DialogEduShift: Transforming Higher Education Teaching and Evaluation Approaches in the Era of AI ChatTools

Project No: 2023-1-PL01-KA220-HED-000167212

Multiplayer event

Poland

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DialogEduShift: Transforming Higher Education Teaching and Evaluation Approaches in the Era of AI Chat Tools

Multiplier Event — Report (Poland)

Host and venue

Host institution: Eastern Institute of Business Education (EIBE), Poland **Date and venue**: 28 June 2025, Kielce — **Academy of Applied Sciences (Akademia Nauk Stosowanych im. prof. Edwarda Lipińskiego)**, Jagiellońska 109A, 25-734 Kielce.

Overview of the multiplier event

The Eastern Institute of Business Education organised its National Multiplier Event for the Erasmus+ project **"DialogEduShift: Transforming Higher Education Teaching and Evaluation Approaches in the Era of AI Chat Tools"** in June 2025. Unlike the reference event hosted online by another partner, the Polish event took the form of a one-day face-to-face seminar held in Kielce. The gathering brought together **128 participants**, primarily academic teachers, students and support staff from the Academy of Applied Sciences in Kielce.

The meeting served as a national dissemination platform for the DialogEduShift project. During the opening remarks, organisers set out the objectives of the project — namely to encourage the ethical and effective integration of artificial intelligence chat tools into higher-education teaching and assessment. Speakers emphasised the potential of large language models (LLMs) to enhance student support, personalise feedback and generate new learning pathways, while also underlining the need to safeguard academic integrity and data privacy.

Objectives and expected outcomes

The aims of the Multiplier Event mirrored the project's overall mission:

1. **Present the project results** to a wide audience of academics, administrators and policymakers, explaining how each output can be implemented in everyday teaching practice.
2. **Raise awareness of opportunities and challenges** associated with AI-supported education, including ethical considerations (copyright, bias, transparency) and strategies to mitigate potential misuse of AI in assessment.
3. **Foster collaboration and network building** among Polish higher-education institutions around the adoption of AI tools, thereby creating a community of practice and encouraging further experimentation and research.
4. **Collect feedback** to refine project outputs and tailor them to the specific needs of end-users, ensuring sustainability beyond the project lifetime.

By bringing together key stakeholders, the organisers hoped to stimulate interest in the DialogEduShift deliverables, encourage participants to become early adopters of AI-assisted

teaching, and gather insights for further improvement.

Project results presented

During the event, members of the EIBE team and invited speakers introduced the concrete project results developed under **Work Packages 2–4**: a handbook on AI language models in higher education (WP2), guidelines on the use of AI chat tools in higher education (WP3) and an e-course for academic educators on the usage of AI chat tools (WP4). Each deliverable was explained through a short presentation, followed by demonstrations of practical use cases.

1. Handbook on the usage of AI language models in higher education

The handbook provides strategic guidance for university leaders, administrators and teaching staff on integrating artificial intelligence into organisational policies and academic practice. It outlines governance frameworks, legal considerations and quality-assurance mechanisms to ensure that AI tools are adopted responsibly and inclusively. During the session participants discussed how the handbook could inform institutional guidelines and curricula redesign.

2. Guidelines on the use of AI chat tools in higher education

This resource focuses on the pedagogical dimensions of large language models. It offers recommendations on designing learning activities, aligning AI-generated feedback with learning outcomes, preventing plagiarism and assessing student performance fairly. Presenters highlighted scenarios from different disciplines, showing how chat-bots can assist in tutoring, formative assessment and co-creation of assignments.

3. E-course for academic educators on the usage of AI chat tools

The self-paced e-course introduces educators and students to generative AI, explains how language models work and guides them through hands-on exercises. Presenters showcased excerpts from the course, including multimedia lectures, interactive quizzes and case-based assignments. Participants were encouraged to enrol and complete the course to build their own AI literacy. The event also used selected modules from the e-course during the training session to illustrate practical applications in teaching and assessment.

Throughout these sessions, participants were invited to ask questions and share their experiences. The presenters systematically linked the outputs to practical examples, such as designing AI-assisted evaluations for large classes, setting up policy frameworks for the use of chat-bots, and developing training for staff. This approach ensured that the dissemination went beyond simple information sharing to actual capacity-building. ### Agenda

The event followed a structured agenda that ensured all project deliverables were covered and that participants had ample opportunity to discuss their own contexts. A simplified version of the agenda is presented below:
Time
(CET) Session Description

09:00 – 09:30	**Presentation of project results**	Overview of the agenda and expected outcomes.
09:30 – 11:00 **Opening and introduction**	Welcome by the director of EIBE and project coordinator. Presentation of project goals, partners and rationale.	Detailed explanation of the Handbook, Guidelines and E-course. Q&A after each presentation.
11:00 – 11:15 **Coffee break** Informal networking and	opportunities to view promotional materials.	
11:15 – 12:30	**feedback**	
12:30 – 13:15 **Interactive training session and practical exercises**	Practical session using the e-course content and AI chat tools. Participants completed guided exercises based on the project deliverables and discussed ethical considerations and challenges.	Facilitated roundtable where participants shared institutional experiences, raised questions and provided suggestions for improving the outputs.
Discussion and		
13:15 – 13:30 **Closing remarks** Summary of key	messages, invitation to pilot the resources, and information about follow-up activities.	

The agenda mirrored the template provided by the project consortium while adapting to the Polish context. In particular, the organisers emphasised interactive sessions and local case studies to make the content relevant to participants' needs. ### Profile of participants

The event attracted a total of **128 registered participants**, as evidenced by the signed attendance list (participants 1–128). The majority were lecturers, students and administrative staff from the **Academy of Applied Sciences in Kielce**. A handful of invited guests from partner organisations and local education officials also took part, but the audience was overwhelmingly drawn from the host institution.

Participants represented various academic disciplines, including engineering, business, social sciences and health. Many were curious about how AI chat tools could support their teaching and learning, while others were interested in ensuring that student work is assessed fairly in the age of generative models. The diversity of perspectives helped to foster a balanced discussion about opportunities and limitations without overstating the project's reach.

Feedback and outcomes

Feedback was collected manually during the event, using paper questionnaires and open discussion. Respondents overwhelmingly appreciated the practical focus of the sessions, particularly the demonstrations of chat-bot-assisted assessment and the ethical guidelines. Many participants noted that prior to the event they were sceptical about AI or concerned about plagiarism; the presentations and case studies helped them see AI as a tool for enhancing student learning rather than replacing the educator.
Several participants signalled their intention to pilot the DialogEduShift outputs within

their courses in the upcoming academic year. They suggested supplementing the guidelines with discipline-specific examples, developing Polish language versions of the materials and organising follow-up workshops for advanced users. The organisers documented these suggestions and committed to forwarding them to the project consortium.

Promotion and photographic documentation

The EIBE team promoted the event through targeted emails to academic staff, posts on institutional social-media channels, and announcements on professional networks. Posters and digital banners were distributed on the campus of the Academy of Applied Sciences, and faculty newsletters invited staff to register. To document the event, photographs and short clips were taken throughout the day. In line with the user's request not to embed photographs within this report, we note that **all photos and promotional materials are available on the EIBE Facebook profile and on the official DialogEduShift project page**.

Annexes and supporting documents

The following documents are annexed to this report for accountability and transparency:

- **Signed attendance list** (PDF) covering 128 participants, including names, affiliations and signatures.
- **Event agenda** (included above as a table).
- **Project results**: links to the Handbook, Guidelines and E-course are provided to all participants and can be accessed through the project website.

Declaration

This event was organised with the financial support of the European Union. The contents of this report reflect only the views of the authors; the European Commission and the National Agency are not responsible for any use that may be made of the information contained herein.

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