"Catalyst: Transforming and Shaping Education Together"

Technology and Innovation Network
International Council for Open and Distance Education
Collaborative Team Project 2025

Goal 2: Blueprint for Glocalised Scalability of AI in Education

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ABSTRACT

Artificial intelligence (AI) is rapidly transforming higher education, creating new opportunities for teaching, learning, and institutional innovation while also raising complex ethical, governance, and implementation challenges. Despite increasing experimentation with AI technologies, many higher education institutions lack structured frameworks to guide sustainable and responsible integration at an institutional level.

This collaborative project, developed within the International Council for Open and Distance Education (ICDE) Technology and Innovation Network, introduces the Blueprint for Glocalised Scalability of AI in Higher Education (BGS-AI) together with a companion Open Educational Resource (OER), BGS-AI Essentials. The Blueprint proposes a staged framework designed to support institutions in progressing from early capability development to more coordinated, institution-wide AI adoption. The concept of *glocalisation* underpins the framework, recognising the need to balance globally relevant principles with adaptation to local institutional contexts.
The emerging framework was presented during a workshop at the 2025 ICDE World Conference, where the initial concept was shared with an international audience of higher education leaders and practitioners. At the time of presentation, the project remained under development; however, early feedback indicated strong interest in the need for practical guidance to support strategic AI integration. Upon completion, the Blueprint and accompanying resources may be circulated among ICDE members and professional networks for further feedback before wider dissemination as open educational resources.

BACKGROUND

Artificial intelligence (AI) is rapidly reshaping the landscape of higher education. Universities across the world are exploring how AI technologies can enhance teaching, learning, student support, and institutional decision-making. At the same time, institutions are grappling with questions relating to ethical use, governance, academic integrity, and the broader implications of AI-driven transformation.

Artificial intelligence is increasingly influencing teaching, learning, assessment, and institutional decision-making across higher education systems worldwide (Namaziandost & Rezai, 2024; Yang, 2025). Although many universities are experimenting with AI tools and applications, there remains a lack of practical frameworks to guide institutions in moving from isolated experimentation toward coordinated, institution-wide implementation. International organisations such as UNESCO have also emphasised the need for guidance frameworks to support institutions and educators navigating the rapid emergence of generative AI technologies (Heinsfeld & Veletsianos, 2024; Wu & Sun, 2024). Much of the existing work in this space focuses on developing AI literacy or digital capability frameworks for individual educators and students (Chiu et al., 2024). While these initiatives are important, they do not fully address the organisational, cultural, and strategic challenges associated with integrating AI at scale within higher education systems.

Discussions within the International Council for Open and Distance Education (ICDE) Technology and Innovation Network (TIN) highlighted a shared concern among members that institutions require clearer pathways to guide responsible and sustainable AI adoption. Members identified the need for a framework that could help universities understand not only what needs to be achieved in order to integrate AI effectively, but also how institutions might progress through stages of capability development and strategic alignment.

In response to these discussions, an international collaborative team within the TIN began developing the Blueprint for Glocalised Scalability of AI in Higher Education (BGS-AI). The concept of glocalisation was central to the design of the framework. While AI is a global phenomenon, higher education institutions operate within diverse cultural, regulatory, and institutional contexts. A framework intended for international use therefore needs to balance global guidance with flexibility that allows local adaptation.

Alongside the Blueprint, the team began developing a companion Open Educational Resource (OER), BGS-AI Essentials, intended to provide practical guidance and resources to support implementation of the framework within institutions. The OER aims to translate the strategic concepts within the Blueprint into practical activities, templates, and reflective tools that can be used by higher education leaders, educators, and institutional teams.

The project forms part of the broader collaborative work of the ICDE TIN, which seeks to support innovation, knowledge sharing, and collaborative solutions to emerging challenges in global higher education. Presenting the emerging framework at the ICDE World Conference provided an opportunity to share the initial concept with an international community of higher education professionals and gather early insights to inform further development.

DESCRIPTION

The Goal 2 project focused on the development of a conceptual framework designed to support higher education institutions implementing artificial intelligence in an ethical, scalable, and contextually appropriate manner. The project emerged from discussions within the ICDE TIN regarding the growing need for strategic guidance to support institutions navigating rapid technological change associated with AI adoption.
The project centres on the development of two interconnected outputs: the **Blueprint for Glocalised Scalability of AI in Higher Education (BGS-AI)** and its companion **Open Educational Resource (OER), BGS-AI Essentials**.

The Blueprint proposes a strategic roadmap outlining five progressive stages of AI integration within higher education institutions (see figure 1):

1. Capability Building
2. Framework Development
3. Strategic Alignment
4. Cultural Excellence
5. Future-Ready Transformation

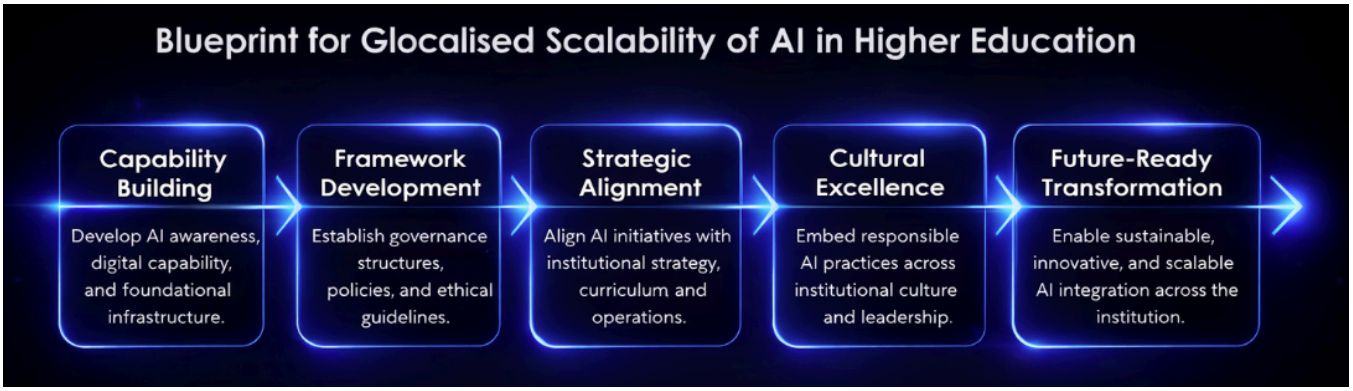

Figure 1: The Blueprint proposes a strategic roadmap outlining five progressive stages of AI integration within higher education institutions

Each stage outlines organisational capabilities required for institutions to move from early experimentation with artificial intelligence technologies toward more mature, sustainable, and institution-wide integration.

To support implementation, the team also began developing BGS-AI Essentials, an Open Educational Resource intended to translate the conceptual framework into practical guidance. The OER is designed to include structured modules, activities, and templates to assist institutions with areas such as governance, capability development, policy development, and ethical AI implementation. While AI offers significant opportunities for innovation in education, scholars have also highlighted the importance of responsible governance, ethical use, and institutional readiness when adopting these technologies (Rao & Suhasini, 2025).

The intended audience for these resources includes higher education leaders, policy makers, academic staff, digital learning specialists, and researchers engaged in educational innovation.
A key principle underpinning the project is glocalisation, which recognises that while AI adoption in higher education is a global phenomenon, institutions operate within diverse cultural, regulatory,

and institutional contexts. The framework therefore aims to provide globally relevant guidance while allowing flexibility for local adaptation.

The development of the Blueprint and accompanying OER was undertaken collaboratively by members of the ICDE TIN representing multiple international institutions. To support coordination across different time zones and regions, the team used a shared Trello workspace to organise tasks, track progress, and manage contributions to the project. (see figure 2).

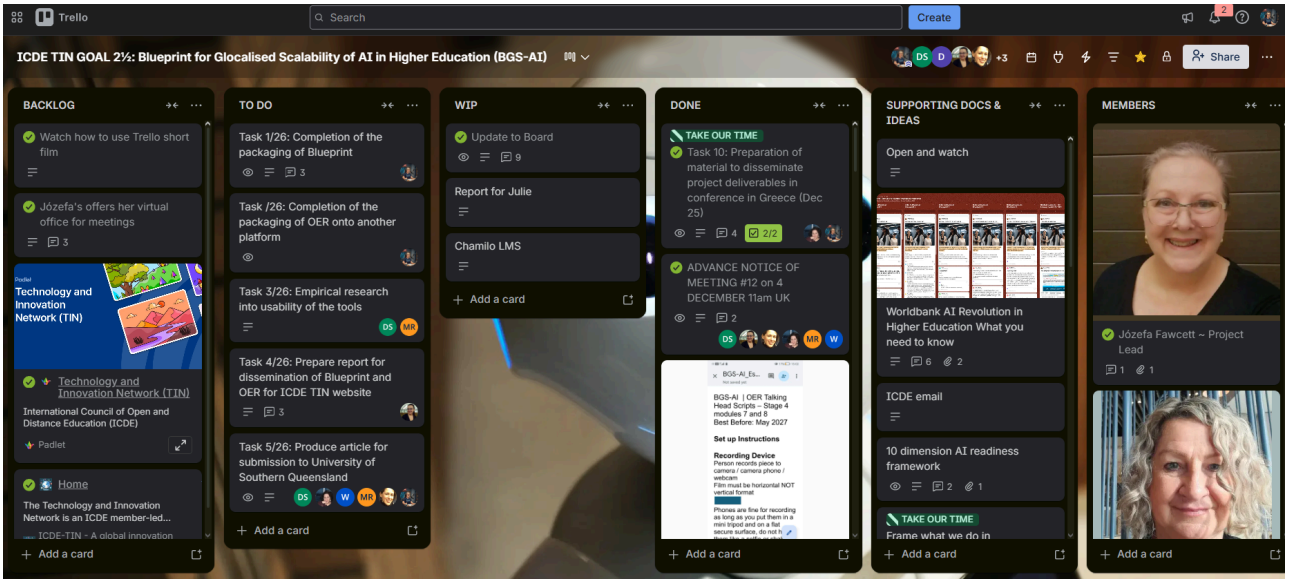

Fig. 2. Our joint communication platform in Trello GOAL 2

The group met monthly online to review the evolving framework, discuss ideas, and collectively refine the resources being developed. This structured approach supported ongoing collaboration and enabled iterative development prior to the presentation of the initial concept and early development of the Blueprint and emerging OER during a workshop at the ICDE World Conference 2025 in Aotearoa New Zealand as part of TIN activities. At the time of presentation, the framework and accompanying resources were still under development and had not yet reached their final form. The workshop therefore served as an opportunity to introduce the conceptual model and gather preliminary insights from an international audience of higher education leaders, practitioners, and researchers.

The project remains in development through to July 2026, with the intention that the Blueprint and OER will be refined through ongoing consultation and feedback before wider dissemination as open educational resources.

EVALUATION

The evaluation of this project has focused on both the collaborative development process and the early feedback received following the initial presentation of the Blueprint concept within the ICDE community. The collaborative development process also contributed positively to the project outcomes.

The international project team aims to regularly review progress through the continued use of Trello, sharing perspectives from different regional contexts, and collectively refine emerging components of the framework supporting ongoing transparency and collaboration.

The first stage of the project was presented during a workshop session at the ICDE World Conference 2025, where the Blueprint for Glocalised Scalability of AI in Higher Education (BGS-AI) was introduced to an international audience of higher education professionals. At this stage, the framework and associated Open Educational Resource (see figure 3) were still under development. As such, the workshop served as an exploratory opportunity to share the early conceptual design and invite discussion regarding its potential usefulness and applicability.

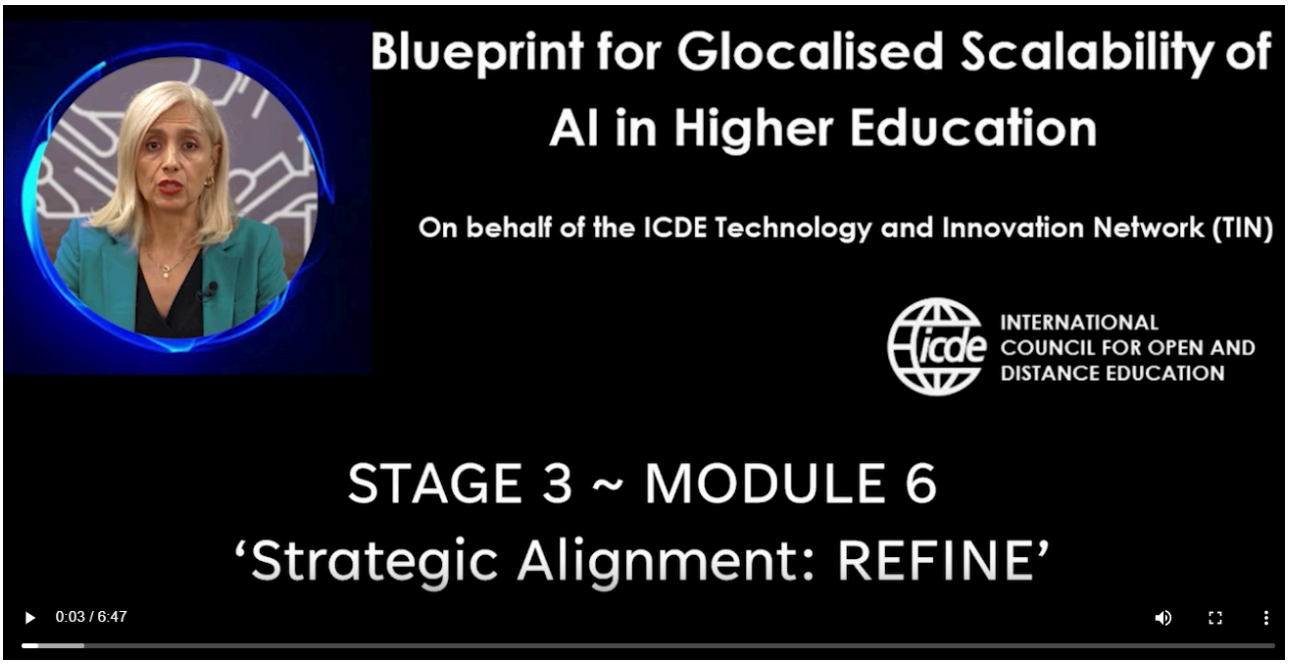

Fig. 3. Screenshot example of OER instructional film for stage 3: Module 6

Ethical approval for the project was obtained from the University of Southern Queensland Human Research Ethics Committee (HREC) prior to collecting participant feedback, ensuring that the survey design, recruitment, and data collection processes complied with institutional research ethics requirements.

Although the project had not yet reached completion at the time of presentation, early narrative feedback from workshop participants indicated strong interest in the need for structured guidance to support AI integration within higher education institutions. Participants highlighted the value of having a staged framework that could assist institutions in moving beyond isolated experimentation toward more coordinated and sustainable approaches to AI adoption.

Informal feedback also suggested that the concept of glocalisation resonated with participants, particularly those representing institutions operating in diverse policy, regulatory, and cultural environments. Participants noted that frameworks which allow adaptation to local contexts are likely to be more useful than rigid models designed for a single educational system.

As the project progresses, more formal evaluation will be undertaken through structured feedback mechanisms, including surveys and consultation with ICDE members and broader higher

education networks. These processes will help identify areas where the framework may require further clarification, expansion, or refinement.

In addition to conference feedback, the project team anticipates that the completed Blueprint and accompanying OER may be circulated among ICDE members and professional networks for additional review and feedback prior to final dissemination. This broader consultation process will help ensure that the framework reflects diverse international perspectives and remains relevant to institutions across different regions.

The ongoing evaluation process will therefore play an important role in shaping the final form of the Blueprint and ensuring that it provides meaningful and practical guidance for higher education institutions navigating the rapidly evolving AI landscape. Through this iterative process of international collaboration and feedback, the project aims to ensure that the Blueprint evolves into a practical and globally relevant framework to support responsible AI integration in higher education.

FUTURE FORWARD

The development of the Blueprint for Glocalised Scalability of AI in Higher Education (BGS-AI) represents an initial step toward supporting institutions as they navigate the rapidly evolving landscape of artificial intelligence in higher education. As universities continue to explore the integration of AI technologies across teaching, learning, governance, and institutional operations, there is an increasing need for frameworks that provide practical guidance while remaining adaptable to diverse institutional contexts.

The early development and presentation of the Blueprint through the ICDE TIN has demonstrated the value of international collaboration in addressing complex challenges associated with AI adoption. The concept of glocalisation, balancing globally informed principles with local contextual adaptation, appears to resonate with higher education professionals from a range of regions and institutional settings. This suggests that the framework has potential to support institutions in developing strategic approaches to AI integration that are both globally informed and locally relevant.

As the project progresses, further refinement of the Blueprint and the companion BGS-AI Essentials Open Educational Resource will be undertaken. Upon completion, the resources may be shared more broadly with ICDE members and professional networks to invite additional feedback and ensure that the framework reflects diverse perspectives from across the global higher education community. This process of iterative consultation will strengthen the practical relevance of the framework and support its potential use across different institutional and cultural contexts.

Looking forward, the project aims to provide a foundation for further collaborative work within the ICDE TIN. Future activities could include the development of case studies demonstrating how institutions implement the Blueprint in practice, the creation of additional OER materials to support institutional capability building, and the establishment of a community of practice focused on responsible AI integration in higher education.

The Blueprint may also contribute to scholarly outputs and international dialogue around AI in higher education. Potential future outputs include conference presentations, collaborative publications, and open educational resources designed to support institutional leaders and educators navigating the opportunities and challenges associated with AI-enabled transformation. Given the pace at which artificial intelligence technologies are evolving, it is likely that frameworks such as the BGS-AI will require ongoing review and refinement.

Continued collaboration through ICDE networks could support periodic updates to the framework to ensure that it remains responsive to emerging technologies, policy developments, and evolving educational practices.

In this way, the project not only contributes an initial framework but also lays the groundwork for ongoing international collaboration, knowledge exchange, and shared innovation in the responsible use of artificial intelligence in higher education.

TIN workshop at the ICDE World Conference 2025 in Aotearoa New Zealand

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