

Workshop Presentations: Industry-Academia Collaboration



UNIVERSITÄT LEIPZIG



Workshop 1: University-Industry cooperation via Hackathons

Tunisia case, International Process Optimization Challenge



Hackathon organization Kit

Optimize and standardize the organization process

01 Before the hack

Set resources and infrastructure

- funding (prizes, logistics, food, materials)
- Venue/labs, tools, and datasets.
- Mentorship pool (industry experts, alumni, faculty)

Engage stakeholders **early**

- Industry: Choose real challenges, prepare requirement documents and evaluation grid
- *Adjust together the design format of hack (duration, focus ...)*
- *involve industrial partners in preparation of evaluation grid, mentoring ans as jury members*

Marketing Plan

- create a graphic charter for the hack
- online and offline tools of communication
- Social media

01 Before the hack (2)

Launch of the communication campaign

objective: Promote the notoriety of the hack and attract students to register
Visibility of the hackathon organizers and stakeholders

Registration open

A minimum of one week for student registration
Use of on line plateform to register and manage team structuring

Team selection

- Selection criteria set from the beginning and clearly communicated with selection grid
- Process of selection within 3 days
- send the results with the selection grid and the scores to all candidates
- allocate one day for handling complaints

02 During the hack

Logistical support

Venues/labs and needed material
Organisation committee (participant list , tools to upload teams work, prizes, moderator ...)
Evaluation committee, evaluation grid

Capacity Building

coaching and mentoring for the challenges
Trainings with experts in thematic in correlation with th hackthaon

Communication

- Take photos of the whole event and pitches
- Create a video summarising the key moments of the hack
- Daily Publication on social media about the flow of the hackthon

03 After the Hack

Finalize and capitalize

Communication

- Publish vidoes for winnig teams
- *Publish interviews with industrial partners*
- *Send thank-you emails to participants with certificates of participation*
- *Send thank-you emails to organizers with certificates of organization*
- *Send thank-you emails to partners with certificates of recognition*

Lessons learned

- Send surveys to hack participants & partners
- Identify successes and areas for improvement
- *What lessons can be learned from the project?*

Archiving & documentation

- Centralize key documents
- save standardized templates to be reused in other hacks (road map of mkg plan, evaluation grids ...)



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What strategies can help institutionalize
hackathons and make
university industry collaboration sustainable?





Resource reuse

Build reusable toolkits, mentorship networks, and digital platforms to lower costs and improve efficiency for future events

- Digital platform for information: <https://poc.digilog-project.com/fra/home>
- Digital platform for registration:
- Evaluation grid & Survey on google form

Marketing Plan Toolkit

Create an Excel sheet with the communication plan for your hackathon, including the timeline, the communication tool to be used, and the content that will accompany the post. This table will serve as a basis for future hackathons, which will only need to be adapted, ensuring efficiency and effectiveness in the organization

hack 2022	10 & 11 DECEMBER		PLAN COM		
	Start	End			
Web site adaptation	3/12	5/12			
Hackathon announcement	5/12		changement photo de couverture fb + linkedin publication de l'affiche informationnelle sur le hack Timing: dimanche à 6H		
Call for application	6/12	7/12	Lancement de l'inscription sur le site du hack : https://www.hackathon.voiture-project.com/	Dear ENET'com students 3rd Edition of VOITURE Hackathon is finally ready! Subscription to VOITURE Hackathon is open. Click here https://www.hackathon.voiture-project.com/fra/home	
Hack Program	7/12		Publication affiche du programme	You want to participate to VOITURE Hybrid Hackathon but you still hesitate ! Here	
First team selection	8/12		MAIL	GRILLE	
Final Team Selection	8/12		MAIL	ADAPTATION PLATEFORME	
Prize affiche	8/12		Publication affiche des prix		
Jury affiche	9/12		Publication affiche des jury		
Launch Hackathon	10/12				



Launch of communication campaign

Day1

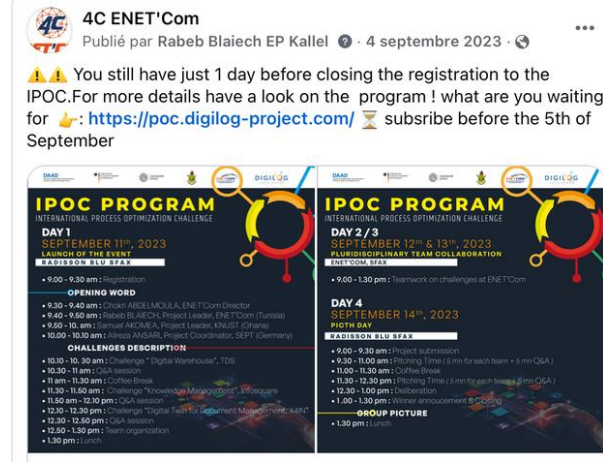
Change the cover photos of the targeted social media groups and pages with the hackathon poster



Promotional poster+ call to registration

Day1

Publish the hackathon promotional poster with key information (date, what, why, who)



Hackathon Program

Day3

Publish the hackathon program to attract participants who are still hesitant to register, each time including the link to the hackathon platform



Day1

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German Academic Exchange Service

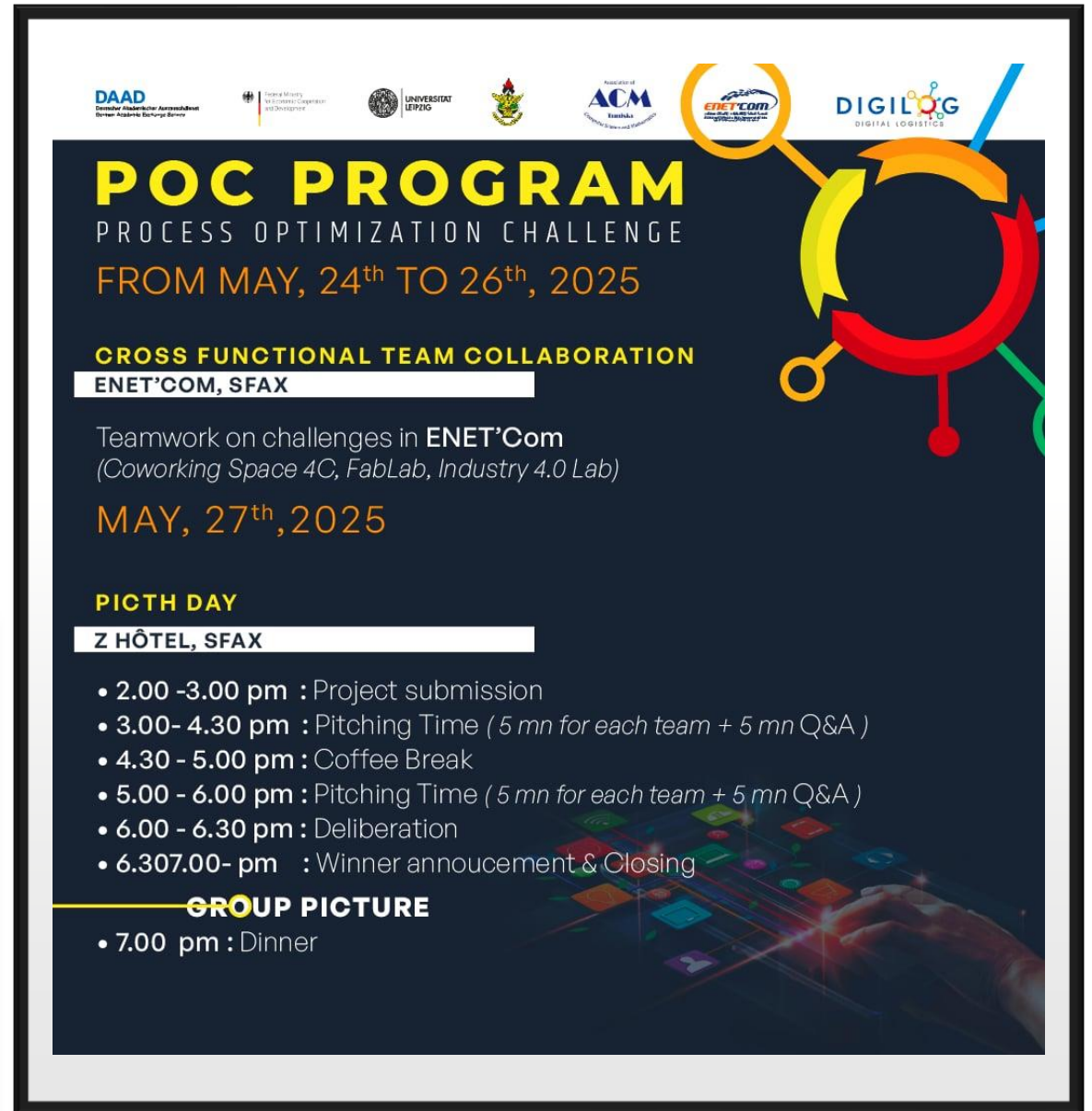
Federal Ministry
for Economic Cooperation
& Development

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ENET'COM
DIGITAL LOGISTICS

INTERNATIONAL PROCESS OPTIMIZATION CHALLENGE

SEPTEMBER,
from 11th to 14th, 2023



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Federal Ministry
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& Development

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ACM
Association of
Consultants

ENET'COM
DIGITAL LOGISTICS

POC PROGRAM

PROCESS OPTIMIZATION CHALLENGE

FROM MAY, 24th TO 26th, 2025

CROSS FUNCTIONAL TEAM COLLABORATION
ENET'COM, SFAX

Teamwork on challenges in ENET'Com
(Coworking Space 4C, FabLab, Industry 4.0 Lab)

MAY, 27th, 2025

PICHTH DAY
Z HÔTEL, SFAX

- 2.00 -3.00 pm : Project submission
- 3.00- 4.30 pm : Pitching Time (5 mn for each team + 5 mn Q&A)
- 4.30 - 5.00 pm : Coffee Break
- 5.00 - 6.00 pm : Pitching Time (5 mn for each team + 5 mn Q&A)
- 6.00 - 6.30 pm : Deliberation
- 6.30.00- pm : Winner announcement & Closing

GROUP PICTURE

- 7.00 pm : Dinner



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for Economic Cooperation
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Association of
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ENET'COM
DIGITAL LOGISTICS

PROCESS OPTIMIZATION CHALLENGE

NOVEMBER, from 16th to 23rd, 2024

OBJECTIVE
Opportunity to create innovative solutions to real process challenges in cross functional teams.

CHALLENGES
Real problems proposed by three Business Partners

TDS
SILVER
X4IN

BENEFITS
Prizes & Certificate of participation

WHO PARTICIPATES ?
• ENET'Com Students



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DIGITAL LOGISTICS

POC PROGRAM

PROCESS OPTIMIZATION CHALLENGE

MAY 23th, 2025

LAUNCH OF THE EVENT
THE Z HOTEL, SFAX

- 4.00 - 4.30 pm : Registration & Welcome reception

OPENING WORD

- 4.30 - 4.45 pm : Chokri ABDELMOULA, ENET'Com Director
- 4.45 - 5.00 pm : Rabeb BLAIECH, Project Leader, ENET'Com (Tunisia)

CHALLENGES DESCRIPTION

- 5.00 - 5.15 pm : Challenge 1 " Défi 4.0 : Optimisez la Maintenance avec la RAI ", TDS
- 5.15 - 5.30 pm : Q&A
- 5.30 - 5.45 pm : Challenge 2 " SIVAR " SLLID 4.0
- 5.45 - 6.00 pm : Q&A
- 6.00 - 6.15 pm : Challenge 3 "RAIN : La technologie de la logistique intelligente" X4IN
- 6.15 - 6.30 pm : Q&A

GROUP PICTURE

- 7.00 pm : Dinner










ONLINE HACKATHON "VOITURE"
 NOVEMBER 06th & 07th 2021 **2nd EDITION**
 Lead the link between university and industry










SPEAKER OF HACKATHON "VOITURE"
 "Create University Business Linkage"



Hamza BELLOUMI
ONLINE TRAINING WORK ON YOUR PITCH

- Managing Director of GO Prod, a company specializing in audio-visual productions and communication
- Producer and TV host
- Radio host
- Speaker & Trainer in communication

SATURDAY, 30 October 2021
 From 2.00 pm

REGISTRATION
www.hackathon.voiture-project.com

2nd EDITION


















"VOITURE" HACKATHON
 "Create University Business Linkage"

1st PRIZE
Smartphones





2nd PRIZE
Smartwatches

3rd PRIZE
Swiss Nova personal Profile

NOVEMBER 06th & 07th 2021
2nd EDITION
www.hackathon.voiture-project.com

JURY "VOITURE" HACKATHON
 "Create University Business Linkage"

 NIZAR ELLOIZE CEO of Mitopark	 HESSRINE BEN AMARA Quality Project Specialist DRAXLMAIER Group Tunisia	 ARLJ MOSSSEH Lean Specialist DRAXLMAIER Group Tunisia	 MAHA TRIKI Regional Recruiter, Employee Branding Specialist DRAXLMAIER Group Tunisia
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www.hackathon.voiture-project.com

Support Institutional goals



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Position hackathons as part of the university's innovation and employability strategies

Secure grants to fund hackathons regularly (DAAD, ERASMUS, ...) and make hackathons as an annual ritual

- Since 2019 we organize annual hackathons as part of projects funded by DAAD & BMZ in the category University Business Linkage



Link to curricula

- Embed hackathons into courses or internship programs so participation earns credits or recognition
- Prepare [certificates of participation](#) in hackathons, signed by the various partners (national, international, industrial), so that they add value to participants' CVs





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Align with industry challenges

- Work with companies to define real-world problem statements, ensuring that outcomes are directly valuable;
- Never forget that the key to successful cooperation with industry is to put yourself in their place to understand how to find win-win collaboration opportunities



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CERTIFICATE OF ATTENDANCE

THIS IS TO CERTIFY THAT

Afrah SALEM

SUCCESSFULLY PARTICIPATED IN THE DIGILOG PROJECT
AND WON THE FIRST PLACE

IN THE PROCESS OPTIMIZATION CHALLENGE

ORGANIZED BY ENET'COM (TUNISIA), LEIPZIG UNIVERSITY (GERMANY) AND KNUST (GHANA).

TAKES PLACE AT ENET'COM SFAX ON MAY FROM THE 23 TO 27, 2025
THE CHALLENGES WERE PROPOSED BY THE COMPANIES: TDS, SLLID AND X4IN.

Prof. Dr. Utz Dornberger

DIRECTOR

International SEPT Program
Leipzig University Germany

Dr. Rabeb Blaiech

DIRECTOR

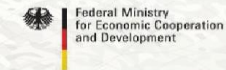
of Center of Career and Certification
of Competences at ENET'COM Tunisia

Mr. Samuel Yaw Akomea

SENIOR PROFESSOR

Digilog Project Leader

This event was funded by the DAAD from funds of the German Federal Ministry for Economic Cooperation (BMZ)





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Thank you for your
attention 😊





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Workshop 2: University-Industry cooperation via Service-Learning

Online Marketing Challenge

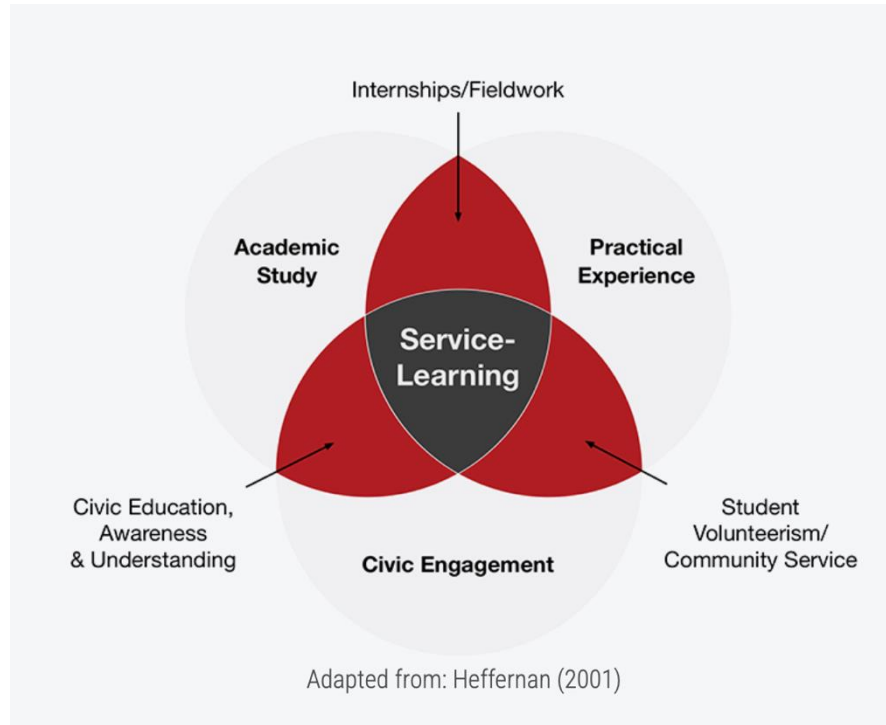
Jazmín Ponce Gómez & Mingjun Guo



Deutscher Akademischer Austauschdienst
German Academic Exchange Service



Service-Learning – A dynamic method of teaching and learning



Background - Our Goal

Create University-Business linkages and win-win opportunities for students and companies.



Connect the community of international students with German companies

Improve the online marketing skills for all participants



Support the internationalization of Saxonian SMEs & Startups

How the OMC works?



Internationals students & graduates develop Online Marketing Campaigns for SMEs & Startups.



Campaigns target international customers and markets.



Each team runs the campaign with 500 € budget.



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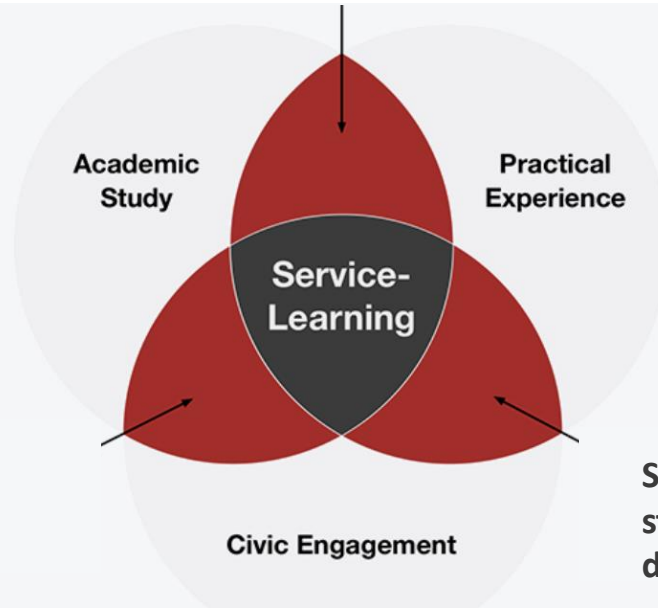
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OMC: University-Industry cooperation via Service-learning

Students serve local SMEs and startups with real digital marketing campaigns, while simultaneously learning by doing, reflecting, and connecting academic knowledge with industry needs.

Students learn and apply digital marketing strategies.



Students run real campaigns with a budget, work on teams with the company, and present outcomes.

Students support local SMEs and startups, helping them with their real digital marketing campaigns.



Stakeholders



ORGA



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small enterprise promotion + training

PARTNER



Hochschule
Zittau/Görlitz
UNIVERSITY OF APPLIED SCIENCES



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BENEFICIARIES

Master/ MBA students (or with
at least a bachelor degree)
located in Germany

Saxonian SMEs &
Start-ups wanting to
internationalize



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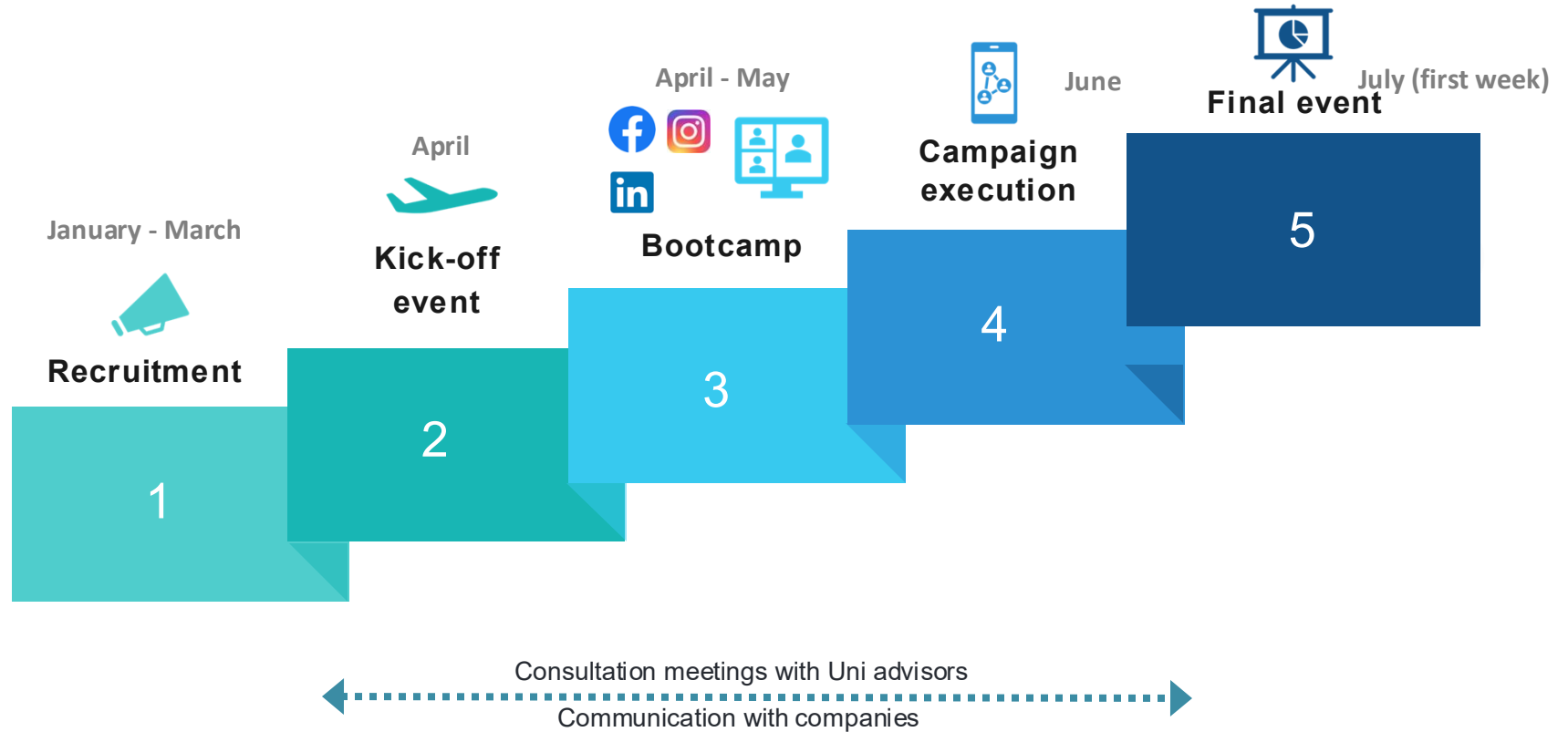
small enterprise promotion + training



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OMC Roadmap



OMC Roadmap

January - March



Recruitment

1

Open call & match
students with
companies.



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German Academic Exchange Service



IOSax
INTERNATIONALISIERUNGS-
OFFENSIVE SACHSEN

Stage 1. Recruitment

Recruitment of Companies:

- Acquired by IOSax.
- Online Registration.
- Online Onboarding meeting.

Recruitment of Students:

- Uni Leipzig (MBA SEPT), other faculties, and HSZG.
- Share it with other universities in Saxony.
- Online Registration, CV needed.
- Online Info session after registration.

Communication Channels:

Posters, Newsletter, Social media, direct emails to other universities in Saxony.

Matching students' profiles and expertise with the company's sector, target country, language.

Join the Online Marketing Challenge 2025!

Benefits for you:

- Bootcamp on Digital Marketing
- Hands-on experience
- Work with German SMEs
- Experts coaching & feedback
- Win 300€ Prize Money
- Certification and much more...

Join for free!
Register by April 4



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sept
small enterprise promotion + training



DAAD
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German Academic Exchange Service



IOSax
INTERNATIONALISIERUNGSOFFENSIVE
SACHSEN

OMC Roadmap

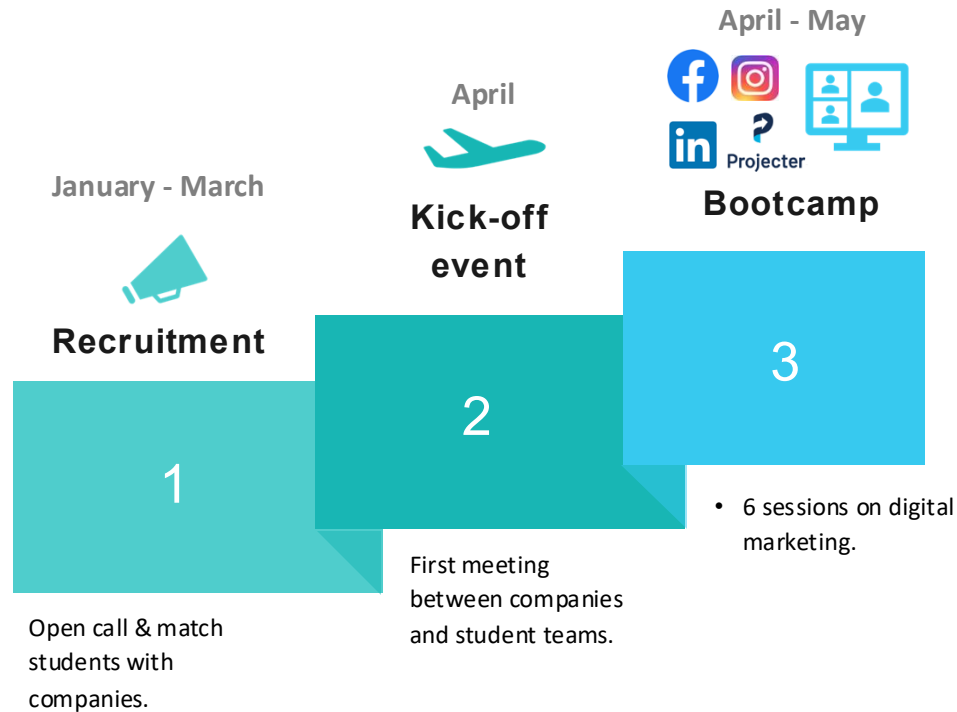


Stage 2. Kick off event

- Event as part of the Foreign Trade Day Saxony.
- Companies & students get to know each other.
- First meeting to learn about the company and details about:
 - Product/service
 - Target Market / customer
 - Main goal for the campaign
 - Digital channels



OMC Roadmap



Stage 3. Bootcamp on Digital Marketing for students



©Jason Goodman

1. Digital Marketing Strategy and Planning

16.04.25

(15:00 to 18:00 in Leipzig)

2. Advertising on Facebook & Instagram

23.04.25

(16:00 to 18:00, online)

3. Finding customers and suppliers on LinkedIn

30.04.25

(16:00 to 18:00, online)

4. TikTok for Advertising

07.05.25

(16:00 to 18:00, online)

5. AI-Driven Content Creation: Efficient Strategies for Social Media & Marketing

09.05.25

(11:00 to 15:00 in Zittau/Görlitz)

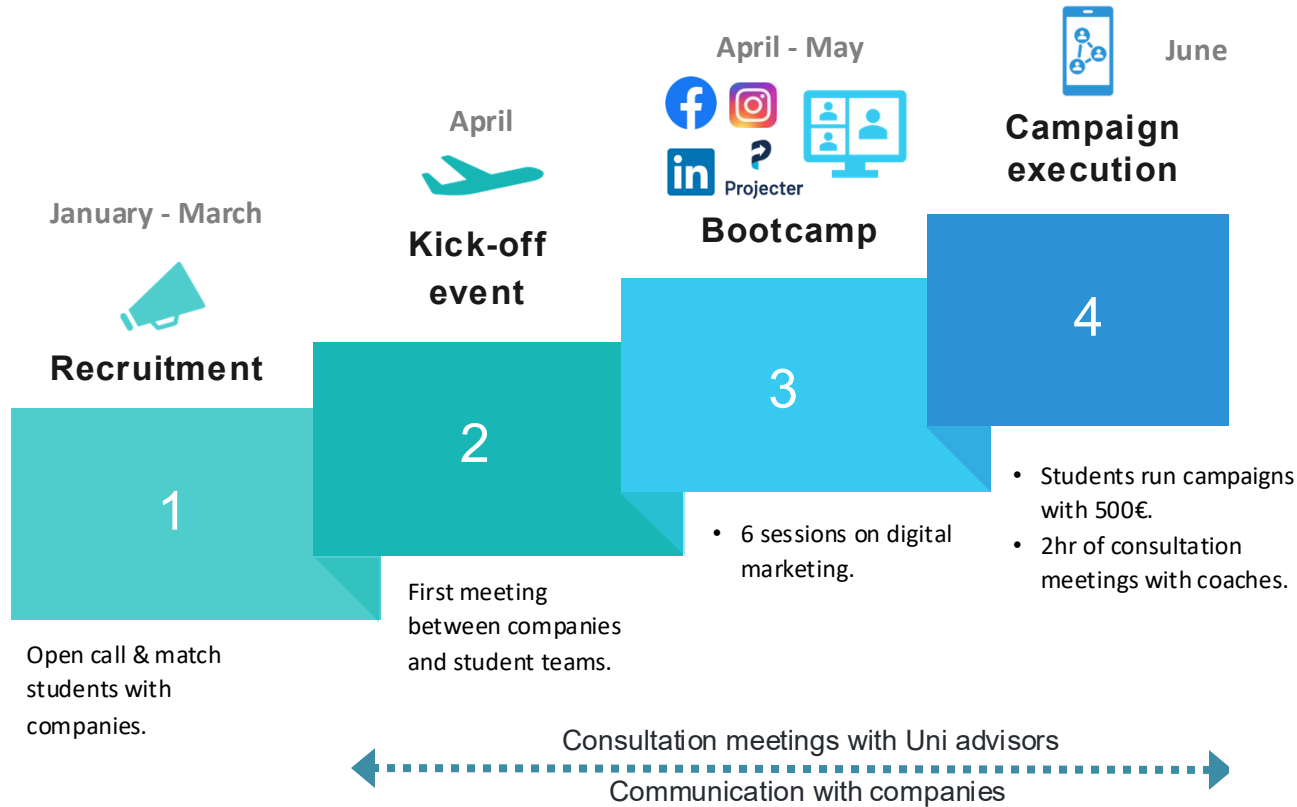


6. Video Production & Content Creation Tools for Social Media

10.05.25

(10:00 to 13:00 in Zittau/Görlitz)

OMC Roadmap

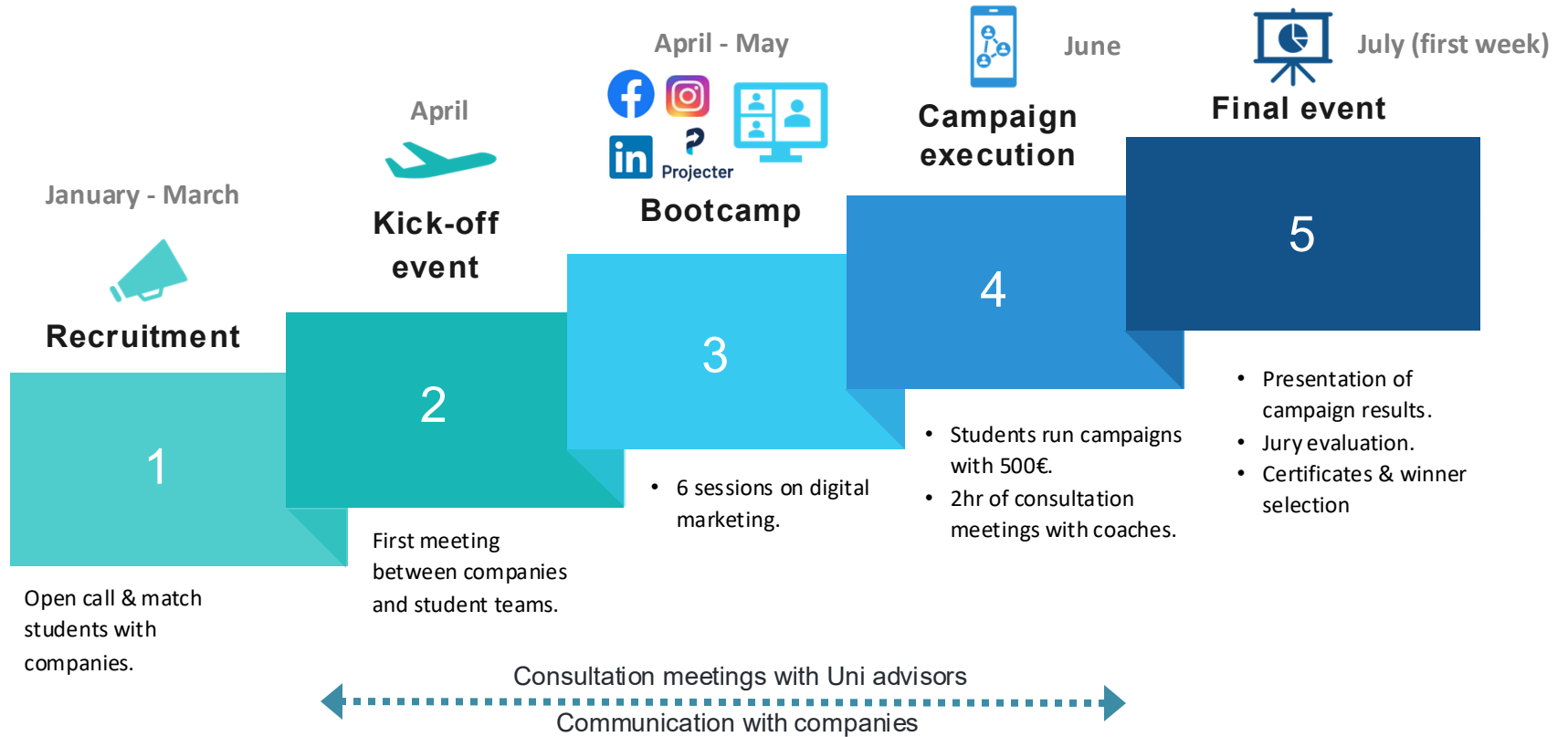


Stage 4. Campaign Execution

- Students team should design the campaign and present the proposal to the company.
- After approval, they set up the campaign using the 500 € budget
- Each team has complementary coaching meetings with experts to get feedback (2hrs per team), solve questions, set up the campaign.



OMC Roadmap



Stage 5: Final event

- Companies and students get together
- Students present the campaign and main results
- Jury evaluation
- Provide certificates to all participants
- **300 EUR Prize** to the winner team!
- Get together & celebration

- Evaluation: Feedback Survey for Students and Companies.



Win-win results

Students get



Practical experience



Bootcamp on Digital Mkt.



Expert consultants support



Certificate & winner's prize



Companies get

Bootcamp on Digital Mkt.



Tailored Online marketing campaign



Contacts with potential customers



International visibility



Achievement

261
International
Students



63
Saxonian
SMEs



Challenges & Solutions



University:

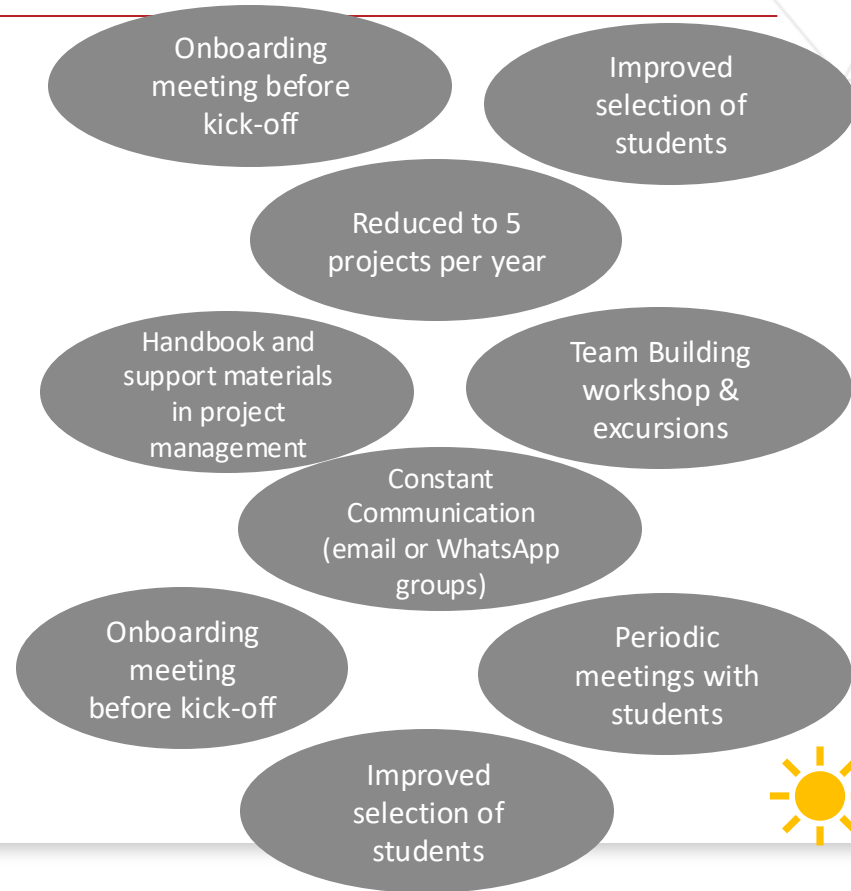
- Coordination efforts and follow up on teams
- Ensuring that the team meets company expectations
- Ensuring students & company's commitment

Students:

- Balancing academic workload with project deadlines
- Working in international teams
- Keep motivation to finish the challenge

Companies:

- Time commitment
- Varying levels of student expertise
- Aligning project outcomes with business expectations



5 Key factors for replication – Success ingredients



Stakeholder Engagement:

Early involvement of students, and companies to align expectations.



Clear Timelines & Deliverables:

Defined project phases (kick-off, mid-term check-in, final pitch).
Transparent deadlines.



Coaching & Feedback Loops:

Continuous mentoring by marketing experts and university staff
Feedback sessions ensure quality and progress.



Partner support & Incentives:

Strong alliance and communication with Partners.
Real practice, Final competition/prize (e.g., €300), certificate to students



Celebration & Recognition:

Final pitch event with awards
Visibility for students and SMEs on social media



Questions?



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International SEPT Competence Center

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Leipzig University

International SEPT Competence Center

www.sept.uni-leipzig.de

OMC Website



Group Activity

Form groups of 4 or 5 participants

Choose one of two options:

- Option A: Take the OMC model and adapt it to a different country/sector.
- Option B: Work on a university–company collaboration idea of your own.







Some guiding questions:

- How would you adapt OMC for your region/sector?
- What can remain the same, and what needs flexibility or change?



Service-Learning Project Canvas

Title of the project:

<p>Key Partners </p> <p>Who are the external actors that make your project possible? List institutions, organizations, or individuals who provide access, funding, or expertise.</p> <p>IOSax</p> <p>DAAD</p> <p>Hochschule Zittau/Görlitz</p> <p>External trainers (Projecter)</p>	<p>Key Activities </p> <p>What are the essential activities that structure your project from start to finish? Identify the stages that must happen in a logical order.</p> <ul style="list-style-type: none"> • Recruitment • Kick-off & onboarding • Training sessions • Campaign execution • Monitoring & Coaching • Final presentation – winner selection <p>Key Resources </p> <p>The most important resources (both human and material) that are essential to the development of the project.</p> <ul style="list-style-type: none"> • Uni coordinator • Trainers & coaches • University rooms, Zoom • Ad budget • Prize for winner 	<p>Social Value Creation </p> <p>What positive value does your project will offer to the target community? This should be expressed as a positive statement, not as a problem, and should clearly outline what the project is about.</p> <p>International students gain hands-on experience in online marketing, while SMEs receive professional support to strengthen their digital presence and reach international markets.</p>	<p>Communication and networking </p> <p>How will you stay in touch with stakeholders and ensure feedback? Mention channels like meetings, WhatsApp groups, emails, events, or social media.</p> <ul style="list-style-type: none"> • Email updates • Periodic online meetings • WhatsApp, LinkedIn • Events: Kick-off & Finale • Evaluation survey <p>Specific actions </p> <p>What concrete, field-level actions will be carried out in order to reach out to the target community and produce the intended result?</p> <p>Students design and execute campaigns with a €500 ad budget and pitch results.</p>	<p>Target community (beneficiaries) </p> <p>Who are the external actors that make the project possible? List institutions, organizations, or individuals who provide access, funding, or expertise.</p> <p>Master/ MBA students (or with at least a bachelor degree) located in Germany</p> <p>Saxonian SMEs & Start-ups</p>
<p>Cost Structure </p> <p>What are the main costs of the project? Think about expenses for people, materials, spaces, or tools.</p> <p>Salary - OMC Coordination</p> <p>Trainers' fees</p> <p>Kick-off & final event costs: catering, location</p> <p>€500 ad budget per team</p> <p>€300 prize</p> <p>OMC posters (mkt)</p>		<p>Origin of Resources </p> <p>How will you obtain the resources required for the project? Will you have access to extraordinary (one-time) resources or will you count on a regular flow of resources (every month, for instance)? Who can commit to contributing to the project, either with money or in kind?</p> <p>DAAD & IOSax: Funding</p> <p>UL: infrastructure & Trainers</p> <p>HSZG: Trainers & advisor</p> <p>SMEs: Ad budget</p>		



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Workshop 2: University-Industry cooperation via Service-Learning

Online Marketing Challenge

Jazmín Ponce Gómez & Mingjun Guo

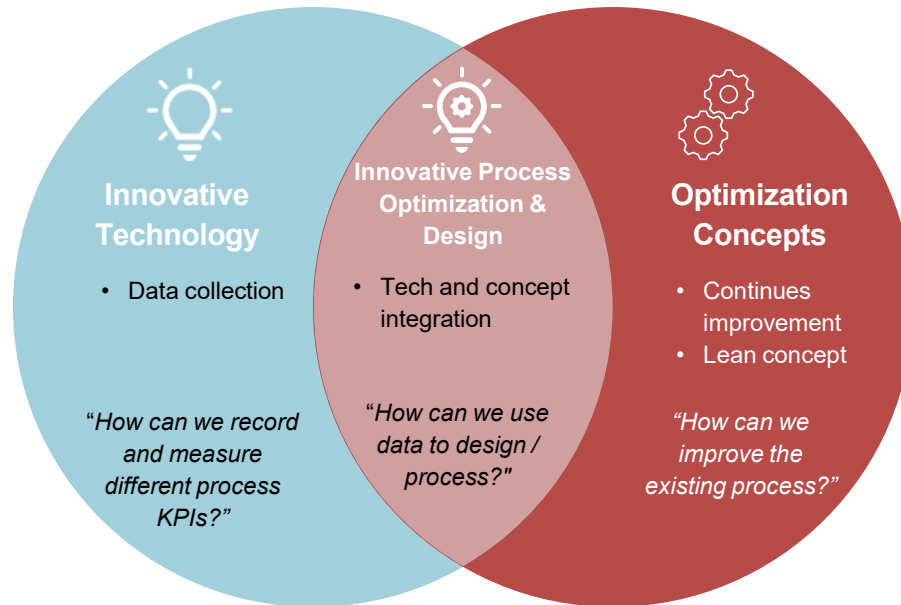




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LIVING LABS AS PLATFORMS FOR INNOVATION COOPERATION

Our Concept



In a nutshell, the process living lab brings innovation and improvement to various domains of process optimization.

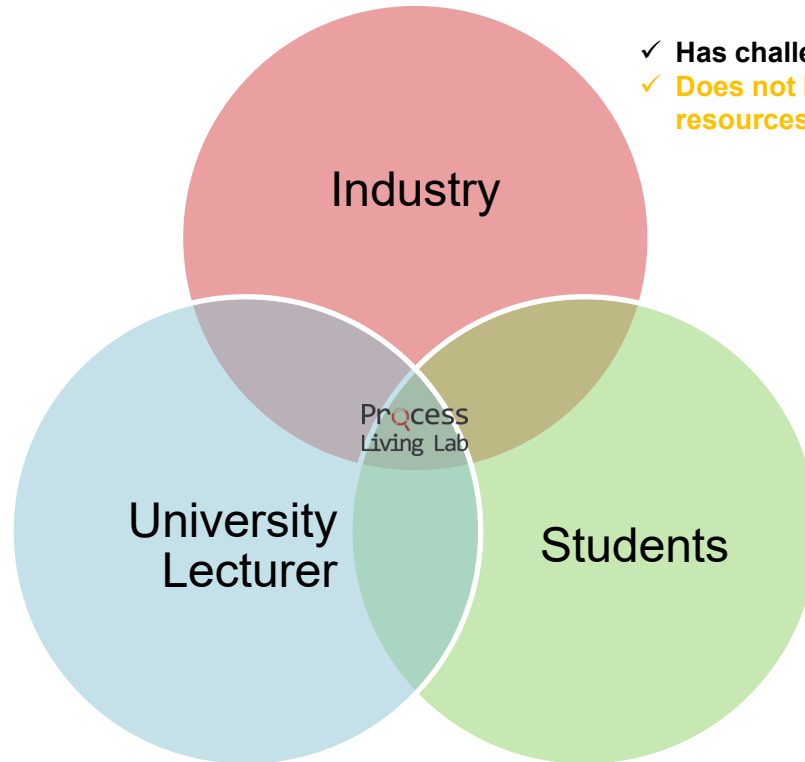
Technologies





**HOW DO WE
COLLABORATE
WITH INDUSTRY?**

Ingredients for a Successful Collaboration

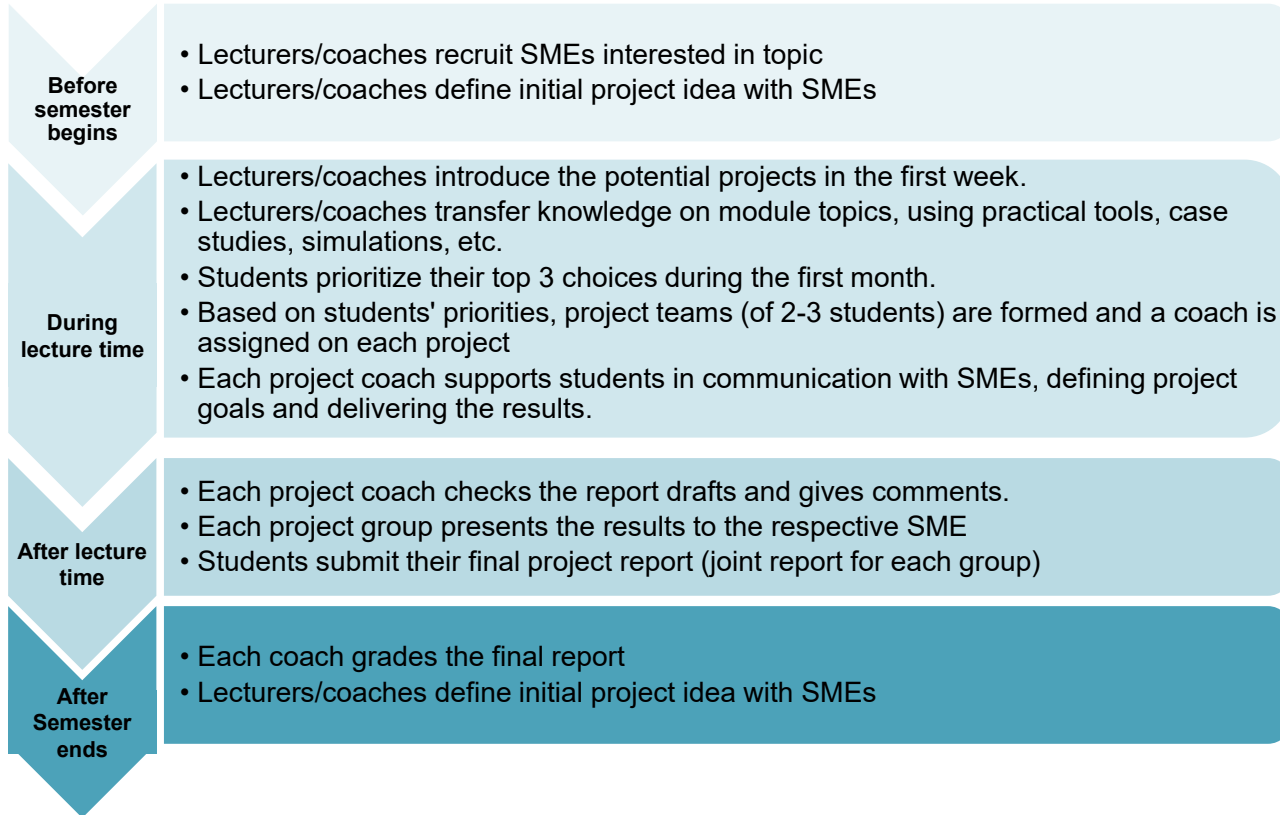


- ✓ Has knowledge and know-how (tools)
- ✓ Has project management skills
- ✓ Needs ideas for student projects

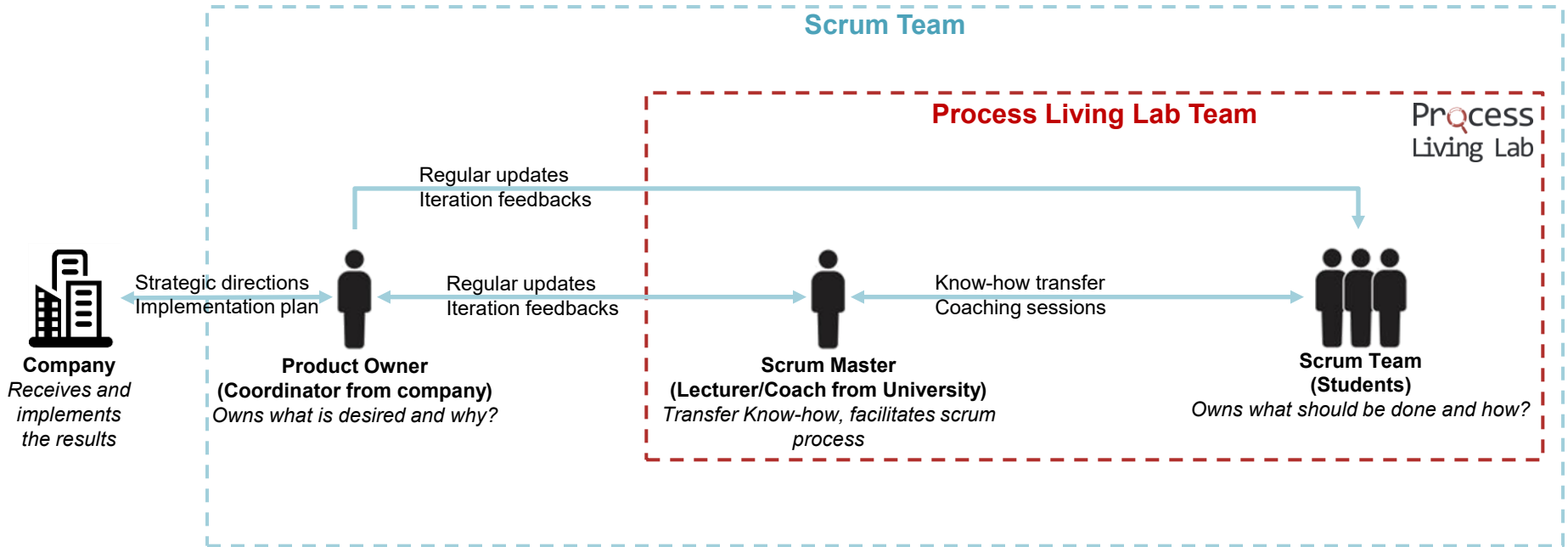
- ✓ Has challenges to tackle them
- ✓ Does not have all expertise / tools / resources to tackle them

- ✓ Has motivation and commitment to receive and implement know-how
- ✓ Needs to develop practical skills
- ✓ Needs to conduct project (for a course or thesis)

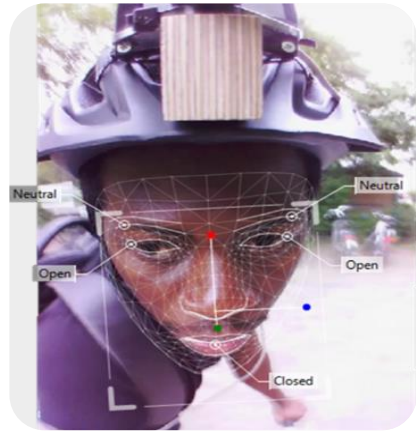
Service-Learning Approach



Project Management



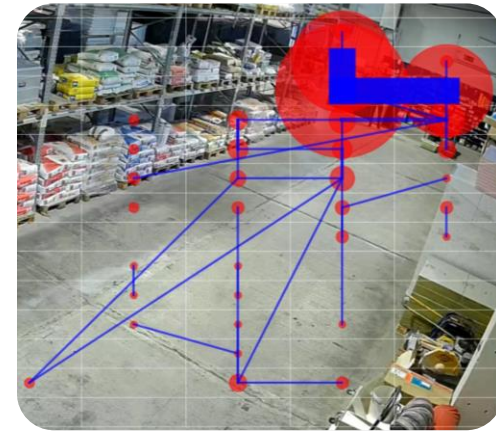
Example Projects



User Experience Analysis



Enhancing Shopping Experience



Optimization of Ordering Process

International Cooperation – Digital Logistics Project

Objective:

to enhance University-Business Linkage (UBL) in the context of Africa (ENET'COM from Tunisia and KNUST from Ghana)



Target Group:

students with interdisciplinary background

African SMEs (in Ghana and Tunisia)

Duration and Financing:

The project is financed by the German Academic Exchange Agency (DAAD) from 10.2022 until 31.2025.





Living Labs
as platforms for
Innovation Cooperation
between
Universities & Industry

(Tunisia case)

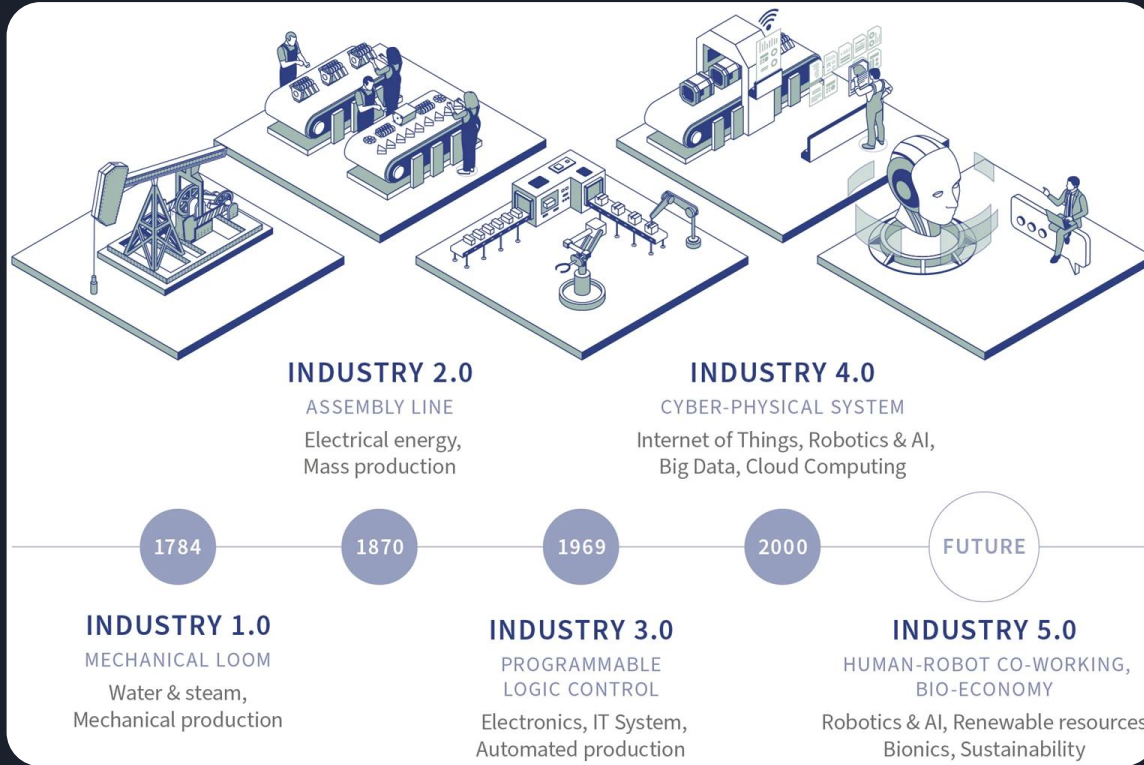
Industry 4.0 Living Lab

New Technologies Exploration

Industry 4.0 Living Lab



Industrial revolutions

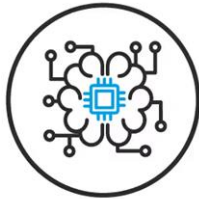


Mechanical production
Water & steam

Automated production
Electronics, IT system,
Logic control

Bionics, sustainability
Robotics & AI, renewable resources,
Bio-economy

Key Components of Industry 4.0



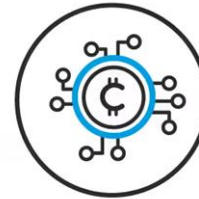
AI & Machine Learning



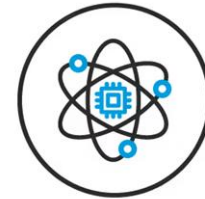
Internet of Things (IoT)



Robotics



Blockchain



Quantum Computing



3D Printing & Additive Manufacturing



Nanotechnology



Cyber-Physical Systems (CPS)



AR & VR



Biotechnology and Genetic Engineering

Project progress

Establishing the
Digital Warehouse
“LOGISTIC 4.0”

Facilitate the
**Stakeholder
dialogue**

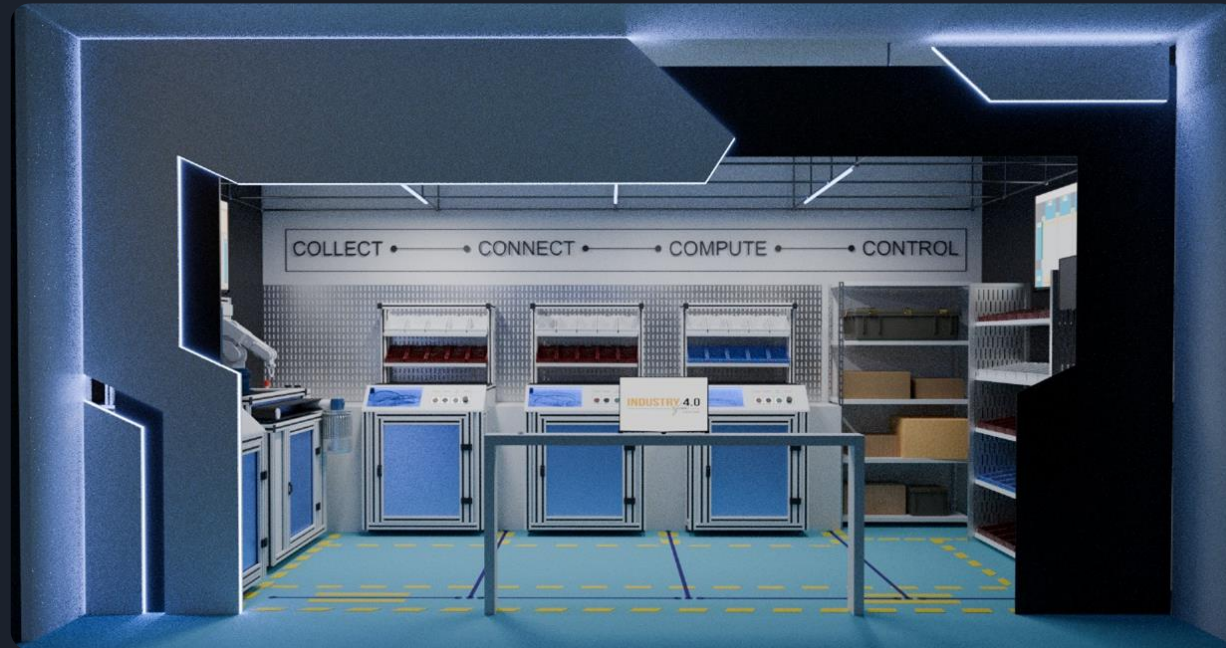
Crafting student
projects and
hackathons

Creating strategic
partnership with
Industry Partners

Inaugurate the **Industry
4.0 Living Lab**



ENET'Com Living Lab



ENET'Com Living Lab

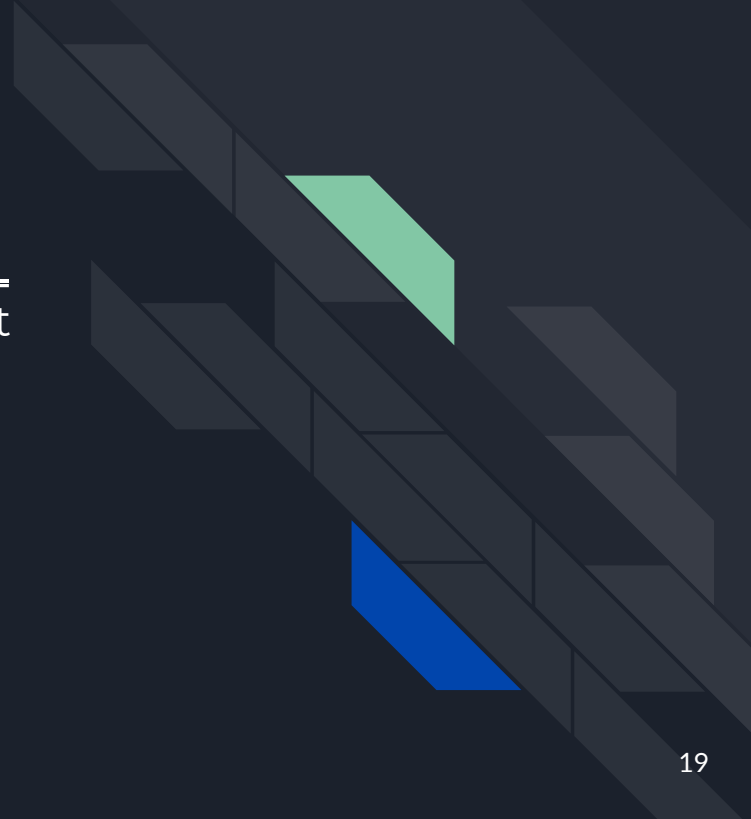


LOGISTIC 4.0



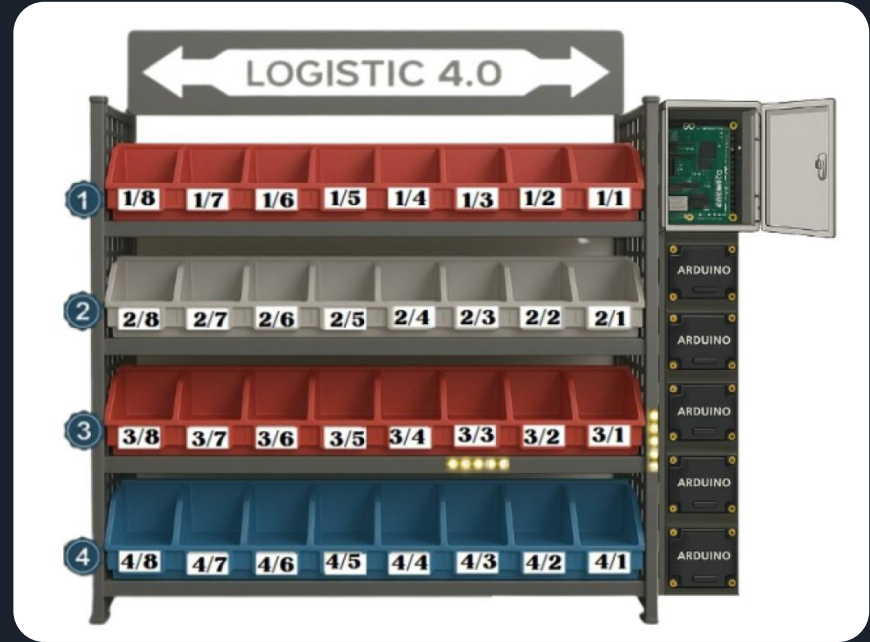
LOGISTIC 4.0

Continuous Improvement



LOGISTIC 4.0

Pic-to-light system



Students' commitment

- Lab Course
- Graduation Projects



Lab Course

Hard and Soft Skills Development



Lab Course

- Learn about the basic features technologies
- Brainstorming for proposing enhanced features using new technologies
- Team building and Lab projects elaboration



Lab projects

Students propose several new enhancements to the warehouse features

- User identification and Access control (RFID tag, Face recognition)
- Task management and Flow automation (NFC-enabled task checking)
- Product management (AI object recognition)
- Digital twin (virtual real-time replica)
- Adapted solution (Sonorization and voice interaction for the blind or visually impaired person)

Graduation project

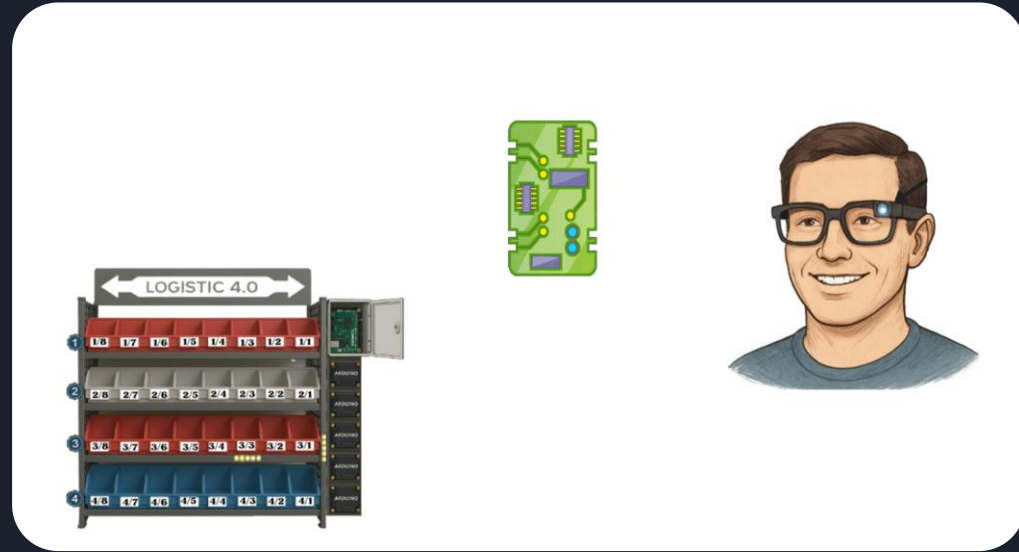
Innovation Approach

Graduation Project

2025 use case implementation:

Computer vision and AI based
management solution

“Smart LOGISTIC”



Smart Logistic

LOGISTIQUE 4.0


- Accueil
- Chargement
- Déchargement
- Déconnexion

Chargement admin

15 May 2020 - 16:08:30


Chrono : 00:28 Articles détectés : 1

Flux Vidéo

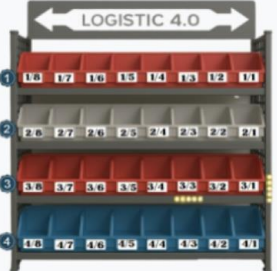


Produit Détecté

Désignation : voyant led vert
Quantité : 13
Référence : REF004
Emplacement : 3 / 3

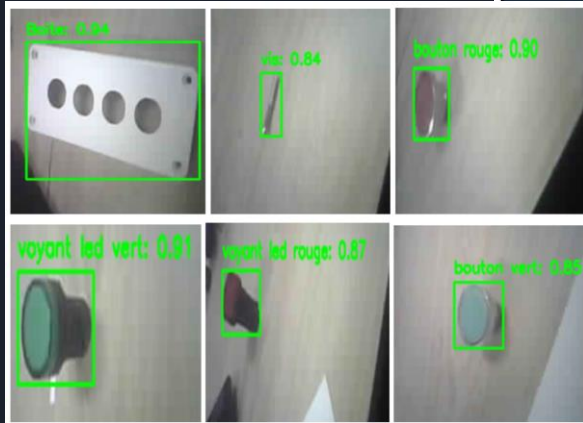


Magasin



LOGISTIC 4.0

Activer Windows
Accédez aux paramètres pour activer Windows.





To sum up

- New Cooperation model between Universities & Industry
- Living labs immerse students in the industry environment
- Innovations coming from students improve their commitment

Thank you for your
attention



GROUP DISCUSSION

1. Think about a theme for your living lab
2. Fill out the Canvas

Living Lab Name:	
1. What challenge or topic could your Living Lab address? (Is it aligned with local industry needs, community priorities, or research focus?)	2. Who are the key stakeholders that should be involved? (e.g. universities, companies, municipalities, NGOs, user communities)
3. What activities would your Living Lab include? (e.g. co-design workshops, prototyping, testing in real-life environments)	4. What resources or support would you need to implement it? (Funding, physical space, equipment, time, institutional support)



UNIVERSITÄT
LEIPZIG

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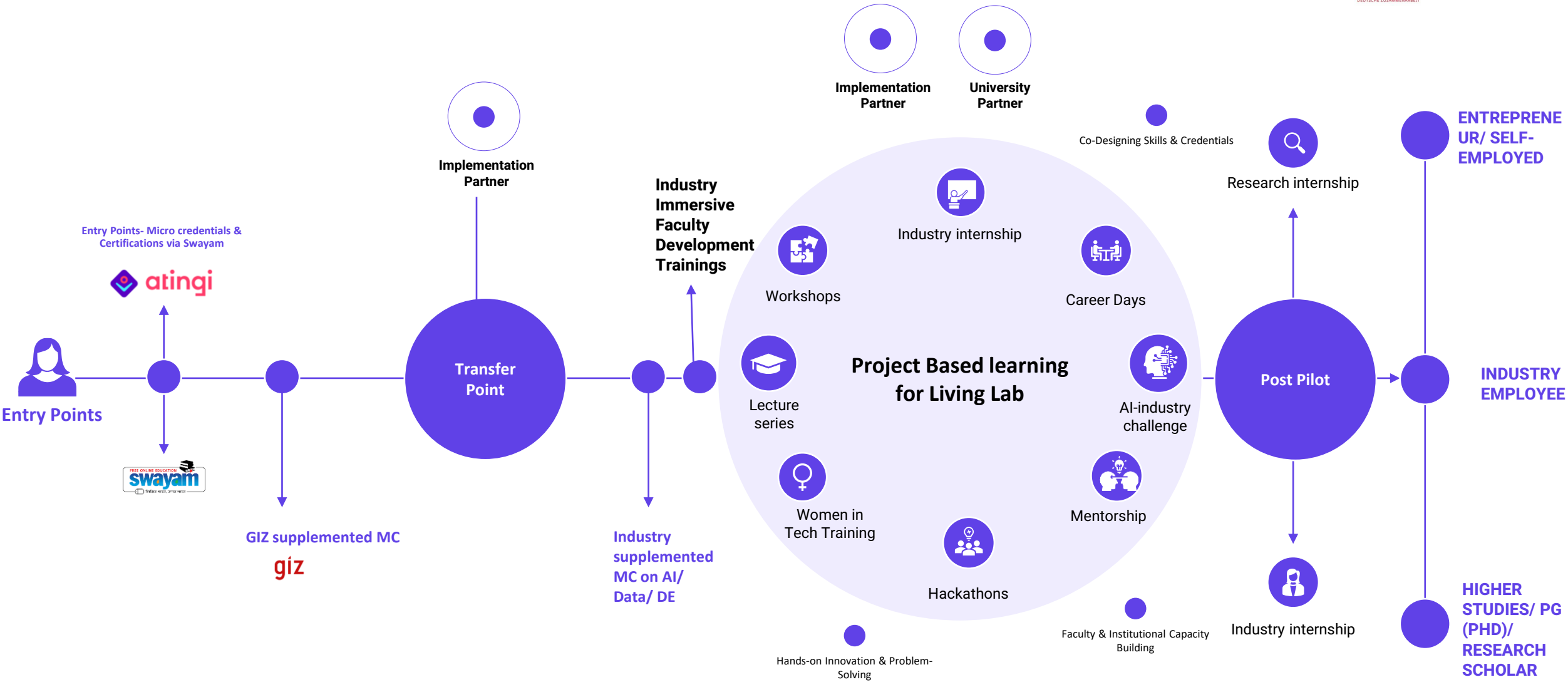
Living Labs

Presented by

Digital Skills to Succeed



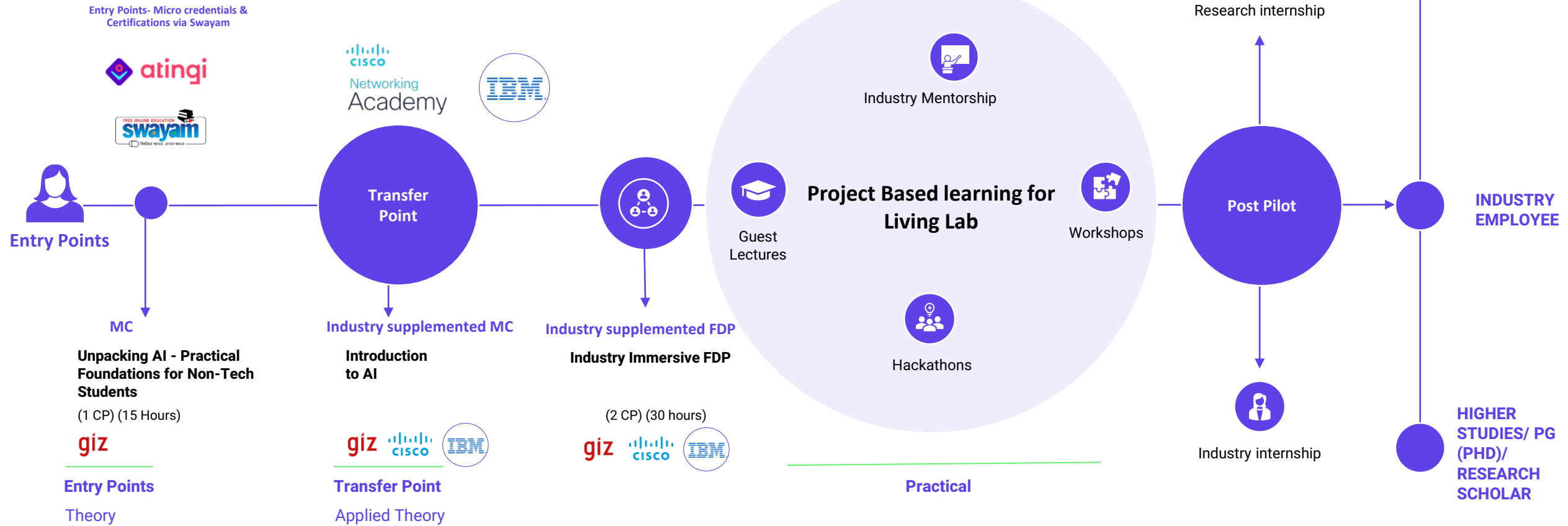
Exemplary Pilot-Model: Living Lab Learner Journey on AI- DS2S India



LEGEND

- Micro-Credential: MC
- Credit Points: CP

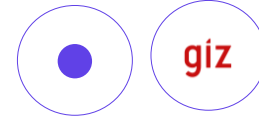
Pilot-Model 1: Hackathon with Industry Partners- CISCO & IBM



LEGEND

- Micro-Credential: MC
- Credit Points: CP

Pilot-Model 2: Project Based Learning with HP/ Introducing Gaming Garage to Students



University Partner
Implementation Partner

Entry Points- Micro credentials & Certifications via Swayam



Entry Points

MC 3 (Hosted on Learning Platform)

From Code to Creation:
Mastering Game Programming
(1 CP)



MC 5

A Complete Guide to Game Design
(1 CP)



Project Based learning for Living Lab



Faculty Development Trainings



Capstone Project

Research internship

ENTREPRENEUR/ SELF-EMPLOYED

Post Pilot

INDUSTRY EMPLOYEE

Industry internship

HIGHER STUDIES/ PG (PHD)/ RESEARCH SCHOLAR

MC
Unpacking AI - Practical Foundations for Non-Tech Students
(1 CP) (15 Hours)



Entry Points
Theory

MC 2
What and how of Esports management
(1 CP)



Transfer Point
Applied Theory

MC 4
Generative AI Mastery: Revolutionizing Game Development
(1 CP)

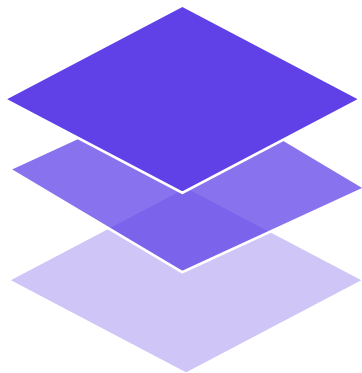


Practical

LEGEND

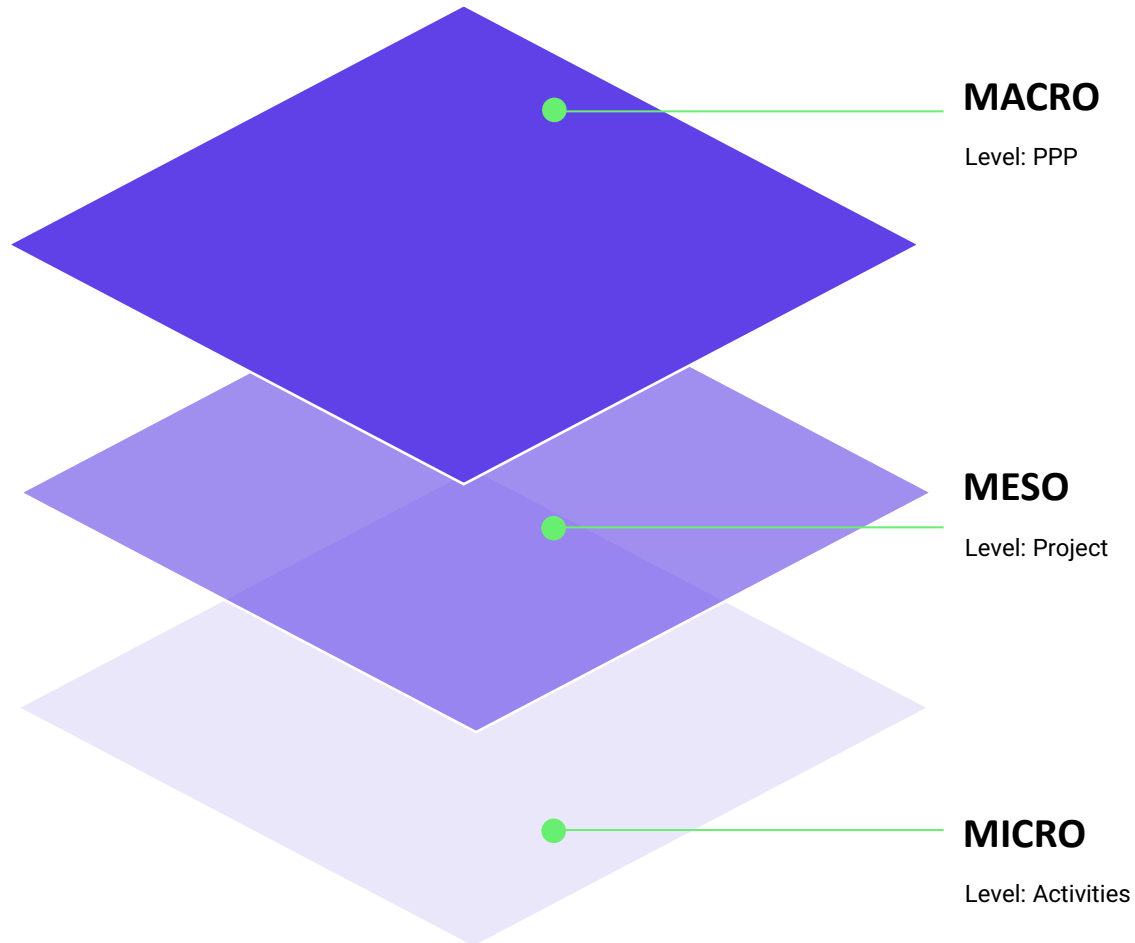
- Micro-Credential: MC
- Credit Points: CP

Layer	Definition	Research Paradigm	Level
Macro	Living Lab constellation of organized stakeholders	Open Innovation: Knowledge transfers between organizations	PPP
Meso	Living Lab innovation project using Living Lab methodologies	Open and User Innovation: Real life experimentation, active end user involvement, multi method and multi stakeholder approach	Project
Micro	Individual Living Lab research steps and activities linked to the stakeholder's assets and capabilities	User Innovation: User Involvement & contribution for innovation	Activities



A Living Lab focusses on

- A well structure organization on the macro level
- With living lab projects at the meso level
- Consisting of co created activities at the microlevel



Definition	Research Paradigm
Living Lab constellation of organized stakeholders	Open Innovation: Knowledge transfers between organizations
Living Lab innovation project using Living Lab methodologies	Open and User Innovation: Real life experimentation, active end user involvement, multi method and multi stakeholder approach
Living Lab constellation of organized stakeholders	Open Innovation: Knowledge transfers between organizations

A Living Lab Focusses On:

- A well Structure Organization on the Macro Level
- With Living Lab projects at the Meso Level
- Consisting of Co-created Activities at the Micro Level



Hackathon organization Kit

Optimize and standardize the organization process



01 Before the hack

Set resources and infrastructure

- funding (prizes, logistics, food, materials)
- Venue/labs, tools, and datasets.
- Mentorship pool (industry experts, alumni, faculty)

Engage stakeholders early

- Industry: Choose real challenges, prepare requirement documents and evaluation grid
- Adjust together the design format of hack (duration, focus ...)
- involve industrial partners in preparation of evaluation grid, mentoring ans as jury members

Marketing Plan

- create a graphic charter for the hack
- online and offline tools of communication
- Social media

01 Before the hack (2)

Launch of the communication campaign

- objective: Promote the notoriety of the hack and attract students to register
- Visibility of the hackathon organizers and stakeholders

Registration open

- A minimum of one week for student registration
- Use of on line platform to register and manage team structuring

Team selection

- Selection criteria set from the beginning and clearly communicated with selection grid
- Process of selection within 3 days
- send the results with the selection grid and the scores to all candidates
- allocate one day for handling complaints

02 During the hack

Logistical support

- Venues/labs and needed material
- Organisation committee (participant list , tools to upload teams work, prizes, moderator ...)
- Evaluation committee, evaluation grid

Capacity Building

- coaching and mentoring for the challenges
- Trainings with experts in thematic in correlation with th hackathaon

Communication

- Take photos of the whole event and pitches
- Create a video summarising the key moments of the hack
- Daily Publication on social media about the flow of the hackthon

03 After the Hack

Finalize and capitalize

Communication

- Publish vidoes for winnig teams
- Publish interviews with industrial partners
- Send thank-you emails to participants with certificates of participation
- Send thank-you emails to organizers with certificates of organization
- Send thank-you emails to partners with certificates of recognition

Lessons learned

- Send surveys to hack participants & partners
- Identify successes and areas for improvement
- What lessons can be learned from the project?

Archiving & documentation

- Centralize key documents
- save standardized templates to be reused in other hacks (road map of mkg plan, evaluation grids ...)

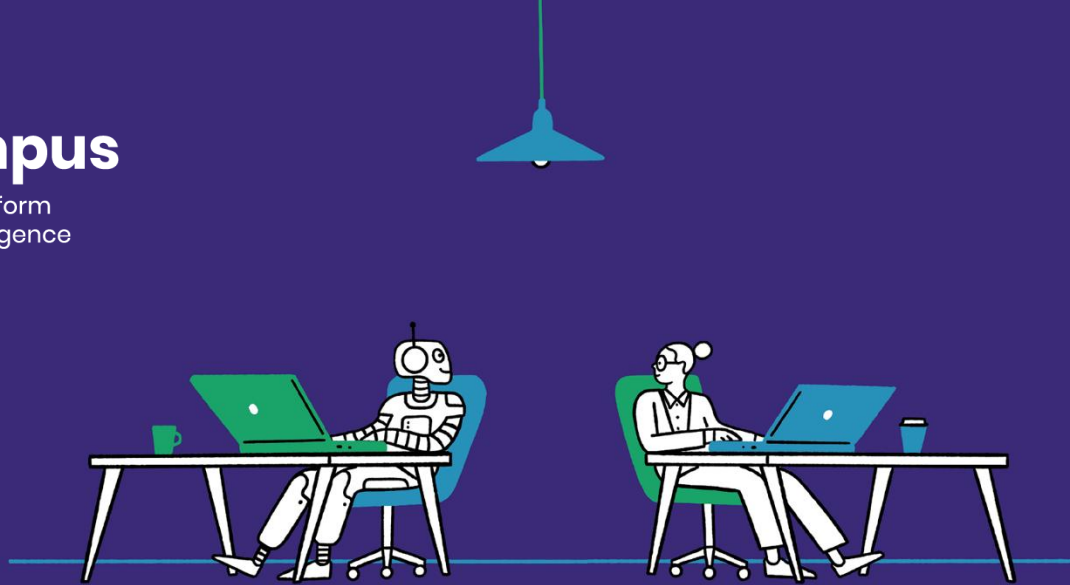
Workshop Presentations:

Innovative teaching and Learning



AI Campus

The Learning Platform
for Artificial Intelligence



Leveraging Generative AI Tools for Teaching and Learning Support

Yuzhi, Wang | September 2025



About the person

Function

- **Instructional Designer & Data Scientist** from the **AI Campus** content team.
- Online course development on machine learning and engineering topics at AI Campus.
- Learning analytics & data-based approaches

Background:

Educational Technology, Learning Analytics

#DigitalLearning#LearningAnalytics#DataScience#MachineLearning



Yuzhi Wang
Stifterverband



About us: AI Campus



**Learning platform for
Artificial Intelligence**



**Online–courses,
videos & podcasts**



**Free &
openly licensed**



Agenda

- 1. Warm up: GenAI & digital education**
- 2. Generative AI tools on AI Campus Moodle**
- 3. Hands on activity – test them out!**
- 4. Debriefing of the collaborative discussion**
- 5. Group presentation**
- 6. Conclusion & takeaways**



Icebreaker: What is generative AI?



Generative AI

- A type of “artificial intelligence (AI) that can create original content – such as text, images, video, audio or software code in response to a user’s prompt or request (IBM, <https://www.ibm.com/topics/generative-ai>, retrieved August, 2025).“
- Generative AI (GenAI) is based on deep learning models.
- Common use cases including: conversational agents for customer service, content creation for marketing, code generation for software development and personalised tutor for learning.



GenAI in Digital Learning

- Example Gen-AI use for **educators**
 - Learning material creation
 - Learning data analysis (e.g., discovering learning patterns, knowledge tracing)
 - Enhance learning experience (e.g., creative learning design)

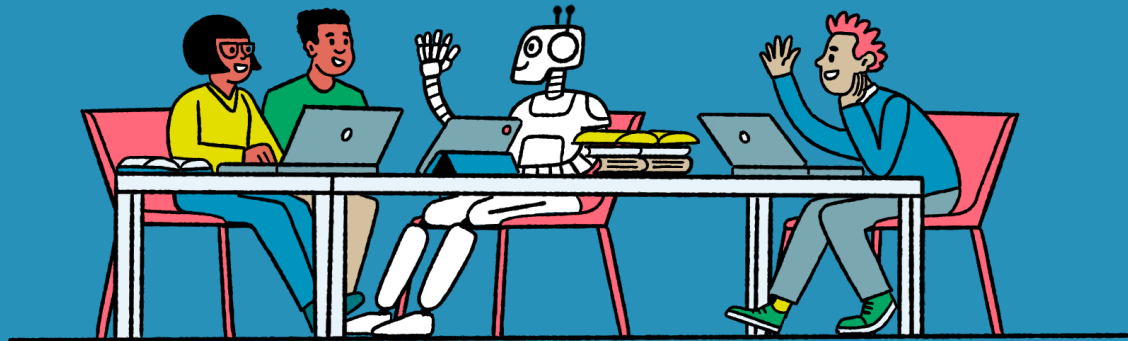




GenAI in Digital Learning

- Example Gen-AI use for **learners**
 - Personalised learning (e.g., learning pathways, adaptive learning)
 - Tutoring & learning support
 - Social-emotional support





Gen-AI Tool on AI-Campus Moodle



Use Case 1 – AI Text to Questions Generator

- A Moodle local plugin which generates multiple choices based on the **user input***.
- OpenAI ChatGPT-based, **pre-prompted***.
- Generated questions from the tool are directly in the course question pool.

Plugins / Local plugins / AI Text to questions generator / Description



AI Text to questions generator

Local plugins :: local_aiquestions

Maintained by Yedidia Klein, Ruthy Salomon

A local plugin that is accessible from course top menu, that generates question on a given text using OpenAI ChatGPT. Note that Open AI API key is required for using this plugin.

🔊 Latest release: 2 Jahre 📍 503 sites 📄 205 downloads 📈 53 fans

[Description](#) [Versions](#) [Stats](#) [Übersetzungen](#)

Current versions available: 1

[Download](#)

AI text to questions generator

Category Default for Workshop-KiC (it)

Number of questions to generate

Topic

Preset Multiple choice question (english)

Edit the preset before sending it to the AI

You can find more prompt ideas or share yours at the Moodle Docs page for this plugin.

[Generate questions](#) [Back to course](#)

Link to the tool: https://moodle.org/plugins/local_aiquestions



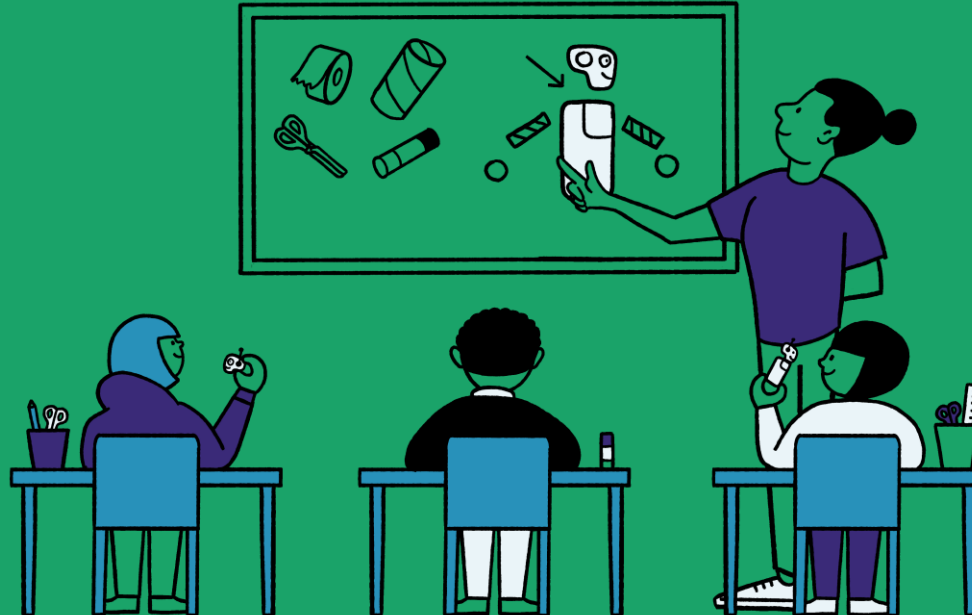
Prepare for the hands-on activity

- Register your account on <https://ki-campus.org/>.
- Then go to the Workshop Course <https://moodle.ki-campus.org/course/view.php?id=220> (or scan the QR code 🖱️).
- Give a sign and wait for the editor access in the course
- For system language setting (while waiting),
<https://moodle.ki-campus.org/user/language.php>





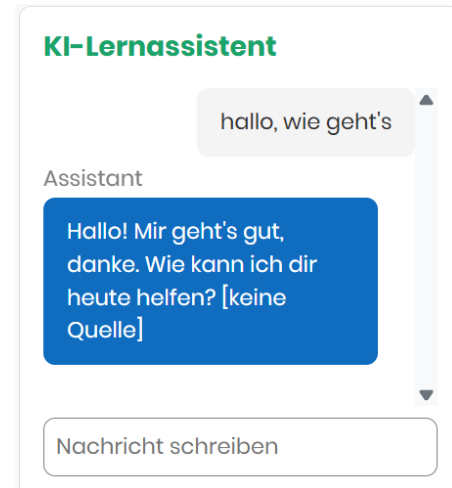
Hands-on time





Use Case 2 – Moodle AI Assistant

- A large language model (LLM) chatbot on AI Campus Moodle and Portal
- Developed with *Scieneers*
- Trained on AI Campus portal and Moodle course data (retrieval-augmented generation system, aka **RAG system***), so that:
 - Answering learner's questions contextually
 - Providing explanations, guidance or summaries
 - Enhancing digital self-learning experience





Technical Components

- Frontend: chat user interface in the browser
- Backend: FastAPI-App in the Azure WebApp.
- Embeddings: saved in Qdrant (vector database), operated on a container app.
- Relational data such as chat history, is saved a Postgres-databank
- LLMs:
 - **Llama 3** on **GWGD*** sever
 - **GPT-4o** Azure-OpenAI instance as fallback model.




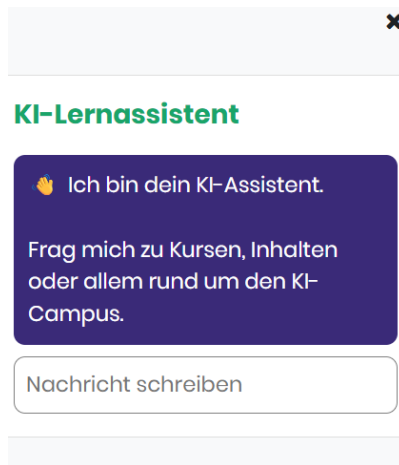
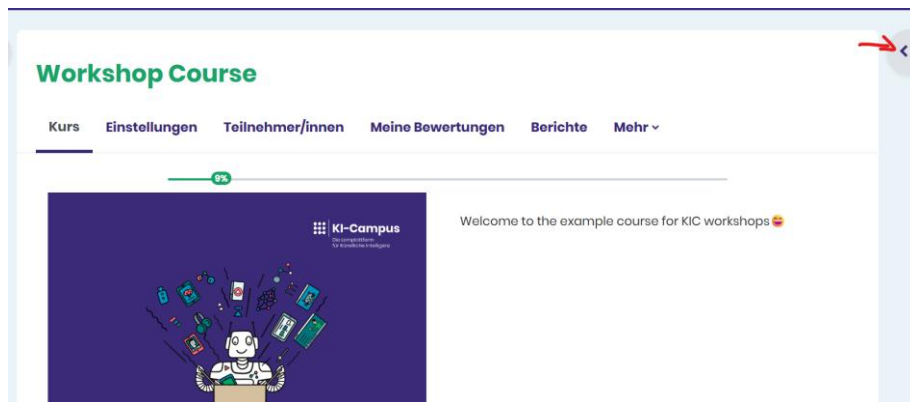
PostgreSQL





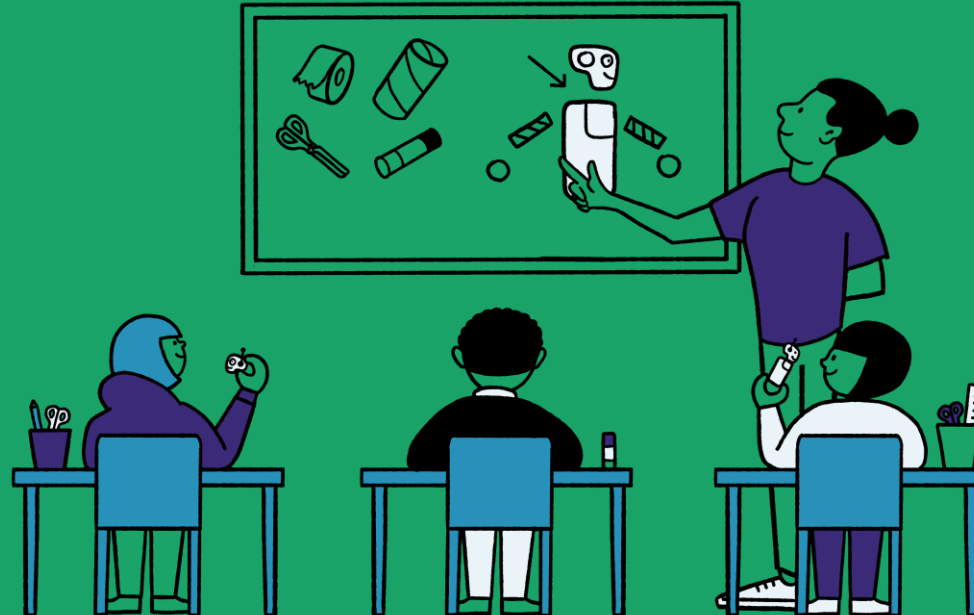
Prepare for the hands-on activity

- Find a course that you are interested in on <https://ki-campus.org/>
- Enrol in the course 
- Open the "block drawer" on the right side of the course (see screenshot below) and interact with the chatbot





Hands-on time





Chatbot Further Development

- Joint project with **Freie Universität (FU) Berlin**
- Kickoff: winter term 2025/26
- Improvement of the overall chatbot performance, including:
 - Refine data preprocessing pipeline
 - Include data from H5P activities
 - Minimise runtime errors + improve application stability
 - Enhance the robustness of multi-lingual input processing
 - Improve overall accuracy of the output
 - etc.



Bonus – Moodle 4.5: AI Integration

- AI subsystem allows integration of AI providers
- Generating text & images inside courses for both teachers & learners



AI

[AI providers](#)
[AI placements](#)

Details see:

<https://moodle.org/mod/forum/discuss.php?d=462651>

AI providers

Manage the AI providers connected to your LMS

AI providers add AI functionality to your site through 'actions' like text summarisation or image generation. You can manage the actions for each provider in their settings.

Provider	Enabled	Settings	Uninstall
Azure AI API provider	<input type="checkbox"/>	Settings	Uninstall
OpenAI API provider	<input type="checkbox"/>	Settings	Uninstall

AI placements

Choose where AI actions are available

Placements define how and where AI actions can be used in your site. You can choose which actions are available in each placement through the settings.





Placement	Enabled	Settings	Uninstall
Course assistance placement	<input type="checkbox"/>	Settings	Uninstall
Text editor placement	<input type="checkbox"/>	Settings	



Collaborative Discussion & Reflection



Debriefing for Discussion

- **One Topic**  – what should be considered when implementing GenAI tools in digital learning?
- **Three aspects**  – pedagogical / technical / ethical
- **Three Groups**  – Form three groups for discussion
- **17 Minutes**  – 12 min discussion + 5min presentation

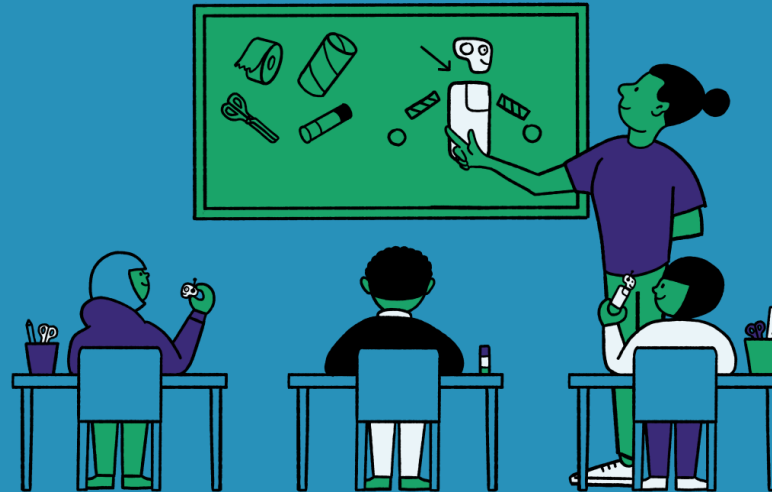


Debriefing for Discussion

- **To collaborative workspace:**

https://miro.com/app/board/uXjVJOnIPrw=?share_link_id=685238039257





Group Discussion



Discussion Support

Pedagogical

- What teaching/learning tasks could GenAI support?
- What are the potential benefits for learners and teachers?
- What risks or drawbacks might appear?
- If you were to integrate GenAI in a course, what would you need to be mindful of?

Technical

- What are the technical requirements to access and integrate these tools?
- What challenges might teachers or students face?
- What data is needed for the tool to work – where is it stored?
- What kind of technical support/training are necessary?

Ethical

- What are the possible data privacy issues?
- What are the risks of bias/misinformation exist in AI generated content?
- Should students know when AI is used in teaching/feedback?
- Who is the accountable party of incorrect/harmful content?



Group Presentation



Takeaways



AI in a nutshell: rubbish in, rubbish out...

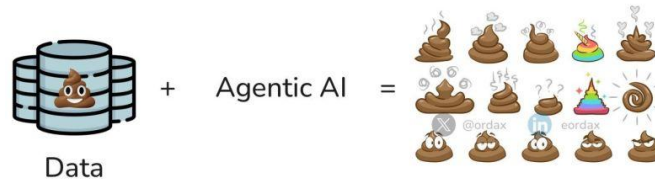
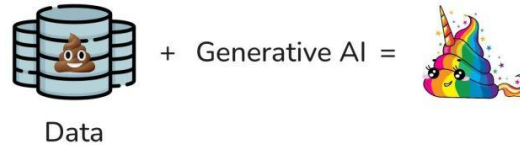
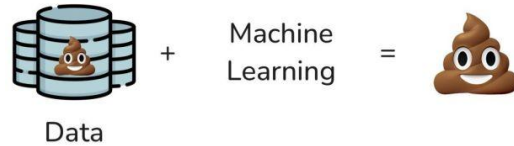


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GenAI trifactor: bias, hallucination, low-explainability



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From building AI to applying AI: human in the Loop



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What is really behind data privacy in AI? 🤖



Elon Musk  
@elonmusk

Subscribe



How  Intelligence works



Image retrieved from: <https://laptopmedia.com/wp-content/uploads/2024/06/elon-intelligence.jpeg>



Congrates 🎉

You are now GenAI experts in digital learning!



More on AI in Digital Education?

Workshop: **Open Educational Resources (OER) Learning Material Development with LiaScript and AI**

Where you can find more about

- UNESCO AI competency framework
- Interacting with LLM Models & Co.
- Using LiaScript create course content

Location: Room **Yellow**



How does it work?

- The **RAG structure** consists of two models:
 - Vector embedding model
 - Large language model
- Data from the portal and Moodle are saved in Qdrant as embeddings



How does it work?



- Get and log user query, fetch chat history for context (optional)
- Involved component(s): [FastAPI](#), [PostgreSQL](#) (optional)



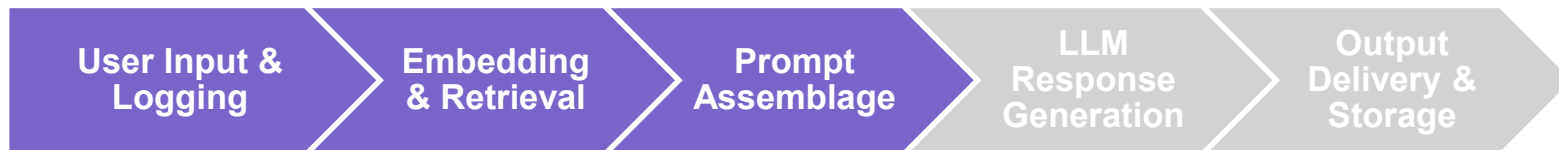
How does it work?



- Embedding user input, retrieve similar content from the vector databank
- Involved component(s): [Qdrant](#)



How does it work?



- Assembling system prompt, conversation history and retrieved chunk
- Involved component(s): [Postgres](#), [Qdrant](#)



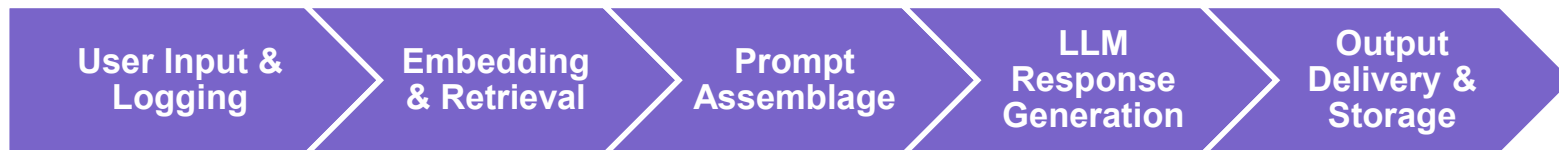
How does it work?



- Input the assemblage to the LLM, generate output based on the retrieved chunk.
- Involved component(s): [LLMs](#)



How does it work?



- Output is sent to the user interface, save user query and chat history
- Involved component(s): [FastAPI](#), [Postgres](#)

Workshop: Using Design Thinking to Create Gamified Content

Dr. Alireza Ansari & Dr. Tran Binh Dai

05.09.2025

Leipzig



Implemented by



Why do we need to innovative in teaching?



1925

Technology

2025

vs.

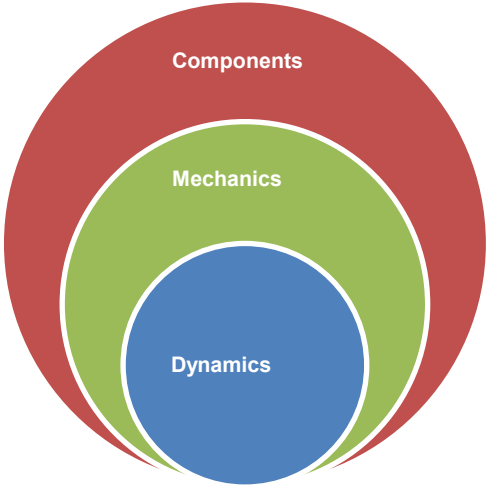


1925

Education

2025

Gamification Concept



GAMIFICATION

Introducing game-like elements into traditionally non-gaming contexts to make them more fun and engaging.

e.g. Using points, leaderboards, competition and reward systems such as badges & stickers.

VS

GAME BASED LEARNING

Using games to achieve a defined set of learning outcomes.

e.g. Using Minecraft to encourage creative writing or using lap times in Mario Kart to practice mean, mode & median.

teachwithict.com/gamification

Source: Werbach and Hunter (2012)

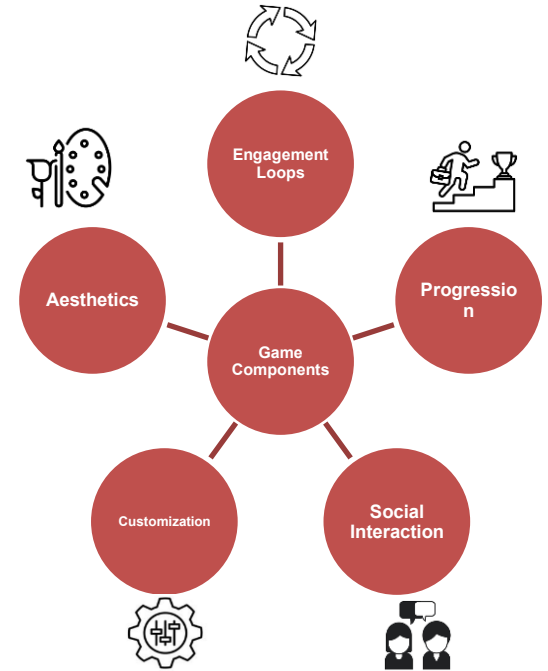
Dynamics



Mechanics



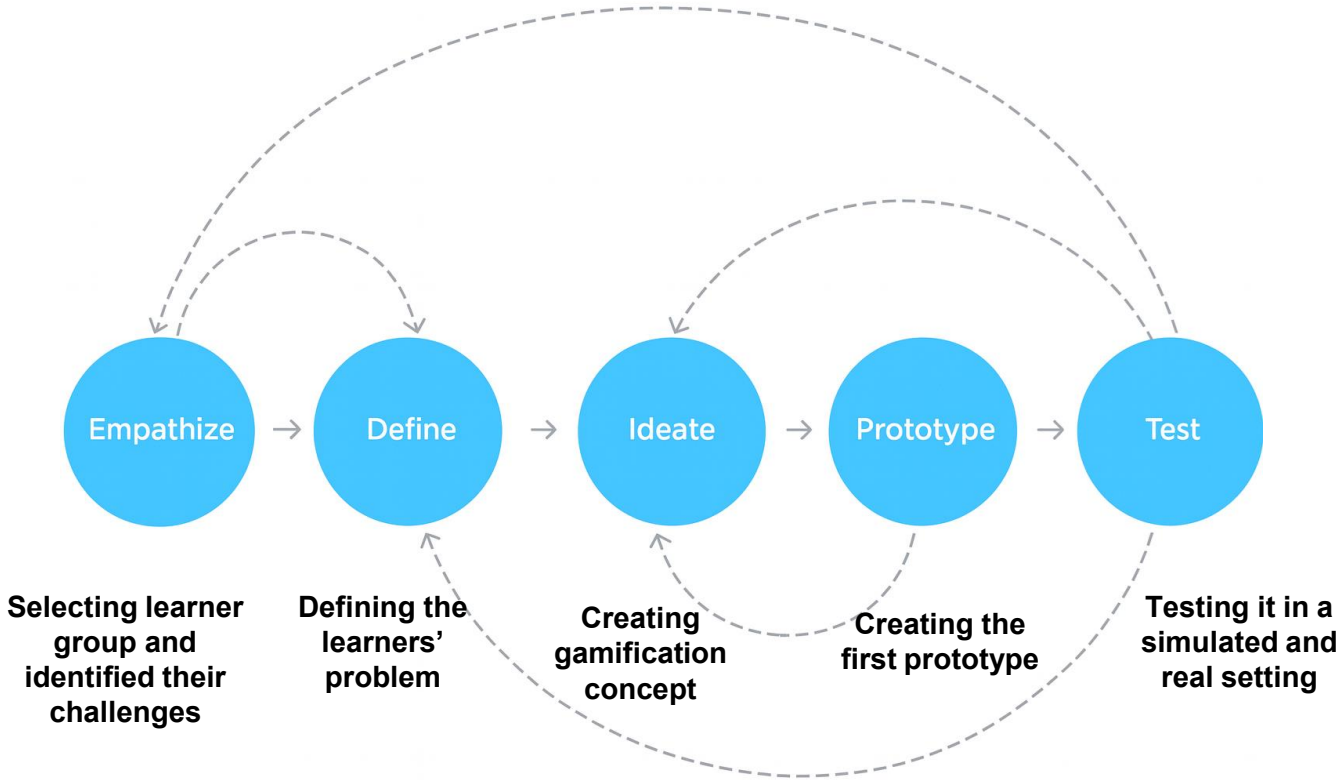
Components



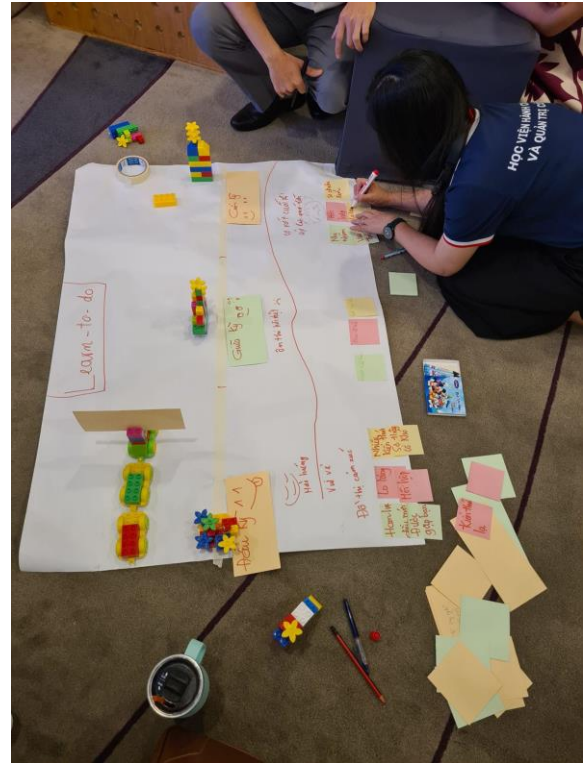
How to align gamification element based on the targets skill-sets?

Bloom's Taxonomy	Objective	Suitable Game Mechanics
Remembering	Recall or recognize basic facts and terms	Flashcards, memory games, unlockable "fact tiles," rapid-fire quizzes
Understanding	Explain ideas or interpret information	Narrative explanations, dialogue choices, branching storylines
Applying	Use information in new situations	Missions, puzzles, unlockable tasks, mini-simulations
Analyzing	Break down information, find connections	Scenario comparison, pattern recognition, decision trees
Evaluating	Justify a decision or critique an idea	Debates, challenge rounds, peer review mechanics, point-based justification systems
Creating	Produce original work or design new solutions	Sandbox environments, storytelling, role-play creation, open-ended missions

How to use design thinking in Gamification context?



Using Design Thinking to Create Gamified Content



giz

How does it work in Practice?

Example from Vietnam

Background



- Setting: Master's level class with ~20 students, both international and local.
- Subject: Managerial Economics (concept-heavy, often considered abstract or “dry”).
- Learners: Highly diverse cultural and academic backgrounds; different learning habits.

Empathize

Observed Needs / Problems

1. **Attention limits** → Economic models & graphs can feel abstract; students' focus tends to drift in long explanations.
2. **Diverse engagement styles** → International students may prefer interactive discussion, while some local students are more passive.
3. **Low intrinsic motivation for theory** → Many students see economics as technical and exam-driven rather than exciting or practical.

What I did: Asked students to prepare a short note with their name, background, level, and expectations from the course to understand them better.

Define

What is the reason for this problem / challenge?

1. Theory-heavy & abstract

Managerial Economics relies heavily on models, graphs, and formulas. Students often find it *too dry* and disconnected from practice.

2. Perceived difficulty

Economic concepts (elasticity, marginal analysis, game theory, etc.) are complex, and students may feel overwhelmed without an engaging delivery.

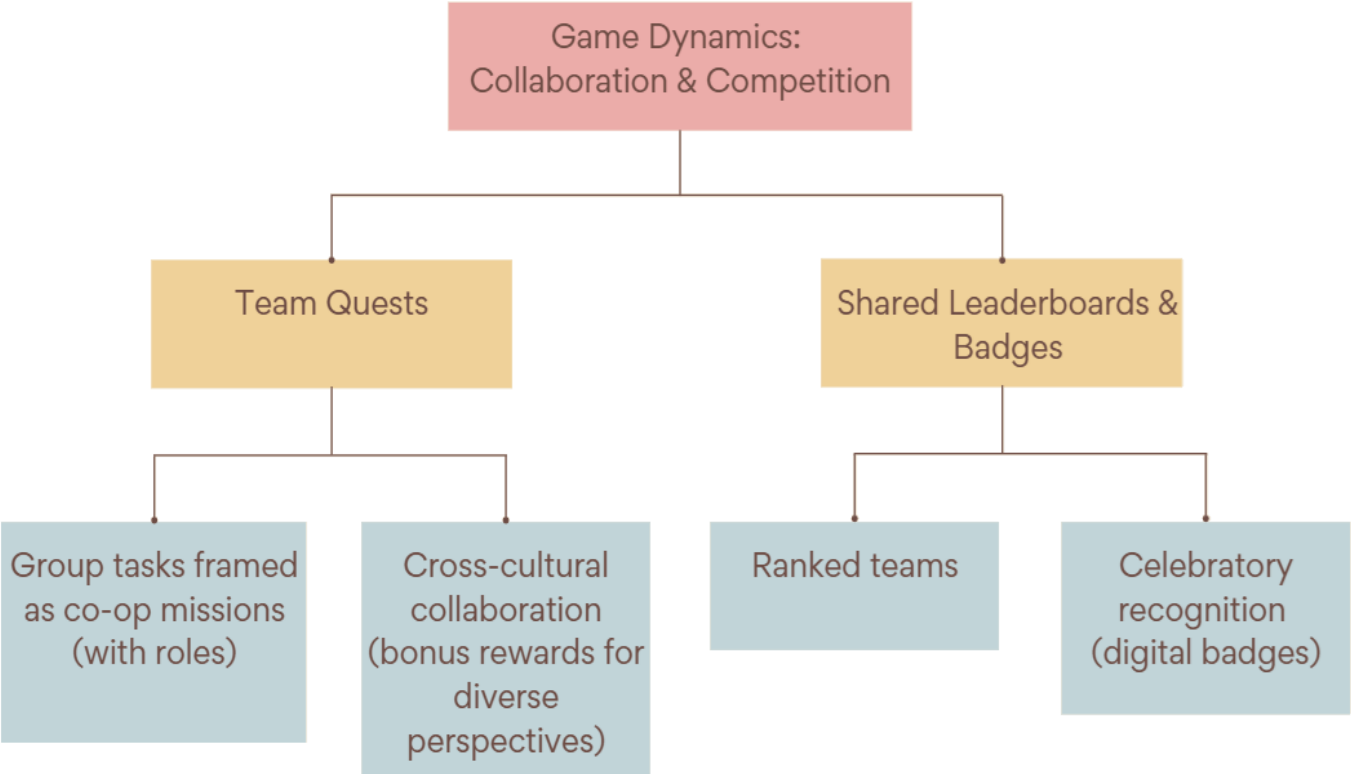
3. Diverse academic/cultural backgrounds

Some students are trained to ask questions actively, while others are used to absorbing knowledge quietly. This creates uneven engagement.

We turn those insights into a “How Might We” (HMW) question:

- **“How might we transform Managerial Economics from a theory-heavy subject into an engaging, game-like learning journey that keeps diverse students motivated, focused, and collaborative?”**

Ideate



Prototype



Test

Test Results:

High engagement:
Participation increased compared to normal discussions.

Inclusive format:
International students valued the debate as it gave them a voice without dominating.

Practical learning:
Economics concepts felt more relevant when framed as debate “missions.”



Student Feedback:

“The lecturer transforms complex theories into engaging lessons with relatable examples.”

“Although challenging, the course became easier through connections to real-world applications.”



Areas for Improvement:

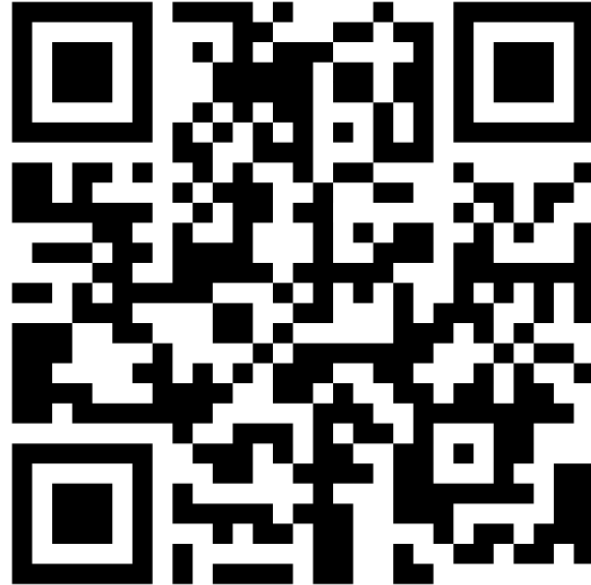
More time for debate:
Students suggested longer rebuttal phases.

Clearer scoring rubric:
Needed to ensure transparency and fairness.

Discussion Round

What are the opportunities, challenges, and adjustments required when applying innovative teaching approaches in different disciplines?

Group 1 (Lecturer Perspective)	Group2 (Student Perspective)	Group3 (Institutional Perspective)
<p>Q1. What challenges do lecturers face when applying new teaching approach?</p> <p>Q2. How can it be integrated in teachers' daily routine without overburdening workload?</p>	<p>Q1. How might students benefit or resist to new teaching and learning methods?</p> <p>Q2. What would motivate or demotivate them?</p>	<p>Q1. What policies, resources, or incentives are needed to encourage lecturers innovating in their teaching contents and methods?</p> <p>Q2. How can the university scale or support such innovative approaches?</p>



**Free access to the
Innovative Teaching Course**

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Link:

https://liascript.github.io/course/?https://raw.githubusercontent.com/OVGU-VET-TechEd/DS2S_Workshop_AI_and_OER/refs/heads/main/DAG_presentation_V1.md#1