



LATVIA

REPORT

Within the EHEAI project, a series of round table discussions was organised in all project partner countries during February and March 2026. These discussions aimed to bring together higher education stakeholders to explore the impact of Artificial Intelligence on teaching, learning and institutional practices.

This report summarises the round table discussion held in Latvia on 18 February 2026 at Turība University, Graudu Street 68, Riga. The event was organised by Turība University and brought together representatives from academia, industry, and student organisations to discuss the role of artificial intelligence in higher education teaching, learning, and assessment.

The discussion was led by Assoc. Professor Evija Kļave and involved 9 participants, including university management, academic staff, industry representatives, and student representatives.

COUNTRY:	Latvia
ORGANIZER:	Turība University, Latvia
DISCUSSION WAS LED BY:	Assoc. Professor Evija Kļave
DATE AND TIME:	18 February 2026, 16:00h
PLACE:	Graudu street 68, Riga, Latvia
TOTAL NUMBER OF PARTICIPANTS	9
PARTICIPANTS:	Zane Driņķe, Ph.D., Professor, Rector of Turība University, Evija Kļave, Dr.sc.soc., Associate Professor, Vice-Rector for Studies and Academic Affairs at Turība University, Jānis Pekša, Ph.D., Associate Professor, Dean of the Faculty of Information Technologies at Turība University, Elīna Gaile-Sarkane, Professor Dr.oec., Vice-Rector for Studies at Riga Technical University, Guna Puce, Director of the Artificial Intelligence Centre, Kaspars Kauliņš, Business Development Manager at Tilde, Chair of the IT Cluster Council, Member of the LIKTA Council, Ilze Bārbale, Vice-President of the Student Council at Turība University, Kristīne Neimane, Turība University, Project Manager, Ieva Bruksle, Lecturer at the Faculty of Business Administration and Project Manager at Turība University



1. How is AI currently being used in teaching process in higher education, and what patterns or gaps you can identify?

The discussion highlighted that artificial intelligence in higher education is currently most often used as a support tool for information search, summarisation, and text structuring. Students use generative AI tools to formulate ideas, process large volumes of information, and express their thoughts in a more structured way. In some cases, it is also used for searching literature sources and analysing information.

Lecturers, in turn, use these tools for preparing teaching materials or generating tests. It was noted that AI can be used, for example, to generate test questions from lecture materials or to structure learning content.

At the same time, it was emphasized that the use of AI is often intuitive and lacks a unified pedagogical framework. In many cases, it is not clearly defined how and in what ways these tools should be used in the study process. It was also noted that student assignments are sometimes formulated too broadly, allowing them to be easily completed with AI without meaningful analytical engagement.

The discussion also identified a risk of a gap between the use of technology and the actual development of competences. If AI is used without a clear methodology, there is a possibility that results are achieved in the study process without developing the necessary skills.

2. To what extent can AI tools truly enhance learning outcomes without compromising academic integrity or critical thinking?

Participants acknowledged that AI can be a useful support tool in the learning process. It can help to quickly summarise information, structure ideas, and accelerate learning. For example, in technical fields, AI can help students better understand processes, experiment with solutions, and reach practical results more efficiently.

However, the discussion emphasized that the use of AI may also create a risk of simulated learning. If a student relies on AI as the main source of solutions and does not engage in analytical thinking, learning may become purely formal.

It was also stressed that learning is not only about acquiring information. It includes experience, contextual understanding, practical application of knowledge, and critical thinking. These aspects cannot be fully replaced by technology.

The discussion concluded that AI can improve learning outcomes only when it is used as a support tool, not as a complete substitute for student thinking.

3. What are the most pressing risks - academic, ethical, or social - associated with the growing use of AI in universities, and how should they be addressed institutionally?

Several key risks were identified.

The first is an academic risk – the possibility of simulating the learning process without real cognitive engagement. If students use AI to generate academic work, there is a risk that essential skills are not developed.

The second risk relates to competence assessment. If student work is significantly enhanced with AI, it becomes more difficult for lecturers to determine the extent to which the results reflect the student's own knowledge.



The third risk concerns the weakening of the pedagogical role. It was noted that if AI is used mainly for task automation, lecturers may lose part of their pedagogical function – developing skills, competences, and critical thinking.

The issue of trust was also highlighted. Higher education institutions issue diplomas that certify the acquisition of specific competences. If AI use leads to situations where these competences are not fully developed, public trust in higher education may be undermined.

4. Are current national and institutional policies and guidelines sufficient to ensure responsible and transparent AI use by both staff and students?

Different opinions were expressed regarding the adequacy of policies and guidelines. Some participants argued that overly detailed policy documents are often not practically useful. An example was given of institutional guidelines that are very extensive but not frequently applied in everyday practice.

Others emphasized the need for general principles that help guide the use of technology. Such principles can function similarly to traffic rules – setting boundaries and basic guidelines without covering every situation.

It was also highlighted that regulation often lags behind technological development, making individual responsibility and professional ethics particularly important.

5. How can universities better prepare educators and students to use AI critically and ethically - through training, curriculum integration, or support mechanisms?

The discussion emphasized the need for both students and lecturers to develop new digital competences.

Particular attention was given to the ability to formulate tasks and prompts for AI tools, as well as to critically evaluate the results obtained. These skills were identified as a key part of digital competence. It is also important to integrate AI use into the study process in a structured way – for example, by requiring students to reflect on how AI was used and how results were evaluated.

In addition, professional development for lecturers is necessary, as many educators face situations where they must work with technologies they do not yet fully understand.

6. What good practical examples you can name using AI in higher education?

Several practical examples were mentioned.

One example is the use of AI for searching and summarising literature sources. Students can use AI to generate an initial list of sources and then continue the analysis independently.

Another example is the use of AI in analysing data from learning platforms to monitor student progress and identify issues in the study process.

A third example is the use of AI in technical study programmes, where it helps students test solutions, analyse code, and better understand technological processes.

7. How do you see AI transforming teaching roles and assessment methods in future, and what competences will become essential for educators?

The discussion highlighted that AI significantly changes the role of the lecturer.

The lecturer is no longer the sole source of knowledge, as information is widely available in the digital environment. Therefore, the role increasingly shifts toward that of a mentor and facilitator of the learning process.



Educators will need to develop skills in leading discussions, designing practical tasks, and helping students interpret information. The ability to integrate technology into the study process will also become increasingly important.

Assessment methods may need to change, with greater emphasis on process, discussion, and practical skills.

8. Should AI tools used for student assessment and exam monitoring – classified as high-risk technologies under the EU AI Act – be treated as such in practice?

The discussion highlighted that assessing student competences is becoming more complex, as AI can significantly influence the quality of academic work.

It is therefore important to ensure that the human role is preserved in the assessment process. Lecturers must be able to evaluate not only the result but also the student’s understanding and learning process.

It was emphasized that technology should not fully replace human judgment, especially in cases related to academic evaluation.

9. How do you see AI use in higher education in 10 years? Your vision?

Participants expressed the view that in the future higher education institutions will increasingly become centres for competence and skills development.

AI will become an everyday working tool that supports information analysis, idea testing, and problem-solving. However, the human role will remain essential, particularly in areas related to critical thinking, systemic understanding, and decision-making.

The discussion also emphasized the social dimension – the study process is not only about knowledge acquisition but also about interaction, collaboration, and communication, which are essential for professional development.

Additional remarks

It was emphasized that the role of higher education is not limited to providing specific labour market skills. The study process should develop a broad set of competences that enable graduates to adapt to different situations.

It was also noted that technological development is reducing the gap between higher education and the labour market, as students can already use the same tools during their studies as in professional environments.

Overall, the discussion showed that artificial intelligence in higher education is part of a broader transformation process that requires a thoughtful approach in both pedagogy and institutional governance.