INGENIUM, Staff Academy

3-5 February 2026 University of Skövde, Sweden

Tuesday 3rd February

9.00-10.00	**Keynote Aitor Iriondo Pascual** **G109**
10.00-11.30	**Moritz Schell & Sebastian Krügler, HKA - Karlsruhe University of Applied Sciences** *Being Touched! Teaching Beyond Borders – Activating Creativity and Connection in Higher Education* - **A102**
11.30-12.30	**Lunch Break**
12.30-14.00	**Thomas Broderick & Jeremiah Spillane, Munster Technological University** *Digital Storytelling in Higher Education: An Introduction to Podcasting* - **A102**
14.30-16.00	**Alae Belaich, University of Rouen Normandy** What if we turned the traditional slide-based teaching into a responsive, bidirectional experience?
16.00-17.00	**Staff Academy Interviews - E039**

Wednesday 4th February

8.30-10.00	**Ivan Dimitrov, Medical University, Sofia** *Application of Physical Chemistry in Drug Design* - **A102** **Simeon Slavchev, Medical University, Sofia** *Physical activity as means to improve learning outcomes in higher education* - **A102**
10.00-11.30	**Aristea Mavrogianni, University of Crete** *From Awareness to Action: Cultivating Responsible AI Literacy through the ABCE Mode* - **A102**
11.30-12.30	**Lunch**
12.30-14.00	**Mikhail Nemilentsev, South-Eastern Finland University of Applied Sciences** *INSPIRE = Innovation, Social sustainability, and Future's mindset in International Education* - **A102**
14.30-16.00	**Sarah Darwiche & Susanne Magnusson, University of Skövde** *From Medical Chaos to Classroom - Forging the modern emergency care for nursing students – an innovative approach to examination, teaching, learning and assessment* - **A102**
16.00-17.00	**Staff Academy Interviews - E039**

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INGENIUM, Staff Academy

3-5 February 2026 University of Skövde, Sweden

Thursday 5th February

9.00-10.30 **Mariano Pierantozzi, University ‘G. d’Annunzio’, Chieti-Pescara**
Human-Centred AI in Higher Education: Multimodal Design and Student Feedback - **A102**

11.00-12.30 **Corina Cimpanu, Gheorghe Asachi Technical University of Iaşi**
Team Up for Sustainability: Discovering Your Project Superpowers - **A102**

12.30-13.30 **Lunch Break**

13.30-14.30 **Julia Fernandez Diaz, University of Oviedo**
Hop & Learn: Visual Participatory Review for Consensus-Based Learning - **A102**

14.30-15.30 **Debriefing - Staff Academy Evaluation - A102**

Coffee

Coffee will be available each day according to the following schedule:

Tuesday

10.00
14.00-14.30

In the morning, you can simply take your coffee and bring it to your desk.

Wednesday

10.00
14.00-14.30

Thursday

10.30

In the afternoon, we will have our coffee during the activity.

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A102

- 30 seats, 2 heights
- Flexible furniture – foldable tables with wheels, chairs with wheels
- 5 on wall Whiteboards
- 86” display with wired HDMI connection or Wireless screen sharing through dongle HDMI or USB-C
- 1 headset microphone
- 1 handheld microphone
- Air conditioning/heating

Please bring your own device.

Tuesday 3rd February

10.00-11.30

Moritz Schell, Sebastian Krügler
HKA - The Karlsruhe University of Applied Sciences

Being Touched! Teaching Beyond Borders – Activating Creativity and Connection in Higher Education

Abstract

In times of digital acceleration, social fragmentation, and global uncertainty, educators face an urgent question: *How can we teach in ways that truly touch, connect, and empower students?* This workshop presents an interdisciplinary and participatory teaching approach. The method combines embodied learning, visual thinking, and collaborative creation to reframe higher education as a space for meaningful engagement rather than passive content delivery.

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University of
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HKA

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Tuesday 3rd February

12.30-14.00

Thomas Broderick, Jeremiah Spillane
Munster Technological University

Digital Storytelling in Higher Education: An Introduction to Podcasting

Abstract

In today's digital age, podcasting has emerged as a particularly compelling medium for storytelling, education, and community building. To empower staff across the INGENIUM University Alliance, this practical podcasting workshop equips participants with the skills needed to create compelling audio content for teaching and learning. Audio content created by staff for students acts as a reusable learning resource that can be shared not only with your students but with the wider INGENIUM audience. The medium of podcasting is also a powerful tool for authentic assessment practices, so this workshop provides staff with the basics they can share with their students. This hands-on 90-minute session guides participants through the complete podcast production cycle. Staff will gain practical experience with recording equipment, learning proper microphone technique and audio capture fundamentals. Participants will develop editing proficiency using accessible software, mastering essential skills like trimming, audio balancing, and adding production elements. The workshop covers publishing strategies, including hosting platforms, RSS feed creation, and distribution to major podcast directories. By workshop conclusion, staff will have the confidence and technical capability to implement podcasting in their teaching practice immediately, creating engaging, accessible content that enhances learning across the INGENIUM community.

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Tuesday 3rd February

14.30-16.00

Alae Belaich
University of Normandy

What if we turned the traditional slide-based teaching into a responsive, bidirectional experience?

Abstract

While over 75% of students identify PowerPoint as their primary learning material, student attention typically wanes after just 10 to 15 minutes of continuous lecture. To bridge this gap, this presentation introduces DIAPOSI, an innovative, student-centered web platform designed to transform traditional slide-based teaching into a responsive, bidirectional experience. By allowing students to connect to live presentations via any device, enables real-time interaction where learners can vote on slide clarity and post anonymous questions. This shift from passive viewing to active participation fosters a more inclusive environment, particularly for students who may hesitate to speak up in traditional settings.

In this demonstration, participants will move beyond the theory of digital pedagogy to witness DIAPOSI in action. Through a live simulation of an abstract topic, attendees will experience the platform from both the student and teacher perspectives, seeing firsthand how real-time data allows an educator to adapt their delivery dynamically. The session concludes with a collaborative brainstorm on how to integrate these data-driven feedback loops into diverse academic disciplines. Participants will leave with practical strategies to maintain student attention, improve conceptual comprehension, and redesign their lectures for maximum engagement and motivation.

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Wednesday 4th February

8.30-9.15

Ivan Dimitrov
Medical University, Sofia

Application of Physical Chemistry in Drug Design

Abstract

A joint application of basic knowledge of Physical Chemistry, real experimental data, molecular binding simulation, and molecular interaction analysis will be demonstrated. We will demonstrate how thermodynamics, combined with molecular docking and a visualization of molecular interactions between a human enzyme and different inhibitors, can be applied to select a potential drug A comprehensive application of fundamental Physical Chemistry knowledge, real experimental data, molecular binding simulation, and molecular interaction analysis will be showcased. We will demonstrate how thermodynamics, combined with molecular docking and visualization of molecular interactions between a human enzyme and various inhibitors, can be used to identify a potential drug candidate. The session includes theoretical calculations of binding energy, analysis of the results, and their interpretation and validation, along with visualization of interactions within the enzyme's binding site.

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Wednesday 4th February

9.15-10.00

Simeon Slavchev
Medical University, Sofia

Physical activity as means to improve learning outcomes in higher education

Abstract

This engaging 30-45 minute interactive session uses Mentimeter throughout to create a dynamic learning experience on physical activity and cognitive enhancement. Participants will begin with a pre-activity poll assessing baseline beliefs about exercise and cognition, then participate in 10 minutes of very light guided movement, followed by 10 minutes of guided relaxation with a rainforest soundscape and breathing focus. Post-activity, participants will complete a simplified Likert-scale psychometric assessment measuring cognitive clarity, mood, energy, and focus. Real-time Mentimeter visualization will demonstrate immediate post-activity changes in participants' perceptions. The session integrates evidence-based research on how aerobic exercise increases hippocampal blood flow, stimulates BDNF expression, and improves executive function, making the science tangible through lived experience and interactive engagement.

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Wednesday 4th February

10.00-11.30

Aristea Mavrogianni
University of Crete

From Awareness to Action: Cultivating Responsible AI Literacy through the ABCE Model

Abstract

As part of the INGENIUM vision for sustainable education, this workshop empowers educators to build long-term digital resilience, ethical awareness, and critical engagement with AI tools. It aligns with the principles of sustainable higher education by fostering responsible, inclusive, and ethically grounded digital practices. The session introduces the Affective–Behavioral–Cognitive–Ethical (ABCE) model of AI literacy, designed to help educators integrate technical competence with reflective and socially responsible teaching.

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Wednesday 4th February

12.30-14.00

Mikhail Nemilentsev
South-Eastern Finland University of Applied Sciences

INSPIRE = Innovation, Social sustainability, and Future's mindset in International Education

Abstract

The key idea of this workshop is connected with the needs of modern global education: to be at the intersection of applied interdisciplinary knowledge, innovative meaningful business & socially sustainable solutions, and foresee emerging trends of the international and cross-cultural labour market. The increased digitalization of education and affluence of hybrid or remote work, as well as the widespread use of AI, pose significant challenges for both teachers and students when solving complex interdisciplinary problems. The innovative potential of the younger generation is thus threatened by the insufficient development of their human intelligence.

By practicing megatrends and weak signals, as well as addressing "noise of the system" and reshaping sustainable educational practices, we can enhance, innovate, and shape a future-oriented mindset among international teachers and interdisciplinary students within a holistic, interconnected ecosystem of transversal values. Thus, this workshop has two main target groups: international interdisciplinary students and teachers. Furthermore, these skills are useful for international educational leaders. The workshop is highly adaptable to all education areas. The workshop participants deal with Sitra's megatrend cards and explores weak signals, and ultimately share their innovative stories.

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XAMK
South-Eastern Finland University of Applied Sciences

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Wednesday 4th February

14.30-16.00

Sarah Darwiche, Susanne Magnusson
University of Skövde

From Medical Chaos to Classroom - Forging the modern emergency care for nursing students – an innovative approach to examination, teaching, learning and assessment

Abstract

This workshop presents an innovative pedagogical approach called Patient Case Discussion, developed within the nursing education program at the University of Skövde. The method combines individual analytical preparation, peer-based reasoning, and structured reflection to promote deep learning in acute and complex care situations. Through an initial individual quiz, students ensure baseline knowledge in pathophysiology, then engage in designing and discussing own-constructed patient cases using structured clinical interview tools (SAMPLER, OPQRST). The format enhances clinical reasoning, collaboration, and self-assessment, while serving as an examination without a traditional written test. During the workshop, participants will experience core elements of the method and explore how the pedagogical design can be transferred to other disciplines.

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INGENIUM

Thursday 5th February

9.00-11.00

Mariano Pierantozzi
University ‘G. d’Annunzio’, Chieti-Pescara

Human-Centred AI in Higher Education: Experimenting with AI-Supported Teaching through Multimodal Design and Student Feedback

Abstract

This session presents a human-centred approach to the use of artificial intelligence in higher education, based on two years of pedagogical experimentation in university teaching.
Rather than focusing on AI as a standalone tool, the session explores how AI can support learning only when embedded within a structured, multimodal, and teacher-guided instructional design.
Through a concrete teaching example, participants will examine how tools such as generative AI, curated knowledge systems, and narrative approaches can enhance understanding without replacing student cognition.
The session emphasises reflective, sustainable, and transferable teaching practices, positioning AI as a support for learning design rather than as a shortcut.

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Thursday 5th February

11.00-12.30

Corina Cimpanu
Gheorghe Asachi Technical University of Iaşi

Team Up for Sustainability: Discovering Your Project Superpowers

Abstract

This hands-on gamified workshop is designed to help participants explore their personal strengths, team roles, and collective potential in the context of sustainable projects. Through interactive activities like games, quizzes, collaborative exercises, and visual mapping, participants identify their unique “project superpowers”—the skills, perspectives, and values they bring to a team. In the Team Ecosystem icebreaker, participants share personal strengths as nature metaphors, fostering collaboration and a sustainability mindset. Through ML Scenarios within the Sustainable Mindset Game, teams navigate trade-offs in model complexity, data preprocessing, and evaluation, making decisions that balance accuracy, fairness, energy use, and cost. The workshop emphasizes creativity, communication, and systems thinking, allowing teams to visualize their shared values, strengths, and roles. Ultimately, the session equips educators and staff with actionable approaches to foster sustainability, collaboration, and ethical decision-making in higher education settings, helping them translate individual superpowers into impactful, team-driven projects that balance environmental, social, and economic goals. The session concludes with reflection and debrief, linking team decisions to ethical AI, systems thinking, and sustainability in real-world projects.

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Thursday 5th February

13.30-14.45

Julia Fernandez Diaz
University of Oviedo

Hop & Learn: Visual Participatory Review for Consensus-Based Learning

Abstract

Hop & Learn is an engaging, student-centered review activity that transforms the final minutes of class into a dynamic, collaborative learning experience. Students guide a frog hopping across leaves by answering questions on lesson content; correct answers advance the frog, while incorrect ones spark discussion and reflection. Unlike traditional quizzes, answers are reached by consensus, fostering collaboration, critical thinking, and resilience—transversal skills essential for sustainable education. The playful visual and immediate feedback enhance engagement and retention while allowing teachers to identify comprehension gaps in real time. Successfully applied in Statistics classes for Geology students at the University of Oviedo, all questions are adapted to each lesson. Implemented on digital platforms (e.g., Educaplay), this methodology is flexible and transferable, suitable for various subjects, levels, and formats, digital, hybrid, or in-person. Its impact can be assessed through participation rates, student feedback, and improved retention of key concepts. Hop & Learn exemplifies innovative, participatory teaching that is replicable, scalable, and ready to inspire educators across INGENIUM universities.

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Universidad de Oviedo

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