

IMMERSE IN UR OWN CBL DESIGN

Using an Interactive Step by Step Tool

WHO ARE WE?



Ádám Tóth

Education Development
Officer, UTRECHT
UNIVERSITY,
Netherlands



Lianne de Jong

Project Manager,
Eindhoven University of
Technology



Minke Brinkmann

Project Coordinator,
UTRECHT UNIVERSITY



Dimitra Mousa

Project manager,
Innovative Didactics,
Utrecht University
(EWUU Alliance),
Netherlands

EWUU ALLIANCE

Formed in 2019 by the universities of:

- Wageningen University & Research (**WUR**)
- Eindhoven University of Technology (**TU/e**)
- Utrecht University (**UU**)
- University Medical Center Utrecht (**UMCU**)

Focus on: Preventive Health, Circular Safe Society

Aim: in the upcoming 8 years create joint research and education projects in **global issues fields**, in collaboration with various stakeholders and diverse disciplines.

**VISIT
EWUU.NL**



TU/e

WAGENINGEN

Utrecht University

UMC Utrecht

1 WICKED PROBLEMS

6 SOCIETAL PARTNERS

5 WUR

6 TU/E

7 UU

4 UMC U

13 PROFESSIONALS

2 PROBLEMS CHALLENGES RESEARCH

3

EINDHOVEN UNIVERSITY
WAGENINGEN UNIVERSITY
UTRECHT UNIVERSITY
UMC UTRECHT

9 TRANS-DISCIPLINARY EDUCATION

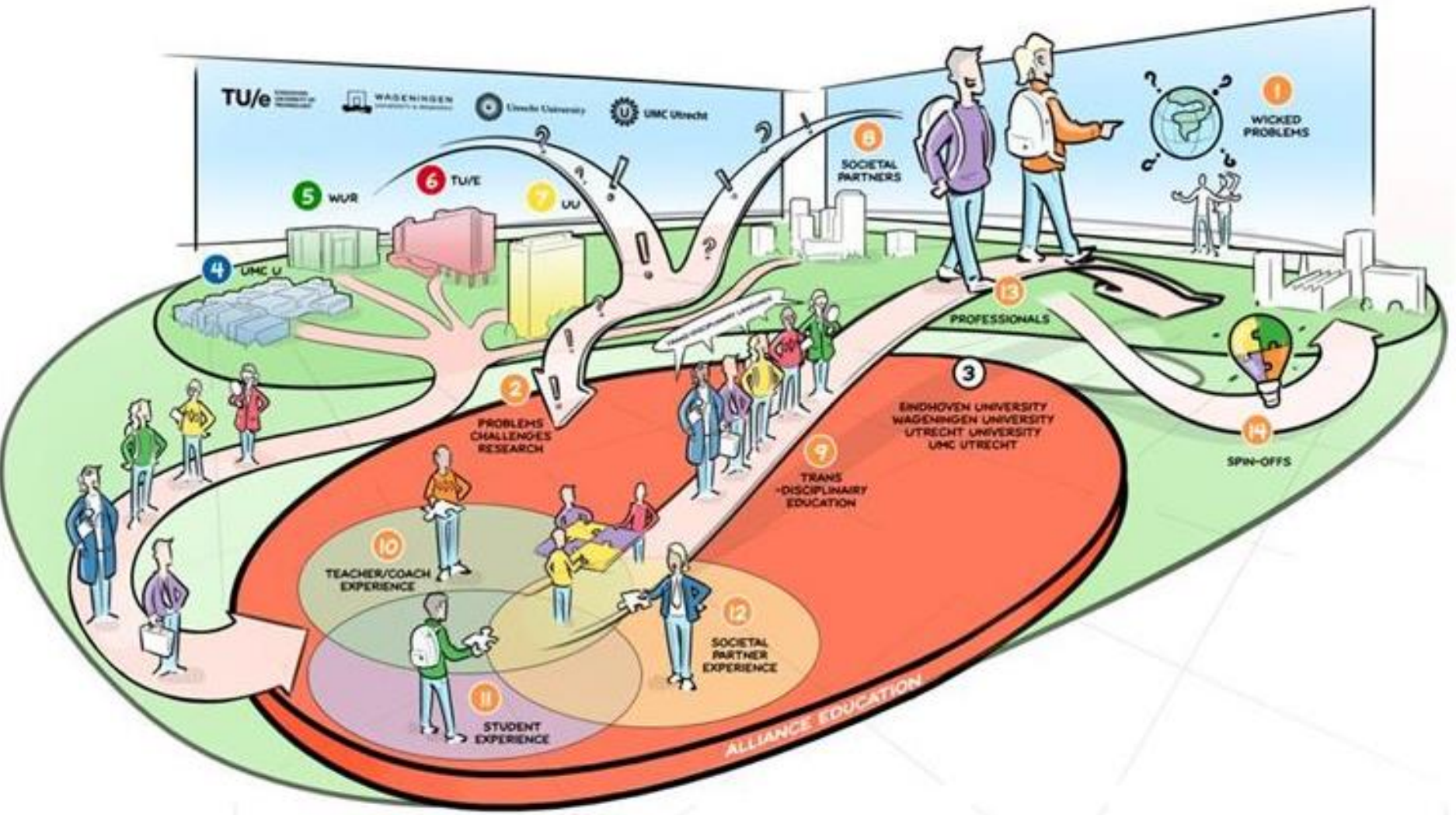
14 SPIN-OFFS

10 TEACHER/COACH EXPERIENCE

12 SOCIETAL PARTNER EXPERIENCE

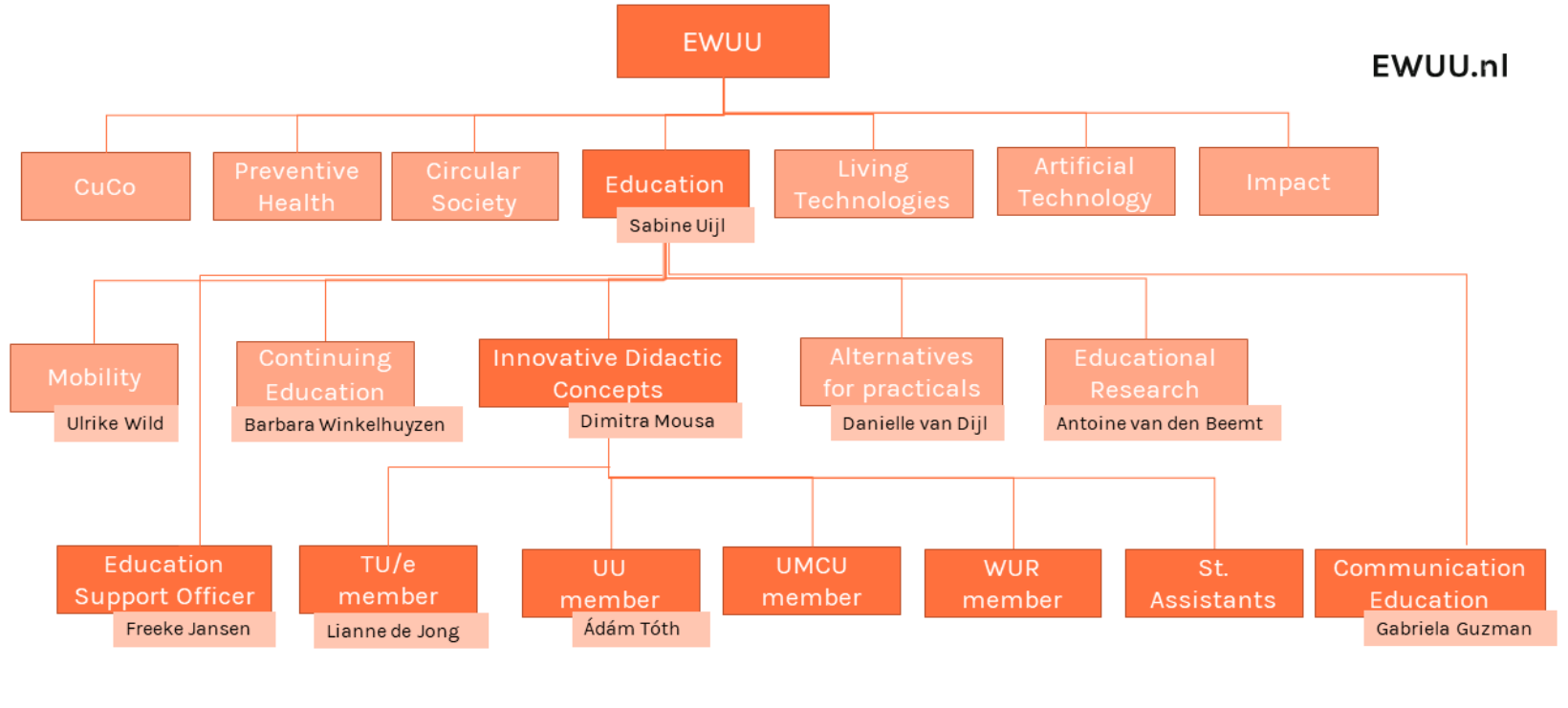
11 STUDENT EXPERIENCE

ALLIANCE EDUCATION



EWUU EDUCATION

EWUU.nl

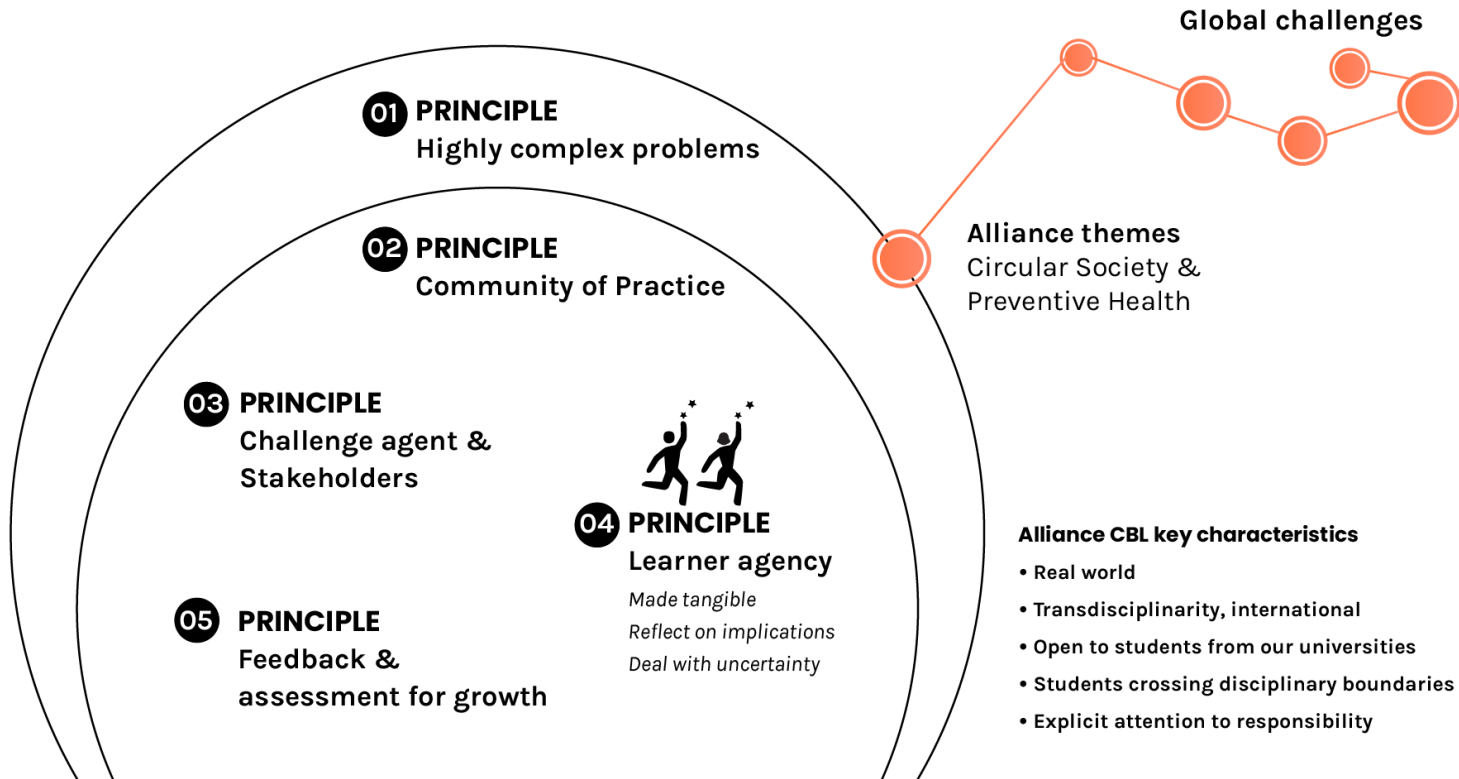


WHAT DO WE DO?



- Vision for shaping EWUU education
- Development of collaborative educational programmes (CBL activities)
- Development of educational design
- Support university staff and other stakeholders on creating/participating/becoming aware of this type of education

EWUU EDUCATIONAL VISION



EWUU CBL PRINCIPLES

Highly complex problems

- Integration of different types of knowledge
- Interdisciplinary collaboration

Community of practice

- Safe and supportive learning environment
- Shared values and goals

Challenge agent and stakeholders

- Problem owner or mediating between stakeholders
- Co-construction of knowledge, skills, etc.

Learner agency

- Responsibility for learning
- Setting own competencies

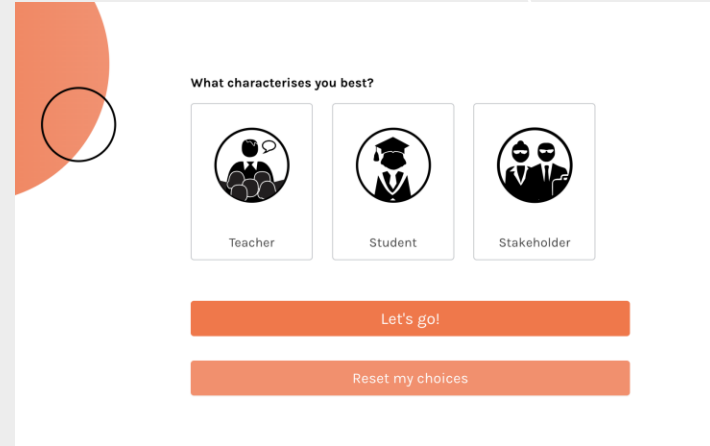
Feedback and assessment for growth

- Reflecting
- Individual track
- Team track

WHY A PLATFORM?

- What is Challenge Based Learning?
- Sharing our vision on CBL
- Facilitating educational design
- (Re)designing your own education
- Case studies, tools, and resources
- Initiate a collaboration

- User-friendly, interactive experience



Personal journeys for different roles

TODAY'S PLAN

Part 1: Roles



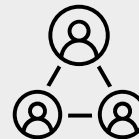
60 mins
Explore CBL roles

Part 2: Colour



75 mins
Design CBL course

Part 3: Wrap up



30 mins
Plenary Reflection

PART 1 - ROLES

- Check the **badges** for icon
- **Groups** based on same role/icon

- **Introduction Round:** *How the role that you selected identifies with you and your real profession ?*



Course
Coordinator



Challenge Agent



Coach



PART 1 - ROLES

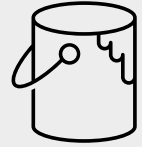
- Use the **A3** on the table - *complete A3 will be used for part 2*
- **Brain dump**: associations you have with this role - use sticky notes
- Use the **CBL platform** to learn more and answer **Qs** on sticky notes



BREAK - 15 MINS

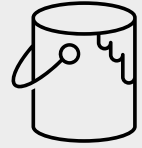


PART 2 - COLOUR



- Check for the **colour** in your card
- **Team up** with the same colour colleagues
- Within the colour team: **introduce yourself & role**
- **Goal:** within your team design a CBL course of 1 week duration

PART 2 - THE CHALLENGE



- Topic: *Regenerative Cities*

What would the city of AMS look like as a regenerative development zone? West AMS is home to some of the lowest polders in the Netherlands, the largest diversity of species and cultures, and the last fertile soil of the city. Many of the great challenges of the city come together in this place. The food transition, soil degradation, and climate adaptation, to name but a few. Meanwhile the city densifies, data- and distributions centres sprawl through the land, and families and farmers are trying to find ways to make ends meet.

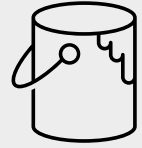
- 1 week fulltime
- Hybrid environment, field trips
- Max 30 students
- Mixed levels: 3rd year BSc, MSc, PhD and Professionals

PART 2 - LEARNING OUTCOMES

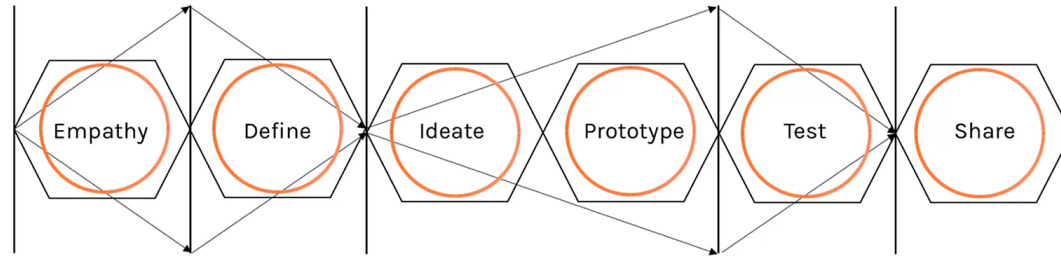


- **Multi-Stakeholder and multi-helix Leadership:** Learn how to lead and collaborate with diverse groups, leveraging shared values for impactful decision-making.
- **Working Bottom Up and Top Down:** Understand how to effectively engage all levels of the community and the administration, facilitating an inclusive approach to development.
- **Systems Perspective:** Develop the ability to view challenges and opportunities from a systems perspective, promoting comprehensive solutions that take into account all factors and stakeholders.
- **Personal Regeneration:** Foster personal growth and resilience, enabling you to navigate the challenges of leading region development while maintaining personal wellbeing.

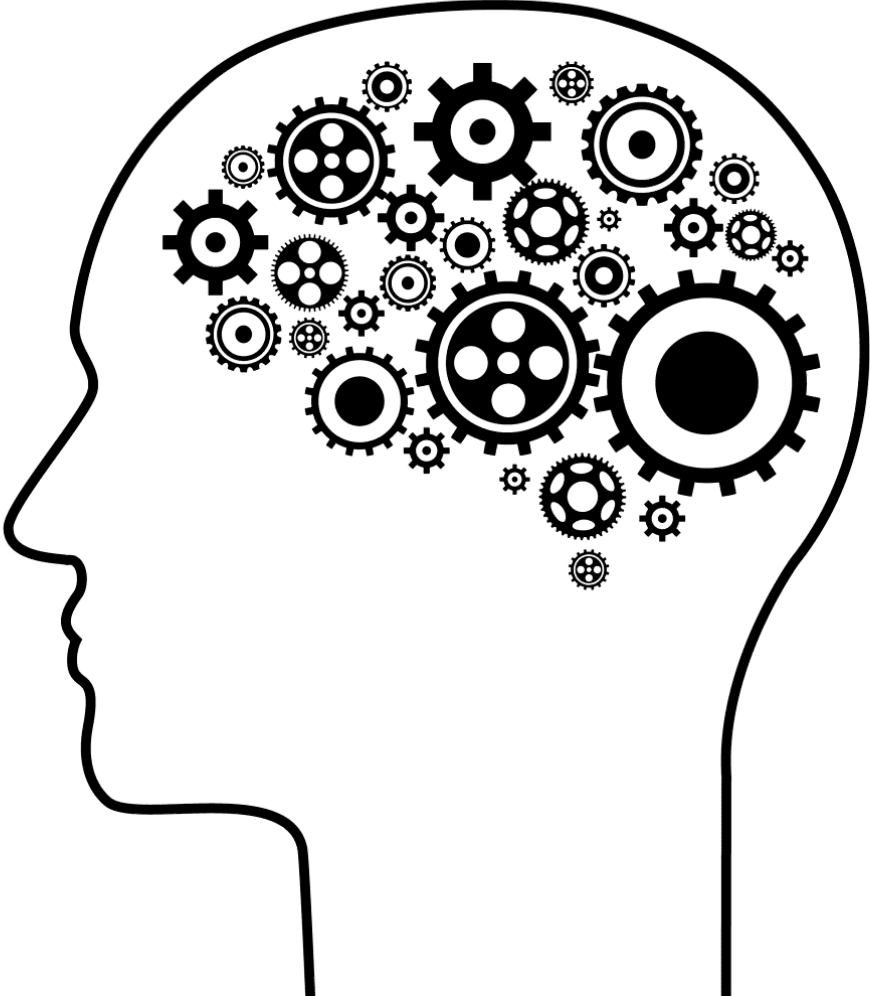
PART 2 - HOW TO DESIGN



In organizing EWUU challenges you could follow the design thinking process with the double diamond principle



PLENARY



PART 3 - WRAP UP



- Plenary:
 - Check each others designs
 - Share 1 new idea or element from the designs of others







