



EDLAB

ANNUAL  
REPORT  
2020 | 2021

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# Foreword

After a successful external institutional audit in May 2019, the Executive Board (EB) confirmed and secured EDLAB's future at Maastricht University: "Without question, EDLAB will stay part of our university and funding for the institute will thus be continued" (EB letter to EDLAB, 2019). Not long after the EB letter, the Covid19-pandemic forced the UM to periodically resort to online education, a challenging and, in ways, an exciting new context for EDLAB to respond to. This annual report shows EDLAB's performance in the academic year 2020-2021.

A period demanding on the one hand institutional pragmatism, focusing on serving the UM community in terms of training, professionalization, knowledge acquisition and consultancy. On the other hand, EDLAB has shown rigor in the continuation and professionalization of its excellence programmes, innovation projects and using successful formats such as teach- and student-meets to engage the UM community with education innovation and each other. EDLAB has furthermore initiated and supported educational research, focusing on educational practises, challenges and opportunities of the online learning environment, to nurture and enrich the UM learning experience in the years to come.

*Maastricht, January 2022*

# EDLAB overview

## EDLAB: Mission, vision and goals

### Mission

EDLAB is the Maastricht University institute for education innovation and promotes an optimal learning experience for students of Maastricht University, by advancing the field of teaching and learning for both students and staff.

Because of its central position, EDLAB can serve the UM community of learners and educators by fostering a culture of exchange and collaboration between educators, students, faculties and other stakeholders. To this end, we initiate and coordinate UM-wide activities on educational development and educational research. EDLAB furthermore offers the UM community a physical meeting place and facilitates co-creation and collaboration in education innovation.

Through the UM-wide implementation of innovations, teacher-training services and excellence programmes, EDLAB has a strong focus on sustainable implementation of successful education innovations in order to improve and support the students' learning experience and broad personal development.

### Vision

EDLAB defines innovation as a process of creating new ideas and practices to address educational needs – to do different things, and doing things differently. In addition, revolutionary ideas can find an inspirational base at EDLAB, but also ideas to strengthen the current practice of education are embraced. A quote by Marva Collins depicts the idea for this growth in a simple way: "The essence of teaching is to make learning contagious, to have one idea spark another". This is what fuels EDLAB, providing space to chase the unthinkable and pioneer ideas, while maintaining its collaborative, evidence-based, research-informed approach to innovation. Perhaps to be considered a daring combination, but one that does best justice to

UM as a university. There is to be room for pioneering (it's how UM started), and there must be room for implementation of successful innovative ideas in a sustainable way. Through its events and projects EDLAB accumulates a body of knowledge and experience that allows it to be proactive, take initiative and play a consultative role within UM, taking into account the needs and ambitions of UM's community of learners and teaching staff, UM's strategic programme and global trends.

### Strategic Goals

In 2020, EDLAB's mission and vision statement, announced ten goals to be realised in the next five years. In 2020-2021, as shown in this annual report, EDLAB has taken concrete steps in terms of project & activities, consultancy & services, thematic widening and organisational growth to adhere to these goals.

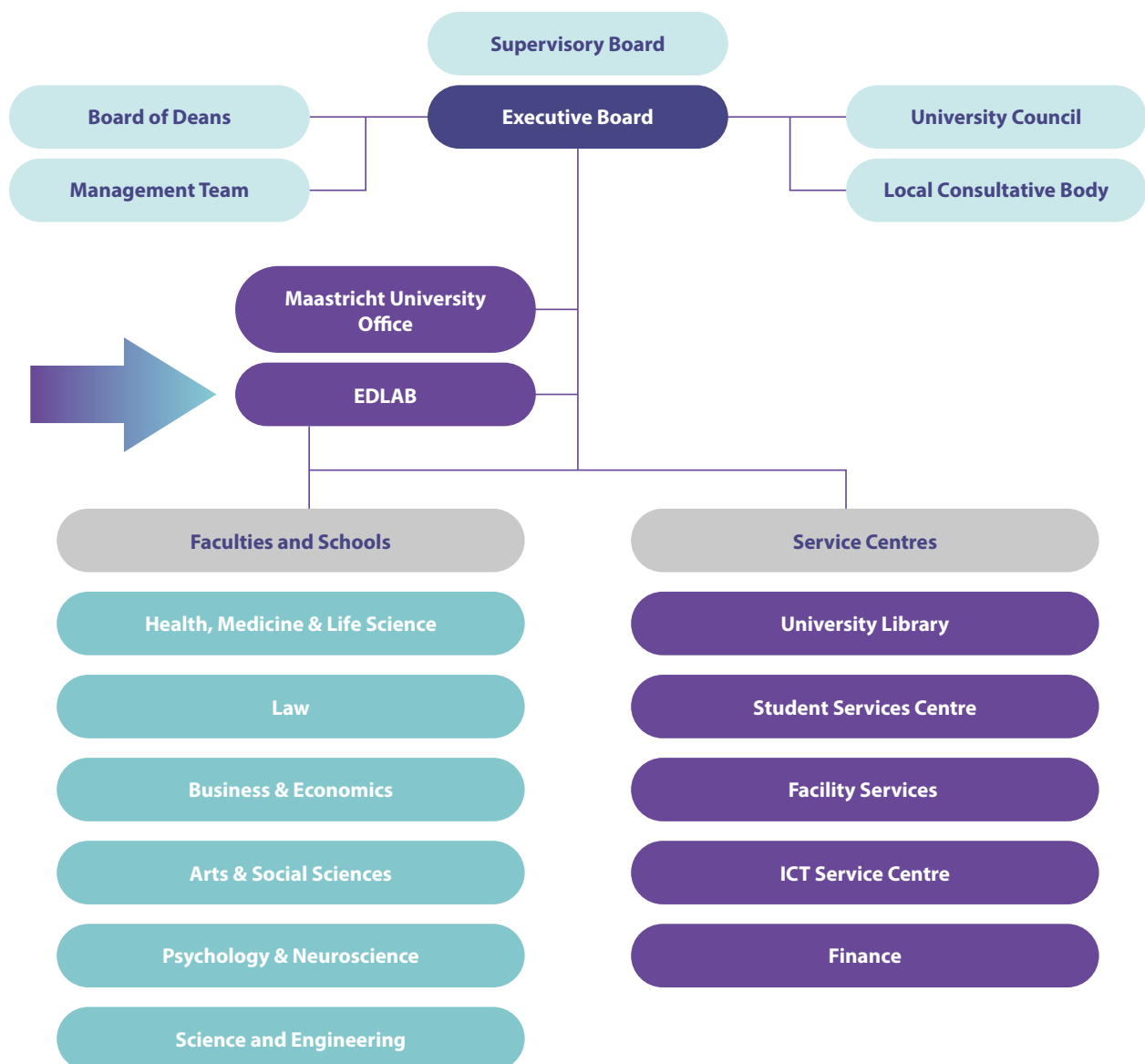
EDLAB strategic goals 2020-2025:

1. Create optimal circumstances for sustainable and visionary innovation of education;
2. Connect and coordinate the various existing education innovation efforts within UM, such as EDview, Global Citizenship Education, a new vision on assessment and digitalization of education. EDLAB is to be a coordinating base for these innovative initiatives in order to best serve the faculties;
3. Support the ideas of the taskforce Learning & Innovation;
4. Put energy and effort into sparking pride within the UM community for innovation of education (and thus recognize and reward teaching and innovation efforts better);
5. Create a thriving educational community of practice for teachers, students and support staff;
6. Develop a model for upscaling innovative ideas to ensure sustainable implementation;
7. Further develop and coordinate teaching development via CPD and continue the collaboration with the team of the University Teaching Qualification (BKO in Dutch);
8. Stimulate and improve the third-party funding for UM in programmes of education research and innovation;
9. Widen the circle of people involved in education innovation at UM with new talents;
10. Foster internal and external exposure.

## EDLAB: Governance, positioning and relations

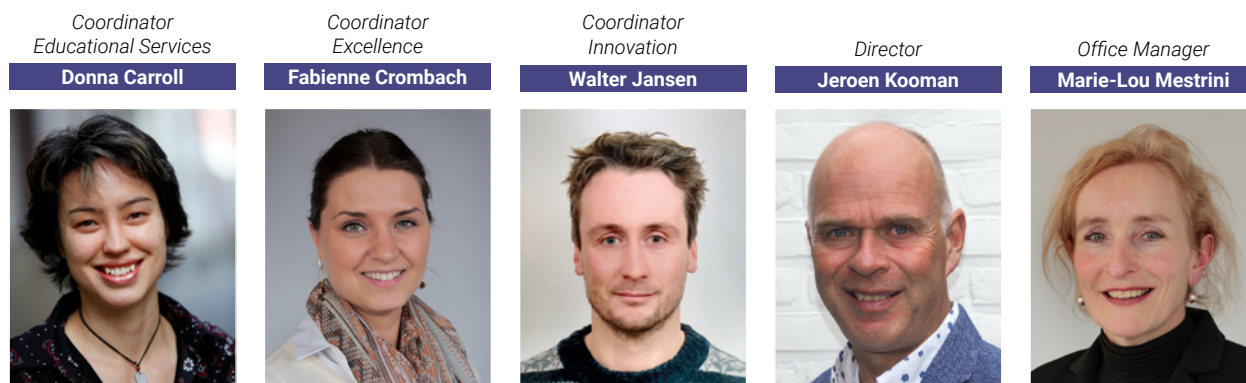
EDLAB is positioned within the central management structure of the university (see image 1) and is accountable to the Rector Magnificus. The central positioning supports its inter-faculty platform function, acquiring overview of internal and external educational developments and enable information flows regarding institutional strategic goals and faculty-level educational needs.

IMAGE 1 | EDLAB positioning in UM organisational chart

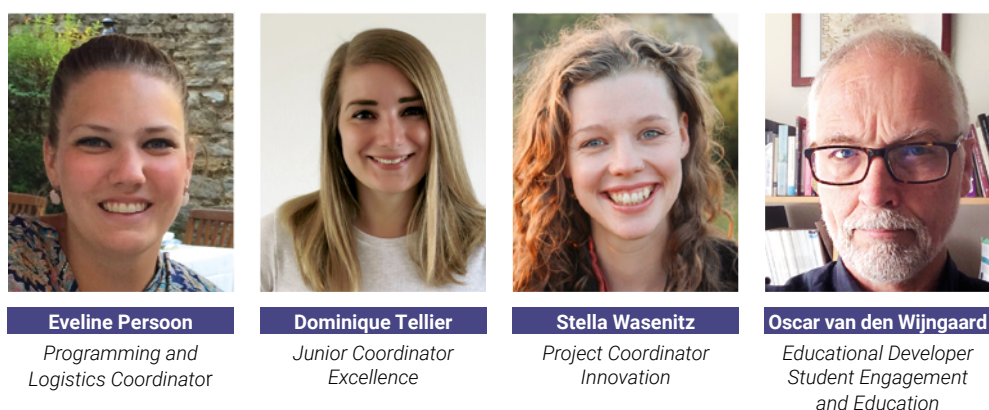


## EDLAB team

In the period 2020-2021 EDLAB consists of a core-team of nine employees, with a total formation of 7.6 FTE. Next to that EDLAB has an Advisory Board and a Student Advisory Board to maintain its ties to the UM faculties, library (UB) and UM student community. EDLAB is furthermore closely connected to the interfaculty taskforces Learning & Innovation (on educational research) and International Classroom.



## EDLAB Core Team 2021



## EDLAB Advisory Board

The EDLAB Advisory Board (EAB) is composed of senior faculty and UB representatives and maintains EDLAB's connection to the faculties and the UM community. The Advisory Board members give educational and strategic input, reflect on innovative ideas and assess EDLAB project proposals. The EAB facilitates connections to educational managers and potential project participants and serves an inter-faculty community of practice.

Faculty	Name
FASOS	Harro van Lente
FHML	Hans Savelberg
FPN	Arie van der Lugt
FSE	Stefan Jongen
LAW	Nicole Kornet
SBE	Simon Beausaert
UB	Rina Vaatstra
EDLAB	Jeroen Kooman
EDLAB	Stella Wasenitz
EDLAB	Oscar van den Wijngaard
EDLAB	Walter Jansen

## EDLAB Student Advisory Board

EDLAB promotes the quality of education through various communities of practice and by bringing together students and staff from all faculties to discuss and address trends and issues regarding education at UM. We have therefore developed the EDLAB Student Advisory Board (ESAB) to represent the student voice and host a range of events, such as student-meets (more info on [page 13](#)) during the year.

ESAB is composed of students from all six UM faculties and gives us better insight in the student perspective on education innovation at UM. We want to hear and understand what UM students feel and think about studying and education at Maastricht University. Participating in this board allows students to reflect on education innovation and the overall UM learning experience. ESAB offers a unique perspective on EDLAB projects, provides early feedback and insights from a student point of view. Moreover, students can initiate and drive their own projects and activities to make their voices heard in a topic of their concern.

## Structural collaborations

### *Taskforce Learning & Innovation*

In 2019 the inter-faculty taskforce 'Learning & Innovation' (TFLI) was established to facilitate exchange, promote and support educational research at UM. Since 2020, EDLAB closely collaborates with the TFLI with regards to joint activities, projects, grant schemes and visibility. The taskforce can furthermore use the EDLAB building as a work -and event space.

### *Taskforce International Classroom*

The taskforce International Classroom (TF ICR) was launched in 2011 to enable exchange between faculties regarding the functioning of UM's international/ intercultural learning environment. The TF ICR is a community of practice bound together by colleagues with a shared expertise and passion for the development of international/intercultural learning. The taskforce consists of both support and academic staff members from all UM faculties and enables the sharing of best practices and experiences regarding UM's international learning environment. EDLAB and the TF ICR are in close collaboration concerning agenda setting, organizing joint projects, funding international/intercultural learning activities. The EDLAB building serves as a space for the TF ICR to meet and organize activities.

## EDLAB external relations

Over the last years, NRO (Nationaal Regieorgaan Onderwijsonderzoek) has made efforts to make an inventory and build connections with respect to Dutch teaching and learning centres (TLC's) in higher education. Formal connections between the TLC's have until now been remarkably limited. Since the beginning of these explorations, EDLAB has participated in several projects and events aiming to establish a national knowledge infrastructure for innovation in higher education. EDLAB participated in the design of an interactive platform for education innovation (to avoid "inventing the wheel twice") and NRO now organises structural meetings with TLC's of which EDLAB is part. In 2020, EDLAB also participated in a conference on education innovation organised by the Centre for Education and Learning (a Delft-Leiden-Rotterdam consortium) and we appeared in the [NEXUS report](#), which maps visions and practises from all major TLC's in the Netherlands.

On a more structural note, EDLAB staff members are involved in activities as part of the NRO-managed Comenius grant programme, participating in assessment committees, and supporting & promoting grant writing internally as well as. EDLAB is moreover represented in discipline specific (inter)national organisations such as student advising associations NACADA (US), UKAT (UK) and LVSA (NL), the Dutch WO Honours Coordinators Network and the Dutch study-group for educational professionalization.

Besides national connections, EDLAB has set itself the task to build structural connections with teaching & learning centres in the euregion. In 2019-2022, the cyberhack and Covid19 paralysed previously established connections and exchange with the University of Hasselt, RWTH Aachen, University of Cologne and the Euregional office in Eupen. 2021 provided a major common interest though: how does your university deal with education in the online/hybrid environment. EDLAB was for instance interviewed by the German Higher Education Forum – Digitalisation, based in Bonn, to gain insight how blended learning can enhance PBL. Even though educational practises and visions differ between euregional institutions, it is valuable to learn from each other's dealings during the Covid19-crisis and erode geographical and language borders that prevented us from building structural connections in the past.

# Projects, activities and results

EDLAB's activities can be situated within four inter-related domains: innovation, teacher professionalization & educational services, excellence and research (see image 2). This chapter gives an overview of the main activities within and between the domain.

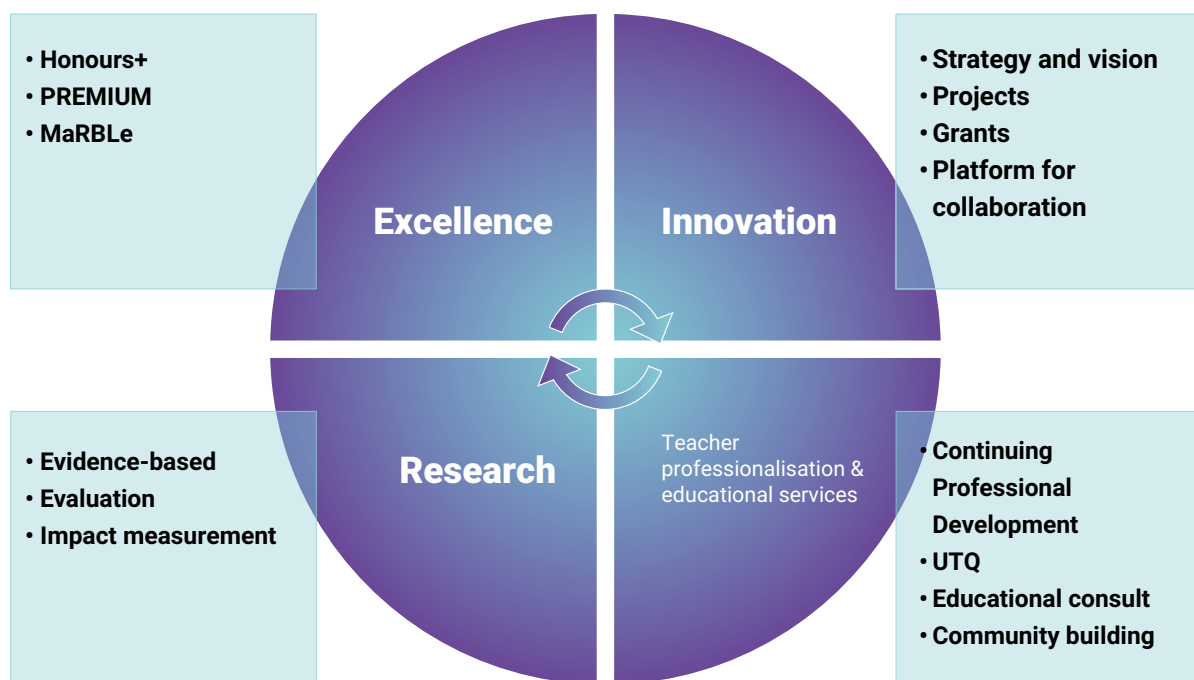
## Innovation

The EDLAB innovation domain initiates, coordinates and helps to implement education innovation projects and activities on a large spectrum of topics for multiple target groups within Maastricht University. An overview of the main innovation projects since the establishment of EDLAB in 2015 can be found on our [website](#).

## Innovation: UM-wide focus and sustainable implementation

EDLAB innovation projects generally develop through 1) bottom-up requests, i.e. staff members or students identify a problem, wish or need in education and sketch potential solutions 2) top down requests, i.e. programme or project development in line with strategic programmes and institutional ambitions and 3) direct EDLAB initiatives. EDLAB projects always have a UM-wide focus, meaning all or a majority of UM faculties are involved, e.g. as part of an inter-faculty project team and/or assisting in running pilots within their faculty. EDLAB furthermore emphasises the sustainable implementation of education innovation, meaning that successful innovations, developed and tested under the auspices of EDLAB, become most valuable to the UM community when adopted by the faculties and become part of the regular educational activities or extra-curricular offer, supervised by committed and specialised faculty staff members.

IMAGE 2 | EDLAB domains



## Projects 2020-2021

During the academic year 2020/2021, the following projects and activities have been developed, carried out or completed.

PROJECT	PHASE	GOALS	MEMBERS
<b>UM advising: optimizing the student experience</b>	<input checked="" type="checkbox"/> <b>Proposal</b> <input type="checkbox"/> Running <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>Establish a UM centre for student advising &amp; mentoring.</li> <li>Create a structural inter-faculty task-force for advising and mentoring, responsible for vision development and coordination of related activities.</li> <li>More information in chapter 'Future Outlook' on <a href="#">page 17</a>.</li> </ul>	<b>Coordination:</b> Oscar van den Wijngaard (EDLAB), Iris Burks (EDLAB/SSC)
<b><a href="#">Communities of Practise</a></b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>Set-up an inter-faculty Community of Practice (CoP) and offer a platform for teaching staff to inspire each other and exchange ideas.</li> <li>The CoP will consist of members with several roles, such as facilitator, group leader, content experts and participant.</li> </ul>	<b>Coordination:</b> Barend Last (UB), Stefan Jongen (FSE), Oscar van den Wijngaard (EDLAB)
<b><a href="#">Self-Regulated Learning framework</a></b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>Translate scientific evidence on the development and training of self-regulation skills and integrate it with higher education practices at UM (e.g. curricula or courses).</li> <li>Materialize a context-embedded self-regulation curriculum and course development framework that incorporates professional development of teachers, enabling them to adopt and embed self-regulated learning in their approach to students.</li> <li>Position UM as an (inter)national center of excellence on self-regulated learning.</li> </ul>	<b>Coordination:</b> Anique de Bruin (FHML), Felicitas Biwer (FHML), Walter Jansen (EDLAB)
<b><a href="#">Tutor Training in 360-degree: group dynamics (TT-360)</a></b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>Train the tutor's capacity to handle group dynamics within a virtual PBL classroom setting.</li> <li>Through 360 degree videos, provide a safe environment to practice and learn, allowing tutors to zoom in on their specific roles, analyse critical incidents in the classroom and observe the classroom from multiple perspectives.</li> </ul>	<b>Coordination:</b> Nynke de Jong (FHML), Herma Roebertsen (FHML), Maarten van Kooij (FHML)

<b><u>International Intended Learning Outcomes (IILOs)</u></b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>• Make an inventory of the state of international/intercultural intended learning outcomes (IILOs) in UM education.</li> <li>• Develop a guideline for course coordinators and programme directors to facilitate and achieve international intended learning outcomes in education at UM.</li> <li>• Provide insight in how to assess IILOs.</li> </ul>	<b>Coordination:</b> Kai Jonas (FPN), Walter Jansen (EDLAB). In collaboration with the Taskforce International Classroom.
<b>EDLAB grants</b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>• EDLAB offers grants for small-scale education innovation projects, aimed at improving or introducing new learning activities in the PBL classroom.</li> <li>• 2021: First call of proposals, 12 proposals approved for a total of €51.352,-.</li> <li>• Check the <a href="#">EDLAB webpage</a> for an overview and details of the winning EDLAB grant projects.</li> </ul>	<b>Coordination:</b> Walter Jansen (EDLAB)
<b>PBL introductions in the Master</b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>• An inter-faculty working group created a PBL-introduction framework for Master programmes.</li> <li>• Assist programme coordinators and coordinators of PBL introductions to develop or improve existing PBL-introductions.</li> <li>• Also suitable for Bachelor programmes.</li> <li>• View the PBL introduction framework <a href="#">here</a>.</li> </ul>	<b>Coordination:</b> Oscar van den Wijngaard (EDLAB)
<b>CCCS narrative in UM Marketing &amp; Communication</b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>• Develop and implement a training format for UM Student Ambassadors, preparing them for recruitment activities and explaining PBL and CCCS to prospective students and their parents.</li> </ul>	<b>Coordination:</b> Stella Wasenitz (EDLAB), Oscar van den Wijngaard (EDLAB)
<b>Social and Academic Community</b>	<input type="checkbox"/> Proposal <input checked="" type="checkbox"/> <b>Running</b> <input type="checkbox"/> Completed	<ul style="list-style-type: none"> <li>• Develop a workshop in which students identify key elements of their 'social and academic community', and discuss how these elements affect their engagement as students.</li> <li>• The workshop has been delivered at SBE, the Faculty of Law, FASOS, the inter-faculty Global Studies programme, and FPN.</li> </ul>	<b>Coordination:</b> Oscar van den Wijngaard (EDLAB)

<b>Study Smart</b>	<input type="checkbox"/> Proposal <input type="checkbox"/> Running <input checked="" type="checkbox"/> <b>Completed</b>	<ul style="list-style-type: none"> <li>• Develop trainings that allow students to improve their self-study skills.</li> <li>• Increasing students' awareness of effective study strategies.</li> <li>• Improving self-reflection towards self-study.</li> <li>• Providing practical training in self-study skills.</li> </ul> <p>Project successfully finalised in 2021 following the presentation of the evaluation report to the Educational Platform. Visit: <a href="http://www.studysmartpbl.com">www.studysmartpbl.com</a>.</p>	<p>Project coordination: Anique de Bruin (FHML), Felicitas Biwer (FHML), Walter Jansen (EDLAB), Yoka Cerfontaine (FHML)</p>
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### Introduction EDLAB grants

Since 2021 EDLAB offers grants of max. €5.000 to realize innovations within UM's problem-based learning environment. With the instalment of annual grants for education innovation, EDLAB hopes to particularly engage early-career teachers to submit proposals. In 2021, the EDLAB Advisory Board awarded 12 grants for projects that aim for practical innovations in the PBL classroom and have an impact on the student learning experience. Project topics include blended learning, feedback, simulation, tutor-conduct and decolonisation of the curriculum.



## Teacher professionalization and educational services

EDLAB works closely with UM teaching staff to help develop and implement innovative teaching practices and promote the quality of UM education. This is achieved through a large variety of [Continuing Professional Development \(CPD\)](#) opportunities and other training services offered for teaching staff. Through courses, workshops, symposia, discussion panels and online resources UM staff can stay on top of their teaching game.

In early 2020, a CPD framework document for all UM stakeholders was created, describing the teaching competences of which our staff are expected to develop (building upon those from the UTQ) and further clarifying the roles and responsibilities of the CPD coordinators, line-managers and teaching staff. At the end of 2020, a [CPD appendix](#) was also created and in collaboration with HR, in January 2021 this was integrated into the [annual review process](#) to help staff to reflect upon their development and plan their future CPD with their line-managers.

### CPD 2020-2021 in figures

- >900 participants in a total of 33 activities over 12 months
- Average evaluation score 4 / 5
- 57 % of activities fully booked
- Activities running on average at 89 % of full capacity
- 85 % of participants would recommend their chosen activity to other teaching staff

## CPD activities

In the period 2020-2021, EDLAB offered a multitude of online workshops on education, teaching strategies and course design for UM teaching staff. Most of these addressed the sudden switch to online learning but also incorporated other educational trends and challenges. This cross section of our activities gives a gist of our thematic reach and variety of training formats our participants have experienced.

- A summer webinar series on Online Education
- A special webinar on Decolonizing the Curriculum
- A guest webinar from Hult International Business School, Dubai on The Role of Emotions on the Learning Process
- An EDLAB seminar on Student Engagement
- A Teach-Meet on Online Lecturing
- Our “best-selling” online workshop on Teaching On-Camera (by a BBC television director)

## Educational services

### Training for UM Board Members

In 2020-2021, educational services continued to offer introductory training for all new members of UM Boards of Examiners (BoE), as well as training on roles, responsibilities and the law for all new staff and student members of Education Programme Committees (EPCs).

### PBL & Tutor Training

The introductory PBL & Tutor training is organized by each faculty for their new teaching staff, and this provides an introduction to the UM educational approach. While UM has a long tradition of providing tutor training, a more consistent approach towards PBL & Tutor Training was identified as a key element for revitalizing PBL education. Under the auspices of EDLAB, and in an

## EDconsult

EDLAB delivers individual consults for UM teaching staff who want to improve their education, need some inspiration or are looking for a different perspective. Together with an EDLAB staff member UM staff members can reflect, receive feedback and get advice on their practices.

EDLAB's educational consults on topics like PBL & constructive, contextual, collaborative, and self-directed learning (CCCS), instructional design, constructive alignment, teaching delivery, assessment, PBL assignments, groupwork, team dynamics, international classroom, student guidance & mentoring, PBL training, blended learning, PBL skills and, more generally, Bildung. In case educational queries fall outside EDLAB's expertise we connect staff members to other experts within the university.

effort to further harmonize and professionalize the tutor training and build on the EdView project (2016-2018), a PBL & Tutor Training Steering Group was formed, composed of representatives of all faculties and chaired by the EDLAB's Educational Training Developer. Together, a new PBL & Tutor Training Framework document was developed. This lists the traits of an effective UM tutor, the learning outcomes of the PBL training, the instructional framework, and organizational preconditions for high quality tutor training. In addition to this, a new on-line canvas course was created by EDLAB's Educational Services to introduce all new UM tutors to the principles behind PBL before attending the face-to-face component of the tutor training. The new training framework and online course are now in use within all faculties.

### ***Writing support educational grant applicants***

Each year NRO offers 'Comenius' grants in three different categories 'Teacher fellow – €50.000', 'Senior fellow – €100.000' and 'Leadership fellow - €500.000' to support innovation in higher education institutions. A growing number of UM staff members applies for the grants and EDLAB facilitates the process internally by offering information sessions about the grants and interactive review & feedback sessions with applicants.

### **Professional community building**

Besides the rich spectrum of CPD activities, excellence programmes and innovation activities, EDLAB also organises teach-meets, student-meets, seminars and conferences for the UM community to meet and discuss education and innovation at large. During these sessions we aim to create an open, informal setting for colleagues and students to listen to presentations, engage in discussion with peers and/or follow workshops.

### ***Teach-meets***

Teaching staff play a pivotal role in realising education innovation. EDLAB has been able to fuel and sustain UM teaching and education communities, through its activities and reach. Most prominently, it organises teach-meets which have become a house-hold activity within UM. The teach-meets allow teaching staff from all faculties to connect and informally discuss issues related to PBL education. Over the period 2020-2021, also in line with the contemporary challenges in education, EDLAB organised teach-meets on Academic Integrity, Student Engagement, Research on Education and Remote Lecturing.

### **Student meets**

EDLAB student-meets are informal and low-key gatherings, open for all UM students. EDLAB is interested in bringing students from all different academic years together to share experiences and chat about education at UM.

Previous student-meets addressed topics such as 'learning from failure', 'exam preparation', 'engagement', 'team dynamics' and 'effective learning'. With up to 80 attending students per session, the student-meets prove to be a success formula in the way it connects experts on relevant topics to the student population, engages active discussions and organises workshops in an overall informal atmosphere.



*Student-meet poster, edition 'Engagement during a pandemic'*

## Excellence

Since its establishment in 2015 EDLAB coordinates UM-wide excellence programmes for students interested in doing more than just the regular curricular activities. EDLAB's excellence programmes, Honours+ (bachelor level) and PREMIUM (master level), challenge students to realize their ambitions by deepening or broadening their academic knowledge, as well as furthering their personal development. The excellence programmes were positively evaluated by a critical peer review in November 2020.

### Honours+

**Honours+** is a UM-wide excellence programme that is part of the faculty honours programmes for second year bachelor students. With a focus on broadening students' academic horizon and developing academic skills, as well as creating a UM honours community, Honours+ aims to provide a common core for all UM honours students. Honours+ students work on an interdisciplinary academic challenge, based on UM's core research themes and attend several workshops. The Covid19-pandemic had a major impact on the organisation and student experience of the programme. The 2020-2021 cohort was for instance run entirely online making virtual teambuilding and student engagement a focus point. Irrespective of these difficulties, supervisors were impressed with the progress of their teams and students rated the programme with a 7.2 out of 10.

#### Honours+ inflow and outflow of students

PROGRAMME	2019-2020		2020-2021		2021-2022	
HONOURS+	105	87	91	81	88	?*

#### Honours+ academic staff involved

PROGRAMME	2019-2020	2020-2021	2021-2022
HONOURS+	17	18	16

### PREMIUM

**PREMIUM** is Maastricht University's excellence programme for high-performing, motivated master students. Once selected, students are grouped together in interdisciplinary teams and given a project to complete for a client from the (local) business or

### Excellence audit 2020

In November 2020, a panel of critical friends, consisting of honours deans from several universities in the Netherlands and students, visited UM for a peer review of the UM honours/excellence programmes, with the aim of giving input for the further development of UM's honours programmes. The panel has expressed its appreciation for UM's honours education and highlighted the passion of teachers and students, as well as the overarching focus of Honours+ and PREMIUM. Several points for further growth and development were made as well. In general, the panel would like UM to place more emphasis on honours education as a community of practice, and look for further alignment of the different programmes and the professional development of involved teaching staff.

government sector, under the guidance of a project mentor. Alongside their project, students receive individual coaching, focused on personal competence development. Lastly, students attend several workshops to help cultivate valuable skills and knowledge to prepare them for the job market.

As with the Honours+ cohorts, also PREMIUM was affected by the Covid19-regulations. The programme's selection, events and workshops mostly took place online and students had to meet their team and client solely online. The coaching component proved to be extremely valuable during times of crisis. Students evaluated the programme with an 8.5 out of 10.

#### PREMIUM inflow and outflow of students

PROGRAMME	2019-2020		2020-2021		2021-2022	
PREMIUM	91	88	105	103	108	?*

#### PREMIUM (academic) staff involved

PROGRAMME	2019-2020		2020-2021		2021-2022	
	M	C	M	C	M	C
PREMIUM	105	87	91	81	88	?*

**M**=Mentor **C**=Coaches

\*Outflow numbers are known at the end of the programme, in May 2022.

## Research

Since its establishment EDLAB has adopted a scholarly approach to its work and has rooted its initiatives in theory, critical reflection and evidence. EDLAB informs itself through existing research output and, over the years, has also initiated and conducted research itself, e.g. the EDview and First-year experience projects. During the period 2020-2021, besides the aforementioned collaboration with the taskforce learning & innovation, EDLAB has presented the findings of its UM.online surveys and conducted a timely and substantial research project called EDvance. It also funded and initiated research on the effect of UM's international learning environment on our students and alumni.

### EDvance

[EDvance](#) aims to compile and disseminate evidence-based good practices in (technology enhanced and blended) education, which support the CCCS principles. EDvance provides strategies to support students and teachers, focusing on the entire educational process, as well as well-being and community building. The project focuses on the design of education, including educational theories on PBL, motivational strategies, and how to blend online and face-to-face education. Next, it presents recommendations on delivering education, for example, exploring real-world problems, small-group collaborative learning, collaborative assignments, and activities to support self-directed learning such as having interactive study modules through the learning management system. No matter whether it is face-to-face or online, active forms of learning are important for the learning process and outcome. The project team has also put forward ideas on assessment, for instance, providing students with regular feedback that would result in better learning outcomes. In the end, the outcomes support EDLAB's principle that the use of technology in education is a means to an end. Good practices in technology enhanced education start from having intended learning outcomes constructively aligned with the design, delivery, and assessment of education, with the CCCS principles in PBL serving as our foundation.

### EDvance team:



HQ Chim

Post-doctoral researcher



Anne van Dijk

Researcher

### UM.online report

In autumn 2019, EDLAB set up and executed a large-scale quantitative and qualitative research project aiming to evaluate the UM's community experiences with online education, directed by the following question 'What can we learn from UM's shift to online education during the global health crisis?' In 2020, EDLAB presented a substantial [report](#) containing research data, analyses and recommendations regarding the student and staff experiences with the (emergency) remote learning environment. The report consists of a student and staff volume, giving insight into the following aspects:

- The multitude of online educational approaches used during the global health crisis;
- The online education experience of teachers and students;
- Evidence-based recommendations for the use of digital technologies to support blended education at UM.

### Research on effectiveness International Classroom

EDLAB has initiated and (co-)financed two research projects aimed at getting a better understanding of the effect of international classroom on UM students and alumni.

### ***Effectiveness of the international classroom at Maastricht University – a mixed-method exploratory study***

TF L&I members Carla Haelermans and Patrick Bijsmans have developed a research proposal to measure the effectiveness of UM's international classroom. The proposal entails quantitative and qualitative research looking at learning outcomes in an international environment. The researchers will build a unique dataset by combining data about students' background with data about group composition (i.e. other students' background and characteristics), grades (including grade point average (GPA)) and acquired ECTS credits, and where possible with attendance data and data on the teacher (e.g. nationality and position). The quantitative data is complemented by qualitative data gathered through interviews with programme directors and focus group discussions with students and staff representatives of the selected programmes. These methods also allow insight in assessment practices of international learning and can be used to better define 'international' (i.e. European, global, western).

### ***The effect of international classroom on UM alumni***

Next to researching the effectiveness of UM's international classroom on students, it is equally informative to focus on UM alumni and their experience in UM's international learning environment. Over the last year, EDLAB, in collaboration with the Taskforce International classroom, has developed a couple of survey items for UM alumni that will appear in 1) the Nationale Alumni Enquête (Graduation Survey - NAE), 2) UM Scanner - 5 years and 3) UM Scanner - 10 years. The international classroom survey-items will appear in the available alumni surveys in 2022.

### **EDLAB hosts annual Learning & Innovation conference**

On 10 November 2021, the annual Learning & Innovation conference, focusing on educational research, took place at EDLAB. The conference was organized by the taskforce L&I and kicked off with a keynote by Prof. Dr. Bart Rienties (Open University UK) on learning analytics. The rest of the day consisted of workshops sessions and discussion fora, aiming to inspire, train and bring together the UM community in the field of educational research.



# Future outlook

With an eye on 2022 and beyond, EDLAB has recently embedded two programmes that capture the educational zeitgeist: 1) technology enhanced education and 2) UM advising: optimizing the student experience. In 2022, EDLAB also plans to organise the first ever UM education day and work toward a blueprint for further institutional growth and development.

## Technology enhanced education

As of 2022 EDLAB manages the [Technology Enhanced Education programme \(TEE\)](#), chaired by the new adjunct director Ellen Bastiaens, which connects the lessons learned from the Covid19-lockdowns, recommendations from EDview and smaller, existing projects, such as the vision on assessment (part of the quality agreements). It integrates the manifold types and platforms for teaching staff support and development, with particular attention to the opportunities offered by technology. In close cooperation with faculties, central service units and other stakeholders, the TEE programme will work on optimizing access to support, information and inspiration for teaching staff.

## UM advising: optimizing the student experience

In collaboration with the UM council for academic advising and student guidance (SUMa) and the student service centre (SSC), EDLAB has initiated a project aimed to develop a shared vision for student guidance at UM, and a concrete action plan to turn this vision into practice. The project is funded through the UM Quality Agreements and will kick off in 2022. It involves many stakeholders that will work on clear(er) descriptions of roles and responsibilities, as well as professional development opportunities for those involved in student guidance, intended outcomes of advising for students, and a shared perspective on quality assurance in guidance and advising.

## UM education day

The UM community of teachers and learners is vibrant and diverse, and full of creative and innovative ideas and initiatives. To bring all this creativity and dedication together, EDLAB will host the first UM Education Day in June 2022, offering an exciting programme revolving around the awareness that 'Teaching is Learning'. Teachers, researchers, students, coordinators, each with their own specific perspective on teaching and learning, will share their insights, findings, and great practices on a wide variety of topics and in different formats.

## From innovation institute to teaching and learning centre

As UM's central institute for education innovation since 2015, EDLAB has built structural networks with the UM community in terms of training & professionalization, excellence, innovation through collaboration & co-creation and engagement. Through its innovation projects and activities, EDLAB has become a breeding place for knowledge and insights regarding a wide spectrum of educational themes, with a strong focus on UM's problem-based learning environment.

With contemporary challenges regarding digitalization of education, information and technology in education in mind, the UM executive board has given EDLAB the task to explore the development of a centre for teaching, learning and innovation, aligning multiple units that organise or deliver educational support. A teaching and learning centre can embody multiple aspects in the chain of central educational support, development and innovation, ranging from educational facilities & infrastructures, didactic know-how & consultancy, teacher professionalization and innovation & experimentation. In 2022, steps will be taken to develop a blueprint to support such a transformation.







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