

TLC-EB Magazine

AUTUMN 2022

MOHAMMAD NASIRI

EB Lecturer of the Year 2022

CSL PROJECT

*Live Cases on Curaçao
by Pepijn van Neerijnen*

**CALENDAR OF
ACTIVITIES**

workshops, lunch sessions & more

**INSPIRATION ON
ACTIVE LEARNING**

by Peter van Baalen & colleagues

**PERSONALISED
HELP & SUPPORT**

we are here to help

**RESEARCH FELLOWS
KARIN & SANJAY**

*Educational Research on
Active Learning techniques*

**ACTIVE LEARNING
IN THE '22-'23
ACADEMIC YEAR**

Teaching &
Learning
Centre

Hi there!



This is the first issue of the Teaching & Learning Centre EB Magazine. We hope you enjoy it!

The TLC-EB aims to create a community of lecturers for lecturers that inspires to deliver the best education possible. And we do that in many ways as you can see in our [calendar of activities](#) for the upcoming academic year in this magazine (see page 7) as well as our personalised [help and support](#) (see page 14).

This first magazine has a central theme: [Active Learning](#), which is the new pedagogical approach that our education directors have embraced as the didactical umbrella for all our EB teaching and learning activities.

But first our most distinguished lecturer, Mohammad Nasiri will explain his secret ingredient that won him the [EB lecturer of the year 2021](#) award (page 3). Then education director Peter van Baalen will give a short introduction to the Active Learning pedagogy (page 4).



The versatility of this didactical concept will be illustrated by different lecturers who use different formats and approaches to stimulate students' engagement and deeper levels of learning.

[Giorgia Romagnoli](#) shows different techniques she uses to engage students more deeply with her materials in Microeconomics. [Panikos Georgallis](#) explains how he used the debating technique in his Sustainability course. [Annabel Murphy](#) will explain how the Amsterdam Living Case Lab can help your students to learn more actively by incorporating live cases in your course and [Pepijn van Neerijnen](#) will tell you all about how effective (and fun!) community service learning can be when students learn to solve business and societal challenges overseas.

Lastly, our educational research fellows [Sanjay Bissessur](#) and [Karin Venetis](#) will share the educational research studies they are currently conducting on different Active Learning techniques with you..

If you have any questions or just want to get in touch, please reach us at TLC-EB@uva.nl.

Kind regards,

[TLC-EB](#)
Karin, Esther, Joelle,
Hakan & Jenny

By Lecturers. For Lecturers.

August 2022, Amsterdam

[More info on the TLC-EB team](#)



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EB Lecturer of the Year



Meet Mohammad Nasiri

Our colleague Mohammad Nasiri (Amsterdam Business School) is the faculty winner of the 2022 UvA Lecturer of the Year award. What is his teaching style and how does he keep his students engaged? Find out in the interview with the assistant professor in Strategy and Change (Bachelor) and Strategy & Organisation (Executive Programme in Management Studies).

How do you feel about winning the 2022 UvA lecturer of the Year EB award?

It first came as a surprise to me because I am still at the beginning of the learning path in my academic career and there is still room for improvement in my courses and teaching skills. However, seeing your students' appreciation for your passion and efforts is reassuring and encourages me to take the next steps with more confidence.

How would you describe your lectures?

The aim is to have interactive and informative classes in which students enjoy a natural process of learning during the course. I like to create a narrative thread based on a couple of well-known successful and unsuccessful business cases to connect the lessons. It helps students to make sense of the main messages of each class in the context of the whole course.

"Students engage when they are in charge. When they believe it, they engage, run and manage their class properly."

How do you keep students engaged?

Students engage when they are in charge. When they believe it, they engage, run, and manage their class properly. I do not take it as a given, as the dynamics of a class changes from session to session and from topic to the topic. Nevertheless, my students and I are always on the same side, so we always find a way to enjoy the topic of the day.



Do you have tips or tricks for your fellow lecturers?

I am not sure because there are many possibilities; whatever style of teaching fits your personality, the type of students, and the objectives of the course and programme is good in my opinion. In my case, I didn't like to teach at arm's length even in large classes, but at the beginning I was not sure how to break the ice so I did many (sometimes painful) trial and error. Since I learnt how to get along with my students and maintain an ongoing healthy conversation with them, we have increasingly enjoyed our time in classes. Then suddenly, I noticed that they chose these classes as their favorite.

Mohammad Nasiri
EB Lecturer of the Year 2022



Active Learning at EB

Introduction by Peter van Baalen

In 2020, we developed our educational vision, 3RI, which emphasizes the importance of four core values in our EB programs: **Research-driven, Relevant, Responsible, and International**. We aim at offering first-rate education to our students by adopting these 3RI educational values in all EB programmes.

We, the education directors, also realised that we don't have a common pedagogical approach for our teaching. What do we expect from our lecturers when they teach and what do we expect from our students when they learn? How can we bring our teaching to the highest possible level? How can we help students to get the best out of them and how can we make them aware of their own role in the learning processes? How can we make sure that our teaching is effective and attractive to the students? To give an answer to these complex questions, we have searched for a pedagogy that (we think) suits our students and lecturers most, and which appears to be very effective and attractive. We think that **Active Learning** is an **inspiring, energizing, and effective approach** which can be applied to all our courses in all our programmes. We wrote a document about Active Learning in which we explain what it is, why it is relevant and how it can be implemented in our EB programmes. We will share this document soon with all the EB colleagues.

The core idea underlying Active Learning is that **learning becomes meaningful**, which means that the newly acquired information gets integrated with the prior knowledge the student already has. We should not take this (knowledge integration) for granted when we teach. A lot of teaching only results in rote learning: memorizing something without fully understanding it and not knowing how the new information relates to your other stored knowledge. All Active Learning techniques and methods aim at **students becoming cognitively engaged**. Students are expected to do something with the knowledge they have acquired (e.g. apply it to another context, collaborate with peers, write a paper).



In Active Learning, students are expected to take **more responsibility** for their own learning process.

Active Learning is not a fixed, rigid teaching method but a teaching and learning philosophy for which many techniques and methods are available that can be applied to a great variety of courses. We believe that programme directors, course coordinators and lecturers should sit in the driver's seat to find out what works best for which programme and for which course. We know many lecturers are already teaching according to the Active Learning principles. We hope that they want to play a leading role in developing and implementing Active Learning in other courses and programmes.

Active Learning also requires that students adopt new roles and attitudes. We believe that through Active Learning methods, studying in one of **our EB programmes becomes more fun but also less non-committal**. Our Active Learning document invites students, lecturers, programme directors, participation councils and many other stakeholders in the EB faculty to develop a common Active Learning approach for our schools.

Peter van Baalen

Director College Economics and Business

Active Learning in the Field

Quizzes and Horizontal Classroom by Giorgia Romagnoli



In light of Active Learning as a philosophy in order to enhance participation and engagement, we have asked Giorgia Romagnoli about the tools and teaching approach she uses in her Microeconomics 2 course in the BSc E&BE.

What form of Active Learning do you use in your education to keep your students engaged?

At the start of the course, I use an anonymous intake survey that asks students for the problems they most aspire to solve as economists. Topics, tools and paper discussions are tailored to these aspirations. Furthermore, during the break of the lecture, students answer a quiz on Canvas for bonus points. The quiz tests a simple understanding of the knowledge clips and the first hour of class, pushing students to come to class prepared and break the ice with the first layer of learning. Lastly, three bi-weekly assignments replace the midterm. They seem to be an effective (and



"Showing the imperfections of science makes me more approachable and students less shy in contributing creatively."

appreciated) way to promote deep learning, and extensive practice with recurring themes, without the stress of a timed exam.

How would you describe your teaching approach?

I have been experimenting with the horizontal classroom approach, where I place myself (and the academy of knowledge I represent) at the same fallible level of our students: I am fully transparent about the limits of the models and tools, and then go on to explain why we do not yet have better alternatives, and give glimpses of what the frontier of research is currently doing to improve them. I then invite students to contribute ideas to the betterment of our discipline, leaving space for a plural discussion. Showing the imperfections of science makes me more approachable and students less shy in contributing creatively. Students like this method, but it is fundamental to remain constructive, so they can trust that the imperfect models they are working hard to learn are still useful.

Do you have tips for your fellow colleagues to keep students participating and engaged?

Try to disseminate the course with many small chances to acquire points and test one's knowledge, and treat the students as adults. Also, show students that their learning is valuable precisely because there is so much that we still have to understand and resolve in our field. This provides the *why* for their effort, the message being "study hard, we need your help!". Then, show that the tools we are learning are empowering: they facilitate their ability to contribute effectively to solving a challenge. Lastly, focus on the most relevant challenges for our times. From my surveys, the two core topics for our students by far are climate change and inequalities – a wise pick!

Giorgia Romagnoli
Assistant Professor
Microeconomics

Active Learning in the Field

Debating in Class by Panikos Georgallis

Next up, in light of Active Learning as a philosophy in order to enhance participation and engagement, we have asked Panikos Georgallis how he uses debates in his Business Strategy and Sustainability course in the MSc BA.

What form of Active Learning do you use in your education to keep your students engaged?

In my course, we use a combination of the case method and the debate method. Debates are regularly used as an educational technique in the Amsterdam Business School as they support the development of students' critical thinking skills and improve reflexivity by compelling students to seriously and actively engage with opposing viewpoints on a given issue.

Could you elaborate on how a debate in your class takes form?

The debates in my course are based on a case, which students are asked to delve into before class. They should get into the case in detail, but also understand the different points of view that the case holds and its trade-off, e.g., social vs. economic objectives. Two teams are assigned to a position and prepare a slide, arguments and responses to possible counter-arguments. In class, they are asked to stand facing each other and engage in the debate. The rest of the class is also divided into teams, representing the jury, and asked to vote for the winning team at the end. This is a good way to have them involved as well. I evaluate and grade myself, but the jury is also expected to give feedback on the spot, and write it down after class, so it can be shared with the debating teams afterwards as well, together with my own feedback. A form of peer feedback so to say.



"Debates support the development of students' critical thinking skills."

How do students pick up debating?

The students in my course have fun with debating because of the competition although it is not easy. It is usually harder than a presentation because of the amount of preparation involved. But I noticed not all students taking a given class are knowledgeable about the characteristics of an effective debate. In light of this, we started a project to develop a debating manual, together with a student, that will 'level the playing field' by giving students a better understanding of how to engage in a class debate. It is meant to be used in the Business Strategy and Sustainability course of the MSc BA, but it can be developed as a general guide that can be offered for other courses as well.

Panikos Georgallis

Assistant Professor

Strategy & International Business

General Info

When Panikos' project is finished, it will be shared on the [TLC website](#).
If you have questions on debating in the meantime, please feel free to contact [TLC](#).

Calendar for Lecturers

Join us throughout the year

As of the '22-'23 academic year, the TLC-EB will organise workshops in training weeks. All workshops will be planned within one week before the start of each block. Besides training weeks, what's new this year are the periodic lunch sessions that will be organised to enable you to share and discuss with colleagues whilst enjoying a lunch. Furthermore, we hope to see you at our TLC conference in March or during the UvA Education Day in October. Lastly, our e-learning modules are available at all times on our website.

Training Weeks

During every training week, there will be a session on Active Learning, Canvas, and Diversity & Inclusion. Please save the date relevant for the planning of your course.

Period 2 Monday 7 November 2022, 15:00-16:30: Active Learning
Tuesday 8 November 2022, 11:00-12:30: Canvas Introduction
Wednesday 9 November 2022, 15:00-16:30: Diversity and Inclusion

Period 4 Monday 13 February 2023, 15:00-16:30: Active Learning
Tuesday 14 February 2023, 11:00-12:30: Canvas Introduction
Wednesday 15 February 2023, 15:00-16:30: Diversity and Inclusion

Period 5 Monday 17 April 2023, 15:00-16:30: Active Learning
Tuesday 18 April 2023, 11:00-12:30: Canvas Introduction
Wednesday 19 April 2023, 15:00-16:30: Diversity and Inclusion

Period 6 Monday 12 June 2023, 15:00-16:30: Active Learning
Tuesday 13 June 2023, 11:00-12:30: Canvas Introduction
Wednesday 14 June 2023, 15:00-16:30: Diversity and Inclusion

You can register for all the sessions on [our website](#).

TLC Conference

Save the date for our annual TLC conference.

Thursday 30 March 2023, 13:00-17:00

Lunch Sessions

Every exam week, a lunch session for all lecturers is organised. One educational theme will be discussed while sharing lunch with your colleagues. Save the date to join the sessions and be inspired (and fed).

- Thursday 27 October 2022, 12:00-13:30
- Thursday 22 December 2022, 12:00-13:30
- Thursday 2 February 2023, 12:00-13:30
- Thursday 1 June 2023, 12:00-13:30
- Thursday 29 June 2023, 12:00-13:30

You can register for all the sessions on [our website](#).

UvA Education Day

The Education Day offers lecturers, educational experts, and students interdisciplinary encounters and knowledge sharing in light of the theme 'Learning as a Community'. The day is hosted by multiple groups within the broader UvA community. Programme: walk-in lunch, interactive keynote, Community Cafés and a range of workshops given by colleagues from several faculties. The day concludes with a borrel after the UvA Lecturer of the Year 2022 is announced by the Central Student Council and ASVA Student Union.

Date: Thursday 6 October 2022
Time: 11:30-17:30
Location: Singelkerk | University Library

For more info or registration, please check [this link](#)

Online modules

Besides scheduled workshops and events, we also offer two online modules, which you can start whenever feels convenient.

Active Learning

In this e-learning, we will look at the fundamental principles of Active Learning and examine how it can be incorporated into existing courses without the need for a drastic redesign of the current course or the programme.

[Join the online module here](#)

Knowledge Clips

This e-learning module will guide you through the process of creating knowledge clips for your course(s). From the initial idea to production, editing and its publication.

[Join the online module here](#)

Live Cases on Curaçao

Experiences from Pepijn van Neerijnen during the CSL elective

The Community Service Learning Project Curaçao (hereafter: CSL: Curaçao) took place for the first time last fall. During the 12 EC Bachelor elective, students work on current socio-economic challenges, 'live cases', within an international context: a very engaging form of Active Learning. We asked Pepijn van Neerijnen about the project, experiences and learning outcomes.

What does the “CSL: Curaçao” course entail?

The CSL: Curaçao course is a 12 EC bachelor elective. The course differentiates itself from other bachelor electives in the sense that we work on current socio-economic challenges within an international context. This international context is reflected within the research questions students work on, within the project teams themselves as they are composed of students from the UvA and students from the University of Curaçao (UoC), and within the involved lecturers which come from the UvA and the UoC (we are lucky to have the former prime minister Eugene Rhuggenaath as one of the involved lecturers for the upcoming academic year). The idea behind is that we want to maximize the learning effects on different levels: our students, our 'clients', the involved lecturers, and the involved institutions all should learn from these diverse perspectives.

Though external stakeholders in general value the feedback and insights they receive from our students when they work on 'live cases', in this context the perceived worth of the research projects is even bigger. Within Curaçao, high quality data on specific topics is often not available. Something that is common for small island economies that somehow must manage the complexities of a sovereign state with very limited resources. This presents policy makers, managers, and entrepreneurs with significant challenges. It is for this reason that our students are welcomed with open arms as they can provide invaluable information -mind you information that otherwise often would have been

difficult or impossible to gather- contributing to the quality of decision making on Curaçao in the process. The first 4 weeks of the course itself start in Amsterdam. Here we hit the ground running with 4 lectures per week on small-island economies (the socio-economic challenges and opportunities of Curaçao in particular), an in-depth training on pragmatic problem-solving (the so called McKinsey method), several guest lectures, numerous hours of refining the research question, its underlying drivers, and working out a detailed workplan including setting up all the interviews (and other sources of data gathering) for the 2 weeks that we are on the island.

Why did you choose Curaçao for this project?

The most important thing we wanted to accomplish with our CSL course was to have a lot of societal impact. Though Amsterdam and the Netherlands are not free from their own (socio-economic) difficulties, they are in a different league then those that can be found within the Caribbean Islands of the Kingdom of the Netherlands. Focusing on these islands made sense because the Netherlands has a historic, moral, as well as a legal obligation to help.



Students from the CSL:Curaçao elective

"The most important thing we wanted to accomplish with our CSL course was to have a lot of societal impact."

In several of these islands, the socio-economic situation is beyond worrying. Given the strong bonds between the Netherlands and Curaçao, the good network that we have on the island(s) with various stakeholders, starting the first international CSL course here only made sense: we knew we could have a significant impact and we knew we would receive a warm welcome. We hope we can build on the successes of the CSL: Curaçao project and expand operations to other islands within the Kingdom as well. For the academic year 2022-2023, we already decided to also work on several projects in Bonaire.

What are the experiences thus far?

These are extremely positive! The students really loved the experience all-around last year. They awarded the course with an 8.9, but more importantly, most of them indicated in their reflection reports that it had a profound influence on them, influencing them personally and professionally. Therefore, many students also suggested that they saw the course as the most meaningful course yet. Reflecting on the reasons for this perceived relevance, the students indicated that for many, this was the first time they were able to work on actual relevant challenges. Likewise, our other stakeholders were pleased as well. We have even more public and private partners lining up to work with our students in the upcoming year, including the



"Students indicated that for many this was the first time they were able to work on actual relevant challenges."



Students on Curaçao

ones from last year. In addition, this initiative was well received by the CvB and the teaching directors of the EB who have asked us to develop more CSL electives in the future.

What are the most important learning outcomes?

The most critical skill our students learn during this course is how they can address very complex and ambiguous problems within a short time span while working together in a diverse team within difficult situations that they are unfamiliar with. This requires them to be creative, leverage the diversity within their team, deal with setbacks, transgress cultural differences, work in a structured way, and, crucially, to never give up! What we have seen is that last year all student teams rose to the occasion, all of them exceeding our expectations, leaving the course with the knowledge that can make a big difference in the world!

Pepijn van Neerijnen

Assistant Professor

Strategy & International Business

General Info

The 'CSL: Curaçao' course is coordinated by Pepijn van Neerijnen and Koert van Buijen and was developed upon the request of Han van Dissel. For more specific information on community service learning or the 'CSL: Curaçao' course, please contact p.vanneerijnen@uva.nl.

Want to incorporate a live case in your course? Please check page 11.

Amsterdam Living Case Lab

Bridging theory and practice through the case method



Launched in January 2021, the Amsterdam Living Case Lab (ALCL) serves both the Amsterdam Business School and the Amsterdam School of Economics and works to bridge theory and practice through facilitating the (live) case method: a way to increase engagement and Active Learning.

Mission

The ALCL, an initiative of the EB Teaching and Learning Centre (TLC EB), has the mission to:

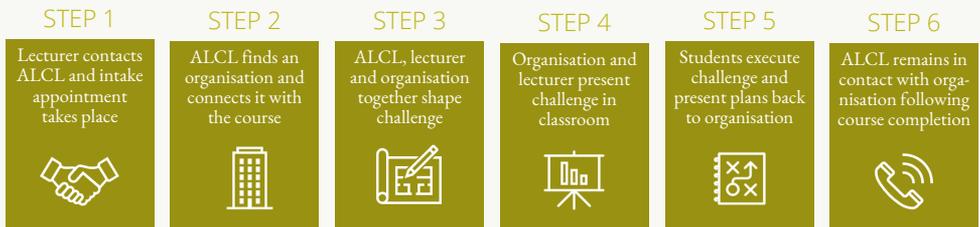
- help educators with implementing case-based learning in their classrooms;
- create a case-community by bringing educators and organisations together in the case method and case materials.

The Case Method

Working with the case-based learning method is a fantastic way to connect the academic world to the working world. Students are tasked with solving relevant and current challenges that are shared live and in person by company representatives. By applying their theoretical and practical knowledge to find new opportunities and solutions, students are engaged and better prepared for the next steps in their careers.

Working with the Case Method

The procedure for incorporating a live case in your course is illustrated below.



Organisations

The ALCL is building a network of companies, NGOs and governments in order to connect the academic world to the working world. Some organisations that already have offered cases can be seen below.



Contact

Interested in incorporating a live or written case in your course?

- Read more on their website <https://canvas.uva.nl/courses/16740>
- Get in touch with Annabel Murphy of the ALCL via a.murphy@uva.nl.



Research Fellows

Karin Venetis

TLC EB's research fellow Karin Venetis dove into Active Learning behaviour, and how to stimulate it using an online activation software: Perusall in this case. Perusall is a social annotation platform that encourages students to prepare and discuss course materials together before class. Read more about her research below.

What is the main topic of your research?

How to stimulate Active Learning behaviour in students – without diminishing, and even improving, students' motivation to learn (more)? More particularly, the focus is on the role of the lecturer to stimulate the use of the online activation software Perusall. Studies have shown that active learning tools that help students prepare before class are very effective and enhance students' learning outcomes. However, students feel pressured by these types of tools and perceive them to be less useful for their learning than they actually are. They can become demotivated to learn because of the rewards and punishments inherent in these systems.

What are the insights or outcomes so far?

I have done an experiment in which half of the students got additional positive feedback on their Perusall scores from the lecturer and the other half did not. I am in the middle of the analysis, so no definitive conclusion can be drawn yet, but it seems that the lecturer does have an influence on how the students behave in their Perusall assignments and how they perceive these assignments. It seems that the positive feedback enhances the perceived competence, and decreases the perceived loss of students' autonomy in using these systems, which is the main driver for the negative side effect of using these tools.



"Students feel that lectures are more interesting and they are more confident in participating in class discussions when they prepare them using Perusall."

How can EB (or UvA) benefit from the results of your study?

It will provide interesting insights in how these tools can be used in our EB courses and how the lecturers could enhance the students' willingness and behaviour to prepare before class so we can make our lectures more interesting. From the study, it is clear that students feel that the lectures are more interesting and they are more confident in participating in class discussions when they prepare them using Perusall (versus their 'normal' preparations).

Karin Venetis

*Programme Director
EP Management Studies*

General Info

The results of both Karin and Sanjay's studies will be shared on the [TLC website](#) when ready for publication. Questions about the TLC EB Fellowship? Reach us at TLC-EB@uva.nl.

Research Fellows

Sanjay Bissessur

TLC EB's research fellow Sanjay Bissessur studied the influence of the introduction and adoption of technological innovations on traditional teaching. Read more about his research below.

What is the main topic of your research?

In my research, I examine how traditional teaching has changed with the introduction and adoption of technological innovations such as online learning, mobile platforms, and cloud based resources. I focus specifically on two topics: *blended learning* and *Active Learning*. Blended learning is defined as “the manner in which *face-to-face education* and *online education* are *integrated* in a meaningful way”. It relates to the manner in which face-to-face learning is combined with online instruction in hybrid courses. Active Learning is commonly defined as “*activities that students do to construct knowledge and understanding*”. In this approach to teaching, the focus is on the activities of the student that require students to engage in higher order thinking. Active Learning is about linking the student’s own thinking about learning to the university’s teaching activities.

What are the insights or outcomes so far?

There are many learning theories developed that put forward hypotheses describing how learning happens. No single theory can fully explain the entire learning process on its own, but collectively, these theories allow educators to teach better. This has become more critical after the COVID pandemic brought massive changes to the learning environment. The accelerated adoption of online education presents many challenges towards the optimal design of the educational experience. The blended learning environment presents a trade-off between the ease and abundance of interaction, and the tendency to use the online environment primarily for sharing and comparing information, rather than critical reflection and collaborative discussion. Teachers can moderate the self-regulation of students to increase the degree in which students actively participate their own learning experience in a blended learning environment.



"We need to understand how to combine elements of different theories and implement them in different teaching settings."

How can EB (or UvA) benefit from the results of your study?

As there is no single learning theory that prescribes how to teach effectively, we need to understand how to combine elements of different theories and implement them in different teaching settings. This involves setting the right learning objectives, selecting the optimal instructional strategy, and continuous evaluation of our educational practice. As part of my UvA interfaculty Educational Research Fellowship as well as my Educational Innovation Fellowships of the Centre for Blended Learning, results from design-based educational research aid in the development of new teaching-learning strategies and materials in a blended learning environment, as well as advancing our understanding of the construction of knowledge through social interaction between students and teachers.

Sanjay Bissessur
Assistant Professor
Accounting



TLC EB Support

Because we are here to help

We facilitate innovation by providing advice, hands-on technical and didactical support, and funding. Please do not hesitate to reach out to us.



Want advice on how to design your education or do you have a didactical question? Schedule a 1-on-1 session with TLC EB via TLC-EB@UvA.nl or drop by at REC E11.07.



Do you have a technical question or do you request technical support? Schedule a 1-on-1 session with ICTO EB via ICTO-FEB@UvA.nl.



Need help with choosing digital tools that you can use to make your teaching more activating? Use the [toolwheel](#).



If you want to use an I-pad for on-campus teaching or knowledge clips, you can apply for an i-Pad by emailing ICTO EB via ICTO-FEB@UvA.nl.



For content-related support during your course from a TA, you can contact **Bas Bouten** ([ABS](#)) or **Wilma de Kruijf** ([ASE](#)).



Get inspired by your colleagues via [our website](#).

