

Strategic blueprints for scaling innovation in Centers for Teaching and Learning (CTLs) ||

Media and Learning Conference, 2026, Raadzaal, 14:00-15:30 CEST, 18 June

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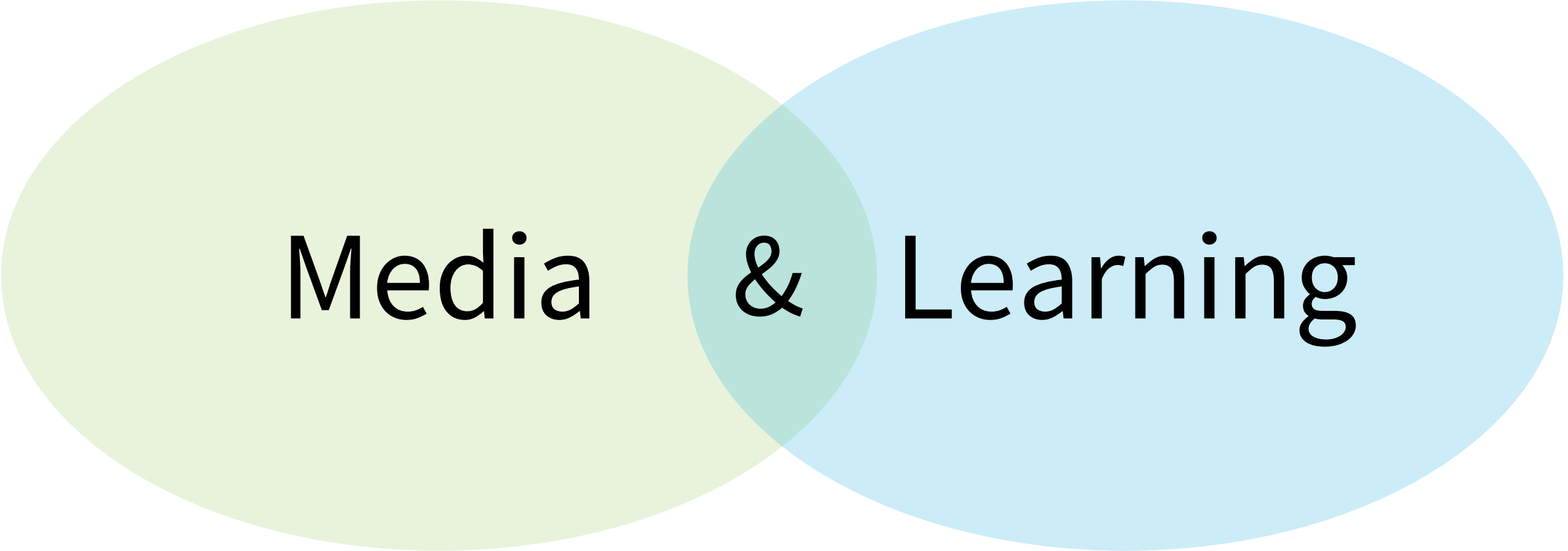
Time	Topic	Lead person	Format
14:00–14:05	Welcome & Introduction	Sonia (FAU)	Introduction
14:05–14:15	Impulse 1: Defining the Horizon	Jana (UoV)	Input Presentation
14:15–14:25	Impulse 2: The Project Catalyst	Sonia (FAU)	Input Presentation
14:25–14:35	Impulse 3: The Architecture of Every Day	Elke (KUL)	Input Presentation
14:35–15:30	Discussion 	Sonia + Jana + Elke + YOU	Facilitation

Defining the horizon: What does innovation mean in a CTL context?

Part #1

Jana Herwig

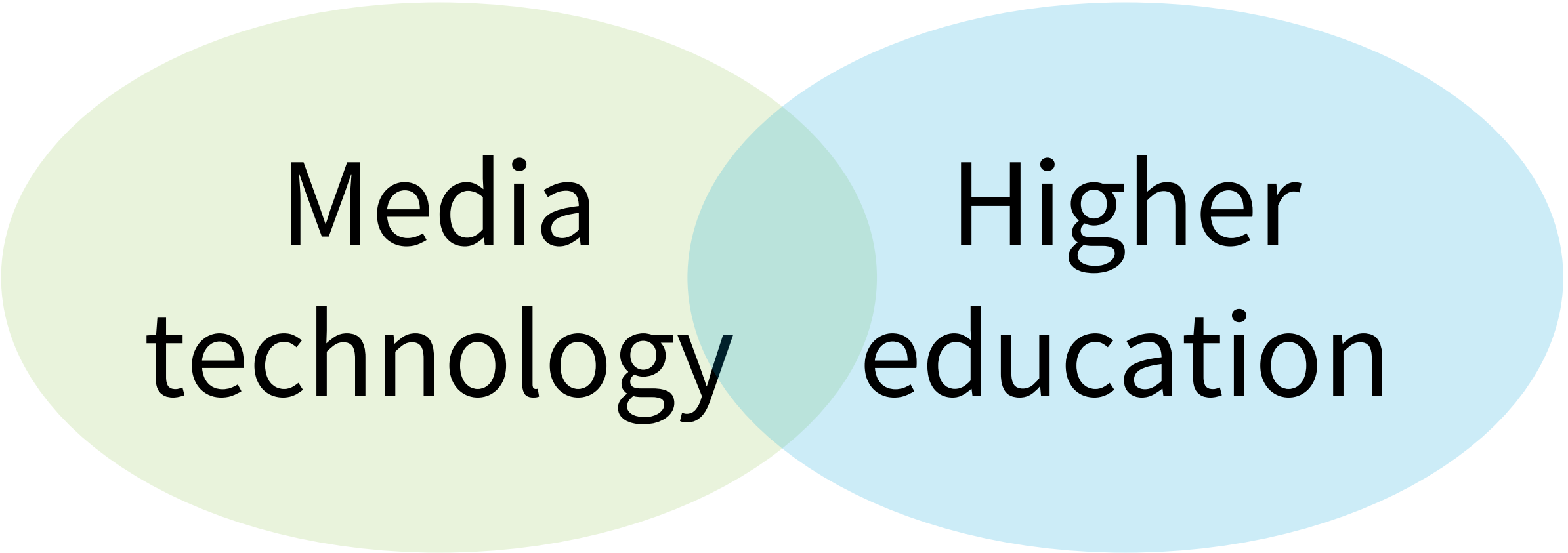
jana.herwig@univie.ac.at



Media

&

Learning



Media
technology

A Venn diagram consisting of two overlapping circles. The left circle is light green and contains the text 'Media technology'. The right circle is light blue and contains the text 'Higher education'. The overlapping area in the center is a teal color.

Higher
education

How does innovation come
about and into practice?

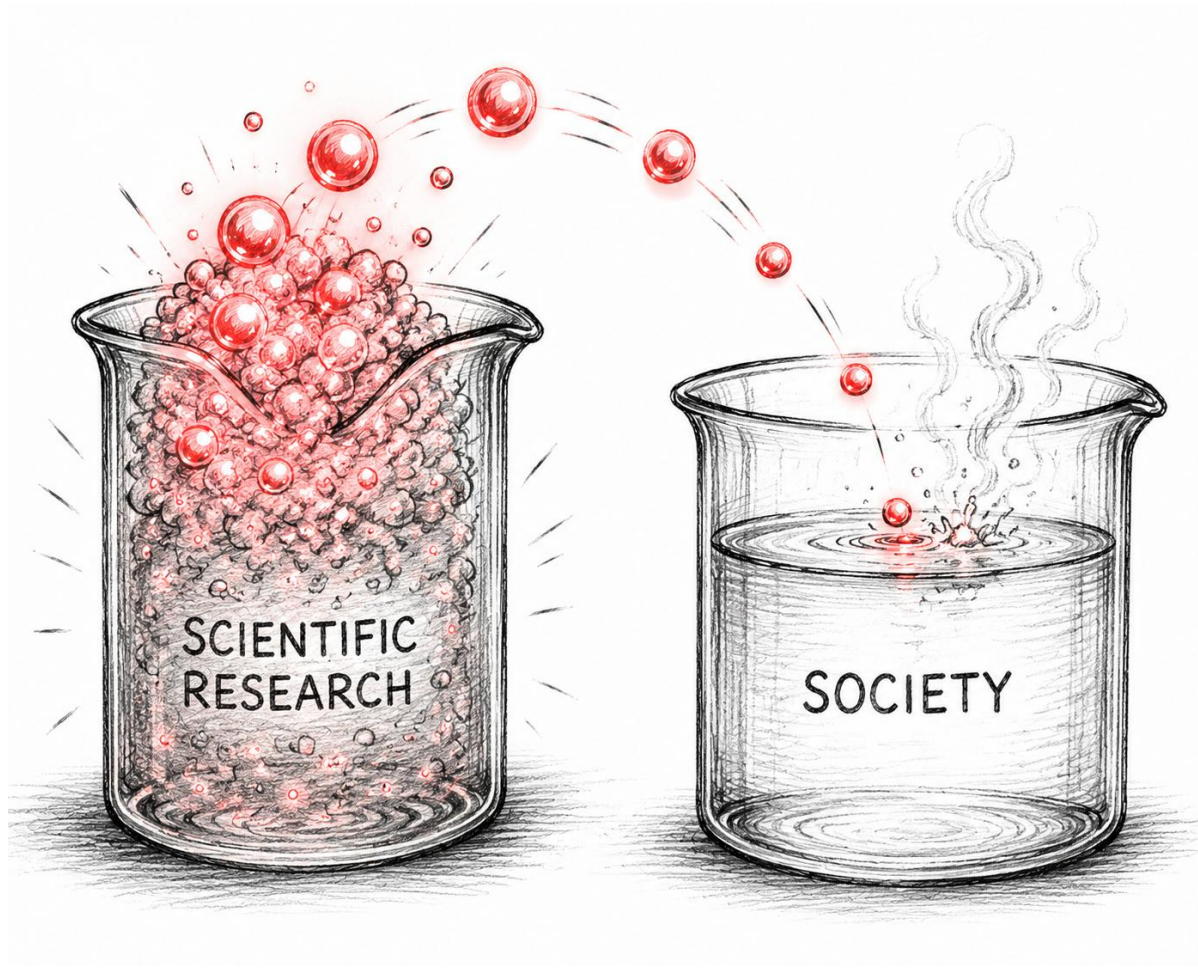
How does innovation come about in media and media technology?

- Research and development
 - Academic research
 - Research and development organisations

How does innovation come about in media and media technology?

- Research and development (e.g. the case of AI)
 - Academic research
 - e.g. Comparative linguistics, data mining & machine learning (e.g. Sepp Hochreiter & Jürgen Schmidhuber on LSTM neural models, 1997)
 - Research and development organisations
 - e.g. OpenAI (2014), Google DeepMind (2010, acq. by Google in 2014), Microsoft Ai (2024)

How public discourse portrays media innovation



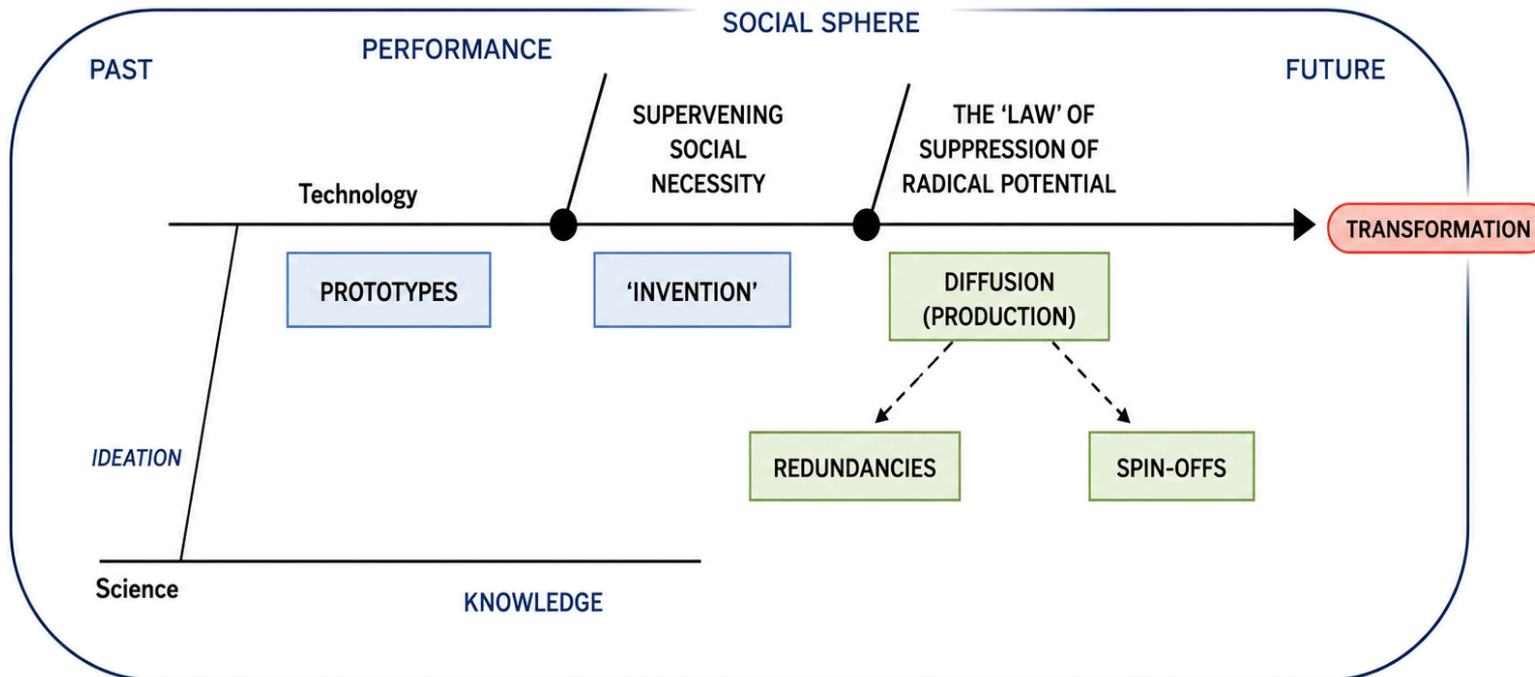
The narrative of *technological determinism*:

- New technologies are created in an internal process of scientific research.
- The output of this research hits an unexpected society and changes it forever.

Image prompted by Jana Herwig & created by OpenAI's image generation model (June 2026). Prompt inspired by Raymond Williams, „The technology and the society“, *Television Culture*, London: Routledge, 2004 [1974]1-25, here: 5f.

How media history describes media innovation

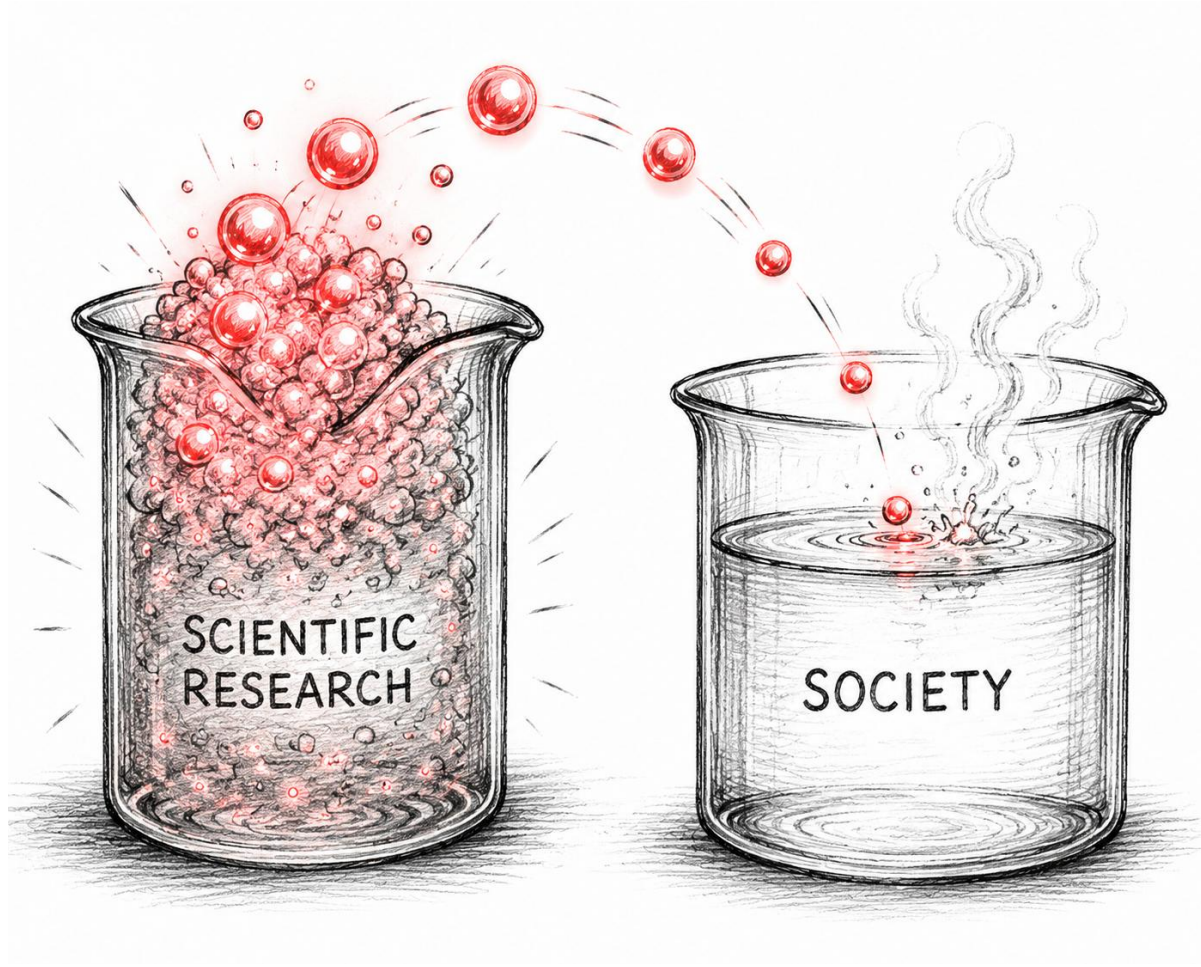
WINSTON'S MODEL OF TECHNOLOGICAL CHANGE (ADAPTED)



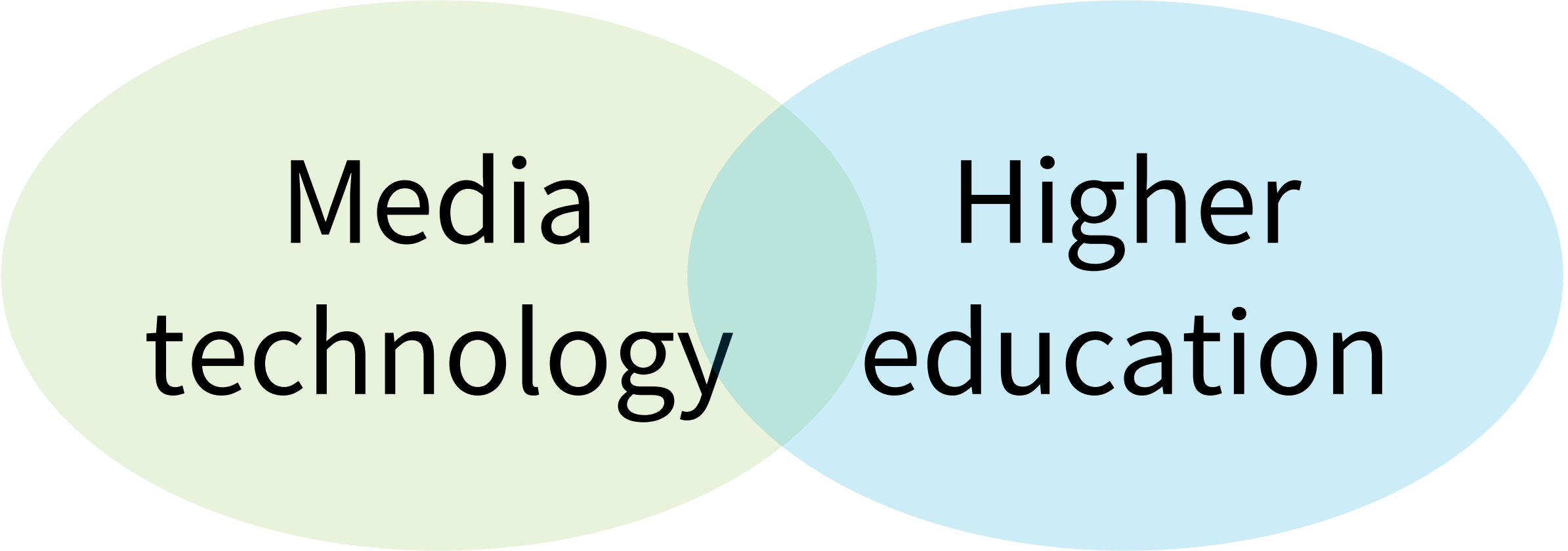
Gradual process:

- Everything happens within the social sphere.
- It's a long transformative road from scientific knowledge to technological performance and social diffusion
- It's an even longer road to organisational integration (not mapped by Winston's model).

Why do we keep propagating this narrative?



Innovation often arrives disguised as irrelevance: What we overlook today becomes tomorrow's surprise. → Bring in the trend watchers!



A Venn diagram consisting of two overlapping circles. The left circle is light green and contains the text 'Media technology'. The right circle is light blue and contains the text 'Higher education'. The overlapping area in the center is a teal color.

Media
technology

Higher
education

How does innovation come
about and into practice?

How does innovation come about in higher education?

- Universities/Higher education
 - Academic research → extending the boundaries of academic knowledge
 - The third space → cross-boundary activities between academic and professional spheres of activity

How does innovation come about in higher education?

- Universities/Higher education (e.g. AI in higher ed)
 - Academic research → extending the boundaries of academic knowledge (e.g. AI in language learning & teaching, AI ethics, digital law, ...)
 - The third space → cross-boundary activities between academic and professional spheres of activity (e.g. Centers for teaching and learning, helping to create and establish practices of teaching and learning with / in the context of AI)

Layers of innovation / Tasks of CTLs

- Bringing something new into the world
 - extending horizon of academic knowledge, new patents, technologies, services...
- Identifying innovations in the world that have potential effects on teaching and learning (trend-watching)
 - Potentially everything (!) new in digital technology
- Creating spaces to test innovations in the institution
 - Project catalysts in partnership with academic staff
- Inaugurate teaching staff to tested innovations on a larger scale
 - The architecture of everyday practices

The project catalyst: How do we make innovation stick?

Part #2

Sonia Hetzner

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SÓNIA HETZNER

Managing Director
FAU Competence Center EDU

Digital and AI Education
& Learning Design



Friedrich-Alexander-Universität
Competence Center Education





40,600
Students



16,000
Employees

272

Study courses



264 m €

Third-party funds raised

5 Faculties



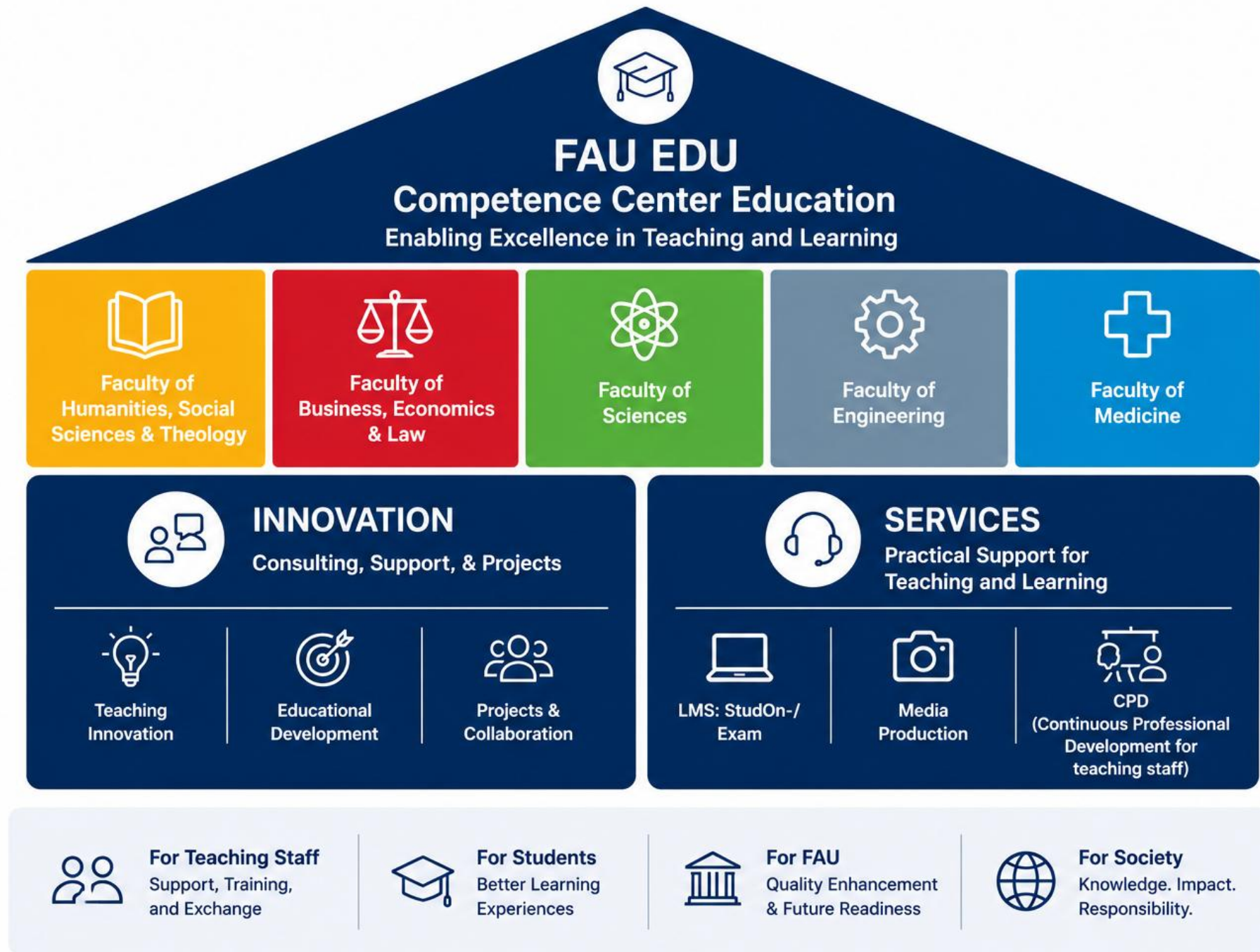
Friedrich-Alexander-Universität
Erlangen-Nürnberg

**Moving
Knowledge
since 1743**



430 m €

Of investment



—STUDON—

ILIAS



~ 63 000

StudOn User

Media & Learning



ARBEITSGEMEINSCHAFT DER
MEDIENEINRICHTUNGEN AN HOCHSCHULEN E.V.



~ 300

Media
productions /a



~ 21

FT

FAU
Digitale
Lehre



1 Mil €/a

Third party
funding



80

Courses for
Professional
Development
Certificate



20

Innovative
projects

The FAU Competence Center Education...



**Quality &
Innovation in
Teaching and
Learning**



**connects all
faculties and with
external**



**supports all
teachers and
students**



**develops teaching
and learning at
FAU**

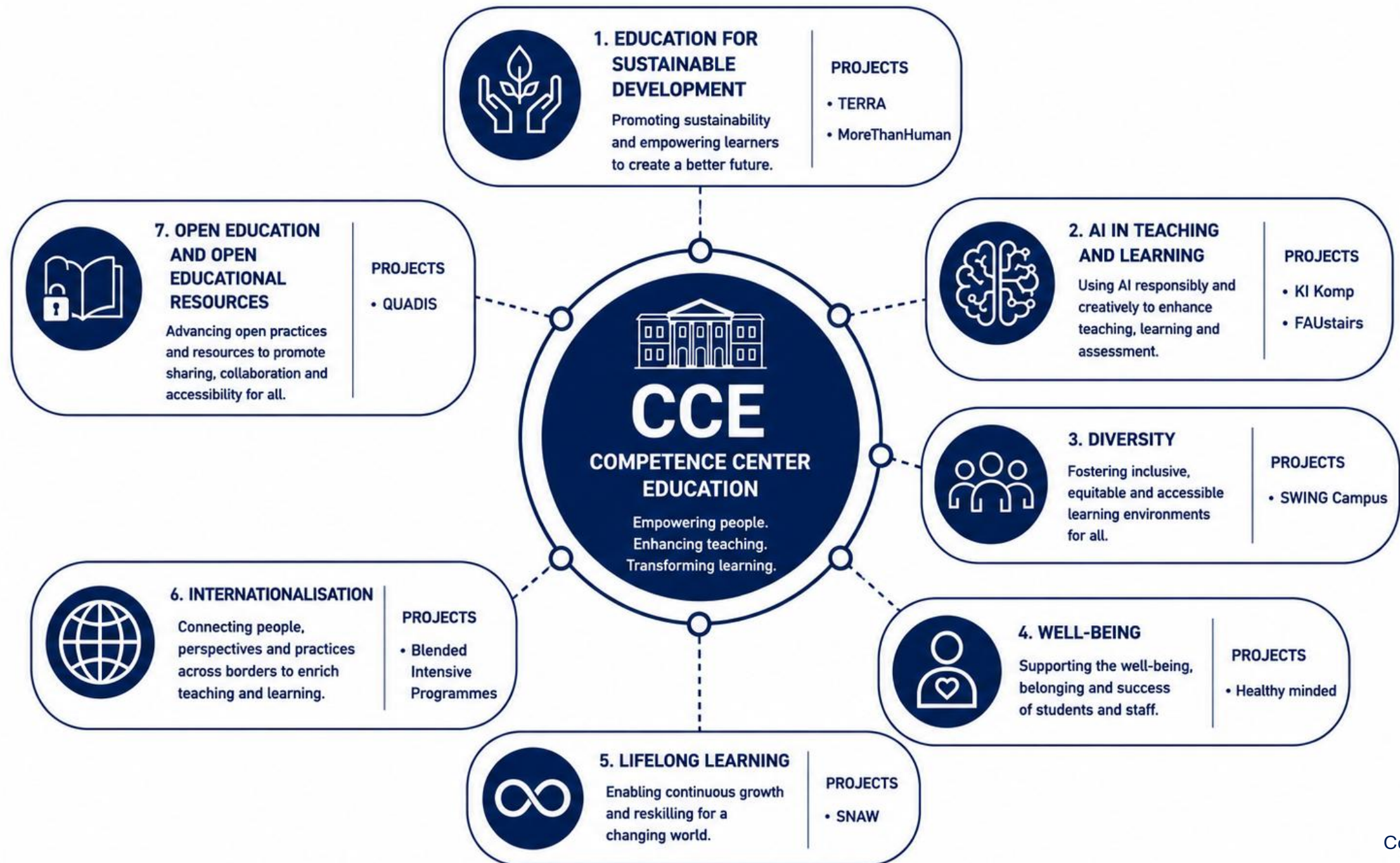




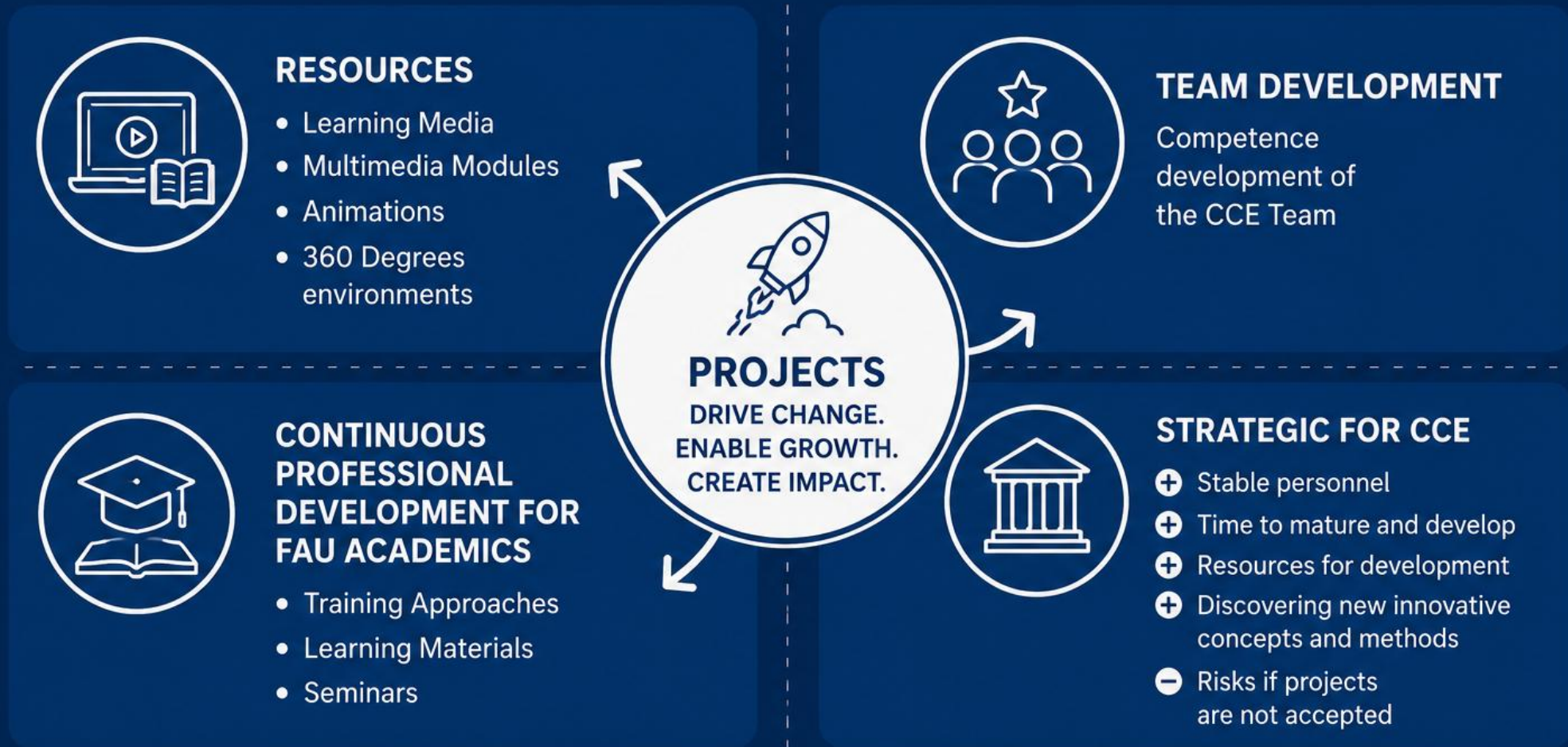
**How to develop these
strategic goals?**



Projects third party funded!



HOW PROJECTS ARE CATALYSTS FOR INNOVATION



The architecture of every day: How do we integrate innovations into daily business?

Part #3

Elke Van Ael

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@ KU Leuven...



STUDENTS

64.5K



STAFF

13.7K



FACULTIES

15



DEGREES

294

@ KU Leuven Learning Lab

University-wide network for educational development:

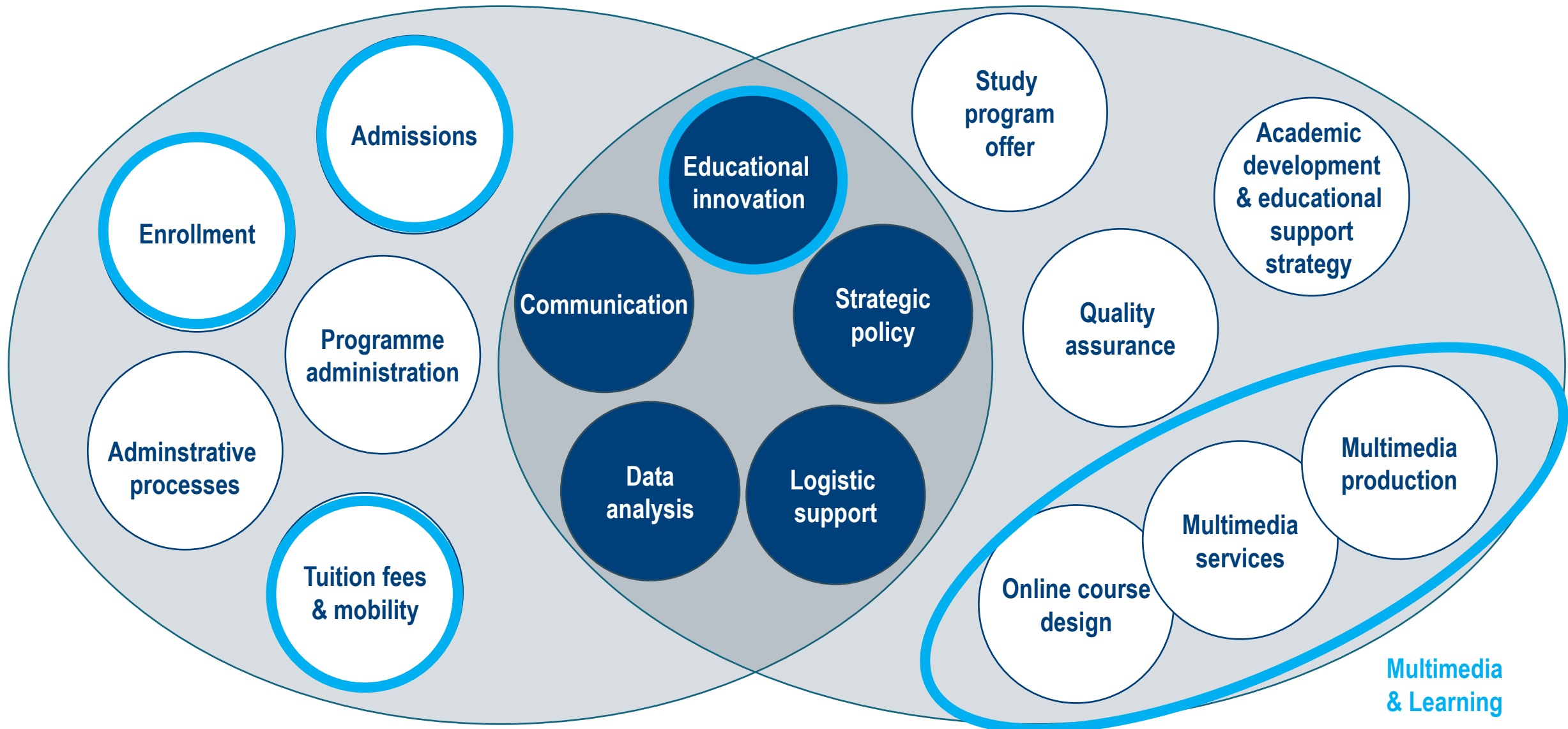
15 faculty boards

190 study programme directors

150 educational developers @ faculty and group level

Central services, including Teaching & Learning Services (CTL?)

@ KU Leuven Teaching & Learning Services



@ KU Leuven Multimedia & Learning

Creating space for innovation:

~ 8 R&D domains

Gamification
360° - Gaussian Splatting
Virtual production
CUEZ scripting tool
Photography
Format development
Learning spaces
Animation tool

~ 3 people/domain

Monthly R&D coworking time

@ KU Leuven Multimedia & Learning

Alignment needed on innovation

Domain leads are drivers

Larger team size allows flexibility (overlap/merging/specializing)

Scheduled coworking time is (often) gold

Regular updates provide accountability, inspiration and efficiency

Links with funded projects lead to quickest results

Next steps for outward upscaling to be explored

Media & Learning 26: Strategic blueprints for scaling innovation in Centers for Teaching and Learning (CTLs)

Round 1: Creating Conditions for Innovation

Question: Which organizational structures support or hinder innovation and creative risk-taking?

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★★★★☆

+

Round 2: Sustaining Innovation

How do we avoid innovation fatigue and build a sustainable culture of innovation?

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★★★★☆

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Round 3: Measuring Impact

How can we measure the impact and ROI of innovation in teaching and learning?

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★★★★☆

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Round 4: Scaling Innovation

How do innovative projects lead to systemic change? How can students become partners in innovation?

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★★★★☆

+



Thank you for your PARTICIPATION!

SIG CTL, M&L

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Third-space professionals in CTLs: A proposal for an extended profile

I suggest that we to this at the v
please fill free to edit and ex

<i>Activity/project area</i>	<i>Knowledges</i>	<i>Relationships</i>	<i>Legitimacies</i>	<i>Languages</i>
Learning support	Study skills Academic writing Integration of e-learning into curricula Online teaching/ discussion fora / networks	Students Academic staff Colleagues in outreach and partner settings	Student outcomes Take up of learning support programmes Internal consultancy	Academic literacy Web-based learning Online environments

Current developments
in digital technologies

IT-services &
industries

Accomplished
pilots and/or
change

New digital
literacies (e.g.
prompting)

Methods of innovation &
change management

Change managers

managments
projects

Agile project
management

???

???

???

???

Panel plan (Raadzaal)

- **Defining the Horizon (Jana, University of Vienna):** What does "Innovation" actually mean in a CTL context? We move past the buzzwords to establish a functional framework for pedagogical progress. (14:05-14:15)
- **The Project Catalyst (Sonia, FAU):** How do we make innovation stick? We explore how targeted, high-impact projects serve as "Trojan horses" to integrate new technologies and methodologies into the higher education teaching and learning context. (14:15-14:25)
- **The Architecture of Every Day (Elke, KU Leuven):** Innovation is not an event; it's a habit. We demonstrate how to carve out physical and mental "innovation spaces" within the constraints of daily business. (14:25-14:35), course-design team (practice)

Appendix

- Prompt for image „How public discourse portrays media innovation“:
- Please draw an image for me. I want to illustrate how public discourse portrays media innovation as if scientific research and society were two separate sphere. please create the image like a drawing with a black pencil (cold stroke). On the left, I want a container, like a beaker, with a bubbly substance in it. Add some neon red highlights to it. On the right, I want another beaker just filled with a clear liquid. from the left beaker, some bubbles pop out and fall into the container on the right. make these bubbles neon red, too. There are only a few red bubbles reaching the container on the right yet, causing a sizzling reaction indicated by vapor emanating from the top layer.
- Prompt for image „How media history describes media innovation“:
- I have got two images that I need both redrawn to look better and be more legible, and I also need them combined. The label "transformation" in image 0 is not included in image 1. They are based on Brian Winston's model for technological change from Media Technology and Society. Can you do that for me?
- Thank you, I just need one image, not two. Your second image includes everything I need, so just give me an image of what you have called "stage 2", but leave out the label "stage 2) .Now that I look at it again, I also think his term "competence" (which he derives from Chomsky) is misleading in a current context. Please replace it with "knowledge". Finally, change the headline to "Winston's model of technological change (adapted)".
- Another addition that was done manually, using Photoshop: addition of „of“ in „the „Law“ of suppression“.