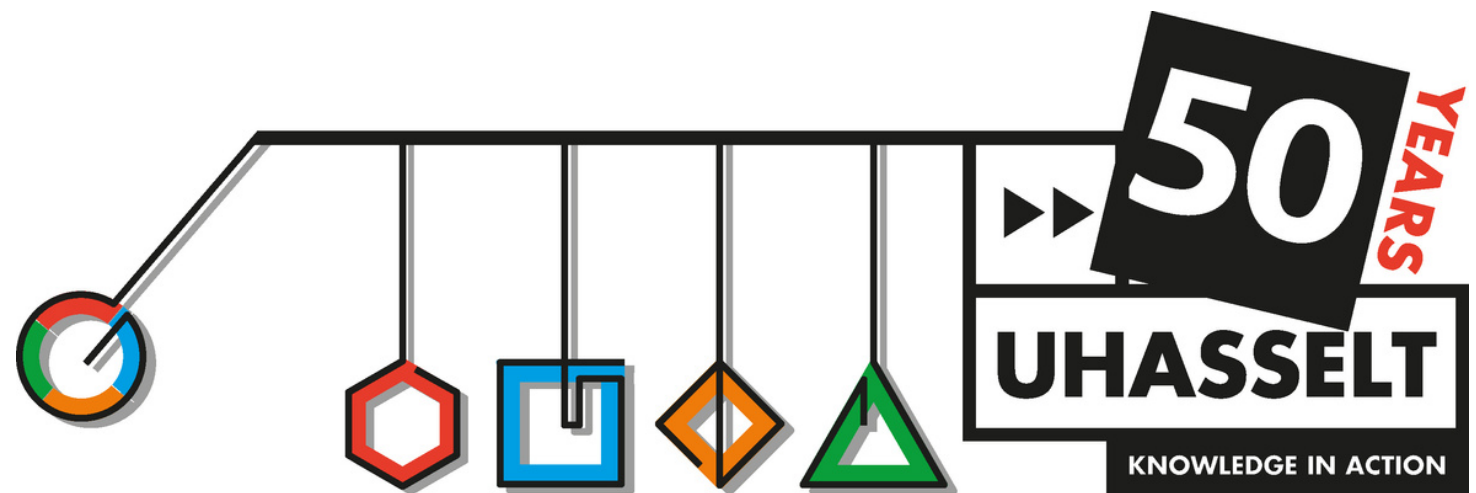# Higher Education with Impact
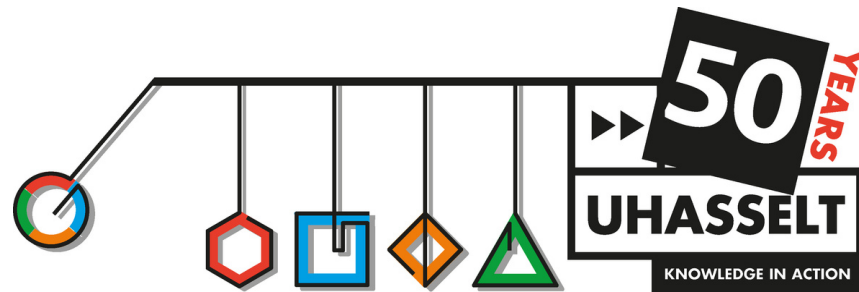
50 YEARS

UHASSELT

KNOWLEDGE IN ACTION

# Welcome to

# Higher Education with Impact

**13-14-15 December 2023**
**Hasselt University - Old Prison**

# Table of contents

# Block diagram



| | 8:00 AM | 8:30 AM | 9:00 AM | 9:30 AM | 10:00 AM | 10:30 AM | 11:00 AM | 11:30 AM | 12:00 PM | 12:30 PM | 1:00 PM | 1:30 PM | 2:00 PM | 2:30 PM | 3:00 PM | 3:30 PM | 4:00 PM | 4:30 PM | 5:00 PM | 5:30 PM | 6:00 PM | 6:30 PM | 7:00 PM | 7:30 PM | 8:00 PM | 8:30 PM | 9:00 PM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Wednesday December 13** — Welcome, Keynote, Symposium Workshop, Break, Paperpresentation, Break, Debate, Reception; Registration

**Thursday December 14** — Keynote, Break, Symposium Workshop, Break, Poster presentation + Innovatie café, Keynote, Break, Paperpresentation, Break, Conference dinner; Registration

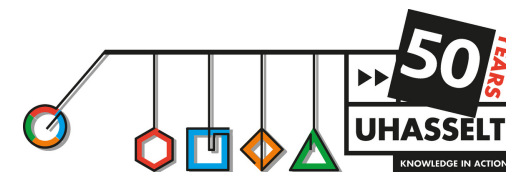**Friday December 15** — Keynote, Break, Paperpresentation, Break, Symposium Workshop, Closing; Registration

Legend:
- KEYNOTE
- PAPERPRESENTATION PRACTICE BOOST (NL & ENG)
- POSTER PRESENTATION (NL & ENG) + INNOVATIE CAFÉ (NL)
- SYMPOSIUM WORKSHOP

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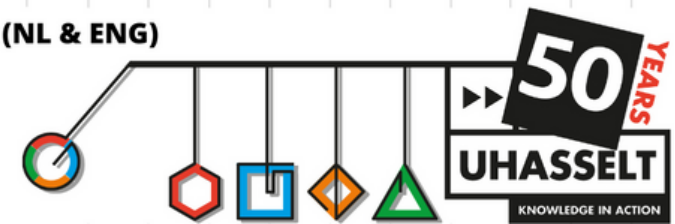
| 12:30 PM - 01:00 PM | **Welcome** | Room: OG-Aud1 - Louis Verhagen |
| --- | --- | --- |
| 01:00 PM - 02:30 PM | **Keynotes** | |

| **Equity in Higher Education? Yes we can!** | *Prof. dr. Orhan Agirdag* *Theme: inclusive* | *Room: OG-Aud2 - Louis Roppe* |
| --- | --- | --- |

Equity in higher education is a pressing issue warranting concerted attention and action. This keynote seeks to elucidate the current state of inequity in higher education, examining the structural, systemic factors that perpetuate disparities. We draw on higher-education data, highlighting the disparities across socioeconomic and racial lines. Importantly, our approach empirically rejects deficit and colorblind ideologies which ignore or oversimplify the complexities of systemic inequity. Instead, we argue that confronting these issues directly and honestly is not only possible but necessary. We propose innovative strategies and policy recommendations that acknowledge and value diversity, are underpinned by recent research, and are inspired by successful case studies from around the globe. These strategies aim to foster inclusivity, improve access, and enhance outcomes for all students. Emphasizing the need for institutional commitment, faculty engagement, and curricular transformation, we offer a robust blueprint for change. This presentation underscores the pivotal role of higher education institutions in advancing equity by actively acknowledging and addressing systemic disparities.

*Orhan Agirdag is a Professor of Educational Sciences at KU Leuven and the University of Amsterdam. He is also a member of the Young Academy of Belgium and the Education Council of the Netherlands. Formerly, he was a Fulbright Fellow at UCLA. Dr. Agirdag's research lab focuses on educational inequality, teacher education, multilingualism, and educational technology. He has authored more than one hundred publications that have been cited more than 3500 times.*

| **Transforming higher education in Ireland to achieve equality, diversity, and inclusion – perspectives from policy and practice.** | *Dr. Lorraine McIlrath* *Theme: civic* | *Room: OG-Aud1 - Louis Verhagen* |
| --- | --- | --- |

Since 2015-2016, higher education in Ireland has concentrated on the development of more equal, diverse and inclusive structures and processes to transform the sector. These have related to gender review processes and practices, higher education policy, policy enactment at the local level, and lessons learned from national policy, strategy and funding models. The significant advances made in less than a decade in terms of overcoming inequalities, structural challenges, promoting inclusion, and advancing diversity will be explored in terms of impact. This keynote aims to highlight recent transformations across higher education in Ireland in terms of pioneering efforts and activities to embed equality, diversity, and inclusion through community engagement and partnership. These efforts underpin the idea of the civic university and academic citizenship in terms of enabling positive social change to alter social injustices as they relate to the career progression of women within higher education, the inclusion of refugees, asylum seekers, and people with intellectual disabilities within higher education and ensuring that higher education embraces members of the LGBT+-communities, to mention a few. While this keynote focuses on the culture and context of Ireland, it will contain aspects and ideas that can be applied elsewhere.

*Lorraine McIlrath, BA (University of Limerick), MA (Ulster University), Ed.D (Queen's University Belfast), is the Director of Equality, Diversity, Inclusion and Interculturalism (EDII) at Mary Immaculate College since January 2022. She has a career steeped in addressing the public good mission of higher education and is committed to the ongoing development of research and practice that underpins equality, diversity, inclusion and interculturalism in Ireland, Northern Ireland and internationally.*

**02:30 PM - 04:00 PM** **Symposium**

| Theme | ID | Title | Author(s) | Room |
|---|---|---|---|---|
| Inclusive | 182 | Unleashing Potential: Exploring Pathways to Inclusive Higher Education | Elke Emmers, Katrien Struyven, Liesbeth Coppens, Karin Coninx, Maristela Do Nascimento Rocha, Sarah Doumen, Liesbet Saenen | FR-1.01 |

**02:30 PM - 04:00 PM** **Workshops**

| Theme | ID | Title | Author(s) | Room |
|---|---|---|---|---|
| Civic | 231 | Bridging the Gap: Using Animated Videos in Higher Civic Education | Sabine Manzel, Frederik Heyen | FR-1.11 |
| Inclusive | 199 | Exploring hands-on strategies towards more awareness and attention for inclusion among students using principles of universal design | Elke Ielegems, Els Knippenberg, Jan Vanrie, Annemie Spooren | FR-0.01 |
| Student-centered | 119 | Organizing Purpose Driven Learning | Kris Holkenborg, Miriam Cents | FR-0.03 |
| Futureproof | 187 | THINK³... THINK AGAIN ... Critical thinking toolbox | Alexandra Cloostermans, Jolien Robijns, Jochen Bergs | FR-0.13 |
| Futureproof | 142 | Driving impact with Appreciative Inquiry | Mirjam Minderman | FR-0.06 |
| Futureproof | 214 | Walking an Ontological turn | Koenraad Hinnekint | FR-0.14 |

**04:00 PM - 04:30 PM**    **Break**      Room: OG-Foyer

**04:30 PM - 06:00 PM**    **Papers**

| ID | Title | Author(s) | Room |
|----|-------|-----------|------|

### Paper 01 - Civic

| ID | Title | Author(s) | Room |
|----|-------|-----------|------|
| 129 | Sustainable transitions and the Live Lab approach | Liesbeth Huybrechts | FR-1.04 |
| 170 | A learning path on/to civic reflection | Oswald Devisch, Jan Vanrie | |

### Paper 02 - Inclusive

| ID | Title | Author(s) | Room |
|----|-------|-----------|------|
| 138 | Decolonial Hacking of Higher Education Institutions: The Case of an Interdisciplinary Program of Social Sciences in Belgium | Dounia Bourabain, Patrizia Zanoni | FR-1.03 |
| 144 | Beyond excludes in higher education | Beno Schraepen | |
| 192 | The intersectional policy gap in Higher Education and Research: a scoping literature review | Joanna Yasmina Marie Beeckmans, Patrizia Zanoni, Koen Van Laer | |

## Paper 03 - Futureproof

| | | | |
|---|---|---|---|
| 125 | Collaborating to train change-competent professionals in a changing educational field. Design teams in 8 Flemish university colleges to innovate teacher education | Leen Alaerts, Anne Decelle, Tinne Van Camp, Ruth Wouters | |
| 198 | Examining the impact of teacher training in iSTEM education on the attitudes of student teachers towards the key principles of iSTEM education. | Sascha Spikic, Hanne Deprez | FR-1.06 |
| 202 | Development of real-life scenarios for manifestation of teacher agency from daily teaching practice in university | Max Kusters | |

## 04:30 PM - 06:00 PM    Practice boosts

| ID | Title | Author(s) | Room |
|---|---|---|---|

### Practice boost 01 - Inclusive & Studentcentered

| | | | |
|---|---|---|---|
| 222 | Diversity competencies for UHasselt educational staff members | Lisa Vanstraelen, Riet Vanhees, Marijn Straetemans | |
| 136 | Teaching with confidence in a diverse school: developing cultural responsive diversity competencies in professional learning communities. | Evelien Flamez, Ellen Claes, Loes Meeussen, Leen Alaerts, Ine Bogaerts, Chidia Ari | FR-0.09 |

## *Practice boost 02 - Futureproof*

| 169 | Curriculum Support for Teams (CuSTm): Towards a customisable support methodology for curriculum (re)design | Iris Van de Voorde, Kyra Hidding, Céline Cocquyt | |
|---|---|---|---|
| 240 | Global Studies – A sixfaculty interdisciplinary bachelor at Maastricht University: Sharing experiences on interdisciplinary curriculum development, teaching and assessment | Rowan Saeed, Tara Rogers, Kevin Fuchs, Fransje Muijsken, Joris Boonen | FR-1.07 |
| 172 | Lifelong learning as a learning outcome: a practical example of course design | Jozefien De Keyzer, Jeroen Lievens, Leen Braeken | |

## *Practice boost 03 - Futureproof*

| 177 | Design for Impact: Interdisciplinary and Experiential Learning for Change Makers | Ingwio D'Hespeel, Fabienne Beernaert | |
|---|---|---|---|
| 220 | ECoGREEN Empowering Indonesian universities: integrating sustainability in higher education through a transformative bootcamp and hackathon | Lotte Boosten, Tom Kuppens, Charlotte Adriaensens | FR-1.01 |

## Praktijkboost 01 - Civic & Inclusive (NL)

| 194 | Placemaking: estafette voor stadsmakers | Rosanne van Wieringen, Katusha Sol | |
|---|---|---|---|
| 215 | Studentenonderzoek met maatschappelijke impact: Vlaams Netwerk van Wetenschapswinkels | Freija Poot, Eva Van Moer, Jozefien Demarrée | FR-1.02 |
| 145 | Stap voor stap: de weg van macroniveau naar meso en micro | Lotte Wilms | |

## Praktijkboost 02 - Futureproof (NL)

| 195 | 'Ontdek morgen': future skills ontwikkelen via een professionele leergemeenschap | Linda Kroon, Lynn Takken-Buschers | |
|---|---|---|---|
| 219 | STEM-competenties in actie: toepassing van het STEMOOVmodel in het hoger onderwijs | Ilse Engelen, Merel Vaes, Sarah Doumen, Dorien Baeten, Koen Vandewal, Katleen Denolf | FR-1.13 |
| 189 | [Cancelled] Move minds for sustainable Development | Sarah Martens | |

**06:00 PM - 06:30 PM**  **Break**  Room: OG-Foyer

**06:30 PM - 08:30 PM**   **Debate**   Room: OG-Aud1 - Louis Verhagen

**'Shaping higher education with impact'**

Our keynote, Perttu Pölönen will provide a fresh perspective on developments in higher education and much needed future skills. A panel consisting of Meryame Kitir, Johan Danen, Dylan Couck, Pedro De Bruyckere and Katrien Struyven, will discuss the impact of higher education.

**08:30 PM - 11:00 PM**   **Reception**   Room: OG-Foyer

Join us after the debate at a reception where we can network an discuss the future of higher education..
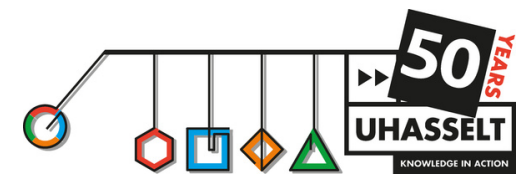
## 09:00 AM - 10:30 AM    Keynotes

### Preparing students for (currently) non-existing jobs

*Prof. dr. Paul Kirschner*
*Theme: future-proof*

*Room: OG-Aud1 -*
*Louis Verhagen*

The fact that most of today's students will one day practice an occupation that does not yet exist, is widely accepted. New jobs are constantly emerging, and recent developments in AI (Artificial Intelligence) only seem to accelerate this process. From the Dutch Social-Economic Council (SEC) to the World Economic Forum (WEF), we hear that numerous jobs will be consumed by automatization, and people are wondering how to educate students today for a future that seems so unsure.

This is no easy feat. We do not know what will happen (I, in any case, do not possess a crystal ball) and you can not change education overnight. And even if you were to succeed in implementing a brand new curriculum across higher education, the first students would graduate in 5 years, and by then everything will have changed again! However, do not despair, the answer is simple, given that you regard education from a different point of view. I will share how to do this in my keynote; I call it: future-proof learning.

*Paul A. Kirschner (1951) is an emeritus professor of educational psychology at the Open University (Netherlands), visiting professor at Thomas More University of Applied Science (Belgium), honorary doctor at the University of Oulo (Finland), and owner of kirschner-ED. He is a research fellow of the American Educational Research Association, the International Society of the Learning Sciences, and the Netherlands Institute for Advanced Study in the Humanities and Social Sciences. He has published ±400 articles on learning, instruction and designing effective, efficient, and satisfactory education. Paul also ceaselessly re-translates educational research into applications for teachers and policy-makers. His two most recently published books are How Learning Happens and How Teaching Happens.*

### Improving transition to higher education through online self-assessment

*Prof. dr. Vincent Donche*
*Theme: student-centered*

*Room: OG-Aud2 -*
*Louis Roppe*

The first-year experience in higher education represents a significant period of change and adaptation for students on multiple levels. Providing more self-assessment and feedback to students before their entry and during higher education is important. Self-assessment enables students to evaluate their own knowledge, skills, interests and goals and evaluate their academic progress and outcomes. By engaging in self-assessment and providing feedback, students gain a deeper understanding of their strengths and areas for improvement allowing to take more informed decisions about their academic path. Drawing from research on how students choose for and transition to higher education, engage with online self-assessment instruments and respond to feedback, the potential, benefits and challenges of implementing more online self-assessment in practice will be discussed. By recognizing the need and role of more online self-assessment and feedback in the transition to and through higher education, institutions can design interventions and support systems that empower students to take more ownership and navigate their academic journey with greater confidence and well-being.

*Vincent Donche is a professor at the department of Training and Education Sciences, Faculty of Social Sciences of the University of Antwerp. Within the research group Edubron, he conducts and supervises research on individual differences in learning and motivation, transition to higher education and educational measurement. He publishes in academic journals on a regular base and is a co-developer of multiple feedback instruments for students in the transition to higher education.*

| 10:30 AM - 11:00 AM | **Break** | Room: OG-Foyer |

| 11:00 AM - 12:30 PM | **Workshops** |

| Theme | ID | Title | Author(s) | Room |
|-------|-----|-------|-----------|------|
| Civic | 213 | Empowering Architecture Students to Become Global Change Makers: the Case of Design Studio 'Global Perspectives' Brussels - Cape Town | Els Hannes, Peggy Winkels, Ludo Schouterden, Rudolf Perold | FR-0.06 |
| Future-proof | 123 | Multi-stakeholder dialogue Learner-centered activity design for SDG learning outcomes | Bastienne Bernasco, Marieke Rijpma | FR-0.03 |
| Future-proof | 174 | 'The best way to predict the future is to create it' | Fréderique Céline Vansweevelt, Rani Valkeneers, Sarah Dillis, Jolien Notermans | FR-1.13 |
| Future-proof | 197 | Strengthening higher education institutions' will to change: A Manifesto for Transformative Learning | Anne B. Zimmermann, Ruth Förster, Marlene Mader, Helene Sironi, Sandra Wilhelm | FR-0.01 |
| Future-proof | 216 | Active8 Matrix: an interactive workshop about a guiding, assessment and monitoring tool for the development of planet-centered concepts and interventions in interdisciplinary education | Griet Verbeeck, Evy Puelinckx | FR-0.14 |
| Future-proof | 239 | Futureproof curricula @UGhent: how can we empower students to become the change agents tomorrow's society needs? | Sabine Ruth Lamote, Thibault Hoogstoel, Maxime Moens | FR-1.11 |

| 12:30 PM - 02:00 PM | **Lunch** | OG-Foyer |

| 01:00 PM - 02:00 PM | **Demonstration VR: Virtual Reality ViNuS DEMONSTRATION Hot spot** | FR-1.02 |

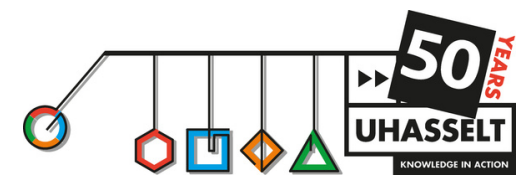**Wim Eerdekens, Jeroen Ceyssens, fabian Di Fiore, Sonja Schreurs, Wouter SCHROEYERS**

| 01:00 PM - 02:00 PM | **Innovatiecafé (UHasselt only)** | Panopticum |

| ID | Title | Author(s) |
|---|---|---|
| 186 | E³UDRES² Sparkmakers: students fuel regional and international collaboration | Sara Gilissen, Danique van den Bergh, Roger Heijmans |
| 226 | Mathematical modelling in STEM teacher education at the University of Johannesburg | Katleen Denolf, Adam-Christiaan van Roosmalen, Anneleen Verhasselt, Sonja Scheurs, Umesh Ramnarain, Viren Ramdhany, Erica D. Spangenberg, Bongani Mashego |
| 122 | Buddy@UHasselt - How do we get anyone involved and succesful | Veerle Smeers, Özlem Yalci |
| 168 | InCampus | Deborah Davits |
| 171 | Offline versus Online Learning Environments: Exploring Cultural Minority Student and Teacher Perceptions of Inclusiveness in Higher Education | Rinotha Senathirajah, Jana Vietze, Marieke Meeuwisse |
| 223 | Students' well-being and impact of covid-19; Which factors matter and how are these related? | Joris Cuppen |
| 127 | BRAVER challenges students in radiation protection training in an international training | Sonja Schreurs, Wim Eerdekens, Isabelle Gerardi, Caroline Licour, Sandra Soares, Ligia Lopes, Pavel Novotný, Ondřej Kořistka, Domiziano Mostacci, Romolo Laurita, Ulrich Scherer, Maurice Klink, Sofia Carlos, Sebastian Martorell |
| 156 | Vlogs as a suitable tool to support student learning trough reflection at an interprofessional Student-Run Clinic | Katrien Colman, Sanne de Heer, Paula Schoo, Susanna Fennema |
| 159 | Duurzaamheid in de curricula van het hoger onderwijs | Anouk Vanelderen, Lieke Roosbeek |
| 179 | Sustainability competencies framework at Hasselt University | Sarah Dillis, Jolien Notermans, Fréderique Vansweevelt, Rani Valkeneers |
| 203 | Unveiling designs to nudge developments in blended learning research and practice | Katie Goeman |
| 208 | Blended functional anatomy education in a kinesiology course. | Anouk Agten, Frank Vandenabeele |

| 212 | 'Certainty-based marking' in the broader context of 'confidence-based learning': stimulate thinking and improve assessment | Anouk Agten, Frank Vandenabeele, Jean-Michel Rigo |
|---|---|---|
| 217 | 360° instrument: Boost your soft skills | Elena Van den Broeck, Siham Chaoui, Peter David, Ellen De Bruyne, Sabrina Govaerts, Amber Hoefkens, Gert Vanthournout |
| 224 | Empowering higher education in adopting digital learning: from a needs analysis to guidelines | Tine Degrande, Carine De Smet, Magalie Soenen |
| 235 | Empowering Students in the Digital Age: Nurturing Digital Competencies in Higher Education | Bilyal Khassenov |
| 242 | Future-proof and innovative forms of education in the biomedical field | Veerle Hulpiau, Sanne Uyttendaele, Giete Vanderlinden |
| 113 | De relatie tussen het studiekeuzeadvies van de klassenraad en studiesucces in het hoger onderwijs | Sarah Doumen, Erna Nauwelaerts, Guido Verhaert |
| 114 | Students with dyslexia in higher education: academic performance and predictors for success | Wim Tops, Maaike Callens, Michaël Stevens, Marc Brysbaert |
| 126 | Higher Education Teachers' Experiences in Dealing with Differences Amongst Students; A Case of Unintentional Inequality? | Rianne van der Feen, Ester van der Linden, Patrick van Schaik |
| 200 | Designing with people: Developing a multidisciplinary design education environment for more inclusion | Els Knippenberg, elke ielegems, Annemie Spooren, Jan Vanrie |
| 124 | Hasselt University as a civic university: how do we integrate this mission into our education? | Charlotte Haesevoets, Franne Schepers |
| 132 | The broad variety of learning communities within the school of healthcare studies | Kris Boyen |
| 115 | Instructor Leadership in Higher Education: An investigation of how transformative leadership works in teaching practice | Gülay Erin Dalgic, John Egan |
| 121 | Questionnaire development for agency resources of Dutch-speaking students | Renée Hendriks, Janine Haenen |

## Understanding universities' civic impact: beyond public engagement towards systemic change

**Dr. Julian Dobson**
**Theme: civic**

**Room: OG-Aud1 - Louis Verhagen**

The notion that universities have a specific responsibility to the places that host them is relatively recent. However, the 21st century has witnessed an increasing focus on universities' civic role and impacts. In the United States, the UK and Europe attention has focused on their role as 'anchor institutions' in places, contributing to the economic wellbeing of their communities. Recent work in the UK has sought to question and expand that role further, emphasising the multifaceted character of universities' potential impacts in a context of global and local challenges. A Civic Impact Framework has been developed to guide and encourage such thinking. Yet the strength of many universities' commitment to the wellbeing of their local communities remains questionable. There is a high risk that civic engagement and impact are reduced to a public relations exercise, designed to enhance institutions' own status rather than their wider communities. In this talk I will use early learning from England's National Civic Impact Accelerator programme to tease out some of the opportunities for and barriers to change, drawing on the wider institutional history of universities to consider what such changes might encompass.

*Julian Dobson is a Senior Research Fellow at the Centre for Regional Economic and Social Research at Sheffield Hallam University. With a background in journalism and consultancy, his research and writing covers a broad interest in place and society, with a particular focus on the complex systemic changes required to achieve environmentally and socially just approaches to urban life. His research expertise is in social and economic regeneration, urban greenspace, town and city centres and the civic role of universities. He is especially interested in how and why change happens and the role of evidence in shaping policy and practice.*

## Moving to a digital first but human centered higher education?!

**Prof. dr. Bram de Wever**
**Theme: future-proof**

**Room: OG-Aud2 - Louis Roppe**

In this keynote lecture I will start by providing an overview of research focusing on technology-enhanced learning and instruction. This research deals with questions that we all face when implementing innovations in higher education settings, such as what are challenges for developing online and blended learning environments, how do we need to design courses for higher education with impact, is online teaching the same, and which competences do you need for teaching in online synchronous video based environments? In the second part I will present my vision and assumptions for the future, namely that we need to move to a digital first but human centered higher education. This part will deal with other questions that we are facing, such as: will we still need higher education teachers in the future, did covid change our way of teaching permanently, and how do we deal with technological innovations in higher education.

*Bram De Wever (Ph.D., 2006) is Associate Professor at the Department of Educational Studies at Ghent University, Belgium, and head of the research group TECOLAB at that department. His research is focusing on technology-enhanced learning and instruction, peer assessment and feedback, computer-supported collaborative learning activities, inquiry learning, and argumentative and collaborative writing. Most of his research takes place in a higher education setting, followed closely by adult education and secondary education settings. Bram was Associate Editor of Journal of the Learning Sciences, is currently involved in the editorial boards of Learning and Instruction, Computers and Education, the International journal of Computer-Supported Collaborative Learning and Journal of the Learning Sciences. He is the supervisor of the Flemish Research team of PIAAC (Programme for the Interna-tional Assessment of Adult Competencies; OECD) and is a furthermore active in the European Association for Research on Learning and Instruction (EARLI) and the International Society of the Learning Sciences (ISLS), where he respectively has been a SIG coordinator and program chair.*

| ID | Title | Author(s) | Room |
|---|---|---|---|

### Paper 04 - Student-centered

| ID | Title | Author(s) | Room |
|---|---|---|---|
| 164 | Academic reading and writing: Motivational literacy profiles of higher education students | Fien De Smedt, Lisa Birnbaum, Hilde Van Keer | FR-1.13 |
| 140 | The Disciplinary Learning Companion: the impact of topic-specific vs. generic selfreflection on students' metacognitive abilities and academic achievement | Elien Sijmkens, Mieke De Cock, Tinne De Laet | |

### Paper 05 - Student-centered

| ID | Title | Author(s) | Room |
|---|---|---|---|
| 244 | Exploring the potential implications for first year undergraduate attainment following the introduction of immersive scheduling | Becky Turner | FR-0.03 |

### Paper 06 - Future-proof

| ID | Title | Author(s) | Room |
|---|---|---|---|
| 207 | Learning complex communication in a blended learning environment | Hilde Sarlet, Sofie Eggers, Paulien Kriekemans, An Verburgh | FR-0.09 |
| 175 | Learning to teach swimming to primary school children in a blended learning environment: towards continuous improvement | Tanja Ceux, Tine Sleurs, Bob De Clercq, An Verburgh | |
| 211 | Towards a University-Wide Implementation of Extended Reality | Alexander Vanhulsel, Carl Boel, Lizzy Bleumers, Dieter Struyf | |

## Paper 07 - Future-proof

| ID | Title | Author(s) | Room |
|----|-------|-----------|------|
| 151 | Preliminary results of the evaluation of the case-based educational approach of the bachelor of social sciences at Hasselt University | Leen Swinnen, Gwendoline Somers, Jo Pierson, Karin Coninx | |
| 225 | Indicators to monitor study progress measures in higher education in Flanders | Tine Degrande | FR-1.07 |
| 236 | The multifaceted quest of PhD candidates in connection with their work engagements and aspirations in research, education, and professional fields | Monica van Winkel, Roeland van der Rijst, Wietske Kuijer-Siebelink, Floor Basten, Anneke Sools, Rob Poell, Jan van Driel | |

## 04:00 PM - 06:00 PM Practice boosts

| ID | Title | Author(s) | Room |
|----|-------|-----------|------|

### Practice boost 04 - Civic

| ID | Title | Author(s) | Room |
|----|-------|-----------|------|
| 162 | Community service learning as an incubator for CanMeds model competences learning. | Ilse Lamers, Jonas Verbrugghe, An Haepers, Ine Hanssen, Joke Spildooren | |
| 141 | Street Law as a Civic Course | Stijn Smet, Niels Appermont | FR-0.01 |
| 178 | CO-CREATION LAB EDUCATION - Empowering co-creative collaborations between schools, teacher education and (non-)profit organisations in addressing societal challenges: achieving win-win outcomes for all partners! | Lotte Boosten, Katrien Struyven | |

## *Practice boost 05 - Future-proof*

| | | | |
|---|---|---|---|
| 180 | The development of a VR training environment for radiation protection of workers and students | Wouter SCHROEYERS, Fabian Di Fiore, Wim Eerdekens, Jeroen Ceyssens, Sonja Schreurs | |
| 155 | Producing educational multimedia: tools to enhance (co)creation | Evert Binnard, Hanne Tollenaere | FR-0.13 |
| 157 | Using adaptive online learning paths to strengthen knowledge and skills in first-year students | Elke Van der Stappen | |

## *Practice boost 06 - Student-centered*

| | | | |
|---|---|---|---|
| 166 | Evaluation Meetings at Hasselt University Enhancing Educational Quality and Student Empowerment | Eva Bollen, Leontien Briels, Franne Schepers | |
| 230 | Boost Your Biology: a remediation and guidance trajectory for first-year students following (cell)biology courses at KU Leuven | Elke Kuypers, Sylvie Van den Bossche, Eline Bauweleers | FR-1.11 |
| 183 | Enhancing students' self-regulation in VIVES University of applied sciences | Louise Maddens, Ellen Deprez, Elien Sabbe | |
| 148 | An overarching online framework for steaming up students | Arne Duyver, Kris Aerts, Wim Deferme | |

## *Practice boost 07 - Student-centered*

| | | | |
|---|---|---|---|
| 210 | A valid and reliable assessment tool of competencies in higher education | Kris Janssens, Annelies Vanheel, Bert Brône | |
| 167 | Project Engineering Skills: A project-based course combining knowledge and softskills to train future-proof problemsolvers | Wim Deferme, Karel Kellens, Gert Vanhees, Jeroen Lievens, Els Wieërs, Bart Dreesen, Genevieve Marty, Kris Henrioulle, Stan Wouters, Jozefien De Keyzer | FR-1.02 |
| 229 | Self-directed Language learning in Higher Education | Kristin Ziegner-Llewellin, Katrin Naumann | |
| 185 | [Cancelled] Workplace Learning a starting point for your education | Ellen Tits | |

**06:30 PM - 11:59 PM** **Conference dinner** @Tiendschuur Hasselt (not on campus)

- Conference dinner and dance party
- Only for people who registered for the dinner.
- Where? Tiendschuur Hasselt - Herkenrode
- If you registered for the bus transport: please be present at 06:20 PM at the front of the building!

**09:00 AM - 10:30 AM**  **Keynotes**

| **Holding Space for all our stories: The challenge of Inclusive Education** | **Dr. Aminata Cairo**<br>**Theme: inclusive** | **Room: OG-Aud1 - Louis Verhagen** |

As the world has become more aware of patterns of inequity and inequality that cover our landscape, there has been a pursuit to correct what has been askew for a long time. From the streets to the halls of education there is a call for something else, something more. Aminata Cairo uses the concept of stories and sees the pursuit of inclusive education as the pursuit to expand our collective story. Although many believe this to be a noble cause, actually changing how we do things and expanding our stories remains difficult. In her presentation Dr. Cairo will take the audience on a journey to explore what makes the pursuit of inclusion so challenging and will challenge the audience to think about what it really requires. If this is what we say we want, how will we help each other set a new course

*Aminata Cairo is an anthropologist, psychologist, educator, storyteller, "love-worker". She is an independent consultant "who works with people". She is the former lector of Inclusive Education at The Hague University of Applied Sciences. She is the only lector of African descent in the Netherlands. Since 2022 she is the Lector (research professor) of Social Justice and Diversity in the Arts at the Amsterdam University of the Arts. She received the International Education Faculty Achievement Award and the Martin Luther King Jr. Humanitarian award at Southern Illinois University Edwardsville in 2013 for her efforts. In 2016 she received the Honorary Order of the Palm, a state decoration by the Government of Suriname for her contribution to culture. She is particularly interested in using her academic, artistic and community skills to support, honor and celebrate the voices and stories unheard, overlooked, silenced and marginalized. Her work is exemplified in her book: Holding Space: A Storytelling Approach to Trampling Diversity and Inclusion (2021).*

| **Trends and challenges in higher education teaching** | **Prof. dr. Roeland van Der Rijst**<br>**Theme: student-centered** | **Room: OG-Aud2 - Louis Roppe** |

Teaching in higher education is changing and evolving continuously. Programs are adapted to the changing labour market, approaches are modernized with digital innovations and course content is decolonised. These are all changes to make teaching future-proof. But how do we keep work our focus on student learning? Open Educational Resources, generative language models, and Learning Analytics all seem to take away teacher's work, and make it more easy. But is the really the case or are these 'disruptors' just shifting our focus? We might never know until we understand the ways in which trends and challenges in teaching in higher education are truly deepening student learning.

*Roeland van der Rijst is a full professor of educational sciences at Leiden University in The Netherlands. He is director of the research program of ICLON, the graduate school of teacher at Leiden University. His research activities are focused on teaching and learning in higher education. He supervises several PhD students from various national and international higher education contexts. Roeland is fellow of the Leiden Teachers' Academy, is a teacher educator and is awarded with the senior university teacher qualification (SKO).*

| | 10:30 AM - 11:00 AM | **Break** | Room: OG-Foyer |
| --- | --- | --- | --- |

**10:30 AM - 11:00 AM** **Break** — Room: OG-Foyer

**11:00 AM - 12:30 PM** **Papers**

| ID | Title | Author(s) | Room |
| --- | --- | --- | --- |
| **Paper 08 - Inclusive** | | | |
| 116 | Student well-being and study success in higher education: What do students want? | Hanneke Theelen, Josien Mennen, Edith Geurts van Kessel | |
| 176 | Blended higher education with impact: design principles to effectively promote student learning and psychosocial well-being. | Claudio Vanhees, Milou de Smet | FR-1.13 |
| 232 | Kindness - a framework for higher education | Wajeehah Aayeshah | |
| **Paper 09 - Future-proof** | | | |
| 158 | Active8 Planet: a new interdisciplinary and intergenerational learning model for planetcentered development | Griet Verbeeck, Evy Puelinckx | |
| 188 | Short Learning Programs for Life-Long Learners. | Elke Hermans, Ward Belet, Geert Wets, Evelien Polders, Patricia Hellriegel, Lien Aerts | FR-0.14 |
| 238 | Education Beyond the Boundaries of Disciplines – A Mission Statement and Concept for a Climate Sensitive Study Course | Inga-Maria Eichentopf, Gunter Süß | |

| ID | Title | Author(s) | Room |
|----|-------|-----------|------|
| **Practice boost 08: Future-proof** | | | |
| 163 | 'Back to uni(veritsy)' week: a civic and blended learning environment as incubator for master internship competences learning for students and clinicians. | Ilse Lamers, Sarah Michiels, Tim Németh, Lotte Janssens, Raf Meesen | |
| 190 | Teaching general problem-solving skills to engineering students using problemsolving building blocks and accompanying online adaptive training modules | Arne Duyver, Jozefien De Keyzer, Kris Henrioulle, Els Wieers, Kris Aerts | FR-0.09 |
| 173 | [CANCELLED] LiveLab: a case of interprofessional service-learning | Tony Claeys | |
| **Praktijkboost 03: Student-centered** | | | |
| 161 | Student Point a co-creation of University students and staff | Annelies Delronge, Veerle Smeers, Sabine Poel, Özlem Yalci, Philip Swerts | FR-0.13 |
| 150 | Student Hotspot | Nele Ghysen, Britte Vanlessen | |
| **Praktijkboost 04: Future-proof** | | | |
| 241 | Als opleiding inspelen op snel evoluerende beroepsdomeinen | Giete Vanderlinden, Sanne Uyttendaele | FR-1.07 |
| 149 | Interprofessionele Student-Run Clinic binnen het paramedische onderwijs | Inge Wijkamp | |

## *Praktijkboost 05 - future proof*

| | | | |
|---|---|---|---|
| 120 | Taxonomie: self scan digitale competenties voor studenten en lectoren | Vincent Vanrusselt | |
| 153 | Handvaten om casussen te ontwikkelen en hiermee aan de slag te gaan in een casusgeoriënteerde onderwijsbenadering | Leen Swinnen, Camille Meus, Jo Pierson, Karin Coninx | FR-1.02 |
| 221 | Probleemgestuurd onderwijs in de educatieve master ter verbinding met het secundair STEM-onderwijs | Ilse Engelen, Merel Vaes, Sarah Doumen, Burgert Blom, Katleen Denolf | |

| | | |
|---|---|---|
| **12:30 PM - 01:30 PM** | **Lunch** | Room: OG-Foyer |

## **01:30 PM - 03:00 PM** **Symposium**

| Theme | ID | Title | Author(s) | Room |
|---|---|---|---|---|
| Future-proof | 143 | Interdisciplinary futureproof higher education | Sarah Doumen, Katleen Denolf, Burgert Blom, Luca Bertolini, Debby Gerritsen, Katusha Sol, Guy Bendermacher, Lorenzo Moroni, Jurica Bauer, Dorien Baeten, Jolien Notermans, An Hardy | FR-1.06 |

| Theme | ID | Title | Author(s) | Room |
|---|---|---|---|---|
| Civic | 152 | Co-creation as a stepping stone for civic education: added value, myths and pitfalls of transdisciplinary learning. | Linde Moriau, Lien Mostmans, Brecht Van der Schueren, Julie Bertone | FR-0.01 |
| Future-proof | 204 | Education engineers for the future: advantages and requirements of an open programme at the University of Twente | Frank van den Berg, Pascal Wilhelm | FR-1.11 |
| Future-proof | 160 | Master of Teaching: Behavioral Sciences (MTBS) @ KU Leuven. Our Position! Your Opinion? | Stijn Dhert | FR-0.03 |
| Future-proof | 191 | Weaving life and economy: introducing decolonial education into Entrepreneurial Classrooms | Serxia Lage, Karen Verduijn | FR-1.13 |
| Future-proof | 237 | Assessing the sustainability literacy of students | Talia Stough, Wim Lambrechts, Alexander Brewer | FR-0.06 |
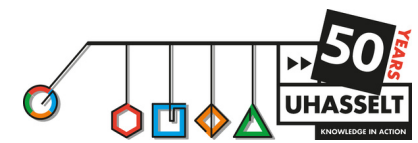
**03:00 PM - 03:30 PM**    **Closing**      Room: OG-Aud1 - Louis Verhagen

# Practical information
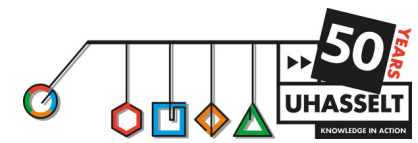
## Seeking for a space …

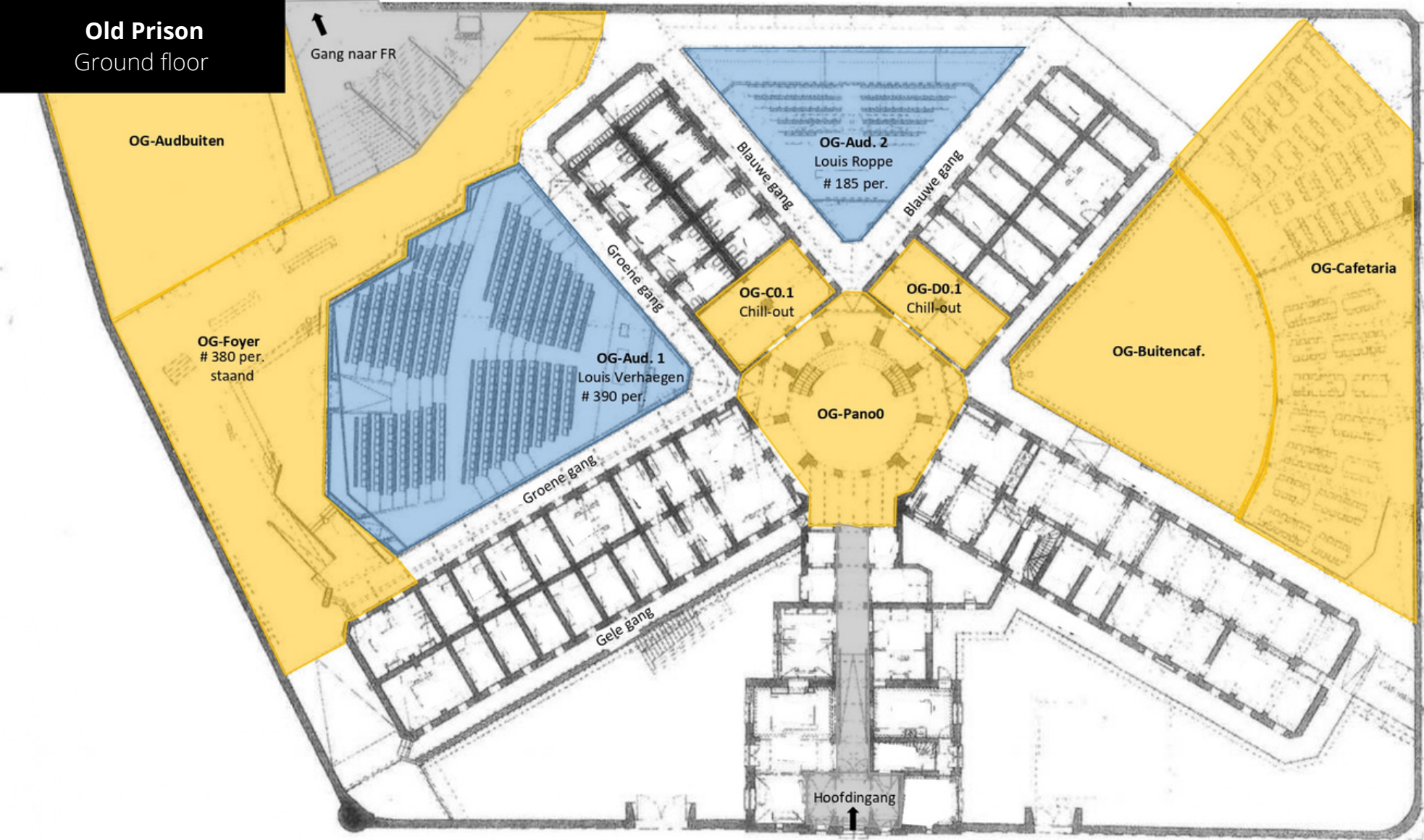| | |
|---|---|
| To **Work** | *The study cells in the Old Prison provide privacy for quiet work and online calls. Room FR-0.05 is also available to work. Additionally, there are work tables and seats under the stairs in the panopticum (Old Prison).* |
| To find **silence**, for example, for meditation, prayer,… | *Room FR-1.17 serves as a multifunctional quiet space. Please note that this space is not intended for work.* |
| To **Pump** (breastfeeding) | *In room FR-0.19 you can seperate yourself to pump in peace.* |
| To store your **luggage** | *Room FR-0.04 serves as a cloakroom and luggage room.* |
| In terms of personal care and **privacy** | *The first aid room can be used for various purposes. The key can be obtained at the registration desk.* |

## Seeking assistance or tips…

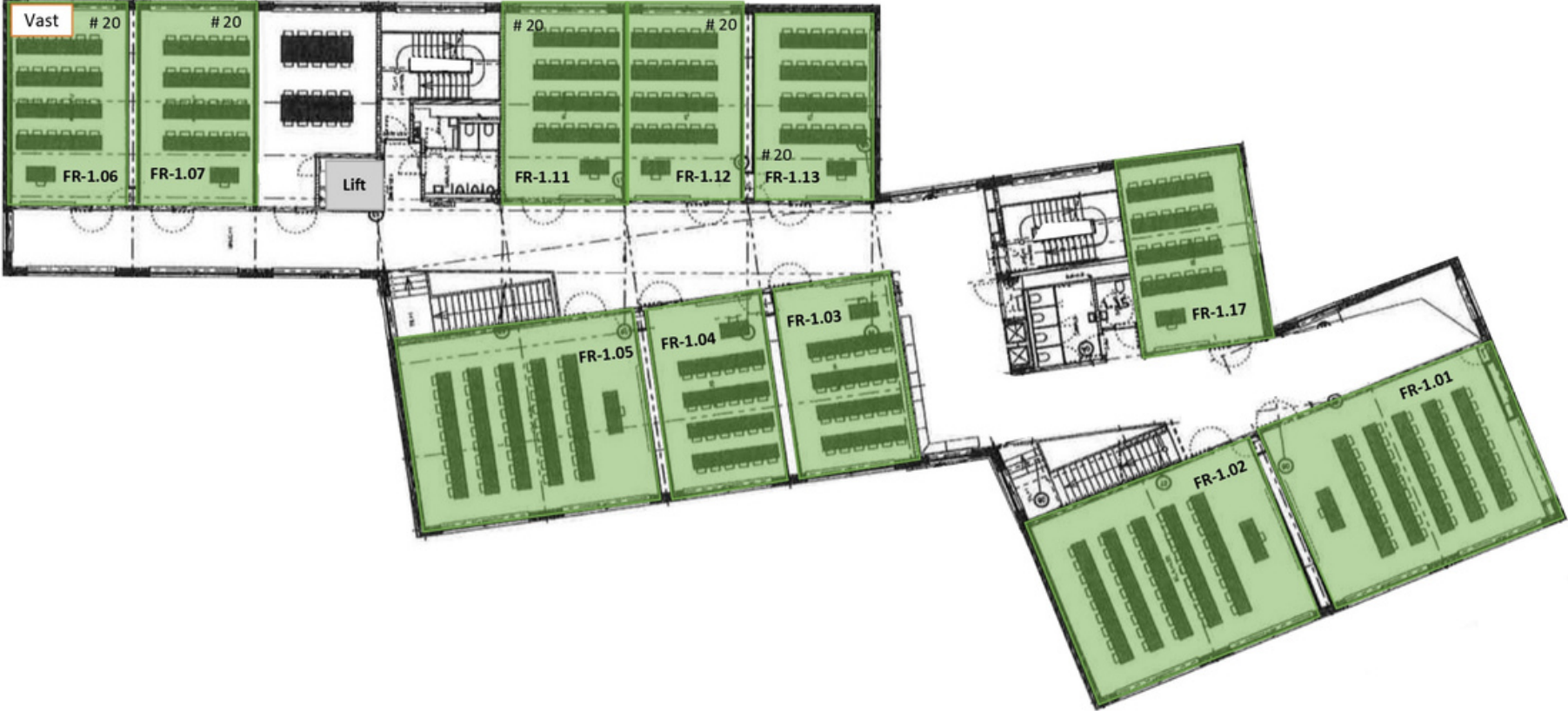| | |
|---|---|
| Registration desk | *The registration desk will be available continuously throughout the three days. You can recognize our team by the UHasselt badges they wear. Feel free to approach us with any questions; we are here to assist you.* |

# Floor plan

**Old Prison**
Ground floor

Gang naar FR

OG-Audbuiten

Blauwe gang

OG-Aud. 2
Louis Roppe
# 185 per.

Blauwe gang

OG-Cafetaria

Groene gang

OG-C0.1
Chill-out

OG-D0.1
Chill-out

OG-Foyer
# 380 per.
staand

OG-Aud. 1
Louis Verhaegen
# 390 per.

OG-Buitencaf.

OG-Pano0

Groene gang

Gele gang

Hoofdingang

# Floor plan



**Faculty of Law**
Ground floor

FR-0.09
# 20

Lift

FR-0.13 # 20

FR-0.14 # 20

Vast

FR-0.15 # 20

Gang naar OG

FR-0.19 # 20

FR-0.07

FR-0.06

FR-0.05

# 20

# 20

Vast

# 20

FR-0.01 # 20

FR-0.02 # 20

FR-0.03 # 20

FR-0.04 # 20

# Floor plan



Faculty of Law
First floor

Vast

# 20  FR-1.06
# 20  FR-1.07
Lift
# 20  FR-1.11
# 20  FR-1.12
# 20  FR-1.13
# 20
FR-1.17
FR-1.05
FR-1.04
FR-1.03
FR-1.01
FR-1.02

50 YEARS

UHASSELT

KNOWLEDGE IN ACTION