

EUROPEAN STEAME ACADEMIES CONFERENCE 2026

12-16 March 2026, Paphos, Cyprus

PROGRAMME HIGHLIGHTS

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"Under the Auspices of the Cyprus Presidency of the Council of EU 2026"

KEYNOTE PRESENTATION 1

➤ Making Space for Learning

Designing for Connection, Curiosity, and Purpose



Prakash Nair, AIA Founding
President & CEO Education
Design International

ABSTRACT

Most school buildings today are still modeled on an industrial system designed to deliver uniformity, even though the world our children are growing into demands something entirely different. If education is to prepare young people for lives of meaning, health, and contribution, then the spaces where they learn must reflect those values. What if teachers and students were not confined to buildings designed as factories of instruction but immersed in ecosystems that nurture connection, spark curiosity, and give every child a sense of purpose?

In this keynote, Prakash Nair draws on global examples and insights from neuroscience, biophilic and health-promoting design, to show how schools can be reimaged as vibrant communities aligned with human development and well-being.

Yet design is only part of the story. Its full potential emerges when educators are spatially aware, able to notice how light, acoustics, layout, and material choices influence focus, energy, and connection. When educators activate this potential, schools transform from rigid systems into living environments that inspire curiosity, foster relationships, and help every learner grow into the best version of themselves.

BIO

Prakash Nair is a futurist, a visionary architect, and the Founding President & CEO of Education Design International (EDI), a company with consultations in 59 countries on six continents. He is the recipient of many international awards, including the A4LE MacConnell Award, the highest honor worldwide for school design. He has written extensively in leading international journals about school design. He is the author of five books, including the new landmark publication *Blueprint for Tomorrow: Redesigning Schools for Student-Centered Learning*, published by the Harvard Education Press.

Prakash served as an instructor for [Harvard X "Leaders of Learning"](#) about the shifting landscape of learning. Leaders of Learning has had over 400,000 registrants worldwide.

He is widely considered to be the world's leading architect of Innovative Schools. He lectures frequently at major universities and authors a blog on school design. He is a regular keynote speaker at international events and has delivered a TEDx talk. Prakash's signature talent lies in his ability to communicate his passion for a new approach to education across the globe.

INVITED SESSIONS

➤ **The Silent Curriculum: How School Spaces Shape Learning and Well-Being**



Dr. Parul Minhas

Director of Research and Digital Innovation
Education Design International

ABSTRACT

Schools are more than lessons and textbooks. They also carry a silent curriculum, written into their learning spaces, that influences how students feel, connect, and grow. In this session, Dr. Parul Minhas explores how design choices such as natural light, opportunities for movement, and spaces for collaboration send powerful signals about curiosity, health, and belonging. Drawing on global examples and research in architecture, education, and well-being, she demonstrates how schools can become environments that foster both academic achievement and personal purpose. Educators and students will leave with a new understanding of how space influences daily experiences and lifelong learning.

BIO

Dr. Parul Minhas holds a PhD in Health-Promoting School Design and serves as Director of Research and Digital Innovation at Education Design International. An accomplished author of three books and numerous publications, she researches and advocates for learning environments that foster student health and well-being. With a background that bridges architecture and education, and guided by her perspective as a conscious parent, she brings a multidisciplinary lens to the future of schooling, showing how thoughtfully designed spaces can help children thrive.

WORKSHOPS

➤ **W1. STEAME Learning Space**



Prof. Gregoris Makrides

Professor of STEAME Education

University of the National Education Commission, Krakow, Poland

ABSTRACT

In envisioning future schools and universities, the STEAME Teacher Facilitators Academy emphasizes in creating dynamic, project-based learning environments with advanced technologies including virtual reality and adaptable spaces. Key priorities include fostering creativity, communication, practical skills, and inclusivity while addressing ethical considerations such as equity, privacy, and diversity. Learning objectives focus on understanding the need for evolving educational methods and spaces, integrating technology, promoting digital citizenship, and designing inclusive environments.

Future STEAME teachers need to develop competences in creativity, critical thinking, communication, collaboration, innovation, adaptability, digital literacy, and ethical awareness. These skills are crucial for guiding students in a rapidly changing educational landscape and fostering a culture of inclusivity and responsible use of technology. In this workshop we will travel together into an imaginary learning space of the future.

➤ **W2. Management of the STEAME Learning Space/Environment**



Dr. Silvia Alcaraz-Dominguez

Lecturer

Department of Didactics and Educational Organization
Faculty of Education of the University of Barcelona, Spain



Dr. Núria Molas-Castells

Lecturer

Department of Theory and History of Education
Faculty of Education of the University of Barcelona, Spain

ABSTRACT

The overall objective of this workshop is to develop skills to use Virtual Learning Environments to their full potential to support STEAME project delivery. While Virtual Learning Environments (VLEs) are useful tools to support student learning, one of the characteristics of STEAME projects is that they are interdisciplinary, that is, they involve explicit instruction from one or more STEAME subjects. This means that given that schools usually deploy one VLE per subject, students may engage with different VLEs in a single project. This fact has deep implications for the correct delivery of STEAME projects, including students' learning experience as they find their way through these online spaces, how much time and effort they need to complete the tasks, and the support they will require from the teacher. For these reasons, it is necessary to develop skills to design and manage the STEAME virtual learning environment in a way that responds to teaching and learning needs.

➤ **W3. STEAME Tech Resources and Methods**



Assoc. Prof. Vanya Ivanova, PhD

University of Plovdiv Paisiy Hilendarski, Bulgaria



Coordinator Prof. T. Glushkova, PhD

University of Plovdiv Paisiy Hilendarski, Bulgaria

ABSTRACT

This workshop focuses on the effective integration of modern technologies and methods within project-based learning (PBL) for STEAME education. Featuring expert speakers and university professors involved in STEAME projects, the session aims to offer valuable insights and practical strategies. Participants will learn and have the opportunity to discuss the possibilities of applying artificial intelligence tools, dynamic geometry software, and virtual learning environments to design, implement, and manage interdisciplinary STEAME projects. Speakers will share their experiences and help define guidelines for creating digital resources, fostering collaboration, and improving the overall learning experience. By emphasizing real-world applications and the seamless integration of emerging technologies, participants will acquire the skills necessary to creatively and critically engage students in the context of STEAME.

➤ **W4. VR Learning Environment for STEAME PBL Activities**



Vlasios Kasapakis

Associate Professor

Department of Cultural Technology and Communication

University of Aegean, Greece

ABSTRACT

This workshop explores the use of Frame VR in creating immersive learning spaces for STEAME Problem-Based Learning activities. Participants will learn how Frame VR can be accessed from head-mounted displays (HMDs), mobile phones, and computers, allowing flexibility across different devices. The session will cover how to import 3D models, interact within virtual environments, and engage in real-time collaboration—all features that enhance student engagement and support deeper understanding. Instructors will also see practical examples of how Frame VR can be used to design dynamic VR environments that encourage creativity, critical thinking, and hands-on learning in a virtual space.

➤ **W5. Interactive STEAME Process**



Professor Mauro Figueiredo, PhD

Instituto Superior de Engenharia
University of Algarve, Portugal



Aux. Prof. Paula Ventura Martins, PhD

Faculty of Sciences and Technology
University of Algarve, Portugal

ABSTRACT

This workshop will focus on effective interaction within Project-Based Learning (PBL) for STEAME education, with an emphasis on organising and participating in diverse events, such as science fairs, competitions, workshops, Escape Rooms, and conferences. These activities provide students with meaningful opportunities to showcase their projects, exchange ideas, and collaborate with peers and experts from a wide range of subjects.

The session will offer valuable insights and practical strategies for planning and executing successful events. Key topics related to event management will be explored, including design thinking, communication and collaboration skills, creativity, and innovation. The speaker will also introduce useful frameworks and tools, such as MILAGE (a gamification platform) and Trello (a project management tool).

In addition, the workshop will feature a practical case study on the design and implementation of an educational Escape Room. This example illustrates how game-based learning can be effectively integrated into PBL, fostering problem-solving, teamwork, and critical thinking. The goal of this activity is not only to support learning outcomes but also to create more interactive and engaging experiences for participants during expositions, transforming traditional project showcases into dynamic, participatory events.

➤ **W6. STEAME Project-Based Learning (PBL)**



Dr Eleni Papageorgiou

Mathematics Teachers Educator

Cyprus Pedagogical Institute, Ministry of Education, Sport and Youth, Cyprus



Dr Georgios Tsalakos

Science Teachers' Educator

Cyprus Pedagogical Institute, Ministry of Education, Sport and Youth, Cyprus

ABSTRACT

The Project-Based Learning (PBL) workshop will introduce the basic principles and benefits of this teaching approach, where students actively explore real-world challenges to acquire knowledge and skills. The workshop, through experiential activities, will give participants the opportunity to understand what PBL is, how it differs from traditional learning methods, and why PBL is not the same as a project assignment. The key characteristics of PBL and its learning benefits will be discussed.

The goal of the workshop is for participants to acquire the necessary knowledge and skills to be able to implement project-based learning in their teaching practice.

➤ **W7. STEAME Learning & Creativity Plans**



Thomas Economou

R&I Department Coordinator
Doukas School, Greece

ABSTRACT

The workshop will highlight the importance of documenting STEAME learning activities in a consistent and structured way to promote collaboration and sharing among teachers, enabling the effective design and development of project-based STEAME activities. Participants will be introduced to the STEAME Learning and Creativity Plan (L&C Plan), with a focus on its various sections and ensuring the interdisciplinary nature of the activities.

Key topics will include setting interdisciplinary learning objectives, aligning with the STEAME ACADEMY and STEAME in Life (SiL) framework, selecting tools, materials, and resources, and outlining the sequence and context of project-based activities. Additionally, the workshop will showcase user-friendly generative AI platforms that pre-service and in-service STEAME teachers can use to enhance the development of STEAME L&C Plans. Participants will learn how to choose the most suitable platform—whether general or education-specific—and craft effective prompts to generate valuable responses for their STEAME L&C Plans

➤ **W8. STEAME Learning with Entrepreneurial Mindset**



Grigore Albeanu, PhD Professor

Professor of Computer Science
"Spiru Haret" University, Bucharest, Romania

ABSTRACT

This workshop aims to promote the usage of entrepreneurial mindset approach when applying the STEAME learning approach through:

- a) developing entrepreneurship attitudes and skills through learning and teaching across the whole curriculum;
- b) promoting the entrepreneurship capacity of each pupil and ensuring they experience and develop an understanding of the world of work in all its diversity;
- c) building the 'can do' mindset through 'hands-on' entrepreneurship experience within the teaching and learning dynamics.

Mainly, the following topics will be addressed:

1. Introduction to Entrepreneurship: Evolution, Types and Qualities of Entrepreneurs, Entrepreneurial Cultures.
2. What is an entrepreneurial mindset?
3. A project-based view of Entrepreneurship: Idea generation; Funding and legal issues; Marketing; The business plan.
4. Entrepreneurship in STEAME curriculum
5. Project Ideas and evaluations.

➤ W9. Learn How to Learn



Tomasz Szemberg

Prof. of Mathematics

University of the National Education Commission, Krakow, Poland

ABSTRACT

This interactive workshop is designed to help educators explore and develop reflective teaching strategies that support continuous professional growth and improved student outcomes. Reflective practice is a vital skill in the 21st-century classroom, enabling teachers to evaluate their instructional choices, adapt to diverse student needs, and remain responsive to the dynamic challenges of education today.

During the session, participants will engage in guided reflection using authentic teaching scenarios, including video analysis of real and simulated lessons, to identify effective and ineffective teaching practices. Structured group discussions and individual reflection activities will foster deeper insights into personal strengths and areas for development. Participants will be introduced to practical tools such as Moodle.

By the end of the session, each participant will produce a personalized Reflective Action Plan outlining specific goals and strategies for enhancing their teaching practice. The workshop also emphasizes the importance of fostering reflection in students, promoting metacognition, and cultivating a classroom culture built on communication, collaboration, and growth.

Designed for both early-career and experienced teachers, this workshop encourages a culture of shared learning, peer feedback, and continuous improvement. Whether working in-person or in virtual settings, educators will leave equipped with practical, research-based strategies to support reflective teaching and learning.

➤ **W10. External Collaboration and Networking**



Dr. Milena Koleva

Teacher and Project manager
Prof. Ivan Apostolov High School, Sofia, Bulgaria



Mr. Momchil Benov

Science teacher and Project manager
Prof. Ivan Apostolov High School, Sofia, Bulgaria

ABSTRACT

In an era of constant change and innovation, education must connect classrooms with the wider world. This workshop on “External Collaboration and Networking” brings the STEAME (Science, Technology, Engineering, Arts, Mathematics, and Entrepreneurship) approach to life by helping teachers and students expand their learning horizons beyond school walls.

It empowers educators to build meaningful partnerships with experts, organizations, and institutions, unlocking authentic learning experiences and hands-on opportunities for students. Through real-world collaboration and project-based learning, participants will explore how to inspire creativity, teamwork, and critical thinking—key skills for success in today’s dynamic global environment.

➤ **W11. STEAME Evaluation Methods with emphasis in PBL**



Andreas Skotinos

European Association of Career Guidance, Cyprus

ABSTRACT

The workshop will introduce STEAME EVALUATION METHODS with emphasis in PBL. It aims at the identification of the various actors that are involved in the process and organize the means that are going to provide information for the various associates in the approach. For this the presentation provides elements for the identification of important criteria or aspects that are determining or reflecting the distinguishing factors that led to the adoption of the STEAME approach. Furthermore, it is important to identify who are the various partners involved, ranging from the students and the teachers that have to be engaged, as well as other contributors and the society. Particular emphasis is given to the STEAME PBL Competence Framework, which provides ample ideas that are setting the forum for the certification of the STEAME teachers. This framework provides a basis covering a set of criteria that are essential for the STEAME approach.

➤ **W12. Facilitation of Feedback About the Process in Schools**



Nuno Escudeiro

Professor, School of Engineering
Polytechnic University of Porto, Portugal

ABSTRACT

Meaningful feedback and reflection are essential for fostering student engagement and continuous growth. This workshop introduces practical tools and strategies for promoting effective self and group reflection in both physical and hybrid learning environments, with a focus on Project-Based Learning (PBL) and STEAME education.

Participants will explore techniques such as guided reflection prompts, World Café, and digital portfolios, along with digital tools and the use of AI to transform feedback into a dynamic and empowering experience. Through examples and best practices, educators will learn how to create a feedback-rich classroom culture that supports critical thinking, collaboration, and student ownership of learning. Whether experienced in PBL or new to these frameworks, attendees will leave with actionable insights to enhance their teaching and boost student success.

➤ **W13. Sustaining and Improving the STEAME Process**



Florence Mihaela Singer

Prof. of Math Education, Ph.D.

Asociatia "Institutul Pentru Dezvoltarea Evaluarii in Educatie" – IDEA, Romania

ABSTRACT

The workshop discusses the critical need for sustaining and improving STEAME education in contemporary society. By integrating sustainability, educators can instill environmental stewardship alongside academic excellence, while collaborative teaching models and community partnerships enhance learning experiences, bridging gaps between education and industry.

Attendees will explore ways to develop resilient STEAME programs through strategic resource management, actionable frameworks, and continuous improvement strategies. Join us to discover how to drive positive change and foster interdisciplinary learning in your educational setting, contributing to empowering students to navigate future challenges and helping them to become responsible and creative citizens in a rapidly evolving world.

➤ **W14. STEAME Green and Energy Issues in Education**



Luc Zwartjes

EUROGEO VZW, Belgium
Researcher/Teaching Assistant,
Geography Department Ghent University, Belgium

ABSTRACT

This workshop explores integrating sustainability into STEAME education through hands-on, interdisciplinary approaches. Topics include environmental science, green technologies, data science, and urban planning, with a focus on project-based learning and citizen science.

Participants will gain practical strategies to engage students in climate science, green chemistry, and sustainable computing. We will also discuss the role of policy and economics in sustainability education. Through real-world examples, educators will learn how to foster critical thinking and problem-solving for a greener future. Join us to discover innovative methods for embedding sustainability into the curriculum.