



Utrecht
University

Centre for Academic
Teaching and Learning

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Annual Report 2022

Centre for Academic Teaching and Learning



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Preface

What a pleasure it is to look back on 2022, a festive year in which the Centre for Academic Teaching and Learning (CAT) celebrated its fifth anniversary. Five years full of activities and encounters, in which teachers, students, didactic experts and many others involved in the UU educational community met, supported, and inspired each other. Thanks to the inspiring development programmes and support for educational innovation, both teachers and education are in full swing. And as a result of researching our education, practical and theoretical insights are growing. These successes have given us a taste for more, and we are eager to continue and develop these activities in the coming years.

And not only CAT celebrated: the TAUU teaching community, an indispensable partner in CAT and one of the founding partners, celebrated its 10th anniversary! The double lustrum of CAT and TAUU was celebrated with an autumn full of lustrum activities culminating in a sold-out symposium in collaboration with the Equality, Diversity and Inclusion programme in Museum Speelklok. The lustrum symposium was concluded with a smashing party: who would have thought that the educational community could swing so splendidly.

Apart from the lustrum activities, a lot of other things happened in 2022. Most of the university education, after several difficult years in which coronavirus measures dominated everything, fortunately returned to campus. More and more teacher activities could also be organised on location again. Everyone's enthusiasm was reflected in the number of registrations for the many activities: for example, the Strengthen-Your-Education Weeks and the Education Parade (Onderwijsparade) were very well attended.

We took another big step with our Teaching and Learning Collection (formerly: Educational Database), which was further expanded and officially launched during the Education Parade. More and more people are finding their way to this information source: usage increased 24% in one year.

CAT also houses the Future Learning Spaces project, which aims to develop optimal physical environments for the future of education based on didactic concepts. The highlight for the Future Learning Spaces project was the open day, which attracted some 100 interested people from the Netherlands and Belgium. Also, the Learning Plaza in the Minnaert building was inaugurated as a new Future Learning Space.

Finally, many important things happened behind the scenes in 2022. Among other things, the merger between the previous CAT support team and the Educate-it programme team became a reality and resulted in an enthusiastic new merged team. This has ensured even better cooperation and collaboration between the various support and expertise components. Also, collaboration with Educational Development & Training (Onderwijsadvies & Training, O&T) has been intensified by joining each other's MT on a structural basis. This strong intercollaboration is what it is ultimately all about: to turn CAT into a decisive network organisation where teachers can always go to improve their education, meet each other and thus shape the education of the future: to inspire and empower academic teachers.

On behalf of the Management Team CAT,

Manon Kluijtmans
Academic Director

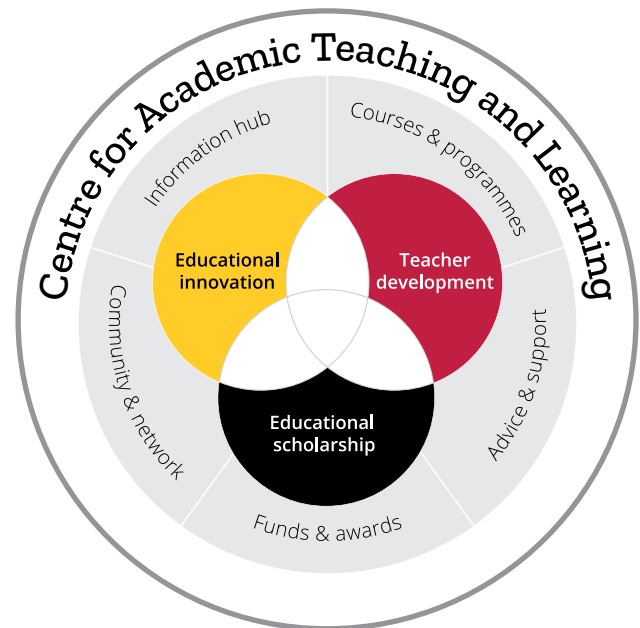


The centre in brief: mission, vision and partners

The CAT is focused on three pillars that are closely connected: Teacher Development, Educational Innovation, and Educational Scholarship.

CAT activities are often found at the intersections of the three pillars that enhance each other.

The Centre for Academic Teaching and Learning of Utrecht University contributes to the development of lecturers and education for optimal support of students' learning. It is a university-wide network of partners and programmes that strives for four mutual goals: add value, bring together, show adaptivity, influence.



ADD VALUE

Create **added value** for teacher development, educational innovation and educational scholarship by promoting the visibility and accessibility of member activities and by connecting partner initiatives to create new opportunities in innovation, exchange and funding.

BRING TOGETHER

Bring together expertise on teaching and learning. Generate **awareness and recognition** for partners within the wider teaching community. Offer a **central platform** to connect the teaching community: bring lecturers and support together, enhance formal and informal exchanges, and match lecturers' needs to expertise and support at partner initiatives.

SHOW ADAPTIVITY

Be **sensitive and responsive** to new and existing needs and developments on the road to enhancing teaching and learning.

INFLUENCE

Show **leadership** in academic teaching and learning by being a discussion partner for the University's Executive Board and Student and Academic Affairs Office, by **representing** Utrecht University nationally and internationally, and by **sharing expertise** with other higher education institutions.

Facts and figures

Teaching and Learning Collection

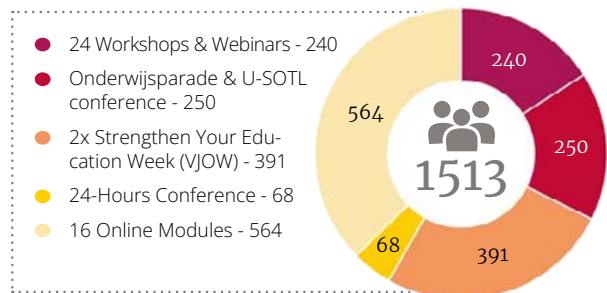


Teaching support



TEACHER DEVELOPMENT

CAT events and trainings



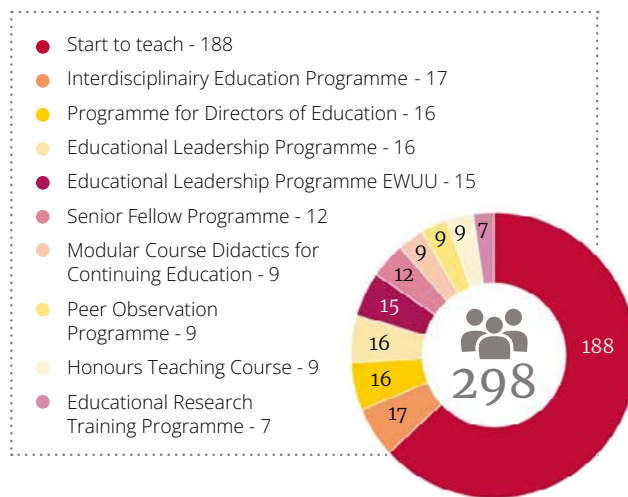
Senior & Principle Fellows

New fellows started in 2022 (total active in 2022)



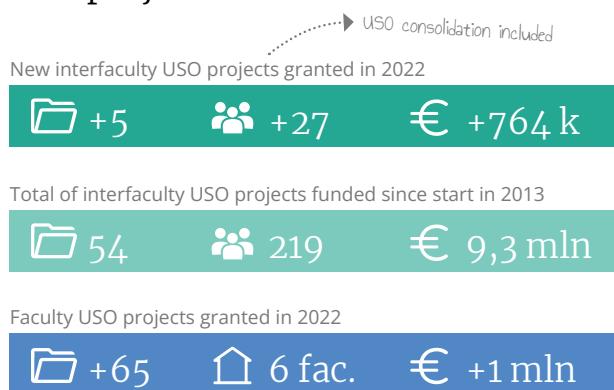
Participation in events and programmes

Teacher development programmes



EDUCATIONAL INNOVATION

USO projects (Utrecht Education Incentive Fund)

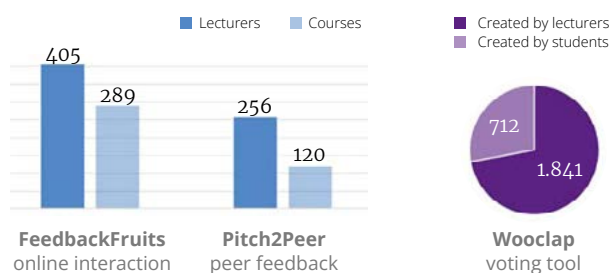


Digital assessment

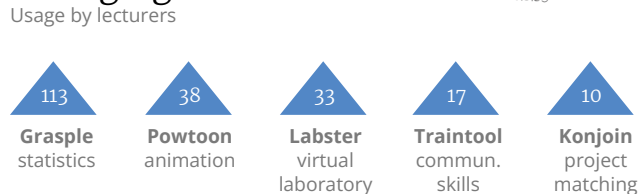


Innovation projects and tools

Frequently used tools



Emerging tools



EDUCATIONAL SCHOLARSHIP

SoTL grants

Scholarship of Teaching and Learning



HER grants

Higher Education Research Programme



Activities on evidence-informed education

Other activities



Teacher Development

highlights in CAT Activities



Five-year anniversary: All the hands up in the air!

In October, CAT celebrated its first **five-year anniversary**. Partner TAUU also celebrated its own 10-year anniversary. All autumn long, the schedule included a variety of festive activities in connection with the CAT anniversary. On 13 October, the anniversary celebrations officially kicked off with a well-attended symposium organised in cooperation with UU's Equality, Diversity & Inclusion (EDI) programme. The symposium, entitled "All Inclusive", was followed by a reception and a party.

Onderwijsparade and Utrecht Scholarship of Teaching and Learning Conference

On 10 March 2022, teachers and students could come together at the **Onderwijsparade**, which took place in the University Hall, with the option of following part of the programme online. The theme of this year's Onderwijsparade was Educational Innovation: research-informed innovations, with lecturers and students at the forefront. The on-site programme had reached the maximum number of participants. Partly thanks to the livestream, there were approximately 250 participants in this edition of Onderwijsparade.



24-hour UU Education Conference: Updating the Utrecht Education Model

As a follow-up to the 24-hour UU Conference of October 2021, **this edition** was devoted to the project 'Updating the Utrecht Education Model'. After an inspiring Keynote by Paul Ashwin, it was time to think about the graduate attributes an UU alumnus should have: What kind of students do we want to deliver and send into society?

Strengthen-Your-Education Week

The 8th and 9th editions of the Strengthen-Your-Education Week were held in 2022. Over 200 lecturers signed up to participate in the (online) winter edition, and over 160 participants signed up for the summer edition.



● **Continuation of Workshops & Webinars**

After a successful start in 2021, CAT continued organizing various workshops and webinars throughout 2022, both online and offline. These workshops and webinars centred on a wide range of themes: from blended learning to a tool workshop on GraspLe, and from a workshop about activating learning to a webinar on how to effectively motivate your students. A total of 29 workshops were organised, for which 240 participants signed up.

● **Special interest groups**

In 2022, CAT hosted 22 **special interest groups** on various topics, with 17 to 133 active participants each. Important highlights were the SIG Open education, a collaboration of multiple special interest groups that organised a symposium with over 40 participants, and the SIG XR (extended reality), which organised a symposium in which 12 projects were presented to over 40 participants.

Educational Programmes

Senior fellow Programme

In 2022, three new Senior Fellows were appointed by the executive board: Dr **Matthieu Brinkhuis** (Faculty of Science), Dr **Brianne Mc Gonigle** (Faculty of Law, Economics and Governance) and Dr **Frank van Rijnsoever** (Faculty of Geosciences).



Brianne Mc Gonigle is an Associate Professor at the Faculty of Law, Economics and Governance, as well as a motivated and passionate academic who is continuously looking for ways to bring research, education and practice into interaction. She aims to open an Open Source Investigations Lab that will bring students, teachers and societal partners together to address global challenges.

Frank van Rijnsoever is an Associate Professor at the Faculty of Geosciences. In his project, Frank aims to develop evidence-based criteria on which to match students with fitting LOC (Leaders of Change) programs and learning activities, and to assess their progress.



Matthieu Brinkhuis is an Associate Professor at the Faculty of Science, and an expert in learning analytics and evaluation. His project will focus on Continuing Education, exploring how to create joint programmes with societal partners.

Four Senior Fellows completed their programmes in 2022 and were appointed as Principal Fellows of CAT: **Harold Bok** (Faculty of Veterinary Medicine), **Gönül Dilaver** (Faculty of Medicine), **Christel Lutz** (UCU) and **Karin Rebel** (Faculty of Geosciences). In 2022, **Veronique Schutjens** was appointed professor of Experiential Education in Geography



Awards and scholarships



UU Teacher Awards

Dr [David Onnekink](#), lecturer in History (Faculty of Humanities), has won the Outstanding Teacher Award 2022. Dr [Danny Broere](#), lecturer in Chemistry (Faculty of Science) has been awarded Teacher Talent Award 2022.

The jury chose these lecturers because of their commitment to education and the way they give shape to this, even in times of COVID-19. These two lecturers have a lot of passion for their subject, involve the students in their teaching and know how to make a connection between academia, practice and education.

Submission for the Dutch Higher Education Award

The [Going Glocal programme](#) of University College Roosevelt (UCR) competed on behalf of Utrecht University for the Dutch Higher Education Award issued by the Ministry of Education, Culture and Science. Going Glocal is aimed at creating awareness among students about the interconnectedness of their lives with others who are different and geographically distant from themselves.

Utrecht Education Incentive Fund (USO)

In order to continuously innovate and improve education, Utrecht University annually allocates two million euros for innovative projects that contribute to the development of academic education. The evaluation committee of the Utrecht Education Incentive Fund (USO) has selected three projects focusing on Sustainable Development Goals (SDGs), Scholarship of Teaching and Learning (SoTL) and diversity and inclusion. [More on innovation projects.](#)

For the interfaculty projects, CAT offered process guidance in 2022 for the first time, to support project leaders with the sometimes complex non-didactic issues involved in such a project.

A new type of project funding was also initiated; the USO Consolidation Fund. The goal of this fund is to set up a business case to sustainably embed a proven successful educational innovation in the UU or the possibility to continue as a start-up. Two USO Consolidation projects were awarded in 2022 to explore how to sustainably embed the proven innovations: the [Living Pasts concept](#) and the [serious game Utrecht2040](#).

All USO projects are included in the [Teaching and Learning Collection](#) for further dissemination of the results and/or products. Please view the Teaching and Learning Collection for all ongoing and completed projects with references to project-related websites, blogs, publications, conferences, videos, presentations, interviews, tools, manuals and materials.

SoTL grants

In 2022, two SoTL grants were approved. The Utrecht University Scholarship of Teaching and Learning (SoTL) grant is meant to stimulate and support lecturers who want to systematically and meaningfully research their own education practices. See page 13 for more information on the allocated grants.

SURF Open and Online Education

Koen Vincken, Faculty of Medicine, was awarded a SURF Open and Online Education grant for his project to improve learning in respect of how to interpret medical radiology images.

Support for Lecturers

Teaching Support

Teaching Support is the main point of contact at CAT for lecturers who have questions about or need support in preparing and providing their education. Teaching Support is available 40 hours per week and functions as a source of primary support. The Teaching Support staff is trained in answering questions, giving direct support to lecturers or contacting direct colleagues within CAT with specific expertise or calling on the network of CAT partners. Teaching Support offers lecturers a single point of entry from which they can get further assistance.

Teaching and Learning Collection

In 2022, the [Teaching and Learning Collection](#) (formerly known as the Educational Database) was launched at the Onderwijsparade. The number of online visitors to the TLC increased by 24% in 2022 (as compared to 2021) to 11,267. They visited a total of 23,150 pages, with an average duration of 1.5 minutes. Pages that were viewed frequently and for a longer duration (over four minutes) were those on 'Learning objectives and Bloom's taxonomy' and 'Motivation among students'.





Educational Innovation

highlights

- We actively participated in the **SURF Acceleration Plan**, the national **Digitalisation Impulse programme** and the nationwide network of **Teaching and Learning Centres**.
- A highlight of the **Future Learning Spaces** CAT project was the **open day**, which attracted around 100 interested individuals from the Netherlands and Belgium. The **Learning Plaza** was taken into use as a new Future Learning Space as well.
- The **edubadges** project has undergone major growth in the past year. Edubadges were issued within CAT (seven badges), the REBO Skills Academy (seven badges) and the University Library (one badge). In addition, five pilots were added that will be carried out in 2023. Edubadges will then be awarded in CHARM-EU, the Centre for Entrepreneurship, the Master's programme in Clinical Psychology, the Law Bachelor's and the Freudenthal Institute. This would mean that we could conclude and evaluate the pilot phase of this project in 2023.
- Discussions have started with regard to developing edubadges for the UTQ programme as well in the scale-up phase of this project (which will follow the pilot phase). Another exciting development is that CAT and the Education Policy office have intensified their cooperation in the areas of edubadges and microcredentialing. As a concrete result of this, joint guidelines for edubadges have been established. Joint steps have also been taken in the preparations for the nationwide **microcredentials** pilot that recently started, which will make use of the edubadges service department.
- The **UU student think tank** was held for the third time in 2022. This think tank is organised by CAT. This year, 14 students took part in the think tank. During five sessions held between March and July 2022, they completed group assignments (challenges) that yielded input regarding four different educational projects: the Interdisciplinary education programme, Challenge-based learning, the Teaching and Learning Collection and Hybrid education. [This page](#) contains an overview of the input provided by students.
- In 2022, we worked to further the development of the **digital learning environment**. We took important steps toward replacing the Learning Management System (LMS), for instance, and together with ITS, we started a pilot that involves a tool for improving the digital accessibility of course material on Blackboard. CAT is also cooperating with the Learning Analytics team to develop ways to collect data from the digital learning environment and use them to improve the teaching and support for students.

- In 2022, preparations were also made for introducing **Game-Based Learning** into the education. Several workshops were given, and the Blended Learning game was further developed and played in multiple faculties. In cooperation with SAGANET, a workshop on LEGO Serious Play was held, along with a “cooking workshop” in the Biology department in which Biology lecturers played the role of chef and put together ingredients to create a “recipe” for biological processes.
- In the **Knowledge Clips** project, meanwhile, there was a great deal of cooperation with other UU departments to ensure the best possible support for lecturers in their efforts to create and deploy knowledge clips in their blended learning education. The support team for the video platform, the members of which are colleagues from AV & Media, ITS and CAT, worked to further develop the platform. A concrete result of this is that not only lecturers but students as well are now able to add knowledge clips to the video platform. In addition, CAT joined with Educational Development & Training to offer lecturers four workshops on knowledge clips; plans have also been made to update the DIY studios in cooperation with the AV & Media team. The online module about knowledge clips currently has 294 unique participants (since the module was launched). The English-language version of this module has 49 unique participants at the moment.
- The **Special Interest Group XR** (Extended Reality) organised a symposium at which 12 different XR projects were presented. The symposium attracted around 40 participants.
- **Challenge Based Learning:** in the past year, the educational team of the EWUU alliance has supported the organisation of five challenges, namely Replacing Animal Testing (RAT), the Dutch Dairy Challenge (DDC), the Inter-university Sustainability Challenge, The Regenerative City and the Bio-Tech-Med Nutrition Interdisciplinary Team Training challenge (BITT). For both the development of the challenge as well as the delivery of it, colleagues from all partner institutes of the alliance, as well as external partners, actively contributed. In these challenges, approximately 150 students participated from all partner universities and managed to co-develop impactful plans and solutions, together with multiple stakeholders.

Educational Scholarship *highlights*

At CAT, we strive toward *evidence informed* education and educational innovation. Lecturers and researchers work together to develop a knowledge base concerning the education at Utrecht University. Higher education researchers conduct fundamental research into relevant research themes, and lecturers pursue practice-oriented explorations of the themes they encounter in their own teaching.

SoTL stands for “**Scholarship of Teaching and Learning**”, i.e., a systematic, evidence-based approach to developing and evaluating one’s own teaching practice. The goal of SoTL is to improve the learning process of students. In 2022, the Centre for Academic Teaching and Learning funded two SoTL projects:

- Despoina Georgiou (Faculty of Social and Behavioural Sciences) started a project called “*Learning from experiences: student, teacher and stakeholder voices on challenge-based learning in educational sciences*”.
- Rahul Pandit (Faculty of Medicine) began the “*Team based learning in Pharmacology teaching*” project.

Higher Education Research (HER) brings together education researchers who strive to expand theoretical knowledge related to academic education. They do so within the educational sciences or within other disciplines (Discipline-Based Education Research). A variety of HER projects were awarded funding:

- “*Towards a Competence Framework for the Roles of Teachers in Interdisciplinary and Flexible Education*”, Sabine Uijl and Iris van der Tuin (Faculty of Humanities);
- “*Differential Grading Standards: Causes and Effects*”, Alexei Karas (UCR);
- “*A review of leadership of change education*”, Frank van Rijnsoever (Faculty of Geosciences);
- “*Learning Opportunities for advanced GP-trainees to work in Multidisciplinary Networks at the Workplace*”, Esther de Groot (UMC);
- “*Towards a better understanding of internationalization*”, Marijk van der Wende and Uliana Furiv (Faculty of Law, Economics and Governance).
- “*Towards a more inclusive UMCU: Researching the effects of a bias awareness training for teachers*”, Gönül Dilaver, Gisela van der Velden and Özge Bilgili (Faculty of Medicine).
- “*Evaluating One Book One Campus: shared reading for inclusion, community building and reading motivation*”, Agnes Andeweg, Carlijn Kamphuis, Hanneke van Eijken, Antonie Knigge and Els Stronks (UCU, Faculty of Humanities).

Various activities in connection with educational scholarship took place in 2022:

- During the Strengthen-Your-Education Weeks and the Onderwijsparade, lecturers were able to familiarise themselves with conducting SoTL research.

- The Higher Education Research focus area brought education researchers together during networking events, grant events, the book presentation for A Research Agenda for Global Higher Education (edited by Marijk van der Wende (UU) and Jeroen Huisman (UGent)), a seminar on research into continuing education and a master class on “Phenomenographic analysis as a method for education research” taught by Paul Ashwin (Lancaster University).

● A **research article** on the relationship between interdisciplinarity and discipline-specific degree programmes was published as well.

- Mayke W. C. Vereijken, Sanne F. Akkerman, Susan F. te Pas, Iris van der Tuin & Manon Kluijtmans (2022) ‘Undisciplining’ higher education without losing disciplines: furthering transformative potential for students, Higher Education Research & Development, DOI: 10.1080/07294360.2022.2156482.

● **Quality & Research (K&O) project line**

Because CAT works in an evidence informed way, it is important to evaluate whether a teaching application being initiated under the theme of educational innovation meets the didactic expectations of lecturers and students. CAT is therefore working with the lecturers and students involved to evaluate all starting and ongoing innovation projects based on their didactic added value. In doing so, CAT is collaborating with its partner Educational Development & Training within the Quality & Research (K&O) project line.

The status of each teaching application determined how it was evaluated:

- Existing teaching applications were evaluated by means of an application-specific questionnaire.

In 2022, 5 applications were evaluated within 6 faculties, in 14 courses, with 305 students as respondents. Two extensive lecturer interviews were conducted as well.

The questionnaire itself was updated in 2022. On the one hand, it is now more effectively aligned to the educational context in which an application is being used (application-specific), and on the other, it now also offers the possibility of comparing applications to one another (all-application).

- Several new innovation projects have been evaluated by means of a pilot/case study:

Comproved makes it possible to comparatively assess work handed in by students, resulting in a reliable assessment.

Rationale an application designed to help students think critically about their own argumentation and organise their arguments.

Seppo a platform for gamified mobile learning and training.

Workboost a platform for the personal and professional development of students.

Two of the pilots conducted (Rationale and Comproved) have already been successfully completed and will be offered to lecturers and students across the entire University from now on, via the tool guide that is now part of the **Teaching and Learning Collection**.

Partners and programmes

results and activities

The Centre for Academic Teaching and Learning has its own management and team, but can lean on an extensive CAT partner network within the UU to contribute, develop and offer support and activities for teachers and students.

The most important partners' focus of the CAT is on the faculties and in particular on the lecturers. High-ranking academic education starts with expert lecturers who have been trained as researchers AND as lecturers.

The partners in the CAT all contribute to an important degree to the pillars of teacher development, educational innovation and Educational Scholarship. Below, you will find an overview of highlights of the partners in the CAT, divided into the three pillars:

TEACHER DEVELOPMENT

In 2022, various research universities and universities of applied sciences that are participating in the **Student Teaching Qualification** (*Studentenkwalficatie Onderwijs*) project – StuKO for short – launched pilots involving new and existing forms of training and supervision for student-lecturers and began evaluating those pilots. **Educational Development & Training (O&T)** is the project leader for StuKO.

O&T is working to streamline and coordinate the UTQ modules and learning pathways on offer at all the different faculties, in order to align them with the updated list of competences.

U-Collaborate in Education (UCE) connects the internal educational organisation and external partners who want to shape education together and makes existing activities and initiatives visible. In 2022, U-Collaborate in Education started working on a **matching tool** that will connect potential cooperation partners. To this end, UCE is working in co-creation with a start-up within the **Startup in Residence (Sir)** programme, part of the EdTech Zone of the Acceleration Plan. It is expected that the application will be fully operational by mid-2023. This application will be of great help to teachers who wish to organise their courses in cooperation with either for-profit and/or non-profit organisations. Other educational institutions and the EWUU and CHARM-EU alliances will also be able to use the application.

The **Entrepreneurial Education Network** came together in 2022 to focus on developing challenge-based entrepreneurial education and is working with the Entrepreneurship Education Canvas. The interactive sessions attracted over 100 participants from around 20 different institutions of higher education. Virtually every time the **Entrepreneurial Education Network** met, it resulted in ideas, tools, tips and reading and other materials for entrepreneurial education, student entrepreneurship and innovation at the campus. All this material (categorised by theme) has been made **available online** by **UtrechtCE**.

- This year, the **Teaching and Learning Lab (TLL)** contributed to lecturer development by organising 10 **"Inspiration cafés"**, in which good practices and developments in connection with education were presented and discussed.
- The new intranet for **Continuing Education (CE)** went live in August 2022. This is where lecturers and other involved individuals can access all information on exploring, developing and realising this type of education. Now, lecturers and support staff will be able to quickly find all the information they need.

For lecturers, centralised support in connection with **CE** was introduced in the form of a CE Office. This office will focus on supporting continuing education providers at the faculty level. As a result, it will become easier for lecturers to develop CE courses and to offer them in a recognisable way.
- At the start of the year, the **Teaching Community TAUU** podcast "Ik vertrek" ("I'm leaving") created by TAUU council members Sanne Frequin and Stef Dingemans was nominated for the **Academiekus**, a prize for positive initiatives for good working conditions in higher education.

2022 marked the tenth anniversary of **TAUU**. This milestone was celebrated during CAT's first five-year anniversary in October.

A UU intern at **TAUU**, Femke van de Glind, researched the perspective of young researchers on the renewed Recognition and Rewards system and how it influences their career and advancement opportunities. Her findings show that young scientists are sceptical. They agree with the new focus on the importance of the team and the decreased focus on the individual in assessing their performance and acknowledge that more room is given for personal development.

EDUCATIONAL INNOVATION

- The e-learning course **Entrepreneurship: from spark to lift-off** prepares students in the Social, Health and Organisational Psychology Master's programme for a future as entrepreneurs. The **online modules** – the result of a faculty USO project – have been made available to all UU students.
- In 2022, **Educational Training & Development** began offering the modular learning pathway intended to support lecturers in further developing their continuing education courses to the partners in the EWUU alliance as well. Educational Training & Development also provided educational advice to UU lecturers who are involved in this area, in addition to compiling an **online CE knowledge dossier**.
- At the request of the programme council on Community Engaged Learning (CEL), **Educational Training & Development** developed a **learning pathway for CEL** in 2022. This pathway is based in part on an exploratory study conducted among UU lecturers with CEL experience. During the learning pathway, lecturers will be given tools and tips for beginning or continuing to develop their own CEL courses.
- The independent development of interactive lesson material among UMC Utrecht lecturers grew by leaps and bounds in 2022: **all trainers from the UMC Utrecht Academy completed an H5P training course** so they could get started on developing material of their own, such as an interactive book or a course presentation in their lesson module. For lecturers in the academic programmes, the **Articulate Rise 360 tool** is now available. Exciting e-modules have been developed with minimum support from the **Technology and Learning Department (TEL) UMCU**.
- **Immersive learning** is a learning technique in which the learner is immersed in a simulated reality, i.e. an environment that resembles a realistic learning context. **TEL UMCU** is leading the **"Effective learning and development" project**, which aims to develop, study and eventually standardise immersive learning in the form of interactive Virtual Reality (VR) that enables students to practise skills and prepare for real-world situations. Three degree programmes worked to develop VR applications this year.
- The **Continuing Education (CE)** initiatives have intensified their cooperation with external partners. This offers lecturers new opportunities to share their knowledge and expertise. As a training provider, CE has joined the **regional digital platform MaakJeStap.nl**, and the **LLO Catalyst (LLO-Katalysator)** was awarded this year. Both of these developments offer chances to set up new course offerings together with regional partners.

EDUCATIONAL SCHOLARSHIP

- In 2022, seven senior lecturers began the two-year **Educational Research Training Programme for University Teachers (ERTP)**, supervised by senior academics from the Educational Science department. In the E RTP project, the lecturers conduct education research into their own teaching practice in connection with high-impact themes. The research plans were drafted and approved in 2022, while in 2023, the focus will be on collecting and analysing data as well as writing an academic article.
- **Educational Training & Development** plays a vital role in the implementation of the interfaculty USO project "Get started and keep going with SoTL", which was assigned to the Faculty of Science in 2022. The goal of the project is to boost lecturers' awareness of and involvement in the reflective practice and scientific approach of SoTL. Educational Training & Development also supported a large number of lecturers in applying for SoTL grants and contributed to the content and organisation of the annual U-SoTL conference.
- A variety of lesson studies took place in the **TLL** this year. Additionally, a major request is pending in connection with the expansion of our capacity, including setting up a portable recording system.



COLOPHON

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