



INGENIUM
European University

Deliverable 5.5:

INGENIUM Staff Academy Workshop 4-5

Work package 5 – Innovative Teaching and Lifelong Learning



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Document information

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Description of the deliverable (3-5 lines)	The INGENIUM Alliance organises Staff Academy workshops to share, transfer, and showcase innovative pedagogical methodologies. Each Staff Academy event has ten individual sessions, lasting an hour, with one from each partner university.
Key words	Innovative pedagogy, teaching, learning, innovative learning methodologies.

Document history

Date	Version	Prepared by	Description
31/10/2025	1	Tiina Parkkonen, Cai Weaver	Submitted

Definitions & Acronyms

<p>Definition</p> <p>5.2 INGENIUM Staff Academy</p> <p>Description of Action from the Grant Agreement</p>	<p>The INGENIUM Staff Academy will be held twice a year, in the Spring term. Each edition will be hosted by one of the Alliance Universities, in the framework of the 10 Days of INGENIUM. The Academy will showcase, share and transfer selected innovative pedagogical methodologies (from the partner Universities or, if appropriate, from other higher education institutions beyond the Alliance). The programme of each of the Academy editions will be based on proposals submitted by Alliance staff already implementing innovative learning methodologies or wishing to develop them in cooperation with the INGENIUM partners. The Innovation Committee will issue the guidelines and will assess the proposals, and professors will be invited to submit their ideas for sharing or developing innovative pedagogical methodologies.</p> <p>Priority will be given to proposals focusing on:</p> <ul style="list-style-type: none"> • Effective student-centred learning, to equip students with the knowledge and other skills required for their professional development. • Connecting research and education, rapidly bringing into education the findings of research and bringing education closer to research through challenge-based and work-based methodologies • Blended learning, combining traditional classroom-based education with other learning methodologies, including distance or work-based learning. <p>Proposals should actively involve students and stakeholders in their development or implementation and should include the appropriate transfer strategies. Specific incentives and support will be made available for developing and sharing the selected proposals.</p> <p>As a part of the Staff Academy the currently funded INGENIUM project, national initiative European University Networks (EUN) funded by the German Federal Ministry of Education and Research (BMBF), have generated teaching teams. These teaching tandems can serve as best practice examples. They can also offer and further develop the collaboratively developed teaching concepts there.</p> <p>The Academy will provide the appropriate framework for knowledge sharing and transfer and will also offer new networking opportunities and will open avenues for enhanced cooperation. Academy sessions will be recorded and streamed to give a larger number of staff members in each University the opportunity to learn about the innovative teaching and learning methodologies.</p>
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Acronyms	LMS – Learning Management System
Work Packages	<p>WP1 – Work Package 1, INGENIUM Governance and Management</p> <p>WP2 – Work Package 2, Building a Cohesive Cooperation Framework</p> <p>WP3 – Work Package 3, INGENIUM Digital Campus</p> <p>WP4 – Work Package 4, The INGENIUM European Campus</p> <p>WP5 – Work Package 5, INGENIUM for Innovative Teaching and Lifelong Learning</p> <p>WP6 – Work Package 6, INGENIUM for Research</p> <p>WP7 – Work Package 7, INGENIUM for Sustainable Development</p> <p>WP8 – Work Package 8, Entrepreneurial INGENIUM</p> <p>WP9 – Work Package 9, INGENIUM for Social Engagement and Outreach</p> <p>WP10 – Work Package 10, INGENIUM Communication and Dissemination Strategy</p>
INGENIUM Partner Institutions	<p>UNIOVI, University of Oviedo (Spain)</p> <p>MUS, Medical University Sofia (Bulgaria)</p> <p>UoC, University of Crete (Greece)</p> <p>HKA, Karlsruhe University of Applied Sciences (Germany)</p> <p>XAMK, South-Eastern Finland University of Applied Sciences (Finland)</p> <p>U'dA, Gabriele d'Annunzio" University Chieti – Pescara (Italy)</p> <p>HS, University of Skövde (Sweden)</p> <p>MTU, Munster Technological University (Ireland)</p> <p>URN, University of Rouen Normandy (France)</p> <p>TUIASI, Gheorghe Asachi Technical University of Iași (Romania)</p>

EXECUTIVE SUMMARY

The INGENIUM Staff Academy Workshops 4 and 5, held in 2025, are part of a broader initiative to advance innovative teaching and lifelong learning across a network of ten European universities. These workshops, central to Work Package 5 (WP5), provide a platform for educators to exchange, develop, and disseminate new pedagogical methods. This deliverable presents the first longitudinal analysis of the impact of the Staff Academy Workshops and the related activities in WP5. Previous deliverables (5.3 & 5.4) have focused on the design and implementation of the Staff Academy workshops. The analysis will be completed in Deliverable 5.7.

Scope and Approach:

Each Staff Academy event brings together representatives from all partner universities for interactive sessions, hands-on workshops, and knowledge sharing. The 2025 events were hosted by South-Eastern Finland University of Applied Sciences (Xamk) and the University of Crete (UoC), with a combined total of 65 participants and 24 presentations. Topics ranged from digital innovation and AI in education to gamification, simulation-based learning, and inclusive teaching strategies. The workshops are complemented by open webinars, further extending their reach.

Key Results:

- **Adoption of Innovative Practices:** 100% of surveyed participants reported gaining new teaching ideas, with many directly adopting or adapting methods such as digital tools, active learning, and coaching approaches in their own classrooms.
- **Collaboration and Networking:** The events fostered new partnerships, joint projects, and ongoing communities of practice, supported by platforms like LinkedIn and the INGENIUM Learning Management System (LMS).
- **Institutional Impact:** Several universities launched follow-up projects, revised support structures, or integrated Staff Academy outcomes into strategic planning. Notable examples include new pedagogical support units, micro-credential initiatives, and collaborative Education Lab projects.
- **Motivation and Engagement:** Participants highlighted renewed enthusiasm for teaching, increased confidence in experimenting with new methods, and a stronger sense of belonging to a European educational community.

Lessons Learned:

- The hands-on, workshop-based format is highly effective for knowledge transfer.
- More unstructured time for networking would deepen collaboration.
- Greater institutional support and recognition of teaching innovation are needed.
- Future workshops should involve students more directly to support interdisciplinary learning.

Staff Academy Development and Improvements (2023–2025)

In 2025, the INGENIUM Staff Academy events were developed based on feedback and lessons learned from previous years (2023 and 2024). The workshops became more interactive and focused more on underlying pedagogical techniques rather than the subject content. Presenters

were given additional time for their sessions. Participants were encouraged to engage in discussions during and after each workshop, which helped foster deeper connections and networking among educators. As a result, several project teams applied for Education Lab joint projects in 2025, formed through relationships established at Staff Academy events. This demonstrates the value of face-to-face interaction and trust-building for future collaboration. One key area identified for further development is engaging associate partners and stakeholders. While the broad scope of the Staff Academy workshops offers numerous opportunities, it is not always easy for stakeholders to see the direct relevance to their own work. To address this, future Staff Academy events could focus on specific themes, such as Sustainability, and invite key local stakeholders to participate. This targeted approach could improve stakeholder engagement. A significant organisational change in 2025 was the introduction of separate application calls for each Staff Academy event. This was intended to make the process clearer for applicants, allowing them to focus on applying for one event at a time. However, it became evident that the timeline for the second event's application and two-stage evaluation process was too tight, resulting in late notifications for selected presenters. This also complicated travel arrangements and work schedules for participants.

Plans and Improvement Proposals for 2026

For 2026, the application process will revert to the 2024 method, with a single application period via the platform for both Staff Academy events, one organised by HS (Sweden) and the other by MUS (Bulgaria). Applicants must specify their preferred event when submitting their application or may apply separately to each. This change aims to streamline the process and allow sufficient time for evaluation and preparation. Building on the successes of 2025, future Staff Academy events will continue to feature interactive, discipline-agnostic workshops and encourage active participation from educators and management. In 2025, management was encouraged to take part, including delivering opening remarks. This will be further promoted in 2026, as leadership involvement is vital for understanding and appreciating pedagogical development. Leadership participation also demonstrates that teaching excellence is recognised. Over the years, the need for a community platform for ongoing discussion and collaboration became apparent. In 2025, we launched the INGENIUM Staff Academy Community on LinkedIn. However, active engagement requires continuous moderation. Our goal for 2026 is to increase activity and grow this community further. Additionally, the 2025 Staff Academy at Xamk included an "Education Lab tour" of campus learning environments and a virtual tour for all INGENIUM participants. An RDI services expo was also organised and received positive feedback. Similar activities are planned in Sweden and Bulgaria for 2026. To enhance dissemination, the 2026 Staff Academy will shift from lengthy video recordings to short podcasts and video interviews on specific pedagogical topics, aiming to motivate educators to develop their teaching and to generate interest in INGENIUM's work within and beyond the alliance.

Conclusion

By mid-2025, the INGENIUM Staff Academy will have met its objectives, accelerating the spread of innovative teaching practices, strengthening cross-institutional networks, and inspiring both individual and institutional change. The challenge ahead is to sustain this momentum, embed innovations into policy, and continue recognising teaching excellence. For a detailed analysis of workshop design, implementation, survey results, and case studies, read the full report.

INTRODUCTION

“One of the great things about INGENIUM is that you have different perspectives, different cultures and different research fields. You get feedback from people who think about issues in a very different manner. The start of this work was in Crete, and being at Xamk felt like I fulfilled the circle, and I really appreciate the symmetry in it.”

Associate Professor at HS and participant in the Staff Academy at 10 Days of INGENIUM in both Crete and Finland

The INGENIUM Alliance – a network of ten European universities – launched Work Package 5 (WP5) with a mission to foster innovative teaching and lifelong learning across partner institutions. The INGENIUM Staff Academy workshops are a series of hands-on workshops where educators from each university share and transfer their innovative pedagogical methods with colleagues from all partners.

Each Staff Academy event features ten interactive sessions (one led by each partner university) showcasing effective teaching practices, from new digital tools to active learning techniques. By design, the Staff Academy Workshops serve as living laboratories for pedagogical innovation, aligning closely with WP5's strategic targets: spreading innovative methods, promoting student-centred pedagogy, encouraging cross-institution collaboration, and embedding good practices into institutional strategy.

Since mid-2023, five Staff Academy events have been held on a rotating basis, approximately twice per year, hosted by different partners. Hundreds of educators have participated, collectively forming a growing community of practice within INGENIUM. In 2025, two Staff Academy workshops were organised, attracting a total of 65 (28 in Finland and 37 in Greece) participants from all INGENIUM universities. There were 54 proposals submitted via the INGENIUM Staff Academy platform. The fourth Staff Academy event was arranged at the South-Eastern Finland University of Applied Sciences, Mikkeli in Finland, from February 10–14, 2025, as part of the 10 Days of INGENIUM. The fifth event was hosted by the University of Crete (UoC), Greece, from May 19–23 during the 10 Days of INGENIUM.

The development of teaching methods, pedagogical practices, and teachers' professional skills requires time and resources. After several editions of Staff Academy Workshops, it is possible to gather data on their impact and transferability, as there are three years of data to analyse. In the previous deliverables, there was insufficient time to disseminate good pedagogical practices, and therefore, an impact analysis would have been limited. We draw on survey feedback from participants, content from event materials, and alliance documents to evaluate method adoption, collaborative outcomes, and strategic impact.

This report provides a **comprehensive overview of the INGENIUM Staff Academy's design, implementation, and outcomes from 2023 to 2025.**

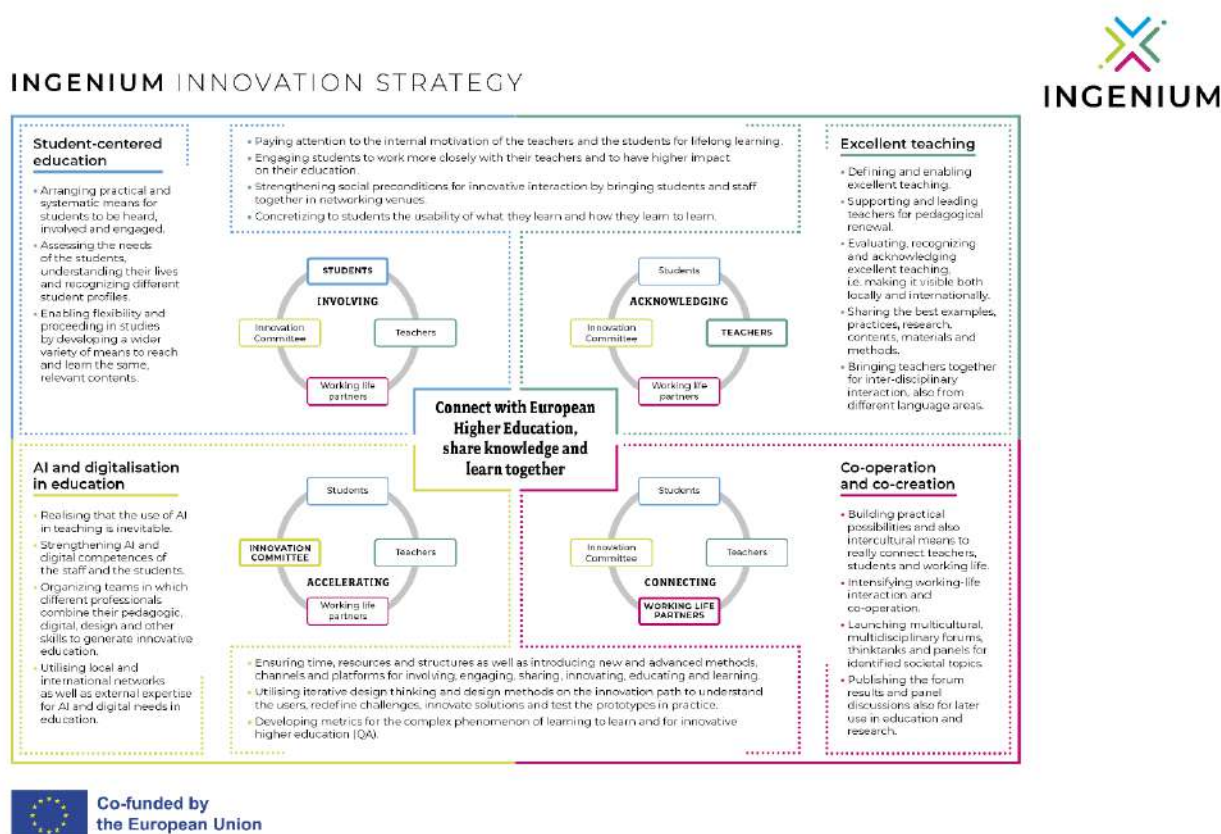
The report is structured as follows:

- **Design and Implementation:** Details the structure of Staff Academy workshops and the process for selecting and evaluating proposals.
- **Staff Academy Workshops:** Describes the design and organisation of events at Xamk (Finland) and UoC (Greece), including implementation details and participant engagement.
- **Staff Academy Webinars:** Outlines the planning, delivery, and impact of webinars as a complementary format for sharing best practices.
- **Staff Academy Learning Communities:** Explains the development of ongoing communities of practice, including the use of the Learning Management System (LMS) and LinkedIn Staff Academy group.
- **Innovation Committee:** Introduces the committee's role in guiding pedagogical innovation, supporting cross-institutional collaboration, and educational development in its institution.
- **Staff Academy Outcomes and Impact:** Analyses the effects of the Staff Academy on pedagogical practice, collaboration, and institutional change, drawing on survey data and case examples.
 - *Sharing pedagogical practices and teaching methods*
 - *Adoption and adaptation of teaching methods*
 - *Collaboration and networking*
 - *Institutional change*
- **Discussion:** Reflects on lessons learned, challenges, and recommendations for future development.
- **Conclusion:** Summarises the achievements of the Staff Academy.
- **References and Annex:** Provides supporting materials.

Design and Implementation

Introduction

The INGENIUM Staff Academy workshops are a key initiative under WP5 (Innovative Teaching and Lifelong Learning) aimed at sharing and transferring innovative pedagogical methodologies across partner universities. INGENIUM organises seven Staff Academy workshops as part of the 10 Days of INGENIUM to showcase new teaching methods developed within the alliance and build a cross-university community of practice. These workshops invite INGENIUM staff who are “already implementing innovative learning methodologies or wish to develop them in cooperation with INGENIUM partners” to present their ideas. By design, the Staff Academy workshops foster collaboration, knowledge-sharing, and peer support among educators, aligning with



Picture 1: INGENIUM Innovation Strategy

This section outlines the structure and organisation of the Staff Academy workshops. It includes details on event design, the call for proposals, the two-stage evaluation process, and the criteria used to identify innovative pedagogical methods across the alliance. It also provides concrete examples from recent events at Xamk (Finland) and UoC (Greece), highlighting session formats, participant engagement, and feedback mechanisms. Additionally, it describes the data collection strategies, such as surveys and the INGENIUM Staff Academy Impact Survey (Annex 1). The section also discusses the planning, participation, and measurement of engagement in Staff

Academy webinars. It further covers the development of ongoing learning communities via the Staff Academy LMS (INGENIUM educational platform) and INGENIUM Staff Academy Community (LinkedIn group). The oversight role of the Innovation Committee in supporting pedagogical development and cross-institutional collaboration is explained. Finally, this section summarises how these activities advance the objectives of WP5 and contribute to the broader goals of the INGENIUM Alliance.

Staff Academy Workshops

Design and organisation in Xamk (Finland) and UoC (Crete)

The INGENIUM European University hosts Staff Academy workshops to share and develop innovative pedagogical methods in collaboration with partners. Each event includes at least ten sessions, featuring one from each university. These workshops enhance teaching and facilitation skills through hands-on learning, promote knowledge sharing, foster networking, and support greater cooperation among participants.

The INGENIUM Staff Academy is held twice a year during the **10 Days of INGENIUM**. The fourth Staff Academy was held at the South-Eastern Finland University of Applied Sciences, Finland, from 10 to 14 February 2025 and the fifth Staff Academy at the University of Crete, Greece, from 19 to 23 May 2025.

Design of Staff Academy events within INGENIUM

As part of the **Staff Academy Workshops**, each partner university has a one-hour session to present an innovative pedagogical method or teaching practice to the alliance. The format of each session is intentionally flexible, allowing presenters to tailor the structure to their content and audience.

Sessions may include:

- A combination of teaching demonstrations, group work, and reflective discussion (e.g., 30 minutes of demonstration, 15 minutes of group activity, and 15 minutes of reflection).
- Fully interactive workshops with real-time engagement and open dialogue throughout.

This flexible design encourages creativity, cross-disciplinary learning, and the sharing of transferable teaching innovations across the INGENIUM network.

Call for proposals

- The applicants submitted their proposal on the Calls for Proposals platform, which was co-designed, created, and managed by Work Package 3 (WP3) INGENIUM Digital Campus. The application form and process were refined in partnership with WP3.
- The call is published annually via the Calls for Proposals platform. There has been some experimentation with the timing of the calls to account for different academic calendars across partner institutions, as holidays are staggered throughout the year.
- All university staff are eligible to apply, with targeted promotion encouraging submissions of innovative teaching cases. However, the employee should have a valid employment contract at the time of the event.

- Applicants have approximately two months to prepare and submit their proposals.
- INGENIUM partner universities should actively promote the opportunity within their institutional networks and jointly through WP10 Communication and Dissemination to ensure broad visibility and engagement across the alliance.

Evaluation Process

- The participants are chosen through an open call for proposals on the platform.
- The evaluation is conducted in **two rounds**:
 1. **First Round:** Each university's **Innovation Leader** reviews proposals from the Call for Proposals platform at their own institution and selects the **top five applicants**.
 2. **Second Round:** A panel of **INGENIUM Community Evaluators**, comprising Innovation Leaders and WP5 Coordinators, assesses the top five proposals from each university. Evaluators are not allowed to review proposals from their own institution to ensure impartiality.

Selection Criteria

Proposals are assessed using a structured rubric published with the call. These were created from the Grant Agreement and updated by the **Innovation Committee** to reflect the priorities of the jointly designed.

Key selection criteria include:

- **Student-Centred Learning:** Effectiveness, innovation, and alignment with learner needs.
- **Research-Education-Work Life Integration:** Use of real-world cases, mentorship, and challenge-based learning.
- **Blended Learning:** Use of digital tools and hybrid formats to enhance accessibility and engagement.
- **Session Format:** Interactivity, clarity of learning objectives, and transferability across disciplines.

Out-of-the-box and interdisciplinary proposals are encouraged, especially those involving students, associate partners, and stakeholders in the design or delivery. The call for proposals is found in the reference list.

Staff Academy Workshop Xamk (Finland) Implementation

The Staff Academy Workshop at Xamk (Finland), held from 10 to 14 February 2025 at the Mikkeli Campus, featured a total of 12 presentations. However, two of these were opening speeches, and one presenter cancelled due to illness. Each presenter was allocated an hour to present, except for the opening speeches, which lasted 20 minutes each. There were 28 participants onsite in Mikkeli for this Staff Academy Workshop programme. The programme is listed in Table 1 below.

Table 1: Staff Academy XAMK (Finland) Implementation

Presenter(s)	Session Title	Implementation
South-Eastern Finland University of Applied Sciences	Xamk's Pedagogical Renewal	Opening speech (presentation), introducing the pedagogical framework for teaching and learning at Xamk.
University of Crete	Innovative Faculty Development and Teacher Education	Guest speech (presentation)
Munster Technological University	Beyond Teaching: A Case Study in Cultivating a Coaching & Mentoring Culture	Interactive Session (workshop with group activities)
University of Oviedo	Fostering Academic Writing by (Oral and Written) Participation in Bilingual Scientific Conference	Presentation (case study showcase) Cancelled due to sickness.
South-Eastern Finland University of Applied Sciences	Climate Fresk: Cards for a Better Future	Workshop (interactive, game-based session)
Gheorghe Asachi Technical University of Iasi	Engaging Students in E-Learning Environments for Micro-Learning: A Study Case on Machine Learning in Knowledge Representation and Reasoning	Workshop (hands-on, interactive)
Medical University of Sofia	Opportunities for combining traditional and high-tech innovative and interactive surgical training for medical students.	Interactive Session (demonstration, discussion)
University of Skövde	Gamifying Cybersecurity Education: Engaging Students Through Active Play.	Workshop (game-based, interactive)
Karlsruhe University of Applied Sciences	Designing the Future of Urban Spaces: Living Laboratories and AI-Driven Visualization. *BYOD	Interactive Workshop (collaborative, hands-on)
University of Rouen	Facilitating Project Based Learning in EFL.	Presentation/Workshop (case study, discussion)
University of Crete	Chemistry Outreach Group (COG): Building Reflective and Inclusive Educational Outreach Activities in Science Education.	Workshop (hands-on, outreach activities)
University "G.d'ANNUNZIO" Chieti-Pescara	Empowering Students through Flipped Classrooms and Autonomous Publications. A Practical Model for University Lecturers.	Presentation/Workshop (practical model, technology integration)



Picture 2: Participants of the fourth INGENIUM Staff Academy Workshop at Xamk (Finland), the photograph was taken by Pihla Liukkonen.

Staff Academy Workshop UoC (Greece) Implementation

The Staff Academy Workshop at UoC (Greece), held from 19 to 23 May 2025 at the Rethymnon Campus, featured a total of 13 presentations. However, one of these was the opening speech, and UoC had two short teaching demonstrations showcasing local best practices. Each presenter was allocated an hour to present, except for the opening speeches, which lasted 20 minutes each. There were 37 participants onsite in Rethymnon for this Staff Academy Workshop programme. The programme is listed in Table 2 below.

Table 2: Staff Academy UoC (Greece) Implementation

Presenter(s)	Session Title	Implementation
University of Crete	The Center for Training and Lifelong Learning (KEDIVIM) of the University of Crete and the Center of Teaching and Learning CTL Tot	Opening speech (presentation)
Munster Technological University	Supporting entrepreneurial educators to use Lego SERIOUS Play (LSP) to enable reflective practice in multi discipline education	Hands-on, guided reflective activities with LSP

University of Crete	Best local practice presentation: Chemistry Outreach Group (COG): Building Reflective and Inclusive Educational Outreach activities in Science Education	Workshop – methodology presentation and hands-on activities.
Medical University of Sofia	A collaborative effort to develop a theatre play to explore medical ethics	Academic lecture focusing on teaching and communication in dental education.
University of Rouen	Fostering student agency through active pedagogical approaches	Presentation + Interactive Debate session
University of Crete	Enhancing History Education with Interactive AI: Managing Cognitive Load and Learning Anxiety through GNOSTIS AI	Interactive Workshop – conceptual grounding, live demonstration, hands-on activities, and reflective discussion.
Karlsruhe University of Applied Sciences	Online Assessment applying the STACK concept	practical training on creating and using STACK tasks for online assessment.
University of Crete	Best local practice presentation: From Lab Reports to Multimodal Learning Artifacts: Evaluating Student-Generated Multimodal Videos in Chemistry Education	Interactive Workshop – collaborative evaluation of student videos and co-construction of assessment rubrics
Gheorghe Asachi Technical University of Iași	Shaping the Future of eLearning: Organizing Teaching Materials, Elaborating Micro-Credentials, and Badges	Workshop – methodology presentation and hands-on activities in teams.
University of Skövde	Understanding eXplainable AI through Practical Business Scenarios	Interactive Session / Workshop – collaborative problem-solving and discussion using business scenarios.
University of Oviedo	Fostering academic writing by (oral and written) participation in bilingual scientific conference	Presentation / Case Study – showcasing teaching innovations and student conference experiences.
University of Crete	Fostering Algorithmic and Computational Thinking in Early Childhood Education: Pedagogical Approaches and University-Level Training for Future Educators	Presentation – academic lecture with practical examples.
South-Eastern Finland University of Applied Sciences	Audio escape game – gamification method proofing interaction and practical skills on online teaching.	Workshop / Gamified Session – interactive gameplay and discussion on educational gamification.
Università degli Studi “G.	Learning by Creating: Student-Centered Teaching with AI Tools	Workshop – hands-on creation of multimedia content with AI tools.

d'Annunzio" Chieti - Pescara		
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Picture 3: Participants of the fifth INGENIUM Staff Academy Workshop at UoC (Greece), the photograph was taken by UoC.

Data collection

All work packages conduct a half-yearly report to understand the impact of their activities. This is coordinated by WP1. This feedback is gathered from WP5 Coordinators or Innovation Leaders who self-assess the implementation of WP5 activities in their own institutions and the effectiveness of the Staff Academy activities. The feedback from the half-yearly report has been crucial for understanding the adoption of pedagogical practices and the impact of WP5 activities on transforming teaching and learning in the partner institutions.

Feedback was also gathered on the Staff Academy Workshops as part of the **general feedback survey for the 10 Days of INGENIUM** events, coordinated by WP4. This aims to collect feedback for quality assurance and to enhance future INGENIUM events.

Responses are anonymous, and the survey assures participants that their answers will be handled confidentially, with no identifying tokens stored alongside responses. Participation is voluntary, and respondents may skip questions or choose not to participate. The target group includes participants in any of the activities during the 10 days of INGENIUM: staff week, Staff Academy, junior school, senior school/PhD Days, WP and governance meetings. The survey is tailored based on the participant type, for instance, a speaker at the Staff Academy, a mentor, or a student. Participants have around 4 weeks to complete the survey. It uses rating scales (typically 1 to 5, where 1 = low satisfaction and 5 = high satisfaction) to gauge participants' satisfaction with different aspects of the event. It also features open or free-text fields, allowing respondents to comment in their own words. This general feedback survey is useful to understand the immediate impact of the Staff Academy Workshops; however, it does not allow

us to assess the larger or broader impact of the events because the participants have not had time to return to their institutions and discuss their experience of new teaching methods or pedagogical practices from participating in WP5 activities.

There was no general feedback survey for the 10 Days of INGENIUM at U'dA (Italy). This was not an established practice and was not agreed upon by the partners. For this event, an anonymous survey was created using Microsoft Forms, which primarily focused on giving feedback to the presenters rather than receiving it from the participants. In this survey, there were only twelve responses.

However, we realised that the questions we designed were not sufficient to fully understand the scope of the knowledge transfer and pedagogical usefulness of the Staff Academy workshops. Therefore, an additional **INGENIUM Staff Academy Impact Survey** was created (See Annex 1), which was based on INGENIUM's Innovation Strategy. The survey evaluates the impact of Staff Academy events on participants' professional development and the enhancement of teaching practices. It gathers background information and includes both quantitative and qualitative elements: participants rate statements on a 1–5 scale (from Strongly Disagree to Strongly Agree) and provide open-ended feedback and suggestions.

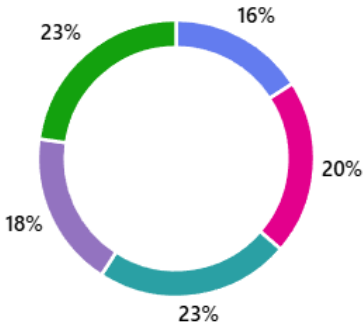
The survey was developed in accordance with the INGENIUM Innovation Strategy of Pedagogy, ensuring alignment with its core principles. Its primary goal was to assess how participation in Staff Academy events supports the implementation of INGENIUM's pedagogical innovations across partner universities. This survey was conducted from 19th September to 5th October 2025. There were 39 respondents in total. Thirty-three participated in Staff Academy Workshops onsite, one participated remotely, and five did not attend the Staff Academy Workshops during the 10 Days of INGENIUM. They participated in Innovation Committee meetings or Staff Academy Webinars, and therefore, their responses are included in this analysis. **Note that the same respondent may have participated in multiple Staff Academy Workshops.** See Table 3 below for more information.

Table 3: Survey Respondents by Staff Academy events

Staff Academy event	Respondent number
Chiety-Pescara, Italy 19.-21.6.2023	7
UoC, Rethymno, Greece 6.-7.2.2024	9
TUIASI, Iasi, Romania 21.-22.5.2024	10
XAMK, Mikkeli, Finland 10.-14.2.2025	8
UoC, Heraklion, Greece 19.-23.5.2025	10
Remotely (online)	1

4. If yes, please select event locations and dates

● Chieti-Pescara, Italy – June 2023	7
● Rethymno, Crete – February 2024	9
● Iasi, Romania – May 2024	10
● Mikkeli, Finland – February 2025	8
● Heraklion, Crete – May 2025	10



Picture 4: Staff Academy Impact Survey Responses, by event.

Staff Academy Webinars

Design and organisation

The Staff Academy Workshops have been an effective tool to share good pedagogical practices and connect educators in person during the 10 Days of INGENIUM events. However, there are limited opportunities to participate in this live programme, as there are typically only 1-2 presenters from each partner institution, and many may not have the opportunity to participate. Therefore, WP5 proposed the creation of online Staff Academy Webinars to provide more opportunities to share good teaching practices, network, and offer another forum for discussion. The Webinars are open to all INGENIUM staff members, associate partners, and stakeholders. Anyone is free to present a topic. The presenters are selected on a first-come, first-served basis; however, those who applied to participate in the Staff Academy Workshops but were not chosen are personally invited to present in the Staff Academy Webinars.

Event Delivery

Throughout the academic year, INGENIUM organises several public Staff Academy webinars hosted by South-Eastern Finland University of Applied Sciences (Xamk) via Zoom. Each session typically includes 1–3 short case presentations on innovative teaching practices, followed by interactive discussions and Q&A. Presenters are allocated 20-minute slots, with 10 minutes for discussion, and have the option to extend if needed. These events are disseminated by WP10.

Two additional webinars are planned for late 2025: one on 4th November focusing on gamification as a pedagogical strategy, and another on 2nd December highlighting the progress and outcomes of Joint Education Lab Projects submitted in the 2024 call and funded in early 2025.

In 2024, presenters represented Uniovi (5), MUS (1), Xamk (3), HS (1), MTU (2), and TUIASI (1). In 2025, presenters included Xamk (5), U'dA (1), and one external contributor. While registration numbers have remained consistently high, actual attendance has tended to be lower, indicating a need to ensure that staff have adequate resources and support to participate. A total of 118 participants attended six Staff Academy webinars in 2024. In 2025, three webinars have been held so far, with a total of 144 participants.

The 2024-2025 Staff Academy webinar participants per organisation are presented in Table 4 below. External refers to participants who do not represent INGENIUM universities. Each INGENIUM university is listed separately in the table. The figures in the table indicate the total number of participations, not the number of unique individuals.

Table 4: INGENIUM Staff Academy Webinar participants per organisation 2024-2025

Organisation	2024 Participants	2025 Participants
Xamk	36	32
Uniovi	24	19
TUIASI	7	18
MTU	11	13
Ud'A	1	36
UoC	7	2
HKA	8	2
MUS	3	3
URN	3	3
HS	2	3
External	16	13

The 2025 Staff Academy webinar programme is presented in Table 5 below.

Table 5: INGENIUM Staff Academy Webinars 2025

Staff Academy webinar 7 – Online, 3 April 2025	Topic	Impact
eLearning Coordinators from South-Eastern Finland University of Applied Sciences.	Practices to support the development of teaching staff's digital pedagogical competence among teachers.	6 Participants. 41 views on YouTube.
Senior Lecturer, South-Eastern Finland University of Applied Sciences.	Student-centred learning design.	
Staff Academy webinar 8 – Online, 6 May 2025	Topic	Impact
Senior Lecturer, South-Eastern Finland University of Applied Sciences.	Group coaching: building psychological trust, team spirit, and mutual support among students.	18 Participants. 45 views on YouTube.
Senior Lecturer, South-Eastern Finland University of Applied Sciences.	Student-centred practices in online teaching.	
Staff Academy webinar 9 – Online, 7 October 2025	Topic	Impact
CTO Nordics, Director, EY Finland	AI in working life	120 Participants. Video will be uploaded to YouTube in November 2025.
Senior Lecturer, South-Eastern Finland University of Applied Sciences.	The 10x Teacher: How AI Methods Multiply Our Teaching Impact	
Associate Professors and Doctoral Researcher, Ud'A	LEARNING by CREATING – Student-centred teaching with AI tools	

Data collection

The Staff Academy Webinars gather a minimal amount of data in line with GDPR regulations. There is a registration form to determine the number of attendees, their universities or organisations, and to assess the impact of the webinars. In future, we may consider collecting data on their effectiveness, but these webinars are not part of the grant agreement, making them a follow-up activity from the Staff Academy Workshops.

Staff Academy Learning Communities

One of the secondary aims of WP5 is to foster the development of Learning Communities or Communities of Practice, where INGENIUM staff, associate partners, and stakeholders network and collaborate with the aim of sharing good pedagogical practices, teaching methods, or developing new innovations or projects together. These learning communities are informal spaces that are unmoderated but crucial to providing this communication space beyond the formal Staff Academy Workshops and Webinars.

WP5 has created two different spaces, a LinkedIn group entitled INGENIUM Staff Academy Community, which is primarily aimed at Staff Academy event Alumni. The second space is for INGENIUM staff members and is hosted on the INGENIUM LMS called The Staff Academy Resource Bank. The Staff Academy Resource bank is also a place for staff members to connect with each other and find partners for Joint Education Lab Projects, Micro-Credentials, or other projects. Further, on the Staff Academy Resource Bank, staff are encouraged to share different open educational resources and good pedagogical practices that support the aims of WP5. However, the LMS requires registration and approval by WP3 or a local representative before they are able to access the Staff Academy Resource Bank.

Innovation Committee

The INNOVATION COMMITTEE is a strategic body within the INGENIUM European University Alliance. It is responsible for shaping and guiding innovation in teaching, learning, and cross-disciplinary collaboration across member universities.

The INGENIUM Innovation Committee is composed of:

- **Innovation Leaders**, one from each INGENIUM university.
- **Local WP5 Coordinators.**
- **Student representatives.**
- **Local innovation or pedagogical units** at each university, which include researchers, staff, students, and external stakeholders.

This diverse composition ensures that innovation efforts are inclusive, multidisciplinary, and aligned with the needs of both academia and society. In essence, the Innovation leader acts as a bridge between institutional innovation and alliance-wide strategy. This way, each university's **Innovation Leader** plays a pivotal role:

- They represent their institution in the Innovation Committee.
- They help define and validate selection criteria for innovation projects.
- They ensure alignment between local innovation efforts, INGENIUM Innovation Strategy and the long-term INGENIUM Strategy.
- They may also chair local innovation units and coordinate with the INGENIUM Steering Committee (ISC).

The committee's core tasks include:

- **Developing the INGENIUM Innovation Strategy**, which outlines long-term commitments to future-oriented higher education. This strategy is co-created with stakeholders and spans beyond the initial 3-year project period. LINK
- **Evaluating and selecting innovation proposals** submitted by professors and staff, especially those focused on pedagogical methods. Priority is given to proposals that emphasise:
 - Student-centred learning
 - Integration of research and education
 - Multilingualism
 - International collaboration
 - Impact and transferability
- **Facilitating co-design projects** across universities, often aligned with the UN Sustainable Development Goals. These projects are supported through dedicated budgets for travel and technology.
- **Providing strategic guidance** to initiatives like the INGENIUM Staff Academy, which promotes innovative teaching practices.

The effectiveness of the Innovation Committee can be assessed through their own local bodies and the spread and development of innovative pedagogical practices and teaching methods. The Innovation Committee can play a key role in fostering both local learning communities and INGENIUM-wide learning communities by ensuring that knowledge of various INGENIUM events, collaboration opportunities, and platforms for connecting with other participants (such as the Staff Academy Workshops, Webinars, or LMS) is shared broadly within their institution and encourages participation. Within WP5, it is possible to monitor attendance at the Innovation Committee meetings; however, the ultimate responsibility lies with the host institution. Attendance has not been monitored yet, but it could be.

Staff Academy outcomes and impact

Introduction

“The dialogue reinforced my commitment to cross-university cooperation and to positioning educational innovation within a wider European framework”.

Participant from Staff Academy 2025

This section examines how Staff Academy events (2023-2025) have contributed to the objectives of the Grant Agreement and how their impacts have been assessed. The main emphasis is on Staff Academy Workshops, as these were identified in the Grant Agreement as the primary means for achieving the goals of the deliverables. Other measures, such as Staff Academy Webinars, Joint Education Lab Projects, and Micro-Credentials, are also discussed to demonstrate the broader influence of collaborative actions resulting from participation in these workshops. Notably, this is the first year in which it is possible to analyse the broader and longer-term impact of these events. Previously, there was insufficient time to evaluate the spread of good pedagogical practices across the INGENIUM European University. As indicated earlier, we have gathered several surveys capturing immediate feedback from the Staff Academy workshops during various 10 Days of INGENIUM events. We have also conducted a new survey sent to all Staff Academy event participants to further understand the impact of WP5 activities.

The Staff Academy is part of the INGENIUM Alliance's WP5, which aims to:

- **Disseminate and transfer innovative pedagogical methods among partner universities.**
 - The outputs include: Staff Academy Workshops, Staff Academy Webinars, Staff Academy Learning Communities, Innovation Committee meetings, survey results, Innovation Strategy for Education, and Joint Education Lab Projects.
- **Promote student-centred learning, blended learning, and integration of research and teaching**
 - The outputs include: Staff Academy Workshops, Staff Academy Webinars, Staff Academy Learning Communities, Pedagogical Coaching for Ud'A by Xamk, Education Lab Joint Projects, expressions of interest for joint Micro-Credentials, MTU Digital Wellbeing Micro-credential, and INGENIUM Micro-Credential Production Support Model.
- **Encourage staff to engage in method development and networking across organisational boundaries.**
- **Document and share good practices for wider use.**
 - The outputs include: Staff Academy Workshops, Staff Academy Webinars, INGENIUM Staff Academy Community on LinkedIn, YouTube channels, web pages, INGENIUM news and newsletter, and INGENIUM LMS.

The feedback from all the Staff Academy workshops indicates that they are largely fulfilling their purpose in the INGENIUM alliance's innovation ecosystem. The key takeaways from the survey and feedback include:

- **Relevance and timeliness of workshop content:** The methods addressed pressing challenges (digitalisation post-COVID, student disengagement, inclusion, etc.), so participants were keen to apply them. As one person put it, *“the dialogue reinforced my commitment to cross-university cooperation and to positioning educational innovation within a wider European framework”*. The Staff Academy Workshops connected individual effort to big-picture goals, enhancing relevance.
- **Active learning format:** The workshop style (as opposed to a lecture) made a deep impression. In the event feedback, 38% explicated commented that *experiencing* the pedagogical approach as a learner was pivotal. This experiential aspect – “learning by doing” – was frequently cited as a highlight that enabled easier replication back home.
- **Networking and trust-building:** The Staff Academy workshops built a trusted network. Later events benefited from established rapport among repeat participants, allowing more honest discussions of what didn’t work and how to overcome obstacles. Five different respondents in 2025 described the Staff Academy as a “safe” and “inclusive” space to share both teaching failures and successes, which participants valued highly.
- **Institutional support and multi-role involvement:** Events that saw participation from both teachers and administrators had a compounded impact. For example, in Crete 2025, some universities sent both an academic and a vice-dean. The immediate alignment between pedagogical insight and decision-making power meant changes could be approved faster. For example, HS (Sweden) reported creating a pedagogical working group right after returning from the event. When leadership participates alongside teaching staff, there is greater opportunity for institutional change.
- **Emotional and motivational resonance:** Finally, an intangible but crucial factor – inspiration. The Staff Academy Workshops clearly inspired and re-energised educators, with 87% reporting an increase in motivation to innovate their teaching methods. For example, phrases like “reignited my passion for teaching” or “I feel part of something bigger” appeared often in the survey data. The events that focused on this human aspect (through cultural activities, informal networking dinners, etc., which Crete and Iași did particularly well) helped forge personal connections that translate into lasting collaboration. Simply put, the more the events made participants feel *valued, heard, and united in purpose*, the more those individuals went on to do great things afterwards.

Participants report gaining concrete new teaching ideas, learning from each other’s experiences, and building inter-university connections. All of which support the WP5 goal of spreading innovative pedagogy and fostering a community of educators across the alliance. These themes are explored in more detail in the following subsections:

- **Sharing pedagogical practices and teaching methods,** are novel teaching practices being shared effectively throughout the INGENIUM alliance?
- **Adoption of practices from other institutions:** how do the events influence the participants' own teaching and add value to student learning?
- **Collaboration and networking:** How are the events facilitating cross-institutional cooperation?
- **Institutional change:** How do the staff academy events influence pedagogical reform or practices at the institutional level?

Sharing pedagogical practices and teaching methods

Each Staff Academy workshop is structured to present ten innovative teaching methods, with one from each partner university, through interactive sessions. These methods spanned a range of pedagogical innovations, from new classroom techniques to digital tools and course design strategies.

The impact survey feedback indicates that the Staff Academy events had a strong positive impact on participants' individual teaching practices, with 22 explicit references to the workshops as influential in their professional development. However, the transference of these practices within their own institution (either to their colleagues or at the department level) seems to be limited. Only one-third of participants reported that they had shared the pedagogical methods with colleagues at their home institution.

The participants enjoyed the workshops, with 56 per cent of participants describing them as transformative learning experiences that would influence their approach to teaching going forward. This aligns with the strategic goal of WP5 to scale up pedagogical innovation across the alliance, transforming shared ideas into concrete classroom improvements.

One participant lamented that there were limited chances for staff to collaborate directly with students on interdisciplinary tasks, which they “believe is a key part of an interdisciplinary experience”. While students were not part of the Staff Academy Workshops, including them in future workshops would align them with the overall aims of WP5 in fostering student-centred learning.

Despite the variety of topics, all sessions were highly interactive and practice-oriented, aligning with the Staff Academy's workshop ethos. For example, the Climate Fresk session in Xamk (Finland) engaged participants in a collaborative card game to map climate change causes and effects, illustrating how *experiential learning* techniques can provoke deep reflection. Similarly, a UoC (Greece) workshop on inclusive lesson design had educators redesign a lesson plan together to remove barriers for diverse learners. Through these concrete demonstrations, attendees could experience the role of the student in innovative pedagogies and discuss implementation challenges in real time.

Notably, many the Staff Academy workshops were directly relevant to the Innovation Strategy. For instance, several events featured digital and AI-powered tools, from virtual reality laboratories to AI avatars for tutoring, reflecting INGENIUM's emphasis on digital innovation in teaching. Others focused on engaging students as active co-creators (e.g. team-based learning, student-led content creation, gamification), supporting the alliance's push toward student-centred learning and empowerment. The broad spectrum of methods ensured that participants from different disciplines and institutions found sessions relevant to their context. All surveyed participants agreed that the Staff Academy workshops and webinars exposed them to valuable new teaching ideas and practices.

What has been missing from the current Staff Academy workshops, however, is a common space for joint reflection on the presentations, where participants could consider how to adapt the various pedagogical methods to their own teaching. This would have been especially important for the technical presentations to move beyond specific substantive knowledge and focus on the underlying pedagogical method. This will be included in the next iterations of the Staff Academy Workshop in 2026.

Adoption of practices from the Staff Academy

“We share the same issues [across countries] and [my peers’] presentations showed me that theory teaching is better accompanied by practical activities”.

Teacher's comment from Staff Academy event in Crete 2024.

A critical measure of impact is whether staff who attended the Staff Academy went on to implement or adapt the showcased methods in their own classrooms.

The survey feedback and follow-up testimonies indicate that two-thirds (67%) of participants did, in fact, incorporate ideas from the events into their teaching practice. Some innovations were directly adopted (using essentially the same tool or approach introduced at the workshop), while others were adapted or modified to fit a different context or scaled up. **Table 6** summarises several pedagogical methods that participants report using after the Staff Academy workshops, with examples of how they were applied:

Table 6: Examples of pedagogical methods from Staff Academy Workshops (2023-2025) that participants adopted or adapted in their own teaching

Method adopted	How participants applied it (Examples)	Source (Participant feedback)
Interactive digital tools for engagement (live polls, quiz apps, etc.)	Used smartphone-based polls and QR-code questionnaires in lectures to increase student participation (inspired by a Karlsruhe workshop). One lecturer noted, “I tried to use an interactive app and students seem more involved”.	Staff from HKA (Germany) and Ud'A (Italy) adopting Mentimeter & QR surveys.
Simulation-based learning (scenario exercises + debrief)	Integrated simulation exercises into coursework after seeing Xamk's paramedic training demo. For example, a nursing educator ran a simulated emergency scenario with students and followed it with a structured debrief, emphasising goal-setting as learned at the Academy. Colleagues were invited to observe and later adopted this approach in their own classes, creating a ripple effect.	Staff from XAMK (Finland) spreading simulation pedagogy to colleagues.
Collaborative group techniques (debates, jigsaw groups)	Adopted new ways of structuring class discussions: one lecturer “started splitting students into groups, then groups are merged and debates provided,” which made theory lessons far more interactive. This mirrored a debate exercise experienced during a Staff Academy session and was particularly useful in large classes.	Staff from MUS (Bulgaria) implementing a staged group debate format.
Inclusive teaching & well-being focus (student needs & voice)	Increased emphasis on student well-being and inclusion in course design, echoing themes from multiple events.	Staff from Ud'A (Italy) and UOC (Greece) practicing more inclusive,

	<p>For instance, after a Crete session on inclusion, one participant “tried to be more attentive to well-being and inclusion in my relationships with students,” offering flexible deadlines and check-ins.</p> <p>Another now builds in regular student feedback opportunities, reflecting the value of student voice stressed at the staff academy workshops.</p>	student-centred teaching.
Use of AI and digital content creation (micro-credentials, OER, chatbots)	<p>Several attendees were inspired to experiment with AI tools or to develop micro-credentials.</p> <p>At least two universities began pilots with <i>micro-credential modules</i> after learning about them via Staff Academy: e.g. a technical university started “discussions about implementing micro-credentials” and using AI to generate variant quiz questions.</p> <p>Others introduced AI-based assistants in class for the first time. One educator noted the workshops made them “think and reflect about innovative methods... and ways to include AI in lectures”.</p>	Staff from TUIASI (Romania) initiating micro-credential projects; HKA (Germany) faculty including AI in teaching.
Coaching and mentoring approaches (for student support)	<p>Inspired by a session on coaching culture, faculty in at least one institution shifted how they guide students.</p> <p>A participant from MTU (Ireland) reported using coaching techniques (open questioning, guided reflection) during student thesis supervision, noting improved student motivation as a result.</p> <p>Another teacher started a peer-mentoring circle for new instructors in their department, mirroring the mentoring models discussed at the Staff Academy.</p>	Staff from MTU (Ireland) and URN (France) applying coaching/mentoring methods in academia.

As shown above, educators did not simply enjoy the workshops and then return to “business as usual”. Instead, the participants actively experimented with what they learned:

- Following the first **Staff Academy (Summer 2023, Italy)**, 57% of the survey respondents reported having already shared or tried out something from the event with colleagues back home.
- **Digital tools** were among the most immediately adopted innovations. A senior lecturer from Karlsruhe credited the Academy for prompting them to incorporate live polling via QR codes in lectures – something they hadn’t tried before. In their survey comment, they noted this led to “students becoming more involved” and interacting actively during class.
- 67% of participants also reported **adapting active learning structures**. By reshaping a theory lesson into an interactive debate (an idea sparked by a Crete workshop 2024 on student agency), the teacher witnessed greater engagement and even shared, “*we share the same issues [across countries] and [my peers’] presentations showed me that theory teaching is better accompanied by practical activities*”. This implies an attitudinal shift towards more practical, student-participatory teaching.

Importantly, not every method resonates equally, and some staff faced constraints in implementation. One survey respondent noted they “have not systematically applied what [they] learned inside INGENIUM yet, but plan to do more in the next few months”. Common barriers included a lack of time or institutional support to overhaul courses, as well as the need for special equipment to implement digital innovations. Nonetheless, nearly all participants (93%) agreed that the Staff Academy gave them new ideas or methods worth trying, and the qualitative feedback confirms that many did follow through with concrete pedagogical changes.

“When you see other people’s innovative and different ways of working or teaching, you always learn something yourself. Your own actions may not always change, but your own good practices may be reinforced.”

Finnish participant in the Staff Academy event 2025.

This quote reveals something quite interesting, as even when staff did not adopt a new teaching method, the Staff Academy Workshops reinforced and validated their own good practices. Feeling part of an international community striving for teaching excellence gave the participants confidence that their focus on student autonomy or use of educational technology was, for example, on the right track and valued by the alliance. In other words, the Staff Academy workshops not only enhanced the transfer of specific techniques but also boosted teachers’ motivation and self-efficacy to innovate.

Collaboration and Networking

A key aim of the Staff Academy workshops (and WP5 in general) is to facilitate collaboration among participants and across institutions to foster an alliance-wide network of educators who exchange ideas and collaborate. The feedback from the surveys indicates modest results in this direction and a desire for additional networking opportunities. This section analyses how the Staff Academy events have contributed to building new partnerships, joint projects, and communities of practice within the INGENIUM Alliance.

Survey feedback and participant testimonies indicate that the Staff Academy workshops have created a friendly, inclusive atmosphere that encourages engagement and networking. Many participants highlighted the value of informal discussions and social activities, which helped build trust and rapport among staff from different universities and disciplines. For example, one participant noted, “the inclusive atmosphere fostered a sense of fellowship and encouraged active participation from everyone.” At the same time, another emphasised that “enjoying activities together builds trust and confidence, and this is very important for working together.

Sixty-nine per cent of participants reported intentions to continue collaborating or at least staying in contact with peers met at the Staff Academy workshops. For instance, one staff member mentioned they had already followed up on the event by sharing feedback on LinkedIn and engaging with presenters online, demonstrating an ongoing dialogue beyond the event. Another suggested creating more structured connections between the various INGENIUM initiatives and structures (Staff Academy, student schools, work packages) to “maximise synergy... perhaps on the first and last day to foster stronger connections among participants.” This recommendation implies that participants see value in extending collaboration beyond the

immediate circle of the Staff Academy – for example, linking with those running student programmes or planning Joint Education Lab Projects as a follow-up.

The Staff Academy format, part of the larger 10 Days of INGENIUM programme, was repeatedly praised for its mix of structured workshops and informal social events, which enabled networking. Participants valued opportunities to connect outside formal sessions, such as during excursions and shared meals. These personal connections, while harder to quantify, are a key outcome: they lay the groundwork for collaborative projects and continuous knowledge exchange within the INGENIUM network. However, feedback also indicated a desire for more unstructured time for networking and collaboration, as some felt the schedule was too full to allow for deeper conversations or project planning. Suggestions included extending the event length or adding dedicated networking sessions. On the other hand, the programme is already rather heavy and full of activities which can be exhausting for the participants and may lead to diminishing returns.

Despite these constraints, the workshops succeeded in planting the seeds of collaboration. Many participants reported intentions to continue working with peers met at the events, and some have already started informal collaborations, such as sharing resources or engaging in ongoing online discussions. The sense of unity and belonging to a larger European team was frequently cited as a key outcome.

Institutional change and follow-up connections

Beyond individual teaching improvements, the Staff Academy workshops have acted as catalysts for broader projects and inter-institutional collaborations. Many participants did not stop at personally implementing new methods. They carried forward the momentum by initiating pilots, joint initiatives, or even structural changes at their universities. Below are several examples of institution-level follow-ups that have been attributed to the Staff Academy experience. These replies came from the survey and as such, not all the partners are represented. This will require a follow-up survey in Deliverable 5.6 of the final Staff Academy Deliverable to assess the impact more comprehensively.

Table 7: Selected follow-up initiatives by INGENIUM institutions after Staff Academy participation

Institution	Follow-up projects, collaborations or reforms	Reference
University of Rouen, Normandy (France)	Joint Education Lab on Inclusive Assessment: Formed a cross-university team (with Xamk and University of Crete) to develop inclusive assessment strategies, following connections at Staff academy workshops. This led to open-access webinars and joint conference presentations on rethinking assessment in higher education.	– Survey response from Rouen staff detailing the inclusive assessment lab and resulting collaborations.
	SAPHIRE Teaching Support Unit: Leveraged alliance best practices to enhance Rouen's pedagogical support centre (SAPHIRE). Staff Academy ideas (e.g. student-centred learning, hybrid methods) were integrated into SAPHIRE's training offerings, and Rouen staff felt "energised	– Rouen staff comment on being empowered to drive teaching innovation (SAPHIRE).

	and confident to lead pedagogical transformation" in their departments.	
South-Eastern Finland UAS (Finland)	<p>"BIP week" on Simulation Pedagogy: Organised a Blended Intensive Program on the Kotka campus (Finland), where faculty and students from multiple countries practised simulation-based learning. The idea for this cooperation originated from networking within the INGENIUM European University Alliance.</p> <p>This week-long event spread the simulation approach to new audiences and produced a guide shared network-wide.</p> <p>International project boost: Xamk credits the Staff Academy workshops with giving "a great boost" to their ongoing Erasmus+ project <i>"Work-life Path – international experts to work"</i>, after gaining partners and ideas through Academy networking. Xamk is now coordinating an Education Lab with Munster TU and Skövde on this theme.</p>	<p>– Finnish participant feedback about the Kotka simulation BIP week.</p> <p>– Xamk survey reply mentioning project <i>"Work-life path – international experts to work"</i> boosted by Staff Academy connections.</p>
Ud'A Chieti–Pescara (Italy)	<p>Digital Teaching Unit Collaboration: After hosting the first Academy, Ud'A's team established regular exchanges with the University of Rouen's digital learning unit.</p> <p>They co-created a training module on digital well-being for staff, delivered during a staff week in Cork (MTU) and later at Rouen. Ud'A also replicated a Staff Academy presentation on game-based learning at an international seminar in Denmark, extending its reach. These activities indicate sustained partnership and knowledge sharing triggered by the initial event.</p>	<p>– Italian participant note: "did the same presentation at the international game design [conference] in Denmark", showing replication of Academy content abroad.</p> <p>– Mention of Ingenium Digital Wellbeing week in Cork with Ud'A staff involvement, facilitated by network ties.</p>
Karlsruhe UAS (Germany)	<p>COIL Course Development: Initiated a Collaborative Online International Learning course with a partner university (Oviedo) on <i>cybersecurity deception techniques</i>, stemming from a Staff Academy meeting.</p> <p>HKA integrated the STACK online assessment system (shared by Iași colleagues at the Academy) into its engineering courses and contributed to a joint publication about it, strengthening inter-university research ties.</p>	<p>– Survey data: Karlsruhe staff are further developing a COIL project on innovative teaching with a partner university.</p> <p>– HKA adoption of the STACK platform, as discussed in the Staff Academy (Deliverable mentions problem collection shared in workshop).</p>

Medical University of Sofia (Bulgaria)	<p>Curriculum Innovation & Network: Following exposure to new ideas, MUS launched a pilot course that embeds social medicine and psychology for dentists, utilising gamified and case-based methods, as discussed with partners at the Academy workshops.</p> <p>They also joined an alliance-wide micro-credential initiative (on digital health literacy), which they learned about through INGENIUM channels. An MUS administrator noted the Staff Academy Workshops “opened my eyes to the utmost importance of student involvement ... I have since championed student-centred methods here”.</p>	<p>– Sofia staff presentation (5th Academy) on integrating social medicine, reflecting internal curriculum change.</p> <p>– Personal testimony about increased focus on student involvement after Academy participation.</p>
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Some follow-ups are collaborative projects (e.g., co-teaching arrangements, joint applications for education lab projects, joint Micro-Credentials) that strengthen the alliance’s integration. Others are institution-specific improvements (new programs, centres, or strategies) that nevertheless share a common origin from participation in WP5 activities.

One observation is that repeated participation in the Staff Academy Workshops or other activities organised by INGENIUM deepens cooperation between different partner institutions over time. For instance, Rouen, Crete, and Xamk each had several representatives over different events, and each of these institutions is at the forefront of launching alliance-related pedagogical initiatives (Rouen’s SAPHIRE, Crete’s Teaching & Learning Centre, Xamk’s international BIP and Edulab). This suggests a cumulative benefit; however, it is also somewhat problematic, as repeated participation in Staff Academy Workshops can reduce the impact of the events due to the limited number of participants.

Also evident is the cycle between Staff Academy learnings and alliance programs like the *Education Labs*. The Labs provide a platform to develop ideas that often germinate at the Staff Academy workshops. These ideas, in turn, produce outputs to be showcased at future Staff Academy workshops, continuing the cycle. For example, the *Inclusive Assessment* Lab started after the 2024 Academy, resulting in the design of a MOOC and several webinars in 2025. The results of all the Education Lab projects will also be presented in the Staff Academy Webinars in 2025 and 2026.

The survey results reveal that progress has been made towards the transformative objectives set by the INGENIUM Alliance. They also highlight an important point: the Staff Academy’s influence extends beyond teaching practice into the domains of networking, leadership, and policy. By inspiring joint actions and aligning institutional efforts, the Staff Academy workshops are functioning as a springboard for long-term collaboration and innovation within INGENIUM.

Discussion

"Opened my eyes to the utmost importance of student involvement... I now actively involve students and it has made the classroom more interactive, inclusive, and engaging."

Participant from Sofia in the Staff Academy event 2025 in Crete

The feedback on Staff Academy Workshops has been positive, with participants praising all the events, although certain patterns emerged. Approximately 20% of the survey respondents attended multiple Staff Academy workshops and noted that later events felt even more impactful, as relationships deepened and prior ideas came to fruition. For example, an academic from Crete who went to four staff academy workshops wrote: *"Peer discussion and feedback allows you to see how your perceived innovations are seen in other contexts... it creates an active community of practice ... looking for ways to extend collaboration and action research."* This sense of community grew over time, suggesting that the cumulative effect of the series is greater than any single event.

There are some differences between the different Staff Academy Workshops, for example:

- The **first Staff Academy (Pescara 2023)** had a unique excitement as the inaugural meeting. It "started discussions about the development of teaching in my organisation" for many, breaking silos and prompting internal dialogues back home. Its impact lay in exposure – 71% experienced an international pedagogical exchange for the first time. Two attendees mentioned feeling "overwhelmed" with "many new ideas at once", but that very flood of ideas is what shook things up.
- The **2024 events (Crete and Iași)** were highlighted for their hands-on nature. All the participants consistently rated the Crete Academy's workshops (which included simulations, serious games, and immersive activities) as extremely useful – *"the informal exchanges were very rich"*, noted one French lecturer. The focus on practice and reflection in these events meant attendees left with concrete changes to implement (as seen in the high adoption rate following 2024). Also, the presence of university leaders (some Vice-Rectors attended Crete 2024) added weight, helping to translate learnings into strategic decisions.
- By **2025 (Mikkeli and Heraklion)**, the impact seems to have improved: these events had the largest attendance and engagement. Survey responses from 2025 contain the most extensive reflections (approximately 30% longer than previous events), indicating deeper impacts on attitudes and career trajectories. One participant from Sofia said the 2025 Academy *"opened my eyes to the utmost importance of student involvement... I now actively involve students and it has made the classroom more interactive, inclusive, and engaging"*. Similarly, a senior professor noted that after the Heraklion event, they felt empowered to challenge institutional inertia. They stated, "If the Staff Academy is to have real impact, it needs to link outcomes to institutional reward structures," and vowed to advocate for this. This demonstrates a maturation of impact, not only on teaching techniques but also on participants' roles as change agents.

These outcomes are in line with the specific targets set for Work Package 5 in the INGENIUM Grant Agreement for improving teaching and learning across the alliance. These included: (a) disseminating innovative pedagogical methods among partners, (b) increasing student-centred

and digital/blended practices, (c) encouraging cross-border collaboration and networks for educational development, and (d) documenting and scaling good practices into institutional policies or structures. The Staff Academy workshop mechanism was explicitly designed to drive these objectives. The table below evaluates how the outcomes of the first five Staff Academy Workshops align with the WP5 targets:

Table 8: INGENIUM WP5 targets vs. outcomes from the Staff Academy initiative (mid-2023 to mid-2025).

WP5 strategic target	Outcomes achieved by Staff Academy Workshops (2023-25)	Evidence
Spread innovative pedagogy across the network <i>("Good practice transfer")</i>	<p>Extensive exchange of methods: Each event shared ~10 innovative practices among all 10 universities (total ~50 unique methods so far). This far exceeds the baseline of isolated local innovations, creating a common pedagogical repository.</p> <p>High staff uptake: 100% of survey respondents gained new teaching ideas, and about a third have already discussed or demonstrated these with colleagues at home, accelerating the diffusion of good practices across the alliance.</p>	<p>Staff Academy program with full partner participation.</p> <p>Participant surveys confirming new methods learned and shared.</p>
Promote student-centred, digital & innovative learning. <i>(modernise pedagogy for engagement)</i>	<p>Shift toward active learning: After the Staff Academy, 88% of attendees reported adopting more student-centred approaches (e.g. interactive group work, flipped classroom elements), citing higher student engagement and empowerment as a direct result.</p> <p>Digital and AI integration: The events accelerated the use of digital tools – e.g. live polls, MOOCs, VR – in teaching.</p> <p>New pilots in AI-assisted teaching and micro-credentials were launched at multiple universities, directly reflecting Staff Academy content. Faculty also became more confident in leveraging technology for learning (all participants agreed that their digital pedagogical skills benefited).</p>	<p>Increased use of active-learning strategies is reported in surveys.</p> <p>New digital education initiatives (AI tools, micro-courses) started post-event.</p> <p>Qualitative feedback about enhanced student engagement and agency.</p>
Encourage collaboration & networking <i>(cross-institution and interdisciplinary projects)</i>	<p>New alliances and projects: The Staff Academy workshops sparked numerous joint activities. Examples: A COIL project (Collaborative Online International Learning) on inclusive assessment involving Crete, Xamk, and MTU was formed after meetings at the events. Additionally, Rouen and Xamk staff co-designed a Digital Wellbeing</p>	<p>Joint project case: Inclusive Assessment webinars co-led by Crete and Rouen after meeting at the Staff Academy.</p> <p>Multiple respondents list <i>"International networking"</i> as key outcome.</p>

	<p>workshop series following connections made in Pescara.</p> <p>At least 10 cross-campus project ideas (Erasmus+ proposals, Education Labs, etc.) are traceable to Staff Academy introductions.</p> <p>Learning community development: Approximately 65% of respondents cited <i>international networking</i> as a top benefit. A feeling of “not being alone” in teaching innovation emerged, leading to ongoing peer mentoring across borders (e.g. a LinkedIn group for Staff Academy alumni was established to exchange tips and moral support).</p>	<p>Personal testimonies of sustained cross-campus communication (e.g. invitations to speak at each other’s universities).</p>
<p>Institutional transformation & scaling (embed good practices via policy or support structures)</p>	<p>New support structures: Lessons from Staff Academy workshops have begun influencing institutional policies. For example, at Xamk, insights from the events have been incorporated into a new pedagogical strategy document that focuses on faculty networking and digital innovation. The University of Rouen created a dedicated Support Unit for Pedagogy (SAPHIRE) and credits INGENIUM collaboration for strengthening its mandate.</p> <p>Recognition and incentives: The alliance is moving toward recognising teaching excellence. Discussions are underway in INGENIUM’s governance to reward staff who implement alliance-shared innovations (e.g. via an annual teaching award or promotion criteria). Although not solely due to Staff Academy Workshops, the success stories and data from these events are being used to advocate for changes that link training to tangible career progression.</p>	<p>Xamk’s new pedagogical renewal program (2023) explicitly references exchange of innovations and INGENIUM collaborations as drivers.</p> <p>Rouen’s SAPHIRE teaching support unit’s evolution in response to alliance best practices.</p> <p>INGENIUM deliverable recommending linking Staff Academy outcomes to reward structures (teaching excellence recognition).</p>

As **Table 8** reflects, the Staff Academy initiative is strongly advancing WP5 goals. By the project's midpoint (mid-2025), INGENIUM has begun developing an exchange network for pedagogical innovation. The Staff Academy workshops, webinars and other activities have essentially laid the foundation for an INGENIUM Europe-wide teaching and learning development programme. Seven staff academy workshops have been planned for the funding period, with five delivered on schedule and two planned for 2026. In addition, WP5 has created Staff Academy Webinar events to enable the online sharing of good pedagogical practices and facilitate networking outside of the formal staff academy workshops in the 10 Days of INGENIUM. These events are directly reaching dozens of educators and indirectly hundreds of their colleagues, potentially thousands of their students, as they incorporate these newly learned methods in their teaching. This is a significant scale-up compared to pre-INGENIUM times, where pedagogical training was mostly local.

One notable strategic impact is the way Staff Academy outcomes feed upward into alliance strategy and policy. For example, four survey respondents called for better recognition of teaching innovation in academic careers as a future step. For example, another respondent suggested creating **an annual teaching innovation award within INGENIUM** (to visibly celebrate pedagogical excellence across the alliance), and others emphasised that universities should incorporate evidence of teaching innovation into faculty promotion processes. This feedback aligns with INGENIUM's commitment (stated in the Grant Agreement) to merit excellent teaching, although this has not yet resulted in institutional transformations. There is still work to do, and the Innovation Committee and Staff Academy Workshops could play a more active role in advocating for reforms to integrate teaching excellence into promotion criteria, which currently favour research excellence and publications. In this way, the qualitative insights and enthusiasm generated by the Staff Academy Workshops would inform higher-level decisions, ensuring the project's legacy will persist beyond the events themselves.

Staff Academy events have been a key instrument in advancing pedagogical innovation and collaboration within the INGENIUM Alliance. The objectives have been successfully promoted in concrete ways, and impact assessment has been part of systematic quality assurance. This provides a strong foundation for further development and strengthening of impact.

CONCLUSION

The INGENIUM Staff Academy series has played a pivotal role in advancing pedagogical innovation and collaboration across the alliance's partner universities. Over the course of the project, the Staff Academy has not only met but, in many respects, exceeded the objectives set out in Work Package 5 (WP5). Through a combination of hands-on workshops, webinars, and learning communities, the initiative has fostered the exchange and adoption of innovative teaching methods, promoted student-centred and digital learning, and strengthened cross-institutional networks.

Key achievements include:

- **Widespread Dissemination of Innovative Practices:** Each Staff Academy event has enabled the sharing of diverse pedagogical methods, with participants reporting high rates of adoption and adaptation in their own teaching. This has accelerated the diffusion of good practices across the alliance.
- **Enhanced Collaboration and Networking:** The workshops and related activities have facilitated new partnerships, joint projects, and communities of practice. Informal and formal networking opportunities have contributed to a growing sense of unity and shared purpose among educators.
- **Institutional Impact:** Several partner universities have initiated follow-up projects, revised support structures, or integrated Staff Academy outcomes into their strategic priorities. These developments demonstrate the Academy's influence beyond individual practice, supporting broader institutional transformation.
- **Sustained Engagement and Motivation:** Participants consistently highlight the value of active learning formats, peer exchange, and the supportive community fostered by the Academy. This has not only inspired individual educators but also contributed to a culture of continuous improvement and innovation.

Looking ahead, the main challenge will be to sustain and further develop this momentum beyond the project's lifetime. Continued efforts are needed to embed innovative teaching practices into institutional policies, recognise and reward teaching excellence, and maintain active networks for collaboration. The experience so far suggests that the INGENIUM Staff Academy provides a strong foundation for ongoing pedagogical development and cross-university cooperation.

In summary, the Staff Academy has established itself as a cornerstone of INGENIUM's strategy for educational innovation. Its success demonstrates the value of structured, collaborative approaches to professional development in higher education and offers a model for similar initiatives in other contexts.

GDPR Statement

All personal data included in this deliverable, including the names and institutional affiliations of academic contributors, have been processed in full accordance with Regulation (EU) 2016/679 (GDPR). Each listed individual has provided explicit informed consent for the inclusion of their name for purposes of recognition, attribution, and career development. The data collected has been proportional to the achievement of these objectives, limited to the name and position in the institution. Appropriate safeguards have been implemented to ensure the security and confidentiality of personal data, and all data subjects retain their rights under the GDPR, including rights of access, rectification, and erasure.

References

INGENIUM's Innovation Strategy: <https://ingenium-university.eu/ingenium-staff-academy-call-for-proposals/innovative-teaching/>

A Swede's Inspiration from Crete Comes to Life in Finland (2/2025): <https://ingenium-university.eu/a-swedes-inspiration-from-crete-comes-to-life-in-finland/>

INGENIUM Innovation Strategy (2024) <https://ingenium-university.eu/ingenium-staff-academy-call-for-proposals/innovative-teaching/>

INGENIUM Staff Academy Brought Together Educators to Share Innovative Pedagogies in Crete (5/2025): <https://ingenium-university.eu/ingenium-staff-academy-brought-together-educators-to-share-innovative-pedagogies-in-crete/>

Reminder to join our INGENIUM Staff Academy Webinar on 3rd of April at 12-13 CET (3/4/2025): <https://ingenium-university.eu/8741-2/>

Getting Started with INGENIUM Micro Credentials: From Design to Finalisation (23/4/2025): <https://youtu.be/WMmv3aw4NJU?si=DOvzxuastuTRgTQD>

INGENIUM Miro-Credentials (2025): <https://ingenium-university.eu/ingenium-staff-academy-call-for-proposals/innovative-teaching/micro-credentials/>

INGENIUM Staff Academy Webinar on May 6th (29/4/2025): <https://ingenium-university.eu/ingenium-staff-academy-webinar-on-may-6th/>

Share your innovative learning methods at the 2026 INGENIUM Staff Academy workshops – submit your proposal by October 31st (10/2025): <https://ingenium-university.eu/share-your-innovative-learning-methods-at-the-2026-ingenium-staff-academy-workshops-submit-your-proposal-by-october-31st/>

INGENIUM Joint Education Lab Projects from the first calls and a new call for your projects! (10/2025): <https://ingenium-university.eu/ingenium-joint-education-lab-projects-from-the-first-two-calls/>

INGENIUM Staff Academy YouTube playlist: <https://www.youtube.com/playlist?list=PLbJGfruGjcj9OMMIq9Yi2gS4lml4YEIkt>

Staff Academy webpage (10/2025): <https://ingenium-university.eu/ingenium-staff-academy-call-for-proposals/>

Staff Academy LMS (the INGENIUM educational platform): <https://elearn.ingenium-university.eu/>

INGENIUM Staff Academy Community: <https://www.linkedin.com/groups/10141087/>

Annex 1

The INGENIUM Staff Academy Impact Survey

The INGENIUM Staff Academy Impact Survey

The survey assesses the impact of Staff Academy events on participants' professional development, teaching improvement, and student learning experiences. It includes background information, statements rated on a scale of 1–5 (Strongly disagree – Strongly agree), and open-ended questions for feedback and suggestions.

The survey is grounded in the **INGENIUM pedagogical innovation strategy**, ensuring alignment with the core principles, and it aims to evaluate how Staff Academy participation contributes to its implementation across partner universities.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

Participant Information Sheet and Consent



Important Information This survey is completely anonymous. No personal data such as names, email addresses, or identifying information will be collected. Once submitted, your responses cannot be retrieved or withdrawn due to the anonymous nature of the data collection.

Purpose

The data gathered will be used to develop INGENIUM operations and for academic purposes, including presentations at conferences and publication. The focus of this survey is to better understand the impact of this work package "*Innovative Teaching and Lifelong Learning*" within the partner institutions of INGENIUM.

Storage of Data

All data will be stored securely and anonymously on GDPR-compliant servers.

Participation

By continuing with the survey, and submitting at the end you confirm that you have read and understood this information and agree to participate anonymously. If you do not wish to participate, you may exit the survey at any time before submission.

Thank you for taking part in this survey.

1. What is your role in the INGENIUM network?

*

☐ Teaching Staff

☐ Management

☐ Administrative or Support Staff


☐ Research Staff

☐ Other

2. Which partner university are you affiliated with?

* 

- ☐ University of Oviedo
- ☐ Medical University of Sofia
- ☐ University of Crete
- ☐ Karlsruhe University of Applied Sciences
- ☐ South-Eastern Finland University of Applied Sciences
- ☐ University 'G. d'Annunzio', Chieti-Pescara
- ☐ University of Skövde
- ☐ Munster Technological University
- ☐ University of Rouen
- ☐ George Asachi Technical University of Iasi
- ☐ Other

3. Have you participated in Staff Academy events? (<https://ingenium-university.eu/ingenium-staff-academy-call-for-proposals/>) * 

Please select at most 2 options.

- ☐ Yes
- ☐ No
- ☐ Remotely

4. If yes, please select event locations and dates 

- ☐ Chieti-Pescara, Italy – June 2023
- ☐ Rethymno, Crete – February 2024
- ☐ Iasi, Romania – May 2024
- ☐ Mikkeli, Finland – February 2025
- ☐ Heraklion, Crete – May 2025

5. Impact at my organisation (Innovative Pedagogy)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have shared practices from staff academy with my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Academy have started discussions about the development of teaching in my organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Academy have promoted pedagogical development in my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Academy supports the implementation of the INGENIUM innovation strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Impact on my own work

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Staff Academy have supported my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gained new ideas and methods for my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the autonomy to develop my teaching by experimenting with new teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Academy have increased my motivation to develop my own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What have been the most significant impact of Staff Academy events on your work? 

Enter your answer


8. Have you participated in co-creation or joint projects with other participants after the event? 

☐ Yes

☐ No


9. If yes, please specify what kind of activities or projects you were involved in, and what outcomes or results have emerged from them. 

Enter your answer

10. Have any new development projects, pilots, or trainings been launched in your organization as a result of, or influenced by, the Staff Academy event? 

☐ Yes

☐ No

11. If yes, please specify what kind of initiatives these are, and what outcomes or results have emerged from them. 


Enter your answer

12. Impact on student learning 


	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The methods experienced in the Staff Academy are student-centered and prioritize active learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The methods from the Staff Academy enhance students' empowerment, critical thinking, autonomy, and study skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Have you adapted any of the methods seen in Staff Academy to your own teaching? 

- ☐ Yes
- ☐ No
- ☐ Maybe

14. If yes (or maybe) 

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
These methods have the potential to improve students' learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have been actively involved in the development process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Academy teaching methods can increase student participation opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How have the Staff Academy events affected the way you interact with students or create learning environments? 

Enter your answer

16. I am aware of the INGENIUM Innovation Strategy * 

- ☐ Yes
- ☐ No

☐ Maybe

You can print a copy of your answer after you submit

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