

## +Title of BIP:

# Edu-AI: bringing together teachers and computer scientists to co-create the education of the future

### General information

**Objectives and Description:** This BIP is a joint initiative between the UNITA (<https://univ-unita.eu/>) and ENLIGHT (<https://enlight-eu.org/>) alliances aimed at bringing two communities together. It is structured around a group innovation challenge that seeks to establish an operational bridge between two disciplines that rarely communicate: computer science and education sciences. As the educational landscape undergoes radical change driven by AI, it is becoming urgent to bring together the designers of these technologies and future teaching practitioners. The central objective of this project is to break with the traditional approach, where educational technologies are developed in isolation by engineers and then imposed on teachers.

We propose to reverse this dynamic: this program aims to create a transdisciplinary ecosystem where computer science and education students from the UNITA alliance collaborate to prototype the classroom of the future by responding to concrete challenges. This initiative is directly in line with the alliance's mission: to promote linguistic intercomprehension and educational inclusion in rural and cross-border areas.

The highlight of the program, this five-day immersion serves as an innovation laboratory. Organized around an intensive multidisciplinary hackathon, it confronts participants with a concrete challenge, promoting decision-making agility and collective intelligence in a multicultural environment.

- *Problem framing:* The process begins under the leadership of education students. They define the psychological and educational needs of primary and secondary school students, acting as *Product Owners*.
- *Feasibility and architecture:* Computer science students then step in to assess technical feasibility and propose software architectures that are both robust and user-friendly.
- *Iterative loops:* Throughout the week, the workflow is circular. Teams oscillate between educational theory and technical implementation, ensuring that prototypes are not mere technological demonstrations, but tools rooted in educational science.
- The week ends with a public demonstration of the prototypes, supported by a pitch highlighting the pedagogical vision, technological choices, and motivation of the teams. These achievements are evaluated by a jury of experts (made up of members from the fields of educational science and computer science).

### Methods and outcomes:

#### Areas of innovation

The core of the mobility week is based on this innovation challenge. Rather than restricting participants to rigid technical specifications, this challenge serves as a broad thematic framework inviting multidisciplinary teams to identify specific educational friction points. We encourage students to explore how technology can act as a catalyst for the student-teacher relationship rather than a substitute.

Projects may focus on several areas of development:

- **AI as a thinking partner:** The goal is to transform AI into a personal tutor rather than an answer engine. Instead of providing the solution, the tool interacts with the learner by asking questions and pointing out errors in logic. This forces the learner to think for themselves, argue their point, and develop critical thinking skills.
- **Real-time progress tracking:** Thanks to digital data analysis (Learning Analytics), teachers no longer rely solely on occasional exams. Dashboards allow them to see instantly if a student is falling behind or has mastered a concept. This allows them to intervene immediately and offer personalized help to those who really need it.
- **Accessibility and automatic inclusion:** Digital technology makes it possible to create an environment that naturally adapts to all profiles (dyslexia, ADHD, autism). Instead of treating disability- s as an exception, the tools automatically adjust the materials: audio playback, text simplification, or specific visual interfaces. It is the tool that adapts to the student, not the other way around.
- **Hybrid and immersive learning spaces:** Thanks to digital twins that are accessible at all times, the classroom no longer stops at the school walls. Students can practice and train without limits from any computer. This approach democratizes access to state-of-the-art equipment, reduces infrastructure costs, and increases the amount of real practice time for each student.

**Field of Education:** Education Sciences and Computer Science

- Target audience / Participants profile:**
- Bachelor students in education sciences and pedagogy.
  - Bachelor or engineering students in computer science.

**No of ECTS issued:** 3 ECTS

**Language of instruction and requirements:** English, French, Spanish

**Dates for physical activity:** 4 – 8 May 2026

**Location of physical activity:** Anglet

**Dates for virtual component:** April 2026

- Virtual Component Description:**
- **Kick-off meeting :** Presentation of the BIP and formation of project groups (1.5h)
  - **Intercomprehension course** in Romance languages (1.5h)
  - **Cross-cultural acculturation :** "AI for educators" and "Education for tech" (2h)
  - **Initial ideation :** Identification of educational friction points by group (topic to be addressed during the hackathon) (3h)

**Organizing Board**

**Receiving/Host university:**  
UPPA, France



**Sending/Partner universities:**

**P1. IPG**, Portugal

**P2. UPV**, Spain

**Detailed programme**

**1. Planned activities during virtual component:**

**Kick-off meeting** : Videoconference

**Intercomprehension course** videoconference

**Cross-cultural acculturation** : groups videoconference

**Initial ideation** : groups videoconference

**2. Planned activities during physical component:**

**In-person session (35 hours, Monday, May 4 to Friday, May 8, 2026)**

<b>In-person session (35 hours, Monday, May 4 to Friday, May 8, 2026)</b>		
<p><b>Monday</b></p> <p><i>Immersion and needs analysis</i></p> <p>Objective: Understand the field.</p>	<p><b>Morning:</b> Meet with teachers and local stakeholders to identify real needs.</p> <p><b>Afternoon:</b> Co-design workshop and definition of priority use cases.</p>	<p>Immersion with teachers and collaborative workshop (7 hours)</p> <p>(Participation of local stakeholders: teachers, school IT managers)</p>
<p><b>Tuesday</b></p> <p><i>Strategic framing and design</i></p> <p>Objective: Frame the solution.</p>	<p><b>Morning:</b> Ideation phase inspired by Design Sprint, incorporating reflection on AI ethics from the outset.</p> <p><b>Afternoon:</b> Design of learning paths and definition of technical architecture (AI, data, interface).</p>	<p><i>Design Sprint</i> (ideation phase) and workshop on ethics (7 hours)</p> <p>(Mixed supervision: IT/AI expert + Ethics/Education Science expert)</p>
<p><b>Wednesday</b></p> <p><i>Development and co-construction</i></p> <p>Objective: Move from concept to reality.</p>	<p><b>Morning and afternoon:</b> Iterative development. Active synergy: tech experts code the engine, educational experts script the content.</p>	<p>(Supervised independent work with synchronized progress reviews) (7 hours)</p>
<p><b>Thursday</b></p> <p><i>Development and co-construction</i></p> <p>Objective: Ensure reliability and inclusivity.</p>	<p><b>Morning:</b> Cross-user testing, correction of algorithmic/ethical biases.</p> <p><b>Afternoon:</b> Polishing of the UI/UX (user experience).</p>	<p>(Supervised independent work with synchronized progress checks) (7 hours)</p>
<p><b>Friday</b></p> <p><i>Feedback and evaluation</i></p>	<p><b>Morning:</b> Finalization of deliverables.</p>	<p>Defense and closing (7 hours)</p>



Objective: To convince	<b>Afternoon:</b> demonstration of prototypes before a jury of experts, and awarding of certificates.		
<b>Application procedure</b>			
fill in application form available here: <i>to be generated later</i>			
deadline: 27 March 2026			

