

Curiosity to Confidence with the AI Hub

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Keywords

Artificial Intelligence (AI), higher education, AI literacy, generative AI, student engagement, AI awareness

Article History

Received 23 May 2025

Received in revised form 23 July 2025

Accepted 18 Oct 2025

Available online 3 Nov 2025

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***Innovation Spotlights** are extremely brief contributions that highlight an innovative teaching practice, approach, or tool, and provide accompanying evidence that speaks to the effectiveness of the innovation.

Abstract

In response to increasing curiosity, confusion, and concern about generative artificial intelligence (AI), the authors launched the AI Hub at the University of Guelph-Humber during the 2024–2025 academic year. Designed as a physical booth in a high-traffic area of campus, the AI Hub served as a welcoming space where students, instructors, and staff could explore the practical and ethical dimensions of AI through informal, hands-on interactions. Weekly activities ranged from live demonstrations to guided discussions and resource sharing, aiming to make AI approachable and meaningful for academic, personal, and professional use. These encounters encouraged dialogue and reflection, fostering a deeper understanding of AI's capabilities and limitations. This paper describes the development and implementation of the AI Hub, offering insight into both the logistics and outcomes of this initiative. Over the course of the year, the AI Hub engaged more than 500 members on campus and over 18,000 views on videos on social media, suggesting strong interest and growing demand for accessible AI education. Reflections from the student research assistants who operated the booth revealed four key themes: shifting from fear to empowerment, creating safe spaces for open conversation, bridging understanding through practical tools, and reshaping their own perspectives on AI's role in their future careers.

This article offers a replicable, low-barrier model for engaging campus communities in ethical AI exploration and concludes with recommendations for institutions seeking to build confidence, curiosity, and critical awareness around AI technologies.

Introduction

Early Reactions to Generative AI on Campus

The sudden emergence of generative artificial intelligence (AI) tools, particularly ChatGPT, sparked a wildfire of reactions across higher education. Within weeks of its release, headlines and campus conversations were dominated by concerns about academic dishonesty, institutional bans, and fears about the future of teaching

and learning (D'Andrea, 2023). While some recognized AI's significant potential as a tool for learning and noted technological overreactions were not new (Rudolph et al., 2023), valid concerns were raised about academic integrity and the ease to which AI tools could generate human-like responses that are difficult to detect as misuse (Cotton et al., 2023). Chen (2023) found that most instructors were not confident in detecting AI misuse, pointing to vague institutional policies and constant media-fueled confusion about whether AI should be used at all. Number List

AI in Industry

In contrast to the hesitation often seen in education, many industries have shifted the conversation around AI from “if” to “how best” to integrate it. Rather than focusing solely on risk, many sectors have embraced AI's potential to streamline operations, enhance decision-making, and drive innovation. In the financial sector, firms using Microsoft Copilot to automate routine tasks have saved thousands of operational hours and reported a 68% increase in employee job satisfaction (Taylor, 2025). Similar trends are seen in healthcare (CBC News, 2024) including faster drug development (Turkowski, 2025) and public policy processes (Urban, 2025).

The growing integration of AI across diverse sectors underscores the urgency of incorporating AI education into schools. Automated repetitive and physically demanding tasks are declining, and new positions requiring workers to understand and interact with AI systems are increasing (Bharadwaj, 2025; Leopold, 2025). This reinforces the need for AI education and literacy in schools to ensure future leaders of tomorrow can keep up with the demands of a rapidly changing job market.

A Call for Action: Moving Beyond Fear to Literacy

Since the initial emergence of generative AI tools in academia, many countries have recognized the importance of AI Literacy in education from integrating AI into public schools from kindergarten to Grade 12 (Al Amir, 2025), using AI chatbot to personalize learning (Raza, 2024) and ensuring AI training to teachers and administrators are part of their professional development (Williams, 2025).

At our institution, statements regarding AI use have remained largely unchanged since the initial onset of

ChatGPT. According to the University of Guelph's website, “Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs, and types of assessments” (University of Guelph, 2023). Humber Polytechnic follows a similar approach providing statements instructors can use in their course outlines in how AI can be used in their course (Humber Polytechnic, n.d.). While the statement provides instructors with flexibility, the lack of a clear and unified stance on how AI can or should be used in teaching and learning has led to some confusion and inconsistent practices across the institution. In response to this uncertainty and recognizing that institutional policies can be slow to change, the AI Hub took a different approach and was established as a campus wide initiative to raise awareness, showcase AI tools, share AI resources, and foster dialogue around ethical and effective AI use in both academic and everyday contexts.

Peer-led Approach

Given the sensitive nature of the topic of AI in academic contexts, we adopted a structured student peer-led approach, which has been shown to reduce stigma and hesitation when discussing challenging topics (Sun et al., 2022). By training selected students to be facilitators on the topic of AI, it allows other sensitives to learn from and with their peers which can help reduce feelings of intimidation when approaching unfamiliar subjects and thereby creating a more accessible and approachable learning environment (Ferguson, 2024; Keio University, 2022). Peer-led models have also been shown to increase trust in the information shared, as Perez et al. (2025) found students rated higher trustworthiness on information gained from peers higher than when it comes from instructors, institutions, or media sources. Furthermore, these models encourage students to reflect on and apply their learning beyond course content and into their everyday lives (Hamilton-Hinch et al., 2023).

The AI Hub: Design, Activities, and Engagement

The AI Hub was created as an approachable and inviting space designed to engage the entire University of Guelph-Humber campus community. The setup deliberately moved beyond attempts to change policy and curricula and instead took a grassroots approach meeting the campus community where they were at, encouraging open conversations, and offering hands-on experiences that helped demystify AI's role in daily life and future careers.

For two hours a week, a simple setup of a table, two chairs, and a large TV monitor, was placed in the university atrium. In total, 11 sessions were held throughout the end of the Fall 2024 term and throughout the Winter 2025 term. To support the initiative, two research assistants were hired. Both students were in their fourth and final year of study. They brought not only a strong interest and hands-on experience with AI in academic and workplace settings, but also the passion and confidence needed to discuss AI-related topics with fellow students, instructors, and staff.

Developing the AI Hub

In the initial meetings, the AI Hub team came together to set their goals for the project. They shared a unified vision of promoting open dialogue around AI and shifting the conversation from whether AI should be used, to recognizing that AI is already embedded in our daily lives, in other words developing AI literacy (OEB Global, 2024). The principal investigator and research assistants completed freely available AI literacy modules from Humber Polytechnic and University of Guelph-Humber libraries, attended AI workshops, read through articles on AI, and researched trending AI tools used in academia.

As a team, they developed a logo, selected branding colours, designed a mascot, crafted a tagline “Curious about AI?”, and brainstormed an extensive list of potential AI tools and activities. The lead researcher selected two activities to launch the project, after which the research assistants took the lead in choosing activities the subsequent weeks. The team continued to meet weekly to debrief on the previous week’s booth engagement and to discuss ideas for upcoming weeks that would fit along the themes such as self-care, study tools, and finding the ideal career. Below is a list of activities conducted.

- AI Myths vs. Facts (Kahoot quiz): Debunking misconceptions through gamified learning
- Perfect Gift Finder (Microsoft Copilot): AI-assisted holiday shopping ideas
- New Year’s Resolutions + Sticker Station (Copilot): Generate and print resolutions
- Quick, Draw! (Google): Learn how AI recognizes images through drawing
- Diffusion Bias Explorer (Hugging Face): Explore bias in image generation models

- Self-Care Generator (Copilot): Wellness tips from an AI assistant
- Study & Fitness Scheduler (Copilot): Personalized weekly schedule plans
- AI-Powered Meal Planner (Copilot): Recipes based on ingredients or goals
- NotebookLM Demo (Google): A research and summarization AI walkthrough
- Goblin Tools: AI tools designed for executive functioning support
- “Say What You See” (Google): Understand prompt design through an image game

Data Collection

In planning for the AI Hub, the team designed a short survey to gather insights into the campus community’s general knowledge and use of AI. The survey included five questions, covering basic demographics and Likert-scale items measuring participants’ familiarity with AI and the likelihood of using it in their academic work. The survey was approved by the institution’s research ethics board. It was promoted during the first two AI Hub sessions, and 70 participants completed it. Preliminary results indicated that 66% reported familiarity with AI, including common facts and myths, and 72% expressed that they were likely to use AI in their academic work.

Although the preliminary results suggested that a majority of participants were familiar with AI and open to using it in their academic work, our interactions revealed that much of this familiarity was superficial, with significant gaps in understanding, especially regarding ethical use, practical applications, and limitations of AI. We considered expanding or modifying the survey to capture more about the AI Hub’s influence on participants, but we found that even though the survey was short, the process significantly reduced engagement with participants by taking up valuable time during these brief encounters, limiting opportunities for deeper conversation and interaction with the research assistants. Some participants would fill out the survey and then leave, while others were hesitant about putting their opinions around AI in a survey. Given these factors, we chose to discontinue the survey for subsequent sessions and focus on observations.

We collected data by tallying the number of participants who engaged with the booth, and individually took briefing notes on common themes, questions, interactions, and wrote in our

reflective journals about our observations and our evolving perspectives on AI literacy. During our debriefing meetings, we would highlight some key trends and insights in a shared document and discussed ways to improve the following session.

Making the AI Hub more Flexible

After the initial sessions, the research assistants highlighted the need to ensure flexible engagement at each AI Hub session, as they observed that a single style of interaction didn't suit everyone visiting the booth. Each session was focused on a main activity showcasing an AI tool or practical function to draw people in and spark interest. Some attendees preferred a brief overview and a takeaway resource, while others were eager to ask questions and have deeper conversations with the research assistants. Occasionally, groups of friends approached together, creating an opportunity for more dynamic, collective conversations. Having multiple engagement options allowed us to adapt in real time to the needs and interest levels of our diverse audience. Together, we developed three distinct formats with scripts for interacting with attendees: (1) a 10-second pitch, (2) one-on-one engagement, and (3) group engagement.

In addition to the activities, AI resources developed by University of Guelph-Humber was also distributed. This included highlighting policies, free AI tools, AI events, pre-recorded workshops, upcoming workshops, library AI modules and resources. Initially all resources were distributed through QR codes, but attendees asked for copies of the resources to look at later. Therefore, a pamphlet was developed with commonly asked questions from attendees such as how to have a conversation with students around suspected AI misuse and commonly used AI tools.

Overall Engagement

Over the course of 11 sessions, we had over 500 attendees engage with the RAs at the AI Hub, as recorded through tally counts documented in the RAs' reflective journals and shared notes. Attendees ranged from students across all programs and years of study and included some instructors and staff. Beyond the physical booth, the research assistants suggested developing a social media campaign that drew the community to the booth but also to engage them with AI on their own time. The team collaborated with the university's communications department to produce six short videos aimed at dispelling common myths and promoting accurate

information about AI and advertising to come to the AI Hub. Collectively, the videos posted on social media have gained over 18,000 views. The AI Hub was also featured in the University of Guelph-Humber article *Demystifying Artificial Intelligence: Guelph-Humber's AI Hub* (<https://www.guelphhumber.ca/news-events/news/demystifying-artificial-intelligence-guelph-humbers-ai-hub>).

Thematic Findings and Insights

After completing the AI Hub, the research assistants reflected on their entire experience by referring to their briefing notes and journals. The lead researcher provided general guiding reflective questions for the RAs to consider. While we acknowledge that these reflections are not direct data from student participants, they serve as meaningful qualitative evidence, offering valuable insights into patterns of engagement, common questions, and perceived impacts. We conducted a thematic analysis using Braun and Clark's (2006) approach as a guide to code, identify recurring themes and synthesize observations and quotes into four overarching themes. To ensure clarity when presenting direct quotes and insights, the two research assistants are referred to as RA1 and RA2 throughout this section.

From Fear to Empowerment

One of the most striking transformations documented by the research assistants was the shift in attitudes toward AI from initial apprehension and uncertainty to a sense of curiosity, confidence, and empowerment. Both research assistants experienced the initial onset of ChatGPT in the middle of their studies. They described the institution's focus on minimizing risk of ChatGPT, with some instructors banning it from assignments and assessments and instilling fear in using it. Even years later, they found students, instructors, and staff were still confused around using AI in academia as policies varied from course to course.

In conversations at the AI booth, they noticed a shift in how students talked about their experiences with AI in their studies. RA1 reflected on one such moment: "Initially when students visited our booth, there was an element of surprise where they were curious about how we were allowed to talk about AI! Some students thought we were making it okay to 'cheat'." In preparation for the AI booth, the team discussed potential confrontational conversations around AI use and how to navigate the discussion, yet the conversations never went in that direction. Some attendees came in with questions

around AI policies, but many approached the booth wanting to know more about AI in general and see what activity was being conducted at the booth. As RA2 stated, “Given how controversial AI can be, I expected some hesitation or skepticism particularly from professors. Yet, I can’t recall a single interaction where someone was outright against AI.”

As the conversations progressed, they noticed a shift in attendees’ reactions. As RA1 recalled, “A pivotal moment in these conversations was their curiosity when they realized there were ethical ways to use AI! It was a mixture of relief and confusion around us showing them that it was acceptable to use AI.” RA2 expanded, “It was also interesting to get a sense of the public’s understanding of AI and many were shocked by how long the term ‘AI’ has been around and thought it was only a recent technology.”

There was a sense of personal fulfillment and purpose that emerged with both describing how meaningful it felt to contribute to more informed and balanced conversations about AI on campus. RA1 reflected, “Having the opportunity to engage in those conversations felt incredibly rewarding, as I was able to take active steps towards shifting the conversation around AI from one rooted in fear to one focused on responsible use.” RA2 attributed the shift because of running consistent sessions across the term: “As the weeks continued and the booth became more familiar, people often stopped by to see what new tools we were featuring. I feel that the AI Hub made people feel more comfortable with this emerging technology.”

Creating a Safe Space for Conversation

During the preparations for the AI Hub, the research assistants described feeling nervous about being “experts” in AI, as they were still learning about AI themselves. This is where the tagline for the booth emerged, and the banner across the booth table read “Curious about AI?”. They discovered that being a student created a safe, relatable space for conversations. Their authenticity and shared experience made students more comfortable opening up, asking questions, and even returning for repeat visits. The approach emphasized dialogue and curiosity over expertise.

As RA1 explained,

It became evident that students felt more comfortable asking questions, openly expressing misconceptions,

and sharing their experiences when they knew I was a fellow student undergoing a similar journey. This created a judgement free zone where students felt encouraged to ask questions, express skepticism about AI, and even return to the booth with friends on a weekly basis to continuously learn.

RA2 shared a meaningful conversation with an instructor who was also surprised by the ability to openly talk about AI:

One of my most memorable interactions was a conversation I had with an instructor about the growing impact of AI across various industries. It was insightful to consider both the opportunities and challenges that AI presents in real-world situations. We talked about industries from healthcare and education to media and communications. I hadn’t had that experience with other instructors.

The ability to discuss AI was not only meaningful for attendees but also for the RAs. As RA2 recalled,

My comfort level with AI conversations grew significantly over the course of this experience. When I first joined the AI Hub, I was confident in my general understanding of AI tools but was hesitant to answer complex questions about them. Through this experience however, I became more confident in navigating a wide range of AI-related conversations and learned how to adapt my explanations based on different levels of familiarity.

RA1 agreed: “My comfort level with AI conversations has [also] significantly grown because I learned that my authenticity, empathy, and shared learning were more valuable than being a technical expert in the field.”

Practical Tools Bridge the Gap

Demonstrating tools like Microsoft Copilot, NotebookLM, and Goblin Tools helped students recognize the academic value of AI beyond just ChatGPT. As the research assistants observed, many students, instructors, and staff equated AI solely with ChatGPT and had limited understanding of its broader capabilities or practical applications. Students commented that they enjoyed the live demos because they were immediate and hands-on, offering a tangible experience that felt more engaging than reading an email or navigating a learning module. Seeing AI tools in action, tailored to real

student needs, made the technology feel more accessible, relevant, and useful.

RA1 explained,

Oftentimes when students were asked to recall their experiences with AI, the first platform they would refer to was ChatGPT. Therefore, when we began to show them how Microsoft Copilot and NotebookLM possess similar features with a more academic focus, they were more inclined to explore alternative AI tools and became excited!

In addition to introducing tools, RA2 noted it was also important to teach how to use them effectively. She recalled how surprised attendees were when using Copilot to receive personalized responses but pointed out that participants required guidance on how to craft effective prompts. Using Google's Say What You See activity helped participants learn prompt writing skills:

It encouraged participants to describe an image in their own words, helping them to understand how AI interprets human language. It was not only a fun way to engage people, but also a teaching moment about how the quality and clarity of prompts can shape AI outcomes. It even helped teach me how to write more effective prompts.

Equally important was raising awareness about the potential for bias in AI-generated content. RA2 described how the Hugging Face demonstration was used to spark discussion and awareness about algorithmic bias. By generating images based on specific job-related prompts such as "a caring doctor", participants could visually observe how AI models often reproduce stereotypes by associating certain professions or traits with particular genders, races, and clothing. These demonstrations served as a powerful reminder that AI is trained on existing data, which can reflect and amplify societal biases, and that part of responsible AI literacy includes helping users critically question the outputs they receive and consider whose perspectives may be missing or misrepresented.

Professional Growth and Future Aspirations

Beyond the immediate learning experience, the AI Hub significantly influenced the RAs' professional growth,

deepening their understanding of AI's evolving role in the workforce and equipping them with transferable skills applicable to their future careers. RA1 noted how the experience impacted their view on future career in healthcare, emphasizing the value of dialogue and responsible AI adoption in clinical setting:

Reflecting on my personal aspirations as a doctor, the medical field is rapidly evolving to adopt technologies that enhance clinician and patient experiences. Therefore, the AI Hub provided me with a small preview into how impactful and transformative open dialogue around AI use can be. It has also reinforced that replicating this environment on a larger scale can reap similar results which can shape a future of responsible AI users.

RA2 highlighted how the experience advanced their communication and collaboration skills while exploring the creative applications of AI in media and storytelling:

As someone searching for a career in communications, this experience has given me an advantage in exploring how AI can improve efficiency, drive innovation, and assist with creative storytelling. My time with the AI Hub has also allowed me to grow other skills such as communicating complex ideas clearly and working collaboratively. All in all, I'm grateful to have been a part of the AI Hub and for all that I've learned from this experience!

These final reflections demonstrate the impact initiatives like this can have on not only the target audience's AI literacy but also on the facilitators of the initiatives.

Discussion

The experiences from the AI Hub project highlight the importance of creating approachable, student-centered spaces for engaging with emerging technologies like AI. Although the initial survey suggested that most participants felt confident about AI, our face-to-face interactions revealed that this confidence was often surface level, with many students lacking a deeper understanding of ethical considerations, practical uses, and limitations. Recognizing this gap, we prioritized hands-on activities and open conversations, offering students opportunities to explore AI tools and voice their questions or concerns in an informal,

supportive setting. The shift observed by the research assistants from initial uncertainty or apprehension to a sense of curiosity and empowerment underscores a broader need in higher education to demystify AI through experiential learning and dialogue that actively addresses misconceptions.

One of the key insights was the value of fostering safe and open dialogue. Many attendees approached the booth with hesitation and uncertain whether they were “allowed” to use AI or unsure how to begin. The casual, friendly setup of the AI Hub fostered an inviting atmosphere where curiosity was encouraged. This suggests that AI literacy efforts should not only provide information but also normalize exploration and learning, especially in environments where academic integrity concerns may otherwise create fear.

The project also emphasized the importance of presenting AI tools that offered clear, tangible benefits to their academic or personal tasks. This aligns with broader digital literacy research, which underscores that motivation to learn increases when learners can immediately apply what they’ve learned. Future AI initiatives should therefore focus not just on ethical concerns, but also on the day-to-day utility of AI.

Limitations

While the project provided valuable insights, it was limited by the absence of a formal evaluation on participants. Other initiatives might consider incorporating structured surveys, feedback forms, or follow-up interviews to better assess not only the impact of the initiative on participants but also the wider campus community. The videos on social media and the AI Hub’s feature on websites and news outlets extended beyond those who came to the booth, capturing their impact would help build a stronger case for the value and sustainability of similar efforts in the future.

Final Thoughts

For institutions considering launching an AI Hub or similar initiative, we offer some final thoughts for you to consider. First, consistency and accessibility are essential. Hosting booths or activities regularly and across varied campus locations can help engage a broader and more diverse student population. Creating a welcoming, peer-led environment is equally important, as it encourages visitors to ask questions and share experiences without fear of judgment especially on sensitive and potentially controversial topics like AI. Assembling a team with diverse academic

backgrounds can further enhance the relevance of tools and demonstrations across disciplines. Finally, we encourage institutions to embrace creativity and innovation. While it is often tempting to default to established approaches, intentionally exploring novel methods can foster greater engagement and leave a more lasting impact.

Acknowledgement

The authors would like to thank Dr. George Bragues and Dr. Melanie Spence-Ariemma for their generous support and funding that made the AI Hub initiative possible.

Funding

This initiative was funded by University of Guelph-Humber Strategic Initiatives Fund.

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