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# ROADMAP EDUCATION 2024 – 2027

# A PEEK INTO THE FUTURE: 2040

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TU/e, WUR, UU and UMC Utrecht are separate entities that are in sync. Teachers and staff are employed at one of the four institutions, and students enrol in programmes at one of the universities.

After being employed or enrolled, the barriers between the institutions are removed. Learners can easily select and attend courses at all locations, and teachers can be involved in education across all institutions without experiencing additional barriers.

Every institute has their own identity and niche, and together they provide EWUU education. Jointly developed education is characterised by transdisciplinarity and innovation, and is aimed at equipping all learners -including the institutions own employees- with future-oriented skills.



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# MISSION AND OBJECTIVES 2024 – 2027

**Society is facing unprecedented challenges – social, economic and environmental – driven by accelerating globalisation, a faster pace of technological advancements and an overwhelming influx of scientific knowledge. There is a demand for professionals who possess the ability to address such complex and dynamic challenges by transcending disciplinary boundaries.**

Current and future learners differ from preceding generations due to the influence of migration histories, globalisation, and new technologies/ digitisation. From an early age, they have been exposed to various mobile technologies that allow them instant access to the world around them, facilitating communication with a mere click of a

button. These learners view issues and trends from a global perspective and seek a sense of purpose in their education, striving to link their learning experiences to the real world and their personal development, both during their initial studies and later in life.

The developments in society and in type of learners both require a shift in the goal, organisation and set-up of education. EWUU education provides an answer to this need: enabling learners to seek and cultivate their agency and sense of purpose, along with the competencies required to shape their own lives and contribute to new solutions for unknown problems.

## **MISSION**

An integrated educational landscape as opportunity for learners and staff to transcend borders between and beyond our institutes, generating impact and opportunities for development based on shared values.

## VISION

EWUU education aims to become a given in our institutes. EWUU education represents cutting-edge, transdisciplinary, innovative and inclusive education, with an outreach to society and entrepreneurship.

Our objective is to prepare learners for a future in which they can continue to innovate their acquired expertise. To achieve this, EWUU education prioritises flexibility and adaptability in its educational activities, organisation, and policies, in order to remain responsive to evolving needs.

EWUU education develops shared educational visions and innovative didactic concepts through our collaborative efforts. Beginning with an educational vision, we develop didactic concepts, pilot them in educational activities, research their effectiveness, and if successful and sustainable, embed them and provide the necessary support for education within the EWUU context.

Adaptability to changing circumstances is crucial to staying innovative and relevant. In this way, EWUU education provides fertile ground for educational innovation, offering conditions and possibilities for educational activities within the EWUU working

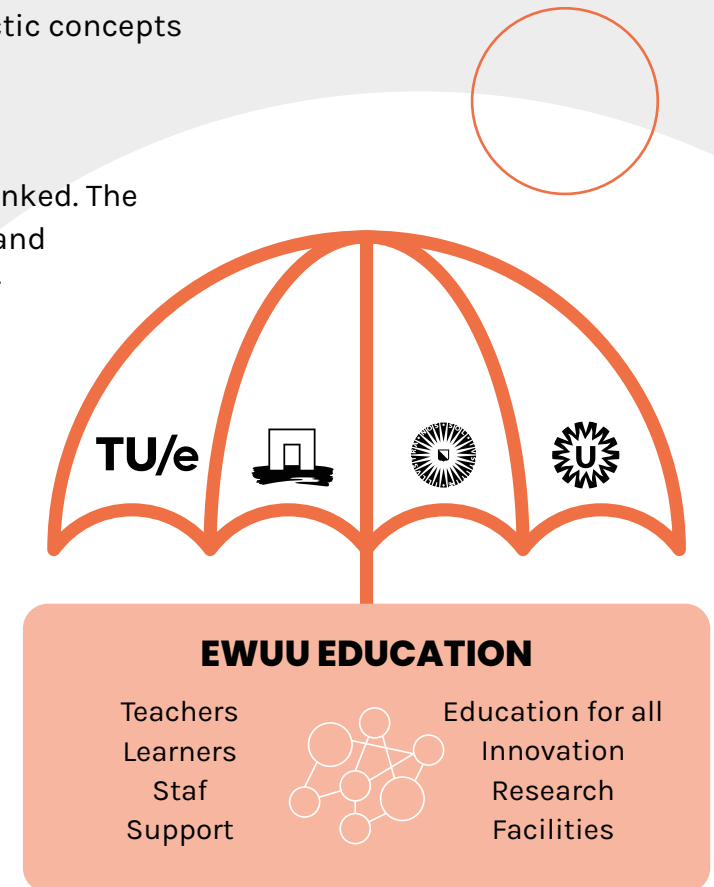
groups, and promoting educational innovation across our institutions.

## OBJECTIVES

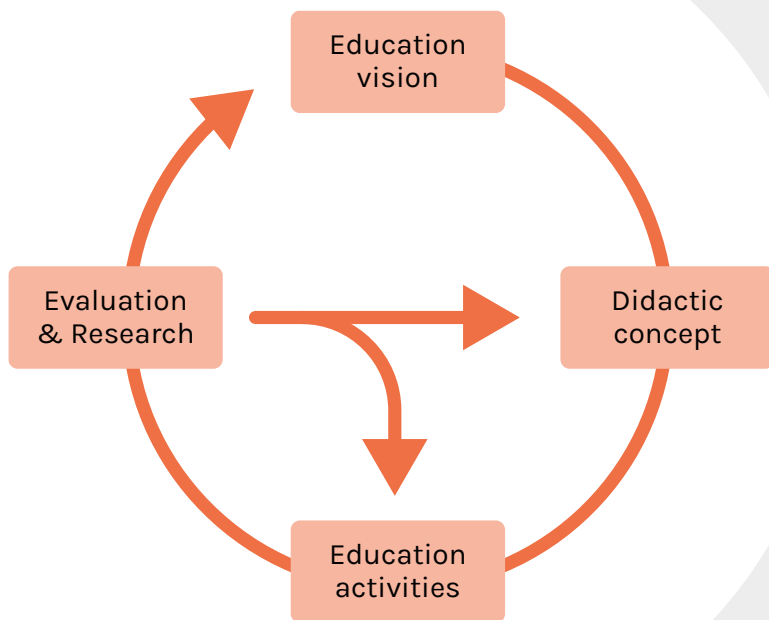
The approach to realising our vision focuses on both existing education and organising new, joint education. This is implemented through three strategic pathways:

- Educational vision and didactic concepts
- Educational activities
- Support and facilities

These three pathways are interlinked. The aim is to offer education for all and to create a sandpit for research-informed education innovation where teachers from our institutions meet, learn and teach, while properly supported and facilitated. The developed education enhances innovation and enriches the offer of the institutions.



Specifically for the development of new education, the strategic pathways are interlinked in a continuous cycle of innovation. To ensure connectivity between the pathways, research is organisationally embedded in the educational vision and didactic concepts pathway, and evaluation is embedded in the educational activities pathway. The cycle is illustrated below.



# EDUCATIONAL VISION AND DIDACTIC CONCEPTS

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**Innovative educational visions and didactic concepts will emphasise a number of key values, which are derived from the complementarity of the educational strategic plans of the individual institutes. By bridging disciplinary boundaries, engaging with external stakeholders to embed authentic situations, and prioritising learner development, we will cultivate impactful education and foster an entrepreneurial mindset.**

The vision and concept for EWUU challenge-based learning, which was developed in 2020-2023, will serve as a model for other educational concepts, encompassing the development process, collaboration, engagement with internal and external stakeholders, use of an interactive platform serving as a guide for various users, and a research-based approach.

To develop an educational vision and didactic concepts, there are certain boundary conditions within the EWUU context that must be met. While the involvement of all institutes is crucial, it does not always have to be equal. Nonetheless, EWUU education remains accessible to learners from all four institutes.

The educational visions and didactic concepts are developed specifically within the context of EWUU and may deviate from the individual institutes' visions of these concepts; they are intended as an addition. The space created by the collaboration of the four institutes initiates a unique environment for innovation that surpasses the potential of each individual institute.

Concepts will be developed and piloted in close collaboration with the thematic workgroups Circular Society and Preventive Health to ensure their relevance. In future, the developed concepts can be applied in the context of other emerging themes.

# EDUCATIONAL VISION AND DIDACTIC CONCEPTS

## KEY VALUES

Transdisciplinarity  
Authenticity  
Learner centered  
Development-oriented  
Impact  
Entrepreneurship

## DIDACTIC CONCEPTS

### Current:

Challenge-based learning  
EWUU packages

### Next:

Learning communities  
Full Joint masters  
Capstone / graduation project  
*Followed by other concepts*

## BOUNDRY CONDITIONS

Multi-university  
Topical (EWUU themes)





# EDUCATIONAL ACTIVITIES

**EWUU education is for all learners of our institutions. We differentiate between existing education offered by our individual institutions, and new -jointly developed- education. For bachelor and master's students the current EWUU education initiatives will be continued, upscaled and expanded, with a focus on the offering of the partner institutions as an addition to the offering within the home institution. A further development of EduXchange and working on shared policies, e.g. towards alignment of academic calendars, are essential in this.**

All institutions offer education for PhD students and teacher development courses. The emphasis within EWUU education will be on opening up the institutional offering to learners from the partner institutes. This creates an opportunity for alignment of course offerings and focus on specific complementary specialities. Additionally, this will enhance the courses by creating communities

of learners from diverse backgrounds. With the same rationale, the course offering for external professionals (i.e. continuing education) will be promoted through the websites of the partner institutes.

New education will conform to the EWUU educational visions and innovative didactic concepts to be developed. In the next four years, the main target groups for the new education will be master's students and professionals. Education will be developed and tested in close collaboration with the thematic workgroups Circular Society and Preventive Health, as well as AI and Living Technologies. The collaboration with the Centre for Unusual Collaborations will concentrate on the shared focus on innovation, experimentation, development, and transdisciplinarity. With respect to entrepreneurial education, collaboration with the Impact working group is being pursued.

The didactic concepts are researched by the EWUU educational research group with an aim to embed successful and sustainable concepts in within our institutions and provide input for new developments. Next to the research of our didactic concepts, a yearly educational research call allows grassroot initiatives to feed the development of further concepts and activities.



## EDUCATIONAL ACTIVITIES

### **OPENING EXISTING EDUCATION JOINT NEW EDUCATION**

Courses and programmes

### **CONTENT/ COLLABORATIONS**

Circular Society  
Preventive Health  
CUCo  
Artificial Intelligence  
Living Technologies

### **TARGET GROUPS**

Bachelor students  
Master students  
PhD/EngD students  
External professionals  
Internal professionals

# SUPPORT AND FACILITIES: VIRTUAL EDUCATION CENTRE

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**Within EWUU education we aim to offer hands-on support for teachers and staff to be able to be involved in EWUU education without hurdles. The ambitions presented in this roadmap require support and facilities at different levels. We aim to combine this in a Virtual Education Centre to be developed for EWUU.**

The Virtual Education Centre will be a community consisting of a small number of support staff dedicated to EWUU, combined with a larger group of support staff from the institutions in functions that are similar or related to their role in EWUU support. The latter group will have partial EWUU employment to ensure their dedication to EWUU alongside their daily tasks. This way of organising support and facilities will enable a connection

and continuous cross-fertilisation between the EWUU education teams and the current and future teaching and learning centres in the institutions, as well as the faculties and scientific departments, the departments for Education and Student Affairs, future learning spaces, and other relevant departments at the individual institutes.

The goal of organising a Virtual Education Centre in this manner is to strengthen collaboration between the institutions, beginning with connections related to current education activities and groups required for procedures and agreements. With the Virtual Education Centre, we establish a fertile environment for innovations to be developed, piloted, and researched, followed by incorporation, teacher training, and support.

As collaboration across our institutions demands adaptability and flexibility, dedicated procedures and agreements are necessary to ensure collective efforts towards a sustainable educational landscape. These need to be reviewed and updated on an annual basis.

## SUPPORT AND FACILITIES: VIRTUAL EDUCATION CENTRE

### CONNECTION TO (FUTURE) CENTRES FOR TEACHING AND LEARNING

Educational research  
Teacher support on innovation  
Teacher development

### PROCEDURES & AGREEMENTS

Learning spaces  
Financial agreements  
IT systems  
Academic calendars  
Communication and marketing  
Other emerging

### EDUCATION SUPPORT

Administration  
Registration



# CONDITIONS

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**Given the ambitions of EWUU education, there are conditions that need to be met in order to accomplish our mission for the next four years.**

Most of these are under the control of EWUU partners and are linked to the activities of this roadmap, which will be further detailed in the Agenda section. However, some of them are beyond our control, as depicted in the circle of concern in the figure below. Active support from the boards of our institutes is crucial to address all the conditions in the figure adequately.



## **CIRCLE OF INFLUENCE**

- Institutes should not start initiatives that are in competition/conflict with EWUU education activities (board level)
- Open culture towards flexible study paths (board level)
- Broad support for EWUU education and mobility of learners (program- and exam committees, study advisors)
- Room in degree programmes for EWUU education (program coordinators and directors)
- Active promotion of EWUU education (communication and marketing)
- Infrastructural changes: alignment academic calendar (policy/board level)
- Financial agreements to support mobility of learners and staff (financial directors)
- Relation building with external partners to foster continuity of transdisciplinary education (relation management)
- IT structures and tools shared or compatible (IT management)

## **CIRCLE OF CONCERN**

- National infrastructural developments around EduID and EduXchange
- Developments of EWUU institutes with other alliances (national and international) that may not always be aligned with shared ambitions and needs

# AGENDA 2024 – 2027

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**By 2027, EWUU education will be recognised, organised and embedded throughout our institutes. The Virtual Education Centre is the place to be for any support on EWUU education. This centre is closely linked with the internal support organisations of our institutions, including the different Centres for Teaching and Learning.**

Different interactive platforms are available to help teachers and others navigate through the procedures for organising EWUU education easily. There is an ongoing effort to remain responsive to the needs of our community and society.

By 2027, graduates from our institutions will benefit from enhanced professional opportunities as a result of their experience in EWUU education. They have had the opportunity to look beyond the boundaries of our individual institutions and beyond academia during their education.

The personal and professional development provided through EWUU education enables them to transcend boundaries and work effectively towards a sustainable future. Similarly, professionals who have pursued EWUU education as part of their ongoing learning journey will be better equipped to contribute to the sustainable future of our planet.

In the first year, the primary focus will be on the organisation of EWUU education, which involves establishing the governance, the necessary conditions to achieve the ambitions of EWUU education, and the required education support and procedures and agreements. The latter will be in line with the developments outlined in the EWUU Roadmap Operations, where applicable.

Each year, prior to the start of the next calendar year, a more comprehensive annual plan will be developed. The outline below provides a general indication of the planned activities for the years 2024 to 2027, as we currently envision it (in 2023).

## EDUCATIONAL VISION AND DIDACTIC CONCEPTS

- A shared concept for continuing education courses will be developed, using an iterative approach including design, pilots, evaluation, research and implementation
- A concept for learning communities with academics and external professionals will be developed with a similar interactive approach. An EWUU learning community will have a specific focus on a particular topic and will be made up of a group of relevant stakeholders supported by a community manager, with the potential aim of promoting networked learning in relation to complex societal issues
- A shared process for microcredentials in continuing education will be piloted (including evaluation and research) in line with national developments
- A concept of a transdisciplinary flexible degree program will be developed with the earlier mentioned iterative approach
- Research on educational innovations and grassroots research projects will result in new didactic concepts to further develop, pilot, and, if successful and sustainable, eventually implement in our education.

## EDUCATIONAL ACTIVITIES

Opening existing education in EWUU context:

- EWUU packages will be offered through EduXchange. These are thematic combinations of existing courses, of which students can choose between 12 and 20 EC. This will be done in alignment and collaboration with the National Growth Funding programme Npuls
- A format will be developed to open research thesis opportunities to students of partner institutions
- Our aim is to make internal course offerings of each EWUU partner available to employees of partner institutions. This includes courses for PhD students, as well as professional development courses for teachers





### Newly developed education in EWUU context:

- New challenges within the EWUU themes will continue to be developed. We intend to have a yearly growing challenge programme, with standardly scheduled challenges for the themes Preventive Health and Circular Society. The content of these challenges depend on emerging topics within the themes. This way EWUU challenge-based learning is available for our students throughout each academic year.
- A flexible transdisciplinary EWUU master's programme will be made available, built around a theme within Circular Society. This master's programme will be developed in a manner that allows for the introduction of entirely new themes without the necessity of undergoing accreditation processes. This ensures that the programme can be easily and promptly adapted to emerging topics.
- A flexible professional master's degree programme on Preventive Health, based on microcredentials, will become available. In such a programme, participants can take courses from the programme at their convenience and earn microcredentials. This allows participants to build their portfolio towards the graduate requirements of a master's degree programme in Preventive Health.



### SUPPORT AND FACILITIES

The Virtual Education Centre will be established as a community where all individuals working in EWUU education can connect with each other. Considerable effort will be made to determine how this centre should operate in order to meet the needs of teachers and staff involved in EWUU education. Special attention will be given to organising it in a manner that enables optimal cross-fertilisation.

# OVERVIEW OF CONTRIBUTING DEPARTMENTS

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**Education is one of the core activities of our institutions. EWUU education aims to focus on the complementarity of the alliance partners. Therefore, we are open to collaborating with all faculties, chair groups and departments of the partner institutions. The budget includes a structural allocation for educational development and educational activities, primarily intended to reimburse academic staff for their participation in EWUU education.**

While main collaborations will be with faculties, chair groups and departments working on the EWUU themes of Circular Society and Preventive Health, our ambition to make EWUU education accessible to all students of our partner institutions means we need to be well-known across all education programmes in our collaboration.

Collaboration in organising EWUU education requires collaboration at the level of educational support and administration, which means working closely with current and future Centres for Teaching and Learning of the institutions, departments for Educational Student Affairs, departments for student administration and other relevant departments.

Procedures and agreements are necessary at the level of learning spaces, finance, IT, HR, Impact and communication. Therefore, collaboration with these departments is sought.

Within the alliance, all working groups have education in their planning, and collaboration is natural. EWUU education creates a breeding ground for educational innovation, providing conditions and possibilities for educational activities of all EWUU working groups.

# COLLABORATION STRATEGY

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**In striving for a sustainable future, the connection to societal partners is crucial, hence the emphasis on transdisciplinary education. Our objective is to engage with partners through educational activities and to sustain these connections by investing in communities of practice and learning communities. Along with a focus on impact and entrepreneurship, we aim to generate benefits for both learners and external partners involved.**

To external partners, the value of connecting with academics and students extends beyond finding solutions to the challenges or wicked problems they bring to the educational context. Rather, the connection provides them with a broader insight into their challenges and integrative opportunities from multi-disciplinary views and perspectives. Additionally, in the current labour market, an early connection between learners and societal partners can prove mutually beneficial. The connection to the Impact working group is apparent, as they are focused on fostering entrepreneurship

in education and connecting ecosystems. Our institutions already prioritise building relationships with societal partners, and rather than creating a separate structure for collaboration, we will utilise existing facilities. At TU/e, this is facilitated through innovationSpace, while WUR has Society Based Education, and UU and UMC Utrecht have U Collaborate in Education. The increasing stakeholder involvement in EWUU challenges can inform and strengthen these existing facilities, fostering sustainable relationships with stakeholders.

Our institutions are all committed to a European university alliance. TU/e is a member of the EuroTeQ universities alliance, while UU and UMC Utrecht participate in CHARM-EU / CHARM-EIGHT. Recently, WUR submitted a proposal for the Life alliance. Our goal is to connect educational innovations to these initiatives by collaborating on educational research and innovations. Each institute organises this cross-fertilisation differently. For example, TU/e, UU, and UMC Utrecht have staff members appointed to overlapping functions for both alliances. We also recognise that working in an alliance presents similar challenges regardless of the partners involved. Therefore, we seek cross-overs in addressing issues related to IT, communication, HR, and finance.

# MANAGEMENT

**To manage EWUU education, a programme team will be established, comprising of an EWUU director and a programme manager. They will be supported by a junior professional in the role of secretary. This is a temporary position designed to give young talents with a passion for education an opportunity to start their career in education/innovation.**

The programme team will be responsible for achieving the overall objectives outlined in the roadmap and the annual plans. They will report monthly to the steering board and twice a year to the supervisory board, as well as annually to the EWUU board.

To achieve the objectives, we have defined three strategic pathways. A project leader will be appointed for the pathway of educational vision and didactic concepts, and two project leaders for educational activities, one for bachelor, master's, and PhD students, and one for continuing

education. The programme manager will be responsible for the development and operations of the Virtual Education Centre, which falls under the strategic pathway of support and facilities. Together, these project leaders form the projects team, which will be chaired by the programme manager. Projects will be defined and monitored within this team, and collective efforts will be organised.

This structure ensures collaboration between the strategic pathways to connect the vision and concepts to activities and implementation. It prevents the risk of projects going in separate directions and losing sight of the overall mission and vision. At the same time, it allows us to hire specific talent based on the needs of the different objectives.

# SUPPORT TEAM

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Together, the programme team, projects team, and all other support mentioned here form the Virtual Education Centre. In addition to the EWUU director of education and the programme manager, the following support team will be established:

- Secretary to programme team
- Project leaders, divided over the partner institutes
- Members from each partner institute in the education project teams
- Controller
- Communication team
- Information manager & IT architect
- Collaborating teams of colleagues with roles in support and facilities at EWUU institutes.

When possible, we aim for combined appointments where employees are involved in comparable functions at their home institution to achieve optimal collaboration.

## ACCOUNTABILITY

The programme team is required to report to the Supervisory Board twice a year, and at the end of each calendar year to the Board of the alliance. These reports should include a progress report as well as a financial report. Additionally, monthly progress and any issues that arise are to be discussed with the Steering Board.



## ACKNOWLEDGEMENTS

This roadmap was developed between December 2022 and April 2023, with input gathered from students, teachers, staff, management, and other stakeholders from the four alliance partners in various ways and forms. We are grateful for all the input received, which guided, enriched, and complemented the content of this document. Additionally, the enthusiasm and dedication of individuals have confirmed our mission and have already resulted in new connections made throughout this process.

A great thank you to all!

### Steering Board Education

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