



### A3.3, O1: 11 Established Innovation of Education Labs



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## Abstract

One activity of work package 3 (activity 3.3) is to provide educational support in the Innovation of Education Labs. To do so Innovation of Education Labs (IEL) are established leveraging existing expertise and facilities across the alliance. Work package 3 (activity 3.3) under the lead of Hamburg University of Technology is in charge of assuring that every ECIU member university establishes an Innovation of Education Labs.

The grounding bases of each IEL were:

- a one-pager that was agreed by all partners and that is the working basis for the process to establish the IELs described below (in chapter 2.3).
- the decision that every IEL include a minimum of one local Challenge-Based Learning expert, or at least one person who want to become one (which is described more detailed in chapter 2.1)
- the decision that Activity 3.2 and Activity 3.3 action leads provide an example of implementation that can be copied and adapted to their own conditions and requirements by others, especially those which have no local CBL experts so far.

In October 2020, all partners of the alliance had set up an Innovation of Education Lab (IEL). Most chosen form of 'initialization' of the IEL were webpages providing information and/or a team of teachers with experience of CBL was formed. Progress is depending on already existing structures, resources and framework. Some partner did first, tentative steps which will be followed up on in the coming months and in other partner universities the IEL is completely settled.

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## **Symbols, abbreviations and acronyms**

AAU	Aalborg University, Denmark
CBL	Challenge-Based Learning
DCU	Dublin City University, Ireland
ECIU	European Consortium of Innovative Universities
IEL	Innovation of Education Lab
INSA	Institut National des Sciences Appliquées, France
KTU	Kaunas University of Technology, Lithuania
LiU	Linköping University, Sweden
PBL	Problem Based Learning
PjBL	Project Based Learning
TUHH	Hamburg University of Technology, Germany
UA	Universidade de Aveiro, Portugal
UNITN	Università degli Studi di Trento, Italy
UT	University of Twente, Netherlands

## 1 Introduction

One activity of work package 3 (activity 3.3) is to provide educational support in the Innovation of Education Labs. To do so Innovation of Education Labs are established leveraging existing expertise and facilities across the alliance. Work package 3 (activity 3.3) under lead of Hamburg University of Technology is in charge of assuring that every ECIU member university establishes an IEL.

The innovation of Education Labs are physical and/or virtual spaces whose purpose is to support and facilitate the expansion and strengthening of our multi-institutional educational offerings in the context of Challenge-Based Learning (CBL). They:

- create a multi-institutional **network** to engage teachers in the method as well as other stakeholders in a common educational enterprise and provide a framework to address the challenges of multi-institutional educational offerings
- serve as **incubators** for developing and testing new teaching and learning methods together with all stakeholders and course contents
- help atomize initiatives a way that exposes them to scientific evaluation in sense of **educational research**

The long-term objective (month 36) of this activity is to develop and harmonize educational offerings, structures and policies at the member universities to optimally facilitate CBL and create a European educational network for all stakeholders involved.

After funding period, the Innovation of Education Labs should not be restricted to CBL but also provide space and opportunities to test other innovative educational practices, like co-creation, problem-based learning, digitalization, and modernizing curricula.

All universities are expected to organize an Innovation of Education Lab, establish teams to work on challenges and train their teachers. Each partner is expected to contribute to the activities wherever relevant and if necessary on own costs. Nonetheless, expertise such as Aalborg University's 45+ years of practice in problem-based learning, the high number of spin-offs of Linkoping and University of Twente, as well as the living labs of Universitat Autònoma de Barcelona serve as a role models within the alliance.

This report describes the process of how Innovation of education labs (IEL) were established, report about their activities and first identified structural and cultural obstacles that limit their acceptance and utilization.

## 2 Objectives

Challenge-Based Learning is a high impact teaching and learning framework that requires well informed or trained teacher with knowledge about basic concept of learning and teaching (e.g. how to formulate intended learning outcomes, how to assess student's competence development or give feedback to student learning) as well as for some a somewhat culturally change in teaching attitude. Please see delivery report "A3.3, O2. Develop teamchair training" for further details. Hence it has to

be kept in mind that IELs should be **add-ons to already existing didactic or pedagogic support for teachers** at each partner of the alliance.

To define the basis for IEL a survey asking for existing support structures at the ECIU member universities to support instructors of any level (professors, lectures, teaching assistants, student teachers) were conducted in WP3 under the lead of Dr. Andrea Brose. This survey gave evidence that all partners of the alliance has a centralized didactic or pedagogic support for teachers. Teacher support exists at least for 10 years at University of Stavanger, Linköping University, University of Twente, Universitat Autònoma de Barcelona, Dublin City University and Tampere University and should therefore be well known and accepted by the teachers. At University of Trento and University of Aveiro support actions for teachers were established within the last two years and may probably not be familiar yet to all teachers. Also, both have smallest support in full time equivalents, followed by Kaunas University of Technology with two and University of Stavanger with three and a half full time equivalents. In contrast, at Tecnológico de Monterrey 72 full-time plus many faculties exists where there are instructors or facilitators available, 19 at University of Twente and about ten at Linköping University, Hamburg University of Technology and Dublin City University. At University of Stavanger, University of Twente, Universitat Autònoma de Barcelona and Tampere University the support structures rests completely on permanent positions while in other universities they also included non-permanent positions.

Already this summary gave an idea that the frameworks and working conditions are very different and they are getting even more heterogenous after analyzing available expertise within Centre of teaching and Learning (or similar) in March 2020 in regard to Problem-, Project- and Challenge-Based Learning as displayed in Table 1. For more results of the survey please see Attachment 1.

*Table 1: Expertise in march 2020 in regard to Problem-, Project- and Challenge-Based Learning at each partner of ECIU alliance.*

Partner of alliance	Project-Based Learning	Problem-Based Learning	Challenge-Based Learning
University of Trento	No	No	No
University of Stavanger	Yes	Yes	Yes
Linköping University	Yes	Yes	Yes
University of Twente	No	No	No
Kaunas University of Technology	Yes	Yes	No
Universitat Autònoma de Barcelona	Yes	Yes	Yes
Aalborg University	Yes	Yes	Yes
University of Aveiro	No	No	No
Institut National des Sciences Appliquées	No	Yes	No
Hamburg University of Technology	Yes	Yes	Yes
Dublin City University	No	No	No
Tampere University	Yes	Yes	Yes
Tecnológico de Monterrey	Yes	Yes	Yes

Second base for each IEL, next to already existing support structures, is a **common understanding of what Innovation of Educations Labs are really supposed to be, to do as well as a common understanding of what Challenge-Based Education at ECIU means** and how a first pilot can be implemented. In a meeting in March, 2020 we had to recognize that this base was missing. Therefore, to support the establishment of the IEL, we had to take one step back and re-do discussions about definitions, formats and activities of IEL.

In May 2020, we concluded:

- (1) a one-pager that was agreed by all partners and that is working basis for a process to establish the IELs described here (in chapter 2.3). Please find the re-defined definition in Attachment 2.
- (2) the decision that every IEL include a minimum of one local Challenge-Based Learning expert, or at least one person who want to become it (which is described in more detailed in chapter 2.1)
- (3) the decision that Activity 3.2 und Activity 3.3 Leads provide an example implementation that can be copied and adapted to their own conditions and requirements by others, especially those which have no local CBL experts so far.

## 2.1 Exemplary implementation of an IEL provided by Activity 3.3. lead

To give an example for an IEL focusing on the implementation of an innovative challenge-based educational pedagogy and for the training of teachers in the method a web-presence presenting the offering and services at Hamburg University of Technology were set up and launched in April 29<sup>th</sup> 2020. The starting page <https://www.tuhh.de/zll/cbl-start/> with main page <https://www.tuhh.de/zll/challenger-based-learning/> provided in English:

- fundamentals and basic principles about CBL
- best practice cases for learning and teaching
- a variety of educational resources jointly offered by several partners of the ECIU alliance
- access to teacher training in CBL pilot 1
- (in German only) access to additional information about other teaching and learning models, as well as fundamentals to novel pedagogical technologies

For full content see Attachment 3 (starting page) and Attachment 4 (main page) or visit URL as mentioned above.

Every partner of our ECIU alliance is welcome to freely copy, paste and reuse all texts, graphics, educational materials and links. Every partner who decides to include a webpage like this in its IEL should be aware of complementing and adding information about local support, local frameworks and settings as well as local experts to contact.

Reviewed page statistics critically, with 446 visits n starting page <https://www.tuhh.de/zll/cbl-start/> since April 29<sup>th</sup> 2020 and only 182 on CBL main page <https://www.tuhh.de/zll/challenger-based-learning/> in same period it indicated that both pages are not well known and used mainly due to an urgent need. Such one was created for the workshop “Basic principles in CBL” on September 10<sup>th</sup> and 24<sup>th</sup>, 2020 (on which registration page had 396 clicks visits since July 14<sup>th</sup> 2020) and effects on site visits are displayed in Figure 1. Therefore, an IEL should be an informative webpage.

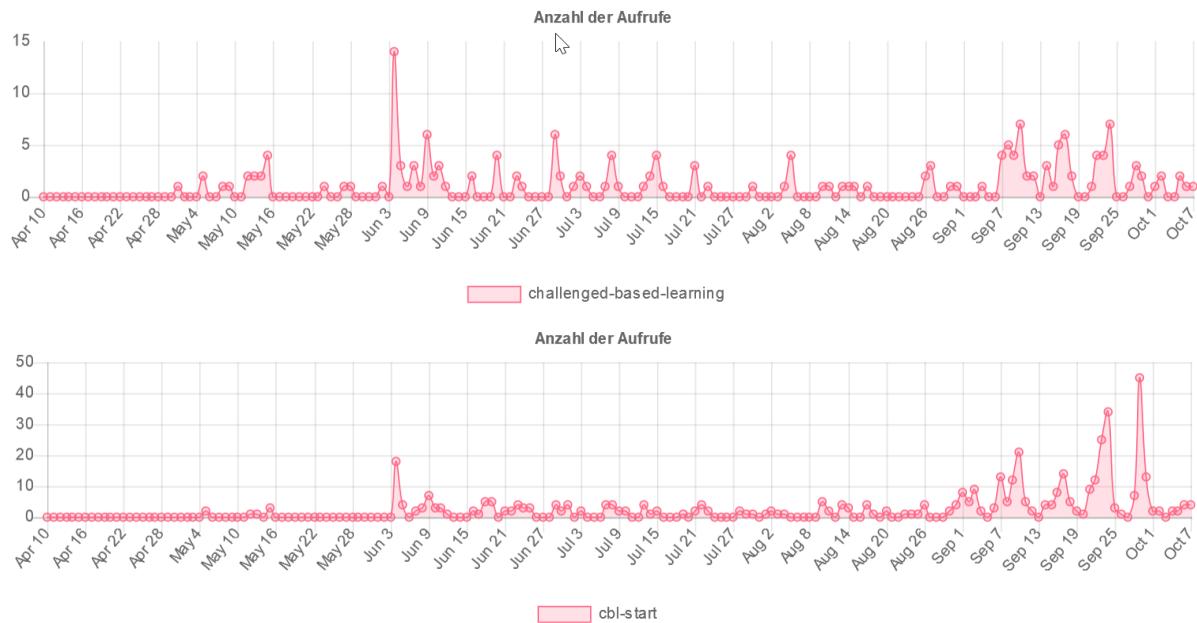


Figure 1: Site visits on main CBL information webpage (above) and CBL starting page (below)

## 2.2 Local Challenge-Based Learning Experts

The task of local CBL expert is to support teacher (minimum) or all CBL/Challenge stakeholders (in best case) in all questions about teaching and learning in the framework of Challenge-Based Learning that go along with local settings, frameworks, norms, quality criteria and facilities. No one else than local staff is able to answer questions addressing local issues. To do so local CBL experts need to have knowledge about local issues and at least basic knowledge about how to work with student teams, some basic knowledge about project or problem-based learning and willingness to engage themselves into CBL.

The way local CBL expert support CBL may vary from answering mails, having regular consultations hours, organizing workshops or network events or collect and launch information on webpages or hardcopies.

Based on the survey results discussed above and displayed in table 1, we are aware that not every ECIU partner has a local CBL expert with long-lasting expertise at this moment. Therefore, it is aimed to build up a multiplier network with local CBL experts in ECIU university, starting with the CBL workshop in September (see Deliverable Report A3.3, O3 for more details). Contacts to local CBL experts or those that agreed to become one are summarized in Table 2.

Table 2: List of local CBL experts

Partner of alliance	Local CBL experts (Contacts)
University of Trento	Allesandro Rossi, Roberto Napoli
University of Stavanger	Dag Husebø, Minnah Haniffa
Linköping University	Svante Gunnarsson
University of Twente	Frank van den Berg, Leonie Bosch-Chapel
Kaunas University of Technology	Asta Daunoriene, Vilma Sukacke
Universitat Autònoma de Barcelona	Anna Marbà Tallada, Silvia Blanch
Aalborg University	Aida Guerra
University of Aveiro	Vânia Carlos; Zélia Breda

Institut National des Sciences Appliquées	Damien Fabregue
Hamburg University of Technology	Siska Simon, Dorothea Ellinger
Dublin City University	Jean Hughes
Tampere University	Marika Vuorenmaa, Taru Pilvi
Tecnológico de Monterrey	Martin Velazquez

## 2.3 Established Innovation of Education Labs

On one hand multiple formats and structures of an IEL are possible and it should fit local structures, resources and frameworks best. On the other hand WP3 members agreed on some MUST-HAVE features and some NICE-TO-HAVES as summarized in Table 3.

*Table 3: Checklist for Establishment of one IEL per University*

MUST-HAVES	NICE-TO-HAVE
addresses all stakeholder in each university involved in CBL and other innovative educational practices in regard to ECIU university	gives additional information, connects your university to ECIU network and beyond with other communities of practices
Basic Information about CBL (definition of CBL as agreed in April 2020, 3 Phases, challenging real life questions, working in teams, role of teacher, students - all are learners)	more detailed information about each of the three phases, how to set up teams, handshake of challenges and teams within the framework of ECIU university
More detailed information about how CBL is/will be done in your organization (e.g.: framework, quality criteria, formats, connection to ECIU university, inGenious platform,) on its own as well as in regard to ECIU university	link to workshops/ trainings/resources offered by other ECIU members and free to take part/to use
Detailed information on how CBL is supported in your organization (resources, local workshops, trainings, facilities)	literature/scientific evidences about CBL, facilitating and hindering factors
Contact to local CBL expert(s)	best practice examples of partners in ECIU alliance
Best practice examples of own university	additional informational resources (literature, videos, open educational resources)
	include other innovative educational practices
	additional informational about ECIU university or ECIU network/foundation or information about ColLab
	Contact to CBL experts of other ECIU members
	Incentives to and/or award CBL implementation projects

In May 2020 the grounding bases to establish IEL at each partner of the alliance were set. The following chapters summarize the work of each partner within the last five months.

Not all IEL are ready to launch with all MUST-HAVES as addressed in Table 3, yet. Some start small and expect to grow in their resources and support offers within next month. Main reason for this delay is due to the corona pandemic that forces people across Europe to work in home offices with limited resources, limited possibilities to collaborate and increased effort in finding a balance between health and family care with professional duties.

Since joint workshops and consultations started on time, a CBL webpage addressing needs and providing information about CBL is available to all since May and local CBL experts started their work latest September we see no risk to teacher support or the goals of ECIU university project.

### **2.3.1 IEL of Aalborg University**

Aalborg University (AAU) have two platforms (1) the PBL academy (<https://www.pbl.aau.dk/?page=1>) and (2) the Learning Lab (<https://www.learninglab.aau.dk/>) that give teacher support across departments and faculties. In addition, the research group Aida Guerra, Associate Professor at Aalborg Centre for PBL in Engineering Science and Sustainability ([www.ucpbl.net](http://www.ucpbl.net)), provide courses and programs targeting staff and students training, including open access courses (<https://ucpbl.moodle.aau.dk/>). These three works and collaborate internally at AAU as well as internationally as IEL to facilitate and support implementation of active, student-centered, problem oriented such as problem-based, project organized learning (PBL) and challenge-based learning (CBL).

### **2.3.2 IEL of Dublin City University**

Recently, DCU has been awarded a significant Irish government funding allocation for a transformation of the undergraduate curriculum. The key objectives align directly with the ECIU - Challenge-based Learning, open and flexible learning, transversal skills and micro-credentialling. This positions DCU to better meet the objectives of WP3, in particular the IELs.

DCU will now focus on operationalizing the IEL and making appropriate provision available, as well as an active campaign to attract additional practitioners across the university. Initial focus will be on information sharing and promotion of CBL with accompanying training, resources and support. In short-term DCU will Leverage existing ECIU resources to provide rapid training and engagement. They are going to create a web site by October 31st 2020, with training commencing in November 2020. In mid-term, they build on internal experience in CBL and technology-enhanced teaching to provide high quality, online training and development opportunities. It is intended to appoint CBL champions in each discipline and they will form an internal network across the university.

### **2.3.3 IEL of Institut National des Sciences Appliquées**

All the INSA have at their disposal a pedagogical development unit (called ATENA for Lyon or C2iP for Toulouse). These units offer teachers pedagogical seminars inviting them to use innovative teaching methods. These support centers serve as incubators in the sense that they give teachers access to many resources. They also create a network between teachers by organizing seminars to share practices. It should be noted that not all the projects supported in these support centers address CBLs today. However, it is important to note that major societal issues are at the heart of the INSA group's policy and that an increasing number of educational projects are focused on these issues.

Additionally, at INSA they have an educational project in pilot 1 that act like an Education lab. This has been proposed by the students themselves and aims to involve the whole INSA community. The subjects are the challenges of sustainable development. Awareness-raising courses will therefore be

given for all the students in collaboration with a working group that exists in each INSA and which constitutes a group of experts. This staff includes both teachers and administrative and technical personnel. They bring this theme to life within the group by proposing workshops, lectures, but also projects to the students each year. The research pillar is carried out through student and teacher projects on the various topics raised. For the moment, there is no research on the impact of this type of teaching, however, INSA have a collaboration with the Shift Project which is a French Think Tank that will help them to set up, develop and evaluate these educational projects.

### **2.3.4 IEL of Kaunas University of Technology**

KTU has an established EDU\_Lab Centre for Excellence in Learning and Teaching ([https://en.ktu.edu/edu\\_lab/#EDU\\_Lab](https://en.ktu.edu/edu_lab/#EDU_Lab)) and IEL is integrated there since August 2020. To provide more support there was trained teachers- trainers in CBL.

The process of providing support to teachers in CBL started in June 2020. A set of slides was developed to familiarise teachers with the CBL methodology and implementation process. A "Follow-up" programme has been set up for teachers to implement CBL in their respective courses. At the beginning of October 2020, a new group of teachers will join the "Follow up" programme, where the experts of EDU\_Lab will help teachers to implement CBL methodology for the spring semester courses.

KTU is sharing news with the community by posting actual and relevant articles. For example, an article entitled "Challenge-based education will help in the context of low-touch economy" was published in June (<https://en.ktu.edu/news/challenge-based-education-will-help-in-the-context-of-low-touch-economy/>).

Recently:

- EDU\_Lab webpage is growing. The explainer videos on CBL for teachers will be developed shortly.
- A CBL manual to support teachers in CBL is in preparation.
- A "Follow up" programme for the spring semester is starting in October.
- A new publication of an expert view on CBL integration in curriculum is in preparation.

Further tasks are prioritised to cover train the trainers in CBL so the learning continues to grow among the KTU society and start building a community practicing CBL.

### **2.3.5 IEL of Linköping University**

Focal point of Linköping's IEL is working group for exchange of experiences as well as the idea that the development of the IEL has to be linked to the needs in the courses applying CBL and the plan for when the various courses are introduced in the "ECIU University package of LiU".

The working group is known by the teacher, is able to provide them basic information about CBL and about workshops, trainings and resources offered by other ECIU members. It consists of several experts about CDIO framework, CBL, Problem- and Project-Based Learning across the disciplines. Also, persons of inGenious - platform are involved.

They have met several times and are working currently on building up a web page as resource of information and a summary of experiences gained via the InGenious course.

### **2.3.6 IEL of Hamburg University of Technology**

At Hamburg University of Technology the IEL and its offers are integrated into structure and resources of our Centre of Teaching and Learning. The IEL consists of two local CBL experts, workshops and consultations offers and a webpage that recently is running as example implementation of an IEL. Once a CBL information webpage is integrated into ECIU University webpage it will focus more to local issues, requirements and workshop.

With the workshop “Basic Principles of CBL” (see Deliverable Report A3.3, O3 for more details) the Hamburg IEL was launched officially in September 2020 (see Twitter message in Attachment 5 and press release in Attachment 6). Also other support offers as the “PraxisDuo”, in which up to six tandems of teachers with a CBL teaching innovation support themselves in a guided framework of peer consultation (see Deliverable Report 3.3 O2 for more details) and the Round Table, a monthly one-hour bar camp like online consultation that started October 2nd 2020 (see Deliverable Report 3.3 O2 for more details) are jointly offer to teachers Hamburg University of Technology and all partner of the alliance as long their local IEL is not fully established. We aim to include the topic CBL in most of all our offerings instead creating new offering up from scratch.

### **2.3.7 IEL of University of Aveiro**

The IEL of University of Aveiro was launched in July. One of their first action was to take part and co-organize a Docência + training retreat. It was a joint event that brought together teachers from universities of Aveiro and Minho and was repeated in September (please visit for more details <https://www.ua.pt/pt/inovacaopedagogica/page/26714>). In workshops and discussion sessions at Docência + training retreat as well as the workshop “Basic Principles of CBL” provided by Hamburg team, Aveiro provides support for teachers to reorganize their course to include the CBL methodology. In addition, a webpage with basic information as well as usefull resources as canvas-plans were published and available at <https://www.ua.pt/pt/inovacaopedagogica/challenge-based-learning>. The page will continue to improve, namely through the checklist, and publication of an English version. Futheron, Aveiro established a group of teachers who are available to be contacted to help other colleagues with the implementation of CBL. The group was created to support other innovative practices besides CBL but one team is focused on CBL (<https://www.ua.pt/pt/inovacaopedagogica/apoio>). Starting in October teacher-peer-support will have another edition of Peer Observation Programme (<https://www.ua.pt/pt/inovacaopedagogica/page/25390>) open also for CBL teaching innovations projects. Next to the group of teachers who are experts in Problem- and Challenge-Based Learning Aveiro aims create a Community of Practice focussing on innovative teaching practices during the winter term 20/21. Currently they are deciding whether the focus lies on a small CBL based community or a larger one based on Inquiry Based Learning practices.

Last but not least Aveiro launched the 1st edition of their incentives to innovative educational projects innitiatve (<https://www.ua.pt/pt/inovacaopedagogica/incentivo-a-projetos-de-inovacao-pedagogica-edicao-2020>) and one of the funded projects for 2020/21 is CBL based. Figure 2 summarizes all parts and innitiatives in Aveiro CBL framework.

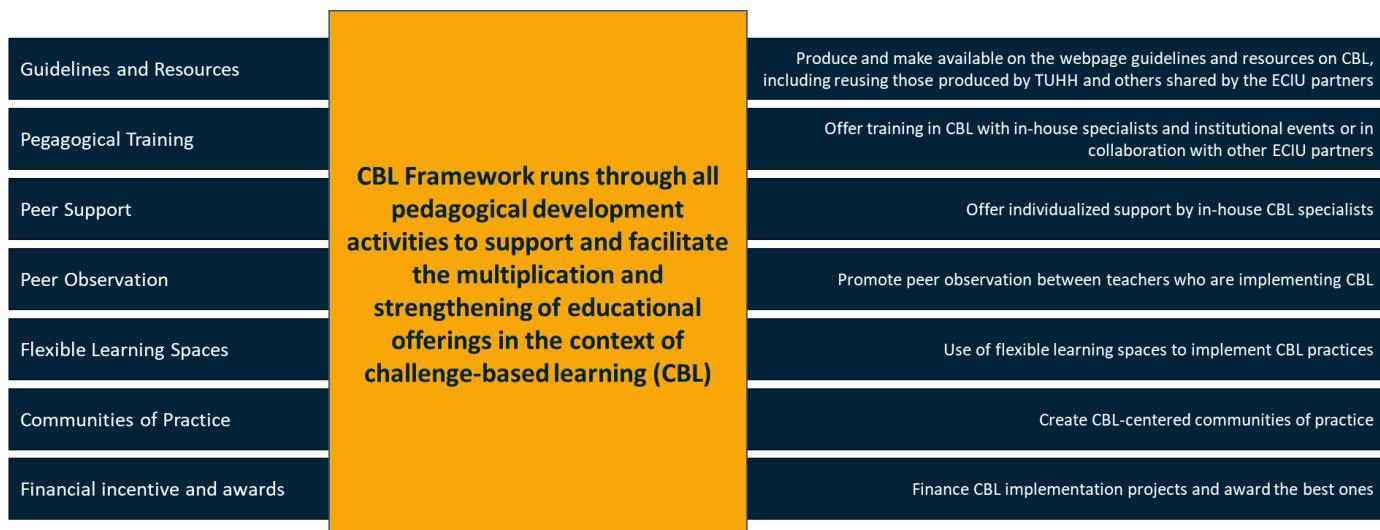


Figure 2: CBL framework of University of Aveiro.

### 2.3.8 IEL of University of Barcelona

University of Barcelona integrated their IEL more or less completely into existing structures, resources and offers of their existing Centre of Teaching and Learning. Starting in January 2020 they identified teachers who will implement CBL in winter term 2020/21 and also will be available to support colleagues in CBL processes. In order to do that, they just started a teacher training programme with monthly meeting in order to increase their knowledge and to share a common frame.

### 2.3.9 IEL of University of Stavanger

In Norway there is a national regulation saying that 200 hours of pedagogical and didactical training is compulsory for having a permanent scientific position in HEI. Having an institutional system for recognizing excellency as well as supporting teachers in innovative formats in teaching and learning is compulsory for any university. Therefore, teacher training as well as providing basic information about CBL will be integrated in existing structures and offers. The IEL in Stavanger itself is a team of teachers already start up in September some innovation-courses in winter term 20/21. They are provided with more detailed information about each of the three phases, how to set up teams as well as handshake of challenges and teams.

### 2.3.10 IEL of Tampere University

In Tampere University the home base for team learning pedagogy and CBL has been Y-kampus (<https://www.y-kampus.fi/en>) already since 2016. Y-kampus mainly focuses on running student courses for innovation and entrepreneurial skills using team learning pedagogy and CBL. An additional source for teacher to learn about basic principles of CBL and local CBL expert is the local ECIU webpage (<https://www.tuni.fi/en/services-and-collaboration/international-tampere-university/challenge-based-learning>). In mid September Tampere University opened the new Teaching and Learning Centre to support teachers and their pedagogical expertise (<https://www.tuni.fi/tlc/> <https://www.tuni.fi/en/news/teaching-and-learning-centre-supports-lecturers-pedagogical-expertise>). Thus, the next step to develop the IEL further is creation of a

collaboration model between the Teaching and Learning Centre and Y-kampus to combine teacher support and the student course platform of CBL.

### **2.3.11 IEL of University of Trento**

At the University of Trento, CLab Trento (<https://clabtrento.it/en>) offers, to students, various innovation and entrepreneurship educational modules which complement their standard academic curricula by introducing elements related to soft skills, teamwork, laboratorial, problem-based learning, challenge-based learning and mentoring by external experts (entrepreneurs, managers, startupper) from the local ecosystem.

CLab Trento acts as the local IEL and provides through its website and social media general information about CBL opportunities for students, teachers and stakeholders such as challenge providers.

CLab Trento has gathered extensive experience in recent years in the organization of CBL for UniTrento students (engaging also with teams from foreign partner universities), also teaming up with HIT (Hub Innovazione Trentino, a non-profit consortium promoting the research results and innovation of the Trentino ecosystem). Both CLab Trento and HIT websites provide detailed information on how CBL is supported locally, particularly with regards to resources, educators and local CBL experts, and best practice examples of previous challenges organized locally.

CLab Trento has recently, also in collaboration with FormID (the UniTrento Competence Center for Teacher Training and Didactic Innovation), started to advertise the possibilities of CBL to UniTrento teachers, linking them with external trainings offered by other ECIU members.

For the future, CLab Trento plans to integrate in existing structures and teaching programmes of UniTrento most of the CBL offerings, while retaining the coordination of challenges organization via the Challenge Coordinator and advertising of CBL offerings and opportunities in the whole University.

### **2.3.12 IEL of University of Twente**

At the University of Twente, teacher training and support of innovation in education is already for a long time the core business of the Centre of Expertise in Learning and Teaching (CELT). Almost 20 educational experts support all teaching staff of the university in designing, improving and innovating their education. All kinds of specialised knowledge (on eg. Online education, testing and assessment, project based learning etc) is available. Two of the educational experts of CELT have developed expertise in CBL, and already have supported several teachers in implementing CBL in their courses. Additional material like a teacher manual on CBL is being developed. A website with relevant information on CBL is to be launched before the end of October.

In addition, CELT is discussing with other relevant parties at the UT (like the Centre for Engineering Education, the Center for Higher Education Policy Studies, the Design Lab) on closer cooperation in the Innovation of Education Lab

### **2.3.13 CollLab as an IEL for Europe**

As a long-term goal for the IELs it was stated in the proposal to go beyond applications of existing educational models and aim co-creation of new models which can mature and be taken up by the universities. Therefore, we have to mention CollLab project as such an IEL that is already doing this

and enroll the idea of a community of practice in innovative higher education and new forms of teacher support across Europe. Although it is not an activity of Activity 3.3 and has own funding are both projects connected by persons working in both as well as the vision.

ColLab stands for Collaborative Platform for Teaching Innovation in Higher Education. It is an ERASMUS+ Strategic Partnership (agreement Number: 2019-I-PT01-KA203-061426) about collaborating and sharing innovations in teaching and learning in higher education. The ColLab experience provides teachers/professors in Higher Education with an educational resource centre and a space where they can exchange knowledge and experiences and instructional technologies with their peers in various European countries, in order to become better prepared to face the evolving teaching and learning environment in that sector. The online platform will be ready in 2022. ColLab is coordinated by the Universidade de Aveiro (Portugal) with the partnership of University of Trento (Italy), Hamburg University of Technology (Germany), Kaunas University of Technology (Lithuania) and University of Stavanger (Norway). For more information visit <http://collab.web.ua.pt/>

We are grateful that Activity 3.3 activities are accompanied and strengthen by the activities of ColLab project and that there is strong partnership between us leading to positive synergies to both projects.

### **3 Summary of what has been achieved and discussion of next steps**

In summary, all partners of the alliance had set up an Innovation of Education Lab. Most chosen form of 'initialization' of IEL were webpages providing information and/or a team of teachers with experience of CBL has been formed.

Progress is depending on already existing structures, resources and framework. Some partner did first, tentative steps which will be followed up on in the coming months and in other partner universities the IEL is completely settled.

So far, all IEL fulfill at least three out of five MUST-HAVES and at least three NICE-TO-HAVES (see Table 3). The missing two:

- More detailed information about how CBL is/will be done in your organization (e.g.: framework, quality criteria, formats, connection to ECIU university, inGenious platform,) on its own as well as in regard to ECIU university.
- best practice examples of own university

will follow as soon as first experiences with pilot 1 phase, ending in December, are reviewed and all information about pilot phase 2, starting in February 2012, are available.

In September, nearly all local CBL experts attended the workshop "Basic Principles in CBL" (see deliverable report 3.3. O3) and started networking with each other. An additional half-day workshop is planned for November 2020 which aims to strengthen network building and will focus on train-the-trainers support. With this we aim to strengthen the efforts to offer more and own, local CBL workshops by the partners during pilot 2 phase. After the pilot, the alliance will have worked out the specific methodology to teachers support and the form of IELs. Scientists and support staff of the alliance will experience the new Challenge-Based approach and are likely to share experience within their networks.

Ongoing until the end of the project, the best practices and outputs of the Innovation of Education Labs will be shared beyond the alliance in diverse ways, including but not limited to hosting and encouraging study visits of and to other European universities (as soon as corona pandemic is over), through active participation in conferences, and producing other information materials as well as by working together with other university alliances and stakeholders.

## 4 Bibliography

There are no sources in the current document.

## 5 Attachments

**Attachment 1:** One-Pager: What are Innovation of Education Labs?

**Attachment 2:** Survey on existing didactical and pedagogical support structures

**Attachment 3:** Starting CBL webpage

**Attachment 4:** Main CBL webpage