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Future-Focused:

Educating in an Era of Continuous Change

Learning designers and AI: Navigating values, ethics, and future capabilities

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Artificial intelligence is rapidly transforming and reshaping higher education, assessment and learning design. Learning Designers working in higher education are no strangers to change; however, artificial intelligence is changing assessment, education and course delivery faster than any previous change. In this era of rapidly evolving priorities, how do learning designers navigate this while applying and developing their personal values, balancing ethical considerations and improving their future capabilities. This study investigates the personal values and ethical considerations of learning designers and third space workers using artificial intelligence, the support received from their institutions to adapt and grow their skills in artificial intelligence use and considers how learning designers can build future learning design capabilities.

Keywords: Artificial Intelligence, AI, learning design, future capabilities, personal values, ethical considerations.

Introduction

Artificial Intelligence (AI) is filled with empowering opportunities, yet there's an ever-growing tension that AI could damage careers and livelihoods (Theodorou et al., 2024). In all sectors, workers are responding to the need to rapidly build competence and understanding of how AI impacts our work, particularly in learning design.

Within universities, academic staff report that increasing and unmanageable workloads are impacting their ability to deliver high-quality teaching, and assessments, including their ability to provide support for students (Lee, 2022). As we continue to refine how emerging technologies can be used and unlock their full potential, AI is evolving as both a potential relief and a burden to academic workloads (Watermeyer, 2024). Learning designers (LDs) play a critical role in mediating this tension. Learning designers are essential partners to academic staff bringing significant value through technological fluency and pedagogical insights, redesigning workflows and are critical for institutional AI adoption. However, learning designers must navigate how their personal values align or conflict with organisational priorities to AI and must consider how to adapt and develop their current skills and knowledge to remain relevant in an evolving educational landscape.

This context raises urgent questions. How can LDs embrace AI in ways that are ethically responsible and personally meaningful? To what extent do individual and organisational values shape openness, caution, or resistance to AI? And what capabilities must LDs develop to remain relevant as the role and sector evolves?

This study responds to these challenges by examining:

- How do personal and institutional values influence learning designers' ability to adopt and use AI?
- How can learning designers develop future-focused capabilities that balance technological innovation with end user-centred design and ethical considerations?

While literature about adoption of AI in education is expanding, currently few studies have considered the perspectives of learning designers who are engaged and proactively using AI, or who are cautious and resistant, or on the complex interplay between individual and organisational values. By addressing these gaps, this study provides new insights to guide institutions and practitioners in building future-focused, ethically grounded capabilities. As AI rapidly transforms the sector, understanding how LDs develop their capabilities and influence institutional values is essential for supporting effective, responsible practice.

Literature review

Personal Values and AI Use

The ability of learning designers to adopt and use AI is closely connected to each designer's personal beliefs, and how they operate within their role. As agents of change, and enablers of technology, organisations expect learning designers to adapt and incorporate new technologies into their work. Learning designers use a range of education and technical skills to address the challenges of teaching and learning (Kumar, et al. 2024). The role varies across institutions, reflecting its complexity and ambiguity (Mitchell et al., 2017), further, the agency that LDs have to craft their own roles, reshape their own work, and construct their professional identities is widely variable (Wrzesniewski & Dutton, 2001).

Learning designers' approaches to their roles are deeply shaped by their personal values, past education and professional experiences, all of which influence their designs and recommendations (Honebein, 2022), as well as the technologies and pedagogies they advocate for and apply (Cabero-Almenara et al., 2024). As technologies continually advance, learning designers have a unique dual perspective. They serve, as learners, becoming proficient users and critical evaluators of emerging technologies, and as educators, they are required to guide others through the adoption and ethical application of technology in education (Kumar, et al. 2024).

While AI adoption in higher education is increasing, the caution and resistance expressed among educators and LDs is notable (Sankaranarayanan, 2023; Kumar, et al. 2024). The attitudes and behaviours of learning designers who are cautious about change is an understudied area (Kumar, et al. 2024). A recent study highlights that some staff and learners in higher education express "ambivalence, hesitation, or even rejection of AI tools despite positive appraisals of their functionality" (Ren, 2005). While Ren's study focuses on postgrad students, the concept of cognitive dissonance (psychological discomfort arising from conflicting beliefs) is relevant to LDs, as these tensions can unsettle professional identities. This study contributes to our understanding how LDs are responding at this point in time, through resistance, reframing, or revolutionising the use of AI in education. Perspectives which are critical for shaping the future of learning design.

Bankins and Formosa's (2021) dimensions of meaningful work also provides a framework for understanding how AI is impacting personal values and fulfilment in learning design roles. The dimensions describe characteristics of work that give us meaning and value and describe how these characteristics can have opposing impacts. For example, a common education design task is to generate quiz questions. Using AI, the task's integrity might be enhanced by automating this tedious task to free up time for more complex work, conversely it would be diminished if AI produces a poor-quality output that

is published unchecked. In another example, skill cultivation benefits when AI fosters professional growth, but is undermined when LDs rely on it blindly, masking knowledge gaps. A further example, belongingness is strengthened through collaboration with stakeholders but diminished when the AI replaces relational, trust-building interactions central to learning design (Dicks and Ives, 2009).

During times of change, people create meaning through their personal values, which shape their behaviour. (Weick, 2003). LDs resist AI when it conflicts with their values but embrace it when they see alignment. In such transitions, where we find a large gap between the assumed ideals and standards of effective practice and people's actual activities and feelings, it requires "reflection over the current practice to take central place in discourse" (Theodorou et al., 2024). Supporting change, therefore, involves helping individuals engage with these values, not just adopt new tools.

Ethics and AI

Expressing ethical responsibility is a critical part of learning designers' language and practice, especially when working with stakeholders and co-designing effective learning experiences. At the heart of education is the goal to create a vital space for learners to thrive as individuals and to become active contributors both socially and economically (Maheshwari & Koria, 2025). AI systems require data to function, it is important to acknowledge that the data inputted and generated from these systems have historical biases deeply embedded (Hanna et.al, 2024). Critically these systems do not have the ability to recognise the biases or other ethical issues that it may output (Kurban & Şahin, 2024).

Policy documents, ethics guidelines, and institutional AI strategies, share similar themes for responsible and ethical AI use in education, commonly addressing six key considerations. Learning designers using AI have ethical responsibility to fully consider these in their practice: accessibility, academic integrity, data privacy, equity, reducing bias and transparency in AI generated content.

Key questions arise about the accuracy and validity of the information that AI tools are trained on. When LDs advocate for AI tools, it is essential to consider how inaccurate information could compromise integrity of the work produced. Mishra's (2025) domain vs knowledge of AI framework maps a person's subject matter expertise against their knowledge of AI and highlights how different combinations affect our ability to use AI. It is useful to consider that learning designers may fall into the "novices dilemma" in situations where they do not have the subject matter expertise to evaluate if the output is accurate. This raises questions about responsible AI advocacy, equitable access, appropriate attribution, and data security.

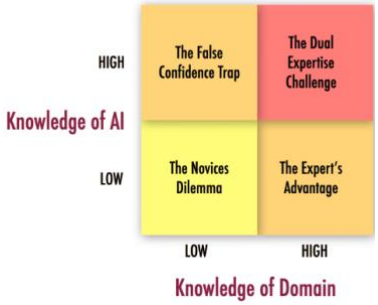

Figure 1 - Mishra's Knowledge of Domain vs Knowledge of AI

In relation to Indigenous peoples, we need to account for data sovereignty as their culture, knowledge systems that have been passed down generations, need to be respected and protected (Tapu & Fa'agau, 2022). Learning designers working in projects involving First Nations knowledges, or in partnership with communities, must be mindful of data sovereignty when using AI tools. These different questions ask us to reflect on our ethical responsibilities, to not only adapt to change but to do so in a way that supports learners, enhances learning design practice and honours cultural knowledges.

Future Capabilities

In the evolving AI-driven landscape, those working in the third space must consider how their role will change, and how their position will develop from the current form. This challenge is complicated because the role and duties of LDs were already being debated before AI entered the conversation (Altena et al. 2022).

The World Economic Forum (2025) suggests that across the global labour markets 35% of employees' current skills will be disrupted, with analytical thinking, resilience, and agility being top employer

priorities. While pedagogical and technical knowledge remain important, adaptability and communication skills will be essential for LDs (Heggart et al., 2021). Hardman (2025) argues that as AI takes over routine tasks, LDs will develop deeper expertise and specialisation.

As experts in the scholarship of teaching, LDs must reconsider approaches to designing and delivering educational experiences (Roubides, 2020), shifting their mindsets to collaborating with AI to design new pedagogies, models and frameworks (Pratschke, 2024, p.39). Learning designers need to facilitate critical awareness and create educational experiences that prepare students for a constantly evolving future (Pratschke, 2024, p.57). This requires developing AI literacy and ethical awareness. Ryall & Abblitts (2024) AI literacy framework outlines four essential domains for professional development:

1. Thinking about and with AI,
2. Using AI for work and productivity,
3. Applying AI in teaching, learning and assessment,
4. Examining the ethical impacts of AI.

This highlights the importance of ongoing upskilling for LDs, ensuring they have the knowledge and mindsets to engage with and apply AI effectively, while understanding how AI functions, recognising its strengths and limitations.

The broader societal impact of AI must be considered, and LDs will need to model ethical and responsible AI use in their work (UNESCO, 2022). Responsible practice requires an understanding of how AI systems collect and use data, developing strategies to mitigate potential problems, and maintaining awareness of bias in AI systems (Sankaranarayanan, 2023).

Methodology

This study utilised a mixed-methods approach, combining quantitative and qualitative data through an online, anonymous survey. The survey explored participants understanding of AI, their past and current use of AI in their work, their personal values and their approach to the ethical use of AI. The survey asked participants to evaluate their organisation's AI support, including the availability of tools and opportunities for professional development. Participants were asked to rate AI capabilities relevant for their learning design practice, and identify which skills were important. Open ended questions asked participants to self-assess how they balanced developing technological skills with the challenges they faced.

The survey was distributed via email, and online communities of practice. Participants self-selected as learning designers and those who support learning and teaching/research academics. In the invitation, an introduction of the research and link to a participant information/consent page was included. The study was approved by Griffith University Human Research Ethics (GU Ref no. 2025/305). Griffith University conducts research in accordance with the National Statement on Ethical Conduct in Human Research. The participant information page identified the participatory status of individuals and explained how the researchers were ensuring anonymity. Entry to the survey was via a link within the participant information/consent page.

Participants completed a 5–10-minute online survey with quantitative and qualitative questions. Descriptive statistics and thematic analysis of responses to the open-ended question are reported. The initial thematic analysis of open-ended survey questions was exploratory to align with research questions and allow findings to develop from the data. The primary approach was deductive, where themes were identified and organised and compared data to established research frameworks.

A survey response rate of 74.24% was obtained with 49 respondents completing the survey out of 81. Of those respondents, 10% worked as a learning designer for between 0-2 years, 27% between 3-5 years, 18% between 6-9 years and 45% having greater than 11 years learning design experience.

Discussion

Personal values versus institutional values

Integrating AI into higher education presents a vivid intersection of rapidly changing technology, eliciting predictions of terrifying ruin or breathtaking advancement (Read, 2025). Respondents were asked to identify which personal values influenced their approach to AI. This was then compared to their responses to institutional values they perceived influenced their institutions approach to AI (Table 1).

Table 1
Which personal values most influence your approach to AI? Which institutional values do you think most influence your organisations current approach to AI? (Select all that apply)

Values	Personal - Percentage of responses	Institutional – Percentage of responses
Ethical Responsibility	71%	53%
Accountability	35%	47%
Caution	47%	47%
Curiosity	84%	43%
Productivity	71%	39%
Collaboration	39%	35%

Curiosity rated as the highest personal value (84%) followed by Ethical Responsibility and Productivity (71%). When rated against institutional values, Ethical Responsibility rated highest (53%) with Curiosity (43%) rating after Accountability (47%) and Caution (47%). This is consistent with LDs role as agents of change (Kumar, et al. 2024) and the need to lead the integration of new technologies. The value "Ethical Responsibility" was the top shared value for both individuals (71%) and their perception of organisational culture (53%), indicating strong alignment between personal and organisational priorities in this area.

Personal values positively/negatively impacting adoption

Of the participant statements analysed, approximately 35% were positive about AI, expressing openness to learning, collaboration, and responsible use. In contrast, 65% were negative, highlighting ethical concerns, scepticism, and discomfort with AI adoption. This highlights the complexity of attitudes toward AI among LDs.

When asked how personal values impact the ways learning designers adopt and use AI, caution was a recurring theme. As one respondent noted, “I see it as a tool to be used, however have concerns over privacy, security and ethical responsibility.” Another shared, “I struggle with the ethical implications of using gen AI which limits my adoption of the tools. My curiosity about what it can do and how it is used, drive my desire to learn about it.” These statements reflect a strong focus on ethical considerations, which many respondents identified as the primary value driver for institutional adoption of AI.

On the other hand, many respondents view AI as an opportunity for ongoing learning and development, emphasising the importance of “collaborat[ing] with others, sharing learning, asking questions” and staying “at the growing edge through immersion rather than bystanding.” There is a strong commitment to supporting colleagues and students, with several participants noting their efforts to “provide support and resources for students/staff for new tools and innovative ways of learning/teaching,” including improving AI literacy skills. Overall, the positive sentiments reflect a proactive approach to professional growth, where individuals are “far more comfortable using AI tools than many others,” and actively seek to model responsible and effective use of new technologies in education.

The data reveals a nuanced landscape: while ethical concerns and scepticism remain prominent, there is also a clear drive toward professional growth and responsible AI integration. Addressing the tension between personal values and institutional priorities will be essential for successful and sustainable adoption of AI in educational contexts.

Perceptions of institutional support for AI adoption

When respondents were asked to rate institutional support for AI adoption (Table 2), 29 respondents had been provided with some professional development opportunities, 22 were given some clear guidelines for use and 22 were also given access to specific tools. University strategic leadership plays a critical role in guiding appropriate AI adoption and innovation (Tarisayi, 2024), yet only 13 respondents were given a lot of leadership support, 14 were given some whereas 10 were given very little. Tarisayi (2024) writes that AI initiatives can only be implemented in a way that is consistent with educational priorities, ethical principles, and societal values. Institutions must balance encouraging use of AI in work, with safeguarding the essential human values and ensuring learning design roles opportunities to remain relevant (Irfan, et all., 2025).

Table 2
Rate the institutional support for AI adoption you have received?

	A lot	Some	Neutral	Very little	None
Clear guidelines for AI use	11	22	4	10	2
Leadership support	13	14	9	10	3
Professional development opportunities	9	29	2	5	4
Resource allocation	7	18	6	11	7
Technical support availability	6	12	11	11	9
Access to specific tools	8	22	4	13	2

Ethical Complexity and Critical Engagement

As participants navigate the tension between personal and institutional values, ethical responsibility is both a personal obligation and an institutional priority. Survey results reveal three core themes in participants' engagement with ethics in the complex AI landscape: their confidence in applying ethical principles, awareness of central ethical concerns, and the need for accessible resources and institutional guidance.

Confidence levels in applying ethics

One of the key attributes of learning designers is their capacity to navigate ill-structured problems such as the evolving landscape of AI in higher education (Heggart & Dickson-Deane, 2021). Survey results revealed a near-even split in confidence with 53% of participants expressing confidence in applying ethical considerations to their practice whereas 47% reported lower levels of confidence. At the same time, 55% indicated that they actively seek out information on emerging ethical issues whereas 35% do so occasionally. This suggests that lack of confidence may itself be a driver of proactive engagement as learning designers turn to external resources to bridge perceived gaps. In this context, learning designers can be seen as employing cognitive tools such as lateral thinking to address uncertainty as highlighted by Dicks and Ives (2009). However, we do need to note that there is a significant proportion of participants do not feel confident which is an area to address.

Central Ethical Concerns

Alongside the question of confidence, participants expressed strong agreement about the importance of core ethical issues. In this survey, respondents highlighted data privacy (73% rating as "very important") and academic integrity (67%) as the most pressing concerns. UNESCO (2022) clearly states that privacy must be respected at all costs as it is crucial to the "protection of human dignity, human autonomy, and human agency," which highlights the need for responsible data practices in AI. Additionally, protecting data sovereignty for First Nations and Global South countries is essential to ensure ethical AI development. Though academic integrity is another key concern, we need to recognise that students' and academics' perspective on this topic varies considerably (Lund et al., 2025). Another key ethical consideration was bias; participants reported engaging with strategies to address it including promoting transparency through dialogue with stakeholders such as academics, and practices like human oversight of outputs and iterative re-prompting to reduce errors. As Hanna et al. (2024) stated, ethical concerns such as bias in AI systems risk perpetuating and widening inequalities when deployed in real-world contexts. The active efforts of learning designers to mitigate bias also helps to counter concerns such as

AI replacing valuable human roles and expertise as human oversight is crucial in addressing biases (Tarisayi, 2024). It is also important to recognise that we need to continually practice intellectual humility such as being curious, questioning our thinking, and evaluating information when addressing biases. Our worldview is shaped by our unique experiences and the environment that influences it.

Need for Resource and Guidance

This brings us to the next crucial aspect for ethical practice and adoption: the availability of resources. Across the survey, participants expressed a clear desire for resources that are collaborative, contextual, and institutionally supported. Professional community discussions (78%) and case studies (76%) were valued more highly than individual training courses which shows a preference for shared learning and real-world practical examples over abstract principles. This supports Theodorou et al. (2024) who highlighted the importance of contextual resources to bridge the gap between principles and practice. At the same time, 71% of respondents emphasised the need for clear institutional guidance as it helps foster a shared vision for AI use and supports the capacity building of staff (Tarisayi, 2024). As learning designers in this evolving space, access to resources, as well as agency and direction to create resources, will support the development of future-focused capabilities.

Addressing these gaps in confidence, awareness, and resources is essential to equip LDs for the ethical complexities of AI integration. By fostering both individual capability and institutional support, how can LDs develop the future-focused skills needed to navigate emerging technologies responsibly and effectively?

Future-focused capabilities and supporting Professional Development

Addressing the gaps and providing resources is a necessary discussion and is happening alongside an ongoing debate regarding which tasks AI can perform and which aspects of an LDs role may eventually be automated. AI is already being used for tasks such as writing learning outcomes and providing feedback, raising questions about where LDs can continue to add value. As per figure 2, our findings show that LDs identify ethical use (83%) and end-user centered design (74%) as the most critical current and future capabilities, aligning with recent research (Ryall & Abblitt, 2024). However, LDs' confidence in these areas remains fractured. As noted earlier, only half (53%) of respondents feel confident applying ethical considerations when using AI. While our findings suggest LDs rate ethical use as being high, there is a gap between procedural skills (technical or process-related) and existential dimensions such as personal identity and values. There is a clear mismatch between what LDs value and what they feel capable of delivering. When asked how personal values impact adoption and use of AI tools, one participant shared "I believe that overreliance on AI leads to bad outcomes and that its use cases of GENUINE value are few and far between." The lived experience expressed by some participants in our survey is that some Learning Designers are hesitant and sceptical of using AI in their work. Ryall and Abblitt (2024) argue that to remain current, we need to acquire an AI literacy mindset, not just use AI ethically but fully think with AI and have a mindset of deep self-awareness and values.

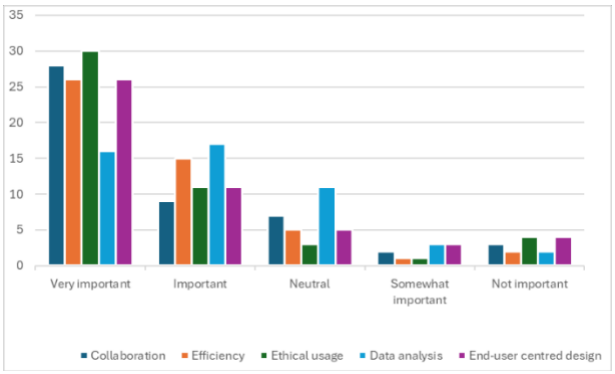

Figure 2 - Importance of AI Related Capabilities

Survey responses indicate that LDs are already experimenting with AI, but in uneven and often exploratory ways. Around one in five reported extensive knowledge (21%) and a further third had experience (33%), yet nearly half described only some or basic familiarity (45%). In day-to-day practice, AI was used very often as a thought partner and often for creating content and designing assessment, whereas it was used sometimes for analysing data and rarely for improving accessibility, with automating tasks sitting in the middle. This pattern suggests that LDs are presently leveraging AI primarily for ideation and creative augmentation rather than for workflow optimisation or equity-orientated enhancements. These results resonate with current literature that AI can displace routine content production, nudging LDs toward higher-order design judgement (Hardman, 2025), while also

underscoring the continued importance of adaptability and communication as human validators (Heggart et al., 2021).

The finding that ethical use and end-user-centered design top LDs' capability priorities aligns strongly with the key components of AI literacy identified in recent work (Ryall & Abblitt, 2024). The confidence gap with only half participants feeling able to enact ethical considerations, signals that professional development cannot be confined to tool proficiency or process recipes. Rather, LDs need structured opportunities to reconcile procedural skills with identity, values and judgement—particularly in relation to data handling, bias, and transparency (UNESCO, 2022; Sankaranarayanan, 2023). When asked what challenges or gaps participants faced when developing AI end-user centred design capabilities, 40% selected "uncertainty about how to apply human-centred and ethical frameworks in AI-driven learning design." Furthermore, participant's expressed unease about institutions unilaterally defining 'what is ethical', foregrounds the need for contextualised, dialogic ethics: policies as living frameworks co-constructed with practitioners, not fixed rules imposed from above. "In a number of questions there is an implication that institutions should be specifying what is ethical, I'm not sure I'm entirely comfortable with what is ethical being decided entirely by an institution." This is consistent with the broader debate about the evolving contours of the LD role in the 'third space,' which was unsettled prior to AI's acceleration (Altena et al., 2022).

Our findings suggest that future capabilities for LDs are defined less by knowing more tools and more by making better judgements with AI across the design lifecycle. Three themes were developed:

1. Prioritise critical thinking, human connection and sensemaking in learning design practice.
   Survey responses indicate that LDs are experimenting with AI, 27% used AI very often as a Thought Partner, 29% used AI often for Creating Content and Designing Assessments and 31% used it sometimes for Analysing Data. Moving forward from using AI as a Thought Partner, the next step is to make sensemaking a routine part of design. Activities such as critically questioning outputs generated by the LLM, checking for bias in outputs, continuing to prioritise work with other humans, peers and colleagues, continued use of published reliable sources, and transparently documenting decisions so that the learning content that is developed can be aligned organisational values. Practically, this means adopting sensemaking checkpoints at key moments e.g. prototype, pre-release, so 'thinking with AI' becomes reproducible rather than ad-hoc, helping close the ethics confidence gap (Ryall & Abblitt, 2024; Sankaranarayanan, 2023).

2. Adopt an AI-as-collaborator mindset to counter imposter syndrome in constant change.
   Periods of rapid change can trigger imposter syndrome. Framing AI as a collaborator shifts attention from 'mastering every feature' to co-creating solutions. Moving from a fixed stance to an AI mindset allows individuals and teams to explore, test, and iterate—modelling the same growth orientation we seek in students. This complements a future mindset of continuous learning (Kickbushch et al., 2020).

3. Anchor growth in transferable skills.
   While upskilling in new technology is useful, LDs should identify and map their existing strengths—such as assessment design, feedback literacy, and facilitation alongside AI. This means asking: *Which of my current skills apply here, and how?* For example, the analytical thinking used in rubric design can transfer to creating bias-aware prompt structures. Making these connections explicit illustrates to LDs that they are not starting from a zero skillset but building on a strong foundation. This approach shows capability growth is portable and resilient as tools evolve, reducing the risk of obsolescence and reinforcing confidence during times of rapid change (Kickbushch et al., 2020).

As technologies continue to evolve, LDs can differentiate by acting as ethical stewards and pedagogical innovators, by making their judgement processes visible and treating AI as a collaborator. The future learning designer will not defined by technical agility alone but by the merging of ethical courage, empathetic design, and professional identity. As one respondent reflects "knowing better means doing better" - a call to embed values literacy into capability development. When LDs articulate their values

(e.g., "I prioritise accessibility because…"), they model the critical thinking necessary to navigate AI's ambiguities. Institutions must nurture this identity by bridging support gaps, linking guidelines to values, fostering communities of practice, and recognising LDs as ethical compasses in the AI landscape. Only then can LDs transform from people of the tools to trusted architects of human-centered learning futures.

Limitations of the study

There were several limitations to this research including a small sample size and a short two-week data collection period. Due to time constraints, we were unable to analyse the data using more systematic methodologies. Additionally, as the survey was distributed globally, we did not capture respondents' location data, which could have offered valuable insights into regional differences or shared concerns among learning designers. As with any research, there is an inherent risk of interpretive bias, as our analysis is shaped by our own lived experiences and perspectives. Through team reflection, we also recognised that some survey questions were too broad; with a more deliberate design process, we could have refined these items to better align with our research objectives and improve the clarity of our findings. There was also the possibility of response bias, that learning designers may be answering about what they believe is socially accepted or expected of their roles.

Future Studies

Future research could explore the motivations of Learning Designers to resist or embrace change. It is important to further research how learning designers can act as effective change agents while maintaining beliefs and values that may resist change. To clarify some of the results, interviews with learning designers could provide deeper insights, especially focusing on those who choose not to use AI. Additionally, future studies could investigate the role of leadership and direct managers in supporting AI adoption, including how learning designers perceive the support they receive in this area.

Conclusions

One of the participants captured the essence of this research using Maya Angelou's quote: "Do the best you can until you know better. Then when you know better, do better." The beauty of learning design lies in being able to engage in constructive dialogues with our academic colleagues to support better learning outcomes for our students. Evolving technologies have always been part of the educational fabric and will continue to be. Recognising how our personal values shape our professional identity, and how we navigate this evolving AI space with care and responsibility, is key. It provides learning designers a space to build awareness, experiment, and continuously work to mitigate the ethical issues that come with this space. When we continue to invest in ourselves and learn, we are also future proofing our practice as we demonstrate resilience, adaptability, and a growth mindset.

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