UNIVERSITEIT VAN AMSTERDAM
Economics & Business

ANNUAL REPORT 2021

ANNUAL PLAN 2022

Teaching & Learning Centre

PREPARED BY

Janine Smit
Esther van Schaik
Karin Venetis
Joelie Stork
Jenny Smit

January 2022

CONTENTS

INTRODUCTION

In 2019, the Executive Board of the University of Amsterdam decided to set up Teaching and Learning Centres (TLCs) at central and faculty level, aiming to improve the quality of education, resulting in the Teaching and Learning Centre Economics and Business (TLC-EB). The TLC-EB provides a network and resources for lecturers regarding educational and didactical topics. As a network for lecturers with lecturers, we support and initiate educational innovation ideas, tools and projects (educational innovation), organise and develop relevant workshops and training programmes (professionalisation), and share educational practices, research and information (knowledge sharing).

During the Covid pandemic that started at the beginning of 2020, the TLC-EB has been able to support EB lecturers effectively in changing their education to both online and hybrid teaching formats. Successful interventions were achieved in the areas of (innovative) technology, (innovative) digital tools, advise and support on teaching design and formats, development of relevant training and information materials as well as practical support during class sessions, group discussions and one-on-one help to our lecturers. Based on our Covid learnings the EB faculty chose to focus on Active Learning as our core educational approach for the coming years. In 2022, our focus will be on what Active Learning means for our faculty and create awareness and inspiration amongst our lecturers to (start to) incorporate it in their courses and programmes.

2022 will mark the beginning of a longer-term programme, by which the TLC also wants to establish itself as the first go-to platform for all lectures when any educational and/or didactical matter needs to be addressed. We aim to make the TLC-EB a structural platform where lecturers will participate regularly to share experiences with or ask questions about educational matters.

In this annual plan and annual report, we report on the activities that the TLC-EB has taken in 2021 and the plans we have for 2022.

On behalf of the TLC-team,
Janine Smit
TLC-manager

1

VISION, AIMS & ORGANISATION

1.1 Vision & Mission

TLC-EB is the centre that inspires lecturers to be able to fulfil the educational mission of our faculty and support them in learning and teaching.

The core of the educational mission of the faculty of EB is to offer world-class education in economics and business – education that is research-driven and relevant for tomorrow's international business and global society (**educational vision**). We help students to become critical, independent thinkers and compassionate professionals who contribute to society, companies, and organisations.

The EB's teaching and learning vision is based on four core values. We want teaching and learning to be 3RI: (1) research-driven, (2) relevant, (3) responsible and (4) international: (1) research-driven, i.e. based on the latest academic developments (2) relevant for both the companies and sectors that our student population will enter as well as for their personal professional ambitions, (3) international, i.e. adding value by the international character of our staff, students and content and (4) responsible, always taking the smaller and bigger environment into account of both the societal and company problems that are being taught, as well as the personal environments of our students.

Next to these 4 educational pillars, the TLC-EB will take "active learning" as the central didactical concept for the coming years to enable our lecturers to become more effective and efficient in their teaching, and to make the most of our on-campus sessions. With the current increasing number and diversity of students as well as the increasing pressure to deliver more diplomas more efficiently, the resulting teaching formats in higher education do not suffice to create the critical, independent thinkers we aim for. Students need more time to process and reflect and integrate the knowledge and debates that are offered to them. Our challenge is to inspire our students to learn and process knowledge on a deeper level, within the time and resource constraints that the university has to operate in. 'Active learning' and its didactical formats, tools and techniques can help our lecturers to inspire better discussions and learning outcomes for their students, without losing their beloved focus on the academic content.

The TLC-EB is the centre that inspires lecturers to be able to fulfil the educational mission of our faculty and support them in learning and teaching. The educational mission and values set the guidelines for the ambitions and activities of the TLC-EB, both content-wise and in our way of working.

One of the main learnings of the Covid-pandemic is that we should not take the campus for granted but should make the most of on-campus sessions with students. We have learned that knowledge transfer is not always the added value of a classroom session; this can also be done at home through clips and other involving (online) materials. A large proportion of our lecturers experimented with creating knowledge clips during the pandemic in order to have more room to make the online session more interesting and activating.

The TLC-EB aims to build on this budding interest in other teaching techniques and the positive experience our lecturers had with the active learning techniques.

All our new activities will be related to it and our on-going activities will be infused with this student-focused concept. As many lecturers were overcharged during the pandemic, an additional challenge is to **diminish the workload** of our lecturers, which will be taken into account in any of the activities that we will develop and by providing support.

Projects that enhance students' activation, improve (formative) feedback, and improve the use of blended learning and tools, aiming for both the intensification and efficiency of education, are priority for the TLC-EB.
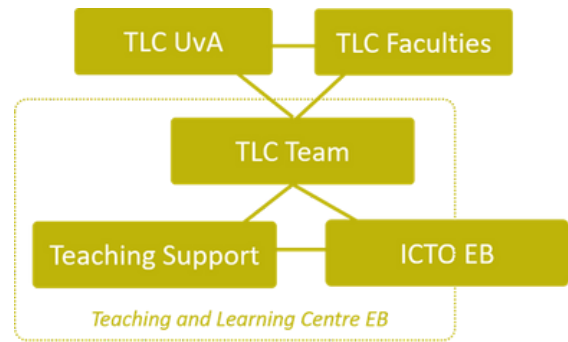
1.2 Aim

TLC-EB: centre for lecturers with lecturers

We strongly believe that the TLC-EB should, eventually, be driven and 'owned' by the teaching staff of our faculty and serve as a central hub for all matters regarding educational innovation, professional development, research, and teaching quality within EB.

The role of the TLC-EB is to inspire, inform and facilitate all staff with an educational task with support in order to understand the tools and skills necessary to improve the learning outcomes of their students through active learning. Our goal is to create a community for lecturers with lecturers that inspire each other to deliver the best education possible.

1.3 Organisation

The TLC-EB consists of a TLC-team, supported by the ICTO-team and Teaching Support, a team of student assistants. Want to meet the team? Have a look at our TLC website.

Teams

Within the TLC-team, each of the key areas (educational innovation, educational professional development and educational knowledge sharing) is headed by a separate team member with a relevant role and experience in this area within the faculty and receive the support of a student-assistant.

The TLC-team consists of:
- Janine Smit: Manager
- Esther van Schaik: Coordinator Educational Innovation
- Karin Venetis: Academic Director Professional Development
- Joelie Stork: Coordinator Knowledge Sharing & Professional Development
- Jenny Smit: Support

The ICTO-team of the EB supports the TLC-EB in the field of educational tools and with support on technical questions. The ICTO-team consists of the following members:

- Kathelijn Gerla
- Gerben Groeneveld
- Roland Hartsuiker
- Marion van der Poel

Teaching Support currently consists of 2.5FTE on student assistants who are deployed part-time and who support lecturers on-campus, hybrid or in an online setting. Moreover, they offer support in organising Canvas pages, creating registration systems for attendance, editing knowledge clips. Furthermore, via the e-mailbox they offer support for tools and offer advice on the structure of courses.

Network

The direct network of the TLC-Team consists of the Education Management, policy advisors of the EQ&A team, ICTO-team, and Teaching Support. And UvA-broad with the other TLC's and TLC-UvA. Less regularly, we meet with AV-services and the FIM-er.

The figure below gives an overview of our current direct partners. The TLC does not have a clear governance structure yet. In 2022, the TLC manager will discuss the governance structure with the Education Directors and ESC-manager.

ANNUAL REPORT FOR 2021
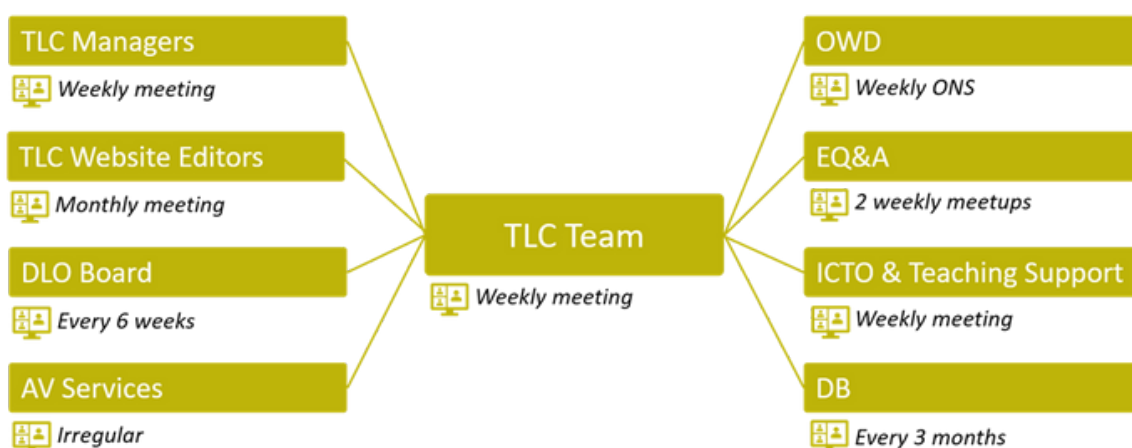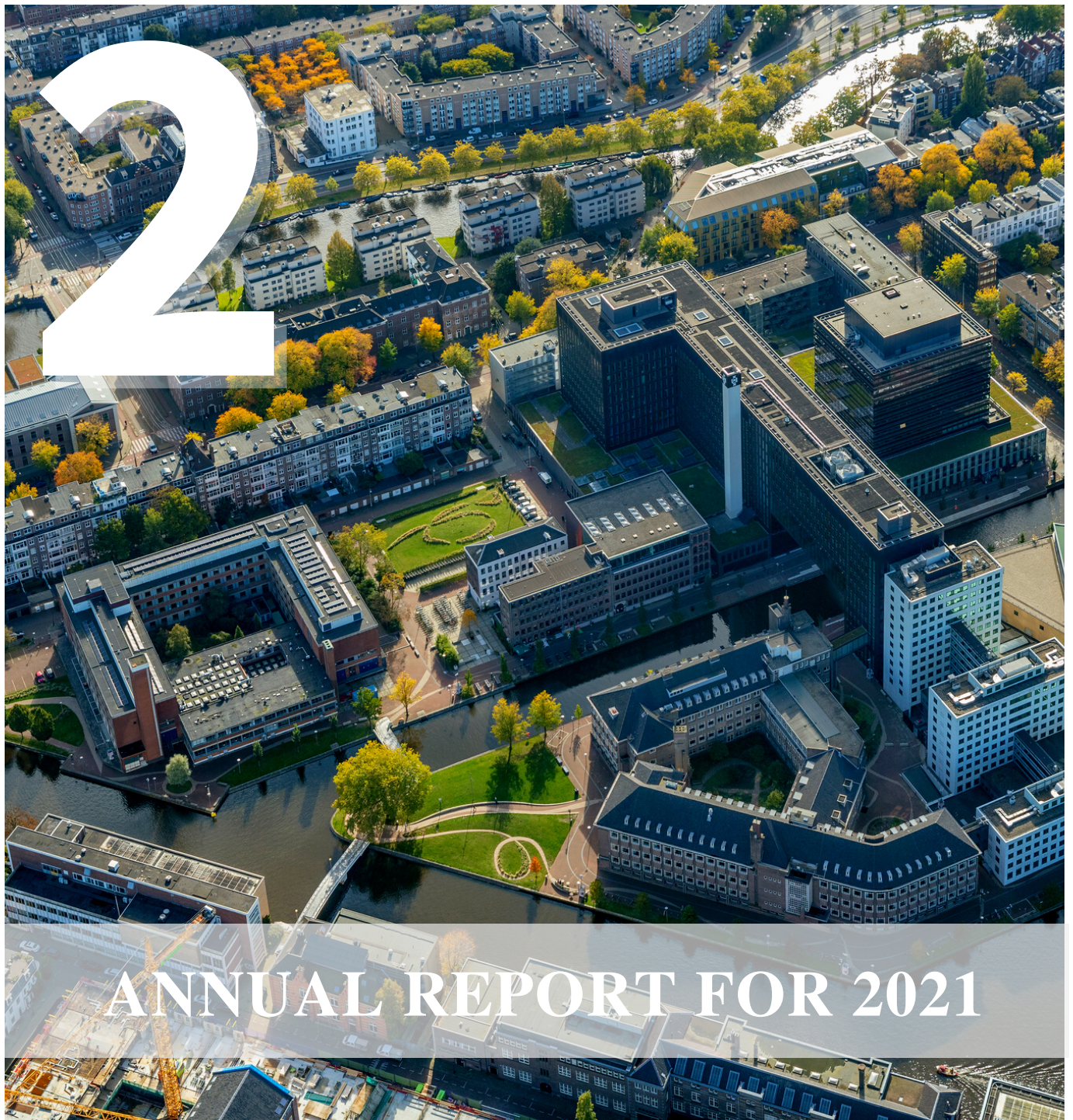
Covid-19 challenged us in 2021. We started the year online, switched to hybrid education, returned to campus with maximum 75 students in a room and finished the year online. These switches caused constant changes in the design and format of the education that was allowed and the TLC informed, inspired and trained the lecturers to deliver it properly. The TLC-EB organised lecturer meetings for each period for each programme, developed workshops on tools, hybrid teaching and active learning, redesigned and improved the digital tool wheel as well as the information on our new website.

We tried to have a sense of how our lecturers were dealing with the Covid-situation and care about them. In this chapter, the most important or impactful activities of each area will be described.

2.1 Organisation and a focus on Active Learning

In 2021, the TLC-EB was reorganised. Three TLC-team members left and Janine Smit (manager TLC) and Esther van Schaik (Coordinator Educational Innovation) were added to the team. The team is organised as a matrix organisation within the faculty's organisation structure and now consists of three sub-teams (see paragraph 1.3).

In 2019, the **Educational Vision on Teaching & Learning** was developed by the Education Directors and published.

From January – March 2021 a project team worked on bringing together this vision together with the lessons learned from the online teaching situation due to the Covid-pandemic. The main conclusion was to focus on Active Learning as educational concept. In 2021, we started together with EQ&A in conducting a definition of *active learning*. In 2022, the activities on Active Learning can be further developed together with the Education Management and EQ&A (definition, strategy, activities) (see also 3.1.1).

2.2 Educational Innovation

2.2.1 Mission

The mission is to facilitate innovation by providing advice, hands-on technical and didactical support, and funding of innovative educational projects and initiatives. Activities include funding innovation projects for individual lecturers and programmes, initiating and facilitating experiments using new didactical techniques and digital tools, and doing research on new educational ideas, with the possibility of upscaling them to the rest of the faculty. We track developments in (new) educational didactical innovation, and (new) technologies that can improve teaching and learning experiences for staff and students. The activities of ICTO support (Canvas, digital exams, technical project support etc.) and Teaching Support also falls under this header.

2.2.2 Activities in 2021

Teaching Support

The team of student assistants (Teaching Support) that we established in August 2020 was extended, and the team did a great job in supporting lecturers by giving support through email, technical support or moderating in classroom and participating in various (innovation) projects. An overview of the actions that they carried out can be found in appendix B.

Lecturer meetings and check-up

Each period we held lecturer information sessions in some sort of way. In the first four periods (period 4-6) academic year '20'21 and period 1 academic year '21'22 we had online meetings with all programmes in which both the programme director and course coordinators were invited. In these sessions we

informed the programme about the rules and regulations regarding Covid-19, gave information on teaching formats and an overview of the support including trainings. We used our website to summarise this information and updated it frequently. In period 2 & 3 of the academic year '21'22 we organised a general lecturer meeting and invited lecturers for 1-on-1 advice if needed. During each period, we also asked the lecturers how they were doing and if we could help them out in some sort of way via email.

Toolwheel

In 2020, a **Toolwheel** was created to give lecturers a comprehensive overview of tools that can be used for online education. The content and look and feel of the wheel will be frequently updated (adding new tools etc.) always linking the tools to the didactical needs of lecturers.

Innovation projects

The Education Innovation Fellows who started in 2019 have not been stimulated or monitored in 2021 due to the Covid-19 situation. In 2022 we will pay more attention to these projects again. The Case Centre is established in the EB seperately from the

TLC. Kevin Heij has worked on a VR-project together with our team (see picture below). The master challenge of Bram Kuijken is also further developed. On our TLC-website, we will present the outcomes of all the projects in more detail in 2022 .

Thesis workflow

In 2019, the Library set up a project to make it easier to upload thesis to the library. This project caused many side-problems in the thesis workflow process of the faculty and the bigger educational programmes suffered in the execution. In September, Esther van Schaik (TLC) and Kathelijn Gerla (ICTO) were appointed to coordinate the improvement of these issues and came up with a solution. The thesis workflow is also discussed UvA broad at DLO-board, UCO and Onderwijs Regiegroep. It has a high priority status and will be continued in 2022. The aim for the EB is to improve the current workflow in such a way that programmes can work with it, and have a working system implemented in 2022.

2.3 Educational Professional Development

2.3.1 Mission

The mission is to facilitate and inspire lecturers in their ongoing development of educational knowledge and didactical insights. Our focus is to improve the quality of teaching within our faculty as a whole and to help individual lecturers to become more effective and more efficient in their own teaching. We develop and organise different learning paths for lecturers withing the EB faculty in the long term, and help them with ad hoc questions and learning requests.

2.3.2 Activities in 2021

During 2021, the Covid-situation kept developing and changing the rules of the game, from online teaching, to 1,5m teaching, to fully on-campus teaching and 75max on-campus teaching. And in all situations, the option of hybrid teaching was offered to deal with the students who either needed or wanted to stay at home. Much of our lecturer development and training initiatives were geared toward supporting lecturers to deal with the new, yet versatile, reality.

Apart from the ad hoc developments and initiatives, we also invested in active learning developments in general and in the redesign of the EB BKO (UTQ) programme for all lecturers.

Sebastian Kortmann
Director Amsterdam MBA

More specifically, we focused our activities in 2021 on:

1 Ongoing development of junior lecturers, teaching for the first time In the bachelor (by Academic Vision)

2 Development of hybrid teaching expertise and skills:

Development of workshops, clips and lecturer Instructions on using MSteams tools for Hybrid teaching (by Work21)

Development of a video clip about best practice on hybrid teaching - video with Sebastian Kortmann

Training for TA's to support our lecturers In hybrid teaching (by learn connect and a training by our own TA's)

Development of ZoomWebinar session for lecturers who had to teach for more than 300 students (by own staff and TA's)

Different demo sessions for lecturers before each block to learn to work with the hybrid technology and hybrid didactics (by own staff and TA's)

3 Ongoing development of active learning knowledge and practices:

Using Microsoft 365 and MSTeams to activate students during your course (by Work21)

Session on our Toolwheel and didactical options to activate students (by own TLC-EB team)

Lecturer sessions before each block to discuss didactical and technological options to assist In active learning

Development of e-learning module for lecturers to help them create 'engaging knowledge clips' within a 'flipped classroom' context (by Funnelfix)

4 Full redesign of the BKO programme to align better with the active learning starting point of the EB and the new educational vision. (by TLC central)

2.4 Educational Knowledge Sharing

2.4.1 Mission

The mission is to serve as a central point where all knowledge and information about educational developments (both in general and specific for the faculty) are collected and shared to inform and inspire our lecturers. The sources of this information will come from the UvA Central TLC, other faculty TLCs, as well as our lecturers and educational advisors. Furthermore, insights from educational and institutional research (especially conducted at the UvA and EB) is also considered a highly relevant source of information. The dissemination of this information is identified as an important and therefore separate focus area. To disseminate this information effectively, we organise events (lunch lectures, workshops, inspiring sessions etc.) and actively communicate relevant information such as educational best practices, project evaluations and upcoming, available courses and events via our TLC website and e-mails. Activities and communication are overseen by the knowledge sharing coordinator.

2.4.2 Activities in 2021

In 2021, the TLC further improved her activities in the field of Knowledge Sharing. Because of Covid-19 and the constantly changing measures, there was a large communication flow from UvA central and the EB faculty to lecturers about the measures and the changing situations in the educational setting. That made it difficult to set a clear and long-term communication strategy. The TLC largely aligned the communication of activities with the central communication.

As the educational situation was constantly changing, we strived to offer useful and challenging training sessions that were in line with the needs of the lecturers in the expected situation and communicated it along the known communication channels (Practical Matters Newsletter for lecturers, TLC Canvas page announcements, mailings) in order not to confuse and overload the lecturers. For the year 2022, we hope that a more stable situation enables us to work from a more long-term plan on communication and trainings.

Canvas page and TLC website

A step forward in 2021 in our goal to serve as a central point where all knowledge and information is collected and shared, is the **UvA TLC website** in which each faculty (on their own faculty page) can share, unlock and exchange information and useful insights on education.

The first mode of communication and sharing knowledge for the TLC was by means of the TLC Canvas page, which was set up in August 2020. Through this **Canvas page**, lecturers were informed on available training sessions, educational formats, tools, best practices and received a weekly TLC update on currently important matters. As of May 2021, we started transferring all the materials available on the Canvas page to the TLC website.

Since 1 September, the start of academic year 2021-2022, the TLC website is the primary mode of sharing educational information and communication. And as of December 2021, it contains all relevant information for lecturers, resulting in 1.306 unique pageviews over the course of 2021. The TLC website is being updated weekly with new information and materials. We have already been working hard on developing the content of the website and will continue to do so in 2022. We are also constantly working on the usability of the website in general and the readability and findability of the relevant information. Our goal is to make this website known as the place to be for lecturers, where they can find all relevant information for their education and inspiring input to even improve their teaching.
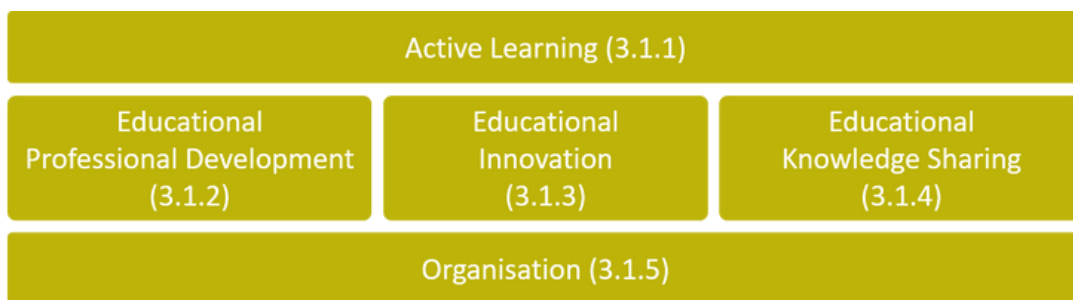
3

ANNUAL PLAN FOR 2022

3.1 Ambitions and Opportunities

In the year 2022, the TLC will focus on her structural integration within the organisation and on the start of the implementation of the active learning principles. In 2021, the TLC-EB was fully restructured. The goal for 2022 is to further improve the current organisation and to create a platform for and with lecturers. We aim to invest the quality agreements funds to more structural investments in active learning so the faculty can benefit from this for the years to come. Investments in e-learnings, tools and people will have a more longer term impact.

In the following paragraphs, we will focus on the aims of our organisation, Active Learning and our 3 pillars according to the structure shown below.

Active Learning (3.1.1)		
Educational Professional Development (3.1.2)	Educational Innovation (3.1.3)	Educational Knowledge Sharing (3.1.4)
Organisation (3.1.5)		

3.1.1 Active Learning

In 2021, the faculty decided to focus the teaching approach on Active Learning. In 2022, the aim is that each programme and lecturer knows the educational concept and that the TLC offers information and tools to design teaching in such a way that it stimulates the active learning process of our students. The definition of Active Learning and the strategy needs to be discussed and developed by the Education Management with support of the Education Quality and Assurance team. The TLC can advise and support with the implementation.

Depending on the strategy of the Education Management, the TLC will implement this concept further by:

	Goal 1: Inspire programme directors and lecturers on Active Learning	
1.1	Share information and inspiration	Develop information and inspiration on our TLC-website with easy access to information, support and the use of tools
1.2	Share principles of Active Learning	Share principles of Active Learning in an active and visible manner in the faculty: banner, small present lecturer etc. Aim is to plant a seed for the coming 5 years.
1.3	Organise events	Organising an Active Learning Conference in Spring with a keynote and workshops (April)
1.4	Share educational practices	Creating knowledge clips on educational practices regarding active learning tools and didactics including interviews with our lecturers (Started in January)
	Goal 2: Implement Active Learning in our programmes	
2.1	Develop workshops and training materials	Organise live training and online workshops regarding active learning principles, techniques and tools
2.2	Pilots on Active Learning formats	Organise and support (innovative) pilots on Active Learning Formats both in bachelor and master programmes (see Educational Innovation)

3.1.2 Educational Innovation

Since September 2021, Esther van Schaik is responsible for the area Educational Innovation. In the Covid-19 situation the focus has been on supporting lecturers with their online education as well as hybrid education. Innovative tools were incorporated in online and offline education in order to stimulate active learning (in a more hybrid set-up). In 2022 we would like to:

- Innovate (further improve the use of existing equipment and tools, pilot and implement new tools and didactical techniques and formats within the framework of active learning);
- Facilitate, support and deliver specific projects (tooling, improve thesis workflow process, grassroots, EIFS), and
- Intensify and increase the quality of support delivered by the technical teaching assistants (TAs) and educational advisors.

	Goal 1: Improve the quality of teaching and learning using innovative tools for activation and feedback	
1.1	Pilot and implement innovative tools and techniques within the framework of active learning both in bachelor and master programmes	At least three courses will be redesigned using the active learning principle and/or flipped the classroom methodology Share the gained knowledge for upscaling within faculty
1.2	Improve the amount or quality of feedback that students receive and activating students to spend more time on their studies and to study more (inter)actively.	At least in three courses Feedback tools are fully incorporated (e.g., Feedback Fruits/Perusall) for improving the amount and quality of feedback.
1.3	Increase and stimulate the use of existing equipment and tools	Flipped the classroom by intensifying use knowledge clips Support lectures in developing high quality knowledge clips Intensify use of e-learning module engaging knowledge clips Evaluate the use of the hybrid facilities (seminar rooms, lecture rooms and HLT)
	Goal 2: Coordinate and support projects	
2.1	Improve the feedback and grading process of the Thesis workflow	Coordinate together with ICTO the improvements of the current thesis workflow procedure and implement a new thesis workflow procedure which can be used by all programmes at EB, both regular as EP.
2.2	Scale up the use of the licensed digital tools	Improve quality of technical support of existing tools Raise awareness of existing tools: actively share good practices, advise lecturers on which tool to use Pilot and implement new tools like Graspl, Codegrade, Camtasia
2.3	Stimulate lecturers to pilot small-scale, low-threshold projects	Facilitate and support existing Grassroots projects like VR Submit at least 2 new Grassroots projects (funded by UvA central TLC) for instance the use of interactive whiteboards
2.4	Evaluate and renew our Education Innovation Fellows	Evaluate the in 2019 installed Education Innovation Fellows (close, keep or upscale) and use the knowledge gained from their projects
2.5	Research Fellows	In cooperation with the central TLC two lecturers are appointed to do research in active learning: Karin Venetis and Sanjay Bissessur. Karin Venetis started with her project on the use of Perusall (flipping the classroom) and Sanjay Bissessur studies the effect of different modalities to give feedback to students. We will monitor their progress and share this with the EB-community.
2.6	Using Teams for lecturers	Integrate the use of MS-teams collaboration and communication tools in at least one course
	Goal 3: Deliver state of the art technical support	
3.1	Improve the quality and quantity of support delivered by the technical TAs	Train student-assistants (TA's) to be pro-active Evaluate support offered by TAs using an online survey Assign every TA to a specific tool and make that TA expert (linked to ICTO-staff member) Improve manuals and support documents
	Goal 4: Further improve Toolwheel	
4.1	Improve usability of tools	Add manuals and best practices to all tools All tools will be licensed and supported by UvA
4.2	Knowledge sharing	Promote Toolwheel within faculty Collaborate with UvA-TLC tool wheel in future

3.1.3 Educational Professional Development

In 2022, we investigate further in our own designed trainings and BKO-trajectory. In 2021, we made use of the trainers of central TLC and Academic Vision.

With the appointment of our own trainer/advisor, we would like to focus more on the need of our programmes and specific implementation of Active Learning.

	Goal 1: Improve structural professionalization offer	
1.1	Appoint a TLC-EB educational trainer/advisor	We hope to hire our own trainer and educational advisor who will be responsible for the development and executions of our training and programme offering
1.2	Develop structure for renewed BKO programme	Make sure the new trainer can provide the revised BKO-programme for EB together with central and develop a clear structure to start this programme efficiently twice a year. Focus on how to continue the community created by this programme, starting with the sept 2021 cohort.
1.3	Evaluate and renew existing programmes and streamline longer term programmes	Evaluate current programme and workshops for PhD's and junior workgroup lecturers – both outsourced at this moment. Renew based on input and develop a programme with different modules for junior lecturers. Analyse current BKO, SKO, LOL, AL options and decide if and which part to insource. Analyse options to create a longer-term programme regarding active learning & education
1.4	Integrate 3RI in training and learning trajectories	Analyse current workshops and programmes and see if all 3 RI foci are incorporated enough. If not, develop training materials and if necessary sessions to fill the gaps.
1.5	Improve the process to select the lecturers eligible for the different programmes.	With the differentiation of the offering for different educator profiles, we should improve the process of identifying which lecturers are entitled to which programme. A process should be set up with the dean, education directors and ultimately the section managers. Only management can nominate candidates and approve the necessary time investment
	Goal 2: Develop structural options for active learning principles	
2.1	Develop (e-)learnings on thesis supervision	Currently a project is started to help internal ánd external lecturers to understand the thesis criteria at our faculty as well as the thesis process. An e-learning course programme will be developed with different knowledge clips that should guide and help our lecturers to become better thesis supervisors. This should be finalised in Q1.
2.2	Develop (e-)learnings on active learning	Based on the active learning events and sessions a priority will be created regarding the most important active learning principles and techniques that we want our lecturers to master. This year we will develop at least one, and maximally three e-learning courses regarding these selected active learning topics. The E-learnings will always be accompanied by face-to-face sessions throughout the year. The e-learnings can be developed from scratch or created in cooperation with other facultures.
	Goal 3: Develop ad hoc workshops, feedback and advice when needed	
3.1	Continue to share and spread the knowledge and skills about our current active learning tools	Try to raise interest and need to learn more about Toolwheel tools and how they can assist in more effective, fun and more efficient learning
3.2	Improve the sharing part of lecturers between lecturers	Try to move from top-down training and workshops to more peer sharing and learning of principles and tools that have been used in the last few years.
3.3	Improve accessibility and ease of contact for lecturers	Make sure that lecturers know where to go for advice and support with educational issues. TLC-EB should be their first go-to platform. Better networking and making sure lecturers know who we are and what we can do. Only good service and advice can create fans. As soon as the new trainer is hired, s/he should make sure to be known ánd liked. We will organize several activities to that. The umbrella of 'active learning' can give a good excuse for this person to integrate within the organisation.

3.1.4 Educational Knowledge Sharing

Although knowledge sharing is directly connected to each of the other pillars, we have some projects we would like to pay specific attention to:

Furthermore, in collaboration with our communication department, we will map out the costumer journey of the (new) lecturer and tailor our communication tools and expressions accordingly.

	Goal 1: Improve the TLC website	
1.1	Making the website better known among lectures	Through promotion and consistent referral we aim to at least double the unique pageviews to 2600 in 2022.
1.2	Improving the navigation pathways	By asking lecturers about their experience when browsing our website and updating it accordingly
1.3	Improving clarity of information on important topics	Monthly sweep through of the website to archive, refresh and update information with a focus on topics such as: Active Learning, on campus learning, hybrid learning, online learning, tools, support and guidelines Phase out and close the TLC Canvas page
1.4	Improving usability and navigations	Suggesting points of improvement for navigation and user-friendliness in the monthly editor meetings; for instance: way to share quick announcements, chat function, feedback tools.
1.5	Keep on sharing useful and inspiring content from our and other faculties on the EB page	Keep in touch with other faculties about their content during the monthly sessions and share what can be useful and inspiring for our lecturers.
	Goal 2: Improve our 1-1 support	
2.1	Maintaining our great Teaching Support team of student assistants	Extend contracts and in case of leave, find replacement and provide them enough hours to become experts in the fields on which they give support
2.2	Improve the accessibility for a quick support request	F.i. Explore the possibilities for online chat support, instead of email
2.3	Improve support options for more detailed questions	Implement a weekly walk-in hour both for educational advice as for ICT support
	Goal 3: Evaluate used channels	
3.1	Evaluate relevancy for lecturers of the items in the newsletters	Check and evaluate the click rates of content shared in the newsletters
3.2	Analyse the use of TLC website by lecturers	Request TLC central to improve the analytics dashboard and analyse the results monthly
3.3	Offer lecturers easy ways to quickly share their feedback on the channels	For instance, by quick website rating
	Goal 4: Connection with TLC Central	
4.1	Share knowledge about the educational plans among TLC managers of the several UvA faculties	During the weekly TLC manager meetings hosted by TLC central
4.2	Share (requests) for website improvements and online content and strategies among faculties	During the monthly online editor meetings hosted by TLC Central

3.1.5 Organisation

The TLC-EB is established in 2019. In the first couple of years, many activities have been organised and it evolved in a more professional way but the organisation was not established in the EB yet, and most activities were ad-hoc. Since May 2021, Janine Smit was appointed as Manager TLC and in September.

September 2021 Esther van Schaik joined the team for the pillar Educational Innovation. We are still recruiting an advisor/trainer but besides that we have a solid base for the team and can work on further professionalisation. The aim for 2022 is to:

Goal 1: Further professionalise TLC		
1.1	Integrate for and with lecturers	Throughout our communication
1.2	Make the TLC a structural organizational unit within the ESC-EB	Improve the subteams and connection in the EB
1.3	Expand the TLC-Team with an educational advisor/trainer	Hire an educational advisor/trainer (see Educational Professional Development)
1.4	Work on our visibility in the organisation	See Knowledge Sharing
1.5	Continue to create a strong team together with the TLC-team, ICTO and student assistants with one manager/teamlead	Integrate the team together with the ICTO-team in the ESC.
1.6	Have a direct line with EQ&A, Education Directors and Programme Directors	Direct connection and steering from Education Management. Weekly meeting with EQ&A, attending in the ONS with Education Directors and connection with the Programme Directors.
Goal 2: Improve way of working		
2.1	Communication management	Use MS Teams as main communication platform for internal communication
2.2	Information management	Monitor, evaluate and store information on projects on Teams
2.3	Project management	Using project plans including start-end date, aim, project leader, monitoring, evaluation criteria, financials.

3.2 Finances

The TLC and her activities are funded by:

- Education Directors budget,
- Quality Agreement Budgets and
- TLC-stimulation budget from UvA-central

APPENDICES

UNIVERSITEIT VAN AMSTERDAM
Economics & Business

Teaching and Learning
Centre EB

Appendix A

Data obtained results 2021:

Type of data	Amount
Hybrid Learning Theatre M3.02	15 lectures per week
	Lecturers score the HLT a 9 out of 10
	Students score the HLT a 7.5 out of 10
Hybrid Education	44 REC rooms equipped with advanced hybrid technology
	All REC lecture halls equipped with basic hybrid technology
	TLC organised 15 demo sessions, in which 60 lecturers participated
Teaching Support	Supported in 29 courses in period 1
	Supported in 31 courses in period 2
	Created sign-up systems for 6 courses
	Supported 54 lecturers and TAs via the Teaching Support mailbox
	General satisfaction with technical support from TAs was rated 8.78/10
	General satisfaction with support received from mailbox was rated 8.26/10
ICTO	Supported 174 UvA employees with Canvas, Perusall, Feedbackfruits and others
	Created sign-up systems for 40 courses
	Supported 15 lecturers with creating knowledge clips or the use of Kaltura
Professionalisation	Organised 3 TLC inspiring sessions
	Organised 3 TA training sessions
	Offered 2 Zoom and 3 Teams related training sessions
	Organised 3 Zoom Webinar workshops
	Developed a hybrid teaching video
	Organised lecturer meetings every period
Innovation Projects	Developed the Toolwheel
	Developed the knowledge clip module
Communication	Made the shift from the Canvas page tot the TLC website
	Sent a mailing to lecturers with educational updates every period

Appendix B

Below, one finds an overview of all the tasks carried out in 2021 by the technical teaching assistants that together form Teaching Support.

- Supporting in the Hybrid Learning Theatre (HLT)
- Technical set-up hybrid education
- Answering questions from lecturers about (hybrid) education and tools via Teaching Support-email address
- Helping lecturers with creating sign-up systems for students for hybrid education
- Moderating hybrid lectures and tutorials via Zoom
- Editing knowledge clips for lecturers
- Support, design, filming, editing and programming for the Grassroots VR Digital Transformation Project
- Supporting lecturers as a personal teaching assistant. Such tasks include scheduling and moderating Zoom sessions, communicating course information to students, setting up Canvas pages for courses.
- Specific technical support for lecturers in the form of helping with setting up FeedbackFruits, weekly video editing, etc.
- Creating manuals and guides of the aspects of making a clip such as the background and location, camera, sound, lighting, recording. Creating guides on how to work with Kaltura and FeedbackFruits for recording and editing clips as well as making clips interactive.
- Helping lecturers with switching from Sendsteps to Wooclap (creation of a manual, individual support etc.)

For a more detailed overview, please send a request to **Teachingsupport-eb@uva.nl**.

Appendix C