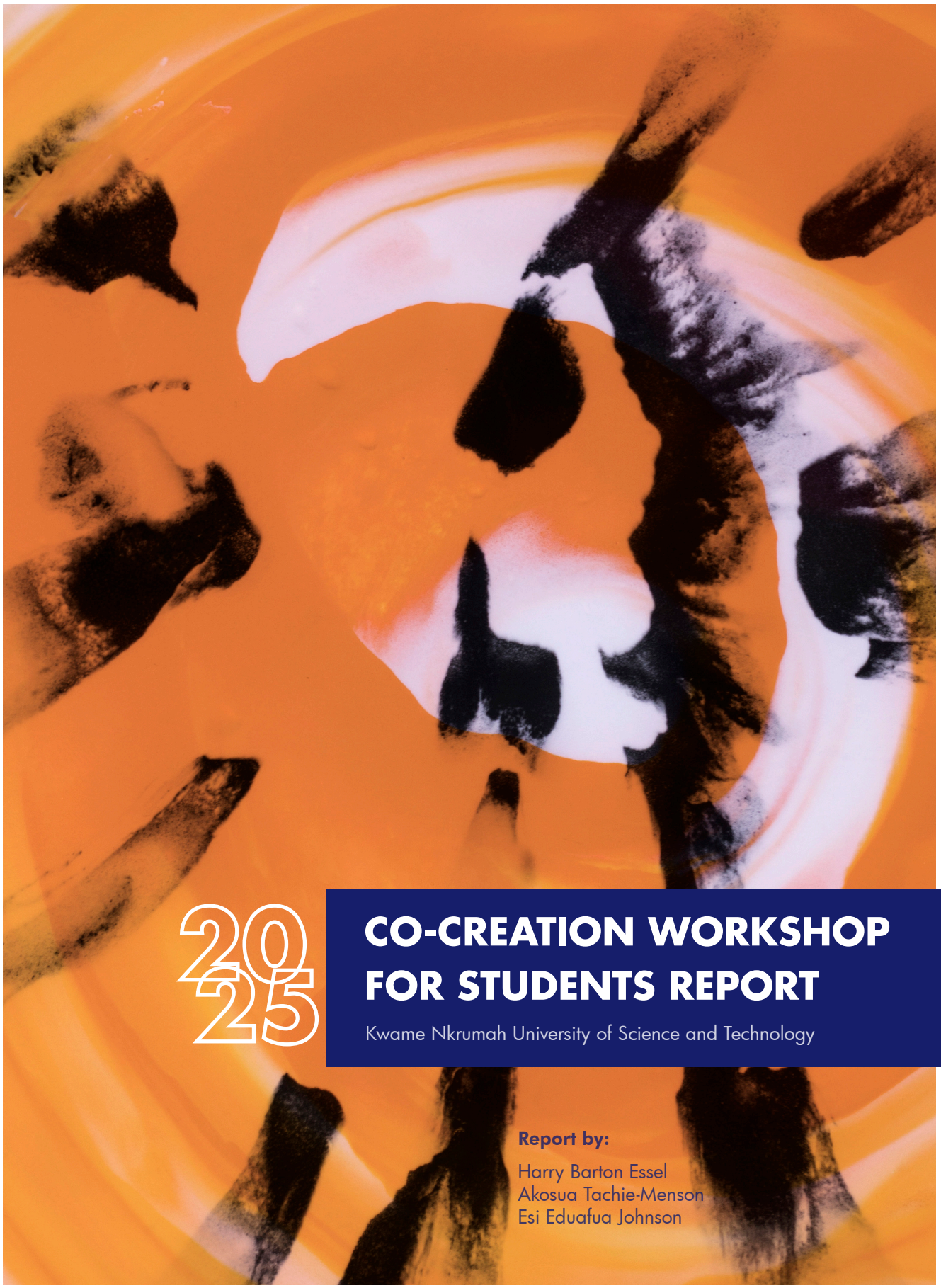

2025

CO-CREATION WORKSHOP FOR STUDENTS REPORT

Kwame Nkrumah University of Science and Technology

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UNIHUBS

CONTENT

EXECUTIVE SUMMARY

The UNIHUBS HEI Co-Creation Workshop, held at KNUST's Department of Educational Innovations in Science and Technology in December 2025, brought together 20 undergraduate and postgraduate students to co-design innovative digital learning tools. As part of the UNIHUBS Project's HEI capacity-building phase, the one-day workshop centred on four thematic areas: Business Development Models and Strategies, Technology Transfer and Data-Driven Innovation, Digital Marketing, and Soft Skills Development for Digital Innovation Professionals. Guided by expert facilitators, participants employed a hybrid GamiFlipped strategy merging gamification with flipped learning anchored in design thinking and the PICRAT model of technology integration. Teams engaged in collaborative, experiential learning using cutting-edge platforms such as Google NotebookLM, Wooclap, Wayground, Canvas LMS, and Google AI Studio. These tools supported brainstorming, AI-powered prototyping, and interactive feedback during the co-creation process. Each thematic group developed and pitched learner-centred solutions, including GenAI-driven business simulation games, data analytics tutors, marketing gamification apps, and VR-based soft skills coaches. Peer voting recognised the top three projects for further development. The workshop introduced a conceptual framework that links GenA

I literacy, digital attitude, and entrepreneurial intention, enabling participants to understand how educational innovation can foster broader digital competencies. Reflections revealed increased confidence in using AI, stronger collaboration skills, and motivation to pursue further innovation.

In a nutshell, the workshop achieved its goal of empowering students as co-creators while contributing to the UNIHUBS mission of modernising higher education through participatory, tech-enhanced pedagogy.

INTRODUCTION & BACKGROUND

The UNIHUBS Project is a multi-institution initiative funded by the European Union, aimed at connecting Higher Education Institutions (HEIs) in Africa with digital innovation hubs and modernising educational practices. A core objective of UNIHUBS is to co-create a future-orientated educational package that equips students with digital innovation and entrepreneurial skills, thereby improving graduates' employability in the evolving labour market. In line with this objective, a series of capacity-building workshops for HEI stakeholders has been organised. This report details the HEI Co-Creation Workshop hosted at Kwame Nkrumah University of Science and Technology (KNUST) as part of UNIHUBS' capacity-building phase. The workshop took place at the Department of Educational Innovations in Science and Technology, KNUST, and was conducted on campus with hybrid support (one facilitator joined online) on December 10, 2025.

As a co-creation workshop, the event's focus was on participatory design actively involving students in the creation of their own learning tools and experiences. This approach is grounded in the belief that engaging learners as co-designers fosters greater relevance, engagement, and empowerment in educational innovation. Recent educational strategies emphasise that solutions to complex educational challenges benefit from collaborative input and design thinking methodologies. Design thinking, in particular, provided the methodological backbone for this workshop. It is a problem-solving framework that fosters an open, project-based learning environment, where participants progress through stages of empathy, ideation, prototyping, and testing to develop innovative solutions. By adopting design thinking principles, the workshop encouraged critical thinking, creativity, collaboration, and communication among participants, skills identified as "future-proof" for the modern workforce.

Another key element of the workshop's background was the integration of generative AI (GenAI) into the learning design process. The rapid emergence of GenAI tools (such as large language models and generative content platforms) represents both an opportunity and a challenge for educators. The UNIHUBS project recognises that future educators and professionals need to be not only consumers of AI technologies but also co-creators who can leverage AI in designing solutions. Thus, this workshop was structured to explore GenAI as a collaborator in educational design. In practice, this meant using AI-powered tools to brainstorm ideas, generate content, and even serve as part of the prototypes developed. This aligns with contemporary educational innovation efforts that view AI as a co-designer in the classroom, working alongside educators and students to create new teaching and learning strategies.

By involving GenAI in a participatory design setting, the workshop aimed to demystify these technologies and highlight their potential to augment human creativity in pedagogy.

The workshop also drew on prior project activities and needs assessments. Preliminary findings from UNIHUBS indicated gaps in digital pedagogical skills and a need for more entrepreneurial and innovation-orientated training in HEIs. KNUST's Department of Educational Innovations provided the ideal setting, bringing together academic staff expertise and a cohort of motivated students. In sum, the background context for this co-creation workshop integrates the strategic goals of the UNIHUBS project, modern design thinking approaches in education, and the advent of GenAI as a transformative tool. The following sections outline the structure and execution of the workshop, detailing how it was designed to achieve its objectives.

OBJECTIVES OF THE WORKSHOP

The objectives of the UNIHUBS HEI Co-Creation Workshop were clearly defined to ensure alignment with the project's goals and participants' expectations. The workshop sought to achieve the following key objectives:

1. To enable participants to collaboratively design and prototype digital teaching and learning tools that address real needs in higher education. Each solution would be learner-centred, contextually relevant to KNUST/HEI environments, and reflective of the thematic areas of focus (Business Development, Technology Transfer/Data Innovation, Digital Marketing, and Soft Skills).
2. To introduce and provide hands-on experience with generative AI tools in an educational design context. Participants would learn how to harness AI for content creation, idea generation, and personalised learning experiences, thereby increasing their GenAI literacy and confidence in using AI as part of instructional design.
3. To immerse participants in a design thinking process from identifying challenges to brainstorming, prototyping, and testing solutions, thereby strengthening their problem-solving and creative skills. The workshop also aimed to demonstrate the value of co-creation and participatory design in curriculum development, positioning students as active contributors rather than passive recipients of educational content.
4. To encourage teamwork, communication, and peer learning by having mixed groups of undergraduate and postgraduate students work together. This environment was designed to enhance participants' collaborative skills, leadership abilities, and capacity to provide and receive constructive feedback, all essential soft skills for digital innovation professionals.

PARTICIPANT DEMOGRAPHICS

A total of 20 student participants from KNUST attended the workshop, comprising an even mix of 10 undergraduate students and 10 postgraduate students. The participants were drawn from various disciplines relevant to the thematic areas, ensuring a multidisciplinary perspective in each team. For instance, students in the Business Development group included those from business administration and economics, the Technology/ Data Innovation group involved computer science and engineering students, the Digital Marketing group had representation from communications and marketing programmes, and the Soft Skills group included students from education and humanities programmes. This diverse academic background enriched the co-creation discussions, as each member brought unique insights into the challenges and solutions in their theme.

In terms of gender and other demographics, the workshop strived for inclusivity. The group consisted of approximately 12 male and 8 female participants, which included both local and international students enrolled at KNUST.

The age range spanned roughly from the early 20s (undergraduates) to the early 30s (postgraduates), reflecting a mix of perspectives from those at different stages of academic and professional development. All participants were volunteers or nominees selected based on their interest in digital innovation and education. Many participants had prior exposure to basic digital tools, although few had extensive experience with generative AI before the event.

The workshop was led by Prof. Harry Barton Essel, who served as the lead facilitator and subject matter expert in educational innovation. Assisting him were Dr (Mrs) Akosua Tachie-Menson, the Training Coordinator (who joined virtually to guide certain sessions, particularly the online aspects of the workshop), and Ms Esi Eduafua Johnson, the Assistant Training Coordinator, who provided on-site support and coordination. Additionally, a few graduate assistants and technical staff from the department were present to assist with setting up digital tools, troubleshooting, and note-taking for documentation of the process.

METHODOLOGY AND ACTIVITIES

The workshop was meticulously designed using a blend of flipped learning, gamification, and design thinking methodologies to maximise active participation and creativity. Dubbed the "GamiFlipped" approach, the instructional design combined pre-workshop self-study with in-workshop gamified activities. Prior to the workshop day, participants received preparatory materials via the Canvas LMS, including short video lectures, articles on digital pedagogy and innovation, and tutorials on using the GenAI tools. This flipped classroom element meant that by the time they arrived, students had baseline knowledge and could immediately engage in higher-order tasks. To incentivise the completion of pre-work and start on an energetic note, a gamified quiz was conducted at the beginning of the workshop, turning the review of the pre-reading into a friendly competition with points and a leaderboard. Such a strategy is supported by research indicating that gamification in flipped classrooms significantly increases student motivation and engagement.

The agenda of the five-hour workshop was structured into sequential sessions, each targeting specific objectives:

Activity	Description
Opening Session (08:30–09:30)	The day began with registration and digital onboarding (08:30–09:00), where participants signed in and connected their devices to the workshop's online platforms. This was followed by an Official Opening (09:00–09:30). Welcome remarks were delivered by the Project Principal Investigator, who provided an overview of the UNIHUBS project and explained how this workshop aligned with the broader capacity-building goals. Dr Enoch Papu Mani emphasised the importance of co-creation and the expected outcomes. The opening session set the tone, clarifying that the workshop was a hands-on design lab rather than a passive seminar.
Expert Presentations (09:30–11:00)	Two invited experts shared insights to inspire and inform the co-creation activities. The first speaker, a curriculum/instructional design expert, presented for 35 minutes on designing learner-centred experiences and effective integration of technology (touching on the PICRAT model and examples of innovative curricula). The second speaker, a multimedia and EdTech expert, spoke for 35 minutes about the creative use of media, gamification techniques, and GenAI in content creation. These presentations provided conceptual frameworks and real-world examples to spark ideas – for example, demonstrating how an AI-driven chatbot could function as a tutor or how game elements can be aligned with learning outcomes. A 20-minute plenary Q&A session followed, allowing participants to ask the experts questions for clarification and discussion. This interactive discussion ensured a common understanding of key concepts and gave participants confidence to experiment with those ideas in their own designs.
Break (11:00–11:15)	A brief health break allowed participants to recharge with refreshments and engage in informal networking. Notably, a Wooclap word cloud was displayed during the break, asking participants to submit one word describing how they felt so far (e.g., "excited", "curious", etc.), which created a quick visual mood gauge and kept energy levels up in a fun way.

Co-Creation Group Work (11:15–12:45)	This was the core interactive session of the workshop. Participants were divided into four thematic groups (each group had 5 students, deliberately mixed UG and PG). The themes were: 1) Business Development Models and Strategies, 2) Technology Transfer and Data-Driven Innovation, 3) Digital Marketing, and 4) Soft Skills Development for Digital Innovation Professionals. Each group was assigned a workstation with a digital collaboration canvas (using the Canvas LMS and Google Workspace tools) and given a specific design challenge related to their theme. For example, the Business Development group's challenge was to design a micro-course module teaching entrepreneurship skills through a simulation game; the Tech Transfer group had to create a concept for a knowledge-sharing platform between academia and industry. They engaged in a cycle of mini design thinking: • Empathise and Define (brief): Each group discussed the main points students face in their theme area. They had brief personas or case studies (provided in the pre-read) to empathise with, e.g., a student struggling to start a business on campus or difficulties in accessing data analytics training. They defined a clear problem statement to address. • Ideate: Using brainstorming techniques and GenAI tools, groups generated ideas for solutions. Notably, Google NotebookLM was employed here – participants uploaded reference material (such as course outlines or articles) and prompted the AI to suggest learning activities or tools, leveraging NotebookLM's ability to analyse sources and turn complexity into clarity to spark creative ideas. This was an iterative, game-like process: each idea was written on sticky notes (physical or virtual), and groups voted on the most promising concepts. • Prototype: Each group selected a top idea and fleshed it out into a prototype solution. They sketched user interfaces on flip charts or in a Google Slides template, created flowcharts of how a student would experience the tool, and in some cases built simple digital prototypes. Google AI Studio was particularly useful for quick prototyping of AI-driven functions; for instance, one group fine-tuned a small language model prompt in AI Studio to act as a "virtual mentor" in their app. Google AI Studio is a web-based IDE for generative AI, which allows participants with no prior coding experience to experiment with AI model prompts and outputs. The PICRAT model was used as a reflective checklist during prototyping: groups considered whether their solution would make students passive, interactive, or creative, and whether it was merely replacing an existing method or truly transforming the learning experience. This ensured that the teams aimed for higher-order student engagement (e.g., having students create content or actively solve problems, rather than just watching or reading) and the transformative use of technology. • Testing (internal): Due to the limited time, formal user testing wasn't possible; however, groups conducted quick role-plays or walk-throughs of their prototypes. Group members took turns acting as "students" and "instructors" to simulate the experience, taking notes on any improvements needed. They also prepared a brief narrative for presentation.

Group Presentations (12:45–1:30)	After prototyping, all groups reconvened for the presentation segment. Each team was allotted 15 minutes to present its learner-centred solution concept. Presentations were structured as informal pitches, where the teams described the educational challenge, their proposed digital solution (often giving the proposed app or tool a catchy name), how it works (sometimes accompanied by a live demo or simulation), and how it leverages GenAI or innovative strategies to enhance learning. Visual aids, including slides and short demo videos, were used. For example, the Digital Marketing group showed screenshots of a mock-up social media marketing simulation game they devised, and the Soft Skills group role-played a snippet of their AI-driven communication coach scenario. After each presentation, a brief Q&A session followed, during which peers and facilitators asked questions or provided comments. This peer review process encouraged presenters to clarify their ideas and think on their feet.
Plenary Discussion and Reflection (1:30–1:55)	In the final segment, the workshop shifted to reflection and consolidation. The facilitators led a guided reflection session, asking participants to share key takeaways, surprises, and suggestions. Questions like "What was your biggest insight from today?" and "How did working with AI tools influence your design process?" prompted rich discussion. Many students noted that co-creating an educational tool gave them a new appreciation for teaching design and that using AI sparked ideas they wouldn't have conceived otherwise. Challenges such as the learning curve for certain tools or the difficulty of narrowing down ideas were also voiced. A designated rapporteur noted all points, which will inform the project's evaluation. The facilitators also summarised lessons learnt and tied them back to the workshop's initial objectives, emphasising how each had been met or what needed follow-up. Before closing, the next steps were outlined: participants were invited to continue refining their projects post-workshop, with mentorship available, and to remain engaged via an online community for UNIHUBS student innovators.
Closure (1:55–2:00)	Prof. Barton Essel officially closed the workshop by thanking all attendees and encouraging them to apply their new skills in their academic work. A group photo was taken (capturing the enthusiasm in the room), and certificates of participation were distributed. Lunch was then served as participants networked and celebrated a productive session.

TOOLS AND TECHNOLOGIES LEVERAGED

Tool/Technology	Purpose/Function in Workshop	Key Outcomes
Google NotebookLM	AI-powered research assistant for summarising content and brainstorming ideas	Helped teams rapidly generate outlines, draft content, and clarify complex topics
Wooclap	Interactive polling and feedback tool	Used for quizzes, word clouds, voting, and reflections, boosted engagement and real-time feedback
Wayground (Quizizz)	Gamified quiz and lesson creation platform with AI support	Enabled review competitions and quick demo content creation during prototyping
Canvas LMS	Learning management system for distributing materials, coordinating tasks, and hosting reflections	Centralised resources, structured group workspaces, and documented outputs
Google AI Studio	Web-based IDE for building GenAI prototypes using natural language prompts	Allowed non-coders to create chatbot-like tools and simulate intelligent learning assistants
Google Docs/Slides	Collaborative content creation and presentation tools	Facilitated real-time teamwork on concept notes and final project presentations
WhatsApp/Slack	Informal communication and coordination among participants and facilitators	Enabled quick link sharing, team coordination, and facilitator updates during the event
Flipcharts and Whiteboards	Physical ideation and sketching tools during brainstorming sessions	Supported visual collaboration and flexible offline documentation of team ideas

WORKSHOP OUTCOMES

The outcomes of the workshop can be categorised into tangible outputs (such as prototype designs and project artefacts) and intangible gains (such as skills developed, insights gained, and network connections formed). Both categories are vital in evaluating the success of the workshop. Below is a comprehensive overview of the key outcomes:

Category	Outcome	Details/Highlights
Prototype Projects Developed	Four innovative, learner-centred educational tool concepts.	- "BizHub Simulator" (entrepreneurship game) - "DataBridge" (tech transfer platform) - "MarketMasters" (digital marketing game) - "Soft Skills VR Coach" (AI/VR-based soft skills training with smartphones and laptops) - See Appendix A.
GenAI Integration	Practical use of AI tools in design and prototyping	Participants used Google NotebookLM and AI Studio to ideate and build content and chatbot prototypes
Digital Skills Development	Improved proficiency in new educational technologies	Familiarity with NotebookLM, Wooclap, Wayground, Canvas LMS, and collaborative platforms
Design Thinking Application	Applied the full cycle of empathy, ideation, prototyping, and peer testing	Participants engaged in rapid brainstorming, peer critique, and agile development of digital solutions
Team Collaboration	Cross-level group synergy between undergraduate and postgraduate students	Encouraged mentoring, knowledge sharing, and interdisciplinary teamwork
Gamification Impact	Increased motivation and active participation.	Game-like quizzes, live leaderboards, and peer voting fostered a high-energy, engaged atmosphere.
Peer Review and Recognition	Project presentations and live peer evaluation.	The top 3 projects were selected and showcased through anonymous peer voting.
Theoretical Framework Use	Workshop anchored in GenAI literacy, digital attitude, and entrepreneurial intention framework.	Framework-guided discussions on digital innovation competencies and motivation.
Soft Skills Enhancement	Boosted communication, collaboration, problem-solving, and critical thinking.	Participants navigated team dynamics, presented ideas, and responded to constructive critique.
Participant Reflections	High satisfaction and empowerment; eagerness for future involvement.	Expressed increased confidence in co-creation, AI tools, and educational innovation roles.

QUANTITATIVE DATA ANALYSIS

The evaluation of thematic engagement and instructional design effectiveness revealed notable variations across categories. The General Learning and Pedagogical Strategy (GLPS) construct received the highest overall appraisal among participants (M = 3.58, SD = 0.47), indicating broad endorsement of the GamiFlipped instructional approach and the supporting design thinking framework. Among the thematic areas, Theme 1: Business Development Models and Strategies emerged as the most favourably rated (M = 3.56, SD = 1.00), indicating a high perceived relevance and applicability to learners' academic and professional aspirations. Theme 2: Technology Transfer and Data-Driven Innovation also garnered a moderately high mean score (M = 3.38, SD = 0.81), reflecting growing interest in leveraging data and digital tools for innovation. Theme 3: Digital Marketing followed closely with a mean of 3.28 (SD = 0.86), underscoring moderate participant engagement and potential unfamiliarity with the educational application of marketing frameworks. Theme 4: Soft Skills Development, although positively received, recorded the lowest comparative mean (M = 3.22, SD = 0.63), potentially reflecting the abstract nature of soft skills and the relative difficulty of designing digital interventions that target interpersonal competencies (See Figure 1). Collectively, these findings underscore the pedagogical soundness of the workshop structure while also identifying thematic areas that may benefit from more in-depth scaffolding or contextual anchoring in future iterations.

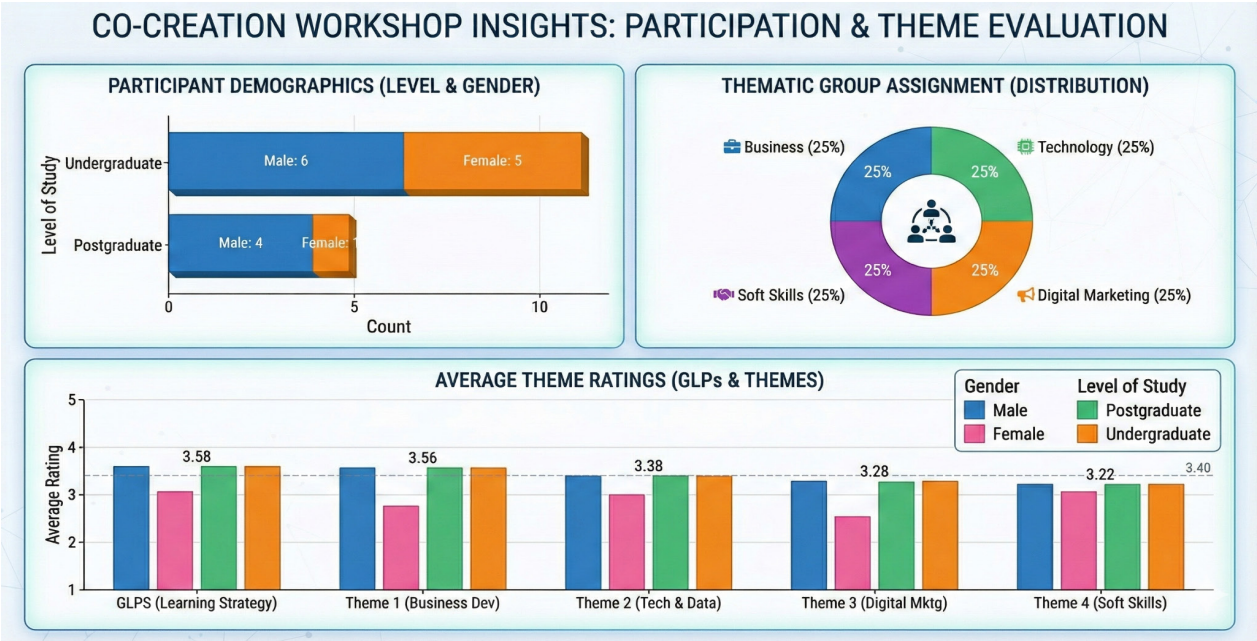

Figure 1: Co-creation workshop insights: Participants and theme evaluation

PARTICIPANT FEEDBACK AND REFLECTIONS (THEMATIC OVERVIEW)

1. Business Development Models and Strategies

Participants in this group reflected positively on how the workshop deepened their understanding of entrepreneurial thinking within an educational context. They highlighted how the co-design of the "BizHub Simulator" app helped bridge the gap between theory and practice, noting that using generative AI allowed them to simulate real-world business challenges in an engaging and risk-free manner. One postgraduate student remarked, "Designing a tool to teach entrepreneurship made me feel like I was actually building a business myself." The group also appreciated learning to translate abstract business principles into interactive digital content. They valued the gamified learning model and recognised its potential to improve student motivation and decision-making skills.

2. Technology Transfer and Data-Driven Innovation

This group shared that the workshop demystified the concept of tech transfer and helped them see how data can power meaningful learning experiences. Designing the "DataBridge" platform sparked critical thinking on how to connect academic knowledge with industry needs. A participant reflected, "For the first time, I saw how my coursework could actually solve real business problems." The use of NotebookLM and AI Studio was particularly impactful; they observed how these tools could accelerate research processes and make data analysis more accessible to non-technical users. The collaborative aspect also stood out: students from different fields came together to design solutions that were both technically sound and pedagogically effective.

3. Digital Marketing

Students in this group enjoyed transforming traditional marketing content into an interactive game-based learning experience through their project, "MarketMasters". They expressed that working with generative AI enhanced their creativity and understanding of how digital strategies can be visualised and gamified. One team member shared, "Seeing our marketing strategies come to life in a simulated game was both fun and educational; it's something I'd love to use in class." They appreciated the opportunity to combine storytelling, design, and data interpretation and noted that the GamiFlipped structure made learning feel more dynamic and engaging. The group also highlighted the importance of clear visuals and user-centred design in enhancing learner engagement.

4. Soft Skills Development for Digital Innovation Professionals

This team reported that the workshop provided them with new insights into the digital delivery of human-centred skills, such as communication, leadership, and emotional intelligence. Developing the concept of a "Soft Skills VR Coach" challenged them to consider how emerging technologies, such as AI and VR, can support personal development. "It was empowering to reimagine how we train students in soft skills using immersive technology," one participant noted. They found the design thinking process particularly useful in empathising with learners and creating realistic training scenarios. Despite the technical ambition of their project, they appreciated the encouragement to prototype boldly and learnt the value of iteration and feedback.

CHALLENGES AND LESSONS LEARNED

Thematic Area	Challenges	Lessons Learned
1. Business Development Models and Strategies	- Difficulty translating complex business models into student-friendly learning tools. - Selecting which business elements to prioritise.	- Simplifying concepts through simulations enhances understanding. - Real-world examples increase the relevance of entrepreneurship education.
2. Technology Transfer and Data-Driven Innovation	- The abstract nature of technology transfer posed conceptual hurdles. - Limited familiarity with data tools and visualisation.	- Grounding content in real-use cases makes it more accessible. - AI tools empower users to make data-driven concepts more practical and engaging.
3. Digital Marketing	- Balancing creativity with pedagogical integrity. - Risk of making content feel too commercial.	- Storytelling and gamification enhance learner engagement. - Digital marketing principles can be applied meaningfully in educational content without compromising learning outcomes.
4. Soft Skills Development for Digital Innovators	- Difficulty designing tools to teach intangible skills like empathy or teamwork. - Uncertainty around which digital formats best suit soft skills development.	- Scenario-based learning and AI feedback can effectively simulate interpersonal experiences. - Technology can meaningfully support communication and leadership training.

RECOMMENDATIONS FOR FUTURE WORKSHOPS

Based on participant reflections, facilitator observations, and project outcomes, the following recommendations are proposed to enhance the effectiveness and scalability of future UNIHUBS Co-Creation Workshops:

Extend Workshop Duration: Participants expressed the need for more time to explore tools and refine their prototypes. Extending the workshop over two days or including pre-event virtual sessions would provide deeper engagement with the thematic content and allow iterative design cycles.	Strengthen Pre-Workshop Orientation: While the flipped model proved beneficial, future sessions would benefit from more structured preparatory materials such as tutorial videos, tool demos, and thematic primers to ensure baseline familiarity with digital tools and GenAI platforms before arrival.
Tailor Support to Thematic Needs: Each thematic group faced distinct challenges. Assigning co-facilitators or mentors with domain-specific expertise (e.g., business modelling, data analytics, digital marketing) would provide more targeted guidance during project development.	Balancing Technical and Conceptual Support: Some participants struggled with technical integration, while others required assistance in translating ideas into viable educational concepts. A blended support system, pairing tech facilitators with instructional designers, would better support cross-disciplinary co-creation.
Incorporate Peer Mentoring Models: Pairing undergraduate students with postgraduate counterparts fostered collaboration. Formalising this peer mentoring structure can further promote knowledge sharing, confidence-building, and leadership development.	Broaden Participation Across HEIs: To maximise impact, future workshops should consider including participants from other HEIs or regions. This diversity would enrich co-creation dynamics and expand the dissemination of best practices across institutions.
Prototype Incubation and Follow-up: Outstanding projects should be given a clear post-workshop pathway for further development and refinement. Providing access to digital incubators, mentorship, or funding support could ensure promising tools progress toward implementation.	Embed Continuous Feedback Loops: Using tools like Canvas LMS or periodic follow-up surveys can help track the longer-term impact of the workshop and gather insights for continuous improvement.

APPENDIX A


DATABRIDGE
Find Opportunities / Technologies...
Discovery Hub
Active Collaborations
Quantum Computing Project
Smart City Initiative
View Details
Medical Device Spionff
View Details
Global Tech Flow
Dashboard
Proposals
Network
Analytics
Settings


BIZHUB SIMULATOR
Q4 2982
£13,500,000
Dashboard
Projects
Finances
Team
R&D
Settings
Revenue Streams
Product Sales (60%)
Product Sales (25%)
Partnerships 15%)
Current Projects
New App Launch 90M
Feature Expansion 45M
Feature Expansion 45M
Ad Campaign Model (??%)
Tasks
Secure Funding Round (350M)
Optimize SEO
Boost Marketing Campaign)
Tasks
Optinre (Marketing)
120M
200M
Research Innovate
Deploy
News Feed


MARKETMASTERS
Dashboard
Campaigns
Analytics
Community
Campaign Dashboard
Campaign Views
1.2M
Likes
366K
Shares
50M
Ad Spend. Stats
Ad Creative Studio
LAUNCH CAMPAIGN
Targeting is key!
A/B Test your ads.
AI Coach Tips:
Improve Eye Contact,
Use Open Gestures.
Team Happiness
1. PaulHo
2. JustJoo
3.AdiGira
4.Adi-1000
5.AdiaKing
View


Soft Skills VR Coach
Modules
Home
Modules
Progress
Community
Settings
Current Training Module:
Public Speaking
Hello.Alex! Lets work
on your communication.
Public Speaking
Leadership
75%
75%
VR Simulation Preview
AI Feedback:
Maintain Eye Contact
80%
Start Simulation
Review Session
Daily AI Coach Tips
Tip: Use open hand gestures to
convey confidence.

APPENDIX B

UNIHUBS Co-Creation Workshop Participant Evaluation Questionnaire

Section A: Demographics

Please complete the following:

1. Gender: ☐ Male ☐ Female ☐ Prefer not to say
2. Level of Study: ☐ Undergraduate ☐ Postgraduate
3. Program of Study: _____
4. Thematic Group Assigned To:
   - ☐ Business Development Models and Strategies
   - ☐ Technology Transfer and Data-Driven Innovation
   - ☐ Digital Marketing
   - ☐ Soft Skills for Digital Innovation Professionals

Section B: Workshop Experience (Rate 1–5)

1 = Strongly Disagree 5 = Strongly Agree

General Learning and Pedagogical Strategy

1. The workshop's objectives and structure were clearly communicated.
2. The GamiFlipped approach increased my motivation and engagement.
3. GenAI tools (e.g., NotebookLM, Google AI Studio) enhanced our creative process.
4. The design thinking framework effectively guided our solution development.

Theme 1: Business Development Models and Strategies

5. I now better understand how business models can inform educational innovation.
6. Our project helped me apply entrepreneurial thinking in a practical context.

Theme 2: Technology Transfer and Data-Driven Innovation

7. I learnt how to use data and technology to develop learner-centred solutions.
8. Our project deepened my understanding of how to connect academic ideas with real-world applications.

Theme 3: Digital Marketing

9. I gained insight into how digital marketing principles can enhance learning design.
10. I am more confident in creating content that aligns with digital marketing strategies.

Theme 4: Soft Skills Development

11. I explored meaningful ways to teach communication and collaboration skills using digital tools.
12. Our project enhanced my appreciation of how digital tools can support soft skills development.

General comments

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