AI 4 UNI

THE OPEN HYBRID SEMINAR

Szeged, 14 October 2025

Erasmus+ Cooperation partnerships in higher education
2024-1-PL01-KA220-HED-000250324

WP5. Outreach and networking

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OSTİM TECHNICAL UNIVERSITY ANKARA
SGroup UNIVERSITIES IN EUROPE
University of Hradec Králové Faculty of Informatics and Management
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About the project

Małgorzata Kopalska

University of Szczecin

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Erasmus+ Cooperation partnerships in higher education

2024-1-PL01-KA220-HED-000250324

Project lump sum: 250 000 €

Duration: 32 months, end date: 30 April 2027

LACK OF KNOWLEDGE: HEIs need experts of legal and ethical issues of AI implementation;

LACK OF AWARENESS: AI may face resistance from those who are unfamiliar or fear its potential impact on jobs , human interaction, and originality of work;

NEED TO STAY RELEVANT: HEIs should stay ahead of the curve and be an example of proper AI usage;

NEED TO USE AI TOOLS: the HEIs want to use AI in their daily work in order to automate mundane tasks.

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The AI4Uni project is focused 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 **organisational needs of the universities** to use newest technologies to their advantage in order **to enhance their capacity**.

A general objective is to increase the organisational capacity of the universities to responsibly use AI solutions.

Specific objectives:

1. Raising awareness about responsible AI usage,
2. Developing necessary competences and skills,
3. Implementing tailor made AI solutions for the participating universities.

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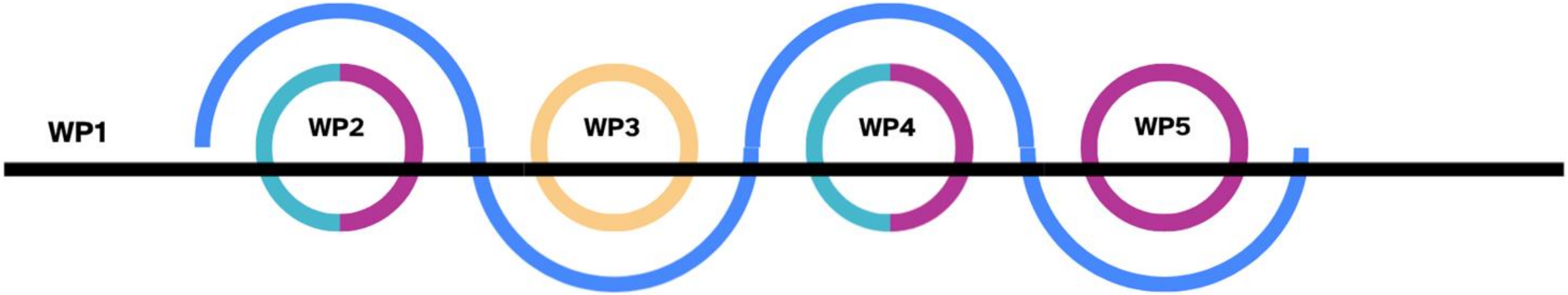
increasing the organisational capacity
of HEIs to responsibly use AI solutions

raising awareness about
responsible AI usage

developing necessary
competences and skills

implementing tailor made AI
solutions for the participating HEIs



WP1: management

WP2: AI for HE - the state of play

WP3: Skills and competencies development

WP4: AI solutions implementation

WP5: outreach and networking

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Responsible AI - interviews with the stakeholders

Elena de la Cova
Universidad Pablo de Olavide

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Interviews conducted by SGroup

AI4UNI				
University	Professor	Staff Member	Student	Status
Aarhus	Done	Done	Done	Completed
Giessen	Done	Done	Done	Completed
Kaunas	Done	Done	Done	Completed
Los Andes	Done	Done	Done	Completed
Minho	Done	Done	Done	Completed
Lille	Done	Done	Done	Completed
Stellenbosch	Done	Done	Done	Completed
Westminster	Done	Done	Done	Completed
Catania	Done	Done	Done	Completed
Ghent	Done	Done	Done	Completed

Total Completed	30
Scheduled	0
In Process	0

Total Planned	30

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Interview questions

Clusters: **administrative staff, students and professors**

- General knowledge about AI
- AI use at work
- Usefulness of the AI use at work
- Concerns about the use of AI
- Knowledge about potential institutional guidelines about AI use at work

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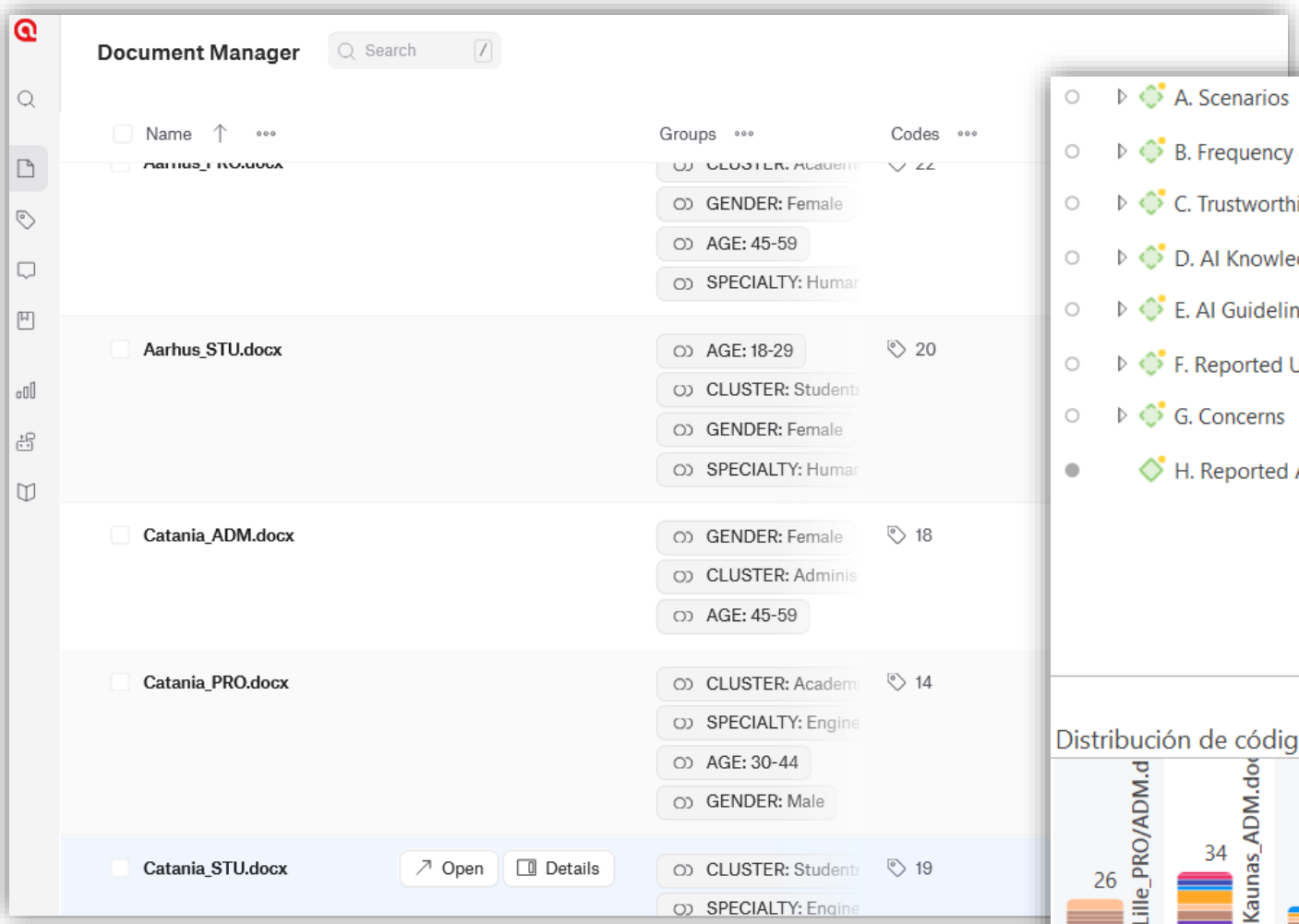
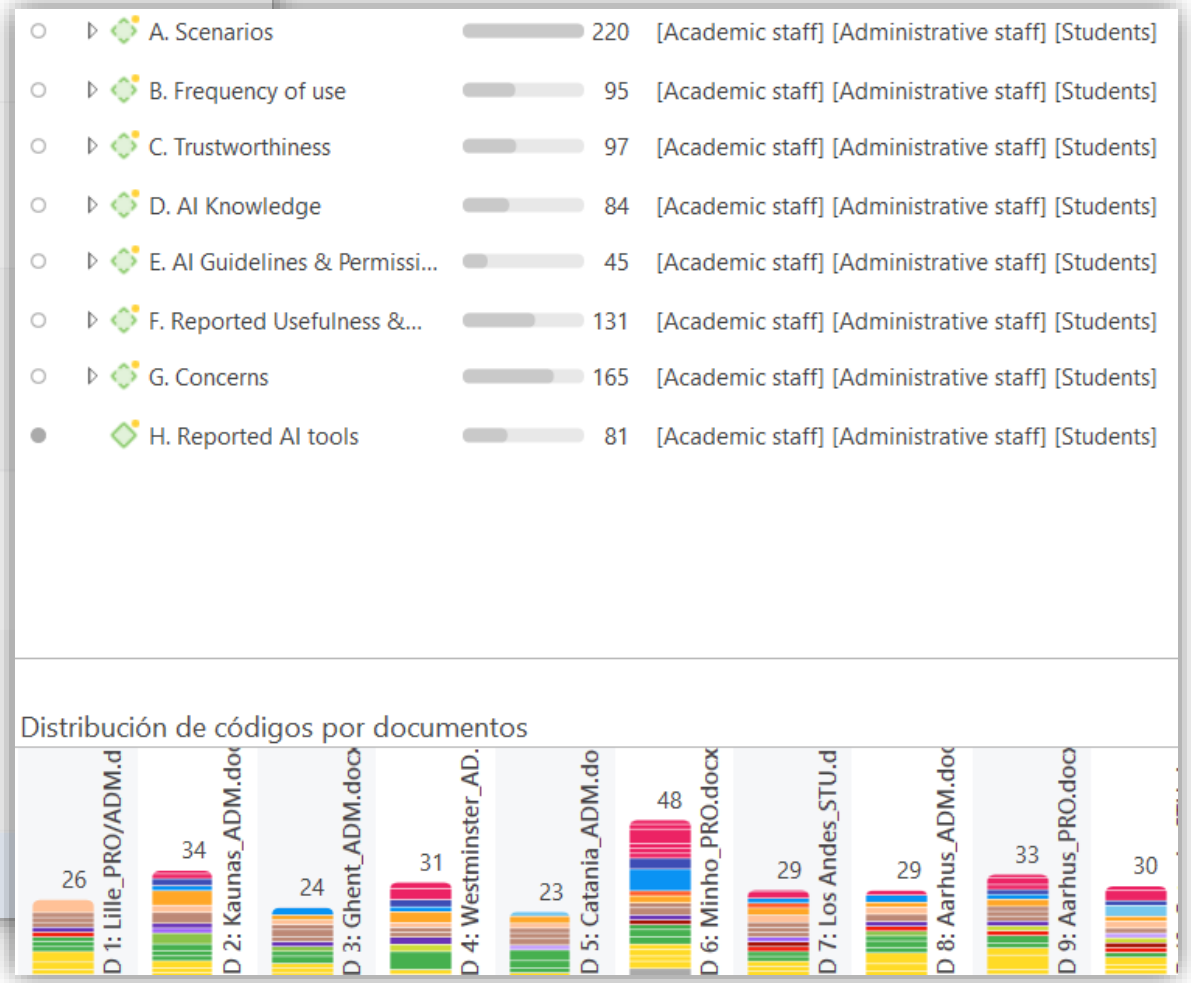
Coding interviews with Atlas.ti





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Codes

Codes	Description
Scenarios	Situations or contexts in which AI tools can be used.
Frequency of use	Frequency of AI use reported by an interviewee.
Trustworthiness	Reported levels of confidence in AI-provided results.
AI Knowledge	Demonstrated AI knowledge and training deficits
AI Guidelines & Permission	Institutional AI use policies.
Reported Usefuness and Advantages	Perceived usefulness of AI tools or lack thereof
Concerns	Concerns expressed by an interviewee regarding the use of AI
Reported AI tools	Explicit AI tool identification

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AI Knowledge

- Basic AI knowledge
- Knowledge about trustworthiness:

“That is that you can trust the fact that these are, for me, tools that are that are transparent about how they gather the data, how they deal with your data, what they do with it, I mean, and how they.. things like that, that you can trust that the output is not completely reliable, because that's not possible, but more reliable, and that they made the tool in an ethical way. That's for me, trustworthy AI.”

- Training need identified: students

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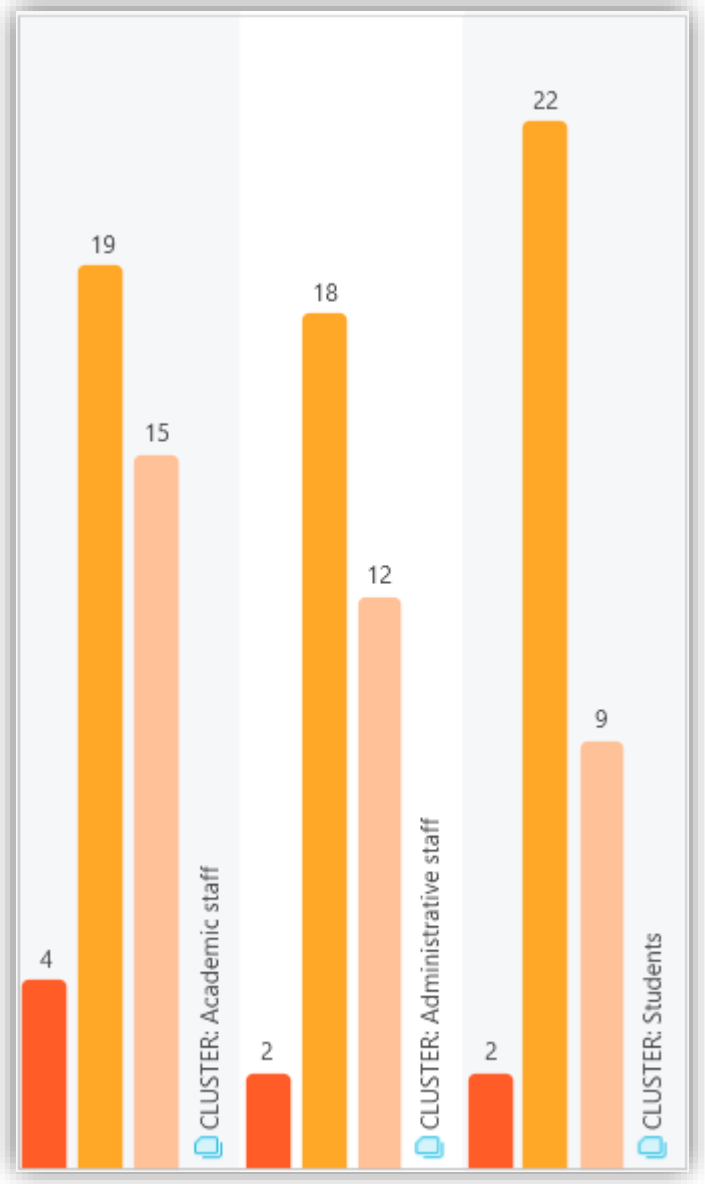
Trustworthiness

Codes: **Blind trust, Conditioned-trust, Mistrust**

Conditioned trust: “In research, we need to **verify** all the results that the AI tool gives us, for example, even in literature review, because we need to **verify** if the results are correct or not. “

Mistrust: “I use it mainly for stylistic purposes. I've seen a lot of **incorrect answers**, so I know that **it doesn't think and it doesn't really know what it's saying**.



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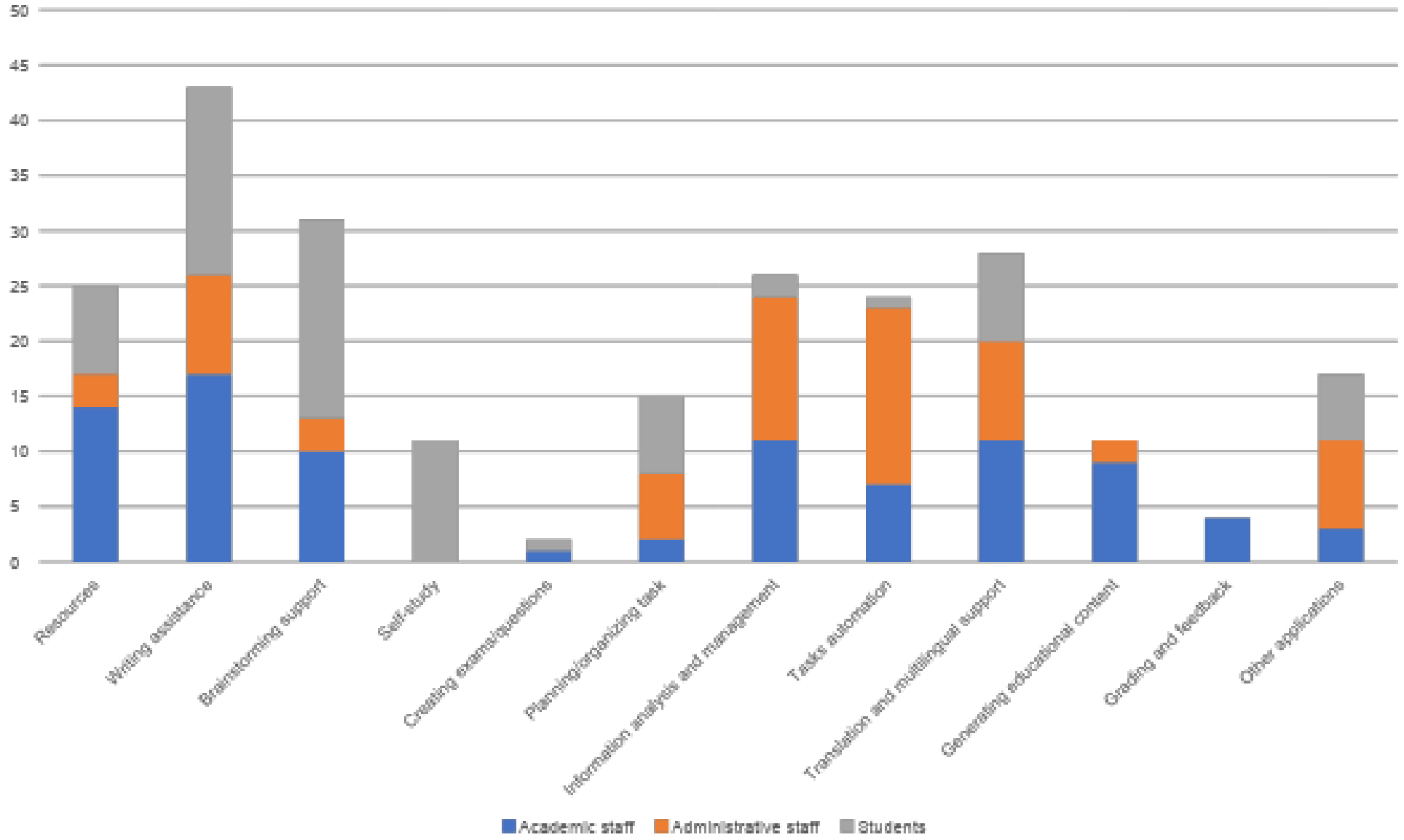
Scenarios



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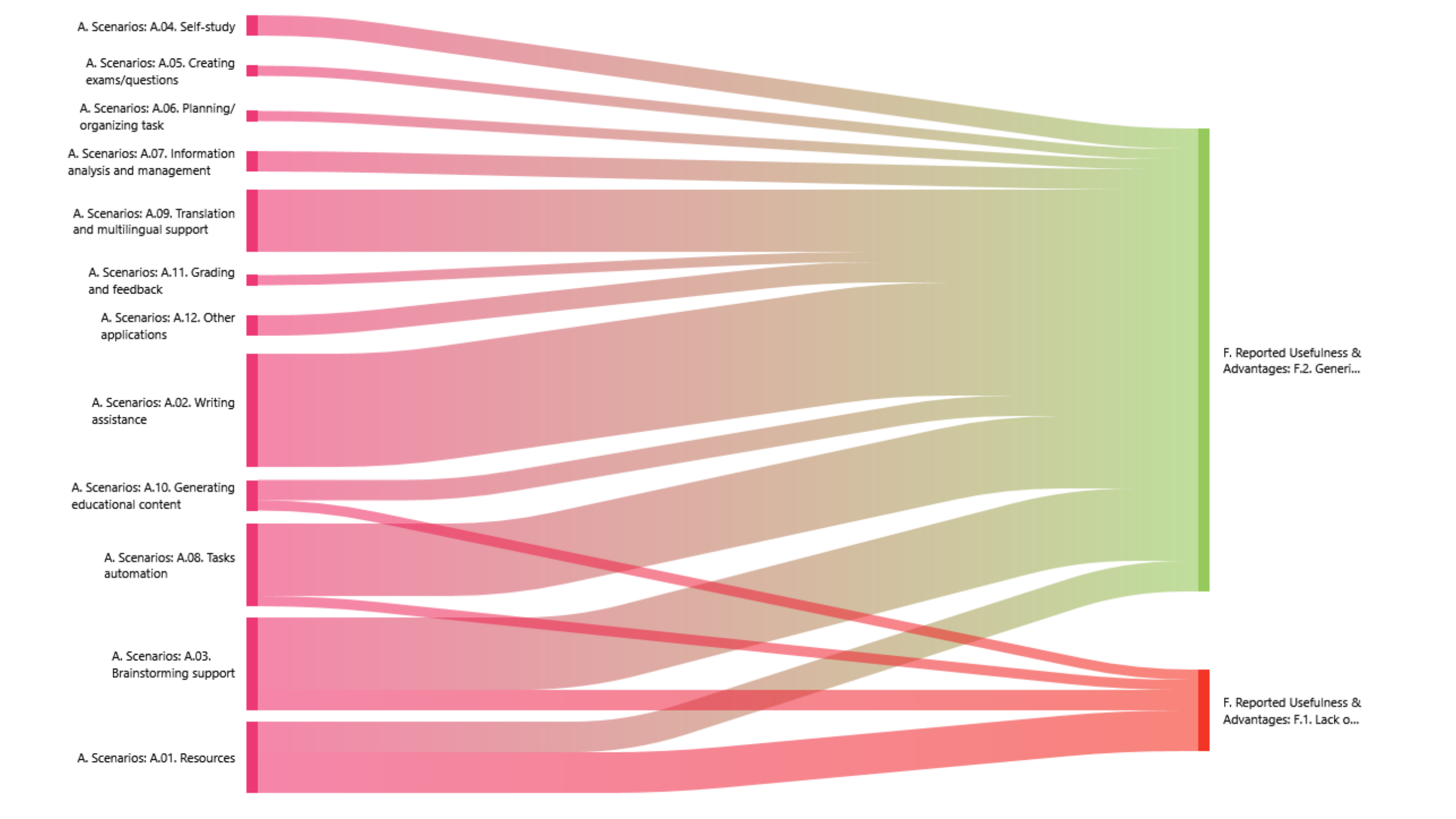
A. Scenarios: A.04. Self-study
A. Scenarios: A.05. Creating exams/questions
A. Scenarios: A.06. Planning/ organizing task
A. Scenarios: A.07. Information analysis and management
A. Scenarios: A.09. Translation and multilingual support
A. Scenarios: A.11. Grading and feedback
A. Scenarios: A.12. Other applications
A. Scenarios: A.02. Writing assistance
A. Scenarios: A.10. Generating educational content
A. Scenarios: A.08. Tasks automation
A. Scenarios: A.03. Brainstorming support
A. Scenarios: A.01. Resources
F. Reported Usefulness & Advantages: F.2. Generi...
F. Reported Usefulness & Advantages: F.1. Lack o...

Reported AI Tools

- **ChatGPT**
- DeepL
- Scopus AI
- Elicit
- Copilot
- Deepseek
- Adobe Firefly
- Google NotebookLM
- Grammarly
- Hyperwrite
- Grok
- Mistral AI
- Claude
- Read AI
- Gemini

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Concerns

		CLUSTER: Acade... 9 230	CLUSTER: Admini... 10 244	CLUSTER: Students 10 209
G. Concerns: G.1. Unreliable Output	48	22	12	17
G. Concerns: G.2. AI Use Impact	30	11	7	12
G. Concerns: G.3. Data Privacy	32	11	13	10
G. Concerns: G.4. Training needs	25	3	10	12
G. Concerns: G.5. Human Replacement	18	4	11	4
G. Concerns: G.6. Other concerns	35	15	8	15

“I would say one of the biggest challenges is **hallucinations**. And as I previously mentioned, first you have to **have the knowledge** in order to understand and you cannot ever, how to say, rely 100% on AI generated output, especially in the field where you are not professional. “

“...in my field because we have a lot of **personal data** and you don't know what you can search for. You can't put the names in it or the dates or age, so it's very difficult.”

“Even like during my, during these courses, I've seen that people, other PhD students use AI to write even the most basic information. And that is something that was very shocking. I mean, This is not something hypocritical or anything, but I use AI too. But I think that this is becoming really, really critical, especially in academia, because all of us are becoming more and more **dependent on these kinds of tools**. And I think that maybe in the near future, there's going to be really serious actions So far, that is not the case. “

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Building organizational capacity: AI implementation at the universities

Dr. Hasibe Aysan
Ostim Technical University, Ankara

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PROJECT MANAGEMENT TEAM

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Core Project Management Team

Project Coordinator

Assist. Prof. Hasibe AYSAN

Oversees project execution, ensuring timeline adherence, budget management, risk mitigation, and stakeholder communication. Leads project reporting, performance evaluation, and resource allocation. Collaborates closely with the administrative coordinator for seamless project management.

Researcher/Advisor

Prof. Dr. Elif AKAGÜN ERGİN

Provides academic and research guidance, ensuring project alignment with scientific standards. Reviews methodologies, analyzes field data, and oversees the development and accuracy of academic outputs. Guides the project team and aligns efforts with strategic goals.

Researcher/Administrative Coordinator

Saim KARABULUT

Manages internal university coordination with various departments including Financial Affairs, Procurement, Public Relations, Technical Support, and the Organization Committee. Ensures the smooth operation of support units to meet project requirements. Contributes to research efforts.

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Support Units and Their Roles

Public Relations and Promotion

Ensures project visibility and dissemination, supporting the preparation and distribution of reports, press releases, and event announcements.

Financial Affairs

Assists the team with budget planning, expenditure monitoring, and financial reporting.

Purchasing Unit

Procures goods and services required for the project.

Technical Support

Provides technical infrastructure, logistical support, and technical assistance during events.

Organization Committee

Organizes meetings, seminars, and events within the project scope.

Technical Support Department

Provides technical infrastructure for project activities and supports logistics and technical needs during events.

Project Management Tools

Project Management Software

Internally; Jira

Communication Platforms

Internally; Microsoft Teams, face to face

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AI4Uni Project

WP4: AI Solutions Implementation

Work Package 4

AI Solutions Implementation

OSTIM Technical University

Lead Implementation Partner

Co-funded by the European Union

Project Context

Building on Previous Work Packages

1 WP1: Project Management

Coordination framework and governance structure

2 WP2: State of Play

Analysis of legal, ethical and practical implications of AI in HE

3 WP3: Skills Development

Training modules for staff and students on AI literacy

5 WP5: Outreach

Dissemination through seminars and networking events

4 WP4: AI Solutions Implementation

Practical application of insights from WP2 and skills from WP3

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WP4 Overview

Strategic Implementation Framework

Mission Statement

Lead the implementation of tailored AI solutions that enhance organizational capacity and ensure responsible AI adoption across OSTIM Technical University

Strategic Focus

- Needs-based approach
- Stakeholder engagement
- Sustainable adoption
- Evidence-based selection

Target Groups

- Academic staff
- Administrative personnel
- Students
- Management

Co-funded by the European Union

Key Responsibilities

OSTIM's Leadership Role in WP4

Lead AI Solutions Implementation

Spearhead the deployment of AI tools specifically tailored to OSTIM Technical University's unique needs and context

Collaborate on Best Practices

Work with consortium partners to identify, document and share successful AI implementation strategies

Develop AI Toolbox & Guidelines

Contribute to creating comprehensive resources that will serve as reference materials for other higher education institutions

Ensure Active User Adoption

Achieve minimum threshold of **70 active users** across different stakeholder groups

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Implementation Approach

Phase-Based Methodology

1

Needs Assessment

Comprehensive analysis of university requirements across departments, identifying pain points and opportunities

2

Solution Selection

Evaluate and select AI tools based on institutional needs, ethical standards, and practical feasibility

3

Pilot Implementation

Deploy selected solutions in controlled environments, gather feedback, and refine approaches

4

Scale-Up & Monitoring

Expand successful implementations, track adoption metrics, and ensure sustained usage

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Expected Outcomes

Deliverables and Impact

Institutional Impact

- ✓ Enhanced operational efficiency
- ✓ Improved decision-making processes
- ✓ Modernized academic services
- ✓ Increased digital competence

Project Deliverables

- ✓ Functional AI tools deployed
- ✓ 70+ active users engaged
- ✓ Implementation case studies
- ✓ Best practice documentation

Knowledge Products

- ✓ AI Toolbox for Higher Education
- ✓ Implementation guidelines
- ✓ Evaluation framework
- ✓ Lessons learned repository

Broader Contribution

- ✓ Replicable models for other HEIs
- ✓ Sector-wide knowledge sharing
- ✓ Evidence-based recommendations
- ✓ Sustainable adoption strategies

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Success Metrics

Measuring Impact and Achievement

Quantitative Indicators

- **70+ active users** minimum threshold
- Number of AI tools deployed
- User satisfaction rates
- System adoption percentage
- Cost-benefit analysis results

Qualitative Indicators

- User experience feedback
- Stakeholder engagement quality
- Process improvement stories
- Change management success
- Organizational culture impact

Continuous Monitoring Framework

Monthly
Usage analytics

Quarterly
Impact assessment

Annual
Comprehensive review

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Collaboration & Synergies

Working Across the Consortium

Partnership Approach

WP4 builds on collaborative foundations established across all work packages, ensuring integrated implementation aligned with project-wide objectives.

Knowledge Exchange

Share implementation experiences, challenges, and solutions with partner institutions for mutual learning

Joint Development

Co-create AI Toolbox and guidelines with inputs from all consortium members

Cross-Institutional Testing

Validate AI solutions across different institutional contexts for broader applicability

Feedback Loops

Establish continuous communication channels for real-time problem-solving and adaptation

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Questions & Discussion

OSTIM Technical University

AI4Uni Project - Work Package 4

AI Solutions Implementation Lead

Collaborative Impactful Sustainable

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AI Act and Higher Education

Aleksandra Klich
University of Szczecin

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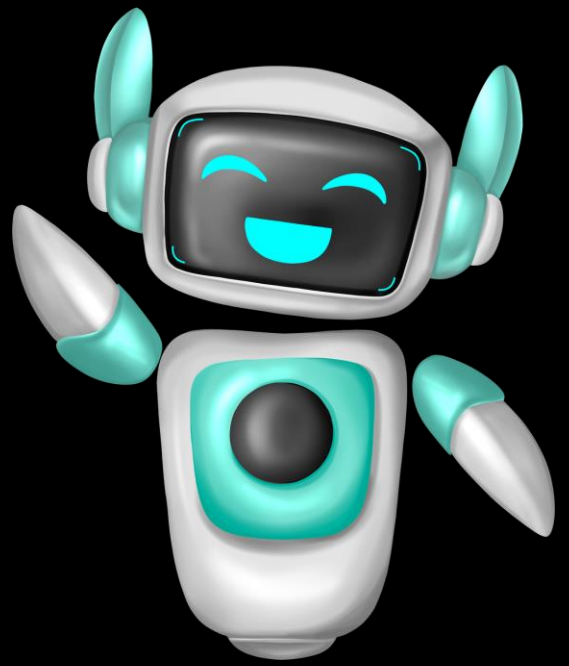
What is AI Act?



AI Act (Regulation (EU) 2024/1689)

First comprehensive legal framework for AI in the world

Entry into force: August 2025 (phased application)

postponed to August 2026

Aim: Safe, transparent, and trustworthy AI

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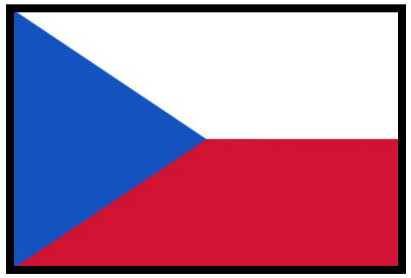
Implementation of AI Act

THE ARTIFICIAL INTELLIGENCE SPANISH STRATEGY (AISS, 2020)

IN 2023, THE SPANISH GOVERNMENT CREATED THE SPANISH AGENCY FOR THE SUPERVISION OF ARTIFICIAL INTELLIGENCE

AS OF BEGINNING 2025, TURKEY DOES NOT YET HAVE A COMPREHENSIVE, DIRECT LEGAL FRAMEWORK FOR ARTIFICIAL INTELLIGENCE (AI).



NATIONAL ARTIFICIAL INTELLIGENCE STRATEGY OF THE CZECH REPUBLIC 2030 (NAIS), WHICH WAS UPDATED IN JULY 2024

DRAFT A LAW ON ARTIFICIAL INTELLIGENCE SYSTEMS, WHICH WAS PUBLISHED ON 16 OCTOBER 2024. 11.02.2025 - NEW DRAFT

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Risk-based approach

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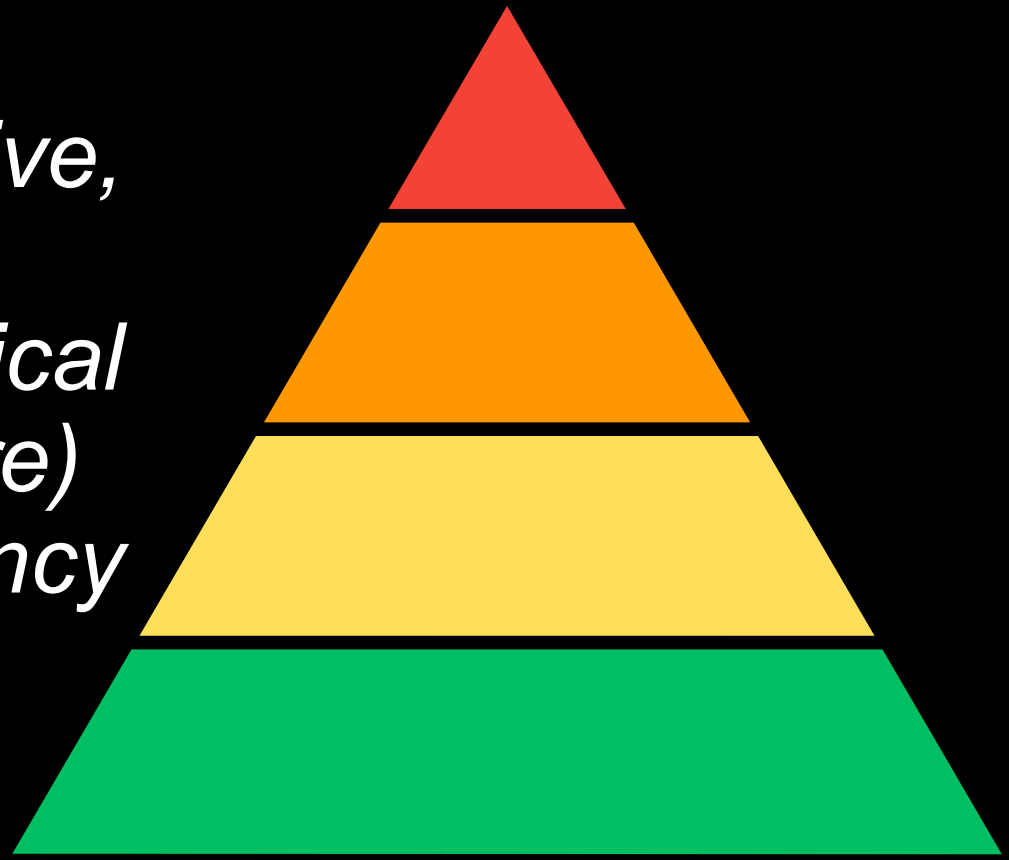
Risk-based approach

- ***Prohibited AI*** *– manipulative, social scoring*
- ***High-risk AI*** *– safety-critical (education, employment, healthcare)*
- ***Limited risk*** *– transparency obligations*
- ***Minimal risk*** *– free use*



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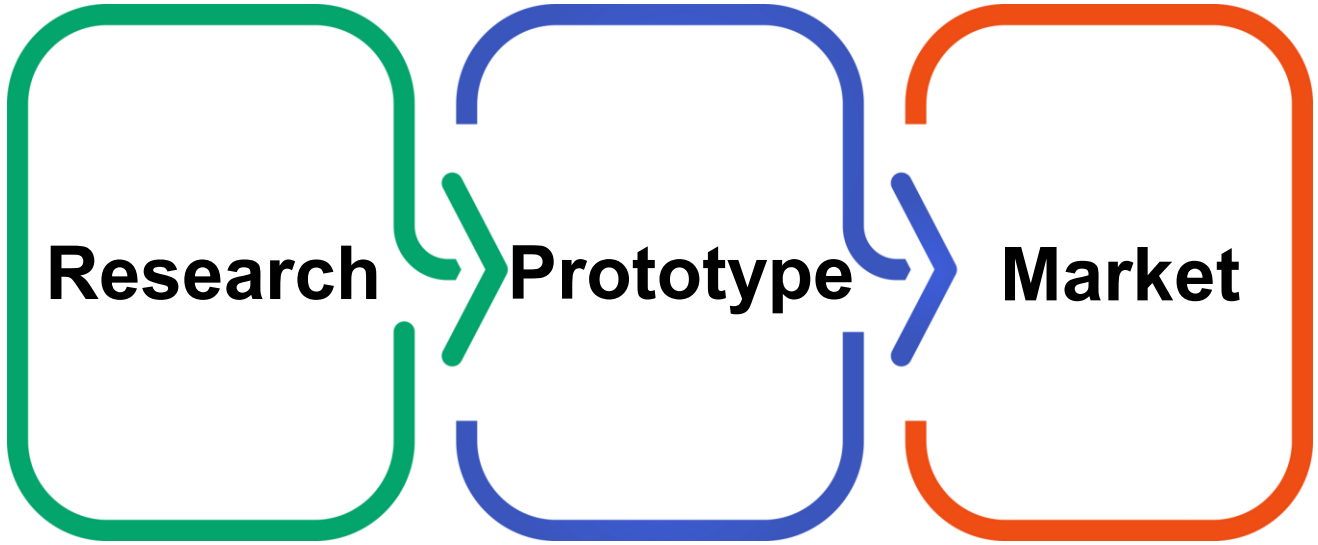
HEIs as Providers of AI



- Research and prototype exemption (Art. 2(6))
- Risk assessment before deployment
- Documentation and conformity checks
- Transition from research → commercialization

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HEIs as Users of AI

Universities as AI users

- AI in administration (admissions, HR, grading)
- Transparency & human oversight
- Data protection and GDPR alignment
- Ethical governance

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Education and Capacity Building

HEIs as educators and regulators

- **Building AI literacy among students & staff**
- **Developing AI ethics curricula**
- **Participation in AI sandboxes**
- **Cooperation with national AI authorities**

Beyond the legal and technological aspects, the AI Act is also an educational impetus.

Universities have a responsibility—and an opportunity—to shape digital skills, critical thinking about AI, and regulatory awareness.

AI literacy is not just for computer scientists—it is an interdisciplinary issue. In the future, there may be certified programs compliant with the AI Act or so-called regulatory sandboxes, where universities will test solutions in a safe legal environment.

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Challenges

Compliance burden

Lack of expertise

Need for coordination

Opportunities

Leadership in ethical AI

New research funding

Public trust and innovation

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Artificial intelligence should be a tool for people and serve humanity

Are our Universities ready to teach – and act – in the spirit of the AI Act?

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AI literacy trainings for students and staff

Małgorzata Kopalska

University of Szczecin

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AI literacy trainings

University staff

March 2026

- **Online module**
  - *Training script*
- **On-site module**
  - *Training script*

4 - 6 May 2026
University of Hradec Kralove, Czechia

Students

March - April 2026

- **Online module**
  - *Training script*

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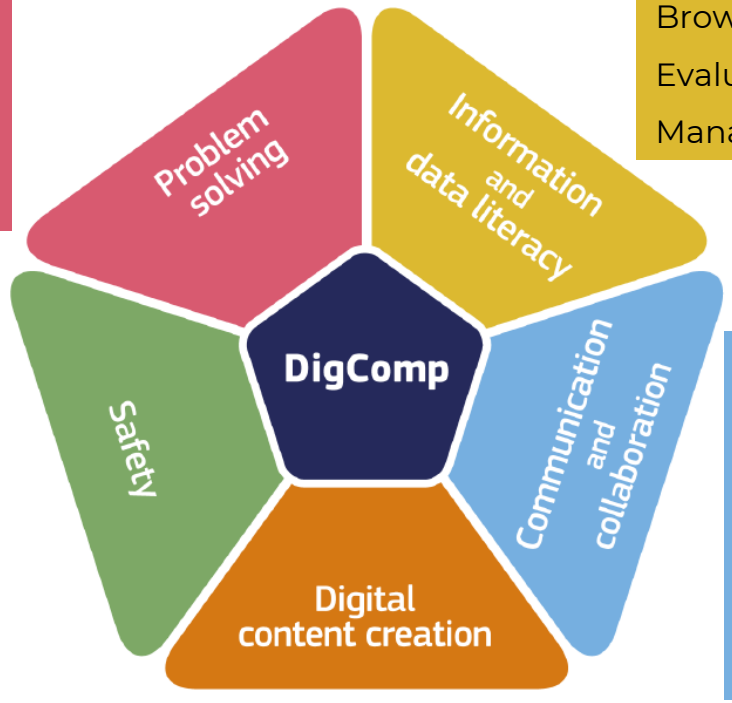
DigComp 2.2: The Digital Competence Framework for Citizens

Solving technical problems
Identifying needs & technological responses
Creatively using digital technology
Identifying digital competence gaps



Browsing, searching & filtering data, information & digital content;
Evaluating data, information and digital content;
Managing data, information and digital content.

Interacting through digital technologies;
Sharing through digital technologies;
Engaging citizenship through digital technologies;
Collaborating through digital technologies;
Netiquette;
Managing digital identity.

Protecting devices
Protecting personal data and privacy
Protecting health and well-being
Protecting the environment

Developing digital content;
Integrating & re-elaborating digital content;
Copyright and licences;
Programming.

Source: https://publications.jrc.ec.europa.eu/repository/handle/JRC128415

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COMPETENCE AREA

COMMUNICATION AND COLLABORATION

Dimension

Interacting through digital technologies

Knowledge

Aware that some AI systems aim to provide human-like interaction with machines;

Skills

Knows how to identify signs that indicate whether one is communicating with a human or an AI-based conversational agent;

Attitude

Open to AI systems supporting humans to make informed decisions in accordance with their goals.

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COMPETENCE AREA

PROBLEM SOLVING

Dimension

Identifying needs and technological responses

Knowledge

Aware that what AI systems can do easily humans are not able to do; while many things that humans can do easily, AI systems are not able to do

Skills

Knows how and when to use machine translation solutions and simultaneous interpretation apps to get a rough understanding of a document or conversation. However also knows when the content requires an accurate translation.

Attitude

Interested in experimenting with various types of AI systems depending on one's own personal needs

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COMPETENCE AREA

INFORMATION AND DATA LITERACY

Dimension

Browsing, searching and filtering data, information and digital content

Knowledge

Aware that search results, social media activity streams and content recommendations are often ranked using AI algorithms and models.

Skills

Knows how to formulate search queries to achieve the desired output when interacting with conversational agents or smart speakers.

Attitude

Weighs the benefits and disadvantages of using AI-driven search engines

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Have a glimpse of the AI4Uni training

Hasibe Aysan
Ostim Technical University, Ankara

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Overview of WP4 Practical Activities

- • Aim: To explore AI usage practices among higher education staff.
- • Methods: Face-to-face survey and focus group sessions.
- • Participants: Representatives from SGroup member universities.
- • Outcome: Mapping AI tendencies across higher education institutions.

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Survey & Focus Group Design

- • Survey: Google Forms (short, clear, ready-to-share via QR code).
- • Focus groups: 15–20 minutes of interactive discussion.
- • Topics: AI tools used, teaching & research applications, perceived benefits, challenges.
- • Analysis: AI-assisted Gioia coding process.

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Expected Outcome: AI Tendency Map

- Aggregated findings will inform a visual map showing trends in AI adoption across universities.
- Illustrates key patterns in AI use (teaching, research, administration).
- Identifies readiness levels and institutional gaps.
- Supports data-driven collaboration within the SGroup network.
- Join the focus group and contribute to the AI Tendency Map of Higher Education Members!

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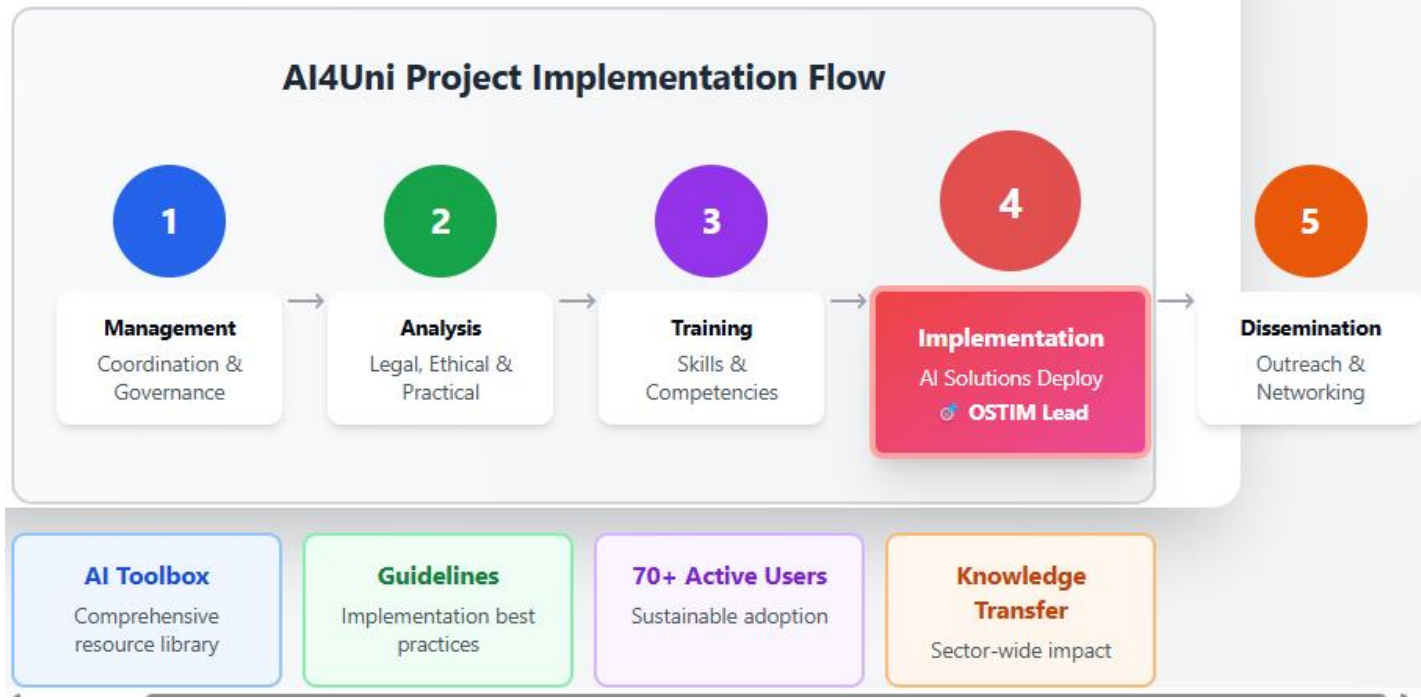
AI in Higher Education

Comprehensive Mapping & Implementation Framework



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QUESTIONS ?

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Thank you!

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