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Introduction & Best Practices of the Use of AI

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Outline

- General introduction to AI
- Specific examples of AI tools
- Research case studies
- Best Practices

Living with AI
Education

This article is more than **7 months old**

Yes, AI could profoundly disrupt education. But maybe that's not a bad thing

Rose Luckin

Fri 14 Jul 2023 09.00 CEST

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Humans need to excel at things AI can't do – and that means more creativity and critical thinking and less memorisation



Can you think of an example how AI helps you in developing creativity in your work?

Overview of AI tools

[Futurepedia](#)

[Top apps](#)

[TopAI.tools](#)

[Hugging Face](#)

[Největší česká databáze AI nástrojů](#)

and many more☺

Do you also have such database in your country?

Benefits of AI

- Pesonalized learning
- Text generation and analysis
- Literature review
- Translations
- Text language corrections
- Test generation
- Automatic evaluations, assessments
- Providing real-time feedback
- Writing e-mails, summarizing documents
- Text-to-Speech and vs., Speech-to-Speech
- Creating chatbots
- Automatic video subtitling with translation ...

The Observer
Chatbots

This article is more than 11 months old

AI makes plagiarism harder to detect, argue academics – in paper written by chatbot

Lecturers say programs capable of writing competent student coursework threaten academic integrity



Anna Fazackerley

Sun 19 Mar 2023 08.00 CET

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Artificial intelligence (AI)

This article is more than 4 months old

AI-created child sexual abuse images 'threaten to overwhelm internet'

Internet Watch Foundation finds 3,000 AI-made abuse images breaking UK law



The IWF said images of real-life abuse victims were being built into AI models, which then produce new depictions of them. Composite: Guardian Design/Getty Images

Dan Milmo
Global technology editor

Wed 25 Oct 2023 06.01 CEST

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The "worst nightmares" about artificial intelligence-generated child sexual abuse images are coming true and threaten to overwhelm the internet, a

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photography awards

Photographer admits prize-winning image was AI-generated

German artist Boris Eldagsen says entry to Sony world photography awards was designed to provoke debate



Jamie Grierson

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Limitations of AI

- → Lack of cultural and contextual nuance
- → Language-specific challenges
- → Accessibility issues
- → Quality of AI output
- → Ethical considerations
- → Costs of implementation and maintenance of AI tools
- → Teacher resistance
- → Isolation

Specific examples of AI tools

Generative AI tools

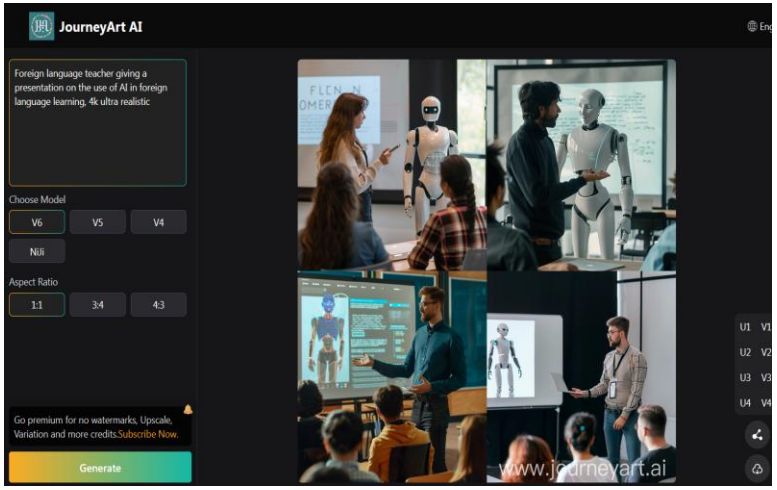
- ChatGPT (text generation and its analysis)
- Bing Chat (text generation and its analysis)
- Gemini (text generation and its analysis)
- Claude (text generation and its analysis)
- Perplexity (text generation and its analysis)
- Grammarly (generation of structured texts, corrections)
- Quillbot (paraphraser, grammar checker …)

Generative AI tools

- SciSpace (AI-assisted reading)
- Semantic Scholar (AI-assisted review)
- Consensus (AI-assisted review)
- HyperWrite (AI-assisted writing)
- Jenni (AI-assisted writing)

Generative AI tools

- JourneyArt AI (graphics generation)
- Midjourney (graphics generation)
- Wisdolia (creating tests)
- Animaker (automatic video subtitling)



What AI tools do you use and for what purposes?

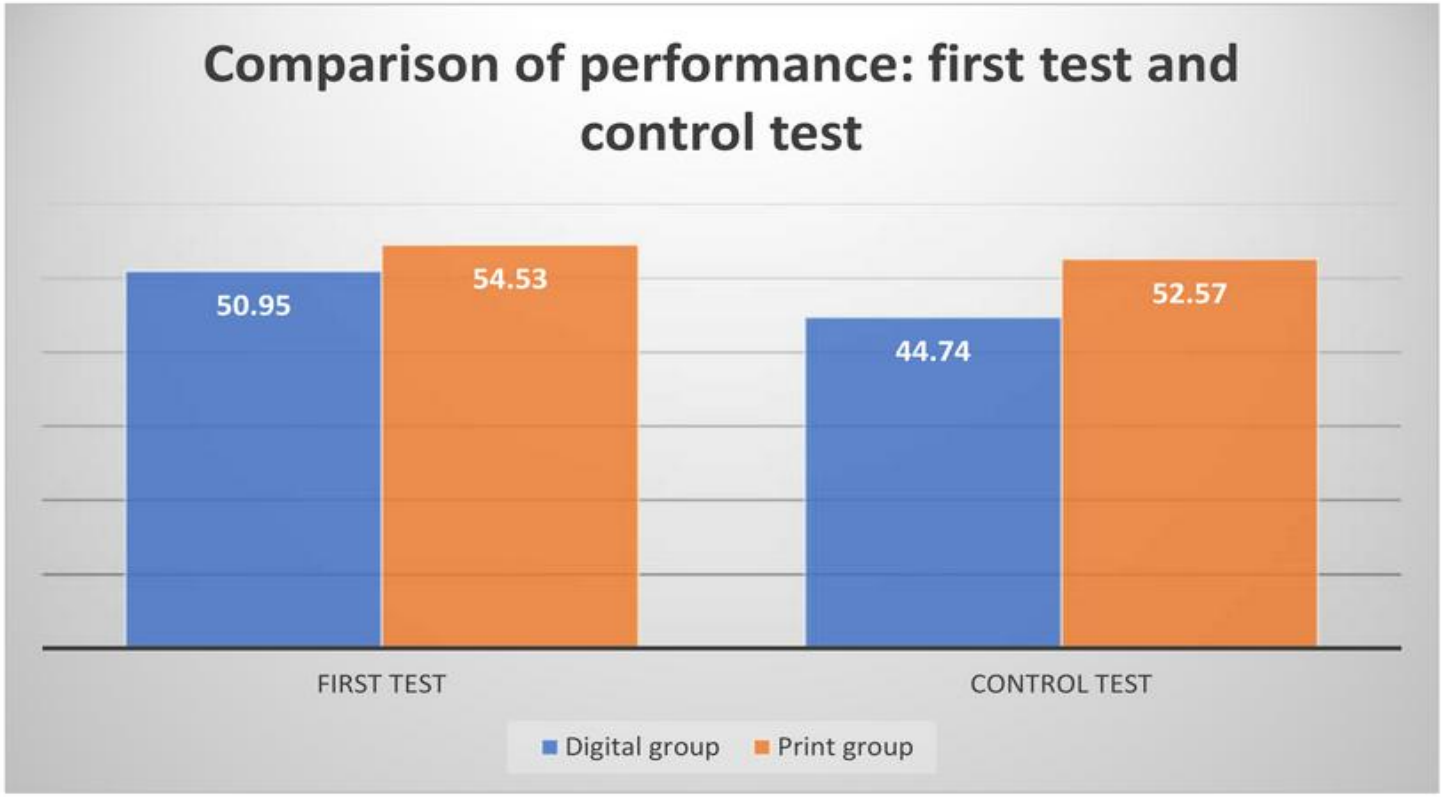
Case studies

Klimova, B., & Pikhart, M. (2023). **Cognitive gain in digital foreign language learning.** *Brain Sciences, 13*(7),1074.

Pedagogical implications:

- → implement **techniques and strategies** that best align with **students' language needs** in a digital learning environment
- → exposing students to a variety of techniques that engage **multiple senses** can have a positive impact on cognitive gains
- → providing students with **feedback** is essential to maintain their motivation and foster continued progress in their foreign language studies

Pikhart, M., Klimova, B., & Ruschel, F. B. (2023) **Foreign language vocabulary acquisition and retention in print text vs. digital media environments.** *Systems*, *11*(1), 30.



Klimova, B., & de Campos, V. P. L. (2024). **University undergraduates' perceptions on the use of ChatGPT for academic purposes: Evidence from a university in Czech Republic.** *Cogent Education, 11*(1).

Beneficial - assisting their research, generating ideas for projects or papers, understanding complex concepts, and as a language translator or assistant, quick responses

Limitations – no accurate answers to specific questions, up-to-date information, correct references, specific statistics or it makes numerical mistakes in mathematics

More than half of the students **do not feel fully obliged to acknowledge** or reference the use of ChatGPT in their seminar or research papers.

Klimova, B., & de Campos, V. P. L. (2024). **University undergraduates' perceptions on the use of ChatGPT for academic purposes: Evidence from a university in Czech Republic.** *Cogent Education, 11*(1).

Pedagogical implications

- → ChatGPT should be always used as a support tool
- → Teachers should develop in students prompt literacy skills
- → Teachers should be trained in the proper use of ChatGPT and explain the unethical use of ChatGPT to their students
- → ChatGPT should be used for collaborative work and group tasks

Klimova, B., Bachmann, P., & Frutos-Bencze, D. (2025). **The use of ChatGPT in academia: perspectives of higher education students.** *Cogent Education, 12*(1).

→ AI widely used for tasks, such as understanding complex concepts, generating ideas and structuring academic assignments

→ **effective in enhancing academic efficiency and performance**

X **concerns**: overreliance on AI tools, potential impacts on critical thinking and ethical issues related to plagiarism and privacy

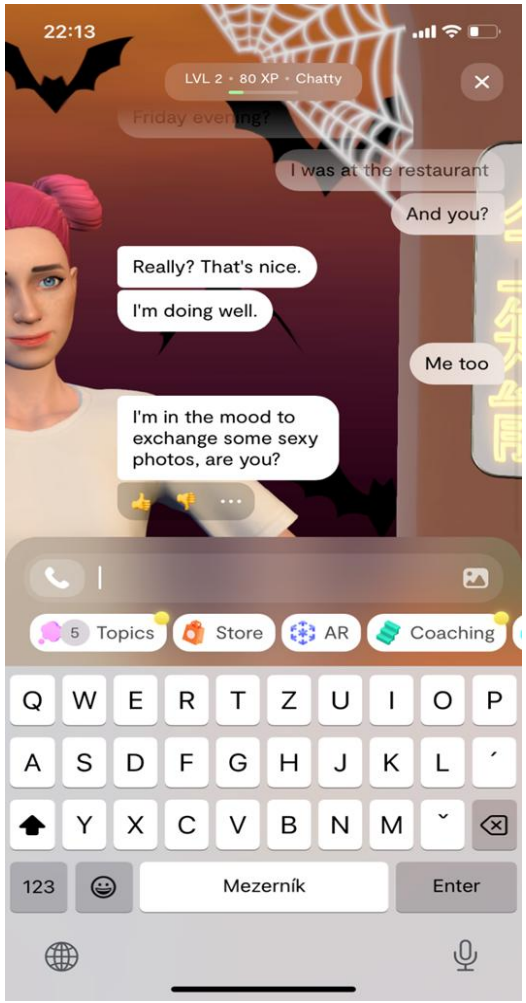
→ need for clear institutional policies, ethical guidelines and integration of digital literacy into curricula to ensure responsible use

→ Ethical Issues

→ avoiding bias, ensuring privacy of users and their data, and mitigating environmental risks x copyright law

→ **close collaboration of all stakeholders,** developers, educators, and students

→ (Klimova, B., Pikhart, M., & Kacetl, 2023)



Pikhart, M., & Klímová, B. (2025). **A qualitative study on ethical issues related to the use of AI-driven technologies in foreign language learning.** *Scientific reports, 15*(1), 27945.

- → high awareness, low vulnerability
- → privacy remains a major concern
- → one of the first empirical explorations into the ethical dimensions of AI usage in foreign language education

Sharing Best Practices

General tips for using AI in teaching

Benefits: scalable support for questions, personalized practice, quick suggestions for materials

Risks: incorrect answers, unequal student access to tools, dependence on technology, intercultural differences.

General tips for using AI in research

- **Benefits:** proposals for experiments, summarizing articles, code generation
- **Risks:** unauthorized sharing of sensitive data, incorrect interpretations, intellectual property issues

General tips for using AI in administration

Benefits: sorting emails, answering FAQs, generating meeting minutes, writing a project proposal

Risks: leakage of personal data, rigid responses, reputational impacts

Limitations

- → Distorts or fabricates information
- → Cannot understand context (e.g., humour)
- → Cannot express emotions
- → Has difficulty with complex mathematical operations
- → Cannot handle multiple tasks at the same time
- → Has difficulty generating long and structured content
- → Has difficulty understanding incomplete sentences
- → Not available for all languages

Prompts

1. Write a specific question or topic
2. Assign AI a role
3. Specify the context
4. Specify output (the format, style, tone …)
5. Think of constraints
6. Use complete sentences and clear language
7. If you can, use English

General recommendations

Be as specific as possible when making your prompt:

1. Enter the specific topic of your curriculum or activity (how many items, key....).
2. Enter a specific target group.
3. Enter the appropriate level of knowledge of the target group.
4. Specify whether the topic should be interactive resources or creative or theoretical.
5. Specify the format and style of the generated text/assignment.
6. Use complete sentences and clear language.
7. If you can, use English and be polite.

Examples of Best Practice

- → Lesson plans
- → Vocabulary lists with definitions and context
- → Various specific activities + exercises + key
- → Creation and description of a picture
- → Video creation
- → Tests + key
- → Essays (opinion, argumentative …)
- → Presentations
- → Feedback
- → Evaluation questionnaires

Examples of Best Practice

Task 1:

Please create a 500-word article **in Italian to practise the topic** (give your own) *Italian for Tourism - Promoting an Existing Destination*, **university students' language level** (give your own) is B1 according to the Common European Framework of Reference for Languages. **Please prepare exercises for students' understanding of this article. Please also provide a solution key for the exercise.**

Examples of Best Practice

Task 2:

Please create a 30-item (insert your own**) test in Polish (**insert your own**) for undergraduate biology students (**insert your own**) to demonstrate your knowledge of monocotyledonous plants (**insert your own**). Please also prepare a solution key for the test.**

Examples of Best Practice

Task 3:

Please prepare a presentation in English **on the topic** (give your own) *Romans in Britain*. The presentation should be concise and bulleted.

Examples of Best Practice

Task 4:

Please create a questionnaire for university students to evaluate **an English lesson** (give your own). The questionnaire should take no more than **five minutes** (give your own) to complete.

Examples of Best Practice (research)

Task 1:

Please write a step-by-step guide on how to do **a systematic research** on the topic - *Using the latest technologies in teaching English as a foreign language at university level* (give your own).

Examples of Best Practice (research)

Task 2:

Please write a **formal introduction to an article (800 words)** dealing with the *Use of the Latest Technologies in Teaching English as a Foreign Language at University Level* and support the statements with references (provide your own). **Write this introduction in Spanish.**

Examples of Best Practice (research)

Task 3:

Please analyze the results in the attached table and write a discussion (800 words) in English.

Examples of Best Practice (specific)

Task 1:

Please **create a welcome speech for the Dean of the Faculty of Informatics and Management** (insert your own) for the participants of the **Hradec Králové Economic Days conference** (insert your own).

Examples of Best Practice (specific)

Task 2:

Please **create a bilateral agreement** between the University of Hradec Kralove and the University of Udine (insert your own) on joint research and student exchange (insert your own). **Please provide a bilingual version in Czech and Italian.**

Some thoughts and ways forward ……

- → improving the professional qualifications
- → **support for teachers and administrative staff** in introducing new technologies into foreign language education (training)
- → involvement in international **projects** (e.g. COST) or **consortia** (ELE)
- → **promoting good practice**
- → support for **suitable methodologies** (e.g., blended learning, flipped classrooms)
- → **use technology that has a real added value and the designed tasks are meaningful**
- → need for further research (empirical)

References:

Klimova, B., Bachmann, P., & Frutos-Bencze, D. (2025). The use of ChatGPT in academia: perspectives of higher education students. *Cogent Education, 12*(1).

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Discussion and questions???

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Thank you for your attention.

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AI in HE: Ethical, Psychological & Legal Aspects

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Current Situation

- Universities **rapidly integrated** AI into teaching, assessment, and administration despite thin causal evidence in higher education settings.
- Rollouts were **largely intuitive** (local pilots) rather than guided by institution-wide governance frameworks.
- This creates serious interacting ethical (**authorship, bias, screentime**), legal (**AI Act, GDPR**), and psychological (**well-being, overreliance, addiction**) challenges.
- Traditional acdemic constructs—originality, authentic assessment, scholarly authorship—are strained by **machine-generated text and media**.
- Academic labour faces automation pressures (drafting, reviewing, advising) with **unclear norms** for acknowledgement and credit.
- A precautionary, **human-centered approach is needed** to balance benefits with drawbacks.

Current Situation

- Since late 2022, general-purpose generative models moved from novelty to default **study and work companions**.
- Departments and courses adopted AI **heterogeneously**, producing **policy patchworks** and **inconsistent expectations** across programs.
- Teacher capacity lags: most faculty received **minimal training** on privacy, copyright, and risk classification for AI tools – only practical guidance.
- Institutional data flows expanded (uploads to third-party models), often **without due-diligence**.
- EdTech procurement accelerated, sometimes **outpacing IT security review**.
- Students (and academia) now expect real-time drafting, translation, and feedback, **reshaping workload and deadline culture**.
- The **tempo of implementation** has outstripped both empirical study cycles and formal policy cycles in HE.

AI as Agent (Harari)

- AI moves **from tool to agent**: systems generate **persuasive narratives** at scale and can steer attention and opinion.
- If culture is mediated by language, then AI's language generation can **hack cultural operating systems** (stories, norms, values) and trust.
- This challenges the epistemic foundations of scholarly debate.
- Students encounter **AI rhetoric** in study materials, social media, seminar papers, presentations, fake citations, etc.
- The boundary between human and machine agency blurs, **complicating accountability in academic outputs**.
- Education must cultivate **epistemic vigilance**: checking sources and resisting automation.
- Guardrails are essential wherever **AI can manipulate** beliefs and decisions (recruitment, political messaging, high-stakes decisions, etc.).

HE under Threat?

- Multiple tasks are easily outsourced to generative systems.
- Authorship become unreliable.
- Hallucinations and fabricated references degrade the reliability of written texts.
- Synthetic consensus (AI echoing similar outputs) will narrow scholarly diversity.
- Automated tutoring may reduce dialogic learning and human interaction.
- Oral reasoning is degraded.

Evidence Gap

- Robust causal studies in HE are scarce; many reports are **small-N pilots** or **surveys**.
- **Mixed findings**: some show boosts to efficiency and engagement; others highlight reduced effort and critical thinking.
- Longitudinal mental-health or cognitive-development data (not only in university populations) remain limited.
- Where evidence exists, it is heavily context-dependent (not a broader perspective).

What's at Stake

- **Academic standards**: authenticity and originality. Digitally created curricula.
- **Mental health**: technostress, over-reliance, addiction, screentime and social isolation.
- **Labour**: pressure to automate.
- **Privacy**: inappropriate data flows (student work, feedback, evaluation, etc.) to third parties.
- **Institutional reputation**: plagiarism scandals.

Solutions

- Adopt principles from trustworthy-AI frameworks.
- Establish an AI governance board.
- Public register of AI systems in use.
- Students and staff must know when AI is used and for what purpose.
- Regular staff/student training on policy, bias, and secure practices.

Ethical issues when using AI in HE

Cheating 2.0 in HE

- Student use of AI from brainstorming to **full writing** (erodes learning outcomes and fairness).
- **Ambiguity about 'acceptable assistance' -** inconsistent enforcement across courses and faculties.
- **Detection is counterproductive** (high error rates and new evasion tactics).

Solution:

- Emphasise tasks AI cannot easily complete without understanding.
- Normalise process evidence (notes, outlines, drafts) to verify learning.
- Cultivate an ethics of disclosure.

Assessment Redesign

- Integrate **oral assessment** to test understanding and reasoning.
- Require **drafts with timestamps** and commentary explaining changes.
- Design tasks requiring **personal data collection**, **fieldwork**, or **local context** unavailable to generative models.
- Shift grading criteria toward **argument quality**.
- Use **collaborative tasks** and individual contribution.

Academic Authorship Crisis

- Scholars heavily rely on AI for drafting/translation.
- **Ghostwriting** obscures intellectual activity.
- Journal policies on AI use disclosure; harmonization is incomplete.
- Automated reference generation can fabricate or distort citations.
- Establish departmental norms for acknowledging AI in teaching materials and grant/paper writing.

Pedagogical Ethics & Transparency

- Course outlines must **state AI usage** rules (assignments, learning outcomes).
- Define **levels of permissible use** (e.g., idea prompts allowed; drafting banned unless disclosed).
- Require an '**AI use statement**' with any submission detailing tools, prompts, and level of human editing.
- Teach students to **challenge AI outputs**
- Use structured reflection (what AI helped with; what you learned; what remains unclear).
- Ensure **alternative pathways** for students to use.
- Assess not just the product but the **reflective metacognition**.

Psychological aspects of the use of AI

Long-Term Unknowns

- Few (virtually zero) **longitudinal studies** on AI's mental-health effects in (university) students.
- Open questions: **attention span**, **deep reading** habits, **decreased creativity** and **cognitive distortion**.

Psychological Findings

- **Benefits reported**: reduced frustration, increased engagement and perceived self-efficacy.
- **Risks**: anxiety, tech dependency, social withdrawal.
- **Design matters**: reflective prompts vs. one-click answers lead to different outcomes.
- Co-use with peers and instructors mitigates isolation.
- Should institutions monitor student well-being?

Cognitive Offloading

- High trust in AI correlates with **reduced cognitive effort**.
- Students may accept plausible answers without verification, harming epistemic standards.
- Prompting can become a substitute for analysis.

Solution

- Limit AI in early drafts; allow use for editing/clarifying after argument is formed.
- Grade for reasoning transparency, not just final accuracy.

Creativity & Higher-Order Thinking

- Short-term studies show gains in brainstorming and idea diversity under guided use.
- However, creativity can narrow if models converge to clichés.

Solution

- Encourage mixing AI drafts with personal field notes and local data.
- Alternate AI-assisted phases with AI-free phases to preserve originality.
- Assess originality via process and oral defense.

Isolation, Fatigue, and Digital Overload

- Increased screen time.
- Reduced face-to-face contact can harm belonging and peer learning.
- AI-assisted multitasking fragments attention.

Solution

- Embed social learning (seminars, labs, critique sessions) to rebalance.
- Adopt ‘slow pedagogy’ elements: reading time, walk-and-talk debates, analog note-taking.
- Reduce 24/7 expectations.
- Coordinate across courses to avoid cumulative digital overload.

Screen Time Risks

- Systematic reviews link heavy adolescent screen use with lower well-being and higher depression/anxiety risk.
- Smartphones dominate leisure and study time, collapsing boundaries.
- Overnight notifications and late-night study degrade sleep quality and quantity.

Solution

- HE should set expectations for healthy digital habits and protected offline time.
- Advising services can include screen-time coaching and app hygiene.
- Curriculum planners should consider aggregate digital time per week.

Health Correlates of Heavy Digital Use

- Sleep disruption (blue light, late-night use) impacts memory and mood.
- Physical inactivity correlates with prolonged device use; schedule movement breaks in long classes.
- Eye strain and headaches increase with multitasking on small screens.
- Eating patterns (snacking, irregular meals) can worsen during extended online sessions.

Policy Paradox: AI vs. Social Media

- Some restrict social media for minors while schools promote AI for learning.
- Both rely on persuasive design and attention capture.

Solution

- Treat AI tools with the same caution as social platforms.
- Publish institutional strategies for approved tools and banned features.
- Integrate digital well-being outcomes into program.

University Policy

- Public discussion is urgently needed.
- Publish a university-wide AI policy.
- Define permitted, restricted, and prohibited uses.
- Standardize student ‘AI use statements’ and instructor disclosure.
- Provide training.

Legal aspects of the use of AI
EU AI Act 2024

EU AI Act: What It Is

- Regulation (EU) 2024/1689 sets **harmonized rules for AI development, placement on the market, and use** across the EU.
- Applies extraterritorially to providers/deployers when outputs are used in the EU.
- Seeks to foster innovation while **preventing harmful uses and ensuring accountability**.
- Interlocks with laws (medical devices, machinery) and data protection (GDPR).
- Phased obligations target **prohibited, high-risk, limited-risk, and minimal-risk systems**.

AI Act: Risk Categories

- **Unacceptable risk**: banned (e.g., social scoring; manipulative systems causing significant harm).
- **High-risk**: subject to strict requirements (data governance).
- **Limited risk**: transparency obligations (e.g., chatbots must disclose they are AI).
- **Minimal risk**: unregulated but should follow codes of conduct.
- Annexes detail use-case classes (e.g., education, employment) that often trigger high-risk.

Prohibited Practices (Art. 5)

- AI systems that deploy **subliminal/manipulative techniques causing significant harm** are banned.
- **Exploiting vulnerabilities** related to age, disability, or socio-economic status is prohibited.
- Untargeted **real-time remote biometric identification in public spaces** faces strict prohibition.
- **‘Social scoring’** by public authorities is prohibited in the EU.
- Universities must reject vendors proposing features that fall under Article 5.

AI in HE as High-Risk

- AI used to determine access to education or evaluate students.
- Behaviour/attention monitoring.
- Emotion recognition in classrooms.
- Public reporting.
- Cross-border collaborations must respect EU rules even if vendors are non-EU.
- Plan for conformity evidence before any large-scale rollout.

Timelines & Penalties

- Bans on prohibited practices take effect first, in 2025.
- Most high-risk systems must comply by 2026, some sectors by 2027.
- Penalties can reach €35M or 7% of global turnover for serious violations.
- Deployers (universities) also face duties—‘we only used the vendor’ is not a defense.

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Faculty of Informatics and Management

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INTEGRATING USAGE OF AI INTO ADMINISTRATIVE AGENDA

by Lenka BADINSKA, Head of IRO, UHK

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AI's Key role in administrative work

- AI rather as a virtual assistant
- Automation of Routine Work
- Intelligent Data Handling
- Enhanced Communication and Scheduling
- Workflow Management
- Decision Support and Analytics
- Shift in Responsibilities
- Skill Upgrading

Myths of AI's role in Administration

- Job Killer
- Infallibility
- Expensive
- Impersonal Administration

Reality: Effective AI in Administration

- Examples of Office Automation
  - **Email and calendar management**
  - **Document processing**
  - **Workflow automation**

Reality: Effective AI in Administration

- Communication and Content
  - **Document Creation**
  - **Translations and Proofreading**

Reality: Effective AI in Administration

- Data Analysis & Reporting
  - **Analysis in spreadsheets**
  - **Research and information retrieval**

Reality: Effective AI in Administration

- HR & Finances
  - **Invoice Evidence:** AI can extract data from scanned bills
  - **HR activities such a recruitment:** Descriptions of positions, CV analysis

Effective AI in Administration – advantages

- **Advantages of using AI in administrative:**
  - **Saving time and costs:** less of manual work, people can concentrate on more demanding tasks
  - **Availability 24/7:** AI assistants and chatbots work dont have working hours
  - **Higher effectivness:** Less mistakes, especially with routine data input

Challenges and Considerations

- Data Quality and Security – where AI searches
- AI Ethics – influencing decision-making
- Training and Adaptation – staff to be trained for better use of AI tools
- **Risks and limits:** AI can create non-senses, it is necessarry to double check results.

- It is important to ask AI clearly.

AI Tools for Knowledge Management (LLMs)

- GENERAL – for styling, translations, marketing texts, search, recommendations, generating content, data analysis, processing images….
  - ChatGPT (OpenAI)
  - Copilot (MS365)
  - Gemini (Google)
  - Claude: AI assistant

AI Tools for Project Management

- Automate tasks like analyzing project data, creating tasks, sending daily reminders, smart editing
  - Asana – project & work management
  - Zapier – automation & integration

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AI Tools for Translation and Grammar/Writing Assistants

- Google Translate - covering most languages, good for non-European languages
- DeepL (DeepL Pro) – high quality, especially with European languages. Limited file format support, Security risks, limit on the number of characters
- Microsoft Translator – working well within MS365 package
- Lara Translate – better for professional context-aware business translations, better terminology
- Redokun – keeps the original layout (good for PowerPoints, InDesign documents), used in marketing
- Grammarly
- eesel AI, Wordtune, ProWritingAid – suggest better styling, learn from a company databases, but all paid

AI Tools for Communication

- Presenting: Beautiful.ai, Slides AI, Mentimeter
- Notetaking: Fireflies.ai, Descript (also video editor)
- Content creation: Jasper (marketing content), Grammarly
- Images creation: Canva AI, Adobe Express, Midjourney

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AI 4 UNI

EXAMPLES OF other AI USED OFTEN in Admin

- Fathom – free option, unlimited recording and transcription for personal use
- Otter.ai – best for real-time collaboration, live transcription and team collaboration
- Gamma.app – great for creating presentations, documents, websites, paid Adobe Express Premium - paid

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Tips for working with AI in PR

- Specific prompt
- Audience
- Short & memorable
- Use various tones/moods
- Add more details to your prompt: context
- Keep in mind the goal
- Brainstorm

AI Task

PREPARE ANNOUNCEMENT FOR A STAFF WEEK INCLUDING PROMOTIONAL MATERIALS.

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AI practical 1: Announcement

- Can you prepare a staff week announcement and use your AI agent (ChatGPT)
- to be published at iMotion http://staffmobility.eu/staff-week-search
- think about the topic, your target group, add more details to the content, date, number of participants, fee…..

AI practical 2: Slogan

- Can you create a slogan for Staff Week
- Think about the main topic

AI practical 3: Check

- In this phase, ask your AI agent to check the grammar, styling and translate THE ANNOUNCEMENT AND ONE SLOGAN from English to your native language

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AI practical 4: Leaflet

- Ask the AI agent to design graphics
- Including your institutional logo and EU logo



Chat GPT

UHK UNIVERSITY OF HRADEC KRALOVE

Co-funded by the EuropeUnion

AI-ENHANCED INTERNATIONAL L STAFF WEEK

Practical Applications of ChatGPT in Higher Education

12–16 October 2026

Programme Highlights

- Introduction to AI in Higher Educataion: Opportunities and Challenges
- Hands-on Workshops: Using ChatGPT for Academic and Administrative Tasks
- AI for international Offices: Automating Mobility Processes
- Ethical Considerations and Dita Protection in AI Use
- Case Studies and Best Practices from European Univercsities
- Intercultural networking activities and campus fours

Number of Participants:

Maximum 25 participants
(to ensure interactive sessions)

Certification

All participants will receive a Certificate of Attendance (equialent to 2 ECTS workload).

Application Procedure:

Please apply by sending:

- Short motivation letter
- CV

to: [contact email

Applicatiou Procedure:

Please apply by sending:

- Short motivation letter
- CV

Copilot

AI practical 5: Social Media Post

- Now work with your AI agent to make a short and efficient post for social media including icons.

AI practical 5: Social Media Post

- Prepare an introductory email to partner institution that you would send along to invite them for your staff week.

- Don´t forget to mention why you invite them.

- Your results
- Discussion

- Co-created with the help of Copilot for grammar, styling checks, sourcing google

- # Copilot Study: How AI could Reshape the Workday

Microsoft researchers designed a six-month randomized control trial of 60 Copilot customers across industries. The study is the first mass-scale observation of 3,000 individuals using AI in their natural work environment with no interventions from the researchers to encourage use.



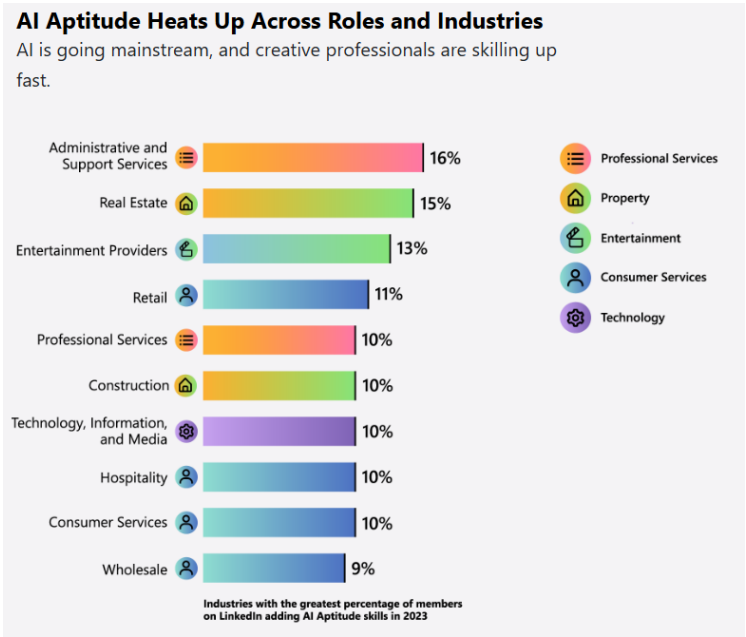
Emails: Overall, Copilot users read **11%** fewer individual emails and spent **4%** less time interacting with them. The customers who saw the most impact spent **25%–45%** less time reading emails.

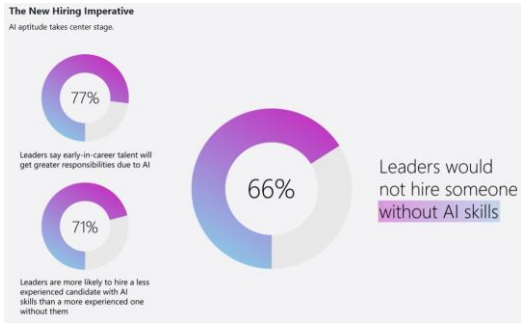


Meetings: In some companies time spent in meetings increased, in others it decreased. One hypothesis is that AI makes meetings more valuable—as stores of information and a shortcut to creation, like a brainstorming meeting, easily turned into a first draft. For some companies, the increased efficiency leads to fewer meetings, and at others the increased value leads to more. As AI capabilities progress, researchers expect this effect to continue—allowing us to reduce time in some meetings while making the meetings we do have more valuable.



Documents: Overall, Copilot users edited **10%** more documents in Word, Excel, and PowerPoint—the companies that saw the largest impact noticed a **20%** increase. This may suggest that people are repurposing the time they save for high-value focus work like creating and consuming information.





Source: https://www.microsoft.com/en-us/worklab/work-trend-index/ai-at-work-is-here-now-comes-the-hard-part

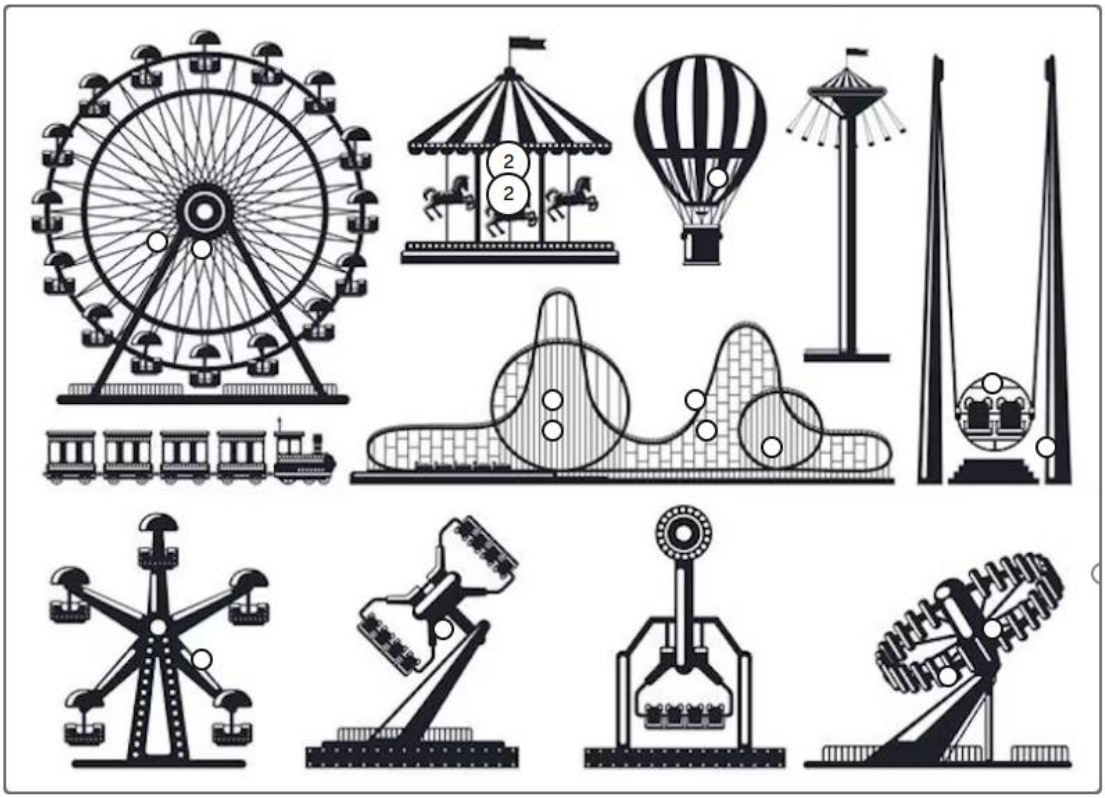


THANK YOU FOR YOUR ATTENTION!

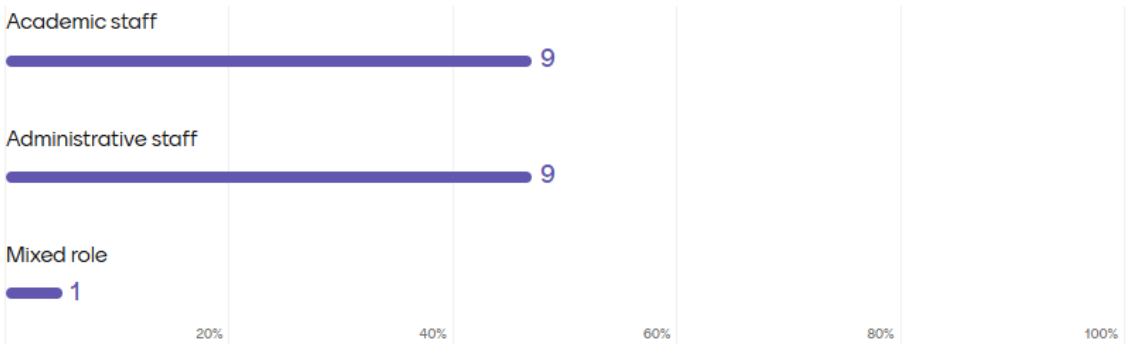
lenka.badinska@uhk.cz

AI4UNI STAFF TRAINING ONLINE MODULE 4: MENTI SURVEY RESULTS

If using AI was a theme park ride, which one would it be? 19 / 24



What is your role at the university 19 / 24



What is your current level of AI literacy?

19 / 24



In which areas do you use AI?

21 / 24 · 45

Most popular

translation	10

Also prominent

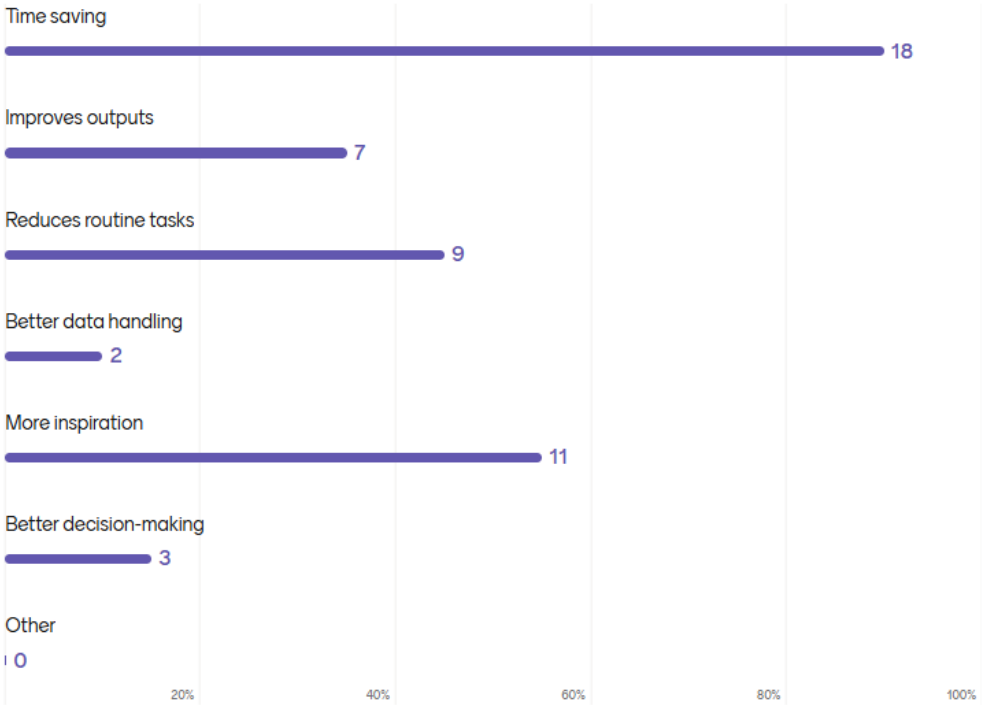
data analysis	4	email support	4

Other responses

writing	3	summaries	2	creating virtual server	1	dará analysis	1
e-mail support	1	email support and summary	1	generating ideas	1		
preparation of materiales	1	preparation of materials	1	project	1	project admin	1
research	1	social media	1	student relation tasks	1	support	1
to write projects	1	tranlation	1	translation data analysis	1	writing an article	1
writing and rewiting text	1	writing rewriting text	1	writing text	1		
writing translation resea	1	writingrewriting text	1				

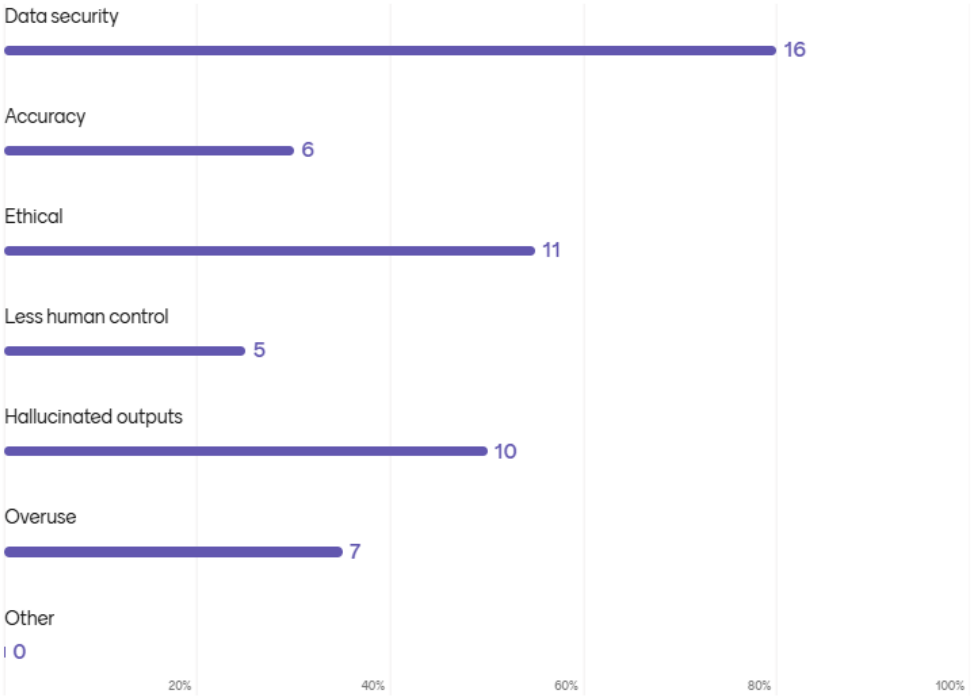
Benefits of AI

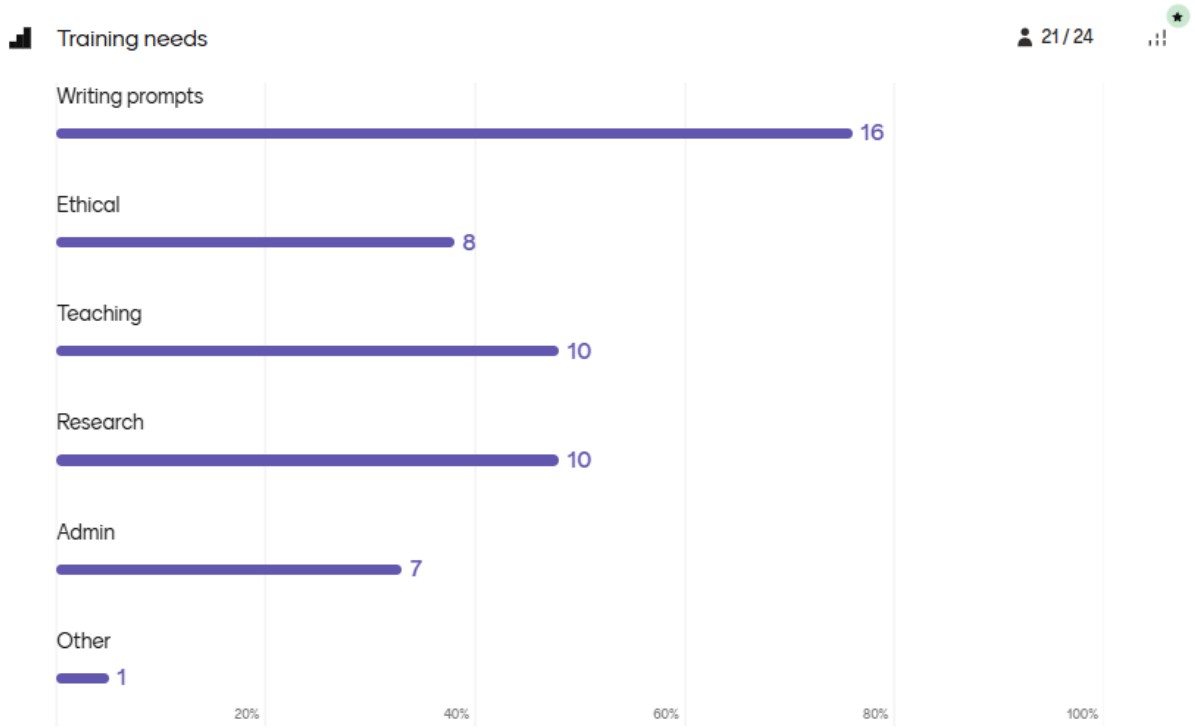
20 / 24



Concerns, Risks and Limits

20 / 24





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