

Wednesday 17 June 2026

The conference programme is subject to change!

09:00	Auditorium						
	<p>Welcome to Media & Learning 2026</p> <p>Our conference this year is run under the banner “Co-creating the future of learning” and it is this theme of co-creation that will form the red-thread for our keynote speakers in this opening plenary session. Our panel of speakers will explore the fine line between effective use of technology and sound pedagogical practice. They will talk about the roles of different people involved in creating effective learning experiences; the student, the academic, the support team. They will also reflect on the impact of AI along with changing student expectations and explore the best ways for our community to navigate in the changing times in which we live and work.</p> <p>Welcome by Margriet Van Bael, Vice Rector of Education Policy, KU Leuven, Belgium</p> <p>Rob Morgan, Visiting Fellow at King’s College London & Creative Director at Playlines, UK <i>The Age of “Reality Literacy”: XR, AI and Reskinnable Realities</i></p> <p>Sharon Klinkenberg, psychometrician, statistician, and educational innovator at the Department of Communication Science, University of Amsterdam, the Netherlands <i>Multimodal learning: Where technology meets pedagogy</i></p> <p>Moderator: Sonia Hetzner, Friedrich-Alexander-Universität Erlangen-Nuremberg, Germany</p>						
10:30	Coffee						
11:00	Auditorium	Raadzaal	Press	Zaal 4/5	Zaal 6/7	Zaal 8/9	Leslokaal 2 - 1.04
Format	Presentations	Discussion	Pecha Kucha session	Showcases	Demonstrations	Workshop	Workshop
Title	Centres for Teaching and Learning: Driving innovation	How AI is changing educational media production workflows: from pre-production-post to layered assembly production	Lessons from influencers, civic projects, and media initiatives	Teachers and how they can and do use media	Advanced tools and services	Deconstructing representation in text-to-video generative-AI	Immersive learning strategies for sustainable education: The case of TREN
Description	During this presentation session, CTL staff in different higher education	This session will begin with a presentation of a practical model for current AI-driven	These short presentations cover what we can learn from influencers as well as civic projects and smart initiatives	These two sessions highlight and demonstrate the role and value of video in		This hands-on workshop explores how text-to-video	This workshop introduces TREN (Teaching Resilience and Environmental Democracy), a transatlantic

	settings will share their experience in how different centres operate, how they are addressing topics like assessment and the ways in which they are driving innovation.	workflow change in educational media production. It will be followed by a discussion on what this type of change means for production teams, quality assurance and sustainable workflows in higher education.	utilising media.	teacher education and Continuous Professional Development		generative AI shapes audiovisual representation and meaning.	initiative advancing Education for Sustainable Development through problem-based learning, virtual exchange, and immersive experiences.
	<p>Moderator: Anke Pesch, KU Leuven, Belgium</p> <p>Charlotte Rose, Adelaide University, Australia <i>In the midst of a merger: How to create innovative and engaging media at scale</i></p> <p>Ines Springael, Breda University of Applied Sciences, the Netherlands <i>Merging AI Innovation with Teaching Community: Building a CTL from two existing strengths</i></p> <p>Corinna Stiefelbauer, WU Wien, Austria <i>Designing a Support Concept for Innovative Media-Based Assessment</i></p>	<p>Moderator: Markus Tischner, Friedrich-Alexander-Universität Erlangen-Nuremberg, Germany</p> <p>Panelists:</p> <p>Lana Scott, MIT, USA</p> <p>Lizzy Bleumers, Thomas More, Belgium</p> <p>Jana Herwig, University of Vienna, Austria</p>	<p>Moderator: Peter Fletcher, University of Aberdeen, UK</p> <p>Ani Yeghiazaryan, Media Initiatives Centre, Armenia <i>Ethics-in-Action: Co-creating Responsible Digital Presence for Educators in AI-Mediated Learning Environments</i></p> <p>Giacinto Bottone, NHL Stenden - Professorship of Organizations and Social Media, The Netherlands <i>Can we inspire better practices? Cultivating skills for responsible influencers at the European Influencers Academy</i></p> <p>Marco Toffani, University of Padova, Italy <i>Influencers and multimedia learning principles</i></p> <p>Lisa Titz, University Osnabrueck, Center for Digital Teaching, Information Management and Higher Education Didactics, Germany <i>Shared Responsibility in Practice: Establishing the Cognitive Science Student Journal as a Co-Created Learning Space</i></p> <p>Sophie Vériter, Leiden University, The</p>	<p>Part 1: <i>EDIT results 10 years</i></p> <p>Led by Janne Länsitie, OAMK, Finland</p> <p>This session explores the 12-year journey of the EDIT - Educational Video Challenge. The session features a curated screening of "favourite films" from the EDIT archives, showcasing how student creations have mirrored trends like vlogging, 360-videos, interactive storytelling, and AI-generated videos. The session includes a discussion on how different video formats and evolving technology have influenced video pedagogy. Participants will discuss how technological shifts influence student engagement and digital storytelling. The session</p>	<p>Moderator: Erik Boon, Vrije Universiteit Amsterdam, The Netherlands</p> <p>Nerea Benítez Aranda & Alejandro Carbonell Alcocer, Rey Juan Carlos University, Spain <i>From Data to Immersion: Accessible XR Tools for Science and Climate Communication</i></p> <p>Judith Hoste & Eline Wydooghe, VIVES University of Applied Sciences, Belgium <i>Entering the arena: A 360° VR tool to explore and understand canine social responses</i></p> <p>Lars Kiesow & Timo Nogueira Brockmeyer, Osnabrück University, Germany</p>	<p>Led by Shant Bayramian, Inholland University of Applied Sciences, The Netherlands</p> <p>Participants learn a practical critical method—Deformative Criticism—to analyse bias, cultural assumptions, and ethical implications in AI-generated video. Combining short lectures with collaborative experimentation, the workshop equips media educators, learners, and professionals with transferable tools for critically teaching and using generative AI in media and learning contexts.</p>	<p>Led by Dario Fazzi, Leiden University, The Netherlands and Gaetano Di Tommaso, Roosevelt Institute for American Studies, The Netherlands</p> <p>Using TRENd as a lens, it explores how networked pedagogies can deepen environmental learning and intercultural understanding in the face of global socio-ecological challenges. Participants will engage with approaches such as virtual exchange, critical mapping, and immersive technologies, while considering practical strategies for curriculum integration, assessment, inclusion, and ethics, and examining how these methods can foster resilience, digital skills, and participatory environmental citizenship.</p>

			<p>Netherlands <i>Global Society Foundation Gamifying Democracy: Rethinking Civic Participation and Education Through Play</i></p> <p>Brian Shee, University of Limerick, Ireland <i>Scaling Inclusive Lifelong Learning Through Micro-Credentials: How University of Limerick Is Leveraging National and European Partnerships to Transform Access for Disadvantaged Learners</i></p>	<p>deals with the balance between pedagogical substance and media entertainment, and discusses how to maintain authentic human connection in an increasingly automated landscape.</p> <p>Part 2: <i>Vloscars Awards - The Creation of a Transnational Vlog Community</i></p> <p>Led by Yvonne Crotty, Dublin City University, Ireland; Carl Gunnar Eitervaag & Esben Krogstad Kamstrup, NTNU, Norway; Eva van Gestel, Kattem skole, VBO Ourodenberg Belgium; Malene K�hler, Kattem skole Norway; Martin Moore, Scoil Talbot, Ireland</p> <p>Vlogging Beyond Classrooms (ViBes) presents "The Creation of a Transnational Vlog Community". ViBes is a two-year Erasmus+ project linking schools in Belgium, Ireland and Norway. Led by NTNU and DCU, the project explores how higher education can collaborate with primary schools to support creative, cross-cultural</p>	<p>Karel Kreijns, Open Universiteit, The Netherlands <i>Real-Time Remote Coaching of Teachers at a Distance</i></p>	
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				<p>learning through vlogging.</p> <p>The session aims to show how structured online learning resources for teachers, developed by teacher educators, enable pupils to move from passive media consumption to active production. The presentation targets teacher educators, researchers, and primary teachers interested in digital and transnational learning.</p> <p>We will showcase award-winning pupil vlogs (Vlocars) and a behind-the-scenes account of their development. Three participating primary school teachers will share their classroom experiences, offering practical insights from the project. Drawing on an action-research approach, the presentation highlights how university-school partnerships shaped resource design, the importance of scaffolding, and how balancing guidance and independence strengthens learning outcomes and</p>			
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				collaboration.			
12:30	Lunch						

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14:00	Auditorium	Raadzaal	Press	Zaal 4/5	Zaal 6/7	Zaal 8/9	Leslokaal 2 - 1.04
Format	Presentations	Discussion	Showcase	Presentations	Discussion	Workshop	Workshop
Title	Playful and narrative-driven learning experiences	A platonic forum on the principles of AI in education	Meet the 2026 MEDEA finalists	Next-generation educational media production	Strategic blueprints for scaling innovation in Centers for Teaching and Learning (CTLs)	Hacker room Agentic production for multimedia learning	The ten-minute experiment: using microlearning to reduce cognitive load
Description	Speakers in this presentation session will talk about how they are using playful and narrative-based approaches in different ways. This includes interactive storytelling, augmented reality and gamification to support specific learning goals.	How do we steer adoption of AI in Education? The 2025 Fürth Manifesto on AI in Education aims to guide that process.	Showcases by the finalists in this year's MEDEA Awards, recognising excellence in the use of media to support learning and teaching	Immersive environments offer significant opportunities for the future-oriented educational media producer. Join this session to hear about the latest developments in scalable and collaborative use of XR.	This discussion session explores how innovation can be defined, integrated into daily academic routines, and scaled through strategic project management to create long-term institutional impact.	This Hacker Room session explores augmented agency through agentic production for multimedia learning.	This interactive workshop helps educators design effective microlearning experiences that reduce cognitive overload and enhance engagement.
	<p>Moderator: André Rosendaal, University of Groningen, the Netherlands</p> <p>Elke Van Ael, KU Leuven, Belgium <i>Teaching storytelling through storytelling @ KU Leuven: from early beginnings to output</i></p> <p>Markus Weber & Christian Hoppe, TU Darmstadt, Germany <i>Campus Quest: Gamified 360° exploration as an innovative format for online self-assessments for study orientation</i></p> <p>Bas Heerink, ROC van Twente, the Netherlands <i>Empowering the Teachers: Building Immersive Learning Scenarios through a Professional Learning</i></p>	<p>Moderator: Julian van der Kraats, Universiteit Leiden, the Netherlands</p> <p>Panellists:</p> <p>Andy Thys, KU Leuven, Belgium</p> <p>Markus Tischner, Friedrich-Alexander-University, Germany</p> <p>Janne Länsitie, OAMK, Finland</p> <p>But the rapid evolution of AI from occasional tool to agentic study companion demands a re-evaluation. This interactive discussion aims to</p>	<p>Moderator: John Murray, University of Galway, Ireland</p> <p>Meet the 2026 MEDEA Finalists</p>	<p>Moderator: Lucy Kendra, Heriot-Watt University, UK</p> <p>Sjiewuqe Dankert, SURF, The Netherlands <i>Designing the education area of the future; Case study collaborative co-creating in networked XR-environments</i></p> <p>Alexander Vanhulsel, Thomas More University of Applied Sciences, Belgium <i>Designing the Cross-Border EduXR Library Based on User Needs</i></p> <p>James Cull, Birkbeck, University of London, UK <i>Building a community of XR practitioners: equipping staff and students to lead across subject areas</i></p>	<p>Moderator: Sonia Hetzner, Friedrich-Alexander-Universität Erlangen-Nuremberg, Germany</p> <p>Panellists:</p> <p>Jana Herwig, University of Vienna, Austria</p> <p>Elke Van Ael, KU Leuven, Belgium</p> <p>How can Centres for Teaching and Learning (CTLs) move beyond "extinguishing fires" to becoming proactive engines of educational change and innovation? This interactive session brings together perspectives from the CTLs of the University of Vienna, KU Leuven, and</p>	<p>Led by Serge de Beer, LearningTour, The Netherlands</p> <p>Participants enter an experimental, build-first environment where learners, media agents, and AI companions collaborate in open-ended AI workflows. The focus is on exploration, rapid prototyping, and creative misuse of tools rather than step-by-step instruction. Educators, designers, and L&D professionals work with AI APIs to analyze learning needs, generate audiovisual media, and test personalized learning concepts. Participants leave with a working prototype. Bring your laptop!</p>	<p>Led by Alice Pistono, JoVE, Italy</p> <p>Participants will compare content delivery methods, reflect on learning fatigue, and collaboratively create a short, modular learning module with clear objectives and simple assessment. The session provides practical strategies for improving clarity, retention, and instructional impact across disciplines, leaving participants with a ready-to-use prototype and actionable approaches for their own teaching contexts.</p>

	<p><i>Community</i></p> <p>Charlotte Rose, Adelaide University, Australia <i>Storytelling in Higher Education; how to design and deliver for maximum engagement and longevity</i></p>	<p>strengthen and amend the Manifesto by both exploring practical use cases from the Media and Learning network, and fundamental ideas about didactics and ethics.</p> <p>We will move beyond basic AI literacy to explore co-creation and the necessity of new learning outcomes. Key questions also include how to approach assessment in an AI-ubiquitous environment and the social impacts on student wellbeing.</p> <p>Join us, and bring your strong opinions!</p>			<p>FAU Erlangen-Nürnberg. Together, we explore how innovation can be defined, integrated into daily academic routines, and scaled through strategic project management to create long-term institutional impact.</p>		
15:30	Coffee						
16:00	Auditorium	Raadzaal	Press	Zaal 4/5	Zaal 6/7	Zaal 8/9	Leslokaal 2 - 1.04
Format	Presentations	Discussion	Showcase	Workshop	Workshop	Workshop	Workshop
Title	Impact of AI on institutional planning when it comes to	When XR meets AI: Data, privacy, and	MEDEA Finalists	Learning languages with a combined approach of	Creating an artifact: Immerse yourself in a	Make support strategic: A CTL alignment workshop	Rapid photorealism: Getting to grips with 3D Gaussian

	educational media production and support	the need to broaden approach to ethics	showcase session	storytelling, visual learning, and AI driven Socratic dialogue	possible future	for digital teams	Splatting
Description	During this presentation session you will hear about different ways in which higher education institutions are preparing staff and students for the AI revolution including how educational processes and practices are being adapted.		Showcases by the finalists in this year's MEDEA Awards, recognising excellence in the use of media to support learning and teaching	This workshop invites learning technologists and educators in the field of language learning, policy makers on regional and European level, as well as just every person interested in trying out a web-app developed by the European cooperation partnership Readco.AI and engaging in a discussion on the functionality and pedagogy of the app.	Step into one of the imagined future scenarios and explore what learning might look like in the years ahead.	Interactive 60-minute workshop for CTL leads and digital support teams (edtech/LMS, AV/media, learning design, library/IT).	This workshop covers 3D Gaussian Splatting's technical history, comparing it favorably against previous solutions while highlighting some of its challenges and limitations.
	<p>Moderator: Andy Thys, KU Leuven, Belgium</p> <p>Katja Shcherbakova, Maastricht University, the Netherlands <i>Building Coherent Digital Literacy Ecosystems in Higher Education</i></p> <p>Lucia Mesquita, Lusófona University, Portugal <i>Beyond the Tool: Mapping Evidence-Based and Responsible AI Technology Use in Higher Education</i></p> <p>John Couperthwaite, Kaltura <i>Transforming the Student Experience with Conversational AI and Real-Time Learning Avatars</i></p>	<p>Moderator: Alina Kadlubsky, Open AR Cloud Europe gUG, University of Applied Sciences Mittweida, Germany</p> <p>Panelists:</p> <p>Kathleen Bryson, De Montfort University, UK</p> <p>Claudia Negri-Ribalta, University of Luxembourg</p> <p>Anastasia Sergeeva, University of Luxembourg</p>	<p>Moderator: John Murray, University of Galway, Ireland</p> <p>Meet the 2026 MEDEA Finalists</p>	<p>Ruth Maloszek, University of Erlangen-Nuremberg, Germany</p> <p>The web-app follows a pedagogy combining storytelling, visualisation, game based learning, and an AI driven Socratic dialogue. It combines language learning with deepening the understanding of the 17 SDG by emotionally touching stories.</p>	<p>Led by Judith Vels & Harriët Damen, LLInC - Universiteit Leiden, The Netherlands</p> <p>Using your assigned scenario as inspiration, you will design a "future artifact" — something that does not exist today but could realistically emerge in that world.</p> <p>By the end of the workshop, you and your fellow participants will have created a collection of these future artifacts. Alongside the scenarios that inspired them, they will be showcased in a small exhibition during</p>	<p>Led by Nynke Kruidierink, Npuls, The Netherlands</p> <p>We introduce the five Npuls CTL framework, then participants map their team's activities onto the framework and share patterns, gaps, and boundaries. Outcome: a practical realignment plan with concrete follow-up steps to strengthen strategic positioning and sustainable digital innovation.</p>	<p>Led by Nathan Saucier, Leiden University, The Netherlands</p> <p>3D Gaussian Splatting (3DGS), first released by Inria in 2023, is a novel method of constructing 3D scenes from simple photos or videos. This workshop covers its technical history, comparing it favorably against previous solutions while highlighting some of its challenges and limitations. A presentation of a successful use case in a research setting is followed by an interactive portion that will take participants through the entire 3DGS pipeline, from capturing to viewing their very first model on a headset.</p>

					the conference, inviting attendees to reflect, question, and discuss what the future of learning might hold		
17:00	Auditorium						
	<p>In discussion with Stephen Downes, Canada</p> <p>According to Stephen, "AI represents a significant increase in human capability, augmenting and sometimes exceeding our natural capacities to perceive, reason, create and remember. Ubiquitous access to these capabilities changes the definition of what it means to learn and to be educated. Skills once reserved to the domain of experts are now in the hands of everyday people, while most every discipline is devising new models, methods and pragmatics of work alongside, or teaming with, these new tools."</p> <p>Join this session to discuss the implications of AI in higher education with Stephen and let's try to decide whether the advantages really do outweigh our fears.</p> <p>Moderators: Lana Scott, Massachusetts Institute of Technology, USA & Zac Woolfitt, Inholland University of Applied Sciences, the Netherlands</p>						
18:00	Spoor 95						
	<p>Informal networking opportunity – Refreshments served</p> <p>Come join us in Spoor 95 where MLA's Special Interest Groups (SIGs) are hosting a series of 4 separate networking moments. In each of the 4 corners of the room you will find MLA members ready and willing to chat about their specific topic. Come say hello and meet others with interests in the same topics. Share your contact details, talk about some of the challenges you face, test out an idea for a project – all welcome. Every 7 minutes we will ring a bell in case you would like to switch to a different group.</p> <p>Meet the MLA SIGs!</p>						
18:30	MEDEA Awards Ceremony						
	<p>During this ceremony we will introduce you to the finalists in this year's MEDEA Awards. We will show a short clip of each entry and then announce the winners of this year's main award as well as the Special Awards for 2026 including the MEDEA Jury Prize, the Audience Favourite Prize and this year's thematic Prize – Best Use of Educational Media in Science which will be co-awarded with the International Association of Media in Science (IAMS).</p> <p>Introduction to finalists of MEDEA Awards 2026: Chairperson of the MEDEA Awards 2026 Judging Committee. The 2026 MEDEA Award Winner will be announced by</p>						

	<p>The 2026 finalists (in alphabetical order) shortlisted for the MEDEA Award, Special Jury Prize, Audience Favourite Prize and Best Use of Educational Media in Science which are:</p> <ul style="list-style-type: none">• <i>CAP'VR Project (Mimbus Chemistry)</i> by Le Cnam, France• <i>Developments in Cancer Immunotherapy</i> by University of Cambridge, UK• <i>From Trust to Trauma: Perspectives on Obstetric Violence</i> by University of South-Eastern Norway, Norway• <i>Le 8ème Stade</i> by Galilée, Belgium• <i>Newsday VR</i> by University of Leeds, UK• <i>The Social Media Trap</i> by ClickView, Australia• <i>The Talents of Europe: Comparative Law in the Age of AI Regulation</i> by IE University, Spain <p>Winners of this year's MEDEA Awards will then be announced, followed by the prize-giving.</p> <p>Master of Ceremonies: Sally Reynolds, Media & Learning Association</p>
20:00	Close

Thursday 18 June 2026

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09:00	Auditorium						
	<p>Shaping the future of learning</p> <p>Kicking off the second day, this session brings fresh perspectives on the forces shaping education today. From the evolving role of AI in teaching and learning, to its regulatory landscape, and the creative exploration of sound in design, it highlights innovation, responsibility, and new ways of experiencing and understanding learning. Together, these contributions set an engaging and thought-provoking tone for the day ahead.</p> <p>Jeff Van de Poël, AI & Teaching Advisor at the University of Lausanne (UNIL), Switzerland <i>The Augmented Teacher: Navigating AI as an instrument, not an oracle</i></p> <p>Laure Michelon, Design Solutions Architect at Fuser, a Lecturer at UCLA AUD, and a creative technologist based in Los Angeles, USA <i>Sound Architecture</i></p> <p>Agne Limante, Legal Officer at the European AI Office, DG CNECT, the European Commission & Chief Researcher at the Law Institute of the Lithuanian Centre for Social Sciences <i>The EU Artificial Intelligence Act and Its Implications for AI in Education</i></p>						
10:30	Coffee						
11:00	Auditorium	Provincieraadzaal	Press	Zaal 4/5	Zaal 6/7	Zaal 8/9	Spoor 24 (40-64)
Format	Presentations	Discussion	Workshops	workshop	Workshop	Workshop	Presentation session
Title	Co-creating learning: partnerships between students, teaching staff, and CTLs	European sovereignty - How to find alternatives to USA tech	1. Evaluating AI in education: moving from hype to meaningful use 2. AI and problem-based learning: shaping student competencies for uncertain futures	European project pitch and collaboration exchange	Corrupted visions between You and I	The hidden heroes of education. Educational Support Professionals (ESPs) @ Work: How they empower teachers in the digital transformation	Rethinking Assessment and Learning in the Age of AI
description	This presentation session explores how collaborative partnerships between		1. Led by Zohre Mohammadi Zenouzagh , Leiden Learning and Innovation Center, The		Millions of smart glasses are already sold and they're coming to your institution soon. This workshop		This session examines how assessment in higher education is evolving in response to

	<p>students and educators drive innovative teaching and learning. Through diverse examples, it highlights co-creation, digital engagement, and authentic, student-led approaches that enhance relevance, creativity, and impact in higher education.</p>		<p>Netherlands</p> <p>Artificial Intelligence (AI) is rapidly entering higher education, bringing with it a wave of tools that promise to personalize learning, automate routine tasks, and offer new ways to support students and educators. Yet as the excitement grows, so do the important questions: Which tools genuinely improve learning, and which simply add noise? Which align with our educational values?</p> <p>2. Led by Roland Böttcher, Bochum University of Applied Science, Germany</p> <p>The workshop aims to provide participants with a structured understanding of how Problem-Based Learning (PBL) can be used as a curricular response to AI-driven change in higher education. Participants will leave with (1) a shared analysis of how generative AI is reshaping student learning behaviour and curricular assumptions, and (2) concrete design principles for integrating PBL projects at programme level to support competence development under conditions of increasing uncertainty.</p>		<p>prepares you by putting the glasses on.</p>		<p>AI. It highlights approaches that foster authentic learning, integrate media and information literacy, and promote fair and transparent assessment practices, while also addressing concerns such as cognitive offloading and long-term skill development.</p>
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	<p>Charlotte Meijer & Elisa Seijdel, Vrije Universiteit Amsterdam, The Netherlands <i>The Success Factor: How to Build a Thriving Students as Partner CTL?</i></p> <p>Stuart Dinmore, Adelaide University, Australia <i>Student perceptions of digital media for learning: A guide for implementing effective content at scale</i></p> <p>Tomi Tolonen, Laurea University of Applied Sciences Finland <i>Lights, Camera, Co-Creation: Building Authentic Learning Scenarios with Students and Lived-Experience Experts</i></p> <p>Fotis Begklis, UAL, UK, <i>The Elephant Never Forgets - Student-Led Documentary Production</i></p>			<p>Moderator: Kamakshi Rajagopal, Media & Learning Association</p> <p>During this session MLA members will have the opportunity to discuss potential collaboration and joint project bids including those aimed at European funding programmes.</p>	<p>Led by John Ford Walker & Sanderijn Kuijvenhoven, SURF, The Netherlands</p> <p>Come wear student-designed smartglasses which deliberately create ethical tensions through group discussion and led activities. Our "Corrupted visions" scenarios explore surveillance, consent, and information asymmetry. Participants experience both sides; augmented advantage and un-augmented disadvantages in our workshop!</p>	<p>Led by Milou Timmer-Hekhuizen & Janiek Bartelds, Npuls, The Netherlands</p> <p>Educational Support Professionals are the hidden heroes who make innovation in education possible. Working in strong networks, ESPs connect expertise, share knowledge, and actively support teachers in navigating the ongoing digital transformation.</p> <p>In this workshop, we explore how ESPs operate within the Dutch educational context and how they are organized and facilitated across CTLs and beyond. We discuss how these professional networks can be used to their full potential, maximizing their impact for teachers, institutions, and learners. We also show how the Competency Framework Structure offers a shared profile for everyone involved in strengthening teacher support in vocational, professional, and academic education. It helps clarify competencies, align expectations, guide professional development and strategic positioning, and support institutions at all stages in organizing teacher support in a coherent and context-</p>	<p>Zac Woolfitt, Inholland University of Applied Sciences, the Netherlands <i>From AI Risks to Authentic Learning: Media-Enhanced Assessment in Living Labs</i></p> <p>Paschalia Terzi, Georgetown University in Qatar, Qatar <i>Library support for alternative assessemnt through media and information literacy instruction</i></p> <p>Jonas Schug, Hochschule Bochum, Germany <i>"The Never-Skilled Generation" - Deskilling, Cognitive Offloading and the Long-Term Risks of AI-Supported Learning</i></p> <p>Praneet Khandal, Leiden University, The Netherlands</p>
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						<p>sensitive way.</p> <p>Through interactive visual mapping and dialogue, participants are invited to share their own experiences and organizational models. Together, we make both the Dutch perspective and your own local context more visible, comparable, and concrete. The session aims to inspire, connect, and uncover new ways to strengthen ESPs as a driving force for educational excellence.</p>	
12:30	Lunch						

14:00	Auditorium	Provincieraadzaal	Press	Zaal 4/5)	Zaal 6/7	Zaal 8/9	
format	Presentations	Discussion	Pecha Kucha	Workshop	Workshop	Presentations	
title	Ai driven co-creation	Co-creating courses with AI and/or students: challenges and benefits	Making the most of media and AI in teaching and learning	From content to companions: Designing AI-mediated learning experiences with COMPASS	HealthyMindED: Reducing cognitive overload and supporting digital wellbeing in higher education	Next generation educational media production	

Description	<p>The rapid growth of AI is transforming how media is produced in higher education. Presenters in this session will share their experience of putting AI into practice in developing learning content in higher education.</p>	<p>In this dialogue, two course designers share insights from their very different course creation experiences.</p>	<p>These short presentations include results of research into effectiveness, methods and approaches aimed at enhancing the application of educational media and ways to make video more interactive.</p>	<p>This hands-on workshop introduces COMPASS (Companion-Oriented Mediation for Pedagogical AI Support), a framework for designing AI companions that support learners' sense-making of media.</p>	<p>This interactive 90-minute workshop examines how digital learning environments can be designed to reduce cognitive overload and support digital wellbeing in higher education.</p>	<p>This presentation session examines how universities are reshaping educational media production through AI, scalable workflows, and teacher-led content creation. Speakers share practical approaches to expanding online learning, reducing production bottlenecks, and balancing automation with human creativity in evolving academic environments.</p>	
	<p>Melanie Dejnega, University of Applied Sciences for Management & Communication, Austria <i>Opportunities and limits of AI assisted Socratic dialogues for research topic development. Insights from a Custom GPT Used in Bachelor-Level Research Education</i></p> <p>Elisabet Krauss & Sonia Hetzner, Friedrich-Alexander-Universität Erlangen-Nuremberg, Germany <i>A stepwise model for advancing AI in university teaching</i></p> <p>Nicola Bruno, Dataninja / University of Modena and Reggio Emilia, Italy <i>Co-Designing AI Literacy:</i></p>	<p>Moderated by Stefan Wackerlig, University of Vienna, Austria</p> <p>Panellists:</p> <p>Cornelia Amon, IMC Krems, Austria</p> <p>Consulting in the fields of instructional design and media production with a special interest in Sketchnotes and OER</p> <p>Christoph Winter, University of Vienna, Austria</p> <p>Instructional designer specializing in digitally transformed teaching and learning, as well as an expert in media pedagogy and flipped and blended</p>	<p>Fiachra McCleary, Dublin City University, Ireland <i>Maximising Interactivity in Educational Videos</i></p> <p>Rüdiger Rolf, University of Osnabrück, Germany <i>AI in Opencast Video Portal</i></p> <p>Oleksiy Yevsyeyev, Simon Kuznets Kharkiv National University of Economics, Ukraine <i>Semantic-to-Immersive: Knowledge Transformation into Interactive, Personalized Media Experiences</i></p> <p>Daria Bogdanova, KU Leuven, Belgium <i>Developing a Copilot agent to coach conceptual data modelling</i></p> <p>Marina Merkaš, Catholic</p>	<p>Led by Olysha Magruder & James Diamond, Johns Hopkins University, USA</p> <p>Participants will work with a media artifact and engage in a rapid, collaborative design sprint to reimagine an AI-mediated learning experience, deciding when AI should mediate, how it should respond to learners, and where its authority must stop. Designed for educators, learning designers, and researchers, the session emphasizes learner agency, critical engagement, and ethical, learning-centered uses of AI.</p>	<p>Led by Tanja Tillmanns, University of Erlangen-Nuremberg, Germany</p> <p>Participants will explore and apply emerging European guidelines from the Erasmus+ HealthyMindED project to real teaching scenarios. Through hands-on analysis and co-design activities, educators, learning designers, researchers, and support staff will gain practical strategies for healthier, more sustainable digital course design.</p>	<p>Moderator: Eirik Wattengård, NTNU, Norway</p> <p>Lucy Kendra & Conrado Silva de Farias, Heriot-Watt University, UK <i>Growing Global Learning: A Producer's Playbook for the Online Campus.</i></p> <p>Lana Scott, Massachusetts Institute of Technology, USA <i>Media Professionalism at a Turning Point: Navigating AI, Organizational Change, and Creative Complexity</i></p> <p>Juuso Kojo, University of Oulu, Finland <i>From Studio Bottlenecks to Teacher-Producers: A Skills & Support Map for Scaling Pedagogical Media on</i></p>	

	<p><i>A European Multi-Partner Approach to Creating a Blended Learning Programme on GenAI and Disinformation</i></p>	<p>learning</p> <p>Instructional designer specializing in digitally transformed teaching and learning, as well as an expert in media pedagogy and flipped and blended learning</p>	<p>University of Croatia, Croatia, <i>The Application of Artificial Intelligence in Education in Croatia: From Research to Recommendations in the BrAIIn Project</i></p> <p>Greet Leysens, KU Leuven, Belgium <i>Real-life or video demonstration? Evidence on learning outcomes of students' psychomotor skill performances in health professions education</i></p>			<p><i>Shrinking Budgets</i></p> <p>Stef Stes, KU Leuven, Belgium <i>We Automated Everything... Except Your Mouth</i></p>	
15:30	<p>Closing discussion</p> <p>Join us for this final discussion where we will share key takeaways based on the programme of this year's Media & Learning Conference. It will also provide an opportunity to discuss key challenges and discussion topics relevant for the future for our community.</p> <p>Panellists:</p> <ul style="list-style-type: none"> • Megan Brophy, KU Leuven, Belgium (student) • Elisa Seijdel, Vrije Universiteit Amsterdam, The Netherlands (student) • TBC <p>Moderator: Zac Woolfitt, Inholland University of Applied Sciences, the Netherlands</p>						
16:30	Closing reception						