

Erasmus+ Blended Intensive Programme (BIP)

AI for All: Interdisciplinary Perspectives for Inclusive Futures

21 – 25 September 2026

**University of Rijeka, Faculty of Informatics and Digital Technologies
Rijeka, Croatia**

General information

- **Venue:** University of Rijeka, Faculty of Informatics and Digital Technologies, Rijeka, Croatia
- **Online (virtual) component of mobility:** 9 – 11 September 2026
- **Onsite (physical) component of mobility:** 21 – 25 September 2026
- **Participants:** 25 to 30 students (bachelor and master levels) from higher education institutions (HEIs) in an EU Member State or third country associated to the Programme (see eligibility [here](#))
- **Awarded credits:** 3 ECTS
- **Application deadline:** 30 June 2026

Objectives

This Blended Intensive Programme is designed to:

- O1. Explore the possibilities of using artificial intelligence (AI) to design inclusive learning environments across disciplines and various student needs.
- O2. Foster the development of digital competencies and critical thinking skills in evaluating AI-based technologies.
- O3. Create a shared understanding of responsible and ethical use of AI in educational settings.
- O4. Support co-creation and multidisciplinary approach to innovation in learning and teaching practices.
- O5. Provide the opportunity for international cooperation and exchange of knowledge and best practices in the fields of technology and inclusive education.

Learning outcomes

Upon successful completion of the Blended Intensive Programme, students are expected to be able to:

- LO1. Recognise the need for ensuring inclusion and accessibility in learning and teaching in own cultural contexts and within own disciplines.
- LO2. Select appropriate AI-based tools to enable inclusive education and support various needs of students.
- LO3. Evaluate the output of AI technology for accuracy, potential bias, and viability when organising courses/lessons and designing inclusive educational experiences.

- LO4. Explain the need for responsible and ethical use of technology in educational contexts.
- LO5. Solve real-life problems related to inclusion in education by using AI-based tools for planning, carrying out, and evaluating learning and teaching.
- LO6. Work in multinational and multidisciplinary groups on tasks requiring cooperation, different expertise, and viewpoints.

Learning approach and learning activities

This Blended Intensive Programme is organised to include 3 online sessions as part of the **virtual component of mobility** and a short-term **physical mobility** to be hosted by the University of Rijeka.

The **virtual component** will precede physical mobility and will include 3 online synchronous sessions using digital videoconferencing tools (e.g., Zoom or JITSI). These sessions will be used for early community-building and serve as an introduction into the topic of the programme, allowing learners to:

- activate prior knowledge on digital tools and AI,
- reflect on the use of AI-based tools in day-to-day educational activities,
- formulate expectations and express concerns regarding AI-based technology in education,
- work collectively on initially charting the fields relevant for the programme,
- actively join the discussion with other participants.

Physical mobility will allow learners to experience teamwork in transnational and transdisciplinary teams. Such teams, comprised of participants from the fields of pedagogy, psychology, (special) education, and information and communication technologies, will be engaged on tackling challenges related to ensuring inclusivity and accessibility of education through the use of contemporary digital tools, with a special emphasis on AI-based tools and approaches. Learners will participate in:

- structured and moderated discussions,
- critical thinking and evaluative sessions involving technology,
- role-play simulations,
- hands-on creative activities that tackle responsible and ethical use of AI-based technology for meeting diverse student needs,

guided by the experts/mentors from each respective field. During networking activities, learners will be provided with a chance to establish long-term relationships, both personal and professional, that may lead to future cooperation in education or research. Learners will also get the opportunity for cultural immersion and exchange of cultural practices, emphasising their unique cultural backgrounds and, at the same time, strengthening the joint European identity.

Thematic focus of the physical mobility component will be on:

- getting to know new technologies, particularly AI-based ones,
- creating a shared understanding of AI and diversity,
- critically assessing the possibilities and pitfalls of AI-related technologies,
- practical design and day-to-day use of inclusive educational experiences aided by technology,
- showcasing developed prototypes and results of teamwork,
- predicting future trends and impact of technology in inclusive education.

Participation

Participation is based on the nomination of selected students by the partner universities.

Contact details

For further detail concerning the Erasmus+ BIP *AI for All: Interdisciplinary Perspectives for Inclusive Futures*, please contact:

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Partner institutions

- **Coordinating HEI:** Babeș-Bolyai University (RO CLUJNAP01)
- **Host HEI:** University of Rijeka (HR RIJEKA01)



Schedule for the online (virtual) component of mobility

	Wednesday, 9 September	Thursday, 10 September	Friday, 11 September
	<i>Introduction and community building</i>	<i>Knowledge activation and experience sharing</i>	<i>Charting the field(s)</i>
	Welcome speech and introduction to the BIP (UBB, ROM & UNIRI, CRO)	Student presentations on selected GenAI tools in their educational context (All students)	Place under the sun: how do we perceive GenAI in education? (UNIRI, CRO)
S1	<i>Short welcome speech by the representatives of the organising institutions. Formal description of the programme and Q&A from the participants.</i>	<i>During a short presentation (max. 10 mins), each pair reports on how technology can be applied in their own contexts, outlining the differences and similarities of use, needs, viewpoints about technology, practical implications, and possible limitations. This is followed by short Q&A and discussion session.</i>	<i>Based on the presentations from the day before, their own experiences, and previous knowledge on the topic, and using appropriate digital tools, students work as a group to prepare a conceptual (mind) map of AI in education. The emphasis will be on the possibilities, issues, and the ways of dealing with both in students' respective fields/specialisations, taking the viewpoints of students, teachers and other relevant groups involved.</i>
	Community building through student introductions (All participants)		Perceptions of GenAI in education explained (All students)
S2	<i>Interactive session (supported by digital tools) during which students and teachers introduce themselves, including their fields of study/expertise, interests, and previous experience with technology and AI.</i>		<i>Selected students give short presentations of the different parts of the conceptual map, focusing on the most important points. This is followed by an analysis and discussion on the most prominent points of the map.</i>
	Setting up pair-work (UNIRI, CRO)		Interactive session – expectations from the BIP (UBB, ROM)
S3	<i>Students are paired up randomly and do own research on what AI is and think about what such technology means to them (expectations, changes to daily life and habits, practical implications for work and study, opportunities and limits). Students select one GenAI tool, study it in more detail, and think about the possible applications in their educational settings.</i>		<i>Students express their expectations from the BIP regarding topics, skills, knowledge, digital tools, etc.</i>

Schedule for the onsite (physical) component of mobility

	Monday, 21 September	Tuesday, 22 September	Wednesday, 23 September	Thursday, 24 September	Friday, 25 September
	<i>Shared understanding of AI & diversity</i>	<i>Bias, ethics, and inclusion and AI</i>	<i>Hands-on co-creation with AI across disciplines</i>	<i>Applications of AI in inclusive education</i>	<i>Showcase, reflection, and future impact</i>
S1	Interactive icebreaker: AI & Me (UNIRI, CRO)	Bias testing lab (UNIRI, CRO)	AI co-creation lab (UNIRI, CRO)	Design sprint (PHOO, AUT & UBB, ROM)	Final presentations of student projects (UKF, SVK)
	<i>Students share experiences with AI across cultures/disciplines</i>	<i>Students prompt AI systems with sensitive scenarios (language, disability, gender) and critically evaluate the output.</i>	<i>Students create inclusive lesson plans, examples of AI-assisted storytelling (multilingual and multimodal), accessible lesson materials (e.g., simplified texts), guidelines on inclusive AI use for teachers, framework of teacher competences.</i>	<i>Students are assigned to transdisciplinary teams to solve a real inclusion problem using AI and participate in prototype development, including tools selection, lesson plan design, and suggestions for interventions.</i>	<i>Project presentations, report on tool use and experience, reflection on ethical issues.</i>
S2	Live demo of tools & critique (PHOO, AUT)	Case study rotations (CU, CZE)	Peer feedback rounds on lab work	Testing session	Feedback and evaluation of student projects (All teachers)
	<i>Compare outputs from selected tools (including different formats, such as textual output, generated images, generated videos, etc.) and discuss possible bias and other issues.</i>	<i>Teacher-led session – case study presentations. Psychology / IT / pedagogy / special needs education perspectives on same AI scenario.</i>	<i>Students critically assess AI use in the context of inclusive education, offer constructive feedback and engage in a discussion.</i>	<i>Students from other groups act as users (e.g., students with specific needs). Students critically assess a solution to the inclusion problem, offer constructive feedback and engage in a discussion.</i>	<i>Teachers offer personalized feedback on student projects. Students engage in a discussion about their choices and possible refinements.</i>
S3	Inclusion and accessibility – meaning, analysis of practice, and challenges (UBB, ROM)	Ethics in AI use (UNIRI, CRO)	Mentor clinics (All teachers)	Reflection circle	Meta-reflection workshop (UKF, SVK)
	<i>Teacher-led session – lecture.</i>	<i>Teacher-led session – lecture.</i>	<i>Structured, small-group consultation sessions where students meet with mentors to</i>	<i>Students reflect on the strengths and weaknesses of their solutions</i>	<i>Interactive workshop in which students answer the questions “What did we learn about</i>

			<i>get targeted guidance on their projects.</i>	<i>within their assigned teams and further refine their solutions.</i>	<i>diversity through AI?" and "How will I use AI from now on?".</i>
	Group mapping exercise (UBB, ROM)	Role-play simulation of ethical AI use (UNIRI, CRO)			
S4	<i>Joining perspectives on issues surrounding AI and inclusion. E.g., Where does AI meet diversity in different field? What are the new competences for teachers (students' perspective, teacher-trainees' perspective, and teachers' perspective)?</i>	<i>Simulating the work of an ethics committee deciding on AI use in education.</i>			
CS¹	Guided walk through the city of Rijeka and visit to the Sugar Refinery Palace	Cultural afternoon – country-teams representing their cultural heritage	AI behind the scenes – how scientists at FIDIT develop AI tools	Cultural afternoon – country-teams representing their cultural heritage	Social evening by the Adriatic for informal networking

¹ CS – Cultural session; held each day after the main part of the BIP programme is concluded.