

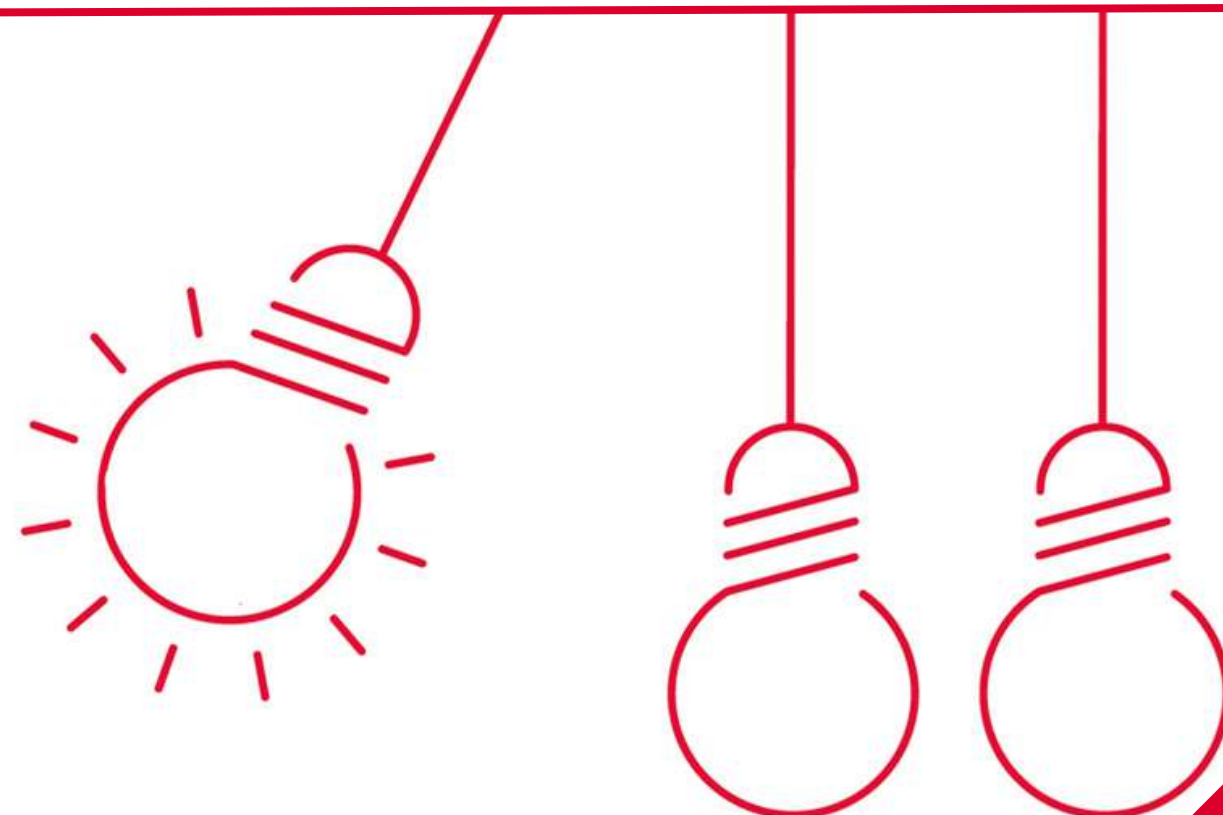


university of
 groningen

Teaching Academy Groningen

Annual Report

2022 - 2023



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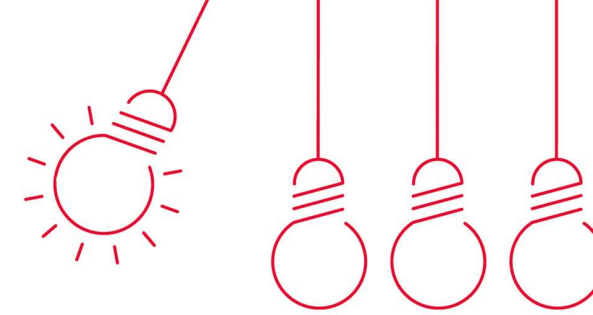
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"Technological innovations force us to rethink the role of tools and methods used in higher education."

Preface

The academic year 2022-2023 posed a challenge for teachers, students and other members of the UG academic community. Major efforts were devoted to implementing a bright new learning management system with a more student-focused course organization template.

Technology also had a severe impact on assessment. Our digital exam environment changed, making formative assessment easier to integrate into a blended learning approach. Moreover, students and lecturers gained access to new A.I. tools. All these innovations force us to rethink the role and function of methods used in higher education.

Developments at the University in the field of interdisciplinary education, diversity and inclusion, and student well-being have also impacted our way of teaching and learning. The Teaching Academy Groningen has been a great player in bringing together academic teachers, students, researchers, and experts to share knowledge and experiences, gain insights, develop tools, and support our academic community.

In this annual report, you will find out how we did it. I hope you will share remarks, suggestions, and enthusiasm about the Teaching Academy Groningen and our ways to contribute to the quality and innovation of education at the University of Groningen.

JAN RIEZEBOS
Academic Leader TAG

Semester 1

Comenius writing group

Workshop: **Open Pedagogy** at UG

Workshop: **Internationalized** and **inclusive** course **design**

Panel discussion: **Accessible** education

Round table: **Intedisciplinary** university minors

White paper presentation:
Open Educational Resources

Workshop: **Innovation** in Education:
From **Creativity** to **Scholarship**

Workshop: **Hands-on** Open **Pedagogy**

Winter School for (New) Academic Teachers

Networking session: Meet & Share

Launch of sub-community: **Challenge-based**
learning

Semester 2

Workshop: What's your Blend?

Workshop: **Connecting research and teaching**

Workshop: EQUIPPING in **international** classrooms

Launch of CoP: **A.I. in Education**

Education Festival

Workshop: Art as a Form of **Creative Thinking** in Education

Workshop: Challenges in **inclusive assessment**

Workshop: Get started with your **Comenius proposal!**

Workshop: The role of **language in classroom**

Workshop: Humanizing Education through Videos

Excursion: Challenge-based learning conference

Workshop: How to evaluate your **innovative**
teaching practices

Summer School for (New) Academic Teachers

Comenius writing group

Timeline
of the
academic
year
2022-2023

Communities of Practice

TAG supports varied thematic Communities of Practice. CoPs are grounded in the **UG Educational Vision** and focus on continuous, tailor-made, professional development and peer support for all stakeholders. Each CoP consists of a leader and engaged staff members. They regularly meet to **discuss** ongoing changes and **challenges, collect best practices, brainstorm** solutions, and **engage the wider UG teaching community** through open-access events, such as workshops and webinars.

Meet the CoPs and their leaders!

Wellbeing

prof. dr. Joke Fleer



Interdisciplinary Education

dr. Marline Lisette Wilders



Inclusion & Diversity

Carole Fuller



Research into Higher Education

prof. dr. Hanke Korpershoek



Blended Learning

A.I. in Education

dr. Ben Bewersdorf



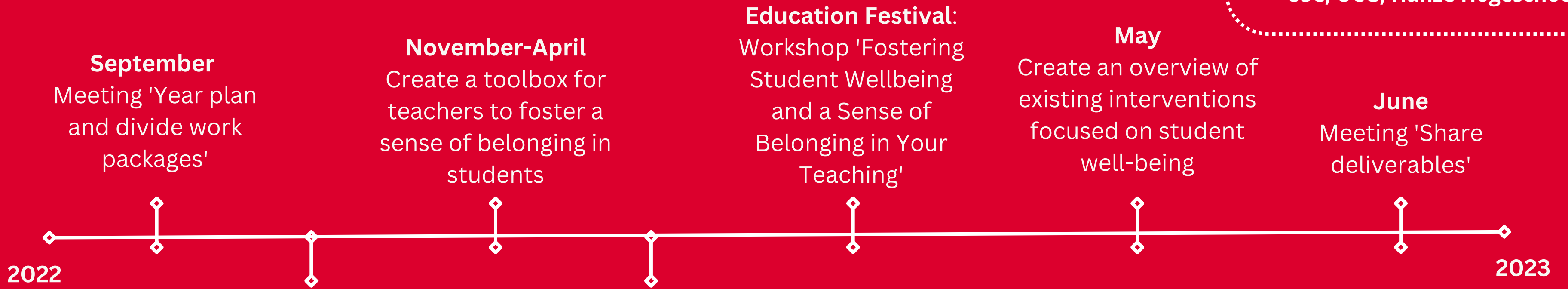
WELLBEING



22 active members



UMCG, FEB, BSS, Theology,
Law, FSE, FSS, Philosophy, ESI,
SSC, UCG, Hanze Hogeschool



Goals

- (1) Create a **network**
- (2) Stimulate **collaboration** between faculties
- (3) Share educational practices
- (4) Create **evidence-informed education** and **tools**
- (5) Facilitate professional development
- (6) Provide **educational policy advice** to faculties and board.



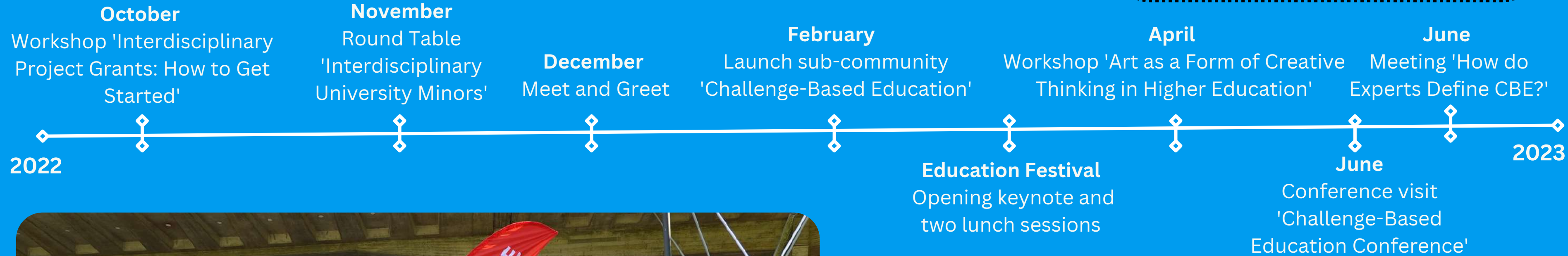
INTERDISCIPLINARY EDUCATION



25 active members



FEB, UMCg, UCG, FSS, BSS, Campus Frylân, FSE, Arts, Law, University Services, ESI, UG Schools



Goals

- (1) Inspire and support UG teaching staff
- (2) **Facilitate** professional **development** of teaching staff within the domain of interdisciplinary education
- (3) Optimize the **visibility** of interdisciplinary initiatives
- (4) Nurture teaching initiatives **connecting** interdisciplinary research and education
- (5) Bridge between **bottom-up initiatives** and policy developments at UG and inform policy making.

Subcommunity: Challenge-Based Education

35 members formed a sub-community to explore **challenge-based education** (CBE) in their own separate meetings and concluded their first year with a trip to the Challenge-Based Learning Conference in Eindhoven.

DIVERSITY & INCLUSION



25 active members



Arts, BSS, PHIL, FSE, UCG, UMCG, Law, Theology, ESI, Accessibility Office, D&I Office, Equipping, Language Centre

October 2022
Panel discussion 'Inclusive Education'

October 2022
Workshop
'Internationalized & Inclusive Course Design' with EQUIPPING and Stellenbosch University

Publication of the resource flowchart 'Diversity & Inclusion at the UG'

March 2023
Workshop 'EQUIPPING in International Classrooms' with Equipping and Stellenbosch University

Education Festival
Workshop 'Inclusive Assessment'

Education Festival
Workshop 'Decolonizing the Curriculum'

May 2023
Follow-Up Workshop 'Inclusive Assessment'

Goals

- (1) Increase the understanding of how **learning and inclusion affect each other**
- (2) Provide **applicable** resources and strategies for teachers
- (3) Broaden the picture of what is happening in the D&I sphere across the university



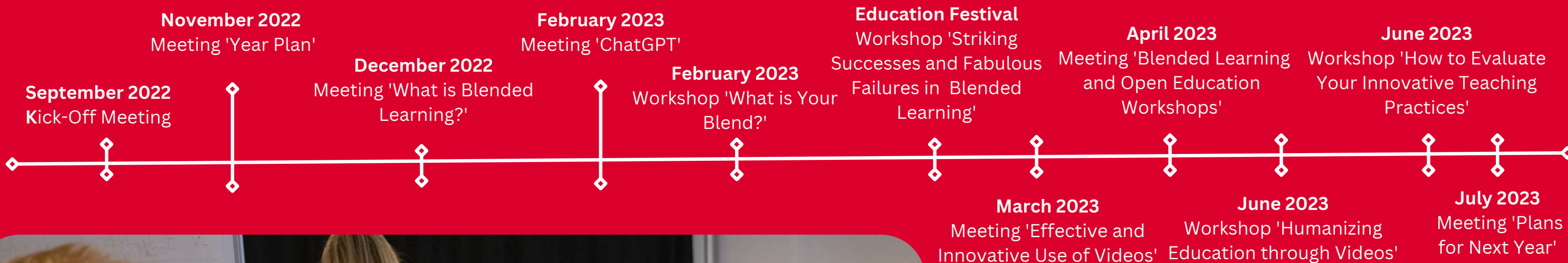
BLENDED LEARNING



20 active members



UCG, CIT, Campus Fryslân, BSS, FEB, UMCG, FSE



Goals

- (1)** Promote the use of blended learning at the UG by inspiring and supporting teaching staff
- (2)** Improve student's learning experience by learning from and collaborating with each other on using and researching blended learning
- (3)** Provide a constructive and critical voice in the institutional discussion of education policy



A.I. IN EDUCATION

Making connections between various stakeholders (faculties, project teams, boards of examiners, students)



44 active members



Campus Fryslân, UCG, CIT, ESI, Arts, UMCG, FEB, FSE, BSS, University Library, Theology, LAW, FSS

April 2023
Kick-off Meeting

Input to EDU Support
page on AI

Education Festival
Keynote
Educational Expedition

June 2023
Meeting 'Use of
ChatGPT'



Goals

- (1) **Monitor** the further **development of A.I. tools relevant to education**
- (2) Analyze the challenges and opportunities these tools create for education
- (3) Collect and develop strategies to **mitigate** the **challenges** and **use** the **opportunities**
- (4) Communicate these strategies to the relevant stakeholders such as faculties, Boards of Examiners, and individual teachers

Sharing knowledge and perspectives

- University Board
- University Council
- Board of Education
- Faculty of Law Strategy Day
- Board of Examiners Network
- UCG Academic Staff Development
- UKrant

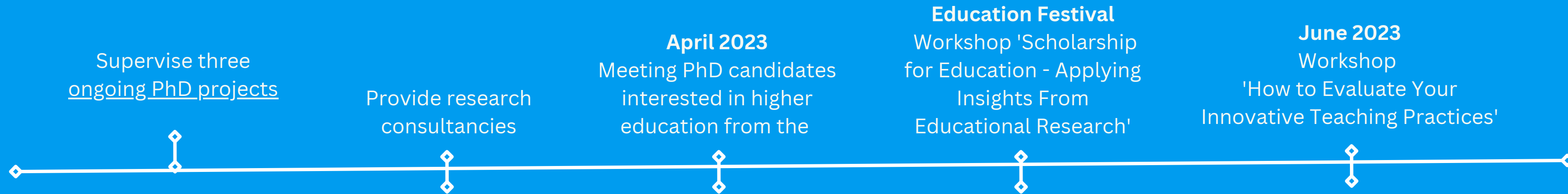
RESEARCH INTO HIGHER EDUCATION



20 active members



BSS, UMCg, FSS, FEB, FSE, UCG,
Arts, Law, ESI



Goals

Our objective is to promote evidence-informed practice of university teaching and learning in the context of sustainable quality improvement of university education. We do this:

- (a) by supporting university teachers and other educational professionals in conducting practitioner research (e.g., applying evidence-informed practice in their teaching activities) and
- (b) by sharing principles and best practices of evidence-informed practice and practitioner research with and among university teachers.

CoP Meetings

Our CoP is special, in that it does not just consist of **12 core members**, but also of **3 PhD students** and **5 additional PhD-supervisors**. We have bi-monthly meetings with the core group members.

In these meetings, we discuss and initialize activities that support our objective as well as organize **research consultancies**. In these, we open up the floor for university teachers to present their (initial) research ideas to the CoP members, to receive feedback and fruit for thought from the CoP members. Moreover, we have bi-monthly meetings with CoP members including the TAG PhD candidates and their supervisory teams to discuss topics and issues that are related to their PhD projects.

PhD Projects supported by TAG

TAG supports **three PhD projects** that are supported through the CoP Research into Higher Education. These projects aim to **contribute to a more evidence-informed way of thinking** in higher education; inspiring and supporting lecturers to apply insights from educational research to their teaching practice. By actively contributing to the CoP Research into Higher Education and other relevant CoPs, the insights generated in this PhD research are shared and further developed with UG teachers.

HELENA BARACHINO - ACADEMIC PRACTICE AND LABOR MARKET ENTRY



My project focuses on analyzing strategies employed by higher education institutions to enhance the labor market success of their graduates. To better understand the concept of graduate employability, we conducted an **extensive literature review**. The resulting paper presents a conceptual framework that demonstrates the dynamic nature of graduate employability, taking into account the factors that contribute to its evolution. Our articles explain that higher education alone has limited power in determining graduate employability. In addition, we conducted a **systematic literature review** on interventions in higher education aimed at enhancing graduate employability. Our findings highlight the significant impact of the dynamic nature of the graduate employability concept, as previously identified.

Moving forward, our next phase involves conducting a comprehensive analysis of student cohorts during the Covid-19 pandemic. We are investigating the effects of pandemic-related restrictions on both educational and labor market outcomes. By comparing various cohorts, we aim to evaluate the impact of the pandemic and the modified teaching methods implemented during lockdown periods.

Supervisors: Viktor Venhorst (FSS), Jouke van Dijk (FSS), Anneke Timmersmans (GION)

PIERMARCO CONSIGLIO - WELL-BEING OF STUDENTS AND STAFF

My project focusses on the well-being of academic staff and students. This year I finished working on a **validation of an instrument** aimed at assessing burnout symptoms among international and Dutch students. I also **clarified my ideas** on what to investigate next. We decided to work on identifying different groups of students who differ in the configurations of burnout symptoms. This allows us to identify the profiles of students most at risk of experiencing burnout complaints, which is important because different groups of students may require different types of interventions depending on their risk of experiencing burnout symptoms.

After the summer holidays, I will start a second data collection to assess what is the most important thing the university could do to improve students' well-being and mental health. Our findings will be valuable for university administrators and academic educators to learn what students need in Dutch higher education to better support their wellbeing.

Supervisors: Joke Fleer (UMCG), Ellen Jansen (GION), Marion Fokkens (GION)



HA NGUYEN - PROFESSIONALIZING ONLINE/BLENDED/HYBRID EDUCATION

My project studies how to professionalize lecturers in online/blended/hybrid education and the impact of different teaching practices on students' learning experience. This year, we have been working on a **conceptual paper on blended learning** and have shared some of our synthesis in a meeting of the Community of Practice Blended Learning. Additionally, we vigorously **gathered empirical data** on teaching and learning experiences with technology from university teachers and students in varied courses across faculties at the university. The completion of this data collection marks the midway point of our project.

Next, we will analyze the gathered data, to gain more insights into university teachers' decision-making process in teaching with technology as well as impacts on students' learning experiences. This helps us to better construct appropriate professional development activities and support lecturers in our intervention-based track in the coming academic year and long-term at the UG.

Supervisors: Hanke Korpershoek (GION), Jan-Willem Strijbos (GION), Jolien Mouw (GION), Angeliki Mali (FSE)



GRANTS SUPPORT

The mission of the educational grants support is to support teachers in the application procedure. It is a **platform** where teachers can find information about educational grants. We **provide inspiration and feedback sessions**. Currently, support is offered for applications for the **Comenius grants, VIS projects, and the Dutch Higher Education Award**. TAG just launched its own grant: the **Scholarship of Teaching and Learning**. This grant aims to stimulate teachers to investigate their own teaching practice and improve the learning and experiences of students

There is an increasing attention for educational grants. This is clearly visible in the number of Comenius projects; 10 projects submitted in 2022 and 20 projects in 2023.

Awarded grants 2022-2023

- **4x Comenius Teaching Fellow** (€50k)
- **3x Comenius Senior Fellow** (€100k)
- **3x Virtual International Exchange Projects (VIS)** (€15k)
- **3x Scholarship of Teaching and Learning** (€5k)



Dr Maaike Engels
Talent and Grant Coordinator

Support offered



We supported the community with 5 workshops, countless emails and assistance in over 40 grant proposals



Assisted in applying for:

- 20 Comenius projects
- 11 VIS projects
- 10 SoTL projects
- 2 Dutch Education Award 2023 and 2024



Education Festival 2023

The third edition of the Education Festival took place from 27 to 30 March 2023. The rich programme explored exciting themes, such as AI in education, transdisciplinary education and student well-being. Next to the keynotes, workshops, and online sessions, EF 2023 introduced fresh elements, such as poster session and state-of-art educational expedition. Recordings and poster proceedings are available on our website.



4 days



19 sessions



475 participants



11 Best Practice Award nominees



3 Best Practice Award winners

Connecting the Dots: Collaboration in Teaching and Learning



Summer & Winter Schools for New Academic Teachers



To support freshly hired teachers and those interested in enhancing teaching skills, TAG, in collaboration with Educational Support & Innovation, organizes the Summer & Winter Schools for Teachers. The varied **4-day programme** features a **Crash Course on the fundamentals of university teaching**, workshops on the **Dutch schooling system** and **educational support tools at UG**, as well as training in **inclusive teaching**. In addition, teachers can join a guided tour of Groningen. The programme concludes with a **networking session** where participants connect with peers and get informed on how to stay connected to TAG and participate in further professional development activities. Summer & Winter Schools for Teachers are part of the Ruggesteun initiative.

Projects



Arjen Hoekstra
Project coordinator

The '**Ruggesteun - Making Connections**' further implements blended active learning. The aim is to improve the infrastructure for educational innovation. We are working closely with faculties and education support to prepare solutions that will make the combination of online and on-site education easier. **Blended Active Learning Toolbox** is the main project output. It is a toolbox designed for teachers and program directors. It includes a series of good practice videos. To develop the toolbox, we implement a design thinking approach. On June 12th, we held the first brainstorming session with educational support teams from all over the university. We established conditions under which the toolbox will be successful. The next step is to further develop the prototype with lecturers from the various faculties. We are planning to build a pilot in the next academic year.

As an educationalist in inclusive education, I am a part of the implementation of the policy plan for **students with a functional impairment**. The project primarily aims to **increase accessibility and inclusion for disabled students at the UG**. We utilize the **Universal Design for Learning** approach, which benefits all students at the university through inclusive course design, teaching, and assessment. The planned outcome is an **onboarding training session** on inclusive practices for new teachers. In addition, we aim to expand the theme of inclusion within the University Teaching Qualification by supporting continuous professional development in accessible teaching, developing a toolbox of methods and approaches for inclusive education, and creating training for educationalists to enhance inclusion throughout the university. In short, we aim to embed accessibility and inclusion across teacher professionalisation at the UG.



Iain Johnston-White
Project coordinator

Feedback & Evaluation

To improve our activities, we ask participants for anonymous feedback. The valuable information that is gathered from the participants is carefully analyzed and used to help us further develop future events.

"I really liked the enthusiasm of the workshop leaders, the (practical) examples they showed and the fact that, due to this, there was a lot of (room for) interaction."

- participant in the workshop
'Humanizing Education through Videos'

"Nice atmosphere and friendly people, good to meet like-minded instructors."

- participant in the workshop
'Hands-On Workshop Open Pedagogy'

"Charming speaker and interesting topic. Good opportunity to discuss issues with like-minded colleagues from other parts of the university."

- participant in the workshop
'Innovation in Education - From Creativity to Scholarship'



Communities of Practice

- 6 CoPs
- 166 active members from all 11 faculties
- 24 CoP events
 - 530+ participants
- 3 ongoing PhD projects within the CoP Research into Higher Education

Teacher Support

- 475 Education Festival participants
- 5 research consultancies
- 40+ people advised about grants
- 17 grants awarded



Outreach

- 823 newsletter subscribers
- 219 Twitter followers
- 1479 LinkedIn followers



Meet the team

Projects

- Grant Support
- Summer/Winter Schools for Teachers
- Ruggesteun - Making Connections
- Policy Plan for Students with a Functional Impairment



Jan Riezebos
Academic Leader



Leonie Tiben
Project Assistant



Winny Bakker
Coordinator



Gerdi Sterenburg
Project Assistant



Klaas Wilts
Event Coordinator

Communities of Practice

- AI in Education
- Blended Learning
- Diversity & Inclusion
- Interdisciplinary Education
- Research into Higher Education
- Wellbeing



Edgar Pelupessy
Student Assistant



Date Mollema
Student Assistant



Kasia Szachna
Student Assistant



Daniëlle Fluks
Student Assistant



Madeleen Gaemers
Student Assistant



Victoria Gavrisco
Student Assistant