DECISION AID: REALISING SUPPORT STRUCTURES FOR IT-DRIVEN EDUCATIONAL INNOVATION

INSIGHT INTO THE ORGANISATION OF LECTURER SUPPORT

TABLE OF CONTENTS

1 DECISION AID: REALISING SUPPORT STRUCTURES FOR IT-DRIVEN EDUCATIONAL INNOVATION

Educational innovation using IT offers plenty of opportunities to improve the quality of education, for example by offering tailor-made education. But a well-considered redesign of education requires time and expertise. It not only requires expertise in the fields of subject content and didactics, but also in the fields of multimedia, animation, design, et cetera. As a result, educational design is increasingly becoming a co-creation process in which different specialisations cooperate. How can you support this collaboration of disciplines as a higher education institution? That is what this publication is about. SURF conducted research at five higher education institutions on how to enable lecturers to renew their teaching. HU University of Applied Sciences Utrecht, Saxion University of Applied Sciences, Utrecht University, Erasmus University otterdam and Delft University of Technology were the participating institutions.

With this 'Decision aid: realising support structures for IT-driven educational innovation' we hope to inspire institutions and help them make their own, wellconsidered choices. It is a snapshot dating from 2017. Institutions always adjust their choices based on their experiences. This decision aid contains a wealth of information, but is not complete and does not stay up to date. Another source of information is the online and blended learning Knowledge File (in Dutch) available on SURF.nl. Knowledge about supporting lecturers can also be shared by institutions within the Blended Learning Special Interest Group (SIG) (in Dutch), which has set up a special working group on the subject.

Reading guide
Based on interviews with five institutions, SURF has distilled five points of consideration and five choices to make for institutions that want to support lecturers in achieving educational innovation through IT. We briefly outline the advantages and disadvantages of the various choices and make recommendations based on the experience of the institutions interviewed.

Supporting educational innovation through IT is so new that everyone is searching for insights and answers. It is clear that an ideal support concept does not exist.

Those who want to know in more detail how the interviewed institutions support their lecturers, can delve into the five cases. In each case, we briefly discuss the underlying vision and the context of educational innovation. This is followed by a description of the support. We indicate per institution how they organise the professionalisation of lecturers and knowledge sharing and which corresponding (innovation) budget they allocate. Finally, a lecturer and/or a student speaks about the redesign of education using IT. Please note that the detailed case descriptions are available in Dutch only.

Points of consideration and choices with far-reaching consequences
It is rarely the case that a higher education institution creates a support infrastructure for educational innovation from scratch. Much more often, institutions build on existing facilities. There are separate services for building management, facilities, IT and educational advice. However, the redesign of education with IT requires cooperation in new structures. Such a multidisciplinary approach sometimes conflicts with the existing culture within support organisations.

Educational institutions are faced with choices with far-reaching consequences if they want to work seriously on supporting lecturers in educational innovation. We explain the most crucial points of interest and choices below. All considerations are the result of interviews with five higher education institutions. You will not find the best possible choice in this publication, but you will find the motivation behind the choices made by the five forerunners. They are happy to share their insights with you.

FIVE POINTS OF CONSIDERATION
ABOUT SUPPORT FOR EDUCATIONAL INNOVATION THROUGH IT

The following 5 points of consideration emerged from the interviews with institutions.

1 Support lecturers wherever possible
Lecturers in higher education see that digitalisation offers all kinds of new possibilities to make education more effective. If there were eight days in a week, the redesign of education with IT would have been realised a long time ago, the interviewed lecturers indicated. They see the use of technology as an effective means of providing high-quality education, but they lack time to work on it.

As things currently stand, overburdened lecturers are the rule rather than the exception in higher education. Higher education institutions that focus on better education through technology should therefore provide lecturers with room and time, and support them wherever they can. This means that institutions must invest in excellent counselling, in good facilities, in taking work off lecturers' hands wherever possible, and in creating familiarity with the facilities, showing appreciation for the end result and organising knowledge sharing. The approach varies from institution to institution.

2 Focus on the educational vision
At all of the institutions interviewed, an educational vision is the basis of the redesign of education. An educational vision can, for example, indicate why an institution expects the concept of blended learning to increase the quality of education, as in the vision of Saxion University of Applied Sciences. This educational vision shows that Saxion explicitly sees the use of IT as a means of achieving better education. Often, an educational vision is an elaboration of the strategic plan, aimed specifically at education. For example, Erasmus University Rotterdam (EUR) uses online learning to support a number of core objectives of the institution's strategy. Key objectives include, for example, improving the quality of education, increasing graduation rates, expanding internationalisation and tapping into new target audiences. A redesign of education is more likely to be successful if everyone knows clearly why the institution is committed to it. It also serves as an anchor point during the redesign process: am I doing something that is in line with the educational vision?

It is therefore essential that everyone in the institution is familiar with the educational vision and that it is widely supported.

3 Allocate an innovation budget
As a higher education institution, how much money should you put into supporting lecturers? And how do you spend that money wisely? This depends on, among other things, the size of the institution, the number of students, its equity and the strategic goals it is pursuing. Whether the budget is distributed centrally, for example by means of tenders, or whether faculties have their own resources for educational innovation also makes a difference. This makes it difficult to compare innovation budgets.

When it comes to distributing the budget, it turns out to be difficult to make a proper distinction between the innovation budget and money for ongoing affairs. An example from Delft University of Technology: investment in a studio had been made in the past, but starting an innovation programme nonetheless helped to obtain budget for the studio. One general conclusion can be drawn: institutions invest mainly in people. Approximately half of the innovation budget (40 to 70 percent) goes to providing support in a variety of forms. Investment in facilities, licences and tools is lower: depending on the institution, between 15 and 40 percent. The institutions allocate between 15 and 25 percent of the budget to the professionalisation of teaching staff. Some budgets are not easy to separate. For example, a member of support staff can receive funds from the innovation budget, while he or she is responsible for professionalising lecturers. The latter is covered by a different budget. The e-learning developers at Delft University of Technology are an example of this. Another element that is difficult to compare is freeing up lecturers' time for innovation activities. This is often left to the faculties. Estimates of which part of the budget is used for this purpose vary too widely to make a valid statement thereover.

4 Ensure communication and knowledge sharing

Having a good support organisation in place does not mean you are done. First and foremost, lecturers need to know that the institution encourages or even requires educational innovation. In addition, teaching staff need information about where to go if they want to redesign their teaching activities, what the benefits are, how much time it will take, how they are supported and what forms of appreciation they will receive. Communication and knowledge sharing therefore constitute an important part of supporting lecturers. One of the choices an institution faces is how to give shape to this process of communication and knowledge sharing.

Many lecturers prefer to be inspired by innovative colleagues rather than, for example, by external trainers. Colleagues are more trusted because they are able to discuss what an IT tool can contribute to education, based on the educational context and their subject expertise. That is why institutions often make use of ambassadors. These educational innovators are given the floor during lunch sessions, workshops and educational days in order to inspire their colleagues. Institutions come up with all kinds of creative ways to bring lecturers into contact with innovators from within and outside their field of expertise. This is often done in an informal context, such as a lunch or an innovation café, as well as at conferences and during professionalisation programmes. Online, institutions share information, experiences, tools and tips in blogs and videos. Knowledge sharing between institutions takes place via special interest groups from SURF and the SURFacademy, for example.

5 Offer opportunities for professionalisation

All interviewed institutions consider the professionalisation of lecturers important to achieve an improvement of the quality of education. In part, this professionalisation takes place during the innovation process itself (learning by doing): presentations by educational innovators or blogs about knowledge sharing contribute to informal lecturer professionalisation. In addition, each higher education institution offers lecturers opportunities to increase the quality of their teaching. Lecturers are offered training opportunities to obtain a Basic Teaching Qualification (BDB/BKO).

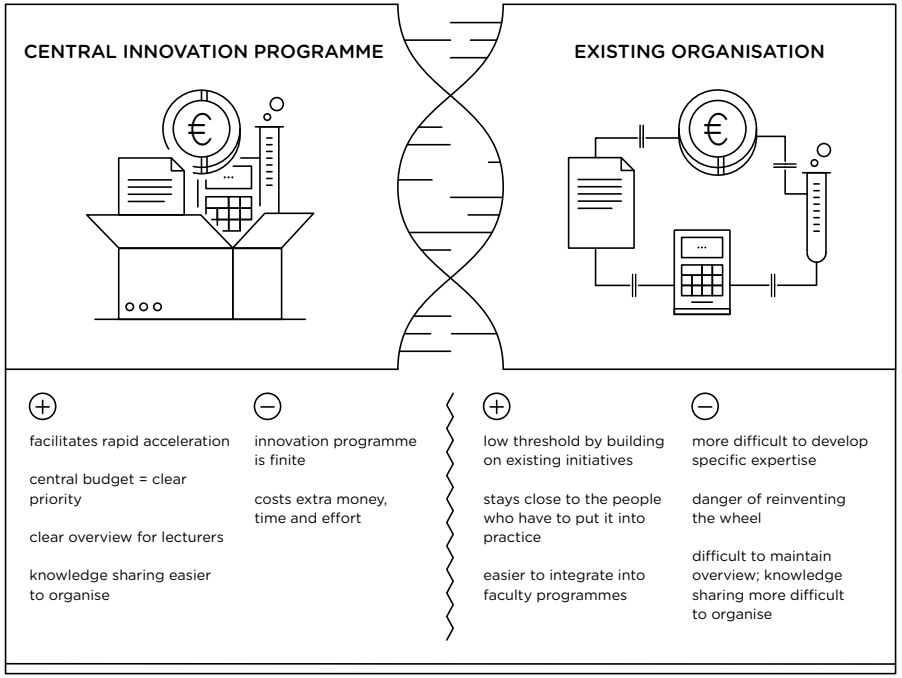
It is up to institutions to determine which skills are covered in a Basic Teaching Qualification. There is therefore no general quality requirement for lecturers concerning IT skills. At HU University of Applied Sciences Utrecht (HU), an institution-wide blended learning course is part of the BKO, SKO and EKO (Basic, Senior and Expert teaching qualifications). Saxion University of Applied Sciences has set up a compulsory course that addresses the redesign of education. In addition, the institutions offer all kinds of workshops and varied forms of knowledge sharing, through which lecturers can improve their knowledge and expertise in the fields of IT and innovation.

The professionalisation of lecturers is a broad topic that requires more elaboration. SURF has made a contribution to this topic through its report 'From lecturer professionalisation to educational development. Inventory of the status quo of IT lecturer professionalisation' (in Dutch) and a related discussion paper that contains seven recommendations.

FIVE CHOICES TO MAKE
CONCERNING SUPPORT FOR EDUCATIONAL INNOVATION THROUGH IT

Once the cases had been compared, it became clear that 5 basic choices need to be made when setting up lecturer support.

1 Central innovation programme or support within existing organisation
All the higher education institutions interviewed chose to set up a central programme. In doing so, they want to accelerate educational innovation through IT. Such a central innovation programme has benefits. For example, these programmes have their own budgets, have centralised management and receive support from the Executive Board. This ensures that it is easier to get the entire organisation engaged.



This creates an overview and a pooling of strengths, and there is more room for further development and expansion. Knowledge sharing about educational innovation is organised more quickly under a central administration.

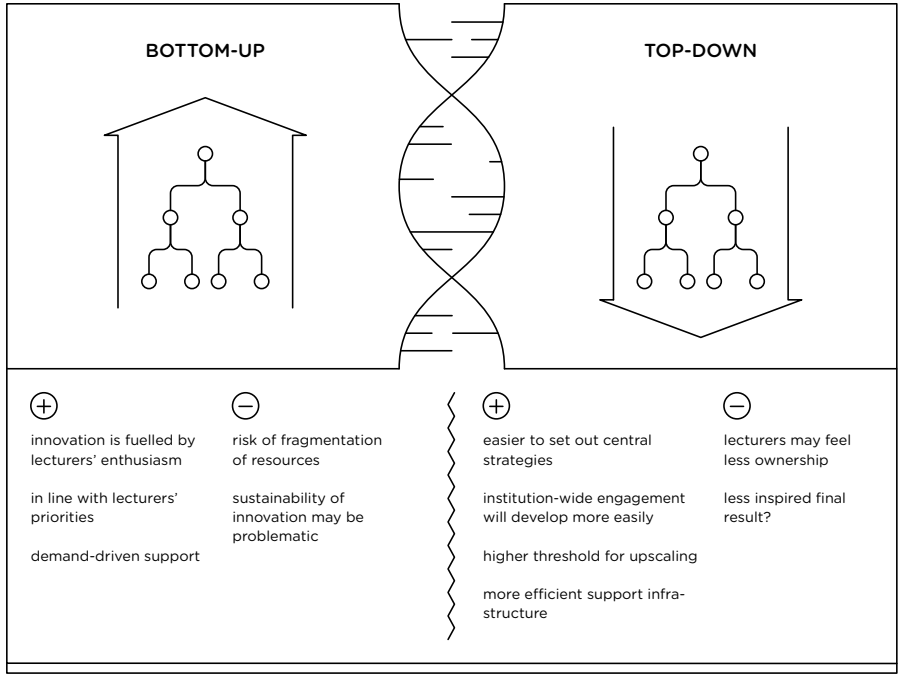
The disadvantage of an innovation programme is that it is finite. In the long run, educational innovation should be incorporated into the existing organisation. A good example is Delft University of Technology's small-scale innovation programme called Grassroots. Previously, the TU's budget was allocated to the Study Success project which had its own budget and had been running since 2011. Nowadays, Grassroots projects are seen as 'regular educational improvements' and are not financed separately.

Employees working within Educate-it, the innovation programme of Utrecht University (UU), are currently developing a blueprint for the support organisation for the domain of Education and IT in 2020. This is intended as a follow-up to the work of the innovation programme and is meant to make the programme more sustainable.

For an institution that is just starting with educational innovation, a project-based approach is indispensable, according to all the institutions interviewed. A well-executed project or programme offers more opportunities to experiment, to find out what lecturers need, to react flexibly to developments and to expand or scale up quickly if necessary.

2 Bottom-up or top-down?

All the institutions interviewed believe that lecturers should retain ownership of education. If you want to improve education through IT, you have to make each department aware of its added value. This means that lecturers should feel ownership of educational changes, that faculties encourage lecturers to develop blended education and that education managers feel the need for innovation. Although the lead in the redesign of a course must be taken by the lecturer, not everyone is ready to take major steps. It is therefore up to the institution to decide how big the 'involvement' of deans, managers and directors should be. Do you want to stimulate your educational innovation by supporting bottom-up initiatives, should you choose a central guideline for all programmes to investigate the redesign of education, or should you opt for a compromise?



Bottom-up

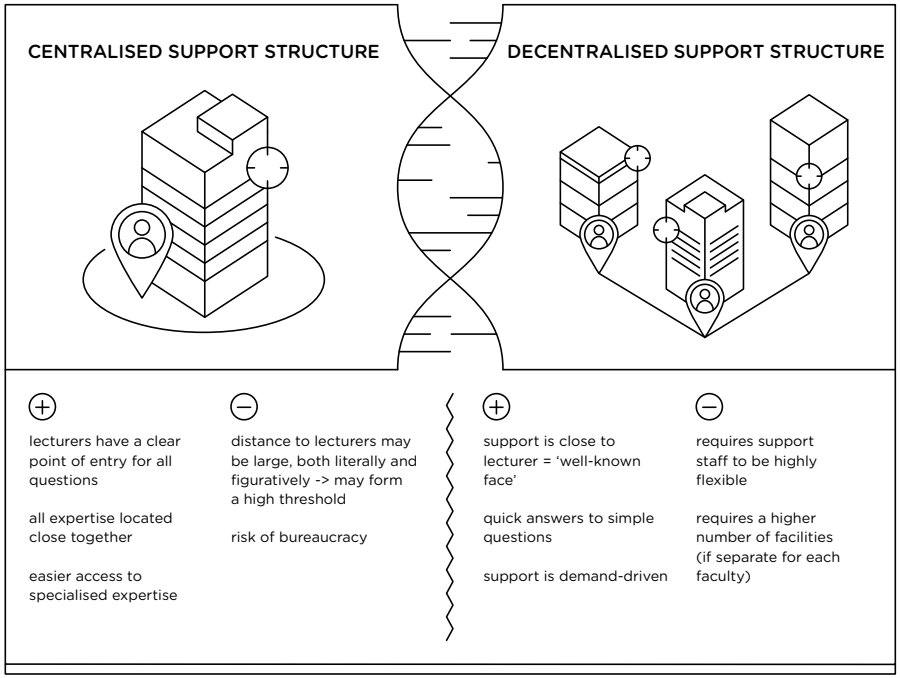
Three of the five institutions interviewed chose a bottom-up approach to stimulate educational innovation with the help of IT. The advantage of this is that the innovation is the result of the lecturers' own enthusiasm and is in line with their priorities. This approach also provides customised support for lecturers; the support is based on the specific request of the lecturer. The disadvantage is that stimulating individual initiatives takes a lot of time, money and effort. Achieving sustainable innovation is difficult: early adopters flourish in this approach, but the large majority is less likely to move.
The UU goes furthest in the bottom-up approach. This university involves all departments in the mission of the Educate-it innovation programme, but does not enforce anything. Educate-it only takes action when a lecturer, a team of lecturers or a faculty has a specific request. Delft University of Technology and the EUR have opted to support lecturers bottom-up, but to set out the guidelines for action centrally. For example, they select priority topics and actively approach lecturers if their subject or ambition matches the ambitions of the institution.

Top-down

The other two institutions interviewed are also keen to encourage bottom-up educational innovation, but they also make agreements with individual study programmes to set specific goals (or make plans to do so). This top-down approach has the advantage that engagement is created more quickly and that you can take the next step sooner. Setting up a support infrastructure is easier if you know that almost everyone will make use of it. A disadvantage of this approach is that it also takes a lot of time and effort, especially regarding effecting cultural changes. Lecturers may be afraid that they will no longer be the owners of the education they provide. This could lead to a less inspired end result.
Saxion is in a transition phase from a bottom-up approach to slightly more central control. At the moment, the lead lies with individual lecturers, but the university is aiming to make more specific agreements on educational innovation. In the case of the HU, it has been agreed that in 2020 all programmes will be in line with the fourteen strategic dimensions that the HU has set down in its educational vision. Nearly all staff members are involved in educational innovation, but the action they take is at their own discretion.

3 Centralised or decentralised support structure?

Four of the five institutions interviewed are currently working on centralising their support structures. To this end, different disciplines in the fields of support and professionalisation are brought together in one centre. These include, for example, professionalisation programmes, educational research, audiovisual support, a physical space for experimentation and knowledge-sharing initiatives. At present, these are often still located at various locations within the institutions, both centrally and decentrally. The UU has a new Centre for Academic Teaching, TU Delft has a Teaching Lab, the EUR is working on a Community for Learning & Innovation and the HU is creating a Learning Innovation Network Centre by Teachers. Each institution will have to choose whether their lecturer support will be organised centrally or decentrally, or whether a mix may be preferable.



Centralised support structure

The advantage of centralisation is that it is clear and easy for lecturers. They know where to go, there is one address (or at least fewer than before) for all questions and for all actions they want to take. A central organisation provides both educational and technical experts. The support organisation is therefore optimally able to assist lecturers and provide advice on the best possible redesign of education. By organising professionalisation and knowledge sharing centrally, it is easier to bring the quality of education to a higher level in a sustainable manner. However, a direct connection with lecturers is a crucial element.

The disadvantage of a central organisation is that the distance to the lecturer can be large, both literally and figuratively. Higher education institutions often have several buildings, spread out over a city or even located in several cities. Centralisation of support in one location might increase the barrier in that case. Especially when lecturers have to go somewhere where they don't know anyone and where they normally don't go in the course of their regular work. There is also a risk of slow reply times and bureaucracy if the distance to the lecturer is too large.

Lecturers respond differently to the question of whether a central organisation is preferable. The interpretation of centralisation makes a lot of difference. It is especially important that the actual demands of lecturers are addressed, that people feel involved and supported. Fortunately, there are ways to ensure that a direct connection with lecturers remains. For example, the UU has appointed faculty contacts. They can answer many questions about educational innovation themselves, but also work closely with the central Educate-it programme and, if necessary, bring lecturers into contact with specialised support staff from Educate-it. At HU and TU Delft, the situation is comparable. They also work with faculty contacts. Support staff from the central programme also spend part of their time at faculties where there is a great demand for their expertise. Usually the same central experts are deployed at the same faculties, so they get to know the faculty well and become familiar faces.

Decentralised support structure
The opposite of centralised support is decentralised support: educational experts and technical support staff then form a flying team around lecturers or in the vicinity of the teaching location.

The advantage of decentralised support is that lecturers are optimally unburdened. The disadvantage is that it requires a lot of flexibility from the support organisations. Also, a larger number of facilities are usually needed to offer comparable services at different locations. It is an intensive and relatively expensive form of support.

In practice, the five institutions interviewed all work with a mix of these two options, which is partly due to the autonomy that faculties have had for many years. For example, faculties have often developed their own practices to support lecturers, unconnected to central facilities. The advantage of providing support at the faculty level is that lecturers usually know where to ask for support. They know how their faculty is organised. The disadvantage is fragmentation: every faculty draws up its own plan. Moreover, the existence of faculty facilities might actually hinder sustainability. For example, some faculties of the EUR had already invested heavily in building their own support system for lecturers, so that they saw little benefit in a centrally regulated support structure.

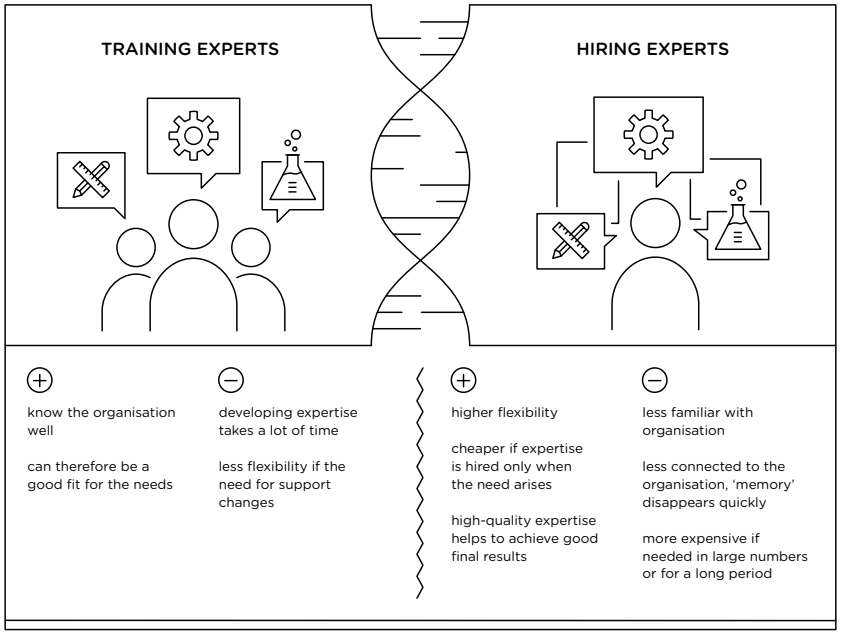
4 Training or hiring experts?

All the institutions interviewed put together multidisciplinary teams to support educational innovation through IT. Apart from lecturers, such a team can, for example, also comprise pedagogical experts, student assistants, e-learning developers, instructional designers, an animator, an editor and a marketing professional. Institutions need to ask themselves whether they have all the expertise they need to achieve the desired level of support, or whether they need additional expertise. Which expertise is structurally required, which only occasionally? Should you train internal staff to develop the missing expertise, hire new staff members from outside, or hire external expertise on a temporary basis? Or will students with adequate knowledge suffice?

Training experts
The interviewed institutions chose a combination of both training and hiring. The choice depends on the needs of the lecturers and the period during which there is a need for a certain specialisation. A number of staff members from faculties received additional training to become, for example, an e-learning developer or innovation manager.

The HU and UU temporarily deploy people from the faculties to play a role in an innovation programme.

Hiring experts
For some specialist positions, the institutions employ people on a permanent basis. Saxion has instructional designers, for example, and the HU has a full-time virtual reality specialist. Other specialists are hired on a temporary basis. The advantages of hiring are that the institution can provide the requested



support more quickly and that there is more flexibility. What's more, you can provide highly specialised support. With the help of such specialists it is possible to produce educational materials of which the (digital) design is of high quality. An additional advantage is that the material can be used as promotional material for the institution. If the final result looks professional, lecturers and students will become more enthusiastic about educational innovation through IT.

However, it can be disadvantageous that externally hired experts are less familiar with and less connected to the organisation. In addition, specialists recruited externally are often more expensive on an hourly basis. This may cause reluctance on the side of lecturers to take up educational innovation; they may prefer to try things themselves rather than being directly in the expensive spotlights of a specialist. For them, the use of student assistants is at least as useful. See also the box on the right.

Seven reasons for using student assistants

TU Delft gives lecturers a budget to hire student assistants. At the UU, too, the services of students are frequently used. Seven good reasons for having student assistants provide some support for lecturers:

1 Students form a logical bridge between lecturers and the target group of education.
2 Student assistants with substantive knowledge can independently come up with test questions and provide input on assignments.
3 Students are relatively inexpensive. As student assistants, they earn around the minimum wage. They may be hired for a variety of tasks, from operating an autocue to clicking through slides during a video recording. At Delft University of Technology, for example, students are helping to implement online education on online platforms such as edX.
4 Students are often very proficient with tools and can show lecturers how to use them. It can be very efficient simply to put a student next to a lecturer at the computer for an afternoon.
5 Student assistants have relatively few other tasks and are flexible with their time, as opposed to lecturers who work together on the same project.
6 Students have knowledge of modern forms of communication and how they appeal to the target group. For example, students employed by Educate-it, the UU's innovation programme, were commissioned to make knowledge clips. However, they came to the conclusion that they could reach the target group better with vlogs.
7 The experience of being a member of support staff is instructive for student assistants and can be part of the curriculum. For example, Saxion works with students of the Saxion Academy Creative Technology on producing videos.

5 Additional appreciation, or is educational innovation just part of your regular work?

All the institutions interviewed mainly want to support educational innovation by stimulating the lecturers who are already working on it, or would like to. They hope that enthusiasm for educational innovation will be spread by the forerunners. An appreciation for educational innovation is essential in order to get the large group of more conservative lecturers on board, according to the institutions. Additional appreciation for their efforts can be expressed to lecturers in all sorts of ways:

- More pay
- More time to redesign their teaching
- More attention to the performance they deliver
- Interest of peers
- Student appreciation
- Positive impact on their career

Appreciation of efforts also means that failed experiments are not punished. Every institution will have to ask itself whether educational innovation is appreciated within its institution. Of course, it is also possible that an institution does not reward educational innovation because it considers it to be a normal part of the teaching task.

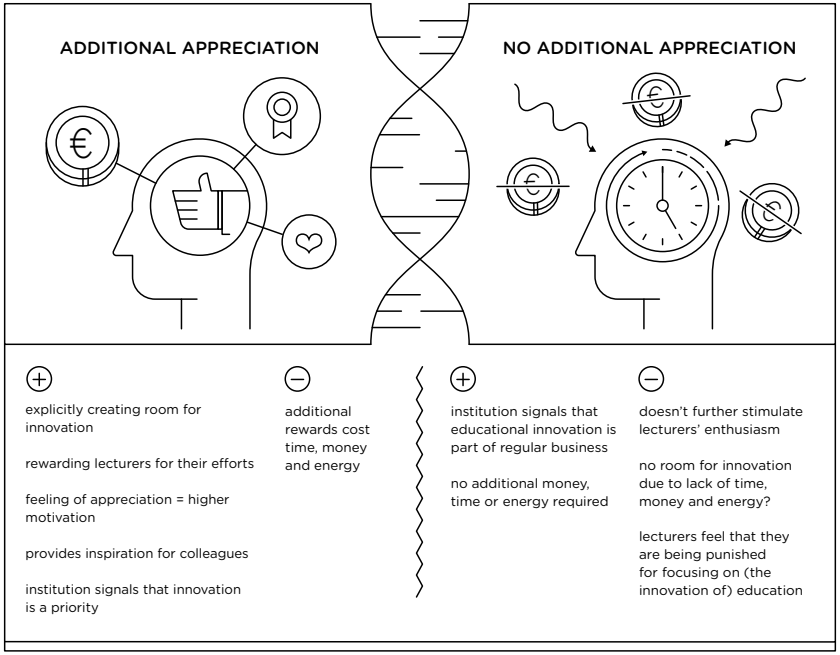
Additional appreciation

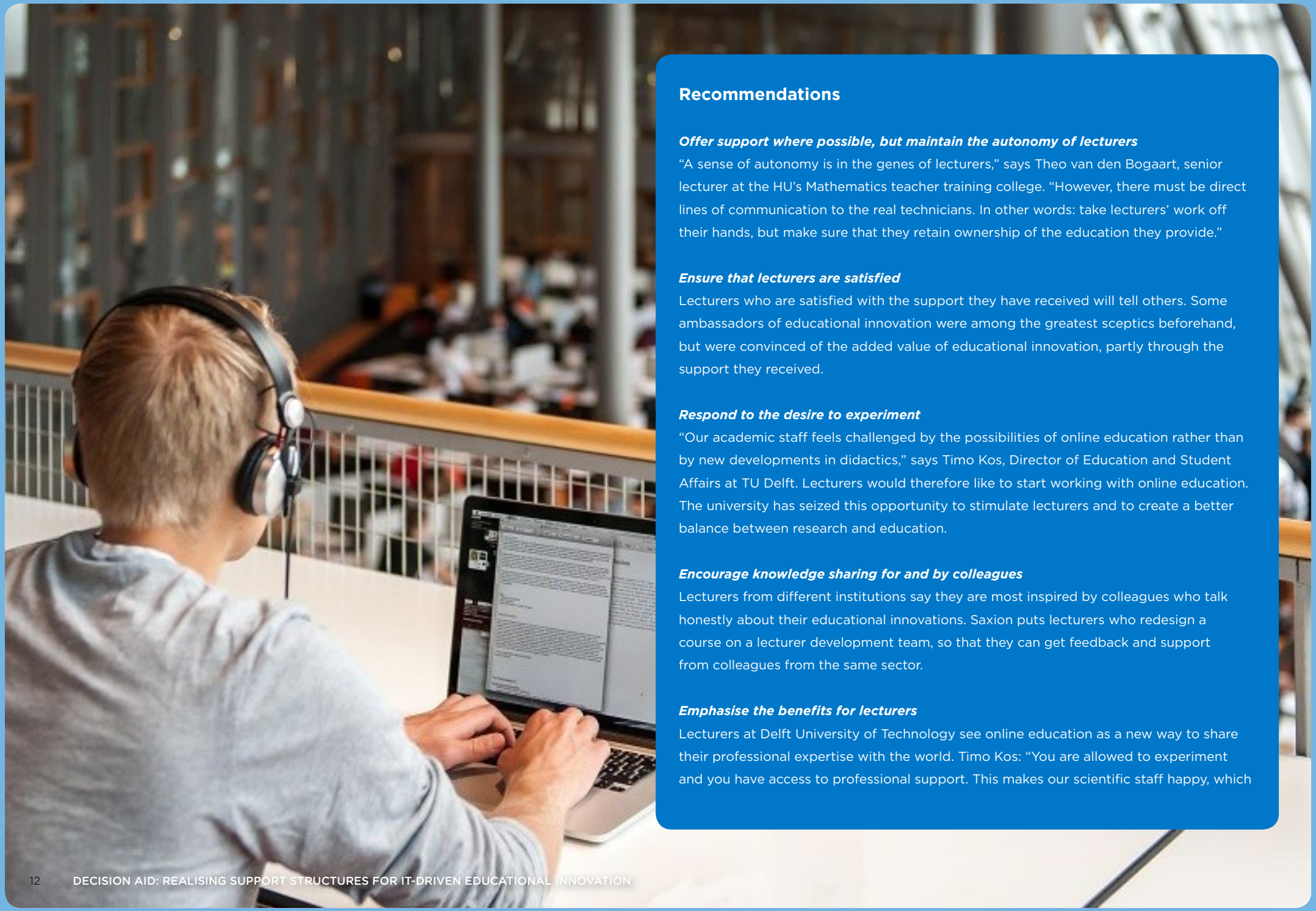
When lecturers are rewarded for their efforts, they feel appreciated. This has a positive effect on their job performance. In addition, colleagues can be inspired by the appreciation that innovators receive. They then feel motivated to start an innovation project themselves. Through these innovators, the institution in turn demonstrates that it attaches a great deal of importance to the quality of education. There are also disadvantages: it takes money, time and effort to give lecturers extra credit for their efforts.

No additional appreciation: educational innovation as part of regular work

Many institutions do not yet give any extra appreciation to educational innovators. An advantage of this is that it costs less money, time and energy. On the other hand, the enthusiasm of lecturers is not stimulated. Few lecturers will become engaged. Showing appreciation is also advantageous for the speed with which innovations are embraced. Too often, lecturers still feel that appreciation for education only exists on paper. Adrie Verhoeven, lecturer in Biochemistry at Erasmus MC, puts it this way: “Many lecturers want to innovate, but they also have to deal with patient care and research. There are only a few fools who devote themselves fully to education. This is immediately punished; they don’t get anywhere in the organisation.

Education is always at the bottom of the box. As long as that remains the case, lecturers will not innovate. I do innovate, but I am one of those fools.” As long as this sentiment is so widely shared, innovation will not spread and reach the scope that institutions are hoping for. All institutions consider appreciation for education and educational innovation absolutely essential in order to upscale educational innovation. But sustainable innovation requires more. Before the majority joins in educational innovation, the egg of Columbus has to be found.





Recommendations

Offer support where possible, but maintain the autonomy of lecturers

"A sense of autonomy is in the genes of lecturers," says Theo van den Bogaart, senior lecturer at the HU's Mathematics teacher training college. "However, there must be direct lines of communication to the real technicians. In other words: take lecturers' work off their hands, but make sure that they retain ownership of the education they provide."

Ensure that lecturers are satisfied

Lecturers who are satisfied with the support they have received will tell others. Some ambassadors of educational innovation were among the greatest sceptics beforehand, but were convinced of the added value of educational innovation, partly through the support they received.

Respond to the desire to experiment

"Our academic staff feels challenged by the possibilities of online education rather than by new developments in didactics," says Timo Kos, Director of Education and Student Affairs at TU Delft. Lecturers would therefore like to start working with online education. The university has seized this opportunity to stimulate lecturers and to create a better balance between research and education.

Encourage knowledge sharing for and by colleagues

Lecturers from different institutions say they are most inspired by colleagues who talk honestly about their educational innovations. Saxion puts lecturers who redesign a course on a lecturer development team, so that they can get feedback and support from colleagues from the same sector.

Emphasise the benefits for lecturers

Lecturers at Delft University of Technology see online education as a new way to share their professional expertise with the world. Timo Kos: "You are allowed to experiment and you have access to professional support. This makes our scientific staff happy, which

is why they are actively working on education, whereas they used to see educational innovation as a burden."

Organise support close to lecturers

Lecturers who meet support staff every day in their working environment experience fewer obstacles to innovation. It's easier to ask for help from people whom you already know. Especially in large institutions it is nice if support is integrated into the organisation.

Allow room for small-scale changes as well

Adrie Verhoeven, lecturer in Biochemistry at Erasmus MC, says: "Encourage low-threshold forms of innovation. For many lecturers, the threshold for developing a MOOC (Massive Online Open Course) right away is too high. I do understand that there is a revenue model for MOOCs because they can be used as a marketing tool, but lecturers are helped much more by small elements of innovation within their own educational context." Several lecturers report how they got a taste for innovation after the first experiments, wanted more and also set higher requirements for their online education.

Provide support quickly

It is the UU's policy to help a lecturer within a day. An innovation request is followed by an intake within a week. By doing so, Educate-it wants to show that lecturers with ideas for educational innovation can count on the programme's commitment and support almost immediately.

Give lecturers sufficient development time

Lecturers at the Saxion Parttime School are involved in the development of a new curriculum. During the development phase, some of their working hours are structurally freed up (i.e. they have fewer teaching responsibilities) during certain periods so that they have time to carry out development tasks. If sufficient time is not available, innovation is not possible.

Provide space for experiments

Give lecturers the opportunity to try things, either at an education development lab or elsewhere. Failure is allowed. "After a year you know where it got you," says Theo van den Bogaart of the HU. "Some things can be included in the existing curriculum straight away, while for others the time is not yet ripe."

Be flexible

When Mabelle Hernández, programme manager at Educate-it (UU), was asked about wrong decisions in the past, she couldn't come up with anything. She also knows why: "If we notice that we are going in the wrong direction somewhere or that we have started too early on something, we are able to make adjustments very quickly. Dare to change course."

Provide sufficient support just a bit too early

By expanding the team of supporters at an early stage, you ensure that lecturers are not knocking on a closed door and that there are always opportunities to get started. Mabelle Hernández: "We are always expanding our team a little too early. We don't want to give no as an answer. We prepare the student assistants so that they may not have a lot to do for a while. They'll be busy soon enough."

Acquire knowledge about organisational changes

The Utrecht University School of Governance has been involved in Educate-it. This department has a lot of knowledge about how to tackle cultural change in organisations. Every higher education institution has unique knowledge; make use of this knowledge.

LECTURER SUPPORT MAPPED OUT

The illustration on the next page shows the steps that lecturers can take if they want to innovate their teaching, for example by creating an online course. The purpose of the illustration is to indicate how an institution can organise this process and where choices need to be made. It is, of course, a simplified representation of reality. The steps are distilled from the descriptions of the five case studies. Although the steps are now in a certain order, in practice the order can be different. Some of the steps may also be skipped in certain settings.

Budget
For educational innovation, you need money. Finances may come from a central (innovation) budget, from the faculty's budget or from the lecturer's own budget. It is important for an institution not only to make choices about financing educational innovation, but also to support the lecturers who shape the innovation.

Multidisciplinary team
Educational innovation requires several people with different expertise. Think of educationalists, studio staff, virtual reality specialists or directors. An institution can choose to hire certain expertise and/or provide additional training to lecturers or hire student assistants.

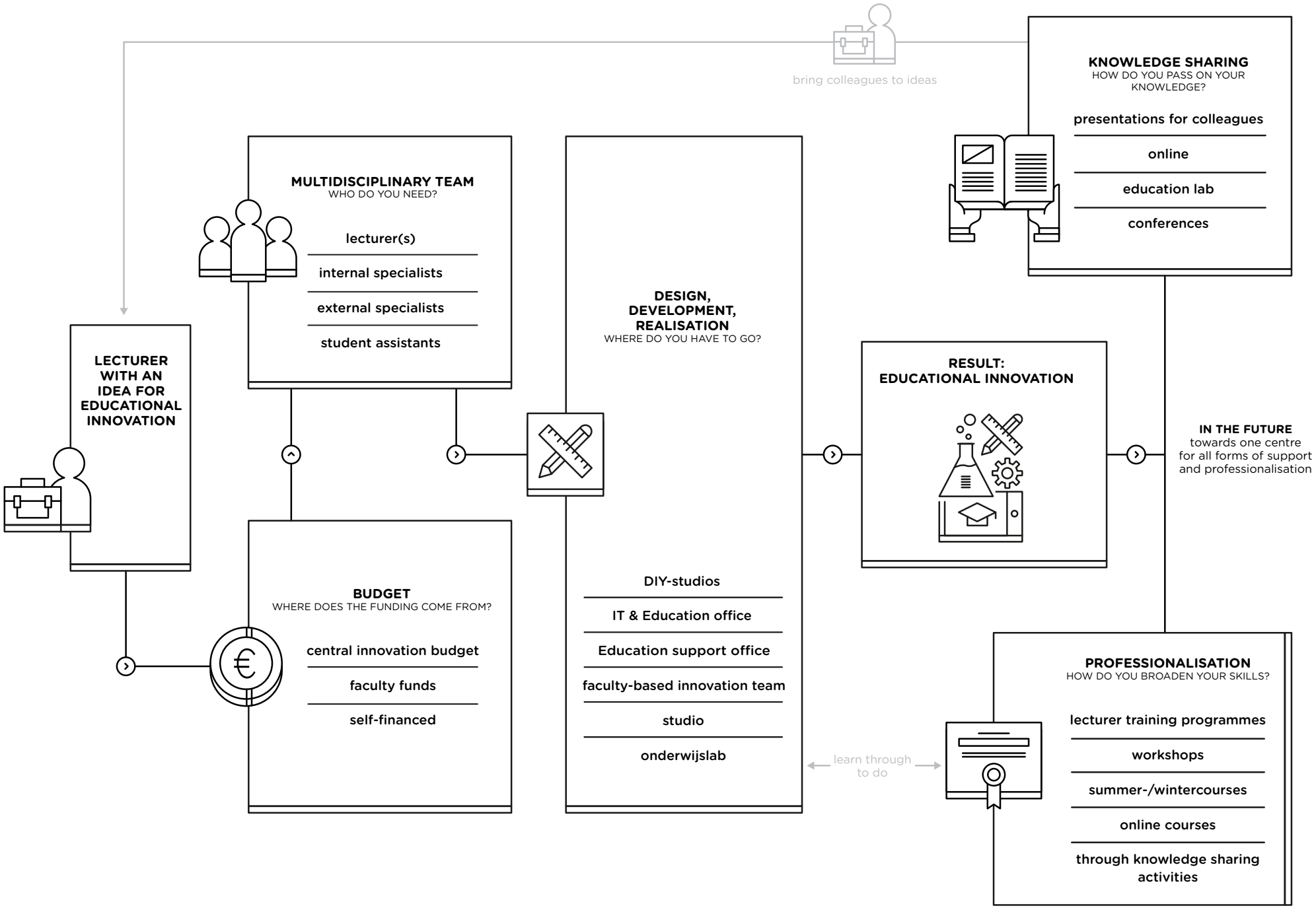
Design, development and realisation
Every time an idea is picked up, there is a design phase, a development phase and a realisation phase. There are various possibilities for lecturers to go through these phases. For example, there may be an education lab or a faculty innovation team that supports lecturers in making the product. Within an institution, choices have to be made as to where each of the phases takes place, e.g. at a separate studio or at the faculties themselves.

The result
The result is not only the elaborated idea, for example an online module, but also the process of educational innovation that this causes.

Knowledge sharing
For educational innovation, it is important that knowledge is shared within the institution. This can be done, for example, by giving presentations to colleagues. An institution has to make choices about how knowledge is shared within and outside the institution. Some lecturers will of course already do this on their own, but the institution can also facilitate lecturers in this regard.

Professionalisation
Professionalisation is important in order for lecturers to be able to innovate in education. Lecturers can professionalise at different points in the process. When creating an online module, for example, this mainly takes place in the form of learning by doing. And afterwards, for example, by sharing knowledge and holding follow-up workshops. An institution has various possibilities to organise this.

Future
Some of the institutions described in this publication are working on a future scenario in which many of these elements come together. These ideas have not yet been fully developed. However, it can already serve as inspiration for other institutions that are in a comparable situation.


bring colleagues to ideas
KNOWLEDGE SHARING
HOW DO YOU PASS ON YOUR KNOWLEDGE?
presentations for colleagues
online
education lab
conferences
MULTIDISCIPLINARY TEAM
WHO DO YOU NEED?
lecturer(s)
internal specialists
external specialists
student assistants
LECTURER WITH AN IDEA FOR EDUCATIONAL INNOVATION
DESIGN, DEVELOPMENT, REALISATION
WHERE DO YOU HAVE TO GO?
RESULT: EDUCATIONAL INNOVATION
IN THE FUTURE
towards one centre for all forms of support and professionalisation
BUDGET
WHERE DOES THE FUNDING COME FROM?
central innovation budget
faculty funds
self-financed
DIY-studios
IT & Education office
Education support office
faculty-based innovation team
studio
onderwijslab
learn through to do
PROFESSIONALISATION
HOW DO YOU BROADEN YOUR SKILLS?
lecturer training programmes
workshops
summer-/wintercourses
online courses
through knowledge sharing activities

II OVERVIEW OF 5 CASE STUDIES

The points of consideration and choices to make that are described in the first chapter are derived from interviews with five different institutions that want to support lecturers in innovating their education. A detailed case description has been prepared for each of these institutions. If you want to know in more detail how the institutions interviewed support their lecturers, you can look at the following five cases.

HU University of Applied Sciences Utrecht

HU University of Applied Sciences Utrecht (HU) uses an institution-wide vision in combination with demand-oriented lecturer support. Blended learning is one of the basic principles in the educational vision of the HU. Thanks to an institution-wide programme, 90% of the courses are in some stage of a revision process. The HU has commissioned the development of its own digital institutional platform (HUbl). Lecturers were highly involved in this. In general, support has been strongly integrated into the organisation, although recently a move towards centralising support for education has also been initiated. The redesign of education takes shape through co-creation between lecturers and support staff. For example, camera operators, editors and didactic supporters are available at an internal studio.

Saxion University of Applied Sciences

Saxion also works with a blended learning concept, but each academy determines its own level of ambition in this area. The initiative for innovation usually comes from the bottom up. Support is centrally organised in an IT & Education programme; it can deal with requests from individual lecturers, but can also help with the redesign of a complete curriculum. The central programme has four types of support staff: functional managers, instructional designers, advisors and a video team. Lecturers are offered professionalisation at the team level, leading to the redesign of an existing course.

Utrecht University

At Utrecht University, the central Educate-it programme has been pivotal in supporting blended and online learning since 2014. The programme works on a demand-driven basis and support is decentralised but centrally coordinated: each faculty has its own Educate-it team. The use of student assistants ensures a quick response to support requests. Lecturers use five do-it-yourself video studios at different locations. Using successful forerunners as ambassadors ensures that most lecturers are reached. Utrecht University wants the central programme to be integrated into the existing organisation by 2020.

Erasmus University Rotterdam

Since 2014, Erasmus University Rotterdam has had the strategic programme 'Digital = Normal', which acts as a driver for innovation using central resources. Part of the support is provided centrally, for example at a one-stop shop to create MOOCs. Other support services have been organised in a decentralised way. This applies, for example, to lecturer professionalisation. A central community is in development. The intention is to strengthen the broad use and implementation of innovation results outside the circle of forerunners.

Delft University of Technology

Innovation at Delft University of Technology is to a large extent a bottom-up development. Lecturers can receive central funding and support, and they may submit project proposals for internal tenders on a regular basis. In 2014, Delft University of Technology set up the Extension School for open and online education, a 'virtual faculty' for online education. This is where the online education policy is formulated, implemented, stimulated and supported didactically. In addition, a video studio is available, as well as educational support and a physical location to experiment with educational innovations. In 2018, this will be merged into a one-stop shop.

The description of these 5 case studies is only available in Dutch.
It can be found on the SURF website, https://www.surf.nl/kennisbank/2018/keuzehulp-voor-het-ondersteunen-van-onderwijsinnovatie-met-ict.html.

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