

**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES

**M&O A.I.D.E.**  
**Artificial Intelligence**  
**Didactics Expertise Centre**



- THUAS, The Netherlands
- 26 000 students
- Several campuses
- 7 faculties
- Bachelor- and Master programmes



What is A.I.D.E.?  
Artificial Intelligence  
Didactics Expertise Centre

Contact: [ctdiers@hhs.nl](mailto:ctdiers@hhs.nl)

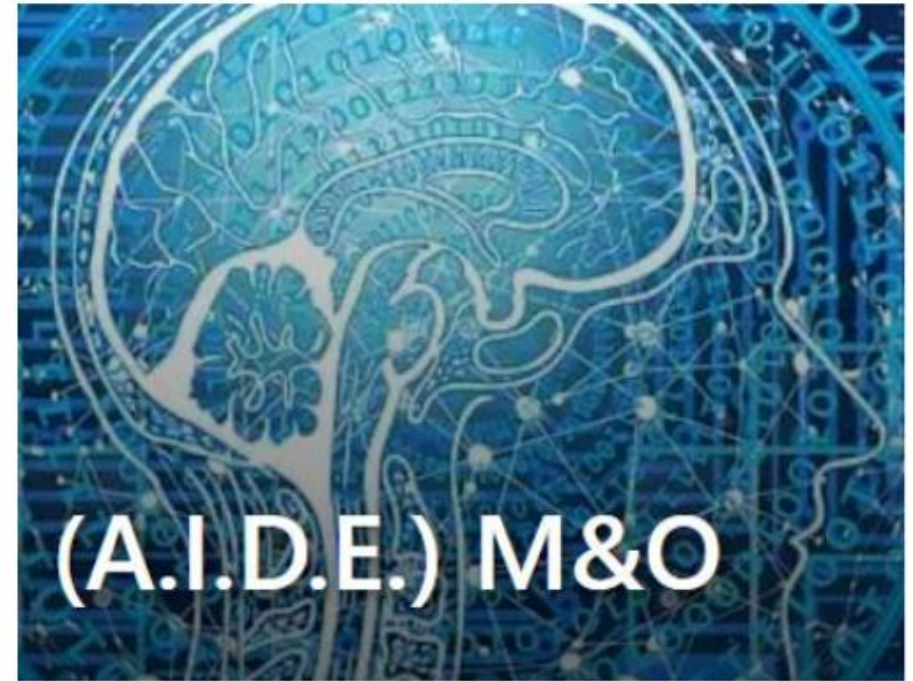
Three lecturers from THUAS, faculty of Management & Organisation

- Morraya Benhammou: Business Administration
- Gökhan Turan: Human Resources Management
- Claudia Diers-Lienke: International Communications Management
- Each 1 day/week

- In response to the growing impact of AI in education—especially tools like ChatGPT—our Faculty launched the **AI Didactics Expertise Centre (A.I.D.E.)**, created *by teachers for teachers*.
- A.I.D.E. supports professors in using AI effectively and ethically.
- In 2025, we ran an **8-session course** with 3 facilitators (2 hours every other Monday across a semester). At the end, 10 participants pitched AI innovations for their own teaching modules.

The innovations included:

- Learning and teaching materials
- Chatbots and personas
- Tools and resources to improve students' AI literacy



# Preliminary results

**Entry level of participants before the course:** Basic

**Exit level:** Moderate to beginning AI expert

**Satisfaction rate after the course:** 9 out of 10

**Obstacles observed:** Lack of time to truly experiment (more) with AI

**Breakthroughs in learning reported:**

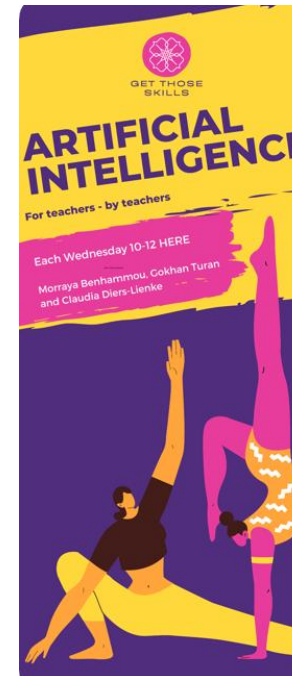
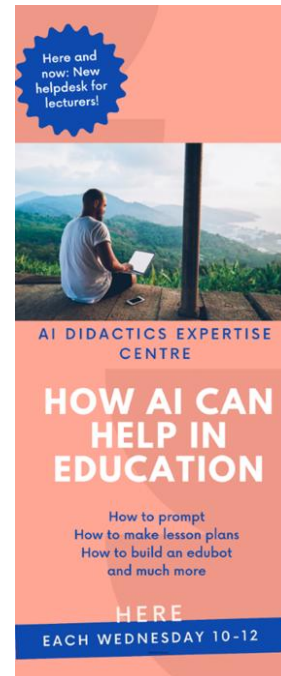
- Greater competence in using AI
- Increased confidence in teaching AI literacy to students
- Enjoyment of "playtime" with AI
- Engaging in philosophical conversations about AI with colleagues

**Desire to continue learning about AI:** 10 out of 10 participants

**Implementation rate of innovations:** To be monitored



- Community
- By teachers, for teachers
- Focus on didactics
- Coordinate with central AI policy
- Workshops
- Pilots
- Co-create with professional field





# “Digital Skills” – Year 1 course



**Outsourcing Creativity? Or Collaborating with a Synthetic Mind?**

Blending Human Imagination with Generative Intelligence

Changemanagement:  
Updated Learning Goals

## Learning Goal with AI integration

### **Domain: Concept & Creation**

The student tests and optimizes the creative concept through AI interaction with simulated target audience profiles.

# Learning activity: “Image & Message Lab”

“Does this message feel genuine and achievable?”

**Students enter their central message + concept into a GPT that role-plays as:**

- The hesitant employee (*willingness*)
- The insecure employee (*ability*)
- The overwhelmed manager (*resistance*)
- The socially dependent target group (*group norms prevail*)

**These personas act as test audiences and respond with questions such as:**

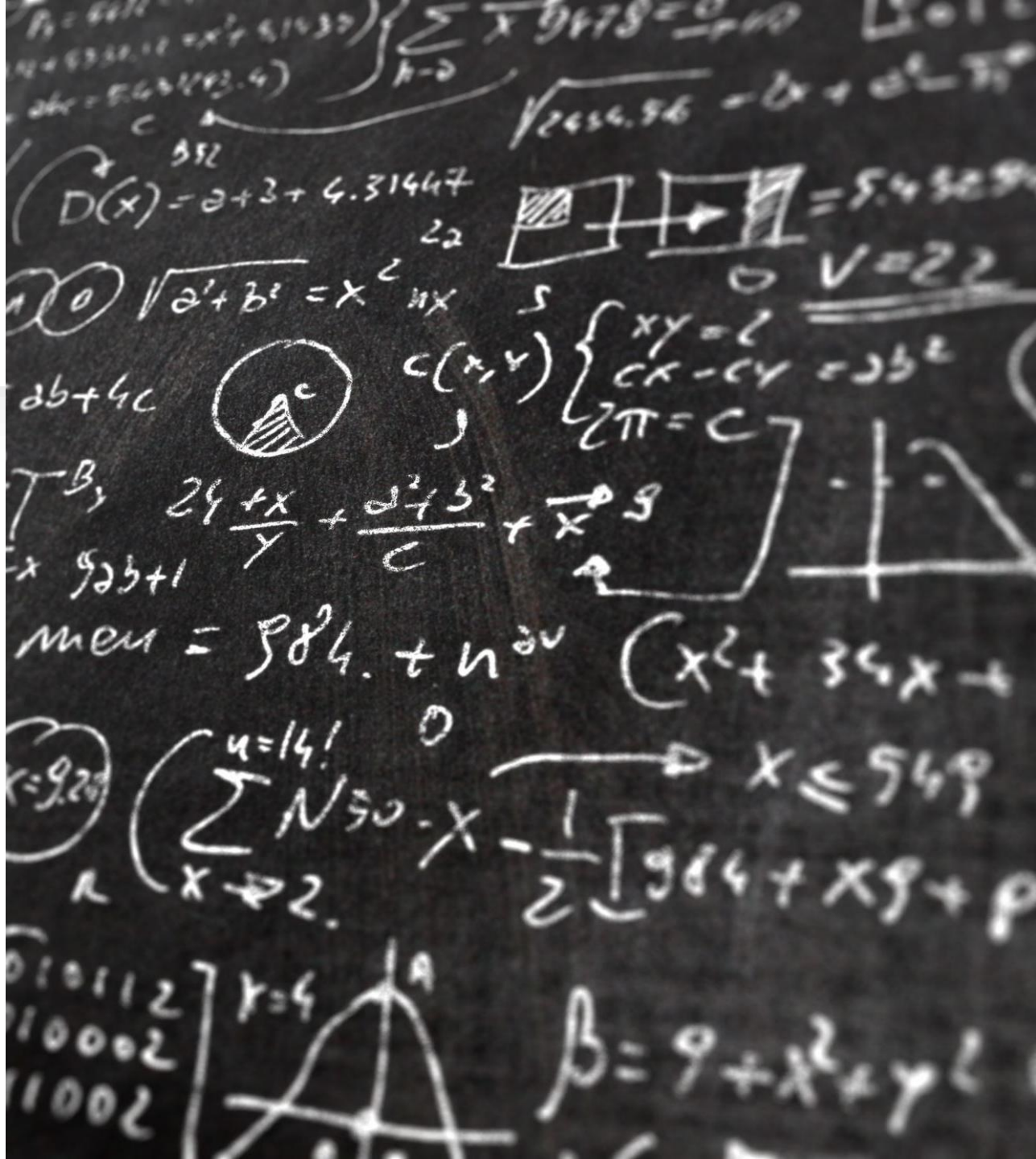
- What appeals to me?
- What triggers resistance?
- What don't I understand?

**Output:** Students complete an analysis form:

- What works?
- What needs to change?
- What does this mean for the channel, tone of voice, and design?



# Learning and teaching materials



# A university in 7 prompts: how I created a synthetic case study



**DELFT**  
UNIVERSITY OF  
APPLIED SCIENCES

## Mission & Vision

DUAS is dedicated to shaping the next generation of skilled professionals by integrating real-world challenges with hands-on learning. The university's mission is to bridge the gap between academic theory and industry practice, fostering innovation and sustainable development both locally and globally.



**AD** Delft

**Medische gegevens  
personeel universiteit  
op straat**

Gegevens op pendrive gevonden in trein – DUAS zwijgt



## AI – Helper for continuous assessment

**Aim:** To support educators to implement continuous assessment

**What does the AI helper do (a custom GPT)?**

- Provide ideas for lesson design
- Give feedback on lesson plans
- Advise on implementation and workability
- Gives examples for low-stakes tests
- Gives feedback on assessment methods



# Chatbots and personas



# CLARA the AI Tutor

## Why Clara?

Many students struggle with writing style.

Giving feedback takes a lot of time.

Clara helps students revise independently by asking critical questions.

Think of:

Does the style match the purpose of the text?

Does the style suit the target audience?

Is the style consistent?

Are there any stylistic errors?





What does Clara expect from students?

**Student provides:** target audience, medium, purpose of the text, and the text itself.

**Clara asks** one **critical style question** per round.

**Student revises** the text independently.

**Final round:** rewrite the full text and reflect on style.

**Result:** more ownership, improved style, and higher learning gains.



0/0 Outcomes

+ New Unit



Visible

Add Existing

Create New



Search titles, descriptions

video-tutorial rns  
systemen.mp4

APA regels



Interessante artikelen

Bibliotheek

AI protocol



Formatieve feedback

Je kan deze AI-docent gebruiken als feedback voor alleen het beoordelen van APA als brongebruik. Je kan hier geen rechten aan ontlennen. Deze AI-docent is niet geschikt voor andere onderwerpen. Klik op de afbeelding om bij de AI-docent te komen. Onder de afbeelding vind je een aantal prompts die je kunt gebruiken om vragen aan de AI-docent te stellen. Je kan ook eigen prompts gebruiken.



1. Kun je mijn rapport controleren op juist APA-brongebruik, inclusief citaties in de tekst en de literatuurlijst?
2. Zijn mijn gebruikte bronnen actueel, relevant en betrouwbaar volgens de CRAAP-test (zonder de P)? Kun je dat per bron aangeven?
3. Kun je feedback geven op mijn literatuurlijst: klopt de opmaak volgens APA, en zijn alle bronnen goed opgenomen?
4. Ik twijfel of al mijn bronnen goed terugkomen in de literatuurlijst. Kun je dat controleren en aangeven wat er ontbreekt?
5. Welke bronnen in mijn rapport zouden volgens jou beter vervangen kunnen worden door actuelere of betrouwbaardere bronnen?
6. Kun je een checklist maken van de verbeterpunten voor mijn brongebruik, inclusief uitleg hoe ik die kan oplossen?

How can AI support my NT2  
(Dutch as a Second Language)  
teaching, and how can my NT2  
students use AI to improve their  
pronunciation and  
intelligibility?



*Introducing*



**Jackleen**

Uitspraak en verstaanbaarheid voor NT2-leerders

Hallo, ik ben Jackleen, je vriendelijke uitspraak tutor.



# Why

- Disruptive technology
- Effects on Employability
- Effects on Ethics
- Proactive approach
- Learning vs control
- **A fool with a tool is still a fool**

# Interests

- Trends in professional field regarding (G)AI
- How can we empower students to add value in the future
- Implications for curriculum- and module design
- Ways of learning about (G)AI and with (G)AI
- Getting to grips with AI literacy (technology, practical use, human rights and legal/ethical considerations)
  
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