



Programme Impact Learning Day – 4 November 2022

14.00 **Introduction developments Impact Learning by Rosanne van Wieringen and Katusha Sol (initiators Special Interest Group Impact Learning)**

14.15 **Keynote by [Dr. Sabine Uijl](#), coordinator and founder of the [Alliance of TU/e, WUR, UU and UMC Utrecht \(EWUU\)](#)**

The world is changing faster than ever, and higher education is lagging behind. What is needed for our future world? What kind of professionals do we want to deliver as universities? What is the contribution of our education to a better future? In the alliance of the universities of Eindhoven, Wageningen and Utrecht and University Medical Center Utrecht, we develop education that is flexible and innovative as a means to enable learners in becoming future change makers.

15.15 **Sessions round 1**

a) Edwin Gardner, founder of Studio Monnik, about making impact in the world of the future

Why and how to explore the future? The future cannot be measured, scanned or probed, since it simply does not exist yet. The only way to explore it is in the imagination. Thus, speculative thinking, designing and storytelling are essential tools for anybody who seeks to strategically position themselves in the here and now. And to deeply understand the implications of changes that are happening today.

b) UvA project carousel with inspiring practices

Bram Kuijken – Founder of Master Challenge

Within his teaching on entrepreneurship, Bram tries to bridge the gap between education and practice. That is why he developed Master Challenge. Master Challenge is a triple win real-life challenge platform. This platform allows:

1. students to gain relevant experience;
2. educators to improve their course, and
3. companies to get their challenges solved.

Tim Verheij - Coordinator of Education & Legal Support – Amsterdam Law Hub

'Rechtwinkels' help people with problems. Often these problems go beyond the legal realm. What would it be like if such legal clinics (rechtswinkels) had an interdisciplinary approach? Where law students, psychology students, future socio-legal service providers and debt-relief specialists worked together?



Pepijn Neerijnen - Assistant Professor and founder of Amsterdam Living Case Lab

Working with the case-based learning method is a fantastic way to connect with bright minds. Students are tasked with solving relevant and current challenges. By applying their theoretical and practical knowledge to find new opportunities and solutions, students are engaged and better prepared for the next steps in their careers.

16.15 **Sessions round 2**

a) Acts of Citizenship: musical theatre performance and scientific research in one

Dagmar Slagmolen - Artistic director of music theatre company Via Berlin and Debby Gerritsen - UvA lecturer/researcher

In this session, Dagmar and Debby take participants to the Oerol theatre festival. There they have connected large live scientific research with a music theatre performance for an audience of 4.500 people. Forty political science and sociology students carried out scientific research during the musical theatre performance Acts of Citizenship, in which the students also figured.

During the session, Debby and Dagmar address different questions. What are the effects of the research? How did students contribute, and what was their experience? What are the learning points of the project? Etcetera.

b) Panel discussion impact learning with Valentina Tassone – Assistant Professor Wageningen University & Research (WUR)

In this session we reflect upon three levels of innovations within higher education courses at the crossroad between science and society, namely the institutional, the course design and the pedagogy levels. Valentina will present research findings and educational practices suggesting the relevance of:

- empowering higher education institutions to reflect on the ‘who’, ‘how’ and ‘for what’ of course innovations;
- empowering educators' capacities for system thinking when (re-)designing a course;
- empowering the embedding of unusual pedagogies such as emotion-inclusive pedagogies and deep teaching and learning practices.

We enter into a conversation on those findings and discuss their impact, implications and dilemmas.

17.00 **A drink and a bite**