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URBE EVENTS

URBE UNIVERSITY is excited to announce the completion of the **Second Episode of THE ROAR PODCAST**

URBE UNIVERSITY IS EXCITED TO ANNOUNCE THE RELEASE OF EPISODE 2 OF OUR STUDENT-LED PODCAST!

*In our second episode, we explore **current immigration topics and issues** with a practicing attorney who shares valuable insights, answers important questions, and helps our community better understand today's immigration landscape.*

At URBE University, we are committed to creating meaningful conversations that inform, educate, and connect our community with professionals who bring knowledge and real-world experience to the topics that matter most.

🎧 ***WATCH EPISODE 2 HERE:***
https://youtu.be/15CwipwFGWQ?si=Sn4WmkwXFkYu6Qo2Links to an external site.

Stay connected and tune in to future episodes of the URBE University Student Podcast as we continue to amplify student voices and explore important topics impacting our community!

*URBE UNIVERSITY is excited to announce the completion of the **Third Episode of THE ROAR PODCAST***

What does it take to compete, work as a team, and maintain a winning mindset?
In Episode 3 of The Roar Podcast, we welcome members of URBE University's basketball team. Hear their stories, learn about their challenges, and discover what drives them to give their best on and off the court.
🎙️ Tune in, get inspired, and discover the secret behind our team's winning mindset!

Hit play and let URBE ROAR! 🐯🏀 ---> https://youtu.be/T9krpzilkKYLinks to an external site.

UPCOMING LIBRARY WORKSHOPS

Topic** : **Library Instruction to New Students and Instructors. Fall B-2026
Learn how to find reliable academic sources, navigate library databases, evaluate information, and strengthen your research skills.
📅 *November 2, 4, 5 and 6, 2026*
🕑 *2:00–3:00 PM*
💻 *Online via Zoom (We will send you the Zoom Calendar)*

Topic: APA STYLE
Learn the essentials of APA 7th Edition, including in-text citations, reference lists, and the basics of academic formatting.
📅 *November 18. 2026*
🕑 *2:00–3:00 PM*
💻 *Online via Zoom*
https://urbe-university.zoom.us/j/97223607793?pwd=30KpJ91lobxir1SJA5fFpNdF6ZfJGJ.1

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~GUEST WRITERS~

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Artificial Intelligence and Higher Education: From E-Learning to AI Agents

Artificial intelligence is transforming university education, but its true potential will depend on how it is integrated into learning processes. A new report by OBS Business School argues that technology should not replace pedagogy or human intervention but rather become a tool in support of more personalized, efficient, and responsible education.

Higher education is undergoing a technological transformation that goes far beyond moving traditional classes into a digital environment. E-learning has ceased to be a complementary learning modality and has become a strategic component of universities and business schools. In this new context, generative artificial intelligence and, particularly, so-called AI agents, are opening new possibilities for students, faculty, and educational institutions.

The report "E-Learning and AI Agents in Higher Education: A Theoretical Framework for Adoption, Educational Value, and Responsible Implementation," prepared by Dr. Luis F. Toro Dupouy, a researcher at OBS Business School, analyzes this transformation and proposes a framework for understanding how these technologies can be incorporated strategically. The study was published in September 2026 and is based on an integrative review of academic literature, institutional reports, and documents from international organizations.

From Generative AI to AI Agents

One of the main distinctions highlighted in the report is the evolution from generative artificial intelligence toward systems capable of acting more autonomously. While generative AI can produce text, images, code, and other content based on instructions, AI agents can plan actions, retrieve information, use digital tools, execute multi-step tasks, and monitor their own results within defined limits. In higher education, this opens possibilities ranging from the personalization of learning experiences to the automation of certain administrative processes. Agents can support academic advising, recommend courses or areas of specialization, facilitate student progress monitoring, and help identify students who may be at academic risk.

They can also become support tools for faculty and university management. Potential applications include generating practice materials, developing rubrics, responding to inquiries, identifying common difficulties among students, and automating certain administrative tasks.

More Technology Does Not Automatically Mean Better Learning

One of the report's main messages is also one of the most important for the university community: the incorporation of artificial intelligence does not, by itself, guarantee better education.

The value of these tools depends on factors such as technological quality, student and faculty readiness, the suitability of the tool for the task, user trust, institutional preparedness, human oversight, and the existence of responsible governance mechanisms.

For this reason, the report advocates a "pedagogy-first" approach. The question should not simply be what a particular AI tool can do, but rather what educational problem it is intended to solve and whether it improves the learning process.

This distinction is especially relevant at a time when institutions may feel pressured to rapidly adopt new technologies. Hasty adoption can result in sophisticated tools without a clear pedagogical strategy.

Personalization: One of the Major Opportunities

One of the areas with the greatest potential is personalized learning. AI agents can provide individualized support, help students plan their studies, and offer feedback at different stages of the educational process.

For students, this may mean having access to a support system outside traditional class hour. For universities, it can also make it possible to analyze large amounts of information to identify patterns and provide earlier interventions to students who may need additional support.

However, personalization does not mean replacing the relationship between professor and student. The report specifically warns about the risk that excessive reliance on automated systems could reduce students' autonomy and cognitive effort.

The Risk of "Cognitive Laziness"

One of the most significant challenges is preventing AI from replacing intellectual processes that are an essential part of learning. When a student systematically delegates research, analysis, problem-solving, or the development of answers to an automated tool, they may achieve better results on certain tasks without necessarily developing the competencies those tasks were intended to assess. The report identifies this risk as a potential form of "metacognitive laziness" or cognitive offloading.

This raises a fundamental question for universities: how should learning be assessed when students have constant access to tools capable of producing answers?

The answer does not necessarily lie in banning technology. Instead, it may require redesigning certain activities and assessment systems to evaluate reasoning processes, practical application, critical thinking, and the ability to construct and defend arguments.

The Role of the Professor Is Also Changing

Artificial intelligence is not only transforming the student experience. It is also changing the role of faculty.

AI agents can take on certain repetitive and administrative tasks, allowing professors to devote more time to activities that require professional judgment, human interaction, student support, and pedagogical design.

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However, this transformation also requires new competencies. The report highlights the importance of AI literacy and technological-pedagogical knowledge so that faculty can critically evaluate the results produced by these systems.

The goal, therefore, should not be to replace professors with automated tools, but rather to use technology to strengthen their role as ***designers and orchestrators of learning.***

A Responsibility That Also Belongs to Universities

The incorporation of AI agents also raises institutional concerns. Privacy, data security, algorithmic bias, accountability for errors, academic integrity, and decision-making oversight are among the challenges universities must address.

The report points out that certain high-impact decisions—such as grading, academic progression, disciplinary measures, or certain support interventions—require strict human oversight.

Technological autonomy cannot be confused with the complete delegation of institutional responsibility.
This makes AI governance an educational issue, not merely a technological one.

Toward a University Prepared for the AI Era

The challenge for higher education institutions is not simply to acquire new tools. It is to develop a strategy that combines technology, pedagogy, faculty training, data protection, assessment, and governance.

The OBS report specifically calls for analyzing the adoption of AI agents from different perspectives: technology acceptance and use, task-technology fit, learning processes, faculty readiness, and institutional context.

The digital transformation of the university, therefore, should not be measured by how many artificial intelligence tools an institution uses, but by ***the educational value it manages to generate through them.***

For students, faculty, and university leaders, the central question will increasingly be less about whether AI will become part of higher education and more about ***how to use it without losing what makes education truly human: critical thinking, autonomy, interaction, creativity, and the ability to learn.***

For Further Reading

The full report ***"E-Learning and AI Agents in Higher Education,"*** *by Dr. Luis F. Toro Dupouy, provides a theoretical framework and research agenda for understanding the responsible adoption of these technologies in universities and business schools.*
Source: OBS Business School, E-Learning and AI Agents in Higher Education, September 2026. Informe OBS Elearning 2026.pdf

Wiley, D. (2006) The current state of open educational resources.

Open Educational Resources *are defined as 'technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes.' They are typically made freely available over the Web or the Internet.*

Examples of OER

- *Open Stax (Textbooks-Business)*
- *OER Commons - Open Textbooks*
- *Merlot (Business Cases, Leadership, Ethics, etc.*

WORKING PAPERS

- *EconPapers*
- *IDEAS Internet Documents in Economics Access Service*
- *RePEC*

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Veterans Day is a holiday dedicated to American veterans of all wars, and Veterans Day 2026 occurs on Wednesday, November 11.
In November 1918 during World War I—at the 11th hour of the 11th day of the 11th month of that year—an armistice, or temporary cessation of hostilities, was declared between the Allied nations and Germany.
Commemorated the following year as Armistice Day in many countries, November 11th became a federal holiday in the United States in 1938. In the aftermath of World War II and the Korean War, Armistice Day became known as Veterans Day.

Veterans Day Traditions
In the United States, an official wreath-laying ceremony is held each Veterans Day at the Tomb of the Unknown Soldier in Arlington National Cemetery, while parades and other celebrations are held in states around the country.
Veterans Day is not to be confused with Memorial Day—a common misunderstanding, according to the U.S. Department of Veterans Affairs. Memorial Day (the fourth Monday in May) honors American service members who died in service to their country or as a result of injuries incurred during battle, while Veterans Day pays tribute to all American veterans—living or dead—but especially gives thanks to living veterans who served their country honorably during war or peacetime.

Thanksgiving Day in the United States is a holiday on the fourth Thursday of November. The day after is also known as Black Friday.

Family Celebration
Thanksgiving Day is a day for people in the US to give thanks for what they have. Families and friends get together for a meal, which traditionally includes a roast turkey, stuffing, potatoes, vegetables, cranberry sauce, gravy, and pumpkin pie.

In some cities and towns, there are parades during the Thanksgiving weekend. In most areas, these festivities also mark the opening of the Christmas shopping season.