TalkEdUVT 2026

SECOND EDITION | VOICES SHAPING LEARNING

"Ideas change the world. But what's the point if they're not discussed together?"

WEBINAR 1

Teaching Well, Feeling Well: Pedagogical Wellbeing and Reflective Teaching in Higher Education

Affiliation: Häme University of Applied Sciences (HAMK), Finland

Date: 18.11.2026

Time: 16:00-17:00 EET / 15:00-16:00 CET

Google Meet: https://meet.google.com/oot-ocuu-hek



Short description of the webinar

Pedagogical wellbeing is closely connected to how teachers experience their work, engage with students, and develop their teaching practices. This webinar explores pedagogical wellbeing as a resource for both teachers and student learning, drawing on recent research on teaching approaches, emotions, self-compassion, psychological flexibility, and reflective practice in higher education. Participants will gain a deeper understanding of the factors that strengthen or challenge pedagogical wellbeing and will identify practical ways to support sustainable, meaningful, and high-quality teaching in their own academic contexts.

Speaker

Prof. Dr. Liisa Postareff is Director of the Unit for Research and Development of Higher Education Pedagogy (HEPeda) at Häme University of Applied Sciences (HAMK), Finland, and Adjunct Professor (title of Docent) of University Pedagogy at the University of Helsinki. Her research focuses on higher education teaching and learning, particularly teachers' pedagogical development, teaching approaches, emotions and wellbeing. She leads several national and international research projects and has extensive experience in educational development, academic staff development, and curriculum renewal.

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WEBINAR 2

Pedagogical leadership in promoting wellbeing in higher education

Affiliation: University of Helsinki, Finland

Date: 25.11.2026

Time: 16:00-17:00 EET / 15:00-16:00 CET

Google Meet: https://meet.google.com/gji-qmxn-maj



Short description of the webinar

A high-quality higher education system is founded on collaborative and shared pedagogical leadership that promotes pedagogical well-being in the everyday practices of learning and teaching. Understanding the principles and practices of pedagogical leadership is essential for academics, as they play a central role in shaping, facilitating, and enhancing learning processes, educational environments, and academic communities within higher education. This webinar explores the foundations of pedagogical leadership and examines how it can be developed holistically across different levels of the higher education system, from individual teaching practices and educational communities to institutional structures and strategic leadership. Participants will gain insights into how pedagogical leadership can strengthen both educational quality and well-being in learning and teaching environments.

Speaker

Prof. Dr. Anna Parpala currently leads the Master's Programme in Leadership of Education and Learning and serves as Deputy Head of Department responsible for well-being at the Department of Education, Faculty of Educational Sciences, University of Helsinki. She is also a Senior University Lecturer and Adjunct Professor (Docent) in University Pedagogy at the University of Helsinki. Her research focuses on learning and teaching in higher education, pedagogical leadership, academic well-being, and the development of learning environments that promote both student success and educational quality. She is internationally recognized for her work on student learning experiences and the enhancement of higher education through evidence-based pedagogical development.

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WEBINAR 3

From Evidence to Teaching Decisions: Making Research Usable in Higher Education

Affiliation: Universitat Autònoma de Barcelona (UAB), Spain

Date: 27.11.2026

Time: 16:00-17:00 EET / 15:00-16:00 CET

Google Meet: https://meet.google.com/gnu-axev-ewd



Short description of the webinar

What does evidence-informed teaching look like beyond the slogan? This webinar explores how university teachers can meaningfully integrate educational research into their everyday pedagogical decisions. Drawing on research into evidence-informed educational practices, professional learning, and research–practice collaboration, the session examines how academics can bridge the gap between producing and using educational evidence. Participants will gain insights into how to combine scientific evidence with professional judgment and contextual knowledge and translate these insights into actionable strategies for improving teaching, learning, and assessment in their own academic contexts. Particular attention will also be given to the organisational conditions that enable the effective use of research in practice, including institutional support, collaborative cultures, and professional networks that facilitate knowledge exchange, foster collective learning, and strengthen the connection between research and educational practice.

Speaker

Prof. Dr. Georgeta Ion is Full Professor at the Faculty of Education Sciences, Universitat Autònoma de Barcelona (UAB), and a researcher at the Centre for Studies and Research in Organisational Development (CRiEDO). Her research focuses on evidence-informed educational policies and practices, effective assessment in higher education, research competencies, and research-informed educational innovation. She has been a visiting researcher at the University of Helsinki and Trinity College Dublin, and a research fellow at the Institute of Advanced Study, Durham University (UK), with extensive international experience in educational research, teaching, and research–practice collaboration. She is currently a Visiting Professor at the West University of Timişoara. In 2026, she received the prestigious Spiru Haret Award for Education and the Environment in recognition of her contributions to education.

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WEBINAR 4

What Drives University Teachers? Achievement Goals, Teaching Quality, and Academic Wellbeing

Speakers:	Prof. Dr. Martin H. Daumiller & Johanna Ott
Affiliation:	University of Freiburg, Germany
Date:	Monday, 7 December 2026 (tentative)
Time:	16:00-17:00 EET / 15:00-16:00 CET
Google Meet:	https://meet.google.com/zft-nsbv-gbv



Short description of the webinar

What motivates university teachers, and how do their professional goals shape the quality of their teaching, research, and academic wellbeing? Drawing on recent research in educational psychology, this webinar explores how academics' achievement goals influence their instructional practices, professional engagement, performance, and wellbeing. Particular attention is paid to the interplay between teaching and research responsibilities, the conditions that foster adaptive motivation, and the challenges of increasingly digital academic environments. Participants will gain research-informed insights and practical strategies for reflecting on their own professional goals, enhancing teaching quality, and supporting sustainable and meaningful academic careers.

Speakers

Prof. Dr. Martin H. Daumiller is Full Professor and Head of Educational Psychology at the University of Freiburg, Germany. His research focuses on motivation, achievement goals, self-regulated learning, feedback, instructional quality, and professional development in educational and academic contexts. He coordinates the EARLI Special Interest Group on Motivation and Emotion (SIG 8) and serves as Associate Editor of the British Journal of Educational Psychology. His work bridges educational psychology and academic practice, translating scientific insights into effective and sustainable teaching, learning, and professional development.

Dr. Johanna Ott is a researcher and lecturer in Educational Psychology at the University of Freiburg and a doctoral researcher at the University of Augsburg, Germany. Her research focuses on academic motivation, particularly the development of researchers' achievement goals and their individual and contextual determinants. She investigates how professional goals relate to academic performance, goal pursuit, goal attainment, and wellbeing across different career stages. Her work contributes to understanding how motivational processes can support sustainable academic development and professional engagement.

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WEBINAR 5

We Didn't Choose AI. But We Can Choose How We Adapt.

Speakers:	Assoc. Prof. Dr. Gabriela Grosseck & Senior Lecturer PhD. Ramona Bran
Affiliation:	West University of Timișoara, Romania
Date:	14 December 2026
Time:	16:00–17:00 EET / 15:00–16:00 CET
Google Meet:	https://meet.google.com/ytz-ynoj-mwr



Short description of the webinar

Generative artificial intelligence has changed the environment in which we teach, learn and assess, whether or not we were prepared for that change. We will begin with the story of the Galápagos marine iguanas and with our own experience as university teachers, and we will use adaptation as the guiding thread of the session. Adapting does not mean giving up our experience, values or professional identity to keep pace with technology. It means understanding what is changing, what is worth preserving and what needs to be rethought. The session offers a practical reflection on one essential question: how do we remain teachers in a world where AI can do more of the things we used to ask our students to do?

Speakers

Gabriela Grosseck is Associate Professor in the Department of Psychology, Faculty of Psychology and Educational Sciences, West University of Timișoara, Romania, where she teaches at undergraduate, master's and doctoral levels. Her courses cover digital technologies in psychology and educational sciences, design thinking and digital storytelling. Her recent research focuses on the integration of artificial intelligence in higher education, digital assessment and open educational resources. She is involved in the UNITA University Alliance and in international academic mobility, and works on how university teachers can use emerging technologies critically, ethically and with pedagogical purpose.

Ramona Bran is Senior Lecturer in the Department of Psychology, Faculty of Psychology and Educational Sciences, West University of Timișoara, Romania, where she teaches English for Psychology, Storytelling for Communicating Science, Gender Studies and Academic Storytelling. She holds a PhD in Philology (2014), following doctoral studies at TU Dortmund University, Germany. In a career of more than 20 years, she has published books, book chapters and articles, mainly on teaching English for the specific purposes of psychology students, including a bilingual English–Romanian dictionary of psychology terms (2025). She is a member of the Interdisciplinary Center for Gender Studies at UVT.