



**Erasmus
School of
Economics**

Evaluation report 2019 - 2024 Quality Agenda Erasmus School of Economics

An evaluation of projects financed by HOKA funds 2019-2024

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Introduction

In 2018, Dutch universities, universities of applied sciences, student organisations, and the Ministry of Education, Culture and Science (OCW) committed to enhancing higher education using government-funded study financing. These funds were to be invested based on the Quality Agreements for Higher Education (Hoger Onderwijs Kwaliteitsafspraken, or HOKA), covering the period from 2019 to 2024.

HOKA funds succeeded the study advance funds (studievoorschotmiddelen), which Erasmus School of Economics (ESE) used for the 2016–2019 Quality Impetus Programme (QIP), led by a dedicated project manager. The QIP encompassed several initiatives focused on enhancing small-scale education, promoting innovation in course design, and improving skills education. These efforts have been continued and expanded under HOKA, alongside the launch of new projects.

All projects aim to deliver tangible improvements in educational quality and align with one or more of the six strategic themes defined by OCW. Additionally, the HOKA plans are consistent with Erasmus University Rotterdam's 2019–2024 strategic themes. The following overview shows how the OCW and EUR themes correspond.

EUR theme	OCW theme
1 Personal Professional Development	1. More intensive and small-scale education 2. More and better guidance of students
2 Innovation Capacity	4. Educational differentiation 6. Further professionalisation of teachers
3. Personal online learning	4. Educational differentiation 5. Appropriate educational facilities
4. Student wellbeing	2. More and better guidance of students
5. Creating impact	4. Educational differentiation
6. Innovative space	4. Educational differentiation

In 2019, we outlined our plans in a Quality Agenda, developed in collaboration with the participation bodies (the four programme committees and the School Council). This agenda defined priority areas for educational improvement and innovation projects for the 2019-2024 period. These focus areas reflect ESE's educational vision and are as follows:

- Further enhancing the quality of small-scale education
- Innovations to improve student learning
- Continued development of ESE's academic skills training and student support, including career orientation and preparation
- Greater differentiation within the programmes

Each area includes several HOKA activities and projects, all aligned with the OCW strategic themes and the EUR strategic priorities. The Quality Agenda 2019 also outlines the intended outcomes for each initiative and how their impact is monitored.

As the HOKA funding concluded at the end of 2024, this report evaluates the results of the 2019-2024 HOKA activities. The evaluation is based on the original Quality Agenda 2019, as well as updated plans introduced in September 2022 following a mid-term review. These revisions also reflect new EUR strategic objectives and lessons learned during the COVID-19 pandemic.

The evaluation is structured according to the EUR strategic themes. The table on the previous page shows the corresponding OCW themes.

EUR theme 1. Personal Professional Development

1. Further development of skills and guidance, including hiring additional skills staff

In 2017, a new skills programme was introduced, primarily targeting Bachelor 1 and 2 students, with each programme offering its own dedicated skills modules. Based on initial experience, we sought to refine the programme by further developing the skills curriculum in the first two bachelor years and expanding it into Bachelor 3 and the master programmes.

One of the core goals of the skills programme is to prepare students for the thesis trajectory by equipping them with academic research and writing skills. To support this, we aimed to develop self-paced online modules that students can use to refresh specific skills prior to starting their thesis. Additionally, we intended to embed more skills-related assignments into bachelor courses and identify potential knowledge gaps, offering supplementary training where needed.

Goal

A coherent skills programme for both bachelor and master.

Initial activities

- Hire additional staff for skills education and coordination.
- Further development and implementation of continuous skills learning modules throughout the bachelor and master programmes.
- Offer courses in academic writing and presenting in English and (if needed) in Dutch to bachelor students.
- Alignment between what lecturers teach students in their courses about academic skills and what students are taught in the skills classes.
- Improve the skills training in the master programmes.
- Further incorporation of skills assignments in courses.

Measurable results

Measurable results	How to measure	Who	When	Where
A coherent skills programme for bachelor and master is available	Overview of the Skills Programme	Skills coordinator	End of project	Quarterly Progress report HOKA
Alignment between courses and skills programme	Overview of the Skills Programme	Skills coordinator	End of project	Quarterly Progress report HOKA
Students feel equipped to do research and write their thesis.	Course evaluations, NSE	BIAM; AZ for NSE result	Ongoing	Quarterly Progress report HOKA

Developments and results

Skills

The HOKA programme enables the additional staff needed for the further development and execution of the Academic Skills courses for E/BE, Econometrics and Fiscale Economie (in 2020 3.0 fte, 2021 3.3 fte, 2022 2.52 fte, 2023 2.52 fte, 2024 2.2 fte).

Several initiatives have been taken to improve the coherence between Academic Skills and the other courses. Examples include making an introductory video to link research skills to the course Behavioural Economics, developing a new e-module SPSS for the Applied Statistics course. Moreover, the Master Thesis Preparation course Stata and skills training for student representatives were developed. As of 2020 we added the extra-curricular course Turing machine & Deep Learning (FEB 63010) to the curriculum.

New in the Skills course E/BE is the introduction of several serious games, such as an interactive board game about referencing and creating figures and tables. In addition, more differentiated modules in presentation-, feedback-, discussion- and pitch skills were introduced on the E/BE skills course. As part of this redesign the online platform Traintool was replaced by in-house developed modules in Canvas and Panopto. The E/BE skills course has been further refined in 2023 to focus more on competency development of students. To better highlight the students learning progress in the course, an e-portfolio was introduced.

In 2021, ESE's vision on skills education has been formulated and discussed with the participatory bodies. To ensure a coherent development and monitoring of ESEs' Skills programme a Skills Board has been installed, consisting of, among others, the various skills coordinators for the different programmes and the bachelor coordinators.

Guidance

Guidance courses (onboarding) were designed and offered, including two new Onboarding Modules and a workshop on Learning Skills. In 2020-2021, gamification was introduced in the course, e.g. a game for Guidance (Start to make it happen) and the introduction of the EUR Dilemma Game (block 1).

To prepare the bachelor students during COVID-19 pandemic a blended (online and on-campus) Warming-Up programme was offered to new bachelor students 2020-2021. 282 students participated in the online activities, 311 in the on-campus activities.

For 2023-2024, the Guidance course for first year bachelor students has been redesigned and updated. New subjects have been added such as student wellbeing, diverse classroom, and student success. The course includes new exercises and teaching activities. All students write an intention paper to conclude the Guidance course, where they set their personal goals and reflect on their own student success.

The mentors received additional training in didactical and coaching skills and wellbeing training on how to discuss mental wellbeing with struggling students. Another additional part of the new Guidance course was the Take-Off for first-year students. This was organised on campus again (instead of online) to strengthen the bonding between students and the school. Here the students met their mentor and their fellow students from their tutorial groups.

2. Career Skills (previously Career Orientation and Preparation)

At the start of HOKA (2019), our study associations offered many activities to help prepare students for the job market. These career orientation and career preparation activities reached only a limited number of students. Especially internationals and students from a migration background were underrepresented. In addition, the outcomes of the National Student Survey on preparation for a professional career were not satisfactory. Some of the students from the Programme Committee Economics also indicated that students needed to be better prepared for their future career.

As a School, our reputation benefits from students making the right choices and entering the job market well-prepared. We therefore proposed to incorporate career orientation and career preparation in our programmes, to stimulate that students make informed choices during their study (for example their major and master) and to contribute to students' smooth transition to the job market. The programme would offer students a menu of activities.

Goal

Students make informed choices during their study. When our students graduate they are well-prepared to enter the job market, which means that they know their value, have explored their options, can build their CV, can confidently talk to potential employers and have the skills to make their entry into the job market a success.

Initial activities

- Hire a dedicated project leader.
- Development of a programme of career orientation and preparation activities which is tied to the bachelor programmes, in cooperation with the study associations.
- Implementation and coordination of these activities.

Measurable results

Measurable results	How to measure	Who	When	Where
A programme of activities on career orientation and career preparation is available	Overview of a COP Programme	Project leader COP	End of project	Final HOKA report
The quality of the programme is assured, and student participation is secured.	Quality Assurance cycle	Project leader COP	End of project	Final HOKA report
Students value the career orientation and preparation activities that are on offer.	Student evaluation	Project leader COP	End of project	Final HOKA report
Increased student participation in activities of study associations, also by internationals and student from a non-Western migration background	Participants	Project leader COP	End of project	Final HOKA report

Developments and results

The two credit Career Skills programme was introduced in all ESE bachelor programme as of September 2020. This programme assists students in career orientation and career preparation and ensures that

every student participates in career orientation and preparation activities. All ESE students, including internationals and students from a migration background are underrepresented, encounter career preparation as part of their curriculum.

The learning goals of the Career Skills programme are the following:

- to stimulate students to make the right choices both during and after their studies.
- to enhance the employability of our students. Employability is the set of skills, knowledge, and personal attributes a student needs to successfully enter the job market.

The Career Skills programme is mandatory for all students who started their Bachelor in 2019-2020 or later. The programme is in the study schedule for Bachelor-3 and consists of the obligatory online self-study course 'Your Future Career' and several other 1-credit elective courses from which students can choose their preferred course.

In the course 'Your Future Career' students learn to identify what their passions are, which professional environment and culture are the best match, and learn various practical skills such as writing a CV and personal branding. In addition, students can choose one of the other career skills courses on offer. In 2023-2024 we offered nineteen different career skills elective courses (see figure 1), for example Personal Effectiveness, Project Management, Introduction to Python and language courses.

Some courses are organised jointly with our study associations, such as Model United Nations and the Debate Workshop Cycle. This way, we also hope to make more students aware of the activities and the added value of our study associations, so that they can benefit from the study associations' connections in the professional field and their career knowledge.

Most Career skills courses are taught by teachers from other EUR Schools or EUR organisations (e.g. the Erasmus Centre for Entrepreneurship, RSM or the EUR Language and Training Centre). For some courses external expertise is hired from TU Delft and the University of Utrecht. See the figure below for an overview of the Career Skills elective courses offered in 2023-2024.



Figure 1 Career Skills Electives 2023-2024

The Career Skills programme has been evaluated thoroughly, and the table below shows some important data collected in this regard. The evaluation scores show the courses do achieve the learning goals and help our students enhance their employability.

Data registration and course evaluations Career Skills	2020-2021	2021-2022	2022-2023	2023-2024
Number of registrations	737	2897	1295	2196
Number of credits	644	2097	1087	1926
Number of responses to course evaluations (n)		431	547	679
On a scale from 1 to 10, what grade would you give this course?		7,35	7,41	7,21
I developed my skills in this course (1 strongly disagree – 5 strongly agree)		4,07	3,87	3,87
I gained new insights about myself in this course (1– 5)		3,64	3,62	3,66
This course was useful for my career preparation (1– 5)		3,84	3,75	3,65
I learned a lot in this course (1-5)		3,86	3,83	3,62

EUR theme 2. Innovation Capacity

3. Continuation of the activities of the Tutor Academy

To ensure good small-scale bachelor education, the Tutor Academy (TAc) provides training, coaching and guidance of teaching assistants (TAs) who work within the School. Since the start in September 2016, the TAc team has acquired a leading role in the recruitment, selection, training and guidance of our teaching assistants. The recruitment process is improved and more transparent. By means of the TAc website all students are now informed about the possibilities to work as a TA. The Tutor Academy's main function – hiring and coaching TAs for all BA1 and BA2 courses – has now become routine and is functioning well.

Goal

Providing training, coaching and guidance of teaching assistants (TAs) who work within the School.

Initial activities

The Tutor Academy:

- hire experienced and graduated teachers for each department and for the skills programme, who will play a crucial role in the day-to-day operation of the TAc.
- facilitate the recruitment of tutors for the different courses.
- facilitate communication between and involvement of lecturers, tutors and students.
- further streamline the recruitment and selection process.

Measurable results

Measurable results	How to measure	Who	When	Where
Bachelor TAs are selected and hired when needed	Data in TAc Administration	Manager TAc	Ongoing	Year report TAc
TAs are satisfied with the guidance	TA Evaluation	Manager TAc	Each block	Year report TAc
Lecturers are satisfied with the support by TAc	Lecturer Evaluation	Manager TAc	Each block	Year report TAc
Teachers TAc visit all TAs at least once. Exceptions are possible for experienced TAs, for good reasons and if documented	Visitation plan	Teachers	Each block	Year report TAc

Developments and results

Since the start in September 2016, the TAc team has taken a leading role in the recruitment, selection, training and guidance of teaching assistants. The number of TAs is growing, due to the increase in student numbers; the number of TAs grew from 250 in academic year 2016-2017 to 386 TAs in academic year 2023-2024.

The recruitment process is professionalized and harmonized for all courses and departments. Through the TAc website students are informed about the possibilities to work as a TA. The didactic training and

guidance of tutors has improved. All new TAs take part in a didactical training, which can differentiate per type of course.

As of 2023, we have added Post graduate TAs (versus Student Assistants) to the pool of tutors. Seniority and availability (post graduate TAs can teach multiple tutorial groups for several courses throughout the year) have a positive effect on the quality of tutorials. Experienced PGTs can also help with guidance of teaching assistants in case of emergency, and/or during the large peaks in workload.

Furthermore, weekly didactic and course content trainings for TAs are provided for a large number of courses, mainly in the Business Economics and Econometrics departments, but also a couple of courses at the General Economics department. Weekly trainings for courses with a large number of TAs remain a challenge because of availability issues and the large peaks in workload.

4. Tutorial differentiation

Tutorials in Bachelor-1 and Bachelor-2 are core educational activities where students actively engage and practice with study material. Organizing these tutorials and meeting the needs of a heterogeneous group of students is challenging. It was noticed prior to the start of HOKA that there was room for improvement in terms of engagement and addressing various needs of students. For example, all students were confronted with the same materials and as a result, the sessions were very challenging for some students while they were rather easy for others. In addition, courses were perceived as rather theoretical and a stronger link with practice was preferred. The tutorials are ideally suited to discuss business cases or real-world problems.

Goal

By 2024 we have a tutorial programme which differentiates by course, students and intended learning outcomes.

Initial activities

- Inventory of desired tutorial differentiation for each course.
- A differentiated tutorial menu. In this menu, we will distinguish different types of tutorials with the aim of providing a better fit between course content, tutorial set-up and student. The tutorials are based on the same content and a minimum level is offered, as all students should be able to achieve the learning objectives of the course.
- Additional development of tutorial materials, such as real-world cases, assignments and quizzes. A stronger link between scientific theory and real-world problems.
- Activating tutorials are offered if needed and suitable for a course or programme.
- Adequate support and academic staffing. Additional academic staff need to be recruited whose teaching is earmarked towards improving small-scale education (next to their research activities). These academics have sufficient in-depth knowledge of the topics taught to improve the content of the tutorials and to develop additional content. They work closely with the course coordinators and educational experts to design differentiated tutorials.

Measurable results

Measurable results	How to measure	Who	When	Where
Students consider the tutorials to be of added value to their learning	Course evaluations	BIAM	Each block	Year report TAc
A coherent overview of different types of tutorials per programme is available	Overview of types of tutorials	Bachelor coordinator	End of project	Final HOKA report
A differentiated tutorial menu exists	Overview of tutorial menu	Bachelor coordinator	End of project	Final HOKA report

Developments and results

As a result of progressing insights in the preparatory phase of this project, the reach of the project has been redefined as being broader than differentiating small-scale education only and now comprises all learning activities in a course that are suitable for differentiation. Accordingly, the term ‘Tutorial Menu’ used in the initial HOKA plans was relabeled ‘Learning Menu’. The experiences with online learning during the COVID-19 period provided valuable insights and new (online) education materials. As a result, the original plans were adapted accordingly.

The Learning Menu realizes a menu with differentiated face-to-face and online learning activities per subject. Students can choose those learning activities that suit their individual learning needs in order to meet the learning objectives for that particular subject. Potential items on the menu include (but are not limited to) online modules like SOWISO for practice and self-assessment, refresh modules to recharge prior knowledge, differentiated tutorials, live and recorded lectures, exam practice session, and exercise solving sessions.

In 2020-2021, two E/BE courses were selected to pilot the Learning Menu. This was based on a development approach, which means that differentiated learning activities were developed for a course as it is. The visualisation of the course structure (learning objectives, activities, and assessments) and the process of creating the visualisation were both perceived as positive by course coordinators. Students were positive about being able to choose between differentiated learning activities.

Based on the experiences of students and teachers in this pilot, the Learning Menu has been further developed, the visualisation and a standard format for the Learning Menu in Canvas were finalised and tools to enable students to make informed choices about what learning activities to attend were developed.

As of Block 1 2021-2022, a Learning Menu was introduced for all bachelor-2 courses in the bachelor Economics & Business Economics, at first based on the current set-up of the course, but in the future more differentiated learning activities could be added. A student panel was involved in order to include the vision and experiences of students in their further development.

In 2022-2023 all but one of the bachelor-2 E/BE courses and one course in the bachelor econometrics programme used the learning menu visualisation and introduced differentiation where perceived of added value. In the 2023-2024 academic year, the learning menu visualisation and differentiation were introduced to bachelor-1 E/BE courses and two courses in the bachelor econometrics programme.

5. TA professionalisation

To motivate students to actively engage with the materials inside and outside the classroom, TAs need to have good didactic skills. Because of high turnover of TAs, this is and remains a continuous process. In the past years we have improved the quality and intensity of TA professionalisation by improving the standard training by Risbo, creating an In-House training for certain courses, and enforcing participation.

Goal

TAs have the necessary knowledge and skills to provide activating tutorials, if and when applicable. TAs that experience difficulties in teaching the tutorials are quickly identified and are provided with extra support.

Initial activities

- When tutorials are adapted to specific needs of a course, it will be necessary:
 - o to develop an adapted TA profile.
 - o to hire the subsequently desired and needed Tas.
 - o to develop a training and support programme that is adapted to the needs of each specific TA. When a TA starts, he or she will receive a personalized training and support programme, depending on the experience of the TA and the type of the tutorial they are going to teach. For example, trainings on leading a discussion, giving feedback, grading, or working with a certain digital tool.

Measurable results

Measurable results	How to measure	Who	When	Where
Students are satisfied with the didactic skills of TAs	Course evaluation	BIAM	Each block	Year report TAc
Lecturers are satisfied with the didactic skills of TAs	Lecturer Evaluation	Manager TAc	Each block	Year report TAc
TAs feel comfortable teaching the tutorials in a way that fits the course.	TA evaluation	Manager TAc	Each block	Year report TAc

Developments and results

In the past years for some courses TAs indicated the training by Risbo did not adequately reflect reality of their tutorial needs. For these courses, an in-house training was developed by ESE Teachers TAc. The first training sessions were conducted in September 2022 and TAs are satisfied with it that is tailored to their needs.

In 2023, the Guidance TAs received more training on the topic wellbeing. Furthermore, weekly training courses for TAs were provided for a number of courses, mainly in the Business Economics and Econometrics departments, as well as several courses at the General Economics department, combining both didactic and content training.

6. Additional lecturer support

In 2018, academic staff indicated to invest considerable time in administrative and organizational tasks in general and in the organization of tutorials in particular. Their time could be spent better on improving the content of the course. In addition, a better separation of organizational and educational tasks was desired.

Goal

Provide more and better support to the academic staff, with regards to the organization of the tutorials, so the academic staff can focus on (improving) the content of the tutorials.

Initial activities:

- Inventory of needed organizational support of academic staff.
- Providing organizational coordination of tutorials.
- Hiring of the subsequently desired and needed support staff.

Measurable results

Measurable results	How to measure	Who	When	Where
Additional support is available and embedded in the organization	Inventory of support	Programme manager L&I	Quarterly	Progress report HOKA
Lecturers are satisfied with the support provided by the Tutor Academy	Lecturer Evaluation	Manager TAc	Each block	Year report TAc

Developments and results

To support the academic staff with administrative and organisational tasks, HOKA funds made it possible to hire additional staff. In most cases the additional staff consisted of student assistants, in some cases recently graduated students were hired to assist lecturers. Most of the additional staff worked directly under the guidance of one of the departments or individual teachers. To ensure that the online exams ran as smoothly as possible, there were also some extra employees working in the support department.

During the COVID-19 pandemic, the need for additional support was stronger than ever; the organisation of online teaching and online assessments required a lot of administrative and organisational effort from the teachers. Therefore, additional support was hired during the COVID years, with a peak of 3.1 FTE during 2021.

The above means that additional staff were not only assisting with the organisation of the tutorials (as described in the original HOKA plans above), but also with the organisation of other learning activities like exams and online teaching.

However, the possibility to hire additional support did not always have the desired effect. The current labour market makes finding the right people (on a temporary basis) difficult. In addition, it turned out to be difficult to find (enough) tasks that can be transferred to a (temporary) assistant. This is why, although teachers experience a high workload and are faced increasingly with all kinds of organisational tasks, the opportunity to hire additional support is not fully exploited.

In some other Schools, organisational tasks are often assigned to dedicated officers. Teachers can concentrate on the course content; the dedicated officers take care of the organisation and solving daily

(or structural) organisational matters. The department of Econometrics has employed an educational assistant to support all teachers in this department since 2020. From the beginning of 2023 an educational assistant has also been hired to support teachers in other departments.

7. Continuation of the Innovation Hub (L&I team) and educational innovation projects

The Learning & Innovation team is the driving force in the realisation of more blended approaches to learning, by providing information, advice and support. As a result, the use of these tools and the exploration of blended learning methods have substantially increased within our school. Discussions about the improvement of teaching and the introduction of forms of blended learning are in full swing. Dedicated educational expertise and up-to-date information about digital tools are available for all lecturers.

Initial activities:

The Learning & Innovation team will continue to:

- stimulate the use of blended learning tools, assist in redesigning courses, developing webcasts and new teaching materials.
- provide information, advice and hands-on support to lecturers and management.
- facilitate and stimulate the use and implementation of digital tools in education.

Measurable results

Measurable results	How to measure	Who	When	Where
A programme overview and effects of the use of activating learning methods, digital tools, digital assessment, web lectures, webcasts, blended learning methods is available.	Overview of activating learning methods	L&I team	Ongoing	MyEur
Presentations, workshops, training and guidance on how to enhance student learning by the use of blended approaches are available.	Inventory of activities	Programme manager L&I	Ongoing	Year report L&I team

Developments and results

In the last couple of years, the Learning & Innovation team's work included (amongst others) developments around ChatGPT and other AI tools, the introduction of a unified Canvas structure for all ESE courses, exploring the possibilities for a search engine for Canvas and introducing Academy Attendance, a new tool to record student attendance. Furthermore, the team developed a refresher module in Mathematics and Statistics for master's students. This refresher module has been introduced in several master's and a couple of bachelor's programmes in the 2023-2024 academic year and results are positive. Before 2020, the L&I Team has made significant steps by introducing tools for blended education like weblectures, SOWISO, Codegrade, and Canvas. This experience has been vital in the response to the COVID-19 response in the subsequent years,

Most importantly, the L&I team has grown to be a solid partner for lectures at ESE that seek advice on how to improve their courses. The L&I consultants have regular meetings with ESE lectures to continuously improve the quality of education at the school.

The Learning & Innovation team also started with and completed the first stage of the Futureproof Bachelor Curricula project. This entailed multiple lecturer expert meetings around different subjects (e.g. cross involvement, sustainability, student's learning journey, learning trajectories), with a general design for both the economics and econometrics programme as a result.

See appendix 1 for an overview of the educational innovation projects the L&I team has facilitated in partnership with ESE lecturers.

8. Development of an Education Dashboard (previously Health – Check)

Up to now, we have chosen a bottom-up incremental approach to educational innovation, which means that we learn from individual initiatives and strive to improve thereafter. We would like to continue this approach and provide lecturers with the necessary support when they want to change their course or introduce an educational innovation. Based on our experiences in the past years, we will select preferred ICT tools and further spread their use across ESE. For all innovation projects, we will check whether they fit with our educational goals. In addition, we aim to be more pro-active in reaching out to lecturers if we feel that a course needs to be changed. To this end, we initially planned to introduce a regular course “health-check”, which reviews course design and execution. By designing and implementing a planning and control cycle, we aim to ensure that continuous development of education is a regular part of our quality assurance framework and that courses do not suffer from deferred maintenance.

Goal

To embed educational innovation in our system of quality assurance.

Initial activities

- The design and implementation of a periodic “health-check” of courses using the PDCA-cycle, as part of the structural evaluation of our courses and educational innovations.
- A policy on preferred educational tools, blended learning methods and how to incorporate them in education.

Measurable results

Measurable results	How to measure	Who	When	Where
A “health-check” method, including a periodic planning and control cycle has been implemented.	A systematic and regular course evaluation method is available	Design and monitoring by the Project group HOKA	In 2019-2020	Periodic progress report HOKA
An overview of preferred ICT tools is available	Overview on MyEur; Substantiation of choices	L&I team; Programme manager L&I	Ongoing	Year report L&I team

An increase in the use of innovations to improve the quality of our education.	Overview educational innovations	L&I team	End of the project	Final HOKA report
Higher satisfaction with the quality of education by students and lecturers.	Course evaluations	BIAM	Ongoing	Periodic Progress report HOKA

Developments and results

In February 2020, just before the COVID-19 pandemic, a first draft of a design for a periodic 'Health Check' for courses was discussed with representatives of the programme committees. During the pandemic, the interaction between teachers in the various bachelor and master programmes has increased considerably, resulting in more alignment of courses and course organisation and more shared knowledge about the teaching methods in other courses.

This has made us realise that it seems much more meaningful to discuss courses in their context, rather than in isolation. This was a reason to reconsider the earlier design of the Health Check. In addition, when preparing the draft for the health check in 2019, we realised that the available management and control information on courses (e.g. student evaluations, number of students, exam results, etc) is currently very fragmented and not easily accessible.

In consultation with and with approval of the participation bodies, we therefore proposed the realisation of an "Education Dashboard"; an (online) overview of the development over time of certain key indicators for courses and for programmes. The aim of this dashboard is to provide lecturers and management with up to date and relevant information on which they can base future decisions, whether on the didactic design of the course, the content of the course or the organisation of the course (or programme). To realise this dashboard, additional expertise was hired. Further identification of the needs and possibilities was made, and several wireframes were developed, supported by a representative of the EUR CIO-office.

The data analysts of the ESE BI&AM team have been working on realising the dashboard. In collaboration with the EUR Data Competence Hub (DCH) useful data from ESE has been imported in the DCH's databases and categorized. The first data models were created, and the first dashboards were developed in this case about course evaluations and response rates. The first developed dashboards (course evaluation scores and response rates) have been made available to the Programme Director, the bachelor programme managers and Academic Directors of the master programmes, to be able to adjust education, organisation or a course where necessary.

After these first dashboards, the data analysts have been developing other dashboards. At the end of 2024, the following dashboards have further been created:

- Student Performance – BSA & Rate of graduations
- Enrolments
- Throughput per Programme
- Exam Monitor
- Course evaluations

9. Master specialisation in Economics of Sustainability

The Sustainable Development Goals (SDGs) of the United Nations are becoming increasingly important. ESE would like to make a contribution to achieving these with both its research and education. We want to offer students who are interested in sustainability a challenging master programme, which prepares them to apply the methodology of economics to sustainability issues. This project is in line with EUR's vision to include more sustainability issues in the educational programmes.

Goal

To start a master specialisation in the Economics of Sustainability.

Initial activities

Development of new courses and seminars for the master programme.

Measurable results

Measurable results	How to measure	Who	When	Where
Starting 2020 we offer a master programme in the Economics of Sustainability	New master Programme starts	Director Economics	September 2020	Study Guide

Developments and results

The new master specialisation Economics of Sustainability started in academic year 2022-2023. It started with 14 students, which grew to 19 students in academic year 2023-2024 and to 26 students in academic year 2024-2025. Upcoming year we expect about 15 students, so the new specialisation is not very popular yet. The first cohort of students that graduated the programme gave it on average a score of 7,7, showing that they are satisfied, although they have some improvement points as well. Some find the specialisation a bit too theoretical and multiple students would prefer it if FEM11207 Inequalities and Discrimination in Labour Markets was no longer mandatory.

10. Course differentiation – New electives

The range of electives offered in block 2 of Bachelor-3 was somewhat limited. Therefore, we wanted to offer students more opportunity for differentiation both in terms of knowledge and skills. Within Economics we for example have a group of students who are interested in mathematics and/or programming and want to develop their skills in this area.

Goal

Offer new electives in Bachelor-3 to provide students with more opportunity for differentiation.

Initial activities

- Development of new 4-credit electives.
- Hire additional staff to teach and develop these electives.

Measurable results

Measurable results	How to measure	Who	When	Where
Starting 2020-2021 our elective offer in Bachelor-3 is more varied and meets students' demand	Varied elective offer in Ba3	Bachelor coordinator	September 2020	Study Guide

Developments and results

We have expanded the offer of electives for both Economics and Econometrics students. The electives are specifically focused on broadening students' view, focusing on topics such as history, cybersecurity, pluralist economics, sustainability and health care. The course Environmental Economics was redesigned into Economics of Sustainability and focuses on the economic aspects of the SDG's. As such, it provides a better connection with the master specialisation Economics of Sustainability.

New electives in block 2 accessible to all ESE students:

- Collective Decisions and Voting Methods (FEB13103) --> since 2021
- Economic History (FEB13102) --> since 2021
- Economics of Cybersecurity (FEB13093) --> offered again in 2021 after being absent for some time
- Economics of Sustainability (FEB13027) --> Since 2021, replaces Environment Economics
- Pluralist Economic Perspectives on Climate Change (FEB13107) --> since 2023
- Qualitative Research in Marketing (FEB13104) --> since 2022
- Applied Game Theory (FEB13106) --> since 2023

New electives in block 2 for Econometrics students:

- Econometrics and OR in Health Care (FEB23024) --> since 2023

11. Course differentiation – Sustainability topics

In 2022, several new HOKA projects were developed in consultation with and approved by the participation bodies. One of these projects was to pay more attention to sustainability issues in some bachelor courses.

ESE (and the EUR) seeks a firm link with practice and relevant and timely problems in the field. As a university we aim at strengthening our society by creating an environment where students feel engaged and challenged by societal challenges from the Rotterdam region as well as the international contexts during their studies.

This is easier said than done. The inclusion of real-world cases in courses and the cooperation with external parties is time-consuming and requires considerable organisation effort on the part of lecturers. This is even more the case when assignments take place over several blocks, as will be in the case in the new Master specialisation Economics of Sustainability.

Therefore, we propose to hire an additional staff member to organize this type of activities for lecturers. This new officer can not only assist in the development of practice cases, the recruitment of organisations, and maintain contact with clients but can also facilitate in the organisation, coordination,

and guidance of student teams. The job profile for this new officer will be developed in close coordination with the Academic Directors and major coordinators.

Goal

Include sustainability topics in a number of suitable Ba1 and Ba2 courses.

Initial activities

Sustainability is better represented in the Ba1 and Ba2 curriculum.

Measurable results

Measurable results	How to measure	Who	When	Where
Number of courses paying attention to sustainability topics or real-life cases	Increasing number during project period	Bachelor coordinator	End of project	Study Guide

Developments and results

The initial plan had the number of courses paying attention to sustainability topics or real-life cases as its deliverable, this number should have increased through the years.

However, the initial plan has been changed. We first needed to determine how and where we wanted to include new activities in the programmes. To this end, ESE's Management Team initiated a workgroup 'ESE shared Vision on Sustainability' (as of September 2023) with the aim to formulate a shared vision on how ESE's disciplines can contribute to finding solutions to sustainability challenges, develop ambitions for ESE's core domains Education, Research and Engagement, and advice on how this ambition can be realized by further expanding existing initiatives and suggesting new ones.

Each department is represented in this workgroup and has organised Sustainability Dialogue in November 2023 and presented their plans and insights in one of the expert meetings of the project Futureproof Bachelor Curricula. The workgroup's final report was delivered in September 2024 and presented in one of the expert meetings of the project Futureproof Bachelor Curricula. The aim is to include the insights of the working group in the redesigned bachelor curricula.

12. Differentiation of Econometrics courses

The Econometrics programme wants to differentiate three bachelor courses in Economics for the Econometrics programme. The aim is to align the level and content of these courses to the educational needs of Econometrics students. To this end, we will develop the courses "Marketing for Econometrics", "Finance for Econometrics" and "Philosophy for Econometrics".

Initial activities

Development of three new courses "Marketing (Econometrics)", "Finance (Econometrics)" and "Ethics in Econometrics".

Measurable results

Measurable results	How to measure	Who	When	Where
Offering differentiated Econometrics (Marketing, Finance, Philosophy) courses as of 2020-2021	Differentiated Econometrics courses are available	Bachelor coordinator	September 2020	Study Guide

Developments and results

Differentiation of these courses has been achieved in 2021. The course Ethics in Econometrics was developed in cooperation with ESPhil and introduces students to various ethical consideration in econometrics, for example when working with data and estimation methods, and the information asymmetry that can occur between the econometrician and the client. In the courses Finance (Econometrics) and Marketing (Econometrics) more advanced econometrics techniques are used than in their Economics counterparts.

13. Lecturer Professionalisation

ESE aims to offer high-quality academic education by highly qualified teachers. For ESE it is important to constantly develop and enhance the didactical skills of our teachers. Therefore, all teachers are obliged to follow the Basic University Teaching Qualification programme (UTQ, in Dutch BKO) and are encouraged to proceed with the Senior Teaching Qualification programme (STQ, in Dutch SKO) and/or to follow MicroLabs organised by Risbo and the Community of Learning and Innovation. However, improvement of the training programme for our teachers is desired.

Firstly, new teachers do not always receive the support they need when they start teaching. ESE offers a general introduction to ESE, but there currently is no introductory programme for ESE teachers on how to organise a course, what procedures to follow or how the several education systems (Sin, Canvas, Osiris etc.) work.

Secondly, the current BKO programme which new teachers are required to take is not always appreciated. Many teachers find the current BKO programme less suitable as preparation for teaching economics and mathematics.

Finally, it could be instructive for both new and experienced teachers to regularly discuss recent educational developments with colleagues from inside and outside the School. This is not structurally organised at the moment.

Therefore, we proposed to add the following activities to the HOKA plans in 2022:

- Development of an onboarding course for new ESE lecturers.
- Development of a teacher development programme for ESE lecturers.
- Improvement of the current BKO programme for ESE teachers.

Developments and results

In the first half of 2023, the introduction process for newcomers in general and teachers in particular at ESE was analyzed, bottlenecks have been identified, and improvement proposals were formulated. In

the second half of 2023, an onboarding course for new ESE teachers (the Teacher Professionalisation Orientation course) has been developed, finalized and embedded in the regular processes.

In 2023 two workshops for teachers have been organised by the Learning & Innovation team; one workshop about AI and the challenges of AI for teaching, the other workshop was about wellbeing and the role of teachers in the wellbeing of students.

So far, we have not started developing a teacher development programme for ESE teachers or improving the BKO programme.

EUR Theme 3. Personal online learning

14. Further development of personal online learning

We wanted to continue to invest in the development of online learning. Online tools to practice with the materials are much appreciated by students. We wanted to continue the projects which were already started and implement online learning in other courses. We also observed continued demand from students for an increase in the availability of webcasts and web lectures.

Goal

Further implementation of online learning in education, to enable students to learn anytime, anywhere.

Initial activities

- Maintain the current support for learning tools and explore the availability of new tools.
- Upgrade of the IT infrastructure and support at university level.
- Spread best practices across ESE.
- Help lecturers implement online tools in course design.
- Develop online tools expertise of our educational experts.
- Depending on the outcome of the pilots with web lectures, expanding the availability of them.

Measurable results

Measurable results	How to measure	Who	When	Where
Better provision of personal online education, combined with face-to-face education	Overview of tools and courses	Programme manager L&I	End of project	Final LI/ HOKA report
Students consider the online tools to be helpful and effective	Student representatives; number of users	Programme manager L&I	Each year	Year report L&I team
Share positive results of initiatives and best practices within ESE	Overview of sharing activities	Programme manager L&I	Ongoing	Year report L&I team

Developments and results

The COVID-19 pandemic had a profound effect on the education landscape, with online education taking a more prominent role. We evaluated the COVID-19 period 2020-2021 together with lecturers, students and management, and learned valuable lessons about the use of blended learning methods, effective forms of online teaching and online examinations. One of the lessons learned is that the use of educational videos and/or recorded instruction lectures in combination with interactive exercises and Q&A-type lectures is something that works well and should be continued after the pandemic. We therefore added requirements for online education and content in our Service Level Agreement Education as of 2022-2023.

Moreover, we keep the Teaching staff ESE Canvas platform as well as the online ESE teachers MS Teams chat group, to support lecturers and to stimulate mutual exchange of lecturers' experiences. The debate regarding some other online education elements is still ongoing, such as the recording of plenary

lectures; students highly value the recordings, but lecturers are reluctant because of the risks of empty classrooms, procrastination, less student engagement and passive student attitude.

Lecturers can apply for additional funding to realise improvements to their courses, for example to expand interactive elements in large-scale plenary lectures or to enhance personal online learning, to encourage students to actively engage with the study material. To realise this, lecturers are supported by the Learning & Innovation team. This resulted in an increased use of webcasts and online practice tools like CodeGrade, SOWISO and Feedback Fruits, which enable students to practice (additionally) at their own pace and time. The online practice tools are also used to provide students with instant personal feedback. Other examples of interactive online tools are Mentimeter and Canvas quizzes, also Catchbox is used to support interaction in large-scale lectures.

To conclude, the goal set in 2019, to further implementation of online learning in education, to enable students to learn anytime, anywhere, has therefore been achieved.

15. Optimising the use of large-scale plenary lectures

Current technology offers alternatives to traditional two-hours plenary lectures with 200+ audiences. The programme committees indicated that in some courses in the bachelor and master two-hour plenary lectures are not the most optimal form of teaching. A form of blended learning might then be preferable, for example using webcasts in combination with more in-depth small-scale sessions, where students apply the knowledge for example in cases. We therefore need to develop a view on the added value of large-scale plenary lectures, which may differ from course to course. Based on this, we can experiment with blended learning in courses where this approach might be more effective than plenary lectures. In addition, the Programme Committee Economics and Taxation advises to develop a view on how to incorporate online learning in the programme, taking into account the consequences for on-campus education. We will continue the available support to develop and implement (more) small-scale and intensive methods of teaching in large-scale master courses.

Goal

To optimize the use of large-scale plenary lectures and to offer possible alternatives using webcasts and small-scale sessions.

Initial activities

- Develop a view on the added value of large-scale plenary lectures and on the consequences for on-campus education when implementing online learning.
- Based on this, select courses that would benefit from a blended learning approach.
- Select and implement blended approaches to learning for these courses.
- Provide small-scale teaching in more courses.
- Inventory of additional needed (support of) academic staff.

Measurable results

Measurable results	How to measure	Who	When	Where
An inventory of courses that benefit from a blended learning approach is available	Health-check	Coordinators	End of project	Final HOKA report
Overview of initiatives realized with alternatives to large scale lectures	Inventory of initiatives	Programme manager L&I	Each year	Year report L&I team; Final HOKA report
Different forms of online and on-campus education are offered	Inventory of initiatives	Programme manager L&I Coordinators	End of project, ongoing	Year report L&I team
Student satisfaction with the mix of online and on-campus education	Course evaluations	BIAM	Each block	Year report L&I team

Developments and results

When the HOKA plans were written, we intended to provide alternatives to large-scale plenary on-campus lectures, such as webcasts, recorded lectures or knowledge clips. We aimed to introduce forms of blended learning, for example using webcasts in combination with more in-depth small-scale sessions, where students apply the knowledge.

Huge steps have been made on this topic. During to the COVID-19 pandemic, all teachers had to transfer to recording lectures or providing alternatives for lectures (short online knowledge clips and interactive webinars or online question hours). Since the pandemic, online education and blended approaches to learning have a much more prominent role in our education. The use of webcasts, educational videos and/or recorded instruction lectures in combination with interactive exercises and Q&A-type lectures works well. We therefore added requirements for online education and content in our Service Level Agreement Education 2022-2023.

The point of attention for the university is that if you want to use digital innovation in education (such as in class discussion tools, assessment software, hybrid class meetings) limitations of available EUR facilities can be encountered. The growth of the university as well as the increased use of digital services in the past years, puts pressure on the EUR facilities, including the availability of sufficient and well-equipped class and exam rooms.

To conclude, the goal set in 2019, to optimize the use of large-scale plenary lectures and to offer possible alternatives using webcasts and small-scale sessions, has therefore been achieved.

EUR Theme 4 Student Wellbeing

16. Student Engagement / Wellbeing

Mental health problems of students have increased over the past years and at ESE we also see that our students more often experience sadness and depression than before the COVID-19 pandemic. This has led to the question how we could increase student wellbeing and what the responsibilities of our School are in this respect. Universities in the Netherlands have agreed to collectively take action to increase student wellbeing. This has resulted in a framework by the UNL which universities can use to increase student wellbeing (Landelijk Kader Studentenwelzijn 2023-2030).

A sense of belonging has been identified as an important contributor to student wellbeing and academic performance. Especially in the first two years of the bachelor programmes, personal interaction with lecturers is relatively limited. There are few extracurricular activities and even then, they are often more sober than we would like. To increase student engagement and well-being and develop their academic profile, other than by simply following the compulsory courses, ESE planned the following activities:

- Developing and organising activities during the year aimed to increase student engagement with the School, e.g. festive graduation days, Meet and Greet with alumni, small guest lectures, discussions, games.
- Making the MentorMe programme available for Master students
- Investigate how we can engage Bachelor-1 students, preferably from block 1 onwards, by introducing the various fields of economics/econometrics and current and relevant research themes of our School.

Developments and results

Engagement activities

Several activities have been developed and organised in 2023 and 2024 to increase student engagement and a sense of belonging:

- An extra Bachelor Graduation Day, to make it possible for students to invite more family and friends.
- On-campus Take-Offs for first-year students, with focus on bonding (to ESE, between students).
- A 'First Year Party', aimed at all students (over 900) who received a positive BSA. Unfortunately, we had to cancel this party in 2023 last minute due to the shooting incident at EMC hours before the party.
- Master Graduation Day. Until 2023, students received their diploma during the thesis defense. After a successful pilot of the MSc Accounting, Auditing and Control with a festive graduation day in 2023, which the graduates very much appreciated, ESE decided to decouple the thesis defense from the graduation and to organise a Master Graduation Day for all the master programmes, starting as of December 2024.

MentorMe

As of 2021, ESE alumni can become mentors on the MentorMe platform. On this platform, bachelor students can get in touch with alumni to ask them questions and advice about their future career. The

aim was to also make the platform available for master students. From March 2023 onwards, also pre-master and master students have access to more than 500 alumni mentors in the MentorMe platform.

Student Journey – workgroup Student Wellbeing and Sense of Belonging

Based on the insights of the NPO-programme, the workgroup 'Student journey' (2023) was asked by ESE programme management to investigate student wellbeing and sense of belonging at ESE and to define concrete actions how to improve both. Based on the outcomes of ESE's Social Atmosphere Survey 2022-2023 (to clarify what the concept of student well-being is, what the role of ESE should be and what activities could be undertaken to improve student well-being), the UNL framework student wellbeing and the EUR Wellbeing Manifest the workgroup provided their advice in February 2024.

Teacher Training on Student Wellbeing

ESE's Student Wellbeing officer organised a teacher training to inform teacher on how to recognize early signs of student ill-being, respond appropriately, and refer students to support services when needed.

Involvement of the participation bodies

The participation bodies (School Council and four Programme Committees) have been involved in the development of ESE's Quality Agenda 2019 in the following way:

- They have been invited to provide ideas to programme management for this quality agenda. These ideas were discussed during the plenary meetings of the participation bodies and were communicated to programme management in an advice letter.
- Programme management incorporated the ideas as much as possible in this document. Each participation body also received an individual response from programme management to their advice letter. In case an idea did not fit well with the quality agenda, for example because it is too much "business as usual" instead of innovation, we addressed how to deal with this idea in the individual response.
- All participation bodies discussed the draft plans and provided their feedback, on the content as well as on the budget. This resulted in this final quality agenda.
- The final version of this agenda was submitted for approval to all participation bodies.

Apart from this specific involvement, the programme committees continuously monitor education quality through the course evaluations, student representatives, and of course their members. If they signal any issues or opportunities for improvement, they discuss this with programme management. Some of the programme committees choose their own focal topics which they discuss and analyse in more depth.

Periodic updates with the status of HOKA projects including budget overviews are sent to the Faculty Council, as well as annual reports from the Tutor Academy and the Learning & Innovation Team, and separate updates on Career Skills. These documents as well as the minutes of the discussions are shared with the four programme committees.

New HOKA projects or activities, such as those initiated as of September 2022, are developed in consultation with the participation bodies and the final plans including budget proposal are submitted to the School Council for approval. Changes within the HOKA projects are submitted for feedback and input to the participation bodies, such as the transfer of the "Health-Check" project into the "Education Dashboard" project. Feedback and input on the HOKA projects are shared by both the School Council and the programme committees, and has led to adjustments in the draft proposals, for example in the plans for the tutorial differentiation and for the Career Skills Programme.

Financial realisation

In the table below you will find an overview of the financial realisation in the period 2019-2024.

Project name	OCW theme	EUR theme	Financial realisation (x 1.000 €)						Totaal
			2,019	2,020	2,021	2,022	2023	2024	
Projectleiding	6 Professionalisering/docentkwaliteit	2 Innovation Capacity				-	226	265	491
Continuation of the Tutor Academy	1 Kleinschalig intensief	2 Innovation Capacity	491	446	520	587	654	761	3,459
Tutorial Differentiation	1 Kleinschalig intensief	2 Innovation Capacity	6	3	3	1	0	1	14
TA-professionalisation	1 Kleinschalig intensief	2 Innovation Capacity	9	7	15	22	38	95	185
Additional Lecturer Support	1 Kleinschalig intensief	2 Innovation Capacity	-3	69	189	107	117	85	564
Optimising the use of large-scale plenary lectures	1 Kleinschalig intensief	3 Personal Learning Online Facilities	46	78	114	23	92	114	468
Hire additional skills staf	2 Meer en betere begeleiding	1 Personal Professional Development	129	183	186	165	135	224	1,022
Further development Skills	2 Meer en betere begeleiding	1 Personal Professional Development	13	43	42	34	16	26	174
Additional skills courses	2 Meer en betere begeleiding	1 Personal Professional Development	30	23	20	7	2	7	89
Career skills (previously Career orientation and preparation)	2 Meer en betere begeleiding	1 Personal Professional Development	47	116	178	271	192	181	986
Continuation of the activities of the Innovation Hub	4 Onderwijsdifferentiatie	2 Innovation Capacity	260	264	354	331	380	667	2,257
Development Education Dashboard (previously Health Check)	4 Onderwijsdifferentiatie	2 Innovation Capacity	-	-	-	-	29	20	49
Further development of personal online learning	4 Onderwijsdifferentiatie	3 Personal Learning Online Facilities	67	122	59	41	11	21	321
Master specialisation in Economics of sustainability	4 Onderwijsdifferentiatie	2 Innovation Capacity	12	15	59	68	97	45	295
Course differentiation ; new electives	4 Onderwijsdifferentiatie	2 Innovation Capacity	-	2	9	5	66	80	163
Course differentiation ; sustainability topics	4 Onderwijsdifferentiatie	2 Innovation Capacity	-	6	4	24	20	44	98
Differentiation of Econometrics courses	4 Onderwijsdifferentiatie	2 Innovation Capacity	-	11	36	29	21	22	119
Lecturer professionalisation	6 Professionalisering/docentkwaliteit	2 Innovation Capacity	-	-	-	-	13	-	13
Student engagement/well-being	2 Meer en betere begeleiding	4 Studentenwelzijn	-	-	-	60	166	34	261
Onverdeeld			-	-	-				-
			1,108	1,387	1,787	1,777	2,276	2,693	11,029

	Available budget (x 1.000 €)						Totaal
	2,019	2,020	2,021	2,022	2023	2024	
Allotted HOKA budget	895	1,062	1,803	2,366	2,566	3,040	11,732
Allotted reserves studievoorschotmiddelen	549	883	421	126			1,979
Total budget	1,444	1,945	2,224	2,492	2,566	3,040	13,711

Financial result	336	558	437	715	290	347	2,682
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Appendix 1 - Most important HOKA Activities and results

HOKA results and activities relevant to all programmes

1. The introduction and the continuation of the Tutor Academy (TAc)

The TAc is responsible for the recruitment, selection, guidance and training of the ca. 350 Teaching Assistants (TAs) who work for the bachelor courses each year. Before the start of the TAc, there was no uniform system for the recruitment, supervision or training of TAs. Whether and to what extent TAs received training and guidance varied from teacher to teacher.

2. The introduction and continuation of the Innovation Hub

The Innovation Hub consists of the ESE Learning & Innovation team (L&I team), online up to date information about educational tools for teachers and funding for the incidental costs of educational innovation projects.

The Learning & Innovation team helps teachers to formulate and implement educational innovation in their courses. The Learning & Innovation team also provides the necessary digital tools, realises the necessary licence agreements and is available for all questions teachers have on (online) education.

3. The Introduction of online exam tools and an online proctoring tool during the Corona pandemic

4. The development and implementation of the new Career Skills programme

The career skills programme was launched in January 2021 and consists of 20 1-credit courses (28 hours study load), from which the students can choose their preferred courses. The introduction of the Career Skills programme addresses students' request to pay more attention to preparing for the job market.

5. The organisation and further development of the Academic Skills course and Guidance in year 1

6. The development of 8 new electives:

- Collective Decisions and Voting methods,
- Economic History,
- Economics of Cybersecurity,
- Economics of Sustainability,
- Pluralistic Economic Perspectives on Environmental Challenges,
- Qualitative Research in Marketing,
- Applied Game Theory,
- Econometrics and OR in Health Care.

7. The availability of additional teaching and support staff

8. The development of a general design for all bachelor programmes

In this general design, among other things, the conceptual foundations, learning trajectories and didactic frameworks for Futureproof Bachelor Curricula are described. This general design is the starting point for the next phase of the Futureproof Bachelor Curricula project.

HOKA results and activities relevant to Economics and Business Economics

1. The introduction of the Learning Menu in bachelor-1 and bachelor-2.
2. The introduction of interactive skills exercises in the course Fiscale Economie.
3. The introduction of a new way to detect and handle free riding in the course Research Project.
4. The development and introduction of the online learning tool Sowiso for accounting courses.
5. Adding Fintech to the Master in Financial Economics by redesigning teaching materials.
6. Replacement of the ICT textbook by videos.
7. Developing weekly online self-tests for introduction to Mathematics.
8. The development and introduction of two interactive card games for skills education.
9. The development and introduction of a new SPSS Module.
10. The development of an educational video about writing a policy report.
11. The Master Thesis Preparation course Stata.
12. The development of videos for Introduction to Econometrics.
13. The new elective Collective Decisions and Voting Methods.
14. The new elective Economic History.
15. The new elective Economics of Cybersecurity.
16. The new elective Economics of Sustainability.
17. The new elective Pluralist Economic Perspective on Environmental Changes.
18. The new elective Qualitative Research in Marketing.
19. The redesign of the Tutorials Microeconomics.
20. The development and introduction of videos about econometrics for E/BE B1 students.
21. The development and introduction of sustainability topics in the course History of Economic Thought.
22. The development of a simulation game for the minor Port Management and other courses.
23. The development of online exercises on microeconomics for the online learning tool Sowiso to replace the book related exercises.
24. The improvement of the weekly quizzes offered in Finance 1.
25. The upgrade of the didactical approach in Advanced Behavioural Economics.
26. The upgrade of Intro to Behavioural Economics.
27. The development of a new master specialisation Economics of Sustainability.
28. The development and implementation of Quizzes for intro Econometrics.
29. The development of videos for Introduction to Econometrics.
30. The introduction of more topics on sustainability in the course FEM 11094.
31. Redesign of the course FEB13050 economics of Markets and Organisations.

HOKA results and activities relevant to Econometrics

1. The introduction of a goal setting programme aimed to make students more motivated and successful.
2. The Introduction of Codegrade which allows students to get immediate feedback on programming assignments.
3. The development of the self-study MATLAB module.
4. The innovation of the exercises in the Programming Course.
5. The redesign of Introduction to Programming.
6. The realisation of subtitles for the 50 videos used in Intro to Statistics.
7. The new elective Applied Game Theory.
8. The new elective Econometrics and OR in Health Care.
9. The extra-curricular course Turing machine & Deep Learning.
10. The development and execution of the new course Finance for Econometrics.
11. The development and execution of the new course Marketing for Econometrics.
12. The development and execution of the new course Ethics in Econometrics.
13. The development of the self-study module R.
14. The redesign of the course Programming.
15. The development and introduction of an animation type video on the topic of hypothesis testing.
16. The development of a physical Study Hub.

HOKA results and activities relevant to Fiscal Economics

1. The introduction of skills assignments within the course Fisale Economie in B2.
2. The introduction of skills assignments within Omzetbelasting (OB).
3. The introduction of skills assignments within Inkomstenbelasting A (IB A).
4. The introduction of Flipped classroom within Inkomstenbelasting B (IB-B).
5. The introduction of Flipped classroom within Privaat- en Ondernemingsrecht.
6. Tax Jurisprudence Program part of Career Skills (from 2022).