

ENRICHING THE UT EDUCATIONAL LANDSCAPE WITH CHALLENGE-BASED LEARNING

15 RECOMMENDATIONS FROM THE FIRST UT TEACHING AND LEARNING FELLOWS (2021-2023)



FOR STUDENTS

CHALLENGE-BASED LEARNING:

- 1 Places you in the driver's seat of your learning process. *Accept this responsibility to increase the joy of your learning.*
- 2 Introduces more uncertainties and stressful situations the first time. *Participate in multiple CBL units to acquire valuable academic and professional skills.*
- 3 Involves you in real-life challenges that prepare you for your career. *Actively engage with peers and professionals to succeed.*



FOR TEACHERS

CHALLENGE-BASED LEARNING:

- 4 Can be overwhelming. *Start small and progress step-by-step to implement CBL.*
- 5 Shifts your role from instructor to coach. *Develop from being a supervisor during a controlled transmission of known concepts to a guide of explorative learning.*
- 5 Reallocates your time spent on structured processes of presenting and grading. *Shape flexible conditions that enable students to guide their learning processes.*
- 7 Provides a means for excellent students to achieve higher outcomes, while others may perform less. *Accept that these peaks and plunges in performance occur.*



FOR EDUCATIONAL MANAGEMENT

CHALLENGE-BASED LEARNING:

- 8 Can be used to educate subject knowledge as well as 21st-century skills. *Decide where and how these fit within the curriculum to support individual course design.*
- 9 Can be seen as modular. *It ranges in length from days, weeks, and months to even years. Manage student and teacher expectations accordingly.*
- 10 Is less effective when students take such a course concurrent with a traditional course that has strict deadlines. *Consider how the different approaches influence workloads.*
- 11 Cannot be evaluated with standard forms because these nudge students to favour traditional education over authentic learning. *Revisit course evaluations by allowing learning paths and process evaluations.*
- 12 Is new and evolving. *Mobilize CBL ambassadors to support its institutional integration within the faculty.*



FOR SOCIETY

CHALLENGE-BASED LEARNING:

- 13 Requires stakeholders to be involved as educational partners rather than as project clients. *Support them in this role.*
- 14 Strengthens long-term relationships through collaborative learning with external stakeholders. *Nurture and maintain these relationships intensively.*
- 15 Supports the creation of societal impact. *Facilitate collaboration between professionals, students, and tutors from different disciplines and programmes.*