INGENIUM, Staff Academy

2-5 Jun 2026 Medical University of Sofia, Bulgaria

Tuesday 2nd June

9.00-12.30

Staff Academy Opening
Simeon Slavchev, Medical University of Sofia

Eeva Kuoppala, Mika Ruponen, South-Eastern Finland University of Applied Sciences
Pedagogigal Transformation in INGENIUM

Pascale Greene, University of Rouen Normandy
Tell me and i forget. Teach me, I may remember, Involve me and I learn

Daniel Schwarz, HKA - Karlsruhe University of Applied Sciences
T minus Ten

12.30-13.30 **Lunch Break**

13.30-15.00

Todor Bogdanov, Medical University of Sofia
Building the Next Generation of Learning Environments with In-House Technology Labs

15.00-15.30 **Brunch**

15.30-17.00

Sophia Mårtensson, Rajna Knez, Charlotte Hveem, University of Skövde
Experiential Learning in Humanitarian Crisis Response: Teaching Psychological First Aid through the Innovative Technological Tool Crises support Virtual Reality

Co-funded by the European Union

Wednesday 3rd February

9.00-12.30

Tuulevi Aschan, South-Eastern Finland University of Applied Sciences
Empowerment tools in digital learning environments

Stamatios Papadakis, University of Crete
AI for All: Sustainable Creativity and No-Code App Design in Higher Education

12.30-13.30 **Lunch Break**

13.30-15.00

Corina Cîmpanu, Gheorghe Asachi Technical University of Iasi
Smart Health, Smart Earth

15.00-15.30 **Brunch**

15.30-17.00

Gabriella Mincione, University 'G. d'Annunzio', Chieti-Pescara
The Quality of the Educational Relationship, Il Piccolo Ascolto

Workshops and seminars are held at Central MedIcal Library, MUS

INGENIUM, Staff Academy

2-5 Jun 2026 Medical University of Sofia, Bulgaria

Thursday 4th June

9.00-12.30	**Denise McSweeney, Gwen Lettis, Munster Technological University** *Croí, Your Life, Your Career*
	Maria Del Pilar Castro-García, Andrés Meana Fernández, University of Oviedo *Gamified Digital Comics for Active Learning in Education*
12.30-13.30	**Lunch Break**
13.30-15.00	**Staff Academy Debriefing: Evaluation and Future Plans**
15.00-15.30	**Brunch**
15.30-17.00	**Staff Academy Explore Sofia Ancient Ruins Trip**

Co-funded by the European Union

Tuesday 2nd June

Pascale Greene
University of Rouen Normandy

**Tell me and i forget. Teach me, I may remember,
Involve me and I learn**

Workshop

1)Using a language card game provided, learners are asked to converse in small teams to question each other in a limited time on their life experiences communicating in " only English" practicing reading skills, revision of question forms, verb tenses, vocabulary, direct and indirect speech, in adaptable size / exchangeable groups to gain confidence in improvisational language skills.

1) Students justify their choice of game methods.

2) Voluntary or designated students " report back " to other groups The teacher's purpose is to give instructions, facilitate, guide, and subtly correct errors.
No preparation or note taking needed.

And / or

2) "WILTYIE " Would lie to You, in English ? adapted from a TV panel game. Presenting 3 personal experiences , only one of which is true, the aim is to see how convincing students are when responding to class questions. Short individual personal preparation in note form is possible, or improvisation according to levels. The game requires oral production and presentation for individuals and oral comprehension and improvisational production skills for an attentive group of listeners who must determine the veracity of the 3 situations presented, "catching out" the speaker and initiating a debate on the " Truth or lie" to evaluate and come to conclusions justifying their answers. (Points affected (or not) to most convincing students after a vote.)

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Tuesday 2nd February

Daniel Schwarz
Munster Technological University

T Minus Ten

Presentation & Workshop

„T minus Ten“ („t-10“) is a 10-year-project in which generations of students develop a Serious Game that recreates the real world and tries to save it. „t-10“ is designed as a long-term project that spans the „decisive decade“ from 2020 to 2030.

The current work in progress of the project will be presented in the session and a workshop gives hands-on insights how such an „inter-generational“ project fosters sustainable and project-based learning.

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Hochschule Karlsruhe
University of
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HKA

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INGENIUM

Tuesday 2nd June

Todor Bodganov
Medical University of Sofia

Building the Next Generation of Learning Environments with In-House Technology Labs

Seminar + Demonstration

The establishment of in-house technology laboratories within higher education institutions is a key factor in modernizing the learning process and preparing a new generation of specialists equipped to meet the real-world challenges of contemporary practice. These centers—encompassing 3D printing, digital modeling, simulation technologies, and other innovative tools—enable the integration of practical, experimental, and problem-based learning from the early stages of student training.

At the Medical University of Sofia, the 3D Laboratory has become a successful example of in-house infrastructure that combines research potential with the aim of improving the quality of medical education. Our experience shows that having an internal center for 3D technologies significantly accelerates the development of educational models, prototyping, and support for clinical practice, while also fostering interdisciplinary collaboration among students, faculty, and researchers.

This seminar examines the role of in-house technology laboratories in building the next generation of learning environments, presents the accumulated experience of MU–Sofia, and outlines future development prospects, including infrastructure expansion, integration of new digital platforms, and the creation of a sustainable model for innovation in medical education.

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Co-funded by the European Union

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Tuesday 2nd June

Sophia Mårtensson, Rajna Knez, Charlotte Hveem
University of Skövde

Experiential Learning in Humanitarian Crisis Response: Teaching Psychological First Aid through the Innovative Technological Tool Crises support Virtual Reality

Workshop

The increasing complexity of humanitarian crises necessitates innovative, student-centered educational approaches to strengthen societal well-being (1). In alignment with the WHO's mhGAP-HIG (2), training in Psychological First Aid (PFA) constitutes a core component of effective humanitarian response and is guided by Hobfoll et al., (3) five principles: safety, calming, self- and community efficacy, social connectedness, and hope. Traditionally, PFA training has relied on classroom based or instructor-led simulation that are resource-intensive and dependent on facilitator expertise, leading to variability in learning outcomes (4 - 6)

Generative AI-based virtual patient (genAI-VP) systems address these limitations by providing safe, repeatable, and structured learning environments in which learners can practice communication, decision-making, and crisis management skills without risk to real individuals (7,8). Grounded in Dewey's philosophy (9,10) and further developed through Kolb's (11) experiential learning theory, learners engage through four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. By centering the learner in realistic, interactive simulations, communication, self-efficacy, and psychomotor skills are enhanced (4 -6), offering an innovative student-centered educational approach that facilitates learners preparedness in responding to humanitarian crises.

UNIVERSITY OF SKÖVDE

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Co-funded by the European Union

INGENIUM

Wednesday 3rd June

Tuulevi Aschan
South-Eastern Finland University of Applied Sciences

Physical activity as means to improve learning outcomes in higher education

Workshop

Empowerment tools is a participatory, asynchronous learning model that adds an emotionally engaging, human-centered layer to subject-specific teaching. It supports psychological safety, self-determination, and learner participation in digital environments. Grounded in research from positive psychology (Seligman), self-determination theory (Deci & Ryan), and psychological safety (Edmondson), the model is adaptable across disciplines and learner groups.

The approach emphasizes multidimensional teacher presence through visual and audio elements (e.g., Canva, audio greetings in Moodle/Learn), fostering trust and modeling safe interaction. Learners share personal empowerment tools—images, sounds, or memories that evoke positive emotions—via platforms like Padlet. These are followed by appreciative peer feedback, enhancing emotional engagement and relatedness.

Reflective tasks and feedback in Moodle / Learn forums further support strengths-based interaction and recognition. The model does not require real-time participation, making it flexible and inclusive. While the teacher cannot learn on behalf of the student, the model offers tools to activate and support learner engagement. It promotes autonomy, competence, and connection—and provides a scalable foundation for humanizing digital learning.

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INGENIUM

Wednesday 3rd June

Stamatios Papadakis
University of Crete

AI for All: Sustainable Creativity and No-Code App Design in Higher Education

Workshop

This 1.5-hour interactive workshop blends short demonstrations, collaborative design, and guided reflection. Participants will experience how university students—especially those from non-technical disciplines—can use generative AI (ChatGPT, Gemini) to create meaningful educational apps without writing code. Working in small groups, attendees will design mini-apps responding to authentic learning challenges, from inclusive classroom activities to sustainable education awareness. Each group will move through ideation, AI-assisted prototyping, and peer feedback cycles. Reflection points will link the process to digital literacy, creative pedagogy, and sustainability in higher education. The format models a fully transferable practice adaptable to any field where educators wish to bridge creativity, technology, and active learning.

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UNIVERSITY OF CRETE

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INGENIUM

Wednesday 3rd June

Corina Cimpanu
Gheorghe Asachi Technical University of Iasi

Smart Health, Smart Earth

Workshop

The proposed interactive workshop explores how digital health innovations can drive sustainability in healthcare. Participants act as “Green Health Innovation Startups,” designing e-health projects—such as telemedicine platforms, remote patient monitoring, or digital record systems—that reduce resource use, emissions, and waste while improving patient access and care quality.

Through a gamified format, teams face real-world scenarios and surprise challenges, using mini project plans to balance innovation, feasibility, and measurable sustainability impact. A fast-paced “Pitch Battle” lets teams showcase their projects in 60 seconds, with participants voting for the most innovative, sustainable, and well-managed solutions.

The session combines project management principles with creative problem-solving, ethical decision-making, and sustainability metrics, showing how smart design can simultaneously enhance healthcare delivery and environmental responsibility. Participants leave with practical strategies to embed sustainability in digital health projects, tools to measure impact, and an appreciation of how innovation can heal both patients and the planet.

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INGENIUM

Wednesday 3rd June

Gabriella Mincione
Università G. d'Annunzio, Chieti-Pescara

The Quality of the Educational Relationship, Il Piccolo Ascolto

Absract

Il Piccolo Ascolto is a web platform (Ida Verna, SIAE, 2021, 2026) designed for use by teachers and students, aimed at providing teachers with information on the quality of the "educational relationship" determined by teaching and learning processes. Specifically, the teacher administers a course satisfaction questionnaire to students, focused on several critical areas of teaching quality (Van Dijk et al., 2020), while simultaneously completing a similar self-assessment questionnaire. Upon completion of both questionnaires, the Il Piccolo Ascolto platform provides the teacher (in real-time) with aggregate information on the distance (gap) between the students' opinions and those of the teacher, highlighting areas of teaching quality where a discrepancy of opinions, a "relational gap" (Verna I., 2020), emerges. The aim is to trigger a process of reflection-on-action in the teacher, guided by the "relational gap" and supported by a further reflective stage represented by an in-depth questionnaire on the critical issues identified. In particular, the platform provides an additional moment of reflection-on-action which, starting from the "relational gap," investigates potential problems from which the gap originates through a further questionnaire focused only on those areas where criticalities emerged. The goal is to facilitate and support the teacher in the process of improving teaching quality by listening to the needs that emerge within a specific teaching-learning context and doing so in itinere (ongoing) with respect to the development of educational processes. Although Student Evaluation of Teaching is widely used, international literature often highlights a low correlation between teachers' self-assessment and student judgment (Matthews, 2025). Studies such as those by Wisniewski et al. (2021) confirm that teachers have "privileged access" to their own thoughts but not always to the behavioral signals they send, leading to considerable divergences with students. Furthermore, literature recognizes the existence of a widespread "perception problem" (Wisniewski et al., 2021) and a systematic lack of alignment between self-assessment and student judgment (Daumiller et al., 2022); in this sense, Il Piccolo Ascolto can represent a contribution to overcoming this limitation. Ultimately, the originality of Il Piccolo Ascolto lies in transforming the "relational gap" from a simple "datum" into a driver for reflection-on-action, allowing for the overcoming of overestimation biases typical of teacher self-reports (Fitzgerald et al., 2020).

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Co-funded by
the European Union

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INGENIUM

Thursday 4th February

Denise McSweeney, Gwen Lettis
Munster Technological University

Croí – Your Life, Your Career

Workshop

Croí – Your Life, Your Career is an innovative, values-based reflective process designed to support both Education for Sustainable Development (ESD) and professional development. Developed by Dr. Gwen Lettis at Munster Technological University (MTU), Croí empowers students to explore their core personal values and align them with their academic and professional goals. Croí fosters intrinsic motivation, ethical reflection, and long-term thinking—key attributes for preparing responsible, future-focused graduates.

This interactive workshop will introduce participants to the Croí framework and demonstrate how it supports both personal and societal transformation. Participants will experience selected activities from the student workshop, including a values prioritisation exercise and structured reflection. The session will also showcase a suite of open educational resources developed to support implementation, including a Reusable Learning Resource (RLR), an educator guide, a Canvas module, and student-facing videos.

Participants will leave with a practical understanding of how Croí can be integrated into teaching to advance sustainability goals, professional identity, and learner wellbeing. The session will encourage reflection on how values-led education can enhance curriculum design across diverse disciplines and cultural contexts.

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Co-funded by the European Union

Thursday 4th February

Andrés Meana Fernández, Maria Del Pilar Castro-García
University of Oviedo

Gamified Digital Comics for Active Learning in Education

Workshop

During the workshop, participants will explore practical examples and actively engage in the design of a short teaching activity using gamified digital comics, adaptable to different disciplines and educational contexts. The workshop is aimed at educators interested in integrating new digital media into their teaching practice in a feasible and transferable way, promoting student-centered methodologies aligned with current challenges in higher education.

This workshop presents an active learning experience based on gamified digital comics as an innovative pedagogical resource in higher education. By combining visual storytelling, interactive elements, and game mechanics, digital comics are used to enhance student motivation, engagement, and critical thinking. The proposal is grounded in principles of gamification and media literacy, demonstrating how narrative-based digital environments can support the understanding of complex content and promote more meaningful learning experiences.

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