

EEDA



**EXPLORE ENERGY
DIGITAL ACADEMY**



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FROM THE EDITOR

The Human Side of Educational Innovation

Conversations about the future of education often begin with technology. Artificial intelligence, digital platforms, remote laboratories, and learning analytics are reshaping how learning evolves.

Yet, the experiences shared across the EEDA community reveal a deeper truth: technology provides the tools, but people remain at the heart of meaningful education.

In Sri Lanka, the fourth intake of the MSc in Energy for Circular Economy reflects the strength of a collaborative vision that brings together universities, industry, and international partners to prepare future leaders for sustainable energy transitions. Its continued growth demonstrates that learning flourishes when institutions work together toward a common purpose.

That same spirit is evident in Prof. Torsten Fransson's call to give academic resources a second life. Remote laboratories and shared equipment remind us that innovation is not always about acquiring more, but about connecting, reusing, and collaborating more effectively across borders. In many ways, the principles of the circular economy extend beyond energy systems and into the very way academic communities can support one another.

Meanwhile, the new interactive simulators in the Power System Analysis course show how digital tools can transform abstract concepts into opportunities for exploration and discovery. By allowing students to experiment directly with complex systems, technology becomes an enabler of curiosity rather than a substitute for teaching.

These experiences also highlight an important shift in higher education. Learning is becoming increasingly participatory, where students are encouraged not only to absorb knowledge, but to question, explore, and build understanding through interaction and collaboration.

The future of education will depend not only on how advanced our tools become, but on how intentionally we use them to strengthen the human side of learning.

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Please log in using your EEDA project username and password.

Monthly submission deadline: Last day of each month.

FLAGSHIP CIRCULAR ENERGY MASTER'S PROGRAMME WELCOMES 2026 INTAKE AT BMICH, COLOMBO

by Ruchira Abeyweera – The Open University of Sri Lanka



The MSc in Energy for Circular Economy (MECE) Programme reached another important milestone with the inauguration of its 2026 cohort, the programme's fourth intake, held on 18 June 2026 at BMICH, Colombo.

The event brought together academics, industry representatives, policymakers, and international partners, reflecting the growing importance of circular

energy systems in addressing sustainability and climate challenges.

In his welcome remarks, Snr. Prof. P.M.C. Thilakarathne, Vice-Chancellor of The Open University of Sri Lanka and Programme Director, emphasized the value of interdisciplinary education and international collaboration in preparing future professionals for the energy transition.

The Chief Guest, Dr. Sulakshana Jayawardena, Chairman of the Board of Investment (BOI) of Sri Lanka, highlighted the connection between sustainable energy initiatives and national economic development, while the keynote address by Prof. Torsten Fransson of KTH Royal Institute of Technology offered global perspectives on future education models for circular economy and sustainable energy systems.



A special "Synergy through Consortium" session showcased the strong commitment of partner universities, with representatives reaffirming the importance of academic cooperation and integration within the programme. The event also featured reflections from a former participant, demonstrating the positive impact of the MECE programme on professional and academic development.

As the MECE programme continues to expand its international reach and academic excellence, the launch of its fourth intake reaffirms its commitment to developing future leaders capable of driving circular, low-carbon energy transitions.

Beyond Technology: Redesigning the Future of Learning

by **Ricardo Bianchi** – **Universidad San Pablo de Guatemala**

The conversation about the future of education is often dominated by technology. Artificial intelligence, learning analytics, remote or virtual laboratories, and digital platforms frequently capture our attention. Yet the most important questions facing education today are not technological. They are educational.

How do we actually spark a mind, rather than just manage a classroom? When Google knows everything, what is actually worth teaching? How do we measure a breakthrough when a test score can't? Are our classrooms driving growth, or just micro-managing it? Why are we so obsessed with rewriting the rules of education?

These questions have become increasingly relevant in an era where answers are available within seconds. The dilemma of artificial intelligence is that while obtaining information has never been easier, the human skills needed to use that information effectively have never been more valuable. Critical thinking, problem-solving, communication, collaboration, and the ability to formulate meaningful questions are becoming essential competencies for the modern world.

Technology is also changing how educators understand learning. Alongside their professional experience, teachers can now harness learning analytics, progress monitoring, early warning systems, and real-time data. These tools help identify students at risk, uncover learning gaps, personalize support, and guide timely interventions, however data alone does not improve education. Its value lies in helping educators better understand their students and create more relevant and effective learning experiences.

At the same time, learning is no longer confined to a classroom. Students learn through exploration, experimentation, and collaboration across a variety of environments. The challenge is not access to information, but the quality of the experiences we design.

Initiatives such as **EXPLORE Energy Digital Academy** (EEDA) reflect this vision by enabling educators from different institutions and countries to contribute, share, and co-create learning resources. In doing so, EEDA demonstrates that innovation is not simply about adopting new technologies, but about building communities where knowledge can be continuously improved and expanded.

Ultimately, the future of education will not be determined by the technologies that emerge tomorrow. It will be shaped by educators who rethink learning, collaborate across boundaries, and design purposeful experiences for their students.

The real question is not how intelligent technology will become. The question is how human we want learning to remain.

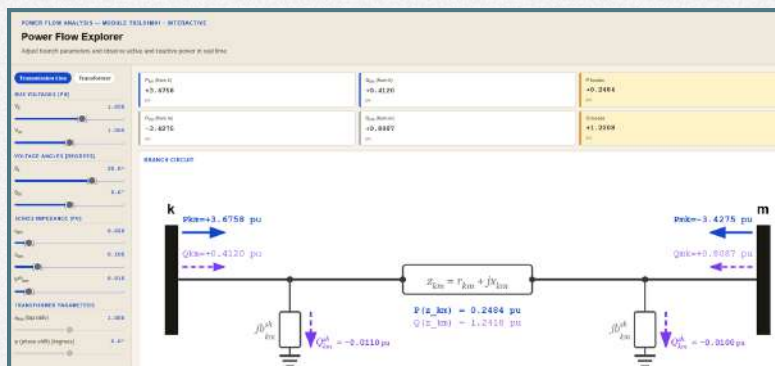
INTERACTIVE SIMULATORS NOW LIVE IN THE POWER SYSTEM ANALYSIS COURSE

by Alex Junior Da Cunha Coelho - Technical University of Madrid

The Power System Analysis course developed by the UPM team just got a bit more hands-on. Our team has developed a set of small-scale, browser-based simulators written in JavaScript and embedded directly into the Learnify modules, letting students interact with core concepts rather than just read about them.

Since the course is already hosted on the EEDA platform, enrolled students can access the simulators at any time, directly from within their modules.

Two simulators are available right now.



The first is the Power Flow Simulator, which models power flow through a transmission line and transformer. Students can adjust voltage magnitudes, voltage angles, and branch parameters like resistance and reactance, and watch in real time how active and reactive power respond.

It's a direct, visual way to build intuition for something that otherwise lives entirely in equations.

The second is the Admittance Matrix Calculator. The Y-bus matrix is one of those topics that looks intimidating until you see how the entries are actually built from simple, repetitive calculations.

The simulator walks students through that construction step by step, and also shows how sparse the matrix becomes as the system grows, which is something easy to miss when working with small textbook examples.

Branch ID	From Bus	To Bus	R (pu)	X (pu)	B total (pu)	Tap Ratio (a)	Phase Shift (deg)	Action
1	1	2	0.02	0.1	0.0	1.0	0.0	Remove
2	1	3	0.1	0.1	0.0	1.02	0.0	Remove
3	2	3	0.01	0.1	0.2	1.0	0.0	Remove

+ Add Branch

Bus Parameters (Shunt Elements)

Bus ID	Shunt Susceptance, B _{sh} (pu)	Action
1	0.0	Remove

+ Add Bus

Calculate Ybus Matrix

Output Admittance Matrix

Bus	1	2	3
1	$3.9231 - j10.6154$	$-1.9231 + j9.6154$	$-0.0000 + j10.0000$
2	$-1.9231 + j9.6154$	$2.9332 - j10.4164$	$-0.9001 + j9.9010$
3	$-0.0000 + j10.0000$	$-0.9001 + j9.9010$	$0.9001 - j10.0010$

Both tools run entirely within the Learnify environment, no external software required. More simulators are in development for other modules of the course. As the library grows, the goal is to give students a consistent way to experiment with the theory across every major topic.

THE CIRCULAR ECONOMY SPIRIT WITHIN THE EEDA COMMUNITY



The EEDA community continues to promote collaboration not only through knowledge exchange, but also through the shared use of academic resources and infrastructure.

Prof. Torsten Fransson encourages partner institutions to explore opportunities for using remote laboratories across the network and to consider giving a "second life" to laboratory equipment that is no longer actively used.

This initiative reflects the very principles of the circular economy by extending the useful life of academic assets, reducing waste, and strengthening international cooperation within the EEDA family.

Institutions interested in sharing or repurposing laboratory equipment, or in exploring opportunities for remote laboratory collaboration, are warmly invited to contact Prof. Torsten Fransson at fransson.kth@outlook.com

QUESTION OF THE MONTH

Technology continues to transform education at an unprecedented pace. Artificial intelligence, digital platforms, remote laboratories, learning analytics, and interactive tools are creating opportunities that previous generations of educators could scarcely imagine. Yet, amid these advances, the human dimension of learning remains as important as ever.

Educational innovation is not only about adopting new technologies, but also about designing experiences that foster curiosity, critical thinking, collaboration, and personal growth. The challenge for institutions is to harness technological progress while preserving the meaningful interactions that inspire and empower learners.

As members of the EEDA community, perhaps this is a timely moment to reflect:

How are your institutions balancing technological innovation with meaningful human learning experiences?

There may be no single answer, but the conversation itself can help shape the future of education we wish to create.

The EEDA Community

EEDA is a collaborative educator-to-educator ecosystem that brings together Erasmus+ projects, universities, and individual educators committed to modernizing education in energy and sustainability.

Beyond projects and institutions, EEDA is an open academic community where educators can engage, contribute, and collaborate at an individual level to generate lasting educational impact.

Supported by the European Union through Erasmus+ Capacity Building projects, which provide the foundation for collaboration and long-term impact within the EEDA community.

Interested in joining the EEDA Community?

Whether you are part of an Erasmus+ project, a university, or an individual educator, you can engage, contribute, and benefit from the **EEDA ecosystem** through collaboration, shared learning resources, and peer-to-peer exchange.

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SA012
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Learn. Share. Connect. Grow — together.

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