

Consultation table innovative educational developments¹

June, 28 2021

Educational Vision

Tilburg University provides students a place to flourish, both academically and personally; an inclusive and diverse community that encourages students to ponder and discuss the challenges that face them, as well as society at large. In doing so, we challenge students to be curious, proactive and critical in the pursuit of new knowledge and skills that will enable them to discover and nurture their talents and passions, whilst at the same time striving towards attaining a healthy balance between study and other activities.

Educational Portfolio

Tilburg University offers a diverse, yet coherent, set of educational programs that equip students with “knowledge, skills and character” that allows them to embark upon their future with confidence. Student populations will become more and more diverse the coming years, with regards to background, previous education and educational needs. In order to cater for that, we offer students the possibility to construct a guided, personal learning path, providing flexibility and choice within a clear educational and organizational structure. Assessment should be seen as an integral part of this learning path.

This helps students to become enterprising thinkers who help society move forward, driven by solidarity, responsibility, resilience, and empathy. We educate our students to become curious people who want to continue their development throughout life. Our teaching staff wants to make students passionate about their field of research and want

¹ Members of the consultation table: Sander Bax (chair), Jolanda Bachrach, Hein Coppes, Hannes Datta, Hans Gielen, Samuel Goyvaerts, Paul van der Gun, Wouter Jansen, Jorna Leenheer, Tim de Leeuw, Jocelyn Manderveld, Inge van Rijt, Tjits Roselaar, Sabita Soedamah-Muthu, Ian Sumner

to make that type of research accessible to students by introducing them to real life cases of “analytical problem-solving”.

Blended Learning and state-of-the-art support infrastructure

We use blended learning as the preferred mode of teaching, thereby seizing the benefits of on-demand learning, while at the same time ensuring face-to-face contacts. We provide students and staff with on-campus and off-campus, frictionless access to a stable and state-of-the-art IT ecosystem, supporting students and staff in communicating, teaching and learning. Tilburg University provides a flexible, innovative organization and an educational culture in which there is ample room for experimentation on a small scale, using trends and developments we see in education. We improve and stimulate research in and about education, in order to carefully monitor the follow-up effects of educational innovations.

Students and staff obtain support in a timely, clear, accessible and proactive manner. Educational professionals support teaching staff in further professionalizing the educational material, to ensure broad access to learning resources, both within and outside of Tilburg University. Scientific staff and support staff work together in further developing an effective and goal-directed support infrastructure, ensuring a good balance between innovation and workload.

Teaching staff

Tilburg University fosters a dynamic educational environment in which quality, approachability and passion form the common core qualities of our teaching staff. We also understand that learning is never complete. We stimulate teaching staff and provide time to grow in expanding and improving their own professional and personal skills. Providing career-path opportunities to teaching staff based on achievements in education further demonstrates our commitment to further cultivating an environment in which teaching is regarded as a priority.

What is needed to achieve this?

1. Further develop Tilburg University's educational vision along the following lines: TEP, Blended Learning and the aforementioned principles.
2. Put the student and teaching staff at the forefront of your thinking about educational development. This means customization and not one-size fits all.
3. Make our living campus the central place for community-building for staff and students, nourishing a welcoming learning environment. Students need to feel connected with the program, each other, and the staff. The campus is the central place for community-building – both for staff and students, nourishing a welcoming learning environment.
4. Increase opportunities for differentiation in courses and programs by creating clear frameworks that allow for flexibility.
5. In line with differentiation in courses and programs, the way in which assessment is carried out is differentiated and appropriate to the goals and content of the educational programs. We assess to measure student progress and development where necessary but limit the amount of (summative) assessment where possible and instead offer students other opportunities to monitor and direct their learning and development.
6. Pursue the development of multi- and interdisciplinary programs (or program components) that allow students to develop more broadly (across departments and faculties) and that are responsive to the ever-changing realities (and professional fields) for which we are educating our students.
7. Invest in lifelong development (and education for professionals).
8. Implement educational innovation across the board towards blended learning. The combination of face-to-face lectures and online offerings becomes the preferred mode of teaching.
9. Create an innovative educational culture by: (1) investing in (improving the) our support and its structure, (2) investing in facilities for education, and (3) creating a new Teaching and Learning Lab that brings together and promotes educational innovation, research, and support, and (4) encourage bottom-up initiatives.
10. Implement the recommendations concerning Recognition and Rewards, including providing teaching staff with more time to innovate education, making

room for experimentation and failure in educational innovation, and create and reward career paths based on education.