Pearson

AI for Institutional Readiness: Strategic Intelligence for Academic Leaders

Pearson

Support the creation of curriculum that achieves continuous progress and powerful outcomes.

Global Scale of English Expert
GSE Teacher Toolkit Magician
Implementation Specialist
21st Century Technology Advocate
Language Learning
Puppy Wrangler

1 The AI Landscape in 2026

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3 Unlocking Augmentation in Institutions

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6 Closing

OBJECTIVES

- Define the landscape of AI in 2026
- Compare AI augmentation vs automation
- Outline the steps for defining AI use cases
- Prepare for 3/6/12 month implementation planning

1

The AI Landscape in 2026

3 years of AI experimentation and adoption

AI and Your Institution

In a ranking of 30 countries, Canada places 14 for adoption.

Microsoft (2025)

35% of working-age adults in Canada have used generative AI tools.

Microsoft (2025)

AI productivity effects could expand Canada's GDP by roughly 9% by 2035.

PwC Canada (2026)

Adoption in Higher Education

55% of Canadian students report using generative AI at least sometimes.

20% regular users
35% use AI sometimes

The Conference Board of Canada (2024)

Across higher education in Canada, student embrace AI

COGNITIVE SUPPORT

Students are using AI to support the stages of thinking

- Brainstorming ideas
- Clarifying complex concepts
- Refining drafts
- Editing for language accuracy
- Improving structure and cohesion

LEARNING GAINS

Students are using AI to augment the learning experience

Higher-frequency users report:

- Better understanding of course material
- Improved work quality
- Stronger academic performance

ETHICAL AWARENESS

Students are navigating AI intentionally

- Ethical concern remains high across users
- Power users express similar integrity concerns as non-users
- Students recognize limits of AI outputs
- Usage reflects tool support

Source information here

76% of English language teachers report using AI-powered tools.

British Council (2024)

Only 20% feel sufficiently trained to incorporate AI into their teaching.

British Council (2024)

Raise your hand if you have an institutional AI policy?

2

Strategic AI

AI adoption is more than access to AI tools.

Most AI users are still just experimenting.

Harvard Business Review (Eatough et al., 2026)

Strategic use of AI focuses on Augmentation over Automation.

Knowledge work is the most challenging work to do with AI.

Augmenting Institutional Work with AI

Knowledge Codification & Dissemination

Capture institutional expertise, standardize academic quality, and share best practices across programs and campuses.

Data Gathering & Ideation

Using AI to analyze learner performance, surface instructional insights, and inform evidence-based innovation.

Multi-Agent Collaboration

Coordinating digital tools and human expertise to streamline workflows while preserving professional judgment.

Rapid & Continuous Learning

Using AI-driven data analysis to strengthen reporting, review programs, and explore areas for curriculum optimization.

Personalized Coaching

Leveraging AI as a performance support system for personalized learning and professional growth.

Seamless Human–AI Teamwork

Designing integrated human and digital systems that enhance efficiency, scalability, and student outcomes.

Pearson (2026)

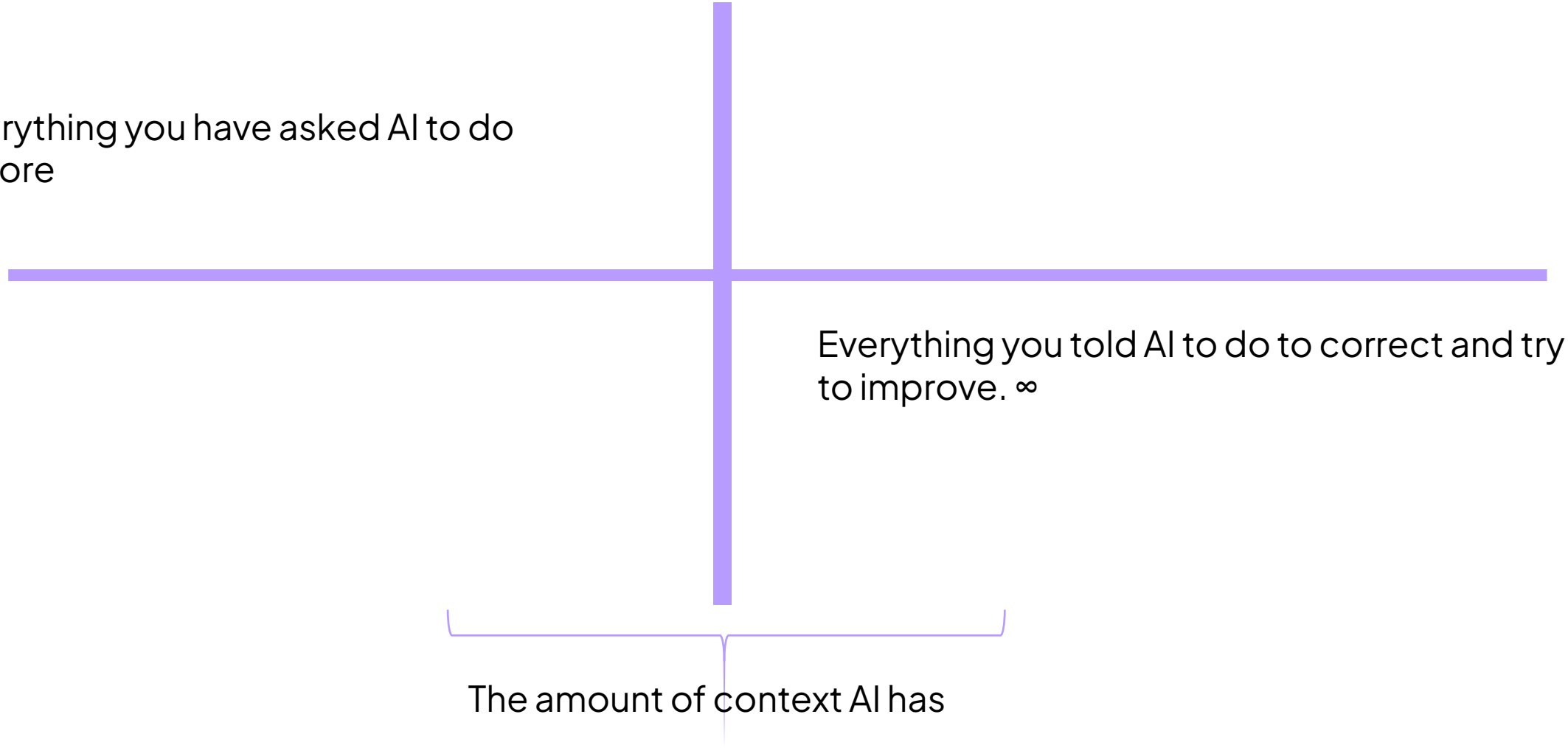
3

Unlocking Augmentation in Institutions

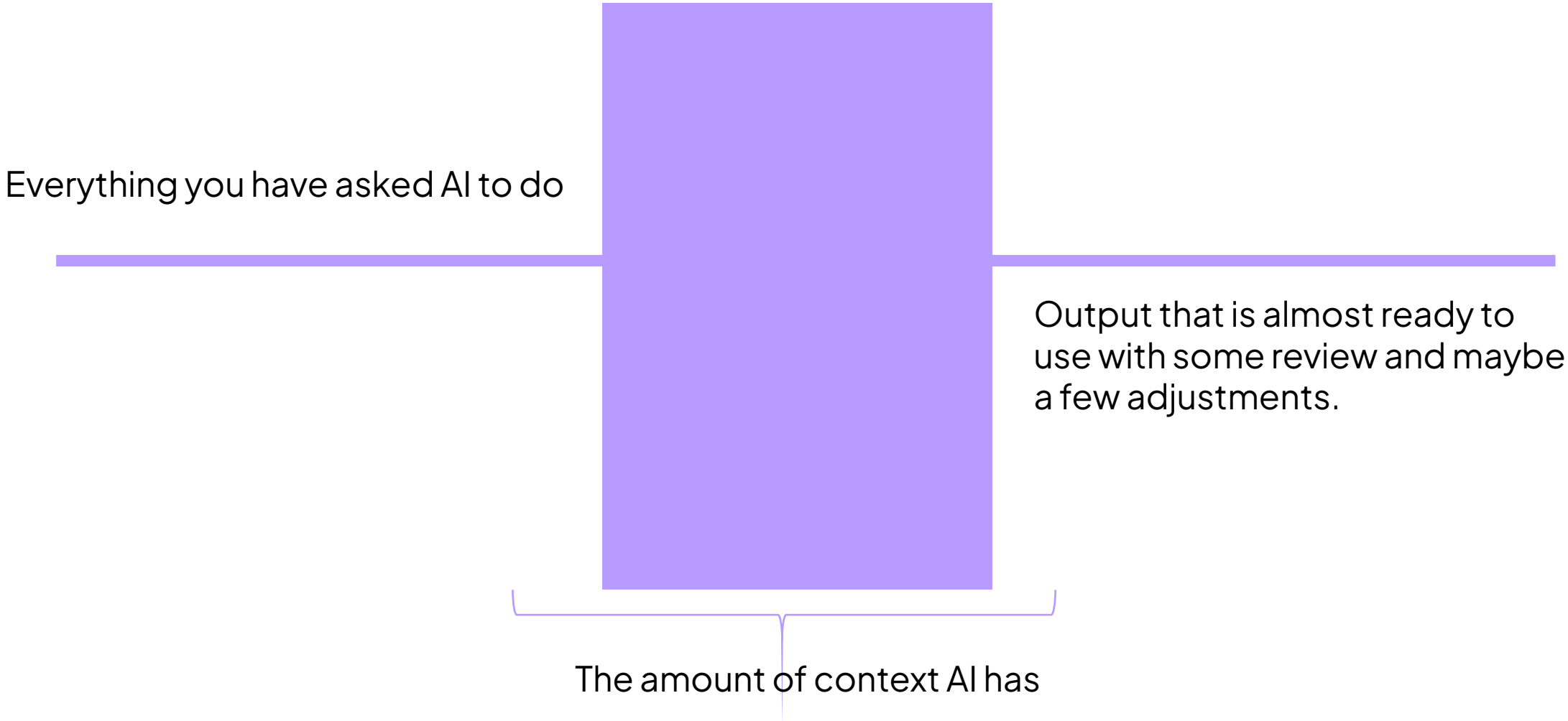
Learning with AI for successful augmentation

You've tried using AI for a task and felt it wasn't worth the effort.

THE AI Context window



The AI Context window

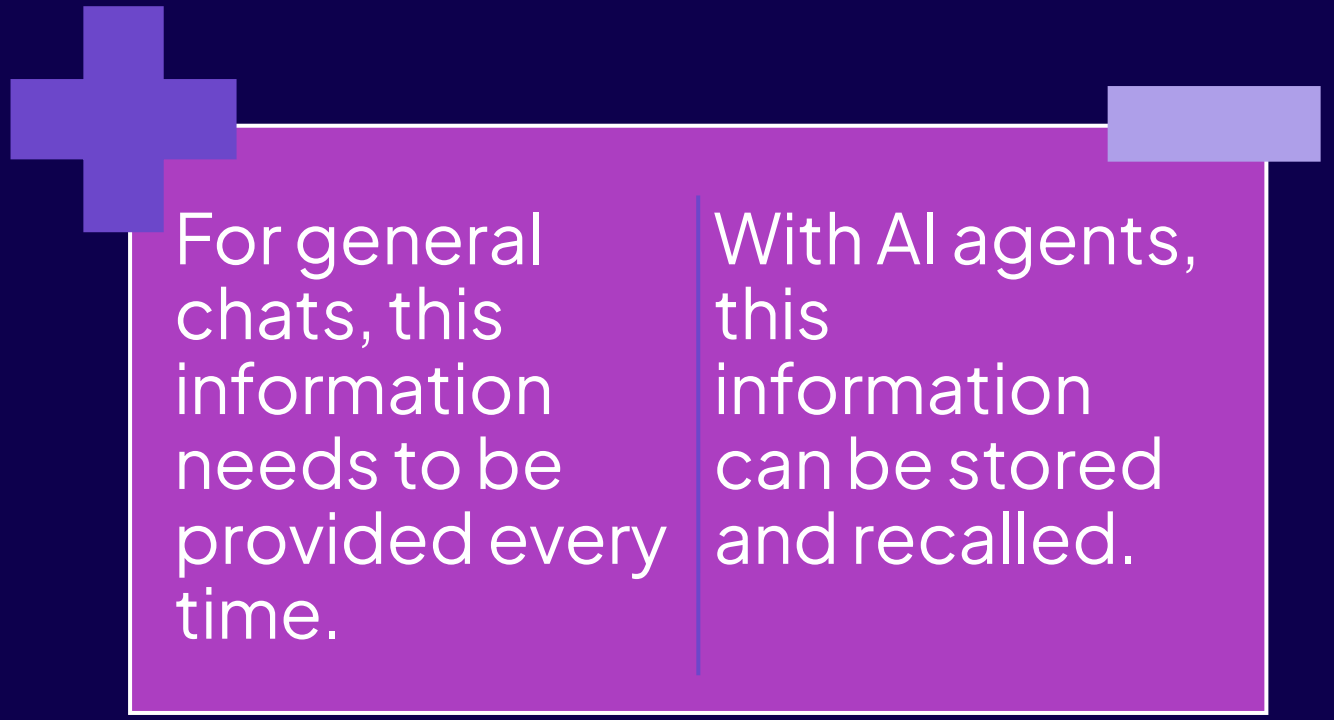


Context with Generative AI

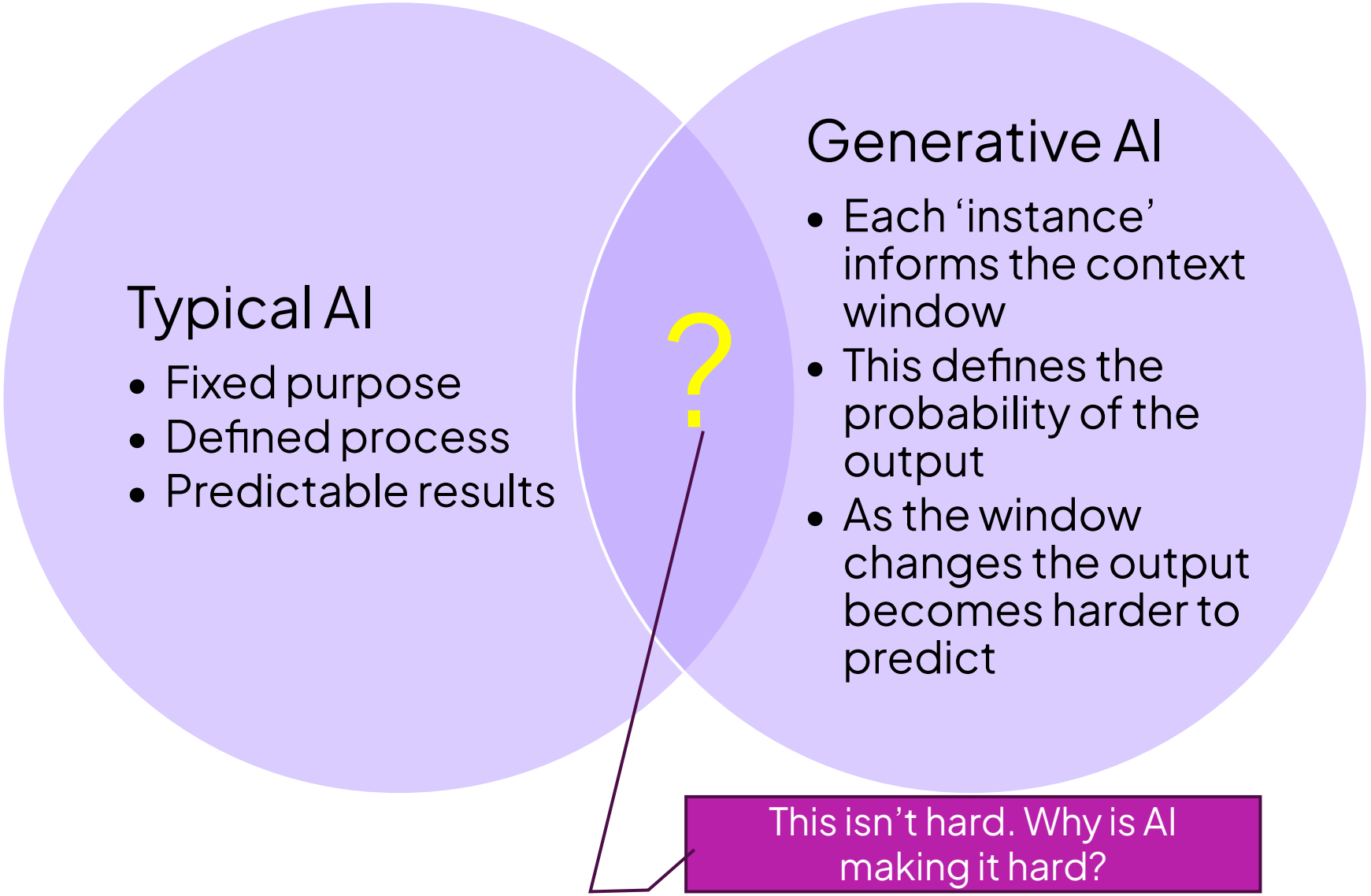
Context is all the

- Polices
- Documents
- Folders
- Templates
- Examples

That an AI needs to do a job



Generative AI is Non-Deterministic



AI has a fairly short memory and will need to be reminded of information often

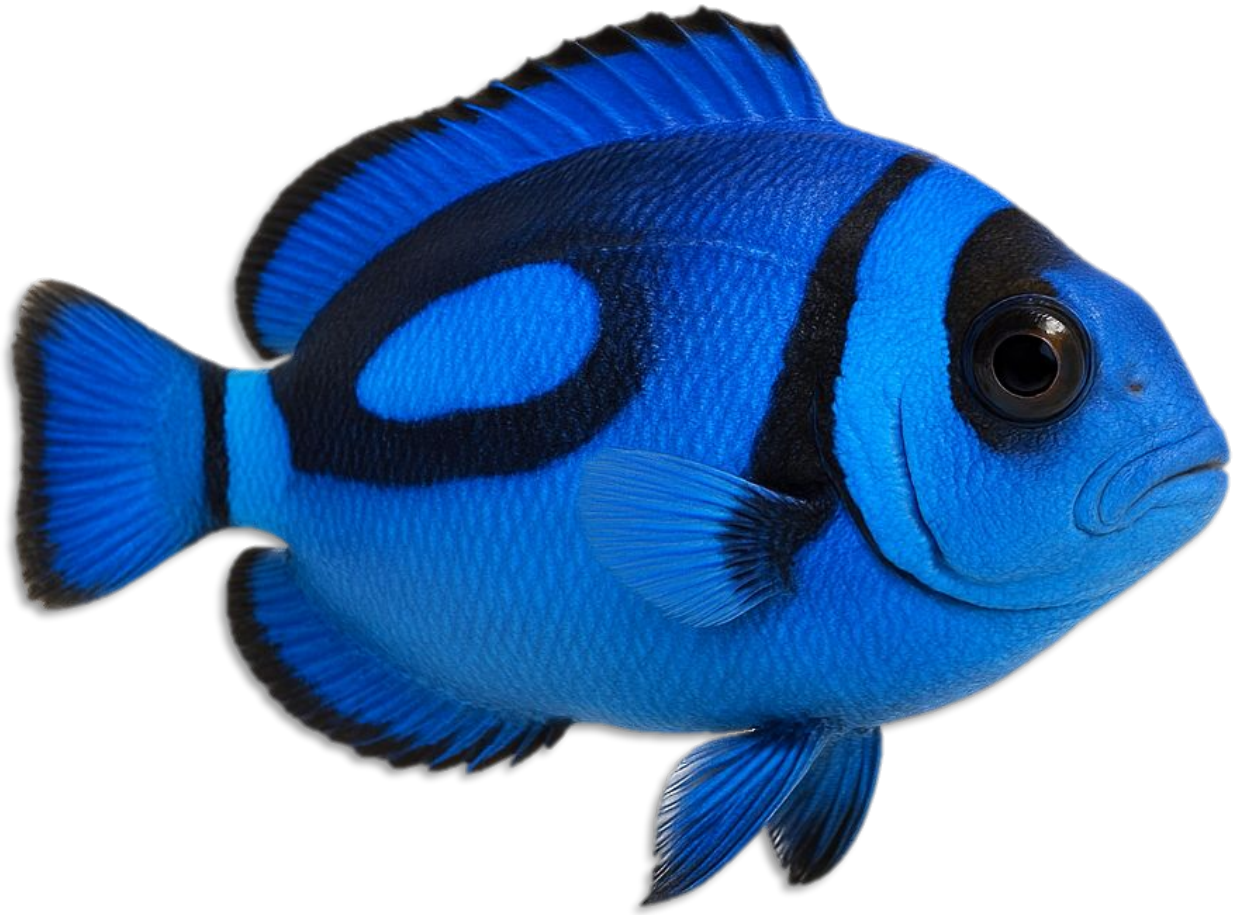


Image generated by ChatGPT based on an original prompt by Sara Davila 2025

Humans tend to have limited patience when something constantly forgets critical information.

Successful implementation requires planning.

Imagine you are onboarding a new member to your team.

1. What this employee needs to know in their first 3 months?

2. Where that information currently lives (OneDrive, GDrive, email, binders)?

3. How are they done, where are those processes documented?

4. What additional information would be required to complete these tasks?

In order to fully augment with AI, you have to be able to communicate your systems and processes.

A Practical Framework for Institutional AI Adoption

Define your tasks

What are tasks you want to do with AI?

How difficult are these tasks to delegate?

Is there process mapping of the steps?

Who has the most knowledge about the tasks?

What resources are needed to do the task well?

Embedding AI

Which repetitive tasks can be offloaded consistently?

How will faculty be trained and supported to use AI?

When and where does human judgement enter ‘the chat’?

How can you measure success?

Enable AI while Building Skills

Provide access to AI training

Discuss AI use in meetings and reflect

Create and socialize a clear AI policy

Engage in conversations about ethics & responsible use

Share AI habits that lead to impact

Prioritize AI that makes sense

Discuss with staff and faculty where AI can have high impact

Focus on tasks that can be delegated first

Allocate time and support where adoption is most likely to succeed

Revisit priorities regularly as confidence grows

4

AI Use Cases and Examples

Faculty / Staff
Diagnose Learning Gaps from a Class Session

Stage 1 – Extract
Prompt: Summarize the key concepts discussed in today's class using the Teams transcript in the folder **[Class Session 2/Transcripts]**. Identify the three main content areas students focused on.

Stage 2 – Analyze Participation
Prompt: Using the same transcript, list: Students who participated most, Students who participated least, Any moments where misunderstanding or confusion appeared.
Use only evidence from the transcript.

Stage 3 – Identify Instructional Implications
Prompt: Based on the misunderstandings identified, suggest 2–3 teaching strategies or follow-up activities the instructor could use in the next class. Do not create lesson content—focus only on instructional moves (explanations, examples, visuals, etc.).

Final Consolidation
Prompt: Combine the three outputs into a single faculty summary that includes: Key discussion themes, Participation analysis, Misunderstanding patterns, Suggested instructional next steps
Format this as a one-page reflection and action plan.

Marketing
Ensure program information is accurate and consistent on web

Stage 1 – Extract key program details
Review the program overview document in [Marketing/Programs/Business Office Technology]: extract core details including outcomes, schedule format, admission requirements, and notable features.

Stage 2 – Compare to webpage text (provided as a file)
Using the extracted details and the webpage copy in [Marketing/Web Copy/Business Office Technology.docx]: identify mismatches, unclear statements, outdated information, and missing details.

Stage 3 – Recommend edits
Recommend specific edits that correct inaccuracies and improve clarity, keep all suggestions short and actionable.

Final Consolidation
Create a brief summary including: verified program details, inconsistencies found, recommended edits, formatted as a marketing update for directors requesting review and input.

Student Services
Improve a service based on survey feedback

Stage 1 – Extract themes
Review the student survey results in [Student Services/Survey Results]: identify the primary satisfaction themes and the primary concern themes emerging from the responses.

Stage 2 – Link themes to service processes
Using the workflow documents in [Student Services/Process Maps] and the themes extracted in Stage 1: map each theme to the relevant service process, such as communication steps, onboarding procedures, or response timelines.

Stage 3 – Recommend improvements
For each linked theme: propose one improvement that is achievable within the next 60 days, focus on process adjustments rather than new program creation.

Final Consolidation
Create a service-improvement summary including: key themes, associated processes, and recommended 60-day improvements, format as a brief director update.

Enrollment / Recruitment

Analyze applicant trends and recommend next steps

Stage 1 – Analyze data
Review the applicant reports in [Admissions Data/2024–2025]: summarize trends in inquiry volume, application completion, enrollment interest by program, and any significant increases or decreases.

Stage 2 – Identify possible causes
Using the trends you summarized and the recruitment notes in [Recruitment Strategy/Notes]: identify potential causes for the shifts in interest or completion, limit insights to what is supported by the provided documents.

Stage 3 – Recommend short-term actions
For each identified cause: recommend specific and feasible actions the recruitment team could take within the next 30 days, keep the recommendations task-focused and practical.

Final Consolidation
Create a director-facing summary including: key trends, possible causes, and recommended 30–day recruitment actions, format as a short departmental update.

Have directors or managers work with team members to map AI tasks and set goals.

Deploying AI: Now through next Year

What tasks do you want AI to do?	What data does it need?

Deploying AI: Now through next Year

Rank your lists.

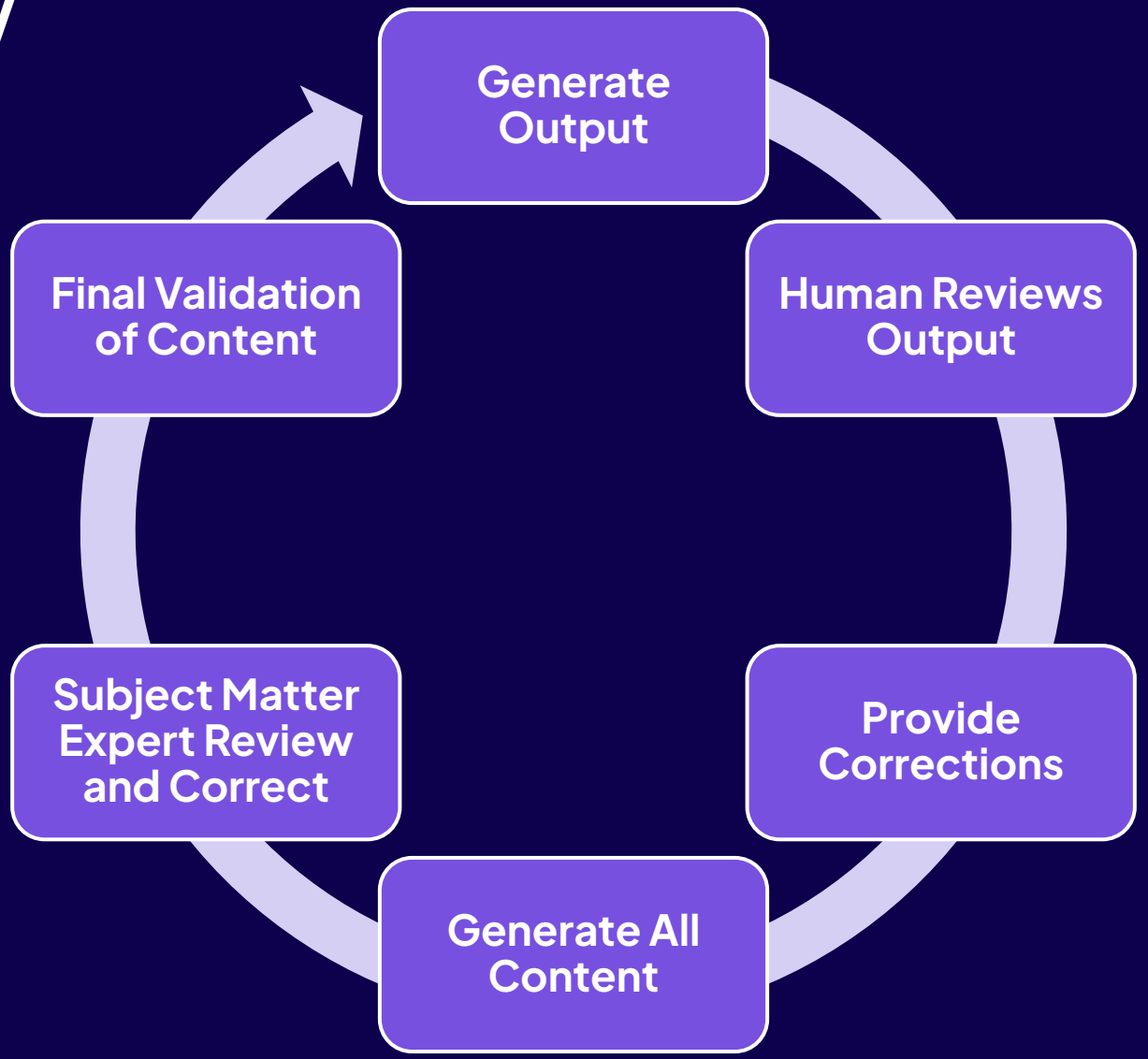
Which task are easy to deploy, have the data/policies/documents ready, and will have the most impact?

Which could be good 3 month goals?

Which could be good 6 month goals?

What is running in 12 months?

Human in the Loop Review



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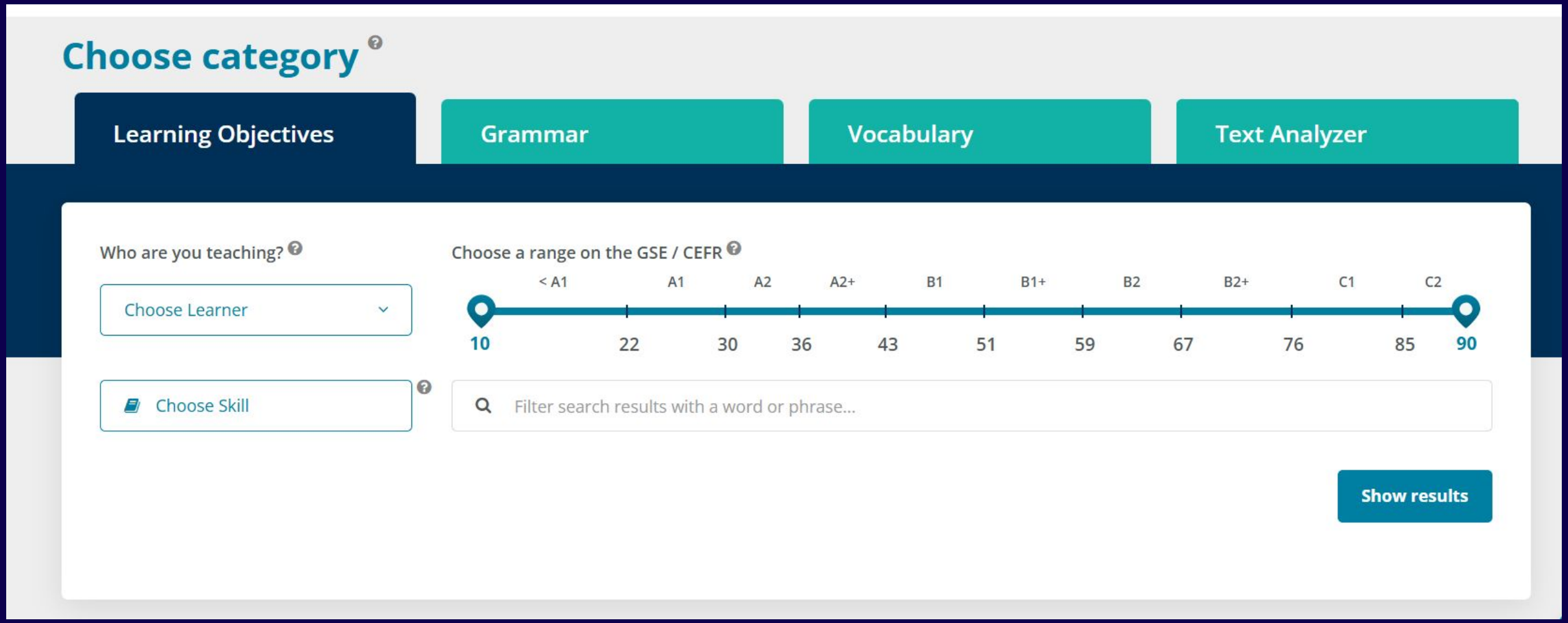
AI built for Purpose

Tailor learning with the GSE with granular insight



Aligned to the CEFR and the CLBS

Deep insight into learning progression

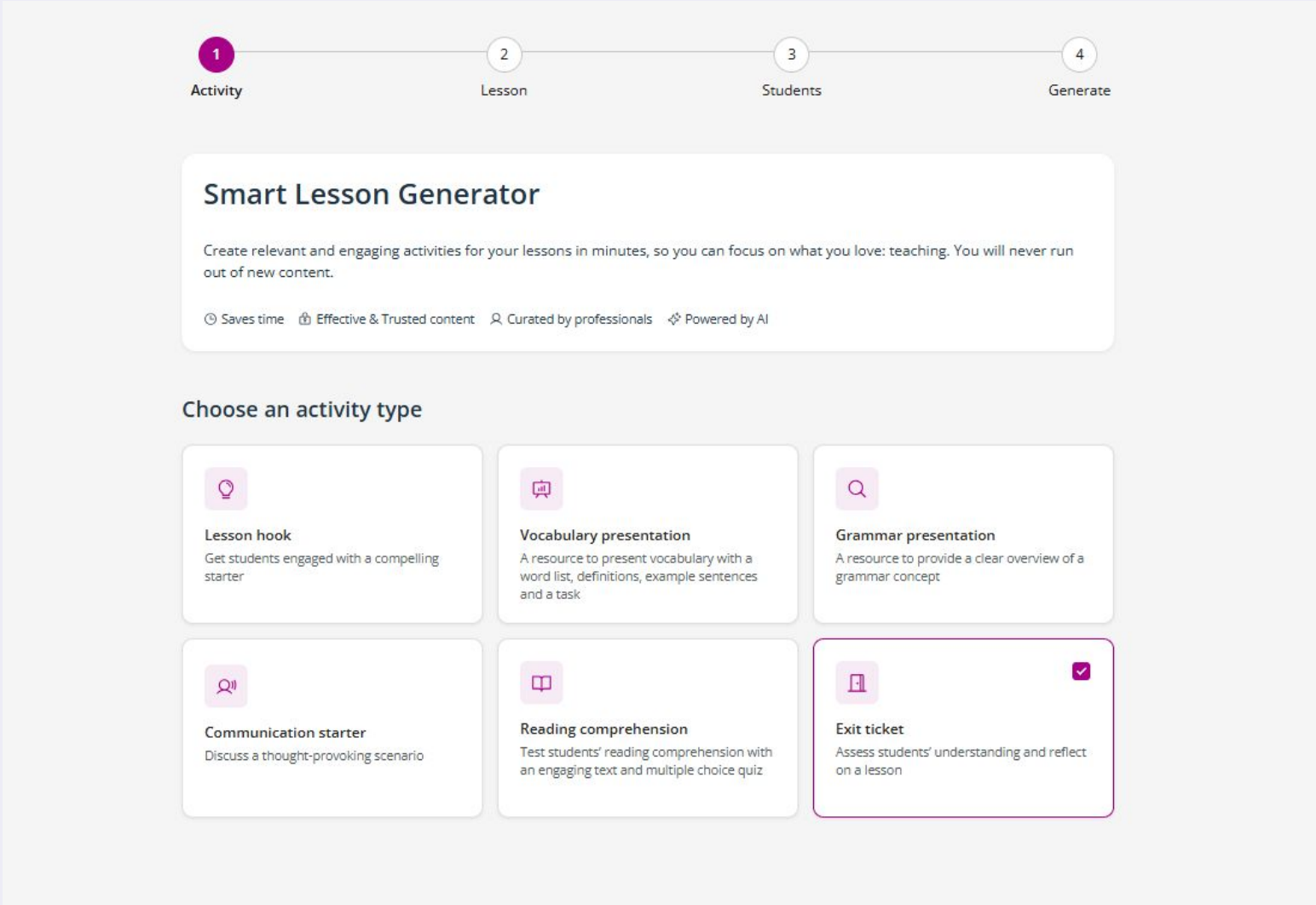
Custom trained on ELT pedagogy and research

Informed by the GSE

Generate highly tailor lesson content in seconds

Easy differentiation

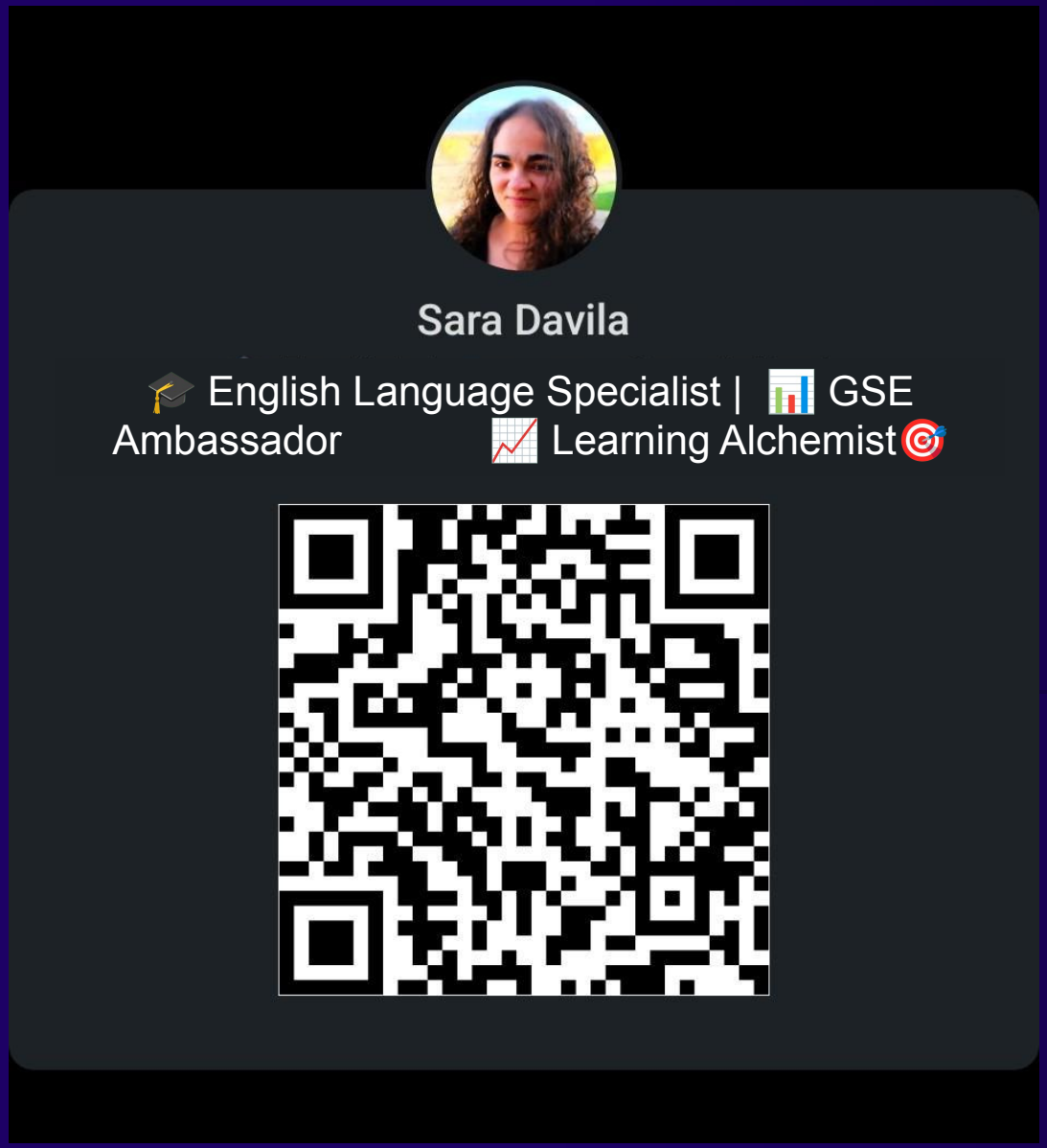
More precise leveling



Success with AI should enable Human Skills

“Whether you like it or not, disruption and change reveal the foundation you're building on.”

Ursula Franklin, Educator



Thank You!

www.saradavila.com

www.educatingherworld.com

www.linkedin.com/in/saradavila/

Questions

Contact Information

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