TEACHING AND LEARNING CASE STUDY	
Name of Institution/ Organisation	University of Limerick
Who led the initiative?	Michelle Breen, Head of Learning & Engagement, Glucksman Library, UL (led the staff-focused **Let's Talk GenAI** course) David Moloney, Digital Skills Development Lead, Centre for Transformative Learning, UL (led the student-focused **Gen AI Essentials lesson and workshop**) *The student-focused information is in green text within this document all of the rest is staff-focused detail. Where possible we have reflected on both initiatives together, for example in the Organisation and Planning, and Resources sections of this template.*
Date and timeframe of the initiative	Staff initiative Let's Talk GenAI ran in May 2024 **Student initiatives ran September 2024**
What was the reach of the initiative?	200+ staff **300+ students**
Initiative Title	Let's talk GenAI – A practical and collaborative approach to introducing Gen AI to staff and students.

Aims/ Objectives	Let's Talk GenAI at UL was for staff and intended to • Introduce University staff and students to some AI concepts • Give an overview of some Generative AI tools • Provide guidance on getting started with prompt writing • Grow awareness of ethical and responsible use of AI • Explore ways in which Gen AI can be used critically and effectively to enhance professional, academic and research roles. **Student initiative** • **To create cohesive, introductory-level GenAI resources and workshops accessible to all UL students.** • **To enhance students' awareness, understanding and responsible use of GenAI at UL.** • **To encourage academic staff to integrate these resources into their curricula or signpost their students to them.**
Rationale and Identified Needs	At the start of 2024, there was uncertainty and apprehension about how GenAI might impact teaching, research and professional support roles in our University. Led by Michelle Breen from the Library at the University of Limerick, a group of colleagues from the Library, the Centre for Transformative Learning, the Information Technology Division and the University's Academic Integrity Unit, having previously worked together on projects that spanned an area greater than their individual units remit, to bring some necessary Generative AI CPD to our colleagues, to bridge this knowledge gap and step in to the void that existed heretofore. Individually, each unit had a certain amount of knowledge from their subject domain, but combined, they felt they'd be able to bring some useful CPD to the campus community. **The surge of public interest in AI and GenAI, alongside faculty discourse in the staff initiative, revealed a growing, critical need for students to also understand these technologies and their impacts on academic integrity, ethics, and employability. This underscored a need for a unified set of collaboratively developed resources to ensure that students were well equipped to engage with these evolving technologies responsibly, in an informed way. David Moloney, Digital Skills Development Lead, CTL, led this approach to develop both a digital lesson and a workshop on GenAI for students, with collaborative input from colleagues in the Library, Academic Integrity, and the IT Division.**
Frameworks, Policies, or Strategies Aligned **(internal, local or national)**	QQI (NAIN) principles and guidelines • [NAIN (2023): Generative AI Guidelines for Educators](#) • [NAIN (2021): Academic Integrity: National Principles and Lexicon of Common Terms](#)

	• NAIN (2021): Academic Integrity Guidelines UL "Interim Statement on Academic Integrity and Academic Misconduct"
Summary (max 400 words)	This case study describes two distinct but related initiatives at the University of Limerick; a staff-focused short course called **Let's Talk GenAI** and a student-focused approach comprising a self-study digital resource (referred to as lessons) and an introductory workshop on GenAI. Both initiatives involved largely the same collaborators and were led by colleagues from the University Library and the Centre for Transformative Learning. The University of Limerick's **Let's Talk GenAI** course was a five-day, asynchronous program designed to enhance staff literacy around Generative AI (GenAI) and its application in teaching, research, and professional contexts. The course provided staff with practical knowledge of GenAI tools, helping participants understand key concepts, write effective prompts, and explore GenAI potential benefits and limitations. **For the student side - The LevUL Up Digital Skills Hub (DSH) on the institutional Brightspace VLE enables students to centrally engage with opportunities to develop their digital skills, capabilities and literacies for life, learning and work. New student-facing GenAI-related digital resources and workshops were developed on the DSH.** **1. Digital Lesson: GenAI Essentials** An introductory self-study digital lesson titled "AI Essentials: Student Guide to GenAI" was developed by the Digital Skills team, CTL, with collaborative input from colleagues. It consolidated essential AI and GenAI information from various institutional sources (Academic Integrity Unit, Glucksman Library, and IT Division) to support UL students to understand these technologies. For Autumn 2024, teaching staff were encouraged to either link their students to the lesson on the DSH (these lesson accesses could be tracked) or integrate it into the most relevant Brightspace context for them, such as a teaching site or programme information site (these lesson accesses could not be tracked). **2. Workshop: Introduction to GenAI** As part of an existing digital skills workshop calendar on the DSH, three instances of a new workshop (two in-person, one online) titled **"Introduction to Generative Artificial Intelligence (GenAI) for UL Students"** **were conducted in September 2024. An accompanying Workshop Resource Pack was also developed.** **These 45-minute interactive workshops for undergraduate and taught postgraduate students introduced the GenAI Essentials lesson, discussed**

	the use of GenAI at UL, and offered guidelines and tips on the ethical and transparent use of GenAI at UL, aligning with the approved guidelines and five GenAI principles. The workshop referenced the "Interim Statement on Academic Integrity and Academic Misconduct" and emphasised the importance of adhering to local departmental and module-specific guidance on GenAI use.
Did you collaborate with internal and/or external stakeholders to deliver?	For both the staff and student facing initiatives, the core collaborators were the Library, the Centre for Transformative Learning, the Academic Integrity Unit, and the Information Technology Division. Additionally, members of UL's AI Community of Practice were invited to be moderators on the Let's Talk GenAI staff course, and separately to provide feedback to refine the GenAI Essentials lesson before publishing.
Organisation and Planning	For both the staff and student facing initiatives, the following planning and organising took place between the core collaborators: • Course team meetings • Meetings with stakeholders e.g. academic staff, faculty learning technologists who acted as moderators on the course • Content and resource development • Testing, piloting and review of course, digital lessons and workshops • Integration of feedback from UL's AI Community of Practice • Training of moderators e.g. on the use of the discussion forums • Campus communications by intranet and email • Record keeping and transmission of staff details to HR for training records • Evaluation of the course • Dissemination of findings, report writing, conference presentations.
What resources did you need?	For both the staff and student facing initiatives Instructional Designer / Educational Technologist time to develop the learning materials was the most significant part of the work. Additionally, administrative time was required to • organise the schedule • plan the moderator slots • draft, agree and implement a comms strategy and ensure regular communications about both initiatives in advance and throughout • action meetings with stakeholders • respond to queries from participants • create promotional materials • set up and monitor workshop booking forms and course signups • provide progress reports and outcomes to stakeholders e.g. directors of the functional units.

	Both initiatives were welcomed at UL and were successful. However, the following resourcing challenges arose: • The need for more role-specific materials to cater to diverse professional backgrounds • Feedback was positive from student participants but not all that signed up actually attended
Has it been evaluated? How successful has it been?	Two-hundred and twenty-two staff members registered for the Let's Talk GenAI course. 73% (n=162) of the participants viewed course content on the VLE on Day 1 and over the five days of the course the percentage of people who viewed content tapered off but averaged out at over 100 (48% of those who registered) people engaging with the course daily. The discussion forums were very active, with 776 posts during the course, including a high volume on day 1 which was the time that people introduced themselves on the course site. 34% of participants (n=75) posted on at least one occasion on the course discussion forums. As an optional pre- and post-course self-assessment activity, participants were invited to undertake a 'Digital skills in AI and generative AI' question set on JISC's Discovery Tool. While definitive completion points for pre- and post-course self-assessments were not established for participants, ongoing observation of the question set results throughout the course revealed a gradual transition from 'Developing' to 'Capable' confidence levels across all 7 key AI areas. Of the 222 registered learners, 20 completed course evaluation surveys. Nineteen rated the course overall as being 'excellent' or 'good'. Responses indicated that the practical techniques taught about prompt writing were the most useful feature of the course. Participants suggested that they would benefit from a re-run of this CPD "I highly recommend that this course be offered regularly and updated as necessary to keep pace with advancements in AI." **Student initiative** • Workshop Registration: 306 registrations with 105 attendances. • Lesson Engagement: 800+ trackable accesses of the GenAI Essentials lesson. However, its integration into multiple academic contexts by a range of programme teams, is not yet trackable. The lesson has had greater reach than we can currently track. • Feedback: High satisfaction ratings for the GenAI Essentials lesson in feedback form responses. 108 respondents, 95% rating it 'Excellent' or 'Good'.

Any future plans, including the sustainability of the initiative?	The course team for Let's Talk GenAI reconvened in August 2024 to plan another round of staff CPD and will offer something again in Jan/Feb 2025. Learning from the evaluations of and our experiences in 2024, the offering in 2025 will be different in a few ways: • Will run at a different time of year; Let's Talk GenAI clashed with grading for staff in May 2024 • Revise the format to accommodate busy people working in higher education, shorter sessions in interactive workshop settings as some participants in Let's Talk GenAI said they needed more than the hour per day that we suggested to complete the daily activities in the course • Seek ways to reduce the administrative burden on the course team by growing the team and inviting new collaborators on board e.g. Human Resources Learning & Development colleague • Streamline the CPD so that diverse audiences are catered for (researchers, academics and Professional Managerial and Support Staff). On the student side, there are plans to expand the range of resources on GenAI topics on the Digital Skills Hub with potential for integration into academic programmes. There is an ongoing need to maintain and update these resources as AI technologies evolve.
Key Learning Points	• Nobody is an expert at GenAI in the academic workplace and the learning offered needs to accommodate all levels of knowledge, most importantly the total beginner • Providing a safe learning environment for colleagues is an important service that the partners named in this initiative can provide • Designing and delivering CPD is time consuming but beneficial • Bringing together collaborators to work on campus-wide initiatives takes time and effort but yields learning for the collaborators aswell as for the people who participate in the course • Developments in GenerativeAI are very rapid and CPD content designed in 2024 will be out of date within months • Learner preferences are varied, what works for one person won't work for everyone so we need to take a UDL approach with future offerings, making a mix of learning opportunities available • This case study highlights the importance of catering to both staff and student audiences to foster digital skill and literacy development with GenAI technologies. Developments for one audience can be carefully adapted and adopted for others. • Reusing content where appropriate and possible reduces the overhead for the staff running the initiatives. • Students appear to more readily engage with resources that are integrated into their academic contexts (curricular rather than co-curricular engagement).

	• Crafting tailored resources on GenAI is effective, however, it is time consuming and requires appropriate planning and resourcing. As GenAI technologies evolve, there is an ongoing need to maintain and update these resources. • Establishing feedback mechanisms is important for developing a data-driven approach. This can help with future planning and resource allocation.

Teaching and Learning Focus Areas (please tick all that apply)

Categories	Elements	Topics	Target Groups
Commit ☐	Leadership, Strategy & Governance ☐	Digital Transformation ☒	Students ☒
Coordinate ☒	Curriculum and Assessment ☐	Education for Sustainable Development ☐	Staff ☒
Consult ☐	Innovation in Teaching ☐	Academic Integrity ☐	Wider community ☐
Create ☒	Professional Development ☒	Inclusive and Equitable Teaching Practices ☐	Other ☐
Celebrate & Continue ☐	Research and Evaluation ☐	Innovations in Assessment and Feedback ☐	
		Student Engagement and Partnership ☐	
		Collaborative and Interdisciplinary Approaches ☒	
		Artificial Intelligence ☒	
		Other	

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Contact Details

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Links	Please add links to any relevant pages/ documents. Please attach any items not in a link format with your submission.