

EDEN Annual Conference 2025

Shaping the Future of Education in the Age
of AI: Empowering Inclusion, Innovation
and Ethical Growth

Concise and Other Papers

Bologna, Italy
15 - 17 June 2025

Editor:

Elena Trepulé

ISBN: 979-8-3313-2646-3

Printed from e-media with permission by:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571



Some format issues inherent in the e-media version may also appear in this print version.

Copyright© (2025) by European Distance and E-Learning Network (EDEN)
All rights reserved.

Printed with permission by Curran Associates, Inc. (2025)

For permission requests, please contact European Distance and E-Learning Network (EDEN)
at the address below.

European Distance and E-Learning Network (EDEN)
Budapest University of Technology & Economics
H-1111 Budapest, Egry J. u.1.
Hungary

Phone: +36 1 463 1628

Fax: +36 1 463 1858

secretariat@eden-online.org

Additional copies of this publication are available from:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571 USA
Phone: 845-758-0400
Fax: 845-758-2633
Email: curran@proceedings.com
Web: www.proceedings.com

TABLE OF CONTENTS

CONCISE PAPERS

Education with, for and about AI

Collaborating with Heritage Institutions is Essential to Your AI-Enhanced Teaching Practices in the Humanities	1
<i>Deborah Seid Howes, Howes Studio, United States</i>	
From ADDIE to EDI: A Design Process for Instructional Chatbots	3
<i>Eran Barak-Medina, Holon Institute of Technology, Israel</i>	
Enhancing Computational Thinking Through Genai-Driven Educational Robotics	5
<i>Noga Reznik, Maya Usher, Dan Kohen-Vacs, Holon Institute of Technology, Israel</i>	
Trust Under Test: Evaluating Students' Detection of AI-Generated APA Records and Its Impact on AI Trust	8
<i>Lilach Gal, Netta Soreq, Holon Institute of Technology, Israel</i>	
Insights on Using GenAI: Through the Lens of an Assessment for Inclusion Framework	10
<i>Geraldine O'Neill, Leigh Graves Wolf, Sheena Hyland, University College Dublin, Ireland</i>	
GenAI in the Classroom: The Interplay of Teachers' Pedagogical Beliefs and Perceptions of the Technology	12
<i>Omri Hadar, The Hebrew University of Jerusalem, Jerusalem; Meital Amzalag, Gila Kurtz, Holon Institute of Technology; Yifat Ben-David Kolikant, The Hebrew University of Jerusalem, Jerusalem, Israel</i>	
Co-designing Playful Learning with AI for Multiliteracy Education	14
<i>Marjaana Kangas, Outi Kallionpää, University of Lapland, Finland</i>	
The Classroom of the Future: From Digital Competencies During the Pandemic to Artificial Intelligence as a Pedagogical Aid	17
<i>Paola Espejo, Universidad de Las Américas Chile, Universitat Oberta de Catalunya, Spain</i>	
Perspectives on AI Use in Higher Education: A Qualitative Study of Students and Teachers	19
<i>Meden Ema, Radovan Marko, Košmerl Tadej, Makovec Radovan Danijela, Strel Karmen, University of Ljubljana, Slovenia</i>	
Integrating AI Chatbots in Higher Education to Enhance Reflective Practice.....	21
<i>Corinna Galliano, The University of Sydney Business School, Australia</i>	

Enhancing Personalized Formative Feedback in Higher Education: A GenAI-powered Tool Design and Implementation.....23
Marcelo Maina, Nati Cabrera, David García-Solórzano, Carolina García-Londoño, Universitat Oberta de Catalunya, Spain

Transformative innovation through AI in education

AI-Assisted Grading in Online Degrees: Optimizing the Teaching and Learning Experience While Promoting Scale.....25
Randall Fullington, University of Colorado Boulder, United States

Leveraging Virtual Reality and Artificial Intelligence to Enhance Employability Skills in Undergraduate Accounting: A Case Study from Ireland27
Trevor Prendergast, Noëlle O` Connor, Technological University of the Shannon, Ireland

AI vs. Human Role-Playing: Investigating Social Presence and Learning Outcomes29
Carmen Winkel, Katharina Frosch, Friederike Lindauer, Brandenburg of University of Applied Science, Germany

AI-Driven Simulations for Agile Communication: Exploring Strategies of Young Professionals in Workforce Transformation.....31
Maria Paz Mormontoy Tacuri, Friederike Lindauer, Katharina Frosch, Carmen Winkel, Brandenburg University of Applied Sciences, Germany

Hybrid Decision Support for Higher Education: GenAI Chatbots as Transformative Tools for Academic Advising.....33
Christian-Andreas Schumann, Emelie Schwill, Hannah Baumann, Isabell Mrotzek, University of Applied Sciences Zwickau, Germany

Norma: An AI-Powered Chatbot for Legal Education36
María Julia Martínez Candado, José R. Sepúlveda Sanchis, Universidad Internacional de Valencia, Spain

AI as a Companion for Self-Reflective Learning: Shaping Future Skills in Dialogue38
Jörn Allmang, Ulf-Daniel Ehlers, Baden-Wuerttemberg Cooperative State University, Germany

Personalising Learning with Custom GPTs in Higher Education: Practitioner Reflections on Design and Implementation.....40
Palitha Edirisingha, Giasemi Vavoula, Terese Bird, University of Leicester, United Kingdom

Operationalizing AI: Leveraging Effective Pedagogy and Communication Strategy to Integrate AI in Higher Education42
Walker Winslow-Stephenson, University of North Carolina at Chapel Hill, United States

Personalized learning

Educator Competencies in the Age of AI.....	44
<i>Jasmin Cowin, Touro University, United States</i>	
Enhancing Communication Skills Through AI-Supported Roleplay	46
<i>Asma Aydi, Santhiya Thangavelautham, Katharina Frosch, Carmen Winkel, Friederike Lindauer, Brandenburg University of Applied Sciences, Germany</i>	
Experiences with the Use of Generative Feedback Combined with Failure At-Risk Detection.....	48
<i>Pau Cortadas-Guasch, David Baneres, Anna Espasa, M. Elena Rodriguez, Montserrat Martinez-Melo, Universitat Oberta de Catalunya; Ana Elena Guerrero-Roldán, Universitat Autònoma de Barcelona, Spain</i>	
Analysis of Digital Competence and Digital Teaching Competence Training Platform Designed by Five Valencian Universities	50
<i>Anna Sánchez-Caballé, Francesc Esteve-Mon, MariaAngeles Llopis-Nebot, Universitat Jaume I, Spain</i>	
A Framework for Developing Virtual Educational Escape Room in Teacher Training	52
<i>Olena Beskorsa, Michael Reicho, University of Graz, Austria</i>	
Enhancing Student Retention in AI-Driven Education: A Personalized Reward-Based Approach/System	55
<i>Clifford Itumeleng Molefe, University of South Africa, South Africa</i>	
Enhancing Healthcare Education Through AI-generated, Clinically Relevant Assessments.....	57
<i>Hadar Arien-Zakay, The Hebrew University of Jerusalem, Jerusalem, Israel</i>	
Personalized Learning: Learning Support Strategies in Higher Education Distance E-Learning.....	59
<i>Madumetja Rodney Mabusela, University of South Africa, South Africa</i>	
Sustainability and Digital Transformation: Key Insights from University-Industry Co-Creation Workshops	61
<i>Carles Bruguera, Natalí Basílico, Carmen Pagés, Mitchell Peters, Universitat Oberta de Catalunya (UOC), Spain</i>	
Future Ready: Integrating Future Skills and Learner Agency in Dual Higher Education	63
<i>Aleydis Kleine-Allekotte, Ulf-Daniel Ehlers, DHBW Karlsruhe, Germany</i>	
Assessment and micro-credentials	
The Community in Us: An Online Learning View of Data Science Education.....	65
<i>Daniela Castellanos-Reyes, North Carolina State University, United States; Stefan Stenbom, KTH Royal Institute of Technology, Sweden</i>	

Building Pathways: International Collaboration for Flexible Learning	67
<i>Brian Shee, Sarah Brady, Michael Hennessy, University of Limerick, Ireland</i>	
Assessments in Online Courses and the Influence of Artificial Intelligence.....	69
<i>Florence Martin, North Carolina State University; Stella Kim, University of North Carolina Charlotte; Doris Bolliger, Texas Tech University, Lubbock, United States</i>	
Improving Students’ Engagement in Distance Education Through Innovative Assignments	71
<i>Inés Gil-Jaurena, Daniel Domínguez, Belén Ballesteros, Ana Martínez Ortiz de Zárate, Sergio López-Ronda, Aitor López-González, Universidad Nacional de Educación a Distancia (UNED), Spain</i>	
Engaging with Generative AI in Assessment: Perceptions, Practices and Professional Development Needs at a South African University	73
<i>Sukaina Walji, François Cilliers, Soraya Lester, Cheng-Wen Huang, Sanet Steyn, University of Cape Town, South Africa</i>	
Quality Link: The Standards and Quality Criteria for Learning Opportunities, Leading to Micro-Credentials	75
<i>Estela Daukšienė, Elena Trepulė, EDEN Digital Learning Europe, Estonia; Jochen Ehrenreich, Baden-Wuerttemberg Cooperative State University (DHBW), Germany; Colin Tück, Knowledge Innovation Centre, Slovenia; Arantza Mongelos Garcia, Mondragon University, Spain; Tiago Simões, European University Foundation, Hungary</i>	
Micro-credentials for Lifelong Earners/Learners: A National Survey on Up/Reskilling Preferences and Perceptions	78
<i>Mitchell Peters, Natalí Basílico, Carles Bruguera, Paula Pedro, Universitat Oberta de Catalunya (UOC), Spain</i>	
Global learning networks	
The Voice of Youth Gamers: Uses, Gratifications and Considerations	80
<i>Meital Amzalag, Holon Institute of Technology; Sharon Hardof-Jaffe, Levinsky-Wingate Academic College, Israel</i>	
Empowering Mid-Level Technicians: A Competence Framework for Future Skills in Europe’s Twin Transition.....	82
<i>Florian Linscheid, Baden-Württemberg Cooperative State University, Germany</i>	
Ethical considerations of AI in education	
Fostering Critical Thinking in Psychology Students through the Use of AI	85
<i>Nijel Ratonel, Torrens University, Australia</i>	
Bring it Out of the Appendix: Capturing Student Critical Thinking Development in Conversations with GenAI	87
<i>Alison Casey, Joseph Boulis, The University of Sydney, Australia</i>	

Spinning New Tales with ChatGPT: AI-Assisted Fairy Tale Rewriting and Its Impact on Creativity	89
<i>Ka Yan LAM, National Taiwan University of Science and Technology, Taiwan</i>	
How Does AI-Driven Conversation Training Shape Human Communication?	91
<i>Hannah Nermerich, Denise Rupprecht, Katharina Frosch, Olga Levina, Friederike Lindauer, Carmen Winkel, Brandenburg University of Applied Sciences, Germany</i>	
AI Ethics in Education: A Framework for Responsible Integration and Alignment with EU Values	94
<i>Alexia Antzaka, Universidad Internacional de la Rioja (UNIR); María Orcasitas-Vicandi, Gorka Roman Etxebarrieta, University of the Basque Country; Asier León Nuñez, Deusto University; Natalia Louleli, Universidad Internacional de la Rioja (UNIR), Spain</i>	
Integrating AI into General Education University-Level Courses in the U.S.....	96
<i>Eva Badowska, Hofstra University, United States</i>	
Who Are the Actors? Directing AI Innovation in a University Teaching and Learning Ecosystem	98
<i>Stephen Marquard, Sukaina Walji, University of Cape Town, South Africa</i>	
Responsible and Transparent Use of GenAI in Online Assessment: a case study at the Universidade Aberta, Portugal	100
<i>João Paz, António Moreira Teixeira, Universidade Aberta, Portugal</i>	
Equity and inclusion in education	
Transforming the Student Experience Through Learner Empowerment and Digital Education Innovation at the Atlantic Technological University in Ireland	102
<i>Carina Ginty, Jessica Duffy, Atlantic Technological University (ATU), Ireland</i>	
SOCIOGAMERS: Integrating Virtual Reality for Teaching Sociology	105
<i>Simona Barsotti, Valentina Goglio, Giorgio Borla, Renzo Carriero, Silvia Gerbi, Valentina Moiso, University of Turin, Italy</i>	
Investigating AI Policy in Higher Education Through an Ecopedagogical Framework	107
<i>Stephanie Wilson, Dewa Wardak, The University of Sydney, Australia</i>	
From Classroom to Community: Student Civic Engagement for Future Skills Learning	109
<i>Monica Gago Garcia, Mondragon University, Spain; Laura Eigbrecht, Jörn Allmang, Baden-Wuerttemberg Cooperative State University Karlsruhe, Germany; Agurtzane Martinez Gorrochategui, Ane Urizar Zugazagoitia, Mondragon University, Spain; Ulf-Daniel Ehlers, Baden-Wuerttemberg Cooperative State University Karlsruhe, Germany</i>	
Distance Education, Social Class and Graduate Employability; Thinking with and Against Bourdieu in the Age of AI	111
<i>Lorraine Delaney, Dublin City University, Ireland</i>	

The Impact of Online Study on Students' Mental Health and Well-being	113
<i>Dasa Grajfoner, Ziva Veingerl Cic, DOBA Business School, Slovenia</i>	
Digital Technologies and Museum Learning for Developing Multilingual Competence	115
<i>Maria Tolaini, University of Genova, Italy</i>	
Extended Reality (XR) in Higher Education: Building an Immersive, Personalised Learning Experience.....	117
<i>Geraldine McDermott, Technological University of the Shannon, Ireland</i>	
Towards Inclusive Education through Educational Robotics: Supporting Diverse Learning Needs	118
<i>Muhammad H. Al Omoush, Monica Ward, Dublin City University, Ireland</i>	
Student and societal well-being	
Exploring University Students' Concerns About AI in Higher Education	121
<i>Dewa Wardak, The University of Sydney Business School, Australia</i>	
Educational Futures as Imagined by the EDEH Futuring Squad: Four Scenarios for 2040	123
<i>Deborah Arnold, NTT DATA, France; Gül Akcaova, SURF, The Netherlands</i>	
Investigating the Use of Social Robotics to Support Student Learning and Well-Being in Higher Education	125
<i>Karol Fitzgerald, Geraldine McDermott, Geraldine Maughan, Technological University of the Shannon, Ireland</i>	
Education quality	
Enhancing Learning Through Virtual Reality in Tourism and Event Management	127
<i>Noëlle O'Connor, Geraldine McDermott, Assumpta Byrne, Sandra Griselain, Technological University of the Shannon, Ireland</i>	
The EduMat+ Project: Teaching Children to Code to Enhance Their Learning Experiences	128
<i>Stefan Colibaba, EuroEd Foundation Iasi, Romania; Irina Gheorghiu, Albert Ludwigs University Freiburg, Germany; Ioan Juncu, Alexandra Hanu, Carmen Antonita, EuroEd School Iasi, Romania</i>	
Online Learner Success Dimensions and Factors for Online Education: A Systematic Review	130
<i>Florence Martin, North Carolina State University; Jered Borup, George Mason University, United States</i>	
Promoting AI Literacy: A Comprehensive Model for AI Competencies in Higher Education Institutions	133
<i>Nils Aschhoff, Claudia Berg, Manuel Geisler, Miriam Hägerbäumer, Vera Kristina Lenz-Kesekamp, Miriam Stehling, Europäische Fernhochschule Hamburg (Euro-FH), Germany</i>	

Co-designing Educational Futures in the Age of AI	135
<i>Stephanie Wilson, Carmen Vallis, Dewa Wardak, Alison Casey, The University of Sydney, Australia</i>	
Learning Skills Through the Design of Serious Games in Virtual Reality: The 'Sociogamers' Project	138
<i>Manuela Repetto, Simona Tirocchi, University of Turin, Italy</i>	
Rewilding Education: Hacking Innovative Pedagogies Across Transnational Contexts to Address Critical Digital Literacies and AI Integration (2022-2025)	140
<i>Kathrin Otrell-Cass, University of Graz, Austria; Niels Ruan Lyngdorf, Aalborg University, Denmark; Eamon Costello, Dublin City University, Ireland; Melanie Gürentz, Iris Mendel, Olena Beskorsa, University of Graz, Austria</i>	
Advancing Research in Digital Didactics with AI: DI-daktika project.....	142
<i>Giedre Tamoliune, Airina Volungevičiene, Elena Trepule, Vytautas Magnus University, Lithuania</i>	
From Pixels to Pedagogy: Student Teachers Reimagine Learning with Game Based Learning Environment	144
<i>Aysegul Liman-Kaban, Anne O'Dwyer, Aisling Leavy, Michael McNamara, Edward Corry, Mairead Ryan, Mary Immaculate College, Ireland</i>	
AI for lifelong learning and training	
Empathy through Generative Artificial Intelligence: Implications for the Education of Human-Centered Professionals	147
<i>Pamsy Hui, Sau Fong Leung, Kong Yam, Catherine Cheung, Jacky Ng, Amy Ou, The Hong Kong Polytechnic University; Melody Chao, Hong Kong University of Science and Technology, Hong Kong</i>	
Responsible and Creative Experimentation with GenAI for Learning and Teaching, Examples from Practice	149
<i>Chrissi Nerantzi, University of Leeds; Javiera Atenas, University of Suffolk, United Kingdom; Marianthi Karatsiori, University of Macedonia, Greece</i>	
Designing Participatory Action Research on Teachers' AI Literacy in Super-Diverse Adult Education	151
<i>Enrico Vignando, University of Udine, University of Modena-Reggio Emilia, Italy</i>	
AI literacy	
Will AI Hijack our Agency? Four Mindsets for Human-AI Collaboration	153
<i>Eran Barak-Medina, Holon Institute of Technology, Israel</i>	
Fostering AI Literacy in Higher Education: Lessons from Assessment Redesign	155
<i>Nirmani Wijenayake, University of New South Wales, Australia</i>	

Integration of Generative AI (GenAI) Tools in Academic Learning: Analysis of Usage Patterns Among Undergraduate Students 157

Gila Kurtz, Nohar Raz Fogel, Hayley Weigelt-Marom, Oren Ben-Ahron, Omri Khana, HIT, Israel

Navigating Resistance: Understanding Student Reluctance to Experiment with AI in Higher Education 159

Lucy Gill-Simmen, Royal Holloway University of London, United Kingdom; Christiana Tsaousi, Cyprus University of Technology, Cyprus

Preparing for Work in the Age of Generative AI: How Higher Education Leaders Shape Institutional Resourcing Strategies to Prepare Students for AI-Driven Labour Markets 162

Patricia Mangeol, Josep Duart Maria, Àngels Fitó Bertran, Universitat Oberta de Catalunya, Spain

University Students' Experiences with Generative AI: The Role of Critical Thinking and Technology Readiness 164

Vanessa Donadel, Libera Università Internazionale degli Studi Sociali "Guido Carli"; Marco Zuin, Istituto Universitario Salesiano Venezia; Simona Romani, Libera Università Internazionale degli Studi Sociali "Guido Carli", Italy

Feeding the Beast: Anthropomorphic Metaphors for GenAI in Education 166

Carmen Vallis, Stephanie Wilson, Alison Casey, The University of Sydney, Australia

Exploring the Impact of Artificial Intelligence Training on University Faculty 168

Consuelo Garcia, Jose Sepúlveda, Valencia International University, Spain

How do Upper Secondary School English Language Teachers Use Generative AI to Create Materials? Preliminary Considerations from a Pilot Study 170

Maria Laura Ferroglio, University of Turin, University of Genoa, Italy

Control + Alt + Redesign: AI, Teaching, and the People Who Do Both 172

Danielle Maya Pratt, Devon Cadwell Bazata, Amanda Pacheco, Karen Haslett, University of Central Florida, United States

Professional development and digital scholarship

Towards a Competency-Based Standard for Secondary Teacher Education in Ukraine: Insights from EU Models and Challenges for Post-War Reconstruction 175

Antonella Poce, University of Rome Tor Vergata, Italy; Oleksandra Golovko, Narva College, University of Tartu, Estonia; Inna Zabuzhanska, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University; Renat Rizhniak, Volodymyr Vynnychenko CUSU, Ukraine

Bridging the Competency Gap in Ukrainian Teacher Training: Developing a Skills Toolbox for Future Educators 177

Antonella Poce, University of Rome Tor Vergata, Italy; Diana Andone, Polytechnic University of Timișoara, Romania; Olha Hurenko, Berdyansk State Pedagogical University, Ukraine; Gemma Tur Ferrer, University of the Balearic Islands, Spain

Beyond the Classroom: Scaling Team-Based Learning Online Across Disciplines 179

Panos Vlachopoulos, The American College of Greece, Greece

“I’m Very Scared Right Now”. Supporting Educators to Engage with Generative AI 181

Denise Mac Giolla Ri, Geraldine McDermott, Technological University of the Shannon, Ireland

Disciplinary Differences in Pedagogical AI Competences of Higher Education Teachers..... 182

László Horváth, ELTE Eötvös Loránd University, Hungary

POSTER ABSTRACTS

Education with, for and about AI

Comparing University Alliance Member Responses to Generative AI 185

Leigh Graves Wolf, University College Dublin, Ireland; Sasa Tkalcin, University of Helsinki, Finland; Ana Belén Sánchez Prieto, Alexa Gallo, Complutense University of Madrid, Spain; Alexandra Tzortzi, Paris 1 Panthéon-Sorbonne, France

Navigating Online Higher Education: First-Year Students' Motivations, Challenges, and Support Strategies 187

Hanne Kristin Dypedal, Per Ivar Kjærgård, NLA University College, Norway

Personalized learning

Developing Cognitive Competences in Preschool Age Children Using Educational Innovations ... 189

Nijole Ciuciulkiene, Ilona Tandzegolskiene-Bielaglove, Viktorija Ceponyte, Vytautas Magnus University, Lithuania

The Development of Preschool Educators' Digital Competence while applying the Multisensory Environments 191

Nijole Ciuciulkiene, Rasa Didziulienė, Birute Sciukienė, Vytautas Magnus University, Lithuania

The Impact of the Teacher's Digital Competence in Strengthening Leadership in the Classroom . 193

Rasa Didziulienė, Vytautas Magnus University, Lithuania; Salomeja Karaseviciute, Mykolas Romeris University, Lithuania; Elena Trepule, Vytautas Magnus University, Lithuania; Edita Balzariene, Kaunas School of Applied Arts, Lithuania

Assessment and micro-credentials

Enhancing Soft Skills in Healthcare: Digital Learning Approach with Micro-Credentials 195

Estela Daukšienė, Indrė Oleškevičienė, Vytautas Magnus University, Lithuania; Otčenášková Tereza, Marek Zanker, Martina Husáková, University of Hradec Kralove, Czech Republic; Ilja Tachecí, Charles University, Czech Republic; José Blas Pagador Carrasco, Luisa Fernanda Sánchez Peralta, Jesus Usón Minimally Invasive Surgery Centre (CCMIJU), Spain; Nina Pereza, University of Rijeka, Croatia

Digitally Signed Credentials – Smart Motivation with Stackability 197

Daiva Urmonienė, Indrė Oleškevičienė, Lithuanian Association of Distance and e-Learning (LieDM), Lithuania

QualityLink: a new Interoperable Architecture for Exchanging Quality Data on Learning Opportunities 199

Colin Tück, Knowledge Innovation Centre (KIC), Slovenia; Tiago Simões, European University Foundation (EUF), Hungary; Jochen Ehrenreich, DHBW, Germany; Estela Dauksiene, Elena Trepule, EDEN DLE, Estonia; Arantza Mongelos Garcia, Mondragon University, Spain

Ethical considerations of AI in education

In the Sandbox with GenAI: Faculty Practices and Reflections..... 201

Leigh Graves Wolf, Geraldine O’Neill, University College Dublin, Ireland

Innovative Teaching and Assessment in Biomechanics: Leveraging GenAI to Empower Students for Enhanced Learning 203

Kathleen Shorter, Amanda Benson, Swinburne University of Technology, Australia

Education quality

The PDC Ladder for Teacher Education: A Three-Tiered Framework for Digital Competence Integration 205

Sigrun Lindaas Norhagen, NLA University College, Norway

Turning Theory into Practice: A Quality Survey for Diverse Online Learners 207

Astri-Birgitte Grimenæs, Hanne Kristin Dypedal, NLA University college, Norway

Six Online Student Personas..... 209

Hanne Kristin Dypedal, NLA University College, Norway

Fostering a Sustainable Future: Innovation and Education Management in Vocational Education and Training 211

Ugne Supranaviciene, Genute Gedviliene, Lina Vaitkute, Vytautas Magnus University, Lithuania