

AI in Academic Teaching: Innovation, Practice, and Future Directions

University of Wrocław, June 18th-19th, 2026

Venue: University of Wrocław Library, 12 Fryderyka Joliot-Curie St., Wrocław

financed by the European Union under the project "Support for European Universities Alliances" (project no. FERS.01.05-IP.08-0219/23, FERS – European Funds for Social Development)

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| I Key Plenary Speaker | Gerd Kortemeyer, ETH Zurich, Switzerland <i>Project Ethel: Using AI for Teaching and Learning at ETH Zurich and Beyond</i> |
| II Key Plenary Speaker | Vilmantas Pupkis, Vilnius University, Lithuania <i>Sources that may or may not exist: AI in academic literature search</i> |
| 1 st Key Parallel Session | 1. Maciej Matyka, University of Wrocław <i>Computational Modelling with Single Prompts</i> 2. Jakub Michaliszyn, University of Wrocław <i>Teaching Students Critical Engagement with Generative AI</i> |
| 2 nd Key Parallel Session | 1. Remigiusz Durka, University of Wrocław <i>What I Learned Using AI</i> 2. Anna Turula, University of Wrocław <i>Various effects of implementing artificial intelligence in university didactics</i> |
| Parallel workshops A | 1. Gerd Kortemeyer, ETH Zurich <i>Demystifying LLMs: Behind the Scenes of Chatbots, Grading Assistants, and More</i> 2. Maciej Matyka, University of Wrocław <i>Computational Modelling with Single Prompts - practice</i> 3. Aleksander Brzózka, Wrocław University of Science and Technology <i>LLMs in Teaching Translation: ChatGPT Plugin in Trados and Beyond</i> |
| Parallel workshops B | 1. Remigiusz Durka, University of Wrocław <i>From Markdown to Interactive Applications: A Practical AI Workflow for Teaching and Learning</i> 2. Virginija Masiulionytė/Eglė Žurauskaitė, Vilnius University, Lithuania <i>Generative AI in Foreign Language Education: Concepts and Tools</i> 3. Anna Turula, University of Wrocław <i>AI and cognitive debt in academia. How to stop and reverse the process workshop</i> |
| Parallel workshops C | 1. Jakub Michaliszyn, University of Wrocław <i>Exercises to Reveal AI Potential and Limitations</i> 2. Eglė Žurauskaitė/Virginija Masiulionytė, Vilnius University, Lithuania <i>Working with Generative AI: In-Depth Perspectives for Languages Education</i> 3. Aleksander Brzózka, Wrocław University of Science and Technology, Poland <i>Applications of AI in Academic Writing</i> |



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Conference Program

18th – 19th June 2026

1st day (Thursday)

9:00 – 10:00 Registration

10:00 – 10:30 Opening

10:30 – 11:45 I Key Plenary Speaker - **Gerd Kortemeyer** - room 3

11:45 – 12:30 Coffee break

12:30 – 13:30 1st Key Session Speakers – 2 parallel sessions (Science / Humanities)
– **Maciej Matyka** (room 3) and **Jakub Michaliszyn** (room 4)

13:30 – 14:30 Lunch

14:30 – 16:00 Parallel workshops A (3 groups according to declaration) – **Gerd Kortemeyer** (room 3), **Maciej Matyka** (room 4), **Aleksander Brzózka** (room 1 plus 2)

16:00 – 17:00 2nd Key Session Speakers – 2 parallel sessions (Humanities / Science)
– **Anna Turula** (room 3) and **Remigiusz Durka** (room 4)

17:00 – 18:30 Dinner

2nd day (Friday)

9:00 – 10:30 Parallel workshops B (3 groups according to declaration) – **Remigiusz Durka** (room 4), **Virginija Masiulionytė/Eglė Žurauskaitė** (room 3), **Anna Turula** (room 1 plus 2)

10:30 – 11:00 Coffee break

11:00 – 12:30 Parallel workshops C (3 groups according to declaration) – **Jakub Michaliszyn** (room 4), **Virginija Masiulionytė/Eglė Žurauskaitė** (room 3), **Anna Turula** (room 1 plus 2)

12:30 – 13:30 II Key Plenary Speaker – **Vilmantas Pupkis** - room 3

13:30 – 14:00 Closing

14:00 – 15:00 Lunch

Key Plenary Speakers address the talks to all conference participants.

Key Session Speakers deliver talk in sub-groups and after 30 minutes presentation there is time for discussion within the audience concerning the topics related to the subject delivered.

Parallel workshops more hands on activities with use of participants own devices within 3 smaller groups (pre-allocation of participants required).



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Gerd Kortemeyer



A member of the Rectorate of ETH Zurich and an associate of the ETH AI Center. He is also Associate Professor Emeritus at Michigan State University. He holds a PhD in physics from Michigan State University, where he taught for two decades. His research focuses on technology-enhanced learning in STEM disciplines; he currently leads research and development on AI-based tools and workflows for teaching, learning, and assessment.

Talk: *Project Ethel: Using AI for Teaching and Learning at ETH Zurich and Beyond*

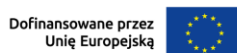
Large language models have evolved from generating amusing fiction to outperforming under-graduates on first-year STEM exams, forcing us to rethink how knowledge is produced, assessed, and learned. Drawing on a series of empirical studies, from GPT-3.5 barely passing an introductory physics course to GPT-5 solving a multi-page physics final more accurately and faster than most students, I explore what these systems can and cannot yet do, and how they are reshaping our notions of expertise and academic integrity.

I then introduce Ethel, ETH Zurich's on-premises, open-source AI ecosystem, which treats commercial and open-weight LLMs as interchangeable services while maintaining sovereign data management. Through controlled workflows, the system supports course-specific chatbots, accessibility services, automated feedback, and large-scale grading assistance with psychometric and human-in-the-loop safeguards. Rather than viewing AI either as a better teacher or merely as a prohibition problem, the talk considers how institutions can curate AI for students, design assessments that emphasize reasoning processes over answers, and maintain transparency and student agency in high-stakes settings, without losing sight of the fact that our students are human beings navigating yet another disruptive technological wave.

Workshop: *Demystifying LLMs: Behind the Scenes of Chatbots, Grading Assistants, and More We all know ChatGPT, but what is the "GPT" behind the "Chat"?*

In this workshop, we will disentangle the difference between AI systems and AI models, and explore how to interact directly with models through their APIs for a range of tasks. We will also introduce embeddings and see how they can be used to find the proverbial needle in a haystack of reference materials for Retrieval Augmented Generation.

The workshop will include a small amount of programming, so it would be helpful.



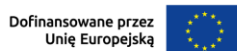
Vilmantas Pupkis



Assistant Professor Vilmantas Pupkis is a biophysicist at the Life Sciences Center, Vilnius University, Lithuania. His professional interests include cell biophysics, plant (electro)physiology, and photosynthesis research. He is also involved in delivering seminars and webinars for university teachers on various aspects of the Moodle platform and the integration of AI into scientific research.

Talk: *Sources that may or may not exist: AI in academic literature search*

One of the most prominent advantages of AI tools is their ability to automate time consuming manual tasks. In the academic context, these include the search for relevant literature sources and the summarisation of their content. For both teachers designing courses and students engaging in research-based learning, AI tools offer powerful new possibilities. However, delegating these activities to AI also alters cognitive work and demands different competencies, particularly, mature abilities to critically evaluate and verify AI-produced outputs. These competencies may not yet be sufficiently developed in all students, which can complicate learning and, in some cases, unintentionally shift what students actually learn. From a pedagogical perspective, the use of AI tools for literature search therefore requires re-examination of all elements of constructive alignment: learning outcomes, learning activities, and assessment. While challenges such as predatory publishing and low-quality scientific literature have long existed in academia, uncritical reliance on AI tools risks amplifying these problems. Consequently, meaningful integration of AI into teaching and learning depends on appropriate instructional support, the promotion of AI literacy, and the dismantling of the tempting assumption that AI outputs are inherently reliable.



Maciej Matyka



Maciej Matyka, Computer physicist, programmer. Currently a research and teaching fellow at the Institute of Theoretical Physics. His professional interests include fluid flow through porous media and computer simulation methods. He independently programs algorithms he has developed and is a practitioner. He enjoys projects and working with students. He is also interested in programming and new technologies in computer science - parallel computing and machine learning. He has always had a passion for graphics and animation based on physical modelling, which he uses on computer demoscene.

Talk: *Computational Modelling with Single Prompts*

I will talk about selected aspects of the use of modern large language (LLM) models in the context of computational physics and both research and teaching. I will introduce the concept of a single prompt and use it to generate computer code for dozens of models across computational physics, statistical physics, computational fluid dynamics, and more. I will illustrate the talk with practical examples. I will also give final remarks and present my perspective on how this LLM revolution will impact teaching in general – given from programmer and practitioner perspective. Talk based on forthcoming book: Maciej Matyka, *Computational Modelling with Single Prompts*, CRC Press, Taylor & Francis 2027 (in press)

Workshop: *Computational Modelling with Single Prompts - practice*

We will practice the single-prompt methodology in computational sciences as presented during the lecture. I will provide clear instruction on how to use publicly available tools to implement computational models. Topic TBA during the workshop. There are no specific requirements for this workshop. Everyone is welcome.



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Jakub Michaliszyn



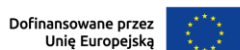
Jakub Michaliszyn is a Professor at the University of Wrocław. His research explores the intersection of machine learning and finite state structures, with a particular emphasis on analysing their computational complexity.

Talk: *Teaching Students Critical Engagement with Generative AI*

Generative AI is now used in many professional fields. In some cases, it works exceptionally well; in others, it can lead to significant errors. It is essential to show students the boundaries of the responsible application of Generative AI. Drawing from several years of experience teaching first-year Computer Science students, I will discuss practical methods for highlighting both AI's potential and its limitations. We will explore strategies to help students identify "hallucinations," understand the lack of true reasoning in LLMs, and develop a healthy skepticism toward AI-generated output.

Workshop: *Exercises to Reveal AI Potential and Limitations*

In this practical workshop, participants will step into the shoes of students to discover where Generative AI succeeds and where it fails. Using a combination of web-based AI tools and Python scripts, we will walk through a series of classroom-ready exercises designed to "break" the model. Participants will learn how to design assignments that force students to verify, debug, and critique AI results. Requirements: A computer with internet access and a Python environment. No advanced programming skills are required.



Remigiusz Durka



Remigiusz Durka A theoretical physicist at the University of Wrocław, specializing in gravity models, algebraic methods in relativity, and computational approaches to theoretical physics. He received his PhD in physics from the University of Wrocław. He has organized and co-organized multiple scientific conferences, workshops, and has been involved in various outreach and educational projects. In recent years, his work has increasingly focused on the use of artificial intelligence tools in both research and teaching.

Talk: *What I Learned Using AI*

In this talk, I will present practical lessons from using AI in real academic teaching: course preparation, student projects, coding, and scientific work. My main claim is simple: AI is not a tool for avoiding work — it is a tool for making work better. Used superficially to jump to the final answer, it produces only the illusion of competence with the educational value often close to zero. When used well by knowledgeable students and researchers, AI can significantly deepen understanding and the results can be genuinely impressive. I will discuss a workflow that I have seen work in practice, where AI is used to move from structured notes, through code and visualizations, to interactive projects. This process, now more than ever, still requires reading, editing, interpretation, and intellectual effort. We are entering a world where producing text, code, and reports is becoming easy. Understanding, however, remains hard. The key challenge for academic teaching is therefore how to design learning and research processes in which AI supports thinking rather than replaces it.

Workshop: *From Markdown to Interactive Applications: A Practical AI Workflow for Teaching and Learning*

This workshop presents a practical workflow for working with AI in teaching and learning. The central idea is that the most important interface between humans and AI is not the browser chat window itself, but structured content, particularly Markdown, which can be easily edited, versioned, and transformed into teaching materials, computational notebooks, and interactive demonstrations. Participants will see how AI-generated notes can be developed into Python notebooks (e.g., in Google Colab or Visual Studio Code), and then extended step by step: from notes, to code, to plots, to animations and GIFs, and finally to interactive HTML applications with sliders and interactive visualizations. This allows us to explore and better understand how changing parameters affect the studied system. A key element of the workshop is hybrid work with AI: instead of accepting complete AI-generated solutions, everybody should learn how to edit, modify, and extend AI-generated materials. In this approach, AI becomes not a shortcut, but a tool for exploration, visualization, and supporting deeper project-based learning.

Requirements: access to Google Colab (<https://colab.research.google.com/>) and GitHub account (<https://github.com/>).



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Anna Turula



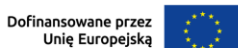
Professor Anna Turula is an experienced CALL / EFL teacher and teacher trainer. She is currently based at the English Studies Dept. of the University of Wrocław, Poland. Her research interests include: information and communication technologies as well as artificial intelligence in language learning and teacher training; critical virtual exchange; cognitive and affective factors in CALL; e-classroom dynamics.

Talk: *Various effects of implementing artificial intelligence in university didactics*

Since the advent of chat technologies in education, usually marked by the onset of popular access to ChatGPT in 2022, numerous examples of AI enhancement of university didactics have been noted. They include, among others, employing artificial intelligence in course material creation and student assessment and evaluation. The present paper gives research insights into two university courses: an elective on artificial intelligence and an AI-assisted academic writing course. The courses have been subject to studies: a quasi-experimental one on the effects of blended AI/human feedback on lexical sophistication in academic writing; and survey study on student attitudes and belief about the use of AI in university education. The outcomes show both the potential of AI in blended corrective feedback as well as how ethical concerns about the use of AI need to be taken into account when planning to enhance university didactics with artificial intelligence. Keywords: AI/human blended feedback; student beliefs and attitudes to AI; AI-related ethical concerns

Workshop: *AI and cognitive debt in academia. How to stop and reverse the process workshop*

Using artificial intelligence in university education, we face the risk of becoming cognitively indebted to AI-tools. In other words, by outsourcing idea generation, data analysis or academic writing to models and agents, we ourselves become less creative, less original and less efficient in various intellectual tasks. This is a danger faced by both students and teachers. The workshop will familiarise the participants with a range of popular uses of AI with the most negative cognitive outcomes. Then we will seek solutions to the situation, starting with various forms of raising awareness to how we become indebted to artificial intelligence and what can be done to stop the process. In the second part of the workshop we will look at how AI can become an ally in this respect: what chatbot technologies can improve critical thinking skills and what AI-assisted activities have the potential to make us smarter.



Aleksander Brzózka



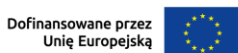
Aleksander Brzózka works at BETeN – an academic translation and proofreading office at Wrocław University of Science and Technology. That is where he also teaches academic writing courses to second- and third-cycle students. He also runs courses related to translation, including on the use of new technologies in translation, in English Studies programmes at both the University of Wrocław and Merito University. The practical application of large language models, both in the process of writing academic texts and in higher education teaching, has therefore naturally become an area of both his professional and personal interest.

Workshops: LLMs in Teaching Translation: ChatGPT Plugin in Trados and Beyond

Trados is the world's most widely used computer-assisted translation software. It increases both the efficiency of the translation process and the linguistic consistency of target texts. It also offers the possibility of integration with ChatGPT. This solution has been successfully used in translation projects carried out by BETeN, an academic translation and proofreading office at Wrocław University of Science and Technology. It has also proved to be a useful tool for teaching translation. Participants of this workshop will learn how to integrate Trados with the ChatGPT plugin, as well as how to use both predefined and own prompts. The workshop is open to representatives of all philological disciplines. It will be conducted using the Polish language version of Trados and based on examples of translations in the Polish–English language pair. The workshop will also include proposed scenarios for introducing this tool as support in practical translation training with students. It is intended as an opportunity to exchange experiences and ideas on the use of large language models in the teaching of written translation.

Applications of AI in Academic Writing

Tools based on artificial intelligence, and more specifically on large language models, have revolutionised not only how students write coursework assignments, but also how researchers prepare publications, especially those written in foreign languages. Instead of relying on the traditional client–translator model of cooperation, they attempt at preparing texts themselves and hence expect a different form of linguistic support. In response to these needs, Wrocław University of Science and Technology established BETeN, an academic translation and proofreading office, which offers assistance to both experienced and early-career authors throughout the entire publication process, from drafting the manuscript, through peer review, to final acceptance for publication. Drawing on the experience gained from this model of cooperation, as well as on the experiences of the participants, in this workshop we will discuss the possibilities and limitations of some LLM tools, as well as the language competencies required from their users. Rather than as a threat, these tools will be presented as a technology with the potential to improve the linguistic quality not only of academic texts written by researchers but also of coursework prepared by students.



Eglė Žurauskaitė



Dr Eglė Žurauskaitė, <https://orcid.org/0000-0001-7223-965X>, Assistant Professor at the Department of Lithuanian Studies, Faculty of Philology, Vilnius University, teaches an introductory course in linguistic pragmatics as well as Lithuanian as a foreign language (levels A2–B2). She actively engages in current developments in generative AI and its application in language education. Eglė is a member of the Arqus European University Alliance working group “AI and Languages” and has contributed as both a co-developer and trainer to Lithuania’s national professional development programme for educators, “Optimising Language Learning through Generative Artificial Intelligence.” She designs and delivers professional development for language teachers at both school and university levels, supporting them in applying generative AI in pedagogically meaningful and responsible ways.

Workshops: Generative AI in Foreign Language Education: Concepts and Tools

The rapid development of generative artificial intelligence (GenAI) has opened up new perspectives for foreign language education. However, its meaningful integration requires a competence-oriented approach that takes into account both the educator’s and the student’s perspective. The overall aim is to provide a conceptually grounded and practice-oriented introduction to the educational potential of GenAI in foreign language education. The workshop examines GenAI as a resource for developing linguistic, communicative, and intercultural competences. First, the basic principles underlying the generation of texts, images, audio, and video will be introduced. Then, the potential application of GenAI tools in lectures and seminars will be discussed. Participants will explore strategies for formulating effective prompts and for using GenAI tools to develop exercises, tasks, and learning materials aligned with specific educational objectives. In addition, possible approaches to assessment in AI-enriched teaching contexts will also be considered. The workshop presents and contextualizes a range of tools relevant to foreign language education, including ChatGPT, Claude, Perplexity, Genspark, Grok, HappyScribe, NotebookLM, ElevenLabs, Suno, and others.

Working with Generative AI: In-Depth Perspectives

This workshop explores selected applications of generative artificial intelligence in foreign language education, with a particular focus on setting up and using assistants in ChatGPT and using NotebookLM and Copilot for language education purposes. The workshop examines how these particular GenAI tools can be applied to meet different students’ needs and how they may support personalization in the foreign language classroom. Particular attention is paid to their function as a meaningful complement to existing teaching materials, such as textbooks and related resources, by extending them with adaptive explanations, tailored exercises, and interactive learning support. The workshop also considers the role of such tools in addressing learning difficulties through targeted assistance and scaffolded guidance, as well as their potential for fostering creativity through open-ended, engaging, and learner-centred tasks.



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Virginija Masiulionytė



Dr Virginija Masiulionytė, <https://orcid.org/0009-0001-2098-1913>, Associate Professor at the Institute for the Languages and Cultures of the Baltic, Faculty of Philology, Vilnius University, teaches German language and linguistics. Her research interests include humour research, semantics, phraseology, translation, and use of AI and IT tools in language teaching and learning. For more, see <https://web.vu.lt/flf/v.masiulionyte/publikacijos/>.

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