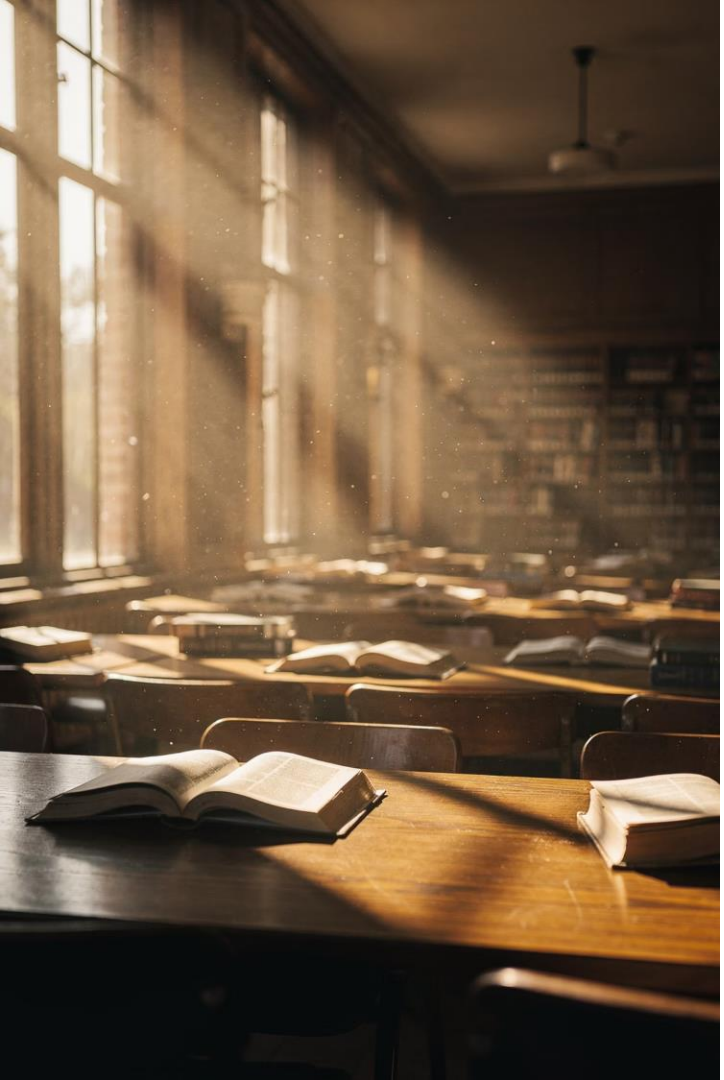

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Responsible AI in Digital Learning

A qualitative pilot from Falmouth University

Julian Green & John Sumpter

"This isn't really a story about AI. It's a story about how a university can adopt AI safely."

The Challenge

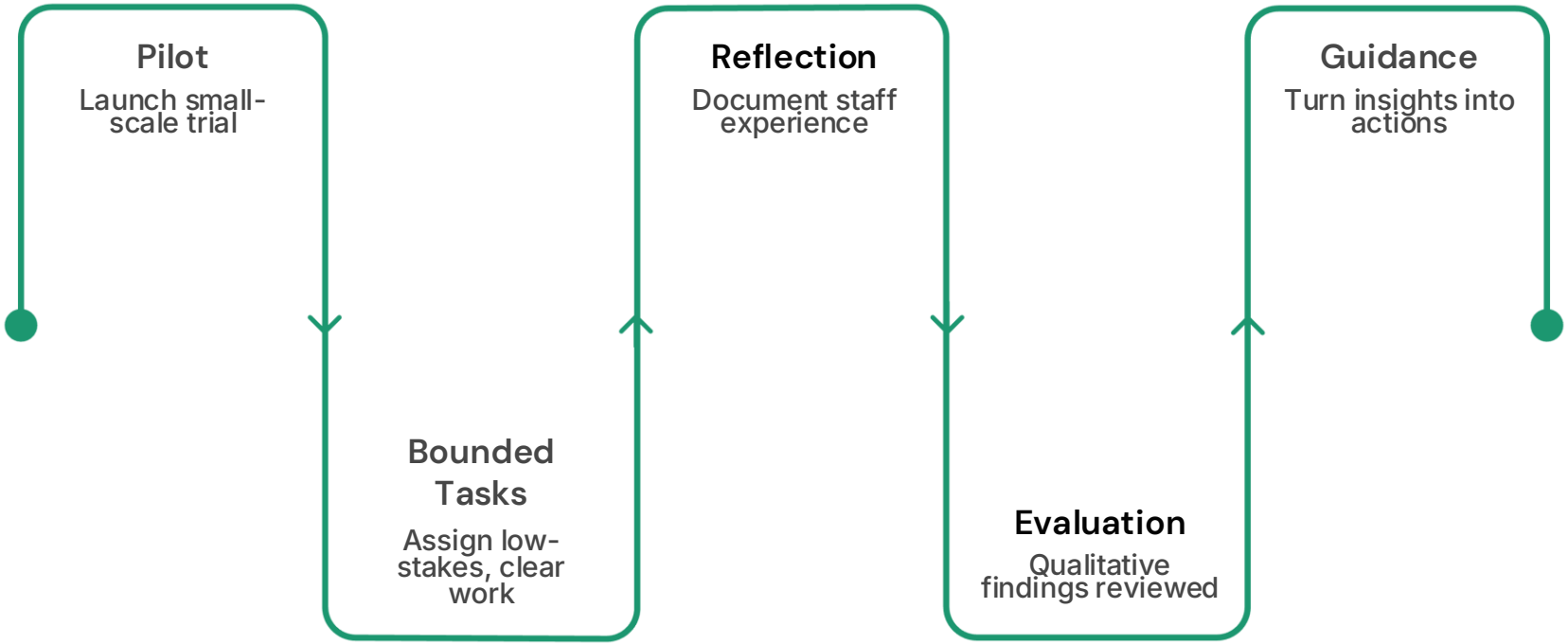
Should we use AI?

How do we use it safely?

How do we keep human expertise central?

The real challenge was governance, not technology.

What We Did



Bounded Tasks
Low-stakes, well-defined work only

Workshops
Collaborative sense-making across teams

Reflective Practice
Staff documented their experience throughout

Qualitative Evaluation
Findings shaped into actionable guidance

What We Tested

Four carefully chosen, low-risk task categories.

Email Summaries

Canvas Development

Accessibility

Meeting Notes

We deliberately avoided high-risk academic decision-making.

What We Found

Benefits

- Faster turnaround
- Less repetitive work
- Better first drafts
- Improved accessibility

Risks

- Hallucinations
- Oversimplification
- Over-trust in outputs

> **Human judgement remained essential.**

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Our Principles

Progressive

Embrace AI where it adds genuine value

Safe

Protect data and institutional integrity

Transparent

Always disclose use and review outputs

Human in the loop. Always.

Do’s and Don'ts

DO ✓	DON'T ×
Brainstorm and draft	Upload confidential data
Structure and organise	Upload student information
Improve accessibility	Delegate academic judgement
Use as a thinking partner	Assume AI is always better!

AI is an assistant—not the decision maker.

The Biggest Lesson

The innovation wasn't AI.

It was creating a **repeatable method for responsible experimentation.**

Discussion

Where are you already using AI?

Knowingly or not—it may already be in your workflows.