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From Prompt to Practice

A Faculty-Centered Initiative to Explore AI-Supported OER Creation

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Abstract

As artificial intelligence (AI) transforms the educational landscape, faculty are increasingly tasked with integrating evolving technologies into their teaching practices. A pilot program for AI-Enhanced Development of Open Educational Resources (OER) at the University of New Mexico (UNM) explored the intersection of AI, open pedagogy, and inclusive education. This faculty-centered initiative, an eight-week-long pilot program led by the College of University Libraries and Learning Sciences, aimed to support faculty in developing AI-assisted or co-created openly licensed instructional materials. Grounded in Malcolm Knowles' Adult Learning Principles, the project combined structured instruction, independent project development, and peer feedback to enhance both technical fluency and pedagogical confidence. Participants reported marked improvements in AI literacy and a substantial increase in familiarity with OER. Faculty projects—including a chatbot featuring multiple characters/personalities for Russian language learners, a personalized learning task generator, and AI-guided case study creation—demonstrated innovation across disciplines. These tools address pedagogical challenges and promote equity, cultural relevance, and student engagement. The program

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highlights the capacity of academic libraries to facilitate interdisciplinary collaboration and support ethical, critical engagement with AI in higher education.

Introduction

Educational methods must respond to both societal change and technological innovation, and faculty are increasingly called upon to modify and even transform their pedagogical practices to align with the evolving technological and learning landscape (Bucchiarone et al., 2024; Mills et al., 2023). Among the most promising areas of innovation are open educational resources (OER) and artificial intelligence (AI). Creating OER with AI has the potential to transform pedagogy (Alfirević et al., 2024). At the same time, the rapid pace of AI development presents challenges like creating a constantly shifting technological terrain that can be difficult for instructors to navigate and apply (Mills et al., 2023). In response, the University of New Mexico (UNM), a publicly funded R1 institution and Hispanic-Serving Institution, developed a pilot program to explore the use of AI and OER. This case study will explain the conceptual design of the program that drew on Malcolm Knowles' Adult Learning Principles (Knowles et al., 2020), which emphasize self-directed learning, experiential engagement, and the integration of prior knowledge and professional expertise.

OER have been shown to improve student learning outcomes, foster engagement, and reduce drop, fail, and withdrawal rates (Colvard et al., 2018; Jhangiani et al., 2016). This is important at a university like UNM where nearly half of students identify as first-generation college students (University of New Mexico, 2025a) and Latinx students are the most likely ethnic group to identify as such (Latino et al., 2020). These intersecting identities highlight the importance of educational affordability and accessibility. One recent study by Lo et al. (2023) demonstrated that UNM students are significantly burdened by high textbook prices that negatively affect their financial well-being and academic performance.

In 2024, UNM was awarded a nearly $2.125 million allocation for the Open Textbook Pilot program administered by the Department of Education. The primary goals of the grant included supporting faculty integration of OER and improving student success and engagement. This groundwork laid the foundation for the development of an AI-enhanced OER pilot program. The faculty-centered initiative addressed two key challenges: the intensive labor involved in creating OER (Hilton & Wiley, 2009; Santiago & Ray, 2020) and the potential for this labor to unintentionally reinforce existing inequalities in academia (Jordan, 2023; Nusbaum, 2020). To help alleviate these burdens, the program also recognized the need to compensate faculty for the time and intellectual effort required to apply AI tools effectively in educational design (Mills et al., 2023). As researchers and educators explore the possibilities of AI in curriculum development (Burtis et al., 2024), academic libraries play a pivotal role in the discovery, evaluation, and publication of open content (Burtis et al., 2024; Santiago & Ray, 2020).

At UNM, the College of University Libraries and Learning Sciences (CULLS) implemented a faculty grant program designed to support both the adoption of OER and the integration of AI. This case

study presents the AI-Enhanced Development of OER program, an eight-week, cohort-based initiative that brings together faculty from diverse disciplines to explore the intersection of open education and AI. Through collaborative learning, library-based support, and shared experimentation, the program aimed to create a sustainable model for AI-assisted OER development in higher education.

Literature Review

AI as a Discipline

AI has a long history, beginning as a philosophical concept and eventually developing into a formal branch of computer science. Ideas of artificial beings capable of reasoning can be traced to ancient myths and early mechanical automata, but AI as a scientific discipline began to take shape in the mid-20th century. The 1956 Dartmouth Conference, organized by John McCarthy and Marvin Minsky, formally introduced the term "artificial intelligence" and laid the foundation for future research (Haenlein & Kaplan, 2019). Early AI efforts emphasized symbolic reasoning and rule-based systems leading to the development of expert systems in the 1970s and 1980s (Brock, 2018). These systems, while useful, lacked adaptability.

Renewed momentum in the late 20th and early 21st centuries was driven by advancements in machine learning, fueled by greater computational power and access to larger datasets. The rise of deep learning in the 2010s enabled major breakthroughs in image recognition, natural language processing, and reinforcement learning, ushering in a new era of AI applications (Ekundayo & Ezugwu, 2025; Wang & Raj, 2017). The release of ChatGPT by OpenAI in 2022 marked a pivotal moment in AI's public adoption. Built on the Generative Pre-trained Transformer (GPT) architecture, ChatGPT introduced a user-friendly interface to interact with large language models (LLMs), allowing users to generate text, translate languages, answer questions, and compose creative works. Later iterations, including GPT-4, further expanded functionality through improved reasoning and multimodal features.

AI and OER Labor

The surge in generative AI significantly impacted academic environments. Early discourse in higher education focused on concerns about academic integrity and potential misuse, prompting universities to implement policies on AI use and incorporate AI literacy into curricula. However, as interest in generative tools has grown, so too has attention to their constructive potential in teaching, learning, and open content development. While some researchers argue that AI increases productivity in the workforce (Noy & Zhang, 2023), its use in education often demands more work from instructors, regardless of their technical proficiency.

Faculty then may need to assess whether it is feasible and worthwhile to increase their workload with AI integration. Faculty may be doubly tasked with learning new tools and rethinking assessment strategies (Mills et al., 2023), while those already committed to open educational practices (OEP) may need to align AI use with open pedagogy and other inclusive strategies (Bozkurt, 2023; Neumann et al., 2024). Meanwhile, educators and scholars are beginning to document using AI to support open content

development, including customizable learning experiences, curriculum co-design, and OER generation (Dwivedi et al., 2023; Mills et al., 2023).

Several recent works illustrate the transformative potential of combining AI with OER and OEP. Nerantzi et al. (2023) compiled 101 use cases in which educators employed AI for teaching revision, visual literacy, and digital fluency. Barrot (2024) found that AI tools such as ChatGPT can personalize language learning and provide real-time feedback, though accuracy and tone remain concerns. Meier (2024) addressed some of those concerns through an iterative process of fine-tuning a Russian language chatbot using students' self-assessments. Bozkurt (2023) argues that the evolving norms around AI use could reshape not only educational resources but teaching and learning environments. The transformative potential requires time for faculty to experiment with AI and reflect on their teaching practices.

Crucially, AI is not a replacement for faculty knowledge and judgment. Critics of AI point to the history of technological innovation being used to reduce reliance on skilled professionals (Cottom, 2025). While AI can be used to augment the output of faculty, it requires deep understanding to evaluate, correct, or otherwise refine these outputs. As with many applications of AI, it is important to include humans with specialized skills.

Ethical Issues

Faculty exploring the integration of AI with OER must navigate complex ethical and legal questions (Altenas, 2024). Perhaps the most complicated ethical issue connected to AI involves the environmental impact of data centers. Calculating the exact impact of data centers is difficult, as is estimating what percentage of this impact is attributable to AI. Prior to the popularization of LLMs, estimates for future electrical usage of data centers ranged as high as 13% of total global energy consumption by the year 2030 (Andrae & Edler, 2015). This is in addition to the environmental damage created by the extraction and refinement of materials used in the construction of data centers (Crawford, 2021). These issues are likely to be exacerbated with the rapid adoption of AI. The actual impact of AI and the data centers that host them depends on the specific location of the centers and the methods used to power them (Chountalas et al., 2025). For example, a data center powered primarily by coal has a greater impact than a center powered by renewable sources. At the same time, evidence suggests that energy usage by AI is being curbed. A recent study by Google showed that in May 2025 their AI model used just 1/33 of the energy (0.24 Wh) it used the year prior for a similar prompt (Elsworth et al., 2025). The study was limited to prompts with text outputs; image and video outputs likely use more energy. The issue is evolving and deserves attention.

In addition to the environmental impacts, ethical issues surround the tech industry's labor practices while developing AI models. Public attention often focuses on the high salaries of American tech workers, but AI models depend on exploiting the labor of workers in the Global South (Perrigo, 2023). Like other technological businesses such as social media, AI developers rely on *ghost workers* to help train and sanitize the outputs of their model (Perrigo, 2023). This hidden labor raises questions about fairness, exploitation, and accountability in the development of AI. Addressing these inequities is crucial if the industry hopes to build technologies that are innovative and just.

Regarding scholarship and higher education, a central ethical issue is reconciling open intellectual property—traditionally governed by Creative Commons licensing—with AI-generated, or synthetic, media. Creative Commons licenses, developed to re-craft the public domain, delineate how creative works may be used, based on combinations of four core restrictions: attribution, commercial use, derivative use, and share-alike provisions (Lessig, 2005). AI-generated content, by contrast, typically enters the public domain by default, lacking traditional authorship and copyright protections, which complicates faculty attempts to blend human-authored OER with machine-generated media.

Authorship and accountability remain a pressing concern. OER can include an array of materials—textbooks, course syllabi, multimedia content, and more (Butcher, 2015)—while AI can produce text, images, charts, videos, and chatbots (Mills et al., 2023). Although LLMs like ChatGPT can help brainstorm and draft educational content, their outputs must be evaluated for accuracy, coherence, and ethical use (Cox & Tzoc, 2023). AI can produce outputs that mimic human-generated work, though AI lacks creativity, agency, and ethical responsibility. In recognition of this, the journal *Nature* prohibits listing AI as a co-author, advising that its use be disclosed in acknowledgments or methodology sections. Still, as Bozkurt (2023) notes, norms around AI and scholarship are likely to evolve. While the publishing industry sets parameters around using AI to create traditionally copyrighted material, educators using AI often do not have standardized institutional guidelines (Mills et al., 2023). AI-enhanced OER training programs can help to address this gap, giving faculty tools to think through the issues involved, especially as faculty are challenged to keep up with quickly changing technology (Mills et al., 2023).

AI Literacy

As the AI landscape accelerates, so does the demand for AI literacy among educators. Definitions of AI literacy vary, but all emphasize critical engagement with AI's social, ethical, and cognitive implications (Almatrafi et al., 2024; Bozkurt, 2024; Long & Magerko, 2020). Lo (2025) offers a succinct definition: the ability to understand, use, and think critically about AI technologies and their societal impact. Meanwhile, Syska (2024) advocates for a values-driven approach to AI literacy, suggesting that educators must consider whether AI tools support or hinder student engagement in learning processes like critical thinking and creativity.

Looking forward, scholars like Wiley (2023) have speculated about entirely new pedagogical formats, such as replacing textbooks with structured AI prompt sequences, wherein students might interact with LLMs through conversational learning and active engagement with course material. Dialogue such as this could lead to increased AI literacy as students experience the capabilities and limitations of these models (Rasul et al., 2023).

The pilot program aimed to support faculty as they sorted through the complex issues that surround using AI to create OER: AI literacy, ethical and legal issues like applying open licenses to materials created with AI, copyright law, and algorithmic bias. Through financially compensating faculty for their time, the pilot aimed to model equitable OEP.

Methods

The case study draws on a pilot program launched by UNM Libraries in the summer of 2024 to explore how AI can support OER creation. Designed for faculty, instructors, and graduate students, the program aimed to build participants' confidence and competence using AI tools to develop openly licensed teaching materials.

Participants were selected through a competitive application process in which they proposed projects incorporating AI into the development of OER. The application was open to all faculty at UNM and its branch campuses, as well as staff eligible for stipend funding and adjunct instructors under current contract. Selection criteria included the strength of a project's narrative and ideas in addition to the feasibility of the proposed project. The cohort consisted of seven faculty and instructors from a range of academic disciplines, faculty ranks, and AI knowledge sets. Each participant received a $1,000 stipend and a three-month subscription to OpenAI's GPT Pro to support their experimentation with generative tools.

Table 1

Cohort Snapshot

Category	***Cohort Summary***
Participants	7
Faculty/Staff Breakdown	4 Faculty, 1 Staff, 2 Adjunct Faculty
Departments Represented	Languages, Cultures, and Literatures, Business Management, Education, Health Sciences, Information Technology, Women's Studies
Campuses Represented	UNM Main Campus (5), UNM Health Sciences Center (1), UNM Taos (1)

The eight-week program was grounded in Malcolm Knowles' Adult Learning Principles with the aim of prioritizing guidance for creating a diverse learning community (Knowles et al., 2020). Table 2 defines the six principles of andragogy, or adult learning (Knowles et al., 2020), and explains how each principle was met through the structure of the AI-Enhanced OER program. Inspired by Lo's (2024) application of these principles to AI re-skilling for library workers, the program intentionally framed participants as collaborators rather than passive recipients of instruction.

The program was divided into three distinct phases. The first phase, four weeks of structured instruction, introduced participants to both the theoretical foundations and practical applications of AI and OER. Sessions covered topics such as prompt engineering, copyright and Creative Commons licensing, ethical and legal issues in AI use, algorithmic literacy, and disciplinary strategies for evaluating AI-generated content. To help participants critically assess AI outputs, the CLEAR framework for Prompt Engineering (Lo, 2023)—Concise, Logical, Explicit, Adaptive, and Reflective—was introduced early and used throughout the program to guide evaluation and reflection.

Table 2

Six Principles of Andragogy Applied to AI and OER Programming

Six Principles of Andragogy	Knowles' Definition	Program Elements that Respond to Knowles' Principles
Learner's Need to Know	Adult learners need to know why they need to learn something before learning it.	The program covered historical background of OER and AI in education to give context for the present situation. The lectures discussed the ethical and legal issues before going into best practices.
Self-Directed Learning	Adult learners have a deep psychological need to be perceived by others and treated by others as capable of self-direction.	Participants were encouraged to take ownership of their learning process, setting personal goals and determining the pace and depth of their engagement with the AI tools. This self-directed approach allowed participants to tailor their learning experiences to their discipline-specific needs and outcomes.
Role of Experience	Adults have a growing reservoir of experience that not only defines them but also becomes an increasing resource for learning.	The program brought together participants from various disciplines, each with their unique perspectives and expertise. Through group discussions, collaborative work, and peer-to-peer learning sessions, participants shared their experiences, insights, and challenges related to AI implementation. This dynamic created a sense of support and community.
Readiness to Learn	Adult readiness to learn is motivated more toward developmental tasks	The program highlighted the importance of AI skills in academia, for both faculty and students, creating a sense of urgency and motivation to learn.

Six Principles of Andragogy	Knowles' Definition	Program Elements that Respond to Knowles' Principles
	that are related to their stage of life.	The program's content was also designed to address the immediate challenges faced by faculty in their teaching such as pedagogical, ethical, and legal issues.
Orientation to Learning	Adult learners approach learning with a problem-based approach that is contextual.	The program focused on practical applications of AI in higher education classroom settings. Participants identified challenges in their work to explore how AI tools like GPT-4 could be used to address these challenges. Through hands-on activities, relevant examples, and detailed guidance, participants could experiment with AI in their own curriculum.

The second phase focused on independent project development, allowing participants to apply AI tools in contextually relevant and discipline-specific ways. Weekly cohort meetings provided space for collaborative learning, peer feedback, and facilitator support. This iterative structure sought to foster an active learning environment aligned with adult learning theory, emphasizing real-world problem-solving, critical thinking, and social interaction.

In the final shortest phase, participants shared their projects and provided peer feedback. To assess the program's impact, participants completed pre- and post-program surveys measuring familiarity and comfort with both AI tools and OER practices. Using a five-point scale (1 = unfamiliar/uncomfortable to 5 = very familiar/very comfortable), the surveys captured shifts in participant knowledge, confidence, and attitudes. In addition, a final showcase event invited participants to present the AI-enhanced OER materials they developed and reflect on their creative and pedagogical processes. Participants were invited to reflect on their experiences. These reflections, alongside survey data and participant feedback, will inform future iterations of the program and its continued evolution.

Results

Survey Results

According to pre-program and post-program survey data, participants reported increased familiarity with both AI and OER. In the pre-survey, most participants indicated they had at least some experience using AI, primarily for writing or editing tasks. Fewer participants reported prior experience with OER. Most had not previously created or worked with open resources, and those who had described their experience as limited.

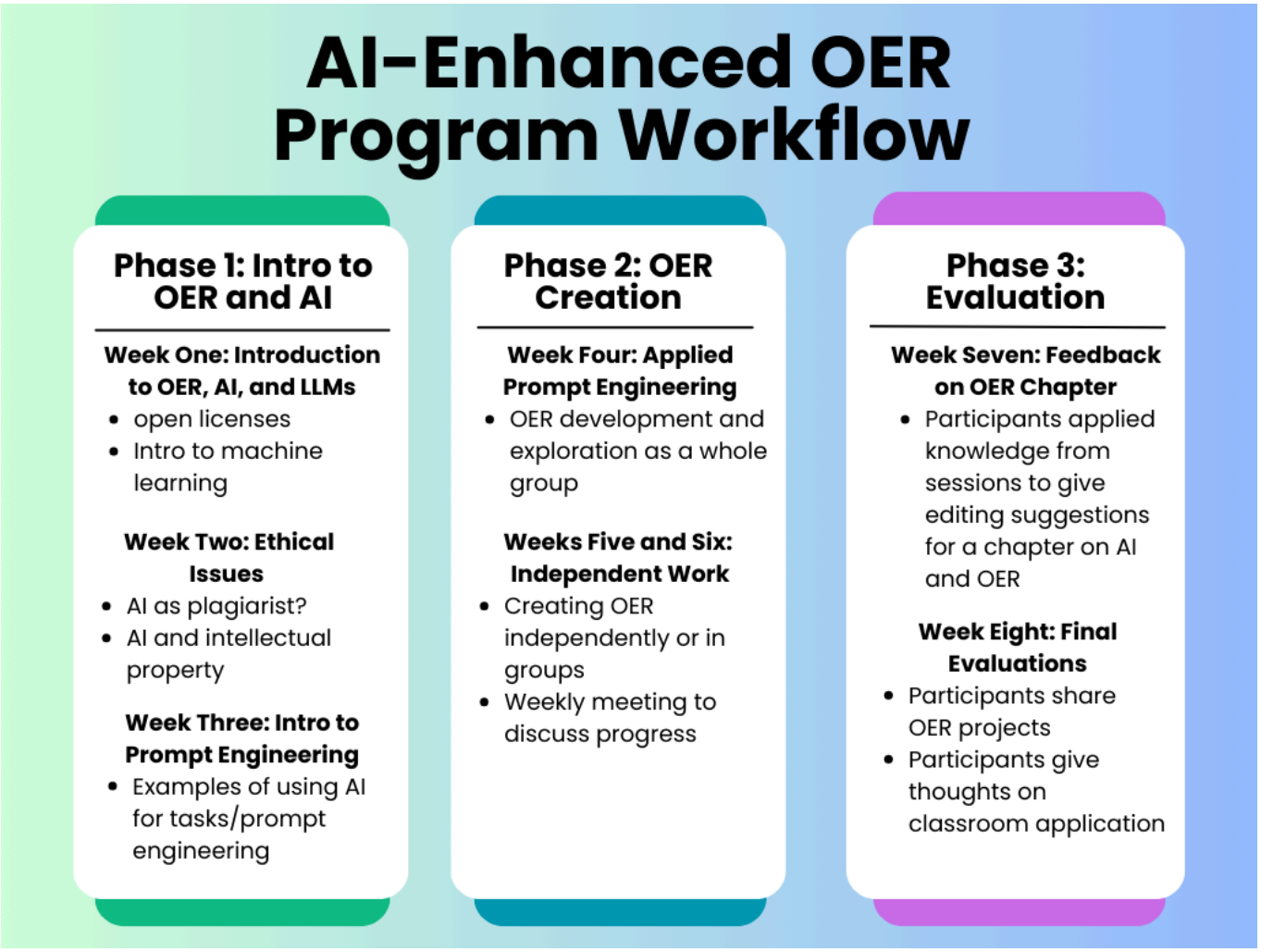
Figure 1 illustrates the workflow process of the AI-Enhanced OER program. In phase one, facilitators presented information about the different technologies, discussed ethical concerns, and introduced prompt engineering. In phase two, faculty experimented with hands-on prompt engineering exercises, revised prompts to respond to different student audiences, and worked independently. In phase three, faculty applied the skills they developed to review a guide for AI-enhanced OER creation, and they presented their projects to the whole group who then offered insights and suggestions for future iterations of one another's projects.

The average self-reported AI literacy score was 3.0 in the pre-survey and 3.8 in the post-survey, based on a 5-point scale. The average familiarity with AI in participants' respective fields was 3.2 in the pre-survey and 3.5 in the post-survey. In the pre-survey, one participant rated their familiarity with AI in their field as a five. In the post-survey, no participant selected a rating higher than four.

By the end of the program, all participants reported feeling comfortable using AI tools in their own work. All participants rated their confidence as either a four or five on the 5-point scale. The most substantial change in reported familiarity occurred in relation to OER. In the pre-survey, the average familiarity score was 1.8. In the post-survey, this increased to 3.3.

Figure 1

AI-Enhanced OER Program Workflow



Participant Narratives

The following three participants gave the program's facilitators permission to share their experiences, and they piloted their newly developed curriculum in the semester following the AI-enhanced OER program.

Program Experience

Two of the program participants mentioned that the group dynamic helped facilitate the development of their projects.

Irina Meier. The most valuable aspects [of the cohort experience] were the freedom to experiment with generative AI, the insightful feedback from David and Jennifer, and the exchange of

ideas with other participants. Their support enabled me to move from concept to implementation in just a few weeks and to develop a tool that was immediately adopted in my fall 2024 Intermediate Russian course.

Jeffrey Houdek. The cohort program, which was a collaborative approach, helped me to improve my project. The peer reviews, hands-on development sessions, and weekly meetings not only enhanced my technical skills but also helped build a sense of unity among teachers who are passionate about improving teaching.

Program Output

The project's participants used AI to help address difficulties they were facing when addressing outcomes within their courses, whether that stemmed from static publisher materials, the workload of differentiating curriculum, or the high cost of publishers' materials.

Irina Meier. The main challenge I sought to address was the lack of interactive, customized tools that could offer students immediate, yet pedagogically appropriate, feedback while meeting the specific learning goals of beginning and intermediate Russian courses. My project, DavAI, emerged from this need. It is a custom ChatGPT-based bot whose name plays on the Russian word "Давай" (Davai), meaning "Let's go!" or "Let's do it!"

DavAI features six virtual personalities representing diverse regions, dialects, and social backgrounds from the Russian-speaking world. It is the first multi-personality AI bot designed specifically for Russian language learning, with a focus on regional variation, dialectal diversity, and culturally grounded identities.

Jeffrey Houdek. I developed a custom GPT called the Worthwhile Task Creator that not only met my learning objectives but also solved a significant problem in education: differentiation. I designed the custom GPT to produce rich context tasks or story problems that are relevant to students by making the content relevant to everyday life but would also allow students to access learning in ways that resonated with them most.

The process of creating this tool was simple, but fine-tuning it to consistently provide quality tasks and story problems was challenging and gratifying. It needed a combination of technical skill and creativity and the cyclic process of improvement based on the feedback from preservice and veteran teachers, as well as k-12 students.

Xaver Neumeyer. I designed an assignment to engage students actively in the educational process by having them create original case studies. In creating their case studies, students not only gain deeper insight into course content but also actively enhance the repository of OER case studies, thereby promoting a collaborative academic environment. Students selected companies based on their interests and professional aspirations, emphasizing firms currently facing substantial challenges in new product development, technological innovation, and integration.

Classroom Application

The teachers in this study were able to use AI to develop a more student-centered curriculum that responded to the needs of individual students.

Irina Meier. DavAI proved highly effective in the classroom. It provided a low-pressure environment where students could build confidence and reduce anxiety while preparing for real-time interactions with native speakers, which take place monthly over Zoom. The bot also adapted to different proficiency levels, introduced dialects and perspectives often absent from traditional curricula, and fostered collaborative learning. I continuously adapted and fine-tuned the bot throughout the semester using student feedback, making it a dynamic and responsive pedagogical tool rather than a static product. For example, one of the challenges was calibrating the bot's tone and feedback to suit beginner learners, which required iterative testing and adjustments in response to student input.

Jeffrey Houdek. This AI-based curriculum design has already been tested in the classroom, and the results are encouraging. Consider a fourth-grade teacher who crafts a 45-minute math project for inquisitive learners with a farm theme, one for students who collaborate in a video game context, and yet another for students who like to work independently, truly personalizing instruction without adding to the teacher's workload.

The students showed a lot of interest in the real-life problems that were made for them to work with. The teachers also noted that the students were more engaged and had better comprehension of the subject matter, thus proving that AI can enhance the current teaching approaches. More importantly, this experience has helped me realize how AI can be leveraged to support teachers who will in turn prepare future learners to succeed.

Xaver Neumeyer. For this case study assignment, students accessed various resources such as company reports, industry analyses, market data, peer-reviewed articles, and other openly available educational resources. They were encouraged to critically evaluate the credibility, reliability, and relevance of the collected information, applying critical analytical skills aligned with academic best practices. Students were trained in prompt engineering, an essential skill involving the development of precise, effective prompts that guide AI outputs. They applied prompt engineering while utilizing generative AI tools, such as ChatGPT, to help them synthesize and consolidate their research findings.

Students then critically reviewed and revised the AI-generated outputs, ensuring accuracy, coherence, and ethical compliance as they developed professionally structured case study documents. Feedback gathered from students affirmed the effectiveness of this pedagogical strategy, with many reporting noticeable improvements in analytical capabilities, critical thinking, and technological confidence.

Future Projects

All three participants noted that their work with these specific AI tools and assignments was not finished, and that they were broadening the integration of AI into their curriculum.

Irina Meier. Looking ahead, I plan to continue developing DavAI by integrating spoken dialect features via Application Programming Interface (API). I am also working on a broader curriculum framework that integrates AI and OER into Russian studies through assignments that emphasize digital literacy, cultural empathy, and student agency.

Jeffrey Houdek. I plan on continuing to develop and improve tools like the Worthwhile Task Creator and using them in conjunction with OER to create engaging and culturally relevant learning materials. By recognizing AI as an educational partner, I plan on helping teachers in their quest to find new approaches to teaching that will not only meet the academic needs of their students but also encourage creativity and problem-solving.

Xaver Neumeyer. The integration of AI technology into this assignment exposed students to practical applications of advanced AI tools prevalent in modern business environments. The successful implementation of AI-enhanced OER development within this business course provides valuable insights and a scalable model for future curriculum innovations across diverse educational contexts. Its effectiveness suggests broader potential applications, including strategic management, marketing strategy development, and innovation management courses, demonstrating the adaptability and significant impact of AI-assisted educational approaches.

Discussion

Participants demonstrated modest but meaningful increases in self-reported AI literacy. On average, their comfort using AI tools grew from 3.0 to 3.8 on a 5-point scale. Their familiarity with AI in their own disciplines also rose, though slightly less, moving from an average of 3.2 to 3.5. All participants reported feeling comfortable using AI by the end of the program, with confidence ratings of four or five. Interestingly, one participant rated their disciplinary familiarity with AI lower in the post-survey than in the pre-survey, possibly indicating a recalibration of prior assumptions, a shift that may reflect deeper learning and the recognition of AI's complexity.

The participant narratives illustrate this transformation. Irina Meier entered the program with some AI experience but used the structured, supportive environment to design DavAI, a chatbot featuring multiple characters/personalities that are culturally grounded to address the needs of Russian language learners. The process of creating a pedagogically nuanced tool required not just technical skill but thoughtful, iterative refinement based on student feedback. Likewise, Jeffrey Houdek created the Worthwhile Task Creator, a GPT-powered assistant for generating personalized learning activities for preservice teachers. Houdek's reflections revealed not just increased AI fluency but a fundamental shift

in how he views curriculum design. These examples embody the move from exploratory AI use to confident, purposeful application.

While AI literacy showed moderate growth, the most significant gains were in participants' familiarity with OER. Survey responses indicated that prior to the program, most participants had little to no experience with OER, with an average familiarity score of 1.8. By the program's conclusion, this had increased to 3.3, signalling a substantial shift in awareness and comfort with finding, adapting, and creating open content.

Perhaps ironically, participants' increased literacy with OER also highlighted a major challenge of AI-enhanced OER. Because our participants relied on OpenAI's ChatGPT model, the products could not be licensed using Creative Commons licensing. These products could still be shared and used, but they were dependent on OpenAI's platform. Perhaps the most difficult in this regard is Meier's DavAI. For users without ChatGPT plus, DavAI only allows a set number of messages before timing them out, limiting its utility. UNM's Language Learning Center has been able to maintain a ChatGPT plus account for student use, but at present the tool's use depends on the center's continued support. Future programs should ideally explore the possibilities of open source and offline models to deal with these challenges.

Despite these challenges, every participant developed or refined a unique AI-enhanced instructional tool. These ranged from custom bots and prompt libraries to assignments that encouraged students to experiment with generative technologies. This pattern suggests that the program succeeded not only in building familiarity but in fostering innovation and long-term pedagogical transformation.

Crucially, these tools were not merely technical products; they reflected deep disciplinary knowledge and attention to student needs. For example, Houdek's project addressed the often-laborious process of creating differentiated instruction materials. By automating the generation of context-rich tasks tailored to diverse learning preferences, his tool offered a scalable solution without compromising instructional quality. Similarly, Meier's DavAI project addressed cultural and linguistic gaps in standard Russian curricula, using AI to create a more inclusive and empathetic language learning environment. These tools exemplify how AI, when thoughtfully applied, can support—not replace—educators. Rather than adopting AI as a one-size-fits-all solution, participants aligned its use with their teaching philosophies, disciplinary standards, and student goals.

One challenge of creating and administering an AI-enhanced OER program involves understanding and navigating university policies and procedures. Offering this program to a range of employees was a complex administrative task. Adjunct professors and full-time faculty have different employee contracts, as do staff. There were constraints upon who the library could pay. The university's Human Resources page states that extra compensation could only be provided to employees who worked in operating units other than their own, so we were unable to include library staff in our program (UNM, 2025b). This fact was disheartening for staff and facilitators alike.

Paying adjunct faculty also proved to be difficult. At UNM, adjuncts are classified as Unit 2 faculty, and until January of 2024, they were not officially allowed to receive extra compensation for professional development. This is when UNM administration and the faculty union, United Academics

of UNM, came to a Memorandum of Agreement that allowed Unit 2 members to participate in university sponsored professional development opportunities (Longa and Holloway, 2024). There was one more step: the CULLS OER program had to be classified as University-Sponsored Professional Development. To make this happen, the facilitators reached out to their associate dean who contacted a senior vice provost, and they approved the OER program's status as University-Sponsored Professional Development. Including different types of employees required advocacy. Additionally, the home departments of the employees needed to be similarly supportive as they processed the paperwork. Navigating this maze of policies created another level of labor because compensation was involved.

Our program succeeded thanks in large part to the support of CULLS and our participants' enthusiasm and creativity; this potentially limits the generalizability of our findings. While our participants came to us with varying degrees of familiarity with AI and OER, all were motivated to learn and self-selected to be part of the project by applying. Therefore, the results should be understood within the context of a highly motivated, self-selected group.

Conclusion

The AI-Enhanced Development of OER program was designed to be adapted by other libraries and institutions. The cohort model encourages exploration, while weekly meetings help foster a community of practice. The community provides faculty with a forum to ask questions and gain tools to create their own AI-enhanced open curriculum. Because it is based on participants' projects, the program can be easily adopted, adapted, and scaled for larger and smaller projects, and it can also be revised to include new technological advancements.

The following strategies can help academic libraries and institutions implement an AI-enhanced OER program:

1. If possible, build upon existing OER programming—networks, contacts, evaluation rubrics, administrative processes, etc.—to recruit participants and structure the program.

2. Perform a needs assessment to identify the baseline of faculty experience with OER and AI.

3. Create customized curriculum that addresses gaps in skills and knowledge and could include the following:

    a. AI foundational concepts, advancements, and copyright concerns,

    b. OER and copyright information, plus licensing, attributing, discovering, and evaluating OER.

4. Provide faculty with a critical perspective to understand how AI can contribute to algorithmic discrimination.

5. Promote hands-on, collaborative, and experiential learning through project-based approaches that encourage participants to experiment with AI tools to create open curriculum.

6. Evaluate the program's effectiveness by gathering participant feedback and applying iterative improvements to ensure the program remains responsive to evolving needs and technologies.

7. Disseminate findings and best practices internally and externally through reports, presentations, publications, and workshops, contributing to the collective knowledge base on AI-enhanced OER creation.

8. Sustain the program by providing ongoing support, refresher sessions, and updates on new AI developments.

To help disseminate the findings of this case study, three participants in the program also co-presented during an Open Access Week webinar in the fall of 2024 during which they discussed their experiences creating AI-enhanced OER. The program's facilitators also co-authored two chapters on the use of AI in creating OER for the University's *Faculty Guide for OER*, and the program's participants read the chapters and offered feedback based on their experiences in the AI-Enhanced OER program.

Libraries and higher education institutions can advance innovative AI practices through programming that equips faculty with tools to engage their students. Libraries are often a good starting point for AI initiatives as librarians are well-versed in information literacy practices (Lo, 2025). AI can be utilized in education to: provide students with opportunities to engage in adaptive learning and receive individualized feedback; give faculty and students support with research and writing; and assist faculty with developing innovative assessment practices (Rasul et al., 2023). AI-enhanced OER programming can assist faculty as they explore the possibilities for delivering their curriculum.

Feedback from the AI-enhanced OER Program illustrates that offering faculty the appropriate motivation, in terms of compensation and innovative teaching practices, paired with recent technical guidelines and innovation can help faculty afford their students a 21st century education that is receptive, adaptive, and relevant. The experiential learning paired with a supportive environment equipped faculty with a forum to ask questions and explore technology. Faculty participating in the program reported significant improvements in AI literacy and OER understanding, and this fact demonstrates the potential to empower faculty to also empower their students to engage ethically with AI.

Acknowledgements

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Conflict of Interest Statement

From Prompt to Practice: Exploring AI-Supported OER Creation presented no conflict of interest for the development team, their employers, or their schools.

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Volume **03** (2025) Issue 3 https://doi.org/10.31274/joerhe.20115
Peer Review

Open Peer Review

Riehman-Murphy, C. (2025, July). [From Prompt to Practice: A Faculty-Centered Initiative to Explore AI-Supported OER Creation, by J. Jordan, D. Gustavsen, J. Houdek, I. Meier, & X. Neumeyer]. *Journal of Open Educational Resources in Higher Education, 3*(3), 55-74. doi: 10.31274/joerhe.20115

Reviewer: Christina Riehman-Murphy

Recommendation: Major Revisions

Scope, Objectives, Content

Is the article in scope for Journal of Open Educational Resources in Higher Education? Does the topic discuss an element related to open education, open data, open access, or other open topics? Is the topic an important one, or is it trivial or of low priority?

This article is absolutely related to open education and the intersection of AI and OER is very much a timely and relevant topic to the field.

Organization

Does the article proceed logically? As applicable, does the article adhere to a recommended structure and the section guideline?

The article proceeds logically.

Methodology, Approach, Conclusions

The methodology for data gathering and analysis should be appropriate for the problem addressed. Inferences from data should be sound--the author should not reach unsupported conclusions. Not all papers will use a scientific research methodology, but all should employ sound reasoning and an adequate balance between description and critical analysis. Consider: Is the article factually accurate? Is it clear the author knows, or has investigated, previous work on the subject of the article? Has the author failed to reference recent or seminal work on the subject?

I would say this article uses sound reasoning in analyzing and drawing conclusions from the data the authors gathered, but it is what was to be expected - after 8 weeks in a program, the participants self-reported increasing their literacy. The participant narratives section is an interesting approach and while having them in the article, fleshed out, does provide a broader view of the 3 projects presented, I would suggest breaking the results from the 7 participants into themes and using quotes to illustrate those

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themes instead. I would also like to know what the other 4 participants did using AI - perhaps this could be in a table?

Writing Style, References

Please indicate whether there are problems with expression or flow, but do not comment about grammar or basic edits. Do NOT take the time to do copy editing - that will be handled later in the process. However, general comments pointing out problems with style or format are useful.

The article is factually accurate and the lit review demonstrates previous work on the subject.

Application:

Does the article contribute knowledge or practical examples that will inform/improve others' practice or education?

This article provides a model for institutional programmatic support for using, adopting AI for OER use.

What are the stronger points/qualities of the article?

The AI and OER Labor paragraph is a really important one.

Programs like this are really important in the OER/libraries space.

What are the weaker points/qualities of the article? How could they be strengthened?

p.2, para 3. The final two sentences on this page are disjointed from each other and the rest of the paragraph.

p.3, para 5. AI and OER Labor - would encourage the authors to consider interrogating how the growth in interest in AI is directly tied to funding. Reading some of Dr. Tressie McMillan Cottom's work around AI in higher ed might be useful.

p.7 para 1. revise the CLEAR framework to the CLEAR Framework for Prompt Engineering - the full name will clarify what the framework was for.

p. 8 para 2. In the final, shortest phase (remove the comma between shortest and phase)

Peer Review Ranking: Scope

Does the topic discuss an element related to open education, open data, open access, or other open topics?

Relevant

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Peer Review Ranking: Clarity

Clarity of expression and flow? Does the article proceed logically?

Not clear

Peer Review Ranking: Contribution

Contribution to Higher Education research and/or practice

Contributes

Peer Review Ranking: Methodology

If this is a research paper, is the methodology appropriate?

Appropriate

Peer Review Ranking: Conclusion

If this is a research paper, is the methodology appropriate? Does the article contribute knowledge or practical examples that will inform/improve others' practice or education?

Sound

Overall Evaluation

Major Revisions Required

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Volume **03** (2025) Issue 3 https://doi.org/10.31274/joerhe.20115
Peer Review

Open Peer Review

Rodriguez, J. E. (2025, May). [From Prompt to Practice: A Faculty-Centered Initiative to Explore AI-Supported OER Creation, by J. Jordan, D. Gustavsen, J. Houdek, I. Meier, & X. Neumeyer]. *Journal of Open Educational Resources in Higher Education, 3*(3), 55-74. doi: 10.31274/joerhe.20115

Reviewer: Julia E. Rodriguez

Recommendation: Minor Revisions

Scope, Objectives, Content

Is the article in scope for Journal of Open Educational Resources in Higher Education? Does the topic discuss an element related to open education, open data, open access, or other open topics? Is the topic an important one, or is it trivial or of low priority?

This is a hot topic right now in OER and education in general. It is a valuable addition to the literature. However, I would have liked to see OER addressed specifically in the discussion section.

Organization

Does the article proceed logically? As applicable, does the article adhere to a recommended structure and the section guideline?

Yes. Good structure.

Methodology, Approach, Conclusions

The methodology for data gathering and analysis should be appropriate for the problem addressed. Inferences from data should be sound--the author should not reach unsupported conclusions. Not all papers will use a scientific research methodology, but all should employ sound reasoning and an adequate balance between description and critical analysis. Consider: Is the article factually accurate? Is it clear the author knows, or has investigated, previous work on the subject of the article? Has the author failed to reference recent or seminal work on the subject?

Yes, excellent, well-written lit review and description of project.

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Writing Style, References

Please indicate whether there are problems with expression or flow, but do not comment about grammar or basic edits. Do NOT take the time to do copy editing - that will be handled later in the process. However, general comments pointing out problems with style or format are useful.

Excellent writing. Only minor comments noted.

Application:

Does the article contribute knowledge or practical examples that will inform/improve others' practice or education?

Yes. Case study reports are essential. The inclusion of first-hand responses from participants was impactful.

What are the stronger points/qualities of the article?

The first-hand responses from participants and the structured outline for developing a program.

What are the weaker points/qualities of the article? How could they be strengthened?

It needs a bit more focus on OER, such as how copyright and licensing were handled. If [they] created OER then final projects would be CC licensed. Include examples of the challenges they faced. Were the final project[s] published? Where?

Peer Review Ranking: Scope

Does the topic discuss an element related to open education, open data, open access, or other open topics?

Highly relevant

Peer Review Ranking: Clarity

Clarity of expression and flow? Does the article proceed logically?

Very clear

Peer Review Ranking: Contribution

Contribution to Higher Education research and/or practice

Highly contributes

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Peer Review Ranking: Research Assessment

If this is a research paper, is the methodology appropriate?

Highly sound

Overall Evaluation

Minor Revisions Required

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