Npuls

Nynke Kruiderink
Npuls Expert - Centers for Teaching and Learning
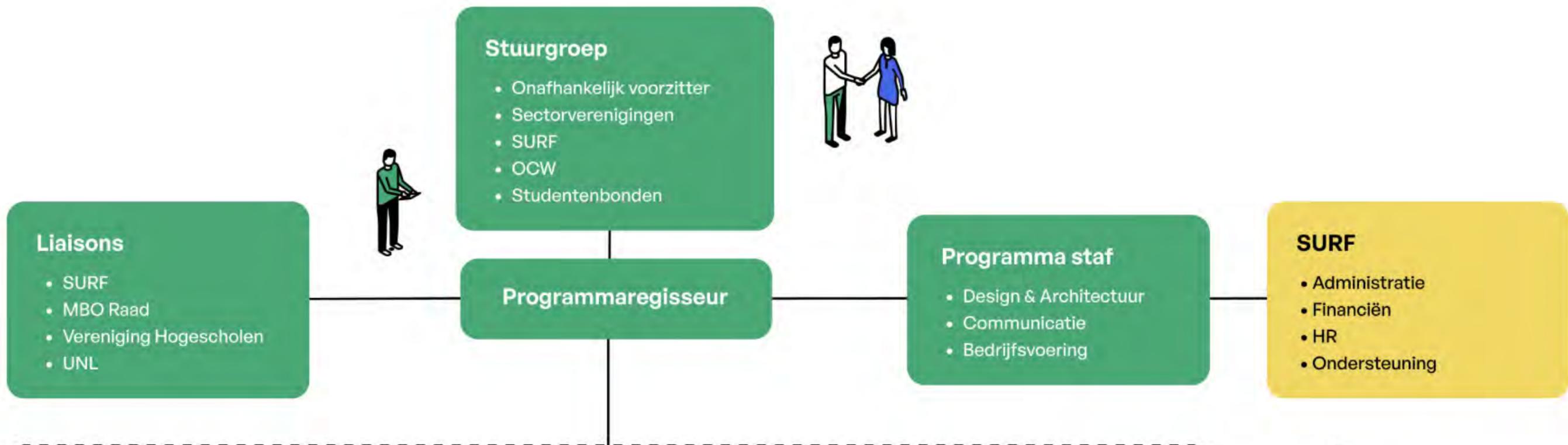The Netherlands

Nynke Kruiderink

- 3rd Culture kid

- Hometowns = New York & Amsterdam

- Working in educational innovation since the previous century, brief interlude into the ICT4Development sector

- Npuls Expert on Centers for Teaching & Learning (CTLs)

About Npuls.

In Npuls, all 102 Dutch research universities, applied science universities and vocational educational training schools (VET) are working together to transform education.
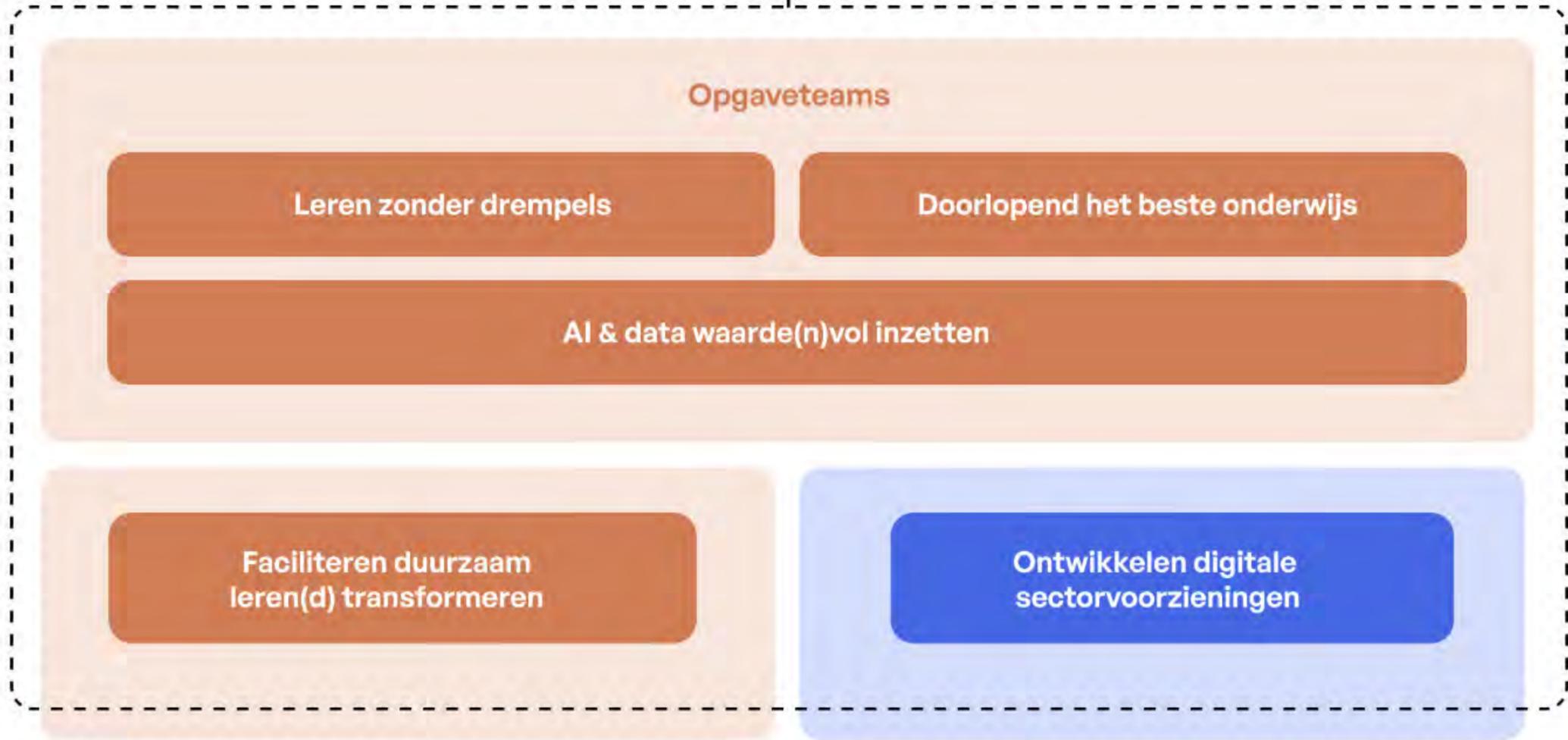
We are building an educational sector that supports a resilient society, prosperity, and a strong economy.

- Npuls runs for 8 years (from 2023 to 2031) and is funded by the National Growth Fund (NGF).

- The Ministry of Education, Culture and Science (OCW) is the implementing ministry.

- A total of €640 million is available for Npuls, of which €560 million comes from the NGF.

Stuurgroep
- Onafhankelijk voorzitter
- Sectorverenigingen
- SURF
- OCW
- Studentenbonden

Liaisons
- SURF
- MBO Raad
- Vereniging Hogescholen
- UNL

Programmaregisseur

Programma staf
- Design & Architectuur
- Communicatie
- Bedrijfsvoering

SURF
- Administratie
- Financiën
- HR
- Ondersteuning

NRO

Dus-I (CTL-regeling)

Opgaveteams

Leren zonder drempels

Doorlopend het beste onderwijs

AI & data waarde(n)vol inzetten

Faciliteren duurzaam leren(d) transformeren

Ontwikkelen digitale sectorvoorzieningen

GÉANT is the collaboration of European National Research and Education Networks (NRENs). Together we deliver an information ecosystem of infrastructure and services to advance research, education, and innovation on a global scale.

Network

Europe's essential terabit network for research and education interconnects Europe's NRENs and links them to over 100 countries in every region of the world.

Services

GÉANT develops and operates a range of connectivity, cloud, and identity services that ensure a safe and secure environment for researchers, educators, and students.

Community

The GÉANT Community Programme facilitates collaboration and knowledge sharing between NRENs, user organisations, R&E institutions, and the commercial sector.

CONNECT

The CONNECT magazine, website, and weekly newsletter are by and for the GÉANT community. Click through to explore 2000+ articles and see how you can contribute!

Projects

GÉANT's long-standing project relationship with the European Union (EU) has benefited research, education, and innovation around the world for nearly 30 years.

About us

GÉANT is a membership organisation acting with and for its members to further research and education networking in Europe and globally.

Impact

The scientific discoveries that impact and improve our lives come from being able to access and use data. See how GÉANT and the NRENs support science and research.

TNC

The largest and most prestigious R&E networking conference attracts a diverse audience of over 800 participants from more than 70 countries annually.
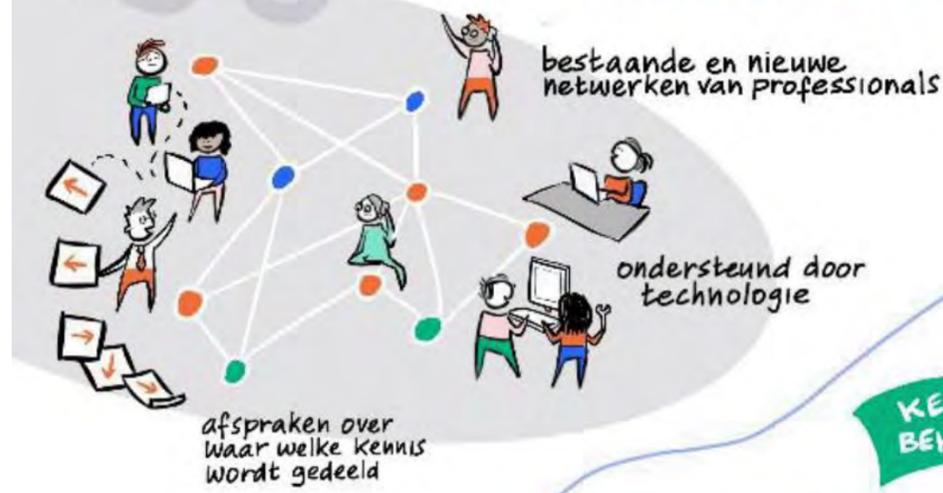
Careers

If you share our values of community, trust, innovation and passion, and want to be part of our future, take a look at our great job opportunities.
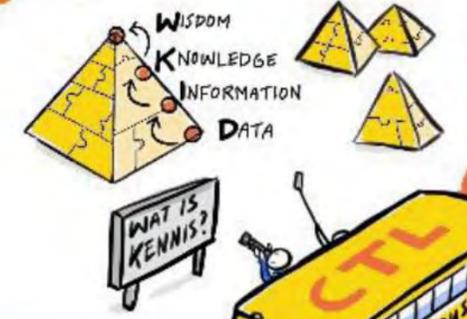
Npuls

What is a Center for Teaching & Learning?

Menti.com

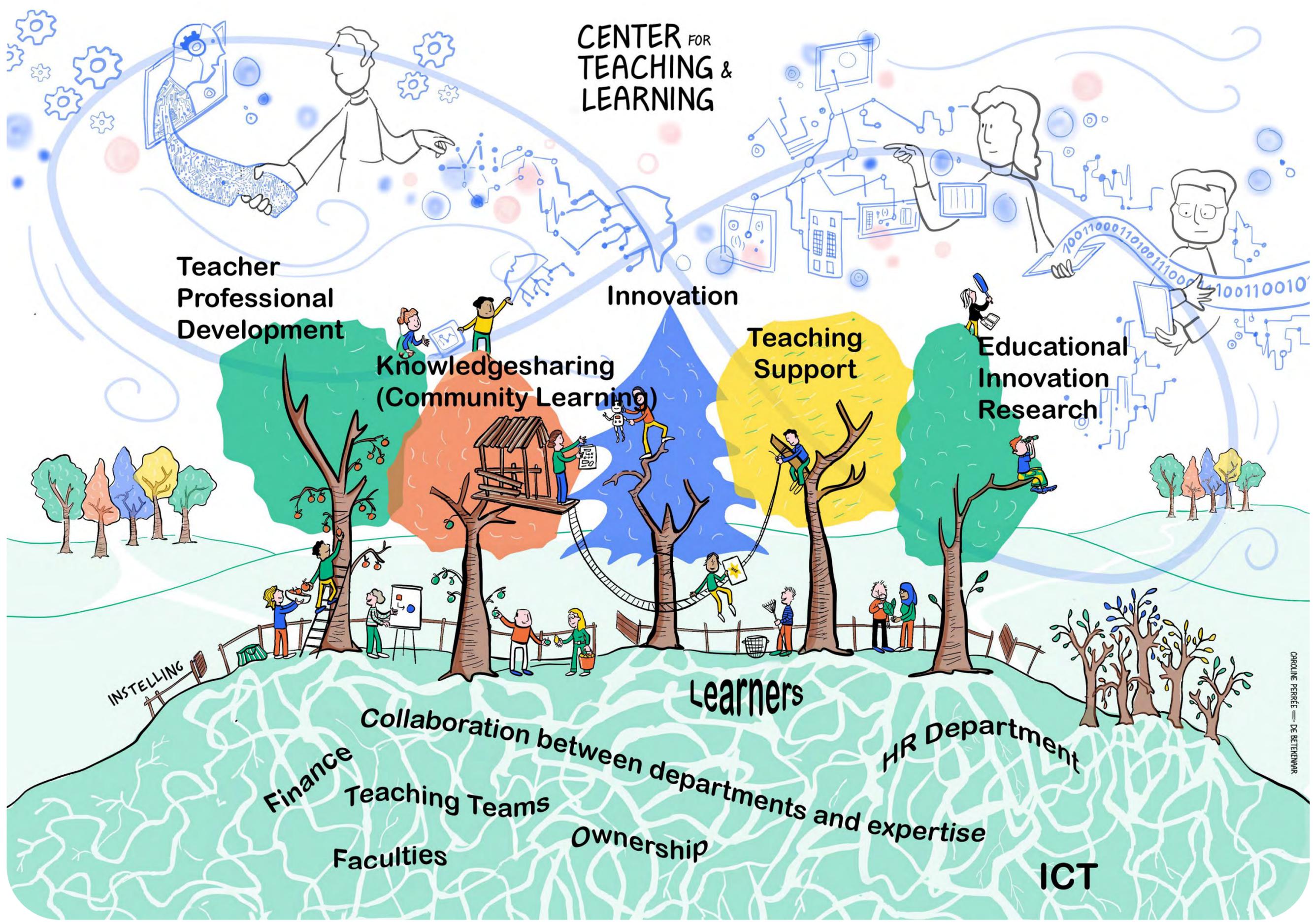code **2777 8627**
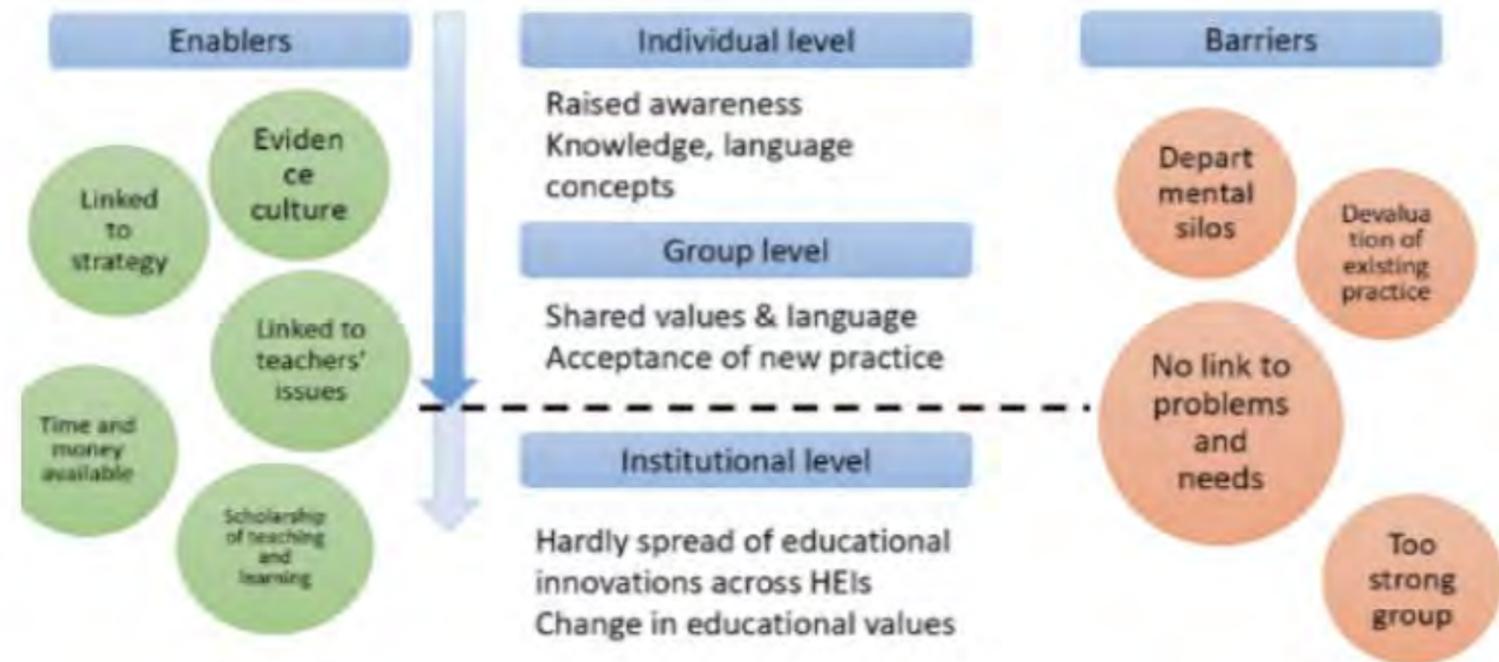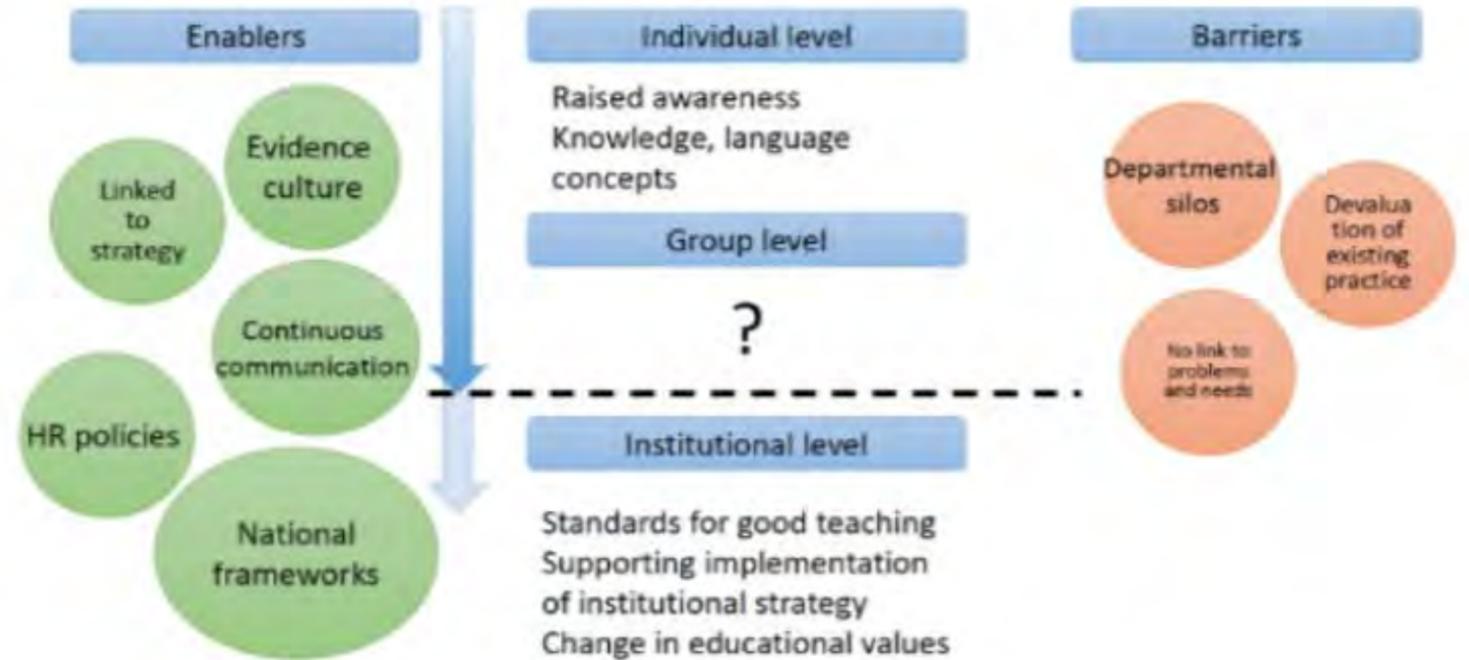
Innovation of Education at Higher Education Institutions: The Contribution of Centres of Excellence for Teaching and Learning

Andrea Kottmann

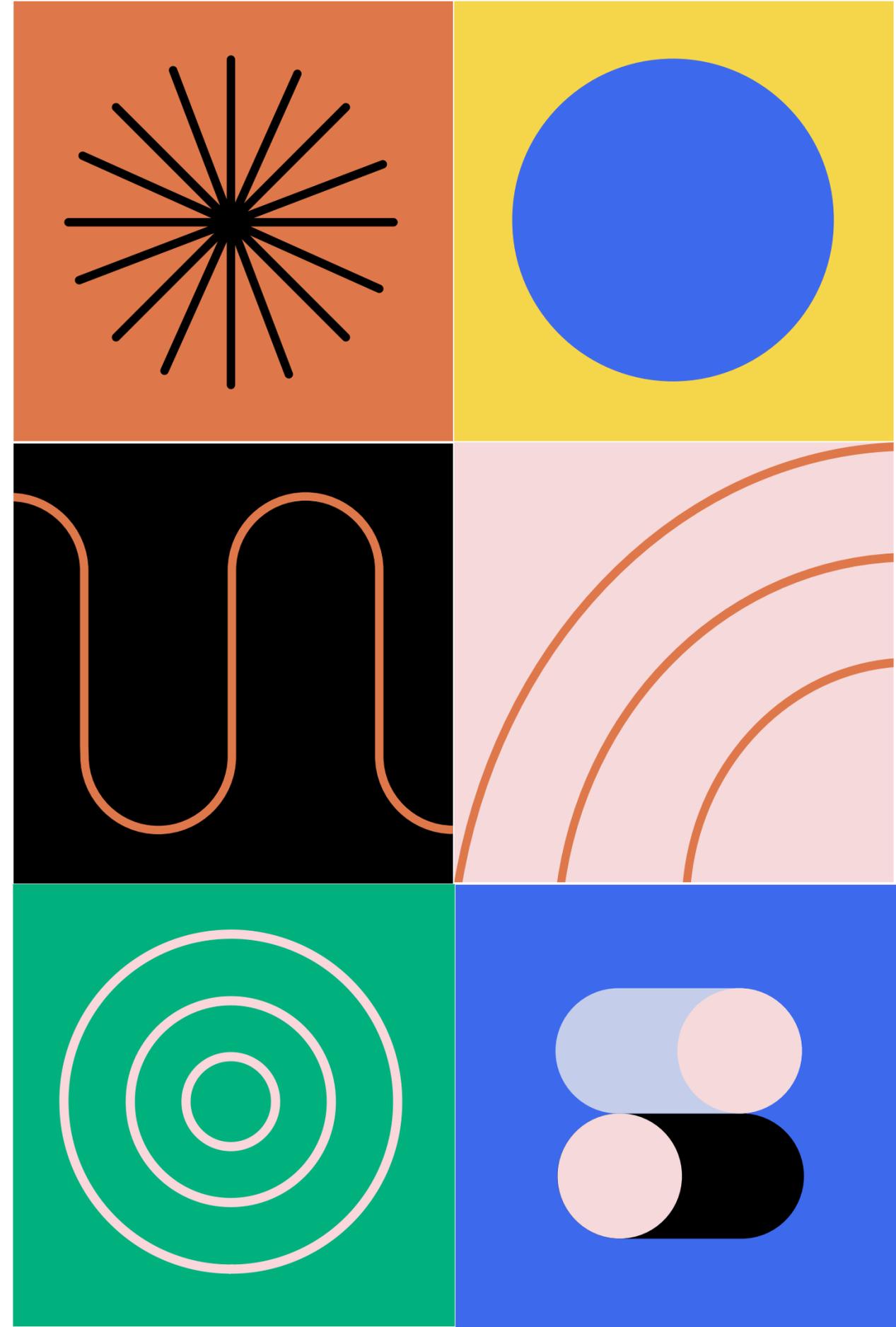*Research output: Thesis › PhD Thesis - Research UT, graduation UT*

Strengthen and support teachers

CENTER FOR TEACHING & LEARNING

Teacher Professional Development

Innovation

Knowledgesharing (Community Learning)

Teaching Support

Educational Innovation Research

INSTELLING

Learners

Collaboration between departments and expertise

Finance

Teaching Teams

Faculties

Ownership

HR Department

ICT

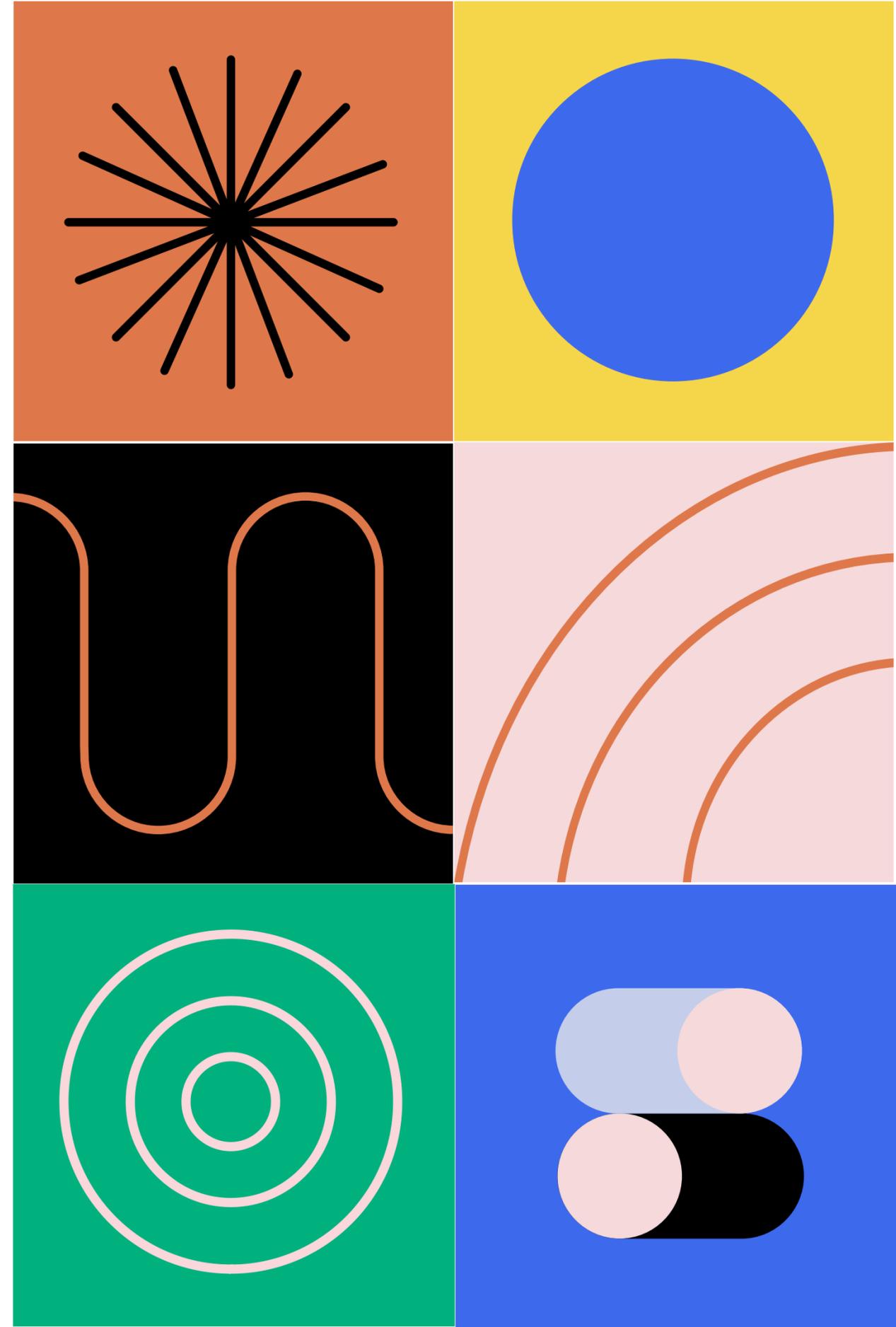CAROLINE PERRÉE — DE BETEKENAR

HOW?

Herding

cats….

HOW?

70-20-10 approach to *Professional Learning*

- Workshops
- Webinars
- Online learning portals
- e-Learning Platforms
- m-Learning Platforms

- Coaching
- Collaboration Platforms
- Mentoring
- Feedback
- Communities of Practice
- Blogs
- Youtube Videos

- Action learning and problem solving
- Job rotations, placement changes
- Shadowing
- Project assignments

Workplace integration of learning

Learning momentum

Learning event

10%

20%

70%

Structured Learning

Learning From Others

Learning From Experience

LAUNCELOT

LAUNCELOT (Dutch acronym for the National University Network of Centers for Learning and Teaching) has grown steadily since its first Zoom brainstorming session on 1 October 2021. In addition to online meetings, the network also visits the different institutions, one day in spring and one in autumn. It is now a self-managing organisation with rotating leadership. Participants agree that Launcelot works so well because they keep running into each other. This creates a bond and a "community of practice" develops. The formula for success? Inspiration comes before fulfilment. Don't try to convince everyone of the need to do it but focus on people who are motivated to do it. This way, others will naturally join in.

R6

How do you set up an effective CTL? R6, the CTL network of the six universities of applied sciences in the Dutch conurbation (Randstad), was set up as a learning network to address this question. The idea originated with Leiden University and Amsterdam University of Applied Sciences. The initiative was then joined by Rotterdam University of Applied Sciences, Utrecht University of Applied Sciences, Inholland University of Applied Sciences and The Hague University of Applied Sciences. R6 meets three to four times a year, each time at a different institution. The hosting institution collects the main themes for the meeting and puts together a programme. These meetings and contacts lead to collaborations in which the participants express the desire to collaborate on future activities and products. Tip by R6: it is a good idea to explicitly determine the kind of network you want to be with each other early on in the process.

CTL of the North

Intensive forms of cooperation between vocational education and training schools, universities of applied sciences and research universities already exist in the "University of the North" in the Northern Netherlands. What is new is that support for the educational organisation is now also central to a network, namely in the CTL of the North. Bringing together CTLs in the making is at the heart of this network. The network shares experiences on designing the mission within its own organisation and establishing connections around shared challenges.

There is a digital platform on which the participants can share documents, e-learnings and other materials. Once every two months, participants meet at one of the member institutions.

GPA

The Gelderland Professional Development Agenda (Gelderse ProfessionaliseringsAgenda, GPA) is a network of vocational education and training schools, the second-degree lecturer training programme and two research groups of HAN University of Applied Sciences. They work together in an organised way on objectives formulated along two learning lines: (1) learning and teaching with IT and (2) responsive vocational education. This happens online and on-campus through working groups and knowledge tables, with GPA-Connect as the crowning glory of all meetings! Four times a year, the entire network comes together during this festive event. What makes this network so successful? All participants experience that in practice, you may seem to go faster when you work alone, but when you work together you truly do get further. The take-away is to invest in smart, cross-boundary collaboration.

The Amsterdam network of Educational Innovators

'Although we would not call ourselves a CTL network, collaborating through CTLs is one of the themes we focus on in addition to AI and Npuls themes.' The Amsterdam network of Educational Innovators consists of employees at Amsterdam University of Applied Sciences, University of Amsterdam, VU University Amsterdam, ROC van Amsterdam and Inholland University of Applied Sciences. Often, they also work in the institution's CTL. The network meets several times a year, in many cases in the form of a field trip. There's a lot of mutual recognition in the network: large institutions have specific dynamics, metropolitan environments have specific challenges and the institutions' activities tend to focus on the same themes along the same kinds of process. One tip we can give you is that even if it's not yet clear what you're looking for or how or where ideas might reinforce each other, just get started. Priorities and focus will come naturally.

CTL Limburg

'By joining forces, you can enhance the deployment of experts.' This is one of the principles of the CTL Limburg (CTLL). CTLL is a network comprised of Gilde Opleidingen, Vista College and Zuyd University of Applied Sciences, which in 2024 was still in its infancy. The network collaborated on a grant application for CTL development and is exploring collaborations with other institutions in the region. The member institutions also share facilities, including labs and practice rooms. CTLL has ambitious plans, with an annual kick-off meeting in which the network looks back, discusses annual plans and jointly aligns goals and activities. CTLL also organises smaller on-campus meetings. Another unique characteristic of the CTLL is the scheme under which the institutions can make use of each other's experts through secondment agreements and deploy students across institutions through internships and graduation theses.

CTL networks in the East

Educational institutions in Eastern Netherlands had already been collaborating in the area of CTLs. With the advent of Npuls, this collaboration has taken on a new dimension, as they were explicitly tasked to take a cross-sectoral approach. University of Twente, Saxion University of Applied Sciences, Aventus, Graafschap College, ROC of Twente, Windesheim University of Applied Sciences, Artez University of Applied Sciences and the Police Academy actively approached each other and are now coordinating their activities. Every two months, the network meets on-campus or online. How to structure their collaboration is a recurring agenda item: who organises something and how; in what way can others benefit and where can we share knowledge and educational resources? Participants discover shared challenges and opportunities for collaboration rapidly emerge.

Arnhem-Nijmegen CTL Network

Many institutions in the Nijmegen and Arnhem region are already located close to each other, sometimes even on the same campus. The advent of Npuls has strengthened mutual contacts and collaborations between the institutions have been expanded. Knowledge exchange around Npuls and the CTL grant application were the immediate impetus for the network, which is now seen as an opportunity to collaborate more on educational innovation with technology. Members of the CTL network include colleagues from Radboud University, HAN University of Applied Sciences, Van Hall Larenstein University of Applied Sciences, ROC Nijmegen, Yuverta and ROC Rijn IJssel. The network meets on-campus but also collaborates and shares experiences through a Teams channel.

edu.nl/kvy8r

Change Management Process

Organizing Learning Organisation	Governance of a CTL	Organizing educational Innovation	Organizing Teacher Support	Organizing research into educational innovation

CTL brings change

Knowledge Broker

2024-2025: Monthly CTL Webinars
CTL as a Knowledgebroker

⏰ 10-sep CTL's & de Lerende Organisatie
⏰ 8-okt CTL's & EdTech
⏰ 5-nov CTL's & Digitale leermaterialen
⏰ 10-dec CTL's & Publieke waarden
⏰ 14-jan CTL's & XR
⏰ 11-feb CTLs & Toetsontwikkeling
⏰ 11-mrt CTLs & Kennisdeling
⏰ 8-apr CTL's & Wendbaar
⏰ 13-mei CTL's subsidie
⏰ 10-jun CTL's & AI

LEARNING & TEACHING PAPER #23

Development and strategic benefits of learning and teaching centres

Thematic Peer Group Report

Chair: Manuel João Cos...
University of Minho, P...
EUA Coordinator: Hele...

March 2024

Centres for Teachi...
Learning at LERU
in an age of digital...

Authors:

Tanja Kraemer-McCaffery (University of Freiburg)
Gemma Mas (Universitat de Barcelona)
Peter van Baalen (University of Amsterdam)
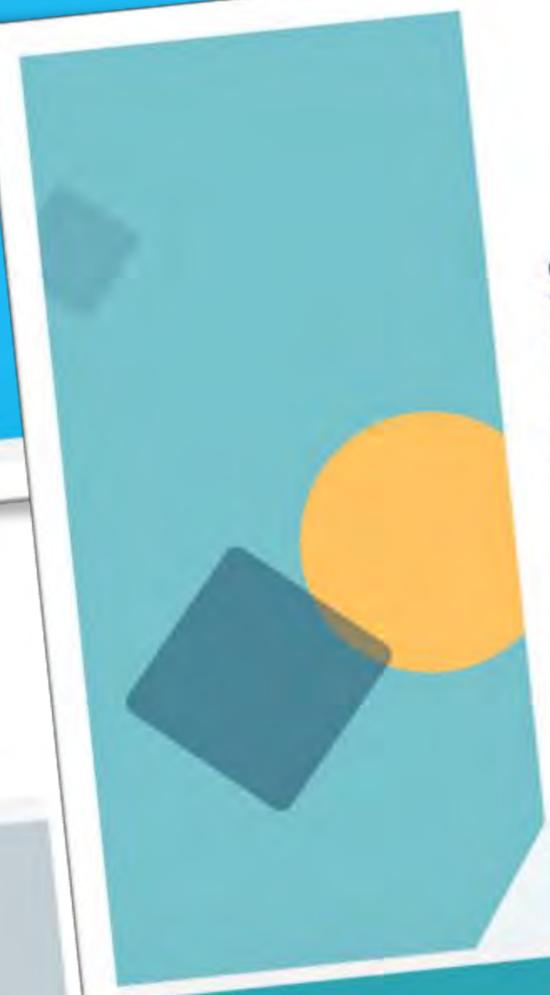
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PUSHING
THE FRONTIERS
OF INNOVATIVE
RESEARCH

Briefing paper - December 2024

STAFF
DEV

Co-funded by
the European Union

**Staff development
in learning and teaching
at European universities**

Results from the STAFF-DEV focus groups

Catherine O'Mahony, Sínead Gallivan
and Katy Dineen

March 2025

Higher Education (2025) 90:1693–1712
https://doi.org/10.1007/s10734-025-01399-y

Understanding the complexity of centers for teaching
and learning: introducing a four-dimensional model

Alexandra I. Mihai[1] · Amber L. Dailey-Hebert[2] · Simon Beausaert[1]

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Abstract

(CTLs) are gaining visibility in the higher educa...
t universities in providing high-quality educatio...
g and learning. While existing research on CTL...
or institutionally context-specific work, we sou...
universally applied to understanding CTL wo...
ion and 25 interviews with CTL Directors from...
SA, we created an integrative approach that...
and relational perspectives. The four dimen...
and activities—enable us to investigate CT...
providing valuable clues for understanding C...
rative model can also be used as a framework t...

...arning · Professional development · Faculty ·

...s (Ellis & Goodyear, 2019), with interdepen...
...landscape, coupled with pressure to crea...
...arning organization. Challenges arise as fa...
...vice responsibilities, which often results...
...cially in research-intensive universities. In...
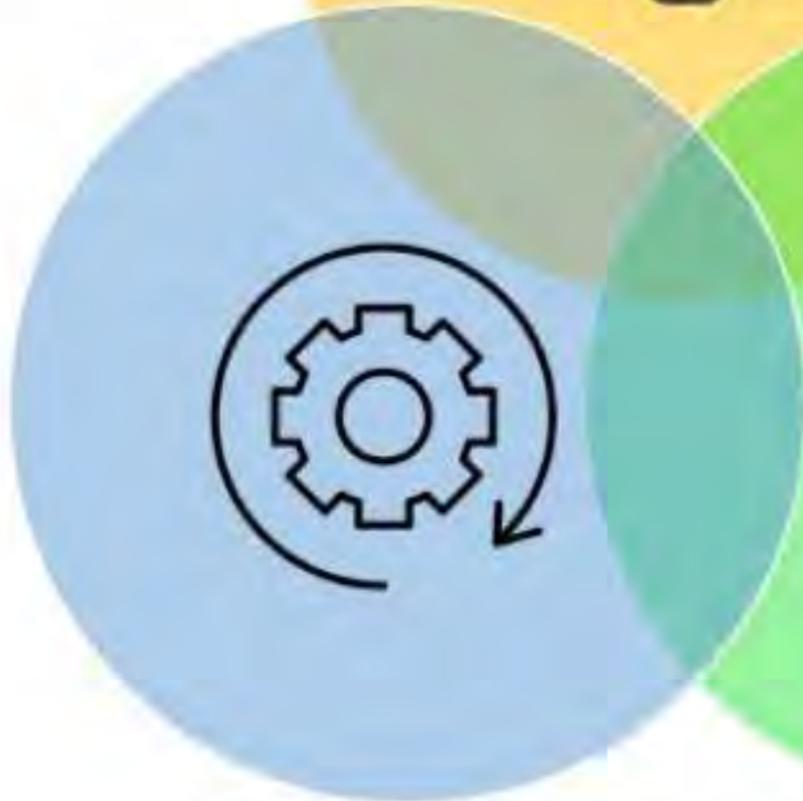...around teaching is considered a "nice to...

What is Knowledge?
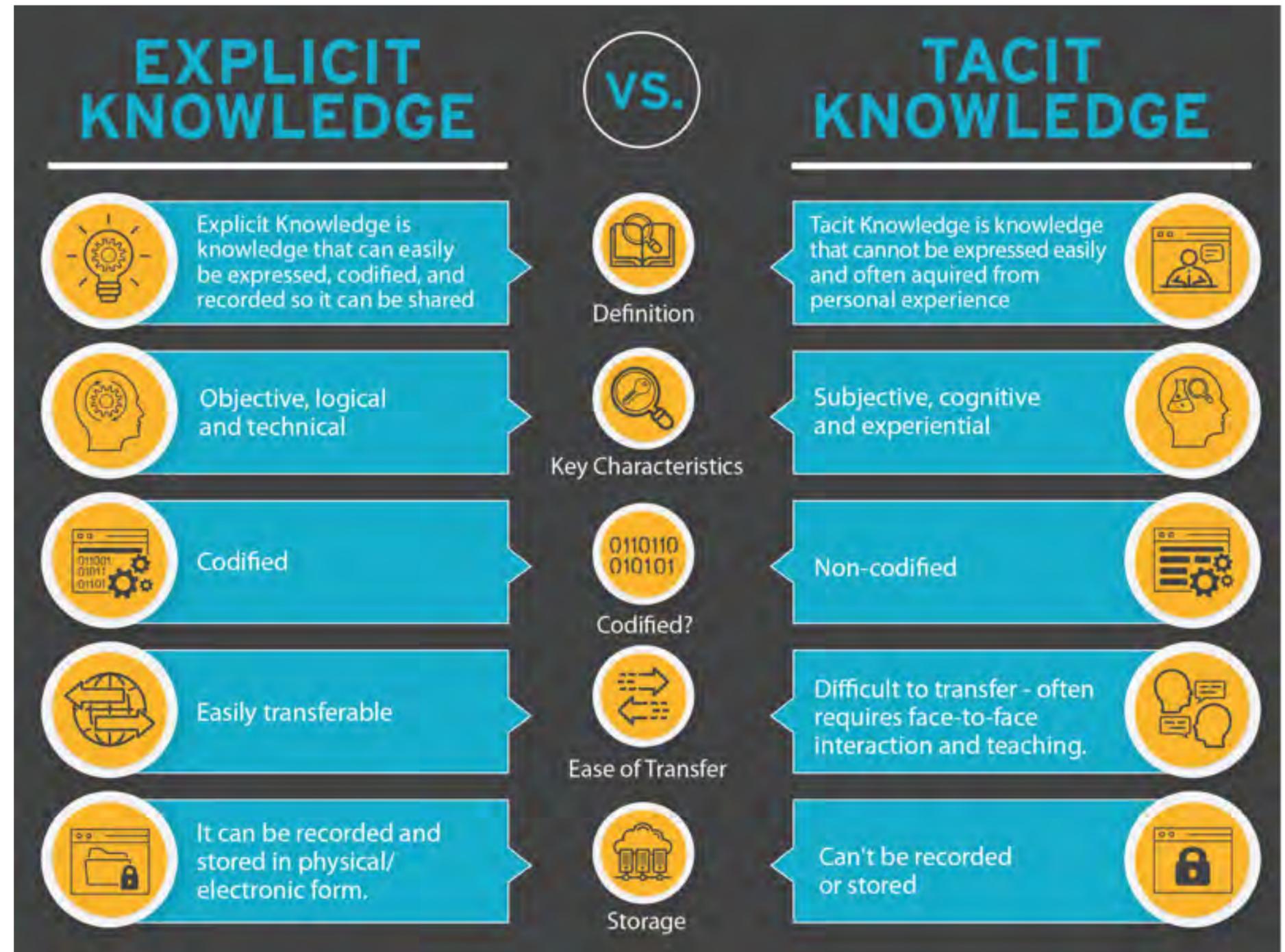
People

- Executive support
- Collaboration
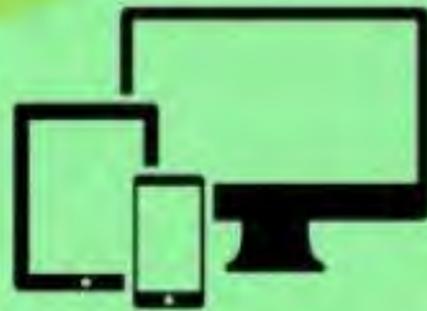- Commitment
- Roles
- Change management
- Training

Process

- Governance
- Guidelines
- Measurements
- Standards
- Workflows
- Best practices

Platform/Technology

- Technology infrastructure
- CRM, ERP, LMS, etc.
- Business intelligence tools
- Digital marketing applications

SECI model of Knowledgemanagement

# Socialization, Externalization, Combination, Internalization

SECI-model of knowledge dimensions (Nonaka & Takeuchi)

1. Socialization (implicit → implicit)
 → learning from each other through interaction and experience

2. Externalization (implicit → explicit)
 → making implicit knowledge visable and shareable

3. Combination (explicit → explicit)
 → consolidating knowledge and systemizing in eg research reports, databases

4. Internalization (explicit → implicit)
 **→ applying the knowledge, contextualizing and internalizing**

Knowledge Infrastructure Stack

| SECI phase	Activity in the ecosystem	Underlying technical processes & infrastructure
Socialization	Informal exchange, sharing experiences (e.g., CoPs, SIGs)	Online community platforms (forums, chat, events), Communities, Collaboration tools (Teams, Pleio, Slack, LinkedIn)
Externalization	Capturing knowledge, publishing, sharing (white papers, practice stories/case stories)	LinkedIn, Intranet, websites, portals and document management systems
Combination	Integrating knowledge sources into new insights (syntheses, guidelines)	Metadata harvesting and linked data tools, API integrations, published research, analytics tools and dashboards
Internalization	Using knowledge, practicing, applying in practice	Learning labs, pilots, sandbox environments
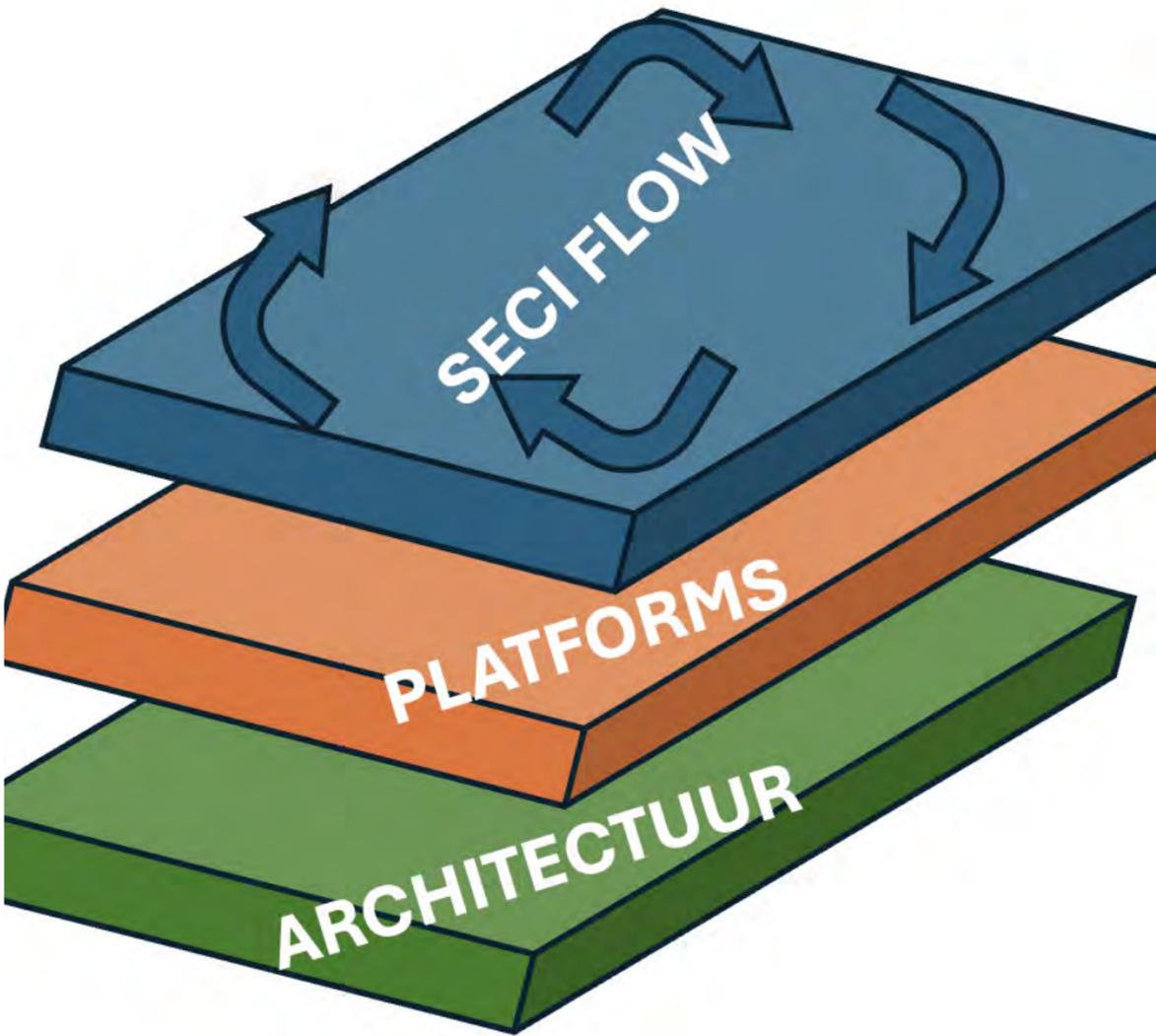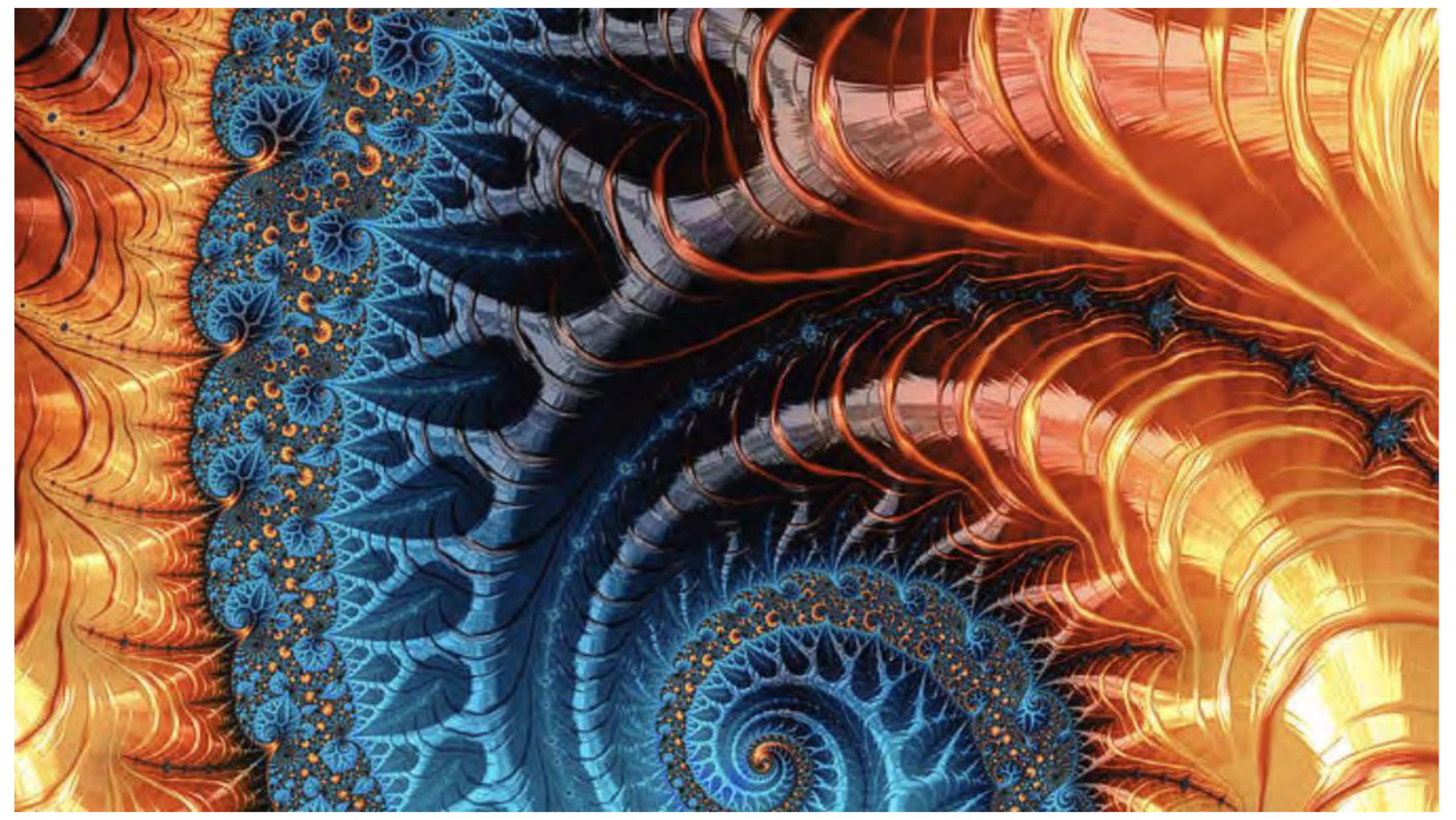
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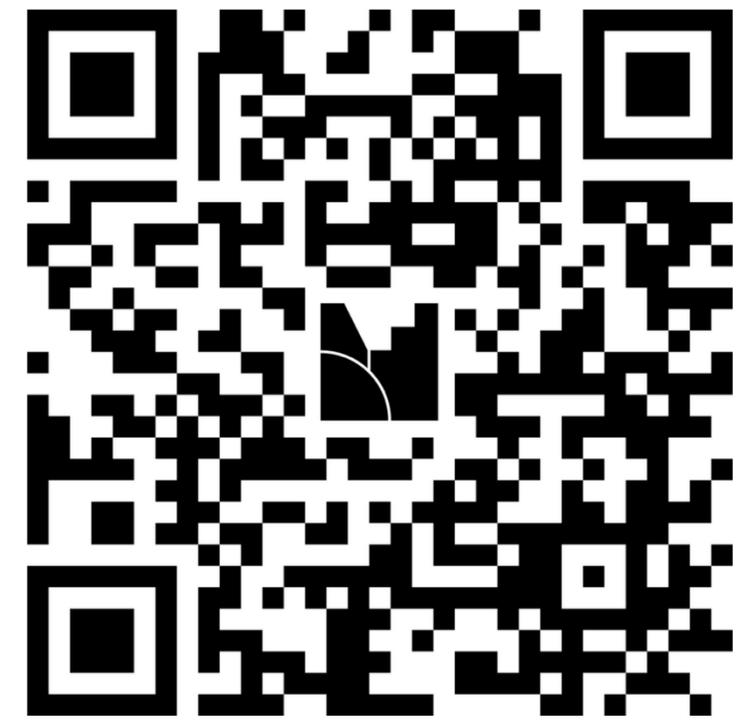
In groups discuss:

1. Do you facilitate these 4 elements of knowledgemanagement and if so, how? What works, what doesn't?

• After 15 minutes…

2. Fill in the menti for your institution what the practices are which you have for these quadrants, and their corresponding platforms

Plenary discussion… how to further strengthen a European Knowledge Infrastructure?

- Federated European platforms for knowledgesharing on teaching & learning?

- Shared data and information sources?

- Connecting teachers and support staff across Europe, virtually and F2F?
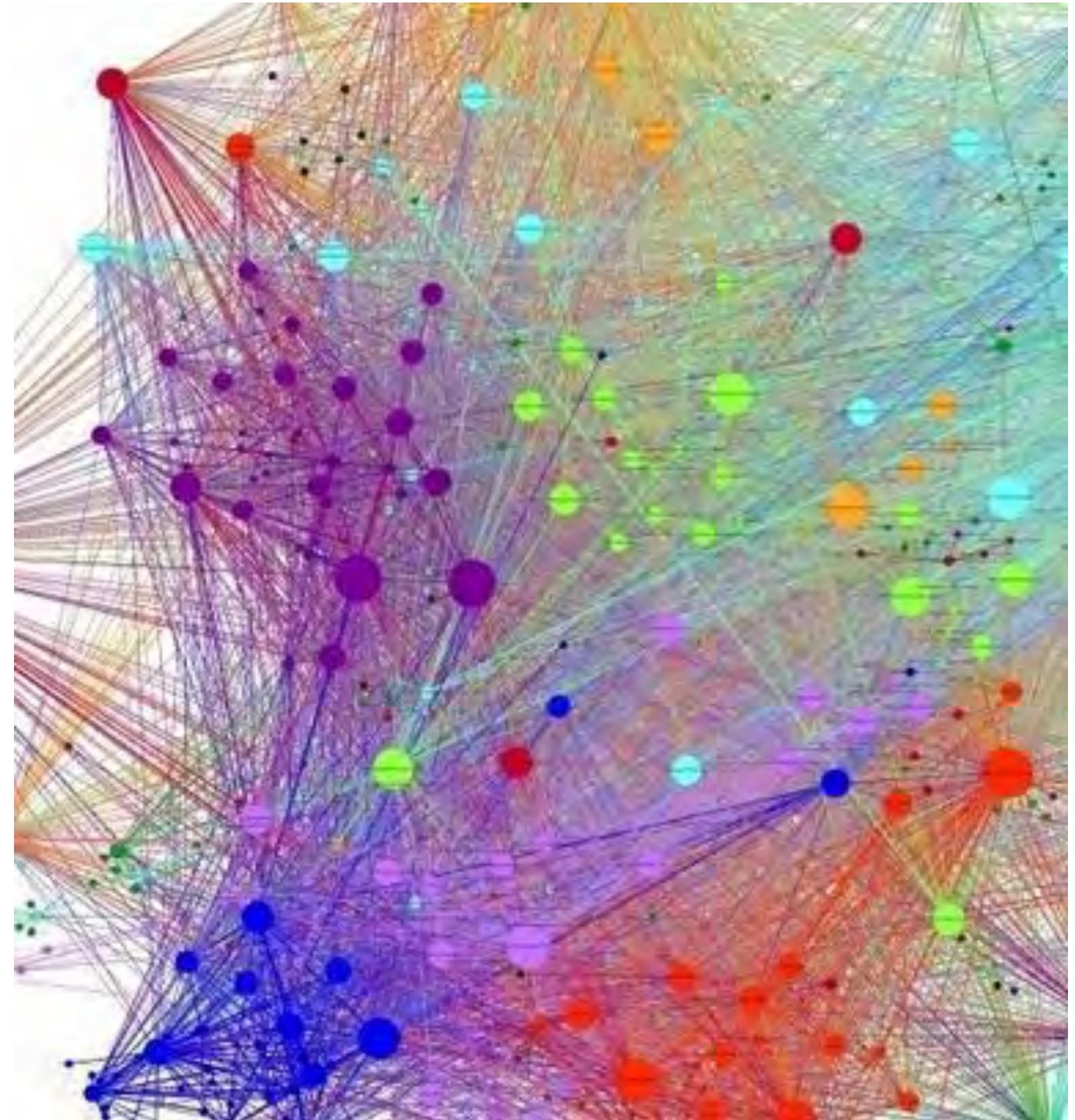
Continued Exchange on CTLs?

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Centres for Teaching & Learning
Openbare groep
Verdien een badge voor een actieve groep

edu.nl/7fp8y

Vorsicht,
hier schlafen
Blumenzwiebeln!

StaDt+Wien
Wien ist anders.

KEEP OFF
THE GRASS

Thank you!

Questions? Suggestions? eMail me!

Nynke.Kruiderink@npuls.nl