

## (In)equality and its relation to learning

Students differ in many aspects, such as previous training, nationality, learning strategies, or in the opportunities they get both inside and outside the educational system. How do these differences among students influence group functioning and group processes in learning? And vice versa, how does learning in its current (organizational) form and curriculum have an effect on students? And what does that mean for individual students, groups of students, for teachers, for educational institutions and for policy?

This workshop aims to inspire Maastricht University's diversity and inclusivity agenda and enhance the knowledge on providing equal opportunities to all learners.

Group composition | Heterogeneity or homogeneity | International classroom | Optimal conditions for learning

## Trends and developments in education, teaching and learning

Innovation is needed to preserve or improve the quality of education, to adapt to rapidly changing circumstances or to seize new opportunities. What role can research play in this? How do we translate research insights into educational innovation? Should research be designed in a certain way to allow for such translation? How do we measure the effects of innovation? Should technology be the main driver of innovation in education? How to achieve the optimal blend in learning?

In this workshop we explore what the main trends and developments in innovation of education, teaching and learning are and how they can feed into Maastricht University's Learning & Innovation research and vice versa.

Technological development | Research impact | Innovation | Trends in education

## Infinite learning and competence development

In response to labor market demands and societal developments, there is a growing demand for the development of skills and competences (such as self-regulation, problem solving, entrepreneurship, innovative and creative thinking ) next to the standard curriculum at all levels of education. What are the competences that students need to prepare them for a life of learning (infinite learning)? Should such skills be included in the educational curricula? Can education help to make such skills transferable? How to make students (more) responsible for developing these skills? How to fit this in the educational curricula?

In this workshop we focus on competence development of learners in different settings and on the question whether this should be part of educational curricula. How can we integrate this question into Maastricht University's Learning & Innovation research, using a multidisciplinary perspective?

Competences | Infinite learning | Self-regulation | Metacognition | Workplace learning

## Interactions between societal developments and research

Bridging the gaps between different disciplines of research on learning and education, as well as between research and educational practice, has been a central theme for decades. Bringing the different disciplines of research together with school and classroom learning by involving school

leaders and teachers in research as well. Numerous initiatives have been launched, including the Academic Training Schools, PhD scholarships for teachers and funding for practice-oriented research. What can we learn from these initiatives and what else can be done? Can these lessons also be applied to transferring knowledge from classroom learning to workplace learning? Can this interaction help to achieve more innovation and creativity?

In this panel discussion we will discuss examples of societal involvement in research. How far should societal involvement go? Should every teacher be a researcher, or should every researcher be a teacher? This discussion aims to inspire Maastricht University's approach to research on Learning & Innovation and increase the impact of this research.