FUTURE CAMPUS

Building Tomorrow’s Campus: A Study of Dutch Higher education campus innovations

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Note: The English translation of this publication was generated with the help of AI. Some inaccuracies may be present.

FOREWORD: A LOOK INTO THE FUTURE

The question of what the physical and virtual campus of senior secondary vocational, higher vocational and university education will look like in 2040 has kept us busy after sharing the trend report and scenario report. During sessions and conferences, the first steps were taken together with the education field to share the scenarios. Translating scenarios to one's own campus proved tough.

From that feedback, the idea for this publication was born: How do other educational institutions tackle campus innovation? What are examples of campus innovation that capture the imagination and from which we can learn? We interviewed 14 enthusiastic people from the field of education about campus innovations. The cases as well as general lessons learned offer a nice insight into the process. What steps do you take? How do you make sure you get the board on board? Hopefully, this insight will inspire the entire education sector.

At a time of ongoing budgetary challenges and increasing pressure on educational institutions, innovation can easily be seen as a luxury that we cannot afford. Government cuts, tight budgets and daily ope rational challenges can lead to a paralysis of innovativeness.

The feeling of 'no time' and 'no money' for innovation is recognisable and understandable. This is precisely why this report is so valuable.

Rather than underestimate the reality of limited resources, this report shows how innovation does not always require large-scale, costly transformations. Innovation starts with small, reasoned steps - incremental changes that can have cumulatively significant impact. Any organisation, regardless of its financial space, can learn from the insights and case studies in this publication.

This report is an invitation to look at renewal differently: not as something that requires extra budget, but as a strategic way of thinking and working.

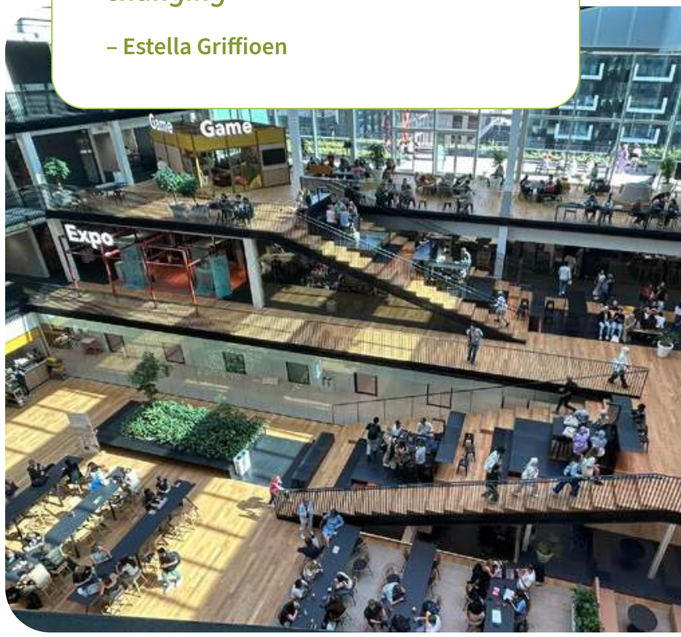
This publication offers tools for:

- Smart, cost-effective innovations
- Practical adaptations
- Leveraging existing resources and expertise
- Creating a culture of continuous improvement

The future of the campus begins today. The insights in this publication show that innovation is not a utopia, but a choice-a way of working that is within everyone's reach. Whether small improvements or breakthrough innovations, every step forward contributes to a learning, adaptive and inspiring educational environment.

Our wish is that these case studies and lessons not only inspire, but also activate. The 2040 campus is created by the decisions we take now. Together, we take the step towards a future-proof learning environment-creative, sustainable and accessible to all.

> *"Innovation is not an optional extra, but a necessary investment to keep growing in a world that is constantly changing"*
>
> – Estella Griffioen



WHAT TO EXPECT IN THIS PUBLICATION?

With society, education is also changing. Both the labour market and students have new needs; developments such as digitalisation are also making their impact felt. The result is a shift from traditional educational models to innovative forms in which contact moments are used for activating didactics such as cooperative and experiential learning. Digital tools enrich learning experiences and there is more focus on students' personal development.

As a result, the way campuses are developed and deployed is also changing. This takes place in a context that combines scarcity with increasing complexity: when developing a campus, you have to deal with all kinds of constraints, such as budget cuts, complex regulations and a mix of users with different interests.

"The engagement of the people I spoke to for this research impressed me, the case studies are so meaningful thanks to them"

– Femke Kamp

For educational institutions, this offers not only challenges but also opportunities. Especially if you want to be prepared for the future. The Future Campus project contributes to this. With this research, SURF, as a cooperative organisation for ICT in Dutch education and research, wants to help education become more future-proof.

To contribute effectively to the development and innovation of campuses - both in physical and virtual space - it is essential to learn from the experiences of other educational institutions. Campus innovation is more than a theoretical exercise: it is a dynamic process of continuous adaptation and renewal.

Every educational institution faces unique challenges and opportunities. **But by studying the innovation processes of several campuses, we can:**

- gain inspiration for our own renewal processes;
- gather valuable insights into successful approaches;
- identify potential pitfalls in time;
- underpin strategic decision-making with practical experience.

Our exploration is not limited to technological or infrastructural adaptations, but rather focuses on the holistic transformation of learning and working environments. Our aim is to create adaptive, inclusive and future-proof campuses that can respond to rapid changes in education, technology and society.

"The ideal campus has no blueprint. Campus innovation comes from experimenting and innovating together"

– Gerrie van Staalduinen

What makes the campus?

A campus is more than bricks and mortar and study facilities - it is a living ecosystem where learning, innovation and meeting come together. This chapter explores what characterises a modern campus and how it fulfils different functions for students, faculty, researchers and external partners.

FUTURE CAMPUS

What do we mean by campus development and innovation?

A campus is more than a collection of buildings or a place where education and research take place. It is a dynamic environment where students, teachers, researchers and sometimes companies come together to learn, innovate and grow. Campus development plays a key role in strengthening this environment. By continuously innovating and adapting, the campus continues to respond to the changing needs of its users, the professional field and society.

In this chapter, we take a closer look at what exactly a cam pus is, how campus development takes shape and what role campus innovation plays in this. We look at the physical environment, housing and the balance between hard and soft elements. In addition, we discuss how smart innovations contribute to an inspiring and future-proof campus. All with one goal in mind: creating places where knowledge development and collaboration are facilitated.

What is a campus?

The term ‘campus’ has several definitions. The traditional definition, originating in America and England, describes an area where students and co-workers of a university live. In the Netherlands, the concept has developed differently.

Within our educational institutions, a campus is seen as ‘all the buildings and grounds used by the institution’. Increasing cooperation with the city and industry has also led to the emergence of broader campuses, such as Science Parks, which do not consist exclusively of institutional buildings.

For this study, we therefore use the following definition: a campus is a demarcated area with a knowledge-driven character, where education, research and business come together.

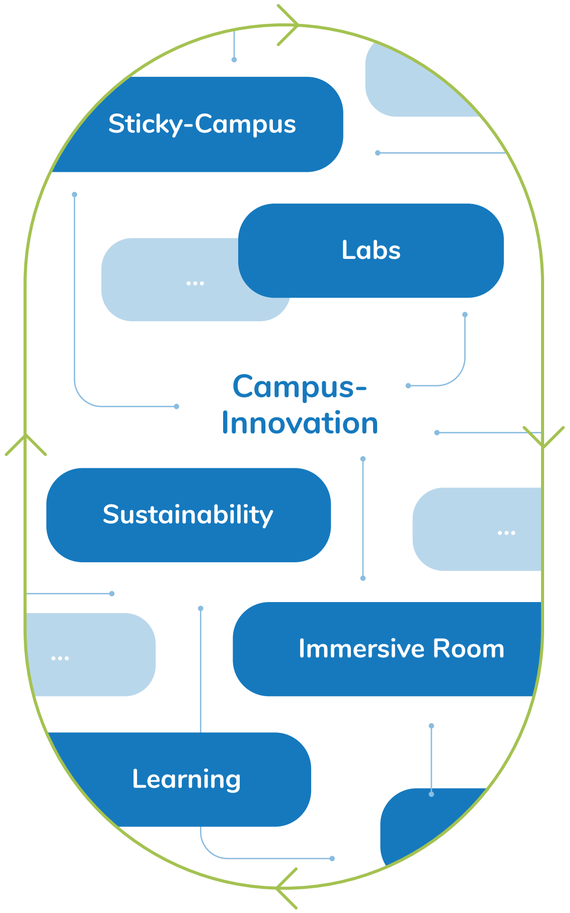
Campus development is a continuous process of improvement. New technologies, work and learning concepts are integrated to make the campus better and better. Examples include improving learning environments, expanding facilities and creating collaboration spaces. These ongoing adaptations make the campus a place that continues to meet the changing needs of its many users.

The physical environment: more than just buildings

The physical environment of a campus is developed in a planned way to best support education and research. We call this housing development. After all, a campus is more than just a roof over one’s head. Campus development is about matching the needs of students, teachers, researchers and entrepreneurs. It makes the campus an attractive and functional place to learn and work together with others.

In this report, we look at developments that are innovative, that respond to changing needs. We highlight innovative examples, not from the idea that the whole campus should look like this, but to show their valuable contribution within a bigger picture.

Campus development is a continuous process of different Campus innovations



Campus innovation: the engine of innovation

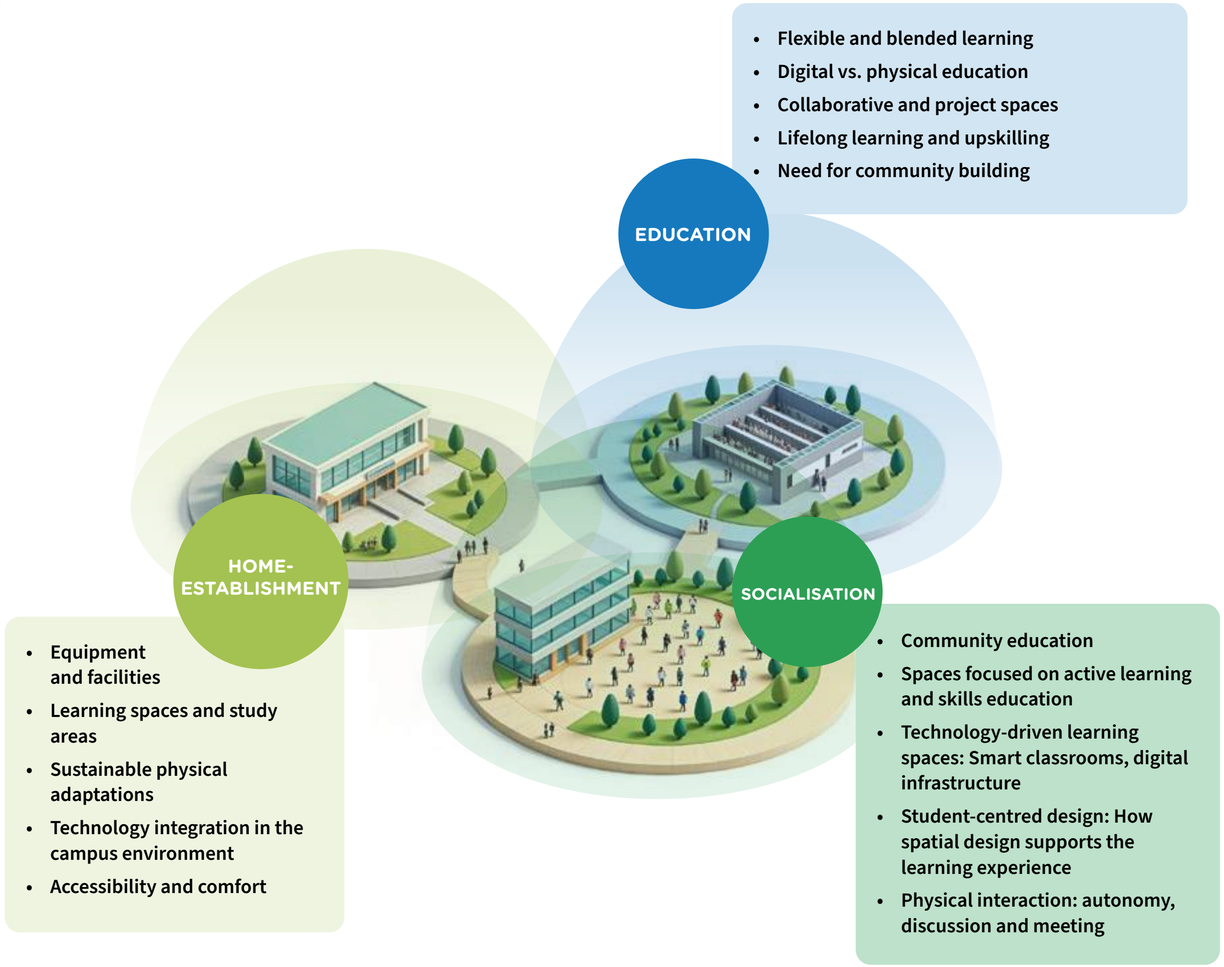
Campus innovation and campus development are closely linked but fulfil different roles. Campus innovation is the concrete translation of new ideas and changing needs into everyday educational practice. This is expressed in inspiring learning environments such as collaborative labs with industry or creative workshops.

Campus development as a whole requires a smart balance between hard and soft elements, because they cannot exist without each other. On the one hand, there are the physical spaces, technology and infrastructure. On the other hand, it is all about the social processes: programmes, activities and connection between people. It is precisely this combination that makes a campus a dynamic, future-oriented place: an inspiring learning environment where learning and collaboration are central.

An inspiring learning environment is characterised by several elements:

- it arises from intrinsically motivated people who bring energy and vision;
- there is a strong ecosystem where collaboration leads to synergy;
- teaching is active and experiential;
- students are given autonomy, which stimulates their motivation and personal development.

The corona period has further emphasised the importance of effective contact education. Moments of physical interaction have intensified, with a greater focus on meaningful encounter and knowledge exchange. Combining challenging issues with room for personal initiative creates an energetic, innovative learning environment.



CHAPTER 2

From trends to themes

Based on thirteen future-oriented trends from the Future Campus rapport 2023, themes have been distilled that directly relate to the day-to-day practice of educational institutions. This chapter shows how these themes are reflected in the various innovation projects studied, the case studies, and what role they play in campus development.

What trends and themes do we see in campus innovation?

Based on thirteen future-oriented trends from the Future Campus report 2023, the themes have been distilled that directly relate to the daily practice of educational institutions. This chapter explains how these themes are reflected in the various innovation projects studied, the case studies, and what role they play in campus development.

1. **Emergence of blended, hybrid and online education**
2. **Growing commitment to lifelong learning**
3. **Far-reaching flexibilisation and personalisation**
4. **Growing importance of wellbeing and inclusiveness**
5. **Development of smart buildings and infrastructure**
6. **Increasing focus on sustainability**
7. **Digitalisation and datafication**
8. **Ethical awareness around technology**
9. **Changing role of teachers**
10. **Low change capacity of organisations**
11. **Increasing interdisciplinary cooperation**
12. **Intensifying internationalisation and globalisation**
13. **Flattening population growth, increasing diversity, housing shortage and ageing population**

Based on additional research by the Ministry of Education, Culture and Science, three trends were added to the above 13:

14. **Economic uncertainty and polarisation**
15. **Increasing pressure to perform**
16. **Changing labour market demand**

Connecting themes and practical examples

What are Dutch educational institutions doing with these trends? For this report, we examined a number of practical examples. These are described in part 2. The practice examples identified are innovations that educational institutions have implemented on their campuses. They respond to new needs or solve problems arising from the above trends.

Our research showed that not all trends lead directly to campus innovations, while some trends generate multifarious innovation needs. To better place the different innovations and understand their objectives, we categorised them into themes that are consistent with the common termi nology within educational institutions.

These themes can be divided into ‘hard’ themes with a clear physical compo nent and ‘soft’ themes that are more focused on educational interpretation.

The table below provides an overview of how the various practical examples relate to these themes. This overview is detailed in the next section.

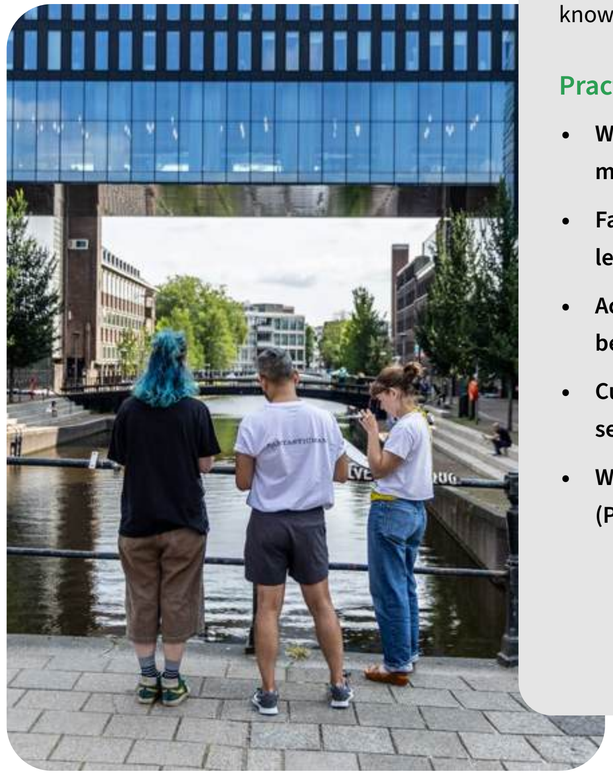
Cases

Themes	The Talent Hub	Design lab	Inholland Sluisbuurt	The Talent Atelier	HUB-lab	Inclusive Community Lab Fryslan	Inter-cultural Coach	Learning Lab	Online Study Spaces	Open ICT	Place-making	Pulsed Academy	Simulation lab	Learning Spaces Maastricht
Activating learning		●	●	●						●		●		
Community education	●		●			●			●	●	●			
Digitalisation (technology)			●		●				●				●	
Diversity and inclusion	●					●	●							
Duurzaamheid			●								●			
Flexibility		●	●						●					●
Hybrid									●				●	●
Interdisciplinary cooperation		●		●		●		●		●	●	●		●
Developing skills	●	●		●		●	●	●		●		●	●	
Organisational development	●		●		●					●				
SMART buildings			●											
Sticky Campus			●							●	●			
Student welfare	●						●		●			●	●	●
Talent development	●			●				●				●		
Connecting business	●	●		●			●	●				●		
Connecting practice-theory		●		●		●		●			●	●	●	
Connecting society	●					●	●				●			

How are the themes of campus development fleshed out in terms of content?

Here we take a closer look at the seventeen themes. For each theme, we share some inspiring practical examples that show how educational institutions are renewing their campuses. We have chosen the examples that most appeal to our imagination and from which we can learn the most.

All the practical examples recur under several themes - logical, because innovations often touch on several aspects.



Activating learning

Activating learning gives students an active role in their own learning process. It replaces passive knowledge transfer with forms of work in which students construct and apply knowledge themselves.

Practical examples

- **Working on real-life issues in multidisciplinary teams (DesignLab)**
- **Facilitating active learning with flexible learning spaces (Inholland Sluisbuurt)**
- **Activating learning through crossovers between courses (The Talent Atelier)**
- **Curriculum designed with sprints and self-direction (Open ICT)**
- **Working with challenging challenges (Pulsed Academy)**

Community building

Community building focuses on creating close-knit learning communities where students, teachers and other stakeholders meet, inspire and learn from each other learning.

Examples from practice

- **Building supportive community around young people (Talent Hub)**
- **Creating meeting places for different user groups (Inholland Sluisbuurt)**
- **Connecting diverse communities in the neiguniversity of applied sciencesurhood (Inclusive Community Lab)**
- **Facilitate study communities (Online Study Spaces)**
- **Creating a strong sense of community in home centres (Open ICT)**
- **Creating places that provide social connection (Placemaking)**

Digitisation (technology)

Digitalisation means integrating new technologies into education to enrich learning and create new opportunities. In other words, it is about purposeful use of technology that underpins education supports and improves education.

Practical examples

- **Digital technology integrated throughout campus infrastructure (Inholland Sluisbuurt)**
- **Experimenting with VR/AR and other innovative educational tools (HUB-Lab, The Talent Atelier)**
- **Digital tools for effective study and collaboration (Online Study Spaces)**
- **Immersive learning environments with advanced simulation technology (Simulation Lab)**

Diversity and inclusion

Diversity and inclusion focus on making education accessible to all target groups and creating a learning environment where everyone feels welcome. This goal is to remove barriers and actively support underrepresented groups.

Practical examples

- **Low-threshold environment for young people at risk of dropping out, with future brokers offering personal guidance (Talent Hub)**
- **Location in the neiguniversity of applied sciencesurhood and combination of different forms of knowledge to promote inclusiveness (Inclusive Community Lab)**
- **Adapted curriculum and intensive language support for people with a migration background (Intercultural Coach)**

Sustainability

Sustainability includes both ecological and social aspects of campus development, focusing on long-term value for people and environment.

Practical examples

- **Integrating sustainable technologies and materials in building design, combined with social sustainability in user participation (Inholland Sluisbuurt)**
- **Creating sustainable connections between campus and surroundings (Placemaking)**
- **Sustainability as an explicit part of the issues, based on Sustainable Development Goals (Het Talent Atelier)**

Flexibility

Flexibility in campus innovation is about creating adaptable environments that enable different forms of teaching and learning. This involves both physical flexibility in use of space and in teaching methods and accessibility.

Practical examples

- **Multifunctional workshop spaces that can be quickly adapted for different forms of work (DesignLab)**
- **Modular ‘create zones’ offering flexibility throughout the building design (Inholland Sluisbuurt)**
- **Combination of physical and digital study spaces so that students are free to choose where and how they study (Online Study Spaces)**
- **Diversity in room types to facilitate different learning preferences (Learning Spaces Maastricht)**

Hybrid

Hybrid education deliberately combines physical and digital forms of learning to make the best of both worlds. It does this by creating seamless transitions between online and offline learning.

Practical examples

- **Combining physical study spaces with digital collaboration tools for flexible learning (Online Study Spaces)**
- **Integrating physical objects such as CPR dummies with virtual environments for realistic training situations (Simulation Lab)**
- **Hybrid forms of work interwoven into the complete study landscape (Learning Spaces Maas- tricht) Spaces Maastricht)**

Interdisciplinary cooperation

Interdisciplinary collaboration focuses on connecting different disciplines and courses to approach complex issues from multiple perspectives. Students learn to look beyond the boundaries of their own discipline and to collaborate with people from other disciplines.

Practical examples

- **Teams of 4-5 students from different courses (such as nursing, architecture and ICT) working together on practical assignments (The Talent Atelier)**
- **Students from different faculties working together on social issues in a shared innovation space (DesignLab)**
- **Multidisciplinary project teams working on real-life business issues (Learning Lab)**
- **Students from various courses working together on issues of livelihood security and equity (Inclusive Community Lab)**

Skills development

Skills development concerns purposeful work on both subject-specific and generic competences that students need for their future careers.

Practical examples

- **Developing personal and professional skills (Talent Hub)**
- **Training social skills (Inclusive Community Lab)**
- **Develop cultural competences (Intercultural Coach)**
- **Develop practical professional skills (Learning Lab, Open ICT, Pulsed Academy and Simulatielab)**

Organisational development

Organisational development focuses on structural changes within educational institutions to enable and secure innovation. This involves creating new organisational forms and working methods, which are necessary to implement educational innovation sustainable implementation of educational innovation.

Practical examples

- **Creation of separate innovation platform (Albeda Next) for experimentation space outside existing structures (Talent Hub)**
- **Transformation of traditional library into innovative experience centre (HUB-Lab)**
- **Independence in foundation form to enable new partnerships (Learning Lab)**
- **Development of special user organisation as a bridge between building parties and future users (Inholland Sluisbuurt)**
- **Completely new educational structure without traditional classes or exams (Open ICT)**

SMART buildings

SMART buildings use advanced technology to optimise building use and create a better learning environment. This is done with intelligent systems that monitor and adjust space usage, climate and energy consumption.

Practical examples

- **Smart sensors and data analysis for optimal use of space, automatic climate control and energy management (Inholland Sluisbuurt)**
- **Building adapts based on usage patterns and occupancy for better user comfort and sustainability (Inholland Sluisbuurt)**

Sticky Campus

A sticky campus is an environment so attractive that students are like to stay there, even outside formal education hours. This calls for creating a lively campus environment that encourages social contact and stimulates informal learning.

Practical examples

- **Various residence halls that encourage meeting and collaboration (Inholland Sluisbuurt)**
- **Fixed ‘home base’ where students feel ownership (Open ICT)**
- **Meaningful meeting places that turn the campus into a lively community (Placemaking)**

Student Welfare

Student welfare focuses on promoting students’ mental and social well-being and preventing dropout. The focus is on creating supportive environments where students feel safe to learn and develop development.

Practical examples

- **Innovative safety net with future brokers who coach young people and provide a ‘soft landing’ in case of imminent dropout (Talent Hub)**
- **Open online and physical study environment with fixed structure and student hosts for support (Online Study Space)**
- **Neuro-divergent-friendly spaces with special attention for students with ADHD, dyslexia and autism (Learning Spaces Maastricht)**
- **Specific programme for drop-outs and long-term students to get them back on track (Pulsed Academy)**

Talent development

Talent development focuses on discovering and developing students’ individual talents, encouraging them to develop their personal qualities. It is based on a broad definition of talent where students are given the space to choose their own path and develop in a way that suits them.

Practical examples

- **Students choose their own role and specialisation within the ICT field with support from guilds (Open ICT)**
- **Continuous support line in which students determine their own route and discover their talent (Talent Hub)**
- **Much autonomy for students, with as much broad basis as specific depth (Learning Lab, The Talent Atelier)**

Link with the business community

This theme focuses on building strong connections between education and the labour market, with companies actively participating in education and students gaining practical experience.

Practical examples

- **Develop partnerships for internships and workplaces (Talent Hub)**
- **Organising multidisciplinary projects with businesses (Talent Atelier)**
- **Involving companies in challenges (Learning Lab)**
- **Develop innovation projects with business partners (Pulsed Academy)**

Linking practice-theory

This theme focuses on bridging the gap between theoretical knowledge and practical application in education, with students learning to apply academic concepts directly in realistic situations.

Practical examples

- **Interfaculty space where students work on concrete social issues (DesignLab)**
- **Workshops and support for practical application of new technologies in different subject areas (HUB-Lab)**
- **Hybrid learning environment where students practice practical skills in realistic scenarios (Simulation Lab)**
- **Having students work directly on real projects, supported by subject-matter expertise through guilds (Open ICT)**

Connection to society

Connecting with society means that educational institutions actively build bridges to the local community and put social issues at the heart of education.

Practical examples

- **Close cooperation with local partners to offer young people new opportunities (Talent Hub)**
- **Establishment in a neiguniversity of applied sciencesurhood for direct connection with residents (Inclusive Community Lab)**
- **Bridge function between different communities (Intercultural Coach)**
- **Intensive cooperation between students, the partner and the place through meaningful interventions aimed at social connection (Placemaking)**

CHAPTER 3

General lessons learned

After analysing fourteen innovative educational projects at various Dutch educational institutions, clear patterns emerge in what works in campus innovation and development. This chapter describes the key success factors, crucial steps, triggers and most frequently mentioned tips for successful campus innovation, based on the practical experiences of these institutions.

What are the success factors of campus innovation and development?

Five key success factors emerge from the analysis of 14 campus innovations. At the top is firm managerial support, combined with sufficient freedom for project teams. This ensures room for experimentation, resources and protection from unnecessary rules. A multidisciplinary team put together, with people who complement each other, are intrinsically motivated and are given the space to do their thing, is an important second factor.

A flexible approach also works wonders: start small, adjust where necessary and grow step by step.

Involvement of users, such as students, teachers and even external partners, gives extra power to the process, as does an inspiring physical environment. Finally, this report shows that success depends not only on budget, but especially on how smartly resources are deployed and how important human factors are. All this together creates the perfect breeding ground in which innovation can truly flourish.

Want your campus innovation to succeed? Then make sure it has strong managerial support, a motivated and complementary team, a flexible approach, active user involvement and an inspiring physical environment. This combination is the key to success!

Which steps are crucial?

The development stages of successful campus innovations show a clear pattern, according to our ana lysis. They start with a small core team of intrin sically motivated people with a shared vision.

A pilot or development phase with small-scale tests and active user involvement emerges from this team. Remarkably, many innovations are accelerated by winning prizes such as the Dutch Higher Education Premium: besides resources, this also results in more visibility and support. Such acceleration is followed by an implementation and expansion phase for scaling up and professionalisation. The final phase focuses on safeguarding and further development, with a focus on structural embedding and knowledge sharing.

An important conclusion is that successful cam pus innovations need time - often three to five years - and thrive on an approach that allows room for experimentation but also pays attention to professionalisation and assurance. The transition from successful pilot to structural implementation appears to be a critical phase for many institutions, requiring extra attention and support. External recognition and associated resources, e.g. through awards, often prove to be a catalyst for this further development.

The securing and further development phase also deserves more attention to prevent innovations from remaining vulnerable to personnel changes or changing priorities.

Want to launch your campus innovation successfully? Start with a small core team of 2-6 people with a shared vision, start small with pilots, actively work on user involvement and ensure for external recognition, e.g. through awards. This combination - as good practices show - is the key to success!

Why start campus innovation?

The drivers for campus innovations are diverse, but often have a clear focus on current problems and needs. Many initiatives arise from concrete challenges, such as a poor connection between education and practice, high dropout rates or the need for more innovative forms of education.

In addition, digital transformation plays a major role, often accelerated by the corona pandemic, while student welfare and accessibility are becoming increasingly important drivers. Innovations often stem from a combination of physical constraints, changing educational visions and societal developments, with the aim of contributing directly to broader societal issues.

Make sure you start with a sharp analysis of current problems and concerns. Focus on concrete challenges, such as connection with practice or student welfare, and integrate them into a broader vision that responds to changing educational forms and social trends.
That way, you create innovation that is both impactful and future-proof.

And which tips for successful campus innovation were most frequently mentioned?

The fourteen case studies provide a practical wealth of practical advice for successful campus innovation. Although each situation is unique, we see certain advice recurring.

This shared wisdom from practice can help other institutions in their own innovation projects. Here, we share the tips that run like a thread through several practical examples.

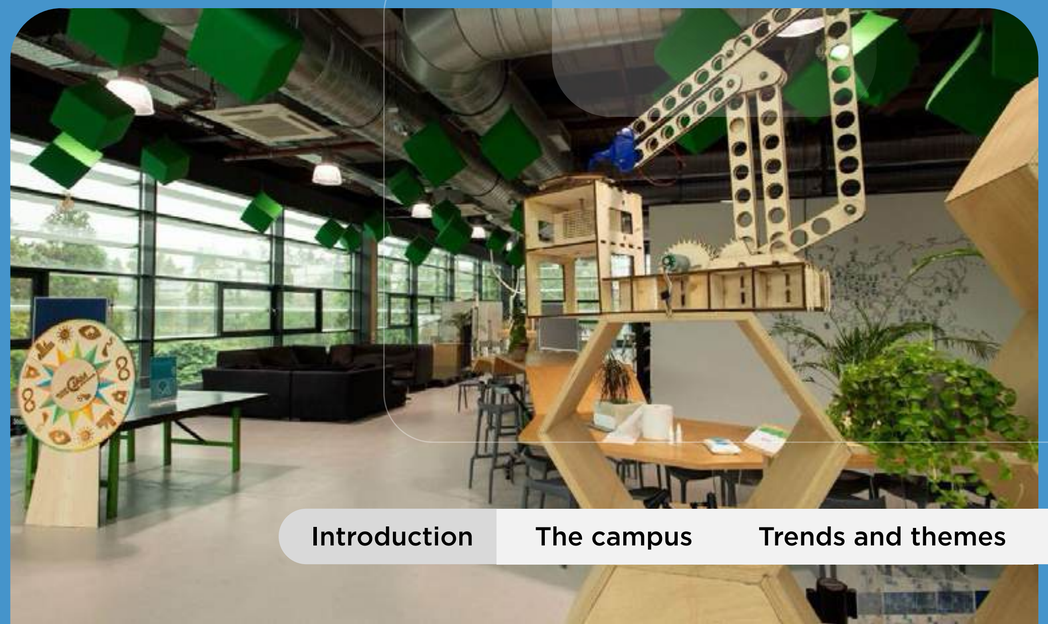
Make sure you start small and gradually scale up, invest in the professionalisation of your team and create administrative support. Deploy an enthusiastic team and remain flexible in implementation.

The ten most common tips from the analysis of good practices in campus development

1. **Start small and gradually scale up**
   Start with a limited project to gain experience and gradually expand it.
2. **Invest in professionalisation of involved employees**
   Ensure employees have the right knowledge and skills to support the innovation.
3. **Create managerial support**
   Ensure a clear vision and explicit support by management.
4. **Work with a dedicated team of enthusiasts**
   Assemble a small, motivated core team to pull the innovation.
5. **Flexibility in implementation**
   Give room for adjustments and adaptations based on practical experiences.
6. **Active stakeholder involvement**
   Actively involve students, teachers and external partners in development.
7. **Clear and shared vision**
   Formulate a clear vision shared by all stakeholders.
8. **Focus on support and communication**
   Communicate clearly and regularly about goals, progress and results.
9. **Use pilots or experiments**
   Test ideas in a controlled environment before implementing them on a large scale.
10. **Connection to existing needs and issues**
    Make sure the innovation directly addresses actu ele problems and desires of the target audience.

Case studies

Fifteen educational institutions in the Netherlands have taken innovative steps in their campus development in recent years. This chapter describes their initiatives, from innovative study facilities to new educational concepts, and shows how these contribute to better education and a stronger campus.



CASE 1

ALBEDA:
TALENT HUB ROTTERDAM

Basic information

Name of institution	Albeda (in close cooperation with other ROCs in the region)
Location	Rotterdam-Zuid
Type of educational institution	mbo hbo wo with connections to higher vocational and university
Period	Starts in 2022, ongoing

Type of innovation	• Social innovation • Prevention of dropping out • Regional cooperation with young people, parents, employers, municipalities, education and social organisations.
Labels	Equal opportunities, Diversity and inclusion, Connecting society, Connecting business, Community education, Developing skills, Student welfare, Talent development and job potential

People interviewed	• Merel Fonteijn (programme leader TalentHUB Rotterdam)
Main contact	• Gyzlene Kramer-Zeroual (Programme Director Strategy & Equal Opportunities Albeda)

What does the project involve?

The TalentHUB is a socially innovative project that offers a safety net for young people aged between 16 and 27 who are at risk of dropping out or have already dropped out of secondary education in the Rijnmond region.

The initiative provides an inspiring, neutral environment outside the mainstream educational context, where young people are given the space to rediscover their path. The HUB serves as a community space where parents, education, municipalities, employers and social organisations come together to support young people.

At the heart of the programme are ‘future brokers’ who coach young people and connect them to the right programmes and opportunities in the city. This approach is characterised by providing a ‘pause button’, where young people are given time and space to reflect on their situation without direct pressure from their environment. Since its launch in 2022, the programme has already been able to help 254 young people, 85% of whom have successfully returned to education.

The TalentHUB is distinguished by its integrated approach that not only education is considered, but also employment and personal development. Partners from the world of work such as Facilicom Group, Randstad and Dura Vermeer are involved to offer young people perspectives on the labour market. There is also close cooperation with educational institutions at all levels (vocational education, university of applied sciences and academic higher education) to facilitate transfer opportunities.

What was the purpose of the project?

The TalentHUB was created in response to the dropout figures in the Rijnmond region, where about 3,000 young people drop out of education every year. The target group of home-sitters at the TalentHUB are subject to compulsory education or qualification and are enrolled at the home school where they are receiving education.

When a home sitter is enrolled at an vocational educationschool, the school must, in the context of preventing unauthorised absence and early school leaving, the school must accompany the student back to school or to an alternative project such as the Talent HUB. This issue was identified by various parties in the region, including educational institutions, government and employers. The corona period reinforced this trend, further emphasising the urgency for an effec tive approach.

The initiative stemmed from a wider realisation that traditional education structures and the quantity of existing counters in the city were not sufficient to

effectively support this group of young people. There was a need for a new, more integrated approach that went beyond the existing educational structures. Regional funding and the visionary approach of Gyzlene KramerZeroual of Albeda with support from the Board of Governors and the other educational administrators of other vocational education institutions such as Zadkine, as well as the support of the board of Rotterdam University of Applied Sciences, among others, made it possible to realise this innovative concept.

What steps did the institution go through?

Initiation and grant application
The first step was to bring together various stakeholders from education, government and business to identify the problematique. From the Programme Office for Strategy & Equal Opportunities/ Albeda NEXT, a subsidy application was submitted to the Regional Investment Fund, which resulted in a four-year funding.

Building a partner network
A broad network of part ners was then built up, starting with regional vocational education institutions (Zadkine, STC, Techniek College) and later expanded to include several ROCs in the Region such as Lentiz, Grafisch Lyceum, Hoornbeek ect. From the start of the project, university of applied sciences institutions (InHolland and The Hague University of Applied Sciences) and universities (Erasmus University) were involved. Important employers and social organisations were also involved in the initiative.

Development and implementation
The TalentHUB established itself first in the Maassilo and later in the Entrepot building, deliberately choosing inspiri tive locations outside the traditional educational environment. The programme was developed with input from all partners, constantly looking at the needs of young people.

Assurance and further development
From the start, efforts were made to make the initiative sustainable, documenting and sharing success factors. Additional funding and recognition was actively sought, resulting in, among other things the 2nd prize from the Dutch Education Premium and intensive cooperation with the Ministry of Education, Culture and Science.

CASE 1 TALENTHUB

What makes this project successful?

Administrative leadership and innovation space
Through a transcending joint administrative approach and cooperation within the vocational education, university of applied sciences and university institutions, we show that we want to make a difference for young people at risk of dropping out. The founding partners form the core of the public-private partnership and have been closely involved in the strategic construction of the Talent Hub from its inception. We work together with: Deloitte, VNO NCW, Rabobank, Municipality of Rotterdam, Facilicom Group, Shell, NPRZ, ITCampus and Randstad. The initiative came from the Strategie & Equal Opportunities of Albeda (Albeda NEXT). This is an incubator for social innovation and impact for both inside and outside the organisation.

Integral approach and community building
The strength of the TalentHUB lies in the cooperation between young people, parents education, employers and municipalities. By building a strong community where all stakeholders collaborate, a powerful support network is created that can effectively support young people.

Professional space and expert team
The TalentHUB team consists of a programme leader, programme officer and academic future brokers. The future brokers match young people towards tailord pathways: education, combined learning and working, or direct employment. Their expertise in working with young people and building networks is essential to the success of the programme.

Inspiring learning environment
Choosing a location outside the traditional educational environment proved crucial. The inspiring environment offers young people a safe environment to look differently at their future and see new opportunities.

Structural embedding in educational organisations
By actively involving teachers and educational professionals in the TalentHUB, successful practices are directly translated into regular educational practice. The involvement of parents ensures that the young people also receive support at home in going through the programme. This ensures a sustainable impact beyond the hub.

“We want to offer 10 per cent of those 3,000 young people a safety net at the TalentHUB to work towards that future perspective again,” he said.

10 tips for other institutions

1. **Start by creating administrative support** by making the importance for the entire region clear. Then ensure sufficient innovation space, closely involved leadership and mandate to think and work outside existing frameworks.

2. **Invest time in building a broad network** of partners from education, government and business. By involving all stakeholders from the start, you create a solid foundation for long-term success.

3. **Deliberately choose an inspiring location** outside the regular educational environment where young people feel welcome and seen. This different context helps young people literally and figuratively distance themselves from their challenges and look at their future with fresh eyes.

4. **Put together a professional team** of 'brokers' who both speak young people's language and can activate the network. These professionals should not only be able to coach, but also operate strategically at different levels within the ecosystem.

5. **Make the added value of the initiative visible** by systematically collecting data on the impact on young people. Use this data together with personal success stories to substantiate the importance of the initiative towards stakeholders and funders.

6. **From day one, start developing a strategy to make** the initiative **sustainable**. Actively seek opportunities for structural funding and embedding within existing systems so that the initiative does not remain dependent on temporary subsidies.

7. Actively **involve teachers** and education professionals by giving them regular hands-on experience. This direct experience makes it easier to translate successful practices into regular educational practice.

8. **Give young people explicit space for a 'pause button'** by not immediately coming up with solutions but first really listening. Offering this 'pause button' will give young people the chance to reflect on their situation, giving them back control over their future.

9. **Develop the initiative from a community idea** where all partners are equal and can contribute their own expertise. This equal cooperation fosters more creativity and better solutions than a traditional hierarchical approach.

10. **From the start, build structural connections** with existing support structures within educational institutions such as care teams and study counsellors. This connection ensures that the initiative does not become an isolated project but part of an ongoing line of support for young people.

Want to know more about this case study?

Watch the videos "Welcome to the Talent Hub" and "Albeda in second place Dutch Education Premium 2023" here.

By clicking on the link, you will leave this document and go to YouTube to see the video.

CASE 2

DESIGNLAB UNIVERSITY TWENTE: TRANSDISCIPLINARY INNOVATION SPACE

Basic information

Name of institution	University of Twente
Location	Enschede
Type of educational institution	mbo hbo **wo**
Period	2014 - present (10 years)

Type of innovation	• Physical innovation space for transdisciplinary education and research • Educational innovation through Master-Insert programme • Collaborative environment for students, researchers and external stakeholders
Labels	Flexibility, Activating learning, Connecting society, Connecting business, Developing skills, Connecting practice-theory, Interdisciplinary collaboration

People interviewed	• Mats van Dalen (programme coordinator Master-Insert)
Main contact	• Klaasjan Visscher (Scientific director of educational innovation at DesignLab)

What does the project involve?

The University of Twente's DesignLab is an interfaculty ecosystem that acts as a bridge between science and society. The lab is housed in a two-storey multifunctional building that houses several rooms. On the upper floors, there are three large rooms set up for active learning, with moveable furniture allowing for flexible set-ups. Three specialised workshop areas have been set up for practical work: a mechanical workshop for wood and metalwork, an area for electronics and textile work, and a digital workshop with facilities for audio recording and photography.

The building includes various project and collaboration spaces strategically integrated to support flexible and interdisciplinary work.

On arrival, visitors are welcomed in a central area with a welcome desk manned by students from the DreamTeam.

The DesignLab hosts a wide range of activities. A key component is the Master programme, which offers three 10 EC electives to master's students.

These modules focus on transdisciplinary cooperation and solving complex social issues together with external partners.

There are also ongoing research projects and collaborations with external stakeholders. Students, professionals and researchers can use the facilities to build prototypes, conduct experiments and engage in socially oriented education. The lab also serves as an exhibition space, for example showcasing prototypes, projects, and installations made by students and researchers in DesignLab.

What was the purpose of the project?

The DesignLab was set up ten years ago from the need to create a stronger connection between the university and (regional) society. The initiators wanted to create a free, open space where students, staff and social partners could come together and collaborate on tangible projects and prototypes. This early focus on hands-on collaboration and societal engagement laid the foundation for the concept.

Over the years, the lab has developed into an essential facility for transdisciplinary education and research. The original focus on societal connection was broadened with a strong emphasis on stimulating cooperation between different disciplines within the university itself and in combination with knowledge and experiential expertise from practice. This development reflects the growing need for transdisciplinary and interdisciplinary solutions to complex issues.

The difference from the previous situation is significant. Where previously there was no central meeting place for trans disciplinary collaboration, there is now a dynamic environment where different disciplines naturally meet. Students get the opportunity to gain handson experience with complex social issues. External stakeholders actively participate in the teaching and research process, ensuring realistic learning experiences. Moreover, the space provides a platform where inno vative forms of education can be tested and applied.

What steps did the institution go through?

Initiative phase
The university made a space available in 2014 to develop a place where students, staff and community partners could come together and collaborate. The initiative stemmed from the need to bring science and society closer together. Students have been involved in organising and running DesignLab since its inception. the space.

Development phase
In the period 2018-2019, the Master Insert programme was developed to structurally shape trans-disciplinary education. The programme was set up as an integral 6-month programme with three electives of 10 EC within it, spread over different quartiles.

Extension phase
In the period 2015-2019, the programme was expanded with specialised workshop areas for mechanics, electronics/textiles and digital language work. The lab's role as a presentation and exhibition venue was also strengthened, including participation in Dutch Design Week. The lab was given an increasingly important role in research projects.

Professionalisation phase
From 2019, the organisational structure was professionalised further. Management was strengthened and the connection with faculties was intensified by key figures fulfilling multiple roles within the university. The student teams continue to play a central role in the day-to-day organisation of DesignLab.

CASE 2 DESIGNLAB

What makes this project successful?

Active involvement of all parties
The intensive cooperation between students, teachers, researchers, support staff and social partners is a crucial basis for success. Students are not only users but also active partners in keeping the DesignLab running. The student-run DreamTeam includes the TechTeam as a key component. This fosters a sense of ownership and enthusiasm.

Strong administrative anchoring
The short lines of communication between the DesignLab management team and the university administration ensure good support and embedding in the organisation. Key figures holding multiple positions within the university play an important role in creating support and embedding DesignLab in the university's organisation.

Safe learning environment
The personal approach, high involvement, ownership and focus on experimentation create a safe environment in which students can learn and grow. This contributes to students' self-confidence and development.

Flexibility and organic growth
By leaving room for organic development, the DesignLab could grow along with the needs of users. The flexible set-up makes it possible to develop new initiatives and experiment with different forms of cooperation. It also allows the facilities to be adjusted to the desired situation for each project and educational activity.

Focus on active stakeholder participation
External partners are not only involved as clients but actively participate in the whole process. This leads to more valuable outcomes for all stakeholders and strengthens the bridge between university and society. This makes the DesignLab an example of how the University of Twente is fulfilling its role as a 4th-generation university, a university that cooperates structurally with the world around it.

10 tips for other institutions

1. **Start with a driven core team** willing to put extra energy into the project. Success depends heavily on people who believe in the concept and want to work hard for it.
2. **Give room for organic growth and development.** Don't fix everything in advance but let the concept develop based on users' needs and experiences.
3. **Ensure active involvement of students** in the organisation. Their energy and ideas are essential for creating a vibrant and relevant environment.
4. **Invest in short lines of communication with the board** and provide people who can switch between different levels in the organisation.
5. **Involve external stakeholders as active partners in the process,** not just as principals. This enhances value for all involved.
6. **Foster a safe environment that centres on experimentation and learning.** This promotes both innovation and individual growth.
7. **Ensure a good balance between structure and flexibility.** A base of facilities and support is needed, but maintain space for new initiatives.
8. **Consider the long-term commitment of teachers.** Their role is more intensive than in traditional education and requires appropriate support and self-development opportunities.
9. **Pay attention to making the value and impact of the initiative visible,** even if this is sometimes difficult to quantify.
10. **Plan sufficient time for development.** A period of 510 years is realistic to reach full implementation.

"A large part of DesignLab's success comes precisely from the intensive cooperation between teachers and students, the support staff and with external partners. Students are also very actively involved in opening and keeping the Space running."

Want to know more about this case study?

Watch the video here
'Shaping Responsible Futures'

By clicking on the link, you will leave this document and go to YouTube to watch the video.

CASUS 3

USER ORGANISATION INHOLLAND AMSTERDAM

Basic information

Name institution	Inholland
Location	Amsterdam Sluisbuurt
Type of educational institution	mbo **hbo** wo
Period	2018 - 2024

Type of innovation	• New building with focus on user participation and change management
Labels	Flexibility, sticky campus, activating learning, Digitalisation (technology), SMART building, community building, sustainability, organisational development

Interviewed persons	• Merel de Boer (Project leader user organisation)

What does the project entail?

In the development of the new Inholland Amsterdam campus in the Sluisbuurt area, an innova tive approach was chosen by setting up a special users' organisation. This organisation, led by a dedicated project manager, formed the bridge between the building parties and the future users of the building. The aim was to make the transition from three existing locations to one new campus as smooth as possible while seizing the opportunity for educational innovation.

Using a framework programme and an outline design, the user organisation adopted a unique step-by-step approach involving users in the development through pilots, workshops and intensive discussions. No traditional surveys or standard programmes of requirements were used, but a flexible process with guiding principles as the basis. These principles were translated as late as possible into filling in concrete 'create zones': modular areas in the building with a mix of teaching spaces and a team room.

An important part of the approach was working with pilots prior to the move. This allowed teachers and students to gain experience with new teaching forms and work place concepts. This led to better choices in the final design and helped create support for change.

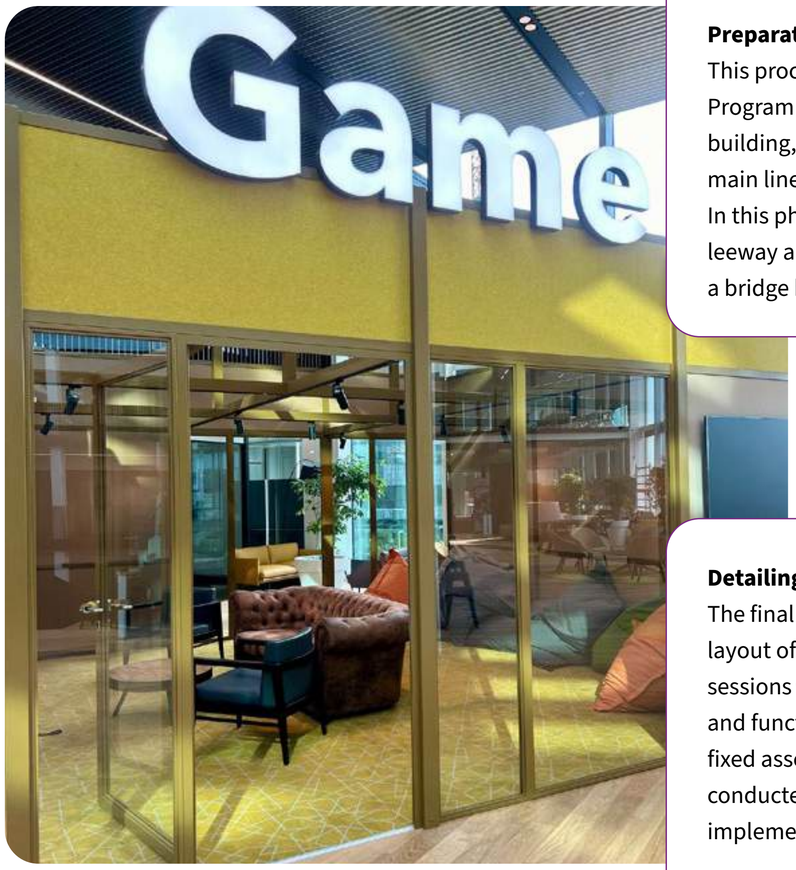
CASE 3 USER ORGANISATION

What was the purpose of the project?

The reason for the project was the desire to merge three scattered Inholland locations in Amsterdam into one new campus. The existing locations (Diemen and the OZW building in Zuid) were outdated, inefficient and expensive to maintain and rent. Moreover, the infrastructure no longer suited the desired forms of education and working methods.

Inholland's management saw the new building as an opportunity not only to create a sustainable and high-quality building, but also to help bring about a cultural change. The branch management had a clear vision of renewal, which did not include traditional teaching spaces and fixed workplaces. However, there was also the realisation that this transition was going to be complex because of the different cultures and ways of working of the 38 courses that come together here.

What steps did the institution go through?



Preparation and visioning
This process began in 2018 with the development of an overall Programme of Requirements (PVE). To achieve an innovative building, a conscious decision was made to keep the PVE on main lines, leaving room for development during the process. In this phase, the final design was also made with a lot of leeway and the concept of the user organisation was born, as a bridge between the building parties and future users.

Development of the participation process
From 2020, user participation was intensified and the project team started. A step-by-step approach was adopted, involving users through pilots, workshops and interviews. The user organisation worked closely with site management and the real estate department to develop guiding principles for the use of space. These principles were applied with the architect and users to the design concept of ‘create zones’: modular areas with a mix of teaching spaces. This concept included architecturally generic design elements that matched the educational concept. The zones provide home bases for courses and contribute to timetability.

Detailing and implementation
The final phase also involved a ‘justintime’ process for the final layout of rooms. The user organisation organised targeted sessions with different user groups to work out specific spaces and functions. This was done in close cooperation with the fixed asset department and interior architect. Pilots were conducted in existing buildings both prior to and during implementation to test new furnishings and create support.

Aftercare and further development
After commissioning the building, the user organisation remained actively involved in optimising usage for the first 3 months. New usage arrangements are being developed, for example around the research hub and other dedicated, shared spaces. The focus is on guiding change in behaviour, encouraging new ways of working and learning and comprehensive user evaluations. To ensure the building aligns with its intended, a point of contact, good communi cation and space for necessary adjustments are indispensable at this stage.

CASE 3 USER ORGANISATION

What makes this project successful?

Dedicated project leader user organisation
The appointment of a dedicated project leader for the user organisation was crucial. This role formed the bridge between real estate, management and users, and ensured continuity in the parti cipation process. The project leader had both knowledge of building processes and a feel for change management, enabling effective switching between different stakeholders.

Step-by-step approach
Instead of a linear process, a flexible, step-by-step approach was chosen. This made it possible to gradually adjust and respond to new insights and needs. The approach created room for experimenting and learning, without everything having to be fixed in advance.

Working with pilots
Conducting pilots in the existing buildings was essential for creating support and making informed choices. Testing new concepts on a small scale first allowed users to get used to change and collected valuable input for the final design.

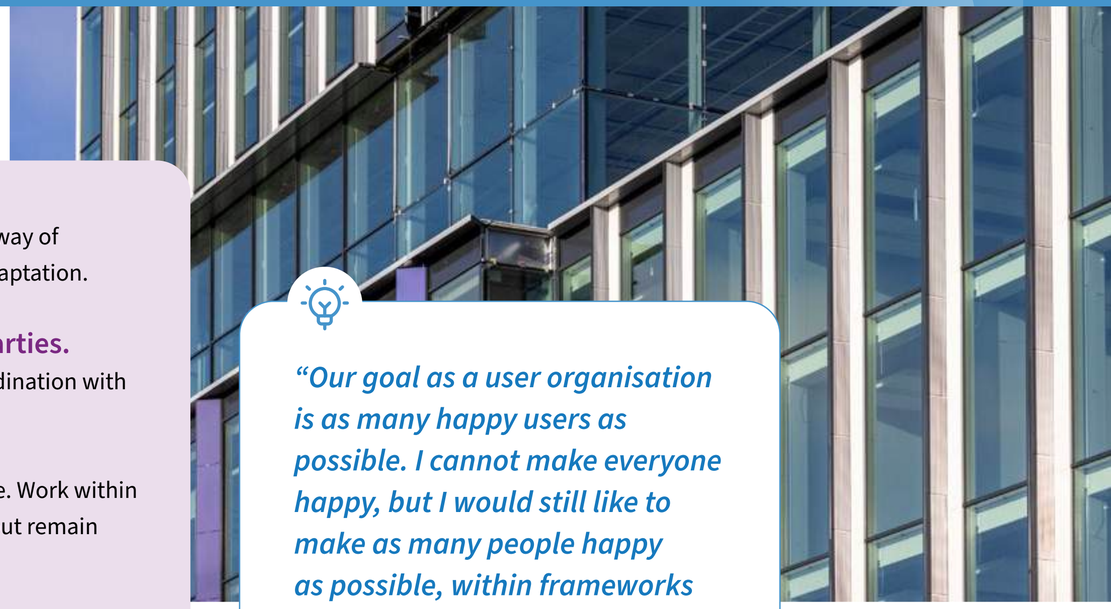
Strong anchoring in the organisation
The user organisation was firmly embedded in the existing organisational structure, with short lines of communication to both management and the real estate department. Support was built and sustained through monthly consultations with leaders from different levels within the organisation.

Focus on guiding principles
Instead of working with detailed requirements packages, we focused on guiding principles. These principles gave direction to development but at the same time offered flexibility in elaboration. This helped keep the focus on collectivity and long-term goals without getting bogged down in details.

CASE 3 USER ORGANISATION

10 tips for other institutions

1. **Invest in a dedicated, specialist project manager** who can bridge the gap between construction and use. Organisational change requires continuous attention and cannot be done ‘with it’.
2. **Start involving users early** but work with targeted interventions. Avoid an endless stream of participation moments by strategically choosing when to involve whom.
3. **Use pilots as a means** of creating support and learning. Abstract plans become concrete when people can experience what the change means.
4. **Work with an outline programme** and guiding principles rather than detailed programmes of requirements. This gives direction but keeps room for development during the process.
5. **Ensure strong anchoring** in the existing organisation. Involve leaders early and ensure short lines of communication with decision-makers.
6. **Take time for the change process.** A new way of working and learning requires habituation and adaptation.
7. **Make use of the expertise of different parties.** Let architects do their work but ensure good coordination with the user organisation.
8. **Be realistic** about what can and cannot be done. Work within the frameworks of time, money and possibilities but remain ambitious in the goals.
9. **Ensure continuous communication** with all stakeholders. Be transparent about what is and is not possible and why certain choices are made.
10. **Focus not only on the physical change** but also on culture change. A new building requires new ways of (collaborating) working and learning.



“Our goal as a user organisation is as many happy users as possible. I cannot make everyone happy, but I would still like to make as many people happy as possible, within frameworks and seizing opportunities for innovation.”

Want to know more about this case study?

See an atmospheric impression of the building: Inholland Amsterdam

By clicking on the link, you will leave this document and go to cepezed’s website to see the video.

CASE 4

THE TALENT STUDIO:

INTERDISCIPLINARY COLLABORATION IN AN INNOVATIVE LEARNING ENVIRONMENT

Basic information	
Name of institution	Koning Willem I College
Location	's Hertogenbosch
Type of educational institution	mbo hbo wo
Period	Developed from engineering studio to talent studio: 2019 - present

Type of innovation	• Educational innovation • Campus hotspot
Tags	Developing skills, Activating learning, Interdisciplinary collaboration, Connecting business, Talent development

Interviewed persons	• Bert Verhoeven (programme manager The Talent Atelier)

What does the project entail?

The Talent Atelier is an innovative learning environment where around 600 students from different vocational education courses come together weekly to work on practical issues in interdisciplinary teams. In this open space, students are mixed in groups of 45 for example nurses with architecture and ICT students - and challenged to work together and creatively solve problems. The assignments are consistently aligned with the United Nations Sustainable Development Goals.

The space is one big creative studio, with facilities such as 3D printers, whi teboards, stands, and various work and presentation areas. Students are supported through a structured methodology (the ICE model) rooted in design thinking principles. They are challenged to step out of their comfort zones by collaborating with students from other courses and by tackling questions that are outside their own area. pieces that lie outside their own area of expertise. Students are given responsibility over the issue, and the confidence that comes from this motivates them.

A key principle is that every Koning Willem I College student must complete an interdisciplinary project in the Talent Atelier at least once during their studies.

The programme is linked to the optional element 'lean and creative', making it embedded in the regular curriculum. The emphasis is not on the end product but on developing collaboration skills and discovering new talents.

CASE 4 TALENT ATELIER

What was the purpose of the project?

The Talent Atelier was born out of a transformation of the original Engineering Atelier. Whereas the Techniek Atelier focused on collaboration between engineering students, it saw a need to broaden its focus to all students. The initiators found that engineering students found each other easily in c collaboration, but saw greater potential for learning and challenge in interdisciplinary cooperation.

The motivation was to give students more soft skills they need in society, and help them discover talents they did not know they had. This aligns with the business community's need for professionals who can look beyond the boundaries of their field and collaborate effectively with people from other disciplines.

CASE 4 TALENT ATELIER

What steps did the institution go through?

From Engineering to Talent
The project started as Engineering Atelier with a large staff of 8 fte. Due to high costs and doubts about its added value, the decision was made to redesign the project. It was downsized to 2 fte and transformed into the Talent Atelier, with a broader focus on all courses.

Development of methodology and space
A specific methodology was developed based on the ICE model and design thin king principles. The physical space evolved from three separate classrooms to one large open space accommodating 140 students at a time. The space was designed as a multi functional learning environment with different workstations and facilities.

Professionalising teachers
After an intensive period in which two employees provided all supervision, a professionalisation programme was developed for teachers. There was mandatory training for supervising teachers to ensure quality and to roll out the methodology widely.

Upscaling and recognition
The project received the Dutch Education Premium, which led to additional funds for further development and research. The concept is currently being expanded to other branches of the merged ROC and new applications are being developed, such as programmes for fox schools.

CASE 4 TALENT ATELIER

What makes this project successful?

Entrepreneurial approach
The programme manager brought an entrepreneurial mindset from the business world. This manifested itself in the ability to see opportunities, operate strategically and be result-oriented. The team was deliberately composed of people with an entrepreneurial attitude, which contributed to the inno vative power of the initiative.

Strong connection with management
By communicating strategically with the board and making the added value of the project visible, lasting support was obtained. Winning the Dutch Education Premium was used to involve administrators more deeply and to use them as ambassadors.

Flexibility in a crisis
During the corona crisis, the programme was successfully converted to a digital variant. This demonstrated the agility of the concept and reinforced the importance of physical collaboration, further emphasising the value of the Talent Atelier.

Embedding in curriculum
By linking the programme to an elective section, it became a structural part of education. This provided a stable foundation and made the project less dependent on additional funding.

“You shouldn’t ask everyone to stand on a stage, but you should design the education so that everyone can find their place”

CASE 4 TALENT ATELIER

10 tips for other institutions

1. **Start small and demonstrate added value before scaling up.** Focus on quality first with a small team that fully supports the concept.
2. **Select tutors based on their entrepreneurial attitude** and affinity with the concept, not just on their subject expertise. Tutors should be able to step out of their comfort zone of classroom teaching.
3. **Upon successful completion of a project, students receive the Open Badge** 'Business Innovation & Interdisciplinary Collaboration', an added value to their portfolio.
4. **Create a physical space that is different from standard classrooms** to foster different behaviour. Offer a variety of workstations that support flexible use and collaboration.
5. **Actively involve the board** by making the added value of the project visible. Leverage successes to strengthen support from the board.
6. **Make the programme part of the regular curriculum** by linking it to existing educational units such as optional subjects.
7. **Invest in relationships with the business community** to bring in relevant practical assignments. This increases the significance for students.
8. **Prepare students and teachers well for what to expect.** Schedule information sessions before participation and require training for teaching staff.
9. **Prioritise the collaborative process and talent development over the final product.** Make this clear to external clients as well.
10. **Also use the space for other purposes** such as company meetings to increase visibility and bearing surface.

"Every young person has a talent, but not the talent to be able to work together in every field," he says.

"If you are convinced of something and enjoy doing it, yes, it takes less energy."

Want to know more about this case study?

Watch the video here: Koning Willem I College in first place Dutch Education Premium 2023

By clicking on the link, you will leave this document and go to YouTube to watch the video.

CASE 5

HUB-LAB:
FROM TRADITIONAL LIBRARY TO INNOVATIVE EXPERIENCE CENTER

Basic information

Naam of institution	Hogeschool Utrecht (HU)
Location	Utrecht Science Park
Type of educational institution	mbo **hbo** wo
Period	2017 - present

Type of innovation	• Transformation of traditional library into innovative experience centre • Integration of new technologies in education • Organisational innovation
Tags	Digitalisation (technology), Organisational development

Interviewed persons	• Marleen Nijhuis (Project leader HUB-Lab) • Bianca Pannekoek (Team leader HU Library)

"You shouldn't be too modest.... You have to have a different dna than the average traditional librarian."

What does the project involve?

The HUBLab is an innovative department within the HU Library that focuses on facilitating and stimulating tech nological innovation in education.

The lab offers workshops and support in the fields of VR/AR, programme lakes, AI, gamification and social robots for students, teachers and researchers from all programmes within HU.

The HUBLab acts as a central point where users can experiment with new technologies and learn how to apply them in their work.learn how to apply them in their field. Besides offering work shops, students and teachers can also borrow materials such as VR glasses and other innovative tools. The team actively supports users in implementing these technologies in their teaching or research.

The service is deliberately designed to be low-threshold, with people free to walk in for advice or support. The HUBLab works HU-wide and has a strong focus on making new technologies practically applicable within different educational contexts. The initiative has been so successful that the team now has to select which projects they can support due to high demand.

What was the purpose of the project?

In 2017, the HU Library moved to a new central building. This moment was used to reflect on the future role of the library. Inspired by developments at public libraries, such as FabLabs, and the rise of VR/AR technology, two co-workers saw an opportunity to transform the library into a more innovative environment.

The initiators recognised that the tradi tional role of a college library was changing and saw the need to educate students more future-proof. They observed that new technologies were not yet sufficiently integrated in education, while they were becoming increasingly important in the field. The HUB Lab was set up to bridge this gap and play a central role in the digital transformation of education. The Library management supported this initiative and freed up space within the library budget and set priorities to actually develop a HUB Lab.

What steps did the institution go through?

Small-scale start (2017)
The initiative started small with two enthousiastic staff members experimenting with offering new technologies alongside their regular work. They started with a modest collection of materials and worked from a small space.

Professionalisation and growth
Demonstrating value gave the initiative more space and resources. The team was expanded with new staff hired specifically for their technical expertise, departing from the traditional library profile.

Integration and recognition
The HUB Lab developed into a recognised department within the library with its own team, goals and budget. The focus shifted from experimentation to structural support for education.

Strategic positioning (present)
The HUB Lab has developed into a strategic partner within the HU. There are plans for further expansion, giving the Lab a more prominent place in the library literally at the front of the building, syvocational educationlising the library's new role.

CASE 5 HUBLAB

What makes this project successful?

Entrepreneurial mindset
The initiators deliberately chose a relevant, entrepreneurial approach. They dared to take risks and were not afraid to experiment. This mindset, which differs from the traditional library approach, proved crucial for success.

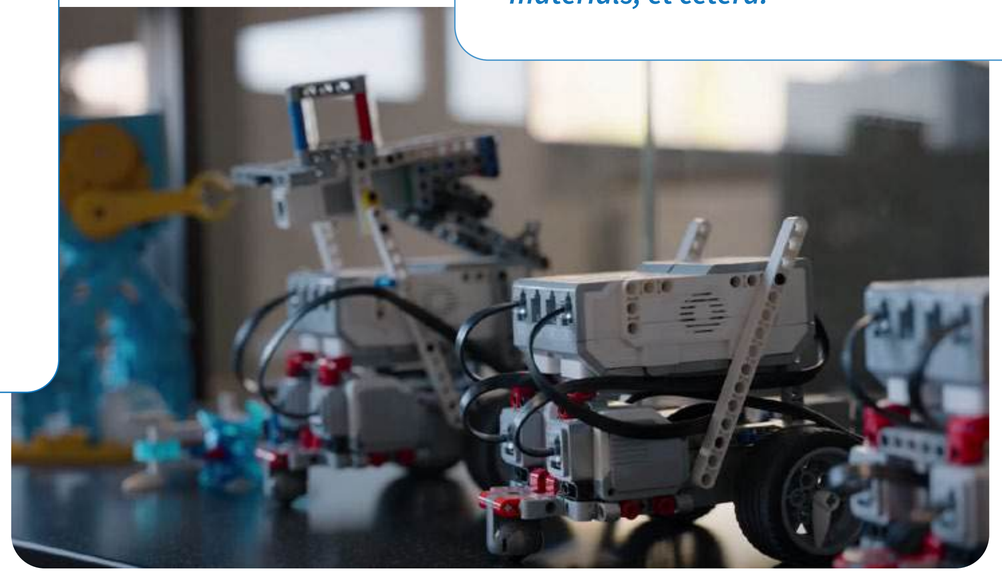
Step-by-step development
Starting small and gradually expanding based on proven success allowed the team to grow organically. This gave room for learning, updating and creating support within the organisation.

Management support
The library management fully supported the innovation and gave the team the freedom to experiment. This support was essential for daring to take risks and make uncon ventional choices.

Focus on practical support
The team explicitly focuses on unburdening teachers and making innovation practical. By connecting to concrete needs of courses, instead of offering general techno logy workshops, they created direct added value.

Proactive networking strategy
The team deliberately chose a proactive approach by actively entering the organisation and joining relevant meetings. This visibility and networking strategy created a strong position within the institution.

“As a college library, we can no longer just rely on resources like books, databases and study places. We need to explore and discover new ways to be future-proof. Besides the HUB Lab and innovation, think about: digital skills, digital literacy, research support, open learning materials, et cetera.”



10 tips for other institutions

1. **Start with a small pilot** but stick to a big ambition for the future. Starting small allows you to experiment and learn, while a clear vision ensures the right long-term direction.
2. **Select staff who fit an innovative and entrepreneurial culture.** Ideally, in addition to technical knowledge, the following competences are present in the team: proactive attitude, networking qualities, creativity and entrepreneurship.
3. **Create an open and accessible environment** where people feel welcome to walk in. Avoid bureaucratic barriers and make it as easy as possible for users to experiment with new technologies.
4. **Develop customised solutions** that fit the specific context of each course. By listening carefully to the needs of different training courses, you can provide much more targeted and effective support.
5. **Accept that innovation requires letting go of traditional ways of working and patterns.** An innovative service can only be successful if the organisation and employees are willing to work in a different way.
6. **Invest time in building a strong network** across the organisation. Be present at key meetings and actively maintain relationships with different departments and levels within the organisation.
7. **Dare to experiment** and accept that not everything has to be perfect at once. See failures as learning moments and use these experiences to improve your services.
8. **Focus on removing practical obstacles** that teachers experience when implementing innovations. By unburdening teachers as much as possible, you increase the chances of them actually using new technologies.
9. **Approach your service provision as a business** and dare to make critical choices. Be objective in considering which activities do and do not fit within your scope.
10. **Ensure support** and backing at both managerial and operational level. By connecting with different layers in the organisation, you create a stronger foundation for your innovation initiatives.

Want to know more about this case study?

Make a virtual visit to HUBLab via ThinkLink,
or watch the video “What is HubLab?”

By clicking on the link, you will leave this document and go to another website to see the video.

CASE 6

FRYSLÂN FUTURE CAMPUS:

GOOD PRACTICE: INCLUSIVE COMMUNITY LAB

Basic information

Name institution	NHL Stenden
Location	Leeuwarden
Type of educational institution	mbo **hbo** wo
Period	Started in 2020 (post-corona)

Type of innovation	• Social innovation, design-based learning
Labels	Diversity and inclusion, Connecting society, Community education, Developing skills, Connecting practice and theory, Interdisciplinary collaboration

Interviewed persons	• Ellen de Bruin

What does the project involve?

The Inclusive Community Lab is an innovative learning environment where students, teachers and practice partners work together on social issues related to social security and equal opportunities. The lab is deliberately located in a former school building in the middle of a neiguniversity of applied sciencesurhood, surrounded by social entrepreneurs, day care initiatives and artists. This location creates a natural connection between education and the target group the lab focuses on.

Various forms of knowledge come together in the lab: theoretical knowledge of students and teachers, practical knowledge of professionals, and experiential knowledge of people from the target group. These are combined with design-based learning, NHL Stenden's educational concept.

Students from various courses, from social work to accountancy, work together on real-life issues. The lab facilitates various forms of education, from multidisciplinary project teams to monodisciplinary groups working on specific assignments, alongside students in the graduation phase.

The impact of the lab is noticeable: about 80 students are directly involved in projects in the lab every semester, plus another 100 students working with issues from the lab from their own courses. The initiative was awarded the second prize of the Dutch Education Premium in 2022, in recognition of its innovative approach and social impact..

CASE 6 INCLUSIVE COMMUNITY

What was the purpose of the project?

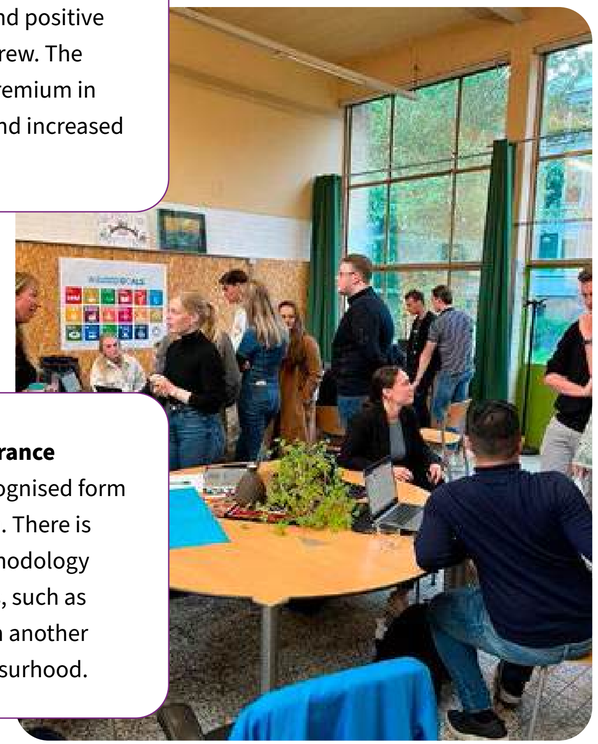
The impetus for the Inclusive Community Lab stems from Ellen de Bruin's years of experience with issues of subsistence and can equity, first as a social worker and later with the Leeuwarden municipality. She observed that there is a lot of knowledge available on these issues, but that this knowledge is fragmented and not effectively brought together. She also saw that the traditional educational environment at NHL Stenden is physically and soci aally too far removed from the people these issues concern.

The lab was set up to bridge this gap and to give concrete form to NHL Stenden's designbased learning concept. The aim was to create an environment where different types of knowledge and expertise come together, where students learn to look differently at social issues, and where a direct connection is made with the people concerned. This fits in with a broader movement within NHL Stenden towards more practice-oriented and innovative education.

What steps did the institution go through?

Initiative phase
The project started with an innovation budget from the Executive Board. The initiators first worked 'under the radar' to develop the concept without too much early intervention. They deliberately chose a location in the middle of a focus area, in a building that already housed several social initiatives.

Development and growth
The lab started with three different educators working together on the theme of leadership and also the 'sustainable develop ment goals'. With successful projects and positive results, awareness and interest grew. The award of the Higher Education Premium in 2022 accelerated development and increased inte resse from other courses.



Challenges and adjustments
After winning the Higher Education Pre mie, a period came when new teachers joined who advocated a more tradi tional approach to teaching. This led to tensions and the need to return to the lab's core values and original concept.

Further development and assurance
The lab has developed into a recognised form of education within NHL Stenden. There is now a focus on securing the methodology and expanding to other locations, such as a lab with a focus on the family in another neiguniversity of applied sciencesurhood.

CASE 6 INCLUSIVE COMMUNITY

What makes this project successful?

Physical location and setting
The deliberate choice of a location in the middle of the neiguniversity of applied sciencesurhood, in a building with other social initiatives, proved crucial to its success. The informal, accessible atmosphere of the lab, with coffee, tea and a homely setting, contributes to an environment where different groups feel welcome. It also breaks through the bubble of higher educated people and brings the world of residents close by.

Focus on content and issues
The lab remains consistently focused on the substance of social issues. This substantive focus connects people and creates commitment, even when there are organisational challenges. Working from real issues rather than assignments ensures more commitment and better results.

Flexibility in teaching methods
The lab allows for different teaching forms, from multidisciplinary project teams to monodisciplinary groups. This flexibility allows it to suit different learning needs and educational goals.

Experience knowledge as an equal source of knowledge
Explicitly recognising and valuing experience knowledge as a third source of knowledge, alongside theoretical and practical knowledge, creates new insights and solutions. This principle is consistently applied in all projects.

Administrative backing
The support of programme directors and the Executive Board, both financially and in giving room for experimentation, was essential for the initiative to develop and grow.

“Content brings people together, that connects. It commits participating parties and that geek the motivation to keep going.”

CASE 6 INCLUSIVE COMMUNITY

10 tips for other institutions

1. **Start small** and fly a little under the radar in the beginning to create room for experimentation and growth. Build experience first before rolling out the initiative widely.
2. **Get a physical location that suits your target audience** and goals. The place where you locate your initiative has a big influence on its accessibility and success.
3. **Always stick to the purpose of the lab** and use this as a compass when making decisions. This helps keep focus and make the right choices.
4. **Create an informal, welcoming atmosphere** where different groups feel at home. Invest in small things that contribute to a pleasant environment.
5. **Work with real issues** instead of assignments and involve all relevant knowledge (theoretical, practical and experiential). This increases involvement and the quality of solutions.
6. **Provide administrative backing** but maintain autonomy in implementation. This gives the necessary freedom for innovation within frameworks.
7. **Dare to be flexible in teaching methods** and adapt them based on what works. Not every issue requires the same approach.
8. **Invest in a team committed** to the vision and working methods of the lab. Select people who fit the innovative way of working.
9. **Secure successful ways of working but keep room for further development.** Ensure a good balance between stability and innovation.
10. **Actively involve students in shaping the lab** and give them real responsibility. This increases their involvement and learning experiences.

“It is an issue, not an assignment. We don’t work with assignments, we have learned, because with an assignment, the contractor has already secretly figured out what the outcome should be.”

Want to know more about this case study?

Watch the video here
‘Inclusive Community Lab Fryslân’

By clicking on the link, you will leave this document and go to YouTube to watch the video.

CASE 6

INTERCULTURAL COACH TRAINING

Basic information

Name of institution	Alfa-college
Location	North Netherlands
Type of educational institution	mbo hbo wo
Period	2018 - present

Type of innovation	• socio-cultural innovation
Labels	Diversity and inclusion, Connecting society, Connecting business, Developing skills, Student welfare

Interviewees	• Carlien Klaassens (Programme manager ‘Expertise Point Cultural Training’)

What does the project entail?

The Alfacollege has developed an innovative level 4 programme for intercultural coaches who bridge the gap between newcomers to the Netherlands and the Dutch education system. The programme specifically targets people with a migration background who often already have a higher education in their country of origin, but find it difficult to find work due to language barriers. The programme leads to a diploma in teaching assistant with a specialisation as intercultural coach.

The programme is characterised by a holistic, thematic approach in which traditional subjects have been replaced by integrated themes. All teachers are NT2-certified, so language development is naturally interwoven across the curriculum. This approach enables students to achieve the required 3F level of Dutch within two years and work as an intercultural coach in education or healthcare, where they play an essential bridging role between professionals and newcomers.

“We have said: a value-less school is a worthless school, so we just want to work from certain values.”

CASE 6 INTERCULTURAL COACH

What was the purpose of the project?

The training was born out of a concrete need in 20182019, when Alfa College found that many highly educated natives were finding it difficult to find work. At the same time, there was a growing demand from the healthcare and education sectors for professionals who could better match the diversity of their clients. A discrepancy was also identified within education: while the student population was becoming increasingly diverse, the teaching team remained overwhelmingly white. This led to communication problems, cultural differences and a lack of recognisable role models for students from migrant backgrounds.

The initiators saw an opportunity to address these challenges by developing an education that would both enhance the labour market opportunities of newcomers and contribute to a more inclusive education system. The aim was not only to educate professionals, but also to create a structural change in how educational and healthcare institutions deal with cultural diversity.

What steps did the institution go through?

Initiation and market exploration
In the first phase (2019), the focus was on external orientation and creating name recognition for the new professional pro file. Using innovation funds, market research was conducted and contac ts were made with potential employers and municipalities. A crucial step was the orga nisation of a large field meeting with 80 stakeholders, which confirmed support for the programme.

Curriculum development
In the second phase (20192020), a team of teachers worked on developing the content of the programme. A holistic, thematic approach was chosen, abandoning traditional subject boundaries. All teachers involved had experience in NT2 teaching and were able to use this to integrate language support throughout the curriculum.

Implementation and first cohort
The programme started with a first cohort of students (20202022). Thanks to the inno vation funds, there was room for small groups and intensive guidance. There was close cooperation with municipalities to enable student funding and with employers to create internships and jobs.

Further development and expansion
Following the success of the first batch, from 2022 the concept was expanded to other sectors, including an education variant aimed at addressing the teacher shortage. The focus shifted to sharing the methodology with other institutions and developing a broader knowledge centre around cultural agility.

CASE 6 INTERCULTURAL COACH

What makes this project successful?

Holistic educational approach
Choosing an integrated, thematic approach where language acquisition and subject content go hand in hand proved crucial to success. By moving away from traditional subjects and working with meaningful themes, students were more effec tively prepared for their future roles. The com bination of NT2 education with rich learning contexts enabled students to reach the required language level faster.

Strategic cooperation with municipalities
Intensive cooperation with municipalities was essential for the project's financial viability. By jointly developing a cost model in which training was seen as an investment rather than a cost, students were able to maintain benefits during their training. The guarantee that 80% of the students would find a job upon completion convinced municipalities of the value of this investment.

Complementary teacher team
The careful composition of the teaching team, with different areas of expertise and personalities complementing each other, contributed to the inno vative nature of the programme. Giving lecturers time and space to develop education together and to learn from each other resulted in a well-founded and supported programme.

Connection with practice
The close cooperation with the professional field from the start of the project ensured a strong practice orientation. Through regular consultation with employers and by organising panel meetings, the programme was continuously tailored to practical needs.

Administrative support
The support of the Executive Board, which endorsed the importance of diversity and inclusion, made it possible to experiment and innovate. The availability of innovation funds and space to form small groups were crucial for developing and refining the approach.

CASE 6 INTERCULTURAL COACH

10 tips for other institutions

1. **Start with thorough market research** and involve the field early to build support. A broad stakeholder meeting helps make the added value visible.
2. **Invest in a carefully assembled teaching team** with complementary qualities and ensure that all teachers have NT2 experience.
3. **Develop a cost model that makes the social benefits clear** and use this to convince municipalities. Make concrete agreements on attrition rates.
4. **Opt for a holistic, thematic educational approach** in which language and subject content are offered in an integrated way. Dare to let go of traditional subject boundaries.
5. **Approach the project as a learning organisation.** Not everything has to be perfect at once, but make sure teachers receive good guidance in the development process.
6. **Secure the connection with the professional field** through regular consultations and panel meetings. Remain flexible to respond to new needs.
7. **Commit to sustainable anchoring** by documenting the methodology developed and making it transferable to other programmes and institutions.
8. **Create a safe learning environment** in which students can develop at their own pace, with extra attention to language support where necessary.
9. **Work to build support throughout the organisation** by making successes visible and highlighting the added value of diversity.
10. **Develop a long-term vision** on cultural agility that goes beyond the programme and consider organisation-wide inclusiveness.

“When that intercultural coach walks into school, for example, that student thinks: that’s one of mine, that person can do it too. So too.”

“This is not just an education, it is a tool to work on equity.”

Want to know more about this case study?

Watch the video ‘Alfacollege in first here. place Dutch Education Premium for vocational education and ho 2024’

By clicking on the link, you will leave this document and go to YouTube to see the video.

CASUS 7

LEARNING LAB:

INNOVATIVE LEARNING ENVIRONMENT FOR MULTIDISCIPLINARY TALENT DEVELOPMENT

Basic information

Name of institution	Stichting Learning Lab
Location	Brainport Human Campus
Type of educational institution	mbo wo hbo Cooperation between vocational education (Ter AA), university of applied sciences (Fontys) and vo (OMO Scholengroep Helmond)
Period	Starts May 2023 (physical location)

Type of innovation	• Education-labour market connection
Labels	Linking business, Developing skills, Linking practice-theory, Interdisciplinary collaboration, Talent development

Interviewees	• Thomas Kramer (Educational advisor Ter Aa) • Judith Bach (Programme manager Brainport Human Campus)

What does the project entail?

The Learning Lab is an innovative working environment on the Brainport Human Campus. This campus accommodates all kinds of companies that work together with students from vocational education, university of applied sciences and wo.

Together, they are committed to tackling reallife issues from companies, government and social institutions on the themes of Man, Work and Society. The Learning Lab is a modern space with flexible workstations where these multidisciplinary teams work on challenges: concrete assignments from existing organisations. The main goal here is to contribute to the triple helix cooperation: growing students' learning happiness, bringing education and the labour market closer together and accelerate innovation in the region.

The lab functions as a professional organisation where students are treated as fully fledged employees. They run their own teams for recruitment & selection, media, team development and event management. The initiative has already achieved many concrete results, including a healthcare challenge with national impact. Students show significant personal growth and develop pro fessional skills.

The concept has led to new pathways such as an VOCATIONAL EDUCATION traineeship and sustainable collaborations with regional partners such as Labour Market Region Helmond de Peel, Care Campus de Peel and Rabobank.

> *"When you talk about the future, you have to bring the voice of the future to the table."*

CASE 7 LEARNING LAB

What was the purpose of the project?

The Learning Lab arose from the urgent need to improve the connection between education and the labour market. Jeroen Driessen, CEO of the Driessen Group, observed that new young employees are insufficiently prepared for work practice. The traditional educational model, with simulated practical situations, no longer met the requirements of the modern labour market, especially in the rapidly developing Brainport region.

A vision emerged in which an environment is created where education and the labour market seamlessly converge, and the old model in which internships were the only practical experience could be replaced. The initiative was in line with the desire of educational institutions to offer more practice-oriented education and the regional ambition to develop and retain talent.

What steps did the institution go through?

Exploration phase
The development started with talks between directors of educational institutions and the Driessen Group. During a week of hybrid education at Fontys, the potential of cross-level cooperation became visible, Ter AA joined in and a Quartermaster Team was formed from the parties involved.

Quartermaster phase
A team with representatives from more th eir education partners and the Driessen Group adopted a pragmatic bottom-up approach. A concise OGSM (Objectives, Goals, Strategies, Measures) was drawn up to clarify the common goals, focusing on implementation.

Implementation phase
After a successful pilot in which VOCATIONAL EDUCATION students participated in the Social Innovation Centre, a physical space was realised in May 2023 with funding from the education partners involved, the Municipality of Hel mond and the Driessen Group. The lab is not located in an educational building, but sits in the middle of the activity of the Brainport Human Campus. The layout deliberately deviates from traditional educational spaces.

Further development
Recently, the initiative has taken a foundation form, allowing for new partnerships. This has already led to a three-year cooperation with healthcare organisations and with Rabobank for innovative chal lenges.

CASE 7 LEARNING LAB

What makes this project successful?

Pragmatic leadership with guts
The quartermaster team chose direct action over extensive planning. This created quick successes that helped strengthen administrative support. Those involved dared to let go of traditional forms of education and gave students real responsibility.

Visionary financing
The Driessen Group invested on the basis of social impact rather than direct commercial interest. This provided room for experimentation and further development, resulting, for example, in traineeships and the growth into a foundation.

Strong regional anchoring
The pragmatic network culture in the brainportre gio allowed for quick links. This, but certainly the students themselves, proved crucial in scaling up the initiative. By giving workshops at the labour market conference, network partners saw the power of the Learning Lab.

Focus on talent and autonomy
Students are treated as professionals and given a lot of autonomy. They run different teams themselves and work on real issues. This leads to remarkable development even students who got stuck before now excel and come to the lab in free time.

“We mainly started doing and in parallel provided a talking piece to put on the administrative table.”

10 tips for other institutions

1. **Start pragmatically with a small team** that dares to experiment. Extensive planning in advance can be paralysing and take away momentum.
2. **Look for a partner willing to invest on the basis of social commitment.** A stable financial basis without direct pressure on results is essential for organic growth.
3. **Treat students as professionals** and give them real responsibility. The combination of autonomy and trust leads to accelerated development
4. **Work exclusively with real assignments** from real clients. Authentic issues create motivation, meaningful learning outcomes and impact on businesses and organisations.
5. **Create a working environment that is substantially different from the traditional school building.** A professional setting in a real business environment helps achieve the desired mindset change.
6. **Provide a mix of educational levels** in project teams and challenges. This diversity reflects reality and enhances the learning effect because of the different perspectives that are given a place.
7. **Invest in a strong regional network** with companies and organisations for meaningful assignments. These partnerships are crucial for creating advancement opportunities for students.
8. **Develop an organisational structure** in which students themselves take responsibility for key processes. Setting up student-led teams for recruitment and communication, for example, strengthens student ownership.
9. **Provide good supervision** but avoid traditional teacher roles. An approach where supervisors pose as colleagues fits the concept better.
10. **From the start, think about securing and developing** the concept. Setting up a foundation or other formal structure helps to make the initiative sustainable.

Want to know more about this case study?

Watch the video ‘Working together, here together then The Learning Lab’

By clicking on the link, you will leave this document and go to YouTube to see the video.

CASE 8

UNIVERSITY LIBRARY MAASTRICHT: INNOVATIVE LEARNING SPACES

Basic information

Name of institution	Maastricht University
Location	Maastricht
Type of educational institution	mbo hbo **wo**
Period	2024

Type of innovation	• Redevelopment of study facilities
Tags	Flexibility, Hybrid, Interdisciplinary collaboration, Student welfare

Interviewed persons	• Meike Kerkhofs-Welkenhuizen (Project leader innovative learning spaces)

What does the project involve?

Maastricht University has transformed its learning spaces in the Randwyck library into modern, flexible study facilities. The learning spaces are specifically equipped for self-study and are in line with the problem-based education (PBL) characteristic of Maastricht University.

An important part of the renovation is the focus on different types of study spaces, including individual study areas and group work areas.

The latter are essential to the PBL system, where students have contact with their tutor twice a week and also have time for self-study and group work. Recently, a podcast studio has also been added and more attention is being paid to student wellbeing, for example by adding leisure facilities such as a chess board.

The learning spaces differ from regular study areas through their accessibility, ergonomic layout and technical facilities such as good Wi-Fi connections.

A conscious choice was made to combine traditional study facilities with innovative elements, with the book collection organised in a new, thematic way to foster interdisciplinary working.

“The DNA of the library is not very outgoing. We need to be more active in coming out with what we have to offer.”

CASE 8 INNOVATIVE LEARNING SPACES

What was the purpose of the project?

The main driver for this innovation was the changing way students study and collaborate. Digitisation has reduced the need for traditional group spaces, while there has been more demand for flexible spaces for online team meetings. The role of the library has also changed: where students used to physically walk through bookcases for inspiration, much literature research is now done online.

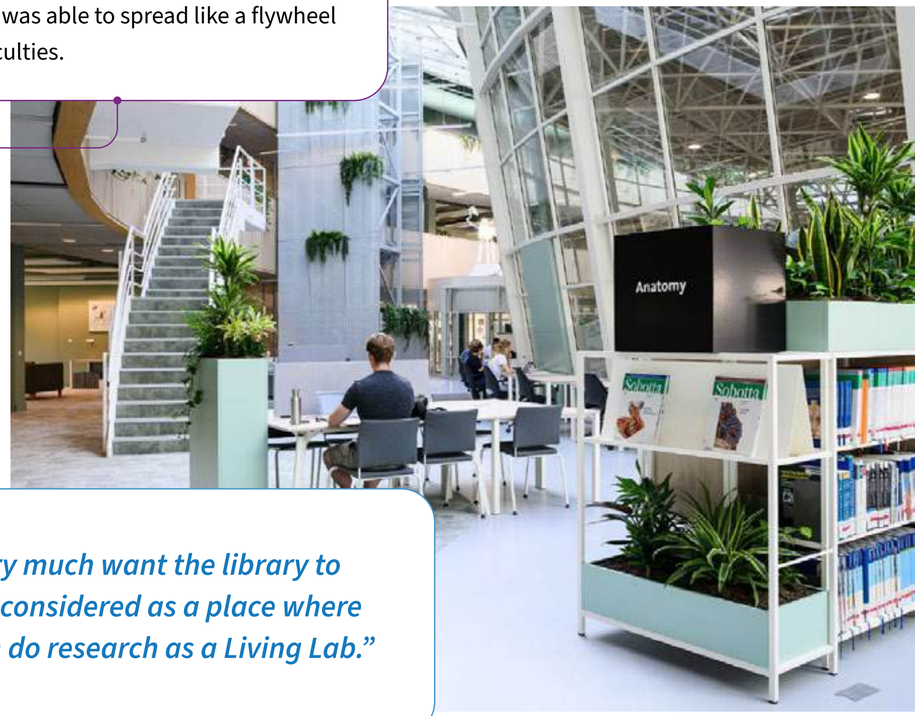
These developments called for a rethink of the physical learning environment. The university wanted to create an environment that is not only functional for current education, but also responds to students' well-being and inspires interdis ciplinary thinking. There was also a need to position the library more clearly within the university, shifting its focus from a traditional book collection to a modern learning and meeting place.

What steps did the institution take?

Revising the spatial layout
The first step was to rethink the traditional library layout. The book collection was reduced in size and clustered thematically, with related subjects were placed together to foster interdisciplinary cross-pollination.

Development of new facilities
New facilities were then added, such as the podcast studio, which was first introduced as an experiment. Through active collaboration with some enthusiastic lecturers, this innovation was able to spread like a flywheel to other faculties.

Implementation of welfare facilitie
In the final phase, more attention was paid to student welfare, with the introduction of relaxation facilities and the creation of different study zones to suit different study needs.



"We very much want the library to also be considered as a place where you can do research as a Living Lab."

CASE 8 INNOVATIVE LEARNING SPACES

What makes this project successful?

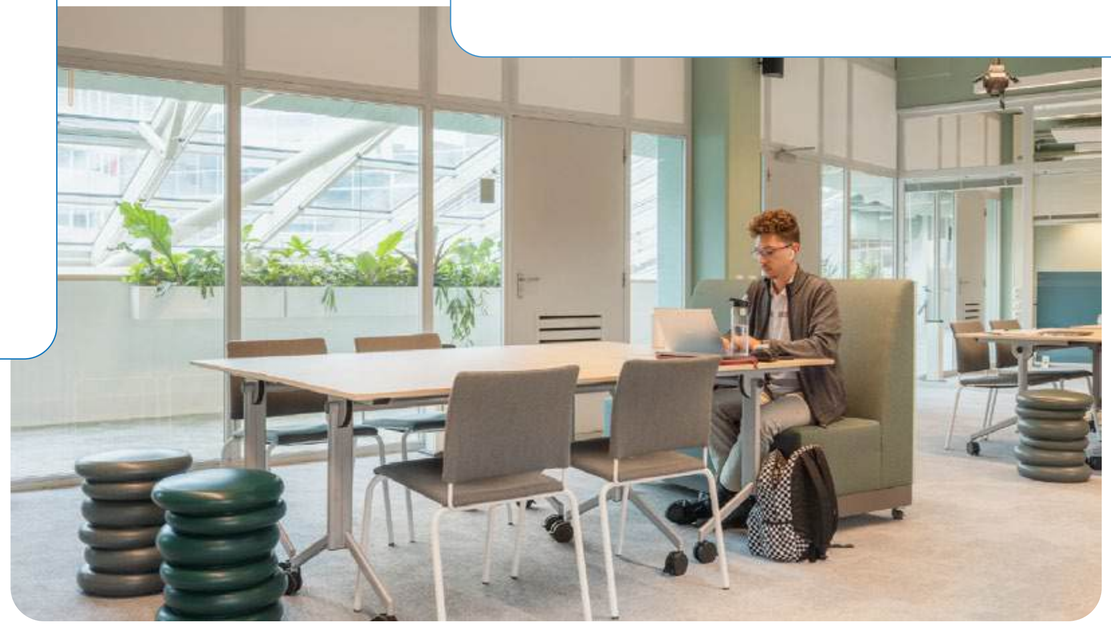
Connection to educational vision
A crucial success factor was the close alignment with the university's PBL system. By setting up the learning spaces specifically for self-study and group work, they directly support the institution's teaching method.

User research and feedback
By conducting regular user surveys and collecting feedback, the library was able to respond to students' actual needs. This led, for example, to the maintenance of quiet study areas, which remained in high demand.

Flexibility in implementation
The phased approach and willingness to experiment with new concepts, such as the pod cast studio, allowed innovations to be tested on a small scale before being rolled out more widely.

Collaboration with ambassadors
Identifying and involving enthusiastic teachers as ambassadors helped in the acceptance and use of new facilities. These ambassadors play an important role in promoting the facilities to colleagues and students.

"Students indicate that they mainly come to study individually and in peace. You can build a lot around it, but the question is whether that meets the needs students really have."



10 tips for other institutions

1. **Start with thorough user research** to understand students' real needs. It is essential not just to rely on assumptions, but to actually know what students need for their studies.
2. **Actively seek ambassadors within faculties** who are willing to use and promote new facilities. Their enthusiasm and practical examples are crucial for the acceptance of innovations.
3. **Retain what works well.** Sometimes retaining certain traditional elements, such as quiet study areas, is as important as introducing new concepts.
4. **Develop a clear positioning** on the role of the library within the institution. This helps in making choices and communicating the added value to stakeholders.
5. **Implement new technologies and facilities in phases** and start with pilots so that you can make adjustments based on user experiences.
6. **Invest in good basic facilities** such as wifi and ergonomic furniture. These basic facilities are essential for student comfort and success.
7. **Create different zones for different study styles** and needs. Not all students have the same preferences for their study space.
8. **Involve all stakeholders in major changes,** from traditional librarians to modern users. This promotes support and leads to better solutions.
9. **Monitor the use of facilities** both quantitatively and qualitatively. Combine usage statistics with qualitative feedback to measure the impact of changes.
10. **Be flexible.** The way students study is constantly evolving, so facilities should be able to move with it.

"If the investment and the clout are balanced, then you can really make innovative strides," he says.

CASUS 9

ONLINE STUDY SPACE:
A HYBRID STUDY AND MEETING PLACE FOR STUDENTS

Basic information

Name of institution	Universiteit van Amsterdam (UvA)
Location	Amsterdam
Type of education institution	mbo hbo wo
Period	2020 - present

Type of innovation	• Hybrid learning environment aimed at, enhancing learning capabilities
Labels	Flexibility, Digitalisation (technology), Hybrid, Community formation, Student welfare

Interviewed persons	• Mats van Dalen (Programme coordinator Master-Insert)

What does the project entail?

The UvA Library's innovative Online Study Space (OSS) concept originated as an alternative during the corona period when the physical University Library was closed. It has since grown into a full-fledged addition to the study facilities. The Online Study Space is a sustainable hybrid learning and meeting environment that provides a structured, accessible environment where students can study together, both physically and online.

A key element is the friendly mode of study sessions with consideration for dissenters. Special attention is paid to students with ADHD, dyslexia and autism. Supervised by student hosts, students work in sessions with a fixed structure: 50-minute study blocks alternate with 10-minute breaks, including joint planning, moments of reflection and a final check-out. This peer support for social support and knowledge sharing enhances students' learning capacity and contributes to increased student well-being.

The Online Study Space concept combines innovations in three areas: the development of an online platform for joint study and knowledge sharing, the redesign of physical study spaces for hybrid use and the integration of various forms of student support in the study pro cess. A unique aspect is the integration of different support services in the study sessions. Experts such as information specialists, staff from the writing centre and thesis coaches join sessions to provide low-threshold support. Students can ask questions and get help directly while studying, without having to make separate appointments.

The environment is fully hybrid: students can participate both physically and online and have the freedom to choose what works best for them. There are different types of sessions, including ADHD-friendly study sessions, exam sessions and scrip sessions, all accessible to all students without conditions.

CASE 9 ONLINE STUDY SPACE

What was the purpose of the project?

During the corona period, the Online Study Space was a response to the closure of physical study spaces. Whereas earlier it was an emergency solution to provide students with an alternative study space, it soon became clear that the concept appealed to a broader need. The lack of social connection in traditional and online education, combined with increasing attention to student welfare and providing structure, prompted the Online Study Space to be developed further.

The University Library saw a strategic opportunity to revamp its traditional role as a welcoming and inspiring environment where knowledge sharing is encouraged and to better meet contemporary student needs. Previously, support services were fragmented and students mainly studied individually.

OSS now offers an integrated approach combining study, peer support and expert support. This innovation fits in a broader trend of the increasingly hybrid form of campus facilities and growing focus on student welfare.

Blended learning initiative:
According to the Teaching and Learning Centre (TLC), OSS offers teachers indirect support by helping students come to colleges better prepared. Something that proves difficult to ensure in practice. Reflection plays a crucial role in active learning and the study sessions. Students foster active learning by supporting each other and learning from each other, which leads to more engaged and motivated student groups.

What steps has the institution gone through?

From corona alternative to sustainable concept
The project started in 2020 as a temporary solution during the corona period, with online study sessions in Teams. After its success, it was decided to develop the concept further as a permanent addition to the physical library.

Development of the hybrid model
The next step was to expand to a hybrid model, combining online and physical study options. A study room was specially equipped with attention for dissenting students (such as those with autism or ADHD), including a well-thought-out lighting plan.

Integration of student support
Various support services were gradually integrated into the study sessions. By smartly cooperating with different departments and faculties, expertise was made widely accessible to all UvA students.

Professionalisation and further development
The concept is continuously being developed. Attention is being paid to professionalisation of the student hosts (who provide structure on a study day in a session and play a crucial role in connecting the students as the students and the experts) and further integration in education, e.g. via Canvask links and specific sessions in the thesis and exam periodes where students can study together.

CASE 9 ONLINE STUDY SPACE

What makes this project successful?

Strong student engagement
The use of student hosts as the main exit point in the concept ensures low-threshold and direct connection with the target group. These hosts are close to the students and can quickly identify what is going on and what needs there are.

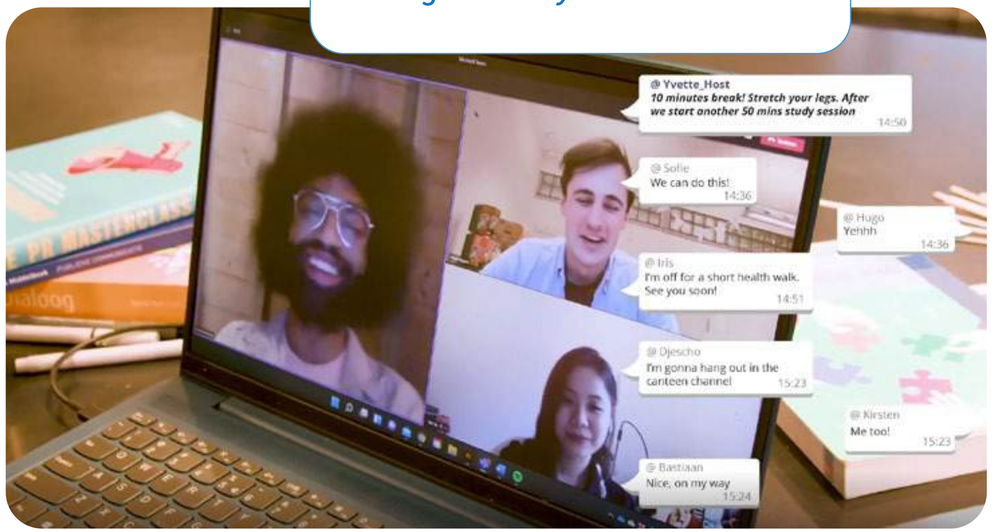
Flexibility and accessibility
The concept has no thresholds or conditions for participation. Students can participate in their own way, whether fully online, physically, or a combination. This flexibility makes it accessible to all students.

Integral approach to student support
By integrating various support services into the study sessions, help becomes low-threshold and readily available. As a result, students do not have to go through many different counters to go through.

Central position of the University Library
The University Library occupies an ideal neutral and central position within this concept, accessible to all students regardless of their study programme. The existing infrastructure and facilitei s were utilised and expanded.

Room for further development
By developing the project incrementally and continuing to innovate con tinuously, the concept grew organically and was able to adapt to students' needs.

"The early adapters of M365 and Teams were involved from the beginning and actively thought along. We really needed them."



CASE 9 ONLINE STUDY SPACE

10 tips for other institutions

1. **Start with a small, focused set-up** and build from there. By starting small, you can move quickly and develop the concept further without getting bogged down in complexity.
2. **Use student hosts as a connecting factor** between concept and target group. These hosts are close to the students and can immediately identify what is going on, allowing you to continuously connect with users' needs.
3. **Ensure accessibility** by not setting any conditions for participation. By making everything optional and letting students choose how they want to participate, you create an inclusive environment where everyone feels welcome.
4. **Integrate existing support services** instead of creating new ones. By making smart use of existing expertise and making it accessible during study sessions, you avoid fragmentation and make help easily available.
5. **Offer flexibility in forms of participation** (online, physical, hybrid). Give students the freedom to choose how they want to participate and switch between forms if necessary, so that you match individual preferences and circumstances.
6. **Develop further based on actual use** and feedback. Listen carefully to what students and hosts indicate and adapt the concept accordingly, so that you create a service that truly meets the need.
7. **Make use of existing infrastructure** and strengthen it. By connecting to what is already there, such as the central position of the library, you can develop faster and make better use of available resources.
8. **Ensure inclusiveness** by taking into account different needs. For example, consider neuro divergent students when designing spaces and adapt your support to different learning preferences.
9. **Maintain room for experimentation and innovation.** Keep trying new ideas and give yourself the freedom to learn from what works and what doesn't.
10. **Keep the focus on your goals.** In this case, promoting knowledge sharing to enhance learning capacity and student well-being. Then you really create impact on that.

Want to know more about this case study?

Watch the 'Online Study video Space Library' here

By clicking on the link, you will leave this document and go to Vimeo to watch the video.

CASE 10

OPEN ICT:
A RADICAL NEW APPROACH OF ICT EDUCATION

Basic information

Name of institution	University of Applied Sciences Utrecht (HU)
Location	Utrecht
Type of educational institution	mbo **hbo** wo
Period	2018 - present

Type of innovation	• Educational innovation, curriculum innovation
Labels	Sticky campus, Activating learning, Community formation, Developing skills, Interdisciplinary collaboration, organisational development

Interviewed persons	• Gert van Hardeveld (Education manager Open ICT)

What does the project entail?

Open ICT is a radically innovative ICT programme at Utrecht University of Applied Sciences, where traditional classroom teaching has been completely replaced by an approach focused on practice and personal development. In this programme, students work in multi disciplinary teams on real projects from day one, without traditional classes or exams. Education is organised around two main lines: skills development in teams (with teachers) and content expertise through guilds (students from different years).

The programme has a unique structure where students work in fixed rooms with a fixed rhythm of two-weekly sprints. Students choose their own roles and specialisations within ICT, ranging from design to software development. They are supported by coaches who focus on personal development and skills and guild masters who monitor and transfer content-related expertise.

A key feature is that no pre-developed learning materials are used. Instead, students learn to find and apply knowledge themselves, supported by a system of ‘learning stories’ they create themselves. Progress is not measured by grades but through continuous feedback and development on ten core skills, four of which focus on subject content and six on personal development.

What was the purpose of the project?

The impetus for Open ICT came from a visit to a Canvas conference in London, where Gert van Hardeveld was introduced to an innova tive educational concept at Fontys ICT. Inspired by this example, and frustrated by the high 55% dropout rate in the first six months of the regular ICT course, the desire arose to radically redesign education.

The original objectives were clearly defined in four KPIs:

- Increasing student satisfaction from 5.5 to more than an 8
- Reducing the first-year drop-out rate from 55% to a maximum of 25%
- Increasing employee satisfaction
- Improving connection with the professional field

The traditional form of education, with its rush and standstill of exams and lesson preparations, was no longer seen as effective. There was a need for a form that better matched the modern practice of the ICT work field and better prepared students for their future roles.

What steps did the institution go through?

Preparation and vision formation
The process began with the formation of the innovation work group ‘INDI’ (Innovation in Didactics), in which teachers came together to think about a completely new form of education. This group developed a teaching mani fest with core principles and visited successful examples at home and abroad. After drafting the manifesto, the concept was presented to both members of the Executive Board and the management team, which led to administrative support for the innovation.

Pilot and implementation
The implementation started with a pilot of two classes with a total of 46 students. A core team of four teachers who fully supported the new concept was assembled for this pilot. In this phase, the innova tive assessment system was also developed, based on ten skills and the characteristic fortnightly sprint structure was implemented. This pilot was closely monitored based on four KPIs.

Further development and growth
The success of the pilot, crowned by winning the second prize of the Dutch Education Premium, led to a phase of further development and growth. The prize money was used to develop proprietary IT solutions for portfolio evaluation, enabling the programme to professionalise further. Student numbers grew to 105 per year and a February intake was introduced to allow more students to participate in this form of education.

Consolidation and Dissemination
In the final phase, the focus was on consolidation and dissemination of the concept. The feedback system was further profes sionalised and systems were developed for content curation. The success of Open ICT inspired other courses within HU, such as Communication & Media Design and Technical Business Administration, to adopt elements of the concept. Although full implementation at other courses is gradual, a clear movement towards this form of education is visible within the institution.

What makes this project successful?

Administrative support and autonomy
The support of the Executive Board and especially the new director of HU's ICT Institute was crucial. The programme was given 'carte blanche' to radically redesign education and make its own choices in systems and ways of working.

Clear structure with flexible Content
Although the content and pace are flexible, the programme has a very predictable structure with fixed coaches, fixed workplaces and a fixed rhythm. This proved not only pleasant for regular students, but also very suitable for students on the neurodiverse spectrum.

Professional team with dual expertise
All teachers fulfil a double role as coach and guild master, guiding both personal development and subject expertise. This requires continuous professionalisation and flexibility.

Focus on community building
The strong social cohesion and community building that emerged was an unexpected but important success factor. Students organise activities themselves and there is a strong interconnectedness.

Effective feedback system
Developing an effective feedback system, distinguishing between feedback for learning and feedback for appreciation, ensures a safe learning environment and continuous development.

"We have no classes, we have no exams and no grades."

"Feedback is actually the working principle of our education."

10 tips for other institutions

1. **Start with a small, dedicated team** that fully supports the new educational vision. These pioneers should be given the space to experiment and make mistakes. It is essential that they believe in the new approach and are willing to let go of their traditional teaching role.
2. **Create a strong basic structure** with fixed rhythms and places, while offering flexibility in pace and content. This paradox of freedom within frameworks proves crucial to success. The fixed structure gives students the grip they need to make the most of the freedom offered.
3. **Pay close attention to students' personal development** before focusing on subject performance. Invest in a good onboarding period during which students can get used to the new way of working and learning. The transition from traditional to innovative education requires careful guidance.
4. **Develop an effective feedback system** in which you distinguish between feedback to learn and feedback to value. Start with value-free feedback to create a safe learning environment. This approach helps students feel free to experiment and make mistakes.
5. **Invest in professionalising teachers** for their new role as coaches and guild masters. This role change requires new skills and a different mindset. Provide good support and peer review between teachers during this transition.
6. **Create physical spaces** that facilitate teamwork and community building. A fixed 'home base' contributes to bonding and commitment. The physical environment plays an important role in creating the desired learning culture.
7. **Do not unnecessarily develop new learning materials, but** teach students how to find and use existing resources. This approach fits better with the current times when knowledge is available everywhere.
8. **Measure success not only in study results** but also in student satisfaction and personal growth. Define clear KPIs in advance that go beyond traditional study performance.
9. **Involve the professional field in** education **from the beginning** by working with real projects and assignments. This ensures authentic learning experiences and a better connection to practice.
10. **Be prepared for unexpected positive effects, such** as strong community building and good results among students from the neurodiversity spectrum. Remain open to surprising outcomes and adapt the programme accordingly.

Want to know more about this case study?

Watch the video "Open ICT| Dutch Higher Education Premium 2021" or "Learning by doing at the OpenICT course".

By clicking on the link, you will leave this document and go to YouTube to watch the video.

CASE 11

PLACEMAKING IN HIGHER EDUCATION

Basic information

Name of institution	University of Amsterdam
Location	Amsterdam
Type of educational institution	mbo hbo **wo**
Period	2017 - 2024
Type of innovation	• Educational innovation, campus development, methodology development
Tags	Sticky campus, Connecting Society, Connecting practice-theory, Community formation, Sustainability, Interdisciplinary collaboration
Interviewees	• Katusha Sol (Educational developer Institute for Interdisciplinary Studies)

What does the project entail?

The Placemaking programme at the University of Amsterdam is an innovative educational method that links science and society by having students work on concrete issues in their immediate surroundings. With this educational initiative, students learn in a transdisciplinary way to design places on the basis of research into local knowledge and qualities and to carry out well-founded interventions.

implementing well-founded interventions. The (end) user is central to this. The programme started as a small experiment at the Science Park with an optional subject for a maximum of 20 students, but has since grown into a widely supported educational programme that is used by various faculties and has been followed by over 500 students.

The method is based on four core steps: site investigation, cocreation, intervention and transfer. Students work in small groups on assignments of external partners such as the municipality of Amsterdam, where they learn to apply theoretical knowledge in practice and cooperate with various stakeholders.

The programme is characterised by working with a reallive part ner from the immediate surroundings. There is collaboration in interdisciplinary stu dentente teams and the teacher takes a more coaching role. Research and cocreation are also done outside the classroom. Together, this contributes to connection among themselves and with the place they are working on.

What was the aim of the project?

The impetus for the Placemaking programme came from the UvA-wide ambition to connect science and society more strongly,

which was included in the institutional plan. Within the Institute for Interdisciplinary Studies (IIS), this was translated into a concrete working group ‘Science and Society’. From personal and practical experience, Katusha Sol observed that students missed certain essential skills during their studies for working on (placemaking) issues in practice.

The initiative wanted to build a bridge between academic knowledge and practical application, teaching students how to translate their theoretical knowledge into concrete solutions for social issues. The original set-up as an elective offered room to experiment with this new form of education and to refine the methodology before rolling it out more widely.

What steps did the institution go through?

Experimentation and development
The programme started as an elective at IIS at Science Park, with a small group of about 14 students. This phase involved experimenting with the teaching format and building a network of external partners. The intensive guidance and working with real issues proved successful and was highly appreciated by students.

Embedding in curriculum
After three years of successful operation as an optional subject, opportunities were sought for structural embedding in the curriculum. The course found a connection with the Interdisciplinary Social Science programme (ISW), where it fitted within the transdisciplinary curriculum. This ensured scaling up from 20 to about 50 students per semester.

Further development and expansion
The award of the Dutch Education Premium brought recognition and new opportunities. The programme was further developed and extended to other faculties and study programmes, including medicine and beta gamma. New partnerships were set up, including an internship programme with the municipality of Amsterdam.

Professionalisation and sustainability
In the current phase, work is underway to further professionalise and make the programme sustainable. Research on learning outcomes and partnerships is being conducted, and work on a publication to share the methodology with other educational institutions.

What makes this project successful?

Intensive guidance and involvement
The start-up period began with long teaching blocks of three afternoons. This created space for deep interaction between teachers and students. Even after official class time, students often remained present, leading to spontaneous questions and conversations. This intensive supervision created strong engagement and better learning outcomes. In the ongoing development, engagement could be maintained with fewer contact hours by the intensive cooperation between students, the partner and the place.

Full implementation of the methodology
Full implementation of all steps in the process proved crucial. Experiments where only parts of the methodology were implemented and where the intervention phase was skipped were less than successful. The complete cycle from research to implementation proved essential for the learning process.

Bottom-up development with top-down support
Development from practice, supported by involved teachers with their own drive and motivation, combined with connection to institutional actions around science and society, created a strong basis. This was further strengthened by external recognition in the form of scholarships and awards

Sustainable partnerships
Building lasting relationships with external partners, such as the municipality of Amsterdam, ensured continuity and depth. The partnership with the municipality even led to a structural internship programme, further increasing the impact of the programme.

“Finally I can put theory into practice and learn how it works then.”

10 tips for other institutions

1. **Start small** with up to 20 students to refine the methodology and build a foundation before scaling up.
2. **Involve external partners from the start** by giving them an active role in shaping assignments and internships. That way, you create sustainable and valuable collaborations.
3. **Try to schedule long(er) teaching blocks of at least three hours or twice two hours.** This intensive guidance and space for spontaneous interaction ensures strong engagement and demonstrably better learning outcomes.
4. **Always implement the full methodology** with all steps for maximum learning effects.
5. **Integrate the programme into existing curricula** for greater reach and sustainable funding.
6. **Invest in training teachers** in their changing role from knowledge transferor to coach. Teachers need time and support to get used to this different way of teaching.
7. **Record students' results** through a platform or website that is widely accessible. This is valuable for knowledge sharing and also makes the social added value visible.
8. **Collaborate with other courses** by regularly exchanging knowledge and experiences. This cross-pollination creates new insights and application possibilities.
9. **Develop the programme bottom-up** from practice with inspired teachers but also ensure alignment with institutional goals and strategies
10. **Look for opportunities for external funding** such as educational innovation grants and awards to further develop and professionalise the programme. These additional resources not only give financial space but also provide recognition and new opportunities for collaboration.

"Start small. Bottom-up works very well, especially with teachers with the same drive. But also look at what is important for the institution, where is the hook?"

CASE 11

FONTYS PULSED ACADEMY

Basic information

Name of institution	Fontys University of Applied Sciences
Location	Eindhoven
Type of educational institution	mbo hbo wo
Period	2017-2024 (approximately 8 years)

Type of innovation	• Educational innovation, curriculum innovation, student support
Labels	Activating learning, Connecting business, Developing skills, Connecting practice-theory, Interdisciplinary collaboration, Student welfare, Talent development

People interviewed	• Peter Biekens (tTam leader and co-founder Pulsed Academy)

What does the project entail?

Fontys Pulsed Academy is an innova tive educational initiative within Fontys University of Applied Sciences designed to train students to become self-directed profes sionals who can cope with an uncertain future. The initiative comprises various educational programmes including a Master Digital Techno logy Engineering, a broad Associate Degree Engineering, a minor, and special programmes for dropouts and long-term students. These programmes are at the intersection of tech nology, engineering, design, business and healthcare, with a strong focus on human-centred design.

Pulsed Aca demy's teaching approach is characterised by working with open-ended challenges in which stu dents develop both as people and as professionals. The Academy provides its own learning environment where different programmes reinforce each other and where students from different programmes work together on practical challenges for real end-users and challenge/problem owners.

An important part of the aca demy is the intensive counselling of students who get stuck in their studies or have doubts about their choice of study. Through the empowerment programme, students can obtain a certificate for possible exemptions in new studies.

This approach has proven to be very successful, as confirmed by the awarding of the Dutch Education Premium to the initiative.

"You can't pick this up and put it somewhere else. It's basically copy adapt paste."

CASE 11 PULSED ACADEMY

What was the purpose of the project?

Pulsed Academy was founded from a shared vision of a group of education professionals who realised that the traditional educational approach no longer met the demands of the modern world and the needs of young people. They observed that technological developments and changing information provision called for a different way of educating. In addition, they observed that many students got stuck in regular education because they did not fit well in a box or had made the wrong study choice.

The initiators wanted to create a home port where students have time and space to determine their own direction, where they can discover who they are and what they want. The initiative was not the result of a formal order from above, but arose purely from the intrinsic motivation of the educational professionals involved to fundamentally redesign education.

What steps did the institution go through?

Start and initial development
The initiators started in 2017 with a core team of six people, all driven by the same educational vision. They started by improving an existing minor, which served as a testing ground for their new educational approach. With own resources and creativity, they created a physical space in an empty building, involving students in the design and furnishing.

Portfolio expansion
From the successful minor, new education programmes were developed, including the Master Digital Technology Engineering and the Associate Degree Engi neering. The Empower programme for drop outs was also developed and later a programme for long-time students (Back on Track). The programmes were designed to reinforce each other and create an ecosystem of education and mentoring.

Professionalisation and recognition
Over the years, they worked to perpetuate their position within Fontys. They created a third money stream through business services to fund innovations. The success of the approach was recognised with the Dutch Higher Education Premium, which led to further growth and development. A research group was also set up, linked to a lectureship within Fontys.

Sustainability and further development
In the final phase, the focus has shifted to making the initiative more sustainable and less person-dependent. A new positioning within Fontys and securing the effective elements of the educational approach are being worked on.

CASE 11 PULSED ACADEMY

What makes this project successful?

Intrinsic motivation and shared vision
The success of Fontys Pulsed Academy owes much to the strong intrinsic motivation and shared vision of the core team. The initiators were willing to invest extra time and energy out of their passion for education and their conviction that a different approach was needed. This drive helped them to persevere, even when they encountered resistance.

Entrepreneurial approach and financial independence
By setting up business services, the team created its own revenue stream, which gave them the freedom to innovate and move quickly without being completely dependent on regular budgets.

Strong focus on student support
The personal approach and intensive counselling of students, with a specific focus on their identity development and study choice process, proved to be a crucial success factor. The positive experiences of students and the visible impact on their development contributed to the recognition and growth of the initiative.

Integral education concept
The success is partly determined by the integral approach in which different educational programmes reinforce each other. The combination of regular programmes with specific programmes for drop-outs and long-term students, all based on the same educational vision and principles, creates a powerful ecosystem.

Physical learning environment
The creation of a dedicated, recognisable physical space where students feel at home and which is configured according to the educational vision has contributed significantly to its success. This space facilitates the desired educational approach and strengthens the sense of community.

10 tips for other institutions

1. **Start from a strong intrinsic motivation** and shared vision. Make sure your core team shares the same educational ideals and is willing to put in extra energy.
2. **Create financial space for innovation** by developing additional revenue streams. This gives you the freedom to experiment without being completely dependent on regular budgets.
3. **Invest in a physical space that suits your educational concept.** Involve students in the design and layout to create ownership.
4. **Focus on solving concrete student problems** such as dropout and study choice. Develop programmes that match real needs rather than theoretical ideals.
5. **Ensure proper documentation and validation** of your successes. This helps in getting recognition and support within the organisation.
6. **Build an ecosystem** where different educational programmes reinforce each other. Look for synergy between regular education and special programmes.
7. **Be prepared for resistance** and ensure supporters in key positions. Invest in relationships with people who can support your initiative.
8. **Start small with a pilot** and use the results to grow further. Let successes speak for themselves and build on them.
9. **Think about sustainability and assurance from the start.** Make sure success does not become too dependent on specific individuals.
10. **Make clear agreements on positioning and embedding** in the organisation. Determine early in the process how the innovation relates to the existing organisation.

“We actually all had the same drive, passion for education, but also that we saw something else is needed. The world demands something different, the young people who demand something different.”

Want to know more about this case study?

Watch the video ‘Pulsed| Dutch here. Higher Education Premium 2021’

By clicking on the link, you will leave this document and go to YouTube to watch the video.

CASE 12

SIMULATION LAB INHOLLAND:

DE BRUG TUSSEN THEORIE EN PRAKTIJK DOOR IMMERSIEF LEREN

Basic information

Name of institution	Inholland University
Location	Eindhoven
Type of educational institution	mbo **hbo** wo
Period	Implemented in 2024

Type of innovation	• Use of immersive technology in education
Labels	Digitalisation (technology), Hybrid, Developing skills, Connecting practice-theory, Student welfare

Interviewees	• Jeroen Bottema (Education information manager) • Frank Gombault (Solution Architect AV and ICT)

What does the project involve?

Inholland's simulation lab, or immersive room, is an immersive learning environment measuring 5x5 metres with three interactive walls equipped with high-quality projectors capable of displaying different virtual environments. Learning takes place in a simulated space that is as close as possible to reality. This allows students to practice skills in a safe environment in situations that are difficult, risky or unsafe in real life, but are important for the student's development as a new professional.

Here, students can use physical objects or interact with training actors. For example, nursing students can practise resuscitation scenarios with a resuscitation manikin in a simulated busy airport terminal or practice in their conversational skills with a training actor playing a client ina mental health setting. The combi nation of physical and virtual elements creates a powerful learning experience that helps prepare students for (internship) practice. Remote viewing is possible and simu lations can be reviewed for feedback.

Students have the experience of actually experiencing the practical situation and this contributes to increasing the students' commitment to their learning. involvement of students in their learning process. The simulation lab contributes to creating a hybrid learning environment by bringing professional practice to campus.

CASE 12 SIMULATIELAB

What was the purpose of the project?

The simulation lab was developed to give students a safe place where they can learn, practice and experience different, sometimes busy and hectic work situations. In healthcare education, students struggle to be able to practice certain skills during their internships, as specific situations cannot be planned or created on demand.

The simulation lab was part of the development of a new campus in Amsterdam. The initiative was in line with the vision to create an innovative building for contemporary education with plenty of attention to activating and innovative forms of work.

What steps did the institution go through?

Initial exploration and validation
The process started with exploring technological possibilities and their educational value. This included discussions with other educational institutions that had experience with simulation rooms. A crucial moment was the visit of students and teachers to Purple, a provider of immersive environments. Their experiences and reactions were very positive. Being able to practise skills in a safe situation in a realistic setting was felt to be highly motivating. Being able to look back and evaluate one's actions was also seen as very truthful. These experiences validated the concept of the simulation lab and influenced further decision-making.

Gaining commitment
The institution ensured early involvement of education programmes, especially those in the Health, Sports and Wellness domain. The project was not driven by technology push but emerged from a clear educational need. Teachers were actively involved in defining requirements and use cases. A working group was set up just a representation from the Nursing, Social Work and Pedagogy programmes that jointly thought about how to use the simulation lab for education, and started developing content. This approach ensured broad support.

Technical implementation
The technical implementation focused on optimal room dimensions, projection quality and audio systems. The team chose high-quality projectors to enable full-wall projections to maximise the immersive experience. The space was designed to remain flexible for different educational applications.

Organisational development
In the implementation process of the simulation lab, continuous efforts are made to optimise the support organisation. Designing and implementing education in the simulation lab requires involvement of teaching assistants who support teachers and students, AV experts who support teachers in developing content such as 360-degree video recordings, and service organisation staff who coordinate the reser vation and management of the space.

CASE 12 SIMULATIELAB

What makes this project successful?

Strong educational foundation
The success of the simulation lab is rooted in its direct connection to educational needs and the extent to which simulation education is embedded into the curriculum. The facility provides a concrete solution to the lack of a safe learning and practice environment where students can develop complex vocational skills in a realisti c setting. Well-designed simulation education ensures that technology is not an end in itself, but a means to create authentic learning experiences.

Broad stakeholder involvement
The early involvement of students and teachers in the decision-making process was crucial. Allowing potential users to experience the possibilities as early as the planning phase not only generated support but also provided valuable input for the final design. The fact that teachers thought about developing scenarios and connecting them to the curriculum at an early stage created the necessary utilisation of the simula tion lab.

Professional support structure
A good support structure with colleagues who are ambassadors of the simulation room contributes to efficient and effective use of the simulation lab. Teaching assistants and technical staff enable teachers to concentrate on teaching support without worrying about tech nical aspects. This support is essential for sustainable implementation of the simulation lab in education.

“You cannot expect teachers to guide both the technology at the time and the educational process in it. You have to organise that together.”

10 tips for other institutions

1. **Start from clear educational needs,** not technology. Make sure that any innovation with technology contributes to solving concrete problems from education.
2. **Ensure commitment** from education and support services **from the beginning of the process**. Proceed with development only when there are clear indications that programmes will integrate the facility into their curriculum.
3. **Invest in developing a good support structure** before the facility is commissioned, with staff who can handle both technical and educational aspects and relieve teachers.
4. **Create flexible space** so that it can serve multiple purposes and be adaptable to future needs.
5. **Build in sufficient time for teacher professionalisation.** Make sure teachers feel comfortable working with this technology for meaningful simulation education.
6. **Collaborate with other institutions** to share knowledge and resources for maximum efficiency. Build networks with similar facilities for joint content development.
7. **Actively involve students in further development.** Use their feedback and experiences to continuously improve the facility and match their learning needs.
8. **Plan for sustainable implementation** with a long-term vision beyond the initial enthusiasm of early adopters.
9. **Pay extra attention to the physical environment and technical specifications.** Small details such as sound insulation and projection quality can make a big difference in the user experience.
10. **Start with simple scenarios** and gradually build the complexity as confidence grows, which motivates teachers and students to explore more possibilities.

“That student’s reaction was very telling how real she was experiencing it and that it wasn’t was fun anymore, but just serious.”

COLOFON

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