



CHARM-EU

Teaching and Learning

CHARM-EU educational experience

The educational experience

CHARM-EU is part of the innovative European Universities Initiative, seeking to create European universities of the future. Students, staff and researchers will be skilled in navigating the twin green and digital transition, building a resilient society, and solving global societal challenges.

You will be one of the first students in Europe to take part in a European University at postgraduate level and experience this new way of teaching and learning. Throughout the Master's, you will be pioneers and leaders for future CHARM-EU students. Your learning matters to us, to future students, and to Europe. We are always seeking improvement in our teaching and learning approaches, and as pioneers for CHARM-EU, we encourage you to share your experiences with us.

To create a university of the future, and give you the best possible learning journey, our ways of teaching also need to be innovative, transformative, and future facing. To do this, CHARM-EU teaching follows [ten educational principles](#).

These principles scaffold your educational experience. In this section we will explain what you can expect from teaching and learning in the Master's and will be expected from you. We highlight the principles and their impact on practice here.

What can I expect of the educational experience in the Master's?

- Your learning will follow a transdisciplinary approach where teachers, students and external stakeholders are partners in the process and different (disciplinary) perspectives are integrated (e.g. economics, medicine, psychology).
- You will be engaged in challenge-based modules, where you will be working on global, real-world, authentic challenges with a variety of actors involved resulting in a tangible output, such as a new process, idea or solution.
- The content of the curriculum will be framed around relevant sustainability challenges, building on the Sustainable Development Goals (SDGs).
- Research findings from teaching staff are integrated in the curriculum content and you will also be invited and encouraged to perform research yourself.
- The curriculum embraces inclusiveness and diversity.
- Through mobility you will be experiencing transnational and intercultural learning.
- You will be learning in authentic, realistic contexts through situated learning and in interaction with peers.
- Within the curriculum technology platforms and tools will be integrated to improve your learning;
- You will not only be assessed on content knowledge, but also on your transversal skills such as collaboration, communication and reflective skills.
- You will take responsibility for your learning path. Our student-centred approach moves away from the teacher-centred approach, and views students as active and independent learners.

CHARM-EU EDUCATIONAL PRINCIPLES



CHALLENGE-DRIVEN EDUCATION

research-led
research-based



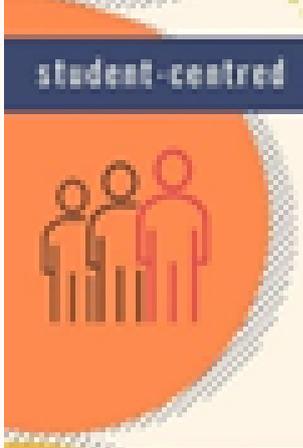
sustainability



challenge-driven



student-centred



inclusive



Transdisciplinarity

Multiple stakeholders and
disciplines engaged and
integrated

transversal skills



transnational &
intercultural learning



technology-enhanced



situated, authentic learning



Learning activities

The Master's consists of different teaching and learning methods that you will be engaged in. This can be group work, workshops, lectures, coaching sessions, meet-the-expert sessions, field trips and more. Every module coordinator has designed the module in a way that it matches with the intended learning outcomes and content.

Roles in education, teaching and learning

CHARM-EU teaching staff can take on different roles. Below you can find some examples of roles.

- **Teacher:** Teaches content to students through e.g. lectures, tutorials, workshops or other learning activities.
- **Supervisor:** Monitors the overall progress of the (group) work.
- **Coach:** Guides and coaches students, focusing mainly on the interpersonal group dynamics, professional development and transversal skills.
- **Tutor:** Guides students' progress from a content perspective, providing expertise in order for students to apply knowledge to their challenge.
- **Experts / External stakeholders:** Delivers specific expertise as (external) professionals with the aim to provide perspectives to the challenges.
- **Guest teacher:** Teaches content to students through one or few learning activities.
- **Mentor:** Guides students throughout the whole Master's curriculum. Guides students in their learning journey through student-mentor meeting. Monitors progression in relation to the programme learning outcomes and provides a Mentor advice (see Assessment for further information) based on its impressions.
- **Student:** Actively engages in module activities, pro-actively communicates with mentor and teachers and is responsible for getting the Module assessments in time into its E-portfolio (see Assessment for further information)

Assessment

In CHARM-EU we are using a new and innovative assessment approach. We will not have tests with each having a pass/fail decision to determine your achievement with a mark with little to no feedback on how to improve like some traditional courses.

Programme Learning Outcomes Framework: What are the assessment indicators? In this programme we have developed multiple Programme Learning Outcome (PLO) Domains. These domains are at the core of all Module assessments and connected to the outcomes of each module (Module Learning Outcomes). During this Master's programme you will develop yourself based on these PLO Domains and will be assessed on these.

1. Sustainability

The graduate:

- 1.1. Critically analyses and evaluates the concept of sustainability as it is constructed and represented within multiple disciplines and by extra-academic actors.
- 1.2. Demonstrates sufficient and solid knowledge (conceptual, theoretical and empirical) on sustainability issues and their interlinkages.

2. Transdisciplinarity

The graduate:

- 2.1. Formulates an advanced understanding of transdisciplinary practice, knowledge and epistemologies.
- 2.2. Reflects upon and integrates multiple disciplinary and transdisciplinary perspectives, to understand the relevant ethical issues and the role of active citizenship, in particular within a European context.
- 2.3. Prepares, executes and evaluates a transdisciplinary (research) project.

3. Solving challenges

The graduate:

- 3.1. Analyses, investigates and evaluates complex societal challenges.
- 3.2. Explains how sustainability challenges are caused, dealt with and addressed by various stakeholders.
- 3.3. Uses a range of methodologies and theoretical frameworks to appraise the complexity of and solve societal challenges.
- 3.4. Interprets and connects complex challenges to diverse stakeholder, disciplinary and intercultural perspectives that encompass global and European citizenship.
- 3.5. Identifies, selects and devises robust, adaptable, ethical solutions, using intercultural perspectives (including gender).
- 3.6. Acquires advanced competency of problem solving, creative thinking, entrepreneurialism and innovation.

4. Collaboration (PLO2, PLO5, PLO6, PLO7)

The graduate:

- 4.1. Demonstrates expertise in the collaborative and facilitative skills to support their practice as a transdisciplinary team member (team work).
- 4.2. Collaborates with relevant stakeholders e.g., colleagues, peers, experts, professionals, clients and other external stakeholders.
- 4.3. Demonstrates inclusivity and (inter)cultural competence in teamwork.

5. Communication

The graduate:

- 5.1. Demonstrates expertise in the communicative skills to support their practice.
- 5.2. Communicates effectively with diverse stakeholders, e.g., clients, colleagues, peers, other relevant stakeholders and the public.
- 5.3. Communicates effectively on complex issues that aim for behavioural change.

6. Scholarship

The graduate:

- 6.1. Understands and critically evaluates research and literature and other data sources.
- 6.2. Rigorously assesses, designs and integrates different disciplinary and transdisciplinary research methodologies.
- 6.3. Connects research questions, data and findings to their challenges.

7. Professional and personal development

The graduate:

- 7.1. Demonstrates reflexive skills
- 7.2. Shows skills fostering lifelong learning (e.g., career development, self-management, feedback literacy)

8. Digital skills

The graduate:

- 8.1. Demonstrates expertise in the identification and application of the latest technological tools.
- 8.2. Analyses, handles, uses and communicates complex bodies of data ethically (data management, modelling and visualization).
- 8.3. Demonstrates digital skills.
- 8.4. Identifies and critically interprets different types of media and information (media and information literacy).
- 8.5. Utilises a broad range of appropriate communication tools and digital technologies to create materials for dissemination and communication.



In the CHARM-EU Assessment Programme there are three types of assessment:

- Module assessments;
- Mentor advice;
- Phase level decision.

Below you can find an overview of the student assessment journey. The three types of assessment will be discussed in the proceeding sections.

Student assessment journey



Student-mentor match

A student begins the programme by attending introduction events where they are matched with a mentor



Learning activity

Student follows the Modules within the Phase



Student completes module assessments

Various Module assessments are provided to the student, these could include essays, pitches, and teamwork.



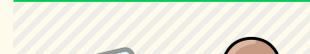
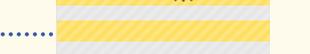
Feedback on assessments

Teachers provide meaningful feedback to students **in the e-portfolio** after each Module assessment.



Student-mentor meetings

During the Phase a regular student-mentor meeting is scheduled on student's initiative. The mentor helps the student to reflect and assesses and directs the student's progress.



FINISH



Phase level decision

At the end of the Preparatory Phase a Phase level (pass/fail) decision will be made.

This is done by the Portfolio Assessment Committee who will examine the student's e-portfolio.

Module assessment

What kind of assessments can I expect?

You will be assessed over a longer period of time with multiple module assessments assessed by various assessors, such as your student peers, teachers, and external stakeholders. We call these assessments module assessments.

In each Module there are various Module assessments provided by teachers. You can find the module assessment details in the Module Descriptors of each module. This document will be uploaded by your module coordinator to the Virtual Learning Environment Moodle (see section Technology). In here you can also find the requirements for each Module assessment and the associated deadline. Each module assessment, which can be a reflective paper, a presentation or pitch, a poster, an essay, a mindmap and so on, are related to one or more PLO domains.

With module assessments the focus lies on providing you with feedback to learn from and to develop yourself. All these module assessments will be collected into your E-portfolio, you can see yourself growing and developing.

Your role as a student: What are my responsibilities?

As a student you are in the lead of your learning experience. We provide you with the resources to become the professional you want, but at the end you are in the driver's seat to make this happen. This means that you are responsible to critically review the feedback you received, act and reflect on it and think of ways to improve your performance in the next module assessment. Also, you are responsible to get all module assessments into your E-portfolio in time.

Level indication: How will my progress on the PLO Domains be monitored?

For each PLO domain the following levels can be distinguished :

- Pre-novice,
- Novice,
- Intermediate,
- Advanced,
- Expert.

Each level is linked to a thorough description of indicators to ensure that your knowledge and skills can be assessed and judged. For this process we will make use of rubrics. You will get feedback from multiple stakeholders (teachers, peer students, external stakeholders) to get insight into your strengths and the areas you can improve based on these filled out rubrics.

The following diagram describes an example of how the PLO ‘sustainability’ will be assessed in a module assessment using a rubric.

1. Sustainability

1.1 Critically analyses and evaluates the concept of sustainability as it is constructed and represented within multiple disciplines and by extra-academic actors

Pre-novice
 Novice
 Intermediate
 Advanced
 Expert
 Not applicable

Pre-novice (below expectation at the end of Phase 1)	Novice (as expected at the end of Phase 1)	Intermediate (as expected at the end of Phase 2)	Advanced (as expected at the end of Phase 3)	Expert (above expectation at the end of Phase 3)	Not applicable
No demonstrated knowledge of the concept of sustainability.	Demonstrates knowledge of the concept of sustainability in a learning goal or assessment from the module.	Analysis and evaluation of the concept of sustainability demonstrated in a learning goal or assessment from the module.	Demonstrates understanding of how sustainability is represented within multiple disciplines and by extra-academic actors.	Critically analyses and evaluates the concept of sustainability with multiple disciplinary lenses.	Not applicable

For example you start the programme without any previous knowledge on sustainability, you are now at pre-novice level (see figure above). While being actively involved in the learning and assessment activities of the Preparatory phase you gain knowledge, receive meaningful feedback and you more often get a ‘novice’ appraisal from your assessors on your module assessments. You are growing! At the end of the Preparatory phase you may even receive an ‘intermediate’ level appraisal for a Module assessment.

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E-Portfolio: How will my progress be tracked?

The E-portfolio we are going to use in our programme is 'Scorion'. The aim of this E-portfolio is to collect all your module assessments in one place so that your progression can be monitored through dashboards.

The E-portfolio will be used for all module assessments, so it's important that you learn how to work with Scorion (there will be a Scorion e-learning module and further instructions on Scorion during the student orientation week).

User-case: What should I do with the E-portfolio?

Let's take a look an example of how this works in practice.

For example, you have worked within a group on an essay around sustainability. Let's call this module assessment: 'Essay sustainability'. Together with your fellow group members you have finished your essay. The teacher who guided your group with the essay is appointed to assess your essay.

- Step 1: You and your peer students/group members select the module assessment 'Essay sustainability' in Scorion and send the form to your teacher;
- Step 2: Then the teacher fills in the form, together with a level indication on the Programme Learning Outcome domains that are associated and validates your form when he or she is ready with the assessment. It is important to note that only validated Module assessments will be considered.
- Step 3: Then this Module assessment 'Essay sustainability' is one datapoint in your dashboard. You can see in the graph below how this assessment is represented on Scorion.



Who has access to my E-portfolio?

Of course you have access to your portfolio, but also your mentor, the module coordinator and the examiners (Portfolio Assessment Committee) have access to your E-portfolio.

Mentor advice

Who helps me in my learning journey?

You are definitely not alone in your learning journey. Next to our dedicated teachers there will also be a mentor who tracks your progression and coaches you throughout the full programme. The mentor remains the same person for the full Master's programme.

What does a CHARM-EU mentor do?

Your mentor guides, supports and provides you with feedback on your progression throughout the programme. Your mentor tracks your progression in your E-portfolio, discusses the received feedback and helps you to develop your learning goals.

A mentor is an academic teacher and/or researcher from a CHARM-EU partner institution, they committed to being a mentor and are dedicated to being your guide.

What can I expect from my mentor and what is my responsibility?

Per phase (so across modules) you have a total of 3 hours with your mentor. You are responsible for scheduling a meeting with your mentor, the so-called student-mentor meeting. You can have as many meetings with your mentor as your prefer, as long as you have minimally one meeting halfway each phase.

In preparation of each student-mentor meeting you fill in the 'student' section of the mentor advice form in the E-portfolio. Then you send the form to your mentor, have your student-mentor meeting and then the mentor provides you with a mentor advice.

Important: At a minimum, one validated Mentor advice form should be in your E-portfolio by week 10 for every phase.

Phase decision

I will get a mark at the end of each Phase, how does that work?

At the end of each Phase all Module assessments, which you collected in your E-Portfolio, examiners from the Portfolio Assessment Committee will review these assessments, resulting in a pass/fail mark.

As said before, one single module assessment is not associated with a pass/fail decision. This means that you don't receive credit points (ECTS) for each module assessment. So you might be wondering, when do I get my final grade and the credit points? Well, the answer on this is the Phase decision.

All Module assessments are collected in your E-portfolio, when you have all module assessments and minimally one mentor advice in there your E-portfolio will be assessed by the Portfolio Assessment Committee.

Important note: You are responsible for having all Module assessments in place (i.e., validated) before the Portfolio Assessment Committee assesses your E-portfolio. If they are not in place, this will lead to a fail decision.

What does the Portfolio Assessment Committee do?

The Portfolio Assessment Committee reviews your E-portfolio and decides on whether all Programme Learning Outcome Domains are on sufficient level. They then provide you with a mark on a scale from 0-100% together with a narrative explanation of their mark.

- A pass mark on each phase (and thus all modules related to that Phase) is 50% and above;
- Below 50% means fail;
- In case you have a 35-50% you will have the opportunity to remediate once. To do so, you design a remediation plan, in consultation with your mentor and the Portfolio Assessment Committee. When you have received a mark between 35-50% you can still proceed with the next Phase;
- In case you have been marked below 35% you can unfortunately not proceed with the Master's programme.

When will the Portfolio Assessment Committee review my E-Portfolio?

To give you an idea on how you are doing there will be an extra check by the Portfolio Assessment Committee halfway the Preparatory Phase. After the deadline for including the Mentor advice (also make sure this form is validated by your mentor) in your E-portfolio the Portfolio Assessment Committee will go through your E-portfolio to check whether your E-portfolio is complete and you are progressing as expected.

Who should I contact for appeals, problems or queries about assessment?

- If you have an appeal or a problem regarding arrangements made with your teacher / examiner contact the Board of Examiners;
- If you and at least one other student encounter irregularities during a module or an assessment, contact the Board of Examiners;
- If you alone encounter irregularities during a module or an assessment, contact the Board of Examiners;
- If you have a complaint or problem regarding a decision by the Board of Examiners you can send a formal respond to the CHARM-EU appeals board;
- If a phase mark has not been registered in correctly, contact your local JVAO officer and your examiner.
- If you feel you have not been treated properly by someone working in CHARM-EU, or if you disagree with a decision that affects you personally, you can send a formal respond to the appeals board.

How do I contact the Board of Examiners or Appeals Board?

You can contact them via the Joint Virtual Administrative Office, CHARM-JVAO@uu.nl

Which additional resources should I read about assessment?

- Assessment policy
- Examinations and Education Regulations (EER)

Please be aware that in the student orientation week you will receive more information and training on assessment. Also, there will be an extra Q&A in your first week of teaching.

Attendance

The Joint Virtual Administrative Office (JVAO) will check your attendance to the teaching & learning activities.

You can contact them at this e-mail: CHARM-JVAO@uu.nl