THEORETICAL FRAMEWORK

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>Lund University - Engineering</th>
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<tr>
<td>1) A clear focus on student learning</td>
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<td>- A practice based on a learning perspective</td>
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<td>- An integrated relation between theory and practice</td>
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<td>- A practice based on a sound relation to students</td>
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<td>2) A clear development over time</td>
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<td>- An effort to, over time, consciously and systematically develop students’ learning</td>
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<td>- An idea for continued development</td>
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<td>3) A scholarly approach to teaching and learning</td>
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<td>- A reflection on practice based in an educational theory relevant for the applicant’s discipline</td>
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<td>- A search for and creation of knowledge about student learning in the applicant’s discipline</td>
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<td>- An effort to make findings public with a purpose of collaboration and interaction</td>
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FACILITIES & SUPPORT

- Personal budget: €1750, for development
- Coaching (educational specialist)
- Research & Development sessions
- Inspirational sessions
- Intervention sessions (exchange with peers)
- SUTQ lunches

CRITERIA

The SUTQ product...

- addresses a current and relevant education question.
- has an innovative and/or creative component to improve student learning in its broadest sense.
- has an added and generic value towards other education programs.
- has been adjusted/improved by peer collaboration/peer review during the process.
- is presented to a relevant audience (colleagues, assessment committee, program director, experts, students, etc.)
- complies with the UTQ criteria, where or when applicable
- meets the personal learning objectives

The SUTQ approach...

- has a personal learning path, actions and outcomes (Student Driven Learning)
- is focused on student learning in higher education.
- is conducted in a Scholarly way
  - by an evidence informed approach
  - by using a method (research, design)
  - is reproducible
  - is project-based (proposal, planning, deliverables)
  - is characterized by continuous reflection on: the SUTQ process
  - impact on department and organization
  - personal development (personal values, future development, ...)

Deliverables:
  - SUTQ product (research and/or design)
  - Paper/poster
  - Reflection report (process and product)
  - Presentation (for peers/stakeholders)

SUTQ TOPICS

How to define wicked problems (in the context of project-based education), also with regard to assessment?

How to compile a reliable/valid digital summative test for a math course?

How to implement video in the intervision/reflection part of teacher training in a practical and effective way?

How do cultural backgrounds influence the adaptation of students to activating teaching methods?

How to engage/activate all students in large classes (n=125)?

How to educate students skill to rewrite formulas to acquire better insight?

FIRST EXPERIENCES

From the perspective of supporting team:
- accessibility and feasibility of the SUTQ
- Matching and equipment supervisor versus SUTQ participant
- Better balance between SDL versus structured learning

From the perspective of SUTQ participants:
- Available time is a challenge
- Exchange of experiences and advice with peers is stimulating
- Better connection R&D seminars versus needs participants

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