

# Jury report EF 2022 – Best Practice Award

## Introduction

In the last fifteen years, the UG has awarded annually teachers who have demonstrated excellent teaching and/or commitment to curriculum development. The Teacher of the Year award has now been replaced by the Best Practice in Teaching and Learning Award. The aim of this new format is to broaden the recognition of good teaching and learning practices within the UG.

The UG Best Practice Award recognizes courses that are inspiring, relevant and didactically well designed. As a result, awards can go to either teaching teams or teaching individuals and their teams while remaining focused on the educational design and methods used.

All of the 11 Faculties from the University of Groningen have nominated a candidate for the first Best Practice award. It is very important to keep in mind that each nomination was a result of a selection procedure within the respective faculty. Those nominated BP are the winners from their faculties.

The jury selected the overall winner of the 2022 BP award and two runners-up.

The winning team will receive an award of € 5,000 and the two runners-up will receive € 2,500 each. The prize money is to be used as an investment in the teaching practice by the winning team. TAG will support the winners to create a workshop, a professional short video or podcast for their class.

## Jury Report UG Best Practice Award.

Looking at the 11 nominees, the jury was impressed with the high quality of all nominees. It was very difficult for the jury to select one winner and two runners-up because the diverse BPs were all innovative and inspiring examples of well-designed and meaningful practices. This year's award should be aligned with the Education Festival theme: Making Connections for Quality Education. The criteria for the award was formulated by the University of Groningen and the best practice should apply at least one of the following approaches in their design and execution:

- Active participation of students;
- Active participation of non-academic segments of the society;
- The use of feedback;
- Peer-learning; or
- Blended learning.

It is important to note that all 11 nominees applied more than one of these criteria.

## 2<sup>nd</sup> runner-up

Faculty of Medical Sciences

**Best practice:** E-Learning Modules

**Teaching team:** dr. Noha El-Baz (Epidemiology), dr. Marco Gresnigt (Dentistry), drs.(M.D) Frank Schuring (Medicine), dr. Marieke van Heuvelen (Human Movement Sciences)

**Justification:** The e-learning modules of the Faculty of Medical Sciences was a good example of BP that could be integrated in several courses and different disciplines. It showed a team effort to keep students motivated during the pandemics: it is focused on content, but some humour and interactivity helped to achieve the goal to keep students on track and connected during the lockdown. Besides that, this blended learning format increases the quality of the courses now that we are “back to normal”.

### **1st runner-up**

Faculty of Arts

**Best practice:** Viking simulation

**Course title:** MA International Humanitarian Action

**Teaching team:** dr. Elisabetta Costa, dr. Antenor Hallo de Wolf and dr. Bartjan Pennink

**Justification:** The Viking simulation is a good example of BP that involves collaboration of different disciplines and courses. Students participated in the simulation in a very active way and found out how to deal with a problem as a team. The simulation was not original, but the combination of different subjects fitted very well with the structure of the programme and showed novelty.

### **Winner**

Faculty of Theology and Religious Studies

**Best practice:** Preparatory podcasts, real-life discussions in a blended environment

**Course:** Climate Change, End Times, Sustainability

**Teaching team:** Dr. Erin Wilson, Dr. Tina Otten, Linde Draaisma, Henk van Putten

**Justification:** The Best Practice of the Faculty of Theology and Religious Studies uses a complex real-life problem to connect students and lectures to experts in the field. The deliberate choice of the different channels and tools are integrated in their course in a way that results in optimization of the teaching practice. The innovative approach was observed throughout the entire course and the fact that lectures were interviewing specialists for the podcast means that they also acquired new knowledge which may contribute to their personal and professional development. This is an interdisciplinary course that gives the opportunity to experiment with innovative teaching practices. The impact on lectures and students could be huge.

### **Jury**

Chair: Prof. Dr. Manda Broekhuis (vice dean of education FEB)

External members: Dr. Natalie Walsh (Director of Entrepreneurial Development at National University of Ireland, Galway); Dr. Paul Hanstedt (Director of Houston H. Harte Center for Teaching and Learning, Washington and Lee University)

RUG members: Dr. Han van der Strate (Coordinator Honours College); Esther Visscher (Educational advisor and trainer)

Students: Tessa Klimp; Karolina Gruzal