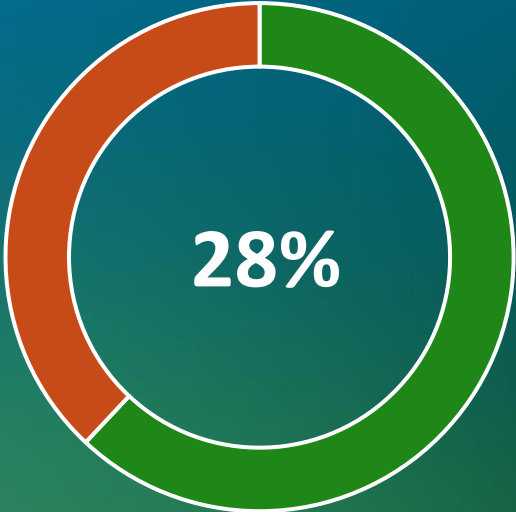


# D2L

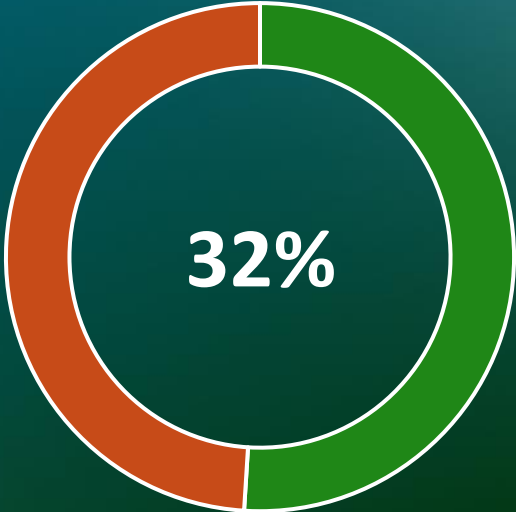
## Designing Purposeful AI for Learning

**AI IS EVERYWHERE, POLICY IS NOWHERE**

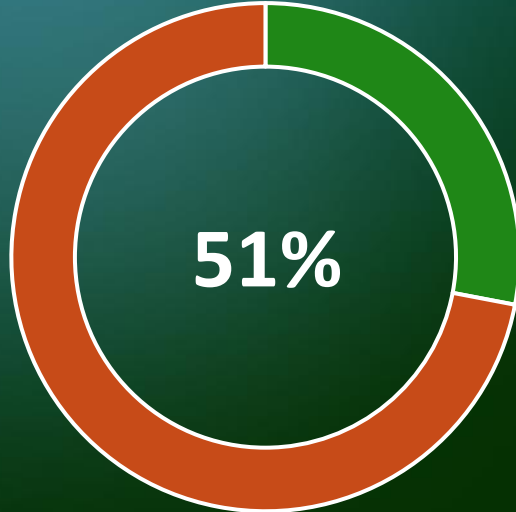
# Adoption is outpacing alignment



Only 28% of institutions currently have formal AI policies in place.



A further 32% are still developing them



of students will keep using AI even if it's prohibited

The primary risk is not AI adoption.

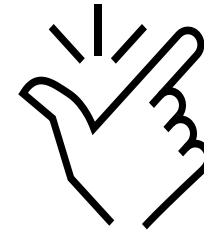
The risk is **unintentional** learning design *by default*.

**STUDENTS WANT TO MASTER  
– NOT GAME – THE SYSTEM**

# Ambiguity shapes behaviour



Students say they use AI primarily for **brainstorming**, **tutoring**, and overcoming **learning barriers**



Most students say AI helps them ***understand*** course material, rather than just **complete** it

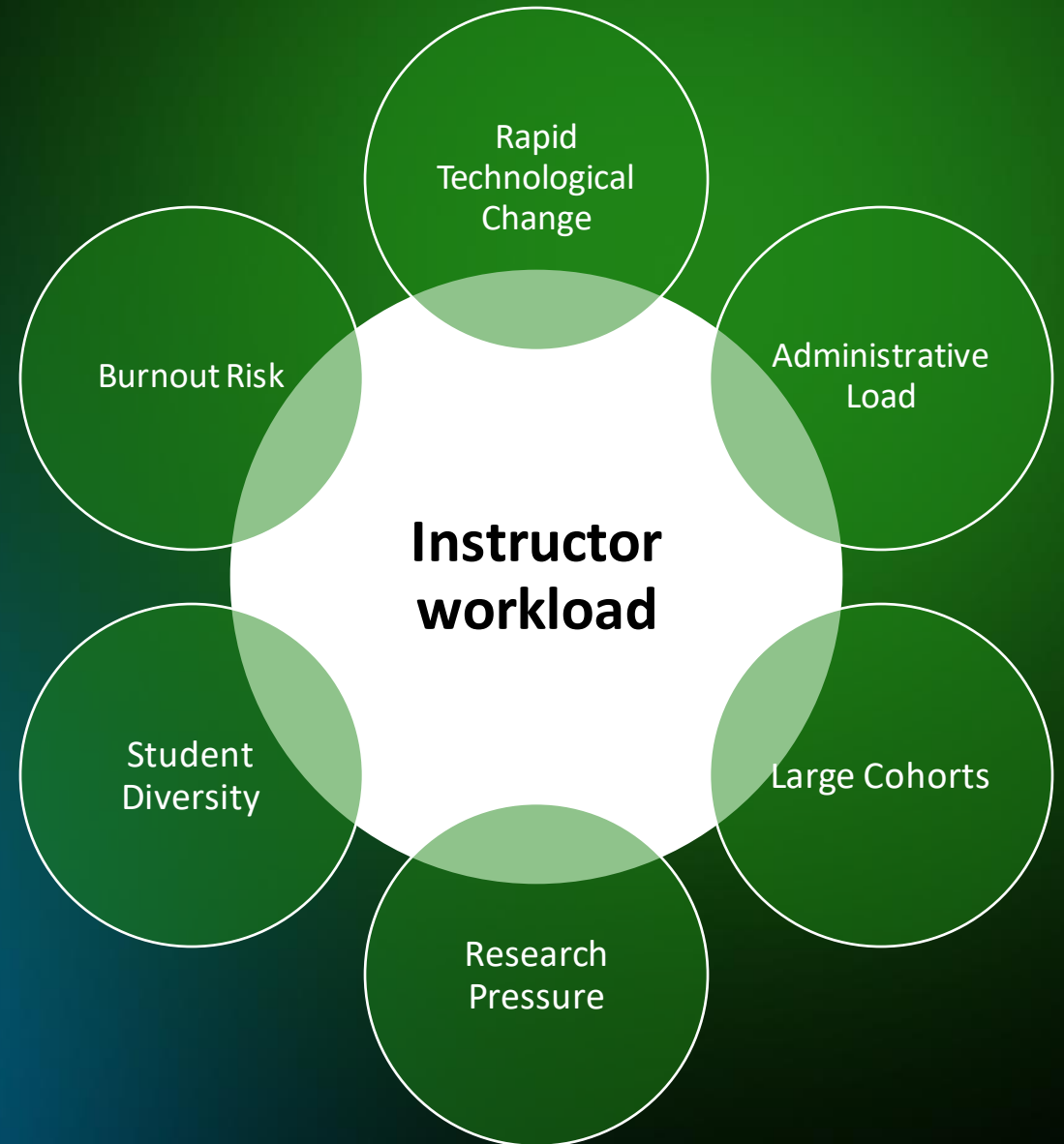
*“When I get stuck in procrastination... what ideas to write about... AI kind of helps me. It helps me get a framework before I even do it and avoids the procrastination for me.”*

Who carries the **responsibility** for the shift?

What **context** are they already operating in?

# **INSTRUCTOR WORKLOAD: TENSION, TRANSITION, AND THE AI OPPORTUNITY**

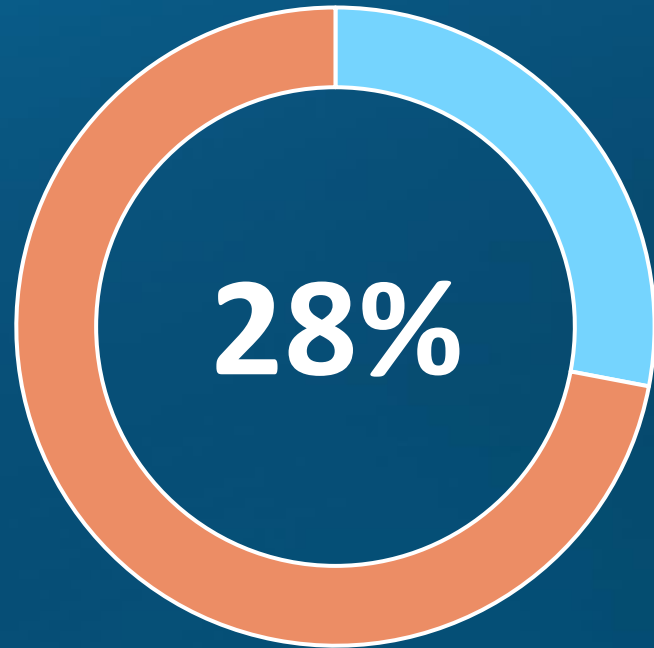
**AI redistributes work.  
It does not remove it.**



Opportunity without **support**  
becomes **burden**.

# NO LEARNER LEFT BEHIND: CLOSING AI'S EQUITY GAPS

# AI can widen the gap — or close it



Only 28% of UK leaders feel their current digital systems fully meet inclusion standards



AI-driven **adaptive learning** significantly outperforms traditional methods for learners with diverse needs



Students want **ethical guidance** and **transparency** in how AI is used

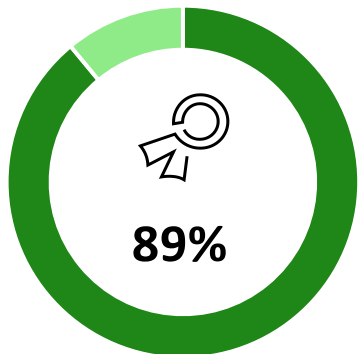
Equity isn't an **outcome** of AI adoption, it's a **prerequisite**.  
Ensuring every learner benefits **equally** is the foundation of  
**responsible innovation**.

# **STUDENTS WANT SKILLS AND CREDENTIALS—FACULTY NEED SUPPORT**

## Assessment is evolving



EU programmes are promoting **micro-credentials** and modular pathways to support *lifelong learning* and *skills development*.



In the UK, **89%** of learners express interest in non-degree credentials and stackable pathways

## Educators want to be ready



A Eurobarometer survey found that **81% of teachers** believe they should be *equipped with AI-related skills and understanding*.



New program models emphasising reflection-based, process-driven assessment are gaining traction

The challenge isn't **willingness.**

**It's coherence.**

# INTENTIONAL ADOPTION IN PRACTICE



# Experimentation Framework





# AI Transformation Journey

## PREP

Establish Program

## LEARN

Assess Organizational Readiness & Baseline

## START

Prioritize and Build Plan

## NEXT

Learn & Iterate



## PREP

Kick Off Transformation

## LEARN

Build Transformational Backlog

## START

Execute On Plan



# Times Higher Education

Alistair Sackley, University of Southampton

“The most serious risks are therefore not isolated failures but systemic drift, feedback loops that quietly entrench outcomes before anyone has the authority, evidence or confidence to intervene”

<https://www.timeshighereducation.com/campus/pluralistic-idealism-alone-wont-govern-future>

The screenshot shows a web browser displaying an article on the Times Higher Education website. The browser's address bar shows the URL: [timeshighereducation.com/campus/pluralistic-idealism-alone-wont-govern-future?utm\\_source=newsletter&utm\\_medium=email&utm\\_campaign=campus-weekly&spMailingID](https://www.timeshighereducation.com/campus/pluralistic-idealism-alone-wont-govern-future?utm_source=newsletter&utm_medium=email&utm_campaign=campus-weekly&spMailingID). The page features the Times Higher Education logo and navigation links for Home, News, Rankings, Business, Jobs, Students, Events, and Campus. Below the navigation, there is a sub-header for 'Campus' with the tagline 'Practical insights from and for academics and university staff'. The article title is 'Pluralistic idealism alone won't govern the future', and the author is Alistair Sackley, University of Southampton. The article is dated 12 Feb 2026. The main text area is partially visible, showing the beginning of the quote: 'The most serious risks are therefore not isolated failures but systemic drift, feedback loops that quietly entrench outcomes before anyone has the authority, evidence or confidence to intervene'. The page also includes a 'Top of page' link and a 'Main text' link.

# BUILDING DIGITAL RESILIENCE

# AI is Plural

## Dimensions of AI Literacies

<https://openedculture.com/projects/dimensions-of-ai-literacies/>



### Cultural

Recognizing the connections between people, AI-informed resources and tools



### Cognitive

Expanding intellectual capabilities by engaging with AI-enabled processes and environments



### Constructive

Utilizing AI tools to build, remix, and generate new content, applying AI capabilities



### Communicative

Leveraging AI technologies to convey ideas effectively

### Confident

Developing the ability to solve problems and manage learning within AI-driven environments



### Creative

Engaging in ideation and generative actions using AI, focusing on how AI can add value



### Critical

Examining the power dynamics and ethical considerations inherent in AI practices



### Civic

Employing AI knowledge and skills to contribute positively to society



Digital resilience underpins **sustainable innovation**. A secure, integrated, future-ready infrastructure ensures institutions can adapt quickly, while maintaining **trust** and **continuity**.

# HARNESS AI WITH PURPOSE TO PUT LEARNING FIRST

## **Closing Questions**

**Where is AI already shaping learning without us having decided?**

**Where are individuals compensating for lack of clarity?**

**What would learning-first AI design look like in our context?**

# Thank You



## Louise Plunkett

International Product Strategy Director

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[www.linkedin.com/in/louise-plunkett-intl-strategy](http://www.linkedin.com/in/louise-plunkett-intl-strategy)

## Governance & alignment

*Adoption is outpacing policy. Start with visibility and intentionality.*

- **Audit:** Map AI use across teaching and operations
- **Govern:** Build frameworks rooted in ethics, accessibility, and transparency
- **Develop:** Invest in ongoing professional development
- **Align:** Connect AI strategy to institutional mission and goals

## Learning & assessment

*Design for deeper learning, not just detection.*

- **Redesign assessment:** Embed AI to support critical thinking and reflection
- **Equip students:** Provide resources on responsible AI use and digital literacy
- **Train faculty:** Model ethical and effective AI use in class
- **Formalise AI literacy:** Introduce AI ethics into first-year digital competency requirements

## Instructor workload

*Shift from apprehension to acceleration through institutional support.*

- **Train for impact:** Focus professional development on grading, feedback, and instructional design
- **Incentivise innovation:** Offer seed funding or workload recognition
- **Build networks:** Create faculty communities to share strategies
- **Measure what matters:** Track time-savings and engagement to demonstrate value

## Equity & access

*Equity isn't an outcome, it's a prerequisite.*

- **Monitor for inequity:** Track AI use across demographics to catch gaps early
- **Evaluate for inclusion:** Build accessibility into all edtech evaluations
- **Embed ethics:** Centre equity and transparency in AI policy and course design
- **Fund access:** Provide institution-funded AI tools so cost isn't a barrier

## Skills & credentials

*Bridge the gap between learning and work, with faculty as partners.*




- **Design for modularity:** Use AI to build competency-based, stackable programs
- **Connect learning to work:** Align LMS analytics with skills and employability frameworks
- **Partner with industry:** Co-design credentials linked to labour market trends
- **Empower faculty:** Support co-creation of microcredentials and lifelong learning models

## Digital resilience



*Secure, integrated infrastructure is the foundation of sustainable innovation.*

- **Invest in AI-ready infrastructure:** Cloud-based systems for scalability and data protection
- **Adopt open standards:** Connect LMS, analytics, and SIS through interoperable integrations
- **Evaluate vendors as partners:** Prioritise partnership, support, and goal alignment
- **Prioritise security and compliance:** Embed cybersecurity and data protection from the start

# Research and studies

Who		What	Where
	<p><b>D2L</b> is a global education technology company that develops Brightspace, a learning management system used by schools, universities, and businesses. Its AI suite, D2L Lumi, is embedded directly into Brightspace to support content creation, personalised study recommendations, and feedback — designed to save educators time while keeping them in control. D2L prioritises responsible AI, with no customer data used to train its models.</p>	<p>A survey highlighting changes in how U.S. higher education professionals perceive and use AI, as well as growing concerns about its impact on teaching and learning practices.</p> <p>A whitepaper exploring key strategies that UK universities can adopt to navigate AI complexities and ensure long-term success.</p> <p>Co-authored by D2L Chief Learning Officer, Dr. Cristian Ford &amp; Dr. Margaret Karosec, Dean of online &amp; digital education, University of Leeds.</p> <p>Contributions from more educational leaders at University of Liverpool, University of Manchester &amp; University of Leeds</p>	<p><a href="https://www.d2l.com/blog/ai-in-higher-ed-confidence-is-rising-but-the-human-element-still-matters/">https://www.d2l.com/blog/ai-in-higher-ed-confidence-is-rising-but-the-human-element-still-matters/</a></p> <p><a href="https://www.d2l.com/en-eu/resources/assets/rewiring-uk-higher-education/">https://www.d2l.com/en-eu/resources/assets/rewiring-uk-higher-education/</a></p>
	<p><b>Online Learning Consortium (OLC)</b> is a US nonprofit that helps colleges and universities improve the quality of online and digital learning. It offers professional development, research, conferences, and quality standards for educators and institutions.</p>	<p>A study into how students in higher education perceive and use generative AI technologies, revealing a landscape filled with both opportunities and challenges.</p>	<p><a href="https://www.d2l.com/resources/assets/student-engagement-and-ai-research/">https://www.d2l.com/resources/assets/student-engagement-and-ai-research/</a></p>
	<p><b>Tyton Partners</b> is a US consulting and research firm focused on education. It publishes widely-cited annual studies on digital learning, student success, and edtech trends, and advises education companies and institutions on strategy and investment.</p>	<p>A report examining how higher education is responding to the rapid rise of generative AI in the US &amp; Canada, deepening student engagement challenges, and shifting expectations around flexibility and support. Sample size &gt;1500 educators.</p>	<p><a href="https://tytonpartners.com/time-for-class-2025/?utm_d2l">https://tytonpartners.com/time-for-class-2025/?utm_d2l</a></p>

# Frameworks, playbooks and toolkits

	Who	What	Where
	<p><b>WICHE Cooperative for Educational Technologies (WCET)</b> is a US nonprofit that connects colleges, universities, and edtech companies to improve digital learning in higher education. It provides research, policy guidance, and a professional community for institutions navigating technology in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• <b>Approach Maps</b> designed to align strategies to your stage of readiness</li> <li>• <b>Design Principles</b> to help translate AI literacies into ethical, practical decision-making</li> <li>• <b>Role Highlights</b> clarifying first steps for faculty, administrators, technologists, librarians, and students.</li> <li>• <b>Remix Spotlights</b> offering adaptable activities to revise assignments, processes, or policies.</li> <li>• <b>Practical Toolkits</b> including assignment redesign templates and AI governance decision guides.</li> <li>• <b>Reflection Prompts</b> that support individual and team-based planning.</li> </ul>	<p><a href="https://www.d2l.com/resources/assets/ai-literacies-in-practice/">https://www.d2l.com/resources/assets/ai-literacies-in-practice/</a></p>
	<p><b>Opened Culture</b> is a consultancy that helps educational institutions adopt open educational practices, AI skills, and inclusive teaching approaches. It works with colleges and universities through advising, training, and research.</p>	<p>Share examples from your own work to help shape research on the Dimensions of AI Literacies.</p> <p>A free, fully-online self-paced mini-course that introduces a practical vocabulary for AI literacies, helping educators and leaders communicate more effectively about AI's role in learning, innovation, and decision-making.</p>	<p><a href="https://openedculture.org/projects/su-bmit-a-case-example/">https://openedculture.org/projects/su-bmit-a-case-example/</a></p> <p><a href="https://openedculture.org/learning/course-ai-literacies-unlocked/">https://openedculture.org/learning/course-ai-literacies-unlocked/</a></p>