CLI Update 2021

March 2021

Contents

Community
for Learning
& Innovation

Erasmus University Rotterdam
Make it happen.

1 Introduction

This update starts with a description of the mission and the themes of the Community for Learning & Innovation (CLI). We indicate which target groups the CLI focuses on and how the work is linked to the strategic theme of forward-looking education.

We look back at the CLI work in 2020. We describe the activities and indicate what results were achieved. Much was determined by the COVID crisis, which accelerated the development towards online education and assessment. The faculties, together with the CLI and the services, make every effort to have education go ahead and continue to provide it at the required level.

We will then devote attention to the planned activities in 2021. The budget that was approved in October 2020 has been changed in several respect at the request of the Executive Board. The CLI takes the lead in forming a vision and implementation of forward-looking education. Space for the development of ErasmusU_Online has been created in the budget.

A multi-year perspective will be developed in the coming months on the basis of the wish of the Executive Board to convert the CLI from a temporary programme into a structural service. The aim is to implement this change in 2022.

This update was coordinated with AA and CPC following on from the bilo of October 2020. The update is presented to the Executive Board as client of the CLI for decision-making. The Update is then sent to the University Council. The reason being that the University Council has a right of approval concerning the spending of the Study advance funds (SVM) and the HoKa budget.

2   Mission and themes

2.1   Connect, involve, support

Connecting and enabling educational innovation that is what the CLI is all about. Connecting one faculty with the other. Sharing insights, pitfalls and lessons learned by one lecturer with as many other lecturers as possible. Involving students and supporting them to shape their own teaching improvement. Creating a network of EUR students and EUR employees, both academic and support, who like to make an extra effort in the improvement and innovation of education.

The CLI is driver of the realisation of forward-looking education at Erasmus University. The CLI in partnership with the faculties develops educational innovations that enable students to combine critical and creative thought with solid academic knowledge and skills. Education is offered in a learning environment in which campus education and online education are combined.

For more information, please visit www.eur.nl\cli

2.2   Target groups

Lecturers may contact the CLI to:
- Realise their educational innovation (research) with support from
  CLI and Learning Innovation professional(s) of their faculty.
- Participate in free didactic training sessions such as MicroLabs and webinars.
- Having themselves inspired by colleagues and to learn from their best practices,
  insights and experiences during (online) events, meetings such as the bimonthly
  educational research lunch, inspiration sessions and workshops, and the annual Learning &
  Innovation bEURs.
- Using the Education Lab & Studio to redesign courses, create educational videos, network
  and cooperate with other educational innovators.

Students may contact the CLI to:
- Have an impact on their own education by realising ideas on how
  education could be improved. Our Student-for-Students (S4S) student team supports them
  in this connection.
- Participate in the Future Education Hackathon to develop innovative ideas
  for education.

Education support staff may contact the CLI to:
- Connect with other educational support staff during (online) events, meetings and other
  initiatives such as the bimonthly educational research lunch, inspiration sessions and
  workshops, and the annual Learning & Innovation bEURs.
- Sharing tips and insights with colleagues on how the support of lecturers and

students can be supported optimally, such as during the weekly meeting with Learning Innovation professionals and information managers of all faculties or during network meetings.

- Using the Education Lab & Studio to help lecturers redesign their courses, to brainstorm about the latest developments or innovations and to organise events relating to educational innovation.
- Submit requests for MicroLabs or webinars to be newly developed about subjects that are relevant within their faculty and that can benefit lecturers throughout the EUR.

2.3   Themes

The activities of the CLI are organised within the three following themes:

The professional development of lecturers: training EUR lecturers in a stimulating and inspirational way so they are continually involved in the quality of the design and implementation of their teaching. And to enable them to adjust the education in line with societal changes, new didactical insights gained from science and practice, and new technological possibilities.

Educational innovation and digitisation: the facilitation of educational innovation and digitisation projects is the CLI's core business. This concerns the redesign of education, application of new didactical insights and making optimal use of digital tools that are available and that develop continuously. Students can also suggest project proposals to enrich and innovate education.

Evaluation and research into educational innovation: stimulating research into educational innovation for all the themes of the CLI. These lead to publications and input for new developments and policy in the field of education and contribute to the quality culture.

2.4   Connection with the strategy

The EUR strategy is the main policy framework, particularly the first three educational themes of the quality agenda (HOKA):

1. Personal and professional development of students
2. Investing in innovation capacity and teaching careers
3. Investing in personal learning through online facilities

The 'Learning Communities' (communities of practice) formed around these strategic themes are closely associated with the CLI themes.

Contact is also maintained with the other strategic programmes, which leads to a variety of collaborative formats. There is a strong connection with the faculty LI teams. There is also close cooperation with Professional Services.
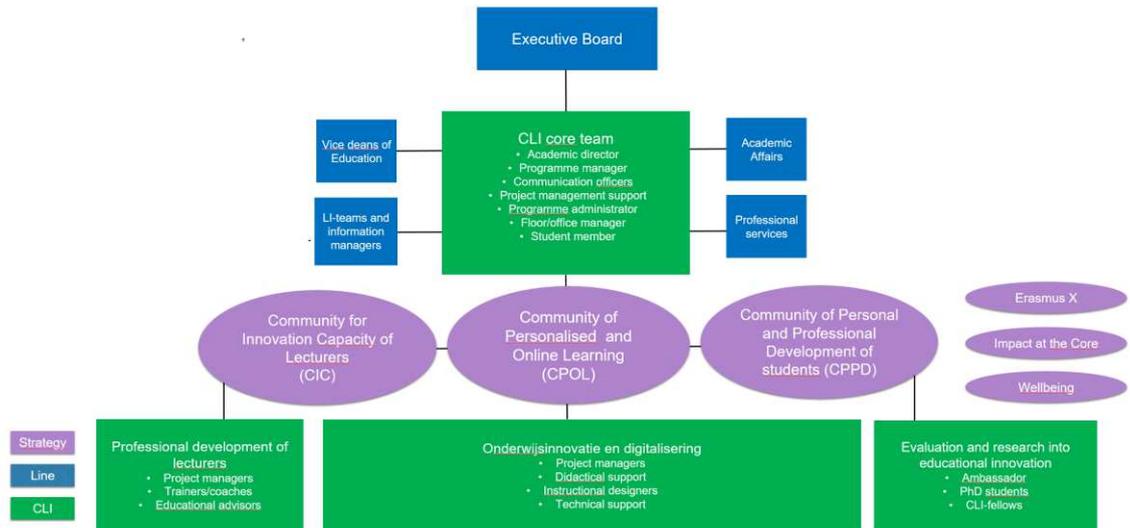
Figure: The CLI network organisation: connected to the standing organisation and fed by the communities

3 Results 2020

3.1 Professional development of lecturers theme

Educational innovation starts with the lecturers who wish to invest in this. This sounds like a platitude, but we have seen during the COVID crisis how important this is. Lecturers realised a great achievement by reforming education and assessment into an online format. This necessary change was used in many cases for actual innovation and improvement. The CLI, together with the faculty Learning Innovation teams (LI teams) offered the lecturers a great deal of information, training sessions and assistance.

Professional training

Lecturers can take part in the UTQ, SUTQ and the Leadership in Education (LOL) programme at EUR. The fact that as a result of the financing of CLI, UTQ was reformed into a blended structure for several years meant that UTQ could go ahead with few changes during the COVID crisis as well. The CLI offers incentive schemes for the SUTQ and LOL. 34 lecturers started the Senior University Teaching Qualification (SUTQ). That is 8 more than last year. The start of the new Leadership in Education Course (LOL), which is offered within the context of LDE, has been postponed to the autumn of 2021 in connection with the COVID crisis.

MicroLabs

17 different MicroLabs were performed a total of 64 times. A total of 272 lecturers participated. By way of clarification: there were 11 MicroLabs and 166 participants in 2019. It was possible to convert all MicroLabs into a fully online variant very quickly during the COVID crisis. Two new MicroLabs were realised, namely 'How to encourage societal impact in your course' and 'How to supervise students'. In addition, work was carried out on enabling a Basic Examination Qualification (BEQ) certificate following completion of three of the four MicroLabs on assessment. Refer to the appendix for an overall view of the MicroLabs, or look here.

See the overview below, in which it is indicated how many certificates were obtained in 2020 by lecturers for study programmes and MicroLabs. The UTQ certificates include custom UTQ processes. No LOL certificates were issued in 2020. The 2019-2020 cohort was delayed due to the COVID crisis. This group will complete in 2021 and a new cohort will start.

Certificates obtained in 2020	BKO	SKO	Microlabs	Totaal
RSM	16	1	9	26
ESE	22	2	8	32
ESL	14	3	2	19
ESSB	16	2	25	43
EUC			2	1	3
ESHCC	13	1	9	23
ESHPM	9	7	0	16
ESPhil	2	1	0	3
ISS	2	1	5	8
Erasmus MC	14	6	0	20
Total	**108**	**26**	**59**	**193**

Interactive webinars
The provision of interactive webinars, such as the 'Online interaction and tool experience' and 'Online assessment', also commenced during the COVID crisis. A total of 191 lecturers participated in 2020. Watch our webinars here.

Professionalisation process Examinations Boards and Senior Qualification Examination (SQE).
This interfaculty process was developed further in the first half of 2020 and was offered for the first time in the autumn (October 2020 - February 2021). There was broad interest for this pilot. 11 lecturers of Examinations Boards participated, some of whom completed the process with a certificate. Read more about the SQE.

Development online education instructional materials
During the COVID crisis, instructional materials pertaining to online education and assessment were developed and made available online in order to be able to inform lecturers quickly. Visit our special web page.

teachEUR design tool
The 'teachEUR' online design tool for lecturers was also delivered early. This tool is intended to help lecturers add variety and make their online and offline teaching more interactive. See www.eur.nl/teacheur.

Assisting lecturers with respect to digital assessments and online proctoring
Lecturers were assisted with respect to digital assessments and online proctoring in various ways. This was often done at the request of faculties, as additional support during the COVID crisis.

Training English
Supported by the CLI, 15 lecturers started a training session for English C1/C2 level. This number is lower than in 2019 (25 participants), which is attributable to the COVID crisis. View our Teaching in English page.

3.2 Educational innovation and digitisation theme

Educational innovation projects
In 2020, the CLI helped faculties implement 38 projects. Proposals for educational innovation projects are mostly submitted by lecturers and LI teams that want to redesign a teaching component. The CLI supports these lecturers with educational advice, usually implemented by Risbo, and the development of audiovisual materials (e.g. video, podcasts), which is usually developed by the Media Support Center. Refer to the appendix for an overview of the educational innovation projects, or visit our website.

Digitisation projects
The digitisation projects are intended for all the faculties. 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. The CLI collaborates with the Chief Information Officer (CIO) and his team in the digitisation projects. Based on the Digitisation Master Plan, projects are

prioritised together with the education information managers and the LI managers of the faculties. Work was carried out on 12 digitisation projects in 2020. Refer to the appendix for an overview of the digitisation projects, or visit our website.

Student projects

Students-for-Students supports the partnerships with student organisations and student initiatives by means of advice, practical support and financing. The following partnerships and initiatives were supported in 2020: Erasmus Tech Community, Rethinking Economics NL, Turing Society, ECE Students, Enactus EUR, Erasmus Sustainability Hub, Culture Calling, Happy Students, Psychedelic Science Collective, Dutch Student Entrepreneurs.

These organisations contribute to the enrichment of EUR's education in various ways. Firstly by facilitating workshops, organising lectures and recording podcasts that combine the theory being studied by Erasmus students with current events. Secondly, by offering courses; for example, for skills such as programming (coding) or the courses offered by LifeVersity. There are also courses that prepare for opportunities after the studies have been completed, such as a course or sustainable entrepreneurship. Go here for more information about the partnerships and initiatives.

3.3   Evaluation and investigation of educational innovation theme

Erasmus Education Research (EER)

With the Erasmus Education Research CLI theme, EUR is presenting itself as a university that attaches importance not only to the innovation of education but also to the empirical evaluation of the effects of such innovations. Strengthening educational research contributes to the educational knowledge and therefore the quality of education at EUR.

In 2020, there were still two PhD processes resulting from the earlier Quality and Graduation Rates Research Agenda. A new research agenda was formulated under the leadership of an academic sponsor, and recruitment for three PhD positions has commenced. An interesting series of research lunches was organised under the leadership of the CLI research ambassador, in which both PhD students and CLI fellows were involved actively and requested to present their work. In order to ensure sustainable use, the EER research database was further developed to serve educational research well. Preparations were made to place the database with BICC, which could increase the availability and accessibility of educational data.

CLI Fellows

In 2020, 32 CLI fellows were associated with the CLI. The fellows form an enthusiastic network in the faculties. It is appreciated that the CLI creates the opportunity to be actively involved in educational innovation for one or two years through educational innovation projects and/or research projects focusing on educational innovation.

In 2020, there were two rounds during which fellow applications could be submitted. After a positive decision (by a jury chaired by the academic director), they are allocated financial scope of 0.2 FTE in the form of an internal offset of the salary expenses with the faculty. The Fellow maintains contact with the CLI and the other Fellows for the duration of the fellowship. Examples, lessons and results are shared with the community, such as during fellow connect meetings during which fellows present their work.

3.4   Collaboration and knowledge sharing during COVID crisis

Educational innovation accelerated during the COVID crisis. Education and assessment had to be brought online at a rapid pace. That switch was successful partly as a result of the solid network in the area of Learning & Innovation consisting of:

- The LI teams in the faculties that are directly connected to the lecturers and the local educational support organisations.
- The educational services manager at E&S, IT and RE&F, who jointly arrange for adjustment of the services and the management of everything required to shape online and offline education.
- The educational information managers of the CIO office and the faculties, who jointly work on suitable digitisation of education.
- The Media Support Center, which provides adequate AV facilities in the classrooms and the studio.
- Risbo that has direct contact with the faculties and services via the CLI and is able to respond quickly to the demand for didactical instruments, such as instructional materials, webinars, training sessions, coaching and supporting the LI teams.
- The CLI core team that brings all of these parties together, lifts local interests to a university-wide approach and provides faculties with suitable support.

The cooperation that was intensified during the COVID crisis and resulted, *inter alia*, in:

- The preparation of policy and approach to the one-and-a-half metre university, in which EUR opted for a hybrid model based on online education with campus-based education where possible.
- Rapidly setting up a facility for remote assessment by means of digital assessment and online proctoring so that the examinations could go ahead.
- Offering didactical support for online education and assessment via the LI teams.
- The results were already coordinated with the chairpersons of the Examinations Board, Education Directors and the Executive Board.

Unfortunately, the Education Lab could be used much less due to the COVID measures. Coordination could take place digitally using tools such as MS Teams and Zoom, *inter alia* during the COVID management consultation that is organised weekly.

3.5 Funding and operational management

The table below shows an overall view of expenditure, compared to the 2020 budget. A total budget of K€5,704 was available. 91% of this budget was realised: K€ 5,205. K€394 of the remaining budget (K€499) is carried over to 2021. This concerns (older) strategic resources of EUR. These will be used for educational research, digital assessment and setting up ErasmusU_Online.

Budget and realisation 2020	EUR	SVM	HOKA	Budget 2020	EUR	SVM	HOKA	Realisation 2020
	Partial budget	Partial budget	Partial budget	Total	Partial budget	Partial budget	Partial budget	Total
Teaching staff professionalisation		522.500	270.000	**792.500**	-	381.487	454.730	**836.217**
Innovation projects	-	100.000	600.000	**700.000**	-	265.686	430.028	**695.714**
Digitalisation projects	98.207	1.480.894	846.000	**2.425.101**	-	1.643.727	521.986	**2.165.713**
Student projects	-	125.000	-	**125.000**	-	92.376	128.289	**220.665**
Education research	287.888	187.802	-	**475.690**	112.188	178.125	-	**290.312**
CLI fellows	-	25.000	402.083	**427.083**	-	55.476	302.749	**358.225**
Core team, communication, Lab	759.000	-	-	**759.000**	638.053	-	-	**638.053**
Total	**1.145.095**	**2.441.196**	**2.118.083**	**5.704.374**	**750.240**	**2.616.877**	**1.837.782**	**5.204.900**

Looking at the funding sources, we see the following image:
- 72% (K€750) of the reserved strategic resources (K€1,047) was spent. The 72% expenditure was caused by delays due to the COVID crisis, in particular in educational research and the core team, but also on the digital assessment project.
- 81% (K€2,617) of the reserved SVM (K€3,231) was spent. The remaining K€680 remains earmarked for the CLI.
- 92% (K€1,838) of the reserved HoKa budget (K€2,000) was spent. The remaining K€162 remains earmarked for the CLI.

Brief explanation of each theme:
- For student projects, we spent K€96 more than was budgeted. This is mainly caused by the addition of the LifeVersity project, which was important during the COVID crisis to maintain contact with students in a useful manner.
- K€44 more than was budgeted was spent on the professional development of lecturers. Additional investments were made in supporting lecturers in connection with the COVID crisis.
- Spending on educational innovation was virtually in accordance with the budget.
- K€2,166 was invested in digitisation projects. Most (K€1,583) was spent on setting up a robust facility for digital assessment and online proctoring. This was important for continuing the examinations during the COVID crisis and to safeguard the quality of the diplomas. The total expenditure on digitisation projects was K€259 less than budgeted.
- K€185 less than budgeted was spent on educational research. The allocated CLI PhD projects started later and research projects were delayed due to the COVID crisis.
- K€69 less than budgeted was spent on the fellows, also due to COVID delays.
- K€121 less than was budgeted was spent on programme costs, communication costs and the Lab. The fact that less use could be made of the Education Lab means that fewer costs were incurred and the recruitment and appointment of the floor manager were postponed.

4 Activities in 2021

The budget for 2021 was approved by the Executive Board in October 2020. The Executive Board did request adjustment of the activities plan and the creation of more space for innovations arising from the EUR Strategy 2020-2024, such as setting up ErasmusU_Online. Below we present an adjusted forecast for 2021. The original budget is shown on the right, and the changes have been indicated. This is followed by an explanation.

Forecast for 2021	Forecast for 2021	EUR	y advance funds (S	HOKA	Movements	2021 budget
	Total	*Partial budget*	*Partial budget*	*Partial budget*		*Total*
Professional development of lecturers theme						
Project management	**100.000**		**50.000**	**50.000**		**50.000**
STQ: contribution 35 participants	87.500		87.500	-		87.500
STQ: development budget (K€5) for 35 participants	-			-		175.000
LEC: contribution for 5 participants	12.500		12.500	-		12.500
LEC: development budget (K€10) for 5 participants	-			-		25.000
Development of new MicroLabs	100.000			100.000		100.000
Further development and organisation of MicroLabs	25.000			25.000		25.000
Implementation of existing and new MicroLabs	125.000			125.000		125.000
Training lecturers to C2 level	20.000		20.000	-		20.000
Presentation/theatre skills workshop	-			-		2.500
Implementing learning and qualification process pilot for Examination Board members	10.000		10.000	-		10.000
Developing an online tool for lecturers to improve teaching	60.000			60.000		25.000
New and innovative activities for professionalising lecturers	10.000			10.000		10.000
webinars for online education and digital assessments	20.000			20.000		20.000
individual advice/guidance/for the redesign of online education	35.000			35.000		35.000
guidance/training/improving quality of digital assessments	35.000			35.000		35.000
Subtotal	*640.000*	*-*	*180.000*	*460.000*	*-117.500*	*757.500*
				-		
Educational innovation and digitisation theme				-		
				-		
Educational innovation projects:				-		
Project management	50.000		50.000	-		100.000
Educational innovation projects in progress	350.000		100.000	250.000		600.000
New educational innovation projects	350.000			350.000		150.000
Subtotal	*750.000*	*-*	*150.000*	*600.000*	*-100.000*	*850.000*
				-		
Digitisation projects:				-		
Digital assessment plateau 3	115.000	115.000		-		200.000
Online Proctoring (due to the coronavirus)				-		100.000
Digitisation projects in progress	210.000			210.000		500.000
New digitisation projects	275.000		120.000	155.000		250.000
Subtotal	*600.000*	*115.000*	*120.000*	*365.000*	*-450.000*	*1.050.000*
				-		
Student projects				-		
S4S and partnerships	80.000		80.000	-		80.000
LifeVersity project	70.000			70.000		50.000
New projects	20.000			20.000		50.000
Subtotal	*170.000*	*-*	*80.000*	*90.000*	*-10.000*	*180.000*
				-		
ErasmusU Online projects:				-		
Project management and support	244.000	244.000		-		
EU-O projects	426.000	-	150.000	276.000		
Subtotal	*670.000*	*244.000*	*150.000*	*276.000*	*670.000*	*-*
				-		
Subtotal theme educational innovation and digitisation	*2.190.000*	*359.000*	*500.000*	*1.331.000*	*110.000*	*2.080.000*
				-		
Evaluation and investigation of educational innovation theme				-		
Erasmus Education Research						
ambassador, PhD students, research fellows	94.140	94.140		-		75.500
3 new PhD tracks	58.860	58.860		-		70.000
Research database (Risbo)	40.250	40.250		-		40.250
Budget for research projects (student assistants, etc)	50.000	50.000		-		50.000
Subtotal	*243.250*	*243.250*	*-*	*-*	*7.500*	*235.750*
				-		
CLI fellows				-		
Current Fellow projects (including budget for student assistants, etc)	300.000			300.000		300.000
Subtotal	*300.000*	*-*	*-*	*300.000*	*-*	*300.000*
CLI core team				-		
Personnel expenses	609.000	609.000		-		594.000
Other expenses (hiring, tangible costs, communications, Lab)	150.000	150.000		-		165.000
Subtotal	*759.000*	*759.000*	*-*	*-*	*-*	*759.000*
				-		
Total	**4.132.250**	**1.361.250**	**680.000**	**2.091.000**	**-**	**4.132.250**

4.1 Professional development of lecturers theme

The aim of this CLI theme is to permanently train lecturers at EUR in a stimulating, inspirational way so that they are continually enhancing the quality and innovation of the design and the implementation of their teaching. So that they actually adapt their teaching to social changes, new didactic insights from the scientific field and the situation on the ground, and new technological possibilities. All in line with the developments in the field of education at EUR. Close contact is maintained with the development of the so called Recognition and Rewards policy at EUR (AA and HR in the present case) during the elaboration of the professionalisation offer.

The CLI collaborates with Risbo during the realisation of this objective. The CLI, together with AA and Risbo, set up the _Community for Innovation Capacity of Lecturers (CIC)_, in which subjects related to professionalising lecturers are discussed with experienced lecturers and support staff members from the various faculties. The CIC is exploring the possibilities and is aimed in particular on exploring implementation and evaluation in order to give lecturers a key role in the realisation of the strategic objectives related to forward-looking education.

The training and support offer for lecturers will be made visible in one location (via the CLI) so that this becomes clearer and more accessible to lecturers and faculties. In 2021, the CLI still pays 50% of the course fees for the SUTQ and the LOL. As from 2022, the costs of participation will be for the account of the faculties. The CLI will continue to invest in setting up and offering MicroLabs, Webinars and individual supervision of lecturers. You read more about lecturer training here.

The MicroLabs are becoming ever more famous as short, practical training sessions concerning current events. Due to the increase in the number of MicroLabs, there is more of a need to cluster MicroLabs by theme and for the opportunity to acquire a MacroLab certificate after participating in and completing a cluster of MicroLabs on the same theme. As regards assessment, it is already possible to obtain a BEQ certificate after three of the four MicroLabs have been completed successfully. The MicroLab Summer Festival will be continued, because it is a successful formula that attracts many lecturers. MicroLabs are used increasingly often as part of faculty educational innovation/improvement processes, such as for tutors (at ESSB) or teaching assistants (at ESE). And finally, MicroLabs play a role in the realisation of the Impact at the Core and D&I (diversity and inclusion) strategy projects, because the education of lecturers is also important in those projects.

Webinars and individual supervision of lecturers were deployed successfully during the COVID crisis to help lecturers in a quick and custom manner to bring their education assessment online. It is expected for 2021 that many of these activities will still be necessary. It is being assessed how these instruments can also be deployed after the crisis for the purpose of future proof education. This also applies to the _teachEUR_ online design tool. This is a living collection of teaching method formats that grows and develops congruently with the new insights of its users: the lecturers.

4.2   Educational innovation and digitisation theme

Educational innovation projects
The COVID crisis has boosted educational innovation. Lecturers were obliged to shape their education into an online variant or experiment with hybrid forms of education. Evaluation sessions are conducted within the faculties in order to determine which forms of innovation should be retained and developed further, also after the crisis. The LI teams indicate that the interfaculty knowledge-sharing and provision of information that was set up by the CLI is very valuable. The rapid action during the development of manuals and handouts is appreciated, as is the rapid and effective support during the redesign of education, the development of audiovisual products (video, podcasts) and the innovation of assessment. Naturally, the CLI wishes to continue to support these developments. Lecturers and LI teams can submit innovation projects to request assistance in project management, educational advice and supervision and technical support when creating audiovisual materials. The CLI's involvement can be limited or intensive depending on the request. This depends in part on the capacity of the faculty LI team with which it cooperates. Click here for more information about innovation projects.

Digitisation projects
The CLI management together with the IT/CIO organisation took stock of the situation after years in which the CLI (and previous programmes such as Digital = Normal) was very active in initiating and managing digitisation projects for education. The CLI will not be setting up and financing major digitisation projects such as digital assessment and online proctoring in 2021. From now on, such projects will be managed via the Project Portfolio Board (PPB). The PPB carries out an integral consideration of the projects portfolio EUR is able to finance, staff and manage. The CLI will continue to focus on facilitating smaller pilots and Proof of Concepts (PoC's) that align with the innovation wishes of lecturers and students. Together with the Chief Information Manager (CIO) and his team, the CLI will endeavour to remove useless thresholds that delay or even prevent innovation. The CLI will also contribute to the implementation of the Master Plan Digitisation. This plan links digitisation to the EUR strategic education agenda.

Student projects
In 2021, Students-for-Students (S4S) focuses on strengthening the ties with existing projects and attracting new projects and enthusiastic students. For example, student projects were attracted in the area of philosophy, diversity and creativity.
Furthermore, standardising attracting and evaluating and elaborating these in concrete terms will be the central focus in the period until the summer. For example, S4S will already be able to gain experience evaluating on the basis of HoKa frameworks in the autumn of 2021 and be prepared optimally for switching to this flow of funds in 2022.
The LifeVersity project is already covered by the HoKa funds and can serve as a model for evaluation frameworks in the future. LifeVersity will continue to be financed by the CLI until July 2021; they are working with AA on a plan for structural embedding within the university.

You can read more about S4S at www.eur.nl/s4s.

Taking the lead in strategic innovation

In addition to responding to questions from lecturers and students, the CLI wishes to take the lead more expressly in the formation of a vision and support of innovation themes such as the flexibilisation and modularisation of curriculums, cumulative and programme-based assessment, high-impact learning, etc.

The CLI collaborates with the *Community of Personal and Professional Development of students (CPPD)* and the *Community of Personalised and Online Learning (CPOL)* to determine what priorities exist for the purpose of realising the strategic key objective of *future proof education*. The CPPD focuses on skills students need to prepare themselves for their position in society. The CPOL focuses on the possibilities of online learning for EUR. The CLI also maintains close contact with other strategic programmes such as Impact at the Core, ErasmusX, D&I and Well-being.

ErasmusU_Online

Further elaboration and setting up of ErasmusU_Online is one of the new challenges for EUR. Designs will be created for didactics, the learning environment and the organisation of online-only programmes on the basis of examples from leading (international) universities. ErasmusU_Online focuses primarily on students who cannot come to the campus, such as international students and life-long learners. The study programme offer will consist mainly of pre-master and master study programmes. ErasmusU_Online is intended as a supplement to campus education. The innovations being developed for online education will also benefit the improvement and flexibilisation of regular education. ErasmusU_Online is therefore seen as a strategic leverage for innovating and improving education. See also the statement about ErasmusU_Online.

The ErasmusU_Online projectteam seeks alignment with the *Community of Personalised and Online Learning (CPOL)*, precisely for the purpose of making the developments applicable to campus education. The EUO projectteam does not focus on the e-master that is currently being developed by ESE and RSM but does coordinate with this initiative.

Together with the faculties, AA and Professional Services, concrete steps are taken focusing on the launch of ErasmusU_Online in February 2022 with a small number of study programmes. Assuming that interest in ErasmusU_Online is serious and growing, a proposal will be made to reserve (part of the) M€12 in HoKa funds that have not yet been allocated to this initiative. This requires a joint decision from the Executive Board, the faculties and the representative bodies (U-council and Faculty Councils), which means that it requires coordination and preparation. This plan will be presented after the summer of 2021.

4.3   Evaluation and investigation of educational innovation theme

Erasmus Education Research (EER)
Three PhD projects started at the end of 2020 based on the CLI research agenda:

- The promise of internationalisation: How to develop intercultural communication competence and global citizenship in EUR's international study programmes (ESHCC & ESE)

- Lost in transition? Access and academic success of diverse students in higher education (ESSB)

- Student evaluations of teaching (SET) – Strategies to make course evaluations an integrated part of educational design and lecturer professionalisation (RSM)

In addition to these three PhD projects, there is also an ongoing PhD project that dates back to the earlier EER research agenda. This project will be completed in October 2021.

Each PhD student is appointed at the faculty that submitted the proposal. The CLI will pay 50% of the salary costs for a period of four years. The PhD students will contribute to the knowledge sharing and knowledge development in the EUR community.

The 2021 budget also provides for short-term educational research that will be conducted by the CLI Fellows. The Research database will also be funded by the CLI for one more year. Over the course of 2021, the database will be transferred in full to the BICC.

Read more on our web page on educational research.

CLI Fellows
For a period of one or two years, the CLI Fellows agree to undertake activities in which they are active in educational innovation through educational innovation projects and/or research projects focusing on educational innovation.
Fellowship applications are assessed by a jury chaired by the academic director. After a positive decision, financial scope of 0.2 FTE will be allocated in the form of an internal offset of the salary expenses with the faculty. The Fellow will subsequently be invited to develop his/her ideas into project proposals for an innovation project and/or a research project. In the proposal, the Fellow states what he/she intends to undertake, what is needed from the CLI, and what the project will deliver to EUR in the form of results and learning experiences that will be shared. Following a positive assessment of the project proposal, the Fellow will be able to start with executing the project. The Fellow maintains regular contact with the CLI during the project.

This has led to the creation of an enthusiastic group of 32 Fellows affiliated with the CLI. Click here for more information about the Fellows.

As almost all fellows are still working on their projects, it was decided to halt things for the moment and encourage and support the current group in completing their projects.

We will publish a new call in the course of 2021 so that a new group can start in 2022. The CLI fellowship proves to be a valuable instrument for lecturers to continue work on educational

innovation after an SUTQ has been obtained. The projects align with the themes of the Strategy 2020-2024. The Fellowships make the innovative competencies of the lecturers visible, which aligns with the principles of *Recognition and Reward*.

4.4   Core team, Knowledge sharing and Education Lab

The CLI is managed and facilitated by a management team (positions 1 and 2) and a core team (positions 1 through 11) The following positions have been filled:

1. Academic director
2. Programme director/director of operational management
3. Community manager/senior communications consultant
4. Communications officer
5. Student representative
6. Project management officer (PMO)
7. Junior PMO (job participation scheme)
8. Project leader (partly charged on to projects)
9. Junior project leader (partly charged on to projects)
10. Floor/office manager
11. Programme administrator

An annual budget of K€759 is available for the staff costs of the core team and the additional costs of knowledge sharing and the use of the Education Lab. This budget is sufficient in the current structure of the CLI.

In addition to the members of the core team, the CLI budget provides for the costs of project managers, trainers, educational experts, instructional designers, technicians, PhD students, an ambassador and CLI fellows. These persons are deployed to help realise innovation projects within the themes. They are generally financed on a project basis.

5 Multi-year perspective

The Executive Board expressed the wish to continue the CLI as driver and support organisation for future proof education. In 2021, CLI management will formulate a plan for the further development of the CLI from a temporary programme into a structural service. The plan will be formulated in coordination with the faculties, Academic Affairs, Professional Services and the University Council. The plan will be presented for decision-making in November 2021. New, structural budgets will be required for CLI as a service as well. They will be included in *Perspective 2023.*

The development of the programme into a service has not yet been processed in the multi-year budget included below. Assuming the current financial sources and the fact that the SVM will lapse after 2021, the multi-year budget of the CLI looks as follows:

Multi-year perspective	Budget 2021				Budget 2022			Budget 2023			Budget 2024			Budget 2025
	Total	EUR	SVM	HOKA	Total	EUR	HOKA	Total	EUR	HOKA	Total	EUR	HOKA	Total
Core team CLI	€ 759.000	€ 759.000			€ 759.000	€ 759.000		€ 759.000	€ 759.000		€ 759.000	€ 759.000		€ 759.000
Teaching staff professionalisation	€ 640.000		€ 180.000	€ 460.000	€ 450.000		€ 450.000	€ 450.000		€ 450.000	€ 450.000		€ 450.000	€ 450.000
Innovation projects	€ 750.000		€ 150.000	€ 600.000	€ 840.000		€ 840.000	€ 820.000		€ 820.000	€ 820.000		€ 820.000	€ 820.000
Digitalisation projects	€ 600.000	€ 115.000	€ 120.000	€ 365.000	€ 400.000		€ 400.000	€ 400.000		€ 400.000	€ 400.000		€ 400.000	€ 400.000
Student projects	€ 170.000		€ 80.000	€ 90.000	€ 100.000		€ 100.000	€ 100.000		€ 100.000	€ 100.000		€ 100.000	€ 100.000
ErasmusU_Online	€ 670.000	€ 244.000	€ 150.000	€ 276.000										
Education research	€ 243.250	€ 243.250			€ 120.205	€ 120.205		€ 114.216	€ 114.216		€ 87.150	€ 87.150		€ 22.000
CLI fellows	€ 300.000			€ 300.000	€ 300.000		€ 300.000	€ 300.000		€ 300.000	€ 300.000		€ 300.000	€ 300.000

Professional development of lecturers theme
After the SVM has ended, CLI financing will focus even more on innovation and on improving the quality of what is offered to lecturers. This means that the financing of participation in the standard study programme offer (UTQ, SUTQ, LOL, English training sessions and the training for Examinations Boards (BEQ and SEQ)) will be placed entirely with the faculties. Naturally, the CLI together with AA will continue to govern the professional development of lecturers. Risbo remains the main implementing party within this theme. Hiring other parties is also possible.

Educational innovation and digitisation theme
The financial scope for educational innovation projects remains the same. The budget for digitisation projects is reduced to K€400 per year, in line with the decision that the CLI will no longer initiate and finance large digitisation projects (see page 11). The budget for student projects is reduced to K€100 per year, in which connection the requirement will be that activities will have to fit in with HoKa frameworks.
No budget has been reserved for ErasmusU_Online after 2021, because this is not in line with the current financial frameworks of the CLI. Assuming that interest in ErasmusU_Online is serious and growing, a proposal will be made to reserve (part of the) M€12 in HoKa funds that have not yet been allocated to this initiative. This requires a joint decision from the Executive Board, the faculties and the employee representation. This complex file will be prepared by the CLI and presented in the autumn of 2021.

Evaluation and investigation of educational innovation theme
The investment in Erasmus Education Research will become less in 2022, because at that time investments will only be made in the position of ambassador, the three PhD projects and the budget for student assistants for educational research. The space for CLI fellowships remains unchanged. New fellows can start as soon as the ongoing fellowships have been completed. The aim is to have a consistent group of approximately 10 fellows on board who focus on trying out and evaluating educational innovations that are important to the realisation of the strategic objectives in the area of future proof education.

6 Appendix

	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

	Innovations and digitization projects in 2020		HOKA theme		OCW theme		
			Personal professional development	Personal Learning Online Facilities	Kleinschalig Intensief	Onderwijs-differentiatie	Onderwijs-faciliteiten
	Educational innovation projects (HoKa)						
1	Online master Arbeidsrecht	ESL		X		X	
2	Coversity	ESSB, RSM		X		X	
3	Educational Videos disorders in children	ESSB		X		X	
4	Develop interactive course museums	ESHCC		X		X	
5	Serious games and case development	RSM		X		X	
6	Blending Communication Technologies	ESHCC		X		X	
7	Realise a futoure oriented VMO	ESL		X		X	
8	ESHPhil Projects Tim de Mey	ESPhil		X		X	
9	Clinical Challenge	EMC		X		X	
10	MOOC Digital Governance	ESL		X		X	
11	Case-based learning	ESHCC		X		X	
12	Technology & Innovation Online	ESHPM		X		X	
13	MA Methodology online course	ESHCC		X		X	
14	Video series: Reimagining communication	ESHCC		X		X	
15	Toolbox Education for Sustainable Development	EUC, ESHCC		X		X	
16	Internship and professional skills BA Philosophy	ESPhil		X		X	
17	MOOC Sustainable Finance (RSM)	RSM		X		X	
18	Economies of value (ESHCC)	ESHCC		X		X	
19	An interview-based educational video series 'expertise' (ESHCC)	ESHCC		X		X	
20	Podcast: Health Frontiers	ESHPM		X		X	
21	BTW (VAT) seminar	ESL		X		X	
22	Justice & Home affairs	ESL		X		X	
23	Advanced Training program value-based Healthcare	ESHPM		X		X	
24	Economic principles in the cultural world	ESHCC		X		X	
25	The creation of an Introduction video	ESE		X		X	
26	Pilot Live Online Proctoring Decentrale Selectie	Erasmus MC		X		X	
27	Spokesmanship workshop	ESHCC		X		X	
28	Severe Mental Illness in Urban Context	ESSB		X		X	
29	Delivering CM1001 online-only	ESHCC		X		X	
30	Knowlegde clips on pyschology concepts - Medicine programme	Erasmus MC		X		X	
	Educational innovation projects (SVM)						
31	Innovative revision MOOC Serious Gaming	ESHCC					
32	Digitalization Educational program EGSL	ESL					
33	Genomics & the city assignment	Erasmus MC					
34	Minor Science and Practice for Transformative Change	EUC					
35	MOOC Legal Aspects of Gig Work	ESL					
36	Colleges Huisartsgeneeskunde	Erasmus MC					
37	TEACH-IN's	Honours program					
38	ErasmusU_Online	All					
	Digitalization projects						
39	Digital assessment	All		X			X
40	FeedbackFruits	All		X			X
41	Automated checking on writing	All		X			X
42	Learning analytics	All		X			X
43	Thesis management system (SVM)	All					
44	Portfolio system	All		X			X
45	Virtual classroom	All		X			X
46	Practicing with statistics (Graspl)	All		X			X
47	Digital learning resources	All		X			X
48	Gamification	All		X			X
49	Sowiso	All		X			X
50	Helpdesk educational tools	All		X			X
51	Exersice software statistics	All		X			X
	Students for student projects						
52	Lifeversity	Students	X		X		

Erasmus University Rotterdam
Community for Learning & Innovation
Erasmus Education Lab
Polak building – ground floor
3062 PA Rotterdam, The Netherlands

E   cli@.eur.nl
W www.eur.nl/cli