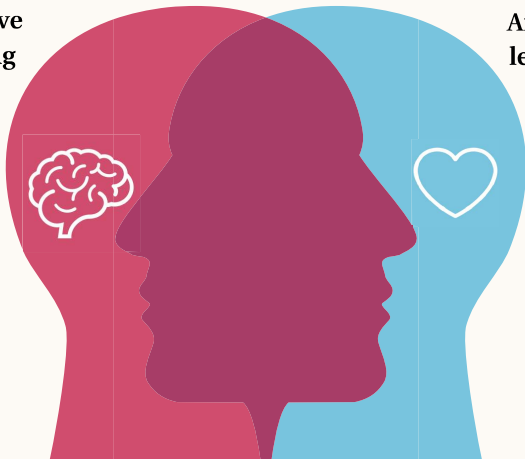


Affective Learning in Higher Education

Cognitive
learning



Affective
learning

Jasper ter Schegget

TLC-FMG Lunch Seminar



UNIVERSITEIT VAN AMSTERDAM
Instituut voor Interdisciplinaire Studies



Zichtbare Leerlijnen Programma

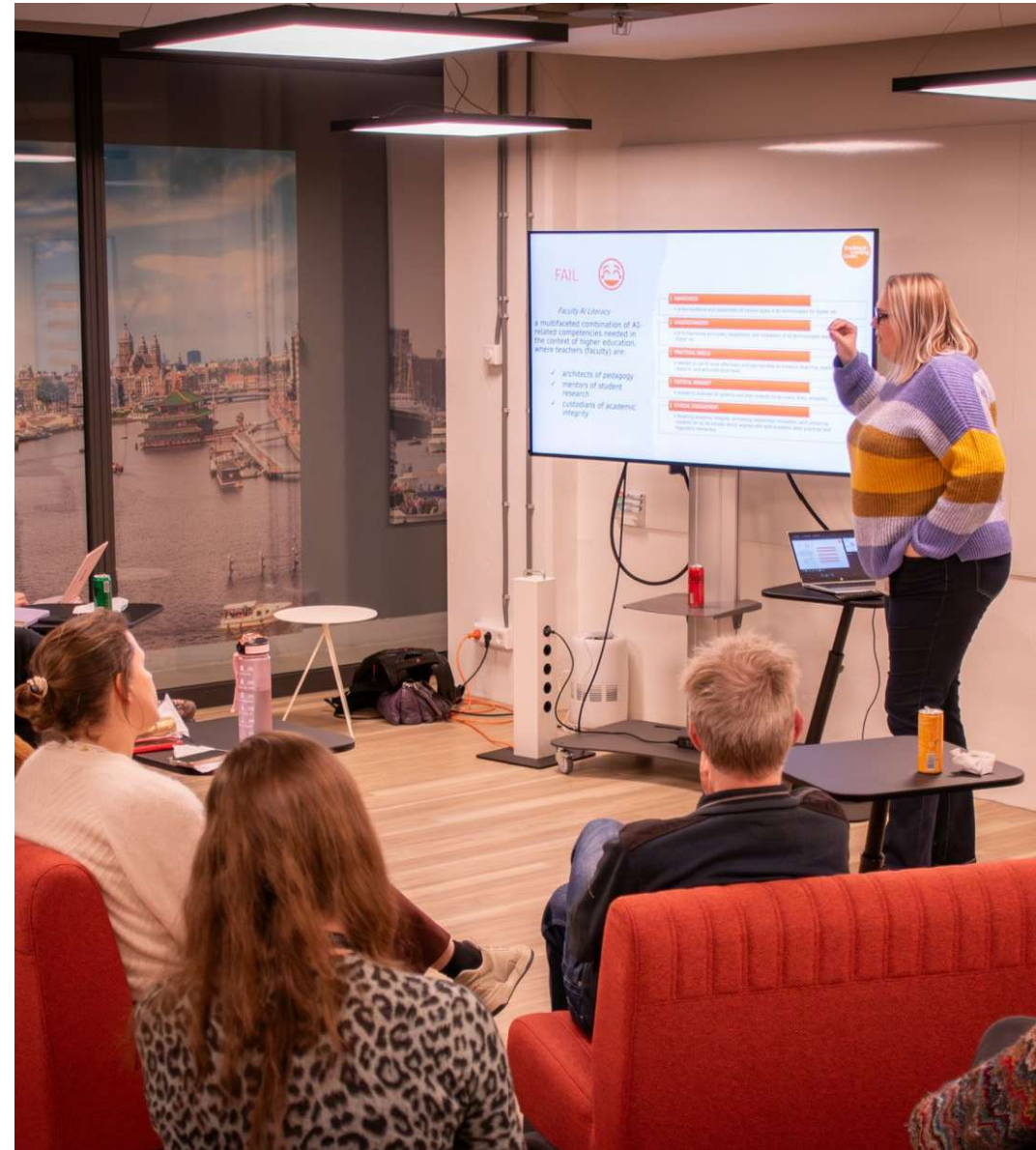




UNIVERSITEIT VAN AMSTERDAM

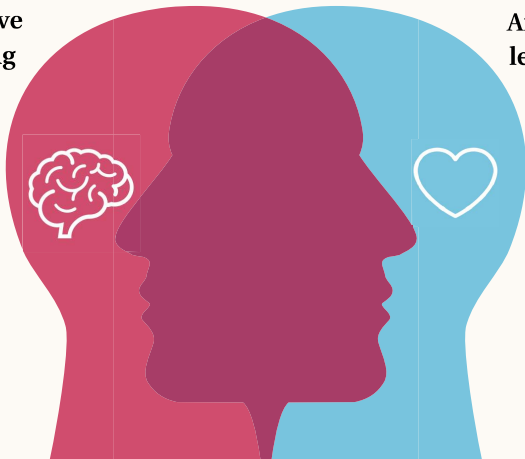
Welcome to TLC-FMG lunch seminars

- Interesting speakers on current topics
- TLC-FMG coaches are present for additional advice
- Every third Tuesday of the month
- From 12:00 to 13:00, lunch is included
- REC C0.03 (TLC-FMG space)



Affective Learning in Higher Education

Cognitive
learning



Affective
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UNIVERSITEIT VAN AMSTERDAM
Instituut voor Interdisciplinaire Studies



Zichtbare Leerlijnen Programma





Check-in

What part of you **does**
want to be here?

What part of you **does**
not want to be here?



EMPOWERED MINDS

Your super power

Reflect on a moment

- Think of a recent situation when you were at your best.
 - What happened?
 - What did you do?



EMPOWERED MINDS

Your super power

Share in duo's:

- Tell your story to your partner. Together, identify:
- What inner quality or superpower did you show?



EMPOWERED MINDS

Your super power

Introduce your partner

- Introduce your partner to the group through their quality:
- “This is ... Their superpower is ...”



EMPOWERED MINDS

Your super power

Introduce your partner

- Introduce your partner to the group through their quality:
- “This is ... Their superpower is ...”

WHAT HELPS YOU BRING THAT QUALITY FORWARD MORE OFTEN?



Today

- Check in ✓
- Experience affective learning ✓
- What is Affective Learning?
 - Transition Maker Toolbox & IDGs
 - Empowered Minds Project
- How could affective learning be part of you teaching (program/work)



Today

- Check in ✓ 10 min
- IDG Conversations 10 min
- What is Affective Learning? 15 min
 - Transition Maker Toolbox & IDGs
 - Empowered Minds Project
- How could affective learning be part of your teaching (program / work) 10 min



Transition Makers Toolbox

 UNIVERSITY OF AMSTERDAM
Institute for Interdisciplinary Studies

 UNIVERSITY OF AMSTERDAM
Institute for Interdisciplinary Studies

TU/e EINDHOVEN
UNIVERSITY OF
TECHNOLOGY

 **WAGENINGEN**
UNIVERSITY & RESEARCH

 Utrecht
University

 **UMC Utrecht**



**Common focus
on contributing to
societal transitions:**
community-engaged learning,
challenge-based learning,
societal impact education,
transition-focused
education,
future-ready
education...

2022



INNER DEVELOPMENT GOALS

Inner Growth for Outer Change

INNER DEVELOPMENT GUIDE (2025)

Being Cultivating Our Inner Life	Thinking Understanding Our Complex World	Relating Caring for Others and the World	Collaborating Building Trust and Working Together	Acting Leading and Enabling Change
Inner Compass	Critical Thinking	Appreciation	Relationship-Building Skills	Courage
Integrity & Authenticity	Perspective Skills	Connectedness	Inclusive Mindset & Intercultural Competence	Hope & Optimism
Openness & Learning Mindset	Systems Thinking	Humility	Co-creation Skills	Conscious Use of Resources
Self-Awareness	Long-term Orientation & Visioning	Empathy & Compassion	Communication Skills	Proactivity
Presence	Creativity	Forgiveness	Mobilization Skills	Resilience

SUSTAINABLE DEVELOPMENT GOALS



WHEN THINGS CHANGE
INSIDE YOU,
THINGS CHANGE
AROUND YOU.

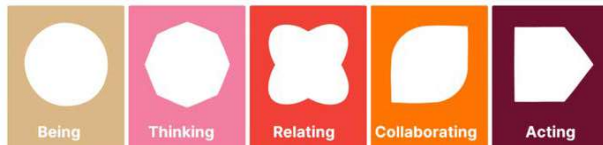
Conversation Starters



- Form pairs with Someone sitting near you
- Together, choose a card from the card deck
- Share what you feel comfortable sharing.
- Give each other time to speak and listen attentively.



The Transition Makers Toolbox



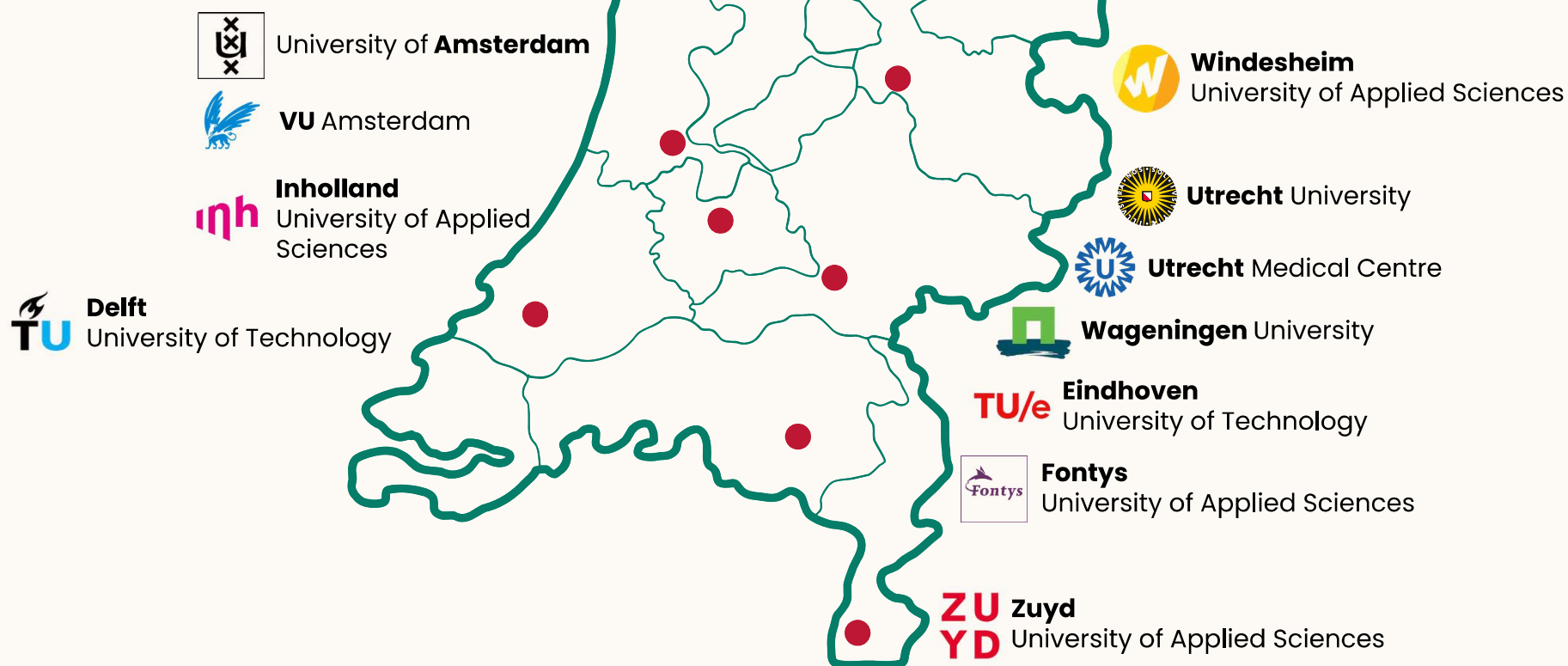
...is the place where:

- **affective learning** and transition-oriented education meet
- you can find **ready-made teaching materials**: from learning outcomes to learning activities & assessment
- you **get in touch with like-minded educators** during workshops and events
- in co-creation, you **develop the skills to teach transition-oriented education**



Transition Makers Toolbox

12 Dutch Higher Education Institutes



UNIVERSITY OF AMSTERDAM
Institute for Interdisciplinary Studies

University of **Groningen**

University of **Amsterdam**

VU Amsterdam

Inholland
University of Applied
Sciences

TU **Delft**
University of Technology

Windesheim
University of Applied Sciences

Utrecht University

Utrecht Medical Centre

Wageningen University

TU/e **Eindhoven**
University of Technology

Fontys
University of Applied Sciences

ZUYD **Zuyd**
University of Applied Sciences



Transition Makers Toolbox

BEING — CULTIVATING OUR INNER LIFE



INNER COMPASS



INTEGRITY AND
AUTHENTICITY



OPENNESS AND
LEARNING MINDSET



SELF-AWARENESS



PRESENCE



THINKING — UNDERSTANDING OUR COMPLEX WORLD



CRITICAL THINKING



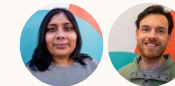
PERSPECTIVE
SKILLS



SYSTEMS
THINKING



LONG-TERM ORIENTATION
AND VISIONING



CREATIVITY



RELATING — CARING FOR OTHERS AND THE WORLD



APPRECIATION



CONNECTEDNESS



HUMILITY



EMPATHY AND
COMPASSION



COLLABORATING — BUILDING TRUST AND WORKING TOGETHER



RELATIONSHIP-
BUILDING SKILLS



INCLUSIVE MINDSET
AND INTERCULTURAL
COMPETENCE



CO-CREATION
SKILLS



COMMUNICATION
SKILLS



MOBILISATION
SKILLS



ACTING — LEADING AND ENABLING CHANGE



COURAGE



HOPE AND
OPTIMISM

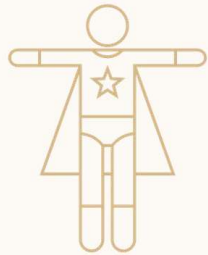


RESILIENCE





The Superhero in Me



Self-awareness

The student is able to reflect on own thoughts, feelings, desires, self-image and ability to regulate oneself.

The student is able to gain self-awareness by **identifying** their own **strengths, weaknesses** and **challenges**.

Prior to a group project, to get to know oneself and each other and benefit from each other's qualities and strengths.

Creating New Metaphors



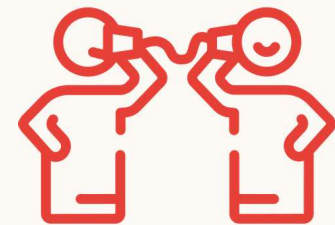
Sensemaking

The student is able to formulate patterns in complex realities and translate them to stories or theories.

The student is able to generate and use a range of metaphors for **making sense of complex issues**.

A creative tool for generating ideas and reframing problems to disrupt conventional thought patterns.

Deep Listening



Empathy & Compassion

The student is able to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.

The student is able to **relate to others and oneself** with kindness, **empathy and compassion** and address related suffering.

Opening up to each other's perspectives, fostering empathy and building trust in diverse groups.



Inclusive Decision-making



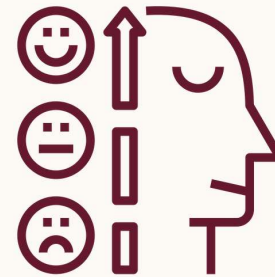
Inclusive Mindset & Intercultural Competence

The student is able to apply intercultural competences and show an inclusive mindset.

The student is able to apply an **inclusive mindset and engage in democratic dialogue** to facilitate sustainable decision-making processes.

At the beginning of a course where students work together in a project over a longer period of time to learn to ensure all voices are heard throughout the project.

Positive Reframing



Optimism

The student is able to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

The student is able to sustain and communicate a sense of hope, a **positive attitude and confidence in the possibility of meaningful change.**

In a course where climate anxiety might arise

BEING
Cultivating our Inner Life

THINKING
Understanding Our Complex World

RELATING
Caring for Others and the World

COLLABORATING
Building Trust and Working
Together

ACTING
Leading and Enabling Change

A Teaching Toolbox for Societal Transitions

Do you want to equip your students with the skills needed to drive societal change? Are you looking for ways to include personal and professional development in your teaching?

The toolbox includes step-by-step learning activities, structured around the [Inner Development Guide](#). The tools cover 5 categories and reflect 25 learning outcomes. Each learning activity includes assessment and resources and can be tailored to suit your teaching needs.

transitionmakers.nl

BEING

Cultivating our Inner Life

THINKING

Understanding Our Complex World

RELATING

Caring for Others and the World

COLLABORATING

Building Trust and Working Together

ACTING

Leading and Enabling Change

Connecting with kindness, compassion, and a sense of shared belonging to communities, the living planet, and future generations helps us to create a more just, inclusive and flourishing world.



Appreciation

The student is able to relate to people and planet Earth with a deep sense of gratitude, positive regard, and joy.

Being Grateful

Cultivating Awe



Connectedness

The student has a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.

Onboarding in Transdisciplinary Collaboration

Enhancing Sensorial Connectedness

Cultivating Awe



Humility

The student is able to act in accordance with the needs of the situation without concern for one's own importance.

The Humble Mindset

Participate as a Pro



Empathy and Compassion

The student is able to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.

Inviting Non-Human Stakeholders

Deep Listening



Forgiveness

The student is willing to transcend hostility, work through trauma, and create space for healing.

Supporting Materials

These can be applied across multiple tools, offering context, inspiration or practical formats to strengthen your work as an educator.

IDG Conversation Starters

'Dare to Lead' List of Values

Seven Guidelines for Safe Learning

Meaningful Assessment

[View all tools](#)



Onboarding in Transdisciplinary Collaboration

Aligning students, teachers and partners in transdisciplinary teams

RELATING | Connectedness

Overview

Learning Activity



Assessment

Key Advice

References



Exchanging expectations and seeking connections within a transdisciplinary project team is crucial for a successful collaboration. This tool provides a way to work on this meaningful alignment by creating a Collaborative Blueprint.

—Rosanne van Wieringen & Silke van Beekum

[Meet the Makers](#)

In higher education, students increasingly work on projects with and for external organisations. This transdisciplinary collaboration between higher education institutes and external organisations requires new roles for students, project partners and teachers.

To form a genuinely transdisciplinary team and collaborate effectively, it is essential to establish meaningful connections and understand key aspects of working together. To that end, this tool clarifies expectations and develops a mutual understanding to get everybody on board.

Learning outcome

- ✓ The student is able to connect with their project team of students, teachers and external partners and align expectations to build and develop a transdisciplinary collaborative relationship

At least one team of students & project partners

Group work

30 mins preparation

2 - 3 hrs execution

Sticky notes, paper

Related Tools



[Enabling Co-Creation](#)

[in Share your experiences](#)

[Download PDF](#)



Transition Makers Toolbox

Overview

Learning Activity

Assessment

Key Advice

References

While creating a reflective space, each member of a transdisciplinary team will connect by exchanging expectations, hopes, intentions and mutual assumptions.

 **1. Informal Kick-off** 30 mins

To foster a positive and productive collaboration between students and the project partner from the outset, host an informal get-together, where the transdisciplinary team can meet and get to know each other.

Tip: optionally, you can choose to do an activity from the [list of icebreaker activities](#).

 **2. Orientation** 30 mins

Initiate the onboarding process by guiding participants – students, project partners and yourself – towards a reflective orientation on the upcoming transdisciplinary collaboration. Begin by bringing all participants together and explaining the purpose of onboarding.

Then, instruct everyone to engage in a moment of personal reflection regarding their role and expectations for the project. Provide sticky notes and ask everyone to write down answers to the following questions:

- What do I bring to this collaboration?
- What do I get from this collaboration?
- What do I need in this collaboration?

Encourage openness and honesty in these reflections, as they will lay the groundwork for building a strong, cohesive team.

 **3. Sharing Mutual Expectations** 30 mins

Give the students and project partners two minutes to think about their expectations of the other participants in the transdisciplinary collaboration, taking their answers from Step 2 into account. How can what they need be translated into specific expectations for their team members?

The team appoints a note-taker who will write down keywords on a sticky note for each expressed expectation.

Now the exchange can take place. Each team member (student, project partner and the teacher) will get a turn. When it's their turn, the team member asks the other team members:

"What do you (as a teacher, student or project partner) expect from me?"

By listening carefully to others, ensure there is no repetition. The team member who asked the question should only ask clarifying questions without reacting. The exchange continues for as long as new expectations are being expressed. All sticky notes will be placed on the table.

Overview

Learning Activity

Assessment

Key Advice

References

 **4. Aligning Expectations** 20 mins

Instruct the team to analyse the expectations on the sticky notes. As a starting point, the team clusters the sticky notes, using these guiding questions:

- Where do you see similarities?
- Where do you see differences?

First, focus on the similarities. How can you translate these expectations into concrete working agreements as a team? Write these working agreements down on a separate sheet of paper.

Now turn to the sticky notes that were placed in the 'differences' cluster. Discuss these sticky notes, using the following guiding questions:

- Which differences can be overcome?
- Which differences seem difficult to align?

During the conversation, try to truly listen to each other. Identify the concerns underlying the expectations. What can you do to address or mitigate these concerns? What could be a working compromise? Remember to address all sticky notes. Towards the end of your conversations, try to write down concrete work agreements again.

 **5. Collaboration Blueprint** 45 mins

Now, the teams will translate the collected expectations into a [Collaboration Blueprint](#). The collaboration blueprint will function as a summary and symbol of the team's collaboration. The team discusses the following questions to complete the blueprint:

- Goal setting: what is the main goal of this collaboration?
- What are our criteria for success? When are we satisfied with the input? And when are we satisfied with the output?
- Why is our goal important? How are we showing commitment to this goal?

Lastly, the team comes up with a creative expression that symbolises their team's collaboration. This expression can take any form, such as a symbol, image, sentence or living statue.

Please note, as part of assessment *as learning*, students reflect using the [reflective questions](#).



FOLLOWING A SET FORMAT

Overview Learning Activity **Assessment** Key Advice References

Students individually write a self-reflection of the onboarding. The reflection aims to evaluate the alignment process and anticipate the upcoming collaboration. By reflecting on guided questions, each actor becomes more aware of the upcoming collaboration and their role in the collaborative relationship.



Purpose

Assessment *as* learning aims to strengthen the learning process and the development of metacognitive skills. It empowers students to direct their own learning and to become independent, critical self-assessors.



Roles

Self assessment



Characteristics

Self-regulated learning



Materials

Reflective questions

[Download Reflective questions](#)



Onboarding in Transdisciplinary Collaboration

Aligning students, teachers and partners in transdisciplinary teams

RELATING | Connectedness

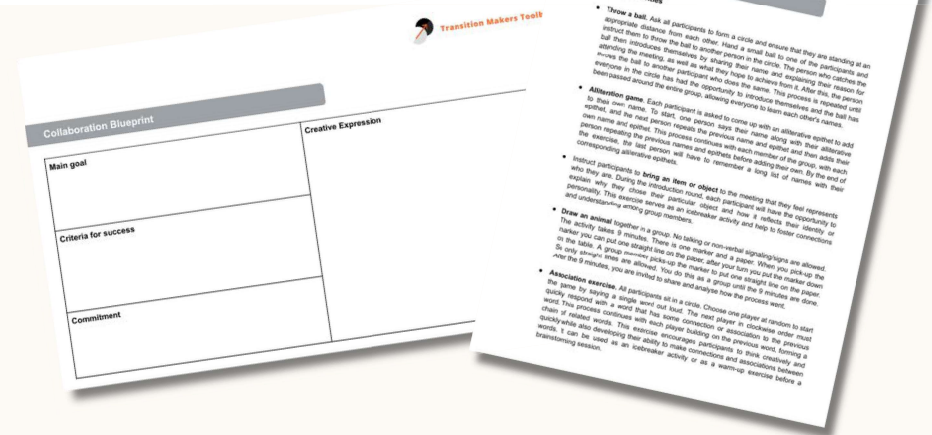
Overview Learning Activity Assessment **Key Advice** References



Suggestions for **icebreaker activities** (Step 1) and the **Collaboration Blueprint** (Step 5) can be downloaded below.

[Download List of Icebreaker activities](#)

[Download Collaboration Blueprint](#)





Tool overview

Being

	Poetic Motivations				< 2h
	Purposeful Storytelling				< 2h
	Acting in Alignment				< 2h
	Adapting Response Patterns				> 2h
	Exchanging Perspectives				< 2h
	Intervision on Inner Development				> 2h
	Positive Gossiping				> 2h
	The Volcano of Change				> 2h
	Travelling concepts				> 2h
	Body Awareness				> 2h
	The Superhero in Me				> 2h
	Inside-Outside Presence				> 2h
	Social Presencing Theatre				< 2h
	The Repeating Question				< 2h

Thinking

	Navigating Uncertainty				> 2h
	Self Guided Assessment				> 2h
	Experiencing Interdisciplinarity				< 2h
	Shared Problem Definition				> 2h
	Socio-Spatial Mapping				< 2h
	Conscious Consumption Quest				> 2h
	Mapping the Maze				> 2h
	Social Presencing Theatre				< 2h
	The 4E model				> 2h
	The Volcano of Change				> 2h
	Future Folktales				> 2h
	Imagining the Future				< 2h
	Brainstorming with Eureka				> 2h
	Creating New Metaphors				< 2h
	Visual Narratives				> 2h

Relating

	Being Grateful				< 2h
	Cultivating Awe				> 2h
	Cultivating Awe				> 2h
	Enhancing Sensorial Connectedness				> 2h
	Onboarding Transdisciplinary Collaboration				> 2h
	Participate as a Pro				< 2h
	The Humble Mindset				> 2h
	Deep Listening				< 2h
	Inviting Non-Human Stakeholders				< 2h

Collaborating

	Team Check-in				< 2h
	Triggering Team Trust				> 2h
	Inclusive Decision-Making				> 2h
	Socially Inclusive Research				> 2h
	Enabling Co-creation				> 2h
	Fostering Collaborative Creativity				> 2h
	Constructive Conversations				> 2h
	Restorative Dialogue				< 2h
	Travelling concepts				> 2h
	Co-designing Transition Experiments				> 2h
	The Power of Storytelling				> 2h

Acting

	Making Courageous Decisions				> 2h
	Step Up Your Courage				< 2h
	Challenge your Beliefs				< 2h
	Positive Reframing				> 2h
	Embracing Uncertainty				< 2h
	Fostering Resilience				> 2h

Legend

execution time

individual activity
 group activity

single session
 multiple sessions



Transition Makers Toolbox

UvA Follow-up Project

Cognitive
learning



Affective
learning

2024



Comenius Fellowship awarded to the Institute for Interdisciplinary Studies and the Teaching & Learning Centre for **Empowered Minds**:

- Enrich education at the UvA by **integrating affective learning** with knowledge and academic skills.
- Equip students to comprehend **societal challenges** in all their complexity and offer more adequate solutions.

“Affective learning is the process in which a student develops attitudes, values, emotions and motivations as part of the learning experience.” (EM)

Affective learning concerns **“the development of students’ values, attitudes, and dispositions in relation to knowledge, practice, and society.”**

“The affective domain includes objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment.”

den Heijer, P. Z. A. (2023). A first step in teaching students to cope with inward involvement in a value conflict:
The design of affective learning experiences.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives: The classification of educational goals.
Handbook II: Affective domain. New York: David McKay.



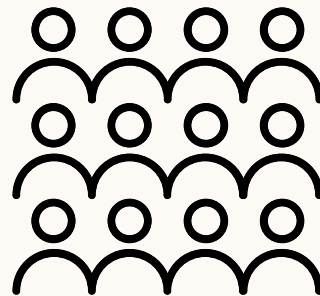
Transition Makers Toolbox

Empowered Minds

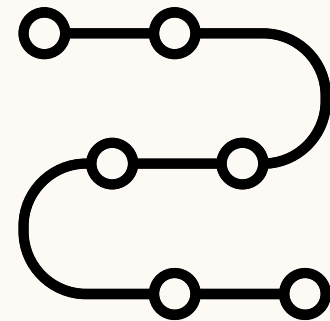
Co-creation of
additional
IDG educational
material



University-wide
elective course,
open to all UvA
students



Implementation in
14 programme's in
a learning trajectory
Affective learning

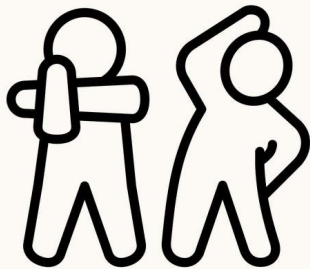




Transition Makers Toolbox

Empowered Minds

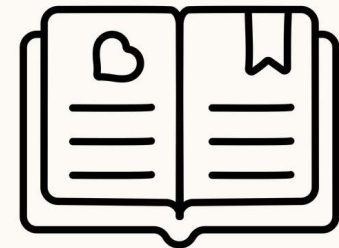
Teacher development
through a Special
Interest Group &
multi-day teacher
training



Building an evidence-
based practice for
affective learning



Handbook on
affective learning





University-wide elective



Judith van den Boogert

Bridges not Walls: Dialogue in Times of Polarisation

In a world where people seem to be polarizing rather than communicating, the connection between people appears to be disappearing. In the course “Bridges not Walls: Dialogue in Times of Polarization”, students learn what it takes to restore this connection, how to facilitate constructive conversations, and how to defuse tensions.



Inner Development Goals in the course

BEING
Relationship to Self

Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.

- Reflection reports on inner learning

THINKING
Cognitive Skills

Developing cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole is essential for wise decision-making.

- Vulcano for Change
- Cross the line

RELATING
Caring for Others and the World

Appreciating, caring for and feeling connected to others, such as neighbours, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

Empathy & Compassion:
Listening exercises, dialogue formats,

COLLABORATING
Social Skills

To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.

Trustbuilding:
Trust in yourself, safety in a group

ACTING
Driving Change

Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.

Courage:
Little steps setting up dialogue and facilitating it

Empathy | Trust | Courage



Evidence based practice

Lotte Brinkhof and Sanne de Wit



Do students actually develop the intended IDG skills?

- Empathy, trust, and courage

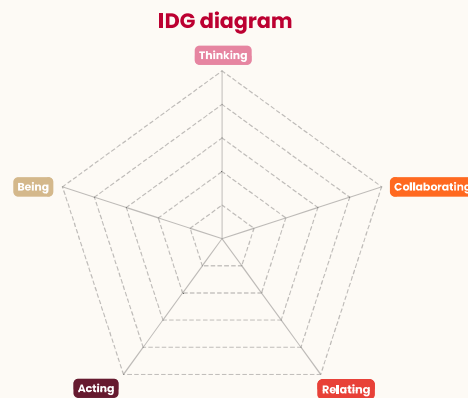
Changes in self-reported IDG skills are mapped using Visual Analogue Scales

- Before, during, immediately after, and 10 weeks after the course.
- Students are invited to reflect on their personal development using the Most Significant Change method.



Implementation Programs

BA Biology
BA Biomedical Sciences
BA Chemistry
BA Communication Science
BA Computer Science
BA European Studies
BA Information Studies
BA Law
BA Literary and Cultural Analysis
BA Natural and Social Sciences (Bèta-gamma)
BA Psychobiology
BA Religious Studies
BA Science, Technology and Innovation
MSc Complex Systems and Policy



Team of five trainers offering:
Two sessions with teacher team

- Intro to affective learning
- Bloom's affective domain
- Curriculum Scan
- Coaching individual teachers

BloomTaxonomy - Affective Domain

The affective domain includes the attitudes and emotions that accompany a learning process

A1 RECEIVING	A2 RESPONDING	A3 VALUEING	A4 ORGANISING	A5 INTERNALISING
<i>The ability to be aware and receptive</i>	<i>The ability to participate responsibly, respectfully and actively</i>	<i>The ability to see the value of something and express it</i>	<i>The ability to structure, prioritise, and reconcile personal and others' value systems</i>	<i>The ability to behave consistently in accordance with the values you have internalised</i>
Acknowledge Recognise Notice Pay attention to Listen Be open to Allow space for Be aware of Be conscious of	Answer Assist Participate, Contribute Engage Share Respond Help Reflect on question	Value Commit Choose Defend Justify Accept Compromise	Integrate Prioritise, Balance, Reconcile, Organise, Find agreement	Embody Act (consistently) Behave Live out Persevere Influence Initiate Demonstrate



SIG and Teacher Training

"Intuitively, I wanted to incorporate students' personal growth into my courses, but I didn't know how. Thanks to the 'Affective Education' course, I've learnt practical ways to integrate the affective dimension of the learning process into my teaching."



Special Interest Group 25 members
Kick off in December 25
3 meetings 25-26
Next meeting November 2



January - March 26
4 day TT
11 teachers from 5 faculties

Next TT Jan-March 27



- What is Affective learning?
- Learning Goals
- Learning Activities
- Assessment
- Role as teacher



EMPOWERED MINDS

Affective Learning Grant

SEVEN GRANTS HAVE BEEN AWARDED



Anne Timmermans – Medicine

Enriching the Climate & Health Challenge with game elements, guided reflection, staff training and evaluation tools around planetary health.



Esther Reefman – Biomedical Sciences

Redesigning the Vaccination & Society project day so students connect scientific knowledge with values, perspectives and social controversy.



Carolina Ivanescu – Religious Studies

Expanding an existing affective learning pilot to the Master's programme and creating broader visibility through a round-table discussion.



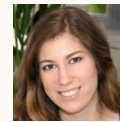
Iris van Domselaar – Law

Developing a printed reflection booklet for law students, including assignments on ethical awareness and the final task My ethical canary in the coal mine.



Lieke Mulder – Complex Systems and Policy

Developing a continuous affective learning pathway in challenge-based projects, with reflection, creative assignments and evaluation tools.



Tinne Buelens – Clinical Psychology

Redesigning the Master's programme so students explore identity development through reflection, perspective dialogue and self-development.



Jelger Kroese – various programmes

Supporting students in developing an inner compass, personal responsibility and agency through reflection and small meaningful actions.

New round of grants next february



Start vak: jouw waardenscan

Bekijk het overzicht met waarden op de volgende pagina en beantwoord de vraag: Wat zijn jouw kernwaarden (waarden waar je graag naar zou willen leven)? Kies er drie en geef een korte toelichting

Mijn kernwaarden

①

②

③

In hoeverre denk je dat je later in jouw rol als jurist deze waarden ook kunt dienen? Waarom wel/waarom niet?

Overzicht kernwaarden

Waarden zijn de principes en overtuigingen die jij als persoon nastreeft of belangrijk vindt. Ze vinden vaak hun oorsprong in cultuur, religie, opvoeding of persoonlijke ervaringen. Deze waarden bepalen hoe je in het leven staat, hoe je werkt en hoe je als jurist zult handelen.

Assertiviteit	Degelijkheid	Idealisme	Rechtvaardigheid
Attentheid	Discipline	Ingetogenheid	Redelijkheid
Authenticiteit	Doelgerichtheid	Kamte	Samenwerking
Autonomie	Eenvoud	Kamersaadschap	Schoonheid
Avontuurlijkheid	Empathie	Liefde	Tact
Bedachtzaamheid	Enthousiasme	Loyaliteit	Terughoudendheid
Bedrevenheid	Feltheid	Mededogen	Tevredenheid
Bescheidenheid	Felheid	Nieuwsgierigheid	Vakmanschap
Blijdschap	Fijngevoeligheid	Nuchterheid	Vastberadenheid
Consideratie	Geduld	Onbaatzuchtigheid	Vernieuwing
Controle	Geestdrift	Onbedorvenheid	Waardering
Coöperatie	Gelijkwaardigheid	Ondernemerschap	Waarheid
Correctheid	Hulpvaardigheid	Pittigheid	Ijver
Creativiteit	Humor	Plezier	Zachtheid
Dapperheid		Positiviteit	Zekerheid

Bron: leiderschapscoaching.nl

Complete lijst met waarden:



4. Parker presenteert de verschillende rolinvullingen als een menukaart, waaruit je als advocaat per voorliggende zaak kan kiezen. Rechts staan de vier rolinvullingen opgesomd met een aantal voorbeeldzaken. Verbind met strepen de rolinvulling die je het best vindt passen bij iedere zaak en geef steeds in een regel aan waarom. In hoeverre wijkt je antwoord af van het antwoord bij de vorige vraag



De verantwoordelijke advocaat



De relationele advocaat



De adversarial of cliënt-eerst advocaat



De moreel activistische advocaat

Bij de overname van Warner Bros door Netflix probeer je eventuele toekomstige bedrijfsrisico's zo veel mogelijk contractueel uit te sluiten.

Reden:

Jouw cliënt is een grote meubelfabrikant die je vraagt om de winstbelastingdruk nog verder te verlagen met gebruik van belastingontwijkingstactieken.

Reden:

In een stevige vechtscheidingszaak sta je een vader bij die graag een omgangsregeling wil voor zijn twee kinderen.

Reden:

Omdat in het Marengo-proces geen advocaten meer kunnen worden gevonden, word je verplicht de hoofdverdachte bij te staan.

Reden:

5. Merk je dat je in verschillende situaties een andere rolopvatting kiest? Welke waarden of overwegingen maken dat jouw keuze verandert?

Afsluiting: bedenk of bespreek



Inzicht:

Wat is je belangrijkste inzicht van week 3?



Vragen:

Welke vragen heb je nog over week 3?



Nieuwsgierig:

Waar zou je nog meer over willen leren?

Waar ben je nog nieuwsgierig naar?

Einde week 3



UNIVERSITEIT VAN AMSTERDAM
Faculteit der Rechtsgeleerdheid



Share!



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Professions and Access to Justice

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Universiteit van Amsterdam



EMPOWERED MINDS

What would you like to do ?

Have a look at the posters, Tools, Toolbox, etc

What opportunities do you see in working on affective learning?



EMPOWERED MINDS

Check-out

Share one thing you want to do next....

More about Affective Learning & Empowered Minds

- SIG Affective Learning



- VLT (ZLP) - Affective Learning Track



- Four day Teacher Training Affective Education
(29 jan, 12 feb, 5 mar, 19 mar)



- Affective Learning Grant (link will be available in October)



Next lunch seminar

- **Smarter or dependent? Theory and evidence on the effects of GenAI use on learning and cognition by Ivar Kolvoort**
- **Tuesday 20 October 12:00-13:00**
- **REC C0.03 (TLC-FMG space)**



edu.nl/8cvpw



Evaluation form

- Help shape future editions: Scan the QR code!

