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EHEAII
AI IN HIGHER EDUCATION

Erasmus+ Cooperation Partnership project
„Empowering Higher Education through Artificial Intelligence Integration – EHEAII"
Project nr. 2025-1-LV01-KA220-HED-000359026


# REPORT

## SLOVENIA

Within the EHEAII 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 Slovenia on 10 March 2026 in an online format. The event was organised by the University of Maribor, Faculty of Electrical Engineering and Computer Science (UM FERI), in cooperation with the University of Maribor, Faculty of Education (UM PEF), and brought together representatives from academia to discuss the role of artificial intelligence in higher education teaching, learning, and assessment.
The discussion was led by Assist. Prof. Dr. Maja Pušnik and involved 14 participants from the University of Maribor, including representatives from the Faculty of Electrical Engineering and Computer Science and the Faculty of Education, covering both academic and research positions.

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| **COUNTRY:** | Slovenia |
| **ORGANIZERS:** | University of Maribor, Faculty of Electrical Engineering and Computer Science (UM FERI), in cooperation with the Faculty of Education (UM PEF) |
| **DISCUSSION WAS LED BY:** | Assist. Professor Maja Pušnik |
| **DATE AND TIME:** | 10 March 2026, 12:30h |
| **PLACE:** | On-line |
| **TOTAL NUMBER OF PARTICIPANTS** | 14 |
| **PARTICIPANTS:** | Participants from the University of Maribor: Prof. Dr. Jozsef Györkös (Faculty of Electrical Engineering and Computer Science - FERI), Prof. Dr. Tatjana Welzer Družovec (FERI), Prof. Dr. Boštjan Šumak (FERI), Prof. Dr. Tomaž Bratina (Faculty of Education - PEF), Dr. Monika Mithans (PEF), Dr. Marjan Družovec (FERI), Maj Perovšek Tribušon (FERI, Researcher / Teaching Assistant, Laboratory for eMedia), Ivona Popović (PEF), Luka Hrgarek (FERI), Maruša Laure (PEF), Maja Rotovnik (FERI), Maja Kocbek (PEF, Student representative), Saša Grašič (Researcher / project collaborator), Assist. Prof. Dr. Maja Pušnik (FERI). |

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

The discussion indicated that the use of artificial intelligence in higher education is still in an early and uneven stage of adoption. Some educators are already actively using AI to prepare teaching materials, generate ideas for teaching activities, and create examples or summaries, while others remain cautious or sceptical about integrating these tools into their teaching practice.

A significant pattern observed is that students are already widely using AI tools regardless of whether their use is formally integrated into teaching processes. As a result, there is an increasing need to guide students towards critical and responsible use of such tools.

Key gaps identified by participants include:

- a lack of clear institutional guidelines and support,
- differences in digital competencies among educators,
- limited systematic training for the pedagogical use of AI.

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

Participants emphasized that AI can significantly support learning, particularly as a tool for exploring ideas, generating explanations, and assisting with complex concepts. However, there is also a risk that students may rely on AI-generated answers without critically evaluating them, which could lead to superficial learning rather than deeper understanding.

The discussion highlighted that the impact of AI on learning outcomes depends largely on:

- how AI tools are used,
- the digital and critical competencies of students and educators,
- the pedagogical approach adopted by the teacher.

A key conclusion was that improved learning outcomes depend not only on the technology itself but primarily on the ability of educators and students to use it critically and responsibly.

## 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?

Participants identified several important risks associated with the use of AI in higher education, including:

- uncritical use of AI-generated content,
- potential misuse in academic work,
- concerns regarding academic integrity,
- algorithmic bias,
- data protection issues,
- unequal access to advanced digital tools.

A particular concern raised was the potential exposure of personal data when using publicly available AI tools, as users are often unaware that their data may be processed on external servers rather than locally.

Participants emphasized that education and the development of ethical digital literacy are key measures for mitigating these risks.

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

The discussion revealed a general consensus that existing policies and guidelines are still insufficiently developed.

Although some institutions have begun preparing recommendations or initial guidelines, these are often:

- relatively general,
- not yet sufficiently concrete for teaching practice,
- still in early stages of development.

Participants noted that this situation is understandable given the rapid development of AI technologies. However, they also highlighted the importance of balancing regulation with flexibility, so that innovation in teaching practices is not unnecessarily constrained.

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

Participants proposed several approaches to improving preparedness for AI use in higher education:

- integrating AI-related topics into curricula,
- organizing training and professional development for educators,
- developing institutional guidelines for AI use,
- establishing support mechanisms and learning resources.

An important challenge identified was the diversity of attitudes among educators toward AI—ranging from strong support to complete rejection. This diversity may create confusion among students regarding acceptable practices.

One suggested solution was the development of shared institutional principles that could provide a common foundation while still allowing individual educators flexibility in their teaching approaches.

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

Several practical examples of AI use were discussed, including:

- using AI to support the preparation of teaching materials,
- generating examples and problem-based tasks,
- improving the visual presentation of learning materials,
- using AI outputs as starting points for classroom discussion,
- collectively analysing and critically evaluating AI-generated responses.

One particularly interesting pedagogical approach involves integrating AI directly into the learning process, where students and teachers jointly analyse AI-generated responses and discuss their accuracy, limitations, and implications.

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

The discussion indicated that the role of the teacher is gradually shifting:

- from a primary source of knowledge
- toward a mentor, facilitator, and moderator of the learning process.

Participants also noted that traditional assessment formats, such as written assignments and essays, may become less reliable because AI can generate similar content.

As a result, new forms of assessment are emerging, including:

- oral examinations,
- analytical and reflective questions,
- problem-based tasks.

These approaches require deeper understanding and stronger critical thinking skills from students.

### 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, and what level of human oversight should universities ensure to guarantee fairness, transparency and the protection of students' rights?

Most participants expressed reservations about fully automated evaluation of student work. The main concerns include:

- the possibility of incorrect assessments,
- lack of transparency in algorithmic decision-making,
- potential unfairness in automated evaluation.

While AI may support educators in analysing student work or identifying patterns, participants agreed that the final evaluation should remain the responsibility of a human assessor. Human oversight was therefore considered essential for ensuring fairness, transparency, and the protection of students' rights.

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

Participants generally agreed that AI will become an integral part of higher education environments. Expected developments include:

- broader integration of AI into teaching and learning processes,
- transformation of pedagogical methods,
- increased emphasis on critical thinking and analytical skills,
- greater importance of digital and AI-related competencies for both educators and students.

Despite technological progress, participants emphasized that human judgment, ethical responsibility, and the pedagogical relationship between teachers and students will remain central to quality education.

## Additional remarks

In addition to the structured questions guiding the round table, participants raised several broader issues related to the role of artificial intelligence in higher education.

- One recurring topic concerned the long-term impact of AI on learning habits and cognitive processes. Some participants expressed concern that excessive reliance on AI tools might reduce students' ability to independently search for information, analyse sources, and develop problem-solving strategies. At the same time, others argued that AI could serve as a catalyst for transforming learning towards more analytical, reflective, and discussion-based approaches, provided that it is used appropriately.

- Another issue discussed was the changing expectations regarding students' digital competencies. Participants highlighted that universities may need to explicitly develop students' AI literacy, including the ability to formulate effective prompts, critically evaluate AI-generated content, and understand the limitations of such systems.

- Participants also raised questions regarding the balance between restriction and openness in AI use. While some institutions may consider limiting the use of certain AI tools due to concerns about academic integrity, others argued that prohibiting these technologies entirely may be unrealistic and counterproductive. Instead, the discussion emphasized the importance of transparent rules and pedagogical adaptation.

Finally, several participants highlighted the importance of continuous dialogue within academic communities. As AI technologies evolve rapidly, universities will need ongoing discussions among educators, administrators, and students to adapt teaching practices, assessment methods, and institutional policies accordingly.