



Utrecht
University

Centre for Academic
Teaching and Learning

Annual Report 2023

Centre for Academic Teaching and Learning



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Preface

As the newly appointed Academic Director of the Centre for Academic Teaching and Learning, I succeeded Manon Kluijtmans in late 2023. Manon was the Academic Director from the start of the CAT in 2017 and she has established a strong organisation with the entire team. The CAT was founded at the time to make the many initiatives more visible and more organised, and to unite them across all of UU.

It is wonderful to see how offerings and the community have only grown more since the opening. There is also a cultural change taking place in which we have developed a serious investigative attitude to education in general and to lecturers' own educational practice in particular. The many faculty-specific USO and SoTL initiatives are beautiful examples of that. Besides this, we see a rise of awareness that education is also a team effort which involves many colleagues.

But the CAT is still evolving and there is plenty of room for further development. I am happy to get to work on that. One initiative is "CAT on tour" to make CAT more visible as a network and as a service provider among lecturers and degree programmes.

But let's look back.

I can look back at a good year in which impressive efforts were once again made in the fields of Teacher Development, Educational Innovation and Educational Scholarship. The highlights can be found in this annual overview. I am going to highlight a few things.

One example is that the CAT organised the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference on behalf of our university. Our university was the second European university in the 30-year existence of ISSOTL to organise this conference. It became a big success in the Dutch Railway Museum with more than 650 participating attendees from 35 countries.

Furthermore, it was beautiful to see how the Onderwijsparade, which has been organised annually for over 20 years in Utrecht University Hall, had received a makeover in the past year as well as a new name: the OnderwijsFestival. Besides a strong substantial programme, this year also had activities which linked up more with a festival atmosphere, such as a theatre-sports workshop and a magnificent performance by student choir Dekoor Close Harmony.

There was also wonderful news from two Principal Fellows of the CAT: Gönül Dilaver and Leoniek Wijngaards-de Meij. They received a Comenius Leadership Fellow Grant of 500,000 euros for their project Fostering an open mind and open attitude in higher education using games and art-based educational activities.

And then there are all the developments in the field of educational innovation. One of those is the rise of AI and what this means for our teaching and learning (and research). Generative Artificial Intelligence, or generative AI, is used both by students and lecturers more and more often. The developments are going at lightning speed and it is a challenge for lecturers to anticipate on this. At the CAT, we follow innovations closely and lecturers are supported in the use of new possibilities in their teaching where this is possible. The USO project "Generative AI in Higher Education: Risks and Opportunities" aims to chart these risks and possibilities with various interventions in daily education practices.

I am looking forward to continuing to expand our network and all activities for Teacher Development, Educational Innovation and Educational Scholarship with the entire CAT team.

On behalf of the CAT Management Team,

Bald de Vries
Academic Director

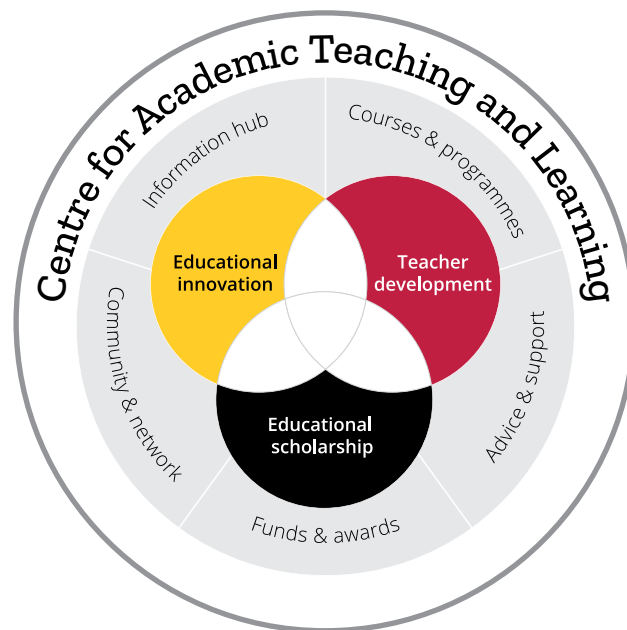


The centre in brief: mission, vision and partners

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

23.700 users 40.500 pages

87% increase over 2022

viewed in 2023

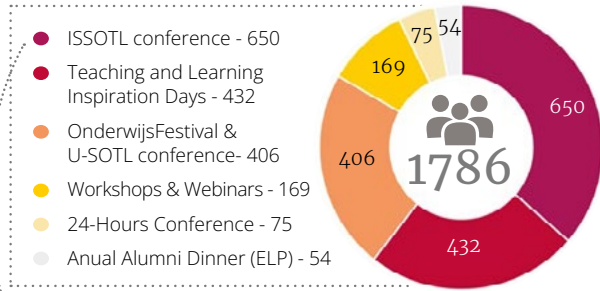
Teaching support

505 queries 297 on tools

125 requests for tool use

TEACHER DEVELOPMENT

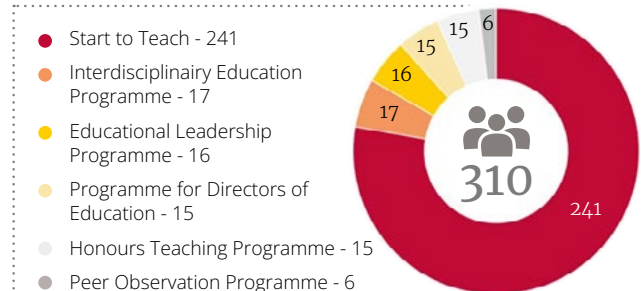
CAT events and trainings



CAT hosted the global conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL). #650 participants, coming from #35 countries, #45 UU contributions / participants

Participation in events and programmes

Teacher development programmes



Senior & Principle Fellows

New fellows started in 2023 (total active in 2023)

+2 SF's (7)

+6 PF's (14)

EDUCATIONAL INNOVATION

USO projects (Utrecht Education Incentive Fund)

New interfaculty USO projects granted in 2023

+6 +90 +839 k

Total of interfaculty USO projects funded since start in 2013

60 309 10,1 mln

Faculty USO projects granted in 2023

+47 7 fac. +1 mln

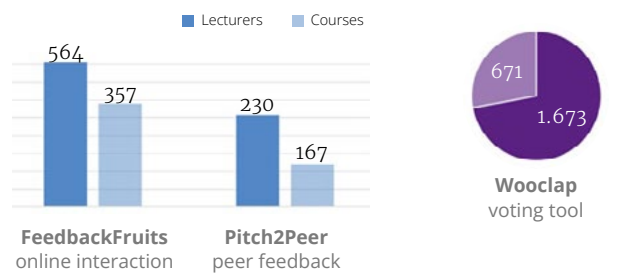
Digital assessment

Digital versus assessments on paper

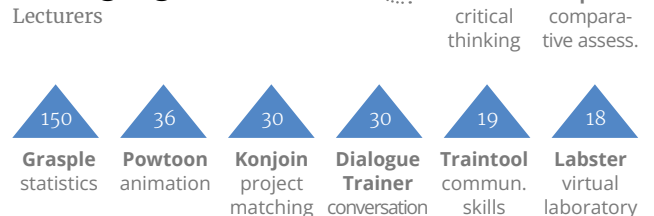
245.000 (81,6%) 55.000

Innovation projects and tools

Frequently used tools



New and emerging tools



EDUCATIONAL SCHOLARSHIP

SoTL grants

Scholarship of Teaching and Learning, granted in 2023 (in total since 2019)

+7 (26)

HER grants

Higher Education Research Programme, granted in 2023 (in total since 2019)

+13 (24)

Activities on evidence-informed education

Other activities

Host of the global conference of the society for the Scholarship of Teaching and Learning (ISSOTL).

UU SoTL conference integrated in the OnderwijsFestival, with 6 workshops and 17 lecturers presenting their scholarly work.



PhD Defence on academics' teaching expertise development

Teacher Development

highlights in CAT Activities



OnderwijsFestival and the Utrecht Scholarship of Teaching and Learning Conference

On Thursday 9 March 2023, the OnderwijsFestival took place. A day full of inspiring, informative, fun, relaxing and energizing activities about our education at UU. This year with a completely new set-up in festival style. 324 staff members and 82 students participated in the Festival, which was themed "Gamechangers: Jij, ik, wij zijn het onderwijs". Together, we put UU's education in the spotlight through a varied line-up: interviews with gamechangers, workshops, round-table discussions, poster presentations, the Teacher Awards ceremony, and, of course, plenty of opportunities for valuable interaction. The Utrecht Scholarship of Teaching and Learning (U-SoTL) Conference took place at the festival as well. Here, a platform was given for disseminating improvements in teaching and learning in Higher Education in an open, inspiring and stimulating atmosphere. Lecturers and educational experts from all disciplines presented studies of their scholarly approaches of teachers and shared more profound research on education within their disciplines.

Teaching and Learning Inspiration Days

Two editions of the Teaching and Learning Inspiration Days (previously Strengthen your Education Week) were organised in January and July, with inspiring teacher and student talks, lunch sessions and other inspiration sessions. The January edition was kicked off by an interactive keynote by Barend Last about Blended learning and educational design. Another highlight of this edition was the information session about the rise of Artificial Intelligence in education, which was attended by over 170 participants.

The July edition of the Teaching and Learning Inspiration Days was kicked off by an inspiring keynote by Renske de Kleijn about asking for, giving, and receiving feedback in education. During this edition of the TLID, the first ever UU Team Award was granted to team CHARM-EU for their Master Programme.



24-hour UU Education Conference: Assessment in light of the strategic plan

On Wednesday 21 and Thursday 22 June, the annual 24-UUs Conference took place. This year's theme was assessment, especially in light of the strategic plan and the subsequent updating of the Utrecht educational model: what does this mean for assessing our students? How can assessment best support student learning? We kicked off the conference with a keynote by assessment expert Dominique Sluijsmans. She shared with us her vision on how assessment can have a proper place in a curriculum. After the keynote, it was time for different workshop sessions about different forms of assessment, different educational forms and their corresponding forms of assessment, and developments in education that may affect assessment.

The next day started with a keynote by Renske de Kleijn. The conference was concluded by playing the Curriculum Game, where participants combined online and physical learning activities, and incorporated formative and summative assessments to create interesting curricula.

Special Interest Groups

In 2023, a total of 21 Special Interest Groups were active. In these Special Interest Groups, educational professionals come together to learn more about a certain topic related to education. One of the highlights of this year was the event hosted by the SIG “Podcasts”, where 45 participants joined in to learn more about the use of podcasts in education.

Educational Programmes

Senior fellow Programme

The Utrecht University Senior Fellow Programme aims to strengthen educational leadership within the university and to increase the number of professors with a special focus on education. The programme contributes to the visible appreciation for education and teaching, and shows that also a career in education is possible. The programme also aims to promote innovation in teaching and learning, and to increase the overall quality of education. Senior Fellows will play a key role in improvements of the education at the Utrecht University and are an inspiration to their colleagues. In 2023, two new Senior Fellows were appointed: Liesbeth Bijlsma and Sebastiaan Steenman.



Liesbeth Bijlsma is an Associate Professor in Pharmaceutical Sciences at the Faculty of Science and started the Senior Fellow programme in September 2023. Besides her role as a teacher, course coordinator and examiner, she is involved in various curriculum-development and teaching-innovation projects. As a Senior Fellow at CAT, she is leading a project that focuses on the implementation of Inquiry-Based Learning (IBL) on a larger scale. IBL is an inquiry-driven form of learning that effectively supports the development of analytical and critical thinking skills.



Sebastiaan Steenman is an Associate Professor at the Faculty of Law, Economics and Governance, where, as Director of Education, he is responsible for the Bachelor's, Master's and Executive Master's programmes of his department. He has also been leading several projects on educational innovation. He started the Senior Fellow Programme in September 2023. During the programme, he will lead a project focused on building a Skills Academy at Utrecht University, starting from second year Bachelors' students, to lifelong learners.

Five Senior Fellows completed their programmes in 2023 and were appointed as Principal Fellows of CAT: **Vincent Crone** (Faculty of Humanities), **Irma Meijerman** (Faculty of Science), **Veronique Schutjens** (Faculty of Geosciences), **Annet van Royen – Kerkhof** (Faculty of Medicine) and **Bald de Vries** (Faculty of Law, Economics and Governance).

Manon Kluijtmans, former Academic Director of CAT, was also appointed as a Principal Fellow in 2023.

Three former Senior Fellows were appointed full professor (with a special focus on education) in 2023: **Karin Rebel** (Faculty of Geosciences), **Annet van Royen – Kerkhof** (Faculty of Medicine) and **Bald de Vries** (Faculty of Law, Economics and Governance).

Awards and Grants

UU Teacher Awards

In order to encourage lecturers to continue to improve their education and to appreciate them for it, Utrecht University has been presenting the Teacher Awards since 1994. There were 36 recommendations; 18 recommendations for the Teacher of the Year Award, 18 for the Teacher Talent of the Year Award. Out of the recommended lecturers, three lecturers were nominated for each category.

Teacher of the Year Award nominees:

- ★ [Andries Meijerink](#) (Chemistry, recommended by U.S.S. Proton)
- ★ [Karlijn Morsink](#) (Economics, recommended by ECU'92)
- ★ [Peter Pelzer](#) (Human Geography and Spatial Planning, recommended by VUGS)

Teacher Talent of the Year Award nominees:

- ★ [Mathias Boëne](#) (Economics, recommended by ECU'92)
- ★ [Serena di Palma](#) (Pharmaceutical Sciences, recommended by U.P.S.V. Unitas Pharmaceuticorum)
- ★ [Jorrit Steehouder](#) (History, recommended by UHSK)

During the OnderwijsFestival on Thursday 9 March 2023, the winners of the Teacher Awards were announced. [Peter Pelzer](#), an Associate Professor of Human Geography and Spatial Planning (Faculty of Geosciences), has won the Teacher of the Year Award 2023. [Serena Di Palma](#), an Assistant Professor of Pharmaceutical Sciences (Faculty of Science), has been chosen as Teacher Talent of the Year 2023.



UU Team Award

2023 was the first time the UU Team Award was presented to a team that impacted the education at UU with a special achievement in the past year. The first UU Team Award was won by the [CHARM-EU Team](#) for the project around the CHARM-EU Master's programme Global Challenges for Sustainability, in which didactic concepts are tested with transdisciplinary challenge-based learning at the core. The team's win led to UU's nomination of the team for the Dutch Education Prize 2024.



Comenius Leadership Fellow grant

[Gönül Dilaver](#) and [Leoniek Wijngaards](#) received a Comenius Leadership Fellow grant of 500,000 euros. They receive the grant for their project [Fostering an open mind and open attitude in higher education using games and art-based educational activities](#). With this Comenius Leadership grant, Dilaver and Wijngaards aim to encourage open-mindedness and open attitudes in higher education through games and art.

In addition to this Leadership Fellows grant, several Teaching Fellow and Senior Fellow fellowships were also awarded this year. [See here for this news item](#).





● Utrecht Stimuleringsfonds Onderwijs (USO)

CAT approved three interfaculty USO innovation projects of approximately € 250,000 each. It is about the following projects:

- ★ 'Promoting the reading-writing nexus: how teachers can guide students in becoming academic writers across the curriculum' led by Renske Bouwer;
- ★ 'Dedicated Days Interprofessional Education – Lois' led by Clara Drenth and
- ★ 'AI in Higher Education: Opportunities – Building reflective awareness through educational interventions' led by Gerko Vink.

Besides these projects, three USO-consolidation projects focused on sustainable embedding of earlier successful innovations were approved.

● SoTL grants

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. This year, seven 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 16 for more information on the allocated grants.

The Nationaal Regieorgaan Onderwijsonderzoek (NRO) published a call for national Scholarship of Teaching and Learning grants. The CAT offers lecturers support in developing SoTL project ideas and in writing grant proposals, as is done for other external educational innovation and education research grants.

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. The support staff of Teaching Support are students who are 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. Last year, we have started several initiatives within Teaching Support to better support lecturers. We have had six-monthly evaluations to assess, in particular, our quality of information provision. We want to proactively investigate the most asked questions and, within these topics, evaluate and adjust the information to better suit the needs of lecturers. For example, we have made steps to better react to queries and improve the information flow to our educational advisors.

Teaching and Learning Collection

In 2023, the number of visitors of the [Teaching and Learning Collection](#) almost doubled! From 12.700 in 2022 to 23.700 in 2023 (a grow of 84%). They visited a total of 40,500 pages (as compared to 23.900 in 2022). Pages that were viewed frequently and for a longer duration (over four minutes) were those on '[Learning objectives and Bloom's taxonomy](#)' and '[Motivation, seen from the student perspective](#)'.



Educational Innovation

Innovation in quality assurance

In the past year, we have been busy with setting standards for our work. The goal: to further evaluate the quality of our provision of services and to further guarantee that we will continue to focus towards what lecturers, students and education need. We put our own work up for discussion and looked into both existing and new norms and values. We will continue to further integrate this into existing meetings, evaluations and the annual plan. In upcoming years, we want to show even more of our passion for education based on quality assurance.

Generative Artificial Intelligence

Generative Artificial Intelligence, or generative AI, is used both by students and lecturers more and more often. The developments are going at lightning speed and it is a challenge for lecturers to anticipate on this. The past year saw the founding of the CAT Generative AI Project, in which the focus is on functioning as a central contact point, uniting various initiatives within UU and enhancing information. On the UU intranet, interested parties can find more information on Generative AI, articles on matters such as AI and testing can be read, and various workshops were held on the use of AI in education.

Future Learning Spaces

The project Future Learning Spaces has been completed and has been implemented in the current organisation. The four involved offices (Student & Academic Affairs Office, Real Estate & Campus department, Information and Technology Services, Facility Service Centre) currently collaborate integrally on the realising of experimental education spaces. From this, we learn to make the learning environment link up optimally with the Utrecht Education Model and new education developments.

The successful concept of the Active Learning Space, which started as an experiment within Future Learning Spaces, has been implemented in the standard selection of education rooms which can be reserved.

We have produced a prototype of TeleBuddy. This is a mobile hybrid set with which students can remotely attend field work or excursions.

In collaboration with the Utrecht Botanic Gardens, we are working on the concept development of an Outdoor Learning Space.

Digital Learning Environment

In 2023, we started with the European procurement procedure for the Learning Management System (LMS). This will be the successor of the current Blackboard. For this purpose, we have organised work sessions at all faculties in order to work out the wishes and requirements for the new LMS with lecturers, students and educational staff.



Furthermore, we have rolled out the tool 'Ally' across all of UU after a successful pilot. Ally is a tool which integrates with the LMS, and helps lecturers and students improve the digital accessibility of learning materials in various ways.

We also collaborate with the Learning Analytics Team from the CAT with the goal to use learning analytics in the further improvement of the quality of education, student supervision and education material. An example of this is the arrangement of dashboarding for lecturers in the E-module tool 'Xerte'.

The innovation process for tools

To enhance innovation within the classroom, we strive to provide innovation tools at the request of teachers. All innovation tools go through different phases until they become a structural part of UU. This means that a tool starts as a pilot with a small amount of participants, and could grow out to a widely used tool within the UU.

In 2023, two tools have completed the innovation process and have been moved to Information and Technology Services (ITS), who will take control of the tools. These tools are Labster and LabBuddy. The tools are used for preparation of laboratory work and to conduct digital experiments. We have also started a new pilot with PowToon. This tool is used to create animations. In the past year, we have renewed contracts with Dialoguetrainer and Comproved. Dialoguetrainer is a tool that helps students with their conversational skills. Comproved is a tool that makes comparative evaluation possible.

A big part of the innovation process is the evaluation of tools. In 2023, we have started the process of updating our evaluation process to determine better quality standards and measurements to evaluate the tools that we have available. This project will continue in 2024.

Extended Reality (XR)

Extended Reality (XR) has started as a project and is focused on what is needed to implement XR and support it in the future, from educational-scientific, technological and organisational perspectives. In this project, we collaborate with expert colleagues from UU, UMCU and SURF. The project plan has been submitted and approved, which means we can get to work with a project team on the execution of this project in the upcoming year.

In the past year, we have produced a project page and organised 2 Special Interest Group (SIG) meetings with at least ten attendees. We also held a session during the Teaching & Learning Inspiration Days in order to inspire lecturers with XR, which was well attended.

Digital Testing

Digital Testing is up and coming: the application which makes the testing environment safe will be replaced by a new application which also provides new functionalities: mathematical types of questions have been brought under the attention again, retention periods have been successfully implemented in Remindo and a possible solution for test applications (in which the student can switch to other applications, such as Excel or Matlab) will be produced. Digital tests are and continue to be in high demand.

For Programmatic testing, there is a procurement procedure for an e-portfolio tool during this year. Two applications will be made available as a result of this, one of those is Scorion by Parantion and the second will be announced in early 2024.

● Knowledge Clips

A new studio has been launched in which lecturers and students can record knowledge clips in front of a green screen. Besides this, the CAT has started a project with AV & Media to renew the existing DIY studios and modify them to modern-day requirements. A migration to a new booking system for the studios (Time Edit) has been made. A trainee has been commissioned by CAT and AV & Media to develop an interactive visual in which all available options within UU to record knowledge clips are included. This enables lecturers and students to see in one glance what is possible. Finally, the CAT and Educational Development & Training (O&T) have provided various successful workshops to lecturers and students on how to make knowledge clips.

● Edubadges

In the past year, the edubadges project has expanded to 10 pilots and approximately 300 users. Edubadges were also used within the microcredentials pilot, in which microcredentials are issued to professionals who enrol in education at UU. Besides this, the added value of edubadges at UU has been investigated by means of two focus groups with learners who have had the opportunity to apply for edubadges. Work has been done to complete an advisory report and possibly move to the upscaling phase for edubadges. The collaboration with educational policy, Information and Technology Services (ITS) and communication on edubadges has taken further shape. Knowledge and experiences on edubadges have been exchanged in the national collaboration with [SURF](#) and the other higher-education institutions.

● Challenge Based Learning

For Challenge Based Learning (CBL), three workshops were developed on the topics of course design, teacher role and training of coaches. These workshops were facilitated during UU events as well as (inter)national conferences. The CBL platform developed by the [EWUU](#) educational team was launched in November. The platform is available for supporting educational staff in learning about CBL and (re)designing their own courses. Moreover, five joint CBL courses were organized: the Dutch Dairy Challenge (DDC), the Interuniversity Sustainability Challenge, the Da Vinci Programme, Planetary Health and Climate-Resilient Health Systems and the Bio-Tech-Med Nutrition Interdisciplinary Team Training challenge (BITT).

● Educational Games & Play

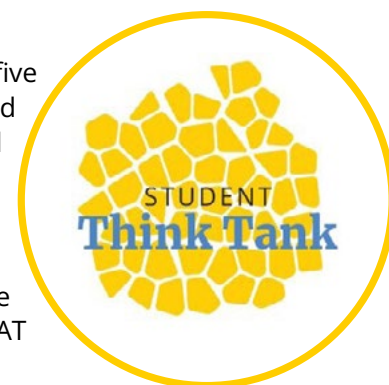
Within the project Educational Games and Play, the Blended Learning game has been developed. Since 2022, it has been played over 15 times and by more than 238 people. It has also been included in the University Teaching Qualification (UTQ)-programme of two faculties as a mandatory part. Furthermore, we joined the Student Think Tank to gain insight into what students think about using games in Education. We organised four interesting SIG meetings where teachers could share their games and ideas with each other. And lastly, the Fun(ding) game was developed, which created a lot of fun chaos as well as clear insights and conversation starters about important problems.

● **Student Involvement**

The Student Think Tank was organised for the fourth year. During five meetings which took place between March and July, 18 students provided input on the following themes: Game-based learning, Community Engaged Learning, Edubadges, Making decisions in the elective space. The input for each session can be found here.

Besides this, a project plan has been written in order to broader integrate the theme of student involvement within CAT. In this, points of action have been included for the integration of student involvement in all pillars of CAT and throughout all of CAT.

Finally, the OnderwijsFestival of 2023 had co-creation as a theme, which resulted in many sessions to be focused on themes regarding student involvement (co-creation, improving the conversation with students, students speaking about motivation).



● **MOOCs**

Development has started on a new MOOC (Massive Open Online Course) within the Strategic Theme 'Institutions for Open Societies'. Besides this, the existing eight MOOCs of UU have drawn 23,209 new participants from all over the world. With this, the MOOCs have contributed to the international profiling of education and research at UU.

Educational Scholarship

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.



ISSOTL23 conference in Utrecht

Utrecht University hosted the global annual conference of the society for the International Scholarship of Teaching and Learning (ISSOTL). Utrecht University was only the second European university to host this conference in its thirty-year history. ISSOTL annually expects 400-500 participants, but this expectation was exceeded with already more than 580 abstract submissions. During the conference, which was held in the Dutch Railway Museum (Spoorwegmuseum), there was an abundance of creativity, ranging from a silent disco to poster sessions in train compartments, the fringe session “Dutch for beginners”, sparkling keynote speakers, yoga at lunch and lunch tickets in the form of train tickets. In total, 650 participants from 35 countries visited Utrecht. More than 45 UU colleagues presented their scholarly work on education during the conference via a paper presentation, poster, panel or workshop.

The **International Scholarship of Teaching and Learning** was fostered in other ways as well. This systematic and evidence-based form of teaching evaluation aims to improve students’ learning. In 2023, the CAT ISSOTL grants funded seven projects:

Roos de Jonge
MED

How do students experience the use of patient videos in pharmacology teaching?

Peter Pelzer
GEO

Amongst planners: A spatial planning podcast at the interface between lecture hall and practice.

Clara Drenth-van Maanen
UMCU

Evaluating the effects of an interprofessional education module for medical, pharmacy and nursing students on developing an (inter) professional identity.

Jennifer Casey
Science

Investigating the impact of POGIL-style tutorials on student engagement.

Marije van Braak
HUM

Rich evaluations: using colors, cards and conversations to organize valuable course feedback.

Tim Favier
GEO Self-guided excursions with smartphone apps.

Trenton Hagar
HUM Enhancing Language Teacher Education Through Reading Reflections: A Multilingual Approach.

● **Higher Education Research (HER)** unites education researchers who strive to expand theoretical knowledge related to academic education. They do so within the educational sciences or within other disciplines. A total of thirteen HER projects were awarded funding, four of which were major projects and nine were stand-alone research projects.

Four major research projects aim to enlarge the evidence base linked to Utrecht University's large educational innovation programmes such as continuous education and community engaged learning.

Hans de Bresser, Gerda Andringa, Lotte Henrichs, Jan van Tartwijk, Willemijn Schot, Marie-Jet Fennema (*GEO, UCR, FSBS*) Improving the mutuality in collaboration between university and external partners in higher education research.

Marije Hennis, Renske de Kleijn, Marije Lesterhuis, Marieke van der Schaaf (*UMCU*) Transitioning from formal to informal learning: a design study in (bio)medical education to prepare students for workplace learning.

Mirko Noordegraaf, Iris van der Tuin, Paul Adriaanse (*LEG, HUM*) Evaluation of LinC – a program for professionals working in the cultural field, in order to improve continuous education in general.

Sanne Akkerman, Jeroen Vermeulen, Ivar Troost (*FSBS, LEG*) Engagement in UniCity – systematic research of engagement processes of involved parties of the UU-wide and transdisciplinary city-based program called UniCity.

Nine stand-alone research projects:

Marijk van der Wende
LEG Understanding internationalization: for interdisciplinary cooperation and flexible learning pathways.

Mette Bruinsma
HUM Are student voices heard? Exploring the history of students' impact on curricular change in the humanities (1980-2020).

Christian Köppe
Science, FSW Technological Support for Student Self-Assessment in Higher Education.

Bo van Leeuwen
VET Investigating the effect of rotation and dynamic exploration on spatial anatomy learning in an Augmented Reality environment.

Claudy Oomen
FSBS Changing perspectives? Successfully implementing incremental grading in higher and secondary education.

Rahul Pandit <i>UMCU</i>	Investigating the role of informal curriculum in community engaged learning within health professions education.
Frank van Rijnsoever <i>GEO</i>	Towards unbiased assessment of adaptive expertise.
Marie Steffens <i>HUM</i>	Learning languages without grammar exercises?
Gisela van der Velden <i>UMCU</i>	The effect of the Life Sciences & Society program on students' professional identity as scientists towards society

A project **mapping the UU Higher Education Research field** was carried out. The project summarizes that between 1997 and early 2023, 89 PhD dissertations on Higher Education Research topics were completed. An analysis of titles shows that most dissertations covered aspects of Teaching & Learning in Higher Education, followed by study success and employability. A literature search showed 875 publications on higher education topics by UU academics. From 1991 onwards, there is a strong increase in the number of both UU HER publications as UU HER PhD dissertations.

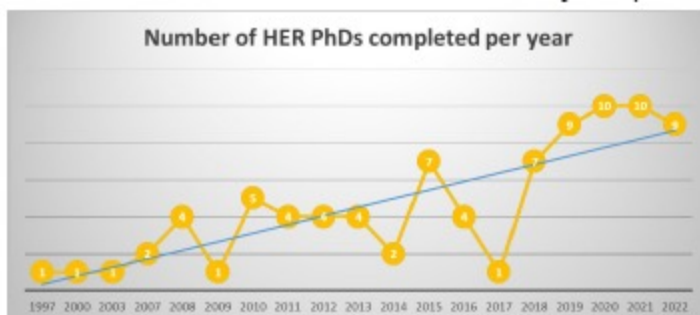


Figure 7. Number of PhD dissertations on Higher Education Topics between 1997 and 2022.

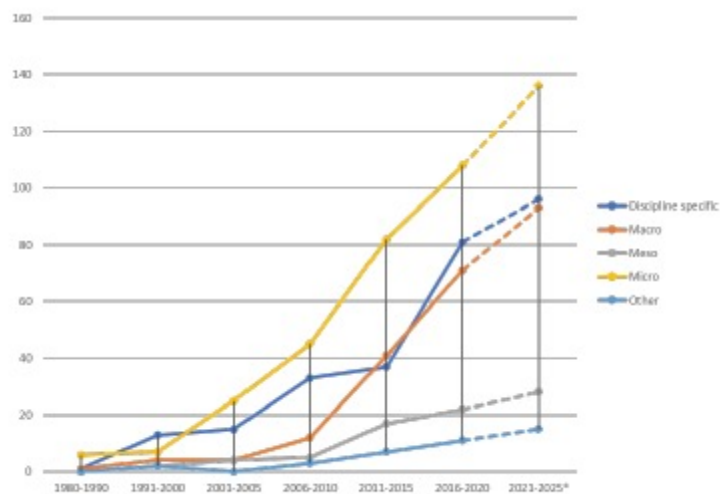


Figure 9. UU's HER publications overtime (forecast till 2025).

Bron: Kolster, R. (2023). Mapping Utrecht University's field of Higher Education Research. Internal report.

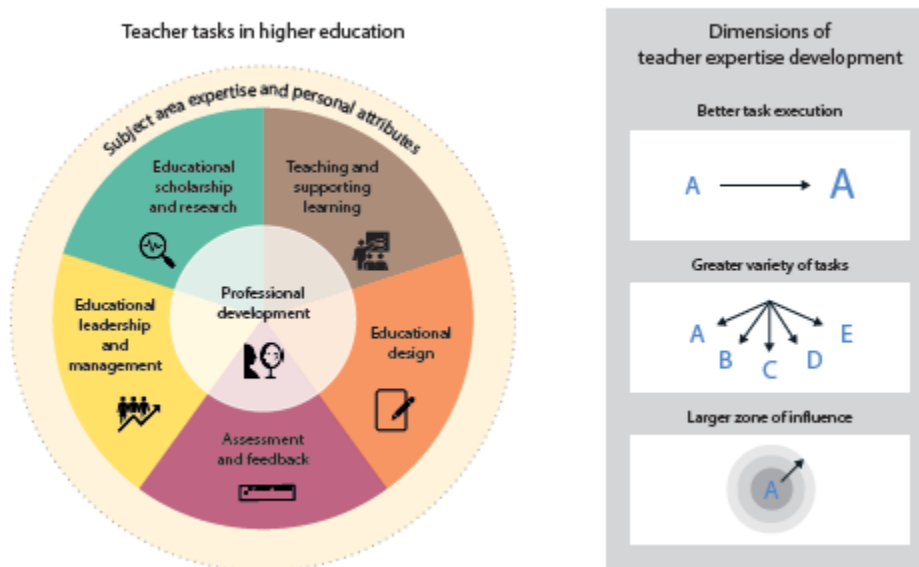
PhD defense Esther van Dijk

At the request of the CAT, Dr Esther van Dijk has researched what academics' teaching expertises entail and how this expertise develops. In June 2023, Esther van Dijk defended her PhD dissertation. With the answers to her research questions, the thesis contributes to current themes within universities, namely the recognition and appreciation of teaching in academic careers and shaping teacher professionalisation.

The thesis identified six internationally recognised teaching tasks of academics. Besides teaching, educational design, assessment and feedback, educational leadership, educational research and professional development are among the academics' teaching tasks. Besides that, the research shows that teachers develop expertise as university teachers by means of better task performance, the ability to carry out a greater variety of (sub)tasks and carrying out tasks with a larger sphere of influence.

The overview of tasks helps universities with how to include the full range of teaching in the recognition and appreciation of teaching as a core academic task. In addition, the lecturer tasks provide a framework for the direction and focus of lecturer professionalisation within universities, and a foundation for academics to reflect on their lecturer development.

Visualisation of the results in the UNiversity Teacher Expertise (UNITE) synthesis



Bron: van Dijk, E. E., van Tartwijk, J., van der Schaaf, M. F., & Kluijtmans, M. (2020). What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education. *Educational Research Review*, 31, 100365. <https://doi.org/10.1016/j.edurev.2020.100365>

Quality & Research (K&O) project line

Because CAT works in an evidence-informed way, it is important to evaluate whether or not 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.

Existing teaching applications were evaluated by means of an application-specific questionnaire. In 2023, 6 applications were evaluated within all faculties (including UCU) in 19 different courses, with 388 students as respondents. Four extensive lecturer interviews were conducted as well.

To ensure continuity in the Quality & Research (K&O) process, a questionnaire was sent out to teachers in the summer of 2023 asking whether or not they planned to use a tool in the coming year and whether or not they would like to participate in the survey. The response to this email was high, as was the willingness to participate in the survey.

Overview of Quality and Research figures

	2022	2023
Application/Tools	5	6
Faculties	6	8
Courses	14	19
Students and respondents	305	388
Extensive Lecturer interviews	2	4

Visits to CAT

07/03/2023	Tartu (Estonia)
21/03/2023	Susan van Schalkwyk, Stellenbosch, University (South Africa)
14/04/2023	University of Canterbury New Zealand, visit to Future Learning Spaces (New Zealand)
15-17/05/2023	UCL Londen Leading Change in Education programme and Kaleidoscope project team. Visit partly in collaboration with EDI. (United Kingdom). Includes visit to Future Learning Spaces.
01/06/2023	Markus Weil, Pädagogische Hochschule Zürich (Switzerland)
05/06/2023	IUT Montpellier (France)
29/06/2023	Derek Gladwin and Naoko Ellis, University of British Columbia (Canada; these were visiting scholars, but they also attended the CAT and gave a workshop at the Teaching and Learning Inspiration Days)
17/10/2023:	Munster Technological University, visit to Future Learning Spaces (Ireland)
25/10/2023	CIO's through SURF (Sweden)
08/11/2023	Tour at the CAT during ISSOTL: University of Iceland and Tartu (Estonia)
21-23/11/2023	Blekinge Institute of Technology (Sweden)
23/11/2023:	Hochschule Bonn-Rhein-Sieg, visit to Future Learning Spaces (Germany)
04/12/2023	CHARM Germany, organised by CHARM (CAT involved at the request of CHARM)

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-standard 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

● **Community Engaged Learning (CEL)** is education in which students, lecturers and external partners (citizens, organisations, governments, etc.) collaborate on mutual societal challenges.

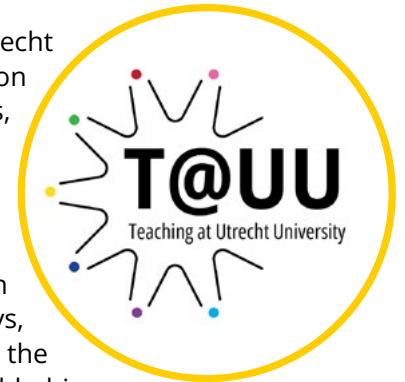
The CEL programme supports and encourages the embedding of CEL in the curriculum. In 2023, 16 projects were issued grants from the CEL Support Fund. The projects vary from decolonisation of a museum collection to making social enterprises more sustainable.

The first Community Engaged Learning (CEL) course started with a group of 9 lecturers. The course was carried out by **Educational Development & Training**, and provides lecturers with tools for development and further development of their own CEL courses. The course will become available again in 2024, AND an in-depth course will commence. New tools for lecturers have also been developed, including a roadmap for designing CEL. All practical examples and tools can be found on the [CEL Intranet page](#).

● The Faculty Development Team (**Education Center UMC Utrecht**) executed the Kwalificatie Klinisch Onderwijs (KKO) course for the third time in 2023. This interprofessional course is designed for healthcare professionals who dedicate a substantial portion of their duties to educating and teaching in the workplace. The course focuses on the specific challenges of workplace learning, where efficient, effective, and creative education is crucial for the future of healthcare, especially considering the current workload and shortages of healthcare personnel.

● In 2023, the University has formed a consortium with the HU University of Applied Sciences and ROC Midden Nederland to develop **Continuing Education** for and with employers in the region of Utrecht. This regional collaboration of three tertiary educational institutions, from vocational and higher education as well as the university, along with employers in the region is a unique first step in the development of Lifelong Learning (in Dutch: leven lang ontwikkelen, LLO) The approach uses the didactic approach of, among other things, the AI Labs developed by lecturers with external parties in the past years and is focused on LLO solutions for the energy and resource transitions for the first pilots.

- The **EUCEN Conference 2023** was organised by the **Continuing Education programme** and was successful. There were 170 participants, 45 presentations and 5 guest speakers around the theme: University Continuing Education with Impact: The power of connection!
- At the beginning of the year, **T@UU** (Teaching Community Teaching @ Utrecht University) underwent a name and logo change. As we focus more on community building, influencing policy and advocacy for all UU lecturers, rather than forming an academy, this change was in order. As a result, T@UU now stands for Teaching At Utrecht University (T@UU). Over the past three years, T@UU has been actively engaged in various internationalisation projects. One-on-one interviews, workshops and brainstorming sessions have cumulated in the publication of the report: 'The Internationalisation Puzzle: TIPS for success.' During the Teaching and Learning Inspiration Days, T@UU organized a session addressing student and staff well-being. Here, the emphasis was that well-being is not a 'me problem', but that it is embedded in different layers.
- In 2023, over 230 UU lecturers have enrolled in training courses at **Educational Development & Training (ED&T)** for their University Teaching Qualifications (UTQ); a record! ED&T provides tailored training courses to all faculties and is involved in the reviewing of UTQ portfolios at many faculties. Last year, 241 lecturers participated in Start to Teach; a track carried out by Educational Development & Training for UU staff members who are starting to provide education. This office will focus on supporting continuing education providers at the faculty level. As a result, it will become easier for lecturers to develop Continuous Education courses and to offer them in a recognisable way.



EDUCATIONAL INNOVATION

- The large classroom of the **Teaching & Learning Lab (TLL)** has had a make-over. Based on experiences from last year, the technical set-up has been modernized. Fixed displays were installed for presentation and students that attend online. For group work, each table can be equipped with a mobile display. A mobile desk enables teachers to quickly arrange the classroom. Next to the TLL classroom, a 24-student classroom was furnished with so-called Lola tables, single-person mobile tables that can be grouped together to accommodate any group size. TLL also contributed to lecturer development by organizing Inspiration Cafés, in which good practices and developments in connection with education were presented and discussed.
- Within UU, we continuously work on a more inclusive learning environment. An example of this is that a team of faculties and **Educational Development & Training** have designed the Inclusive Teaching Toolbox, which can be found on inclusive-teaching-toolbox.sites.uu.nl.
- In 2022-2023, the **Educational Resources Pool (EMP)** provided 7,000 hours of educational-scientific advice in education-innovation projects within the entire university. Approximately 90 % of these hours were provided by advisors of **Educational Development & Training**. The other hours were provided by advisors of FI, UMCU and USG Consultancy.
- The Medicine (Geneeskunde, GNK) and Biomedical Sciences (Biomedische Wetenschappen, BMW) degree programmes both carried out Virtual Reality pilots in existing courses.

Students of Medicine completed an interactive 360-degree VR scenario developed by the department **Technologie en Lereren (UMCU)** twice, in which they gained insight into the social determinants of healthcare to prepare for Internship in the Neighbourhood. In VR, students experience a family in poverty (layout of the house) and a visit to the family doctor from a patient's perspective, and they discuss how this knowledge influences medical action. After positive evaluation of the pilot, the decision was made to provide this class to the entire cohort and therefore to continue to schedule it in 2024 (a group of 18 students each 6 weeks).

The pilot for Biomedical Sciences took place on location at the Bolognalaan with a 3D-modelled scenario on Working in the Lab under Sterile Conditions, in which students practise the most important steps of working under sterile conditions by carrying out an experiment. Each student had a peer who observed them during the VR sessions via a tablet and could provide tips. This prepared them for a practical assignment in the lab, in which they carried out the experiment for real. In 2024, the pilot will be repeated and students will independently complete the VR scenario in smaller groups.

We have disseminated and learned as a faculty via conferences, symposiums and other meetings, and also sought to link up with CAT on these matters. From there, we contributed to the UU-wide XR approach from the experience with VR.

- In 2023, the foundation was laid for the Playground: a physical place in Utrecht Science Park to bridge the gap between innovative education and taking action with societal impact, run by the Utrecht University Centre for Entrepreneurship (UtrechtCE). Lecturers from all faculties will soon be able to use the Playground for innovative and action-oriented education. Expected opening: late 2024.
- The **latest stakeholder update** on the Playground (including more background information and a video).

- Together with colleagues from TU/e and WUR, the Mindset Monitor and the ACTion Canvas were developed, which are tools for testing students' learning processes in formative and/or summative ways as part of the assessment in innovative subjects. These are outcomes from the SURF-funded project ACT: an ACTION-focused Testing model for innovative education. The [ACT project](#) can be found on the SURF website (including literature, a manual on how to use the tools, etc.)
- [Knowledge clip](#) for the Mindset Monitor
- The [Mindset Monitor](#) for use by lecturers
- [ACTion Canvas](#) on Miro for use by lecturers (no account required)

At **U-Collaborate in Education**, there is now a clear central office for societal organisations and corporations which want to collaborate with UU lecturers/students. From this perspective, organisations are informed on various possible ways of collaboration in the field of education, they can present their assignments and they are referred to the substantive experts they need to help them along. For lecturers, an [intranet environment](#) has been set up with examples of transdisciplinary education. Here, we also share a list with ongoing challenges. These are assignments/issues presented by societal organisations via our matching platform or gained from network/promotional activities. In 2023, over 110 challenges have been added to a course.

EDUCATIONAL SCHOLARSHIP

Lecturers knew well where to find **Educational Development & Training** throughout the entire year for supervision, support, master classes and workshops.



COLOPHON

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