HEQA Report February 2021
Looking back on 2020

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1. Introduction to HEQA

1.1. Investing in Educational Quality based upon our Educational Vison

Erasmus University has agreed to a Quality and Innovation Calendar "Working together at world class education' (2019)[1] as a means to fulfil the Quality Agreements for Higher Education (2018).[2]

The Quality and Innovation Calendar includes 8 faculty plans on three major themes consented to by Faculty Councils and three additional EUR-wide plans overarching all faculties; co created and consented to by the University Council. All plans follow major strategic themes of Erasmus University based upon Strategy24[3]: EUR themes and all specific projects are linked directly to the compulsory OCW themes. For this report, focus is on the realisation of educational quality based upon the EUR ambitions and educational vision.

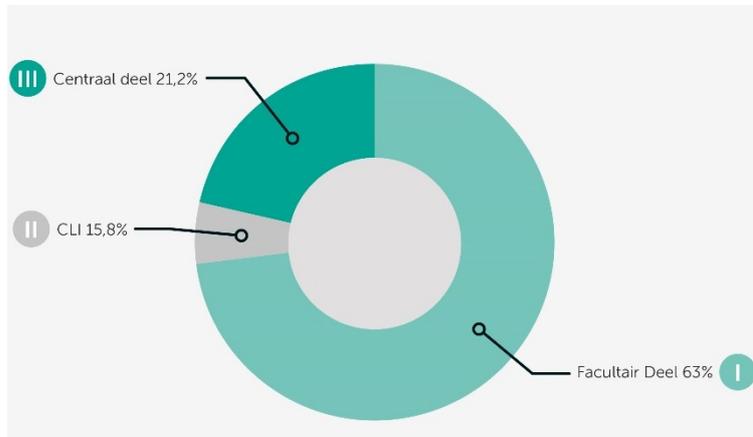| Faculty based Plans (as of 2019)	EUR- wide Plans (as of 2021)[4]
1. Personal Professional Development of students 2. Innovation capacity of our teachers 3. Personalized and online learning	4. Student Wellbeing 5. Impact at the Core 6. Innovative Space (Erasmus X)

1.2. Key figures

Figure 1 EUR wide and Faculty share in HEQA funding

Total investments[5]: M 61.145 (HEQA funding), completed with a maximum of M 11.954 to be reserved to supplement faculty spending through extra investments by Erasmus University, if needed.

A little over a third of all funding is allocated toward EUR-wide Plans, whereas faculties get the biggest share of all funding: 63%.

1.3. Monitoring

Erasmus University monitors output and financial realisation in 3 monthly intervals and reports to participatory bodies at least twice a year. Major changes in goals and expenditures are consented to beforehand.

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[1] Working together at World Class Education (August 2019) and Appendices (August 2019).

[2] Investeren in Onderwijskwaliteit, Kwaliteitsafspraken 2019-2024.

[3] Erasmus Strategy 2024, Creating positive societal impact, the Erasmian Way (2019), p.61-68: Ensuring our education is future-oriented. Each strategic theme of the HEQA-Quality and Innovation Calendar 'Working together at World Class Education, is tied to one of the major themes that were specified in appendix 1 of the guidelines by the ministry.

[4] In agreement with University Council, investments on central themes have been expedited. Wellbeing: Consent July 2019; Innovative Space: Consent August 2019, Impact at the Core: July 2020. This will enable Erasmus University to evaluate all themes by the end of 2021.

[5] As published in August 2019; revised annually in Erasmus Perspectives based upon student enrolments.

	Participation Faculty[6]	Educational Directors RM/Executive Board	Report on:
Faculty	Periodical	Bilateral	• Budget
EUR wide Programme	Periodical	Bilateral	• Forecast
CLI	Periodical	Bilateral	• Actuals
			• Progress
			• KPI
			• Efficiency
	University Council[7]		

Figure 2: Monitoring on output

To enhance EUR-wide cohesion within the innovation themes, members of the Academic Community meet in Communities of Practice[8]. Communities of Practice are groups of people who regularly learn together and from each other, because they care about the same challenges. Through thinking together, practitioners negotiate three structural elements:

(1) mutual engagement (activities that they do together in order to "get things done");
(2) joint enterprise (unique sets of problems or hot topics that they care about);
(3) shared repertoire (concepts and artifacts which they adopt or co-produce).

Communities of Practice	Evaluation of:	Educational Directors RM/Executive Board	University Council
Personal Professional Development	mutual engagement (shared activities)	Midterm 22	Midterm 22
Innovation Capacity for our Teachers	joint enterprise (shared questions)	Endterm 24	Endterm 24
Personalized and Online learning	shared repertoire (shared concepts)		
Impact Learning			
University Council			

Figure 3: Dialogue on Outcome

There are two sub questions to evaluate the results of all our plans: (1) are we successfully ensuring that our education is future oriented 'the Erasmian way' in line with Strategy24 and the educational vision explicated there, and (2) are we taking the right steps to ensure that we will live up to our ambitions?

The scope of the first question *(Are we successfully ensuring that our education is future oriented 'the Erasmian way' in line with Strategy24 and the educational vision explicated there)* will be answered in several steps:

(1) by members within the academic community of Erasmus University in four learning communities (personal professional development; innovative capacity for our teachers; personalized and online learning; impact learning) governed by CLI and headed by Academic Leads who are considered to be experts in the field;

(2) in a midterm evaluation in 2021 focused on intermediate outcomes of all innovation projects in terms that make sense to students, teachers and stakeholders;

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[6] Annual Reflection on process & output.
[7] Midterm and final reflection on process & output & outcome.
[8] Implementing Educational Strategy of Erasmus University- *Intermediate Effects at the Institutional level (Jansz/Verheijke).*

(3) and ultimately in a final audit in 2024, in a qualitative debate with our internal and external stakeholders, based upon facts and figures.

The scope of the second question *(Are we taking the right steps to ensure that we will live up to our ambitions?)* is the focus of the periodical reports shared with our internal stakeholders each quarter: what is the progress, what are intermittent results and do these align with our ambitions? This report will highlight all output towards December 2020.

Goals (2019)	Output (frequent)	Outcome (22-24)
Quality and Innovation Calendar	Activities developed to reach the results	Effects on the educational quality: what makes 'Erasmian Education'

Figure 4: Keeping track of innovation

Outcome will be evaluated during the audits of the Ministry of Education by the Dutch and Flemish Accreditation Organization (NVAO) in 2024. The ministry will evaluate the effects of the HEQA-investments based upon three audits:
(a) a plan audit in November 2019 (completed successfully),
(b) a progress audit first half of 2022
(c) a final audit in 2024.

Our next audit in the first half of 2022 will be a desk audit and will be based upon annual reporting of 2021. The focus will be on 2 criteria: (1) to what extent does Erasmus University materialize the quality and innovation aims as explicated in 'Working together in World Class Education', mainly in the eyes of participatory bodies and taking into account unforeseen circumstances that might have occurred, (2) to what extent have participatory bodies been included in a dialogue pertaining the implementation of all plans, according to (revised) plans.[9] The outcome of the audit will impact the decision by the ministry to agree to an elevation of funding following 2023.[10]

1.4.   Scope of the current report

The current report reflects on the progress until December 2020[11] and is based upon projects and budgets as outlined in:

- 'Working together at World Class Education – Appendices' (July 2019). *Status: Implementation as of 2019.*
- EUR-wide projects Quality and Innovation Calendar as outlined in 'Working together at World Class Education' (July 2019). *Status: Implementation as of 2020.*
- A recap of reports on CLI spending, related to the HEQA funding.

In line with the scope as defined in paragraph 1.3, focus lies on (1) efficiency; (2) output/outcome on educational quality and (3) strategic alignment. Main sources are the periodical reports submitted by faculties and programmes as presented in the HEQA Dashboard.

Following the October HEQA report, leading questions in this February 2021 report are the same as in previous reports:

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[9] Beoordeling kwaliteitsafspraken hoger onderwijs 2019-2024, Protocol, NVAO/Afdeling Nederland, April 2018.
[10] Investeren in Onderwijskwaliteit, Kwaliteitsafspraken 2019-2024, p.5, paragraph 7
[11] Main sources that underpin this report are: first period reporting (February 2020) and intermittent reporting July 2020 on the impact of Corona and the end of year reporting. Reports were highlighted in a HoKa overview bilateral conferences with representatives of Corporate Planning and Control and Academic Affairs of Erasmus University (August/September and February 2020).

	What	Why	How
1	Are budgets allocated according to (revised) plans and have councils consented to any changes? *(efficiency)*	Quality Assurance: do we act as we had planned.	Project budgets are aligned with budget plan. Changes are transparent and consented to by participation.
2	Are there any unforeseen delays in the spending of HoKa funds and have councils been informed? *(efficiency)*	Budget spent should benefit currently enrolled students as much as possible.	In 100 percent of time available, 100 percent of budgets should be spent.
3	What is the impact of Covid 19 on the HEQA investments and have councils consented to any changes that might have occurred? *(efficiency)*	April 1st, the Executive Board granted all faculties permission to redirect project goals and spending in favour of remediating effects of Covid 19.	Faculties report on impact of Covid 19 on existing projects, as well as especially initiated projects to maintain/enhance educational quality.
4	What has been achieved so far? *(strategic alignment)*	Quality Assurance: do we act as we had planned.	Output and Outcome show that ambitions are being met and quality of education improves because of the investments.
5	What follow up actions might enhance intended output/outcomes? *(output/outcome)*	Long term perspectives should be aligned with previous ambitions.	Changes have been secured by recalibrating plans, goals, output and outcome in a dialogue with faculty and/or university participation.

Figure 5: Main questions in reporting cycle

2. Main Conclusions of the HEQA Investments in 2020

1. Are budgets allocated according to (revised) plans? and have councils consented to any changes?

In total M 13.995 was invested in 2020 comprised of both HEQA and additional funding of Erasmus University. According to our initial position in 2019, for 2020 M 12.843 should have been invested. All faculties of Erasmus University spent M 10.197 in 2020 (end of year reports).[12] Changes occurred, mainly because of Covid 19.[13]

Faculty	Budget '20	Actuals '20	Δ
EMC	1,857	1,964	106
ESE	1,946	1,387	-559
ESHCC	500	451	-49
ESHPM	360	358	-2
ESL	1,785	1,785	0
ESPhil	247	301	54
ESSB	1,927	1,932	5
RSM	2,019	2,020	1
Grand Total	10,641	10,197	-444

In general, spending per theme the Quality and Innovation Calendar shifted occasionally. Faculties spent less on formal teacher training (theme 2), however, lecturers received on the job support to adapt to online teaching. Major shifts in plans due to Covid19 were consented to by participatory bodies.

EUR theme	Budget '20	Actuals '20	Δ
1 Personal Professional Development	4,565	4,455	-110
2 Innovation Capacity	3,366	2,888	-478
3 Personal Learning Online Facilities	4,904	4,692	-212
4 Wellbeing	488	437	-51
5 Impact at the Core	546	317	-229
6 Erasmus X	1,400	1,206	-194
Grand Total	15,269	13,995	-1,274

Erasmus University invests additionally in the enhancement of its educational quality. Erasmus University had expected to invest M 5,193 extra in the Quality and Innovation Calendar.[14]

Year	OCW- funding	EUR-investments	Δ
2020	7.650	13.995	6.345

In total, in 2020 Erasmus University invested M 6.345 additional to the HEQA funding received by the Ministry.

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[12] Investments in EUR wide initiatives (CLI, Impact at the Core, Erasmus X and Wellbeing not included.
[13] Deviation > 10%.
[14] Additional funding is based upon (1) pushing forward investments in the central innovation themes Wellbeing, Impact at the Core and Erasmus X, as well as (2) investing additionally in faculty plans.

2. **Are there any unforeseen delays in the spending of HoKa funds on a Faculty Level?**

Lecturers received extra training to tackle online challenges, however, the number of formal training programmes declined.

Erasmus School of Economics reports underspending. This is caused by an administrative change in financial reporting on staff deployment. Next, some course developments were shifted towards 2021 due to Covid19. The school reports that further changes are to be expected in 2021. Investments will take up, however, up to the level as forecasted in 2019.

3. **Are there any unforeseen delays in the spending of HoKa funds in EUR wide programmes?**

EUR theme	Budget '20	Actuals '20	Δ
Erasmus X (EUR X)	1,400	1,206	-194
Impact at the Core	546	317	-229
Wellbeing	488	437	-51
CLI	2,194	1,838	-356
Grand Total	4,628	3,798	-830

4. **What is the impact of COVID 19 on HEQA-investments/the Quality and Innovation Calendar?**

A volume of M 8.1 of project investments has been affected, 66.6% over of the total budget 2020.

Major shift per theme is in the increased design of online courses and assessment; increased teacher and student support and delays in training programmes of teaching staff. At some faculties, development of new courses has been delayed.

Some faculties and central projects have launched specific projects. Faculties who have done so, have been requested to realign and/or define specific project plans and re-evaluate KPI's accordingly.

5. **What has been achieved so far?**

See theme reports in chapter 4 onwards.

3. Allocated budgets according to Quality and Innovation Calendar (HEQA)

Faculty investments per theme OCW

Focal areas of investments both align with the major items as formulated by the Ministry of OCW, as well as the general aims of Quality Enhancement and Innovation Calendar of Erasmus University. Tables below reflect spending from both perspectives.

OCW-theme	Budget '20	Actuals '20	Budget '21	Budget '22	Budget '23	Budget '24
1 Small Scale Intensive	3,830	3,480	4,336	4,409	4,494	4,408
2 More and better guidance	4,741	4,000	4,039	3,136	2,927	2,932
3 Study success[15]	35	50	39			
4 Educational Differentiation	5,626	5,295	7,094	6,938	6,778	5,183
5 Facilities	658	639	555	606	623	627
6 Professionalisation	379	531	473	474	451	451
Grand Total	15,269	13,995	16,536	15,563	15,273	13,600

Table 1: Actuals and Forecast of Faculties and Central projects combined per OCW guideline 202070

The table below shows the investments along these strategic focal points. Largest investments are allocated towards the personal professional development of our students, the innovation capacity of our teachers and Personalized and Online Learning. Investments on central programmes of Wellbeing, Impact at the Core and Erasmus X, amount to a little less than M2,5 (M 2.434).

EUR-theme	Budget '20	Actuals '20	Budget '21	Budget '22	Budget '23	Budget '24
1 Personal Professional Development	4,565	4,455	5,300	4,622	4,631	4,632
2 Innovation Capacity	3,366	2,888	3,391	3,241	3,374	3,289
3 Personal Learning Online Facilities	4,904	4,692	4,341	4,023	3,977	3,708
4 Wellbeing	488	437	750	747	523	532
5 Impact at the Core	546	317	1,254	1,430	1,268	1,440
6 Erasmus X	1,400	1,206	1,500	1,500	1,500	1,500
Grand Total	15,269	13,995	16,536	15,563	15,273	13,600

Table 2: Actuals and forecast of faculties and central projects combined per EUR theme 2020701

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[15] Erasmus University did not identify Study Succes as one of the investment themes, but will monitor study success annually in the compliancy meetings, part of spring bilo procedures.

4. Risk assessment 2020

Category	What happened	Evaluation and Mitigation
Efficiency	Covid 19 impacted 66.6 % of projects, either in goalsetting, or in ways of implementation.	In the case of new projects and/or reallocation of budgets, faculties and/or programmes have discussed changes prior to redefinition of projects. Faculty Councils consented to major changes. Since measures have been taken to assure that stakeholders consent and because changes will not affect outcome in the long run, no further mitigation needed.
	Covid 19 impacted the theme Innovation Capacity of Teachers due to Covid19.	Since lecturers received alternative professionalisation in line with challenges by Learning Innovators, no further measures required.
	Erasmus School of Economics spent all HEQA funding of the ministry of Education, however, did not meet the target of extra investments due to Covid 19. Main deviation: postponement of course development.	Erasmus School of Economics has explained that projects will be implemented in 2021 onwards. In period reporting in 2021 evaluation of progress in development and implementation. Check on faculty consent. (CPC/Academic Affairs).
	EUR overarching programmes lagged a little behind in spending, partly because of Covid 19, partly because of a late start on one of the programmes.	In period reporting in 2021 (depending on Covid 19), evaluation of progress in development and implementation. Check on participation consent (CPC/Academic Affairs)
Alignment with Outcome	Views of participatory bodies on educational quality and the focus on quality might vary over time. With Wellbeing this caused a change of course in 2020 that might possibly affect the final outcome of the project.	Output of wellbeing will be adapted in co creation with members of the University Council. The continuous support of participation is a high risk, since it effects both output, outcome as well as financial realisation. Co creation and consent of participatory bodies is essential. Measures proposed: Enhancement of onboarding process at the start of each academic year. Recalibration on process, goals and expected outcomes.
	Outcome of faculty projects is partly defined in student satisfaction. Some data on student satisfaction will not come in before the end of 2021. As it shows, not all faculties will report on this KPI, because of new insights.	The KPI have been recalibrated in February 2020. If, in Q4 of 2021, KPI on satisfaction will deviate, it will be included in discussions of the midterm assessment of on all projects, to either assure efficiency or to redirect plans if needed.
	Although output is in line with plans, the outcome might deviate from the ambitions of our strategic profile and educational vision.	Communities of Practice function to align a shared perspective and narrative. The output of all projects and the outcome of discussions and views in the CoP will be reviewed in the midterm assessment end of 2021.
	Alignment of output of Innovation Capacity with output on 'Recognition and Appreciation' and 'Stepping up Professional Services' is disaligned.	In 2021, the Community of Innovation Capacity will involve relevant members in the community discussion.
	Final aim of Innovation Capacity is the unbundling of teaching capacity. Learning innovators play an important role, as well as tutors and mentors. If Quality Funding would subside, this impacts the strategic ambition.	In the bilateral conferences of 2021, this point needs to be addressed with faculties. Action: CPC/Academic Affairs.

5. Theme report on Personal Professional Development (2020) - OCW 2

EUR theme	Budget '20	Actuals '20	Budget '21	Budget '22	Budget '23	Budget '24
1 Personal Professional Development	4.565	4.455	5.300	4.622	4.631	4.632

Table 3: EUR Wide Investments in Personal Professional Development

Ambitions of EUR

Changing demands require students to be self-aware and critical in their personal and professional development. Erasmus University trains students to become critical creative problem solvers. EUR helps students to be personal learners, to build professional and academic competencies. Projects in this theme aim to enhance educational quality on outreach, goalsetting, skills education and alumni. Main focus point in 2019 and 2020 has been skills education.

Output (35 projects of which 19 were affected by Covid 19)

Of the total of 35 projects, 11 projects were affected by Covid 19. Early in 2020, particularly skills training courses were organized on campus, making use of smaller group sizes. Although most skills education started on campus and/or in a hybrid mode, gradually faculties were forced to switch to online skills training programmes.
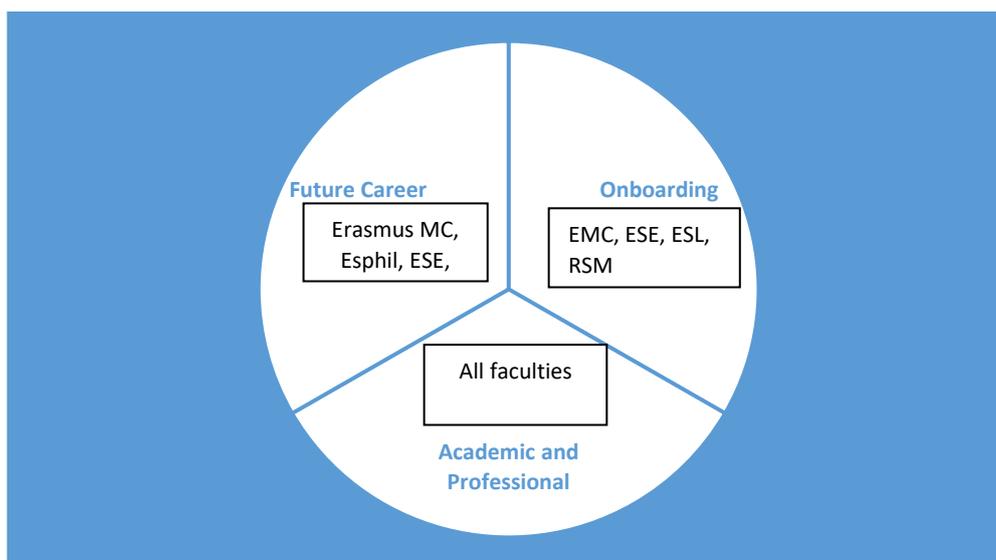

Figure 2 Focus by faculties based on HEQA investments

Main focus of all projects that go into personal professional development:

- Onboarding and sense of belonging;
- Academic and Professional Skills (related to general academic skills or skills related to a specific domain e.g. law or medicine);
- Future career/21st century skills (critical thinking, problem solving, self-regulation, intercultural competencies).

Within projects, internships, theses and interactions with stakeholders from the outside, students practice applying and developing their skills and competencies. Some faculties offer personal guidance in a course track (e.g. RSM: Personal Professional Development and RSM/ESE/ESL: Future career).

What has been achieved per faculty in 2020 that designed innovation projects on this theme because of the Quality and Innovation Calendar?[16]

EMC	**Onboarding and professional skills training improved in 2020 for bachelor and master students. As for the onboarding, the D&I team prepared an onboarding event for all students.**
	Personal Development at Erasmus Medical Centre focuses on career development mainly. In 2020, a programme for career development (MATCH) and an online course for master students (coaching) were implemented. FTE: 2,4. Students impacted: 3948.
	As for professional skills, the student run clinic was implemented in the master curriculum. During their internships, students learn how to prescribe medication better. FTE: 0,4, Students impacted: 1450.
	Additionally, students can make use of master consultancy while writing their thesis. FTE: 0,2, Students impacted: 47.
	In 2021 the international internship will be developed further and will be ready for implementation, pending the Covid pandemic.
ESE 1.119 K	**Professional and career skills education in the bachelor improved in 2020**
	Skills education in the bachelor improved further in 2020, e.g. by introducing several serious games, an online module SPSS and several recap modules for B2, B3 and master students. Students in the first year of their bachelor received an onboarding (welcome) course to prepare them for their (online) studies.
	A career skills programme has started for students in their second and third bachelor year. The programme consists of various 1-credit courses from which students can choose two or three courses (e.g. Dutch language, business English/Dutch and Your Future Career). This portfolio will be expanded in the coming years. Students that were enrolled in the course 'Economics of the Welfare State' benefited from a better connection with the skills course.
	Other noteworthy projects are the development of an online learning platform for Accounting, and the introduction of an online feedback tool in Programming. Both developments allow students to practice while receiving immediate feedback on their efforts. Additional staff: 9 FTE.
ESHCC 308K	**Projects focus on students' personal and professional development focus on 'enhancement of employability', and 'skills and personal development'.**
	Redesign of several courses resulted in strengthening students' interaction with their future professional practice. Three courses (one in each department of ESHCC) implemented a case-based teaching and learning approach. Case studies are stories that present a complex disciplinary problem or dilemma, stimulating classroom discussions and collaborative analysis.
	Another project that focuses on students' personal and professional development is an educational innovation to foster and support students' self-regulated learning. Therefore, an educational intervention is built into a first term BA-1 course, and this support is integrated with students' coursework. Students were also encouraged to use the Ace Your Self-Study App, and as a course assignment, students completed a weekly learning diary in which they kept an account of their self-regulation when they planned, monitored and reflected on their learning.
ESL 720 K	**In 2019 and 2020 ESL implemented 25 academic and professional skills courses in its bachelor programmes of Law, Fiscal Law and Criminology. All students of all programmes benefited. In depth evaluation will take place in 2021.**
	In 2019 and 2020 ESL implemented 25 skills courses in its bachelor programmes of Law, Fiscal Law and Criminology. All students of all programmes benefited. In depth evaluation will take place in 2021.

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[16] ESSB is missing in this overview, since no projects were submitted within this theme. However, skills education is a stronghold in all curricula of ESSB. Students in PBL courses are offered skills courses simultaneously. Integration takes place in practicals.

	Skills courses at ESL focus on professional and academic skills e.g. pleading a case in a moot court . Trainings like these will help students success in transferring their skills into professional behavior. Other courses will prepare students for their thesis trajectory and will improve their research and writing skills. ESL expanded – in liaison with and financed by – Impact at the Core with enhancing education where students interact with outside stakeholders. This will enhance their professional competences and will teach students how to impact urgencies outside the university. (See theme report Impact at the Core). Due to Covid 19, in 2020 budget exceeded the forecast, due to deployment of extra tutors/teachers to ensure on campus hybrid education for the problem based learning concept and to enable students to train skills on campus. Additonal staff due to Covid 19: 3,8FTE tutoren and skillsteam
ESPhil 40K	**ESPhil focuses on building both academic, transformative and career skills. In the context of HEQA investments, ESPhil focuses on academic skills and portfolio building, whereas within a project with Impact at the Core the faculty develops an internship and skills module to enhance connection to the labour market.** Related to the HEQA funding, students benefit from extra career support that has been implemented in 2020 (21K 0,32 FTE). Students have access to a student career coach for half a day per week. The coach helps students build a portfolio. Academic skills have been implemented in the regular bachelor programme, of which all students benefit. Two projects got cancelled. First, the educational minor will continue, however in cooperation with Leiden University. The broadening and enriching of the student experience was postponed due to Covid 19.
RSM 989 K	**Focus is on onboarding and the guidance of personal development of students in the bachelor and master programmes improved in 2020.** The learning journey of students at RSM starts with onboarding; a focus on personal learning goals; guidance in personal professional development (bachelor programme); broadening and deepening of a students' personal profile (35 courses offered in small group sizes in the bachelor programme (e.g. internship). In the bachelor, 52 mentors help students to feel at home; give more feedback and get a personal perspective on their learnings. Due to Covid 19 all courses were redeveloped in an online setting. In 2021 the blended and online education will be consolidated. • Onboarding Master Students: Additional staff: 1 FTE. Students impacted end of 2020: 1390. Satisfaction: 3,6 (out of 5). • Onboarding and guidance of bachelor students: Additional staff: 52 student mentors (6.3 FTE). Students impacted end of 2020: 3465. • Small scale intensive courses: 35; Additional staff: 13,49. Students impacted end 2020: 14616.

Outcome: Dialogue
The community of practice (CoP) of Personal Professional Development started in 2020 and is headed
by dr. Marieke Meeuwisse. She initiates discussions, brings in literature and insights from outside
Erasmus University and builds a dialogue with all members of the Academic Community. [17]

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[17] The academic sponsor on behalf of the Educational Deans is Dr. Jason Pridmore (ESHCC). Members in the community (23 members) come from all faculties and programmes (Erasmus X, Impact at the Core, Wellbeing, Diversity & Inclusion; Outreach) and have a variety of functions (lecturer, study advisor, skills coordinator, learning innovator). The Community works alongside the learning community of broad skills of the Ministry of Education, represented with an intersection of institution of Higher Education. In this context, the Academic Lead attends work visits to benchmark.

The CoP has identified that personal professional development entails the training of knowledge, skills, values and ways of being of students (Trede et al. 2012)[18]. Following the main focal point in EUR's ambition (see above), the community discussed that skills education deals with onboarding; learning skills; professional skills as well as broader skills (21st century skills) e.g. critical thinking, self-regulation and communicative skills.

The community has identified the need to make a better EUR wide inventory of skills courses and personal development approaches and will initiate a dialogue with vice deans of education, students - and all that feel directly involved, - about these approaches.

Based upon reflection of the community, the following questions have been drafted.
- What is our definition of 'personal professional development' and of 'skills'?
- If we require students to be self-aware and critical in their personal and professional development; how do we best train students to critically reflect on their personal skills?
- What instruments will we develop with students to enable students to reflect upon their development?

6. Theme report on Innovation Capacity of our Lecturers (2020) - OCW 6

Ambitions of EUR
Erasmus University develops Erasmian Educators into educational leaders: inspiring team players, surrounded by interdisciplinary learning teams of educational professionals, learning technicians and content specialists and supported by advanced tools.

Output
Contributing to the implementation of this ambition, most faculties (ESE, ESHCC, ESHPM, ESL, ESPhil, RSM) have assigned learning innovators and have enhanced either the number of tutors and/or the proficiency of these tutors (Tutor Academy).

CLI provides teacher training programs and fellowships. The output is identified as: number of learning innovators appointed, number of tutors appointed, number of courses/course tracks and number of teachers that attended, the number of projects conducted by CLI Fellows. Members of the community come from all faculties. The Community for Learning and Innovation furthered teaching professionalization through innovative training programmes, the appointment of fellows to research major didactic interventions and helped organize sharing of knowledge during community events. See also: 8.1

Outcome: Dialogue
Although the CLI has been hosting community events since 2019 onwards, it was recently decided to formalize a Community of Innovation Capacity as of 2021. The community will be chaired by drs. Remy Fermont of Risbo (in charge of BTQ, STQ and Microlab development) in liaison with prof. dr. Jeroen Jansz of CLI. Based upon a consultation, the following leading questions have been identified:
- How do we develop academic leadership in all communities (faculty based and EUR-wide)?
- How do we engage teachers to work evidence based?
- How do we enable teachers to continue sharing their best practices?
- What techniques and approaches of learning innovation are effective?

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[18] Trede, F., Macklin, R., & Bridges, D. (2012) Professional identity development: A review of the higher education literature, *Studies in Higher Education, 37(*3), 365-384, DOI: 10.1080/03075079.2010.521237.

7. Theme report on Personalized and Online Education (2020) – OCW 4

Ambitions of EUR
The ambitions of Erasmus University in its Strategy24 is, that we will make room for personal and personalized learning by investing in digital technology in both online and offline (campus) environments.

In alignment with the educational vision and the broader context of the strategic ambitions, the Community of Personalized and Online Learning (CPOL) studied all HEQA projects, reflected on Covid-19 outcomes and came up with the following contexts that might define personalized and online learning:

1. *Domain specific developments of online learning*
   A-synchronous learning: Providing learners with a (substantive) degree of choice (e.g., regarding contents, methods, time, social organization, and assessment) and tailoring learning contents to learners' needs, interests, goals, and prior experiences (Alamri, Lowell, Watson, & Watson, 2020; Schmidt & Petko, 2019). In its most common form, personalization can be realized by allowing learners freedom to choose when, where, and in what pace to study.

2. *Online facilitation of personal and professional development (study- and career tracks)*
   Digital technology can support the implementation of personalization in learning by means of adaptive systems. This supports personalization based on individual learner needs in classrooms (Vanbecelaere, Van den Berghe, Cornillie, Sasanguie, Reynvoet, & Depaepe, 2020). Such adaptive learning systems are based on using predefined rules to adapt instruction to the level of learners (Pliakos, Joo, Park, Cornillie, Vens, & Van den Noortgate, 2019).

   In terms of making room for the personal and professional development of students, providing students with insight into the development of their personal and professional identity in an online environment with the help of online tooling, will help students to relate their learnings to personal goals. A number of schools are designing tooling to this effect. RSM has designed a course based on professional identity, at ESSB and ESHCC, the Ace-Your-Study app has been deployed in different courses as a tool that helps students to reflect systematically on their learning practices.

3. *The social experience of students in online learning*
   Few studies have been conducted to synthesize what we know of group social structure in online learning environments. Covid 19 called attention to the need of designing a clear concept for the social concept in online learning for students, in particular in an online learning environment. To meet the ambitions of personalized and online learning, designing the social experience is the third and most important element in personalized and online learning.

Output
As of 2019, many faculties formulated plans to enhance online learning (ESE, ESSB, ESHCC, ESHPM, ESL, ESPhil, RSM) especially aimed at *domain specific development of online learning (*economics, business, law). Output of these HEQA projects mainly concern numbers of courses (flipping the classroom) developed, new ways of assessments and student satisfaction on a course and/or program level. Covid19 accelerated these ambitions. Aims after Covid 19 are to further develop a-synchronous online learning and to further develop assessment models.

Innovations aimed at personal and professional development, as well as the social experience, have been developed within the CLI and Erasmus X, Within the CLI, several innovation projects and CLI fellowships are concerned with personalized online learning. In particular, the development of ErasmusU Online (EUO) as of 2021 is concerned with educational, technological and social aspects of future online learning. The initiatives

within Erasmus X focus on the design of the *social online experience*, taking into account the *wellbeing and sense of belonging of students* in an online environment (see chapter | 7).

ESE 140K	**ESE focuses on online education within the economic domain and online didactics**. - In 2020 Sowiso (digital learning environment for accounting, statistics and mathematics) was implemented. - Within the Innovation Hub a number of projects have been developed to further intensify the feedback on the learning process for students. Next, the LI members of the HUB (end of year report expected in Q2 of 2021) aimed at assisting lecturers with online innovations on a course level; differentiated course development - Tutorial Differentiation in the bachelor programme was halted due to Covid until Q4 of 2020. Since then the faculty started development of a learning menu that will enable students to choose from various learning activities to meet the end goals. -
RSM 780K	**RSM invests in online education of its full portfolio. Part of its investments is in the context of HEQA funding. These investments focus on online education within the professional domain and online didactics.** As a result of Covid-19 a special project was launched to accommodate the students learning experience in an online learning environment. This was a contingency project approved to support online adaptations in 2020. After further analyzing the activities, efforts made in this project will be transferred to the relevant pre-formulated project - namely, BSc 3, BSc 5 & MSc 4 - in order to transform the ad-hoc solutions into long-term, sustainable solutions. All the courses have been delivered online, while the average student satisfaction (for courses delivered between 1 March and 31 Aug 2020) was 7,3 out of 10 in the bachelor programmes and 4 out of 5 in the MSc programmes. There have been many creative, innovative ways to deliver our courses and assessments online: continuous assessments throughout courses (BMSM04 Corporate strategy, ownership governance); MC quizzes that serve the purpose of ensuring students to be well prepared each session and having assessments conducted throughout the course instead of after the course.
ESL 75k	**ESL focuses on online education within the legal domain and online didactics** The team of Learning Innovators supported lecturers to adapt their courses in an online environment, with a focus on (online) didactics and constructive alignment.
Erasmus MC 1.096K	**Erasmus MC focuses on online education within the medical domain and online didactics** *Adaptive blended learning in medical education* Erasmus Medical Centre performed research into student needs and performed first experiments in several programmes (i.e. neurosciences) and will further explore the student needs of larger student groups within the minors of the bachelor programme. First experiments showed that adapting teaching to individual students, turns out to be a technical challenge. Students impacted in pilot phase: 3948. *Annaptomy (see also: skills education)* This application enables students to study operations as a preparation for the medical rotation in the master phase on their own time and pace. First pilot will start in September at the Maasstad Hospital. Students impacted in pilot phase: 50. *Digital innovations in health care* Online data science education for medical students of the bachelor programme. Programme runs for all 324 students.

ESHCC 88K	**ESHCC focuses on online education within its domain and online didactics** *Innovative educational formats* ESHCC developed a specific guide to rapidly redesigning a course for online education. Lecturers preserved rich forms of interaction within their classes. The application of these tools has also resulted in new forms of active student learning and increased engagement Examples include students recording videos, actively constructing their knowledge, and giving peer-feedback in small groups with FeedbackFruits, resulting in higher-quality feedback
ESHPM 39K	**ESHPM focuses on online education within its domain and online didactics** *Digitalisation of education* With the help of CLI the faculty developed online assessment for all programmes. Multiple choice exams have been abandoned. In the adaption to online education, ESHPM experimented with game simulations (effects of Covid) to better engage students.
ESPhil 33K	**ESPhil focuses on online education within its domain and online didactics** *Course development* ESphil developed the following courses: Thought Experiments II (february 2021), with a MOOC march-may 2021; The Epistemic Quest for Truth - both an online course/MOOC; MOOC Reality Bites – digital version of Metafysics en Predicate Logic (also a MOOC)) In and Outside the Box – digitalization of the course Philosophy of Science III.
ESSB 826 K	**ESSB focuses on online education within its domain and online didactics** ESSB invested in the transition to online education and assessment (i.e., digital testing and implementation of take-home exams) for all of our programmes. In our online education we focus on which parts of our courses can best be offered asynchronously, allowing students to study in their own time, and which parts require interaction. Interaction is achieved in live lectures, in larger sizes with chat moderation support for the teacher, and in some cases in hybrid sessions. For the master programme Clinical Psychology, new instructional methods were developed and implemented (and this will also be done for two master's programmes in Pedagogical Sciences. ESSB also started preparations for a curriculum revision of the bachelor programmes which should be introduced in September 2022.

Outcome: Dialogue
The community of practice (CoP) of Personalized and Online Learning started in 2020 and was chaired by dr. Mary Dankbaar of Erasmus Mc for 2020. In 2021 the leadership has been transferred to dr. Maciej Szymanowski of RSM. Academic leads initiate discussions, bring in literature and insights from outside Erasmus University and build a dialogue with all members of the Academic Community.

In the Community of Personalized and Online Learning all faculties are represented, mainly by members of LI Teams and Lecturers. Based upon the observation that most innovations in online education concern online didactics and concern the design of domain specific formats on a course level, the community explored the concept of personalized and online learning in relation to the current initiatives within all faculties. Final conclusion was that most initiatives focus on domain specific didactic inventions aimed at a-synchronous learning with a focus on online didactics and/or technology.

In 2020, the Community explored:

- What constitutes personalized online learning?
- Which online learning instrumentation will make education more engaging?

The community invited several speakers from Universities of Higher Education, studied literature and came up with a vital question to be discussed from 2021 onwards: How do we design online future education in a post Covid context? The community will further explore the importance of self-regulation, online facilitation of personal and professional development and will further explore the way the student social experience might be enhanced.

8. Theme report on EUR wide HEQA innovation programmes

8.1. Community for Learning and Innovation (CLI) – OCW 4 and OCW 6

Ambitions of EUR

The Community for Learning and Innovation enhances cross faculty cooperation and efficiency in innovation and enhancement projects on all cross faculty HEQA investment themes: Personal Professional Development; Innovation Capacity of our Lecturers and Personalized Online Learning. CLI supports faculties and builds overarching communities of practice in line with EUR's ambitions to enhance the educational quality in line with its strategic ambitions and educational vision. To this end, CLI will receive M2 HEAQ funding annually from 2019 until 2024.

Output

- Professional development of lecturers

Lecturers and other members of the teaching staff can turn to the CLI in order to join programmes for professional development (UTQ, STQ, Educational Leadership). Investing in professional development is necessary to align their acquired competencies with those needed to develop state of the art personalized and online learning, impact learning and to increase knowledge with respect to study success factors and student success.

- Microlabs are agile and flexible add-ons to UTQ and STQ, focusing on a specific focal point in education, related to our strategic ambitions. Due to COVID-19 these were mainly directed towards the enhancement of online education.
- Webinars and instructional materials pertaining to online education and assessment were added to rapidly provide lecturers with information. Next to this, extra support was provided.
- The development of the design tool TeachEUR was accelerated and delivered to lecturers to help them add variety and make their online and offline teaching more interactive.
- The CLI actively supports the unbundling of academic education, by building a strong cross faculty network of learning innovators. This network also contributes to the model of team based education, because the learning innovators are part of a team in their own faculty.

- Educational innovation and digitization

- The CLI's core business is to facilitate educational innovation and digitization projects. Project applications for educational innovation projects are usually submitted by lecturers, with assistance from the faculty LI team. Activities are aligned with faculty ambitions as specified in faculty HEQA-plans and/or central programmes (Impact at the Core, Wellbeing and Erasmus X).
- Applications for digitization projects are usually received through the faculty information managers and LI teams. Given that this often involves complex projects that require a great deal of expertise, time and money, it makes more sense to implement them together.
- Students can also submit proposals for projects that enrich education. A good example of this is the LifeVersity project, which offers skills courses given by students for students throughout the entire university. Due to COVID-19, these courses have been converted to an online format so that it would continue to be possible to offer this range of soft skills courses.

- CLI Fellows

CLI invites lecturers to become CLI Fellows to design an educational innovation and to evaluate their innovation systematically. As a group, they are a strong learning community that transcends the scope of the faculties. They share results and examples of their work through a variety of means such as the 'fellows connect' meetings.

- Community building

Building Communities of Practice for the HEQA investment themes: Personal Professional Development; Innovation Capacity of Lecturers and Personalized Online Learning. The CoPs are developed in collaboration with the Academic Leads who are in charge of the respective CoPs.

Activities of CLI over 2020

Professional development of lecturers 455 K	17 Microlabs with 568 participants (272 in 2020). Satisfaction 8/10 3 Microlabs under development - Webinars focused on online education and digital assessment - Handson support for making online teaching materials - Review and enhancement of online courses and assessments - Interactive design tool for (online) education TeachEUR **Microlabs for lecturers** 1 How to create an educational video 2 How to activate students' prior knowledge in your course 3 How to blend your corurse with Canvas 4 How to lecture with impact 5 How to design an assessment plan and matrix 6 How to construct mulitple-choice questions and exams 7 How to construct open-ended questions and rubrics 8 How to connect coaching and learning 9 how to activate students in small groups 10 How to engage your students wit Storytelling and Theatre Skills 11 How to create a culturally inclusive classroom 12 How to integrate sustainable development in your course 13 How to analyse and evaluate your assessment **Microlabs for TA's en tutors** 14 Group dynamics in a tutorial 15 How to activate students in tutorials 16 How to utilize public speaking in the tutorial 17 Inclusion and constructive alignment **Microlabs under development** 18 How to integrate (peer)feedback in your course 19 Escaperoom for student motivation 20 How to design an inclusive course
Student for Students 128 K	Lifeversity is a project aimed at skills development of students. Lifeversity provided 13 skills courses reaching out to 500 students.
Educational Innovation projects 430 K	

		Educational innovation projects	
	1	Online master Arbeidsrecht	ESL
	2	Coversity	ESSB, RSM
	3	Educational Videos disorders in children	ESSB
	4	Develop interactive course museums	ESHCC
	5	Serious games and case development	RSM
	6	Blending Communication Technologies	ESHCC
	7	Realise a futoure oriented VMO	ESL
	8	ESHPhil Projects Tim de Mey	ESPhil
	9	Clinical Challenge	EMC
	10	MOOC Digital Governance	ESL
	11	Case-based learning	ESHCC
	12	Technology & Innovation Online	ESHPM
	13	MA Methodology online course	ESHCC
	14	Video series: Reimagining communication	ESHCC
	15	Toolbox Education for Sustainable Development	EUC, ESHCC
	16	Internship and professional skills BA Philosophy	ESPhil
	17	MOOC Sustainable Finance (RSM)	RSM
	18	Economies of value (ESHCC)	ESHCC
	19	An interview-based educational video series 'expertise' (ESHCC)	ESHCC
	20	Podcast: Health Frontiers	ESHPM
	21	BTW (VAT) seminar	ESL
	22	Justice & Home affairs	ESL
	23	Advanced Training program value-based Healthcare	ESHPM
	24	Economic principles in the cultural world	ESHCC
	25	The creation of an Introduction video	ESE
	26	Pilot Live Online Proctoring Decentrale Selectie	Erasmus MC
	27	Spokesmanship workshop	ESHCC
	28	Severe Mental Illness in Urban Context	ESSB
	29	Delivering CM1001 online-only	ESHCC
	30	Knowlegde clips on pyschology concepts - Medicine programme	Erasmus MC
Digitization projects 522 K		Digitalization projects	
	1	Digital assessment	
	2	FeedbackFruits	
	3	Automated checking on writing	
	4	Learning analytics	
	5	Portfolio system	
	6	Virtual classroom	
	7	Practicing with statistics (Graspl)	
	8	Digital learning resources	
	9	Gamification	
	10	Sowiso	
	11	Helpdesk educational tools	
	12	Exersice software statistics	
CLI fellows 303K	32 Fellows were affiliated with the CLI in 2020		

8.2.   Wellbeing - OCW 2

Ambitions of EUR
The Student Wellbeing Programme aims to promote student wellbeing in order to enable students to develop their talents as optimally as possible (Student Wellbeing HoKa 2019-2024). The goals that were explicated in the vision document on student wellbeing are leading in the programme (Matthijssen 2019):
(1) a shared vision on what constitutes student wellbeing;
(2) prevention in terms of lifestyle, resilience and social safety, e.g. drafting a social safety code and enhancing the opportunity for counsellors to reach out to students;
(3) early interventions, by enabling students to voice their needs and informing them how to enhance their personal success through empowerment and personal guidance;
(4) guidance, both online and on campus;
 (5) alignment with external parties, e.g. mental health services, general practitioners, etc.

Output
To achieve these goals, the projects concentrated on realizing point 1 to 5 within projects related to relevant 'reference points': at these places, on campus as well as online, students and staff members can logically engage with one another:
- The EUR website (which provides information regarding wellbeing and personal development through the general websites www.eur.nl and www.myEUR.nl)
- The Student Living Room (an informal place on campus where students can meet, feel at home and hold activities related to wellbeing).
- The student support services (counsellors, study advisors, psychologists, confidential counsellor, student chaplain) and the lecturers, mentors and tutors.
- The Companion app*

The programme Wellbeing was affected by Covid 19. On the one hand, because students were not able to come to campus for a large part of the year. Erasmus University reached out to students with the help of the Wellbeing programme.

Secondly, the programme planned to further develop an online device, the companion app*, to act as a companion to students: to address lifestyle and study; give feedback and exercise; signaling root causes of problems and guiding students to counsellors and/or professional help. Since the costs of the mobile device were considered too high by the University Council, this project was diverted by the end of 2020. The effects of that measure still need to be discussed, In the current overview of financial ongoings in 2020, the startup costs are still included in the figures presented.

- o *Student Living Room*
  The goal of the LR is to promote wellbeing of students by offering them an easily accessible, informal, not commercial place to socialize and to join activities that enhance wellbeing. In February 2020 the Student Living Room (LR) opened its doors. In the six weeks after opening the live LR reached about 75 students. Unfortunately, six weeks after opening, the LR had to be closed due to the corona measures. From April 2020 the LR organized: online activities such as yoga, game and film evenings, dance and budy initiatives. Students Impacted: 937.

- o *E Platform and Helpline*
  The goal of this platform on MyEur is to create a central place for wellbeing initiatives, psychoeducation and access to professional and peer support. The platform distinguishes five wellbeing domains: mental, cognitive, social, physical and spiritual wellbeing. Main elements of the E platform are:

- *Student wellbeing platform 'Are you OK out there'?*
  Since the launching of the platform in March 2020, the counter stands on 55.000 visits at the end of 2020 and the visiting times have increased in the period since.

- *Peer support (chat service)*
  The wellbeing platform contains also a chat helpline run by trained student volunteers. Whilst visits to the helpline may have declined since the first corona wave, a considerable number of people have received help from this helpline with the counter standing at more than 100 contacts

- *Student support services and lecturers*
  The goal is to strengthen the support services and lecturers in promoting student wellbeing. Due to the corona crisis and lock down which imposes extra stress on students, online professional coaching by Mentaal Beter was set up to reach out to students. From medio November till the end of December 2020 over 100 students registered for this new support offer.

- *Data collection and spreading the mission*
  The goal is to collect data on student wellbeing and spreading the mission on student wellbeing among students and employees. In 2020 an in-depth monitor Student Wellbeing has been set up with a reach of over 4000 respondents. Furthermore, several campaigns have been conducted e.g. the Student Wellbeing Week (Nov) and the Happy Holidays campaign (Dec).

8.3.   Impact at the Core – OCW 4

Ambitions of EUR
The ambition of Erasmus University is to create an environment where students feel engaged and challenged by societal challenges from the Rotterdam region as well as international contexts during their studies. By doing this, Impact at the Core strengthens the impact of our education by educating our students to become the change leaders of tomorrow.

Impact at the Core (IatC) facilitates student engagement by means of co creation to help solve wicked problems from the outside world. The program facilitates matching these problems with bachelor and master programmes and IatC helps to develop educational models that will allow students to create positive impact. By focusing on creating positive impact, education enhances the capacity for societal validation for Erasmus University.

Output
The programme aims to develop and upscale didactical models in both bachelor and master programmes that will allow students to create positive impact. Next the programme aims to design a teaching training programme in liaison with CLI. Finally, the programme will implement a support system that works within the current digital learning environment, and at the same time support effective workflows and easy interactions with the outside world in order to make impact education scalable.

In the development and upscaling of didactical models in the bachelor and master programmes, the following focal points have been identified in the current project portfolio of the programme:
- Embedding impact in a cohesive learning environment and programme design
  - Intended learning outcomes aimed at creating impact *(i.e. without intended learning outcomes, learning activities cannot be linked to assessment goals)*
  - Alignment of learning activities on a programme level *(i.e. cohesion of learning activities with the goal of the programme is important in the student experience)*

- o Assessment of transfer of skills on a programme level *(i.e. learning activities and competency building should be assessed at some point in the programme to give feedback to students in their personal learning journey and to assess competent behaviour with valid methods).*
- Designing and testing didactical interventions in the context of transformative/impact education
    - o Effect on student learning
    - o Effect on teaching and guidance
    - o Scalability in large scale settings
- Redefining roles of students, lecturers and stakeholders in a cohesive learning environment
    - o Self-directed learning principles (personal professional development)
    - o Peer learning principles (student peer groups)
    - o The role of coaches and stakeholders in formative assessment
    - o The role of the lecturer as an expert and co-creator
    - o The role of the examiner in the end evaluation of competent behaviour of students (knowledge, - academic impact – skills and attitudes/ways of being)

As for the teaching training programme, output has been defined as:
- Creating communities of practice and intervision to gather knowledge on professional behaviour
- Translating lessons learned into MicroLabs and finally: BKO, SKO.

Activities on a programme level aimed at didactical models and positive impact (in progress) 2020

RSM K70	Second year IBA students work for six months on challenges presented by local NGOs (currently online). Personal Professional Development of students, as well as the social experience have been designed in an online environment e.g. by making use of peer coaches. The participating students are coached by third year students, in the track of developing leadership skills. This internship will be mainstreamed within the bachelor programme as an elective. The expected student numbers for this internship will thus rise. The coaching model (students are coached by students) might be upscaled to other programs.	Students impacted: 30 (2020) Stakeholders impacted: 6 (2020)
ESHPM K 50	Discovering ways to work with outside stakeholder-student interactions within regular full programme settings within B Health Sciences, M Health Care Management and M Health, Economics, Policy, Law. In 2020 a pilot course was developed (Financial Management/HCM) Expectations are that by the end of 2021 at least 600 students will benefit from courses that are focused on problems on the outside. Focus will be on the transfer of knowledge, academic skills, implementation of 'soft skills' to create impact. Lecturers will get didactical support and time to innovate. The goal is to develop scalable full programme methods that can be transferred to other faculties.	2020: project plan and pilot KPI: 2021
EUR Initiative Vital Cities and Citizens K 20	Over 30 honours master students will work on urgencies in the Rotterdam region based on the theme 'digital inclusiveness' which is presented by the municipality.	Students impacted: 34 (2020)

	The goal of this project is to work at transformative didactic interventions to address societal problems. These interventions are scalable to other projects and programs working with outside stakeholders.	
ESPhil	Development of an internship trajectory in combination with an elective in which students learn to direct their own personal professional development. In the internship students will develop personal competencies and will develop transformative skills. The internship will effect all students of the programme.	KPI: 2021
ESSB K 61.5	Students work on designing solutions to questions from stakeholders within the public domain. This Design Atelier was upscaled to two other specializations and is currently evaluated on how to effectively structure the learning environment and the organizational process. These learnings can then be implemented in other projects. The goal for the Design Atelier is to further upscale into an interdisciplinary program and to develop a 'plug & play' format that can be introduced into other disciplinary master programmes.	Students impacted: 104 (2020) Stakeholders impacted: 12 (2020)
ESL K 43.5	Interactive stakeholder courses in the third year of the Bachelor programme. A 'legal impact lab', a law clinic, within the master programme IEUL (International European Law) where students work with challenges from the outside; as well a Minor Tech Legal with a similar goal. Lecturers will get didactical support and time to innovate.	Implementation as of 21/22 (pilot in 20/21: 267 students impacted)
Lecturer Professionalisation	Three meetings of the Impact community: • Impact education (prof.dr. Cees Dorst) • Working with stakeholders (dr. Jan Peter van der Toren) • Assessment of impact education (Prof.dr. Cees van der Vleuten Design of possible outcomes of teacher professionalization with the help of CLI	Concept Design Teacher Professionalisation (realization 21/22)
Support System	Implementation of the experiential learning tool Riipen in liaison with CIO and IT. IatC is currently working on the SAAS agreement and the Project Start Architecture.	Implementation as of academic year 21/22

Outcome: Dialogue
To enhance an impact driven culture, Impact at the Core has initiated a Community of Practice. The community is headed by prof. dr. A. van Buuren. He initiates discussions, brings in literature and insights from outside Erasmus University and builds a dialogue with all members of the Academic Community.[19] An Advisory Board of external experts in the field feeds the internal dialogue within the

[19] The academic sponsor on behalf of the Educational Deans is Dr. Jason Pridmore (ESHCC). Members in the community (23 members) come from all faculties and programmes (Erasmus X, Personal and Professional Development, Wellbeing, Diversity & Inclusion; Outreach) and have a variety of functions (lecturer, skills coordinator, learning innovator).

community. Events are organized to inspire the EUR community with example of impact-driven education and different didactical models. Furthermore, CoP gatherings focus on specific aspects of impact-driven education such as assessment, working together with stakeholders etc. Learnings of the community will materialize on the publicly accessible knowledge platform of Impact at the Core (*www.eur.nl/impactatthecore*).

Based upon reflection in three CoP gatherings so far, 25 to 30 staff members (teachers, coordinators, outside stakeholders) have identified the following questions:

- What models of educational delivery work?
- Which modes of assessment fits into the characteristics of impact-oriented education?
- What are the implications for the different roles of students, teachers, stakeholders?
- Which specific impact skills do students need?
- How do we evaluate and measure the impact of our education?

7.4. Erasmus X (Innovative Space) – OCW 4

Ambitions of EUR
Erasmus X works to deliver future proof education in a personal and contextualized rich learning environment with a strong focus on student agency, co-creation and emerging technologies to enrich and enhance the learning experience of EUR students. Erasmus X focuses on 3 pillars: EdTech, Complex Innovations with outside stakeholders and co creation and Student involvement.

Output
Erasmus X projects in 2020 were greatly affected by the Covid 19 pandemic. Erasmus X proved to be highly agile and innovative. That resulted in new projects to deal with the effects of Covid 19, whilst other projects got postponed or were halted indefinitely. In 2020, students benefitted directly from projects that grew as a cause of the Covid 19 pandemic. Innovations enabled students to become a part of a community and to co create new solutions for their education: the Minecraft Campus, an online learning environment and didactical design for the Pre Academic Programme (aimed at personal leadership development) and the Erasmus X minor.

- *Minecraft Campus*
  Creating the virtual campus is one of the projects that started during the corona lockdown. A small research conducted mid-March 2020 showed that students were suffering from the isolation and had trouble with the functional online meetings. The initial aim of the project was to create an alternative online platform for students to interact and engage with each other. All 4 campus locations in Rotterdam have been built and designed for interaction and engagement between residing students, international students and academics. The virtual campus has since been used for a variety of cases including education assignments, onboarding (EurekaWeek as well as for individual faculties), events, recruitment of new students at the open days, and more. In total there have been over 1200 sessions on the Minecraft platform in the year 2020, and over 600 unique visitors to the campus. The average playtime per user is 56 minutes.

- *The online learning environment and didactical design for the Pre Academic Programme (PAP)*
  Erasmus University maintained a pre academic programme to onboard students with no background in higher education and or lack role models with an academic background. This intensive week-long personal leadership program usually takes place on campus. Due to Covid 19 this programme was about to be halted. Erasmus X redesigned the program to ensure the program could proceed online. In addition, Erasmus X supported the PAP team technically and customized an online learning environment to guarantee access to all students who did not have an official university account at that specific moment in time. Th programme was also translated into English and made accessible to

international students. The digital program attracted a large number of participants this year from 350 in recent years to 1600 enrolments from students over 50+ different countries in 2020. A little under 1100 students obtained a certificate of completion. The digital version was adopted by all faculties EUR. The programme scored over 8/10 for student satisfaction and over 9/10 for teacher satisfaction.

- *Erasmus X Minor*
  This project was initiated to support students who couldn't follow through with their plans for an exchange experience. Students were challenged to identify an educational problem within the university and design a technology driven educational solution. The minor offered non-technological students to be immersed in the field of educational technology and learn from experts in this field. In the minor the team experimented with design thinking, experiential learning and programmatic assessment as a means to integrate learning- and assessment processes. Thus, creating a personal learning experience for all students involved.

Some other projects were halted, or slowed down as a result of Covid-19. This subsequently resulted in a shift in the budget (to projects with an online focus) and a downward adjustment of the budgets for 2020. Projects that were halted, all suffered from the effects of Covid 19: GFT waste separation, Erasmian Value Game, Digital Skill Badges, and Quantified Self. The total underspending as a result of covid-19 across all projects of ErasmusX amounts to 400K.

- *GFT Waste Separation*
  This project revolves around student agency in a complex innovative setting. Students explore solutions for a complex problem and do that in co-creation with multiple stakeholders. The first phase of this project ended abruptly in March and due to the in-person nature of the prototyping phase of the project it was put on hold due to COVID-19. In the final quarter of 2020, discussions with the stakeholders (Municipality, Stadswonen, SSH and students) ensued and it was decided to end the project before the development of the prototypes. There appeared to not be any way to make prototyping possible with the current covid-19 restrictions. There was no interest from stakeholders to develop the solutions with such a delay, and thus it was collectively decided to discontinue. However, the stakeholders did appreciate the collaboration with EUR students and took some of the offered solutions back to their own institutions. Insights and learnings from this project have been written up and the learnings for how students' were guided in developing personal learning routes, have been leveraged in the design of the ErasmusX minor.

- *Erasmian Values Game*
  Main goal was to design onboarding of new students with a gamified mobile application. Erasmus X delivered two tested prototypes. Both prototypes were tested during the first lock down. The results of the tests were taken into the next iteration of the game to be tested during the Eureka Week. Since the week was severely hampered and changed last-minute due to government restrictions, the testing was delayed and conducted in the autumn semester. The first prototype was a card game, the second an in-person series of challenges for groups of students. The findings from the testing of these prototypes pointed out that there is a risk of students finding an in-depth involved game as 'homework' or too much effort. The mobile challenge-based game was more promising concept, but an expensive mobile application would constitute a large financial risk. After assessing the possibilities and given the circumstances under Covid restrictions the project team decided to deploy the card prototype as a cost-effective conversation starter for onboarding purposes. The card-game could be used in workshops or tutorials to provide guidance and an additional layer of explanation to the game and the Erasmian Values themselves, which are somewhat open to interpretation.

- *Digital Skills Badges*

The original scope of this project was to create an online platform or mobile application for students to obtain badges related to 21st century skills in extracurricular activities. A desirability study looked into micro-credentials and badging for relevant 21st century skills. By interviewing national and international project leaders in similar projects the team gained insights in the value created through micro-credentials and badging. In addition, EUR academics and students were invited to engage in discussions and brainstorm sessions to validate the need for badging and micro-credentials. The results of interviews, discussions and brainstorm sessions led to the creation of a mock-up of the application designed by the Erasmus X team. In the fall of 2020, the project came to a halt. Once it became clear that the CLI and the RSM LI-team adopted a similar project, the Erasmus X team decided to redirect the project. In 2021 the team will focus on reconfiguring the already existing Ace your self-study app. The app wireframe and foundation offer the team to experiment with future skills related to self-directed learning and personal and professional development. By focussing on more overarching interpersonal skills rather than the 21st century skills, the application can be used by all faculties and students.

- *Quantified Self*
  The scope of this project was to offer students a personal dashboard where they are in charge of collecting and using their study related data. Based on prior pilots at Stanford university and more closely at home in Eindhoven at the Fontys ICT school, we aimed to build a data driven dashboard or tool for students. For this dashboard students would collect personal (biometric) data that could potentially impact their study results and behavior. Before designing and developing the dashboard, the team conducted desk research and held interviews with experts from Eindhoven. The desk research did not yield promising insights to support this notion of a 'quantified self' being desirable in the education sector. The expert interview offered some insights on how to use and collect the data, but it didn't offer any insights in the desirability of such a dashboard. To validate this, several interviews were conducted to test the assumption that student would care/want to have insights into their learning process and want to track metrics that might help them monitor this. The assumptions were not validated after several interviews. After careful consideration, and in depth analysis of the desk research and the desirability study this project is terminated.,