LEARNTEC

Digital Learning meets AI – at EUROPE'S NO. 1

5 – 7 May 2026

Karlsruhe Trade Fair Centre

Press kit 2026

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33rd LEARNTEC 2026

NUMBERS – DATA – FACTS

Key Dates

Year Founded: 1993

Dates and Hours:

Tuesday, May 5, 2026, 9am – 5pm

Wednesday, May 6, 2026, 9am – 5pm

Thursday, May 7, 2026, 9am – 4pm

Organizer: Karlsruher Messe- und Kongress GmbH

Conceptual partner: bitkom

Patronage: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Baden-Württemberg Ministry of Education, Youth and Sports

Number of Exhibitors: Currently 340 exhibitors from 20 countries, including Germany, Austria, Switzerland, France, the United Kingdom and the USA.

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Highlights and Programme

Special Areas:

- **Hall 1:** Exhibitor Stage, Focus Stage, Start-up Stage
- **Hall 2:** AR/VR-Stage, Main Stage, school@LEARNTEC Spotlight Stage, Forum school@LEARNTEC - Panel A and B, Innovation Island (Stand 10.1 and Stand 10.3), Meet the Speaker (K34)

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Award Ceremonies:

- **delina 2026** on Thursday, May 7, 2026, at 11am, Main Stage (Hall 2)
- **Immersive Learning AWARD 2026 – Authoring System**
  Institute for Immersive Learning/Torsten Fell on May 6, 2026, at 4.30pm, AR/VR Stage (Hall 2)

Keynote speakers in the convention programme:

- Franz Strukelj, Head of Volkswagen Group Academy, Volkswagen AG: **„Skill-based Organization: Wie KI und Plattformmodelle Lernen verändern“** (May 5, 2026, 1.30pm, Main Stage, Hall 2)
- Laura Overton: **„The Disruption Advantage: Leading with Confidence in Uncertain Times”** (May 5, 2026, 4.30pm, Conference Room, 2nd Floor)
- Andrew Smith, Consulting Manager – Learning Technology Accenture: **„Beyond Automation – the Age of Agentic Learning”** (May 6, 2026, 9.30am, Conference Room, 2nd Floor)
- Andrea Bosch, Deputy Managing Director, Stuttgart Region Chamber of Industry and Commerce; Jaqueline Fuhrmann, Program Coordinator for E-Commerce and Public Relations at Erich-Gutenberg Vocational College; Peter Henning, Researcher, Entrepreneur and Author, LEARNTEC & STZ Digital Education: **„Podiumsdiskussion: Berufliche Bildung – Herausforderungen durch KI“** (May 6, 2026, 1 pm, Main Stage, Hall 2)
- Prof. Dr. Michaela Brohm-Badry, President and Scientific Director of the European Forum for Positive Neuroscience (EUPONS.eu): **„And I think to myself: What a wonderful world. Wie wir unsere Schüler/innen und uns selbst gesund erhalten und glücklich machen“** (May 7, 2026, 9:30 am, Conference Hall, 2nd Floor)
- Dr. Pirita Pyykkönen-Klauck, Managing Director of ZDF Sparks GmbH: **„Future by Design: Governing Fearless Labs for Sovereign AI Returns“** (May 7, 2026, 1pm, Main Stage, Hall 2)

Masterclasses (NEW 2026):

- Maurice Zomorrodi, Co-Founder & CEO Elephant Company: **„Brain Drain stoppen: So rettet das Tool von Elephant das Erfahrungswissen eurer Organisation“** (May 5, 2026, 9:30 am - 12:30 pm, Coffee Lounge, 3rd Floor)

- Armin Hopp, CEO of speexx: **„Von Skills zu Wirkung: Wie KI, Lernen und Leadership in Unternehmen Wirkung entfalten“** (May 5, 2026, 2-4:30 pm, Coffee Lounge, 3rd Floor)
- Chris Robenek, Head of Customer Success Omnora: **„KI in HR: Von der Wissenssicherung bis zum fertigen Training“** (May 6, 2026, 9.30-11am, Coffee Lounge, 3rd Floor; Additional session: May 6, 2026, 11am–12.30pm)

Innovation Island (NEW 2026):

In the new special area in Hall 2, the focus across all three days will be on the latest innovations, trends, topics and tools that everyone involved in digital education should be discussing.

Guided Tours:

- **E-Learning for Beginners**
- **Digitization of Higher Education**
- **Digitization of Vocational Education**

Participation in the Guided Tours is free of charge. However, registration and sign-up in our app are required. The guided tours are conducted in German.

Self-Guided Tours:

The self-guided tours offer a practical insight into key topics that will significantly shape the future of the workplace and education. The tours can be viewed in the app and take place without a guide or fixed schedule.

Self-guided tour topics include: AI & learning paths in the workplace, digitization of school education, learning software & platforms.

Europe's #1 in digital learning

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Accompanying Events / Parallel Events / Other Dates:

- **Städtefachtagung Baden-Württemberg: Digitalpakt 2.0 für Schulen – Umsetzung in Baden Württemberg** on May 6, 2026, 10 am - 12:15 pm in the East Upper Level (2nd Floor)
- **Early Childhood Education** on May 7, 2026, at the Main Stage, Hall 2, starting at 2 pm
- **Talk: „Zukunft Schule – Erwartungen, Versprechen und Realität des DigitalPakts 2.0“** on May 6, 2026, at 2pm, Spotlight Stage school@LEARNTEC (Halle 2)

Evening Event:

LEARNTEC After-Work & Meet Event (May 5, 2026, starting at 5pm in the Atrium)

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From DigitalPakt 2.0 to Corporate Learning: When Technology Becomes a Priority Partner

LEARNTEC, the digital education trade show, kicks off on May 5

DigitalPakt Schule 2.0, artificial intelligence in vocational training, safety briefings using AR glasses and digital exams at universities: Digitalization has radically transformed the way people learn, from childhood through to their professional lives. LEARNTEC 2026 will explore the digital solutions available, the expectations surrounding DigitalPakt 2.0 and how companies are modernizing their continuing education programs. Europe's leading trade fair and conference for digital education will open its doors from May 5-7 at Messe Karlsruhe.

Digitalization in Schools: From Immersive Learning Spaces to Drone Cages

In the context of the upcoming DigitalPakt Schule 2.0, exhibitors will showcase practical approaches for the holistic digitalization of schools and daycare centers. bit media education solutions (Hall 2 / K10) will highlight management systems and learning platforms that support schools in the organizational and pedagogical implementation of digital processes.

VS Vereinigte Spezialmöbelfabriken (Hall 2 / K37) will demonstrate how digital learning environments can be reimagined spatially with "Miri", an immersive learning space concept that combines analog and digital elements. CB Software (Hall 2 / I38) will focus on individual support with a product premiere: the Lesebox app designed to support reading fluency and comprehension.

The Landesmedienzentrum Baden-Württemberg (LMZ) (Hall 2 / J34) booth is an interactive hands-on area, with a special focus on a drone course. Visitors can not only control drones but also program them and test whether they can successfully complete the task of flying autonomously. At the same time, the LMZ will provide information about its statewide support programs - such as those designed to develop future skills and media literacy starting in 7th grade, as well as computational thinking, which helps students intuitively grasp the concept.

Its offering will be complemented by the Hacker School (Hall 2 / M25), which provides free programming courses for secondary schools, thereby providing a hands-on approach for the development of digital skills. This makes the event a central hub for school authorities and administrators who want early access to Digital Pact solutions.

Corporate Learning: AI, XR, Robotics and Game-Based Training

At the exhibitor booths in the Corporate Learning area, the focus will be on digital, immersive and AI-supported learning solutions. A clear focus will be the

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use of Artificial Intelligence as a training and development tool: thankscoach (Hall 2 / H32) will present a digital coaching platform that combines 1:1 coaching journeys with human coaches and an AI coach for the measurable, needs-based development of specialists and executives. TrainHQ (Hall 1 / B68) will demonstrate AI-powered conversation simulations for practical training.

Another cluster will focus on immersive learning environments and Extended Reality (XR): baermedia (Hall 1 / F 28) will present interactive XR training and virtual learning environments based on real-life, corporate settings that are already in use at Deutsche Bahn and Fraport - including safety-critical training scenarios, as well as virtual onboarding and qualification environments. World of VR (Hall 2 / I48) will complement this spectrum with VR training for workplace safety, as well as applications for remote-controlled humanoid robots via VR headsets.

The topic of workplace safety and crisis management will also be addressed: TOUGH Training (Hall 2 / I 20) will present innovative gaming software for workplace safety, while Business Escape Games (Hall 2 / K41) will unveil new escape game formats for crisis management as part of a product premiere. Brainrooms (Hall 1 / A43) will focus on digital escape rooms for onboarding, recruiting, talent development and health management.

Stefanie Ruf, Project Manager at LEARNTEC, says: “With DigitalPakt 2.0 and rapid developments in corporate learning, educational institutions and companies alike are facing important strategic decisions. This is exactly where we come in: At our event, the innovators shaping tomorrow’s education will not only gather information but also test solutions directly, and engage in dialogue with providers. We are particularly excited about our new formats: Innovation Island as the central platform for trending topics and the free masterclasses for a deep dive into specific subjects.”

About LEARNTEC

LEARNTEC is Europe’s largest event for digital education. Decision-makers from industry, the consultancy sector, retail and sales, as well as from schools and universities, come to Karlsruhe every year to learn about and discuss the possibilities of digital learning. The LEARNTEC convention delivers practical knowledge over three days. Workshops and open discussion panels encourage dialogue between speakers and participants. Since 2020, the programme has been complemented by LEARNTEC xChange, the largest online exchange platform for digital learning, and from 2025 onwards by the new LEARNTEC xChange Compact.

The next LEARNTEC trade fair and accompanying convention will take place from 5 to 7 May 2026 at the Karlsruhe Exhibition Centre, with LEARNTEC 2027 running from 2 to 4 February.

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Making Digital Education Effective

school@LEARNTEC 2026: Focus on AI, Digital Platforms, and Modern Learning Spaces

With the DigitalPakt 2.0, digital education is once again becoming a priority for school investments. Now that the DigitalPakt Schule has laid the foundation for a comprehensive digital education infrastructure in Germany, the task at hand is to strategically advance the digital transformation and integrate it into everyday educational practice. Key questions remain: How can digital technologies improve teaching in the long term? What skills do teachers and school administrators need? And how can artificial intelligence be used effectively and responsibly? LEARNTEC 2026, Europe's leading trade fair for digital education in schools, higher education, and the workplace, addresses these questions and offers guidance, opportunities for exchange, and concrete solutions for practical application. In the school sector, this year's focus is particularly on topics such as artificial intelligence and personalized learning, digital platforms, and modern learning spaces.

AI in Everyday School Life: Relief, Individualization, Transformation

Artificial intelligence has long been a topic in everyday school life, but its potential extends far beyond individual tools: AI can provide massive support for teaching, provided schools integrate it in a pedagogically meaningful way to relieve teachers while simultaneously enabling personalized learning processes. The Stuttgart-based startup **BLX GmbH** (Hall 1 | A45) is presenting its Learning Experience Management System (LXMS) at LEARNTEC, featuring the new AI-powered "BLX Designer," which supports teachers in designing and structuring digital learning offerings and significantly simplifies the creation of storyboards. And **CB Software** (Hall 2 | I38), which is exhibiting at LEARNTEC for the first time this year, is bringing a brand-new product: the AI-based Lesebox app, which specifically trains and individually supports students' reading fluency and reading comprehension. AI also runs like a common thread through the school@LEARNTEC program, including a session with Oliver Wiening on the topic **"KI-Tipps für Lehrkräfte – Entlastung statt Mehraufwand"** (May 7, 1:00–1:45 p.m., school@LEARNTEC Forum – Panel B, Hall 2). Micha Pallesche, responsible for the school@LEARNTEC section on the LEARNTEC Congress Committee, will moderate the talk **"KI und digitale Schulentwicklung: Welche Unterstützung finden und brauchen Schulleitungen?"** (May 5, 1:00–2:30 p.m., Spotlight Stage school@LEARNTEC, Hall 2).

Creating Structures: Rethinking Platforms, Exams, and Organization

As digital infrastructure continues to expand, the question of sustainable structures is also coming to the forefront. To support educational work and avoid creating additional complexity, schools need integrated platforms, secure digital

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exam environments, and reliable administrative processes. The Austrian exhibitor **bit media education** solutions (Hall 2 | K10) develops software and platforms for digital learning and school administration, thereby supporting schools in implementing digitalization. **H+H Software** (Hall 2 | K39), part of the Alliance for Education joint booth, develops IT solutions that enable programs, data, and learning content to be provided and managed centrally and with low barriers to entry. This topic area is also reflected in the lecture program, for example in Lewis Erckenbrecht's presentation on **"Smart School Panel: Smart Schulträger – Wie moderne Bildungsverwaltung die Digitalisierung voranbringt"** (May 6, 4–5 p.m.; Spotlight Stage school@LEARNTEC, Hall 2) or in **„SCHULE@BW konkret | Vorstellung der Digitalen Bildungsplattform"** (May 6, 1:00–1:45 p.m., Forum school@LEARNTEC – Panel A, Hall 2).

The Learning Space of the Future: Flexible, Immersive, Connected

In digital school development, classrooms are transforming into hybrid, interactive environments where technology, spatial design, and pedagogy seamlessly interact to enable new forms of learning. The agenda includes presentations such as **"Zukunft erleben: Lernen in virtuellen Welten"** (May 7, 9:30–10:30 a.m., school@LEARNTEC Forum – Panel A, Hall 2) by Svenja Wißmann and **"Räume, die Chancen schaffen: pädagogischer Schulbau im Kontext von Bildungsgerechtigkeit und digitalen Lernumgebungen"** (May 5, 4–5 p.m., school@LEARNTEC Forum – Panel B, Hall 2). **VS Vereinigte Spezialmöbelfabriken** (Hall 2 | K37) will present their immersive learning space Miri, and **Bellgardt Medientechnik** (Hall 2 | J3) will provide media technology solutions for seamless digital learning. "Thanks to the DigitalPakt 2.0, previously unfinished projects in digital education can now be specifically addressed and completed. The key here is the transition to a holistic digitization of classrooms based on a well-thought-out overall concept that goes beyond individual products and offers both teachers and learners efficient and streamlined solutions," says Thomas Bellgardt, Managing Director of Bellgardt Medientechnik.

Just how effective DigitalPakt 2.0 actually is in school practice will also be the focus of an **expert panel discussion on May 6 at 2 p.m.** (Hall 2, Spotlight Stage). Under the title "The Future of Schools – Expectations, Promises, and Reality of DigitalPakt 2.0," participants will discuss how funding can be effectively translated into sustainable school development and what concrete solutions from the fields of practice, politics, and business are already available.

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Corporate learning in the age of AI: learning is becoming more effective, personalised and measurable

LEARNTEC 2026 brings together innovations and trends in e-learning platforms, content creation and skills development

Karlsruhe, 24 March 2026. Artificial intelligence (AI) is no longer merely an additional feature in corporate learning. Instead, it is a strategic driver throughout the entire value chain and can, for example, help to deliver learning programmes adaptively, create content more easily, simulate practical training scenarios realistically, or evaluate skills development based on data. LEARNTEC – Europe's leading trade fair for digital education in schools, higher education and the workplace – will showcase these developments from 5 to 7 May 2026 at Messe Karlsruhe and demonstrate how AI is redefining the future of continuing education.

Intelligent learning ecosystems: AI as an enabler of modern platforms and tools

Learning is most effective when it is tailored to individual needs. Thanks to AI, modern learning platforms and tools can automatically adapt relevant content to the learner's level of knowledge, thereby offering targeted support. simpleclub (Hall 1 /B20), for example, demonstrates how AI can make training processes more transparent and productive. At LEARNTEC, the company is presenting a new, AI-supported training platform that provides targeted support to trainees through personalised assistance and realistic exam simulations, thereby also providing long-term relief for trainers. The Berlin-based start-up acemate.ai (Hall 1/ B86), exhibiting at LEARNTEC for the first time this year, is bringing an AI learning and teaching platform for the automated transformation of existing content into adaptive learning programmes. And the Munich-based company Arrabiata Solutions (Hall 1/ B36) is rethinking the concept of digital exams: its AI-powered tool Innoedu Webxam enables automated proctoring and secure, scalable performance assessment as a SaaS solution, and is making its debut at this year's LEARNTEC. "*For us, LEARNTEC is one of the few places where digital education is not just showcased, but truly understood – as an interplay of people, pedagogy and technology. This is where practice, vision and honest exchange meet on equal terms. It is precisely this mix that makes LEARNTEC so valuable and relevant for genuine transformation*," says Roger Wasilewski, Chief Sales Officer, Digital Academies at Arrabiata Solutions.

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From idea to learning format: automated content workflows with AI

It is not just platforms and tools that are being reimagined through AI; the production of learning content is also undergoing a fundamental transformation. What used to be produced manually in a time-consuming process can now increasingly be created in a semi-automated manner. The Viennese company FragenOvos Media GmbH (Hall 1/ G21), for example, is showcasing an Agentic AI at LEARNTEC that autonomously manages the entire content workflow – from the initial idea through to finished courses, handouts and presentations. The exhibitor TechSmith GmbH (Hall 1/ C55) from the USA uses AI to create training videos based on individual screenshots, making the production, structuring and editing of learning videos more efficient.

Learning by Doing: Immersive and AI-supported simulation training for real-world practical skills

Effective learning does not end with the efficient creation of content. It is also crucial how knowledge is applied and translated into practical skills. Among others, WEKA Media (Hall 1/ D48) is showcasing the opportunities opened up by immersive and AI-supported training formats. The company offers an immersive soft-skills training programme that uses virtual reality and AI to simulate real-life work situations and enable practical learning. TrainHQ (Hall 1/ B68) provides information on AI-based conversation simulations for practical training, whilst the British start-up BYG Systems (Hall 1/ A40), exhibiting at LEARNTEC for the first time in 2026, presents Eloquent-i, an AI-based role-play simulation platform for skills development and performance optimisation.

From Skills to Performance: Making skills development measurable

Just like any other investment, the ROI of training budgets must be measurable. But how can skills development be systematically tracked? Exhibitors such as Thankscoach, Docebo and Training Orchestra demonstrate how. Whilst the new digital coaching platform from Thankscoach (Hall 2 / H32) enables organisations to develop their specialists and managers in a measurable way, Docebo (Hall 1 / B30) has developed an AI-supported skills analysis that helps companies identify gaps and guide employees towards suitable tasks and training opportunities in a targeted manner. Stefanie Banda, Senior Marketing Manager DACH & NL: "*We've moved beyond the 'everything must be digital' phase – what counts now is what really works. AI is becoming a learning assistant: personalised learning paths, adaptive repetition, coaching bots in the workplace. The trend is moving away from 'AI features' towards invisible, meaningfully integrated AI. Companies no longer buy courses, but measurable skills development. Skills frameworks, skill graphs and performance data are*

coming into sharper focus than pretty learning libraries." Training Orchestra (Hall 1/ E51) demonstrates that, despite all the technology, the focus is always on the individual. The Paris-based company supports organisations in the healthcare, banking, logistics, and aerospace sectors in increasing learning efficiency, improving skills transfer and thereby achieving measurable cost savings. In doing so, they follow a clear approach: digitalisation and AI should support human interactions and make them more effective, but under no circumstances replace them. Other exhibitors at LEARNTEC 2026 include Nextcloud, Datenlotsen, Omnora, Speexx and Genially.

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Earlier start for the education sector: LEARNTEC returns to its traditional slot from 2027

The leading trade fair for digital education will take place next year from February 2-4

Karlsruhe, April 21, 2026. From 2027, LEARNTEC will once again take place at its traditional time at the start of the year. Switching from its recent spring slot, Europe's leading trade fair and convention for digital education will open its doors at Messe Karlsruhe from February 2-4, 2027. This year's event will take place as planned from May 5-7.

LEARNTEC was traditionally held in January but was pushed back to early summer for several years following the coronavirus pandemic. Now the trade fair is returning to its original slot, with feedback from exhibitors and visitors, as well as strategic analysis, all decisive factors in the rescheduling. The decision was made in close consultation with the advisory board and steering committee of school@LEARNTEC.

"The return of LEARNTEC to the start of the year is a real benefit for us as exhibitors," says Joshua Kirkland, Principal Manager at simpleclub. "The February date coincides with companies finalising their training plans for the summer and gives us the time to work with them to implement the right solutions."

The start of the year also sees companies, educational establishments and public institutions discussing budgets and strategic visions. The February date therefore enables exhibitors and visitors to integrate innovations and solutions into planning and decision-making processes at an early stage.

Rescheduling the event also aligns with the investment cycles of school authorities in the school@LEARNTEC sector. Micha Pallesche, a member of the convention committee and a headteacher himself, welcomes its return to the start of the year: "I am delighted that LEARNTEC is returning to its traditional slot. This gives school management and school authorities guidance earlier in the year, allowing them to find out about current developments and take away important ideas for their planning."

New features for the 2026 edition

The change of date is part of LEARNTEC's ongoing strategic development. The hall layout has already been optimised for this year: the school@LEARNTEC theme area has moved into Hall 2, reflecting what many exhibitors showcase in their portfolios, with the digitalisation of school education and vocational training becoming increasingly intertwined. A new hall and stage layout, along with an adapted visitor flow, will ensure greater interaction and a more focused programme in 2026.

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“By returning to February, we are establishing a clear, long-term framework for LEARNTEC. The spring date worked extremely well in recent years and was indispensable for the event during the pandemic years. That said, market analysis and numerous discussions with our partners have shown that the start of the year is an even better time to prepare investment decisions and launch innovations that are particularly effective. We intend to make consistent use of this strength and thereby offer the EdTech community a reliable platform early in the year, making it the first industry gathering in the DACH region,” concludes Britta Wirtz, Managing Director of Messe Karlsruhe.

In addition to the in-person event, LEARNTEC xChange will continue to provide online formats throughout the year as information platforms for the industry. The next xChange will take place this autumn.

Further information at: www.learntec.de/en/

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Once dismissed as "cuddle pedagogy," now a neuroscientific fact

Interview with learning researcher and neuroscientist Prof. Dr. Michaela Brohm-Badry

A teaching approach based on selection, evaluation, and pressure? This is everyday reality at many German schools—but according to brain research, it is outdated and even harmful to the development of children and adolescents. Instead, the prevailing view today is to dare to foster greater well-being at school. Empirical evidence comes not only from the results of the PISA study but also from research into the neural processes through which our brain reacts to pressure and anxiety. Prof. Dr. Michaela Brohm-Badry is a keynote speaker at LEARNTEC, the trade fair and conference for digital education. We spoke with her about her concept of positive psychology, positive neuroscience, the German school system, and small and large adjustments for successful learning.

The rates of burnout and depression, especially among young people, are rising—in part due to the conditions in schools. What are the causes?

Prof. Dr. Michaela Brohm-Badry: That's correct. We're seeing an increase in the use of psychotropic medications, depressive disorders—even among children and adolescents—anxiety disorders, social anxiety, fear of social interaction, performance anxiety, and fear of school. The current situation is not particularly easy for children and adolescents: We face immense economic pressure, the open accessibility of media, violence, and an overwhelming number of stimuli, which also place a strain on the nervous system.

Added to this is the increased use of social media and, as a result, a sharp rise in feelings of loneliness. I recently spoke with a school principal: For him, the worst thing was that the schoolyard was silent during breaks because everyone was busy with their cell phones. And an Australian principal—where cell phones are now banned—said in an interview that during a break, a ball had shattered a window, and he was actually glad about it—as proof that the children were finally playing in the schoolyard again.

Of course, it's not just social media, but an environment of increasing competitive pressure, a scarcity of resources, and a shortage of qualified staff in schools. We identify many causes, but the most important thing would be for children and adolescents to reconnect socially with one another and, above all, to experience warm, trusting interactions. The brain is a social organ.

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What role does the school structure play?

Brohm-Badry: The school structure has exacerbated students' mental health situation in many ways. For example, we have a completely outdated grading system that, by international standards, is essentially 15 years behind educational developments and is no longer compatible with international standards. We have a three-tiered school system—essentially Realschule, Gymnasium, Hauptschule, and perhaps special education schools. This means we sort children out at a very early stage of their cognitive development: at age 10 or 11, children are sorted into this school system based on their qualifications. Looking at the PISA findings, this is backward by international standards.

From a developmental psychology and neuroscience perspective, this early sorting is completely untenable because the brain is not fully matured by age ten. The prefrontal cortex—that is, all the executive functions for planning, organization, and goal-setting—doesn't fully mature until around ages 20 to 22.

Other countries start assigning grades much later.

Brohm-Badry: In international comparison, many countries that perform well in the PISA study assign grades starting in sixth grade at the earliest, some even as late as ninth grade—and the latter because the job market absolutely requires students to present grades. Prior to that, many systems use only competency-based feedback grids. Students are invited to a meeting, can assess themselves, parent-teacher conferences are mandatory twice a year, and the child is supported in a competency-based way: What is your next step, where do you want to go next? This is a completely different way of approaching learning: Learning is not used as a tool for selection, but as an opportunity for development, as a space for growth. I strongly advocate making the school system as a whole more humanistic. In many Scandinavian countries, children enjoy going to school at every grade level.

Now, children are naturally curious and motivated. Motivation is important for successful learning. How do you manage to maintain this motivation?

Brohm-Badry: Motivation is a child of freedom. Autonomy is the most important factor in most studies. The word "must" doesn't fit here, nor does any form of pressure exerted on a person. People want to decide freely. Of course, this isn't easy in a school context, but even small things can have a big impact. If, as a child, you receive a worksheet with five tasks and are allowed to choose one or two of them, these are small incentives that give children and young people more freedom of choice.

School is mostly a system of pressure, whereas motivation is a system of pull. Motivation is the tension between the present and what we envision for the future. If I have a positive vision of this future, then an incredible pull develops. An example: If I know English, I can understand the lyrics of rappers. We can clearly demonstrate this neurologically: Neurotransmitters are released, particularly dopamine. When the goal is then achieved, we are flooded with neurotransmitters and endorphins—serotonin for satisfaction, and oxytocin when we've worked together with others and feel connected. It is important, however, that goals are not set too high: goals should be challenging, but not overwhelming. Then we experience a sense of success, and that in turn strengthens self-efficacy. Setting goals for oneself and then achieving them is, neurologically speaking, the foundation for further success, because the brain learns from success.

The third motivational factor is social connection. Motivation researchers say that you should seek out people who are already the way you want to be. For young people, this is typically the peer group: being surrounded by motivated, energetic people has incredible pull.

It is also crucial to create a classroom environment that is not competitive. If grades only encourage competition—and this is further reinforced by parents—it is poison for the brain and motivation. Instead, an open attitude is needed, a growth mindset rooted in the awareness that everyone can learn. Then a child's effort is recognized, as are the small goals they have achieved. The focus should not be on what isn't working yet, but always on progress—always, always focusing on progress.

Many of the points you mentioned could already be implemented, at least in small steps. When we look at the current school system: Are there one or two fundamental adjustments that, in your opinion, would greatly benefit children in their development?

Brohm-Badry: In an international comparison, we see clearly: comprehensive schools instead of a three-tiered school system would make sense. However, this is often not what parents want. Wolfgang Edelstein from Berlin has said that we still have the three-tiered school system because middle-class parents do not want their children to have contact with children who do not come from middle-class households. In the top-performing countries on the PISA rankings, however, we see that a single-tiered school system works. The comprehensive school system simply doesn't work as well here because a so-called "creaming effect" occurs: parents with children eligible for the Gymnasium want their children to attend the Gymnasium and not the comprehensive school. As long as we have this selection system, the best students simply don't go to other

schools to help strengthen the others there. If separation is to take place, then at most into ability groups, but within a single school.

The second point is actually grading. Grades should be given no earlier than sixth grade, or better yet, later. Schools would need to make much greater use of the experimental clause, for example, to delay the separation into ability groups by two years or to replace traditional grading with competency grids. We have many schools that demonstrate this works. As a school administrator, I would take this freedom and structure instruction in a way that makes sense from a neuroscientific perspective. Fifteen years ago, many of these points were still hypotheses. Today, using fMRI or EEG measurements, we can scientifically demonstrate that when well-being and joy of life increase, executive functions kick in, and the amygdala—the fear center—calms down. Basically, we no longer need to argue—we've proven it neuroscientifically.

In the past, the view that children must experience joy while learning was often dismissed as "cuddle pedagogy." It was assumed that children also want to learn under pressure. But that's only partly true: People need well-being for the brain to function fully. When children come to school feeling anxious, the stress hormone cortisol is released, as is adrenaline; the amygdala signals alarm and blocks the pathway to the prefrontal cortex.

Many children come to school afraid of being evaluated again, of finding out they can't do something, or perhaps even of being humiliated in front of the class. That closes off the mind. Instead, as teachers, we must always maintain a professional attitude: We learn together, I support you, and you can do this.

Earlier, we discussed the negative effects of digital technologies, such as excessive cell phone use. How and where do digital technologies make sense in a learning context? Where do they promote learning?

Brohm-Badry: Digital technologies, and especially AI, can wonderfully support learning processes. I recently attended a conference in the U.S. They're already very advanced there when it comes to AI. For example, they focus on personalized programs: one child is interested in soccer, another is fascinated by crafts. And each child then receives personalized texts at the right learning level and on a topic that interests them. When children identify with a topic, their learning progress is significantly greater. What's crucial, however, is that the human factor remains—that a person lovingly guides the process. AI also works incredibly well for revisions and corrections: AI can explain to students how and why they can further improve a text. AI works particularly well when the technology becomes a sparring partner for humans.

You have established the formula Performance = Work × Well-being over Time. This formula places the focus on the individual and their satisfaction. However, our systems are not very attuned to the individual—here, the goal is to achieve a specific performance within a certain time frame. How can the formula still be applied, both in an educational and a professional context?

Brohm-Badry: In a professional context, companies are now making much greater efforts due to the shortage of skilled workers. Many organizations and businesses, as well as schools, have realized that well-being is important for maintaining motivation and being able to perform. Even if we don't justify this thinking on humanistic grounds, but purely from the perspective of performance structure, we can say with empirical evidence that well-being correlates with performance. Those who are satisfied work better, more intensely, longer, and more deeply. If companies still think that well-being is a soft factor, they are wrong. This is reflected in numbers, data, and facts, and we can prove it neuroscientifically. Those who merely drift along, do the bare minimum, or study only because they fear embarrassment at the blackboard the next day do not learn out of a love for the subject, nor do they learn deeply. Intrinsic motivation is severely compromised.

The New Work Evolution is taking place in parallel with LEARNTEC. Our impression: In the wake of the skilled labor shortage, there was a veritable New Work hype, but it has since shifted back in the opposite direction—keyword: Back to the Office. Can you explain this development?

Brohm-Badry: I perceive it that way as well, albeit without empirical evidence. The social climate has become harsher. Ethical or humanistic boundaries, particularly in communication, have been torn down in recent years, especially in the U.S. Such boundary-crossing humiliations harden the social climate. And there are political factions that support this hardening and use it to degrade people.

One must imagine: For around 2,000 years, since ancient Greece, there has been humanistic thinking—a way of thinking for the good of humanity. These humanistic values have shaped Europe and form the foundation of our political systems of democracy and participation. That these values are now being devalued is tragic. But I have hope that a new wave of growth is on the horizon, and with EUPONS we have established a forum through which we aim to strengthen positive momentum in Europe. It has quickly become a movement. The longing for positive momentum is very strong.

You mentioned humanistic values: What values and mindset do I need to make learning—or lifelong learning—work better?

Brohm-Badry: The very best project in your life is yourself: self-development. Every mentally healthy person wants to grow, wants to develop, and is curious. Once we realize this, we also understand that passivity and boredom are not good for our brains. The brain is constantly seeking stimulation. When it gets bored, the neural structures weaken. I would make it clear to a young person that there are many things they can do out there, but that the most important factor is the development of the self.

Thank you very much for the conversation!

The keynote address by Prof. Dr. Michaela Brohm-Badry, titled “And I think to myself: What a wonderful world. How we keep our students and ourselves healthy and happy,” will take place on Thursday, May 7, 2026, at 9:30 a.m. in the conference hall (2nd floor).

Digital Learning meets AI – at EUROPE'S NO. 1

LEARNTEC

5 – 7 May 2026
Karlsruhe Trade Fair Centre

"Without psychological safety, there can be no culture of AI experimentation."

Interview with AI expert and LEARNTEC keynote speaker Dr. Pirita Pyykkönen-Klauck

Like all disruptive technologies, artificial intelligence (AI) is rapidly transforming media, education, and organizations—and often, the actual use of the technology outpaces the legal framework. Many companies are still grappling with its strategic positioning. In this interview, AI expert Dr. Pirita Pyykkönen-Klauck, CEO of ZDF Sparks, explains what skills leadership needs now, how to foster a genuine culture of experimentation, and why clear guidelines are crucial. As a keynote speaker at LEARNTEC, the trade fair and conference for digital education in Karlsruhe, she highlights the potential AI can unlock in the future.

How do you personally use AI—both professionally and privately?

Dr. Pirita Pyykkönen-Klauck: Professionally, I use AI primarily as a sparring partner and efficiency booster. Since German and English (the two languages I actively use) are not my native languages, I've been using technical tools for text correction for some time now. I now also frequently use AI to check the exact tone of my messages. In addition, I have summaries and to-do lists generated from many of my notes. A major advantage for me is the generation of visualizations and templates. This saves an enormous amount of time because I'm not particularly good at visual storytelling.

In my personal life, I'm an experimentalist through and through. I continuously test AI solutions and tools, far outside my comfort zone. One long-standing project is home automation. I'm also experimenting a bit with automating my own needs—such as adjusting music and lighting to match my exact mood. I haven't quite got the algorithms right yet, though. After all, I don't store much of my important personal data in databases. At the moment, my husband is still better at recognizing my mood than the AI.

What specific role does artificial intelligence currently play in the media industry?

Pyykkönen-Klauck: A current topic in the media industry is the variety of impressive AI-generated videos being shared on various social media platforms. The reality behind them, however, is often neither as simple nor as quick as it appears in these posts. As a consulting CEO, I view the media

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industry holistically across the entire value chain: from audience understanding through programming and production to distribution and administration.

AI offers enormous potential everywhere. Currently, however, the practical focus is on complex data analysis and tasks for which people simply lack the time or capacity. The reduction of these work steps and the higher accuracy of analysis results through the use of AI are very much welcomed by many employees.

Strategically speaking, I am currently observing the fundamental developments of the new so-called "World Models." These hold the technological potential to fundamentally overcome many limitations of today's models. As soon as they become available, we will be able to develop AI solutions for creative professionals much faster than we can today.

Especially with disruptive developments, people are already far ahead in daily use, while organizations and lawmakers are lagging behind. How do you see this in the context of artificial intelligence?

Pyykkönen-Klauck: An open discourse is essential here. As the question also shows, technologically speaking, far more is possible today than we as a society might wish for from AI. That is precisely why clear laws and regulations are absolutely necessary.

However, this requires much closer collaboration between decision-makers and AI experts who can explain the technology in depth. We must distance ourselves from the extremes regarding the opportunities and risks of AI; instead, we should develop evidence-based scenarios and simulations that demonstrate what AI can be as a technology. Without this deep understanding, we run the risk of missing the mark: We will then not only regulate risky use, but simultaneously prevent good and urgently needed innovations.

What skills are needed to not only use AI, but to integrate it strategically? How must leadership be structured in the age of AI?

Pyykkönen-Klauck: The principles of sound strategic leadership still apply, albeit on a drastically shortened timeline. Leaders must define precise KPIs that operational teams can implement immediately. We need shorter evaluation cycles and the willingness to pivot quickly.

The implementation of AI is not a multi-year project and should not be viewed as an IT or technology project. The first KPIs defining the start of the process should be achieved within the same year; financial benefits can be realized quickly once the initial KPIs are met. But without the courage to make real

investments, the progress necessary for today's competitiveness is not possible. These investments must ensure that employees have the time and resources they need to implement AI. Ultimately, consistent "leading by example" determines success in the transformation.

At the LEARNTEC Congress, AI readiness is a major topic—for both companies and individual employees. How can a culture of innovation and AI experimentation be established within a large organization?

Pyykkönen-Klauck: Psychological safety comes first. A culture of experimentation requires safe environments and clear guidelines. Companies need transparent guidelines: Who is allowed to test what, how, and with which data? To avoid critical errors, it must be clearly defined in advance where extended risk analyses are required. This is not only a technical challenge but also an organizational one. Ultimately, every employee must know exactly how the company's intellectual property is uncompromisingly protected in all AI experiments. This allows employees to experiment with a sense of security.

Furthermore, companies need the appropriate expertise and autonomy—or must bring it in-house—to design these processes professionally. I often observe significant uncertainty in the market regarding which AI topics actually make sense in which cloud environments. What is needed here is an objective and holistic assessment of what creates real added value and how, within the specific corporate context. In such assessments, a certain degree of distance is often helpful to evaluate these decisions objectively.

In conclusion—since we are an education fair: AI in education—what can AI do that the educator (trainer, teacher, coach) cannot?

Pyykkönen-Klauck: There are many aspects, but I would like to highlight two points:

- Availability: AI is available 24/7. No human can or should be expected to do that.
- Hyper-personalization: It is impossible for a human educator to identify the exact needs of every single learner in real time without comprehensive data analysis. Even if a trainer performs this analysis, the adaptation always comes with a delay. AI, on the other hand, analyzes during direct interaction and immediately offers automated, tailored measures. It adapts formats—whether text, video, or interactive tests—to maximize learning effectiveness, or responds individually to learning difficulties by, for example, providing more concrete examples or explaining them differently. This saves learners an enormous amount

of time and energy and immediately gives them the feeling of achieving learning success.

With these two advantages, learners can plan more effectively and have the assurance that everyone has the same opportunities for optimal learning success. Well-designed AI-based learning solutions also provide feedback to instructors, allowing them to use their time to design training sessions that address remaining learning challenges or further enhance the quality of learning.

Thank you very much for the interview!

Dr. Pirita Pyykkönen-Klauck's keynote address, "Future by Design: Governing Fearless Labs for Sovereign AI Returns," will take place on Thursday, May 7, 2026, at 1:00 p.m. on the Main Stage in Hall 2.

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"Learning with and learning about media"

Digital media in childhood – Early childhood digital education is the focus of LEARNTEC 2026

By the age of two, 40 per cent of children already own their own tablet; by the age of four, this figure rises to more than half. These are the findings of "The 2025 Common Sense Census"[1], an American survey on media use among children aged between zero and eight. The study is part of a long-running research series on children's media consumption. Although it is based on US data and media use is more prevalent there than here, it nevertheless provides insightful pointers for the European context. For example, the report highlights the convergence of early childhood and technology: children today no longer grow up without digital media, only to encounter it later. Instead, digital media accompanies their development from the very start – and this, in turn, shapes modern parenting.

Parents today are faced with the question of whether digital media in early childhood represents more of an opportunity or a risk, and to what extent young children should already be using digital media themselves. Four experts from the fields of early childhood and media education – including speakers from the lecture series on early childhood education at LEARNTEC 2025, Europe's leading trade fair for digital education in schools, higher education and the workplace – have explored these questions. Their findings revealed that the key factor is how children are supported in their use of digital media. But how can the use of digital media be shaped in a conscious and reflective manner? And how can not only parents, but also nurseries and other early childhood education settings support children in this?

"Digital media are simply there today" – On the ubiquity of digital media and their significance for early self-efficacy

It is now almost impossible to imagine adult life without digital media – and this naturally has an impact on children too. Compared to previous generations, "digital media are simply there today and are part of everyday life," says Dr Susanne Eggert, Director of Research and Practice at the Institute for Media Education in Munich. She has been researching early childhood media acquisition for many years and explains that children do not perceive digital media as anything special, as they have been just as present in their everyday lives from day one as chairs, plates or music boxes. In her view, digital media need to be discovered just as consciously as other objects. However, children soon become aware of their functions and, for example, recognise familiar faces during video calls.

Screen-based media in particular are of interest to children from an early age, adds Eggert, because children gain important experiences of self-efficacy when they learn that their touches or movements can directly cause something to

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happen on the screen. Furthermore, according to Eggert, digital media can also "contribute to the fulfilment of developmental tasks. For example, children experience a sense of achievement when they tap an icon on a screen and the exact app they wanted to open launches; at the same time, this promotes their fine motor skills." However, the extent to which children perceive digital media and how they use it is, in turn, strongly linked to their upbringing.

"Children pick up a lot from their parents' behaviour" – On role models, unhealthy media habits and a reflective engagement with media

In our "digitalised and mediatised world", as Eggert describes it, digital media have long since ceased to serve merely as entertainment, but also assist in coping with everyday life. As a result, many parents are no longer even aware of when or how often they reach for their smartphone. Many also find it difficult to change these habits following the birth of a child. According to Eggert, this makes it all the more important that parents – who play a crucial role as role models for their children, particularly in the early years – "set an example to their children of a conscious and purposeful approach to digital media". For when children "observe that their parents are often using their smartphones, they conclude that this must obviously be very important. Like their parents, they then want to use it as often as possible. The reverse is also true: if young children only occasionally see their parents with a smartphone in their hands, they conclude that it is not really that important."

Peggy Keßner, an education and STEM [2] consultant at the non-profit foundation Kinder forschen – Germany's largest educational initiative for educational specialists, teachers and managers in nurseries, primary schools and after-school care centres, based in Berlin – agrees. She explains that children adopt much of their parents' behaviour, which naturally also applies to the use of digital media in everyday life. "A TV that's always on or constantly checking one's mobile phone thus becomes the norm. This can strain the parent-child relationship and encourage unhealthy media habits." The latter, however, are also encouraged when, according to Eggert, parents provide their children with digital media primarily to satisfy their own needs, for example whilst waiting or when the child is unhappy. This is where the concept of media education comes into play.

Because many parents are unsure what a thoughtful engagement with media should look like in the early years of life, Eggert argues that parents need "support from the very beginning on how to use digital media in a targeted way to meet their children's needs and support their development". She advises parents to limit the time their children spend using media and to accompany them as often as possible whilst they are using media. Peggy Keßner: "It is important that parents consciously reflect on their own use of media – even in the presence of their children: when, for how long and for what purpose do we use devices? If media are used for information or learning, children experience technology as a tool. It is helpful to use devices together in a meaningful way." She also points out that nurseries could build on media literacy where parents

reach their limits. But should screen-based media be used in nurseries at all? Is it the nursery's role to guide children as they enter the digital world? And could nurseries even afford to be role models for the mindful use of digital media?

"Nurseries can set an example by using digital media in a targeted and pedagogically meaningful way" – On practical challenges, structural requirements and concrete measures

Although digital education has long been part of the nursery's remit, "the digital education mandate in German nurseries lay largely dormant until 2015," says Eva Reichert-Garschhammer, former deputy director of the State Institute for Early Childhood Education and Media Literacy (IFP) and responsible for the nursery digitalisation strategy in Bavaria until May 2025. The main reason for this, she explains, was the controversial debate among experts as to whether the opportunities or the risks outweighed one another in early childhood. As a result, "uncertainty regarding how to approach their digital education mandate" prevailed in many nurseries for a long time. According to Reichert-Garschhammer, the view that remains dominant internationally to this day, and which also underpins the UN Convention on the Rights of the Child, is that "the early development of media literacy within a child-friendly, risk-free framework emphasises the learning opportunities that media offer children whilst at the same time providing the best protection against media risks." In contrast, brain researchers in particular, as well as experts in paediatrics and criminology, often take the view that screen-based media could be too harmful to children or lead to addiction, and that it is therefore better if children in nursery schools have as little contact with them as possible, or ideally none at all. "What is demonstrably risky for children is high levels of passive media consumption for entertainment purposes, which is not at all the focus in nurseries; the focus in nurseries is on active engagement and learning with and about media, for which there is no known scientific evidence of risk," clarifies Reichert-Garschhammer.

It was not until 2016, when in Germany "the digital transformation in education was declared a priority in education policy and the Council of Europe called for the implementation of all children's rights applicable from birth – to participation, protection and education in the digital world within the EU – as part of a balanced approach to opportunity and risk management", a shift began to emerge in nurseries too, explains Reichert-Garschhammer. Attention and openness towards digital education have since increased significantly, yet fundamental problems persist: a critical to dismissive attitude towards the subject remains widespread; staff also feel inadequately qualified; technical equipment in nurseries is often outdated or insufficient; and in the areas of IT and data protection, there is sometimes little support from the funding bodies. Furthermore, staff shortages and high turnover mean there is a lack of time and resources to adequately support children in developing a creative, critical and safe approach to digital media. Staff therefore often perceive the integration of digital media into their educational work as an additional burden.

According to Reichert-Garschhammer, for nurseries to fulfil their digital educational mandate, political and structural support is needed, as also recommended by the Standing Scientific Commission of the Conference of Ministers of Education and Cultural Affairs in its 2022 report 'Digitalisation in the Education System'. On the one hand, digital education in childcare centres – encompassing media and IT education and involving parents – must be explicitly included as a standalone educational objective in the federal states' framework and guidance plans, with teaching and learning materials made available on online platforms. Secondly, it is necessary to embed the digital educational mandate of the nursery in vocational training and early childhood education degree programmes, as well as to establish a comprehensive range of in-service training and further education opportunities for educational staff in order to meet the high, ongoing need for professional development. According to the DIGIPaed study, the number of qualifications obtained through initial and continuing training has a positive effect on motivation and the frequency of digital media use: nursery staff appear to overcome their fears and gain greater confidence and enjoyment in carrying out digital educational activities with children. According to Reichert-Garschhammer, a simple basic setup that includes tablets as digital all-rounders is sufficient for a modern IT infrastructure in nurseries; to ensure this is implemented swiftly, the much-called-for DigitalPakt KITA is needed. Last but not least, Reichert-Garschhammer emphasises that a nursery-specific media concept, embedded within the nursery's overall framework, is important as a "binding and guiding working basis". Meanwhile, Reichert-Garschhammer notes, several federal states have launched corresponding digitalisation strategies for nurseries – some with federal funding – and their number is growing. Digital education is already enshrined as a specific objective in ten, and soon even eleven, of the 16 educational plans. The involvement of specialist advisory services has proven effective; as part of their support for providers and management, these services can gradually encourage all childcare centres to engage with the topic and take advantage of training opportunities.

To support children in their digital environment and serve as role models for the mindful use of digital media, childcare centres should create a framework in which children can engage with media without risk, says Dr Kirsten Bresch, a media educator with many years' experience in media education and media use in early years and primary education, and who has been deputy head of pedagogy at the Stadtmedienzentrum Karlsruhe for several years. Bresch, Reichert-Garschhammer and Keßner agree that if digital media were used in nurseries in a targeted manner, to an appropriate extent, with age-appropriate content and as practical learning tools, children could understand from an early age how media is created, how digital media works and how it can be used creatively for their own topics, ideas and goals. "With a digital voice recorder or a tablet, children can record their own audio plays or document special experiences. A digital microscope or a camera opens up entirely new perspectives when exploring nature," says Keßner, citing a few examples. This would enable children to develop important digital skills. According to Bresch, the aim is to enable "children to discover that they can create media, but also

that content accessible via media is created by others. This should help them realise that media are interpretations of the world." These experiences, in turn, facilitate "learning with and learning about media."

For this to succeed, nurseries should ensure "good educational support in dealing with media", says Keßner. It is important that educational staff reflect on the content together with the children and that they "adopt an open attitude, seeing themselves not only as facilitators but also as learners in the shared process", adds Bresch.

"Thinking holistically about the potential of digital media" – On shared responsibility and early childhood participation

Digital media have become an integral part of children's everyday lives, and pretending they can be kept out of early education is unrealistic. Children today inevitably come into contact with media, sometimes a lot, sometimes a little, in a controlled or uncontrolled manner. Therefore, the crucial question is not whether media are used, but how children deal with them responsibly. Where clear rules, thoughtful use and mindful guidance are lacking, children are left to their own devices with digital content. Nurseries can counteract this, as they are the only place where all children – regardless of background, resources or media experiences at home – can learn to engage with digital media in a shared and responsible manner. Digital education must therefore not be left to chance. "Through dialogue with families, early years professionals can support children in processing and reflecting on their experiences with media. Access to diverse information and discussion about it are essential for children to participate in society and help shape it," Bresch concluded.

"We are convinced that early years education plays a key role when it comes to the responsible use of digital media. This is precisely where LEARNTEC comes in: we want to provide guidance for professionals, promote dialogue and offer concrete practical ideas. By once again dedicating a separate focus to the topic of early childhood education, we are making it clear that digital education must be considered from the very start in order to equip children with the important skills they will need in their future educational and professional careers," emphasises Stefanie Ruf, Project Manager at LEARNTEC. LEARNTEC 2026 will take place from 5 to 7 May 2026 at the Karlsruhe Exhibition Centre and will once again feature a programme focus on early childhood education on the third day of the event.

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The talks on early childhood education will take place on Thursday, 7 May from 2 pm on the Main Stage in Hall 2.
Speakers on early childhood education at LEARNTEC 2026 include:

- **Lena Otte**, Managing Director of Time-2-Explore GmbH
- **Dr Kirsten Bresch**, Deputy Head of Education at the Karlsruhe City Media Centre
- **Jan Ole Rixen**, Postdoctoral Researcher at the Karlsruhe Institute of Technology (KIT) **& Prof. Dr Kathrin Gerling**, Professor of Human-Computer Interaction and Accessibility at the Institute for Anthropomatics and Robotics (IAR) within the Faculty of Computer Science at KIT