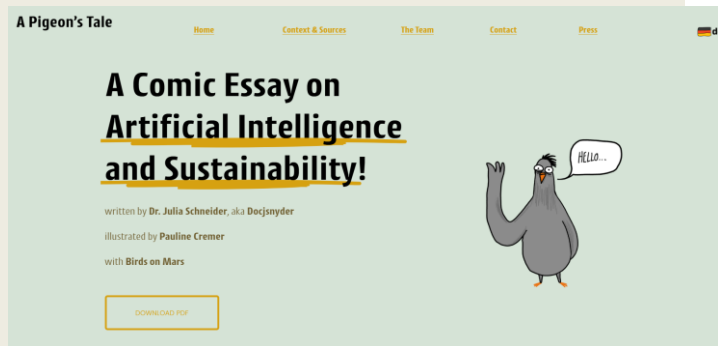


ETH-TECH EDUCATIONAL RESOURCES

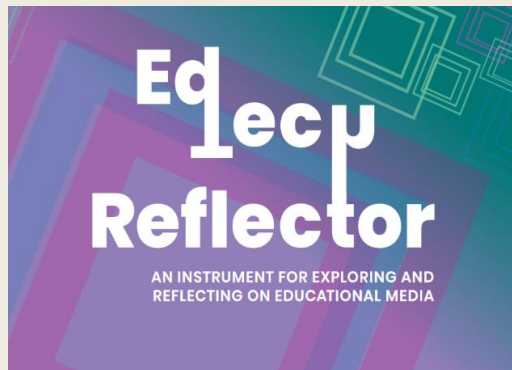
International Awareness Raising Session, Sept 30, 2025

HSU Team (Sigrid Hartong, Ina Sander, Saskia Meinert)

OERs as a growing and fruitful approach to enhance active, critical engagement with tech and AI



<https://www.pigeonstale.ai/home-de>

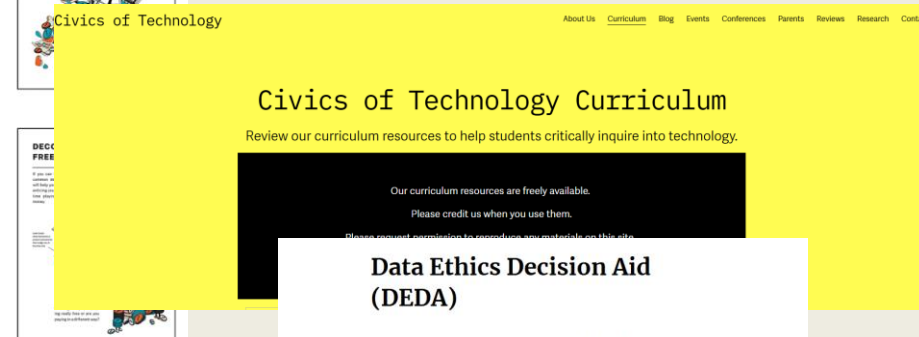


<https://unblackthebox.org/materialien-ergebnisse/edtechreflektor>



<https://theglassroom.org/youth/everywhere-all-the-time>

<https://www.civicsoftechnology.org/curriculum>



<https://deda.dataschool.nl/en>



„We Need to Talk, AI“ takes an illustrated journey through the benefits and implications of artificial intelligence, discussing key concepts, opportunities, and limitations. It is a creative tool for insiders as well as an invitation for newcomers to get informed and engaged in the debate.

You are very welcome to download and share it for free for your project in [English](#), [Spanish](#), [Russian](#), [Italian](#), [Slovenian](#), [Czech](#) and – fresh from [Azerbaijan](#)! (see [Licence](#))! You

also have the possibility to buy a print version of the book in [English](#), [Turkish](#) and [German](#) based on it.

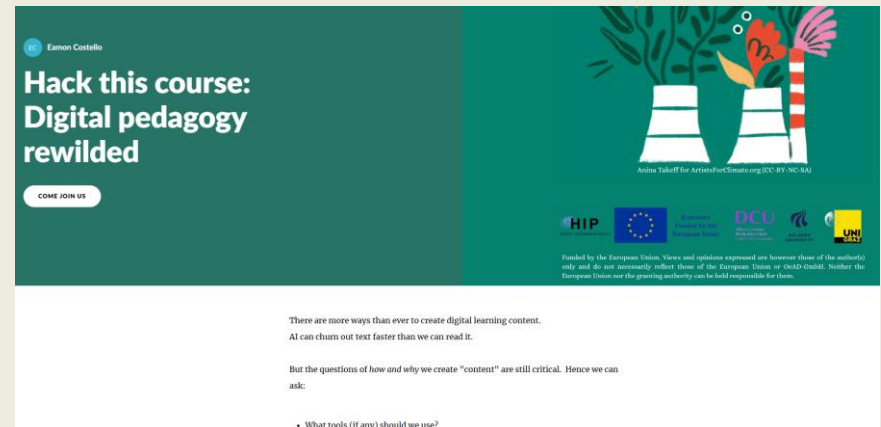
<https://weneedtotalk.ai>

→ OERs as a framing term for freely accessible educational material, which varies strongly in scope, design and interactivity...

Examples for “Meta-OERs”, which include different units



<https://privacyinternational.org/learning-resources/teaching-about-data-resource-educators>



<https://www.hackthiscourse.com/#/>

Where we are heading now...

- Meta-OER: „...**product portfolio that will anchor and enhance the critical awareness for, and practical navigation through, ethical tech and AI usage in universities/educators’ training**“
 - offering an extended/alternative approach (= through OERs) than EU framework to practically navigate AI/data ethics:
 - **Wordpress page** which consists of different (learning) units
 - **Three sub-OERs** based on three selected EU principles, as part of the meta OER
 - Each sub-OER coming with a **pedagogical framing document** (= “how-to guide”)
 - Link to **other ETH-TECH products**
- Until spring 2026, we develop **prototypes** that will, then, be tested with different audiences, before being formally published in spring 2027 under CC licence
- Goal is to enhance a **critical, participatory approach** to ethical questions of tech/AI usage (= triggering participation), but also to design the OER-development in a critical, participatory manner

Initiation of OER design as a way to enhance student participation in HE development

→ M.A. course in education science at HSU (Oct-Dec 2025) for **designing and prototyping of sub-OER ideas**, integrating a) a selected EU principle, b) critical codesign method, c) deeper knowledge on the selected topic



→ National and international **testing and feedback sessions**

→ **Additional focus groups** with non-seminar students on OERs and student needs



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Our approach: Critical Co-Design
(Brandau 2024: <https://openhsu.ub.hsu-hh.de/entities/publication/17051>)

Critical + Speculative Design
(<https://dl.acm.org/doi/abs/10.1145/2470654.2466451>)

Participatory Design
(<https://doi.org/10.1080/1743727X.2021.1902981>)

Reflective Design
(https://link.springer.com/chapter/10.1007/978-981-19-3915-0_13)

Empathic Design

(https://www.researchgate.net/profile/Wina-Smeenk-2/publication/374630970_The_Empathic_Co-Design_Canvas_A_Tool_for_Supporting_Multi-Stakeholder_Co-Design_Processes/links/6527b1e13fa934104b198fea/The-Empathic-Co-Design-Canvas-A-Tool-for-Supporting-Multi-Stakeholder-Co-Design-Processes.pdf)

→ It's less about products or solutions, but rather about the process of designing (e.g., technology, but also learning settings, higher education, teacher training,...):

- How humans and objects (e.g., technology) interrelate
- How mechanisms of opening and closing are happening
- How knowledge is being constructed and/or legitimized/surpressed
- How power is at play
- How emotions are coming in/are being addressed
- ...

Aims of Critical Co-Design

- Enhancing mutual understanding and empathy
- „Experiencing” and “learning” participation in complex and conflictuous settings
- Building trust and sense-making
- „Care“-ful Design
- Understanding technologies and their effects
- Increase quality of reform / initiatives of change



Method portfolio

(that students in the class employ for their OER ideas =
methods are being „offered“ to future users
through the OERs)

- **Controversy mapping**
- **Storyboarding for Empathy**
- **Photovoicing**
- **Cultural Probing**
- **Actstorming**
- **Empathic Contract Creation**
- **Chatbot creation**
- **plus additional methods the students want to add...**



→ All methods follow the idea of not being static, but living through the ever-changing practice of people!



Parallel research...

„How do OERs need to be designed for (education science/future teacher) students in order to enhance ethical AID usage in the university/in their practices?“

„How do different student roles in the context of OER development [testers, informants, researchers, co-designers,...] shape/enable their participation in HE development for the (digital) future?“

Thank you very much!



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www.eth-tech.eu