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Flash Presentation

**Eixo Temático 3: Pedagogical and Curricular Innovation / Inovação pedagógica e curricular / Innovación pedagógica y curricular****[15] Educating for innovation: insights from Enabling Learning Environments**

— Chiara Detomaso (Portic-P.PORTO); Dirk Loyens (Portic-P.PORTO)

Building upon Problem-Based Learning principles, this case study examines Enabling Learning Environments (ELEs) as facilitators for educational innovation through ethnographic observation of a post-graduation course in team-based innovation. Over three months, the research explored what drives innovation within education, how ELEs are sustained—and by whom, and how they can be intentionally designed. The study identified common patterns in this educational context using interviews with alumni, surveys with current students, daily interactions, and document analysis, applying thematic coding. Findings reveal that effective innovation learning hinges on three elements: student mindset development, emotional scaffolding, and quality of human interaction. The case demonstrates that ELEs collapse when autonomy isn't matched by structure and thrive when learning occurs within environments balancing safety with diversity. This study contributes to educational practice by offering transferable insights, highlighting the role of coaches and peer mentors as co-creators and nurturers of learning environments designed to foster innovation capabilities.

[20] Innovative pedagogical tools for parasitology based on interactive learning

— Susie Sequeira (E2S-P.PORTO); Mariana Sousa (E2S-P.PORTO); Sara Fernandes (E2S-P.PORTO); Luísa Barreiros (E2S-P.PORTO); Agostinho Cunha (E2S-P.PORTO); Agostinho Cruz (REQUIMTE/LAQV, E2S-P.PORTO)

Parasitic infections in children, in particular ectoparasitoses, remain a public health challenge within the school context in Portugal. As part of the curricular unit “Agentes e Vectores de Doença I” included in the first year of the Bachelor of Pharmacy, pedagogical tools have been developed to raise awareness on this issue among the various stakeholders involved in primary education. The developed activities, in addition to enable the consolidation of technical and scientific knowledge, promote the development of transversal competences, namely soft skills, essential for the training of future health professionals. The created instruments have been successfully applied in teacher training activities and in awareness-raising sessions for children. The adoption of interactive learning approaches has contributed to higher student engagement and better learning outcomes, while simultaneously promoting a culture of education and health promotion supported by innovative and collaborative pedagogical practices.

[32] What if the most meaningful learning can't be planned - or predicted?

— Michal Fedeles (Adler University)

Lecture-based classes and right-answer assessments may deliver content, but they rarely inspire curiosity or genuine connection. Faced with these limits, students often turn to technology to complete tasks - missing out on the deeper thinking, collaboration, and creativity needed to make meaningful contributions in the world.

Let's reimagine teaching as an active, social, and purpose-driven process. We'll explore how to design learning experiences that engage students as co-creators - connecting them to one another and to real-world challenges. By shifting from content delivery to connection and contribution, we help students grow the kind of thinking, presence, and insight that AI can't replicate.

Come ready to stretch your teaching practice, and leave with practical, energizing ideas to bring more curiosity, connection, and real-world relevance into your classroom.

[68] Artificial Intelligence in Problem-Based Learning in Higher Education: A Scoping Review — Ana Alexandrino (E2S-P.PORTO); Christine Cunha (E2S P.PORTO); Teresa Lima (E2S-P.PORTO)

Introduction: The rapid evolution of technology calls for continuous pedagogical innovation in higher education, with active approaches like Problem-Based Learning (PBL) fostering critical thinking and collaboration. Artificial Intelligence (AI) shows strong potential to enhance PBL, yet there is a clear need for comprehensive research on its integration within higher education (HE) curricula. Objective: This study aims to map the scope of existing evidence on the use of AI in PBL contexts for higher education students. The eligibility criteria follow the PCC framework: Population: Higher education students; Concept: Use of Artificial Intelligence; Context: Problem-Based Learning. Methodology: Following the Joanna Briggs Institute methodology and reporting according to PRISMA-ScR guidelines, this scoping review addresses the main research question: What is the scope of existing evidence on the use of AI in PBL for higher education students? The sub-questions are: 1. What types of AI tools and systems are used and how are they pedagogically integrated into PBL approaches for HE students? 2. What are the identified benefits and challenges in using AI in PBL contexts for HE students? 3. What are the identified research gaps regarding the use of AI in PBL for HE students? A systematic search will be conducted in electronic databases such as Scopus, Web of Science, ERIC, and ScienceDirect, including studies published between 2015 and 2025, available in English or Portuguese. Study selection will be done by two independent reviewers. Results will be synthesized narratively, grouping findings thematically.

Results and conclusions: This review expects to identify AI tools applied in PBL, pedagogical strategies, benefits, challenges, and gaps in the literature, offering evidence-based insights for pedagogical practice, and guide future research in this emerging domain.

[91] Interactive Learning and Curriculum Innovation in Higher Education — Bertil P. Marques (GILT/ISEP-P.PORTO); Marílio Cardoso (ISEP-P.PORTO); Rosa M. Reis (GILT/ISEP-P.PORTO)

This study explores how Interactive Learning Approaches (ILAs) are key for advancing pedagogical and curricular innovation in higher education. As demands intensify for learner-centred teaching and relevant skill development, ILAs, such as problem-based learning, gamification, collaborative group work, flipped classrooms, and digital simulations, offer compelling alternatives to traditional, lecture-driven instruction. This paper investigates the implementation of ILAs within Portuguese universities, drawing from in-depth classroom observations and semi-structured interviews with faculty and students across various disciplines. The findings underscore significant improvements in student participation, motivation, and the ability to transfer knowledge to real-world contexts. Students reported greater autonomy, engagement, and clarity in connecting theory to practice, while educators noted renewed enthusiasm and effectiveness in their teaching practices. However, the study also reveals systemic challenges impeding the full integration of ILAs, including limited institutional support, inadequate professional development opportunities, rigid curricular structures, and insufficient policy incentives for pedagogical innovation. Addressing these barriers is critical to transforming higher education to meet contemporary learning demands. This paper calls for comprehensive educational reforms that institutionalise interactive pedagogies, incentivise teaching innovation, and restructure curricula to support adaptability, collaboration, and lifelong learning. The insights offered contribute to national and global conversations about the future of higher education.



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