



Generative AI in Higher Education: The good, the bad, the ugly.

Semester: Autumn 2026

Generative AI in Higher Education: The good, the bad, the ugly is a professional development course in higher education teaching and learning. The course is aimed at university teachers from all disciplinary areas who have previously completed a teaching and learning course, UL1 or equivalent and work at either Stockholm University, KTH or Karolinska Institutet. and work at either Stockholm University, KTH or Karolinska Institutet. The course requires 2 weeks full time studies, equivalent to 3 credits in higher education.

Participants who fulfil all course requirements are entitled to a course certificate.

Courses at the Centre for the Advancement of University Teaching (CeUL) are designed to strengthen the basic pedagogical competence required for academic teacher positions. Courses offered by CeUL are aligned with SUHF's national goals and recommendations regarding teaching competence. The courses are based on research on higher education pedagogy and discipline-based education research, as well as, collegial exchange of experience.

Aim and intended learning outcomes

This course aims to provide an introduction to, and discuss some of the key concepts related to generative AI (GAI) in higher education.

The course takes a balanced approach to some of the key criticisms, existing threats and opportunities related to GAI for teaching practices and student learning in higher education. The course will also provide examples of how GAI can be used in teaching contexts. Finally, you will develop strategies to counter or support the use of GAI in your practices.

By the end of the course course participants:

- Can account for a selection of research on the impact of generative AI on university teachers' practices and students' learning.

- Have reflected on the impact of generative AI in relation to knowledge acquisition and assessment with respects to their own practices.
- Are able to apply generative AI tools to design teaching or assessment materials, and critically evaluate these based on pedagogical principles, ethical implications, and technical limitations.

Content and course activities

The course includes lectures and practical workshop-like activities. The course is conducted over three and a half days, on-site.

Obligatory activities and attendance

Participation in all course meetings is mandatory.

Participants work with an AI-related examination task of their own choice, such as:

- Writing a paper that critically engages with the concepts presented in the literature and the relevance on teaching and learning practices.
- Creating an AI policy and AI-literacy training materials aimed at students for a course they are planning.
- Creating teaching media using AI.
- Creating a set of lesson plans using AI tools.
- Another self-chosen use of AI for teaching purposes (designing a new form of assessment, using AI for creating multiple-choice questions, etc.)

Participants who complete the course assignments with a passing result will receive a course certificate. Course assignments are expected to be completed by participants without undue assistance from generative AI.

Participants with disabilities may request adapted course assignments if needed, in consultation with the course responsible well in advance of the course start.

Literature

These are suggested readings, a more final list will be provided closer to the course.

Castro-Lopez, A., El Abed, M., Cervero, A., & Álvarez-Blanco, L. (2026). From AI adoption to underperformance? Investigating the impact of interactive AI tools on student outcomes in higher education. *European Journal of Higher Education*, 1-22.

Pargman, T. C., Sporrang, E., Farazouli, A., & McGrath, C. (2024). Beyond the hype: Towards a critical debate about AI chatbots in Swedish higher education. *Högre utbildning*, 14(1), 74-81.

Corbin, T., Dawson, P., Nicola-Richmond, K., & Partridge, H. (2025). 'Where's the line? It's an absurd line': towards a framework for acceptable uses of AI in assessment. *Assessment & Evaluation in Higher Education*, 50(5), 705-717.

Farazouli, A., Cerratto-Pargman, T., Bolander-Laksov, K., & McGrath, C. (2024). Hello GPT! Goodbye home examination? An exploratory study of AI chatbots impact on university teachers' assessment practices. *Assessment & Evaluation in Higher Education*, 49(3), 363-375.

Farazouli, A., Cerratto Pargman, T., Bolander Laksov, K., & McGrath, C. (2025). Navigating uncertainty: university teachers' experiences and perceptions of generative artificial intelligence in teaching and learning. *Studies in Higher Education*, 1-16.

McGrath, C., Farazouli, A., & Cerratto-Pargman, T. (2025). Generative AI chatbots in higher education: A review of an emerging research area. *Higher Education*, 89(6), 1533-1549.

Sporrong, E., McGrath, C., Viberg, O., & Cerratto Pargman, T. (2025). What is the problem with generative artificial intelligence in higher education?—a critical analysis of educator responsibility in the Swedish policy landscape. *Learning, Media and Technology*, 1-20.

Tuomi, I. (2025). What counts as evidence in AI & ED: Towards Science-for-Policy 3.0. *European Journal of Education Policy & Practice*, 1(1), 1-31.

Course leader/s and teachers

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