






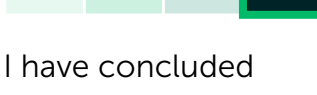
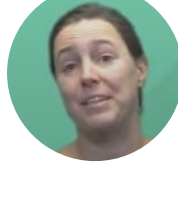
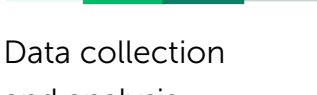

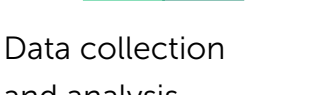

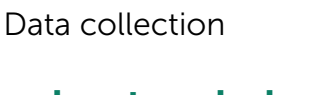

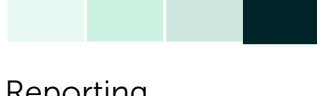

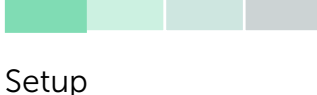
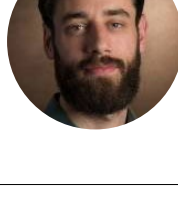


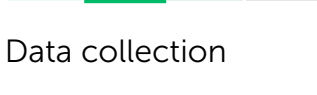



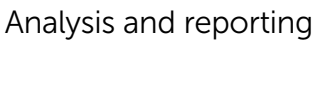


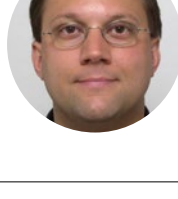





# Impact CLI Fellows


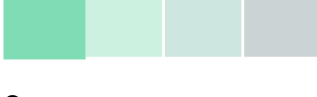

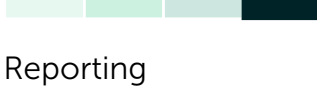

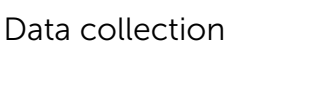
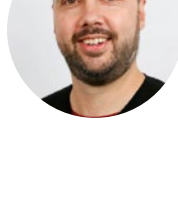




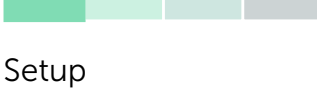
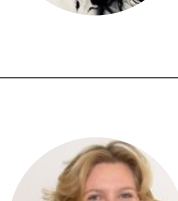
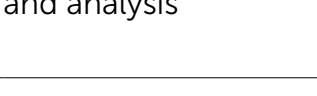
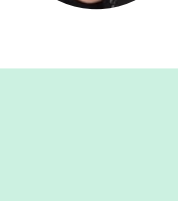

## Online and blended education

Fellowship topic and name	Impact on student number	Involved faculties	Current phase
 <p><i>Communicating and improving students' interdisciplinary engagement with social (in)justice</i> Isabel Awad Cherit</p>	-	ESHCC ESSB	 <p>Data collection</p>
 <p><i>Het functioneren en de leeropbrengst van de 'clinical challenge tool' Geneeskunde</i> Jurgen Damen</p>	410	Erasmus MC	 <p>Setup and data collection</p>
 <p><i>Serious gaming for the development of interprofessional teamwork skills</i> Mary Dankbaar</p>	360	Erasmus MC	 <p>Analysis</p>
 <p><i>Improving Student Knowledge and Skills in Qualitative Data Analysis via Blended Education</i> Delia Dumitrica</p>	540	ESHCC	 <p>I have concluded this project.</p>
 <p><i>The impact of educational videos</i> Floor van Rosse</p>	760	Erasmus MC ESSB	 <p>Data collection and analysis</p> <p><b>This project has led to a spin-off for a research line in pharmacotherapy education in the hospital pharmacy.</b></p>
 <p><i>Empowering students through interdisciplinary and intercultural education on sustainable development</i> Mélodine Sommier, Ana Vasques &amp; Yijing Wang</p>	50+	ESHCC EUC (ESSB)	 <p>Data collection and analysis</p>
 <p><i>Ask me and I will learn? Effects of quizzes on student learning and self-regulated learning when studying instructional videos</i> Margot van Wermeskerken</p> <p><small>* This project may potentially impact many students, if teachers make use of these design guidelines.</small></p>	Difficult to quantify*	Erasmus MC ESSB	 <p>Data collection</p> <p><b>I hope to contribute to design guidelines on how to embed instructional videos in a course, whether integrating questions in these videos contribute to student learning and students' self-regulated learning. Results thus will impact education (how to design education) and students (self-regulated learning), maybe even stakeholders involved in instructional design in education.</b></p>

## Motivation and wellbeing of students

Fellowship and student	Impact on student number	Involved faculties	Current phase
 <p><i>Ace your self-study: Effectiveness of a mobile application to support students' self-regulated learning</i> Martine Baars</p>	1600	ESSB ESHCC	 <p>Reporting</p>
 <p><i>How to reduce free-riding? Creating a checklist to support the design of group projects.</i> Tim Benning</p>	1000+	ESE ESHPM RSM	 <p>Setup</p>
 <p><i>Capturing and realizing the benefits of diversity at Erasmus University</i> Max Coveney</p>	900	ESE	 <p>Data collection and analysis</p>
 <p><i>Supporting students to become resilient and confident learners: A blended course as a scaffolding tool to help students reach their full potential</i> Marisela Martinez Claros</p>	400	EUC (ESSB)	 <p>Data collection</p>
 <p><i>The student-curriculum interplay: Academic trajectories of diverse students at EUR</i> Marieke Meeuwisse</p>	128	ESSB	 <p>Analysis</p>
 <p><i>Personal and Professional Development of Students: Academic and work trajectories of ACPA- and premaster students in Pedagogical Sciences</i> Lonneke de Meijer</p>	420	ESSB	 <p>Analysis and reporting</p> <p><b>There is a possibility that our project has an impact on the Hogeschool Rotterdam (HR), where the ACPA students spend most of their time, in terms of communication and connection between ESSB and HR.</b></p>
 <p><i>Coversity: Moving towards a co-creating university</i> Marloes Nederhand</p>	1000+	RSM ESSB	 <p>Analysis</p> <p><b>Project delivers an animation that can also be used by other faculties, results can/will be used in teacher training.</b></p>
 <p><i>Exposing students to general practice in their education</i> David Pols</p>	800	Erasmus MC	 <p>Data collection.</p>
 <p><i>Influence of admission and assessment policy on academic performance and well-being of students; Identification of impeding and stimulating student factors</i> Andrea Woltman</p>	400	Erasmus MC	 <p>Analysis and reporting</p> <p><b>What has been an unexpected turn of events for this project was the COVID-19 pandemic. This created awareness in medical (education) professionals of possible gender-specific responses to COVID-19 or any other future disruptive event that may influence medical students through alterations in their educational environment.</b></p>

## Skills development

Fellowship and student	Impact on student number	Involved faculties	Current phase
 <p><i>Educating physicians with sociomedical competence</i> Ed van Beeck</p>	60	Erasmus MC ESHPM ESSB	 <p>Setup</p>
 <p><i>Developing a portfolio tool for future oriented soft skills</i> Aleid Fokkema</p>	800	ESHCC	 <p>Reporting</p>
 <p><i>An organized 'academic toolkit': creating an overview of academic skills for students and teachers</i> Robert Goverts</p>	275	ESSB	 <p>Data collection</p>
 <p><i>Measuring and Improving Students' Intercultural Competences</i> Joep Hofhuis</p> <p><small>* Difficult to quantify since we are mostly measuring existing behaviors. But our aim is that the findings will have an impact on all future students at our university.</small></p>	Difficult to quantify*	ESHCC ESE EUC	 <p>Analysis</p> <p><b>The fellowship has led to some interest on the topic from other departments. I have provided workshops on intercultural communication at EUC, and different groups of EUR support staff. Furthermore, the CLI has granted funding for a PhD candidate, who will expand the project to include ESE and hopefully other schools who decide to join in the future.</b></p>
 <p><i>Learning 21st-century skills requires 21st-century teaching: Advancing a horizontal learning into the skills curriculum at EUC</i> Gera Noordzij</p>	200	EUC	 <p>Data collection</p>
 <p><i>Utopia for Beginners: Teaching Global Challenges through Local Cases</i> Gijsbert Oonk</p>	100	ESHCC	 <p>Setup</p>
 <p><i>The role of co-regulation in building students' self-regulated learning skills</i> Léonie Ridderstap</p>	314	ESHCC	 <p>Data collection and analysis</p>
 <p><i>The Art of Seeing! Does looking in art help to avoid cognitive bias in decision making?</i> Laura Zwaan</p>	400	Erasmus MC	 <p>Set up</p>

### For more information:

Contact us via [cli@eur.nl](mailto:cli@eur.nl) or follow our socials:

[f @ErasmusCLI](https://www.facebook.com/ErasmusCLI) or [@Erasmus\\_CLI](https://www.instagram.com/Erasmus_CLI)

Version: May 2021