En route to becoming a European University

The European University on AI in Curricula, Smart UniverCity and (Return) Mobility (EUonAIR) at HTW Berlin

EUonAIR
European University Alliance

htw. Hochschule für Technik und Wirtschaft Berlin
University of Applied Sciences

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Foreword

Since January 2025, HTW Berlin has been a member of EUonAIR – The European University on AI in Curricula, Smart UniverCity and (Return) Mobility, an alliance of ten technical and business-oriented universities. Together, we are working to anchor artificial intelligence responsibly, collaboratively and innovatively in education, research and society. HTW Berlin is the only Berlin University of Applied Sciences that is part of a European University alliance.

For us, the concept of the "European University" means pooling strengths across borders. To achieve this, we develop joint curricula and micro-credentials, promote international mobility in all its forms, open up laboratories and data rooms and consistently align teaching and research with social challenges.

Furthermore, we understand the idea of the European University as a commitment to excellence, openness and measurable impact. All members of our university community benefit from this strong European foundation. We strengthen the skills of our students, teaching staff and researchers and open up new forms of (international) cooperation with partners from science, business and society. In this way, we are modernising study programmes, examination formats and learning environments, promoting knowledge transfer and empowering our community to help shape the digital and green transformation.

Specifically, we systematically integrate AI within our curricula, use it to develop teaching materials, organise courses and provide individual feedback. MyAI University, a virtual campus, gives students access to flexible, internationally combinable courses.

I cordially invite you to familiarise yourself with the opportunities that EUonAIR offers us – and to join us in shaping a European future of education.

Prof. Dr.-Ing. habil. Birgit Müller,
Vice-President for Studies,
Teaching and International Affairs,
Project Lead EUonAIR

EUonAIR

The European University on AI in Curricula, Smart UniverCity and (Return) Mobility

Why EUonAIR?

The EU-funded “European Universities” initiative aims to create a highly networked and competitive European higher education area. By supporting alliances such as EUonAIR, the EU strengthens educational innovation, responsible teaching and learning practices and facilitates international exchange.

An alliance on artificial intelligence is currently of central importance: AI will permeate all levels of higher education and society in the near future. The topic must therefore be addressed from international, interdisciplinary and critical perspectives. The aim is for all students to develop the ability to understand AI, use it in a reflective manner and assess its impact on science, business and society. EUonAIR is thus laying the foundations for European higher education which combine technological expertise with ethical responsibility.

EUonAIR pursues the vision of fundamentally changing the education system: artificial intelligence should be responsibly integrated within teaching, research and mobility in order to promote innovation and social progress. By combining different disciplines, strengthening European values and promoting shared responsibility, the alliance makes a sustainable contribution to an inclusive and future-oriented European higher education landscape.

EUonAIR pursues a transparent and inclusive governance structure that involves students, staff and partner institutions. In this way, decisions are made openly and cooperatively, resources are utilised efficiently and the values of the European Union are strengthened. Generative AI is used specifically to promote education, research and innovation in the long term.

EUonAIR
European University Alliance

Facts and figures

EUonAIR is a European University alliance consisting of ten technical and business-orientated universities. The focus is placed on sustainable AI models and socially relevant topics such as smart cities and virtual and physical mobility.

85.200
students

EUonAIR partners

Kozminski University | Poland (Lead)
HTW Berlin University of Applied Sciences | Germany
ESSCA School of Management | France
Zagreb School of Economics and Management | Croatia
Polish Japanese Academy of Information Technology | Poland
Abat Oliba CEU University | Spain
ISM University of Management and Economics | Lithuania
Luxembourg School of Business | Luxembourg
University of Piraeus | Greece
Heilbronn University of Applied Sciences | Germany

Associated partners

The University of Applied Sciences and Arts of Southern Switzerland | Switzerland
Link Campus University | Italy
Estonian Business School | Estonia
Lviv Polytechnic National University | Ukraine
International European University | Ukraine

20+
partners from business, research, politics and civil society

13.400
employees benefit from the collaboration


ISM
KOZMINSKI UNIVERSITY
ntw
LSB
PJAIT
学大科工報情本日ポーランド
ESSCA
HHN
HEILBRONN UNIVERSITY OF APPLIED SCIENCES
ZSEM
Universitat Abat Oliba CEU

Core pillars of EUonAIR

Education for Students, Staff and Community

Promoting responsible AI learning for students, staff and communities.

Open Research and Innovation

A global network fostering open, interdisciplinary AI research.

Inclusive Governance and Collaboration

Ensuring democratic, transparent university collaboration.

AI-Enhanced Mobility

Supporting the full mobility cycle.

MyAI University

A virtual campus for collaborative, ethical AI practices.

Smart and Green UniverCities

Applying AI for sustainable urban development.

EUonAIR × HTW Berlin

As part of the university alliance, HTW Berlin contributes its expertise in education, applied research and knowledge transfer in a targeted manner. Under the umbrella of EUonAIR, existing expertise on AI is bundled, made visible and strengthened. Around 25 employees from all faculties, the International Office, the Teaching Support Centre and the External Funding Department are working together on EUonAIR under the leadership of the Vice-President for Studies, Teaching and International Affairs, Prof. Dr. Birgit Müller.

HTW Berlin's role in EUonAIR

Within the university alliance, the universities work together in eight subject areas, each with its own focus. HTW Berlin heads the focus area of Education for Students, Staff and Community. It is also actively involved in the field of Smart and Green UniverCities.

Education for Students, Staff and Community
HTW Berlin is developing sustainable educational programmes in the field of artificial intelligence.

Key initiatives

- Online course catalogue: Curated catalogue for selectable courses from all partner universities
- MyAI University: Virtual campus with open educational resources
- Education strategy & programmes: Preparation of new study programmes and joint learning formats
- AI & Ethics Guidelines: Standards and recommendations for university teaching

Smart and Green UniverCities
Here, HTW Berlin is establishing the HTW Smart City Lab – a learning and innovation space focusing on smart cities.

Core themes

- Space for students, teachers & researchers
- Practical testing of AI technologies
- Developing ideas for smart, sustainable cities
- Linking science, technology and urban change

Progress to date

Course catalogue
HTW Berlin has published an online course catalogue, which bundles a large number of courses on Artificial Intelligence within the EUonAIR University alliance. Students and lecturers can consult the catalogue to see which courses are offered at the partner universities – opening up new opportunities for exchange, cooperation and joint learning formats.

Some of the AI courses offered at HTW Berlin

- Descriptive Statistics and Data Analytics – Introduction to statistics, data analysis and working with R.
- Machine Learning Fundamentals – Introduction to machine learning, from classic ML models to deep learning with examples from NLP and computer vision.
- Generative AI – Basics of generative AI, prompt engineering and practical exercises.
- AI & Ethics in Business & Public Management – Ethical implementation of AI in business and administration, with governance approaches and practical examples.
- Ethical Challenges of AI in Culture and Design – Ethical questions about AI in culture and design: bias, stereotypes, authorship and creativity.
- Aligning AI Use with Learning Objectives in Higher Education – Supporting teachers in the meaningful integration of AI into learning objectives.
- Teaching Design with AI: Preparing Courses More Effectively – How AI tools can facilitate course planning, material creation and assessment in higher education.
- Modern Computer Vision and Multimodal Models – Application of machine learning methods and VLLMs in computer vision (under construction).

First EUonAIR Blended Intensive Programme (BIP) at HTW Berlin
HTW Berlin hosted the first Erasmus+ Blended Intensive Programme (BIP) within the EUonAIR alliance. Students from France, Poland and Lithuania joined HTW Berlin students at the university to participate in Prof. Dr. Katharina Simbeck's course "AI in Education – Innovation & Fairness". During the intensive week, the international teams worked on presentations on topics relating to AI and its social significance. A special highlight was the visit to the German Museum of Technology. There, the students developed AI-supported prototypes to automatically catalogue objects from the museum depository – a practical example of the use of AI in culture and research.

The HTW Smart City Lab
The HTW Smart City Lab is a hybrid learning and innovation space for students, researchers and project partners at the Treskowallee campus. Created as part of the European University alliance EUonAIR, the lab combines teaching, research and practice in the field of artificial intelligence and smart urban development. It combines a physical meeting place with a digital platform and thus promotes international collaboration and practical innovation.

What does the lab offer?

- Physical meeting point & digital exchange platform
- Cooperation with local and European partners
- Practical AI experiments & tool demonstrations
- Developing urban strategies with AI
- Space for workshops, research results & prototypes
- Goal: practical learning, joint research, international networking

What else students and lecturers can expect

Virtual Exchange Formats
Erasmus+ BIPs (Blended Intensive Programmes) and COILs (Collaborative Online International Learning) enable participation in international teaching, sometimes with short-term mobility, without having to study abroad for an entire semester.

MyAI University
MyAI University is the virtual campus of the alliance and connects students, lecturers and researchers from all partner universities. It bundles learning content, courses and projects in the field of artificial intelligence and offers a common digital platform for teaching, research and collaboration in Europe.

Student Innovation Programme
A key goal is to enable students to actively participate in research and innovation for climate-neutral and smart urban development. As part of the Student Innovation Programme, they independently develop innovative solutions for urban challenges, take part in hackathons and innovation competitions and work in cooperation with local companies.

Joint study programmes
The planned joint study programmes at Bachelor's and Master's level will be designed in close cooperation between at least two partner universities from different EUonAIR countries. Based on common European quality standards, they are harmonised with the respective national qualification frameworks.

EUonAIR Student Board
The Student Board enables students from all programmes to actively contribute their ideas, needs and challenges to EUonAIR's decision-making processes. The aim is to make the alliance innovative, fair and future-orientated.

Campus Stories

In recent years, HTW Berlin has carried out numerous pioneering projects in the field of artificial intelligence – across research, teaching, and knowledge transfer. These initiatives played a key role in the university's successful participation in EUonAIR. Within the alliance, our experts contribute their experience to advancing AI in a responsible and innovative way

How fair is the use of AI in education?

"You have an 80 per cent chance of failing the exam." This could be a notification generated by artificial intelligence if a Bachelor student has skimped on their learning load on the course "Fundamentals of Cost Accounting and Controlling" or has neglected the teaching materials. Prof. Dr. Katharina Simbeck took a closer look at how fair this prediction of success would be. Together with scientists from Heinrich Heine University Düsseldorf, the business information scientist developed a set of guidelines on AI in the education sector. "As a result, we're contributing to the current debates on the auditing and regulation of AI," she says.

Research using the example of "Moodle"
Prof. Dr. Simbeck and her research assistant Linda Fernsel chose the "Moodle" learning management system for their study. It is used in many educational institutions, including at HTW Berlin. University lecturers use Moodle to make thousands of teaching materials available, while students use it for homework, exercises and learning tests, participate in forum discussions and take examinations.

Digital evaluation is tempting
Analysing the wealth of this digital data with AI is tempting. Prof. Dr. Simbeck knows that universities are also interested in this, as they want to help their students complete their degrees successfully as quickly as possible. But anyone using AI in the education sector should carefully scrutinise its fairness, says the academic. The guidelines recommend six steps to check this. They begin with the technical delimitation of the system components and end with monitoring. The list of duties includes asking learners for their consent or giving them an option to leave. It is also important to provide comprehensive information about how the AI arrives at its assessments in the first place. Regular audits are designed to ensure that the systems function technically and remain fair.

AI reaches its limits at universities
So far, so good. But even fair AI reaches its limits in universities, as Prof. Dr. Simbeck points out. As you can only subject what's recorded digitally to digital analysis, the student in question, who rarely used Moodle but had read a lot of books on cost accounting and controlling, could come top in the end of semester exams despite a poor learning prognosis. In addition, AI in learning management systems is also based on a very narrow understanding of performance and learning. It could reinforce the existing tendency among students to want to acquire knowledge solely relevant to exams. However, the aim of universities is to provide young academics with a holistic education. The enthusiastic university lecturer really doesn't want to sacrifice this standard to any learning management system.

03 September 2024
Prof. Dr. Katharina Simbeck is Academic Lead at HTW Berlin for EUonAIR

Text
Gisela Hüttinger, Transfer and Project Communication

Photo
HTW Berlin/Alexander Rentsch

AI concepts as teaching modules

Artificial intelligence is fast becoming the number one buzzword of our time. So is a new era dawning? At the very least, it can be assumed that AI-related skills and knowledge will become increasingly important in future – as interdisciplinary educational goals. This is why the "KI-Lehr-Werkstatt Interdisziplinär" (KIWI) (Interdisciplinary AI Teaching Competence Cluster) was established at HTW Berlin, with the aim of creating a location for the joint teaching, learning and application of AI technologies. We discussed the details in an interview with project team member Ricardo Knauer.

What's the KIWI project about?
We're working to ensure that AI concepts become an integral part of teaching in all subjects in the long term. As a starting point, we've developed a flexible module system with teaching units based on interviews with lecturers, students and companies to find out which competences, learning objectives and content they prioritise in the field of AI. These modules can now be integrated and customised by all lecturers as part of their own teaching processes.

Could you describe one of these teaching modules for us?
The modules are basically a 90-minute teaching unit on different topics. Units include "AI Fundamentals", "AI and Ethics", "Trending Topics in AI" and more. The results of the interviews, as well as educational considerations, were incorporated into the content of each of these modules, resulting in methodologically varied teaching units that combine theoretical and practical elements. In "AI Fundamentals", for example, we clarify themes such as what AI is, what it isn't, what it can be used for, how best to assess it and how an AI algorithm works and how it makes decisions.

How exactly are the modules customised and what do lecturers need to do to use them?
If a teacher would like to use one or more of our modules, we get together to find out whether and how the module needs to be modified to ensure that it's an ideal fit for the existing teaching material. It can therefore be used without much effort and, above all, in the context of the respective subject – which was an important requirement from the interviews. Lecturers also have the choice of whether they want to teach the content themselves or whether the course should be organised by members of our project as guest lecturers.

What else is planned for the KIWI project in future? What else did the KIWI Project accomplish

Next winter semester, we aim to offer our module “Data Understanding Fundamentals” as a complete, separate course, namely as a supplementary subject. We are also currently working with the TSC to plan AI and teaching programmes for lecturers at HTW Berlin so that they can integrate AI content within their own teaching context. In addition, in June we are offering a workshop for lecturers from all Berlin universities in collaboration with the Berlin Centre for Higher Education (BZHL).

Do lecturers need to worry about being replaced by AI?

I don’t think so! Digital tools and AI-generated learning paths can certainly help with self-study and may even help to ensure that different students are better catered to in future.

However, there are many social aspects to teaching, such as empathising with problems or creating an inclusive learning environment. Lecturers can not only impart knowledge to learners, but also motivate, support and encourage them individually. AI doesn’t have these skills. And we shouldn’t forget the specialist level, either: the results of AI-generated content can only be critically assessed by those in possession of the relevant knowledge and skills. Lecturers are also needed as mentors and coaches to support students in the use of AI. Personal contact will thus remain important in the future.

09 June 2023

The interview was conducted by Jessica Barszczewski from the Teaching Support Centre.

Mehr zum Projekt

kiwerkstatt.htw-berlin.de/

Photo

HTW Berlin/Florian von Ploetz

What does the KI-Werkstatt actually do?

Project manager of the KI-Werkstatt Prof. Dr. Erik Rodner and research assistant Ricardo Knauer have been working with the European university alliance EUonAIR since 2025. Artificial intelligence is difficult to present: KI-Werkstatt employees can set up a showroom to make it slightly more accessible on screens.

Prof. Dr. Erik Rodner likes to say that "artificial intelligence isn't magic". But it's not easy to define either. Anyone enquiring about the KI-Werkstatt – the AI Competence Cluster at HTW Berlin, for example, quickly hears the half-serious, pretty astonishing sentence: it's actually everywhere! One part is a co-working space awash with light with a view of the courtyard, while another takes the form of the well-cooled high-performance hardware in the Information Technology Centre. So what does the tongue-in-cheek reference to the all-encompassing existence of the KI-Werkstatt actually mean? "In addition to the technology, the KI-Werkstatt is, above all, a network of AI enthusiasts and a community," says Prof. Dr. Rodner, project manager at the KI-Werkstatt. Prof. Dr. Christina Kratsch describes it as a "trio" composed of space, technology and people working together.

AI excellence in daily life

This community, which was established in late 2021, has achieved impressive results: the KI-Werkstatt's homepage lists 16 projects alone. The AI-based chatbot used by the Student Service Centre has just been selected as an example of best practice by the Higher Education Forum for Digitalisation. Florian Dewes, a research assistant at the KI-Werkstatt, was responsible for the chatbot's technical development. The tool was launched at the end of 2024, with the chatbot popping up when the green symbol in a speech bubble is clicked on the pages of the Student Service Centre. It answers questions about deadlines, documents or contact persons.

Focus on application orientation

Practical suitability - as with the chatbot – is a general requirement at HTW Berlin. The KI-Werkstatt project "Generative AI for SMEs", for example, has developed a model for the introduction of generative AI in small and medium-sized enterprises. The practical relevance of the other projects is just as great as the range they cover: "JUDGE-AI" is intended to offer legal support to socially disadvantaged people, "QuaLlamA" investigates the quality of the language models behind AI applications, "ApplFM" is application-oriented basic research on

computer models to support doctors in diagnostics, “Fair Enough?” asks how fairly AI acts in learning management systems, and “SparePartAssist” resulted in an app that can recognise spare parts with the help of AI and 3D scans.

Top-flight technical equipment and academic guerrilla tactics

The KI-Werkstatt was made possible by two Federal Government grants for artificial intelligence in research and teaching totalling 2.9 million euros. Since 2021, 900,000 euros have been invested in hardware such as servers, AI-enabled laptops and laboratory equipment and their support by employees. In addition, the data remains secure on the university servers.

The other two million euros of funding was used to finance the KIWI team for AI teaching support and to provide start-up funding for a professorship,. Actually, a “guerrilla tactic” has been employed since 2021, says Prof. Dr. Rodner with a grin. “We didn’t want to spend three years thinking about what we were going to do with the funding in an extremely highly academicised way, down to the last detail,” he says, “but instead, sought to support as many diverse and practice-oriented ideas as quickly as possible, achieve a good mix and provide optimum support for lecturers and researchers from day one. That worked out pretty well.”

Locational advantage proves decisive

Technology and the AI community remain at HTW Berlin when federal funding expires at the end of 2025. No follow-up financing has yet been provided for hardware support and consulting in the field of AI. In future, the KI-Werkstatt team wants to intensify the transfer of knowledge to external companies, with a transfer partner network for collaborations between science and industry currently being set up for this purpose. This will also include cooperation programmes such as AI sprints, student projects and access to computing power.

Ricardo Knauer worked on a module system with AI-related teaching units. Prof. Dr. Erik Rodner is project manager at the KI-Werkstatt.

26 May 2025

Text
Marcus Müller

Photo
HTW Berlin/Alexander Rentsch
(AI-Showroom, Prof. Dr. Erik Rodner)

Shaping the city of the future

Prof. Dr. Florian Koch and research assistant Alejandra Urrutia Pinto focus on the property industry, smart cities and urban development. They are researching how new digital, smart technologies can contribute to sustainable development and what sort of new social innovations are emerging in cities.

What will the city of the future look like?
The fascinating thing about cities is their diversity, and it would be boring if Berlin ended up the mirror image of Hamburg or Munich wound up looking exactly like Madrid. No one city of the future exists – instead, there are many different sustainable ideas for cities. We think that, in future, our cities will have decentralised renewable energy supply and storage, sensors that measure environmental pollution and, above all, places where many different people can come together and discuss the future of their cities.

The city of the future must be more inclusive, and public spaces in particular must be designed to be accessible to all. All sections of the population should feel safe and a high quality of life should be ensured for everyone.

It is also important to consider the ecological dimension: cities can and must contribute to ensuring that planetary boundaries are no longer exceeded.

How does artificial intelligence influence urban development?
Artificial intelligence can make cities not only more efficient, but also easier to understand. AI can be used to analyse large amounts of data and derive predictions from it, for example about climate change, heat stress or energy consumption in buildings. In this way, resources can be used in a more targeted manner and those things that have been missing in the city up to now can be recognised and implemented.

Construction methods and planning processes will also change: AI can help to choose more sustainable materials or utilise space more efficiently. It is particularly important to us to bring students and practitioners together in order to develop new perspectives on property development and urban planning using concrete case studies and digital tools.

At the same time, however, the negative factors associated with the use of AI must also be analysed: the enormous consumption of resources caused by data centres, the discriminatory effects of AI and the question of which aspects of urban development cannot or should not be solved by AI applications are just some examples of this critical thinking process.

In EUonAIR, we want to create open spaces for these questions – at the university and in our alliance – in which experiments, tests and discussions can take place. Our Smart City Lab offers the opportunity to test AI in practice and discover together how it can contribute to inclusive, resilient and sustainable urban development.

08 October 2025

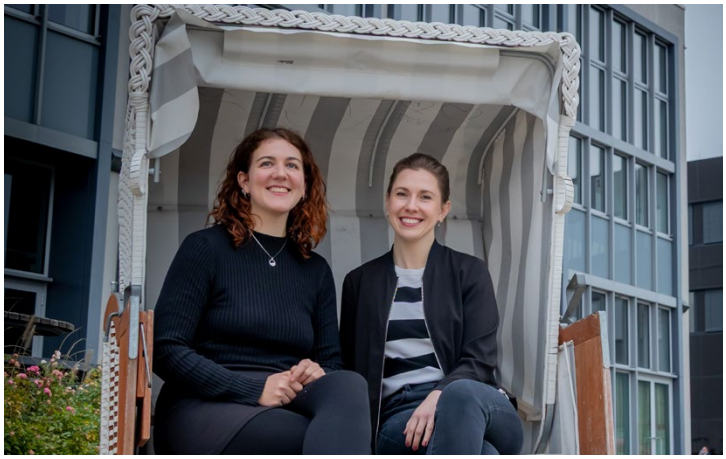
Text
Alejandra Urrutia Pinto, Prof. Dr. Florian Koch

Photos
Tobias Golla

On our way to a European University

Since 2025, HTW Berlin has been part of the European University alliance EUonAIR. This marks the beginning of a new chapter: one that brings together our existing internationalization efforts with new ideas and encourages us to look beyond the borders of our own institution. The goal is clear: all members of HTW Berlin – students, teachers and staff – should benefit from the opportunities offered by the European University and see themselves as active contributors to the European community.

What does it mean to be a European University?
It means thinking about education not only locally, but at a European scale. With the "European Universities" initiative, the EU supports alliances of European universities. These alliances build a European (virtual) campus, jointly offer online courses, develop curricula, enhance virtual mobility and bring students and researchers together across borders. In this context, students and researchers from across Europe work together to address the societal challenges of our time, across institutional and national boundaries.



As of 2025, 65 alliances are co-funded by the EU – bringing together almost 650 universities from 36 countries. They are supported by more than 2,200 associated partners from civil society, business and politics. In Germany, 67 universities – including 18 universities of applied sciences – are involved. HTW Berlin is the only university of applied sciences in Berlin participating in an alliance.

As part of EUonAIR, HTW Berlin is actively shaping the European university landscape, contributing its strengths in technology, economics and, above all, artificial intelligence. It places particular emphasis on social responsibility and the ethical issues associated with the use of AI.

The International Office: where the threads come together
In this process, the International Office plays a central role. Many threads come together here: mobility, virtual exchange (COILs and BIPs), university agreements and student counselling. The International Office bundles, coordinates and makes visible the tasks for which HTW Berlin is responsible within the alliance.

Sarah Marx coordinates the alliance's work at HTW Berlin, connects people, supports lecturers and ensures that processes run smoothly – from joint learning opportunities to European mobility formats.

Anne Hübinger is responsible for the alliance's communication at HTW Berlin. She makes activities visible, develops marketing campaigns and carries the idea of the European University into the wider university community.

Together, they work to make international education accessible to all. For students, lecturers and staff, it should become a natural part of everyday university life – whether it is a stay abroad in France, a virtual project with partners in Spain, or a joint AI course with the Polish partner university. EUonAIR opens up diverse pathways to experience Europe through teaching and learning. With various formats in which virtual mobility and short-term stays abroad play a significant role, participation in international learning becomes much more accessible.

It is about more than mobility and exchange

EUonAIR aims to help prepare HTW Berlin and Europe for the future: more connected, more digital, more sustainable. Artificial intelligence will shape all areas of education, research and society. An alliance like EUonAIR provides the foundation for this by pooling knowledge, sharing expertise and educating young people for a rapidly changing world.

For HTW Berlin, this European cooperation is a commitment. Universities must be places that are open, diverse and international. Places where people from different countries and disciplines come together, exchange ideas and overcome boundaries – not only to study, but to shape the future.

12 December 2025

Text
Anne Hübinger

Photos
Tobias Golla

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Good to know

HTW Berlin international

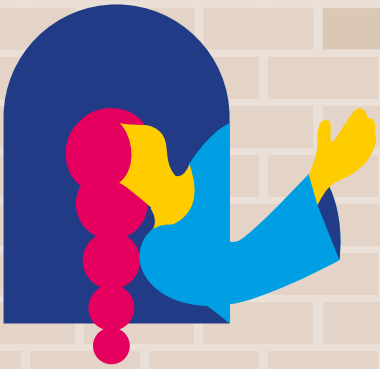
160
partner universities worldwide

5
faculties on

2
campuses

130
nationalities

15.000
students



9
double and joint degree programmes

80
study programmes in engineering, computing, business, culture and design

English version