Erasmus+ EthicAI Project

Generative AI Practices in European Higher Education

Mapping and Comparative Analysis of Best Practices Across Educational Levels



Work Package 2 · Task 2.2 — Prepared by Anadolu University

2026-09-10 · Version 1.0

© SEÖ, Anadolu University, Open Education Faculty

Contents

01 Report summary . . . 3
02 Scope and levels . . . 4
03 Method and source trail . . . 7
04 Emerging practices . . . 9
05 Models . . . 13
06 Scalable innovations . . . 15
07 Transferability and its conditions . . . 17
08 Conclusion . . . 19
09 Practice Matrix . . . 20
10 Practice Database . . . 33
11 Source report . . . 54
12 References . . . 56

© SEÖ, Anadolu University, Open Education Faculty

01 Report summary

This report presents a mapping and comparative analysis of generative artificial intelligence practice in European higher education across three educational levels and twelve practice domains. The analysis draws on three rounds of partnership reporting on trends, policies and practices, together with the guidance documents and frameworks published alongside them. Sixty-four practices are recorded, each linked to the page of the source on which it rests and to the sentence located there.

The distribution of the records constitutes the first finding. Documented practice is concentrated at the institutional and national levels and within the governance domain, which together account for approximately one quarter of the records. The micro level is comparatively thinly documented, with twelve of the sixty-four records situated inside a single course. This imbalance appears to be a property of the evidence rather than of teaching practice itself. The source reports survey awareness of policies and practices, and only the third round posed a question capable of eliciting an account of how a single course was redesigned. Where that question was posed, teachers described the preparation of materials and the design of learning activities as routine work.

The second finding concerns the binding force of the instruments recorded. National instruments are numerous and, with few exceptions, advisory in character. Partners state this directly, and one account draws the consequence explicitly: no standardised regulation for generative AI in education exists, which leaves universities responsible for their own institutional policies. The instruments that bind are institutional and specific. They include a declaration form signed as a condition of thesis submission, a prohibition on use during examinations, an internal regulation of learning analytics described as mandatory, and a journal rule refusing authorship to a model.

The third finding concerns direction of travel. Read across the three rounds, institutions appear to move from delegated discretion towards written frameworks, and from single tools towards portfolios and shared provision. This movement is uneven. Institutions reporting no change across two rounds are recorded alongside an institution that issued a second version of its AI guidelines and a third version of its recommendations for action within the same year, and the gap between the policy awareness of staff and that of students narrows without closing: students report the largest gain between the two survey years, from 1.38 to 2.46 on the institutional awareness scale, and still report the lowest awareness of any group.

© SEÖ, Anadolu University, Open Education Faculty

02 Scope and levels

The coverage of the analysis, the definition of the three levels, and the questions the available material can and cannot answer.

The task addressed by this report is the mapping and comparative analysis of generative AI practice across educational levels, with the outcome defined as a curated database accompanied by a synthesis report. The three levels are taken from that definition. The micro level covers the classroom and learning design, the meso level covers institutional governance, and the macro level covers national policy.

Assignment of level

A level is assigned according to where the decision constituting the practice is taken, and not according to who is affected by it. A national ethical guide addressed to researchers is therefore recorded as a macro-level instrument, notwithstanding that each of its readers works within an institution. An assessment tool provided centrally but configured course by course is recorded at the micro level, since what the tool communicates to a student is determined by the teacher responsible for that course.

A further rule applies where a single institution issues paired instruments for different audiences. The instrument addressed to students is recorded at the micro level and the instrument addressed to academic staff at the meso level. Two such pairs appear in the material, and in both cases the pairing reflects a deliberate decision by the issuing institution rather than an artefact of the coding procedure.

Figure 1. The three levels: who decides, what the instrument looks like, what counts as evidence

Micro

SCOPE	Classroom and learning design
WHO DECIDES	The teacher and the student, inside a single learning encounter
INSTRUMENT	A habit, a task instruction, a criterion written for one assignment
EVIDENCE	An account given by the person who did it; nothing is filed anywhere

© SEÖ, Anadolu University, Open Education Faculty

Meso

SCOPE	Institutional governance
WHO DECIDES	A rectorate, a vice-rectorate, a committee, a faculty office
INSTRUMENT	A policy, a guideline, a form, a licence, a training programme
EVIDENCE	A document that can be opened, dated and compared between years

Macro

SCOPE	National policy
WHO DECIDES	A ministry, a higher education authority, a quality agency, a legislature
INSTRUMENT	A strategy, an ethical guide, a regulation, a funding rule, an action plan
EVIDENCE	A published instrument, with its force stated or left unstated

The diagram sets out the rule by which every record in this report was assigned to a level. A level is determined by where the decision constituting the practice is taken and not by who is affected by it. Accordingly, a national guide addressed to researchers remains at the macro level, while a centrally provided tool configured course by course is assigned to the micro level. Reading the three bands from the bottom upwards also accounts for the density of the matrix, in that the two lower bands operate through instruments that can be inspected and counted, whereas the upper band operates through practices that exist only where a respondent reports them.

Questions the material can answer

The source reports were designed to measure awareness, purpose of use, opportunities and challenges among four stakeholder groups, and to record the policies and practices that partner institutions and countries report about themselves. They are therefore able to answer questions concerning what exists, who is aware of it, and how it is regarded.

They are less well suited to answering questions concerning effect. Evidence of outcome is scarce throughout the material, and where partners report a practice they generally report its existence rather than its evaluation. Claims about effectiveness are consequently absent from this report, and the maturity, scalability and transferability codings recorded against each practice are analytical judgements derived from the stated evidence rather than measurements reported by the sources.

One property of an instrument is reported with sufficient consistency to be read across the material, and it separates the three levels more sharply than volume does, namely whether the instrument binds those to whom it is addressed.

© SEÖ, Anadolu University, Open Education Faculty

Figure 2. Force of instruments, from advisory to binding



1. **National ethical guide on generative AI in research**
   the partner states: all advisory
2. **National material gathering legislation and recommendations**
   advisory rather than binding
3. **Institutional AI guidelines, second version April 2025**
   advisory in character
4. **Information security guideline prescribing device, account and tool**
   force not stated in the source; placed conservatively
5. **Prohibition during examinations, permission in assignments**
   the boundary is the assessment event
6. **Internal regulation of learning analytics**
   the institution calls it mandatory
7. **Declaration form signed as a condition of thesis submission**
   a required document
8. **Prohibition on generative tools in research funding assessment**
   explicitly prohibited

Position on the axis is derived from what the source states about the instrument rather than from an assessment of its apparent importance. Where a partner records that guidance is advisory, or that a regulation is mandatory, the wording determines the position; where binding force is left unstated the instrument is placed conservatively. Read from left to right, the axis represents the central asymmetry identified in this report: the numerous instruments are located on the advisory side, while the few that bind are institutional and narrow in scope, with one national exception that binds evaluators rather than those being evaluated.

© SEÖ, Anadolu University, Open Education Faculty

03 Method and source trail

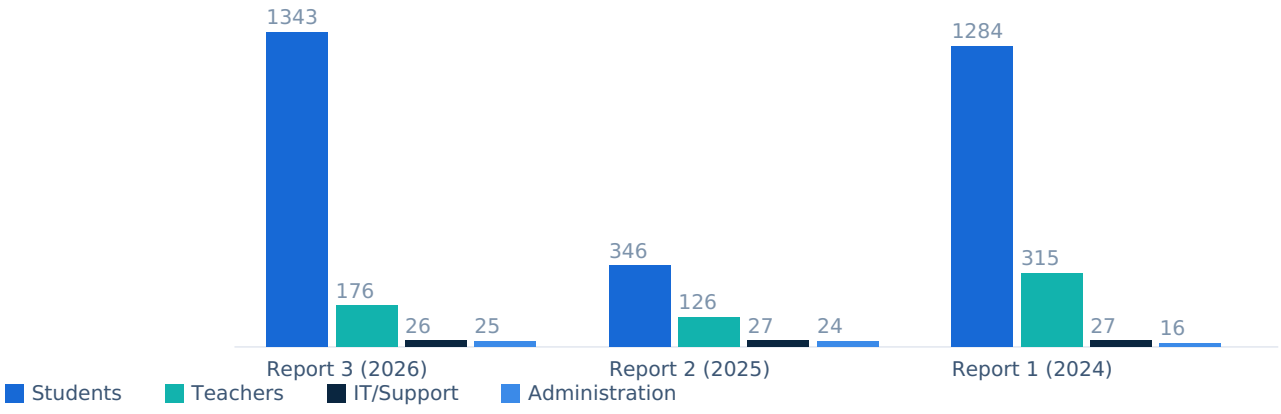
The reading of the sources, the extraction and coding of practices, and the procedure by which every claim is linked to a quotation and a page.

Sources

Thirteen documents were read in full. Ten are published project deliverables amounting to 435 pages; the remaining three are a working draft of the third-round report and two published guides. A programme description issued by one institution was consulted in addition, as the source for a single record. The principal weight rests on the three rounds of partnership reporting on trends, policies and practices. The remaining documents were reviewed for corroboration and for instruments that they name and the three rounds do not.

The three rounds are not equivalent in design. The first combined questionnaires with 140 semi-structured interviews across four stakeholder groups. The second dispensed with the interviews in favour of a larger questionnaire and introduced temporal comparison against the first. The third continued with questionnaires alone across eleven partner universities. Sample sizes differ substantially between rounds, and the second report characterises its own sample as a convenience sample. Comparisons across rounds are therefore treated in this report as directional rather than as measurements of change.

Figure 3. Respondents by stakeholder group across the three rounds



The three rounds differ markedly in size and composition, which is the reason comparisons between them are treated in this report as directional rather than as measurements of change. Students predominate in the first and third rounds, while the second round is considerably smaller across every group, and the second report characterises its own sample as a convenience sample. Any reading that compares a figure from one round with a figure from another must therefore take that difference into account.

© SEÖ, Anadolu University, Open Education Faculty

Extraction

A practice was recorded where a source names a specific instrument, tool, programme or rule attributable to an identifiable actor. Statements of intention, general attitudes and reports of increased use unaccompanied by a named instrument were not recorded as practices, although such material informs the readings of the matrix cells.

Where a source does not name the institution responsible for a practice, no institution is attributed. One record in the database carries an explicit note that the source leaves the institution unstated, rather than inferring it from context.

Coding

Each practice is coded on the axes defined by the task: level, domain, delivery model, context, maturity, scalability and transferability. Delivery model is recorded only where the source supports it, which leaves the field empty for the majority of records rather than completing it by inference from the character of the institution.

Maturity, scalability and transferability are analytical judgements, each bounded by what the source states. Where an institution describes an environment as experimental, or a policy as expected in the following year, the coding does not exceed that description.

Source trail

Every practice record carries at least one anchor, consisting of a verbatim quotation from the source, the page on which it appears, and a statement of the reason that quotation supports the claim being made. Anchors are verified mechanically: the quotation is searched for in the source document itself, and the page recorded is the page on which the search located it. An anchor whose quotation cannot be located is marked as unverified and counted as such on the source trail page. Page numbers refer to the physical page of the source file, counted from its first page, so that a reader may open the document at that page.

Readings of matrix cells are syntheses of the practices recorded beneath them and are supported by the anchors of those practices. Where a cell reading makes a claim about absence, that claim can be checked against the database itself.

© SEÖ, Anadolu University, Open Education Faculty

04 Emerging practices

Practices absent in an earlier round and present in a later one, and the distribution of the documented records.

An emerging practice is defined here as one that was absent in an earlier round of reporting and present in a later one. Reading the three rounds in sequence renders several such practices visible.

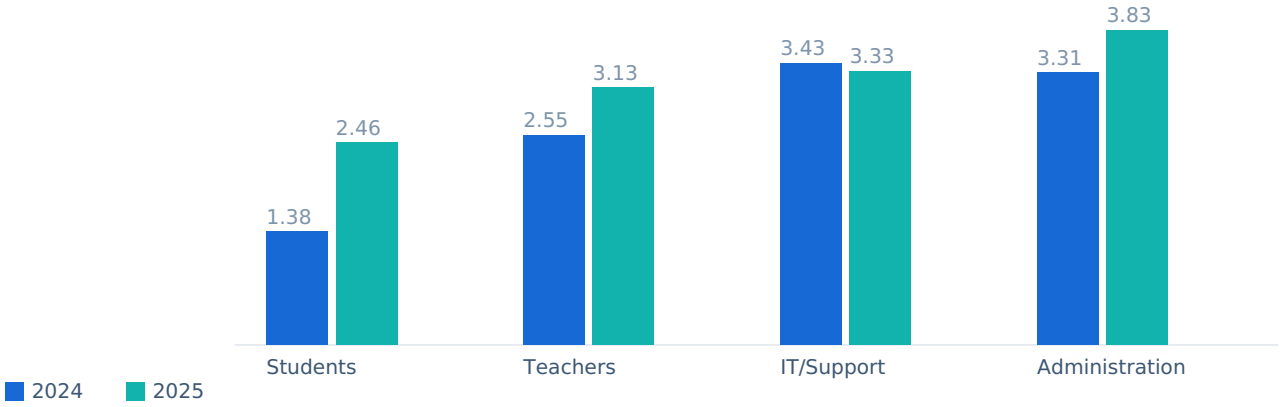
Distribution of the records

Sixty-four practices are recorded in the database. The governance domain alone accounts for seventeen of them, distributed between the institutional and national levels. Capacity building follows with nine records, and assessment and curriculum hold seven each. By level, thirty records are situated at the institutional level, twenty-two at the national level and twelve inside the single course.

This distribution reflects the design of the instrument as much as the state of the field. A survey that asks which policies exist will identify policies. It will not identify a revised course unless a teacher volunteers an account of one, and only the third round posed a question capable of eliciting such an account, in that it asked not which rules apply but what had changed in the way the tools are used. The responses obtained are the reason the curriculum row can be read at the micro level at all, and they were obtained one round later than the instruments recorded above that level. The micro level should therefore be understood as under-documented rather than under-populated, and the count recorded there reflects the frequency with which the question was asked as much as the frequency with which the practice occurs.

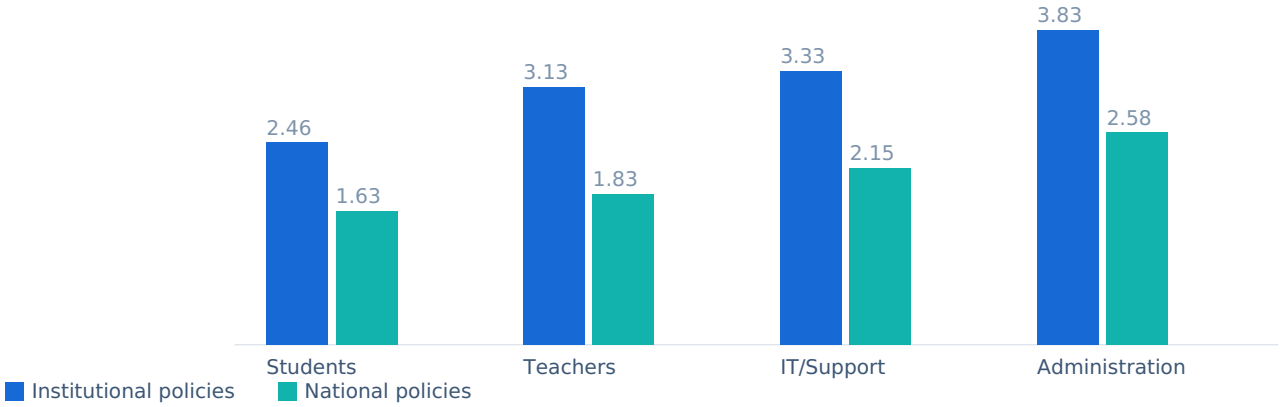
© SEÖ, Anadolu University, Open Education Faculty

Figure 4. Awareness of institutional policies by stakeholder group, 2024 and 2025



The values are the means reported by the second-round report for both survey years, measured on a scale in which a higher figure indicates greater awareness of institutional policy. Three of the four groups rise between the years and students rise the most, from 1.38 to 2.46, while the awareness reported by IT and support staff falls slightly, from 3.43 to 3.33. That small decline changes the top of the ranking, since administrative staff report the highest awareness in 2025 where support staff did so in 2024. At the bottom the position is unchanged: students report the lowest awareness in both years and remain below every other group. The difference of significance is therefore not one of attention but one of distribution, in that those governed by these policies are the least likely to be aware of their existence.

Figure 5. Institutional and national policy awareness compared, 2025



Placing the two measures side by side indicates that the decline from institutional to national awareness holds for every group without exception. It is smallest among students, who report the lowest institutional awareness to begin with and therefore have least to lose, and largest among teachers, whose reported awareness falls by 1.30 points on the same scale. The pattern supports a reading advanced throughout the source reports, according to which national frameworks exist but do not reach the questions higher education actually faces. Awareness of a policy is not equivalent to compliance with it, and the figure should therefore be read as a measure of visibility rather than of effect.

© SEÖ, Anadolu University, Open Education Faculty

Practices appearing between rounds

Several practices are new in the sense relevant here. Institution-wide access to a commercial model was extended to all staff at one university, teaching and administrative alike, and was described as a transition from isolated use to integration across the institution. A regional portal began to offer generative AI applications to every university in a federal state, open to staff and students on the same terms.

Assessment moved from statements of principle towards instruments. One institution now prohibits use during examinations and permits it in the preparation of assignments where transparency is ensured. Another attached a signed declaration to thesis submission and made the form a required document.

Curriculum moved as well. An open education faculty now offers a two-year associate degree in AI-assisted coding, whose learning outcomes are written around large language models and generative AI applications rather than adding the subject to an existing programme. Capacity building entered the curriculum in the same period: a module on critical AI literacy was offered to students from autumn 2025, which makes participation part of study rather than an optional addition to it. A pair of published guides also appeared, one addressed to students and one to academics, containing rules that can be applied rather than merely assented to.

Governance moved from delegation towards written provision. A university that had previously left the decision to individual teachers published an internal framework covering educational, administrative and support services. Another established a working group whose institution-wide policy was expected in the following year.

Figure 6. How advisory national guidance becomes an institutional obligation



© SEÖ, Anadolu University, Open Education Faculty

2 **An institution performs an act**

A faculty revises a guide, adds a form, sets a rule for examinations or writes a regulation. The act is narrow, dated and attributable, and it is what converts guidance into a condition.

The thesis writing guide is revised and a declaration form is attached

↓

3 **The obligation reaches a person**

A student signs, a teacher applies a boundary, an author cannot attribute authorship to a model. At this point the instrument is no longer advice: it has a signature, a deadline or a refusal attached to it.

The form is a required document for submission

The sequence addresses a question the matrix raises but cannot itself display: if almost every national instrument is advisory, what renders any of it binding upon a student or a member of staff. The conversion is effected through an institutional act, and that act is generally small and procedural rather than strategic. One country appears twice in the material at the first stage, once through higher education policy and once through public administration, and neither route binds until an institution performs the second stage.

Practices that did not appear

One absence has closed and one has not. Teachers now describe the preparation of materials and the design of learning activities as routine work, which is the account the first two rounds did not obtain, and the curriculum row can consequently be read at the level of the single course for the first time.

Equity has not moved. One record treats equity as a design requirement rather than as a concern to be noted, and at the national level the only measure named anywhere in this material is a recommendation, delegated to individual universities, that an equal opportunities programme or an access subsidy programme should exist. Students raise unequal access and the cost of premium tools in every round, while the institutional response recorded here is a licensing decision rather than an equity policy. The training gap indicates the same pattern: students report less access to formal provision than staff and learn instead through public video and social media, and that difference did not narrow between the two survey years.

© SEÖ, Anadolu University, Open Education Faculty

05 Models

The recurring forms that documented practice takes, described so that they may be recognised in settings the records do not cover.

Several practices recorded in different countries take the same form. Describing that form makes it recognisable in settings the records do not cover.

The paired instrument

An institution issues two documents on the same subject, one addressed to students and one to staff. This pairing appears twice in the material: a published student guide alongside a published guide for academics, and a digital assistant piloted for students alongside a writing assistant piloted for the staff who author their modules.

The model is significant because it fixes the level at which each instrument operates. The student-facing instrument works inside the learning situation, while the staff-facing instrument works on the structures surrounding it. An institution adopting this model addresses the same technology twice, and the intended audience determines the level.

Disclosure made a condition

A declaration of use is attached to an existing submission process and made a requirement. The instrument is small and procedural. It requires no infrastructure, no licence and no committee, and it converts advisory national guidance into an obligation that reaches the individual student.

The boundary drawn at the assessment event

Rather than permitting or prohibiting a particular tool, an institution draws the boundary at the moment of assessment. Use is prohibited during examinations and permitted in the preparation of assignments where transparency is ensured. The model separates the question of learning from the question of demonstrating learning, and it remains applicable through changes of tool because it names none.

© SEÖ, Anadolu University, Open Education Faculty

Sandbox, unit, licence

Institutional capability accumulates in three stages. An experimental environment is opened so that tools may be trialled. A unit or committee is then established to hold the work. Access is subsequently extended to a wider group through a licence or a shared portal. Records from several universities are situated at different points along this sequence, and reading them together reveals a sequence rather than a single decision.

Shared provision at system level

Procurement, access and cost are settled once for many institutions rather than repeatedly for one. A regional portal and a national pilot both take this form. The model reaches institutions that could not have negotiated independently, and it relocates the equity question from what a student can afford to what a system has licensed.

Delegated discretion as an interim arrangement

While policy is being drafted, each teacher determines the extent to which the tool may be used within their own course. The model allows teaching to continue through a policy vacuum. Its cost is that students encounter different rules in different courses, and the material records at least one institution moving out of this arrangement once a framework had been published.

The maintained workspace

Materials are published for staff and kept current as new material appears, rather than issued once and revised on a fixed cycle. The model addresses a difficulty that fixed guidance does not, in that the tools change more rapidly than documents can be approved.

© SEÖ, Anadolu University, Open Education Faculty

06 Scalable innovations

The practices that continue to function as the number of students, courses or institutions increases.

Scalability is treated here as a single question: if the number of students, courses or institutions doubles, does the practice continue to function without a corresponding doubling of the effort behind it.

Practices that scale at negligible cost

A rule scales. A declaration form attached to submission carries the same cost whether ten students or ten thousand sign it. A prohibition applying during examinations governs every examination simultaneously. A journal rule refusing authorship to a model governs every submission to that journal. A published guide is written once and read by all who receive it.

These are the practices coded highest for scalability in the database, and they share a common property, in that none of them requires a person to act on each individual case.

Practices that scale with infrastructure

A shared portal scales by design, having been built for many institutions from the outset. A licence extended to all staff scales to the size of the licence. A course delivered through the learning management system reaches everyone already using that system.

The cost in these cases is fixed rather than marginal. The portal must be funded, the licence negotiated and the course maintained. This is the reason such practices appear where a funding structure exists to carry them, and the reason the material records them more frequently at system level than at institutional level.

Practices that do not scale independently

Certain practices scale only with the time of the people who operate them. Formative feedback configured for each task depends on teaching staff writing criteria course by course; the tool serves any number of students, but the criteria are not generated automatically. A portfolio of student-facing systems depends on the data, the platform and the project team behind it. The practice of checking every output before it reaches a student depends on the person performing the check.

© SEÖ, Anadolu University, Open Education Faculty

These are not lesser practices. They are the practices situated closest to learning, and the material indicates that the closer a practice sits to the learning situation, the less readily it scales without additional staff time.

Implications for the task

Comparison across institutions must therefore take account of the enabling condition as well as of the practice. A record reporting that formative feedback is available conveys little unless it also reports who writes the criteria. The database retains that condition alongside each record, which is the reason the scalability coding is presented together with the evidence rather than in isolation.

© SEÖ, Anadolu University, Open Education Faculty

07 Transferability and its conditions

The practices that transfer to another institution or system, the conditions under which they transfer, and the points at which comparison across the partnership becomes unreliable.

Practices that transfer

The practices that transfer most readily share a common property, in that they specify a procedure rather than a system. Examples include a declaration form signed at submission, a boundary drawn at the examination, a rule refusing authorship to a model, a requirement to verify content against two sources, and a prohibition on generative tools in peer assessment. Each of these can be adopted by an institution that owns no infrastructure and licenses no tool, which is the reason each is coded highly on transferability.

Figure 7. What transfers to another institution, and what does not

TRANSFERS	CARRIES ITS CONDITIONS
A signed declaration of use A form naming the tool used and the support received, signed as a condition of submission. A submission process that already collects documents from the student.	**Course-configured formative feedback** Immediate feedback on written work against criteria the instructor writes for each task. Teachers with the time and the authority to write those criteria course by course.
A boundary drawn at the examination Use prohibited during examinations and permitted in preparation where transparency is ensured. Assessment regulations that distinguish preparation from the examination itself.	**A shared regional portal** Central provision of generative AI applications to every university in a federal state. A funding structure able to procure once on behalf of many institutions.
Verification against two sources A rule requiring definitions, figures and references to be checked against at least two reliable sources. Course instructions specific enough for a student to defer to them.	**A portfolio of student-facing systems** Early-warning systems, assisted feedback and conversational agents held under one project. The data, the platform and the project team that carry it.

Transferability in this material follows a single distinction, namely whether a practice specifies a procedure or depends on a system. A procedure can be adopted by an institution that owns no infrastructure, which is the reason disclosure rules, examination boundaries and verification requirements are coded highly. A system carries its enabling conditions with it, and those conditions are frequently not visible in the report describing the practice. The right-hand column therefore records the condition alongside the practice, since a practice detached from its condition would read as a recommendation that was never intended.

© SEÖ, Anadolu University, Open Education Faculty

The practices that transfer least readily are those sustained by local arrangements. A portfolio combining early-warning systems, assisted feedback and conversational agents depends upon the data, the platform and the project that carry it. A regional portal depends upon a federal structure able to fund shared provision. A national programme channelling a field of application into doctoral and master's theses depends upon an authority able to convene universities and an industry body together.

The condition that travels with the practice

A practice detached from its enabling conditions cannot be read as a recommendation. The clearest instance in this material is the assessment tool that provides immediate formative feedback against criteria set by the instructor for the task in question. The tool transfers readily; the practice transfers only where teaching staff have the time and the authority to write those criteria course by course. Reported without that condition, the same record would suggest that automated feedback is available for adoption, which is not what the source describes.

The same consideration applies to the guidance documents. A student guide whose rules are operational rests upon a course instruction that is itself sufficiently specific to be deferred to. Where course instructions are silent, a rule that defers to them has no object.

Limits on comparison

Three obstacles limit comparison across the partnership. The first is that partners report about themselves, as the reports themselves state. A partner may hold instruments that were not captured because the representative completing the return did not list them. The second is that the rounds differ in design and in sample, so that a change observed between rounds may reflect who responded rather than what changed. The third is that binding force is reported unevenly. Some partners state whether an instrument binds and others do not, and where such a statement is absent the instrument has been coded conservatively.

These limits bear upon the density readings of the matrix more than upon the individual records. An empty cell indicates that no practice was documented at that intersection in these sources, and it should be read accordingly rather than as a claim about European higher education as a whole.

© SEÖ, Anadolu University, Open Education Faculty

08 Conclusion

The findings established by the mapping, and the additions the next round of evidence would need to make.

The mapping establishes three findings. Documented practice within this partnership is concentrated in the governance domain and at the institutional and national levels, while practice inside the single course remains comparatively unrecorded. National instruments are plentiful and, with one clear exception, advisory in character, which displaces operative rule-making to institutions and, within institutions, on occasion to individual teaching staff. The movement visible across the three rounds runs from delegated discretion towards written frameworks and from single tools towards shared provision, proceeding unevenly and without closing the gap between the policy awareness of staff and that of students, which narrows between the two survey years but leaves students the least aware group.

The additions required of the evidence base are narrower than they might appear. Instruments already exist for asking institutions what they hold. What is missing is a question that asks a teacher what changed in a course. The third round provides partial support for this observation: where respondents were asked how their use had changed over the preceding year, teachers volunteered accounts of preparing materials and designing learning activities, and those accounts are the reason the curriculum row can be read at the micro level at all. A single open question addressed to teaching staff concerning a specific revision to a course or an assessment would populate the level that remains thinnest, and would do so with accounts that can be checked against course documentation rather than recalled as impressions.

The second addition concerns effect. Almost every practice in this database is reported as existing rather than as evaluated. Where an institution has conducted a pilot, the findings of that pilot are rarely reported, and where a tool has been in use across two rounds, no measure of its use accompanies the record. A field recording what was observed after adoption would change what a mapping of this kind is able to support, moving it from a description of what exists towards a comparison of what holds.

© SEÖ, Anadolu University, Open Education Faculty

09 Practice Matrix

Rows are practice domains, columns are the level at which the practice is enacted: micro for classroom and learning design, meso for institutional governance, macro for national policy. Each cell reports how many documented practices were found and opens the underlying entries.

Table 1. Practice domain by level

Domain	Micro	Meso	Macro	Total
Curriculum and Learning Design	1	3	3	7
Teaching Practice	3	—	—	3
Assessment and Academic Integrity	2	4	1	7
Student Support and Guidance	—	4	—	4
AI Literacy and Professional Development	4	4	1	9
Governance, Strategy and Policy	—	7	10	17
Ethical Frameworks and Responsible Use	1	2	2	5
Data Protection, Privacy and Security	1	2	—	3
Equity, Inclusion and Accessibility	—	1	—	1
Infrastructure, Tools and Procurement	—	3	2	5
Quality Assurance, Monitoring and Evaluation	—	—	2	2
Partnership, Networks and Transferability	—	—	1	1

The number in a cell counts the records documented at that domain and level. A dash indicates that no practice was documented at that intersection. Since the source material is verbal, the count indicates density rather than the finding itself, and the reading of each intersection follows in the headings below.

Curriculum and Learning Design

Where generative AI enters programme outcomes, course structure, learning activities and materials.

Micro

The first two rounds of reporting left this cell without records, and the reason lies with the instrument rather than with teaching practice. A survey that asks which policies exist will identify policies; it will not identify a revised course unless a teacher volunteers an account of one. The third round asked how use had changed over the preceding year, and it is this question that elicited the relevant accounts.

© SEÖ, Anadolu University, Open Education Faculty

The responses describe a sequence rather than a single event. Use begins with work requiring no pedagogical judgement, such as summarising a text or generating a list of ideas, and subsequently extends to work that does require such judgement: assembling the material on which a course runs, drafting the assessments that measure it, and shaping the activities through which students work. One teacher describes this movement as routine practice, while a second describes the same work in terms of what it produces.

The cell nonetheless remains the least populated in the curriculum row, and the reason for this has not changed. A design decision taken by an individual teacher leaves no document that an institution files. Such a decision reaches a synthesis of this kind only where a question elicits an account of it, and the count recorded here therefore reflects the frequency with which the question was asked as much as the frequency with which the practice occurs.

Meso

Three records are situated at this intersection and they differ in kind. The strongest is a two-year associate degree in AI-assisted coding carrying 120 ECTS credits and offered by an open education faculty. Its programme outcomes are formulated in terms of large language models, agent-based systems and generative AI applications. This is the only record in the material in which the technology defines a qualification rather than appearing within one.

The second record is weaker by design. Personalised AI-aided learning appears in an annual academic plan, which establishes a date and an owner but not an operating practice. The third derives from a respondent who describes the technology entering existing modules while modules concerning it are offered to staff and students alike, thereby recording curriculum change from two directions simultaneously.

Read together, the three records indicate a sequence in which content first enters existing modules, then becomes the subject of new ones, and finally defines a qualification. Only one institution in this material has reached the third stage, and it is a distance provider in which a single curriculum decision reaches a cohort measured in thousands.

© SEÖ, Anadolu University, Open Education Faculty

Macro

Curriculum appears at this level in two forms. The first is expansion of provision. Respondents in one country report that every university now offers AI-related courses and that AI content is being incorporated into curricula alongside dedicated research centres, while a respondent in another country lists certificate, associate and undergraduate qualifications as available. These are accounts of provision rather than counts of it, and they are recorded as such.

The second form is a framework. A partnership deliverable sets out stages for learning design with generative AI, proceeding from analysis and planning through activity design to development and production. It is the only instrument in the material that addresses how a course is designed rather than how a tool may be used within a course already designed.

The contrast with the institutional level constitutes the finding. Institutions build qualifications, whereas the level above them supplies courses in quantity together with a method for designing them; no instrument recorded here requires either.

Teaching Practice

Classroom and online delivery: how teaching staff use generative AI while teaching and how students use it while learning.

Micro

What this intersection documents is a set of disciplines rather than a tool. Teachers report subjecting every output to a check for academic precision, pedagogical alignment and ethical standards before it reaches a student, while students report requesting direction and an assessment of work already completed rather than the completion of the work itself. The third report identifies augmentation rather than replacement as the framing that covers the majority of responses concerning use, and this framing recurs across stakeholder groups and purposes.

A third record moves one stage earlier in the process. A teacher reports assigning a voice to the model, constructing separate agents for separate areas of expertise, and selecting models that reflect a personal teaching style. In this instance the tool is not adopted as delivered but configured, and the configuration expresses a pedagogical preference rather than a technical one.

© SEÖ, Anadolu University, Open Education Faculty

All three records depend on nothing supplied by an institution. This constitutes both their strength and their limitation: they require no licence, no committee and no platform, and they equally leave no record that an institution might evaluate, transfer or require. Two of the three levels represented in this matrix operate through instruments that can be inspected, whereas this level operates through practices that can only be reported.

Assessment and Academic Integrity

Assessment redesign, disclosure requirements, detection practices and integrity regulation.

Micro

One tool in the partnership operates at this intersection in a manner that retains the teacher's judgement while removing the delay associated with it. Students receive immediate formative feedback on written assignments, but that feedback is generated against criteria and contextual material supplied by the instructor for the task in question. The design addresses the objection most frequently raised against automated feedback, which concerns not its speed but its generic character.

Its placement at the micro level rests on the same feature. An institution provides the tool, but what the tool communicates is determined course by course, and the record is corroborated by respondents in the following round who name the tool and identify a course in which it operates.

Alongside this instrument stands a practice that no instrument produces. Respondents report declining to trust generated text, avoiding direct copying, and verifying academic material in particular, with references and citations identified as the element verified most frequently. The object of verification corresponds precisely to the failure that the same respondents identify as the most damaging, and the practice is described as invariant rather than as a precaution reserved for high-stakes work. Integrity at this level consists in what a person does before signing the work rather than in what a rule requires.

Meso

Institutions converge on two instruments. The first is disclosure rendered binding, in the form of a declaration form signed as a condition of thesis submission and naming the programme used and the support received. The second is a boundary drawn at the assessment event rather than at the tool:

© SEÖ, Anadolu University, Open Education Faculty

use is prohibited during examinations and permitted in the preparation of assignments where transparency is ensured.

Alongside these stands a third response that is neither rule nor prohibition. A funded pilot examines what robust assessment means once generative tools are available, and a further institution reports moving from high-level guidance to concrete assessment approaches incorporating an equity and inclusion lens. Taken together, the four records indicate that assessment is the domain in which institutions have moved furthest from statements of principle towards instruments that bind.

Macro

The single record situated here inverts the direction national instruments ordinarily take. Elsewhere the national level regulates how others may use generative tools, whereas here a national assessment body is reported to be using such tools to produce examination items. The account derives from one respondent and is not corroborated by an institutional return, which is the reason it is recorded with its provenance visible rather than generalised.

Student Support and Guidance

Advising, tutoring, accessibility support and student-facing AI services beyond the course itself.

Meso

Student support is the domain in which deployed systems are most readily identified and least readily compared. One institution names its assistant and reports it in continuous use across rounds. A second states explicitly that the assistant in operation is rule-based rather than generative, with generative integration still under investigation. A third has moved from single tools to a portfolio held under one project, covering early warning, AI-assisted feedback and conversational agents. A fourth reports two named assistants at pilot stage, one for students and one for the staff who author their modules.

The range extending from a rule-based chatbot to a research portfolio is contained within a single row of this matrix. Reading that row as a single level of maturity would obscure precisely the distinction the sources take care to preserve.

© SEÖ, Anadolu University, Open Education Faculty

AI Literacy and Professional Development

Training, certification and capacity building for students, teaching staff and administrators.

Micro

Two records place AI literacy inside the learning situation rather than beside it. The first is a published student guide whose rules are operational rather than exhortative: definitions, rules, figures and references are to be verified against at least two reliable sources; the purpose for which the tool was used is to be stated rather than its name; and the course instruction is to be treated as binding, with the guide directing that where use is forbidden the tool is not to be used at all. The second is a module on critical AI literacy offered to students, which makes participation part of study rather than an optional addition to it.

Two further records describe the competence acquired where neither instrument is available. Respondents attribute improved results to their own learning: prompts become specific and goal-directed, extended exchanges are sustained rather than restarted, and use moves from a single general assistant to a set of tools selected for particular purposes. One student describes the effort of explaining a task to the model as itself constituting a learning experience on occasion, which is the strongest pedagogical claim made anywhere in the material in respect of individual use.

The channels through which such learning occurs divide by role, and the division carries implications for equity. Staff describe colleagues and internal knowledge sharing, which are informal but institutionally situated. For students the most common channels are public video and social media, which lie outside the institution altogether. The second round measured the difference underlying this pattern: students reported less access to formal training than staff and relied more heavily on peer collaboration and online resources, and the difference did not narrow between the two survey years.

Meso

Capacity building is the domain in which institutions have built most extensively and most durably. A training and awareness programme owned by a vice-rectorate carries guides for generalists, teachers and students together with courses for teaching, administrative and service staff. A course on AI in teaching runs within the same learning management system in which staff already teach, alongside an experimentation environment and a regional hub whose materials may be integrated into staff members' own

© SEÖ, Anadolu University, Open Education Faculty

courses. A workspace of materials is published for staff and kept current as new material appears. A staff-facing guide covers course design, assessment, the learning management system, accessibility and the research workflow, and treats data minimisation, disclosure and policy compliance as obligations.

The feature to be noted is ownership. Each of these provisions is held by a named unit with a budget and a mandate, which distinguishes them from the workshops that respondents describe elsewhere as depending on proactive individuals.

Macro

One country addresses the literacy question through infrastructure rather than guidance. A national platform offers resources, interactive courses and collaborative projects, is funded as one of four federal initiatives, and is extended regionally by a hub that bundles transfer and networking functions. It is among the few national instruments in the partnership that supply something to be used rather than something to be complied with.

Governance, Strategy and Policy

Institutional strategy, formal policy instruments, committees, decision rights and national regulation.

Meso

This is the most densely populated institutional cell in the matrix, and reading its records in sequence reveals a direction of travel. In the first round one university reports that policy remains under discussion and that each teacher determines the extent to which AI may be applied; a second has recently installed a steering committee and reports no practices at all; a rector issues an institution-wide policy. By the second round the first university has published an internal framework covering educational, administrative and support services, a third has established a working group whose policy is expected in the following year, and a fourth has established a committee accompanied by pilots and public seminars.

The movement runs from delegation towards instruments, and it is uneven. Institutions reporting no change in policy across two rounds are recorded in the same cell as an institution that issued a second version of its AI guidelines in April 2025 and a third version of its recommendations for action in July 2025.

© SEÖ, Anadolu University, Open Education Faculty

Macro

This is the most densely populated cell in the matrix, and its density is misleading unless the instruments are distinguished by binding force. The European regulation is the single most frequently cited instrument across countries and functions as a shared reference layer; respondents in one country note that its prohibitions already apply while full effect follows on a stated date. Above that layer, national instruments differ sharply. One country approves a draft law aligning with the regulation. A second publishes federal guidelines and an education report within two days of each other, having reported nothing at all a year earlier. A third publishes material gathering legislation and recommendations while stating that the policies it contains are advisory. A fourth publishes an action plan directed towards deployment rather than towards compliance.

What recurs across the accounts is not the absence of policy but the absence of specificity. Respondents from several countries describe national frameworks that exist without reaching the questions higher education actually faces, and one respondent states the consequence directly: no standardised regulation for generative AI in education exists, which leaves universities responsible for their own institutional policies.

Ethical Frameworks and Responsible Use

Codes of conduct, ethical principles, human oversight requirements and responsible use guidance.

Micro

Institutions have rendered declaration binding through signed forms and thesis submission requirements, and those instruments are recorded at the level above. This cell holds the version of the same measure that operates where no form exists.

The practice appears in two parts, which respondents state together. The first is the declaration itself, and its form is consistent across groups: where the tool was used and for what purpose, which constitutes a statement about the work rather than about the software. One respondent gives the reciprocal commitment in the same statement, namely that protected data is never shared, so that disclosure and data discipline are presented as a single position. The second part is a check performed before any material is released. Content generated for materials that others will receive is reviewed thoroughly beforehand, and outputs are critically evaluated before use.

© SEÖ, Anadolu University, Open Education Faculty

A student states the same rule where no institutional instrument supplies it, which indicates that the practice is not simply the reflection of a policy. The second round establishes the direction of travel, reporting that compliance with such principles was commonly reported and appeared to increase between the two survey years.

Meso

Two institutional instruments demonstrate the form ethical regulation takes when it is written to be applied rather than merely assented to. The first permits students to use generative AI in support of learning and, unless instructed otherwise, in assessment preparation, and then attaches three prohibitions covering confidential information, personal data and copyrighted assessment content, together with a warning that over-reliance may hinder the development of skills required later. The second refuses authorship to AI outright, confines its use within a journal to the improvement of language or readability, requires citation where it is used, and leaves the author responsible for the validity of what it generates.

Neither instrument argues about whether the technology is beneficial. Both specify what may be done, by whom, and who is answerable for the result.

Macro

One country appears twice in this cell by two different routes. An ethical guide on generative AI in scientific research and publication reaches universities through higher education policy, while principles of ethical conduct for public officials reach the same universities through public administration, having been circulated to all public institutions. Both are reported as advisory, and the partner states this directly.

The pairing merits attention because it demonstrates how a national ethical position may arrive at a university twice without either instrument binding it. What converts such guidance into an obligation is an institutional act, and the thesis declaration form recorded at the same university under a different domain constitutes precisely such an act.

Data Protection, Privacy and Security

GDPR compliance, data processing agreements, consent, retention and information security.

© SEÖ, Anadolu University, Open Education Faculty

Micro

Data protection is documented at the institutional level as an instrument, taking the form of a policy, a processing agreement or a licensed platform. What this cell records is the practice that operates at the point at which a person composes a prompt.

Three measures recur and they are of different kinds. The first is a rule concerning content: identifying, sensitive and confidential material does not enter the prompt at all. The second is a choice of venue: a platform the institution has licensed is used in preference to a freely available one, on the ground that the terms attached to them differ. The third is a setting: a temporary chat is opened so that the exchange is not retained.

What makes the pattern worth recording separately from the policies that also require it is the characterisation offered by the report itself, which describes confidentiality as having become a habit rather than remaining a policy. A measure that holds without enforcement has moved from the institution into the practice, and this is the test applied in this report for assignment to the micro level. The same respondents name the instruments through which they learned the measure, so the two readings should be taken together rather than as alternatives.

Meso

Data protection is regulated at this level by controlling the setting rather than by listing forbidden content. One institution directs staff to work primarily with a named assistant on a university device, logged in with university credentials, which is a checkable instruction in a way that an appeal not to share sensitive data is not. Another maintains an internal regulation of learning analytics that it describes as mandatory, standing alongside advisory AI guidelines whose second version was issued in April 2025 and recommendations for action whose third version followed in July 2025.

The contrast within that second record constitutes the finding: within a single institution, the binding instrument governs the data infrastructure while the advisory instrument governs the use of the tools.

Equity, Inclusion and Accessibility

Unequal access to tools, language and disability accommodation, and the distributive effects of AI adoption.

© SEÖ, Anadolu University, Open Education Faculty

Meso

Only one record in the partnership treats equity as a design requirement rather than as a concern to be noted. Assessment approaches are developed so as to remain robust to the use of AI while providing differentiated support for diverse needs, and staff training covers responsible use, ethics and inclusivity together.

The limited population of this cell should be read against what respondents report. Students in every round identify unequal access, the cost of premium tools and the absence of digital skills as barriers, and one institution reports extending access to a commercial model to all staff. That measure is recorded under infrastructure because that is how the source describes it, although it also constitutes the clearest equity intervention in the material.

The evidence on training points in the same direction. Students report less access to formal provision than staff and rely instead on peer collaboration and online resources, and the second round found no significant change in this difference over time. An inequality that is measured in the survey data but addressed by only one recorded instrument is a finding in its own right.

Macro

No record in this report documents a national instrument addressing unequal access to generative AI. What the material contains instead is a recommendation within a document that binds no one.

The Spanish rectors' conference sets out what universities should do, and one of its items is the only place in any national document reviewed here where the distributive question is posed directly, recommending an equal opportunities programme for access to AI or, alternatively, an access subsidy programme for disadvantaged groups. The same document asks that universities define processes through which any group may report equity issues, and lists the preservation of equity among the aspects that planning must take into account. The instrument is a recommendation and implementation is delegated to each university, which is the reason the cell is recorded at this strength and no higher.

The absence merits explicit statement because respondents do not leave the question unasked. Students raise unequal access, the cost of premium subscriptions and the lack of digital skills in every round. What no national instrument in this material does is respond to them.

© SEÖ, Anadolu University, Open Education Faculty

Infrastructure, Tools and Procurement

Licensing, institutional deployments, integration with the virtual learning environment and vendor arrangements.

Meso

Institutions build a place in which to trial tools before they build a service. One reports experimental environments bringing together a feedback centre, automated grading, personalised support and a collaboration hub with access to several models for testing, and identifies them explicitly as experimental. A second established a research unit whose infrastructure was still being set up at the time of reporting. A third extended access to a commercial model to all staff, teaching and administrative alike, describing the change as a move from isolated use towards integration across the university.

The sequence of sandbox, unit and licence describes how institutional capability accumulates in this material. It accumulates not through procurement decisions taken once, but through successive enlargements of who is permitted to trial what.

Macro

Two records address at system level what institutions elsewhere address individually. A central portal offers generative AI applications to all universities in a federal state and is open to staff and students alike, and a national pilot introduces an educational version of a commercial assistant with teacher training and phased student access. Both supply a tool rather than a rule, and both settle procurement, access and cost once for many institutions rather than repeatedly for one.

Quality Assurance, Monitoring and Evaluation

Evidence collection, pilot evaluation, indicators, accreditation expectations and accountability mechanisms.

Macro

The quality assurance route carries two instruments of markedly different force. The first is a curated set of resources and supplementary advice intended to assist the sector in using generative AI while maintaining academic standards, which constitutes guidance. The second explicitly prohibits assessors, reviewers and panellists from using generative tools in assessment activities while advising applicants to exercise caution, which constitutes a rule.

© SEÖ, Anadolu University, Open Education Faculty

That asymmetry merits attention. It is one of the few binding national measures recorded anywhere in this material, and it binds the evaluators rather than the evaluated.

Partnership, Networks and Transferability

Cross-institutional collaboration, sector networks, and the conditions under which a practice transfers to another context.

Macro

The single record situated here operates through coursework rather than through regulation. A national programme run jointly by a higher education authority and an industry body channels a field of AI application into undergraduate senior projects and graduate theses. It is the only instrument in the material that reaches the curriculum from the national level, and it does so by commissioning work rather than by prescribing content.

© SEÖ, Anadolu University, Open Education Faculty

10 Practice Database

All 64 records documented in the synthesis appear below under headings for level and domain. Each record carries its imprint, a short reading and the source it rests on, while its full account and quotation are held on its own page in the online version.

Micro · Classroom and learning design

Curriculum and Learning Design

Preparing teaching materials and designing learning activities with the tool. Multiple countries · 2026 · Higher education — maturity: Piloted; scalability: Piloted; transferability: Embedded — Source: R3

Teachers report a transition from occasional assistance with summaries and ideas towards regular use in preparing materials and designing learning activities. The account is given as a description of current routine rather than as a statement of intention, and it situates a design decision, and not merely a decision about use, within a single course.

> I regularly use them to prepare teaching materials, support literature reviews and design learning activities.
>
> R3

Teaching Practice

Configuring the model to a teaching style through voice and specialised agents. Multiple countries · 2026 · Higher education — maturity: Piloted; scalability: Emerging; transferability: Established — Source: R3

A teacher reports assigning a voice to the model, creating several agents specialised in different areas of expertise, and selecting models that reflect a personal teaching style. The tool is not adopted as delivered but configured, and the configuration expresses a pedagogical preference rather than a technical one.

> I have assigned a voice to the AI and created several agents specialising in different areas of expertise. I use models that reflect my teaching style.
>
> R3

Human-in-the-loop checking of every AI output before use in teaching. Multiple countries · 2026 · Higher education — maturity: Established; scalability: Piloted; transferability: Embedded — Source: R3

© SEÖ, Anadolu University, Open Education Faculty

Teachers describe subjecting every AI output to a check for academic precision, pedagogical alignment and ethical standards before use, and describe the tool as a partner for refining ideas rather than an author. The framing that dominates the third round is augmentation rather than replacement, and it recurs regardless of the purpose of use.

> Rather than using the raw output, I always apply a 'human-in-the-loop' approach to ensure the final content meets professional standards.
>
> R3

Students using AI for self-assessment instead of task completion. Multiple countries · 2026 · Higher education — maturity: Piloted; scalability: Piloted; transferability: Embedded — Source: R3

Students describe using the tool to obtain direction, to get help with parts they do not understand and to identify the strengths and weaknesses of work they have already done, rather than to have the work done for them. The practice is located within the learning situation and depends on nothing other than the student's own decision as to what to ask.

> Instead of having AI do my homework for me, I use it to ask for ideas that can guide me in the right direction
>
> R3

Assessment and Academic Integrity

COFFEE, course-specific formative feedback on written assignments. FernUniversität in Hagen · Germany · 2025 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Established — Source: D3.2

A tool gives students immediate AI-generated formative feedback on text assignments against criteria the instructor defines. Teachers add contextual material and set expectations for each task, and these elements are passed to the model through quality-secured prompts, which keeps the criteria in the teacher's hands while the response time falls to the student's.

> the COFFEE tool offers personalized AI-driven formative feedback for text assignments using course-specific evaluation criteria and context
>
> D3.2

Checking references and figures before they enter academic work. Multiple countries · 2026 · Higher education — maturity: Established; scalability: Established; transferability: Embedded — Source: R3

© SEÖ, Anadolu University, Open Education Faculty

Students and teachers report declining to trust generated text, avoiding direct copying, and verifying academic material in particular, with citations identified as the element verified most frequently. The practice addresses the failure mode that respondents in every group identify as the principal challenge.

> Participants also emphasized the importance of fact-checking AI-generated content and using it critically rather than copying outputs directly.
>
> R3

AI Literacy and Professional Development

Student guide to generative AI with four binding practices. Anadolu University, Open Education Faculty · Türkiye · 2026 · Open and distance · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: AOF-OGR

A published guide addressed to students positions generative AI as a producer of drafts rather than an authority. It teaches prompt construction from a minimal three-part form up to a five-part template, maps use onto the levels of Bloom's taxonomy, and closes with four practices: withhold identifying data, verify critical claims against at least two sources, treat the course instruction as binding, and state the purpose for which the tool was used.

> that important information be checked against at least two reliable sources
>
> *Translated by the authors. Original: “Önemli bilgilerin en az iki güvenilir kaynaktan kontrol edilmesinin”*
>
> AOF-OGR

Critical AI literacy module offered to students. UniDistance Suisse · Switzerland · 2025 · Fully online · Higher education — maturity: Piloted; scalability: Established; transferability: Embedded — Source: D3.2

A module on critical AI literacy for learning was offered to students from autumn 2025. Placing the subject inside a module rather than a workshop makes participation part of study rather than an optional addition to it.

> A module on "Critical AI Literacy for Learning" will be offered to the students from autumn 2025.
>
> D3.2

Prompting skill built by the user, and a widening repertoire of tools. Multiple countries · 2026 · Higher education — maturity: Established; scalability: Piloted; transferability: Embedded — Source: R3

© SEÖ, Anadolu University, Open Education Faculty

Respondents in every group attribute improved results to their own learning: prompts have become more specific and goal-directed, extended exchanges are sustained more deliberately, and use has moved from a single tool to a set of tools selected for particular purposes. Explaining a task to the model is described as constituting a learning experience in itself.

> I've learned how effective prompts work and that the effort involved in explaining to the AI what it should do can sometimes be a learning experience in itself.
>
> R3

Learning the tools through peers, colleagues and public video rather than through provision. Multiple countries · 2026 · Higher education — maturity: Established; scalability: Piloted; transferability: Embedded — Source: R3

Where formal training is absent or limited, competence is acquired through colleagues, peer networks, self-paced material and practical use. The channels differ by role: staff describe internal knowledge sharing and consultation with colleagues, while for students public video and social media are the most common route. The report finds that informal learning acts as a complement to formal provision rather than as a substitute for it.

> students relied more heavily on informal learning methods such as peer collaboration and online resources, whereas staff groups had greater access to structured training through workshops, seminars, and institutional programs
>
> R3

Ethical Frameworks and Responsible Use

Declaring where and for what the tool was used, and reviewing before release. Multiple countries · 2026 · Higher education — maturity: Established; scalability: Established; transferability: Embedded — Source: R3

Respondents across all groups report stating where and for what purpose generative tools were used, citing them where the work is academic, and reviewing generated content thoroughly before it reaches anyone else. Disclosure is expressed as a description of purpose rather than as an acknowledgement of a tool.

> I always give information about where and what for I've used GenIA tools. And I never share protected data.
>
> R3

© SEÖ, Anadolu University, Open Education Faculty

Data Protection, Privacy and Security

Keeping personal and confidential data out of the prompt. Multiple countries · 2026 · Higher education — maturity: Established; scalability: Established; transferability: Embedded — Source: R3

Respondents in every stakeholder group report withholding personal, sensitive and confidential material from prompts, preferring platforms the institution has licensed to publicly available ones, and using temporary chat modes so that no record is retained. The report characterises the pattern as a habit rather than as compliance with a rule.

> No adding of personal data in the prompting that is sensitive for reasons of data protection or that are otherwise confidential.
>
> R3

Meso · Institutional governance

Curriculum and Learning Design

A full associate degree programme built around generative AI. Anadolu University, Open Education Faculty · Türkiye · 2026 · Open and distance · Higher education — maturity: Embedded; scalability: Embedded; transferability: Established — Source: AU-PROGRAM

An open education faculty offers a two-year associate degree in AI-assisted coding, carrying 120 ECTS. The programme is not a module added to an existing curriculum but a qualification whose outcomes are written around large language models, agent-based systems and generative AI applications, alongside algorithmic thinking, cloud technologies and AI-supported software testing.

> to train the qualified workforce with AI-assisted software development skills that a rapidly digitalising world of work requires
>
> *Translated by the authors. Original: “hızla dijitalleşen iş dünyasının ihtiyaç duyduğu, yapay zekâ destekli yazılım geliştirme becerilerine sahip nitelikli insan gücünü yetiştirmeyi amaçlamaktadır”*
>
> AU-PROGRAM

Personalised AI-aided learning entering an annual academic plan. University of Jyväskylä · Finland · 2024 · Higher education — maturity: Emerging; scalability: Established; transferability: Established — Source: D3.1

The creation of personalised AI-aided learning appears in the plan for the 2025 academic year of an open university. Placing the intention in an annual plan is what separates it from an experiment: a plan carries a date, an owner and a review.

© SEÖ, Anadolu University, Open Education Faculty

> Personalized learning: Creation of personalized AI-aided learning is mentioned in the plan for the academic year 2025
>
> D3.1

AI applied inside study modules and offered as modules of its own. Multiple countries · 2025 · Higher education — maturity: Piloted; scalability: Established; transferability: Established — Source: D3.2

A teacher describes artificial intelligence being applied as part of study modules while modules about artificial intelligence are offered to teachers and students alike, often using the technology itself as the starting point. The account records curriculum change from two directions at once: the technology enters existing modules and becomes the subject of new ones.

> Artificial intelligence is applied as part of study modules, and study modules related to artificial intelligence are offered to teachers and students
>
> D3.2

Assessment and Academic Integrity

Mandatory generative AI usage declaration in the thesis writing guide. Anadolu University · Türkiye · 2024 · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: D3.1

The Graduate Education Institute revised its thesis writing guide in 2024 so that every student signs a declaration form, naming the generative AI programme used and the kind of support received. The form is a required document rather than a recommendation, which moves disclosure from good practice to a condition of submission.

> The Graduate Education Institute has updated its Thesis Writing Guide in 2024, requiring students to sign a 'Generative Artificial Intelligence Usage Declaration' form.
>
> D3.1

Ethical use policy prohibiting AI in examinations and permitting it in assignments. Open University of Cyprus · Cyprus · 2026 · Fully online · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: R3

A policy addressed to the whole university community aims at transparency on all sides while setting limits on where use is permitted. Use is prohibited during examinations and may be permitted for preparing assignments or activities provided transparency is ensured, which draws the line at the assessment event rather than at the tool.

© SEÖ, Anadolu University, Open Education Faculty

> their use is prohibited during exams, while it may be permitted for preparing assignments or activities if transparency is ensured
>
> R3

Pilot project on developing robust assessment in the light of generative AI. The Open University · United Kingdom · 2024 · Fully online · Higher education — maturity: Piloted; scalability: Established; transferability: Embedded — Source: D3.1

A funded pilot examines the challenges and opportunities that generative AI poses for assessment in further and higher education. Placing the question inside a funded research project rather than a policy circular is what allows assessment redesign to be tested before it is prescribed.

> One of the key initiatives is a pilot project titled "Developing robust assessment in the light of Generative AI developments".
>
> D3.1

Teacher guidelines on ChatGPT and remote assessment. UniDistance Suisse · Switzerland · 2024 · Fully online · Higher education — maturity: Piloted; scalability: Established; transferability: Established — Source: D3.1

Guidelines addressed to teachers link the use of ChatGPT directly to remote assessment. The pairing matters in a distance institution, where assessment is conducted at a distance by default and the tool question cannot be separated from the examination question.

> A teacher's guidelines to chatGPT and remote assessments (for teachers)
>
> D3.1

Student Support and Guidance

Rule-based chatbot for non-academic student support. Anadolu University · Türkiye · 2024 · Open and distance · Higher education — maturity: Established; scalability: Embedded; transferability: Established — Source: D3.1

A chatbot answers student questions on enrolment, examinations and graduation. The institution is explicit that the deployed assistant is rule-based rather than generative, while research on integrating large language models into academic and non-academic support runs separately at the Student Affairs Department of the Faculty of Open Education.

> A rule-based AI chatbot is being used for non-academic (administrative) support to answer student questions about enrolment, examinations, graduation, and more.
>
> D3.1

© SEÖ, Anadolu University, Open Education Faculty

LIS project: early-warning, AI-assisted feedback and conversational agents. Universitat Oberta de Catalunya · Spain · 2025 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Piloted — Source: D3.2

Operational practices introduced and expanded since October 2024 include AI-based early-warning systems for students, AI-assisted feedback, empathic conversational agents, pilots for automated assessment and personalised learning support. The range shows an institution moving from single tools to a portfolio held under one project.

> LIS uses LLMs and Generative AI for AI-based early-warning systems for students, AI-assisted feedback, empathic conversational agents
>
> D3.2

AIDA and AIMWA: assistants piloted for students and for content authors. Not stated in the source · 2025 · Fully online · Higher education — maturity: Piloted; scalability: Established; transferability: Piloted — Source: D3.2

Pilot projects at an institution the source does not name trial two institutional tools: a digital assistant intended to support students as a study companion, and a module writing assistant intended to support staff in creating and reworking content. The pairing repeats the pattern seen elsewhere, where the same institution builds one instrument for learners and another for the staff who design their learning.

> There are pilot projects happening to trial institutional tools such as AIDA (Artificial Intelligence Digital Assistant) to support students as a study buddy, and AIMWA (Artificial Intelligence Module Writing Assistant) to support staff
>
> D3.2

Minerva, a virtual assistant on the university web pages. University of Jyväskylä · Finland · 2023 · Higher education — maturity: Established; scalability: Established; transferability: Established — Source: D3.1

A chatbot named Minerva has been in use on the university web pages since 2023. Participants in the third round still name it as the institutional practice they recognise, which makes it one of the few assistants in the partnership that respondents identify by name across rounds.

> Virtual assistant: Chatbot called ‘Minerva’ is in use in the university webpages (2023-)
>
> D3.1

© SEÖ, Anadolu University, Open Education Faculty

AI Literacy and Professional Development

Academic guide to generative AI covering teaching and research workflows. Anadolu University, Open Education Faculty · Türkiye · 2026 · Open and distance · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: AOF-AKA

The staff counterpart of the student guide addresses academics and researchers. On the teaching side it covers learning outcomes, operations inside the learning management system, assessment and rubrics, accessibility and inclusion. On the research side it covers preparation for literature review, structured reading notes, translation, method and reporting checklists, and reference verification. Data minimisation, disclosure and institutional policy compliance are treated as obligations rather than recommendations.

> The basic approach is to regard the technology neither as a “saviour” nor as a “threat”
>
> *Translated by the authors. Original: “Temel yaklaşım, teknolojiyi ne “kurtarıcı” ne de “tehdit” olarak görmek”*
>
> AOF-AKA

Moodle course on AI in teaching with an experimentation environment. FernUniversität in Hagen · Germany · 2025 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Established — Source: D3.2

Resources developed for educators and learners include a course on AI in teaching hosted in the learning management system, an experimentation environment, and a regional hub whose materials teachers can integrate into their own courses. Delivering staff development inside the same system staff already teach in removes one barrier to participation.

> the university has developed resources such as a Moodle (LMS) course titled “AI in teaching” aimed at teachers and tutors
>
> D3.2

Shared workspace of AI materials for staff. University of Jyväskylä · Finland · 2025 · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: D3.2

A workspace of materials on the basics of artificial intelligence in university work was published for teachers, researchers and support staff in 2025 and is updated as new material appears. A living workspace answers a difficulty that fixed guidance does not, since the tools change faster than documents are revised.

© SEÖ, Anadolu University, Open Education Faculty

> The workspace is updated as new material is published.
>
> D3.2

Institution-wide training and awareness programme on generative AI use. Universidad Nacional de Educación a Distancia · Spain · 2024 · Fully online · Higher education — maturity: Embedded; scalability: Embedded; transferability: Embedded — Source: D3.1

The vice-rectorate for educational innovation runs a training and awareness programme built on several pillars, accompanied by guides for generalists, teachers and students and by courses for teaching, administrative and service staff. Locating the programme in a vice-rectorate gives it a budget line and a permanent owner.

> the Vice-rectorate for Educational Innovation has developed a training and awareness programme called ‘Use of Generative Artificial Intelligence’
>
> D3.1

Governance, Strategy and Policy

AI guidelines, recommendations for action and a service agreement on AI systems. FernUniversität in Hagen · Germany · 2024 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Embedded — Source: D3.1

The university maintains a set of instruments that are revised regularly: an AI guide, recommendations for action, a service agreement on the use of AI systems, and a register of processing activities. The combination places advisory guidance and data protection documentation in the same institutional package.

> Service agreement on the use of AI systems at the
>
> D3.1

Rector's policy on the use of artificial intelligence. University of Jyväskylä · Finland · 2024 · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: D3.1

A policy issued by the rector in April 2024 is accompanied by instructions for using AI-based applications in studies. Issuing the instrument at rectoral level gives it institution-wide reach rather than leaving adoption to individual faculties.

> Rector (15.4.2024): Policy on the use of artificial intelligence at the University of Jyväskylä
>
> D3.1

© SEÖ, Anadolu University, Open Education Faculty

SofIA, an internal advisory framework for integrating AI across services. Universitat Oberta de Catalunya · Spain · 2025 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Established — Source: D3.2

A framework introduced in 2025 provides internal guidelines for integrating AI across educational, administrative and support services, with the stated aim of turning the university into an AI-enabled institution. It answers the gap left a year earlier, when policy was still under discussion and the decision was delegated to individual teachers.

> UOC introduced SofIA, its internal advisory framework and guidelines for integrating AI across educational, administrative, and support services
>
> D3.2

AI committee with pilot tests in learning design and IT support. Open University of Cyprus · Cyprus · 2025 · Fully online · Higher education — maturity: Piloted; scalability: Established; transferability: Established — Source: D3.2

An AI committee was established alongside pilot tests of tools in learning design and IT support and seminars for staff, students and the general public. Extending the seminars beyond the university is unusual in the partnership and treats AI literacy as a public rather than an internal concern.

> Establishment of AI committee, pilot tests of AI tools in learning design and IT support, seminars/workshops for staff, students and the general public
>
> D3.2

Teacher discretion over the level of AI use in learning activities. Universitat Oberta de Catalunya · Spain · 2024 · Fully online · Higher education — maturity: Piloted; scalability: Piloted; transferability: Established — Source: D3.1

While institution-wide policy was still under discussion, the university adopted an interim rule under which each teacher decides the level at which AI may be applied in learning activities and may rule it out entirely. The arrangement keeps courses operating during a policy vacuum at the cost of leaving students facing different rules in different courses.

> there is a policy that teachers can decide the level of application of AI in learning activities.
>
> D3.1

Institution-wide steering committee on generative AI. Open Universiteit · Netherlands · 2024 · Fully online · Higher education — maturity: Emerging; scalability: Established; transferability: Embedded — Source: D3.1

© SEÖ, Anadolu University, Open Education Faculty

A steering committee covering the whole institution was installed in October 2024, at a point when the university reported no institutional practices in place. The sequence constitutes a finding in itself, in that the governance structure was established before any application had been deployed.

> An institution-wide steering committee has just been installed (oct 2024)
>
> D3.1

Working group drafting an institution-wide AI policy. UniDistance Suisse · Switzerland · 2025 · Fully online · Higher education — maturity: Emerging; scalability: Established; transferability: Established — Source: D3.2

A working group was set up to develop an institution-wide AI policy and guidelines, with availability announced for 2026. Recording the group rather than the policy is itself the finding: in the second round the institution had teacher guidelines but no institutional instrument.

> A working group has been set up to develop an institution-wide AI policy and guidelines. They will be available in 2026.
>
> D3.2

Ethical Frameworks and Responsible Use

Generative AI policy for students with conditional permission and acknowledgement. The Open University · United Kingdom · 2024 · Fully online · Higher education — maturity: Embedded; scalability: Embedded; transferability: Embedded — Source: D3.1

Students may use generative AI to support their learning and, unless instructed otherwise, in assessment preparation, provided the use is acknowledged. The policy pairs permission with three prohibitions covering confidential information, personal data and copyrighted assessment content, and warns that over-reliance may hinder skill development.

> Students may use Generative AI to support their learning.
>
> D3.1

Library guide on how to declare the use of AI in academic work. Universidad Nacional de Educación a Distancia · Spain · 2025 · Fully online · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: D3.2

A library guide published in May 2025 proposes structures for making the use of AI tools transparent: which tools were used, for what purpose and to what extent. A related journal policy states that authorship cannot be attributed to AI, that its use is confined to improving language or readability,

© SEÖ, Anadolu University, Open Education Faculty

that it must be cited, and that authors remain responsible for the validity of what it generates.

> authors cannot attribute authorship to AI; AI (or assisted technologies) may only be used to improve language or readability
>
> D3.2

Data Protection, Privacy and Security

Information security guidelines steering staff to an institutionally controlled tool. University of Jyväskylä · Finland · 2023 · Higher education — maturity: Established; scalability: Embedded; transferability: Established — Source: D3.1

Information security guidelines issued in December 2023 direct users to work primarily with Microsoft Copilot on a university device while logged in with university credentials. The instrument governs data exposure by prescribing where the interaction takes place rather than by listing prohibited content.

> Primarily use Microsoft's Copilot's AI-based conversation on a university device and while logged in to the Edge browser with university credentials!
>
> D3.1

Revised AI guidelines with a mandatory learning analytics regulation. FernUniversität in Hagen · Germany · 2025 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Embedded — Source: D3.2

The institution updated its AI guidelines in April 2025 and its recommendations for action in July 2025, both advisory in character, while an overarching AI strategy and guidelines for AI in examinations were under development. Alongside them the university maintains a mandatory internal regulation of learning analytics to ensure data privacy, which is the one binding instrument in the set.

> There is also a mandatory internal Regulation of Learning Analytics to ensure data privacy.
>
> D3.2

Equity, Inclusion and Accessibility

Assessment robust to AI use with an equity and inclusion lens. The Open University · United Kingdom · 2025 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Established — Source: D3.2

© SEÖ, Anadolu University, Open Education Faculty

New assessment approaches aim to keep tasks robust to the use of AI while maintaining academic integrity and providing differentiated support for diverse needs. Staff capacity is developed through training on responsible use, ethics and inclusivity, with the institution reporting a shift from high-level guidance to concrete application.

> practices have shifted from high-level guidance to concrete applications
>
> D3.2

Infrastructure, Tools and Procurement

Data Analytics and Artificial Intelligence Research Unit. Anadolu University · Türkiye · 2023 · Higher education — maturity: Piloted; scalability: Established; transferability: Established — Source: D3.1

A dedicated research unit was established in 2023 to study developments in data analytics and artificial intelligence in higher education and to run projects, with training planned at several educational levels. The institution reports that the infrastructure of the unit was still being set up at the time of the survey.

> In 2023, the Data Analytics and Artificial Intelligence Research Unit was established. The infrastructure setup of the unit is still ongoing.
>
> D3.1

Experimental environments for LLMs, generative AI and learning analytics. FernUniversität in Hagen · Germany · 2024 · Fully online · Higher education — maturity: Piloted; scalability: Established; transferability: Established — Source: D3.1

The university runs experimental environments that bring a feedback centre, automated grading, personalised support and an immersive collaboration hub together with access to various models for testing. The arrangement gives staff a bounded space in which tools can be trialled before any decision about institutional deployment.

> Experimental environments (for use and research of LLMs, GenAI and Learning Analytics): Feedback Centre,
>
> D3.1

Institution-wide access to a commercial model for all staff. Universitat Oberta de Catalunya · Spain · 2026 · Fully online · Higher education — maturity: Established; scalability: Established; transferability: Established — Source: R3

© SEÖ, Anadolu University, Open Education Faculty

An administrator describes access to a commercial model being extended to all staff, both teaching and administrative, and frames it as a move from isolated or experimental use to integration across the university. Universal access changes the equity question from who can afford a subscription to what the institution has licensed.

> The most significant change has been that all UOC staff now have access to Gemini Pro.
> R3

Macro · National policy

Curriculum and Learning Design

AI-related courses becoming general across a national system. Spain · 2025 · Higher education — maturity: Established; scalability: Embedded; transferability: Piloted — Source: D3.2

A student reports that every university in the country now offers courses related to AI, and a teacher in the same round describes AI-related content being incorporated into curricula alongside the establishment of dedicated research centres. Two independent accounts describe the same national movement from different positions.

> All universities in Spain now offer courses related to AI.
> D3.2

Certificate, associate and undergraduate programmes offered across a system. Türkiye · 2025 · Higher education — maturity: Established; scalability: Embedded; transferability: Piloted — Source: D3.2

A support staff respondent reports that certificate programmes, associate degrees and undergraduate degrees in the field are available at universities, alongside a large number of scientific events each year. The account records provision at the level of qualifications rather than of individual courses.

> Academically, certificate programs, associate degree and undergraduate programs are available at universities
> D3.2

LLM-ed framework for learning design. ADMIT partnership (EADTU) · European Union · 2025 · Higher education — maturity: Piloted; scalability: Embedded; transferability: Embedded — Source: D4.1

A partnership deliverable sets out a framework for learning design with generative AI, organised in stages from analysis and planning through

© SEÖ, Anadolu University, Open Education Faculty

activity design to development and production. It is the only instrument in the material that addresses curriculum design directly rather than regulating the use of tools inside an existing design.

> Analysis and Planning
> D4.1

Assessment and Academic Integrity

AI-generated items in a national standardised examination. Measuring, Selection and Placement Centre (ÖSYM) · Türkiye · 2026 · Public authority — maturity: Piloted; scalability: Established; transferability: Piloted — Source: R3

A teacher reports that questions for a national standardised language examination are now generated using artificial intelligence. The account is brief but marks a national assessment body applying generative tools to item production rather than regulating their use by others.

> Questions for standardized exams are now being generated using artificial intelligence
> R3

AI Literacy and Professional Development

AI Campus as a national learning platform. Federal Ministry for Research, Technology and Space · Germany · 2024 · Higher education — maturity: Embedded; scalability: Embedded; transferability: Established — Source: D3.1

Germany funds specific projects to expand research and knowledge in AI, among them the AI Campus platform. The partnership records it first as a national practice and later as one of four federal initiatives, with a regional hub bundling transfer and networking in North Rhine-Westphalia.

> funding of specific projects to expand the level of research and knowledge in
> D3.1

Governance, Strategy and Policy

AI Opportunities Action Plan. Government of the United Kingdom · United Kingdom · 2025 · Public authority — maturity: Established; scalability: Established; transferability: Piloted — Source: D3.2

A government action plan published in January 2025 sets out a roadmap for maximising the potential of AI across the country. Recorded as a change in nationwide practice rather than in policy, it marks the point at which the national conversation shifts from regulation towards deployment.

© SEÖ, Anadolu University, Open Education Faculty

> In January 2025 the government published the AI Opportunities Action Plan
>
> D3.2

Rectors' conference recommendations for generative AI in university teaching. Conference of Spanish Rectors (CRUE) · Spain · 2024 · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: D3.2

The conference of Spanish rectors published recommendations covering opportunities, risks, ethics and evaluation. The document is not law but guides the university system, and it explicitly delegates implementation to individual universities while proposing shared principles, competence definitions, internal discussion processes, equity of access and an assessment of ecological cost.

> Certain recommendations were made, but the implementation of practices was delegated to the universities
>
> D3.2

Draft law on the good use and governance of AI. Government of Spain · Spain · 2025 · Public authority — maturity: Piloted; scalability: Embedded; transferability: Established — Source: D3.2

A draft law approved by the government in March 2025 aligns national provision with the EU AI Act. Its appearance in the second round is one of the clearest instances of European regulation propagating into national legislation during the observation period.

> In March 2025, the Spanish government approved a draft law
>
> D3.2

National material on AI in education: legislation and recommendations. Finnish National Agency for Education and Ministry of Education and Culture · Finland · 2025 · Higher education — maturity: Established; scalability: Embedded; transferability: Established — Source: D3.2

Material published in April 2025 by the national agency for education and the ministry gathers legislation and recommendations for 2025, prepared with practitioners, researchers and other stakeholders. The partner records the policies it contains as advisory rather than binding.

> Policies introduced in this material are merely advisory than binding.
>
> D3.2

National specialised committee on AI and public seminars. Government of Cyprus · Cyprus · 2025 · Public authority — maturity: Piloted; scalability: Established; transferability: Established — Source: D3.2

© SEÖ, Anadolu University, Open Education Faculty

A national task force was established and seminars and workshops on generative AI and large language models in education were held. The pairing of a committee with public events is the shape national activity takes where no education-specific framework yet exists.

> Establishment of a National Specialized Committee (task force) on
> D3.2

Federal guidelines on artificial intelligence and a report on AI in education. Swiss Confederation and State Secretariat for Education, Research and Innovation · Switzerland · 2025 · Public authority — maturity: Piloted; scalability: Established; transferability: Established — Source: D3.2

Guidelines for the confederation were published on 1 July 2025 and a report on AI in education followed a day later. In a partnership where the previous round recorded no national policy at all for this country, the appearance of two instruments within two days marks a distinct change of pace.

> Switzerland There aren’t any
> D3.2

National AI legislation alongside the European regulation. Italian ministries · Italy · 2025 · Public authority — maturity: Established; scalability: Embedded; transferability: Piloted — Source: R3

Respondents describe a framework in which the European AI Act operates together with recent national legislation of September 2025, ministerial guidelines for schools and a national AI strategy covering 2024 to 2026. The layering of European and national instruments is what respondents themselves report as governing use.

> which combines the European AI Act (EU 2024/1689) with recent national legislation (Law No 132 of 17 September 2025)
> R3

AI in education policy document and action plan alongside research guidelines. Turkish national authorities · Türkiye · 2026 · Higher education — maturity: Piloted; scalability: Embedded; transferability: Piloted — Source: R3

An administrator describes a national framework combining the national AI strategy, an AI in education policy document and action plan for 2025 to 2029, and generative AI guidelines from the research council. The same account states that no fully standardised regulation for generative AI in education exists, leaving universities responsible for their own institutional policies.

© SEÖ, Anadolu University, Open Education Faculty

> there is still no fully standardized, detailed regulation specifically for generative AI in education, leaving universities with significant responsibility to develop their own institutional policies
>
> R3

The European AI Act as the shared reference across the partnership. European Union · European Union · 2024 · Higher education — maturity: Embedded; scalability: Embedded; transferability: Embedded — Source: R3

The regulation is the single most frequently named instrument across countries in the third round, cited by respondents regardless of where they work. It functions as the common reference layer beneath national frameworks that otherwise differ widely in form and force.

> EU AI Act is undoubtedly the single most-cited one, regardless of the country
>
> R3

Entry into force of the European regulation with prohibitions already applying. European Union · Finland · 2026 · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: R3

A support staff respondent reports that the European regulation takes effect nationally on 2 August 2026 while its prohibitions already apply. The distinction between staged application and full entry into force is what institutions have to plan against.

> The EU’s AI Regulation will take effect in Finland on August 2, 2026, but the prohibitions have already come into force.
>
> R3

Ethical Frameworks and Responsible Use

Ethical guide on generative AI in scientific research and publication. Council of Higher Education (YÖK) · Türkiye · 2024 · Higher education — maturity: Established; scalability: Embedded; transferability: Established — Source: D3.1

The Council of Higher Education published an ethical guide covering the use of generative AI in scientific research and publication in higher education institutions in May 2024. The partner reports that the guidance is advisory, which leaves each university to convert it into binding institutional rules.

> The Turkish Higher Education Council published the 'Ethical Guide on the Use of Generative Artificial Intelligence in Scientific Research and Publication Activities in Higher Education Institutions' in May 2024
>
> D3.1

Ethical conduct principles for public officials using AI systems. Ministry of Interior · Türkiye · 2024 · Public authority — maturity: Established; scalability: Embedded; transferability: Piloted — Source: D3.1

© SEÖ, Anadolu University, Open Education Faculty

Principles established in September 2024 were circulated to all public institutions, universities included. The instrument reaches higher education not through education policy but through public administration law, which is a distinct route into the sector.

> which has been sent to all public institutions, including universities
> D3.1

Infrastructure, Tools and Procurement

KI:connect.nrw, a shared regional portal for generative AI. Digitale Hochschule NRW · Germany · 2025 · Higher education — maturity: Established; scalability: Embedded; transferability: Established — Source: D3.2

A central portal offers generative AI applications to all universities in North Rhine-Westphalia and is accessible to both staff and students. The arrangement answers procurement, access and cost at the level of a state system rather than leaving each university to negotiate separately.

> It offers a central portal for generative AI applications to all universities in North Rhine-
> D3.2

AI in Schools pilot with teacher training and phased student access. Government of Greece · Greece · 2025 · Public authority — maturity: Piloted; scalability: Established; transferability: Established — Source: R3

A national pilot introduces an educational version of a commercial assistant with teacher training and phased student access from late 2025. It is one of the few national instruments in the partnership that provides a tool rather than a rule.

> Greece has launched pilot initiatives, such as the “AI in Schools” program, introducing ChatGPT Edu with teacher training and phased student access starting in late 2025
> R3

Quality Assurance, Monitoring and Evaluation

Sector-wide resources and supplementary advice on generative AI. Quality Assurance Agency for Higher Education · United Kingdom · 2024 · Higher education — maturity: Established; scalability: Embedded; transferability: Embedded — Source: D3.1

The quality assurance agency curates resources aimed at helping the education sector use generative AI while maintaining academic standards, and has published supplementary advice on the tools. The instrument works through the quality assurance route rather than through legislation.

© SEÖ, Anadolu University, Open Education Faculty

> These resources aim to help the education sector use Generative AI as a positive tool while maintaining academic standards.
>
> D3.1

Prohibition on generative AI in research funding assessment. UK Research and Innovation · United Kingdom · 2024 · Higher education — maturity: Embedded; scalability: Embedded; transferability: Embedded — Source: D3.1

Assessors, reviewers and panellists are explicitly prohibited from using generative AI in their assessment activities, while applicants are advised to exercise caution over bias and data protection. The asymmetry between a prohibition for evaluators and advice for applicants is itself a policy design choice.

> Assessors, reviewers, and panellists are explicitly prohibited from using Generative AI tools in their assessment activities.
>
> D3.1

Partnership, Networks and Transferability

Artificial Intelligence Academic Thesis Programme. Council of Higher Education and Presidency of Defence Industries · Türkiye · 2024 · Higher education — maturity: Piloted; scalability: Established; transferability: Piloted — Source: D3.1

A programme launched in October 2024 in collaboration between the Council of Higher Education and the Presidency of Defence Industries channels AI in the defence industry into undergraduate senior projects and graduate theses. It is a national instrument that works through the curriculum rather than through regulation.

> artificial intelligence in the defense industry will be addressed as senior projects at the
>
> D3.1

© SEÖ, Anadolu University, Open Education Faculty

11 Source report

The synthesis rests on the documents below. The weight lies with the three rounds of trend, policy and practice reporting together with two institutional guides, all of which were read from beginning to end. The remaining documents were reviewed for corroboration, and the distinction is stated beside each entry.

Document: D3.1 · Report on trends in policies and practices on the use of LLM and generative AI in the partnership: Report 1
Imprint: ADMIT (Erasmus+, EADTU), 2024
Reading: Read in full (72 pages)
Contribution: 21 records, 30 quotations

Document: D3.2 · Report on trends and policies and practices on the use of LLMs and generative AI in the partnership: Report 2
Imprint: ADMIT (Erasmus+, EADTU), 2025
Reading: Read in full (82 pages)
Contribution: 22 records, 36 quotations

Document: D2.3 · Report on policies relating to the use of LLM tools within higher education
Imprint: ADMIT (Erasmus+, EADTU), 2024
Reading: Reviewed for corroboration
Contribution: 0 records, 0 quotations

Document: R3 · Report on trends in policies and practices on the use of LLMs and generative AI in the partnership: Third report (draft)
Imprint: ADMIT (Erasmus+, EADTU), 2026
Reading: Read in full
Contribution: 17 records, 40 quotations

Document: D2.1 · Use of LLM tools within higher education: Report 1
Imprint: ADMIT (Erasmus+, EADTU), 2024
Reading: Reviewed for corroboration
Contribution: 0 records, 0 quotations

Document: D2.2 · Use of LLM tools within higher education: Report 2
Imprint: ADMIT (Erasmus+, EADTU), 2025
Reading: Reviewed for corroboration
Contribution: 0 records, 0 quotations

Document: D4.1 · Report on the LLM-ed framework for Learning Design
Imprint: ADMIT (Erasmus+, EADTU), 2025
Reading: Read in full (19 pages)
Contribution: 1 records, 1 quotations

© SEÖ, Anadolu University, Open Education Faculty

Document: D5.3 · Guide of ethical use of LLM and generative AI systems in higher education
Imprint: ADMIT (Erasmus+, EADTU), 2025
Reading: Reviewed for corroboration
Contribution: 0 records, 0 quotations

Document: SAT · Institutional Self-Assessment Tool
Imprint: ADMIT (Erasmus+, EADTU), 2025
Reading: Reviewed for corroboration
Contribution: 0 records, 0 quotations

Document: TAX · Taxonomy of the ethical issues related to the use of LLM
Imprint: ADMIT (Erasmus+, EADTU), 2025
Reading: Reviewed for corroboration
Contribution: 0 records, 0 quotations

Document: TAXFS · Fact sheet: Taxonomy
Imprint: ADMIT (Erasmus+, EADTU), 2025
Reading: Reviewed for corroboration
Contribution: 0 records, 0 quotations

Document: AOF-OGR · A Guide to the Use of Generative Artificial Intelligence for Students
Imprint: Anadolu University, Open Education Faculty, 2026
Reading: Read in full (17 pages)
Contribution: 1 records, 2 quotations

Document: AOF-AKA · A Guide to the Use of Generative Artificial Intelligence for Academics
Imprint: Anadolu University, Open Education Faculty, 2026
Reading: Read in full (25 pages)
Contribution: 1 records, 2 quotations

Document: AU-PROGRAM · Associate degree programme in AI-Assisted Coding, Open Education Faculty
Imprint: Anadolu University, Open Education Faculty, 2026
Reading: Read in full
Contribution: 1 records, 1 quotations

© SEÖ, Anadolu University, Open Education Faculty

12 References

The reference list follows APA 7: entries are ordered alphabetically by author surname, second and subsequent lines take a hanging indent, and the digital object identifier is given as a link. The language of each source is retained.

Bektik, D., Edwards, C., Whitelock, D., & Antonaci, A. (2024). *Use of LLM tools within higher education: Report 1* (Research Report No. 2.1). Zenodo. https://doi.org/10.5281/zenodo.14501259

Bektik, D., Edwards, C., Whitelock, D., & Antonaci, A. (2025). *Use of LLM tools within higher education: Report 2* (Research Report No. 2.2). Zenodo. https://doi.org/10.5281/zenodo.17747509

Bozkurt, A., & Öncü, S. E. (2026). *Akademisyenler için üretken yapay zekâ kullanma rehberi* [A guide to the use of generative artificial intelligence for academics]. Anadolu Üniversitesi. https://doi.org/10.5281/zenodo.19105348

Bozkurt, A., & Öncü, S. E. (2026). *Öğrenciler için üretken yapay zekâ kullanma rehberi* [A guide to the use of generative artificial intelligence for students]. Anadolu Üniversitesi. https://doi.org/10.5281/zenodo.19105334

Carbonel, H., Triantafyllopoulos, L., Kalles, D., Kameas, A., Jullien, J. M., & Antonaci, A. (2024). *Taxonomy of the ethical issues related to the use of LLM and generative AI systems in higher education* (Research Report No. 5.2). Zenodo. https://doi.org/10.5281/zenodo.17864328

Guàrdia, L., Maina, M., Cabrera, N., Fanni, L., & Antonaci, A. (2025). *Report on the LLM-ed framework for learning design* (Research Report No. 4.1). Zenodo. https://doi.org/10.5281/zenodo.17201073

Koçdar, S., Uçar, H., Aydın, C. H., Uotinen, V., Waselius, T., Michael, L., & Antonaci, A. (2024). *Report on trends in policies and practices on the use of LLMs and generative AI in the partnership: First report* (Research Report No. 3.1). Zenodo. https://doi.org/10.5281/zenodo.14501248

Pastor-Vargas, R., Vilhelm, M., Tobarra-Abad, Ll., Sánchez-Elvira Paniagua, A., Castrillo de Larreta-Azelain, M., & Antonaci, A. (2025). *Report on policies relating to the use of LLM tools within higher education* (Research Report No. 2.3). Zenodo. https://doi.org/10.5281/zenodo.17864908

Triantafyllopoulos, L., Panagiotopoulos, A., Takouli, V., Kalles, D., Kameas, A., & Antonaci, A. (2025). *Institutional self-assessment tool* (Research Report No. 5.4). Zenodo. https://doi.org/10.5281/zenodo.17864328

Triantafyllopoulos, L., Takouli, V., Kalles, D., Kameas, A., & Antonaci, A. (2025). *Guide of ethical use of LLM and generative AI systems in higher education* (Report No. 5.3). Zenodo. https://doi.org/10.5281/zenodo.17864302

Waselius, T., Uotinen, V., Koçdar, S., Uçar, H., Michael, L., & Antonaci, A. (2025). *Report on trends in policies and practices on the use of LLMs and generative AI in the partnership: Second report* (Research Report No. 3.2). Zenodo. https://doi.org/10.5281/zenodo.17747527

© SEÖ, Anadolu University, Open Education Faculty