



Case Study 23: University of Hertfordshire

AI Microlearning Development

What issue were we trying to address and why?

Guidance around the use of Generative AI at the University was updated in August 2024, moving from a position where no AI use was permitted for staff or students to a “cautious, considered and transparent” approach. The guidance also stipulated that prior to assessment, students should have been taught about the appropriate use of Generative AI, including how to reference its use and how to navigate privacy, General Data Protection Regulation (GDPR), and ethical considerations.

Data from the 2024 Jisc Digital Experience Insights Survey showed that 22% of academic staff had used artificial intelligence but only 14% had received any training to support this. When speaking to academic staff at the University, they expressed concerns about their own level of understanding of the tools available and their ability to adequately support students in appropriate use.

What we did

- 1) Development and delivery of two practical online workshops: first to support academic staff to use Generative AI in their own teaching practice, for example planning a lecture or developing resources and their own learning and teaching; second to support academic staff to equip learners with the skills that they need to use Generative AI in a responsible and ethical way.
- 2) AI themed skills development weeks incorporating a mixture of live workshops and asynchronous resources which was first piloted in June 2024 with “AI Week” and repeated in December 2024 with “10 Days of AI” and again from April 2025 onwards with “AI@Herts”. These were developed for all staff with specific resources and sessions aimed at academic staff.
- 3) Piloting of AI focussed microlearning as part of “AI@Herts” which consisted of four workshops, 15 minutes in length focussing on practical takeaways that could be directly implemented within a learning and teaching context. These included using AI to plan, generate case studies, communicate effectively and be reflective.

Who was involved

The Technology Enhanced Learning and Digital Capability team have worked closely with other teams in the Centre for Education and Student Success, particularly those in the Learning and Teaching Excellence team, as well as colleagues in the Digital Capability team in Library and Computing Services. We have also taken on board comments and feedback from the Assessment Experts Group, Digitally Enhanced Learning Leads (DELLs) within Schools and academic staff in developing this approach.

Measures of success

Across the online workshops from September 2024-May 2025, we have had 198 attendances recorded, constituting 134 academic staff across the Schools. Additionally, the training sessions that ran as part of the 10 Days of AI in December 2025, attracted a total of 281 staff, many of whom joined the accompanying Canvas site to access our asynchronous resources (311 enrolments in total).

This year's Jisc Digital Insights Survey, conducted in March 2025, showed that 26% of academic staff state they have received training on artificial intelligence, an increase of 14% on the previous year. There has also been a growth amongst academic staff in using artificial intelligence tools to support learning and teaching, up 14% to 36% of respondents, demonstrating a greater understanding and confidence in this area.

Not yet reflected in this data, is the impact of our recent "AI Bytes" microlearning which saw 46 academic staff attendees, each of whom attended 2 sessions on average over the four days. The sessions are now available on demand and we will be able to view analytics on these in the future. Attendees praised the sessions which "maximised showing the tool in a short period of time to a specific task" and "expanded [...] awareness of what is possible on a practical level".

How do you plan to develop the intervention/activity?

We will continue to develop our response to academic staff support in light of University guidance and policy, feedback from staff and conversations taking place within the sector.

The online workshops will continue to be delivered regularly next academic year, but we are looking to build on the success of microlearning to complement these with shorter, more focussed training as well.

We plan to relocate "AI@Herts" and associated microlearning from our Canvas site onto the new HR Learning Management System once it goes live in September. This will enable us to centralise resources in one place and incorporate them into a learning pathway that can be targeted at relevant individuals and track its completion.