support content creation, research activities, communication, assessment design, and administrative tasks while recognizing the importance of critical evaluation, data privacy, and academic integrity. The module concludes with recommendations for integrating AI into higher education in a meaningful, ethical, and sustainable

Online session 2: AI in HE: Ethical, Psychological & Legal Aspects

Author: Marcel Pikhart

This module explores the challenges that the rapid adoption of Artificial Intelligence presents for higher education institutions. Participants examine ethical issues related to academic integrity, authorship, transparency, bias, and responsible AI use, as well as psychological aspects such as overreliance on AI, cognitive offloading, digital well-being, and the impact of AI on creativity and critical thinking. The training also introduces the legal framework governing AI use in Europe, including key principles of the EU AI Act and its implications for universities.

Participants learn how to balance the benefits of AI with potential risks, develop strategies for responsible implementation, and understand the importance of institutional policies, transparency, and human oversight. The module encourages a human-centered approach to AI adoption that promotes academic integrity, protects personal data, and supports the well-being of both students and staff.

Online session 3: Integrating AI usage into administrative agenda

Author: Lenka Badinská

This training module introduces participants to the practical applications of Artificial Intelligence in university administration. Rather than presenting AI as a replacement for human work, the module emphasizes its role as a virtual assistant that supports administrative staff in routine tasks, communication, content creation, data analysis, and workflow management. Participants explore both the opportunities and limitations of AI and gain hands-on experience with a variety of tools commonly used in higher education administration.

The session combines theoretical input with practical exercises that demonstrate how AI can enhance efficiency, reduce repetitive work, and support better decision-making while maintaining the importance of human oversight.

This module encourages participants to explore practical AI applications that can be transferred directly into their daily administrative work and institutional processes.

Online session 4: AI in HE: group reflection

Author(s): Blanka Klímová, Lenka Badinská, Marcel Pikhart

This interactive module serves as a group reflection on the key topics covered throughout the previous online staff training programme: **Introduction and Best Practices of the Use of AI**, **Ethical, Psychological and Legal Aspects of AI**, and **Integrating AI Usage into the Administrative Agenda**. Using the results of a survey conducted among participants, the session encourages discussion about current levels of AI literacy, practical experiences with AI tools, perceived benefits, risks, and future development needs in higher education.

Participants reflect on how AI is currently used in teaching, research, administration, communication, and translation, and evaluate its impact on their daily work. The module provides an opportunity to exchange good practices, discuss ethical and legal considerations, identify challenges related to responsible AI adoption, and explore how AI can support institutional development while maintaining academic integrity, data security, and human oversight.

On-site session 1: AI policy at the universities

Author(s): Hasibe Aysan

This on-site session addressed AI policy at the university level, moving the discussion from isolated, unstructured experimentation with AI tools toward a coordinated, institution-wide governance approach. Successful AI integration was framed not as a technology procurement decision but as an institutional design challenge that requires weaving ethics, infrastructure, and human capital into a coherent and future-proof strategy.

The session presented and compared four complementary frameworks that shape AI governance in Turkish and international higher education: the Council of Higher Education (YÖK) Ethical Guide for Generative AI, built around human-centric oversight and the principles of transparency, honesty, care, and justice; the TÜBİTAK 2026 AI Policy, which addresses strategic autonomy, data-driven decision-making, operational efficiency, and the acceleration of R&D, together with the TÜBİTAK 2025 Generative AI Guidelines governing grant application and evaluation processes; the Times Higher Education (THE) roadmap for building institutional advisory coalitions through stakeholder surveys; and the AACSB's eight critical themes for AI transformation in business education. The EU AI Act's risk-tier structure and the University of London's ethical policy framework were also discussed as points of reference for translating high-level principles into day-to-day institutional practice.

Building on these frameworks, the session introduced a University AI Policy Blueprint that organizes institutional action into two complementary pillars: structural and technical foundations (governance and collaborative leadership, infrastructure and data security, and policy authority and review) and academic core and implementation (universal AI literacy, ethics and integrity, and AI-enhanced pedagogy). A layered model of institutional AI governance was presented, showing how ethical foundations, strategic policy, operational guidelines, and implementation roadmaps must be combined into a single, synthesized stack rather than a single policy document.

To make the discussion concrete, the session closed with a case study from OSTIM Technical University's own course syllabus, showing how the global frameworks discussed earlier can be translated into a semester-long teaching sequence that moves from AI literacy foundations, through differentiating AI capabilities and domain-specific application, to an ethical core in the final weeks. A synthesis matrix summarizing how the ethical standard, the human and curriculum layer, and operational infrastructure map onto global mandates, institutional mechanisms, and practical execution was used to help participants plan similar policy processes at their own institutions.

On-site session 2: Ethical challenges and AI bias

Author(s): Tymoteusz Miller

The session introduced students and university staff to the ethical challenges associated with Artificial Intelligence and challenged the assumption that algorithmic systems are inherently neutral. Participants were shown that AI systems are developed by humans, trained on historical and human-generated data, and deployed within existing social and organizational environments. As a result, biases already present in data or decision-making processes may be reproduced or amplified by AI systems.

Particular attention was paid to the different sources of AI bias. Bias may arise from unrepresentative training data, historical inequalities embedded in labels, inappropriate feature selection, proxy variables, model optimization objectives, or differences between the population used during model development and the population in which the system is later deployed.

The session also emphasized that high overall model accuracy does not necessarily mean that an AI system performs equally well for all groups. Participants were encouraged to examine performance across relevant subgroups and to consider whether differences in false positives, false negatives, or other error measures could lead to unfair outcomes.

Practical examples illustrated how biased AI systems may affect recruitment, education, finance, access to services, and other high-impact decisions. These examples were used to demonstrate that seemingly technical design choices can have real consequences for individuals and communities.

The session introduced three central principles of responsible AI: fairness, transparency, and accountability. Participants discussed the importance of human oversight, explainability, documentation, monitoring, and clearly defined responsibility for decisions supported by AI systems.

The central message was that responsible AI does not require assuming that all bias can be completely eliminated. Instead, organizations and users should continuously identify, measure, mitigate, document, and monitor potential bias throughout the AI lifecycle.

On-site session 3: Protecting personal data & privacy

Author(s): Aleksandra Klich

The main objective was to strengthen participants' ability to recognise legal and ethical risks arising from the use of artificial intelligence in their professional activities and to promote responsible, secure, and legally compliant practices within academic institutions. The training emphasised the

importance of balancing the benefits of AI-supported work with obligations concerning privacy, confidentiality, data protection, and academic integrity.

The session began with an interactive introductory exercise encouraging participants to reflect on their existing use of artificial intelligence in professional activities. This exercise provided a starting point for discussing the fact that seemingly routine interactions with generative AI systems may involve the processing of personal data. Participants were encouraged to consider whether information entered into AI tools might contain personal details and whether such processing takes place under appropriate legal and organisational conditions. A key section focused on the relationship between generative artificial intelligence and the General Data Protection Regulation (GDPR). The discussion addressed the potential processing of personal data by AI tools and the risks associated with transferring information to external technological services.

Particular attention was paid to three principal areas of concern: the sharing of personal data with AI applications, the uploading of sensitive or confidential information, and the potential loss of control over how submitted information is subsequently processed. These issues were discussed in the context of university activities, where academic and administrative staff may routinely handle information relating to students, colleagues, research participants, and other individuals.

The training highlighted the importance of identifying whether materials intended for AI-assisted processing contain personal or confidential information. Participants were encouraged to adopt a risk-aware approach when deciding what data may be entered into external AI platforms and to consider whether the intended use is consistent with applicable data protection requirements and institutional policies. Another substantial component concerned the appropriate and inappropriate use of AI tools in professional academic activities. Participants examined examples of potentially acceptable applications, including generating ideas, improving the language and clarity of materials, summarising documents, and organising information. These activities were presented as examples of how AI may support efficiency and productivity when used responsibly and under appropriate human supervision.

The discussion also addressed problematic practices, including relying on AI to produce complete assignments or documents without adequate human involvement, using information without verifying its accuracy, failing to check references, and omitting disclosure of AI use where such disclosure is required. The session emphasised that technological convenience should not undermine the principles of professional responsibility, academic integrity, or the reliability of information produced within higher education institutions.

A further section explored copyright protection and intellectual property rights in the context of generative AI. The training introduced the fundamental legal principles governing human authorship and creative contribution, drawing attention to the fact that AI systems do not possess legal personality and cannot independently be recognised as authors within the legal framework discussed. The responsibility of individuals using AI-generated materials was therefore emphasised. The discussion also considered the risks of plagiarism and improper attribution when AI-generated content is incorporated into academic or professional materials. Participants were reminded of the importance of respecting intellectual property rights and ensuring transparency regarding the use of generative technologies.

Special attention was given to the legal and professional responsibility of university staff. The training emphasised that using AI tools does not transfer responsibility for the resulting materials or decisions to the technology provider or the AI system itself. University employees remain responsible for the accuracy and reliability of submitted information, compliance with institutional policies, and respect for intellectual property and academic standards. The session subsequently presented a set of good practices for responsible AI use. These included systematically verifying AI-generated content, checking sources and references, treating artificial intelligence as an assistive rather than autonomous decision-making tool, respecting university regulations, and ensuring transparency regarding AI assistance.

These principles were framed as essential safeguards for integrating AI into academic workflows without compromising the legal and ethical obligations of higher education institutions. The training included a practical component based on case studies, interactive quizzes, and problem-solving exercises. Participants assessed a range of realistic situations involving the use of generative AI in academic contexts. The cases included using ChatGPT to generate ideas for an essay, presenting fully AI-generated text as independent work, relying on automatically generated summaries without verification, and uploading clients' personal data into AI systems to.

On-site session 4: Copyright & licences and protecting devices

Author(s): Tymoteusz Miller

The session focused on copyright, software and content licences, responsible use of AI-generated material, and fundamental cybersecurity practices relevant to academic and professional environments.

Participants were first introduced to the principle that content available on the Internet is not automatically free to reuse. The session emphasized that images, texts, code, music, and other

creative works are generally protected by copyright from the moment they are created. Consequently, material discovered through a search engine should not be reused without checking the applicable licence or obtaining appropriate permission.

The session explained the distinction between moral and economic rights and introduced commonly encountered licensing models. Creative Commons licences were discussed as a practical framework for reusing openly licensed materials, including differences between licences such as CC BY, CC BY-NC, and CC BY-SA. Participants were reminded that licence conditions, including attribution, non-commercial restrictions, and share-alike requirements, must be respected.

Software licensing was presented as another important area of digital responsibility. Participants were introduced to differences between permissive licences such as MIT, copyleft licences such as GPL, and proprietary licences. The discussion emphasized that reusing code without understanding its licence can create obligations regarding attribution, redistribution, or source-code disclosure.

A separate part of the session addressed AI-generated text, images, and code. Participants learned that AI systems themselves are not legal authors and that the copyright status of AI-generated outputs can depend on the degree of human creative contribution and the applicable legal framework. AI output should therefore be reviewed carefully, transformed through human intellectual contribution, and used in accordance with the relevant platform terms and institutional policies.

The cybersecurity component covered common risks faced by university users, including phishing, reused passwords, outdated software, and accidental data leakage. Particular attention was given to AI-enhanced phishing, where generative technologies can produce convincing, personalized messages, cloned websites, or synthetic audio and video.

Participants were encouraged to follow several basic security practices: keep operating systems and applications updated, use multi-factor authentication, maintain unique passwords through a password manager, and verify suspicious requests through an independent communication channel.

The overall message of the session was that responsible AI use requires not only understanding the capabilities of technology, but also respecting intellectual property, licence conditions, security requirements, and personal responsibility for how digital resources are used.

On-site session 5: AI tools: exercises

Author(s): Ángela del Robledo Troncoso García, Elif Akagün, Hasibe Aysan

The on-site training focused on AI tools for university staff, introducing Generative AI and its potential to improve teaching, learning, and administrative processes.

Practical applications were explored for teachers and administrative staff, including preparing teaching materials, generating exercises, supporting assessment and feedback, adapting content, simplifying administrative workflows, and improving institutional processes. Particular emphasis was placed on responsible AI use, including verifying outputs, protecting personal and academic data, recognizing biases and limitations, and using AI to support rather than replace human work and decision-making. The training also introduced multimodal, education-specific AI tools and plug-ins for practical integration into university activities.

Afterwards, practical exercises and examples were carried out using some of the AI tools presented, allowing participants to explore their potential applications in the university context.

1. **NotebookLM**. NotebookLM was introduced as an AI tool for working with and exploring documents. Practical examples demonstrated how it can transform source materials into different formats, including mind maps, flashcards, presentations, audio and video summaries, reports, data tables, and questionnaires. The focus was on showing participants how these functionalities can be used to organize, summarize, and interact with information in different ways, supporting teaching, learning, and academic work.

2. **Perplexity**.Perplexity was introduced as a tool for academic literature research, demonstrating how it can be used to search for recent studies and synthesize relevant academic evidence. Practical examples showed how to formulate structured research queries, including the use of the PICOT framework, selection of specific types of evidence such as RCTs, systematic reviews and meta-analyses, and the definition of inclusion and exclusion criteria. The results could then be organized into a structured table with key information such as authors, year, study design, sample size, main findings, and DOI.

3. **Claude (Anthropic)**. Claude was introduced as a large language model developed by Anthropic and trained using Constitutional AI, an approach in which the model is trained against a written set of principles rather than human feedback alone, with the goal of being helpful, harmless, and honest. Participants walked through Claude's development from its first public release in 2023 to the current Claude model family, and through its core capabilities across writing and language, reading and document analysis, reasoning and mathematics, coding, research support, and, when connected to external tools, more complex agentic tasks. Practical use cases were presented separately for students,

researchers, and professionals, together with the different ways of accessing Claude (the free and paid claude.ai web and app, the Anthropic API, Claude Code, and workplace integrations). The session also addressed Claude's limitations by design and by construction: hard ethical limits that the model does not cross regardless of how a request is framed, and technical limitations such as hallucination, a fixed knowledge cutoff without search tools, the absence of persistent memory between sessions, and the inability to generate images. The session closed with practical prompt-engineering guidance, being specific, providing context, iterating on outputs, and breaking complex tasks into steps, which participants then applied in a live exercise, using Claude to design a research paper query step by step, from clarifying their role and available data to selecting a research approach and methodology.

4. **Two-round interactive workshop**. To let participants apply the AI tools presented earlier in a hands-on setting, a two-round, 20-minute interactive workshop was run. In Round 1 (Creative Icebreaker), participants formed international 4–5 person teams, then spent 15 minutes designing the most unconventional or unexpected AI application for education (the "Weird AI" Challenge), before each team pitched its idea in one minute and the group voted for the "Most Weird AI Idea." In Round 2 (Profession-Based Deep Dive), participants re-grouped into role-based cohorts of Academics or Administrative Staff. The Academics cohort worked on research ideation, producing a publication title, an idea, and its potential contribution, while the Administrative Staff cohort worked on process innovation, defining a problem, an AI-based solution, and the expected efficiency gains. The exercise was designed to build hands-on experience with AI-assisted ideation, critical thinking about the applicability of AI solutions, and collaborative problem-solving skills transferable to participants' own institutional context.

On-site session 6: AI in marketing

Author(s): Elif Akagün

In this session, a comprehensive overview of how Artificial Intelligence (AI) is transforming modern marketing was discussed. It was explained that AI uses technologies such as machine learning, natural language processing, and data analytics to automate marketing activities, personalize customer experiences, and improve decision-making. The session then traced the evolution of AI in marketing from early automation systems to today's advanced applications, emphasizing key benefits such as enhanced personalization, greater efficiency, and data-driven scalability.

During the session, AI's impact through numerous real-world case studies from global brands was presented to the participants. Among those brands were Amazon and Netflix's use of AI recommendation engines to personalize customer experiences, generating significant revenue and engagement, as well as Coca-Cola's leverage in generative AI to accelerate content creation and increase campaign effectiveness. Other examples included Nike's automated advertising, Starbucks' AI chatbots, Spotify's AI-powered audience targeting, Adidas' personalized email marketing, and KLM's multilingual customer service chatbot. These case studies illustrated how AI can improve targeting accuracy, automate customer interactions, enhance content creation, and increase conversion rates, engagement, and customer satisfaction.

Finally, the presentation explored the future of AI in marketing, highlighting emerging trends such as hyper-personalization, voice and visual search, and advanced predictive analytics. At the same time, important ethical and managerial challenges, including data privacy, regulatory compliance, algorithmic fairness were debated. The session concluded that while AI will continue to reshape marketing practices, organizations must combine technological capabilities with human insight to create effective, responsible, and customer-centered marketing strategies.

On-site session 7: AI in the workplace

Author(s): Hasibe Aysan

This session examined how Artificial Intelligence is reshaping management and administrative work in the university workplace, opening with current data on the pace and scale of AI adoption. Participants were shown that most workplaces already use at least one AI tool, that AI adoption reached scale far faster than previous general-purpose technologies, and that organizations actively adopting AI report measurable productivity gains. The guiding message of the session was that "AI won't replace you, a person using AI will."

Practical applications were reviewed across three stages of the employee lifecycle: recruitment and hiring (resume screening, video interview analysis, and bias-reduction algorithms), performance management (real-time tracking, engagement analytics, and early-warning systems for turnover or burnout), and decision support (predictive dashboards, scenario simulation, and resource optimization). At each stage, the session stressed the "black box" problem: AI-supported management decisions must remain transparent, auditable, and ultimately backed by human judgment.

A central part of the session was devoted to the ethical concerns that managers and employees need to understand: privacy and surveillance, algorithmic bias, job displacement, and transparency,

framed around the discussion question “If an AI system decided you should be fired, would you accept the decision?”. Participants discussed AI as a tool for augmentation rather than replacement, combining the machine’s pattern recognition, scale, and speed with distinctly human strengths such as empathy, ethical reasoning, and strategic judgment.

The session then turned to future skills and career readiness, presenting workforce statistics on the scale of reskilling needed by 2030 and introducing a four-level AI literacy staircase (basic, intermediate, advanced, expert). Participants received a practical action plan structured around concrete steps for this week, this month, and this year, together with curated free learning resources, real-world case studies of AI-driven impact (e.g. JPMorgan Chase, Amazon, Mayo Clinic, and Netflix), and a shortlist of everyday workplace AI tools for productivity and career development.

The session closed with a theoretical perspective developed by the presenter, framing AI not as a passive tool but as a distributed actor within complex sociotechnical networks that actively shapes organizational decision-making and institutional realities (Aysan, 2026). This Distributed Sociotechnical Agency Model was used to discuss governance implications for the 2026 workplace, including the shift from directing individual tools to orchestrating AI agents, the EU AI Act’s August 2026 compliance deadline, and the risk that uneven organizational readiness for algorithmic oversight can undermine even well-designed AI deployments. The session ended with the golden rule of the 2026 workplace: use AI to augment your thinking, never to outsource your judgment.

On-site session 8: Green AI and risk of burnout

Author(s): Tymoteusz Miller

The session introduced Green AI as a broader approach to sustainable and intentional Artificial Intelligence use. Rather than maximizing the number of AI interactions or always selecting the largest available model, participants were encouraged to consider whether a particular AI interaction is necessary, efficient, and genuinely useful. The session framed Green AI around three principles: choosing an appropriate model for the task, prompting intentionally, and maintaining a sustainable balance between human and AI work.

The environmental dimension of AI was explained by showing that digital interactions depend on physical infrastructure. AI systems require specialized computing hardware, data centers, electrical energy, cooling infrastructure, and water resources. This means that seemingly immaterial AI interactions have a measurable physical and environmental cost.

Participants were introduced to examples of unnecessary AI consumption, including repeated regeneration of similar outputs, using AI for trivial tasks that could be completed more quickly without

it, and continuously re-prompting a system without first reconsidering the question. More sustainable alternatives included writing clearer prompts, choosing smaller models where appropriate, reusing effective templates, and designing workflows in which human judgment leads and AI provides targeted support.

The session then extended the concept of sustainability beyond environmental impact to cognitive sustainability. AI tools may reduce some forms of manual effort while simultaneously increasing notification overload, context switching, verification requirements, and prompt fatigue. Participants were therefore encouraged to recognize situations in which AI interaction begins to create additional cognitive burden rather than reduce it.

A major part of the session addressed the point at which users should disengage from AI. Warning signs included aimless prompting, difficulty starting tasks without first consulting AI, and feeling more mentally exhausted after AI-assisted work. Excessive reliance on AI was also discussed in relation to automation bias, passive acceptance of generated content, and the gradual weakening of independent analytical thinking.

Participants were introduced to practical strategies for maintaining healthy boundaries, including dedicated deep-work periods without AI tools, scheduled rather than reflexive AI use, and protected thinking time before prompting. The underlying principle was to formulate one's own interpretation or position first and then use AI to refine, challenge, or extend it.

The session also addressed the institutional dimension of sustainable AI adoption. Universities were encouraged to develop clear AI policies, promote digital wellbeing, and avoid treating maximum AI adoption as an automatic indicator of innovation. Sustainable AI use requires organizational boundaries and responsible governance as well as individual habits.

The final message was that the goal is not maximum AI usage, but meaningful and sustainable AI usage. AI should remain a deliberate and bounded component of human-led academic work, supporting deeper thinking, creativity, teaching, and scholarship rather than replacing them.

AI use in this manual

This manual contains original work of the authors. AI tools were used to help with translation and proper language usage, image and presentation generation, and summarizing long texts.