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APPENDIX 1. EDVIEW METHODS

TIMELINE

PHASE 1: EDUCATIONAL THEORY AND EVIDENCE

WHO: Researchers and policy makers

WHAT: Focus groups and literature review

WHEN: October - November 2017

PHASE 2: EXPERIENCES FROM PRACTICE

WHO: Students and staff

WHAT: Focus groups, interviews, and questionnaire

WHEN: January- March 2018

GET INVOLVED

PHASE 3: ANALYSIS AND FEEDBACK

WHO: Project team and selected stakeholders

WHAT: Data analysis and preliminary results

WHEN: April- August 2018

In order to collect a wide and diverse range of experiences from different groups of stakeholders and to relate these experiences to state-of-the-art educational research and theory, EDview used a mixed methods approach consisting of several phases of data collection and analysis that informed and complemented each other. By employing this approach, EDview aimed to balance between depth and breadth of coverage of relevant issues, as well as inclusion of stakeholders.

Phase 1

Focus Groups

1. Aim, Research Setting and Participants

EDview situated its research in Maastricht University's problem-based learning environment, and focused on five interrelated areas that shape student-centred education:

- Course and programme design and management;
- Teaching and staff development;
- Assessment;
- Internationalisation;
- The role of technology in education.

In Phase 1, EDview aimed to get insight in state-of-the-art theory, evidence and research on these concepts. UM employs a number of internationally renowned educational researchers, experts, and research groups, who are aware of and knowledgeable about state-of-the-art research on education in general and on the abovementioned concepts in particular. Additionally, educational policy makers at UM think about and make decisions in the abovementioned areas on a daily basis. In Phase 1, EDview harvested the insights of these stakeholders to relate this to the experiences of students, teachers, and curriculum designers and coordinators in later phases.

A combination of snowball and purposive sampling was employed. EDview aimed to include information-rich participants with theoretical knowledge and a diversity of perspectives on the abovementioned concepts. This could include educational researchers, policy makers, educationalists, or other types of educational experts. Care was taken to balance participants from all UM faculties, and, where relevant, from service centres such as the university library and language centre. This was challenging, as some faculties for example employ a large pool of educationalists and others as few as one. Sampling started by consulting the EDview advisory team, leaders of the educational research groups at UM, and staff databases on the UM website, and continued with snowball sampling. EDview aimed for sufficient participants to fill 5 focus groups of 6-10 participants. In total, 60 potential participants were approached. Of those, 34 participated in the focus groups. Scheduling conflicts were the main reason for declining the invitation. 4 participants who could not attend the focus groups did provide literature (see below). Appendix 4 lists the 38 contributors to Phase 1.

2. Data Collection and Analysis

EDview conducted focus groups focused on the questions: Based on your expertise and experiences of student-centred learning and related aspects, what works well, what doesn't work well, and why? How should we shape our student-centred education for the future? EDview used focus groups as a method as it expected to benefit from the interaction between these participants. Participants were approached by email. They were asked to read an information sheet that explained the study purpose, procedure, data management procedure, risks, confidentiality issues, and researchers involved in the project. They were asked to sign an informed consent form, which included a question on whether they would like to have their name mentioned in the final project report in a list of contributors. All answered positively to this question.

The focus groups took place at EDLAB in October 2017. They were scheduled for 2 hours including introduction, break and closing. Discussions lasted around 90 minutes in total per focus group. One EDview team member (JF) moderated the focus groups, guided by an interview guide, and another EDview member (SW) or EDLAB staff member (VD) observed and took notes (see Appendix 5 for an overview of the EDview Project Team). The sessions were audio recorded and transcribed verbatim. Participants received no remuneration for their participation.

Five focus groups were conducted, each centred on a different EDview project concept:

1. Teaching and staff development
2. Assessment
3. Course and programme design and management
4. Course and programme design and management (special focus: Technology)
5. Internationalisation

The central concept of problem-based learning (and student-centred education in general) was integrated in all five focus groups. Also, each of the five topics could come up in all five focus groups, regardless of their focus on a specific concept.

The focus group transcripts were analysed thematically. In a first round of analysis, two EDview team members (JF and SW) independently coded the same subset of transcripts and discussed their findings. JF developed an initial coding scheme, which in a next round was continuously discussed and adapted by JF and SW as they applied it to all transcripts in detail. During this process they wrote extensive memo's on their interpretation of the data and how it related to EDview's research questions. In a final round, JF related the resulting themes to EDview's central project concepts and looked for relationships and patterns, with a focus on identifying "do's, don'ts and don't know's" with regard to these concepts. In a summary document, preliminary results were captured that provided input for EDview's phase 2, and later for EDview's final results.

Literature and document review

In addition to their participation in the focus groups, participants were asked to provide 1-2 (their favourite) state-of-the art references on the central abovementioned concepts, which they felt are a "must-read" for others and which tell us something about how (student-centered) education and related aspects should look like, now or in the future.

In total, 62 references were received in Phase 1. In Phase 3 (see below), another 16 references were received from this group. These 78 references were reviewed in terms of their relation and relevance to EDview's preliminary results of Phase 1 and 2. Based on this, a selection was made which was read in more detail and integrated in EDview's final results as presented in the position paper and overview of do's, don'ts and don't knows. Additionally, EDview collected previous UM project reports and other relevant UM documents to situate the EDview project in relation to these and to build on them. 19 documents were reviewed, as well as several UM webpages. Where relevant, EDview's position paper and overview of do's, don'ts and don't knows refers to these.

Phase 2

Focus Groups and Interviews

1. Aim, Research Setting and Participants

Whereas Phase 1 focused on theory, Phase 2 focused on practice – though it should be mentioned that the overwhelming majority of participants in Phase 1 was also involved in teaching and course coordination, and hence reflected on their practical experiences during the Phase 1 focus groups as well. In Phase 2, EDview investigated the practices, experiences, and perceptions of key stakeholders: students, teachers, course coordinators and programme directors.

EDview aimed to cover experiences and viewpoints from all UM faculties. For reasons of feasibility, it was decided to recruit participants from UM Bachelor programmes, as these have a more similar structure across faculties, which aids the identification of issues that are present UM-wide. Experiences and views of UM Master students and staff were captured in the EDview Survey (see

below). For the qualitative data collection in Phase 2, EDview selected nine out of 18 Bachelor programmes at UM, with at least one programme per faculty being represented. The programmes ought to represent the diversity of the UM student population, fields of study, programme size, and educational approaches that are present at UM. Taking these criteria into account, in a first step the six biggest programmes at their faculties were selected, which together represent a diverse mix of Dutch and different groups of international students, and Dutch and English languages of instruction:

- European Law School (Faculty of Law)
- European Studies (Faculty of Arts and Social Sciences)
- International Business (School of Business and Economics)
- Psychology (Faculty of Psychology and Neuroscience)
- Medicine (Faculty of Health, Medicine and Life Sciences)
- University College Maastricht (Faculty of Sciences and Engineering)

European Law School stands out for its highly international student population and the use of moot courts as practical study elements. European Studies also has an international student body. International Business is the largest programme at UM as a whole and has a greatly international student population, including an accreditation that certifies the internationality. Medicine is the field where PBL originated, and it is a highly applied programme. Moreover, it is offered predominantly in the Dutch language and thereby covers a Dutch part of the UM student population. Psychology recently translated its programme to English, which influences the student population. The percentage of German students in this programme is around 70%. University College Maastricht has a highly international population as well as a rating as one of the best study programmes in the Netherlands.

Next to these six programmes, in a next step three smaller programmes were included, both to represent smaller programme size and the diversity of educational methods at UM, as these programmes explicitly mention that their educational approaches are different from a traditional PBL curriculum:

- European Public Health (Faculty of Health, Medicine and Life Sciences)
- Data Science and Knowledge Engineering (Faculty of Science and Engineering)
- Maastricht Science Programme (Faculty of Science and Engineering)

A combination of snowball and purposive sampling was used to select participants from these programmes. For students, sampling focused on including students from different year levels. For each of the nine programmes, random samples of 20 students per year level were approached. In cases where this did not result in sufficient participants, bigger samples of students were approached. In total, 51 students participated. All programme directors of the nine programmes were approached and participated. For feasibility reasons, teachers and one course coordinator were approached only for the six biggest programmes. They were selected by consulting the programme coordinators, who were asked to nominate staff with diverse perspectives and attitudes towards education, to ensure representation of a variety of viewpoints. Six course coordinators and 24 teachers participated.

2. Data Collection and Analysis

Focus groups were conducted with students and teachers (separately), as EDview expected to benefit from group interaction. One-on-one interviews were conducted with course coordinators and programme directors, as EDview expected to benefit from their detailed experiences rather than from interaction within a focus group. The focus groups and interviews focused on the questions: From your experiences with student-centred learning and related aspects at UM, what worked well, what didn't work well, and why? How should we shape our student-centred education for the future? In the final stages of the interview or focus group, if these topics had not come up already as part of the conversation, the preliminary results from Phase 1 were brought up, and participants' thoughts on these theoretical ideas were discussed.

Participants were approached by email. They were asked to read an information sheet that explained the study purpose, procedure, data management procedure, risks, confidentiality issues, and researchers involved in the project. They were asked to sign an informed consent form. The focus groups took place at EDLAB in January – March 2018. One EDview team member (SW) moderated the student focus groups, guided by an interview guide, and an EDLAB staff member (VD) observed and took notes. One focus group was in Dutch and therefore moderated by VD. The teacher focus groups were moderated by a staff member from the Department of Educational Development and Research, FHML (KK), and observed by SW. The interviews took place at a location chosen by the participant, between December 2017 and April 2018. The interviews with course coordinators were conducted by SW (the first one was conducted by both SW and JF). The interviews with programme directors were conducted a staff member of the Department of Educational Development and Research (PvG). Two of the interviews from this group were conducted by JF.

The focus groups were scheduled for 2 hours including introduction, break and closing. Discussions lasted about 90 minutes in total per focus group. The interviews were scheduled for 1.5 hours including introduction and closing, with the interview itself lasting about 60 minutes. All sessions were audio recorded and transcribed verbatim. Staff participants received no remuneration for their participation. Student participants received a €15 gift voucher.

Seven student focus groups were conducted; each group except for the last one consisted of students from the same programme. Including students from the same programme, yet from different year levels, was expected to benefit the focus group in the sense that students share similar experiences (hence not much time was lost on explaining these to others), they feel safe within their group, and will likely have different perceptions and opinions. For feasibility reasons, the three smaller programmes were combined in one group.

1. European Law School, 8 students: 3 in year 1, 3 in year 2, 2 in year 3
2. European Studies, 9 students: 1 in year 1, 3 in year 2, 4 in year 3, 1 in year 4
3. International Business, 5 students: 1 in year 1, 4 in year 2
4. Psychology, 9 students: 2 in year 1, 5 in year 2, 2 in year 3
5. Medicine, 7 students: 3 1st years, 3 2nd years, 3rd year
6. University College Maastricht, 11 students: 4 in year 1, 4 in year 2, 2 in year 3, 1 in year 4,
7. Joint group: European Public Health, Data Science and Knowledge Engineering, Maastricht Science Programme, 10 students: 2 EPH, 4 DKE, 4 MSP

Three teacher focus groups were conducted, with teachers from two faculties combined per group.

1. Joint group: Teachers from the Faculty of Law (4) and the School of Business and Economics (4)
2. Joint group: Teachers from the Faculty of Arts and Social Sciences (3) and the Faculty of Science and Engineering (5)
3. Joint group: Teachers from the Faculty of Psychology and Neuroscience (4) and the Faculty of Health, Medicine and Life Sciences (4)

Six interviews were conducted with coordinators from the six biggest programmes per faculty listed above, and nine interviews were conducted with directors of the nine programmes listed above.

The focus group and interview transcripts were analysed thematically. The coding scheme from Phase 1 was used as a starting point, yet after analysing a subset of transcripts, a new coding scheme was developed by JF and SW. JF coded the programme director interviews, SW coded the course coordinator interviews, and both coded part of the teacher and student focus groups. They continuously discussed their findings and adapted the coding scheme. During this process they wrote extensive memo's on their interpretation of the data and relations between the themes. After the coding phase, JF reviewed the coded data and memo's and drafted a preliminary results document, which was commented by SW. This document, together with the preliminary results from Phase 1, and the qualitative and quantitative results from the EDview Survey, served as input for a presentation of EDview's overall preliminary results in Phase 3.

Survey

1. Aim, Design and Distribution

The aim of the EDview survey was to investigate the satisfaction with the current state of education at UM, as well as perspectives on the future, among all UM students and staff. Importantly, the survey intended to provide everyone with an opportunity to have their say. The survey was designed based on literature on PBL and went through several feedback rounds with experts in PBL survey design. The survey was piloted among selected students and staff across the UM faculties, which resulted in minor adaptations. The survey was designed in English and was translated to Dutch by a professional translator.

Control variables included questions on whether the respondents were student or staff, how long they had been at UM, at which faculty or service centre they studied or worked, for students at which level of study they were, and in which country they had completed their secondary education, and for staff in which type of employment they were, the percentage of their work dedicated to educational roles, and whether they had studied at UM.

The first set of questions asked about satisfaction with several core aspects of PBL, i.e. the self-directedness of learning, the aspect of collaboration, the professional relevance of the topics, and the interdisciplinarity. The second set of questions asked about satisfaction with PBL, first as a method and secondly in practice, and the introduction on PBL that was received. Two questions dealt with the quality of teachers and tutors. For those participants who did not have PBL as an educational method an additional set of questions popped up, where they could indicate their satisfaction with such methods. The last set of questions asked for other aspects of respondents' education, i.e. assessment,

soft skills, internationalization, and preparation for future. The level of satisfaction was measured using a five-point Likert scale, with 1 indicating the lowest and 5 indicating the highest level of satisfaction.

Three additional multiple choice questions asked about respondents' general satisfaction with their education, an opinion on how well UM is prepared for the future, and the future of PBL. Four open questions asked for elaboration and explanation of the provided answers and gave respondents an opportunity to have their say about the current state of education and the future of PBL and education in general.

The survey was sent out to all current students and staff at Maastricht University and collected responses in Dutch and English. It was open for the entire month of February 2018. The survey was distributed via a Communication email, UM news and faculty newsletters. It was also advertised on university related social media and in university buildings. Moreover, it was advertised on the student portal and the intranet. Appendix 2 provides details on the respondents.

2. Data Analysis

For each item, total means and standard deviations were calculated, as well as means and standard deviations per student and staff category and per faculty. Differences between these groups were assessed using independent-samples *t*-tests. EDview found significant differences on several items between some of the groups, though a general trend could be identified across all groups, with the same items scoring lowest and highest in each group. As EDview aimed to identify a shared view among UM stakeholders from all faculties, it prioritized describing this trend based on total means rather than further exploring differences, which may be an area for follow-up. However, one finding from the comparison of groups was considered worth mentioning (i.e. academic staff being least satisfied on a number of key items), which is integrated in the overview of do's, don'ts and don't knows. To provide a more detailed insight in the data, the means per group are reported in Appendix 3.

Furthermore, analyses that were performed to investigate the influence of other variables showed some significant results as well (i.e. follow-up tests were performed on the years of study and work, students' country of secondary education, the percentage of staff's work dedicated to educational roles, and whether staff had studied at UM themselves), yet these were classified as minor and did not result in any additions or alterations to the general EDview results and message, and as such are not reported. One finding that was considered worth reporting (i.e. significant difference between staff who studied at UM and staff who studied elsewhere) is integrated in the overview of do's, don'ts and don't knows.

Respondents' answers to the open questions were thematically analysed. Contributions ranged from several words to >1000 word essays; many respondents took the opportunity to voice their thoughts. One EDview team member (SW) developed a coding scheme based on EDview's key focus areas and preliminary results from Phase 1. Two EDview team members (SW and SH) and one student assistant (AB) applied this coding scheme to the data, with SW being mainly responsible for staff data, AB for Master students data, and SH for Bachelor students data. However, each of the coders also coded data across categories. They continuously discussed their findings and adapted the coding scheme. In

a next phase, they merged the findings from the different groups and created an overview of key themes. For these themes, they identified do's and don'ts, tensions, salient issues, and relationships to other themes. This overview, together with the quantitative results and the other preliminary results from Phase 2 and 1, served as input for a presentation of EDview's overall preliminary results in Phase 3.

Phase 3

Feedback & Member Check Sessions

1. Aim and Participants

For the purpose of member checking (i.e. checking whether the data and results accurately reflect the participants' perceptions), feedback sessions were organized to discuss EDview's preliminary results. These sessions targeted not only EDview participants, but also other stakeholders within UM, to ensure that the EDview message reflects a shared view and is broadly supported. The sessions lasted one hour on average, with a 15 minute-presentation of the results and 45 minutes for discussion. The presentation focused mainly on the EDview message as later described in the position paper. In the discussion, participants were explicitly asked to what extent they supported this analysis and proposed way, as well as what their ideas on next steps were in order to really make a change.

The following groups were consulted:

- The UM Council
- Representatives from several student organizations
- EDview staff participants from Phase 1 and 2
- EDLAB steering group education innovation (Faculty Liaisons EDLAB and Faculty Vice Deans of Education)
- UM Executive Board and Faculty Deans
- UM IT Board
- Policy officers CORE and Internationalization

2. Analysis and Integration of Results

The feedback sessions led to several nuances, additions and clarifications of the preliminary results. In a final round of analysis, the results from all Phases were reviewed, including the literature and documents, which resulted in the 5-chapter structure of the do's, don'ts and don't knows. Consequently, the position paper and the do's, don'ts and don't knows were drafted by JF. Feedback was provided by other members of the EDview team and by selected educational experts from Phase 1, to ensure accurate interpretation of both data and theory. This led to further refinement of the results and ultimately to the final versions of the position paper and the overview of do's, don'ts and don't knows.

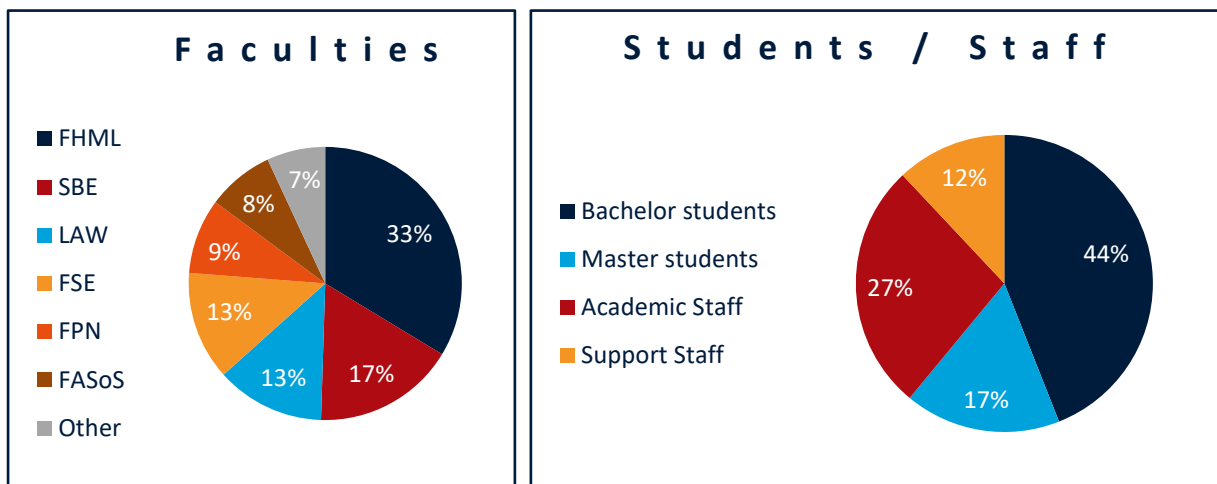
Limitations

A number of limitations can be identified in the EDview methods:

- The qualitative data collection focused only on Bachelor programmes. However, some of the staff participants were also involved in Master and other programmes, and the EDview survey targeted all UM students and staff. EDview therefore expects that the final results reflect the views of stakeholders from other programmes as well.
- Data collection did not include stakeholders beyond UM, such as alumni and employers, who may have additional ideas on what education for the future should look like.
- Despite efforts to involve a balanced sample of participants that represents the diversity of UM faculties, programmes, staff and students, a selection bias may exist. EDview was dependent on the willingness of students and staff to participate; hence the majority of participants were likely those engaged with education, despite deliberate measures to include diverse participants as described above. Additionally, in Phase 1, those belonging to the networks of EDview project team members may have been represented more than others. It should be taken into account that this group contributed the majority of the literature references.
- The Likert-scale EDview survey items did not allow respondents to distinguish between their often very diverse experiences regarding an item. Many items “depended on the situation”, as some respondents commented. By allowing plenty of space for respondents to explain their thoughts in the open questions that asked for elaboration on their ratings (which many respondents did) EDview trusts that it has captured these complexities and nuances.
- EDview aimed to investigate the entire spectrum of education, from designing to teaching and enabling. This limited the depth that could be reached on some topics, including further analysis of the survey data, which may be an area for follow-up. Similarly, the do’s, don’ts and don’t knows should be seen as a document that provides a direction for more detailed action that should follow.

APPENDIX 2. EDVIEW SURVEY SAMPLE

From 2,223 received responses, 1,743 were valid responses from current students or staff. The excluded responses were for example participants who were not currently affiliated with UM or those who quit the survey without completing the control questions. Of the 1,743 valid responses, 44% were bachelor students (N=758), 18% master students (N=303), 26% academic staff (N=454), and 12% support staff (N=205). Together, 61% of the participants were students (N=1064) and 39% staff (N=679).



Faculty	Bachelor Students		Master Students		Academic Staff		Support Staff		Total per faculty	
	N	%	N	%	N	%	N	%	N	%
FHML	231	30	103	34	199	42	52	25	585	33
FASoS	62	9	15	5	50	11	7	3	137	8
LAW	111	15	48	16	49	10	10	5	218	13
FPN	72	9	41	14	40	8	9	4	162	9
FSE	132	17	34	11	48	10	9	4	223	13
SBE	151	20	61	20	74	16	16	8	302	17
Other	-	-	-	-	11	2	105	50	116	7
Total	762	44	302	17	471	27	208	12	1743	100

Table 1: Demographics EDview Survey respondents.

34% of the responses came from FHML (N=585), 8% from FASoS (N=137), 13% from LAW (N=218), 9% from FPN (N=162), 13% from FSE (N=223), and 17% from SBE (N=302). 7% worked in other parts of the university, such as the Maastricht University Office, the Student Service Centre, or the University Library (N=116). The last group was dominated by support staff. For further information about the distribution of the sample across different faculties, please refer to Table 1.

Students

35% of the students completed their secondary education in the Netherlands (N=368). 21% completed it in Germany (N=227), 10% in Belgium (N=111), 21% in other EU countries (N=221), and 13% in non-EU countries (N=132). Five students chose not to answer this question. The average bachelor student completed three semesters (Mean 3.1, SD 2.4, N=760). Grouping the students into years, 265 bachelor students were in their first year, 288 in their second year, and 207 in their third year or beyond (N=760). The average master student completed two semesters (Mean 2.1, SD 2.4, N=300). 175 students were in their first year, 87 in their second year, and 38 in their third year or beyond (N=300).

Staff

The time period that staff had been employed at UM varied between 1 and 42 years (Mean 11.3, Median 9, SD 9.1). 41% of the staff studied at UM themselves before working (N=279). For 15%, 1-10% of their work was dedicated to educational roles (e.g. tutoring, course coordination, lecturing, mentoring, being a member of an educational committee). For 27%, 11-50% of their work was dedicated to education and for 25%, 51-90% was dedicated to educational roles. 8% worked in a situation where 91-100% of their work was dedicated to educational roles. 25% of the staff did not have any work in education roles. This group was dominated by support staff. Many of these indicated that they did not want to answer the Likert scale questions, which explains for missing data at various points.

APPENDIX 3. EDVIEW SURVEY RESULTS SPECIFIED

This appendix reports means and standard deviations specified per student and staff category and per faculty. Please note that the means reported in the EDview position paper and the overview of do's, don'ts and don't knows refer to the Total mean. EDview found significant differences on several items between some of the groups, though a general trend could be identified across all groups, with the same items scoring lowest and highest in each group. As EDview aimed to identify a shared view among UM stakeholders from all faculties, it prioritized describing this trend based on Total means rather than further exploring differences, which may be an area for follow-up. To provide a more detailed insight in the data, the means per group are reported here.

	Bachelor students			Master students			Academic staff			Support staff			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
In my perception, the education in the UM programme(s) I'm involved in is overall sufficiently...															
...encouraging students to self-direct their learning.	4.4	757	0.9	4.5	299	0.8	4.0	430	1.1	4.2	115	1.0	4.3	1621	1.0
...encouraging students to collaborate.	4.2	760	0.9	4.3	299	0.9	4.2	428	0.9	4.3	122	0.9	4.2	1629	0.9
...related to problems that are professionally relevant.	4.0	744	1.0	4.1	294	0.9	4.1	424	0.9	4.3	101	1.0	4.1	1578	1.0
...interdisciplinary.	4.1	726	1.0	3.9	293	1.1	3.8	417	1.2	3.9	98	1.1	4.0	1553	1.1
I'm generally satisfied with the current state of education in the UM programme(s) I'm involved in regarding...															
...the educational method being PBL.	4.1	711	1.1	4.0	284	1.1	3.8	407	1.2	4.1	81	1.1	4.0	1501	1.1
...how PBL is carried out in practice.	3.5	711	1.2	3.4	283	1.2	3.2	405	1.2	3.5	76	1.2	3.4	1493	1.2
...the introduction and guidance I receive(d) regarding PBL.	3.8	703	1.1	3.6	266	1.2	3.6	388	1.3	3.9	60	1.2	3.7	1433	1.2
...the quality of tutors.	3.9	717	1.0	3.9	287	1.0	3.8	387	1.0	3.7	59	1.0	3.9	1463	1.0
...the quality of teachers (lecturers, coaches, skills trainers, etc).	4.1	717	0.9	4.1	291	1.0	4.1	387	0.9	3.9	68	0.9	4.1	1478	0.9
If method is not PBL: I'm generally satisfied with the current state of education in the UM programme(s) I'm involved in regarding...															
...the educational method that is used.	4.1	15	0.7	4.6	9	0.5	4.2	16	1.2	3.9	11	1.0	4.2	52	1.0
...the application of the educational method that is used.	3.9	15	1.1	3.9	8	1.3	4.1	16	1.0	3.8	11	1.1	3.9	51	1.1
I'm generally satisfied with the current state of education in the UM programme(s) I'm involved in regarding...															
...the coherence between the learning goals, the instructional methods, and the assessment (being tested what is taught).	3.8	701	1.1	3.8	282	1.1	3.8	390	1.1	3.5	61	1.0	3.8	1451	1.0
...the soft skills that students acquire (e.g. critical thinking, communication, etc).	4.1	700	0.9	4.1	280	1.0	3.7	410	1.1	3.9	75	1.0	4.0	1484	1.0
...the cultural diversity among UM students and staff.	4.0	687	1.2	4.2	276	1.1	3.9	401	1.1	4.0	75	1.1	4.0	1456	1.1
...the preparation for a student's future life and career.	3.6	669	1.1	3.7	274	1.0	3.8	393	1.0	3.8	67	1.1	3.7	1419	1.1
Overall, how satisfied are you with your experience with education at UM?	4.21	701	0.8	4.2	279	0.9	3.9	413	1.0	4.0	108	0.9	4.1	1518	0.9
Regarding its education, to what extent do you feel that UM is well prepared for the next 20 years?	3.9	674	1.0	3.8	265	1.1	3.3	404	1.1	3.4	107	1.1	3.7	1467	1.1

EDview Survey results specified per student and staff category (Likert scale 1-5).

EDview Survey results specified per UM faculty (Likert scale 1-5).

	FHML			FASoS			LAW			FPN			FSE			SBE			Other		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
In my perception, the education in the UM programme(s) I'm involved in is overall sufficiently...																					
...encouraging students to self-direct their learning.	4.3	549	0.9	4.3	133	0.9	4.3	212	1.0	4.0	159	1.0	4.4	219	0.9	4.3	290	1.0	4.4	59	0.9
...encouraging students to collaborate.	4.3	554	0.8	4.2	133	0.9	3.9	212	1.1	4.1	160	0.9	4.3	219	0.8	4.3	287	0.9	4.4	64	0.8
...related to problems that are professionally relevant.	4.2	540	0.9	3.9	126	1.2	4.0	209	1.1	4.1	153	0.9	4.1	213	1.0	4.0	284	1.0	4.3	53	0.9
...interdisciplinary.	3.9	526	1.1	4.5	128	0.7	3.7	209	1.2	3.6	147	1.0	4.5	216	0.9	3.7	277	1.2	4.0	50	1.1
I'm generally satisfied with the current state of education in the UM programme(s) I'm involved in regarding...																					
...the educational method being PBL.	4.1	514	1.1	4.0	127	1.1	3.8	204	1.2	4.1	156	1.1	4.2	190	1.0	4.0	273	1.1	4.2	37	0.9
...how PBL is carried out in practice.	3.6	512	1.2	3.3	125	1.2	3.4	204	1.2	3.0	155	1.2	3.5	190	1.2	3.4	273	1.2	3.6	34	1.2
...the introduction and guidance I receive(d) regarding PBL.	3.9	489	1.1	3.5	120	1.2	3.3	200	1.3	3.8	148	1.2	3.7	188	1.2	3.8	261	1.2	3.8	27	1.3
...the quality of tutors.	3.8	494	0.9	4.1	125	0.9	4.0	201	1.0	3.8	154	1.0	4.0	195	1.0	3.8	268	1.1	3.8	26	0.9
...the quality of teachers (lecturers, coaches, skills trainers, etc).	4.0	495	0.9	4.2	123	1.0	4.2	202	0.9	4.2	155	0.9	4.3	201	0.9	4.0	269	0.9	3.9	33	1.1
If method is not PBL: I'm generally satisfied with the current state of education in the UM programme(s) I'm involved in regarding...																					
...the educational method that is used.	4.1	12	1.3	4.0	1	-	3.3	3	2.1	5.0	1	-	4.4	19	0.7	4.6	7	0.5	4.1	9	0.8
...the application of the educational method that is used.	4.0	12	1.2	-	-	-	3.3	3	2.1	5.0	1	-	3.8	19	1.1	4.3	7	0.8	4.0	9	0.7
I'm generally satisfied with the current state of education in the UM programme(s) I'm involved in regarding...																					
...the coherence between the learning goals, the instructional methods, and the assessment (being tested what is taught).	3.7	490	1.0	3.8	121	1.0	3.9	198	1.1	3.4	148	1.2	3.9	198	1.0	3.9	269	1.1	3.7	27	1.0
...the soft skills that students acquire (e.g. critical thinking, communication, etc).	4.0	505	1.0	4.1	123	1.0	3.7	199	1.1	3.8	147	1.0	4.3	201	0.9	4.2	274	0.9	3.9	35	1.1
...the cultural diversity among UM students and staff.	3.9	483	1.1	4.0	120	1.2	4.4	194	1.0	3.6	149	1.3	4.2	200	1.1	3.9	275	1.1	3.9	35	1.3
...the preparation for a student's future life and career.	3.7	476	1.0	3.5	116	1.2	3.6	194	1.1	3.4	142	1.1	3.8	194	1.0	3.9	267	1.0	3.7	30	1.2
Overall, how satisfied are you with your experience with education at UM?	4.1	514	0.9	4.0	122	1.0	4.1	201	0.9	3.9	148	1.0	4.3	199	0.8	4.2	274	0.9	4.0	60	0.9
Regarding its education, to what extent do you feel that UM is well prepared for the next 20 years?	3.6	486	1.0	3.6	119	1.1	3.7	194	1.1	3.7	144	1.1	3.7	195	1.0	3.7	270	1.1	3.5	59	1.0

APPENDIX 4. EDVIEW CONTRIBUTORS

The EDview team wishes to sincerely thank all contributors who made this project possible. It is clear that UM hosts an enormously dedicated group of students and staff who are passionate about education and work hard to continuously improve our education. Thank you for all your input!

Contributors Phase 1

Please refer to the next page for a list of the educational researchers, policy makers, experts and educationalists, coming from the six faculties and UM central level, who were part of Phase 1. They shared their insights in the EDview focus groups and/or shared literature from their area of expertise.

Contributors Phase 2

A warm thank you to all the Bachelor students and teachers who shared their experiences and insights in the EDview focus groups, and to the course coordinators and programme directors who were interviewed. You provided us with rich data and clear messages!

A warm thank you also to the many students and staff who took the time to complete the EDview survey. The fact that you were such a big number contributes to the legitimacy of the EDview message. Moreover, your elaborate answers in the open spaces were even more meaningful than the numbers!

Contributors Phase 3

Thank you to the groups and platforms that allowed us to present our preliminary results and that provided us with valuable and nuanced feedback:

- The UM Council
- Representatives from several student organizations
- EDview staff participants from Phase 1 and 2
- EDLAB steering group education innovation (Faculty Liaisons EDLAB and Faculty Vice Deans of Education)
- UM Executive Board and Faculty Deans
- UM IT Board
- Policy officers CORE and Internationalization

Contributors EDview Symposium

Thank you to the many contributors to the EDview symposium on October 23, 2018 - workshop, fishbowl and world café moderators, panel members, presenters, keynote speakers, observers, note takers, student assistants, participants and more – for shaping this symposium and making your voice heard.

Contributors	Phase 1	Faculty/Centre	Department/Institute	Area of expertise/interest
Bastiaens	Ellen	MUO	Academic Affairs	Education innovation, Student employability
Beusaert	Simon	SBE	Educational Research and Development Unit	Workplace learning, Faculty development
Beyers	Lonneke	FSE	University College Maastricht	Assessment, Course and curriculum design
Carroll	Donna	FSE	Maastricht Science Programme / EDLAB	Assessment
De Rijdt	Catherine	LAW	Educational Development and IT	Faculty development
Dijkstra	Joost	MUO	Academic Affairs	Assessment
Dolmans	Diana	FHML	Dept. Educational Development and Research	Innovative learning environments
Fontein	Herco	FPN	Work and Social Psychology	Cognitive psychology, Internationalization, Education innovation
Froeling	Yvette	LC	Language Centre	Learning facilities
Ghysels	Joris	FSE	Top Institute for Evidence-Based Education Research	Programme evaluation, educational policy
Haerkens	Sylvia	FASoS	Faculty Office	Policy officer Education
Huveneers	Wilma	FHML	Dept. Educational Development and Research	Faculty development, Course design
Kornet	Nicole	LAW	Private Law Department	Commercial Law / Education Development and Innovation
Krooi	Matthijs	SBE	Policy Development & Quality Assurance Office	Education policy, Quality assurance systems
Krumeich	Anja	FHML	Dept. Health, Ethics and Society	Global health and education
Lutgens	Gaby	UB	Dept. Education and Research Support	Educational technology, Teacher development
Manie	Nicolai	FSE	University College Maastricht	Admissions, Academic advising, Education innovation
Menten	Marloes	FASoS	Faculty Office	Educationalist
Oude Egbrink	Mirjam	FHML	Institute for Education & Department Physiology	Management of education
Radulova	Elissaveta	FASoS	Dept. Political Science	Constructive Alignment, Assessment
Roebertsen	Herma	FHML	Dept. Educational Development and Research	PBL, Faculty development
Schmeets	Eline	MUO	Academic Affairs	PBL, Blended learning
Schut	Suzanne	FHML	Dept. Educational Development and Research	Assessment, Self-regulated learning
Spendzharova	Aneta	FASoS	Dept. Political Science	Internationalisation
Spooren	Pieter	SBE	Educational Research and Development Unit	Constructive Alignment, Assessment
Stoffels	Sjoerd	FASoS	Faculty Office	E-learning/Educational technology, Education innovation
Tiernan	Aisling	MUO	Academic Affairs	Internationalization
Van de Wiel	Margje	FPN	Work & Social Psychology	Faculty development
Van Dellen	Wilfred	FSE	University College Maastricht	Educational psychology
Van der Lugt	Arie	FPN	Dept. Cognitive Neuroscience	Course and curriculum design
Van der Vleuten	Cees	FHML	Dept. Educational Development and Research	Assessment, Competency-based education
Van Merriënboer	Jeroen	FHML	School of Health Professions Education	Instructional design, Technology
Van Mier	Hanneke	FPN	Dept. Cognitive Neuroscience	Assessment
Vermeer	Peter	FSE	University College Maastricht	Assessment
Verstegen	Daniëlle	FHML	School of Health Professions Education	Instructional design and E-learning
Vluggen	Mark	SBE	Dept. Accounting and Information Management	Intercultural communication, Curriculum internationalization
Waterval	Dominique	FHML	Dept. Educational Development and Research	Student-centered learning, Internationalization
Zanting	Albertine	FHML	Institute for Education and Dept. Health, Ethics and Society	Cultural diversity, Internationalization

APPENDIX 5. EDVIEW PROJECT TEAM

EDview Project Team:

Janneke Frambach is assistant professor at the Department of Educational Development and Research, FHML. During EDview she combined teaching and research at FHML with a position at EDLAB as the EDview project manager. Janneke has a background in PBL research; at the School of Health Professions Education, FHML, she completed a PhD project on the cross-cultural applicability of PBL. Prior to her FHML appointment she studied at UM's Faculty of Arts and Social Sciences and the Leuven School of Business and Economics. This interdisciplinary background led to her research program on globalization and internationalization in health professions education, as well as her involvement with EDview and her current teaching and management roles in several FHML curricula.

Stella Wasenitz first got involved with EDLAB in 2015 when she was a student at University College Maastricht. Her early participation in a Think Tank on PBL eventually led to her appointment as a project manager at EDLAB and her involvement with EDview. During the EDview project Stella supported Janneke with putting the project plan into practice. Equipped with an extensive overview of PBL practice, Stella recently started a master's program investigating the theoretical and historical roots of this educational method at one of its birthplaces at Teachers College, Columbia University.

Sebastian Hühne became interested in education during his Bachelor at University College Maastricht. During his time at UCM, he was a student representative in the Board of Studies, organized educational events as a board member of the student association Universalis, and finally co-founded the educational initiative UM ImpactLab. Sebastian joined the EDview team in early 2018, first as a research assistant and later in the position as junior project manager. In his position as junior project manager, Sebastian aided Janneke in finalizing the project paper, and in the organization of the EDview symposium.

EDview Advisory Team:

Erik Driessen	Chair Department of Educational Development and Research, FHML
Harm Hospers	Vice Rector Education and Director EDLAB
Walter Jansen	Coordinator Innovation EDLAB

EDview Collaborators:

- Valérie Drost, EDLAB - Data collection Phase 1 and 2: observer and note taker focus groups
- Pascal van Gerven, Dept. Educational Development and Research FHML - Data collection Phase 2: interviewer programme directors
- Karen Könings, Dept. Educational Development and Research FHML - Data collection Phase 2: moderator focus groups with teachers
- Anindita Bhattacharjee, Student assistant - Data analysis Phase 2: coding qualitative survey data