Annual Report
2024-25

Learning Innovation & Lifetime Education

Mission Statement:

We bring innovative, evidence-based teaching practices and learning opportunities to Duke's faculty and community of learners across a wide variety of ages, backgrounds, and geographies.

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Reflecting on the Past Academic Year

Each year, we take time to reflect on what we've accomplished together—what we've built, supported, imagined, and shared with Duke and with communities far beyond campus. This past year at LILE has been nothing short of extraordinary.

From hosting a sold-out Triangle AI Summit that convened global experts and sparked vital conversations, to launching CARADITE, a jointly-established center poised to expand Duke's leadership in transformative education research, we leaned fully into the future. We brought the world to Duke—and Duke to the world—through in-person and online learning experiences that improved the lives of hundreds of thousands of learners across the globe. And we remained deeply rooted in our community: supporting faculty, designing inclusive and innovative learning environments, and helping educators navigate an era redefined by artificial intelligence.

This year, our work in AI pedagogy, research, and community-building positioned Duke as a national thought leader—an achievement made possible by our team's commitment to collaboration, curiosity, and care. Our Emerging Pedagogies Summit welcomed hundreds of participants from within and outside Duke and catalyzed new ideas and important conversations. Our AI workshops empowered hundreds across the Duke community to explore, experiment, and grow.

We also deepened our commitment to lifelong learning by expanding access to transformative educational experiences across ages, professions, and stages of life. By reimagining Pre-College's enrollment model and offering over $500,000 in financial aid, we eliminated barriers and built early pathways into rigorous academic exploration. At the same time, we broadened our professional learning portfolio, meeting learners where they are, and equipping them for where they want to go.

This report captures the spirit, scale, and substance of what we've accomplished—not only in metrics and milestones, but in mission-driven momentum that will far transcend this moment in time.

As you read through these pages, we hope you feel what we feel: immense pride in what we've achieved, deep gratitude for the partnerships we've formed, and an enduring belief in the power of learning to transform lives beyond the confines of our classrooms and campuses.

Our Year By the Numbers

24,848 Learners served

We served over 20k learners at Duke and globally through face-to-face and online courses.

779,144 Total enrollments

Many pre-college to post-career learners returned over and over, enrolling in multiple courses.

936 Alumni engaged

We enabled alumni to reconnect with Duke as lifelong learners.

728 Learning experiences

The total number of courses and other learning opportunities we delivered globally.

102 Publications, talks and events

We created and shared knowledge in many ways this year, including workshops, hosted speakers, papers, book chapters, conference presentations, and more.

44,129 Credentials awarded

Learners earned professional certificates, CEUs, certificates of completion, and other credentials that illustrate their newly acquired knowledge and skills.

2,549 Instructors supported

From answering quick questions over email, to workshops on new pedagogies to one-on-one consultations, we met instructors where they were on their teaching journey.

4.55 / 5 Learner satisfaction

Providing an excellent learning experience creates learners who trust Duke.

$12.38 Million Gross Revenue

266 New programs launched

We are constantly creating new courses and programs to meet modern learners' needs.

Learning Innovation

LILE champions a future-focused approach to transforming teaching and learning, grounded in evidence-based practices and driven by research. As the university's central hub for educational innovation, we collaborate closely with Duke faculty and staff to improve teaching effectiveness, enhance student learning outcomes, and foster a culture of pedagogical experimentation and continuous improvement. We work to empower educators through strategic partnerships and data-informed consulting that elevate the academic experience for all learners on campus and beyond.

From Curiosity to Practice: Shaping the Role of AI in Learning at Duke

This year, LILE took a leading role in shaping the university's response to the rapid emergence of generative AI technologies. With a focus on empowering instructors and fostering thoughtful exploration, our work centered on helping the Duke community navigate the pedagogical, ethical, and practical implications of these tools. By building cross-campus collaborations, contributing to national research efforts, and creating opportunities for open dialogue and shared experimentation, our initiatives reflected not only our commitment to responsible, inclusive innovation, but also our belief that faculty and learners must be equipped to critically engage with the technologies shaping the future of education.

In the 24-25 AY, LILE welcomed

2,166 registrants to
10 workshops on generative AI

Making AI Generative for Higher Education with Ithaka S+R

In 2023 LILE announced that, in partnership with Duke Libraries, we would represent Duke University in Ithaka-S+R's study *Making AI Generative for Higher Education*, joining 18 leading institutions committed to "making AI generative for their campus community." After participating researchers conducted interviews with instructors to help create the largest qualitative dataset to-date on the higher education use-case of generative AI, Ithaka S+R released the project's final report, which is **now available here**.

Launching the AI at Duke Website

LILE played a leading role in the development of the new AI at Duke website. Visit **ai.duke.edu** to learn more about Duke's philosophy and approach to artificial intelligence, as well as for resources for teaching, learning, researching and working with generative AI at Duke.

coursera

The Triangle AI Summit: Creating Community Connections

Under the direction of the Provost and in collaboration with Duke Libraries, Duke Community Affairs, and the Duke School of Nursing, LILE led the organization of Duke's inaugural Triangle AI Summit held May 30. With a mission to deepen engagement with AI and develop leadership to contend with its potential and risks, the event featured a diverse array of sessions, including a keynote by *The New York Times* technology reporter Cade Metz, several expert panels, a student panel, a teaching showcase of over 20 demonstrations on integrating AI into the classroom, and two interactive workshops on using AI as task-oriented assistants.

Summit Quick Facts:

450 in-person attendees
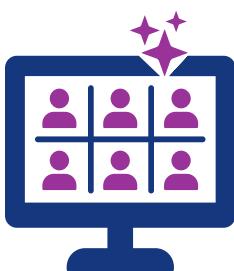
160 Virtual Participants

Over 800 total registrations

The Triangle AI Summit exemplified Duke's commitment to fostering a collaborative and thoughtful approach to AI integration, aligning with the university's broader initiatives to explore the ethical, societal, and educational implications of emerging technologies.

From Pilot to Practice: Shaping Ethical AI Integration in Education

Dialogue is a new AI-powered feature in Coursera that helps bring teaching to life through simulated, instructor-like conversations that help learners to slow down, think critically, and apply what they've learned. Now available for all **Coursera** course creators, LILE played a crucial role in making Dialogue possible by piloting it in six Duke courses. Our learning experience design team then used the piloting experience to develop and implement a platform agnostic, values-centered evaluation framework to assess AI tools for pedagogy – **see their research poster** as presented at the Joint Society-Centered AI Summit & Responsible AI Symposium to learn more.

We have published **several blogs** throughout the year on AI, including features on Duke instructors that are using generative AI in innovative and thoughtful ways.

Center for Applied Research and Design in Transformative Education

Launching CARADITE, Duke's Center for Applied Research and Design in Transformative Education

CARADITE is Duke's think-tank and living laboratory for innovative research and design about transformative education. The Center explores critical questions across lifetime learning journeys, and designs human(e)-centered and equity-directed solutions for next generation learning and development. CARADITE also serves as a hub to connect and grow a Duke community engaged in research and public discourse about transformative education.

Learn more about CARADITE

"Designing and Scaling Transformative Learning For All" at the 2024 Emerging Pedagogies Summit

We welcomed over 228 attendees to the 2024 Emerging Pedagogies Summit to bring educators, researchers, and academic and civic leaders together to share evidence-based practices, tell compelling stories, and strategize about how to scale transformative education and enact systems-level change for learners from pre-K through post-retirement.

"Let's Not Know Together" A Duke Portrait of Practice about Generative AI in Writing 201

The first of CARADITE's new Portraits of Practice series documenting innovative teaching and learning at Duke explores the relationship between generative artificial intelligence (AI) and student writing. **Read it now**.

Revisit the 2024 Summit

Reflections and recordings from the 2024 Emerging Pedagogies Summit are **available on our blog**.
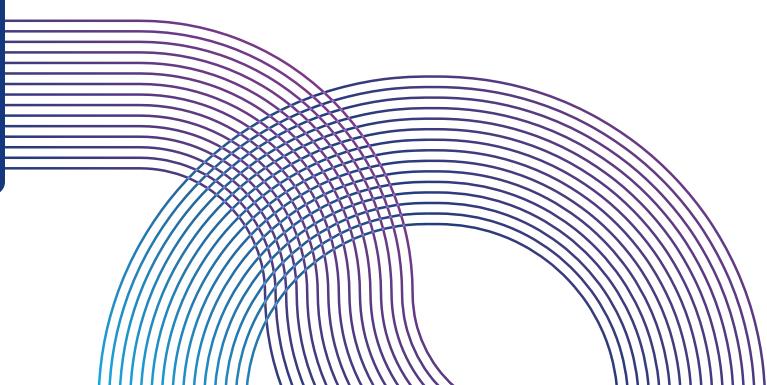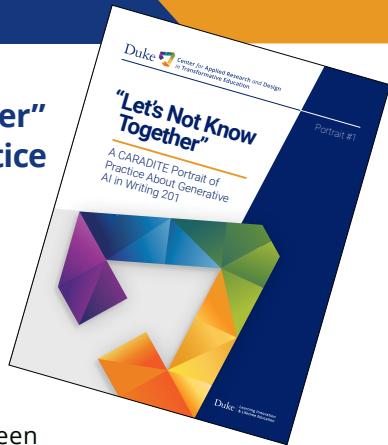
Empowering Educators:
Advancing Teaching Innovation at Duke

In the 2024–2025 academic year, LILE offered several initiatives to support instructors in exploring new pedagogical approaches and enhancing their teaching practices:

### Climate and Sustainability Teaching Fellows Program *In collaboration with the Duke Climate Commitment*

This initiative aids faculty in integrating climate and sustainability concepts into their courses through active pedagogies such as collaborative projects and service-learning. The program's goal is to develop student knowledge and skills around climate and sustainability concepts, aligning with curricular priorities and attracting significant student interest.

Bass Digital Education Fellowship
In collaboration with the Duke Graduate School

The **Bass Digital Education Fellowship** is a semester-long program providing Ph.D. students with professional development in digital education and online college teaching. Fellows engage in digital projects with Duke faculty and receive guidance from LILE, gaining experience in course design and development, and exploring emerging career paths in educational technology and innovation.

Innovative Grading and Assessment Community of Practice

New this year, LILE launched a Community of Practice focused on innovative grading and assessment strategies. This CoP brings together instructors implementing approaches that prioritize student agency, transparency, and equity. Through collaborative reflection and resource-sharing, participants aim to make grading more meaningful and supportive of student learning.

Emerging Pedagogies Research Grants *Supported by CARADITE*
The second cohort of Emerging Pedagogies

Research Grant recipients embarked on projects reimagining learning experiences at Duke. These faculty members are conducting early-stage research projects about emerging pedagogies and related student learning practices.

Transforming Learning Through Technology and Inclusive Design

In a year marked by transformation and innovation, LILE continued to implement and manage learning technologies that support meaningful, accessible, and future-ready education.

Beyond the Transcript: A Shift Toward Skills-First Learning with Digital Badges

With industries rapidly changing and learners demanding more flexible, targeted learning experiences, we are now offering alternative credentials – flexible, accessible learning experiences outside the traditional degree pathways – learners and employers are also looking for artifacts that offer meaningful recognition of specialized skills and competencies gained through alternative credential programs. Therefore, **LILE now offers high-quality digital badges** as part of both non-credit and credit-bearing learning experiences.

Encouraging Accessibility in Canvas with the UDOIT Superstar Badge

One of the badges developed this year was the UDOIT Superstar Badge, created to promote and recognize inclusive course design in Canvas. To earn the UDOIT Superstar Badge, instructors run UDOIT (Universal Design Online Inspection Tool) on their Canvas course site and address the flagged accessibility issues – taking a tangible step toward inclusive teaching.

Completing the Transition to Canvas

Fall 2024 marked the first term in which Canvas was the only academic learning management system (LMS) available at Duke. The transition to Canvas means that all users now have access to 24/7 support, mobile applications, and a massive community of users with whom to connect for ideas and resources. This milestone underscores LILE's leadership in advancing educational technology at Duke and lays the groundwork for continued innovation in teaching and learning.

Canvas by the Numbers:

	Fall '24	Spring '25
Course sites	2,898	2,756
Instructors	2,274	2,311
TAs	1,680	1,626
Students	14,115	14,090

Designing for All: Building Accessible Workbooks for Online Learning

Our Learning Experience Design team undertook the task of migrating the "Rediscovering the Heart of Methodism" course series from its original WordPress platform to Coursera. A critical component of this project involved redesigning the course workbooks to ensure they met the Web Content Accessibility Guidelines standards, thereby making them accessible to all learners, including those using screen readers. For a detailed overview of this initiative, see the **full case study**.

Gathering Around Pedagogy:
A Year of Exchange, Ideas, and Impact

Throughout the year, we hosted a diverse array of events that supported instructors in reimagining their teaching – whether by learning from national experts or by celebrating Duke faculty who are putting "pedagogies of care" into meaningful practice in their own classrooms.

September 2024
Teaching with AI Workshop led by José Bowen

José Bowen, author of *Teaching with AI: A Practical Guide to a New Era of Human Learning,* led a practical session that helped participants discover what AI could do for them in their teaching and other academic work.

January 2025
Hello, GPT! Crafting Generative AI Tools for Your Classroom led by Carter Zenke

Curriculum Product Manager at Hello World CS **Carter Zenke** ('20) facilitated an interactive, hands-on workshop that taught instructors how to adapt the latest generative AI tools for their classroom or other learning settings.

April 2025
Raising the Bar: What Works, What Doesn't, and What to Do Next With Alternative Grading led by David Clark

David Clark is a leader in alternative grading who shares research, advice, and stories about alternative grading through his blog and book, both titled *Grading for Growth.* In this talk, he shared the basics of alternative grading, and helped attendees identify practical ways to fit new grading practices into their classes and find resources to help them build a grading system that actively supports learning.

Pedagogies of Care

The principles of pedagogies of care – methodologies that demonstrate care in learning design – direct how we create equitable learning experiences. To encourage more learner-centered thinking at Duke, we identified exemplars from across campus to share the ways in which they incorporate care into their courses:

Fall 2024 Presenters

Ryan Emanuel: Stories We Tell: Understanding and Guarding Against Extractive Research in Indigenous Communities

Whitney McCoy: Empowering Black Girls' Identity Through Culturally Affirming Education

Hannah Conway: Centering Southeastern Native Sovereignty in Environmental Justice

Spring 2025 Presenters

Kisha Daniels: Recognizing our Learners' Humanity in our Instructional Design

Nayoung Aimee Kwon: Bridging Research, Teaching, and Program Building across Divided Legacies at Duke University

Aunchalee E. L. Palmquist: Feminist Pedagogies of Care for Teaching Global Health

Lifetime Education

LILE is dedicated to expanding the university's reach by creating accessible, market-driven learning opportunities that serve individuals at every stage of life – from pre-college students to professionals to post-career adults. Our programs respond to the evolving needs of a global, diverse community of learners by offering flexible, inclusive, and high-impact pathways to Duke's world-class education. Through our commitment to lifelong learning, we deliver transformative educational experiences that help learners grow, adapt, and thrive in a rapidly changing world – strengthening Duke's connection to communities across generations and geographies.

Expanding Access Through Online Learning

We significantly expanded the university's global reach by launching 39 new courses across 13 specializations on Coursera. These offerings reflect not only the growing demand for flexible, skills-based learning opportunities, but also the strength of our collaborative approach to course development. Working with a diverse range of campus partners, we have co-created content that showcases Duke's expertise while meeting the evolving needs of learners worldwide.

All-time enrollments in Coursera:

> 11.6 million

AY 2024 - 2025:

761,432 **Enrollments**

174,544 **Completions**

39 **Courses launched**

Nicholas School of the Environment & School of Medicine: Healthcare Leadership for Climate Change Specialization

Focused on healthcare professionals, this specialization equips learners with a holistic approach to tackling climate and health challenges.

From Insight to Impact: Co-Creating Learning with Alumni

LILE partnered with Duke Alumni Engagement and Development and the Duke Climate Commitment to explore how alumni want to engage with climate-related learning. Based on alumni feedback, we developed **"Climate Science for Everyone,"** a Coursera course that seeks to empower people of all ages, educational levels, jobs, and interests to take climate change action in their own communities and careers – no science background needed.

Duke Corporate Education

In a distinctive collaboration that united Duke University's academic mission with the global leadership expertise of Duke Corporate Education (CE), LILE led the successful migration of several of CE's online courses to Coursera, expanding access to cutting-edge leadership training rooted in the science of organizational transformation. Looking ahead, LILE will continue to partner with Duke CE as well as the Fuqua School of Business to develop learning experiences that align with real-world business needs – combining LILE's strength in scalable, high-quality digital learning with CE's and Fuqua's deep experience in cultivating purpose-driven, inclusive leaders who can drive positive change across industries.

Divinity

LILE partnered closely with the Duke Divinity School to develop a series of online offerings that bridge theological formation with practical ministry leadership. Together, we launched three Coursera specializations and a standalone course, all designed to serve both current ministry professionals and lifelong learners seeking spiritual and organizational enrichment. These courses reflect Duke Divinity School's commitment to theological depth, practical relevance, and global reach – and LILE's dedication to delivering accessible, mission-aligned learning experiences to all learners.

Pratt School of Engineering

LILE continued its enduring partnership with the Pratt School of Engineering by developing a suite of new online courses that reflect the school's deep expertise in data science, programming, and emerging technologies. This year's collaboration resulted in courses that address high-demand skill areas and were thoughtfully designed to serve a global learner audience – from working professionals to aspiring data scientists.

Featured Specialization: Explainable AI (XAI)

In an era where AI is rapidly transforming high-risk domains like healthcare, finance, and criminal justice, the ability to develop AI systems that are not only accurate but also transparent and trustworthy is critical. The **Explainable AI (XAI) Specialization** is designed to empower AI professionals, data scientists, machine learning engineers, and product managers with the knowledge and skills needed to create AI solutions that meet the highest standards of ethical and responsible AI.

Broadening Access to Pre-College Learning

This year, Duke's Pre-College Program took bold steps to lower barriers and make high-quality academic enrichment more accessible to middle and high school students from all backgrounds. By eliminating the traditional application process and moving to open registration for our summer programming, we created a more inclusive pathway for curious, motivated learners to engage with rigorous academic offerings. Whether exploring complex topics in STEM, humanities, or the arts, students in our Pre-College courses are gaining early exposure to college-level learning while building confidence and community – at Duke and beyond.

1,244 enrolled

203 learners awarded financial aid

27 countries represented

Online course offerings for Summer 2025 expanded from 4 to 11, enrolling 202 students in online courses this summer.

Opportunities to share the Duke experience with their children are an important way we enable alumni to engage with the university.

183 learners were children of alumni, representing 15% of all participants

Advancing Professional Learning with Canvas

This year marked a pivotal moment for Duke's Professional Certificates Program as it embraced new tools and formats to better support working professionals seeking to advance their careers. The Legal Nurse Consulting Program (LNC) became the program's first offering delivered through Duke's new academic learning management system, Canvas. This transition from a third-party learning environment to Duke's system– made possible through close collaboration with LILE's learning experience design team – allowed for a smoother, more integrated learning experience for both instructors and students. Building on that momentum, we also launched the first-ever summer accelerated version of the LNC program, expanding access and flexibility for learners with demanding schedules.

Launched This Year: Embracing AI for Legal Professionals

This **40-hour self-paced course** explores the transformative potential of AI in the legal industry, focusing on practical applications such as legal research, document review, contract analysis, predictive analytics, and legal drafting. The course emphasizes ethical considerations, best practices, and real-world applications, preparing legal professionals to leverage AI for enhanced efficiency, accuracy, and innovation in their work.

Complementing the Core: Professional Growth Through the Graduate Academy

The Duke Graduate Academy offers free, non-credit online short courses designed to help graduate and professional students develop skills in research, teaching, leadership, and public engagement. These courses, taught by Duke faculty and staff, cover topics not typically included in standard graduate curricula, providing intensive introductions to areas that complement students' academic work. By providing flexible, accessible learning opportunities, the Duke Graduate Academy supports students in enhancing their competencies beyond their primary fields of study, preparing them for diverse career paths and leadership roles.

This year's courses and instructors included:

Best Practices in Mentoring - Maria Wisdom (Faculty Advancement)

Business & Organizational Fundamentals for Entrepreneurial Action - Shep Moyle (Duke I&E)

Communicating Research - Robin A. Smith (University Communications)

Narrative Design - Aaron Dinin (Duke I&E)

Introduction to Qualitative & Mixed Methods Research - Erin Haseley and Marissa Personette (SSRI)

5 courses

148 students enrolled

Where Mission Meets Management: Equipping Divinity Students for Nonprofit Impact

Our Nonprofit Management Certificate program partnered with Duke Divinity School to launch a tailored certificate in Nonprofit Management designed specifically for graduate students pursuing vocations in faith-based nonprofit service. This collaboration integrated our expertise in professional certificate program design with the theological formation central to the Divinity School, equipping students with practical skills in areas such as board governance, fundraising, financial management, and organizational leadership. Initially aiming for a cohort of eight students, the program exceeded expectations with 18 Divinity students enrolling in its inaugural year.

By integrating specialized professional training with academic study, this new certificate program exemplifies our commitment to interdisciplinary partnerships that empower learners across fields to lead with impact in a variety of contexts.
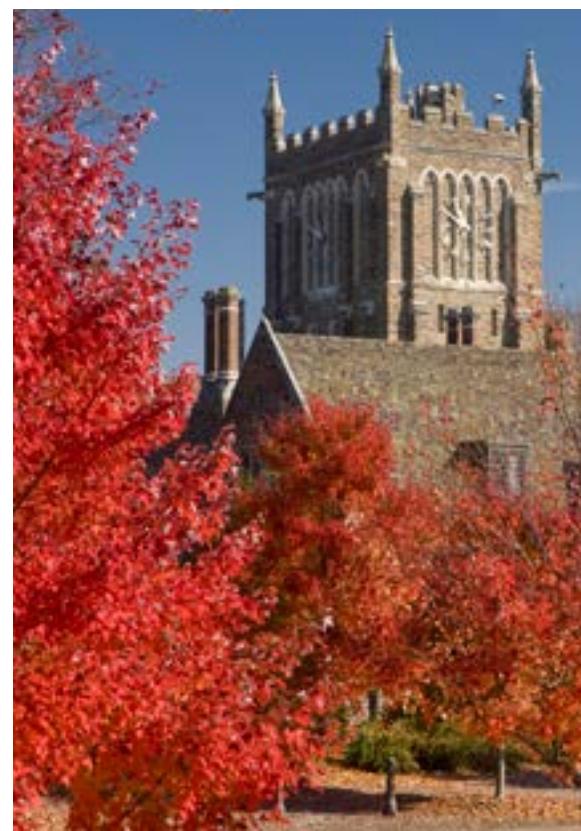
A Transformative Year for OLLI at Duke

Welcoming New Leadership: Rhonda Parker Joins as Director of OLLI at Duke

In October 2024, we were thrilled to welcome **Rhonda Parker** as the new Director of the Osher Lifelong Learning Institute (OLLI) at Duke. With over 30 years of experience in education, leadership, and program development, Rhonda brings a deep commitment to community engagement, inclusive learning, and intellectual curiosity – values that resonate deeply with OLLI's mission.

OLLI at Duke offers a vibrant, member-led community where nearly 2,000 learners aged 50 and above engage in non-credit courses and shared learning experiences designed to stimulate both mind and spirit. As the program enters a new chapter under Rhonda's leadership, her passion for lifelong learning and her history of building meaningful partnerships will help guide its continued growth and innovation.

OLLI Abroad: A Return to Global Learning with Duke Travels

After a 17-year hiatus, OLLI at Duke relaunched international travel programming with an exclusive trip to Normandy, France in September 2025. Made possible through a new partnership with Duke Travels (part of the Lifelong Learning team at Alumni Engagement and Development) and shaped by feedback from the OLLI members, this immersive experience reflects the interests and aspirations of our vibrant adult learning community. More than a tour, this trip will be a shared educational journey designed to strengthen connections through exploration, discovery, and a deepened appreciation for global history and culture.

21 **OLLI members are registered to travel to Normandy this fall**

Our Influence

From academic publications to national conference presentations and media features, our work continues to shape conversations around teaching, learning, and innovation at Duke, across higher education, and around the world. Explore the selected works below to see how our team's insights are contributing to the evolving landscape of education and lifelong learning.

Chernik, A. (Guest) (2024, Oct 4). Episode 175: *A Vision for Continuous Innovation in Higher Ed* [audio podcast episode]. Illumination by Modern Campus

Culbertson, H. & Chambers, J. (2025, Mar 25). *On the Right Track: Uniting Voices for Strategic Success* [presentation]. UPCEA Annual Conference. Denver, CO.

Dewey, J. (2024, Nov 12). *Let's talk about UDL* [presentation]. Wake Tech Faculty Professional Development Day.

Gazi, Y. (2024, July 24). T*he pulse of higher education: The 2024 online enterprise benchmarking survey results revealed* [closing session]. UPCEA SOLAR. Minneapolis, MN.

Gazi, Y. (2024, Nov 6). *The Imperative for Lifelong Learning in an AI-Driven World* [keynote]. IEEE International Conference on IT in Higher Education and Training (ITHET). Paris, France.

Gazi, Y. (2024, Nov 21). T*he Practical and Moral Imperative for At-Scale Learning* [presentation]. Boulder Talks, University of Colorado. Boulder, CO.

Gazi, Y. (2025, Mar 25). *Lifetime Learning: A Higher Education Imperative* [panelist]. UPCEA Annual Conference. Denver, CO.

Hans, H. (2025, June 11). *A Values-Based approach to using Gen AI.* Faculty Focus.

Kalir, R. (Guest) (2024, Nov 11). *GenAI Panel Discussion: What have we learned and what might we do differently?* [Audio podcast episode]. Digital Gardening.

Kalir, R. (2025). *Re/Marks on power: How Annotation Inscribes History, Literacy, and Justice.* MIT Press.

Download the Open Access e-Book

Kalir, R. (2025). As we may mark. In L*iteracies in the Platform Society: Histories, Pedagogies, and Possibilities* (pp. 197–211).

Kim, J. (2025, March 13). *Three questions for Duke's Quentin Ruiz-Esparza.* Inside Higher Ed.

Kunath, M., Lee-Cates, C., Hudson, M., & Rogers, H. (2025, Feb 28). E*nsuring Responsible AI in Pedagogical Design* [poster session]. Responsible AI Symposium. Durham, NC.

Levina, A., Guthrie, K., Cook, L., & Pritts, M. (2025). *First-year class instills confidence in nontechnical skills for collegiate success.* HortTechnology, 35(2), 135–144.

Smith, A. & Mueller, E. (2025, Apr 26). *Generative Artificial Intelligence: Topics and Uses* [presentation]. Science Communicators of North Carolina (SCONC) Professional Development Day.

Wheatly, M. G., Dewey, J., Willingham-McLain, L., & Mwayaona, J. S. (2025). U*sing a STEM Course on Inclusion, Diversity, Equity, and Accessibility to Explore Student Reflections on their Socialization into STEM and their Observations of the Figured World of Higher Education STEM Contexts.* CBE—Life Sciences Education, 24(1).

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4.0 was used in the development of this report.*