



INNOVATION

Constructive Alignment

During a symposium on Thursday 13 April, EDLAB presented a website and handbook for constructive alignment at UM. Educators from all UM faculties first listened to the keynote speech by Prof. Dr. Jeroen van Merriënboer (FHML) who gave an insightful introduction to the topic. The participants then joined two workshops given by constructive alignment experts Marloes Menten (FASoS) and Mark Spigt (FHML), where they learned how to apply the principles of constructive alignment on course and programme level.



The principles of constructive alignment revolve around achieving optimal coherence between intended learning outcomes, teaching & learning activities, and assessment. The handbook has been written fully in the UM context and shall therefore be of assistance in all future course and curriculum (re-)designs, as well as quality care trajectories at UM. Please have a look at www.constructivealignment.nl. The handbook can also be downloaded from this website.

Self-Regulated Learning skills

The Dutch Ministry of Education and Culture has awarded Anique de Bruin, EDLAB project leader of 'self-regulated learning skills', a Comenius grant of €50.000 for this project. The grant will be used to develop a training that allows students to improve their self-study skills and to research the effect of such trainings on student performance. Currently, the project team is developing three learning strategy trainings focusing on 1) awareness of effective, evidence-based, learning strategies, 2) reflection methods and 3) practical exercises with a variety of learning strategies.



International Classroom workshop

On 1 February, EDLAB has run the first pilot of the international classroom competences workshop for UM teaching staff. Teaching staff from the BA European Studies (FASOS) and European Law School (LAW) programmes joined and especially appreciated the reflections on a classroom situation that was specifically designed for this group of teachers. A second pilot will take place in June and will be attended by teachers from the BA Psychology (FPN) and the BA Biomedical Sciences (FHML). In the long run, this project aims to make the development of international classroom competencies a structural element of the training of UM teaching staff, taking place at EDLAB.



UM Student Think Tank

EDLAB has supported a group of UM students coming from different faculties to set up 'student think tanks'. In this project, interdisciplinary groups of students from all UM-faculties analyse a broad theme and present the results to theme-related stakeholders and the UM community. Interdisciplinary project work integrates the training of students' academic, professional and social skills and demands students to apply both knowledge and skills they have acquired during their academic

programme. The first two think tanks, focusing on 'the rising prices of medicine' and 'death', were a huge success. During the second think tank, students have monitored the learning curve they went through, which gives EDLAB vital insights on the value of interdisciplinary group work in a curriculum.

UM Teach-meet

On December 7, EDLAB hosted the second edition of the UM Teach-meet at Tapijn. Teaching staff from all UM faculties came to exchange ideas about this edition's topic: the role of lectures in higher education. Seven givers shared their best practices followed by lively discussions. Please have a look at the summary of the discussions [here](#). The next Teach-meet takes place on 8 June and focusses on 'assessing participation'.



EXCELLENCE

Publication of book on MaRBLe

Since 2008, Maastricht University has been providing undergraduate students with the opportunity to conduct academic research in the MaRBLe programme. This initiative has now been described in the just released book 'Research-Based Learning: Case studies from Maastricht University', written and composed by EDLAB colleague Ellen Bastiaens together with UM colleagues Jonathan van Tilburg and Jeroen van Merriënboer. This unique book shares the developed approaches, experiences and best practices after many years of experience at Maastricht University and encourages the implementation of Research-Based Learning in bachelor education. See more [here](#).

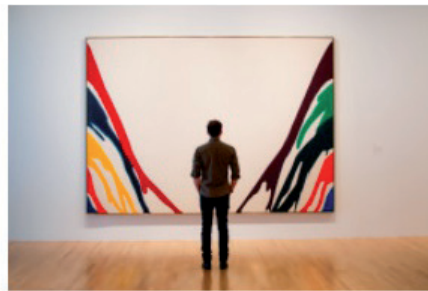




The MaRBLLe experience of: Rieke Sonnenberg

Last year University College Maastricht student Rieke Sonnenberg participated in the MaRBLLe programme. With her analysis of the organisation structure of Maastricht University's Green Office she [...]

[Read more](#)



The MaRBLLe experience of: Helen Verploegen

Helen Verploegen is one of the students who participated in the MaRBLLe project in 2016 during her studies at University College Maastricht. In her research project [...]

[Read more](#)



The MaRBLLe experience of: Claire Wouters

During her Bachelor in Psychology, Claire Wouters embarked on a year long MaRBLLe journey focusing on emotional intelligence. During her research she spend a semester in [...]

[Read more](#)

Scholarships for MaRBLLe

Almost since the start of the programme MaRBLLe students are given the opportunity to receive a scholarship for instance for attending a conference to present their research. All 9 students that received a scholarship in 2016 and the first months of 2017 have been asked to share their experiences with us via a testimonial. These testimonials can be found [on the MaRBLLe website](#) (bottom of page).

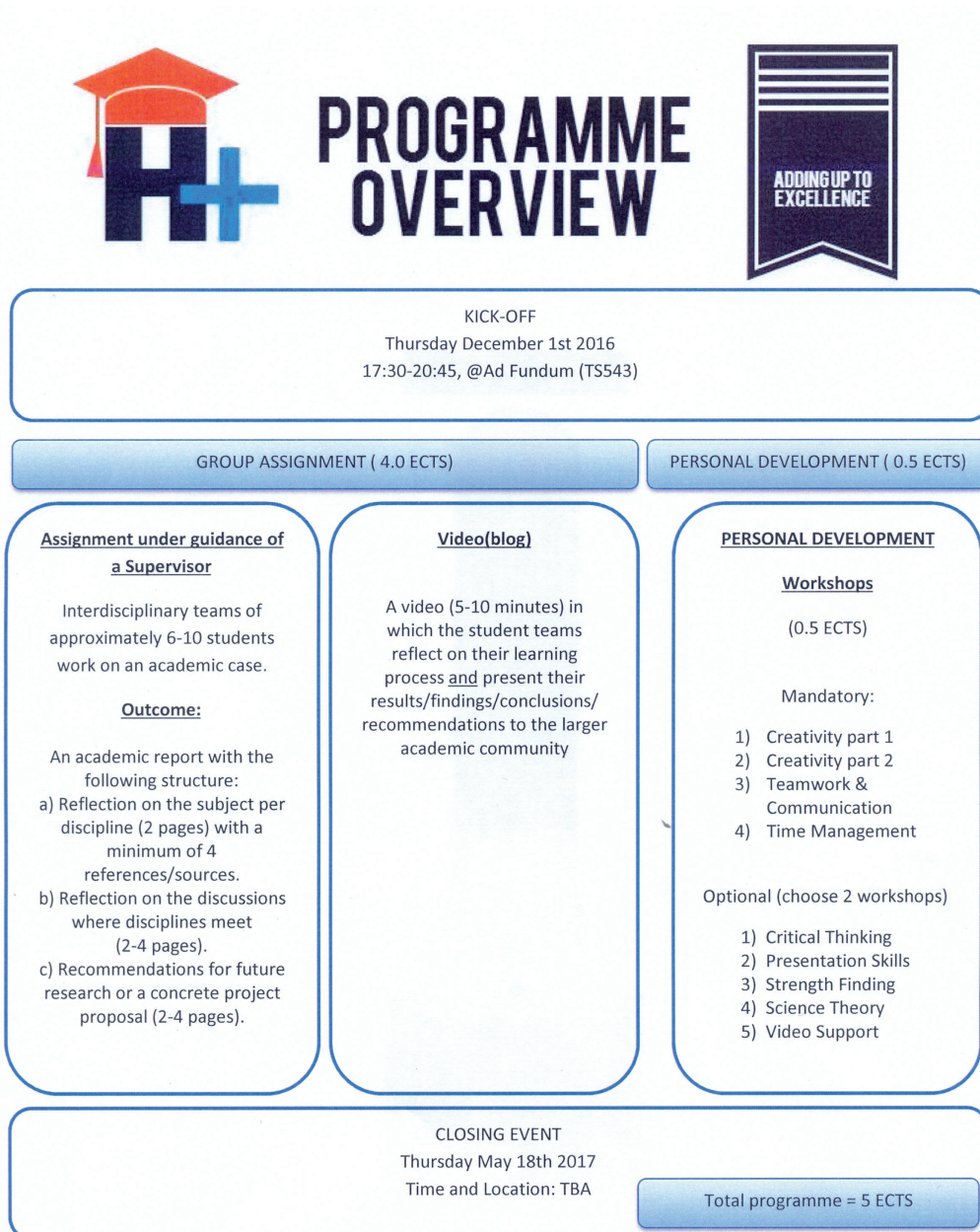
PREMIUM

In December 2016 PREMIUM started with almost 80 students working on 18 different projects and assignments. With the project team for PREMIUM EDLAB works on a short proposal to eventually change the admission criteria, putting more emphasis on motivation and competencies than grades. The midterm presentations of all project teams took place in the second week of April in two separate sessions. For the midterm presentations we use the format of PechaKucha. Not only are students introduced to a different presentation technique, but because of the formula behind Pecha Kucha, students need to thoroughly think about their storyline. Both sessions gave an informative and inspiring overview of the status of the 18 projects. One of the larger changes in PREMIUM for the academic year 2016-2017 has been the introduction of TUMBLR. The teams are asked to develop a TUMBLR-page for their fellow students, clients and other interested persons. The TUMBLR-pages have replaced the poster presentation at the closing event of PREMIUM. You can visit each PREMIUM team's Tumblr page and bio [here](#). The closing ceremony for PREMIUM for this year will be held on 1 June.



Honours+

After the pilot year for Honours+, we have developed an almost complete new setup for Honours+, see the figure below.



The new design for Honours+ will be evaluated with the faculty coordinators in June 2017. First results show that students are very positive about the interfaculty assignment and the support offered by support by EDLAB (finding tailor made solutions for scheduling issues) and supervisors. Some points for improvement are the scheduling (number of workshops and overlap with regular programmes) and the accessibility of some supervisors. EDLAB and supervisors are positive about the open, supportive and constructive contacts with students and their eagerness to learn with an open attitude for feedback. A few students showed unprofessional behavior which we will discuss with the faculty coordinators.

Based on the evaluation results EDLAB works on a few scenarios for the next execution of Honours+ in 2017-2018. These scenarios will be discussed with the faculty coordinators and in a later stage presented to the Executive Board and Management Team.

SERVICES

Training Boards of Examiners

In 2016 EDLAB facilitated an extensive and successful training track for Boards of Examiners and management teams regarding the roles and responsibilities of the Boards of Examiners. As of April 2017 EDLAB, together with the Chairs of the BoEs and Academic Affairs, has set up the framework for structurally training new Board of Examiners members. This means that in the coming academic year EDLAB will be training new BoE members, organising trainings on specific themes for all BoE members and ensuring exchange of knowledge and skills among the BoE community at UM.

Learning spaces

In the daily life of a student, learning spaces play an important role. Where can they read the literature, write their papers and work in teams on a group assignment? Providing the right facilities for students to facilitate learning is therefore an important task of UM.

When building a new learning space, decision makers try to take into account the practical needs of students. It is however, not always clear if the design of these new spaces aligns with the UM's educational philosophy. In order to assist in the process of re-designing or establishing new learning spaces, EDLAB together with the University Library is designing a blueprint that can be used as a decision making tool for new learning spaces.



The blueprint contains the values of UM's academic community and educational philosophy and combines them with practical needs of students and staff. This will serve as a foundation on which a database will be built containing best practices within the university. The blueprint will become available over summer.

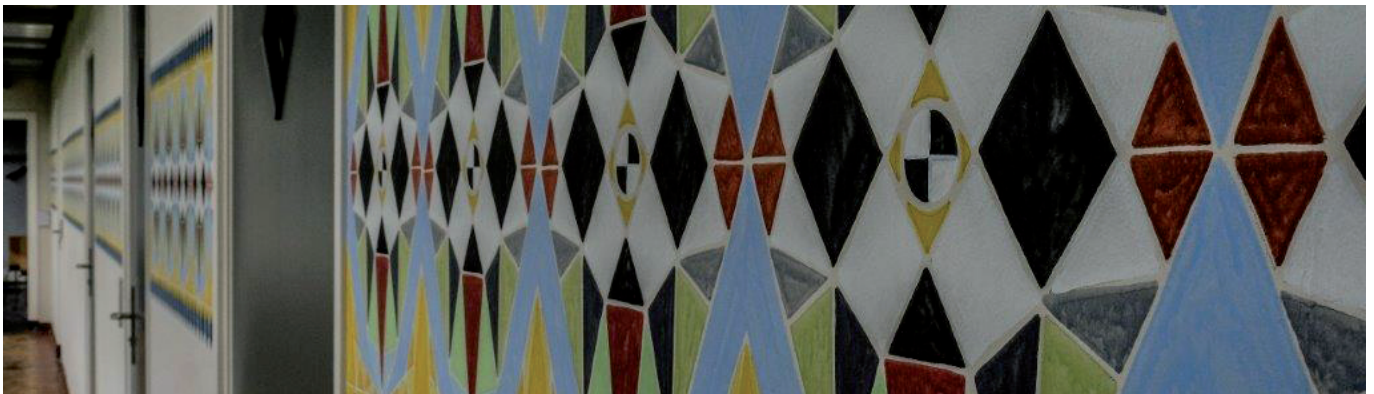
The story of PBL

UM is known for its use of PBL and variations thereof. But how do people become familiar with the features of and philosophy behind PBL? And what is the story they read? Especially for incoming students these are interesting questions to investigate. A short survey of websites, brochures and other recruitment orientated material shows that the story changes significantly between different programs, faculties and individuals. One reason is that all faculties, or study programs have implemented their own interpretations of PBL or small scale education. Another is that all around the UM the clear story on the virtues of PBL and its added value over more traditional teaching methods have somewhat been lost or have become obscure.

EDLAB and the Department of Marketing and Communications are looking into the story of PBL. How should UM go about presenting the story to prospective students? Which elements should always be highlighted? Which materials can we provide to the faculties for use in lectures on Open Days, and how to train the promo team students who go to secondary schools and fairs? In the summer of 2017 a report will become available containing recommendations on this issue.

BKO revision

On request of The Executive Board, the six BKO coordinators (BKO: Basic Teaching Qualification) have harmonised the structure and content of the faculties' BKO tracks. The result is that we now have a UM-wide BKO policy document that will not only serve as the foundation for BKO training in the years to come, but will also be used by EDLAB as the starting point for the development of a UM SKO track (Senior Teaching Qualification), and other education training frameworks. The development of the SKO track will start in the Fall of 2017.



AND MORE

In March and April 2017 EDLAB hosted two vivid and inspiring discussion meetings with education staff and students on CORE, Collaborative Open Research Education. These sessions were chaired by our rector prof. dr. Rianne Letschert. Since the very first introduction of the concept of CORE many suggestions and ideas to implement CORE have been shared with the Executive Board. Both sessions provided the Executive Board with an overview on already existing CORE-like practices but also introduced new ideas. Furthermore, the meetings showed that by creating platforms where faculties meet and exchange their practices and ideas, staff and students get inspired by each other.