

## **Content BLOGS Wilma van Wezenbeek (Dutch (NL) and English (EN))**

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**Note: Links within blogs are unfortunately often not working anymore**

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## 'I am Groot' (EN)

by Wilma van Wezenbeek

This is my last blog, at least in my role as Director of Student and Educational Affairs at the Vrije Universiteit Amsterdam. How nice that I was allowed to write down my own findings and opinions, first as part of the Network of Teaching & Learning website, and now at the online spot of the Center for Teaching & Learning. I round it off with a few reflections and some take-aways I shared at my farewell party.

In [VU EduNews & Stories](#) I wrote down three reflections appropriate to this moment of change. I have drawn in this piece from previous blogs I have written, for example, on the difference between a [campus university or a community university](#), one of the blogs I wrote about [the Avicenna leadership course](#), and the blog that deals with the ambition of [100% FAIR educational resources](#). The last blog is the bridge to my future, as I remain active for now as the leader of the NPuls transformation hub [Digital Educational Resources](#) in the new year.

At the SOZ Winter Event on December 14, I reflected on my farewell. The title of this blog 'I am Groot' has nothing to do with delusions of grandeur, but with the elements I recognize in this funny character (I know it from the movies 'Guardians of the Galaxy'). The three elements fit the focus on 'well-being and growth' I mentioned more often. It's about showing or having resilience. Sometimes things are with us, sometimes they are against us, and that's actually quite normal. How you deal with it determines what it does to you. A second element of Groot is that he/she/it wants to protect those around him/her/it. Taking care of each other (and yourself, for that matter) is so important. Fine to do the same within the work atmosphere. Finally (and this is one with a quip), Groot is very clear; in fact, all he/she/it says is 'I am Groot'. In recent years, when it came to our services (or services in general), it was often about communication and the lack of it (or just an overkill). Being clear is important! And you can achieve that by listening carefully to the other person, what does that person need? Only then will you know how to be clear to that person / target group.

So I say goodbye with mixed feelings. I just know I will continue to run into many colleagues and that's nice. I would like (and I wish that for everyone) to get the best out of myself. That is why I am making this turn now, I am curious to see what I will encounter!

## "I am Groot" (NL)

door Wilma van Wezenbeek

Dit is mijn laatste blog, althans in mijn rol als directeur Student- en Onderwijszaken bij de Vrije Universiteit Amsterdam. Wat fijn dat ik mijn eigen bevindingen en mening mocht opschrijven, eerst als onderdeel van de website van het Network of Teaching & Learning, en nu bij de online plek van het Centre for Teaching & Learning. Ik rond het af met een paar reflecties én ik sta nog even stil bij wat ik zei bij mijn afscheidsfeest.

In [VU EduNews & Stories](#) heb ik drie reflecties opgeschreven die passen bij dit moment van verandering. Ik heb in dit stukje geput uit eerder blogs die ik heb geschreven, bijvoorbeeld over het verschil tussen een [campus- of een community-universiteit](#) (alleen beschikbaar in het Engels), één van de blogs die ik schreef over de [Avicenna leiderschapsleergang](#), en de blog die gaat over de ambitie van [100% FAIR leermateriaal](#). De laatste blog is de brug naar mijn toekomst, want ik blijf voorlopig actief als aanvoerder van de NPuls transformatiehub [Digitale Leermaterialen](#) in het nieuwe jaar.

Op het SOZ Winterfeest stonden we op 14 december stil bij mijn afscheid. De titel van deze blog "I am Groot" heeft niets met grootheidswaanzin te maken, maar met de elementen die ik herken in dit grappige personage (ik ken het uit de films "Guardians of the Galaxy"). De drie elementen passen bij de door mij vaker genoemde aandacht voor "welzijn en ontwikkeling". Het gaat over het tonen of hebben van veerkracht. Soms zit het mee, soms zit het tegen, en dat is eigenlijk heel gewoon. Hoe je er mee omgaat, bepaalt wat het met je doet. Een tweede element van Groot is dat hij/zij/die de mensen om hem heen wil beschermen. Zorgen voor elkaar (en trouwens ook voor jezelf) is zo belangrijk. Fijn om dat ook binnen de werksfeer te doen. Tenslotte (en dat is er één met een kwinkslag) is Groot heel duidelijk; het enige wat hij/zij/die zegt is namelijk "I am Groot". De afgelopen jaren ging het als het over onze dienstverlening (of dienstverlening in het algemeen) ging vaak over communicatie en het gebrek er aan (of juist een overkill). Duidelijk zijn is belangrijk! En dat kun je bereiken door goed te luisteren naar de ander, wat heeft diegene nodig? Dan weet je pas hoe je voor die doelgroep duidelijk kunt zijn.

Dus ik zeg gedag met een gemengd gevoel. Ik weet gewoon dat ik veel collega's tegen blijf komen en dat is fijn. Ik wil graag (en dat gun ik iedereen) het beste uit mezelf halen. Daarom maak ik nu deze afslag, ik ben benieuwd wat ik tegen ga komen!

## Blog: Building together the future of education - Insights from the bootcamp 2023 (EN)

by Wilma van Wezenbeek

I was invited by Antonio Martinez-Arboleda (from the University of Leeds) to participate in the bootcamp "Building together the future of education: innovation, interdisciplinary research and open science" and it was a wonderful and special experience. First because it was in a beautiful place at Comillas (Cantabria, Spain), but most of all because I got some insights and valuable contacts during the two days I was there.

Big driving force behind this initiative was María Soledad Ramírez, leader of an [interdisciplinary research group](#) from the Institute for the Future of Education of the Tecnológico de Monterrey. This research group organized the bootcamp, together with UNESCO and the University of Leeds. The location was chosen because it is the place of the [Innovation Hub Europe of the Tecnológico de Monterrey](#) and linked to the Institute for the Future of Education. We celebrated the official launch of the Hub on 30 October 2023.

Every presentation (apart from ours) was in Spanish; it was the language of the bootcamp. And researchers from Monterrey were connected to (more or less) each presentation. So yes this was the first time I took part in a bootcamp where "my" language was the minority language (and I do not mean Dutch, but English)

team is not just multi/interdisciplinary, but also multiprofessional. That very well matches with the idea of having teams Open Science, and the recent step taken by [University Utrecht](#) to talk about professional or university staff (and moving away from the distinction between academic and support staff): “we see all staff as employees of the university, university staff (UP)”.

- Claudia Lizette Garay Rondero and Jhonattan Miranda (both from Tecnológico de Monterrey) shared with us “the power of visuals” and how (also) in data visualization a picture is worth a thousand words. If you are interested in this, you should really [watch](#) their presentation (note – it starts at 5:20)! I later talked with Claudia about an element they could add to their framework, and that is the aspect of public values and data sovereignty, so that you can weigh that aspect as well in your choice of tooling.



- If we want to get away from a focus on “traditional” research output, it will also become more important to work on your personal branding and your role in communities in different ways. Carmen Herrero (Manchester Metropolitan University) and Francisco José García-Peñalvo (Universidad de Salamanca) talked about this, and how you can achieve it through open communication and practice. “Personal branding is a strategic process of creating, positioning, and maintaining a positive impression of oneself, based in a unique combination of individual characteristics, which signal a certain promise to the target audience through a differentiated narrative and imagery.” So you need to work as a storyteller of your brand, and by doing so build on the evidence of your social impact. For this advanced skills are necessary. I had not heard before about FILTA (Film in language teaching association) or FLAME (Film, Languages and Media in Education). Useful!
- Paloma Antón Ares, Universidad Complutense de Madrid, and Jorge Carlos Sanabria Zepeda and Inés Álvarez Icaza Longoria (both from Tecnológico de Monterrey) introduced me to Education 2030 and the [Incheon declaration](#): “Towards inclusive and equitable quality education and lifelong learning for all, an ambitious proposal outlining the vision for education from now to 2030”. It was adopted by more than 120 ministers and 1,600 participants at the World Education Forum organised by UNESCO, UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR on 21 May 2015 in Incheon, Republic of Korea. Interesting, perhaps also for our [EduSources](#), to hear Inés talk about her design methodologies for non-typical users. And the project [OpenEdR4C](#) she mentioned is interesting to follow!

Our own [presentation](#) (note – there is probably an English version somewhere as well) had the following title: “Linking international networks for open science in the framework of sustainability”. Apart from Antonio and me speakers were Carina Bossu (Open University UK) and Francisco Iniesto Carrasco (UNED, Spain). I had the chance to tell something about our national programmes [Open Science](#), [Recognition & Rewards](#) and [Npuls](#); Antonio talked about the [Knowledge Equity Network](#) and Carina and Francisco about their [EDI-project](#) within GO-GN. I really like the overarching story that Antonio conveys. Social relevance should be at the forefront of doing research and education. Knowledge equity brings it all together – open research, open education, diversity, equity and inclusion. And why? Because “it should not be about the size of your purse, but about the size of your passion”. When we raised our questions at the end, we learned that the majority of the audience found the aspect of “integrity” the most important one to work on in open science.

And let's not forget the nice conversation I had with [Carlos Trenado](#) in the car from Bilbao airport and back! Thank you so much organizers!

## Naar 100% FAIR Leermateriaal (NL)

door Wilma van Wezenbeek

Zoals ik al eerder heb aangegeven, werk ik sinds 1 juli voor een beperkt deel van mijn tijd als aanvoerder van de hub Digitale Leermaterialen bij het NPuls programma. We hebben recent onze ambitie aangescherpt, en dat wil ik graag delen in deze blogpost.

In het hoofdstuk [Bestaanszekerheid en kansengelijkheid](#) van het Coalitieakkoord 2021-2025 “Omzien naar elkaar, vooruitkijken naar de toekomst” staat onder het kopje Onderwijs en ontwikkeling het heel duidelijk: “We stimuleren de vrije en veilige uitwisseling van ideeën en borgen de academische vrijheid van wetenschappers. We stellen kaders vast voor de wetenschappelijke samenwerking met onvrije landen. ‘Open science’ en ‘open education’ worden de normen, mits de nationale veiligheid hierbij niet in het geding komt.”

Wij vertalen dit in onze transformatiehub Digitale Leermaterialen naar de volgende ambitie: 100% FAIR Leermateriaal, dat wil zeggen leermateriaal dat vindbaar, toegankelijk, uitwisselbaar en herbruikbaar is (FAIR: Findable, Accessible, Interoperable & Reusable).

Leermaterialen die het resultaat zijn van publieke financiering dienen voor iedereen (digitaal) beschikbaar te zijn. Het principe van Open Science is vanuit dat oogpunt ook onverkort toepasbaar op leermaterialen, zeker doordat onderzoeksoutput ook de functie van leermateriaal heeft. Dit staat ook letterlijk centraal in de [Verklaring Nationale aanpak digitale en open leermaterialen](#) uit maart 2022, getekend door twee van de drie sectorverenigingen die aan de lat staan bij het [NPuls](#) programma.

In NPuls bouwen lerenden, docenten, ontwikkelaars en bestuurders van alle mbo-scholen, hogescholen en universiteiten samen aan het best denkbare ecosysteem. Zodat iedereen optimaal onderwijs geniet.

De transformatiehub Digitale Leermaterialen is deze zomer van start gegaan, en heeft haar activiteiten opgedeeld in drie met elkaar verbonden lijnen, te weten regie (natuurlijk samen), transformatie (natuurlijk open) en ecosysteem (natuurlijk op 1 plek).

Op 27 en 28 september hadden we met een groep van 24 experts een eerste bijeenkomst om deze lijnen meer te gaan laden, en te zorgen dat we allen werken naar hetzelfde doel. Wat mooi dat we daarbij 100% FAIR nu hebben als drijfver!



Als één van de aanvoerders (ik doe dat samen met [Menno de Waal](#)) deel ik, soms tot vervelens toe wellicht, de geleerde lessen vanuit de jaren dat wij streefden naar 100% open access. Dat was immers ook een ambitie waarvan we zeiden dat de lat wellicht (te) hoog was gelegd. Toch is daar veel bereikt. Samen met mijn voorgangster bij de TU Delft Library had ik dat in [een artikel](#) (in het Engels) opgeschreven, en dat heb ik er weer eens bijgehaald. Hoe mooi dat we nu met 115 instellingen sterk staan, want 1 van de leerpunten was om met elkaar een front te vormen. En dat kunnen we gebruiken in onze onderhandelingen met commerciële partijen.

Ook het gebruik van FAIR, meer nog dan open, is een les uit het verleden. Want FAIR is de eerste stap die je moet maken, zodat je je materiaal kunt delen, en het ook echt gevonden kan worden, en door anderen gebruikt. Zelfs als je het materiaal binnen je eigen instelling duurzaam wilt delen (en (nog) niet met de buitenwereld), zou je die criteria al moeten gebruiken. Alleen “open” is niet genoeg. Zoals deze blog. Ik deel deze wel open, maar het is slechts beperkt te vinden. Dat geeft overigens niet, dit is geen leermateriaal of onderzoeksoutput. Het voelde in de gesprekken die ik had met onderzoekers in het verleden veel logischer om het over FAIR research data te hebben dan over open data.

Er is echter veel meer nodig, we beseffen dat de mindset om eigen leermateriaal FAIR te maken en zoveel mogelijk open te delen nog niet breed aanwezig is. Ook zullen we vanuit onze set aan [publieke waarden](#) en met FAIR als onderlegger moeten zorgen dat wat wij inkopen aan die voorwaarden gaat voldoen. Een sterke relatie is er vanuit ons onderwerp te leggen met de Centres for Teaching and Learning die op de onderwijsinstellingen het portaal zijn waar docentprofessionalisering en onderwijsinnovatie bij elkaar komen, en waar erkenning en waardering voor onderwijs, naast onderzoek, open science/education, maatschappelijke relevantie of patiëntenzorg geagendeerd moet worden. Ook is kritische massa nodig om een omgeving als [EduSources](#) rijker te maken, om vanuit te zoeken, te vinden en als sterk alternatief te gebruiken om je eigen materiaal te kunnen delen als je eigen instelling die mogelijkheid (nog) niet biedt.

We zullen de komende tijd vanuit NPuls regelmatig van ons laten horen!

## To 100% FAIR Educational Resources (EN)

by Wilma van Wezenbeek

As I mentioned earlier, since 1 July I have been working for a limited part of my time as the "captain of transformation" of the Digital Educational Resources hub at the NPuls programme. We have recently sharpened our ambition, and I would like to share that in this blog.

In the chapter [Security of existence and equity of opportunity](#) (in Dutch) of the Coalition Agreement 2021-2025 "Looking out for each other, looking forward to the future", under the heading Education and development, it is very clear: "We encourage the free and safe exchange of ideas and guarantee the academic freedom of scientists. We establish frameworks for scientific cooperation with unfree countries. 'Open science' and 'open education' become the norms, provided national security is not compromised in the process."

We translate this in our Digital Educational Resources transformation hub into the following ambition: 100% FAIR Educational Resources, i.e. educational resources that are findable, accessible, interchangeable and reusable (FAIR).

Educational resources resulting from public funding should be available (digitally) to everyone. From this perspective, the principle of Open Science is also fully applicable to educational resources, especially since research output also has the function of an educational resource. This is also literally central to the March 2022 [Declaration National Approach to Digital and Open Educational Resources](#) (in Dutch), signed by two of the three sector associations leading the [NPuls programme](#).

In NPuls, learners, teachers, developers and administrators from all secondary vocational schools, colleges and universities are building the best conceivable ecosystem together. So that everyone enjoys optimal education.

The Digital Educational Resources transformation hub was launched this summer, and has divided its activities into three interconnected lines, namely coordination (naturally together), transformation (naturally open) and ecosystem (naturally in 1 place).

On 27 and 28 September, we had a first meeting with a group of 24 experts to start loading these lines more, and make sure we are all working towards the same goal. How nice that in doing so, we now have 100% FAIR as a driver!

As one of the “captains of transformation” (I do so together with [Menno de Waal](#)), I share, sometimes ad nauseam perhaps, the lessons learned from the years when we were striving for 100% open access. After all, that was also an ambition of which we said the bar was perhaps (too) high. Yet a lot was achieved there. Together with my predecessor at TU Delft Library, I had written that down in [an article](#), and I pulled it out again. How wonderful that we now stand strong with 115 institutions, because 1 of the learning points was to form a front together. And we can use that in our negotiations with commercial parties.

Using FAIR, even more than open, is also a lesson from the past. Because FAIR is the first step you have to take so that you can share your material, and it can actually be found, and used by others.

Even if you want to share the material permanently within your own institution (and not (yet) with the outside world), you should already use those criteria. Just “open” is not enough. Like this blog. I do share this one openly, but it is limited to find. That doesn't matter by the way, this is not an educational resource or research output. In the conversations I had with researchers in the past, it felt much more logical to talk about FAIR research data than open data.

However, much more is needed, we realise that the mindset to make our own educational resources FAIR and share as much open as possible is not yet widespread. Also, from our set of [public values](#) and with FAIR as a foundation, we will have to ensure that what we buy will meet those conditions. A strong relationship can be established from our subject with the Centres for Teaching and Learning, which are the portal at educational institutions where teacher professionalisation and educational innovation come together, and where recognition and rewarding of education, alongside research, open science/education, social relevance or patient care should be put on the agenda. Critical mass is also needed to make an environment like [EduSources](#) richer, to search from, find and use as a strong alternative to be able to share your own material if your own institution does not (yet) offer that possibility.

We will be updating from NPuls regularly in the near future!

## Working on your six senses (EN)

As always I combined some leisure reading with reading “with a purpose”. I started in my holiday time this Summer with [Elisabeth Strout](#)’s Lucy Barton series – highly recommended! And then I choose to finally read “a whole new mind” by [Daniel H. Pink](#). [Vanessa Proudman](#) suggested it for my reading list after I told her we had a storytelling session with the management team of [Student and Educational Affairs of the Vrije Universiteit Amsterdam](#) during Spring this year. I mixed reading this with listening to some podcasts with the philosopher Alain de Botton (known from [The School of Life](#)) and testing the [Bridgman Breathing Method](#) (link only available in Dutch).

Let me first summarize Dan Pink’s book. He takes off with explaining why we have moved from L-Directed Thinking to an increased importance of R-Directed Thinking, and why “high-tech” is no longer enough; you need to supplement it with high concept and high touch. In the past decades we went from scarcity to abundance > the only way to stand out in the marketplace is with design, empathy or play. Knowledge workers will have to command a new set of aptitudes. They need to do what workers abroad (Pink refers to Asia here) cannot do equally do for less money. Any job that depends on routines is at risk (automation). So these three “A’s”, Abundance, Asia and Automation, require us to have a whole new mind. Differently put we went from the Industrial Age (where we used our backs), to the Information Age (where we used mainly our left brains), and now we are landing in the Conceptual Age (where our right brains are in the lead). Even though I liked reading the book, it really is an easy-read, Pink’s perspective has a heavy “Western-World” focus.

As Pink further explains, according to him there are six senses that we need to master to develop our whole new mind, i.e., Design, Story, Symphony, Empathy, Play and Meaning. Pink leads us through each sense chapter by chapter, and ends every chapter with (some fun) exercises.

I will very briefly go through these six senses, and select a few of the exercises.

### Design

Businesspeople need to be designers because you need to differentiate or you cannot survive. *Visit a design museum, or put an item on the table and try to describe what makes it stand out for you.*

### Story

Where facts become widely available/accessible, each one becomes less valuable. Also here Story is becoming a way to distinguish goods/services in a crowded market. *Write a mini-saga (no more than 50 words).*

### Symphony

It is all about seeing the big picture, i.e., seeing the relationships between relationships. *Apart from listening to symphonies, do a drawing workshop ("Drawing on the right side of the brain").*

### Empathy

Empathy makes us human, emotional abilities are even more important than intellectual abilities. *Take on an acting class.*

### Play

Humor cannot be replicated by computer, and it is becoming increasingly valuable. *Find a laughter club.*

### Meaning

Search for a meaning in life, not per se to gain pleasure or to avoid pain. A transition from "material want" to "meaning want" is in progress. Try to have a life in pursuit of meaning in service of something larger than you. *Picture yourself at ninety.*

So thanks to Vanessa, because I realize that the narrative or storytelling is an important aspect in modern organisations, but there is (as always) more to it. Reading this book while listening to De Botton (and doing some breathing exercises; something I was curious about) enriched the experience. In the podcast where De Botton is interviewed by Paul McKenna (in his [Positivity Podcast](#)), he gives a very short explanation of the meaning of life, i.e., according to him it is all about service and connection. Your life becomes meaningful when you put yourself in service of others, and the best connection is the connection through vulnerability. And mind you: "We are not perfect, we are all a bit broke(n)". I guess it is good to from time to time get that confirmation.

In the description of Meaning by Pink, he referred to Victor Frankl. I happen to have read one of his books two Summer holidays ago, and referred to it then in our internal newsletter. Reading that book then really gave me a very positive vibe, we never have to lose our "meaning", we can take a stance towards a limitation of our possibilities (either adapt or accept). Apparently I repeat myself – I tend to reach the same Summer conclusions. We all are a bit broke(n), and it is important how resilient we are, to limit the cracks that have occurred. *Because there is a crack in everything, that is how the light gets in.*

Anyway enough food for thought and things (exercises) to do. Starting the normal, hopefully good, life again after this Summer break, and working on improving these six senses. Perhaps, when thinking about our free time, we are a bit melancholic, but there is nothing wrong with that. Because as De Botton puts it, "melancholy is a beautiful word; it is sadness handled with dignity".

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### Werken aan je zes zintuigen (NL)

Zoals altijd combineerde ik vrijetijdslezen met lezen "met een doel". Ik ben deze zomer in mijn vakantie begonnen met de Lucy Barton serie van [Elisabeth Strout](#) - een echte aanrader! En daarna koos ik ervoor om eindelijk "A whole new mind" van [Daniel H. Pink](#) te lezen. [Vanessa Proudman](#) raadde het voor mijn leeslijst aan nadat ik haar had verteld dat we dit voorjaar een verhalensessie hadden met het managementteam van [Student- en Onderwijszaken van de Vrije Universiteit Amsterdam](#). Ik mengde het lezen met het luisteren naar een aantal podcasts met de filosoof Alain de Botton (bekend van [The School of Life](#)) en het uitproberen van de [Bridgman Adem Methode](#).

Laat ik eerst het boek van Dan Pink samenvatten. Hij begint met uit te leggen waarom we van L-gericht denken naar een toenemend belang van R-gericht denken zijn gegaan, en waarom "high-tech" niet langer genoeg is; je moet het aanvullen met high concept en high touch. In de afgelopen decennia zijn we van schaarste naar overvloed gegaan > de enige manier om je in de markt te onderscheiden is met ontwerp, empathie of spel. Kenniswerkers zullen over een nieuwe set vaardigheden moeten beschikken. Ze moeten doen wat werknemers in het buitenland (Pink verwijst hier naar Azië) niet even goed kunnen voor minder geld. Elke baan die afhankelijk is van routines loopt gevaar (automatisering). Dus deze drie "A's", Overvloed (in het Engels Abundance), Azië en Automatisering, vereisen van ons een geheel nieuwe *mind*. Anders gezegd, we gingen van het Industriële Tijdperk (waar we onze ruggen gebruikten), naar het Informatietijdperk (waar we vooral onze linkerhersen helft gebruikten, het L-gericht denken), en nu landen we in het Conceptuele Tijdperk (waar onze rechterhersen helft de hoofdrol speelt, het R-gericht denken). Hoewel ik het boek graag las, het is echt een makkelijk te lezen boek, heeft Pink's perspectief een zware "Westerse-Wereld" focus.

Zoals Pink verder uitlegt, zijn er volgens hem zes zintuigen ("senses") die we moeten beheersen om onze hele nieuwe geest te ontwikkelen, namelijk Ontwerp, Verhaal, Symfonie, Empathie, Spel en Betekenis. Pink leidt ons hoofdstuk voor hoofdstuk door elk zintuig en eindigt elk hoofdstuk met (een aantal leuke) oefeningen.

Ik zal heel kort deze zes zintuigen doornemen en een paar van de oefeningen selecteren.

## Ontwerp

Zakenmensen moeten ontwerpers zijn, want je moet je onderscheiden, anders kun je niet overleven. Bezoek een designmuseum, of leg een voorwerp op tafel en probeer te beschrijven wat het voor jou onderscheidend maakt.

## Verhaal

Waar feiten algemeen beschikbaar/toegankelijk worden, wordt elk feit minder waardevol. Ook hier wordt verhaal beschreven als een manier om goederen/diensten te onderscheiden in een overvolle markt. Schrijf een mini-saga (niet meer dan 50 woorden).

## Symfonie

Het gaat allemaal om het zien van het grote geheel, d.w.z. het zien van de relaties tussen relaties. Luister niet alleen naar symfonieën, maar doe ook een tekenworkshop ("Tekenen aan de rechterkant van de hersenen").

## Empathie

Empathie maakt ons menselijk, emotionele vaardigheden zijn nog belangrijker dan intellectuele vaardigheden. Volg acteerlessen.

## Speel

Humor kan niet gerepliceerd worden door een computer en wordt steeds waardevoller. Zoek een lachclub.

## Betekenis

Zoek naar de zin van het leven, niet per se om plezier te maken of pijn te vermijden. Er is een overgang gaande van "materieel willen" naar "betekenis willen". Probeer een leven te leiden waarin je betekenis nastreeft in dienst van iets dat groter is dan jijzelf. Stel jezelf eens voor op je negentigste.

Dus dank aan Vanessa, want ik realiseer me dat het verhaal of de vertelling een belangrijk aspect is in moderne organisaties, maar er is (zoals altijd) meer aan de hand. Het lezen van dit boek tijdens het luisteren naar De Botton (en het doen van ademhalingsoefeningen; iets waar ik nieuwsgierig naar was) verrijkte de ervaring. In de podcast waarin De Botton wordt geïnterviewd door Paul McKenna (in zijn [Positivity Podcast](#)), geeft hij een heel korte uitleg over de zin van het leven, namelijk dat het volgens hem allemaal draait om dienstbaarheid en verbinding. Je leven krijgt betekenis als je jezelf in dienst stelt van anderen, en de beste verbinding is de verbinding door kwetsbaarheid. En let wel: "We zijn niet perfect, we zijn allemaal een beetje gebroken". Ik denk dat het goed is om af en toe die bevestiging te krijgen.

In de beschrijving van Betekenis door Pink verwees hij naar Victor Frankl. Toevallig heb ik twee zomervakanties geleden een van zijn boeken gelezen, en ik heb er toen naar verwezen in onze interne nieuwsbrief. Het lezen van dat boek gaf me toen echt een heel positieve vibe, we hoeven nooit onze "betekenis" te verliezen, we kunnen een houding aannemen ten opzichte van een beperking van onze mogelijkheden (aanpassen of accepteren). Blijkbaar val ik in herhaling - ik kom steeds tot dezelfde zomerse conclusies. We zijn allemaal een beetje gebroken en het is belangrijk om veerkrachtig te zijn, om de scheuren die zijn ontstaan te beperken. *Because there is a crack in everything, that is how the light gets in.*

In ieder geval genoeg stof tot nadenken en dingen (oefeningen) om te doen. Het normale, hopelijk goede, leven weer oppakken na deze zomervakantie en werken aan het verbeteren van deze zes zintuigen. Misschien zijn we een beetje melancholisch als we aan onze vrije tijd denken, maar daar is niets mis mee. Want zoals De Botton het zegt: "melancholie is een mooi woord; het is verdriet dat waardig wordt behandeld".



Het is met groot plezier dat ik, samen met heel veel enthousiaste collega's uit de onderwijssectoren verspreid over het land, een deel van mijn werktijd mag besteden aan NPuls. Samen met Menno de Waal ben ik aanvoerder van de transformatiehub Digitale leermaterialen, onder de kundige leiding van programmamanager Lieke Rensink.

Wij zijn net begonnen, maar er is al ontzettend veel werk verricht de afgelopen jaren via het versnellingsplan Onderwijsinnovatie met ICT. Daar kunnen we op verder bouwen, en zorgen dat we waarmaken wat in de Verklaring Nationale aanpak Digitale en Open Leermaterialen (in maart 2022 ondertekend) staat, namelijk dat we regie gaan voeren op de ontwikkeling, het (her)gebruik en de inkoop van digitale en open leermaterialen (en de bijbehorende data).

Ik heb de afgelopen jaren vaker geschreven over #openeducation, #openscience en #openaccess. We kunnen via NPuls nu echt een impuls geven aan het uitbouwen van "educational resources services" voor en met lerenden, docenten en alle andere onderwijsprofessionals. Ik hoop dat ik met mijn ervaringen uit de uitgeef- en bibliotheekwereld en mijn passie voor openheid en gelijkwaardigheid hier de juiste bijdrage aan kan leveren. Ik heb er zin in!

VU Onderwijsagenda 2023-2028: “Focus op een innovatieve mindset”  
(NL)



**De Dienst Student- en Onderwijszaken (SOZ) wil er voor zorgen dat succesvol studeren, doceren en ontspannen mogelijk is aan de VU. Dat doen we nu met elf afdelingen, want per 1 mei 2023 is het VU Centre for Teaching and Learning, een samenvoeging van de al bestaande LEARN!**

**Academy en de onderwijswerkplaats, ook onderdeel geworden van SOZ. Daarmee beslaan we een groot deel van de student- en docentondersteuningsketen bij de VU. En die ondersteuning doen we natuurlijk samen met de collega's van de andere diensten en de faculteiten. En laat ik niet vergeten te melden dat in onze internationaliseringsketen SOZ invulling geeft (en natuurlijk kan dat ook alleen in samenwerking met de faculteiten en andere diensten) aan de VU-brede internationaliseringsstrategie, ten behoeve van ons onderzoek en onze onderzoekers.**

Enfin, dat zal allemaal denk je wellicht als je dit leest. Wat is dit nu voor een inleiding / promotiepraatje? Wel dat dient als introductie op de **VU Onderwijsagenda 2023-2028**, recent vastgesteld door ons College van Bestuur. Dit is een coproductie van alle betrokkenen in het onderwijs, en bij elkaar gebracht door Isabella van Ophem, programmamanager Onderwijs. Het is een prachtige, relatief beknopte, agenda geworden waar duidelijk wordt wat we de komende jaren gaan doen, en wat we dus belangrijk vinden.

Zoals Jeroen Geurts, onze rector magnificus, zegt in het voorwoord: "Focus voor de komende jaren ligt op het toewerken naar een innovatieve mindset". In de agenda zoomen we daar nog even op in: "Een innovatieve mindset is het constant zoeken naar, en in dialoog zijn over, de ontwikkeling en verbetering van ons onderwijs". En er zijn voldoende ontwikkelingen die hier voeding aan geven, bijvoorbeeld op het terrein van flexibilisering, leven lang ontwikkelen, samenwerkingen in de regio (hbo's), openheid van onderwijs, en de kansen die de digitaliseringsimpuls onderwijs (**Npuls**) biedt (toepassing van nieuwe technologieën in het onderwijs).

En hoe mooi is het dat tegelijkertijd met het lanceren van de onderwijsagenda ook het CTL is opgericht. In de woorden van de directeur Janneke Waelen: "Het CTL is

een centrum voor het uitwisselen van kennis, ideeën en ervaringen over onderwijsontwikkeling aan de Vrije Universiteit Amsterdam. Met als doel om docenten, portefeuillehouders onderwijs, programmadirecteuren en iedereen die betrokken is bij onderwijs te versterken en ondersteunen, om zo samen een sterke gemeenschap van gepassioneerde onderwijsprofessionals op te bouwen.”

Maar wat gaan we dan doen? We hebben vier doelen benoemd voor de komende jaren, en die loop ik even kort langs:

### **Onderwijsprofiel**

We willen er voor zorgen dat de identiteit van de VU, het belang dat we hechten aan diversiteit, een brede blik van onze studenten, goede aansluiting op het werkveld herkenbaar of verwerkt zijn op opleidingsniveau. De eerder genoemde kansen die we zien (en waar we ook al aan werken), zullen nog sterker terugkomen. En natuurlijk blijven kwaliteit en relevantie essentieel.

### **Studentsucces**

Hoe mooi was het dat een aantal jaren geleden het begrip studiesucces aangevuld werd met studentsucces. Dat is namelijk waar het uiteindelijk om draait. We zeggen al langer dat je bij de VU niet “iets” wordt, maar “iemand”. Dat betekent dat we ook wel wat verwachten van onze studenten, dat ze zelf regie nemen over hun studierpad, dat ze betrokken zijn en zich laten horen, en dat ze onze waarden omarmen. Recent nog hebben we onze gedragscode herijkt. Onze hele universitaire gemeenschap heeft dit richtsnoer. En we willen samen met de studenten verder werken aan studentenwelzijn, – weerbaarheid en veerkracht.

### **Docentsucces**

Naast het al eerder genoemde, en net opgerichte, Centre for Teaching and Learning, dat een echte (social) hub voor alle docenten wil zijn, willen we ook aandacht besteden aan het verlagen van de werkdruk. En echt onze onderwijsprofessionals op een juiste manier erkennen en waarderen. Dat we deze onderwijsagenda al langer hebben is ontstaan uit het idee om ons onderwijs een sterk podium te geven; we hebben tijdens ons nieuwjaarsgala ook specifiek aandacht voor talenten in en voor het onderwijs.

### **Onderwijs faciliteiten**

We willen op de VU zorgen dat iedereen, student, docent, onderzoeker, en alle medewerkers, zich goed ondersteund voelt. Voor het onderwijs hebben we daar al

veel voor in gang gezet. We beseffen ook dat we er nog niet zijn. We werken hard aan het stroomlijnen van de informatievoorziening, het verhogen van onze capaciteit op gebied van digitaal toetsen, het onderzoeken van een slimmer academisch jaar, en werken steeds meer datagedreven. De puzzel die we hebben om te zorgen dat we onze onderwijsruimtes optimaal inzetten zodat zoveel mogelijk onderwijs op de campus kan worden gegeven willen we graag gaan oplossen. En de ontwikkelingen die activerend blended onderwijs, leven lang ontwikkelen, open onderwijs en flexibilisering van het onderwijs meebrengen, zullen we ook goed moeten ondersteunen en faciliteren.

Voor dit jaar hebben we een **vertaling** gemaakt van wat het voor ons betekent. Mooie uitdagende tijden liggen er voor ons!

Wilma van Wezenbeek  
18 mei 2023

VU Education Agenda 2023-2028: “Focus on an innovative mindset”  
(EN)



**The department of Student and Educational Affairs (SOZ) aims to ensure that successful studying, teaching and leisure is possible at the VU. We do this now with 11 departments, because by 1 May 2023, the VU Centre for Teaching and Learning, a merger of the already existing LEARN!**



**Academy and the Education lab, also became part of SOZ. This means we cover a large part of the student and teacher support chain at the VU. And of course we do that support together with colleagues from the other departments (we aim to work to integrated service support) and faculties. Let me not forget to mention that in our internationalisation chain, SOZ fleshes out (and, of course, can only do so in collaboration with the faculties and other services) the VU-wide internationalisation strategy, for the benefit of our research and our researchers.**

Anyway, you might think “so what?” as you read this. What kind of introduction/promotion talk is this? Well this serves as an introduction to the **VU Education Agenda 2023-2028**, recently adopted by our Executive Board. This is a co-production of all education stakeholders, and brought together by Isabella van Ophem, programme manager education. It has become a wonderful, relatively concise, agenda where it is clear what we are going to do in the coming years, and therefore what we consider important.

As Jeroen Geurts, our rector magnificus, says in the foreword, “Focus for the coming years is on moving towards an innovative mindset”. We zoom in on this in the agenda: “An innovative mindset is the constant search for, and dialogue about, the development and improvement of our education”. And there are plenty of developments that feed this, for instance in the field of flexibilisation, lifelong learning, collaborations in the region (with universities of applied sciences), openness of education, and the opportunities offered by the “digitaliseringsimpuls” education (**Npuls**) (application of new technologies in education).

And how wonderful that at the same time as launching the education agenda, the CTL was also established. In the words of its director Janneke Waelen, “The CTL is a centre for the exchange of knowledge, ideas and experiences on educational development at the Vrije Universiteit Amsterdam. With the aim of strengthening and

supporting lecturers, education portfolio holders, programme directors and everyone involved in education, in order to build together a strong community of passionate education professionals.”

But what are we going to do? We have identified four goals for the coming years, and I'll run through them briefly:

### **Educational profile**

We want to ensure that VU's identity, the importance we attach to diversity, a broad “mindset” for our students, and a good connection to the professional field are recognisable or incorporated at course level. The aforementioned opportunities we see (and are already working on) will come back even more strongly. And of course, quality and relevance remain essential.

### **Student success**

How nice it was that a few years ago the concept of study success was supplemented by student success. After all, that is what it is ultimately all about. We have long said that at the VU you don't become “something”, but “someone”. This means that we also expect something from our students, that they take control of their own study path, that they are involved and vocal, and that they embrace our values. Just recently, we recalibrated our **code of conduct**. Our entire university community has this guideline. And we want to continue working with students on student wellbeing and -resilience.

### **Teacher success**

Besides the already mentioned, and just established, Centre for Teaching and Learning, which aims to be a true (social) hub for all teachers, we also want to focus on reducing workload. And really **recognise and reward** our teaching professionals properly. The fact that we have had this education agenda for some time was born out of the idea of giving our teaching a strong stage; we also have a specific focus on talents in and for education during our New Year's gala.

### **Teaching facilities**

At the VU, we want to ensure that everyone, student, teacher, researcher, and all staff, feels well supported. For education, we have already set a lot in motion for this. We also realise that we are not there yet. We are working hard on streamlining our information channels, increasing our capacity in digital examinations, exploring a smarter academic year, and working more and more data-driven. The puzzle we have



of making sure we optimise our teaching spaces so that as much teaching as possible can be done on campus is something we want to start solving. And we will also have to properly support and facilitate the developments in active blended learning, lifelong learning, open education and flexibilisation of education.

For this year, we have “**translated**” (though only available in Dutch;-) what it means for us. Beautiful challenging times lie ahead!

Wilma van Wezenbeek

18 May 2023

Verbeter de wereld, begin ergens mee! (NI)



## Leergang Publieke Waarden

**Afgelopen september startte ik met de SURF leergang Publieke Waarden. Een onderwerp waar de CIO's (ICT-directeuren), directeuren van de universiteitsbibliotheken en mijn collega's van student- en onderwijszaken vanuit de onderwijsinstellingen voor waren uitgenodigd.**

Vooraf had ik voor mezelf bepaald dat het bij mijn verantwoordelijkheden hoort om een veilige leer- en werkomgeving te creëren voor de doelgroepen die mijn dienst ondersteunt, dat wil zeggen (voornamelijk) studenten en docenten. Ook voor hen komen er steeds meer aanbieders die geïntegreerde platforms aanbieden (net zoals bij onderzoekers vanuit de wetenschappelijke uitgeverijen), en daarmee een aantrekkelijk aanbod lijken te hebben voor applicaties voor onderwijsinnovatie, leermaterialen, het studentinformatiesysteem of de digitale leeromgeving. Daarin moeten we volgens mij, vanuit onze gedeelde publieke waarden, goede keuzes in maken.

Wat zijn dat dan, die publieke waarden? SURF heeft daar al informatie over beschikbaar, in de waardenwijzer staan drie hoofdgebieden benoemd, namelijk rechtvaardigheid, menselijkheid en autonomie. En er zijn natuurlijk nog wel meer bronnen – het deed me denken aan mijn bemoeienis met open access een aantal jaren geleden en het overzicht dat we hadden gemaakt van voorwaarden die we (zouden kunnen gaan) gebruiken bij onderhandelingen met wetenschappelijke uitgevers. Hier had een doorsnijding met gemeenschappelijk publieke voorwaarden zeker niet misstaan. Wat recentere voorwaarden of principes voor onderzoeksinfrastructuur staan hier verwoord. En dit is een goed voorbeeld hoe we samen hebben gewerkt om tot leidende principes te komen voor management van onderzoeksinformatie en -data.

De afgelopen jaren heb ik de VU-waarden persoonlijk, open en verantwoordelijk proberen uit te dragen. Heb ik gekeken of ik duurzaam, divers en ondernemend

opereer. En heb ik in het klein (mijn eigen beker meenemen; geen persoonlijke kamer bezet houden; verantwoordelijkheid leggen waar deze hoort; zoveel mogelijk vegetarisch eten) mijn bescheiden bijdrage geleverd. De volgende stap is deze waarden en drijvers ook zoveel mogelijk in de dienstverlening van Student- en Onderwijszaken verwerken, dat doen we niet alleen, dat doen we samen met VU-collega's van bijvoorbeeld het **Diversity Office** en rond **Duurzaamheid**. De leergang Publieke Waarden is natuurlijk bedoeld om impact te maken als collectief van onderwijsinstellingen, en echte impact kun je in feite ook alleen maar samen bereiken.



Gebaseerd op 7 schillenmodel, Bas Blekingh

Elke workshop, in totaal zijn het er zeven, trapt Wladimir Mufty, programmamanager Publieke Waarden bij SURF, af met actualiteiten of wat theorie.

Nu we de afronding van de leergang bereiken, is het moment om terug te kijken wat ik meeneem, en vooral vooruit te kijken naar wat we kunnen gaan doen. We hebben afgesproken niet teveel te delen van wat we in de leergang bespraken, dus ik blijf een beetje op de oppervlakte, en houd het bij mezelf.

“Wees niet te klein in je denken”, dat spreekt me aan (een quote van **José van Dijk** uit de eerste workshop). Ook al moet je vanuit je eigen handelen het goede voorbeeld geven, het is echt zo dat je meer impact kan maken naar leveranciers als je samen optrekt. Goed dat we ook werden herinnerd aan een artikel uit de Wet op het hoger onderwijs en wetenschappelijk onderzoek door **Joeri van den Steenhoven** (bestuurder Hogeschool Leiden), namelijk dat we een verplichting hebben om kennis over te dragen aan de maatschappij. Ik heb het nagezocht en in

artikel 1.3 staat inderdaad: “de bevordering van hun maatschappelijk verantwoordelijkheidsbesef” voor instellingen in het algemeen en “dragen in elk geval kennis over ten behoeve van de maatschappij”. Natuurlijk wist ik dat wel, als warm pleitbezorger van open science en open access, maar het gaat hier om een verplichting, om te handelen vanuit dit publieke besef.

Zo spraken we met elkaar lang over onze kroonjuwelen, die we volgens ons verplicht zijn publiek te houden, en waarbij we moeten zorgen dat die publieke ruimte niet nog kleiner wordt. Je kunt lang nadenken over wat dan onze kroonjuwelen zijn, en mijn eigen definitie is dat het dat is wat wij genereren (proces en (eigen) output) als instellingen, laten we het maar onze kennis en gelieerde data noemen.

Voor mij zijn er de volgende take-aways:

- Zorg dat je een keuzemogelijkheid hebt als het gaat over het beheer of opslag van je kroonjuwelen. Als deze er niet in de markt is, probeer kleinere start-ups / organisaties te steunen of kijk of je samen als onderwijsinstellingen een open-source alternatief wilt of kunt ontwikkelen (dat kan alleen in gezamenlijkheid).
- Zet je uitgangspunten, inkoopvoorwaarden, stevig neer. Of dit nu in gezamenlijke aanbestedingstrajecten is of als je dit vanuit je eigen instelling doet. En zorg daarbij dat je op de assen van rechtvaardigheid / autonomie en menselijkheid met elkaar afpelt wat je daarvan meeneemt in die trajecten. Bij de “Big Tech” kunnen we vanuit Nederland niet voldoende bereiken, dus trek hier in grotere consortia op met elkaar. Bij de onderhandelingen met betrekking tot open access hebben we afgedwongen onze contracten te mogen delen, dat kan ook een manier zijn om grotere stappen te maken.
- Haak vanuit Nederland goed aan bij internationale ontwikkelingen. Heel goed dat **Christien Bok** dit als ict- en innovatiemanager onderwijs vanuit SURF doet. En ook Menno Scheers, oud-collega van de VU en lead-architect bij SURF, deelde onlangs nog **het document** over hoe de **HOSA** zich kan verhouden met **ESOC**. Heel goed!
- Zorg binnen de instelling zelf voor afstemming – je hebt juridische, financiële, ICT, en content (vanuit bibliotheek, onderzoeks- of onderwijsondersteuning) expertise nodig. Breng dit bij elkaar, maar borg hier het belang van de publieke waarden in. Ook al zit SURF, en daarmee de CIO's van de instellingen, hier terecht dicht op, we moeten het samen doen, met “de business”, dus onderwijs-, onderzoek- en valorisatiesdeskundigen.

‘We kunnen geen copycat spelen ten opzichte van Big Tech, daarvoor zijn we

niet wendbaar en groot genoeg, maar we kunnen wel heel stevig staan tegenover deze partijen op het moment dat we gaan onderhandelen. Dat kan alleen maar als we onszelf verenigen, nationaal dan wel internationaal. We moeten het individuele instellingsbelang ontstijgen. Daar was ik al wel van overtuigd, maar na de workshop was het nog evidenter voor me.'

Bovenstaande quote komt van mezelf, had ik laten optekenen in het verslag van de vierde workshop. En om weer terug bij mijn eigen (kleine) actie te komen, ik zal een mastodon account starten (helaas is de Vrije Universiteit nog niet aangesloten op de SURF pilot, dat heb ik nu aangevraagd), en deze blog als mijn eerste bericht daar delen. Verbeter de wereld, begin ergens mee!

Wilma van Wezenbeek  
24 februari 2023

Improve the world, start doing something! (EN)

## Leergang Publieke Waarden

**Last September, I started the SURF course Public Values. A subject to which the CIOs (ICT directors), directors of the university libraries and my colleagues in student and educational affairs from the educational institutions had been invited.**

Beforehand, I had determined for myself that it is part of my responsibilities to create a safe learning and working environment for the target groups my service unit

supports, i.e. (mainly) students and teachers. For them, too, there are more and more providers who offer integrated platforms (as academic publishers do for researchers), and thus seem to have an attractive offer for applications for educational innovation, learning materials, the student information system or the digital learning environment. Heret, I think, we have to make good choices with our shared public values in mind.

So what are these, these public values? SURF already has information available on that; the **value compass** identifies three main areas, namely justice, humanity and autonomy. And there are of course other sources – it reminded me of my involvement with open access a few years ago and **the overview** we had made of conditions we (might) use in negotiations with academic publishers. Here, a cross-section with common public values would certainly not have been out of place. Some more recent terms or principles for research infrastructure are articulated **here**. And **this** is a good example of how we have worked together to arrive at guiding principles for management of research information and data.

Over the past few years, I have tried to live out the VU values “personal, open and responsible”. I have looked at whether I operate sustainably, diversely and entrepreneurially. And have made my modest contribution in small ways (bringing my own cup; not occupying a personal room; putting responsibility where it belongs; eating vegetarian food as much as possible). The next step is to also incorporate these values and drivers as much as possible into the services of Student and Educational Affairs, which we don’t do alone, we do this together with VU colleagues from, for example, the **Diversity Office** and around **Sustainability**. In the course on Public Values we should learn how to make an impact as a collective of educational institutions, and in fact you can only achieve real impact together.



Gebaseerd op 7 schillenmodel, Bas Blekkingh

Each workshop, there are seven in total, Wladimir Mufty, Public Values programme manager at SURF, kicks off with current affairs or some theory.

As we reach the end of the course, now is the time to look back at what I take away with me, and especially look ahead to what we can do. We agreed not to share too much of what we discussed in the room, so I'll stay a bit on the surface, and keep it to myself.

“Don't be too small in your thinking” speaks to me (a quote by **José van Dijck** from the first workshop). Even if you have to lead by example from your own actions, it really is true that you can make more impact towards suppliers if you act together. It was good that we were also reminded of an article from the Higher Education and Scientific Research Act by **Joeri van den Steenhoven** (director of Leiden University of Applied Sciences), namely that we have an obligation to transfer knowledge to society. I looked it up and Article 1.3 does indeed say: ‘the promotion of their sense of social responsibility’ for institutions in general and ‘in any case, transfer knowledge for the benefit of society’. Of course I knew this, as a warm advocate of open science and open access, but this is an obligation, i.e., that we need to act on this.

So we talked at length with each other about our crown jewels, which we believe we have an obligation to keep public, and where we must ensure that this public space does not become even smaller. You can think a lot about what then our crown jewels are, and my own definition is that it is what we generate (process and (own) output) as institutions, let's call it our knowledge and affiliated data.

For me, there are the following take-aways:

- Make sure you have a choice when it comes to managing or storing your crown jewels. If it is not there in the market, try to support smaller start-ups/organisations or see if you want or can develop an open-source alternative together as educational institutions (this can only be done collectively).
- Firmly establish your principles, and purchasing conditions. Whether in joint procurement processes or if you do this from within your own institution. And in doing so, make sure you specify the axes of justice / autonomy and humanity with each other to see what you include in those processes. In “Big Tech”, we cannot achieve enough from the Netherlands alone, so work together in larger consortia. In the negotiations on open access, we were allowed to share our contracts, which can also be a way to make bigger steps.
- Hook up well with international developments from the Netherlands. Very good that **Christien Bok** is doing this as SURF’s ict and education innovation manager. And also Menno Scheers, former VU colleague and lead architect at SURF, recently shared **the document** on how the **HOSA** can relate to **ESOC**. Very good!
- Ensure alignment within the institution itself – you need legal, financial, ICT, and content (from library, research or teaching support) expertise. Bring this together, but safeguard the importance of public values here. Even though SURF, and thus the CIOs of the institutions, are rightly close to this, we need to do it together, with “the business”, i.e. education, research and valorisation experts.

‘We cannot play copycat to vis-à-vis Big Tech, we are not agile and big enough for that, but we can stand very firm against these parties the moment we start negotiating. We can only do that if we unite ourselves, either nationally or international. We have to transcend the individual institutional interest. I was already convinced of that, but after the workshop it was even obvious to me.’

The above quote is from myself, I had it recorded in the report of the fourth workshop. And to get back to my own (small) action, I will start a mastodon account



(unfortunately the Vrije Universiteit is not yet connected to the SURF pilot, I have now applied for that), and share this blog as my first post there. Improve the world, start doing something!

Wilma van Wezenbeek

24 februari 2023

Think about that: What are we good for? (EN)



**On 17 November 2022 I attended the Knowledge Equity Network Summit (#KEN2022). Leeds University is taking this very seriously, that is take-away number one. Vice-Chancellor Simone Buitendijk and Deputy Vice Chancellor for Research and Innovation Nick Plant had already taken their stand in a *blog*, *video* and a *draft declaration*. But in the opening speech by Simone it was even more convincing. The best thing to do is to watch her opening speech yourself, it will probably appear in due notice [here](#). In summarizing I put forward the two phrases that stood out from her presentation, and these are “radical collaboration” and generosity.**

The network is an initiative that fits sustainable development goal 17 (partnerships for the goals) very well. To work on comprehensive, inter- (or trans-) disciplinary, evidence-based and inclusive solutions and thereby ending poverty (sdg 1), have zero hunger (sdg 2), achieve good health & wellbeing (sdg 3), and high quality education (sdg 4), just to name the first four. It is possible, claims Simone, to do good and well. This is reflected in the Leeds Values, where next to Inclusivity and Integrity, Collaboration and Compassion are listed as the first two. According to Simone we need to change the definition of success in research and teaching. Radical collaboration brings the world more (and gets us further) than relentless competition. And that requires us to redefine our core missions of education, research and societal “impact”. From the around 50-60 participants, at least a third

were from Leeds. However there were representatives from all continents, and the hybrid online facilities were wonderful (at least that's how it felt for me, but I was attending physically).

### *What binds us is hope, not fear*

After this kick-off three plenary presentations followed, from Tawana Kupe (Vice-Chancellor/Principal University of Pretoria), Johan Rooryck (Executive Director cOAlition S) and Dawn Freshwater (Vice-Chancellor University of Auckland). Tawana emphasized that universities are great spaces for debate, and that we should show transformational and intentional leadership ("it is time to grow up, and be strong"). Universities function for the benefit of society, and the question is what we do to achieve this. The best phrase from his talk for me was that we should not take it for granted that we are doing good, but we should concentrate on what we are good for. It resonates with my belief that we should not so strongly talk about impact (that is about us), but about relevance (that is about the other). Johan, it was so nice to see him again after two years, introduced the audience to Plan / cOAlition S. Here the take-away for me was that it is not enough to talk about open access, it should be free, immediate and equitable access. Also his strong focus on (an institutional) **rights retention strategy** is a very valid one. Make sure that you as author / researcher / teacher know your rights before you make any sort of agreement with a third party. This is even more powerful than the funder mandates. Dawn made some valid critical notes, because if we talk about knowledge equity, what knowledge are we talking about? You need a multitude of knowledge systems, and how do you also get (other, alternative) knowledge in? All of the presenters gathered afterwards in a panel where they stressed that what binds us is hope, not fear. Working together really helps, not to be inward looking, but to reach out, and offer or ask for help. We have put ourselves as higher education institutes in a difficult / awkward situation e.g. with the publishers, but if we created something, we can also uncreate it; if we have done something, we can also undo it.

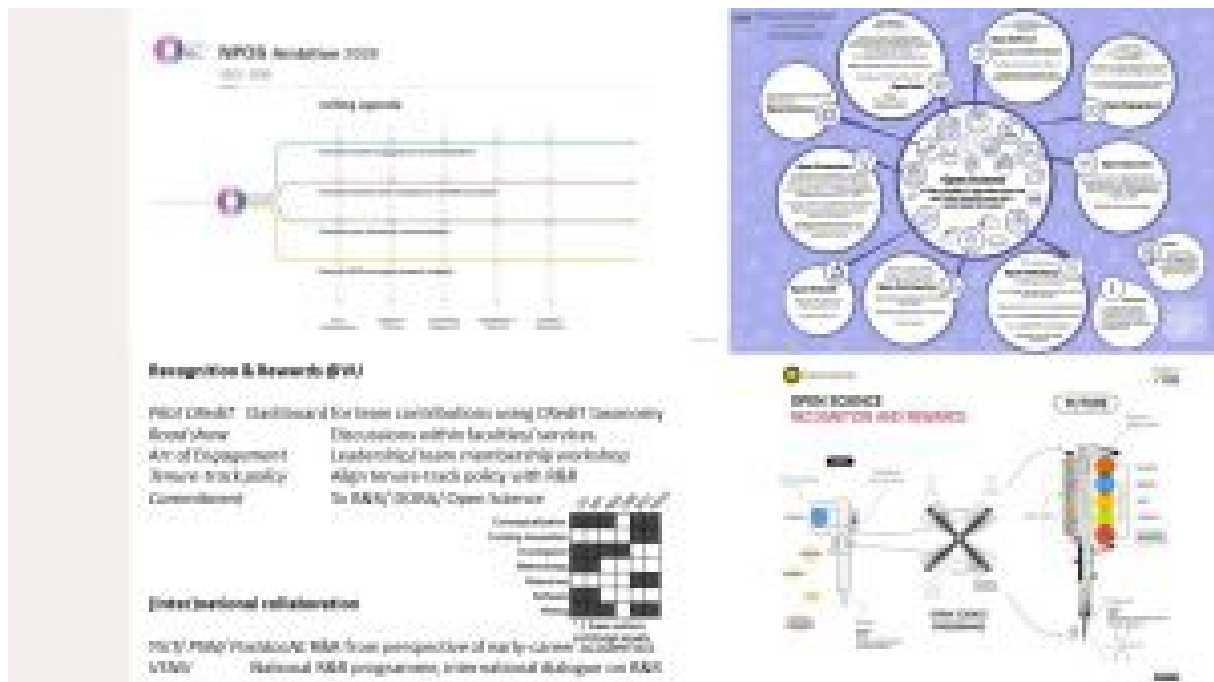
### *Focus on (re)use*

With this rich start of the day, six break-out sessions followed in the afternoon, and I attended two. At the first one I had been asked to make an introductory note, together with Curt Rice from the Norwegian University of Life Sciences. The breakout session was named "Reward and recognition for an open culture". Curt issued a few interesting additions for the draft declaration, i.e., to make sustainability more prominent (you can only "win" if others join in), and to go away from "excellence", and rephrase this as capacity building or accessibility. Our session ended with a few

actions, e.g. to engage all (also supporting) staff in our R&R discussions (I refer you to [this article](#) about the divide between academic and support staff), to see if we could recognize / reward leaders and leading institutes who set a good example, and to recognize the involved citizen. Here it became evident that if we take life-long learning on board, the words student / citizen are exchangeable (my take-away and own conclusion). The second break-out session was on Open Education. We had a good discussion, after the introductions by María Soledad Ramírez Montoya, Tecnológico de Monterrey, and Leoniek Wijngaards-de Meij from Utrecht University. We thought it would be essential to not only focus on availability, but also on (re)use, and how this could be stimulated. We need communities of practitioners, that work with educational materials, to be involved. And Open Education is more than making educational material "FAIR", actually here you also need to engage the communities of learners and teachers and see what is needed and valued. As a follow-up of the day the results of all sessions will be shared, and the facilitators did a good job in the first summary they made and shared in the last plenary session. Perhaps just to name a few: fund teams (not projects), demystify what we do (as higher education institutes, as units within these), and find the voices that are not often heard.

*My introduction during the break-out session:*

*I connected reward and recognition to open science, bringing in mind what I found to be so to the point in the book *Open Science: the Very Idea*, by Frank Miedema, and where I wrote a [bLog](#) about a few months ago. Science must constantly engage with the public(s). Opening up of science should ideally promote equality, inclusion, and diversity of research agendas. This requires an open society, and open culture, with safe spaces for deliberations where a diversity of publics and their problems can be heard. And people working on this should be recognized and rewarded for that. Next to that I called out to (academic) leadership, that is where the true transition can take place. We need people such as Simone Buitendijk, Frank Miedema and Jeroen Geurts (Rector Magnificus Vrije Universiteit Amsterdam) to step forward and be fair and consistent in how they deal with rewarding and recognition.*



I showed these pictures: *The Ambitions Open Science of the Netherlands* summarized; *The **Open Science buffet***, created by former colleague TU Delft Library, Esther Plomp; *What the VU Amsterdam is doing around Recognition and Rewards*; *How the University of Utrecht is moving to a future where we talk about team efforts, dynamic career paths, and narratives / social impact as output.*

## *Unlock knowledge together*

Finally, as Simone stated at the closing session, we really should unlock knowledge together, to create a fair future. We can't go on this way, and (together) we can change the world, we can undo what we have done. For this we need radical collaboration, and generosity, and start via our network(s) and with ourselves. Let's not be driven by fear, competition, anger, chaos and fighting, and realize that we are so much more similar than different.

So overall a very fruitful day, where we covered so many different topics around knowledge equity, with a dedicated and constructive group. I hope I am able to make a useful contribution to this network, and will advise our university to step in, though that will of course be a collective decision to make. We need to recover the public good, try to reconceptualize the idea of power, and really involve all stakeholders and hear all voices.

## *Background information*

This is what the University of Leeds stated around the Knowledge Equity Network: "As a values-driven institution, the University of Leeds is committed to making a

difference in the world by increasing access to knowledge and by working collaboratively to tackle inequalities, benefit society and drive change. The Knowledge Equity Network will drive this important work.”

The idea now is that the University will facilitate a mutually agreeable process of engagement with her partners and key signatories of the Declaration. The Knowledge Equity Network will set up regular opportunities to convene through forums and discussions to advance and monitor progress, working towards openness as a global community. “Through the development and enactment of a global Declaration on Knowledge Equity, we will capture our collective commitment and aspirations to reduce inequalities through increased access to knowledge.”

During the Summit it was announced that the formal launch will take place end of March / beginning of April 2023.

Wilma van Wezenbeek  
18 November 2022

“Science should be truly cooperative, open and in responsible relationship with society” (EN)



*Some notes I made of the book “Open Science: the Very Idea”, by Frank Miedema*

**During the summer holiday I had planned to read Frank Miedema’s book on open science, and so I did, during some afternoons at the beach. During reading I made notes, and in this blog I highlight a few parts of this interesting book, however please do not consider this as a proper book review.**

**Major parts of the text I use in this blog are taken from the book, and by the sake of readability I have not always put them in the right quotation.**

**Also I have only copied a few of the many references that are provided per book chapter at the bottom of this blog. For the more interested reader, please refer to Miedema’s book!**

The reason I had put the book on my reading list, is because I am and have been strongly advocating open science in and at the places I work and have worked. My attention the past two years has slightly shifted, because of a change in working environment, but open science still remains a passion and I was curious whether

Miedema would bring new insights or updates that I might have missed in the past period.

## Science as a closed system

Miedema starts with stating that “how science ought to be done is still determined by old ideas”. There is the “mythical” narrative about the Scientific Method of the “hard” sciences. This Scientific Method, or Standard Model, or “The Legend”, echoes what used to be the dominant philosophy and sociology of science until the 1960s. Scientists were proposing hypotheses, and its derived statements, and were testing these statements, with the result of falsification or support (or partly) from the observed evidence. This resulted in acceptance (“belief”) or required improvement and a new cycle of testing. Here science was / is a closed social system within society that decided itself who is excellent.

This quest for certainty has failed. The legendary image of science does not match with the practice behind the doors of our faculty departments and laboratories.

So, as Miedema further claims and has evidenced by many references, we should admit that science in the real is done as we do it. We should be frank about the fact that every claim, theory, method, action based on this process is fallible, and may be improved, corrected and rejected by a better alternative. Research is guided by our common cognitive and cultural values. Knowledge is tested in interventions and (social) actions in practice. So knowledge claims are fallible and always up to scrutiny and tests.

## Change is needed

Of course the **Science in Transition** initiative by Miedema and others is extensively reported in the book. And some occurrences that in the end lead to how we now look at (open) science. However, as Miedema writes, “the topic of the perverse effect of the abuse of metrics and how they invite or even enforce strategic behavior of scientists was and is still hot”. And one of the major (still current) problems is that although there might be a generally felt frustration by the majority of scientists in academia, the academic leadership does not immediately recognize, flatly denies or rebuts “but this is how science is” when issues are discussed. It is at this management level (not in the daily environment of researchers) where a change is needed.





I bumped upon an hippo in a square during my holiday, perhaps something similar as the elephant in the (university board) room, talking about the need for change?

## Agents for change

Let me use two of the many examples / occurrences that Miedema addresses in his book and that led to a more and more generic acceptance that there is an urge to change.

- “*Stapel*” happened and was enough evidence that the system could lead to wrong behaviour. (Short explanation from Wikipedia extracted 15 August 2022: “In 2011 Tilburg University suspended Stapel for fabricating and manipulating data for his research publications. This scientific misconduct took place over a number of years and affected dozens of his publications.” ) Many **reports** (another one **here**, both only available in Dutch) followed. The main root or cause of this misbehaviour was seen in “... requirements of numbers of publications, the order of authors, responsibilities of co-authors and repeated publications of similar results”. Or as Miedema later puts it

“when the journal paper is the goal instead of a means to an end of having true societal or clinical impact”.

- As prelude of open science, the roots and development of *Responsible Research & Innovation* (RRI) stems from a series of different initiatives to increase integrity, ethical, legal and social responsibility and to intensify multidisciplinary research to integrate social science with technical sciences and innovation. In 2011 the EU took the initiative to unite these movements and ideas under the banner of RRI as part of Horizon 2020. There is much more to say about this, but perhaps the best phrase to repeat here is by **Von Schomberg**: “... to give a broader base for the justification of research and innovation beyond assumed economic benefits and increase of competitiveness”. This requires, according to Miedema, a reflexive mode of research that is responsive to all kinds of social impacts that it will bring or has brought about. And it demands more inclusive codes of conduct, research ethics and scientific integrity. RRI means doing “science with society”, in which the relationship with society was integrated and institutionalized such that it could be anticipated, reflected upon and be opened up to the diverse stakeholders and publics.

## An Open Society is required

So the plea for “a pragmatic theory of scientific inquiry, that is open, non-dogmatic and pluralistic, inclusive and contextual” is made by Miedema. Where scientific research is seen as a means to an end. With the ultimate aim to address and alleviate problems and issues that prevent people from living the good life, and to achieve reliable knowledge. Therefore science must constantly engage with the public(s). Policy issues get a very different, more practical context, if representatives of the public that is concerned and affected are involved. There the turn to open science is made, because the opening up of science should ideally promote equality, inclusion, and diversity of research agendas. This requires an Open Society with Deweyan democracy and safe spaces for deliberations where a diversity of publics and their problems can be heard. Research starts with a problem in social life or something the scientists assume lacks proper understanding and is a cause of uncertainty.

The EU open science agenda sets the scene for a different way to do science and research, i.e., in a truly cooperative, open and responsible relationship with society. And this is continued in Horizon Europe, where RRI will meet open science in a sphere of deliberative democracy and value-driven research.

## Personal note

The above is a somewhat dry overview of the notes I took when reading this book. What I take with me is that it is essential to involve a “diversity of publics”, not in a “scattered” way as is done with the National Science Agenda, but via representatives of the public that is “concerned and affected”. And that open science has a “longer” root than I knew, but perhaps also the confirmation of what I already realized, i.e., that some of the changes should and can only be executed with the true belief and example of and by our academic leaders. I hope that our new **National Programme Open Science 2030**, the actions related to **recognition and rewarding**, and the **Open Education ambitions** will bring about the necessary changes.

## A tiny selection of the many references

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Wilma van Wezenbeek

16 August 2022

“Dat wat je vertelt, maar niet door wat je zegt” (NL)

**De titel van de derde module uit de Avicenna leiderschapsleergang luidt “spelen met energie”. Na de eerste twee modules over de bronnen van leiderschap en zelfreflectie, nu handvatten om jezelf vanuit je kwaliteiten beter neer te zetten. We kregen wederom de kans om met onze groep van twaalf via vijf sprekers of trainers/coaches de diepte in te gaan.**

Elizabeth Ebbink, stemtrainer, liet ons twee filmpjes zien van Margaret Thatcher, één van in het begin van haar carrière, en één later tijdens een debat in het parlement. Vol bewondering gaf Ebbink aan hoe Thatcher stevig was (geworden), ongekend in die tijd, en hoe duidelijk ze sprak, met een intonatie en een betoog als cadeau voor de luisteraars. We oefenden met ons eigen bereik, het gebruik van rustpauzes, en om ontspannen te zijn / te staan tijdens het spreken. Enkele andere sessies uit deze module haakten hier op in. Zowel die op de laatste dag van Ilona Eichhorn als van Rik Koster, waarbij we een korte pitch oefenden, en de opnames van onszelf terugkeken. Wat een fijne aanpak had Koster, waarbij hij vooral teruggaf welke kwaliteiten een ieder van nature al bezat, en hoe je je daar nog bewuster van kan zijn, hoe je je talenten kunt “bevrijden”. Duidelijk is – als rode lijn – dat de boodschap die je overbrengt niet zozeer de tekst is maar vooral wat je zelf uitstraalt: je gevoel komt altijd over. Tijdens een lezing letten we erg op de karakteristieken van de spreker, veel meer dan op de inhoud.



In ons conferentiecentrum in Baarn (Drakenburg) was het fijn vertoeven – de volgende dag waren de waterlelies uitgekomen.

Het helpt wel om de inhoud die je vertelt, boeiend te laten zijn. Mensen luisteren kort, en zijn slecht in samenvatten. Eichhorn nam met ons de **Iowa Caucus Victory Speech** van Barack Obama door. En liet ons oefenen met zijn retoriek: het gebruik van de drieslag; het aanbrengen van contrast; het ongevolde gebruiken (het raadsel); een one-liner en het benoemen van het moment.

Toen we hier kwamen waren wij allemaal  
zoekend

Wij waren gespannen voor wat er ging komen

Wij waren alleen

En nu aan het einde van de leergang

Hebben we onze antwoorden gevonden

Voelen we ons ontspannen met elkaar

We zijn niet meer eenzaam



De gemiddelde deelnemer zou het hierbij laten

Deze groep niet

Wij blijven verbonden, wij maken het verschil, en wij gaan vooruit

#### Onze oefening in retoriek

Presenteren niet als een kunstje, maar door vanuit jezelf te vertellen ("speaking from the inside out"). Daar stond **Shariff Korver** ook bij stil. Vanzelfsprekend stond hij, als bekend filmregisseur, lang stil bij het begrip subtekst: dat wat je vertelt, maar niet door wat je zegt (heel passend ook bij onze lessen van **Johan Verstraeten** uit de eerste module in Leuven). We oefenden in feite veel te kort, met een scene en merkten hoe belangrijk het is om inderdaad het niet te zeggen, maar "te doen" of juist te laten. Waarbij je kiest voor wat goed is voor het eindresultaat, niet wat goed is voor jou persoonlijk. Mooi hoe hij aangaf dat je als regisseur niets zelf kunt, je moet net genoeg weten van alles, en het vervolgens samen laten komen.

**Rozemarijn Dols** liep met ons door onze rolmodellen, met het idee dat wat je projecteert, ook bij jezelf aanwezig is (een Jungiaanse oefening). We keken naar een scene uit De Prooi en hoe Rijkman Groenink heel duidelijk liet zien dat hij weinig bereidheid tot zelfreflectie toonde, en het adagium "een goed leider moet ook kunnen volgen" niet meester was. We probeerden ook onze eigen schaduwkant te onderzoeken. En te beseffen dat als je alles verstoot, je ook het goede verstoot. Omarm ook de beren op je weg. Ze zitten er niet voor niets, duw ze niet weg.

Het voorbeeld dat Dols aan het einde ons toonde, uit de film **Invictus**, zette aan tot denken. "I am the master of my fate; I am the captain of my soul".

Out of the night that covers me,

Black as the pit from pole to pole,

I thank whatever gods may be

For my unconquerable soul.



In the fell clutch of circumstance

I have not winced nor cried aloud.

Under the bludgeonings of chance

My head is bloody, but unbowed.

Beyond this place of wrath and tears

Looms but the Horror of the shade,

And yet the menace of the years

Finds and shall find me unafraid.

It matters not how strait the gate,

How charged with punishments the scroll,

I am the master of my fate,

I am the captain of my soul.

**William Ernest Henley**

Natuurlijk was er deze drie dagen nog meer, naast het prachtige weer, dat ik kan memoreren. Maar dat doe ik niet. Tenslotte moet het ook boeiend blijven voor de gemiddelde lezer. Wel wil ik nog de 5 regels delen die ik heb opgeschreven om de komende periode met me mee te nemen:

Ik wil graag:

- zorgen dat ik mijn creatieve en innovatieve kant blijf aanboren, want die geeft mij erg veel plezier en energie;
- het collectief van medewerkers de juiste verantwoordelijkheid en ondersteuning geven, zodat zij met mij kunnen zorgen "dat het goede gebeurt";
- iedereen, inclusief mezelf, voldoende tijd geven om te "dwalen", en daardoor verrassende inzichten op te doen;
- me afvragen of wat ik wil (of het nu privé is of op het werk) wellicht dichterbij me ligt dan ik soms denk. Probeer dat wat je hebt of waar je bent te omarmen;
- de talenten in een ander zien, en net als bij mezelf beseffen dat je mensen het meest motiveert door die talenten te bevrijden.

Wilma van Wezenbeek

22 juni 2022

**Blog module 1 | Blog module 2**

“What you tell, but not by what you say” (EN)

**The title of the third module of the Avicenna Leadership Course is “Playing with Energy”. After the first two modules on the sources of leadership and self-reflection, we now have tools to better present ourselves on the basis of our qualities. Once again, we were given the opportunity to go into depth with our group of twelve via five speakers or trainers/coaches.**

Elizabeth Ebbink, voice trainer, showed us two videos of Margaret Thatcher, one from the beginning of her career, and one later during a debate in parliament. Full of admiration, Ebbink indicated how Thatcher was (becoming) firm, unprecedented in those days, and how clearly she spoke, with intonation and speech as a gift to the listeners. We practiced with our own vocal range, the use of pauses, and to be/stand relaxed while speaking. Some of the other sessions in this module were related to this. Both the one on the last day by Ilona Eichhorn and the one by Rik Koster, in which we practiced a short pitch and looked back at the recordings of ourselves. What a fine approach Koster had, in which he especially gave back which qualities everyone already possessed, and how you can be even more conscious of that, how you can “liberate” your talents. It is clear – as a red line – that the message you get across is not so much the text, but more what you show: your feelings always come across. During a lecture, we pay much more attention to the characteristics of the speaker than to the content.



In our conference centre in Baarn (Drakenburg), it was nice to stay – the next day, the water lilies had hatched.

It does help, however, if the content you tell is captivating. People listen for short periods of time and are bad at summarising. Eichhorn took us through **Obama's Iowa Caucus Victory Speech**. And had us practice his rhetoric: using the three-strike; applying contrast; using the unfilled (the riddle); a one-liner and naming the moment.

When we came here we were all searching

We were tense for what was to come

We were alone

And now at the end of the course

We have found our answers

We feel relaxed with each other

We are no longer lonely

The average participant would leave it at that

# Not this group

We stay connected, we make the difference,  
and we move forward

## Our exercise in Rhetoric

Presenting not as a trick, but by speaking from the inside out. **Shariff Korver** also spoke about this. Naturally, as a well-known film director, he dwelt at length on the concept of subtext: that what you tell, but not by what you say (similar to what we learned in our lessons from **Johan Verstraeten** in the first module in Leuven). We practiced far too short, with a scene and noticed how important it is indeed not to say it, but “to do” or sometimes “not to do” and to leave things out. Whereby you choose what is good for the end result, not what is good for you personally. It was nice to hear him say that as a (film) director, you can’t do anything yourself, you have to know just enough about everything, and then let it come together.

**Rozemarijn Dols** walked us through our role models, with the idea that what you project is also present in yourself (a Jungian exercise). We watched a scene from “De Prooi” and how it was clear that Rijkman Groenink showed little willingness to self-reflect, and did not master the adage “a good leader must also be able to follow”. We also tried to examine our own shadow side. And to realize that if you reject everything, you also reject the good. Embrace also the bears on your way. They are there for a reason, don’t push them away.

The example that Dols showed us at the end, from the film **Invictus**, made us think. “I am the master of my fate; I am the captain of my soul”.

Out of the night that covers me,

Black as the pit from pole to pole,

I thank whatever gods may be

For my unconquerable soul.

In the fell clutch of circumstance

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It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate,  
I am the captain of my soul.

**William Ernest Henley**

Of course, there was more to these three days, apart from the beautiful weather, that I could recall. But I will not. After all, it has to remain interesting for the average reader. However, I would like to share the five lines I wrote down to take with me in the coming period:

I would like to:

- make sure I keep tapping into my creative and innovative side, because it gives me a lot of pleasure and energy;
- give the collective of employees the right responsibility and support, so that they can join me in making sure “the right thing gets done”;
- giving everyone, including myself, enough time to “wander”, and thereby gain surprising insights;
- ask myself whether what I want (whether in my private life or at work) might be closer to me than I sometimes think. Try to embrace what you have or where you are;
- see the talents in someone else, and, as with myself, realize that you motivate people most by liberating those talents.

Wilma van Wezenbeek

22 June 2022

**Blog module 1 | Blog module 2**

## Open Education Global: Increasing Impact for All (EN)



**It was not my first Open Education Global conference, because when it was held in Delft (during my TU Delft Library time), in 2018, I attended a few sessions, but this was the first time I attended the full conference, three days, in Nantes, France. Of course it was great to really have time to meet and talk with people again, but also to get into depth with a topic that is close to my heart.**

Much of the conference is made available on [OE Global Connect](#). Is it new to talk about Open Educational Resources and Open Education? No, there are so many repositories of Open Educational Resources (OER) established, institutes working on it and policies in place; also [UNESCO](#) has its recommendations, and in The Netherlands we have our own [declaration](#) (I could not find an English version). As we did with Open Access, however, we would like to make a big step, because the total amount of educational material that is open is still low. How to really realize change at the heart of the matter?

In this blog I picked a few presentations, not because the rest was not interesting, but just because I want to make my summary not that long, and I want to focus on a few take-aways that were useful for me. But are these the longed-for big step? I am afraid not.

### **Focus a bit more on the learners**

- Dr Sian Proctor had an extraordinary story. In just writing this down I will not honour her enthusiasm and passion, so here is a [link](#) to her contest video to be one of the four citizens selected to go into space. She invited us to try to bottle “earthlight”. If we do this we can help people to “create” based or from their own

desire, we can transform students from consumers to creators of knowledge and empower them to make their own choices. In another **talk** named “The Liberated Learner” (by Joanne Kehoe) there was hands-on practice or evidence how to do this. This project has four modules: The Learner, The Navigator, The Collaborator, and The Technologist. As **said** in the blurb for their book: “Taken together, the modules aim to enable a well-rounded and ready-for-almost-anything post-secondary learner. For Learners. By Learners.”

- *My own observation > Sometimes we might be focusing too much on the “reuse & remix” angle. If we want our education to be open for other users, the “use” part is an important driver. Are we not too focused on getting the right and “best” creative commons license, which, mind you, I understand we need to ask for and emphasize, but are we **by the complexity** of it perhaps missing interesting content for these users?*

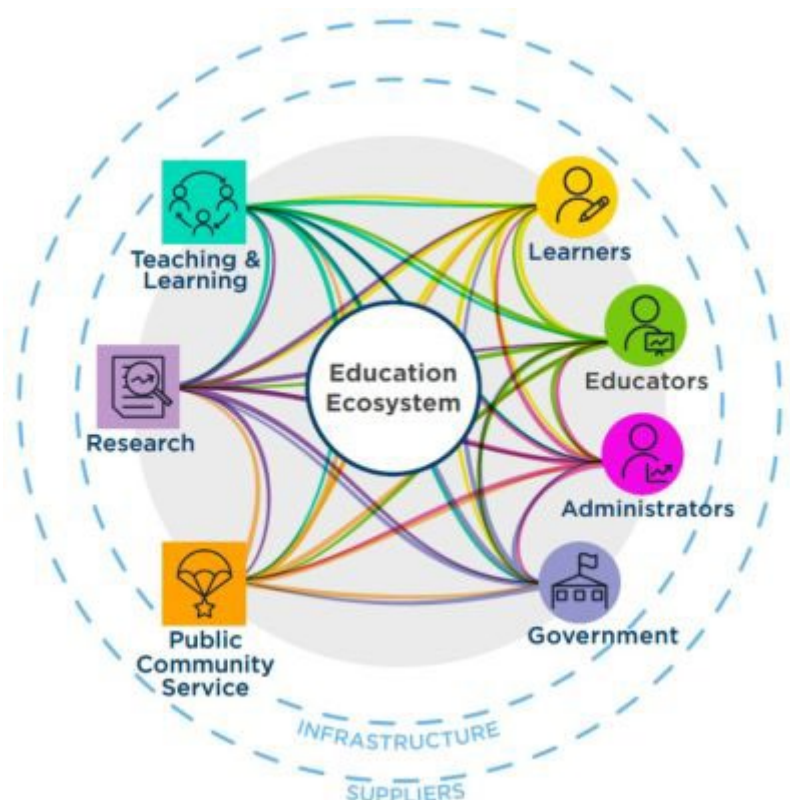
### **Get open as a (key) by-product, not as your main driver, and listen to what teachers ask and need**

- My former colleague @TUDelftLibrary, Michiel de Jong, knows how it works. As he **told** us we should find the right reason to support faculty, e.g. because students do not buy textbooks anymore (too expensive), and in our educational practice we would like students to take ownership and teachers to be recognized for their effort to create sustainable courses. In supporting this, making the textbook or material open will follow, and is not per se the driver or main reason to act. **Grasple**, an e-learning platform, was mentioned in another talk by **Elisabeth Schmoutziguer**, and she referred to **mathematical courses** of both TU Delft and University of Twente, where especially the interaction between the teaching staff of the two universities, was key in making this a great success.
- What for sure will help is if we could show that student retention will improve due to using Open Educational Resources, just like it helped Open Access in showing that research articles published in Open Access are higher cited than those in traditional subscription journals. This was referred to in **the talk** about policies. I have found a few studies where student retention is being investigated and that having access to primary course materials has a positive effect on it (I could not verify the papers at the time of writing this blog, so I will leave out the references).
- *My own observation > Being close to faculty helps here, so team up in the team science groups (that could consist of both research and teaching staff, supported by data scientists, technicians, learning specialists; the principle of team science has been launched in The Netherlands in the **Position Paper** on Recognition & Rewarding, published in 2019). And in the case of our university, Vrije Universiteit Amsterdam, see what open adds when moving to **active blended learning**, not as a separate path, but as a combined effort.*

### **Make steps to being open across the ecosystem**



- I was pleasantly surprised by the keynote of the second day, brought to us by **Andres Arauz**. He gave examples of his time working at the Ministry for Knowledge and Human Talent, where they implemented the National Plan for Good Living (“buenvivir”). He gave a lot of examples of concrete actions that they undertook (such as creating the new university **Ikiam** of the amazon); for me the one action that stood out was their use of Wikipedia to get to new legislation, a true example of participatory democracy. Find the reference in his **keynote**; it is worth the watch!
- And yes when you are really eager to making a change, you step out of your comfort zone, and then there is always a conflict, and as Sian Proctor mentioned, the point is how to respond to this, how to manage it. If you need / want change, it can help to bring others in that might be more convincing than yourself. At the basis though if you want to be open across the ecosystem, your drivers should be complementarity and inclusiveness (compared to competition and exclusiveness).
- Paul Stacey, Executive Director of OE Global, presented their **new strategic plan** “Open for Public Good”. He referred to another interesting **report** about Digital Sovereignty in this talk. “As digitalisation and decarbonisation continue worldwide, an open technology sector would provide a strong geopolitical position, that allows Europe to set global technological standards, promote European values, as well as, maintain and grow Europe’s economy.” I will for sure share this report with my IT colleague in our university! And I add here what Andres Arauz clearly stated: “You need to think about the value of your independence”.
- *My own observation > Policies might help (only if you put it in practice or as I like it i.e., put things in practice and let policy follow), as well as mandates can do (implemented in the right way). A good example how mandating worked in The Netherlands, again from Open Access / FAIR data / Open Science, was how the funding agencies acted and made requirements in relation to Open Access and FAIR Research Data. So we need policies that dictate that all educational material used in our universities should have persistent identifiers, carry the right license (though do take into consideration my earlier remark      ), and are FAIR (findable accessible interoperable and reusable).*



Open Education Global sees education as an ecosystem. "The primary participants in the ecosystem are learners, educators, administrators, and governments. Together these players engage in three primary education activities – teaching & learning, research, and public community service. As an ecosystem, there are direct connections, interrelationships, and interdependencies between all participants and activities. The ecosystem is further connected by an increasingly technology-dependent infrastructure and served by a value co-creation network generating resources and services to all of the parts."

There are two additional talks I would like to refer to. One was the **presentation** by Benjamin Heurich and Bence Lukács from the University of Passau. Where I always mention that we can use the analogy from Open Science / Open Access and FAIR Data to copy when enrolling Open Education and Open Educational Resources, they follow a reverse route. As they say: "Ultimately, we would like to drive a holistic, innovative and social transformation process of scientific research results into society and follow our OER policy in the medium term with a strategy to implement sustainable Open Science and Open Education." The **other one** was from Ilmari Jauhiainen and he took us through the Finnish process of making Open Science happen. They are a group of 4, responsible for 4 workstreams, and he carries out the Open Education package, covering both Open Educational Resources and Open Educational Practices, the latter supporting the production and use of OER. All information is available on **openscience.fi**. Very impressive! The fact that the working group is positioned with the Federation of Finnish Learned Societies is a very interesting

position of this working group, as I told him. That is where the practitioners are! Should we create such a construction in The Netherlands?

To conclude: By making our Education Open, everybody will benefit. The teachers, students, and all other stakeholders including civic society. Universities claim that they have an impact on society, however all layers or levels of education all over the world have impact, and by this impact, all learners will or may have impact on their surroundings, so we are increasing impact for all.

*Education is the most powerful weapon which you can use to change the world*

Nelson Mandela

It was a good choice to go to this conference; I will take a lot with me, to digest and think about. It was nice to meet some colleagues from the past, and to get acquainted with this OER network (including a lot of Dutch colleagues!). The conference had a diverse set of speakers, and introduced French, Spanish and Arabic sessions next to the English ones. It was a loose setting, not strictly moderated, but pleasantly easy-going. In 2023 OE Global will convene in Edmonton, Alberta, Canada.

26 May 2022

Wilma van Wezenbeek



*(Hoe je talent te vinden en te gebruiken)*

**Waar de eerste module van onze leiderschapskursus in het teken stond van “bronnen van leiderschap”, stond deze module in het teken van jezelf leren kennen en reflectie. En er is geen betere plek om dit te verkennen dan een klooster of abdij. We zijn drie dagen naar de Sint-Willibrordsabdij in Doetinchem geweest, en hebben het abdijleven echt ervaren. Een beetje uit mijn comfortzone, terug op de kapelbanken de monniken horen zingen & preken, mediteren & oefenen om zelf enkele psalmen in canon te zingen onder leiding van abt Henry.**

We kregen, net als bij de eerste cursus, vijf externe sprekers om ons te inspireren of aan het denken te zetten; dat waren rabbijn Soetendorp, An Verlinde, Kader Abdolah, Wil Derkse en Erwin van Lambaart. Echt verschillende perspectieven brachten ze ons, maar zoals gezegd was de link (zelf)reflectie, want je moet echt beginnen met jezelf te kennen als je een leider wilt zijn, of als je wilt verbinden.

Ik zet hier een paar van mijn observaties / learnings op een rijtje:

- Kunnen we geloven in het “fluisteren van de waarheid”? Dat een kleine maar eerlijke actie kan leiden tot iets groots of iets groots in beweging kan zetten? En dat het kleine en het grote op de een of andere manier met elkaar verbonden zijn? (Zie de lezing van rabbijn Soetendorp op 4 april, hij refereerde hier een paar keer aan, over het versterken van het fluisteren van de waarheid.)
- Dat een echte leider iemand een plaats laat innemen in zijn/haar/diens droom, en dat zij/hij/die je echt ziet. Het voorbeeld dat rabbijn Soetendorp gaf was een persoonlijke ervaring die hij had met Martin Luther King. Ik zal die hier niet

herhalen, maar verwijst naar een andere geweldige zin die MLK vaak in zijn toespraken gebruikte: "Ik heb besloten om bij de liefde te blijven. Haat is een te grote last om te dragen."



Tijdens de stiltewandeling in Doetinchem.

- Dat je een talent in een persoon kunt ontdekken, zelfs als je iemand nauwelijks kent, en dat deze persoon soms niet beseft dat zij/hij/die dit talent had. (Erwin van Lambaart kon dit vanwege zijn grote "casting" ervaring, en toonde zijn kunsten door dit bij ons uit te oefenen.)
- Goede positieve verhalen hebben de volgende elementen: Ruimte / Ritme / Richting (en ik heb er nog een extra "R" aan toegevoegd, nl. Rust).
- Werken vanuit je eigen drijfveren betekent dat je vertrouwt op je morele kompas, dat je lef nodig hebt om dit te doen, je moet kunnen verbinden om effect te hebben & de juiste omgeving of vorm moet vinden. En zoals An Verlinde ons vertelde, veel organisaties zijn losgeraakt van de waarden van waaruit ze zijn ontstaan. Het eigen morele kompas is dus een kostbaar goed. Zij heeft dit zelf ervaren in haar (20 jaar!) periode bij het Vaticaan.
- We hoorden een mooi verhaal over een papegaai in een kooi (je kunt het vinden in een van de boeken van Kader Abdolah, nl. "**de reis van de lege flessen**") en hoe de papegaai een creatieve manier vond om uit zijn kooi te komen. Dus wie beslist? Jij beslist: jij kunt uit jouw kooi breken, als je dat wilt. Kader Abdolah leerde ons dat het helpt om "een zin" te hebben, misschien een soort fluistering, die je zelfs hardop kunt uitspreken. Hij kwam hier in Nederland pas echt op gang toen hij zich realiseerde dat hij een Nederlandse schrijver kon zijn / worden in plaats van de Perzische schrijver waar hij altijd van had gedroomd. Tijdens onze "wandeling in stilte" kwamen we bijna allemaal terug met zo'n zin, onze eigen fluistering van de waarheid.

Wat je zoekt, ben je

## Wat je zoekt, zoekt jou

- Leren van de Benedictijnse stijl is om als leider te dienen. Beseffen dat om mensen in beweging te zetten, je zelf in beweging moet zijn. Dat geloofwaardig gedrag een betere term is dan voorbeeldgedrag. Wil Derkse las ons voor uit de Benedictijner regel, met name hoofdstukken 2, 3 en 64 en wij krijgen nog zijn boek toegestuurd: "**Benedictijnse stuurmanskunst – Leiding geven in dienst van de gemeenschap**".
- Ga voor de dolfijn (gevoelig, sociaal, intuïtief, beschermend, flexibel, creatief), en niet voor de karper of de haai. Dit boek werd getipt door Erwin van Lambaart: **Strategy of the Dolphin**, door Lynch / Kardis.

De gestage druppel holt de steen uit.

Wilma van Wezenbeek

12 April 2022





*(How to find and use your talent)*

**Where the first module of our leadership course was about “sources of leadership”, this module was about getting to know yourself and reflection. And there is no better place to explore this than a monastery or abbey. We went to Saint Willibrord’s Abbey in Doetinchem for three days and really experienced abbey life. A little out of my comfort zone, back in the chapel pews hearing the monks sing & preach, meditate & practice singing some psalms in canon myself under the guidance of Abbot Henry.**

As with the first course, we had five external speakers to inspire us or make us think: Rabbi Soetendorp, An Verlinde, Kader Abdolah, Wil Derkse and Erwin van Lambaart. They brought us really different perspectives, but as said, the link was (self)reflection, because you really have to start with knowing yourself if you want to be a leader, or if you want to connect.

I list a few of my observations / learnings here:

- Can we believe in the “whisper of truth”? That a small but honest action can lead to something big or set something big in motion? And that the small and the big are somehow connected? (See Rabbi Soetendorp’s lecture on 4 April, he referred to this a few times, about amplifying the whisper of truth.)
- That a true leader lets someone take a place in his/her/their dream, and that she/he/they really see you. The example Rabbi Soetendorp gave was a personal experience he had with Martin Luther King. I will not repeat it here, but refer to another great sentence MLK often used in his speeches: “I have decided to stay with love. Hate is too great a burden to bear.”



During our walk of silence in Doetinchem.

- That you can discover a talent in a person, even if you hardly know someone, and that this person sometimes does not realise that she/he/they had this talent. (Erwin van Lambaart could do this because of his great casting experience, and showed his skills by practising it with us).
- Good positive stories have the following elements: Room (space) / Rhythm / the Right direction (and I have added an extra "R", which is Rest).
- Working from your own motives means trusting your moral compass, needing guts to do this, being able to connect to have an effect & finding the right environment or form. And as An Verlinde told us, many organisations have become detached from the values from which they were created. One's own moral compass is therefore a precious commodity. She experienced this herself during her (20 years!) period at the Vatican.
- We heard a beautiful story about a parrot in a cage (you can find it in one of Kader Abdolah's books, "de reis van de lege flessen") and how the parrot found a creative way to get out of its cage. So who decides? You decide: you can break out of your cage, if you want to. Kader Abdolah taught us that it helps to have "a sentence", perhaps a kind of whisper, that you can even speak out loud. He only really got going here in the Netherlands when he realised that he could be / become a Dutch writer instead of the Persian writer he had always dreamed of. During our "walk in silence" almost all of us came back with such a sentence, our own whisper of truth.

What you seek is you

What you seek seeks you

- To learn from the Benedictine style is to serve as a leader. To realise that in order to set people in motion, you yourself must be in motion. That credible behaviour is a better term than example behaviour. Wil Derkse read to us from the



Benedictine Rule, especially chapters 2, 3 and 64 and we will receive his book:  
**"Benedictijnse stuurmanskunst – Leiding geven in dienst van de  
gemeenschap"**.

- Go for the dolphin (sensitive, social, intuitive, protective, flexible, creative), and not for the carp or the shark. This book was tipped by Erwin van Lambaart: **Strategy of the Dolphin, by Lynch / Kardis**.

The steady trickle erodes the stone.

Wilma van Wezenbeek

12 April 2022

[In balance with a strong mind \(EN\)](#)

SØREN KIERKEGAARD  
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SØREN KIERKEGAARD

**Changing jobs at the start of the pandemic is quite a challenge. Kickstarting within a vital unit that supported the continuation of the education for our students did not allow for much “getting-to-know-each-other” time. Caring for a large group of people I never once have been able to really meet face-to-face in a plenary meeting or whatsoever was a pity. After 18 months I found time for some reflection. In an Avicenna course.**

I spent three days in Leuven, Belgium, with a group of fourteen people, all focused on leadership. It was our first session: we will have two more sessions (of each three days) in the coming months. This leadership course is slightly different from other ones I have attended over the past years. It is not so much about learning and absorbing theory, but we were spending our time on really getting to know each other and our learning goals, and listening to inspirational teachers, with a lot of interaction. These teachers (we had five separate parts with changing themes) had, though with different approaches, actually all one story, and that came down to, in my own translation, being in balance with a strong mind.

Ring the bells that still can ring

Forget your perfect offering

There is a crack, a crack in everything

That's how the light gets in.

from Leonard Cohen's anthem

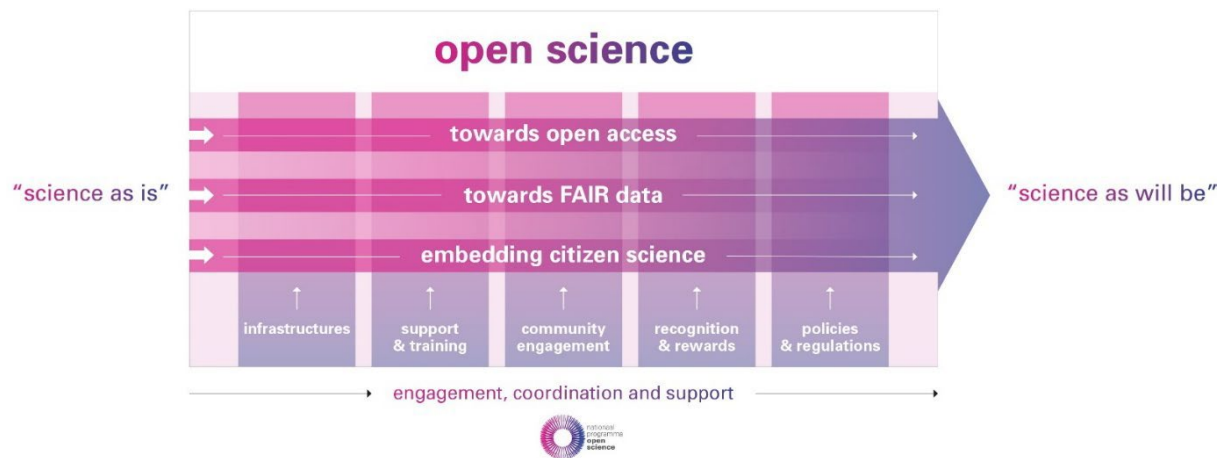
Whether it was, as friar Thomas put it, finding the right balance between action or contemplation, or, as Johan Verstraeten told us the following day, to be able to vary between or combine the two languages. Try to avoid the extremes, i.e., not just looking at facts & figures, but also knowing the context and telling the story. To avoid that you'd be in an active & eager "on" switch all the time, but also also being able to be silent and giving room to what happens, being attentive and alert to incorporate more perspectives than your own. We practiced wandering through the city of Leuven without our phone, watch or money. And were invited to walk around in a "playful" mood, trying to find the child in ourselves. The stories we exchanged afterwards were really wonderful, so much more material we realized that was just out there in the open, if you allow yourself doing this. I ended up at the International Office of KU Leuven, where I found the "boom van het groot verdriet" (the tree of the big sorrow), and a small garden with the following sign: "This garden was planted by the International Office as a tribute to the importance of diversity and silly ideas". I am pretty sure I would never have seen this without being given this exercise. It made me smile all day.

Another experience was guided by two professional actors from Improfiel, who made us being associative, expressing ourselves in different ways and having fun while doing it. There were other teachers, the one I like to conclude with was Ivo Brughmans. The "paradox" was the theme he put forward, i.e., the way an organisation always holds a paradox (e.g. the variation between top-down management and self-organisation), and the way you as an individual have a paradox in you. I know that I contain both a very optimistic, enthusiastic attitude and also an eagerness to do things skillfully, consistently and carefully. And those sides do not always go hand in hand. Here the balance comes around the corner again. Where as an organisation you should in a certain period turn around and grow into an opposite direction to avoid ending up in extremes (to continue with the first example, being too much top-down driven, or too self-organised). And as an individual, you also need to find the best of both worlds in you. In a physical "constellation" exercise I found, coached by one of the other participants, that I would like to bring more innovation in my (working) life again.

Of course all of the above requires a strong mind. Being flexible enough to use other perspectives, and leaving your own comfort zone from time to time, is something that we (I) could do more. I am really curious what the other sessions will bring.

Wilma van Wezenbeek  
17 February 2022

## Open Science: Make the connection! (EN)



### Response to the Open Consultation on the NPOS2030 Ambition Document

After being heavily involved (as main author) in the process of writing the first national plan Open Science 2017-2020, I (of course) wanted to see what the main areas of focus would be in the coming years, up to 2030. My reaction below is my own, so not (yet) shared with my VU colleagues of Student & Educational Affairs, the university library, IT, other services or the faculties.

Yes I was curious to read the **NPOS2030 Ambition Document** "Open Science 2030 in The Netherlands" (version 0.8). It took a few weeks after **the consultation** opened on 22 November before I had the time to sit down, read it and make some notes. (BTW the consultation is open until 22 December 2021.)

It may come handy to give context where my comments are coming from, i.e., to share three observations I developed or were strengthened in my current position as director of Student and Educational Affairs at the Vrije Universiteit Amsterdam.

Sense of belonging – our communities

The driver for change is more and more coming from communities. We should support the communities over and across the boundaries of our institutions.

**(What I wrote earlier about this.)**

Diversity, equity and inclusion

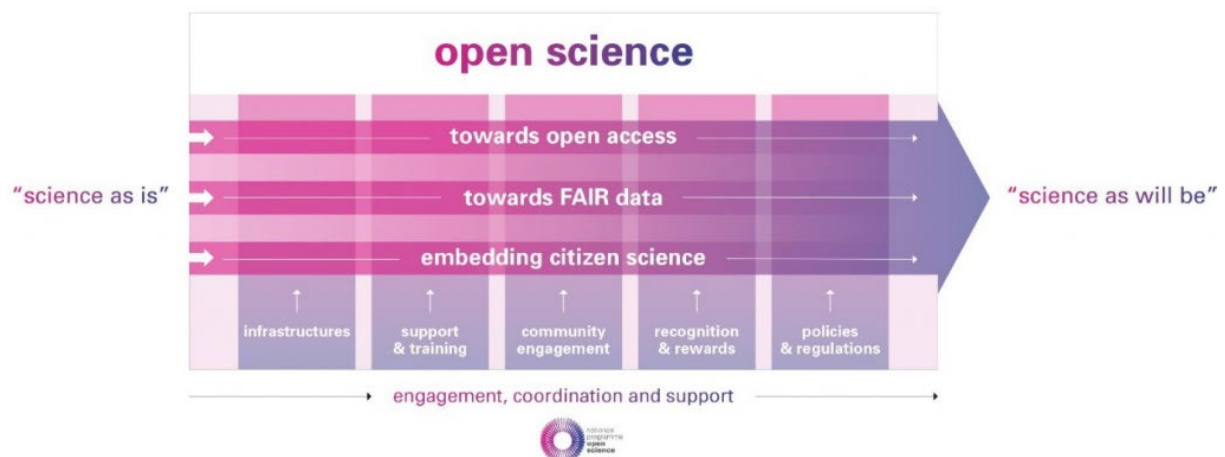
I attended one of the round tables organised by WAHED/Magna Carta about "Building back better – can we make access to higher education across the world more equitable after the pandemic", which was a stepping stone to their

annual **Education Day**. Here 2030 was also introduced as the horizon. And in the discussion we were challenged by adopting an “equity lens”, to avoid (only) looking at rankings, and I saw an impressive example from **Newcastle**, where they work with amongst others an inclusion centre, and are proud to be a **university of sanctuary**.

Integrated and focused support

How do we place our students, teachers, researchers, administrators and the public really central in our services and processes? And how can we create awareness that in our endeavours to make the world a better place we all are in this together and should overcome our differences and break down the pillars between the service units?

(What I wrote earlier about this, [here](#) and [here](#).)



From the NPOS2030 Ambition Document.

Open consultation

I am positive about the fact that there is a consultation. Perhaps the process could have been more open and transparent “by design”, but I know that this is not always feasible. I am also positive that there is reference being made to open education, research integrity, reproducibility, and recognition & rewarding, next to the three main programme lines of Open Access, FAIR Data and Citizen Science. I applaud the fact that we have the ambition to really work towards “a national consortium including all research performing and research funding organisations in national transformative deals to control the costs for read and publish and to increase visibility and impact of research in the Netherlands” and that a (sustainable national) network for citizen science will be formed. And I am curious what will result from the FAIR Data Table 2021 where an inventory and appropriate tuning of relevant FAIR-related initiatives research performing and research supporting organisations will be made. It is wise to work with Guiding

Principles, though we could try to see if can link them to the more generic public values (such as privacy, autonomy and transparency).

So what am I missing?

Reading the vision for 2030 (“what open science will bring in 2030”), I do miss the real contribution that open science (or the transition from science “that is” to science “that will be”) brings or will bring to society at large. If we look at other ambitions that the Netherlands or the EU have, then this transition is utmost crucial. To name just three:

- We will help realizing the ambition in life long learning by opening up our processes and all scholarly objects or output.

*In life long learning the higher education sector and the business community are working together to enforce the development of life long learning together for major social and economic issues. The Universities of The Netherlands recently launched their **online platform**, to make their existing online courses more visible to those who wish to continue learning at the university.*

- We will increase accessibility to education for all if we take the road to open education serious and make it an integral part of open science.

*From **the Report** released by the European University Association, also with a vision for 2030: “The nature and structure of universities will be hybrid. They will be open as physical and virtual spaces and will work to cultivate both of these when engaging with society. In the future, this will entail that physical and digital learning and research environments must be designed in a holistic way to accommodate the different needs of a diverse university community and allow for flexible blended approaches. The physical campus will continue to be crucial as a place for social interaction and dialogue: a place that will host encounters that challenge and inspire, but will also offer quiet spaces for focused learning and research. The virtual campus will make the university ubiquitous. It will be developed to improve access for all to participate in research and learning, enhance cooperation, and explore new, innovative ways of pursuing university missions.*

- If we enhance FAIR to other areas (software / education /innovation), we can take back ownership of our own intellectual property.

*“What applies to the future of democracy applies equally to the future of universities and of independent education and research as vital building blocks for the organisation of knowledge. We cannot simply leave the future of knowledge to the corporate boardrooms”, part of **the speech** delivered by Rector Magnificus Karen Maex of the University of Amsterdam on 8 January 2021 during the Dies Natalis. In*

*December 2021 Ingrid van Engelshoven, The Dutch Minister for Education, Culture and Science, suggested to the European Commission that a **platform** should be developed “that also safeguards the public values that we in Europe share”. She hopes to obtain wide support for this in Europe and consequently to limit the dependence on companies.*

And what could be added?

So are we, in this new NPOS, not too much thinking from our own focus and needs? Are we having the researchers, teachers, students, administrators and citizens in mind and what the transition will mean to them as diverse and national/international connected communities? And are we not too modest in what we may achieve in almost ten years' time?

As universities we really should make the connection between what we are doing with open science, with what this will bring, and how we can work in an efficient way with integrated research and education support services to make it work and happen. Reading **Gartner's Top 12 Strategic Tech Trends For 2022 And Beyond**, I think that the last two, about a distributed enterprise and the total experience (TX), are relevant to take into account. It is not only education that transforms into active and blended elements, but it is the entire university, where perhaps the ideas that we had at the TU Delft about open labs might come in place. Either through virtual experience, or via sharing physical “research cores” around the globe.

Finally for citizen science I wonder whether we tap into what the civic society needs, how we can make better use of the network of (public) libraries, and whether we involve them enough in the bridging function that they have, and the potential makerspace they could be. At the VU we are strong in involving the **community** and “**a broader mind**” in our curriculum (that was actually one of the reasons I changed universities last year). We realize that there is a mutual benefit or need for reciprocity in this endeavour. We need each other to develop and grow.

I am looking forward to work again on this topic within the VU and with other partners!

Wilma van Wezenbeek  
9 december 2021

Two references that I read (though one is in Dutch):

- **Digital Education Action Plan 2021-2027**, resetting education and training for the digital age, Europese Commissie, 30 september 2020

- **Agenda OCW: Opgaven voor 2021-2025**, Overzicht van de prioriteiten van het ministerie van Onderwijs, Cultuur en Wetenschap (OCW) voor de jaren 2021-2025, OCW, 24 juli 2020

And three recent posts (though two are in Dutch):

- **<https://www.scienceguide.nl/2021/11/maker-movement-bevrijdt-wetenschapper-van-bureaucratisch-rompslomp/>**
- **<https://ibestuur.nl/podium/open-source-als-strategisch-instrument>**
- **<https://sr.ithaka.org/publications/what-is-a-research-core/>**



Show our case, librarians! (EN)



*After the recordings for the OCLC Contact Day, Jeanine Deckers and Wilma van Wezenbeek agreed to write a blog together ... so here it is!*

It was fun to do, and we were also eager to know what the outcome of our conversation (**in Dutch**) with Sander Schimmelpenninck would be. When we first met, he wanted us to avoid "shooting off too much powder" because then we would perhaps have not enough to talk about during our conversation/interview. So it was a fairly spontaneous conversation, in which, afterwards, you realize that certain things were not discussed, or not properly highlighted. That's part of the game, of course.



Wilma (left) and Jeanine (right) with Sander Schimmelpenninck (middle) after the recordings.

For me, Wilma, getting to know Jeanine was a nice bonus from the interview. A librarian who, like me (although I always called myself a director), likes to show a bit of guts, and do things or make them happen (and not talk about it too much). What great examples Jeanine gave about her library, and the importance of the sector. Especially now that we have recovered a bit from the periods of lockdown, we notice how important it is to meet each other, and the library is an inspiring place to do so.

When I was preparing our talk, I was thinking mainly about what I learned from the COVID-19 period during my directorship of Student and Educational Affairs at the VU Amsterdam, and what might be relevant to (university) libraries. In education, we have accelerated the discussion about where online education can add value, how we can design our education flexibly (modular, for different target groups), and how open we want to be or can be. Terms such as life-long development, activating blended education and, certainly at the VU, community service learning and the mixed classroom concept are firmly on the agenda. One of the thoughts I have about this is that if you take lifelong development as your starting point, you actually regard everyone as a student, and not just the period that you spend (on average) between the ages of 18 and 24 as a bachelor's

and/or master's student at a higher education institution. There will be (more, they already are existing) shorter modules that you can register for in a working life, you can choose to take courses at different institutions, and in doing so, national borders are also crossed. The public and university libraries can collectively support the communities of all these learners, teaching them general (digital) skills and providing a place to inspire each other, because the campus will be less linked to the study.

For me (Jeanine), meeting Wilma was very surprising because you suddenly come into direct contact with someone from a completely different part of the broad spectrum that is called library work. And sitting down and sharing stories with someone is very different from seeing tweets from people who work in academic libraries. The mere fact that Wilma sent me the impetus for this blog via Sharepoint is an example of this. Because I do not know many public libraries that work with this, at least for me it is the first time.

Wilma had brought along a number of objects for this conversation / interview, which she used to tell her story around the themes OCLC had established for the contact day. I was a bit jealous of her good preparation, because I was afraid I would have to work with images of fines, strict headmasters and other personal associations from the past. Fortunately, it was a very open discussion in which Sander was curious and listened carefully and in which, among other things, we looked back on the past period of modified services. Although at first glance these periods were very different in the academic world from those in public libraries, on closer inspection there appeared to be many similarities. We both had to close our premises, but the services of university libraries are already largely digital, so that 'only' requires a different way of organising things. The public library exists by the grace of direct contact (with books and staff) so for us it was much more of a quest. This resulted not only in things like the takeaway library, but also in new forms of digital services to, for example, schools and day-care centres.

One of the pillars of the theme of the contact day is *Strengthen*. We think that the other pillars are inextricably linked to this. By sharing our knowledge and that of others, we can create connections. And if we do that in an innovative way, we strengthen our position. Sander asked whether we shouldn't stand up for ourselves more, whether we don't put ourselves too much in the background. Of course, this is not an appeal to us Jeanine and Wilma, but to all of us. *Show our case!*

Jeanine Deckers / Wilma van Wezenbeek  
5 October 2021

## School's out, and I go to a library (EN)



1991-2021 – realizing I will approach my thirty years of working experience, I here reflect on how I worked back then, and why I today should choose to go for a physical book as summer reading.

Walking home the other day I just realized that it will be 30 years this September that I started my working life (not counting my student or summer jobs). Thirty years! And possibly another 13 years to go from here. Thirteen years!

Where does this observation take me? First I thought it would be nice (as a sort of summer “school’s out” reflection) to benchmark the different work situation / environment that existed then and is common now. In my first job, as Desk Editor for Elsevier Science, I commuted to Amsterdam (Sloterdijk), and I am back doing the same thing, but now working as Director Student and Educational Affairs, at the VU (Amsterdam Zuid).

As a Desk Editor I used my “materials science and engineering” knowledge to edit papers for journals such as “Mechanics of Materials”, or “the Journal of Material Processing Technology”. I got a crash course on English Editing, and I learned to unencode the files we received via email, though the majority of the papers were still sent to us on paper, and a lot of the mathematical formulas were handwritten (and therefore I needed to understand whether the symbol was a  $\sigma$  or an  $\epsilon$ , and had to use my materials science knowledge). All my correspondence was in English (I worked with native English speakers for over 12 years in my working life), and in my righthand I had a blue and red pencil, bound together with tape, to correct the manuscripts, in a common mark-up language.

I learned to work with LaTeX, and I remember one of my big achievements was compiling one big file, that comprised the full special issue of the first international conference of the World Wide Web, and I was the “guinea pig” for using the ftp server at Elsevier. Some years later I still used, privately, LaTeX, because I wanted to keep this skill. (I think it was a **special issue** of Computer Networks and ISDN Systems, crazy enough these papers are still not published in open access.)

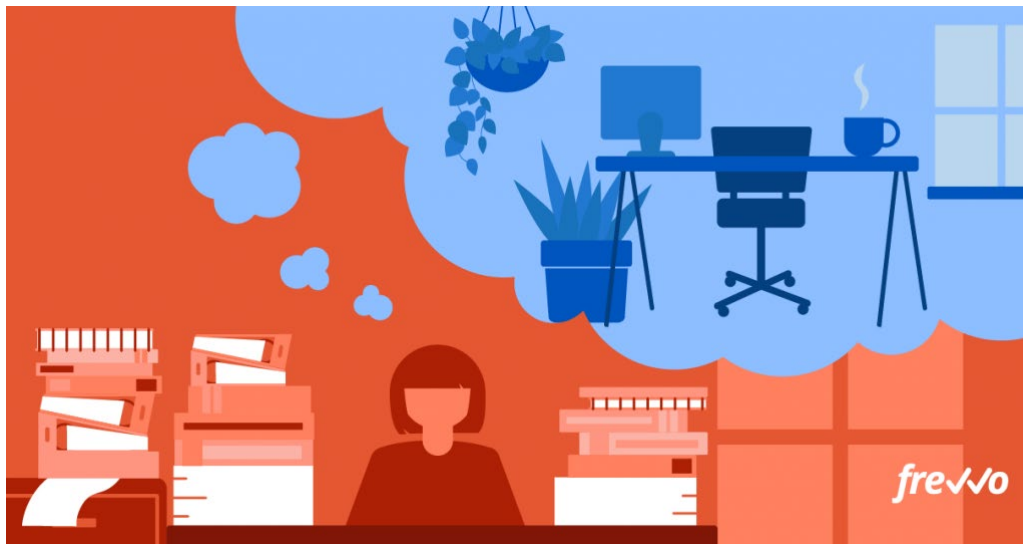
We worked with paper files and had a system to know where the papers were in the production process by changing the location of the tab of the files in the filing shelf. We had fixed places in open office spaces, and though we started to work with email and fax machines, our correspondence was mainly put down in formal letters that we sent out by post. There was a secretary that assisted our pool of Desk Editors (I worked in the department of Mathematics & Computer Science).

In the three years I worked there, I was part of a big change, the move from paper to digital set foot, to never leave. It was pioneering (what I really like), testing, experimenting, learning ... with big consequences. The main reason for me to leave Elsevier then was that the Desk Editors evolved in being issue managers; the copy editing was fully outsourced (in India). That was not my cup of tea!

At that time from 1991-1994 I did not travel (apart from daily commuting Delft-Amsterdam and vice versa) that much “for business”, but that changed when I returned to Elsevier (1997-2000) and traveled as Publishing Editor “around the world”. Without a mobile phone, with a special “card” to be able to work remotely, with a print itinerary with addresses and maps, ...

and I was able to get everywhere on time .

So back to today. Where we are discussing how we want to work in our offices, or at different places (mainly at home, what we were forced to do during the lockdown period due to COVID-19). We chat via MicroSoft Teams (Microsoft Office 365 was introduced in our service unit last April), still have to find the benefits of Sharepoint, share our documents only marginally via OneDrive, and send and receive mainly emails to communicate. Our meetings are online, first via Zoom, but now also via MicroSoft Teams, and we all can see the advantages and disadvantages of meeting online. My desktop from 30 years ago is converted into a laptop. I do not use paper anymore. My communication has moved from post / fax to chat, WhatsApp and email, all possible to execute both on my laptop as well as on my mobile phone.



Never thought in 1991 about my current paperless world, so I cannot predict how my work will look like in future. Picture taken from frevvo [website](#).

Comparing now and then is not so straightforward because I also changed in role and function, and have less “hands-on” work to do now, but am more involved in meetings, steering groups, crisis teams, etc. So really benchmarking the two situations is not possible.

What I do wonder: Are we again at the start or in the midst of a big change, as I was part of 30 years ago? Will we truly start to use and appreciate the benefits of the digital age (and realize and mitigate its dangers)? And what does that mean? Reflecting again I realize that we now often use the same tools, gadgets, devices for work as for pleasure/entertainment; connecting/casting to Netflix or Disney Plus, or what have you, from your mobile phone to a larger screen; also during the lockdown when I watched an IFFR movie or a play from ITA (International Theatre Amsterdam) remotely together with a friend.

I've always been a strong advocate for integration (that's why I never bought an e-reader, next to having a mobile phone and a laptop or tablet), but I wonder whether the fact that we can work nearly everywhere at any time, actually calls for a segregation of devices, gadgets and tools, so that the split is not in the environment (home / work) or in time (office hours / evening or weekend for an office job), but can be found in the tools, devices or gadgets you use. Strange conclusion that needs to sink in a bit, but actually only pushing for moments that you privately and actively choose to be "offline", to go about without tablet, laptop and perhaps even mobile phone.



And what a place to go to for your books! Picture taken from [website](#) public library Delft: DOK Delft.

This summer you will find me back again in the public library, browsing the shelves for books to take with me, and I will choose (for the time being I guess, things might change) not to download books on my Kindle app or "bibliotheek online" app (the latter I only recently installed on my mini-iPad). Thirteen years to go, and hopefully more, to learn, adapt and change my off- and online behaviour!

Wilma van Wezenbeek  
20 July 2021



## “We are in this together” (EN)

Interestingly during my late Wednesday afternoon scrolling I bumped into a recorded livestream about “recognition & rewarding education” at the University of Twente, as part of the faculty of Science & Technology’s month of education. This browsing was inspired by my wondering about whether it would help if we would use the term “team education” alongside the “team science” discussion that is part of the recognition & reward programme (see the [position paper](#) “Room for everyone’s talent”), or whether education is seen as a part of this team science?



*Image taken from the Dutch Recognition & Rewards programme [website](#).*

Team science, just to explain, is e.g. referred to in this [open working blog](#) of my former colleagues at TU Delft Library. The blog provides a summary of the symposium that was held December 2020 about the “Transition to Team Science and Rewards”, organized by the Young [Science in Transition](#). They state that there does not seem to be a common definition, but “key elements of Team Science are collaboration between disciplines and/or domains, and diversity within and between teams (for example: background, expertise, position, gender, and age).”

[NWO](#) introduced a [Team Science Prize](#), in 2020. Here it says: “the added value of team science lies in the mutually reinforcing effects of diversity and complementarity of (technical) skills and expertise of individual team members. Good team science promotes the development of talent within the group, whereby leading researchers in the team attract talented new young PIs who can develop quickly and go on to attract even more new talent.”

So if I understand it correctly when we talk about recognition & rewarding in the academic world, and the change that is needed to acknowledge a diversity of people and activities in performance output, we do take into account a broad perspective, so education, research, leadership, and impact (and patient care for

medical centres) are relevant. But if we talk about team science, we actually focus on research.

Fast forwarding through the recordings there were a few nice insights that I would like to share.

Should we have a PT (principal teacher) next to a PI (principal investigator)?

1. Mirjam Bult, Vice-President at University of Twente, mentions that peer assessment drives quality. For education as well as for research peers are available in your community (and not necessarily in your university). "Take a reflective perspective, compare yourself with educators in your field". The current teaching framework that is being developed (of course based on **Ruth Graham's**) drives a teacher's career path towards becoming an institutional leader or a national and global leader. However, this should always be in the context of your field, it should not be educational experts (only) who evaluate your performance, you need the disciplinary comparison.
2. Would having a dual head of department (research and education) be a solution, or, as Stefan Kooij (the faculty's program director for applied sciences) suggested, should we have a PT (principal teacher) next to a PI (principal investigator)? And that, I suddenly realized, would actually answer my aforementioned question, i.e., to indeed also stimulate having a team education with a PT as we would have a team science with PI's.
3. How wonderful that this faculty organized a **month of education**! And yes, perhaps we now might understand why our current rector at the Vrije Universiteit Amsterdam, Vinod Subramaniam, will move to this university as its **President**!

Finally another thought to bring up. This team science and team education (and perhaps also team impact?) should or could very nicely connect our academic staff with our supporting staff, and at the same time connect our faculty staff with our central support staff. So that we can also start to work on recognition and acknowledgement of our support staff (and students as a matter of fact). Not really with the idea to change our organisational structure, but to create awareness that in our endeavours to make the world a better place we – researchers, teachers, administrators, students and support staff – are in this together. And I just realize that I am quoting Vinod Subramaniam's famous

words, so I should be right !

Wilma van Wezenbeek

16 June 2021



## Linking Open Education to Open Science (EN)

**After seven months being responsible for student & educational affairs within a university (compared to having spent 14 years working in a university library, at another university), I know a lot, and I still know nothing.**

I know what it is to run a service unit (realizing always that a service unit within a university has different roles, it has knowledge and experience on relevant topics, so it provides advice, may facilitate a policy framework, as well as that it is running and offering the products and services it is responsible for). Irrelevant of what sort of unit you are, you need to know the needs and behavior of your users, you need to make sure that everybody working in the service unit knows what their responsibility is, and the best environment to accomplish that is an open and transparent working environment. This is a universal “truth” and is not so much different per university or per service unit.



MIT Celebrates 20 years OpenCourseWare – interesting to read **the milestones**

New for me are all the rules & regulations related to education we need to adhere to, even more so in this COVID-19 period, or our faculties, teachers and students need to adhere to, as result of what we agree upon in our university, with the **vsnu** (association of universities in the Netherlands) or with government. Things tumble over one another – whether it is about (students') application, enrollment, or tuition. Or topics / questions such as how we can welcome our students back again on campus in September 2021, what to do about our (digital / online) exams, whether we want to start new disciplines to teach in, or have to install a student stop for some. Our staff at SOZ (student and educational affairs) and in the faculties within our university is very knowledgeable about these topics, and I am learning every day.

And of course I was and am curious about how the VU, this university, is dealing with open science, and as part of that open education (surely in my new position

especially this topic is of interest to me, not as Library director anymore, but in a similar position at a different unit supporting education). At the VU there is a **research data services** program, a working group on **recognition and rewarding**, and much attention for **community service learning** (I consistently try to link this to citizen science). And I notice that we are standing in the doorway of open education (see e.g. **this website** about copyright in education hosted by the Library). So that is a topic I think we should all know and learn more about.

According to the **Digital Education Action Plan** update (30 September 2020), the European Commission is going to start promoting, amongst others, the *development of a high-quality digital educational ecosystem*. And our own Ministry of Education, Culture and Science recently published their approach in **Agenda 2021-2025**. This identifies three ambitions for the Netherlands: *equal opportunity for everyone*, *aim at quality* (with and for essential regions) and *creativity, science and innovation* (preparation for the future).

We know that an essential part of open science is the ambition to open up our research and research process. Why? Because this will help our economy (stimulate innovation), will add to transparency and research integrity, gives value to our society (surely a prerequisite if the research is financed by public money) and prevents double research and stimulates reproducibility if and where possible. In the discussions on open science we talk about open access (of scientific publications), and FAIR research data / software. If we manage our research data well, we have a basis to make them findable, accessible, interoperable and reusable. It does not mean that we put all our own efforts and results “just” out there in the open, but that we have the choice to do so, and can control what can or must be shared. As open as possible, as closed as necessary. We want to define the principles that are at stake when we let third parties use our scientific content, so that we do not need to “buy them back”, but only pay for additional services on top of these if we would opt for that.

In my opinion the same approach can be used for education. We need to manage our educational resources, we need to make sure that they are findable, accessible, interoperable and reusable. If we accommodate this within our university, we have the choice to open our resources, and perhaps even our education. We should offer the university educational resources services, in analogy with research data services, so that we add transparency, work on the development of a high-quality digital educational ecosystem, and create equal opportunities for everyone. And we should think about (the same or related) principles that are at stake when we hand over our educational material to third parties.

I know there are steps already taken in that direction, as said I notice that we are standing in the doorway. There are publications on how to make your training materials FAIR (e.g. **this one** published in PLoS Computational Biology), within the **Acceleration Plan** (for Educational Resources with ICT) there is a **recent vision document** “towards digital (open) educational resources”. And in the Open Education Week 2021 a **theme edition** was published by SURF about the reuse of open educational resources. In the preface of this edition I read the same idea: “We see more and more synergy developing between the open science, open access and open education movements. After all, the aim of all three is to maximise access to knowledge by minimising the barriers. Although there are differences between the three movements, there is also sufficient overlap to be able to initiate joint activities and to learn from each other. This will eventually lead to greater access to educational resources, to improve and enrich education and to make it more flexible and more inclusive.”

But I also hear the same undertow I heard several years ago when we at TU Delft, with the former rector magnificus Karel Luyben, had open dialogues with our university staff about open access and open science. Concerns about what it means to open up your own educational resources / scientific publications, to (re)use those of others, and whether this will help us to be in a stronger position in relation to commercial vendors. Together with the university library at the VU we should start and embrace similar discussions, and move forward.

Link open education to open science, to open up the university as knowledge hub.

Wilma van Wezenbeek

9 April 2021

## Connected learning (EN)

**After my first 100 days as director SOZ (SEA, Student & Education Affairs) at the Vrije Universiteit, it is time for some reflections. A good opportunity to look back at my “final thoughts” document I made after the MOOC Leaders of Learning (HarvardX), that I followed from April-June 2020. And then to see what I recognize (or not) after walking around (well, of course not literally) at the VU campus.**

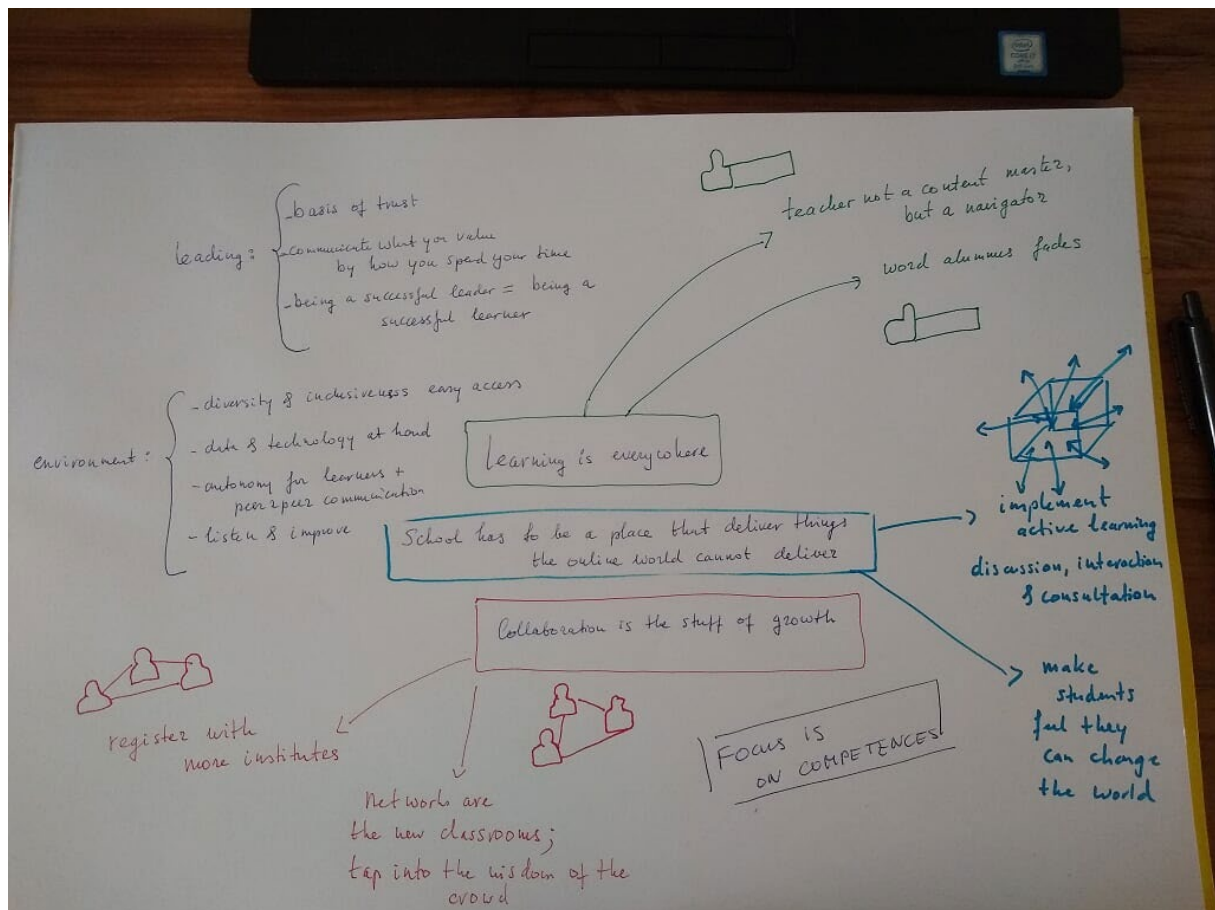
## **Connected learning**

Let me first start with the conclusions I drew end of June (please note the references at the end of this blog), in relation to the principles to guide learning and what this means for the learning environment.

In the heart of the mindmap that I used to summarize the MOOC I had put three important principles that should guide learning, i.e.:

### **Three principles to guide learning**

- *Learning is everywhere* – A teacher is not a content master anymore, but more a navigator.
- *School/university has to be a place that delivers things that the online world cannot deliver* – Find how to give meaning of present life; how to implement active learning, and ignite creativity & imagination, where there is discussion, interaction and consultation. You do not engage students in giving them problems you already know the answer for, you engage them if they feel they can change the world by solving them.
- *Collaboration is the stuff of growth* – Networks are the new classroom; tap into the wisdom of the crowd.



## *"Collaboration is the stuff of growth"*

### **What does this mean for the learning environment?**

Based on the principles of the learning theory I learned that the university needs to:

- Offer easy access to both their physical and digital spaces.
- Provide learners with autonomy to determine their level of commitment to and engagement with the learning, and allow learners to have the autonomy to create unofficial spaces for learner-to-learner communication, outside the formally designed learning spaces.
- Offer spaces, tools, or apps that may facilitate learning, but leave it to the learner or its community where its learning should happen.
- Listen to the learner to improve the learning organization, and make sure that physical and digital designs facilitate active learning.

Also, I learned that it is important to design the digital and physical environment together with the students and teachers. And to use design thinking processes: empathize, define, ideate, prototype and test.

Furthermore, above all stands out the importance of diversity and inclusiveness, and how the university as a learning organization should blend more with collaborative and distributed elements.

It should be more about the “competences” a student needs to gain (not so much the knowledge), and that the organization (the institute) should open up, and define its role in a networked environment, not in isolation, and should open up to the collective, and the distributed approach wherever possible.

### **Where does this fit in?**

I cannot yet encompass all the education activity that takes place with the VU faculties (I spent a lot of my time meeting our own staff, and attending the online “set” meetings in which I participate as director), but as I see it, also due to what we had to face and “live” during this COVID-19 crisis, the direction we are taking is in line with what I depicted above.

We talk about flexibility, microcredentials, a new higher education ecosystem that can accommodate this, the fact that the word alumnus fades, and the importance of the network the student chooses.

And to stimulate active learning our faculties, supported by our Network of Teaching & Learning, will gradually make the digital transformation education needs. A role for the learning designer is recognized, who is at the heart of education and who, together with a team, student, and instructor, looks at the changes that are possible in education, and open educational resources will be interesting and relevant in this change. This designer helps in creating a place for active learning, and connects or taps into the network.

Making use of data and technology, the student and teacher can do with less stress if we provide them with the right knowledge on progress and tips for improvement. The VU Analytics team for study data is currently working to achieve this.

The elements of competences (the VU puts this under the umbrella of a broader mind), of engagement with the society via community service learning and the mixed classroom are spot on. The same coherence can be found in the core values we describe in our **Strategy towards 2025** (Responsible, Open and Personal); and our priority areas (Sustainable, Enterprising and Diverse).

### **Moving on**

For me there is so much to learn, and to see how I can connect my own learning to the experience I bring from the open science approach I cocreated at the TU

Delft, and the integrated research and education support ideas I still have. So moving forward to the new year with lots of trust and enthusiasm. Bring it on!

***References (all taken from MOOC HarvardX, Leaders of Learning, 2020)***

*John Dewey, Self-Realization as the Moral Ideal (1893).*

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Wilma van Wezenbeek

23 December 2020



## Being a community university (EN)

**The new Director of Student and Educational Affairs, ir. Wilma van Wezenbeek, shares some thoughts about the direction in which the Vrije Universiteit Amsterdam should be headed: could we be a Community University instead of a Campus University!**



## Being a community university

A special day to write some reflections. Firstly because I had a really nice chat with Gerhard van de Bunt and Silvester Draaijer from VU **NT&L**. Secondly because I listened to and watched the 10<sup>th</sup> anniversary celebration of 4TU.researchdata. And thirdly because we were confronted with another set of COVID-19 measures, that made me think of our future university.

Is it really only just a few weeks ago that I started my VU path as director Student & Education Affairs? When I heard **Sarah Jones** speaking today at the **4TU.researchdata webinar**, I realized that my period as TU Delft Library Director felt as being something from a longer past than it actually is. However, the “do’s” for open science she presented still resonate with me. These are: 1. Be close to research communities to understand practices & needs 2. Incentivise culture change you want to see 3. Recognise, reward open practices 4. Professionalise data roles 5. Allow for innovation & failure.

And (as always) I see opportunities to adopt these “do’s” in my new position, with some changes in the vocabulary, now that education is the focus instead of research. What also is interesting is the role Sarah plays at GEANT, namely EOSC engagement manager.

At the VU we have “the Art of Engagement”, and last week I suggested that we perhaps should have an engagement officer (instead of the community officers or managers that now pop up everywhere).

It is difficult to manage a community, but you can have a person that helps the community to engage in relevant activities, and connect with other communities. It is something that I would like to encourage being as some of you might know an “open unless” advocate, i.e., to share knowledge and to find common interest, to engage and grow as an individual or community.

With Gerhard and Silvester I discussed this future “perhaps more online than we hope for” university. Knowing that our education processes and procedures were disrupted in March this year, and realizing that we might never go really back to how things were. What are the consequences the coming years when our (future, and also international) students are accustomed to getting most of the “push” knowledge transfer via online channels? Will we be able to follow their demand? Of course our logical reaction is that a university or institute is still needed to give structure to the learning paths and assure that quality is not at stake. I will need to learn much more about our “Versnellingsplan” obviously. But, interestingly, the VU also desires to be a campus university, where students & staff meet & get inspired, next to their (active) learning classes, research and supporting tasks.

My thought or question perhaps is whether we could transform this idea of a campus university to being a community university?

Where the places where the community meets can be the campus in Amsterdam Zuid, but it might as well be in a different place. The university is a combination of all sorts of communities, being disciplinary, interdisciplinary, research- or education-focused, from small to large, and nourishing, engaging and supporting

all these inclusive communities that is what we should do, wherever they are. Without giving up quality and adding the right & relevant expertise of course.

For this we: 1. Need to be close to our communities to understand their practices (and indeed this cannot always be physically close). 2. Incentivise culture change we want to see (talking about responsible, open and personal). 3. Recognise, reward open practices (so that we all grow) 4. Professionalise engagement roles (nourish and support) 5. Allow for innovation & failure (and be life-long learners by doing this).

I am open to comments & eager to learn from you all.

Wilma van Wezenbeek

29 September 2020

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P.S. See a previous **blog** I posted about “caring for your community”.