



EDUCATION DESIGN FESTIVAL

ORION BUILDING



TUESDAY 21 APRIL

9:15 - 9:45

Registration
First Floor

9:45 - 10:00

Welcome to Start
First Floor
Arjen Zegwaard (Head TLC)

The Education Station 'Pop Up'

First Floor
TLC Teaching Academy

ALL DAY BOTH DAYS

Come explore resources, play games, participate in small activities, or have a nice chat about education. The Education Station is hosted weekly by the TLC Teaching Academy and will 'pop up' this week during the EDF instead. It is a low-key session with different modes to explore educational topics that interest you. Bring your ideas, your educational questions, or just your curiosity - everyone is welcome!

10:00 - 12:00

Using Learning Analytics to support learning

Room: B4007 + B4008
Jolanda Soeting; Mina Atia

Are you looking for a way to reflect on and improve your course, based on evidence? Let's discuss some ways to do that. In this workshop, you will learn how you can use Brightspace & ANS analytics to evaluate your students' behavior, discuss how to interpret Brightspace & ANS reports to get insights into the students' progress, learn how to automate intervention actions based on this data, and discuss how to interpret these reports to reflect on your learning activities.

Materials to bring: Laptop



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10:00 - 12:00

Design and implementation of an AI-feedback tool

MAX 40 pp.

Room: B4050

Bake de Rink; Julia Diederer

In this workshop, we demonstrate how to create a customized chatbot that provides teacher-written feedback on scientific-style laboratory reports. Participants will learn how teachers remain fully in control of the process: defining what the chatbot should assess, formulating their own feedback comments, and how to make a selection of the most important feedback points to present to the student. We will also share and discuss our practical experiences and research findings on how this approach can be implemented in a course.

Materials to bring: Laptop

GenAI and Teaching: Challenges and solutions

Room: C1005 + C1040

Ieva Leimane; Serge Stalpers; Tijmen Kerstens; Pascal Duenk; Gerard Folkerts

Join us for an interactive session exploring the opportunities and challenges of Generative AI in education. This workshop is designed to help us collectively navigate the opportunities and ethical considerations of AI in teaching and learning.

What to expect:

- Introduction to AI in Education: Gain foundational insights into GenAI, different tools, and how they are used by students and teachers. Discover inspiring examples from your peers.
- Values Exploration: Engage in a serious game to reflect on the values at stake as educators. Dive into realistic scenarios depicting the future of education, encouraging dialogue and critical thinking about the responsible choices we face.
- Hands-on Design: Collaborate with peers in a design session to integrate AI into your teaching in a non-prescriptive way. Focus on helping students become responsible changemakers, developing metacognitive skills, and making ethical choices in the age of Gen AI.
- Sneak Preview: Be among the first to experience a new GenAI tool that will be available to teachers and students in the near future.

This session is ideal for educators seeking to understand, adapt, and innovate in response to the evolving landscape of AI in education. Bring your curiosity and leave with practical ideas and connections to enhance your teaching practice.

Materials to bring: Laptop

*Registration needed 1 week prior to access the WUR AI chat pilot



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12:00 - 12:45

Packed Lunch

First Floor

There won't be a specific area for lunch seating, but lunch will be provided to be taken with you

12:45 - 14:45

Attitude learning outcomes and assessment

Room: B4007 + B4008

Mieke Latijnhouwers; Marloes Vreekamp

There is growing awareness that education is not only about knowledge and skills. Attitudes are central in learning and professional behaviour, and need attention in our programmes too. In this workshop we will explore how attitudes are expressed in the context of our programmes, and whether and how to assess these. In the next step we will translate this exploration in a design for our education.

Using Live Action Role Play (LARP) to engage with emotions in teaching setting

Room: B4050

Elisabet Rasch

MAX 25 pp.

Are your students often overwhelmed or paralyzed by course content related to the climate crisis, conflicts, and inequality? In this experiential workshop, we use Live Action Role Play (LARP) to step directly into emotionally charged teaching situations and explore how to move beyond merely containing emotions toward working with them as part of the learning process. We explore, through "doing LARP," how we can use LARP in our teaching to turn emotional moments into openings for dialogue, critical inquiry, and student agency—transforming difficult dynamics into shared responsibility and empowerment.

Nature-inclusive education at WUR

Room: C1005 + C1040

Martina Sedlakova; Koen Arts, Cindy Quick, Reinek van Tol; Lian Kasper and Louise van der Stock

Discover how WUR educators are embedding nature-inclusive principles across diverse learning formats. This session showcases inspiring examples—from short activities and practicals to full course designs—that connect students meaningfully with the living environment. Contributors from the Nature Inclusive Community of Practice will share their approaches, challenges, and outcomes, offering concrete ideas for integrating nature more deeply into teaching. Join us to explore how small interventions and comprehensive innovations alike can enrich education, strengthen ecological awareness, and shape WUR's future as a leader in nature-inclusive learning.



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14:45 - 15:00

Break
First Floor

15:00 - 17:00

The Culture of Teaching at WUR: A conversation with Dr. Ruth Graham sharing insights from the Teaching Cultures Survey

Room: B4007 + B008
Meg Hayne; Dr. Ruth Graham

WUR has participated in the Teaching Cultures Survey research project for the past six years and Dr. Ruth Graham is joining us to share her insights on the factors that influence teaching culture at universities and how educators experience this at WUR. She will share WUR's results within the wider research findings and help stimulate further conversations and actions to continue strengthening and sustaining the teaching culture at WUR.

How to implement D&I and Collaboration Skills

Room: B4050
Cassandra Tho; Hubertie Kroon

Diversity & Inclusivity (D&I) and Collaboration are two of the skills listed as part of the BSc Skills Project. In our education innovation project, we are looking into D&I and collaboration skills to discover the current status quo as well as the potential opportunities for including D&I and collaboration elements in programmes. As a first step we want to understand the teachers' perspectives on D&I and collaboration skills. Join us for a discussion on what D&I and collaboration skills means for you, your courses and your program, as well as the challenge(s) you face, and what kinds of support you need.

Beyond the Course: Designing Interdisciplinary and Transdisciplinary Curricula

Room: C1005 + C1040
Anke Swanenberg; Anne Velthorst; Ellen Torfs

Interdisciplinary and transdisciplinary learning are increasingly seen as essential for preparing students to address complex societal "wicked" problems. These challenges require students to work across disciplinary boundaries, engage with uncertainty, and integrate multiple perspectives. Developing such competencies, however, is difficult within a single course. In this workshop, we explore how interdisciplinary and transdisciplinary learning can be connected from the course level to the curriculum level. You will be introduced to different approaches and examples, and will engage in a hands-on exercise in which you design your own "dream" interdisciplinary or transdisciplinary curriculum within your programme.



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WEDNESDAY 22 APRIL

9:30 - 10:00

Registration

10:00 - 12:00

What GenAI-use helps student learning? - trying out an AI-scale

Room: B4007 + B4008

Mieke Latijnhouwers; Auke Pols

While GenAI can be a useful tool, also in educational settings, but it can as well hamper learning if used to offload ones thinking process. In this session you will be introduced to an "AI-scale" specifying different levels of AI use. Together we will explore how this could be used to define and communicate AI-use that helps student learning.

Design a summer school with international partners in ELLS

Room: B4050

Dieuwertje Lont; Tjallie Botden; Elise Norberg

After a short presentation on the possibilities of international cooperation with the EuroLeague of Life Sciences Universities (ELLS) alliance which exists for 25 years, we will present an example of a jointly organized summerschool. After this, the participants will start designing their own summer school or blended international education project. The workshop will be concluded with the presentations of the ideas and suggestions where to find information and support.

Materials to bring: Laptop/mobile to search for information of partners

Global education: responsible changemakers here, there and anywhere

Room: C1005 + C1040

Bettina Bock; Sabien van Harten

The concept of Responsible Change Makers cannot be seen separate from a global context. In this workshop we will explore how programmes can include global learning outcomes, what constitutes a truly global learning community, and how we can support the international learning experience of students.

12:00 - 12:45

Packed Lunch

First Floor

There wont be a specific area for lunch seating, but lunch will be provided to be taken with you



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12:45 - 14:45

Change-making through Design Education

Room: B4007 + B4008

Lenora Ditzler; Marjolein Derks; Kees Blom

Join this interactive workshop to explore what makes Wageningen design education truly unique. Discover how our approach to “design for impact” equips graduates to address wicked problems in evolving systems—from landscapes to food value chains—while contributing to long-term social transitions. Through inspiring educational examples and a shared vision on design education, participants will gain tools to foster responsible change makers.

The game is on... can we also challenge you?

MAX 24 pp.

Room: B4050

Stijn Heukels; Lisette van Bruggen

EWUU Education envisions a world where students and professionals are empowered to create meaningful and responsible change. Grounded in disciplinary mastery, yet daring to break disciplinary boundaries and academic walls, they grow into adaptive experts ready to tackle complex, real-world challenges. Therefore, we aim to cultivate spaces where diverse forms of knowledge are equally valued, integration connects disciplines and perspectives, and curiosity and playfulness guide collaborative learning and discovery. One education approach developed with EWUU support is the Challenge Based Learning (CBL)-game. In this session you can experience the game yourself and discuss its use for your own education sessions.

CurlyArrows - An AI-driven Tool for Tutor Feedback on Chemical Reaction Mechanisms

Room: C1005 + C1040

Peer van Duppen

Mastering reaction mechanisms requires accurate representation of electron flow supported by strong conceptual understanding. To support self-study, we developed an AI-driven feedback tool that enables students to practice both drawing reaction mechanisms and articulating their reasoning. The system combines automated analysis of mechanism drawings with evaluation of student explanations to generate structured, personalized feedback, enabling interactive learning beyond the classroom. In this session, we explore how to design controlled student-LLM interactions for educational use, addressing key challenges including prompt design, consistency, hallucination, privacy, speed, and cost.

14:45 - 15:00

Break

First Floor



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15:00 - 17:00

Boundary Crossing: the WHY and HOW in your course.

Room: B4007 + B4008

Carla Oonk; Thomas Rood

The WUR Vision on Education assigns Boundary Crossing a key competence for Wageningen graduates. To support students' boundary crossing competence development, boundary crossing should be addressed in education. However, the concept is not tangible as such. So, questions rise about the WHY and HOW of addressing boundary crossing in our teaching. This workshop explains what boundary crossing is, why it is important to WUR graduates and helps you translate it into learning activities for your students. You leave the workshop with specific ideas for boundary crossing activities in your own course.

Co-Creating Societal Impact Through the Wageningen Learning Ecosystem

Room: B4050

Saskia Leenders-Pellis

This session explores how Wageningen's Learning Ecosystem can support and inspire you and your students to contribute to local societal impact. We will share what we do, how we work, and how we iteratively build the learning ecosystem together. Teachers are invited to connect their education to this ecosystem and co-create programme lines that foster long-term collaboration, enrich learning environments, and accelerate sustainable solutions. We will dive into local challenges and explore how these can link to your course learning goals as contributions to broader complex queries. Discover how integrating your courses can empower students, support societal partners, and create meaningful collective impact.

Greenify your practical - sustainability in the practical room

15:00-16:00

1 HR.

Room: C1005 + C1040

Kikkie Poels; Mangala Srinivas; Mignon Vieveen; Claire Waterreus

In scientific labs we generate a lot of waste. During practicals this can also be the case. Here we introduce a new WUR initiative to improve sustainability for lab practicals. We will outline what is currently in place, what has helped other courses and what to consider in planning and prepping your practicals. There will be space for individual questions and discussion as well. A new e-learning is coming to help teachers to consider sustainability in their practical room, which will be further introduced here as well.

17:00 - 17:45

Drinks