DANISH DEFENCE

Nordic ADL 2026

Activate your students anno 2026

Parallel Session 4.3

DANISH DEFENCE

Understanding the importance of active learning in 2026. This workshop explores effective ways and tools to engage students and enhance learning outcomes.

Special Advisor Martin Hans Jensen
FAK-UC-07@MIL.DK

Special Advisor Linda Bendiks Hasselström
FAK-UC-12@MIL.DK

DANISH DEFENCE

Why Activation?

Go to **learnlab.net**
on your phone or computer.

DANISH DEFENCE

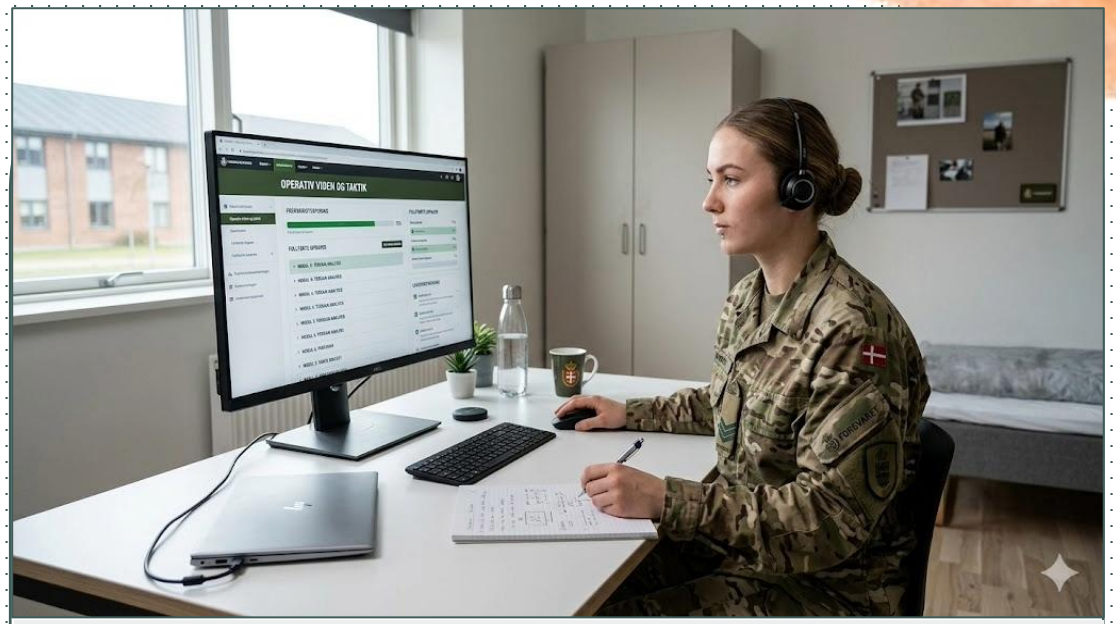
Activation Tools & Possibilities

- **LearnLab.net** – Live polling
- **Padlet** – Online board
- **Kahoot!** – Quiz (gamification)
- **Mentimeter** – Live polling
- **LMS** (Moodle, ItsLearning, Canvas…)
- **H5P** – Interactive exercises
- **Miro** – Collaborative wall
- **Generative AI** (Mistral, OpenAI, Gemini, Claude…)

DANISH DEFENCE

Synchronous Learning

Real-time interaction, including physical classroom instruction and live online sessions like Zoom. Immediate feedback and direct engagement characterize this approach.



Asynchronous Learning

Flexible, self-paced learning, on-demand e-learning and structured periods for online activities like reading, videos, forum discussions, and assignments.

Activity	Synchronous (classroom or online)	Asynchronous
Quizzes	Run live quizzes (e.g., Kahoot, Mentimeter) to check understanding and create engagement	Embed quizzes or reflective questions in videos or LMS modules
Polling	Use live polls (e.g., Mentimeter, Slido) to check understanding and spark discussion.	Use polls in LMS or discussion forums to gather opinions over time
Coorperative Learning structures (CL)	Use structures like Quiz-Quiz-Trade, Think–Pair–Share, jigsaw, or small group problem-solving	Structured peer interaction in forums or collaborative tasks with defined roles
Traditional teacher lecture	Short lecture with pauses for questions, polls, or micro activities	Recorded lectures with embedded questions or reflection tasks
Micro activities or reflections	1-minute reflections, chat responses, or quick discussions	Reflection journals, discussion posts, or short written submissions
Scenario-Based Tasks	Present a case and let groups solve it live.	Provide a scenario (text/video) and ask students to submit solutions or decisions with justification.
Collaborative writing (Docs)	Students co-create slides, notes or solutions in shared docs (e.g., Google Docs, Miro)	Students contribute over time, building a shared knowledge base or summary.
Interactive Video	Watch short clips together and pause for discussion	Use tools like H5P to embed questions, branching scenarios, or decision points in videos
Forumposts -threaded discussions	Live discussion in chat or guided plenary dialogue based on prompts	Ongoing threaded discussions where students respond and build on each other's posts
Podcasts + reflection	Listen to short podcast clips together and discuss key points (walk'n'listen)	Students listen independently and submit reflections or discussion posts
Assignments with peer feedback	Students present work and receive live feedback from peers.	Students upload assignments and give structured peer feedback using rubrics.
Gamification and simulations	Run live quizzes, competitions, or team-based challenges.	Create progress-based tasks, badges, or weekly challenges in the LMS.

Examples of Activating Learners with Generative AI

Generative AI as a Dialogue Partner
Learners interact with an AI persona (e.g., expert, patient, commander).
→ Ask questions, test decisions, explore consequences.

AI-Generated Scenarios
Use AI to create realistic cases tailored to the topic.
→ Learners analyse and decide: *"What would you do?"*

AI as a Critical Opponent
Ask AI to challenge learners' ideas.
→ *"What are the weaknesses in this approach?"*

AI as Practice Simulator
Learners rehearse skills in a safe environment.
→ Repeat, fail, adjust, and try again.

AI for Differentiation
Same task → different AI-generated support levels.
→ Beginners get guidance, advanced learners get complexity.

"AI doesn't replace activation – it amplifies it."

Interactive AI: Role-Play

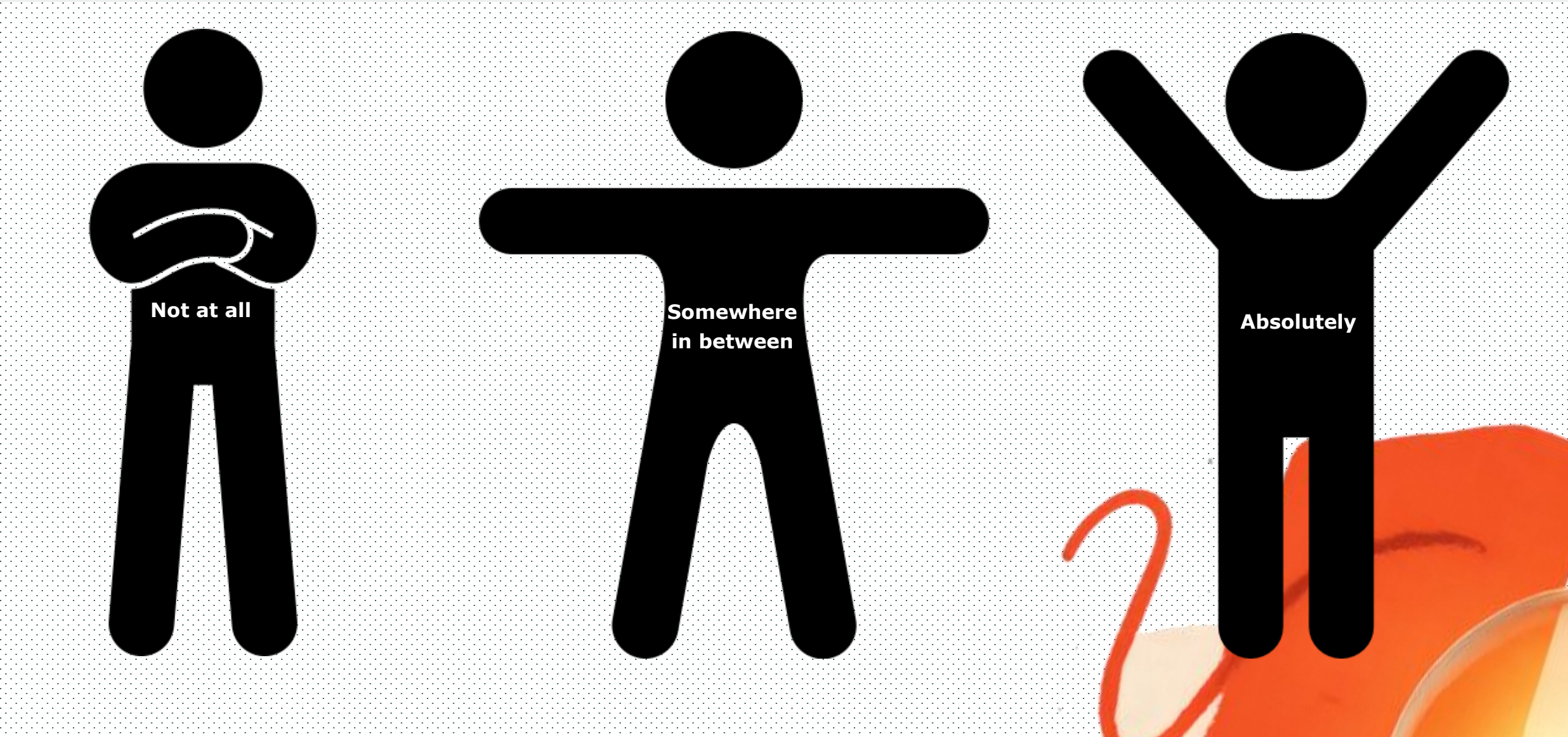
Imagine you are going to pitch an idea for your boss. Use this custom GPT to practice and refine your pitch beforehand.

After 5 prompts the agent will end the conversation and give you feedback on your pitch (Only because of the limited time in this PS)

Scan the QR code and begin the conversation by clicking “Start” or writing “hallo” - you have 5 min.

Please stand up:

Do you see potential for this kind of AI-guided dialogue in learning situations?



DANISH DEFENCE

Interactive Video for Learning

You are now going to engage with an interactive video designed as an example to promote active learning.

Scan the QR code to watch a short interactive video.

Afterwards participate in a group exercise (summeøvelse). Here are some conversation starters – or you can make your own:

- Have you ever created an interactive video?
- Does the interactivity in the video change the learning experience?
- Does embedded questions support learning – or simply check recall?

Session Activities Summary

Activity 1: LearnLab.net (open ended questions)

Activity 2: Roleplay with a custom GPT

Activity 3: Physical activity (body voting) for reflection

Activity 4: Interactive video engagement

Activity 5: Group discussion (summeøvelse) on Interactive video

DANISH DEFENCE

We hope this workshop inspired you to activate your students anno 2026☺

Special Advisor Martin Hans Jensen
FAK-UC-07@MIL.DK

Special Advisor Linda Bendiks Hasselström
FAK-UC-12@MIL.DK