



NEXUS

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Recognition and Rewards: a cultural shift in the Academic world

In November of 2019 the VSNU, NFU, NWO, ZonMw and KNAW published their position paper *'Ruimte voor ieders talent; naar een nieuwe balans in het erkennen en waarderen van wetenschappers'* in which they announced their intention to recognise and reward the work of academics in domains outside of research; education and societal impact. This marks a structural shift in focus at Universities, as research output in the form of publications has been the main barometer of quality and prestige for most academic institutions, and

As a result of the heightened focus on education and teaching on the strategic agenda for higher education, hubs for innovation in education and teaching are popping up at the Universities across the Netherlands, each embodying their university's specific approach to education and teaching. This does not mean that innovation in education is completely new; across the Universities individual pioneers have been innovating and studying ways to improve their education long before the publication of the position paper. Some have tried to develop new teaching methods or experiment with the format of their courses and assessments, while others have looked for ways to harness the affordances of modern technologies to innovate up their education. However, the announcement from the top down that Education and Impact should be elevated in terms of recognitions and rewards on a structural level means that there is growing institutional support for such initiatives, and that the scattered field of educational innovation will become more focused and institutionalised.



Unifying a scattered field

Currently the playing field for innovation in education is active, but scattered, with individuals working on projects within their own little groups. A common issue is that not everyone is privy to the activities and projects that are being done at their own institution, let alone outside the University. This lack of overview creates a sphere where similar projects run in parallel or teachers feel like they have to reinvent the wheel due to the lack of cohesion in activities.

The creation of 'Hubs', 'Centres', 'Labs', 'Communities' etcetera (from here on: Hubs) is a first step towards centralising ongoing initiatives as well as supporting and encouraging teachers to connect and share experiences with colleagues. One of the central tasks of these Hubs is to organise events, from the more casual weekly 'meet and eat' lunch sessions to the larger scale 'Teaching and Education Days' and ceremonies to award 'Fellowships' to reward excellence in teachers who have made contributions to their education with their ideas and initiatives.

The 'education Hub landscape' in the Netherlands is also scattered: in recent years Hubs have emerged, but not all Universities choose to organise their Education Innovation initiatives in this way. Some have had teacher support and professionalisation centres for years, and others have opened Hubs for education and innovation as recently as 2020. Some hubs have a physical building and focus on a specific topic or theme, others are organised more loosely as communities of people who come together to meet and exchange ideas without the structural aspects such as a building or website.

Enter NEXUS: Mapping Education Innovation in the Netherlands

The reports by the NRO already clearly outline the need to organise and unify Education Innovation initiatives at higher education institutions. The means to do this are stated as being an online platform, as well as organised sessions with Education Innovators from different fields.

The Trigger

In January 2020 LDE CEL Postdoc candidate, Martine Schophuizen, conducted a focus group for her PhD with the directors of the Education Innovation Hubs from the LDE Universities plus the OU. The aim of this focus group was to learn more about the strategies for innovation these Universities and how these Hubs for teaching and learning played a role in this. At the end of this session, it became clear that bringing together Education Innovators from different Universities to get to know one another, to hear each others' experiences and to discuss various obstacles, ambitions and questions openly together was both interesting, valuable, and definitely worth a redo.

The participants expressed being enthusiastic about speaking with their fellow Innovation Directors, and were keen to learn more also from others in this up and coming field. All were excited to connect to each other and expressed looking forward to similar meetings in future. Additionally, interest was expressed for a larger scale event to come together, showcase their work and network with others. Specifically, within certain topics, such as Virtual Reality or Training and Professionalisation tracks for Teachers. Other topics that were discussed during this meeting concerned the financing of these Centres and Hubs, as well as the alignment of the University Strategy with their activities. These concrete wishes and needs expressed by our participants have formed the starting point of the NEXUS Project.



Existing research on Education Innovation landscape

This is not the first time such a need has been addressed from within the field of Education Innovation. The Nationaal Regieorgaan Onderwijsresearch (NRO) has looked at ways to centralise and unify this field and has focused specifically how to start constructing an online platform to bring this community together. Since 2018 at least three reports have emerged concerning this topic of Education Innovation, specifically aiming to answer the question of how this scattered field can be unified and how to build an Education Innovation infrastructure and have an overview of the activities on education innovation at each Higher Education Institution.

The reports looked specifically at what sort of requirements the education innovation community has for an online platform to connect them. A number of specific requirements have come out of these reports, linked in the buttons on the right.

As of January 2020 a Project Lead was hired to start the construction of this platform. LDE CEL has had regular meetings with the NRO concerning this project, as the NEXUS Project can potentially add value for the NRO 'Kennisplatform: Knooppunt Onderwijs' project.



NRO Findings

The first report identified the bottlenecks and wishes concerning the field of educational innovation in higher education in the Netherlands. These boiled down to:

1. There is a need for collaboration on a national level to avoid fragmentation: currently the field of educational innovation initiatives is scattered and incoherent (with regards to research, development and dissemination)
2. There is a need to increase collaboration within institutions (among academic staff, advisors, and management)
3. There is a shortage of resources: additional funds and subsidies are necessary to develop educational innovations. Time constraints and work pressure are also identified as obstacles to educational innovation.
4. The vagueness of the term 'educational innovation' creates confusion which complicates knowledge sharing, and there is a need to specify and demarcate what this term means and what is included under this umbrella term.
5. There is a need to report on educational innovation initiatives, and to document the outcomes of educational innovation projects in an intelligible and practical manner.
6. There is a need to institutionalize educational innovations to ensure that initiatives 'stick', whilst maintaining a healthy balance between steering from the top down and allowing for initiatives from the bottom up.
7. There is a need to create a climate of recognition and appreciation for education and educational innovation, which requires a cultural and structural shift in attitudes towards education

The Second NRO Report elaborated more on how these obstacles could be overcome, and what type of platform is required to meet the needs.

1. The one-stop-shop: the national platform would have to be comprehensive and include information on all innovative projects and activities. This would require a (preferably automated) connection to other existing platforms and websites
2. Search bar: projects should be easily searchable (by topic or institution) – the searchability is enhanced by effective use of tags and labels.
3. Theme-/Topic pages: there should be multiple (+/- 18) pages on themes or topics that are relevant within higher education (e.g. blended learning, student wellbeing, international and culturally inclusive education, selection and accessibility etc) with an overview of relevant information on the specific topic; the latest projects, relevant research, events.
4. Interaction between the users and the content on the platform: e.g. teachers sharing a new project can ask each other for tips and suggestions, users can subscribe to themes for updates, etc.

The third report focussed more on practical details for the NRO, such as time and cost estimations and what steps would have to be taken in order to create the platform.

Goals: An online and offline community of Education Innovators

CEL's goal is to create a nation wide community of Education Innovators and connect them both online and offline.

In order to achieve this, CEL's 'NEXUS' project has three main objectives:

- The first objective of this project is to create a clear overview of what Education Innovation initiatives are happening where and who are involved in these projects, by collecting relevant data and making these publicly available via a report (this document).
- The second objective is to create an interactive digital platform that can support this community and help individuals and institutions connect, and learn more about their activities and projects.
- The third and final objective is to physically bring all these different Education Hubs and innovators together during CEL's 2020 Annual Meeting on December 7th, and thereafter.

It had become clear from the focus group as well as the document from the NRO that the biggest problem is finding out who is part of the education innovation community, what they are working on and at which institution.



Target Groups

CEL distinguishes four groups of possible target groups for whom the NEXUS project can be of added value. These are:

1. Overarching organisations that govern Higher Education - this includes the Ministry, VSNU, SURF, NRO, NWO and other organisations that provide funding and organise initiatives on Education Innovation. These organisations can use the NEXUS as an observatory tool to track developments in the Education Innovation Field and have a birds eye view of the initiatives throughout the Netherlands.
2. Universities - the NEXUS Projects only focusses on Universities, and specifically the 14 publicly funded Universities in the Netherlands. the Universities for Applied Sciences or 'Hogescholen' are not included in this project and this decision was made to limit the scope of the NEXUS Project. Universities can refer to NEXUS for an overview of activities in the field of Education Innovation for inspiration and to inform alliances.
3. Education Innovation Hubs and Centres: these centres are often part of the University's strategic agenda to innovate their education, and the members of this community, from the Director to the managing and supporting staff are all included in this category.
4. The Teachers: this group consists of all the scientific teaching staff at the aforementioned Universities. Although the teaching staff are often described as being too busy to become involved in innovation, the goal is to ultimately support teachers with innovating their education and meeting their needs.

The main target group is #3, as these are the parties who CEL reached out to and organised meetings with. This group is also the group that sparked the NEXUS initiative to begin with and NEXUS' goals are aligned with this group's wishes and needs in mind. The other groups were found to also have interest in this project.

Relevance of NEXUS

CEL is creating this platform because of the clear demand from within the field of educational innovators and the hubs or institutions where innovation takes place. Reactions from focus groups, demos and formal/informal individual conversations have clearly indicated that on each organisational level (Directors, Scientific staff, and supporting staff) there is an interest and demand for a unified and comprehensive overview of education innovation initiatives.

Information of the educational innovation field is currently scattered, and there is no total overview, or a platform from which to take a bird-eye perspective on the activities at each university. This lack of synergy creates a situation in which some activities are being carried out by several individuals in parallel, and other areas for innovation are overlooked or underdeveloped. The overview will make it easier to find fellow innovators to collaborate and to track the developments in the education innovation field on a high level.

Vision CEL knowledge platform

CEL's vision for creating the education innovation network platform is to create a knowledge sharing community of educational innovators that transcends the individual institutions and connects all hubs and universities. By doing this we can strengthen communication and collaboration across the institutes and people and drive educational innovation.

The vehicle through which we will achieve this is an interactive, exploratory online platform that allows various groups of users to navigate the platform, explore the activities of their colleagues at other universities and hubs, read relevant publications on education innovation topics, and connect and collaborate with potential new partners.

This platform will provide the users with a clear overview of the activities within the field of educational innovation, everything from events to new publications and ongoing projects. Because of this, the platform can also serve as an observatory for overarching or national bodies that are part of the governance structure on educational innovation, and can help to inform them on the activities and progress in this field with up to date and complete information.

Data collection and contacting Hubs

To achieve these goals, the first step was to gather data on the current state of affairs in the field of Education Innovation and put this in a concise overview. The data collection process consisted of two steps: first, collecting data about the education hubs that was available online and secondly, collecting additional qualitative data through talks with the Director and or manager/project leaders at the hubs.

The desk research consisted of collecting as much data as was available on the university websites, websites about the education innovation hubs or groups. This was not always straightforward as not every hub or university had a website or page specifically dedicated to education innovation or a specific hub for education innovation. In some cases we relied on gathering data from news posts on the University website.

To complement the desk research findings, as well as to establish a connection with the Hubs, online meetings (due to COVID-19) were scheduled in the period from April - July 2020. The meetings were between 30 - 60 minutes per hub, and notes were taken. All University Hubs were contacted via email to request an online meeting, as well as to invite these Hubs and their teams to participate in CEL's 2020 Annual Meeting. All but one University was contacted. Findings from the desk- and field research combined were used to fill in this document. In September all University Hubs got the opportunity to provide feedback on the draft Brochure, which was then updated and send to all those involved. Between January-March 2021 an update of the brochure was requested from all contributors. All but two university Hubs provided new data and the brochure was updated to its current form.



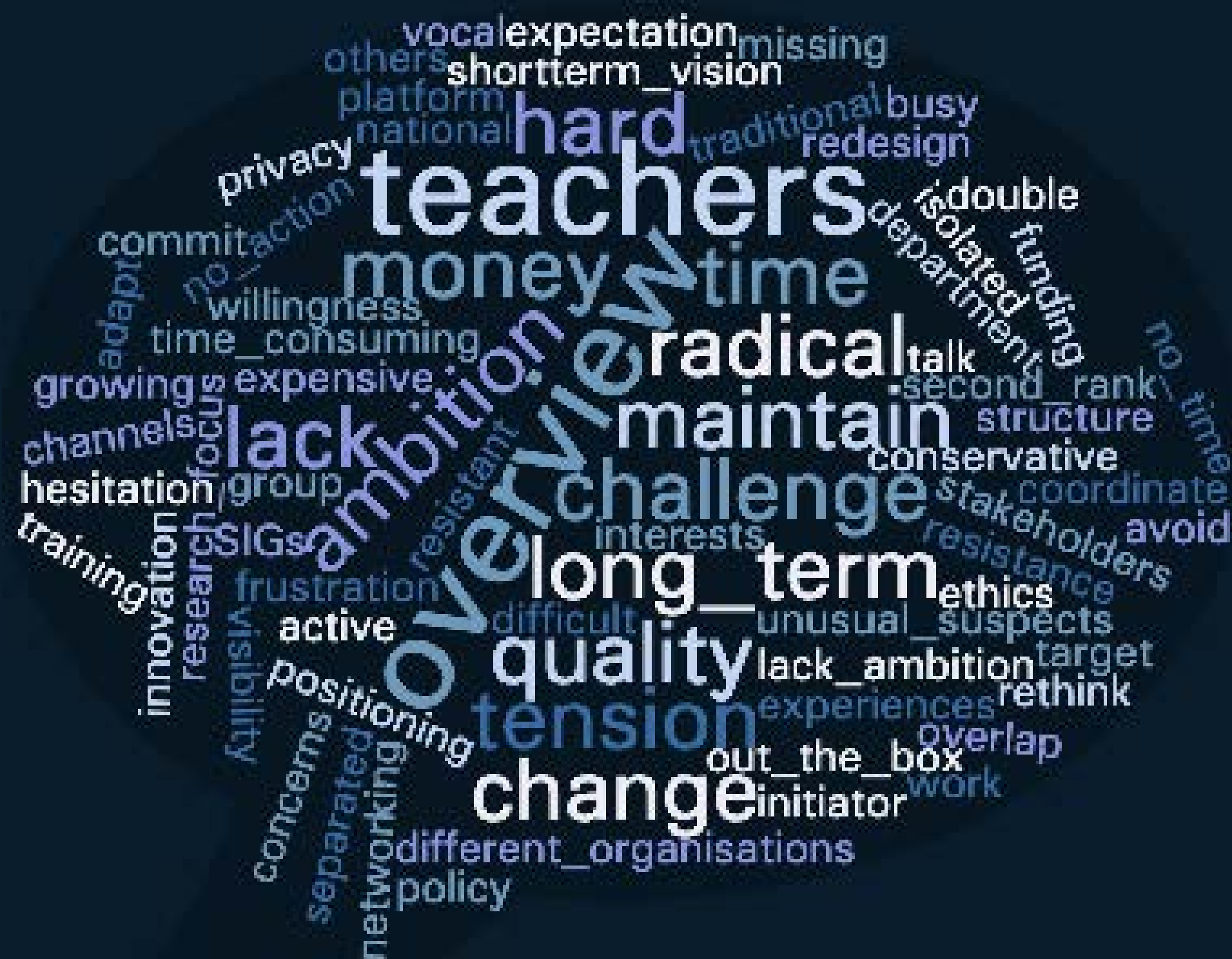
Findings from meetings: expectations and hopes

One of the questions that was asked to all of the participants was the question 'what do you want to gain from the NEXUS Platform and Annual Meeting? And what are your aspirations for the future?'. The response to the NEXUS initiative was positive with most participants expressing enthusiasm and interest in the Annual meeting as well as the platform.

A willingness to connect to peers and learn more about initiatives at other institutions was expressed by nearly all participants, as well as an interest to network and find new partners for collaborations. Participants also emphasised a willingness to learn from each other and exchange knowledge and experiences.

Participants indicated that having a complete overview of the education innovation landscape and which institutions worked on what topics and projects, would be valuable and useful. Participants were especially keen to learn who was in charge of which projects and how to get in touch with these key figures. Such topics included reviewing the Covid-19 situation, the use of AR/VR/XR in education, challenge based learning, and 'boundary crossing' (interdisciplinary, international, theory/practice based learning).

Concerning the event, participants look forward to meeting each other and using the event as an opportunity to have discussions on key topic areas. Participants also mention that it is important to have a good follow-up after the event with concrete action points and goals. The risk with such events is that after all the discussions and talks there are no concrete actions until the next meetings. To avoid this, LDE CEL will formulate clear goals for the sessions during the Annual Meeting as well as encourage a concrete follow up after the event.



Findings from meetings: Obstacles

One of the questions that was asked to all of the participants was the question 'which obstacles or challenges do you encounter in the education innovation process?' Most of the answers were similar across the spectrum, and the wordcloud above gives an overview of the words that came up most.

There were practical issues such as inadequate resources: time, money, staff or people to work on education innovation. Scientific staff and teachers in particular struggle with busy schedules and limited time and priority for working on innovating their education.

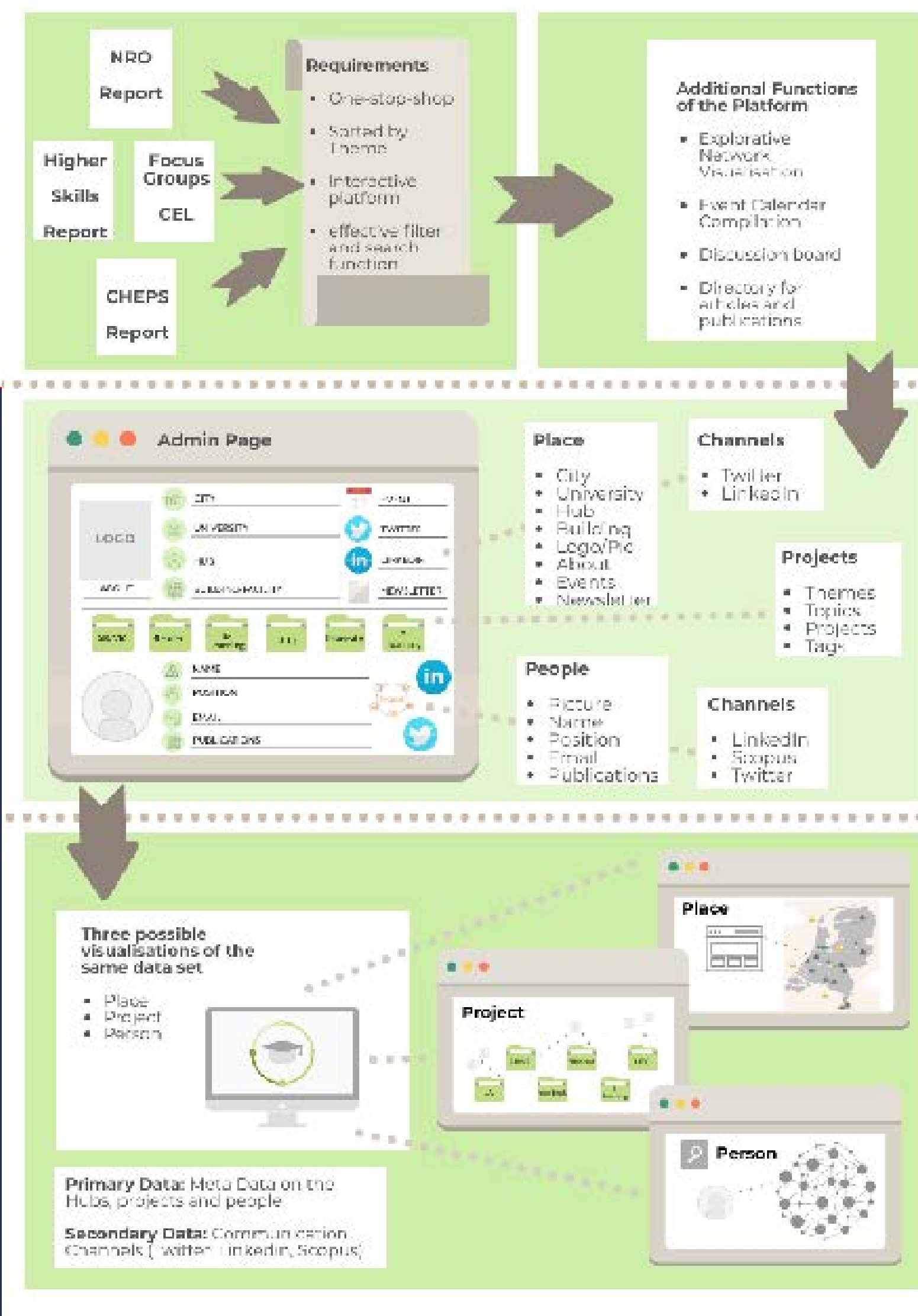
There were more structural and organisational challenges, such as politics and the different interests from different stakeholders. The scattered nature of initiatives across institutions but even within the universities was also listed as an obstacle as it makes it difficult to know what is happening within the organisation and who is working on what. This lack of a total overview creates a situation where activities are happening double alongside one another.

Another challenge that was mentioned ent to the core of the question of 'what is innovation in education?'. Some participants expressed wanting the institutions to have more ambitious goals concerning innovation in education. There is an interest within the education innovation community to take a close look at the educational system as a whole and go back to the basic question of what education should be, and how it could be redesigned from the ground up. These 'radical innovation' pioneers expressed frustration at structural and organisational constraints at their institutions and expressed an interest to connect with others education innovators to work on this topic together and think outside of the box to create new and ambitious projects.





Converting the data into a tool



Creating the data visualisation tool

The findings from the desk and fieldwork were used to create this document, as well as forming the backbone of the online NEXUS Platform that we are developing.

LDE CEL hired a Masters' student, Levi van Aanholt, to work together with the project manager to create this online platform. A graph database was used to create the datamodel underpinning the platform. The platform will be a type of search engine specifically aimed at aiding a variety of users with different profiles and needs find the information they need pertaining to Education Innovation at the Universities in The Netherlands. There is an option to do an open string search, as well as a faceted search which gives the user extra guidance and filters the users search step by step.

There were two types of data used to underpin the platform; the manually collected data from the desk and fieldwork, and semi-automatically mined data from the Scopus publications database using a predetermined taxonomy of keywords for topics and subtopics related to Education Innovation. This mined data added an extra dimension by harvesting all the relevant publications in the field of Education Innovation as well as all those involved in writing and publishing the articles. This feature expanded the network significantly and allowed for more connections between persons, projects, publications and universities to be made based on the mined meta data.

The image on the left gives a concise overview of which data was collected and how it was used.





How to use this document

In this document, there is a short profile description for each of the 14 public Dutch Universities and what they do in terms of Innovation in Education.

Each University has a different organisational structure, a different vision, and a completely different execution of the existing initiatives on educational innovations. Some Universities strongly pursue their Vision and Strategy as a compass to implement particular programmes from the top down. Other Universities allow faculties to develop their own initiatives on education and innovation, whereas others again rely more on independent organisations or partners to collaborate with the University on education related projects. Some universities have one clear Centre or Hub for Education Innovation, whereas others have several centers or departments, at a central level or per faculty. Some Universities do not have any centralised initiatives at all.

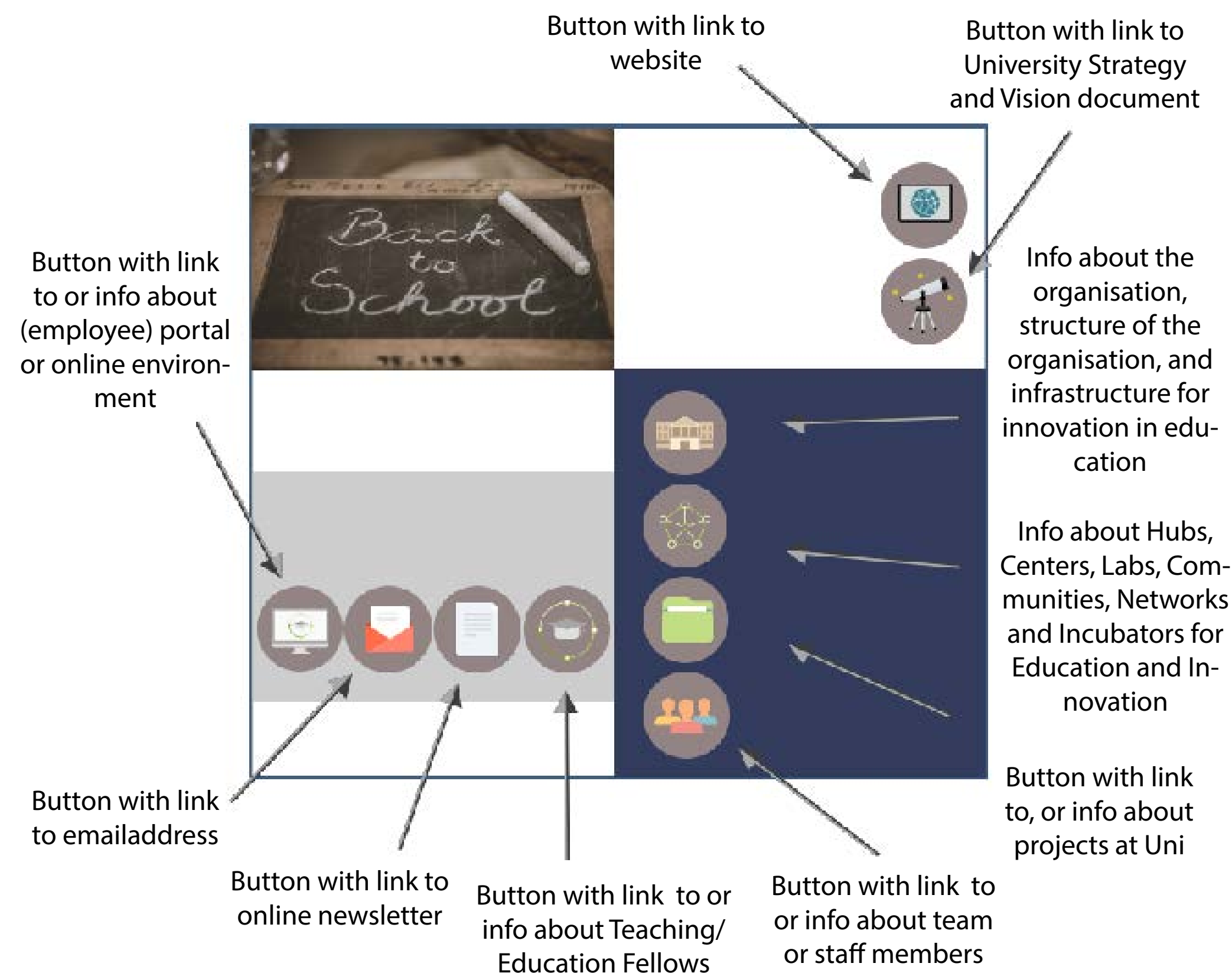
Because of how scattered the field is, the profile descriptions of the Universities and the layout of each page can differ. Each University has a picture and a short description of their educational vision. The solid section in the institutional colour will give short snippets of information about the University and the organisation as a whole. The grey boxes on the other side give additional details about the Education Innovation Hubs specifically. To guide the reader through the information boxes, we have made use of icons which are explained below.

CEL's Annual Meeting: bringing the community together

LDE CEL's 2020 Annual Meeting was held on [December 7th 2020](#), and for this event all findable Hubs for Education and Innovation were invited to participate. The event strived to be highly interactive and input from all Universities and Hubs was encouraged. This was done by allowing participating hubs to enter topics and lead interactive sessions themselves. Time to connect online was part of the programme.

The Annual Meeting was all about Connecting an Online world for Learning. The digital event saw around 100 participants joining the ZOOM meetings to learn about developments in teaching and learning, and be updated on our activities and projects.

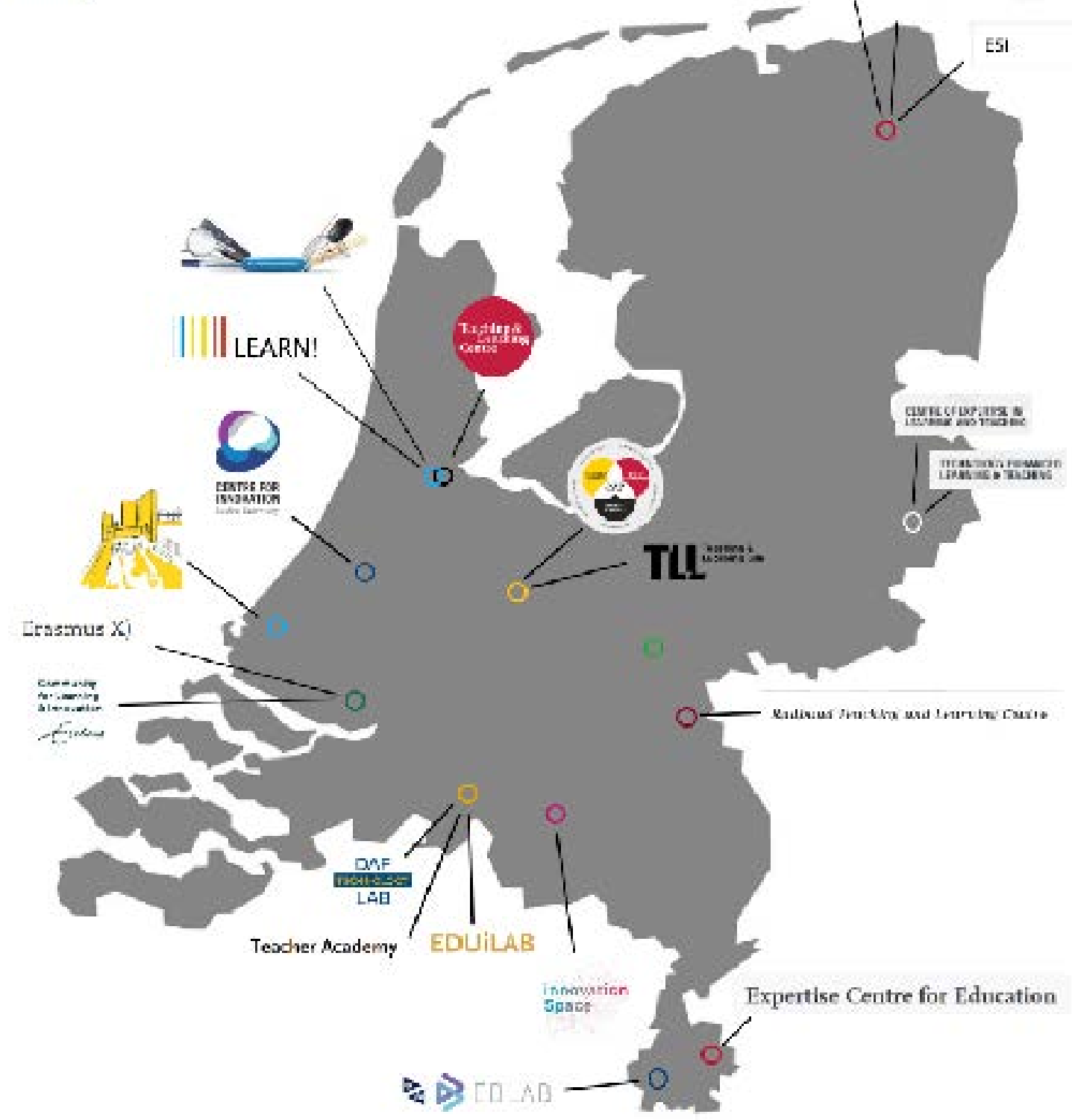
The main goal of this event was to bring together the community of Education Innovators, to meet each other, to learn more about each others' work, to exchange ideas, have discussions on specific Education Innovation related topics, and to ultimately find new avenues for collaboration. This community is more than merely the sum of all its parts, and by bringing these individuals together CEL aims to make a contribution to Education Innovation in the Netherlands on a structural level.





TU/e

Maastricht University





university of
 groningen

university college
 groningen

Vision on Innovation in Education at the University of Groningen

In the strategic plan for 2021-2026 the main focus of education at the University of Groningen (UG) remains student success- the personal and societal maturation of the student and study success- effectively helping as many students as possible to obtain their degree. We support our students to reach their full potential as academically-trained experts who have the knowledge and the skills to cross the borders of the traditional disciplines and contribute to the solution of complex scientific and societal problems in collaboration with others. The didactical methods centre around three concepts: *contextualised learning, active and collaborative learning and blended learning.*

This requires continuous, evidence-based improvements and innovation of our teaching strategies, educational forms and learning environment.



At the Center for Information Technology, the department Educational Support & Innovation is the central hub that supports teacher development & professionalization, educational innovation & design and online teaching & assessment at the UG. Furthermore, ESI has developed an online Edusupport providing teachers with a rich source of knowledge on (online) teaching & assessment.

Educational Support and Innovation (ESI)

ESI consists of four teams focussing on supporting (online) teaching, learning and assessment and teacher professional development. One team, Educational Innovation and Research (EIR), focuses specifically on educational innovation (projects) providing guidance, support and evaluation on both didactical and project levels. Together with the Hanzehogeschool, ESI organizes regular exchanges between and for teachers (ONING: Onderwijsinnovatie Netwerk Groningen).

Faculty Support Structures

Some faculties also provide teachers with their own support for (online) teaching and innovation. This ranges from didactical, technical to assessment support. Because faculties have different needs and sizes, this support varies in size, intensity and organization. The faculty supports are closely connected with the central support.

Teaching Academy Groningen (TAG)

TAG is a platform to share good practices and develop knowledge to enhance innovative education at the UG. It aims to contribute to more recognition and reward for teaching and lecturers, and the quality and evidence-informed innovation of education at UG. It provides teachers with a community of practice on four expertise levels: blended learning, interdisciplinary education for employability, lifelong learning & citizenship, inclusion and diversity and teaching innovation in STEM Education.



The University of Groningen has a networked organizational structure. This means different bodies of the UG (ESI, TAG, Faculty support) work in close connection to support teachers in their professional development and educational innovation.

Furthermore, the UG is home to the GION education/research. The main aim of GION is to contribute to better education by conducting academic research. Their goal is to expand the body of knowledge about education and to improve educational practice. One of the research fields GION focuses on, is the area of 'learners, teachers and instruction'.

To further support our vision on innovation & education, and to intensify our close learning communities, we will incorporate more ways of blended learning. We will work on evidence-based integration of online and offline activities that results in more focused offline interaction between students and staff.

Our academic staff will be professionally supported and educated. Innovating our assessment methods is paramount within a blended learning environment. The Teaching Academy Groningen will foster research into educational development and innovation and facilitate teacher support and professionalization.





Vision on Innovation in Education at the University of Amsterdam

The Vision document makes clear that Innovation in Education has a high priority at the University of Amsterdam, or UvA. Currently the UvA stimulates the use of blended and digital learning tools to enhance and personalise education, as well as non-digital didactic methods. Students are also encouraged to look beyond their own study discipline to broaden their view whilst at the same time gaining an in depth knowledge of their field. A network of Innovators is set up to stimulate innovation.



TEACHING AND LEARNING CENTRE (TLC)

UvA TLC is a network that is represented across the University of Amsterdam with the aim to support teachers in their ongoing efforts by putting them in contact with experienced colleagues and external experts as well as offering them opportunities for training.

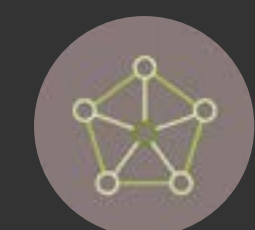


The UvA TLC aims to develop and design initiatives to:

1. foster knowledge sharing,
2. provide professional development for educators,
3. encourage innovation among educators.

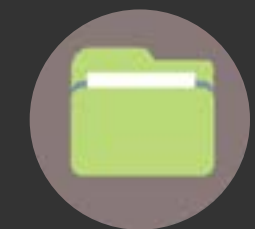


UvA TLC is a network that is represented across the University of Amsterdam and consists of TLC's in the seven faculties and a central TLC. The network develops, stimulates and advises educators about teaching. The three main pillars are knowledge sharing, professional development for educators and innovation.



Innovation is stimulated through grants. The Grassroots Grant and the UvA Educational Innovation Grant are both organized and managed by the UvA TLC. Next to that we activate the network of teachers involved in innovation.

The central platform for knowledge sharing is tlc.uva.nl. The TLC network jointly develops content and functionalities for the platform.



The Scope of Education Innovation programs and projects at the UvA covers the following areas:

- Assessment and testing
- Activating students
- Motivation

Vision on Innovation in Education at the Vrije Universiteit

At VU Amsterdam, three core values underpin the educational model and approach to education and teaching: Personal, Open and Responsible. The approach to supporting education and research rests on four pillars: Digitization, Innovation and Development, Integrated services and Professionalisation.

Students are involved as active partners in innovation and education, and have a say in how resources for education innovation projects are allocated. VU Amsterdam does not have strict educational model and programmes and teachers are responsible for the design of curricula and courses. VU Amsterdam offers its academic staff opportunities to professionalise and improve their education, especially with digital techniques.



VU Amsterdam encourages cooperation across its faculties and aims to create networks and foster communities to create a positive learning culture. VU Amsterdam provides resources and expertise across the university as well as at faculty level.



At VU Amsterdam, the VU Network for Teaching and Learning (VU NT&L) is the central hub for Educational Innovation. The Network works closely together with the department of Student- and Educational Affairs, LEARN! Academy, IT, the University Library and Facility Management. VU Amsterdam also has a research centre for educational and learning LEARN!.

The VU Education Lab maintains the VU NT&L website <https://vu-nt.nl>. During the corona pandemic, the VU Education Lab developed a central website with information about the online teaching and online assessment during the pandemic and organizes a multitude of online workshops on IT-related and Pedagogy related topics.



There are many different pages on the VU Education Lab and LEARN! website with overviews of the various SIGs and projects. There are projects and events of the VU Education Lab itself on Feedback Fruits, Goal Setting, Canvas, Methods and Techniques as well as a project called Perusall, which is an online tool to help students with collaboratively studying texts. Examples of VU-spanning projects are 'A Broader Mind'; 'Mixed Classroom'; '3D@VU'; 'Community Service Learning'; 'Aurora'; 'Junior Teachers'; 'Diversity'; and 'Pre-University College'.



VU Education Lab (VU Onderwijswerkplaats)

The VU Education Lab of the VU Network for Teaching and Learning is the central location at the VU Amsterdam where teachers, students and support staff can meet for knowledge exchange and experimentation. The VU Education Lab was founded on March 1st, 2019. The VU Education Lab supports teaching staff in innovating their teaching and offers expertise, as well as doing their own projects. The four pillars of the VU Education Lab are community building, supporting a positive culture of education, educational innovation and the education quality.



LEARN! and Learn!Academy

LEARN! is an interdisciplinary research centre that focuses on learning in an institutional and societal context. LEARN! brings together researchers from various disciplines to study education and learning from these different fields and on different levels (Macro, Meso and Micro level). LEARN! covers the following topics: Child rearing, Educational Neuroscience, Educational governance, identity and diversity, Learning Sciences and Motivation for lifelong learning.

As LEARN! focuses primarily on conducting educational research, LEARN!Academy is the teacher professionalisation organisation of VU Amsterdam.

Vision on Innovation in Education at the University of Twente

Shaping2030 is the University of Twente's mission, vision and strategy for 2020-2030. The UT has a people-first vision and an open, inclusive and entrepreneurial mindset. The UT seeks to contribute to the development of a fair, sustainable, digital society between now and 2030. Further induced by the corona measures the focus on digital skills as well as social engagement will be an integral part of educational engineering to support learning for both students and professional development of educational staff.

The focus for the upcoming years is to further enhance learning processes in line with Shaping 2030, by adopting Challenge Based Learning and creating flexibility in education providing microcredentials and life-long-learning on the other side of the spectrum of education.



The Centre of Expertise in Learning and Teaching (CELT) is part of the overarching department Centre of Educational Support (CES).



The support department of Technology Enhanced Teaching and Learning TELT is governed by both the IT-department and CES.

At the core of innovation in education CELT has both the role to run and enable novel experiments and connect different departments.

The different departments are:

- research groups concerning academic learning and educational engineering,
- the Centre for Engineering Education (4TU.CEE) and the departments Strategy and Policy (S&P)
- Human Resources, to keep up with the latest developments.



At the same time CELT supports, moderates and facilitates different communities of different audiences within educational staff to enhance adoption of novelties and academic insight .



Info about 4TU-CEE

CENTRE OF EXPERTISE IN LEARNING AND TEACHING

CENTRE OF EXPERTISE IN LEARNING AND TEACHING (CELT)

The purpose of CELT is to: 'Create fittest educational potential', which means to empower the best educational staff to create and perform most advanced curricula, to prepare students for their societal/scientific career.

CELT encourages professional development of educational staff with UTQ and related trainings, design of academic programs.

TECHNOLOGY ENHANCED LEARNING & TEACHING (TELT)

New technologies provide educators with a lot of possibilities. TELT mission is to improve the teaching practices of our lecturers with the use of new technologies for teaching and learning. Our main activities include:

- building **expertise** around emerging technologies
- **experimenting** with new technologies by facilitating innovative pilots
- assisting the organization in **implementing** solutions that have proven effective
- **sharing** our expertise and the results of the projects that we are involved in

TECHNOLOGY ENHANCED LEARNING & TEACHING



Vision on Innovation in Education at Leiden University

In 2016, Leiden University published its vision on education and learning (2017-2024). It offers a long-term framework for the further development of our education and it marks the start of a process of innovation. The vision aims that graduates from Leiden University become academic professionals and engaged citizens who are able to take up positions both in and outside academia and contribute to solutions for the challenges facing our society. In order to achieve this goal, the vision outlines eight ambitions: integration of research and teaching, activating teaching and learning; creating flexible learning pathways; focussing on skills within the curriculum; strengthening the orientation towards the job market; strengthening the orientation towards society; strengthening technological orientation in teaching, and strengthening the international orientation and the orientation towards diversity.

TEACHER SUPPORT DESKS

To facilitate cooperation and knowledge sharing on technical and didactical support for teaching staff, Leiden University had created Teacher Support Desks within each faculty. The desks support teachers with new ways and forms of education. In each desk, employees from ICLON, the Centre for Innovation (CFI) and an ICT and education specialist of the faculty work together to support teachers in the best possible way. They answer didactical and technical questions, look for practical solutions, provide video support and offer other technical support. The desks ensure that specific technical and educational knowledge is easily accessible for teachers and enhances a knowledge building community within the University.

LEIDEN TEACHERS' ACADEMY

The Leiden Teacher's Academy (LTA) consists of 25 Teaching Fellows who work on one of five topics; Academic Skills, Job Market Orientation, Teacher Professionalization, IT in Education, and Self & Peer Feedback. The goal of the LTA is to place a spotlight on Leiden University's star teachers and to give them a platform to share their expertise.

ICLON-HIGHER EDUCATION

ICLON-Higher Education is Leiden University's department for education and academic development, teacher training and research. ICLON supports faculties and teachers with evidence-based educational advice and offers training for basic and senior UTQ's. ICLON provides educational research to support education policies and to advance our knowledge on teaching and learning in higher education at Leiden University and beyond.

CENTRE FOR INNOVATION

CFI is a think-and do-tank for Innovation at Leiden University. CFI supports the University's faculties and teachers with technology enhanced education. CFI identifies and explores transformative trends in the digital world and creates innovative methods, products and solutions for Leiden University and its partners.



In the coming years, Leiden University wants to realise this vision on the basis of a comprehensive innovation agenda. The focus will be on creating comprehensive frameworks that further concrete the ambitions and provide direction for new innovations and to facilitate the implementation of the vision within faculties and teaching staff.



There are three organisations at Leiden University that work on development and innovation in education in some shape or form: the Leiden Teachers' Academy, ICLON Higher education and the Centre for Innovation.



The Scope of education program at Leiden University covers the following areas:

- Student mobility
- Online and hybrid education
- Employability and skills

- Education and society
- Activating teaching and learning
- Teacher Professionalization
- Sustainability in education



Vision on Innovation in Education at Utrecht University

Utrecht University has firmly embedded educational innovation in its strategic plans for 2016 – 2020 and 2021-2025 (currently in development). Educational innovation is part of a broader vision on education, in which teachers are seen as pivotal in quality of education and drivers for educational innovation. To empower, connect and enhance academic teachers the Centre for Academic Teaching (CAT) fosters a teaching community across faculties and supports teachers in their own professional development as well as in evidence-based development of their teaching practice.

Educational innovation is aimed at multidisciplinary education, community-engaged learning, preparation for the labour market, and an international curriculum. Education is offered blended: using digital learning resources and teaching tools to optimize learning. The education offer at Utrecht University allows for and supports flexible learning pathways and continuing education. The UU aims for broad, multidisciplinary, and society-engaged education, through digitally enhanced education.

CENTRE FOR ACADEMIC TEACHING (CAT)

The Centre for Academic Teaching consist of a central support organization and a network of partners that support teachers in education and teaching across the university. The CAT has three pillars: Teacher Development, Educational Scholarship and Educational Innovation. CAT is headed by a board in which all faculties are represented, and serves as expertise centre within and outside Utrecht University. CAT also appoints Senior and Principal Fellows to strengthen Educational Leadership.

The CAT central office typically organizes a range of activities such as programmes and courses, monthly events and get-togethers, providing academic staff with advice and support, organizing awards and fellowships as well as maintaining the Educational Database which contains reports and projects from teachers at UU. The database collects basic knowledge on academic teaching and results from innovations initiated by teachers on the following topics: Teaching & supporting learning, Educational design, Feedback & assessment, Educational leadership & management, Scholarship & research, Reflection & personal development. The CAT partners also organize separate activities and importantly each bring their own expertise and strength into the network. E.g. Educational consultancy and Professional Development provide invaluable educational expertise for teacher development, educational innovation and scholarly projects. Educate-it and the UMCU-department for Technology Enhanced Learning are specialized in supporting digitally-enhanced education, and the teaching and learning lab offers experimental learning spaces. Since the Covid-19 measures, the CAT initially organised daily online Q&A sessions, workshops and webinars to support teachers in their transition to remote teaching. Also a central teaching support helpdesk was opened. For the start of the new academic year over 200 teachers have attended the 'redesign you education online course'. CAT continues to support teachers in their needs in these uncertain times.



At Utrecht University there is an interplay between a strategy driven, top-down organisational structure supporting the course of innovation in education, and the freedom for initiatives to emerge from the bottom up, where teachers and innovators have ownership over their ideas and projects. These project are supported both by grants (a.o. an educational innovation fund of 2 million euros per year), as well as through technical and didactical support.



The following departments and programmes are partners in CAT:

- Educate-it Programme
- Educational Consultancy & Professional Development
- Continuing Education Programme
- Teaching & Learning Lab
- Teachers Community TAUU
- UU Honours College
- UMCU Centre for Research and Development of Education
- UMCU Department for Technology Enhanced Learning
- USG Consultancy
- Centre for Entrepreneurship
- Freudenthal Institute

To illustrate a few partners and activities are highlighted on the left.

The CAT also facilitates University wide Special Interest Groups on the following topics:

- | | |
|---------------------------------|-------------------------|
| SIG Co-creation | SIG Interdisciplinarity |
| SIG Community Service Learning | SIG Learning Analytics |
| SIG Education for professionals | SIG Learning Spaces |
| SIG Entrepreneurship Education | SIG Motivation |
| SIG Expertise in admissions | SIG SoTL |
| SIG Honours Teaching | SIG Oker |
| SIG Intercultural Competences | SIG Video |

EDUCATE - IT

Educate-it is the university wide programme for innovation of education using technology. Educate-it works bottom- up by inviting teachers to experiment and innovate and supports teachers to enhance and future-proof their courses. Besides assisting teachers to (re)design their courses by incorporating the teaching methods and ideas of blended learning, Educate-it also offers practical and technical support for educational tools that have proved their educational value. Educate-it works on an evidence-informed basis.

TEACHING AND LEARNING LAB (TLL)

The Teaching and Learning Lab (TLL) is a physical space for educational innovation and has two experimentation rooms and a professional studio with a lightboard. In the TLL teachers, students and researchers can experiment with and do research into new educational content and methods. The TLL is also available to businesses, and occasionally host events on an education related topic.



TEACHING ACADEMY UTRECHT UNIVERSITY

The Teaching Academy Utrecht University (TAUU) is the bottom-up teachers community at Utrecht University. TAUU is supported by the central CAT office and offers teachers community activities and well as an online platform to ask questions, share knowledge and experiences, and interact via the discussion forum.

Vision on Innovation in Education at Delft University of Technology

'Impact for a better society' is the motto guiding Delft University of Technology, or TU Delft for short. In their Strategic Framework for 2018-2024 the TU Delft expresses how seriously it takes its responsibility in educating the future generations of socially responsible engineers. This means paying attention to personal and professional leadership skills on top of a solid engineering foundation.

Education is a priority at TU Delft, and one of the ambitions is to encourage and strengthen collaboration between the existing education innovation initiatives. The Teaching Academy and Teaching Lab are part of the execution of the strategic goals to enhance education and stimulate, recognise and reward excellence in teaching from the scientific staff.



At TU Delft innovation in education is largely organised per faculty or department. To unite these initiatives, and to further encourage scientific staff to experiment and innovate with their own teaching practices the TU Delft founded the Teaching Academy and the Teaching Lab, as well as instating Education Fellowships and a wide range of activities. MOOCs are made on a large scale, and technology enhanced education remains a topic of interest for TU Delft. The TU Delft is also part of the 4TU CEE network for engineering education together with the WUR, UT and TU/E and of CEL (centre for Education and Learning) together with Leiden and Erasmus University.



The Teaching Lab at TU Delft first opened her doors to lecturers and innovators in 2017, and is home to the TU Delft Teaching Academy, the primary hub for education and innovation at TU Delft. The Teaching Academy's mission is to collaboratively improve engineering education across faculty & departmental boundaries. To support lecturers in their education, the services of the central department "Teaching and Learning Services (TLS)" and close collaboration with faculties, lecturers, students and other support services are essential.

At the Teaching Academy website all professionalisation activities for lecturers, including UTQ courses offered by TLS, webinars, Meet & Eats, co-creation sessions and Special Interest Groups are united.



Activities and projects organised, facilitated or supported by the TU Delft Teaching Academy, focus on a variety of educational subjects from connecting to students, community engagement, activating classes and blended learning to using gamification, tooling, AR, VR and AI in education.

TEACHING ACADEMY/LAB

Collaboratively Improve Engineering Education across faculty & departmental boundaries is our mission.

The Teaching Academy is the centre for all educational activities at TU Delft and the objective is to encourage, stimulate, unite, facilitate and give exposure to lecturers and educational developments & innovations.

Teacher training and professionalisation courses plus didactical and functional support is organised by Teaching and Learning Services and spotlighted by the Teaching Academy. The Teaching Academy a.o. organises social and topical events to strengthen the teaching community, supports communities of practice amongst lecturers, puts lecturers and educational initiatives in the spotlight and awards Education Fellowships to lecturers throughout the TU Delft who have innovative ideas to improve their education.

In The Teaching Lab it's all about education. The Teaching Lab is the home of the Teaching Academy Community and is the place to be for lecturers to experiment and innovate their education. There is a larger open space for talk or seminars, there are smaller rooms for closed sessions, there is an interactive wall to brainstorm and co-create, there is a recording studio to create MOOCs and videos (in collaboration with the TU Delft New Media Centre) and there are open hours hosted for support questions.

Last but not least, there is really nice coffee available when lecturers just want to meet and talk about education.



Vision on Innovation in Education at Wageningen University & Research

Wageningen University and Research Center, or WUR, has been leading in education according to the Keuzegids hoger onderwijs for over a decade, and as such, the WUR has a special vision for their education that emphasizes its connection to the world outside academia. The educational vision of WUR emphasizes high-quality knowledge, rich learning environments and flexible and personal learning paths. Important topics in innovation at WUR are challenge based learning, boundary crossing, entrepreneurial learning, and ethical and sustainability competences. WUR also evaluates its online and blended education at a large scale. Innovation is conducted in collaboration with other strategic partners, such as 4TU and the alliance with Utrecht University, Utrecht Medical Centre, and Eindhoven University of Technology.



The organizational structure of the WUR is unconventional as there is only one faculty (the University) and there are various departments and chairs that focus on a particular field of expertise. It is a small and 'flat' organization and study programmes consist of several loose units that can work together. WUR has the policy that every project on educational innovation must be well supported via ESA or other support services, and that projects are evidence informed, meaning that they are linked to scientific knowledge and evaluated and disseminated via the Innovation Map from 4TU CEE.



The Teacher support service in Education & Student Affairs (ESA) offers support on a number of topics:

- Open Digital Teaching Material (ODTM)
- Library for Learning (L4L)
- Information literacy in study programmes
- Copyright in teaching materials
- Plagiarism and originality
- Student support for theses and essays



Many initiatives and activities that concern educational innovation at the WUR are organized via the online employee portal rather than being posted on a website, which can make it difficult for outside parties to gauge what is happening in terms of innovation and activities. An example of an event is the yearly Teacher & Education Day which is organized at the WUR and which is shared with staff internally via the intranet.

The WUR is also part of the 4TU CEE network together with the other three Technical Universities in the Netherlands, and uses this platform to share their innovation and research projects. WUR has the policy that every project on educational innovation must be well supported via ESA or other support services, and that projects are evidence informed, meaning that they are linked to scientific knowledge and evaluated and disseminated via the Innovation Map from 4TU CEE.



There is no 'central' Hub for education and learning, and no physical location for innovating education. However, here are many education innovation projects at the WUR, and there is a facility to support teachers embedded at the Library.

There is an Innovation Board which governs educational innovation initiatives together with the head of the IT department and other support services and facilities. These support services are the backbone supporting the education innovation projects, and largely fulfill the role that a centre or Hub for education and learning would fulfill in terms of supporting the innovators and contributing to the creation of policy.

Educators can ask for support from ESA if they have an idea for a project on educational innovation, and the evaluation of these projects is taken on by ELS (Education and Learning Sciences). Dissemination can take place via 4TU CEE.

"There is also a central hub for educational innovation with EdTech. The 'Community for Education Innovation with EdTech' provides support to EdTech startups and teachers that want to innovate their education with new educational technology.



Vision on Innovation in Education at Erasmus University Rotterdam

The Erasmus University Rotterdam, or EUR, has four core values that underpin what they do, and emphasises the importance of engaging with society and preparing for a changing world. These values are to be engaged with society, to be a world citizen, to connect, to be entrepreneurial and to be open minded.

An important part of 'preparing for the future' is innovating education and keeping up with the increased digitalisation in the world. The strategy for the future includes a section that describes how the Community for Learning and Innovation (or CLI) will support teachers and encourage them to innovate their education.

COMMUNITY FOR LEARNING & INNOVATION

The CLI connects faculties and creates an overview of all the ongoing activities and projects at the EUR. The CLI has a building, the Education Lab, which has some facilities for group work, small scale events and a recording studio.

As the projects arise organically from within the faculties and the teaching community, the CLI works on a broad range of projects, all within the four themes: Professionalisation, Student Projects, Education Research and Innovative Projects. An important task for the CLI is to connect the initiatives, and to look at how projects from one faculty could be used or implemented at another faculty. Each faculty has its key users and 1 learning innovation manager, who is the gatekeeper for innovation in education at the faculty. These learning innovation managers inspire the community to innovate and help to spread information and attend events and visit the Lab. The CLI has weekly meetings with the faculties to discuss ongoing activities and exchange information.

ERASMUS X

Erasmus X is an innovation platform which was founded in 2020 to work on projects that go beyond conventional projects on educational innovation. This 'Radical Innovation' group is led by Director Farshida Zafar. Websites and projects are underway.

RISBO

Risbo is an independent organisation for research, training and advice, and RISBO works together with the CLI. Risbo lends its expertise for activities related to teacher professionalisation and training.

ERASMUS CENTRE FOR ENTREPRENEURSHIP

The Erasmus Centre for Entrepreneurship develops people in their entrepreneurial competences with the academic knowledge and network of Erasmus University Rotterdam.



The EUR has a decentralised organisational structure where faculties largely decide for themselves how to organise educational activities. The CLI is the central hub connecting all these faculties. The CLI was created as part of a strategic programme ('Digitaal is normaal'). The goal of this programme was to offer the faculties support in their online education activities. Projects arise from the bottom up with faculties and teachers in the lead, as there is already a lot of activity in education innovation taking place at the faculty level.

There are also projects on the central level, such as an online proctoring project that has been implemented from the Strategic agenda. There are six such largescale digitalisation projects.



At the EUR there are four separate hubs where innovation in education are supported in different ways. The Community for Learning and Innovation (CLI) is the main hub, and Risbo is an external partner that the CLI collaborates with for teacher training and professional development content. There is an incubator programme (ECE) as well as an innovation platform that works on various education innovation related projects (ErasmusX).



The CLI is the motor that drives innovation at the EUR and inspires the community along four lines:

- Professionalisation (collaboratively with Risbo)
- Supporting student projects
- Education Research
- Innovative Projects (these come from the teaching staff)

Vision on Innovation in Education at Radboud University Nijmegen

The Strategy of the Radboud University Nijmegen, or RU, states that quality, connection and personal contact are central to the RU's educational vision and emphasises the value of life-long-learning. The strategy contains a paragraph about the Radboud Teaching and Learning Centre, which is founded with the intention to boost the quality of education and teaching through research and innovation.

The TLC will connect faculty activities to ensure that educational innovations are shared across the university. The centre is also meant to connect students and teachers to share experiences and inspire one another. The Centre also provides practical support with educational innovations and plays a key role in the professional development of lecturers.



TEACHING & LEARNING CENTER

Radboud University's Teaching and Learning Centre (TLC) has three focus areas, or pillars: educational innovation, educational research, and lecturer support and professionalization. Additionally, the centre has a regional function in stimulating innovation and research on learning. With the Radboud TLC, the RU aims to facilitate and stimulate meetings, inspiration and collaboration between people who provide education. The goal is to improve the quality of education. When the Covid-19 made remote teaching a necessity, the TLC facilitated students and lecturers during this transition.

Activities

The TLC is physically located on campus and includes a Teacher's Lounge where people can meet, work together, and inspire one another. The Centre organises several activities and provides opportunities for lecturers to learn and grow. One example is the inspirational sessions, where those with a passion for education can learn from other professionals and meet people who share their interests. The goal is to create a network of lecturers and, hopefully soon, a network of researchers. Another example is the research and innovation vouchers the TLC has launched, which provide applicants with resources they can use to improve their education. Additionally, the TLC organises the yearly Education Days, which are four days filled with knowledge and inspiration for anyone who has a heart for education.

Student involvement

The TLC is a centre primarily for teachers, but is also open for students. This is important to the TLC as they want to start conducting experiments or practical studies co-created by students and teachers. The TLC is also looking for ways to involve students in the (re) development and improvement of education, or to collaborate with students for the Honours programme, and allow them to work for the TLC in exchange for ECTS.



At the RU activities to support innovation in education and teacher initiatives existed on the faculty level, however there was no centralised place or education innovation. The TLC was founded for and by teachers, to create a place to be inspired, supported and rewarded for their work as teachers. The TLC officially opened its doors on January 30th 2020 and has held numerous interesting events and training sessions since. A yearly highlight includes the Radboud University Education Days.

This exposure and support from the top put the TLC in the spotlight and helped profiling the TLC as the go-to centre for teachers. The Covid-19 pandemic has only solidified the TLC's image as the place for teachers to go for support and advice for innovating their education.

To make sure the TLC reaches lecturers and staff throughout the university, 15 faculty ambassadors have been appointed. Every faculty has one or two TLC ambassadors who serve as the face and access point for faculty members to create contact and connections. The ambassadors have 0.2 fte to spend on their work for TLC. These ambassadors are a source of inspiration for their colleagues at the faculty.

The TLC has 3 focus areas, or pillars:

- Education Innovation
- Education Research
- Teacher Support and Professionalisation

In the first year of the TLC a first step has been made in stimulating research on higher education at Radboud University. Three researchers have been appointed that work together on a project called *Education in transformation: Enhancing competencies for an uncertain future*. Specific topics are student motivation, development of creativity and the academy of the future.

Vision on Innovation in Education at Tilburg University

“An academic education at Tilburg University is characterized by a special combination of transfer of knowledge, training of skills, and weaving of character, which together shape students into enterprising thinkers – thinkers who act, and act for the benefit of others and society.”

Tilburg University (ot TiU) has a vision for the future of education that emphasises the importance of instilling social values in its students and training them to become critical thinkers. To achieve this, TiU works on innovating its education to fully equip their students for the ever changing future, as well as offering various forms of support for their teaching staff.



Tilburg University applies a decentralised organisational structure when it comes to Education Innovation: there are a couple of centralised initiatives, however most of the activities happen at the faculty level. Tilburg University also seeks out collaborations with external partners in the surrounding areas, from Fontys University of Applied Sciences, ROC Tilburg, media and publishing companies, the local municipalities and even their neighbouring University, the TU/E. This last collaboration is on the topic of Data Science and Learning Analytics.



At the TiU there is not one clear, visible Hub although two separate hubs for Education Innovation are mentioned, as well as an academy that offers modules and activities for teachers. The two hubs are EDUiLAB, which focuses on Education Innovation projects, and the DAF Technology lab which focuses on technology enhanced learning.

In July 2020 TiU launched the ‘Innovate your Education’ pages to encourage teachers to submit proposals for projects to innovate their online or offline teaching practices. EDUiLAB supports this initiative by offering funding and access to instructional design expertise and support.

The Scope of Education Innovation programs and projects at Tilburg University covers the following areas:

- Learning Management Systems
- Digital testing
- Audiovisual facilities
- Virtual and Mixed reality
- Robotics & Avatars
- Serious games
- Natural Language Technologies

EDUiLAB

Founded in the fall of 2019, EDUiLAB is the central Hub for innovation and Education at the TiU. EDUiLAB facilitates innovative projects for the departments and schools/faculties at the University, as well as conducting its own studies and experiments.

EDUiLAB's focus is on increasing and sharing knowledge on the topics; evidence-based learning, life-long learning, and experimenting with new technologies.
EDUiLAB

EDUiLAB does not have a website, but more information about EDUiLAB can be found on the TiU weblogs.

MINDLABS

Mind Labs is a collaborative initiative between several educational institutions as well as commercial and public organisations in and around Tilburg. Mind Labs operates in the domain of Artificial Intelligence and Human Behaviour. It investigates human minds, artificial minds, and pushes an innovative mindset.

Mind Labs focuses on four research themes:

- The Robotics & Avatars
- Serious Games & Learning
- Natural Language & Data Technologies
- The Virtual and Mixed Reality

TEACHER ACADEMY

The Tilburg University Teacher Academy offers a variety of courses and facilities to teaching staff. The topics covered are: Teacher Technology Blog Online module MyClips: video to support your teaching
ICT-solutions for educational problems (Dutch only)
Teaching Community

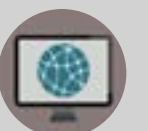
The Academy also disseminates information to members.

DAFTECHNOLOGY LAB

The DAF Technology Lab is a virtual and mixed reality laboratory that offers unique opportunities for immersive education, innovative research, and corporate partnerships.

It provides high-tech facilities for students, researchers, and the business community.

The combination of technology and behavioral sciences expertise offers unique possibilities for innovative teaching and research.



Vision on Innovation in Education at Eindhoven University of Technology

Innovation is a top priority at Eindhoven University of Technology, or TU/e. In its Strategic Plan the TU/e describes a thoroughly student centered approach with a focus on creating impact, being connected and using the model of Research/Challenge based learning.



At TU/e the organizational structure for education is centralized via a Bachelor College and a Graduate School, and priorities and goals for education innovation flow from the Strategic Plan. This centralized structure makes it possible to implement inter-faculty initiatives such as the Interdisciplinary Bachelor End Project. The TU/e works with Challenge-Based Learning model, where real life challenges are used to teach students and create impact. TU/e innovation Space is the key expertise center for this educational model and offers its expertise, as well as supporting teachers with trainings and courses. TU/e innovation Space played a part in constructing the 2030 Strategic Plan and offers expertise and consultation on how to implement and facilitate the strategic plans.



TU/e innovation Space was founded in 2018-2019 and in its first year already hosted 1600 students and 22 courses at the Bachelor and Master's level. TU/e innovation Space is also involved in the construction of the curricula and facilitates teachers in creating these courses and implementing challenge-based education. Although several courses do already take place in TU/e innovation Space, this is not yet a structural practice for all courses and programs. TU/e innovation Space's projects are in line with the priorities and goals from the Strategic agenda, although there is room for input from the teaching community if these initiatives fit within the larger framework.

TU/e innovation Space interacts with faculties to stay updated on what is happening at the faculty level. TU/e innovation Space is responsible for collecting and disseminating knowledge, and also performs research on education innovation, among others with the Comenius Leadership Fellow grant. Knowledge is disseminated via seminars and lectures, as well as via social media platforms such as LinkedIn, and the innovation Space Facebook Group. Since TU/e innovation Space has a strong connection to industry, it is important to share knowledge with these parties as well. There is no structural approach for this yet other than to promote activities and projects online and organizing many events with all the stakeholders.

EDUCATIONAL INNOVATIONS

TU/e innovation Space was founded to be the expertise center on this educational model and is pivotal in driving innovation in education and other fields across the University. Challenge based Learning is an important educational innovation.

BOOST is a programme for ICT innovations, hosted by the Educational Support Centre.

At the Eindhoven School of Education (ESoE), research is conducted to innovations in engineering education in cooperation with 4TU CEE. Teachers can also innovate education through innovation calls and AUTIQ.



TEACHERS SUPPORT

Each faculty has its own Teacher Support facility which are part of a central Teacher Support unit. They support teachers with developing their courses. The department offers support on the following topics:

- Feedback
- Tests and evaluations
- Collaborating
- Activating students during lectures
- Large lectures
- Assessing prior knowledge
- Online self-study

Vision on Innovation in Education at the Open University

Innovative, open, and connected: these three words embody the core values of the Open University (OU). Because of the flexible and remote learning opportunities it offers its students, the OU is by its very nature a university with an innovative approach to education aimed at a diverse range of students. For more information, see: Instellingsplan Vernieuwend, open en verbonden (2018-2022).



EXPERTISE

CENTER FOR EDUCATION (ECE)

ECE, or ECO in Dutch, is the department of the OU where our unique and innovative approach to online education is developed. ECE provides the teachers at the OU with all the support they need to provide the best remote learning experience, with regards to both the didactic and the technological aspects of teaching. Within ECE various teams focus on topics such as: teacher professionalization, quality assurance, multimedia productions, educational advice, and online learning platforms

ECE also actively shares its expertise with educational organizations outside the OU. For instance, due to the heightened interest in remote learning possibilities during the COVID-19 pandemic, ECE has organized webinars regarding these subjects that were attended by over 200 participants

The OU has a Guidebook for Digital Education and Teaching, which was created together with ECE. For more information, see: <https://www.ou.nl/web/ddguide>

ECE does not have a website, although there is a page with an overview of their topics and the people connected to ECE: <https://research.ou.nl/en/organisations/expertise-centre-for-education-2>



Originally the focus at the OU was on online and blended education, although there has been a shift to include more face-to-face meetings as well.

The OU has study centers for its students in over a dozen cities throughout the Netherlands and Belgium. ECE is the central hub for education innovation. Teachers can also come here for help with developing themselves and their educational practices. Our approach to innovation is based on research done by the Faculty of Education Sciences, and is tested for organization-wide implementation in the newly created Innovation Lab.



The ECE covers a range of topics, including:

- Artificial Intelligence
- Learning Analytics
- Tech Scouting
- Pedagogy
- Learning design
- Exams and Proctoring
- Online active learning
- Implementing New Digital Learning Environment
- Multimedia Applications
- Quality Assurance

Until recently, the OU has also published the quarterly magazine *OnderwijsInnovatie* (OI), which covers subjects concerning innovations across the entire higher education system in the Netherlands and Flanders: <https://www.ou.nl/en/onderwijsinnovatie>

Vision on Innovation in Education at Maastricht University

Innovation in Education is a top priority at Maastricht University, and the subject of innovating the educational model is one that is frequently talked about, studied and evaluated. One of the UM's most innovative products is its Problem-Based-Learning (PBL) model, which the UM intends to continually evaluate and improve.

The Vision that the UM has for the future of its education states that continual evaluation and improvement of the educational model is key to keep providing students with an excellent education. The UM's core values are to be an innovative, inclusive, responsible and sustainable University and to embed these four values in all its activities.



EDLAB

EDLAB's role is to support the community of practice over four domains:

- Teacher training and professionalisation
- Innovation in Education
- Student engagement
- Organising the UM-wide excellence programmes 'PREMIUM' (for MA students) and 'Honours +' (for BA students).

Members from the teaching community at the UM are encouraged to put forward their own ideas for topics or initiatives for innovation. EDLAB has the expertise to support the education innovation process and connects the local research units at the faculties to practical situations to test them and acquire feedback.

EDLAB organises events and activities such as 'Teach Meets' for teaching staff to have meaningful discussions about education related topics.

EDLAB is established in 2015 and is assessing what additional value can be created to support the education innovation community.



At the UM Innovation in Education grows from the bottom up and is steered into a particular direction from the top down. The UM's strategic agenda serves as a compass for determining which aspects need to be innovated, and at the same time faculties and individual teachers have the freedom to put forward initiatives and ideas to innovate their education. At the UM, each faculty has its own group of innovation officers who are responsible for innovating education and teaching at the faculty level and conducting education research. This expertise can also be used by EDLAB for wider projects.



There are faculty level groups for Innovation in Education at the UM, but EDLAB is the only centralised hub. EDLAB works autonomously, but has good connections to the faculties. The nature of EDLAB's relation and collaboration with the faculties is based on consultations, lending their expertise and knowledge on innovation in education to support faculties. There are faculty representatives who work together in an advisory board on projects for EDLAB. Technical/IT support is provided by the Library. EDLAB maintains close contact with education innovation hubs within its (EU) region.

The faculties SBE and FHML have well-established research & education departments. UM has also set-up an inter-faculty research taskforce "learning and innovation".

The Innovation projects at EDLAB are divided up into topics. These topics are:

- Instructional Design
- Assessment
- International Classroom
- Evidence based evaluations



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Caitlin L. Utama, August 2020
Nanneke J. de Fouw, April 2021
LDE CEL

