

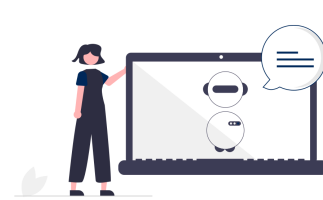
#17 - October 2025



EDITO

AI remains a dominant topic in the Learning and Teaching news and circles. AI literacy frameworks continue to emphasise the role of human judgment in AI use. In the classroom, instructor-twins are providing insights into how and when AI agent could support faculty-students interactions. Further, we are witnessing the use of GenAI as a curiosity-booster in classroom interactions, rather than a simple task-replacement. Learners also are claiming to be more involved in strategies and policies around the use of Gen AI in their education, calling for more transparency and collaboration with their institutions. In a nutshell, what has been standing out in the past few months is a deeper reflection on how best to use GenAI in various Learning and teaching activities.

L&T in the news



Universities are moving from pilots to capability-building: treat AI as core infrastructure with a 12-skill framework for students spanning prompting, verification, bias, ethics and workflow design [AI literacy as the new academic literacy](#) (EN). To translate strategy into action, one can draw on a national catalogue of [81 concrete projects](#) (FR) across teaching, research and admin, aligned with governance and low-carbon priorities AI use-case table for HE & research.

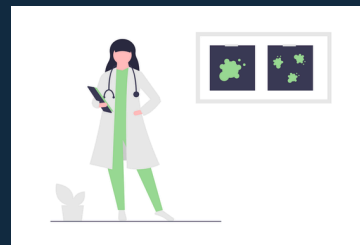
AI heavy adopters suggest that the teacher's role is shifting from a deliverer to a designer-coach: one lecturer built an instructor-twin to run a six-module, interactive course, revealing both gains and guardrails [AI tutor impersonation experiment](#) (EN). Beyond efficiency, it could be more beneficial to use prompts and assessments that re-centre inquiry, dialogue and iteration in an effort to use AI as an amplifier of discovery rather than automation of tasks [recentering discovery with AI](#) (EN).

Evidence warns that unscaffolded AI can boost practice-test scores yet [undercut later summative performance](#) (EN); underscoring the importance of instructional design and the need to avoid the "ease trap" (FR). Cognitive science explains why [durable learning](#) (EN) demands effortful processing. We can [use AI to relieve our effort of learning](#) (FR), to elicit retrieval, explanation and step-wise reasoning, but not to bypass the efforts needed for deeper learning. Attention is another constraint: shorter focus windows and task-switching costs call for classroom tactics and self-regulation habits [how technology affects concentration](#) (EN). Instead of policing the use of AI, faculty and institutions should make the process visible by disclosing its use making and transforming this into a calibrated feedback through [transparency statements](#) (EN) and [rethinking examinations as a dialogic process](#) (FR).

[Students are resisting the dark side of AI](#) (EN) and asking to be co-authors of policy, pushing back on surveillance, over-blocking and detector harms, while demanding privacy, anti-deepfake protections and equitable access.

Research

A campus-wide survey confirms rapid, discipline-differentiated adoption, with most students using AI for augmentation (explanations, outlining, feedback) rather than full outsourcing; policy cues can also create inequities, pointing to the need for literacy and guardrails over 80% of students now use AI (EN).



You also might be interested in an editorial that synthesizes studies and argues that genuine change requires moving beyond individual innovations to institution-wide cultures that balance "machine time" with human learning time, embrace risk, and redesign assessment with ethical, framed uses of AI transformative dynamics of pedagogical practices (FR).

Focus on

Podcasts diversify learning beyond text, boosting comprehension, retention, and engagement, especially as auditory preferences have risen since COVID. Used as student deliverables, they also build storytelling, creativity, and information-structuring skills, enhancing the overall student experience. Generative AI can safely supercharge this workflow (with GDPR-aware practice) by speeding up scripting, summarising, and distribution, e.g., NotebookLM (turn docs into shareable audio), Podsqueeze (transcripts, notes, social posts), ChatGPT (ideation, scripts, promo) and Riverside.fm (HD recording, transcription, editing).

Read more: [Educational uses of podcasts and AI](#)

Chatbots now act as on-demand study companions (tutoring, quizzes, coding/project help, interview prep), boosting autonomy and flexibility. Evidence is mixed-but-promising: moderate use improves exam prep outcomes and confidence; overuse brings diminishing returns, with concerns about accuracy and erosion of critical thinking. For Audencia, the opportunity is guided, ethical, GDPR-aware integration within [IA Lab group](#) or with faculty members as part of their courses.

Read more: [Perceptions and uses of a chatbot in learning activities / business situation / exam preparation](#)

Looking for some inspirations?

From AI-ready to human-ready: three lenses to refresh our practice. First, reallocate time from automatable tasks toward empathy, meaning-making and judgement, the [developing uniquely human capacities](#) (FR) that keep our degrees future-proof.



Second, plan courses for likely, possible and unknowable futures, using a simple, actionable scaffold for skills, agency and imagination [educating for the futures our students will face](#) (EN). "Students and educators should reallocate time and resources from AI-replaceable technical skills like coding and calculating to developing UHCs [Uniquely Human Capacities] and AI skills." This aligns directly with [AI4ALL](#), a course developed and made available to first year students of Audencia. A pathway that builds literacy, agency and ethics from day one.

Third, teach what is often [invisible](#) (FR) to curricula: presence, relational quality and "vivid skills," the non-automatable textures of learning and life.

Two reading recommendations from Knowledge Hub : [Business school and the noble purpose of the market](#) (EN) about how business schools can reclaim purpose by addressing market failures; and [L'éducation à l'épreuve de l'intelligence artificielle](#) (FR) about how education can respond thoughtfully to AI's disruptions.

> COORDONNEES

Audencia Atlantic Campus
8 Route de la Jonellière
44312 Nantes, Cedex 3
Tel : +33(0)2 40 37 34 34

> ACCREDITATIONS



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