

Program booklet

2026

**The National
Interdisciplinary
Education Conference**

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Beyond the facade of interdisciplinary PhD programmes

- Pelle Boers

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Projectification and the Challenge of Change in Interdisciplinary Curricula

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- PD Dr. habil. Thorsten Philipp

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- Simon Gusman & Anastasia Hacopian

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- Linda de Greef

The valuation of disciplines and predisciplinary grounds. Reflections on designing an interdisciplinary programme in modern languages

- Jan Rock

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- Leonor Gaitán-Aguilar

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- Ádám Tóth

Co-Creating interdisciplinary Learning: Student Projects through strategic Partnerships in Africa

- Yob Haverkamp

Evaluating conditions for impact in neighborhood-centered educational programs

- Vincent Hazelhoff

Stimulating co-learning in transdisciplinary education

- Wietske Kuijer-Siebelink

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NIE 2026 - Disciplinarity and Interdisciplinarity in Higher Education: Challenges, Practices and Institutional aspects

Key information conference

The relationship between disciplinarity and interdisciplinarity in teaching and learning is complex and often marked by tension. Disciplines continue to shape curricula, learning outcomes, assessment practices, organizational structures, and academic identities, while interdisciplinary and interprofessional approaches are increasingly promoted as essential for addressing complex problems, fostering transferable skills, and preparing students for uncertain futures. This conference seeks to explore how disciplinarity and interdisciplinarity intersect, conflict, complement, and co-evolve within the context of higher education teaching and learning.

Plenary keynote

prof. dr. Iris van der Tuin (Utrecht University) – Disciplined Interdisciplinarity: The Do’s and Don’ts of Concept-Driven Interdisciplinarity as an Institutional Strategy”

When?

29 October 2026, 10.00-16.30

Where?

Elinor Ostrom building, Radboud University, Nijmegen (The Netherlands)

For the location of the plenary and individual sessions, see the [Broad schedule](#) or [Detailed schedule](#).

For who is this conference?

- Students
- Teachers/ lecturers at higher education institutions
- Early career researchers (including PhD candidates and junior researchers)
- Senior career researchers and academics
- Policy makers and administrators
- Educational innovators

Language
English

Types of presentations:

- Oral Presentations (10 minutes + 5 minutes Q&A) -
- Workshops (1 hour) -
- Posters -

Organizing committee

Dr. Luca Consoli (Radboud University)
Dr. Annemarie Horn (Utrecht University)
Jochem Zijderwijk (Radboud University)
Drs. Lucy Wenting (University of Amsterdam)
Drs. Linda de Greef (University of Amsterdam)

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*For the location of the building on campus and planning your journey to the location, visit: <https://www.ru.nl/en/about-us/the-campus/buildings-and-spaces/elinor-ostrom-building>

Focal areas

In our call for submissions, we asked for contributions in three focal areas.

Pedagogical interventions

We welcome contributions that examine concrete teaching and learning practices that bridge disciplinary boundaries. Possible topics include interdisciplinary course design, curriculum innovation, team-teaching, problem- or project-based learning, assessment strategies, and students’ experiences of navigating disciplinary and interdisciplinary learning environments. Reflections on how disciplinary and interdisciplinary approaches are related or combined are particularly invited.

Theoretical insights

Papers may offer conceptual, empirical, philosophical, or historical perspectives on disciplinarity and interdisciplinarity as pedagogical frameworks. Topics might include theories of learning across disciplines, epistemological assumptions embedded in (inter-)disciplinary curricula, or (critical) reflections on interdisciplinarity as an educational ideal.

Institutional dynamics and agency

Submissions may address how institutional structures shape pedagogical possibilities and play a decisive role in enabling or constraining interdisciplinary teaching. Relevant issues include networks of learning, program organization, accreditation requirements, quality assurance, workload models, professional development, top-down and bottom-up support and the alignment (or misalignment) between institutional policies and interdisciplinary teaching ambitions.

The conference welcomes contributions from educators, educational developers, and scholars across disciplines and career stages. Our aim is to generate critical dialogue and actionable insights on how disciplinarity and interdisciplinarity can be productively balanced and combined to enhance educational practices in higher education.

About the NIE

A Brief History

A new approach to education is needed to fully integrate the knowledge and skills from various disciplines and to obtain a more comprehensive understanding of the complex problems our societies are facing, while being themselves in transition. Interdisciplinary education aims to address this demand and is being developed at universities worldwide for more than half a century. The NIE is a consortium of Dutch Universities that are developing exciting interdisciplinary education at all levels, be it courses, capstones or entire degree programmes. We share experiences in developing interdisciplinary education and explore ways to stimulate research-education interlinkages, resulting in theoretically and experience driven interdisciplinary innovation.

Why the NIE Conferences?

Although we see many innovative initiatives throughout the Netherlands and Belgium, interdisciplinary education has yet to become part of the mainstream in higher education. In order to fully integrate knowledge from various disciplines and obtain a more complete understanding of our complex society in transition, we need a new, interdisciplinary approach to education.

Being one of the first of its kind worldwide, the Institute for Interdisciplinary Studies (IIS) has been offering interdisciplinary bachelor's and master's education at the University of Amsterdam since 1996. While preparing the 2019 Association for Interdisciplinary Studies conference in Amsterdam, the IIS started to build an active interdisciplinary education network in the Netherlands in 2016 – and the rest of the world – to combine forces to cope with the challenges that interdisciplinary education brings, and to define the standards of interdisciplinary education together. This resulted, among other things, in organizing an interdisciplinary conference for all academic universities and universities for applied sciences –HBO– in the Netherlands and Belgium.

The first National Interdisciplinary Education Conference (NIEC) took place in February 2017. In 2018, I4TU.CEE followed hosted by Eindhoven University. The third edition was hosted by Utrecht University in 2019. Maastricht University hosted the fourth NIE conference in June 2022. During the period of lockdowns in 2020 and 2021, five online events took place, focusing on various topics, such as Arts-Science collaborations, project-based teaching and learning and actionability. The 2023 NIE took place at Wageningen University and Research, while the International Transdisciplinarity Conference (ITD) hosted the 2024 NIE event.

NIE Events

The conferences are organised by and for higher education and research staff, who are interested in interdisciplinary learning and teaching activities, and pedagogical theory and practice.

They provide room for discussion, exploration and sharing of best practices related to interdisciplinary learning, teaching activities and research-teaching interlinkages. In addition, the events contribute to the development of a professional interdisciplinary community in the Netherlands. Please see Past Conferences on our website for more information.

NIE Steering Committee

For feedback, interest or hosting a future conference: onderwijslab-iis@uva.nl.

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Contact Us

To keep in touch on LinkedIn, please become a member of the 'Interdisciplinary Education group'.

BROAD SCHEDULE

10:00
11:00

Plenary

Theaterzaal C -
N EOS 01.260

11:10
12:15

Session A1 - Pedagogical interventions 1
Session B1 - Institutional dynamics 1
Session C1 - Theoretical perspectives 1
Workshop D1: From Conflict to Connection
Workshop E1: Smart notes for interdisciplinary learning

EOS N 00.260 - Room A
EOS N 00.270 - Room B
EOS N 01.750 - Room C
EOS N 01.770 - Room D
EOS N 01.180 - Room E

12:30
13:30

Lunch in 'de Refter'

13:40
14:45

Sessie A2 - Pedagogical interventions 2
Sessie B2 - Institutional dynamics 2
Sessie C2 - Theoretical perspective 2
Workshop D2: Dialoguing towards transdisciplinary higher education

EOS N 00.260 - Room A
EOS N 00.270 - Room B
EOS N 01.750 - Room C
EOS N 01.770 - Room D

15:00
16:00

Sessie A3 - Pedagogical interventions 3
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EOS N 00.260 - Room A
EOS N 00.270 - Room B
EOS N 01.750 - Room C
EOS N 01.770 - Room D

16:00
16:30

Closing plenary

Theaterzaal C -
N EOS 01.260

16:30
-

Drinks in The Yard

DETAILED SCHEDULE

Locatie	10:00 - 11:00	11:10 - 12:15	12:30 - 13:30	13:40 - 14:45	15:00 - 16:00	16:00 - 16:30	16:00 - 16:30
EOS N 00.260 - Room A	Plenary in Theater zaal C	Session A1 – Learning from experience Navigating Complexity: Supporting Multicultural, Interdisciplinary Student Teams in Engineering Project-Based Learning - <i>Ton Ammerlaan</i> From the Integrationist Ideal to the T-Shaped Reality: Twenty Years of Interdisciplinary Education in Cognitive Science - <i>Peter Hochenauer</i> Disciplined tactics from philosophy to foster interdisciplinarity - <i>Annemarie van Stee</i> Modular synthesis of AI-mediated interdisciplinary learning experience - <i>Dianthe van Erp</i>	Lunch in “de Refter”	Session A2 – Learning from students Motivations and experiences of student teams with interdisciplinary collaboration - <i>Margot Ploumen</i> Creativity in Interdisciplinary Learning - <i>Febe de Vos</i> Tackling Research Challenges in the Interdisciplinary Minor: Managing Projects for Sustainable Development - <i>Stefanna Baneva</i> Transdisciplinary Doctoral Stories: Navigating Traditional and Non-Traditional Relational, Epistemological, and Organizational Approaches - <i>Monica A. van Winkel</i>	Session A3 – Designing ID education TLC-Tool Interdisciplinair Onderwijs - <i>Marit Rensink</i> Arts education in car(e)ing contexts - <i>Niek van Benthum</i> Experiential learning to enhance student’s Self Regulated System Learning - <i>Tjerk Jan Schuitmaker-Warnaar</i>	Closing Plenary in Theater zaal C	Drinks! in the yard
EOS N 00.270 - Room B	Plenary in Theater zaal C	Session B1 – Case studies Co-Research by Students, for Students: Fostering Agency, Voice, and Mattering Across Boundaries - <i>Jessica Nooij</i> Learning Across Organizational Boundaries: Insights from the GET IT Right Program - <i>Goof Claessen</i> Beyond the facade of interdisciplinary PhD programmes - <i>Pelle Boers</i>	Lunch in “de Refter”	Session B2 – Analyzing tensions/critical perspectives Projectification and the Challenge of Change in Interdisciplinary Curricula - <i>Coco Kanters</i> Campus Culture as an Inter- and Transdisciplinary Space: Fostering Creativity, Performance, and Well-being in Higher Education - <i>PD Dr. habil. Thorsten Philipp</i> Spaces of Interdisciplinarity - <i>Simon Gusman & Anastasia Hacopian</i>	Session B3 – Institutional/department level A system dynamics perspective on cross-faculty interdisciplinary collaboration in a monodisciplinary academic setting - <i>Femke Bekius and Tamara van Woezik</i> Enabling mechanisms driving inter- and transdisciplinary higher education: a comparative case study of four Dutch Universities - <i>Linda de Greef</i> The valuation of disciplines and predisciplinary grounds. Reflections on designing an interdisciplinary programme in modern languages - <i>Jan Rock</i>	Closing Plenary in Theater zaal C	Drinks! in the yard
EOS N 01.750 - Room C	Plenary in Theater zaal C	Session C1 – Theoretical insights Towards Dignified Learning Pathways in Cross-Boundary Collaborations - <i>Ariele Francesca Empirio</i> A diplomatic look on integration techniques - <i>Toine Minnaert</i> When Competencies Multiply: Reorienting competency-based Education Toward Meaning - <i>Hussein Zeidan</i> The Interdisciplinary Asylum: A Freirean Culture Circle for Early Career Researcher Development - <i>Liana Psarologaki</i>	Lunch in “de Refter”	Session C2 – From theory to application PURPOSE, relational pedagogies for transformative learning - <i>Hans Savelberg</i> Outcomes of Interdisciplinary Education Bachelor Programs: A Scoping Review - <i>Leonor Gaitán-Aguilar</i> The Design Dimensions of Transdisciplinary Learning in Higher Education: development and piloting of a reflexive visualization tool to inform (re)design of transdisciplinary educational modules - <i>Sarju Sing Rai</i>	Session C3 – Crossing boundaries Designing and Delivering Inter-Institutional Hybrid Learning: A Collaborative Interdisciplinary Pedagogical Intervention - <i>Ádám Tóth</i> Co-Creating interdisciplinary Learning: Student Projects through strategic Partnerships in Africa - <i>Yob Haverkamp</i> Evaluating conditions for impact in neighborhood-centered educational programs - <i>Vincent Hazelhoff</i> Stimulating co-learning in transdisciplinary education - <i>Wietske Kuijer-Siebelink</i>	Closing Plenary in Theater zaal C	Drinks! in the yard
EOS N 01.770 - Room D	Plenary in Theater zaal C	Workshop D1 – From Conflict to Connection - <i>Esmeralda Blaney Davidson</i>	Lunch in “de Refter”	Workshop D2 – Dialoguing towards transdisciplinary higher education - <i>Anne van Tuijl</i>	Workshop D3 – Turning to the body - <i>Susanna Eder & Frederique Demeijer</i>	Closing Plenary in Theater zaal C	Drinks! in the yard
EOS N 01.180 - Room E	Plenary in Theater zaal C	Workshop E1 – Smart notes for Interdisciplinary Learning - <i>Rianne van Lambalgen</i>	Lunch in “de Refter”			Closing Plenary in Theater zaal C	Drinks! in the yard

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Plenary details

Keynote 2026 – Disciplined Interdisciplinarity: The Do’s and Don’ts of Concept-Driven Interdisciplinarity as an Institutional Strategy
Prof. dr. Iris van der Tuin (Utrecht University)

NIE 2026 opening plenary

The National Interdisciplinary Education Conference of 2026 will start with a plenary session at the Radboud's Elinor Ostrom 'Theaterzaal C'.

You will be welcomed by the Rector Magnificus of Radboud University prof. dr. José Sanders, after which the NIE 2026 keynote will be given by prof. dr. Iris van der Tuin.

Closing plenary and NIE 2026 social event

At the end of the scheduled sessions and workshops, we welcome you back to the 'Theaterzaal C' for a closing plenary, where we will discuss some the of the highlights of the day and close off the program.

After the closing plenary, you are warmly invited to join the NIE 2026 social event for drinks and snacks in the building's own sports bar called 'The Yard'.

Disciplined Interdisciplinarity: The Do’s and Don’ts of Concept-Driven Interdisciplinarity as an Institutional Strategy Prof. dr. Iris van der Tuin (Utrecht University)

During Utrecht University's previous Strategic Plan period (2020-2025), I served as Dean for Interdisciplinary Education. My university-wide task was threefold: I was to ensure that UU's interdisciplinary education was of the highest possible quality; that as many teachers as possible participated in its (re)design, delivery, and evaluation; and that as many students as possible were able to take part in faculty- and department-transcending courses, minors, tracks.

My role came with responsibility: among other things, I was to engage all of the university's disciplines, both epistemically and socially. The strategy chosen by the so-called IDE team was conceptual: disciplined interdisciplinarity (Van Lambalgen and Van der Tuin 2024; Repko and Szostak 2025; Van der Tuin ed. 2025), as a versatile concept, was to guide the university's interdisciplinary educational endeavours.

This keynote evaluates this strategy not only by considering alternatives to concept-driven interdisciplinarity through a reading of Apostel's

rich 1972 volume Interdisciplinarity: Problems of Teaching and Research in Universities, thereby reflecting on the many approaches to interdisciplinarity the book contains, but also by response-ably (Haraway 2008) engaging with colleagues' epistemic and institutional reactions to disciplined interdisciplinarity, and to concept-driven interdisciplinarity per se.

For the latter reflection, I will use the case study 'Strategieën voor institutionalisering van inter- en transdisciplinair onderwijs aan de UU' [Strategies for Institutionalizing Interdisciplinary and Transdisciplinary Education at UU], written by a team of colleagues from the Institute for Interdisciplinary Studies at the University of Amsterdam on the basis of a focus group of 21 Utrecht-based participants (De Greef, Wenting, Schuitmaker-Warnaar, and Zijlstra 2026).

Navigating Complexity: Supporting Multicultural, Interdisciplinary Student Teams in Engineering Project-Based Learning

Ton Ammerlaan

Confidential Advisor

11:10 - 12:15 | EOS N 00.260 - Room A | Session A1 - Pedagogical interventions 1

Abstract

This paper examines the challenges inherent in multicultural, interdisciplinary student project teams operating in higher engineering education, where English frequently serves as a second or third language among participants. Drawing on practical experience in supervising bachelor-level engineering projects in both academic and client-facing contexts, the paper identifies key stressors that emerge when students from diverse cultural, educational, and neurodevelopmental backgrounds collaborate under real-world project conditions.

Cultural differences in team dynamics — including attitudes toward leadership, participation, and communication — are considered through the lens of Hofstede's cultural dimensions framework. The paper further documents maladaptive outcomes associated with unmanaged team stress, including exclusionary behaviour, academic fraud, and withdrawal, and argues that standard assessment and supervision models are insufficient for these contexts. A range of evidence-informed interventions is proposed, encompassing conflict management training, structured meeting protocols, visible task management tools, co-operation contracts, and language scaffolding.

Special attention is given to the differential responsibilities of supervisors, examiners, clients, and institutional coordinators in creating equitable conditions for learning. The paper concludes by inviting practitioner feedback on the proposed group interventions, with the aim of refining guidance for educators working in similarly complex instructional environments.

Keywords

frustration
communication
international
projects

Co-author(s)

none

From the Integrationist Ideal to the T-Shaped Reality: Twenty Years of Interdisciplinary Education in Cognitive Science

Peter Hochenauer

University of Vienna, Faculty of Philosophy and Education, Department of Philosophy

11:10-12:15 | EOS N 00.260 - Room A | Session A1 - Pedagogical interventions 1

Abstract

Interdisciplinary study programs in cognitive science routinely emphasize knowledge integration as a core educational goal; yet the institutional environments in which they are embedded often cannot support it. This presentation examines that structural tension through the case of the Middle European interdisciplinary master's program in Cognitive Science (MEi:CogSci), now in its twentieth year. The analysis draws on eight years of experience as student, tutor, student assistant, and international program coordinator, combining participant observation with student feedback, coordinator reports, and program documentation through field-philosophical inquiry.

The central finding is a persistent confusion between two fundamentally different conceptions of interdisciplinary practice: interdisciplinary integration (an integrationist model) and multidisciplinary juxtaposition (a generalist model). The MEi:CogSci was designed around an integrationist model: as documented in its published curriculum design, a "phase-model" of constructivist pedagogy guides students toward synthesizing insights from multiple disciplines into genuinely new knowledge about cognitive phenomena.

In practice, however, the academic environments in which the program is embedded are predominantly multidisciplinary: disciplinary research groups juxtaposed across departments, without the structural conditions for genuine knowledge integration. This steers students, often implicitly, toward a generalist conception of interdisciplinarity and, correspondingly, a "T-shaped" professional identity: deep expertise in one discipline combined with broad awareness of others.

Because the T-shaped model is never explicitly communicated as the program's primary educational goal, the gap between the integrationist ideal and the multidisciplinary reality generates persistent student confusion, difficulties finding supervisory support for integrated projects, and prolonged study durations.

A minimal intervention was implemented in response: an existing lecture series was extended with a dedicated opening session on interdisciplinarity, concluding with an explicit presentation of the T-shaped researcher as the more typical professional profile. By surfacing this before students formed conflicting expectations, the confusion previously reported across cohorts was no longer reported.

This tension between integrationist ideals and multidisciplinary institutional realities is not unique to cognitive science; it is a structural feature of any program positioning interdisciplinary

integration as a central educational goal without accounting for its research environment. This points to two pedagogical recommendations for any broad interdisciplinary program.

First, programs should explicitly communicate the T-shaped researcher as the primary, realistic professional identity they train, while offering integrationist interdisciplinarity as a distinct specialization for students drawn to research facilitation or academic coordination. Second, curricula should include formal training in the theory and process of interdisciplinary research, drawing on the established body of knowledge in interdisciplinary studies: integration cannot be assumed to emerge naturally and must be treated as a teachable practice.

Together, these constitute an alternative model in which the professional identity of the interdisciplinary researcher is unambiguous and the path toward it is clearly scaffolded.

Keywords

Interdisciplinary education
Professional identity
T-shaped researcher
Curriculum design
Knowledge integration

Co-author(s)

none

Disciplined tactics from philosophy to foster interdisciplinarity

Annemarie van Stee

Radboud University, Department of Philosophy (FFTR) & Teaching and Learning Centre

11:10-12:15 | EOS N 00.260 - Room A | Session A1 - Pedagogical interventions 1

Abstract

When teaching courses to students from different disciplines, we encounter similar obstacles as in interdisciplinary collaborations more generally. First, students think they speak about the same topic, but even if they use the same word, they often mean different things by it. Second, students are not aware of the specific lens of questions through which people from another discipline approach a problem. Third, students may lack the fundamental awareness that it is possible to think of the concept in other ways than what they are used to and that it is possible to approach it through different sets of questions; relatedly, they may not yet be convinced that other approaches can be just as valuable as their own.

Questioning concepts and questioning questions are central practices in the discipline of philosophy. In my philosophical research (van Stee 2022; van Stee 2025) and in my teaching, I aim to develop philosophical tools and philosophical strategies to foster interdisciplinary collaboration.

For several years now, I have been teaching and tweaking a philosophy course on well-being that is part of a multidisciplinary minor and open to students from all disciplines. From the start of the course, I tackle the three obstacles outlined above. In this presentation, I will share some philosophical tactics and exercises that I employ to foster interdisciplinarity in students.

Keywords

philosophy
concepts
questions
in-class exercises

Co-author(s)

none

Modular synthesis of AI-mediated interdisciplinary learning experience

Dianthe van Erp

FNWI, IIS

11:10-12:15 | EOS N 00.260 - Room A | Session A1 - Pedagogical interventions 1

Abstract

This talk will present the development of an interdisciplinary educational persona. It is centered around divergent, convergent and reflective thinking, as these are recurring skills in both interdisciplinary work and use of large language models (LLMs) in academic contexts. Providing structure to learn, utilise and balance these capacities in collaboration with LLMs is both an important responsibility and exciting possibility for interdisciplinary education.

The persona is developed through systematic testing and in iterative collaboration sessions with students in the Big History course. In this interdisciplinary course students from diverse backgrounds navigate a new discipline every week to find connections to a single self-chosen topic. This teaches students to (1) see connections between fields that are conventionally conceived of as separate; (2) build concrete structure to work out those connections into solid bridges; and (3) develop a critical and curating attitude towards which connections to follow.

The novel way of accessing information and discussive character of LLMs, as well as current student use, hint at the utility to assist learning towards these goals. Yet much more is attainable if education could provide a clearer structure to use the technology in a responsible manner and attuned to course goals.

In the persona, divergent mode is aimed at generating of connections and looking from different perspectives. Convergent mode helps to develop them, expand on the students' knowledge, engage with sources and provides structure to reduce cognitive load. The reflective mode makes the student more aware of their own perspective, learning process, helps refine prioritising and how this aligns to curiosity and value for society or science. In the interdisciplinary process, these three thought-processes often happen simultaneously.

The rhythm with which the persona switches between them into a coherent experience is an important part of the structure offered. But both didactically and technically, these modes of thinking have to be considered separately. Aside from furthering theoretical interest, the modular setup also allows for implementation in other interdisciplinary courses. This talk will present design considerations, strategies, technological conditions and student experiences that have been fruitful in development and can be useful to others seeking to implement LLMs in their interdisciplinary teaching.

Within the practically infinite, but not complete, representation of information that LLMs offer, a strong sense of curation

and guiding values becomes ever more important for interdisciplinary education. Furthermore, this own perspective sets the work a student does apart beyond the generic possibilities that LLMs offer by themselves, and to disciplinary insights. Therefore, it is important that the cognitive space freed up by improved structure, is used to support these creative capacities. Through a practical application, this talk serves as an inspiration towards this direction.

Another overlap between LLM-collaboration and interdisciplinary science, is the prevalence of relational, dynamic and/or ambiguous features that are difficult to express through textual means. Therefore, the talk will be supported with short electronic music fragments which externalise aspects of my experience of learning processes as an interdisciplinary student and researcher in collaboration with computational technologies.

Keywords

*Big History method
AI persona/tool
creativity
LLM assisted learning
embodied knowledge*

Co-author(s)

none

Motivations and experiences of student teams with interdisciplinary collaboration

Margot Ploumen

Avans Hogeschool Future Proof Education

13:40-14:45 | EOS N 00.260 - Room A | Session A2 - Pedagogical interventions 2

Abstract

In higher technical education, students are prepared to contribute to complex social and technological issues. Engineers are expected to combine professional knowledge with the ability to integrate perspectives from other domains and collaborate in interdisciplinary teams. Despite the growing importance of this, little is known about how students experience this collaboration. This research offers insights for improving interdisciplinary education and for developing modules that meet students' needs.

The research questions focus on: 1) students' motives for choosing an interdisciplinary module, and 2) their experiences with interdisciplinary collaboration. A mixed-methods approach was used, involving questionnaires and semi-structured group interviews with 26 students from six technical programs and nine different colleges who participated in interdisciplinary minors. The results show that students base their choice primarily on content relevance and personal interest, and less on the interdisciplinary nature of the program.

During collaboration, they experience both learning opportunities and challenges, particularly due to differences between disciplines. Nevertheless, students see interdisciplinary collaboration as valuable preparation for professional practice. Clear goals, structure, and guidance are cited as important conditions for supporting the collaboration process and promoting effective learning.

Keywords

*Interdisciplinary collaboration
interdisciplinary education
technical higher education
student motivation
student experiences.*

Co-author(s)

Lara van Peppen

Creativity in Interdisciplinary Learning

Febe de Vos

Utrecht University, Department of Philosophy and Religious Studies

13:40-14:45 | EOS N 00.260 - Room A | Session A2 - Pedagogical interventions 2

Abstract

This presentation is about my current PhD research on creativity in interdisciplinary learning situated in the higher educational context of the bachelor program Liberal Arts and Sciences at Utrecht University. This program trains students in disciplined interdisciplinarity (Van Lambalgen & Van der Tuin, 2024). The method of Repko and Szostak (2026) is employed to learn students how they can approach an interdisciplinary research process. Creativity is needed for the integration of disciplinary insights (Repko & Szostak, 2026, pp. 278-280).

In this session, I will delve deeper into the question of what is important in an interdisciplinary learning environment to facilitate the creativity of students in their interdisciplinary learning process which centralizes integration. I will present the outline of my first study aimed at gaining insight into the student perspective on their interdisciplinary learning. How does creativity shape the integration process across its different stages in students' interdisciplinary research? First insights and potential future directions will be shared.

Keywords

Creativity; Interdisciplinarity; Integration; Learning Environment; Higher Education

Co-author(s)

none

Tackling Research Challenges in the Interdisciplinary Minor: Managing Projects for Sustainable Development

Stefanna Baneva

Windesheim Honours College, Windesheim University of Applied Sciences

13:40-14:45 | EOS N 00.260 - Room A | Session A2 - Pedagogical interventions 2

Abstract

Managing Projects for Sustainable Development is an international minor programme, offered by Windesheim Honours College. During the minor, students are faced with multicultural and interdisciplinary complexity, as they take on a challenge with a real client in a project-based complex context. The students spend the first eight weeks in the Netherlands, as they design their project, select a suitable project management approach, and research plans, and after that, the project team goes off to their host destination.

The students tackle the challenge as a team, yet each of them approaches it from a distinct angle, as they execute their individual research. This contributes to a multidisciplinary solution, based on applied research. Quite often, students come from different educational backgrounds as well or are able to contribute with their diverse skills and passions. The research findings of each student are then used by the team to deliver an evidence-based professional product for their client.

Naturally, in this setting, each project team faces unique challenges, and in order to guide them through those, the minor has a support system in place, as a project coach, a leadership coach and a student research assistant are available for guidance.

In this presentation, Stefanna (an alumnus) and Mauricio (the minor coordinator and research instructor) will talk about the transdisciplinary applied learning in a programme like Managing Projects for Sustainable Development, the practice of coordinating it and dealing with the

challenges that arise. Stefanna will offer her first-hand perspective as a student who has completed the minor and has later on taken the role of a research assistant. In that time, she supported students in shaping their unique research contributions to the project and helped them consider all potential hurdles, such as the multicultural implications for their data collection. Mauricio has insights on not only coordinating such a programme but also guiding teams through (un)foreseen complexity as a project coach.

Keywords

interdisciplinary
project
challenges
research
complexity

Co-author(s)

Mauricio Pradena Miquel
Windesheim Honours College
Windesheim University of Applied Sciences

Transdisciplinary Doctoral Stories: Navigating Traditional and Non-Traditional Relational, Epistemological, and Organizational Approaches

Monica A. van Winkel

ICLON, Leiden University; Radboud Teaching and Learning Centre, Nijmegen

13:40-14:45 | EOS N 00.260 - Room A | Session A2 - Pedagogical interventions 2

Abstract

This study focuses on profession-focused PhD students who lecture at a Dutch University of Applied Sciences (UAS) while concurrently pursuing their PhD part-time. All PhD students are expected to develop scholarly, original knowledge (Lee & Bongaardt, 2021). Profession-focused PhDs systematize professionally relevant knowledge (Griffioen, 2019). UASs' research aims to renew the profession's knowledge base in collaboration with educational managers, lecturers, researchers, students, and practitioners (Griffioen, 2022). We investigated how PhD candidates-lecturers navigate their doctoral quests within the research-education-profession nexus, considering their aspirations. This study aims to explore how PhD candidates make sense of change while pursuing doctoral objectives

Keywords

*Interdisciplinary doctoral education
transdisciplinarity as quest
narrative inquiry
actor-networks*

Co-author(s)

*Roeland M. van der Rijst
Wietske Kuijer-Siebelink
Floor Basten
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TLC-Tool Interdisciplinair Onderwijs

Marit Rensink

Radboud Teaching and Learning Centre

15:00-16:00 | EOS N 00.260 - Room A | Session A3 - Pedagogical interventions 3

Abstract

Deze tool laat je als docent en onderwijsontwikkelaar aan de hand van opdrachten

nadenken over de (door-)ontwikkeling van je interdisciplinaire onderwijs.

De opdrachten maken je bewust van de kenmerken van interdisciplinair onderwijs

en begeleidt je in het maken van keuzes. <https://edusources.nl/materials/dd70fb12-d56c-4d88-a5f4-d365e69b7308/ontwerptool-voor-interdisciplinair-onderwijs>

Keywords

*Ontwikkelen interdisciplinair onderwijs
ambitieniveau
leermechanismen*

Co-author(s)

none

Arts education in car(e)ing contexts

Niek van Benthum

HKU University of the Arts

15:00-16:00 | EOS N 00.260 - Room A | Session A3 - Pedagogical interventions 3

Abstract

Adjusted abstract for presentation: With 4400 students, HKU University of the Arts is the largest art university in the Netherlands, and among the largest knowledge institutes for art, culture and the creative industry in Europe. With our art education and practice-based research, we offer our students the best-possible preparation for a career as professional creator that makes an impact on people and society.

HKU University of the Arts professorships are thematic research groups. This research is conducted in the professorship 'critical creative pedagogies' of professor Fabiola Camuti who is supervisor of this research.

HKU University of the Arts students participate in so-called IN SITU learning environments, where they are challenged to apply their creative skills within a multidisciplinary (care) context in the professional field. For example, students create community theatre with youth care clients and other students work on performances in a community centre with asylum seekers.

These learning environments are highly appreciated by students, teaching staff and context partners. However, it is unclear what characteristics of the learning environments account for its success and which design principles teachers applied in their initial design of the learning environment.

Therefore, this research focusses on the question what principles guided the design of these learning environments and on how these principles actually turned out in practice.

For this purpose, in-depth semi-structured interviews were conducted with involved teaching staff. Analyses of the transcriptions of the interviews resulted in a set of design principles. Thereafter, these design principles were presented in a co-creation session, where students, teaching staff and representatives of the context partners, were stimulated to reflect and elaborate on these design principles and on how they turned out in practice.

The initial results show that the learning environments are designed in such a way that students:

- establish intensive connections with participants in the context;
- are granted autonomy and handle it well;
- develop their own personal creative skills within the context;
- can rely on fellow students, thereby creating strong learning communities;
- gain intense learning experiences through immersion in a new, often complex, environment;

- are prolonged present to assure meaningful interaction with the context;
- really adopt a context to assure meaningful acting within it;
- students learn from and contribute to that context; reciprocity.

Of the involved teaching staff, these learning environments require empathetic skills, subject matter knowledge, and a high degree of commitment.

During the session, we will present our research and discuss the distinguished design principles to make them transferable to participants' own contexts.

Keywords

critical creative pedagogies
in context learning environments
design principles

Co-author(s)

Siete Sirag; HKU University of the Arts

Experiential learning to enhance student's Self Regulated System Learning

Tjerk Jan Schuitmaker-Warnara

Institute for Interdisciplinary Studies (UvA)

15:00-16:00 | EOS N 00.260 - Room A | Session A3 - Pedagogical interventions 3

Abstract

To address complex societal issues, systems thinking, in which interdisciplinarily trained professionals draw on multiple epistemologies, is essential. The interdisciplinary honours course What the Health?! (WTH) at UvA and VU aims to develop students' systems thinking skills in the context of challenges facing the Dutch health care system by examining the interplay between individual behaviour and system factors. WTH is offered each fall to approximately 25 students.

Because systems thinking is interdisciplinary and iterative, it can cause anxiety and uncertainty in students whose prior education has been mainly monodisciplinary, making it necessary to empower and motivate them. This research identified and evaluated design principles for two resilience focused exercises that aim to support students in embarking on a systems thinking learning journey.

Self regulated learning (SRL) involves learners setting their own goals, monitoring progress, and reflecting on outcomes. Authentic and experiential learning, in which students tackle real, personally relevant, complex problems in meaningful social contexts, has been shown to enhance involvement, persistence, and SRL. To benefit from such learning, students need to be intrinsically motivated to draw on their experiences, monitor the effects, and seek relevant sources to conceptualise, evaluate, and experiment with newly acquired insights. Self determination theory (SDT) highlights three basic psychological needs for intrinsic motivation: autonomy, competence, and relatedness.

This study used an educational design research (EDR) approach. The first edition of WTH was used to develop the design principles, the second to evaluate them, and the third to measure their effects in terms of increased SRL skills and motivation, using a combination of learner reports and an exit ticket.

In the first assignment, students map a personal "health resilience network" around a self chosen health goal, analyse how their actor network supports or hinders this goal, and create a narrative describing systemic mechanisms. This authentic, problem based challenge offers students meaningful choice and a clear rationale, opportunities to take control of their learning, appropriately challenging and scaffolded activities, and informative, personalised (peer) feedback. The second

assignment builds on these principles, establishes familiar routines, and provides opportunities for collaboration: in multidisciplinary groups, students construct causal loop diagrams for a target population's health problem.

Students are especially motivated by the first assignment, while the second consolidates emerging self regulated systems learning skills. The clearer assignment structure introduced in the second edition better scaffolds the learning process but may conflict with the aim of increasing motivation through autonomy.

Keywords

Self Regulated Learning
Self Determination
Authentic learning
System Thinking

Co-author(s)

none

Co-Research by Students, for Students: Fostering Agency, Voice, and Mattering Across Boundaries

Jessica Nooij
Avans University of Applied Sciences

11:10-12:15 | EOS N 00.270 - Room B | Session B1 - Institutional dynamics 1

Abstract

The relationship between disciplinarity and interdisciplinarity in higher education is often characterized by tensions between established academic structures and the need for more collaborative, flexible approaches to learning and knowledge production. Co-creative and participatory research practices offer a promising avenue for navigating these tensions, as they challenge conventional hierarchies and redistribute agency among participants (Cook-Sather, 2020; Lubicz-Nawrocka & Bovill, 2021). In particular, student-led co-research may function as a boundary-crossing practice that brings together diverse perspectives, experiences, and forms of expertise that are not confined to single disciplinary frameworks.

This study explores how co-creation unfolds within an interdisciplinary student-led research collaboration and how such practices relate to questions of agency, positioning, and participation within higher education contexts. It draws on an in-depth qualitative case study of a student-led co-research project conducted in the Netherlands, in which students assumed primary responsibility for shaping and conducting the research, while professional researchers acted as facilitators and reflective partners. This deliberate reconfiguration of roles required ongoing negotiation of authority, legitimacy, and responsibility, thereby providing a lens to examine how institutional and disciplinary norms are enacted, challenged, and reworked in practice.

The analysis is guided by a co-creation framework comprising four interrelated elements: dialogue, positioning, voice, and agency (Omland et al., 2025). These are examined in relation to agentic engagement and student mattering, capturing how participants contribute to and experience influence, recognition, and inclusion within collaborative processes (Reeve, 2013; Flett et al., 2019). In doing so, the study connects micro-level interactional dynamics to broader questions of institutional structures and agency in higher education.

The study adopts a qualitative, interpretive design grounded in analytic auto-ethnography (Anderson, 2006). Data were collected through narrative inquiry questionnaires and separate focus groups with students and professional researchers (n=15) and analyzed using a constructivist grounded theory approach (Charmaz, 2014).

Data collection has been completed and analysis is ongoing. The study will present empirical insights into how student-led co-creation can function as a form of boundary-crossing practice, and identify conditions that support inclusive, equitable, and sustainable collaboration. In doing so, it contributes to discussions on institutional dynamics and agency and offers practical implications for fostering interdisciplinary and participatory approaches in higher education teaching and learning.

Keywords

boundary crossing
student mattering
co-creation
agentic engagement

Co-author(s)

none

Learning Across Organizational Boundaries: Insights from the GET IT Right Program

Goof Claessen
Radboud University, Life Long Learning

11:10-12:15 | EOS N 00.270 - Room B | Session B1 - Institutional dynamics 1

Abstract

In response to complex societal challenges such as the energy transition, higher education institutions are increasingly experimenting with interdisciplinary and interorganizational learning models. These models aim to equip professionals with the capabilities to collaborate across institutional, disciplinary, and sectoral boundaries. However, designing and implementing such models raises fundamental questions about ownership, pedagogy, and recognition of learning. This contribution presents key learning experiences from the interorganizational training program GET IT Right, a collaborative initiative involving multiple educational institutions, companies, and public stakeholders. The program brings together professionals from diverse organizational contexts to work on real-world transition challenges, thereby creating a learning environment that explicitly transcends traditional institutional boundaries. A central feature of the program is the development of a shared Edubadge, co-created by the participating institutions. This Edubadge serves as a jointly recognized microcredential, making learning outcomes visible and transferable across organizations. Beyond its function as a certification tool, the badge represents an important step toward building mutual trust and shared standards between institutions—an essential condition for sustainable interorganizational education. The presentation will focus on the design and implementation of the GET IT Right program, as well as on the learning experiences of participants and educators. A lecturer involved in the program will share first-hand reflections on teaching in a multi-institutional context, including the challenges and opportunities of working with heterogeneous learner groups and aligning educational practices across organizations. In addition, the contribution critically reflects on several challenges inherent to boundary-crossing education, such as:

- Aligning learning objectives, assessment methods, and expectations across institutions
- Navigating differences in organizational culture, language, and professional perspectives
- Addressing questions of ownership, responsibility, and governance
- Managing the complexity of coordinating educational processes across multiple partners

By sharing these insights, this presentation aims to contribute to a better understanding of how interdisciplinary and interorganizational education can be effectively designed, implemented, and recognized. It also highlights the importance of learning not only about complex transitions, but within the multi-actor contexts in which these transitions unfold. The session will be relevant for educators, program designers, and policymakers interested in advancing learning models that extend beyond institutional boundaries. In response to complex societal challenges such as the energy transition, higher education institutions are increasingly experimenting with interdisciplinary and interorganizational learning models. These models aim to equip professionals with the capabilities to collaborate across institutional, disciplinary, and sectoral boundaries. However, designing and implementing such models raises fundamental questions about ownership, pedagogy, and recognition of learning. This contribution presents key learning experiences from the interorganizational training program GET IT Right, a collaborative initiative involving multiple educational institutions, companies, and public stakeholders. The program brings together professionals from diverse organizational contexts to work on real-world transition challenges, thereby creating a learning environment that explicitly transcends traditional institutional boundaries. A central feature of the program is the development of a shared Edubadge, co-created by the participating institutions. This Edubadge serves as a jointly recognized microcredential, making learning outcomes visible and transferable across organizations. Beyond its function as a certification tool, the badge represents an important step toward building mutual trust and shared

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Keywords

Educational challenges
Navigating skills
Governance
Co creating

Co-author(s)

Jacob de Boer

Beyond the facade of interdisciplinary PhD programmes

Pelle Boers

Copenhagen University, Department of Science Education

11:10-12:15 | EOS N 00.270 - Room B | Session B1 - Institutional dynamics 1

Abstract

There is a growing prevalence of interdisciplinary Marie Skłodowska-Curie Actions (MSCA) programmes. These programmes are put forward as frameworks for driving innovative, interdisciplinary doctoral research using collaborative infrastructures, as presented in the Grant Agreement (GA). Selloni (2017) defines a collaborative infrastructure as a situated system of material and immaterial elements conceived to support collaborative practices and stimulate visions about the future.

Using ethnographic methods, I study the collaborative infrastructure of the INTERACT programme. This programme is a MSCA COFUND between Copenhagen University, the Danish Technical University, and the Danish Cancer Institute. 66 PhD fellows will be recruited over 3 cohorts. These fellows conduct cross-institutional, interdisciplinary research within STEM fields related to health, specifically cancer. In the GA, INTERACT is presented as having a uniform collaborative infrastructure.

Each fellow has an ‘interdisciplinary supervisor team’ (IST), where their main supervisor has expertise in one field within STEM while their inter-institutional, co-supervisor brings complementary expertise from another. The locus of interdisciplinarity in INTERACT is thus located within fellow-supervisor teams, as the primary units through which interdisciplinary research is conducted. In this sense, the programme adopts a project-based rather than a programme-based approach to interdisciplinarity.

However, what emerges from the empirical material suggests that the realised collaborative infrastructure proves more unruly than what can be captured in a GA.

In this paper, I present that, due to this project-based organization, much of the lived experience of doing interdisciplinary research in INTERACT is negotiated at a local level. Differences in approaches and expectations exist not only between institutions, but also between departments within a university, between laboratory groups within a department, between ISTs, and even between main supervisor and co-supervisor. These differences in practices significantly shape how the PhD fellow’s research of the is conducted. The situatedness of these actors produces a complex and interrelated mosaic of lived experiences that does not reflect the uniform infrastructure presented in the GA.

A second, related preliminary finding is that many of the INTERACT PhD fellows are not only required to navigate these differences, but also play an active role in enabling collaboration between cross-institutional laboratories

and supervisors. In this sense, fellows themselves become part of the collaborative infrastructure that sustains interdisciplinary research, rather than using existing collaborative infrastructures. They do not use existing collaborative infrastructures; they become ‘infrastructured’.

These fellows conduct research in two inter-institutional laboratories but also need to align expectations between supervisor and co-supervisor, find colleagues with a specific expertise who is able to help their laboratory work, and need to get their co-supervisor actively involved in their PhD project. This raises the question of what kind of autonomy we expect from junior interdisciplinary researchers, and at what point such expectations risk becoming excessive.

Keywords

*MSCA programmes
collaborative infrastructures*

Co-author(s)

none

Projectification and the Challenge of Change in Interdisciplinary Curricula

Coco Kanters

Utrecht University, School of Liberal Arts

13:40-14:45 | EOS N 00.270 - Room B | Session B2 - Institutional dynamics 2

Abstract

The project has become one of the university’s most powerful institutional scripts for organising educational change. Competitive grants, short-term pilots, and targeted interventions profoundly shape innovation across higher education. While such initiatives often create valuable space for responsive experimentation, they also reflect a broader institutional logic of projectification: the growing dominance of projects as a mode of organising work, resources, and change. In this paper, I explore projectification as an institutional dynamic that shapes teaching and learning in universities, with particular attention to the tensions it generates for interdisciplinary curricula that depend on collective coordination and long-term stewardship across disciplinary borders.

Drawing on scholarship on projectification in public organisations and academia as well as anthropological perspectives on temporality and institutional practice, I show how projects actively structure what counts as a legitimate educational problem, what forms of intervention become thinkable, and how success is recognised. The bounded timelines, predefined deliverables, measurable outcomes, and funding cycles of a project privileges visible, acute, change over slower forms of curricular cultivation. In this sense, projectification is an epistemic and temporal ordering device.

These dynamics become especially significant in interdisciplinary Liberal Arts and Sciences programmes, where the curriculum relies on horizontal collaboration and complex integrative learning pathways. The fragmentation associated with project-based innovation can produce accumulations of disconnected curricular elements whose origins, rationale, and continuing value become obscure over time. Educational change may thus be added to curricula without being meaningfully embedded within broader programme coherence, what I describe here as “the long line”.

I propose an ecological understanding of educational development where universities approach curriculum change as an ongoing cultivation of conditions under which positive change can endure.

This requires shifting attention from launching projects to sustaining infrastructures of collaboration, organisational memory, alignment, and collective decision-making. It

also foregrounds academic agency by asking how educators and educational leaders can strategically repurpose project resources while resisting the fragmentation project logics often generate.

By conceptualising projectification as a key institutional tension in contemporary higher education, this presentation contributes to debates on disciplinarity and interdisciplinarity by showing how organisational forms shape pedagogical possibilities. I ask how universities can balance the short-term dynamism of projects with the long-term coherence required for interdisciplinary teaching and learning.

Keywords

Projectification; Temporality; Ecological change; Institutions

Co-author(s)

none

Campus Culture as an Inter- and Transdisciplinary Space: Fostering Creativity, Performance, and Well-being in Higher Education

PD Dr. habil. Thorsten Philipp

TU Berlin

13:40-14:45 | EOS N 00.270 - Room B | Session B2 - Institutional dynamics 2

Abstract

Within the broad panorama of inter- and transdisciplinary approaches to education, the university campus itself offers a particular and essential opportunity to “boundary work” (Thomas F. Gieryn) and transformative science (Uwe Schneidewind). This presentation explores how the design principles of learning and living spaces in higher education can create physical, mental and social environments that encourage inter- and transdisciplinary experiences, encouraging students to reflect their own role and responsibility in society.

How can creativity and performance (e.g., through artistic, participatory, or research-based formats) be linked with health and well-being (e.g., through mindfulness-based teaching approaches or inclusive community projects), entrepreneurship education and informal learning? The focus lies on campus culture as a catalyst: Design spaces and structures to enhance an attitude that experiences learning, research and living on the campus with, beyond and across boundaries.

Keywords

Transformation
Education for Sustainable Development
Responsibility
Change

Co-author(s)

none

Spaces of Interdisciplinarity

Simon Gusman & Anastasia Hacopian

Universiteit Utrecht

13:40-14:45 | EOS N 00.270 - Room B | Session B2 - Institutional dynamics 2

Abstract

Scientific inquiry is done in a variety of spaces. Some disciplines require a laboratory, while others go out in the field. Some require an archive or an armchair. Different disciplines inhabit and use space in different ways. In a time of polycrisis, when interdisciplinary research is indispensable, the spaces that enable disciplinary cooperation are significant. When researchers, artists, and scholars from different domains converge, where does this work take place?

For this presentation, we aim to discuss how locations shape interdisciplinary encounters in education. Combining the philosophy of place with architectural humanities and inquiries into interdisciplinary education, we aim to address how spatial structures shape pedagogy and enable or hinder interdisciplinary experiences.

Traditionally, scientific knowledge is associated with a ubiquitous objectivity: a view from nowhere (Haraway 1988) that is ‘true’ no matter where you are. Yet, the actual practices of knowledge production take place somewhere. These locations serve the type of research people practice: quantitative, qualitative, mixed-method, artistic, creative, community-engaged. These places are entangled in the politics and power of the institutions and communities that facilitate them. Knowledge creation is, in turn, influenced by social, geographic, and economic contexts.

The shape of these spaces and spatial relationships trickles down into the education programs tied to these disciplines. Feeling at home in a discipline also means feeling at home in the spaces in which a discipline takes place. For students, this process is largely implicit and often difficult to navigate. This is especially true for students in interdisciplinary programs, who often are quite literally ‘all over the place’ and navigate the university as academic nomads. They are consequently subject to, but may also evade, certain power dynamics between and

within disciplines.

They may be considered disciplinary ‘space invaders’ (Puwar 2004).

In this presentation, we would like to map the challenges that arise when studying, critiquing and imagining the locations where interdisciplinary education takes place. As such, we aim to bridge the gap between theoretical insights on the one hand, and inquiry into institutional dynamics and agency on the other.

Keywords

Architecture
Space
Place
Interdisciplinarity
Power dynamics

Co-author(s)

Anastasia Hacopian

A system dynamics perspective on cross-faculty interdisciplinary collaboration in a monodisciplinary academic setting

Femke Bekius

Radboud University

15:00-16:00 | EOS N 00.270 - Room B | Session B3 - Institutional dynamics 3

Abstract

Interdisciplinary science and education are essential to tackle complex societal and academic problems such as globalization, climate change, and digitalization. Academic education is a place that potentially is a driver for the future generation that has the interdisciplinary competencies to tackle these issues. However, many research and education structures in (Dutch) academia are organized monodisciplinary, creating specific challenges to obtain interdisciplinary ambitions across faculties.

First insights into potential barriers show that monodisciplinary structures create specific problems that pertain to be practical, epistemological, and enhance negative power structures. While in-depth studies have shown that individual academics can navigate these structures, these studies also show that this places an unwanted high workload on the individual.

We envision empowering academics to find pathways to successful cross-faculty interdisciplinary collaborations by taking a system perspective and using participatory approaches. We developed a model showing the mechanisms underlying cross-faculty interdisciplinary collaboration. The model is enriched and validated through interviews and provides an understanding of leverages for change.

An important overarching result is that the factors in the model often balance out, meaning that the various mechanisms will respond and drive a return to the status quo if only singular change is made. For instance, development and implementation of interdisciplinary education results in more cross-faculty interdisciplinary collaboration. Both increase logistics of organization of education, thereby increasing the workload for academics which in turn means that they initiate less interdisciplinary education activities. Therefore, several intervention at different places in the system are needed to increase cross-faculty interdisciplinary collaboration.

Results show enablers and barriers at individual, faculty, and university level. We cluster the results in four different themes covering 1) infrastructure, 2) support, 3) initiatives, and 4) academic development. For each of these themes, we define ways to intervene in the system to promote interdisciplinary collaboration. Regarding, for instance, interdisciplinary education activities, we show that a vision

of interdisciplinary work as well as more available support staff can be introduced to interrupt the balancing loop.

The interviews with participants from different scientific backgrounds and career stages provide insight into how the academic field, both national and institutional, could promote interdisciplinary collaboration through reconsidering job demands, research culture, as well as networking and funding opportunities. We conclude that this model shows a variety of prospects on how to improve cross-faculty interdisciplinary collaboration in a monodisciplinary environment by intervening in the system at different levels simultaneously.

Keywords

Interdisciplinary collaboration
monodisciplinary academic environment
system perspective
participatory approaches
cross-faculty collaboration

Co-author(s)

Tamara van Woezik
Radboud University

Enabling mechanisms driving inter- and transdisciplinary higher education: a comparative case study of four Dutch Universities

Linda de Greef

Institute for interdisciplinary Studies, University of Amsterdam

15:00-16:00 | EOS N 00.270 - Room B | Session B3 - Institutional dynamics 3

Abstract

Adjusted abstract: Inter- and transdisciplinary (ITD) education is increasingly seen as essential for preparing students to address complex societal challenges. Yet universities remain largely organised around disciplinary structures, making the sustainable embedding of ITD education difficult. This presentation explores what actually enables ITD education to become embedded in universities?

We present findings from a comparative case study of four Dutch universities: the University of Amsterdam, Utrecht University, Wageningen University & Research and Maastricht University. The study combined document analysis, expert interviews and four institutional focus groups. We examined enabling mechanisms using the framework of Vienni-Baptista and Klein across four interconnected dimensions: organisational, cultural, epistemic and strategic (3).

The findings show that there is no single model for institutionalising ITD education. Successful approaches differ depending on institutional history, governance, size and educational traditions. Universities therefore need flexibility in how they organise and teach ITD, while developing a shared rationale for why integration across disciplines and societal perspectives matters.

furthermore, institutionalisation requires a shift from individual initiative to collective ownership. Committed individuals and pioneers are important catalysts, but sustainable ITD education requires communities, recognition, funding, governance and educational structures that distribute responsibility more broadly across the institution.

Lastly, alignment matters more than any single intervention. ITD becomes more firmly embedded when organisational arrangements, educational approaches, institutional culture and strategic ambitions reinforce one another. Strategic ambitions alone are insufficient if they are not translated

into resources, responsibilities and everyday educational practices.

The presentation concludes by proposing that institutionalisation should not be seen as an endpoint. Instead, universities need to continually maintain and realign the conditions that allow ITD education to develop, scale and become part of regular educational practice.

Keywords

Institutionalization
inter- and transdisciplinary education
institutional embedding
institutional anchoring
institutional strategies

Co-author(s)

Anke Swanenberg
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Hans Savelberg
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James Kennedy
Utrecht University
Iris van der Tuin
Utrecht University
Lucy Wenting
University of Amsterdam

The valuation of disciplines and predisicplinary grounds. Reflections on designing an interdisciplinary programme in modern languages

Jan Rock

University of Amsterdam

15:00-16:00 | EOS N 00.270 - Room B | Session B3 - Institutional dynamics 3

Abstract

By reflecting on the ongoing design of a new, interdisciplinary Bachelor's programme in modern languages and cultures at the University of Amsterdam (since 2023), I wish to contribute to NIE 2026's exploration of the tension between disciplinary and interdisciplinary teaching and learning. I will do so by adding to the conference's core concepts two more conceptual strands, emerging from that specific institutional context: the tension between the cultural and societal values of higher education in modern languages and cultures and the budgetary valuation of its existing institutional forms; and the concept of predisciplinarity.

The design process initially had the aim of complementing existing broad, interdisciplinary programmes at the University of Amsterdam with one in which the humanities would take center stage. In the course of the process, however, due to budgetary (and political) circumstances, the aim became to merge nine existing programmes in modern languages.

The tension between disciplinary traditions of each of these existing programmes on the one hand, and institutional demands on the other, largely complicated the design sessions, since in the merger the value and survival of disciplines and the academic identities of the people involved were at stake. These sessions nevertheless yielded important results in a detailed outline of a new programme with inter- and transdisciplinary modules. They also shed light on some core internal conflicts of the people involved.

The two proposed conceptual strands proved to be helpful for a better understanding of some aspects of these conflicts:

(1) The valuation of disciplines. While inter- and transdisciplinarity proved fruitful in the initial design of an innovative and attractive new Bachelor's programme in modern languages, as well as the principles of backward constructive alignment, additional approaches were needed to meet institutional demands. They were necessary to align educational valuation of academic fields of specialization – e.g. in terms of disciplinary formation, or transferable skills – with their valuation in terms of budgets. By trying to resolve this tension through creative educational design and a focus on its sustainability, this additional process of alignment resulted, in some instances, in educational innovation for the programme and policy advice for the institution.

(2) Predisciplinary grounds. During the process, teaching staff and students reached a vantage point from which they were able not only to reflect on the variation in their academic identities, but they also, at times, took a broad historical yet future-oriented perspective, which brought into one line of sight the long-standing traditions of the humanities, philology,

and languages and literatures – reaching back to before their establishment as modern academic disciplines – and pre-trained questions from prospective students about e.g. multilingualism, cultural diversity, geopolitics and critical thinking. Thus, the design process activated a doubled predisciplinarity as an epistemology and a ground for future interdisciplinary collaboration and education.

Further explorations of these concepts will be mirrored with existing scholarship of teaching and learning and will be based on evaluative interviews with teachers, professors, researchers of prospective student behaviour, educational policy makers, teacher trainers and students – all of them involved in the design process.

Keywords

disciplinarity;
predisciplinarity;
valuation;
educational design;
budget

Co-author(s)

none

Towards Dignified Learning Pathways in Cross-Boundary Collaborations

Ariele Francesca Empirio

TU Delft, Technology Policy and Management faculty

11:10-12:15 | EOS N 01.750 - Room C | Session C1 - Theoretical perspectives 1

Abstract

Rising sustainability and societal challenges require approaches that go beyond single-disciplinary thinking, demanding diverse perspectives, knowledge systems, and forms of expertise. Higher education increasingly responds to this by promoting inter- and transdisciplinary collaborations between universities and external actors, including communities, practitioners, and citizens. However, existing frameworks for such collaborations remain based on the notion of discipline, overlooking the full complexity of what actors bring and experience in terms of agency and capacity to act. A more inclusive framing is therefore needed.

We conceptualise such collaborations as “cross-boundary collaborations”, acknowledging not only disciplinary differences but also boundaries of role, experience, power, and knowledge type, as well as the actors' diverse resources, beliefs, and positions within social networks. This shift influences how learning and change are conceived within these collaborations.

Although it is increasingly recognised that learning takes place outside formal education settings, for example through collaborative projects, social interactions, and lived experiences, and that universities actively engage with communities to advance shared goals, how learning unfolds within these collaborations is rarely explicitly designed. For actors outside the academic environment, learning tends to occur as an unintended by-product rather than a deliberate element of the process. Cross-boundary collaborations aim for outcomes aligned with environmental, societal, and economic goals, ensuring access and dignity for all involved. To achieve this, learning can and should be facilitated at multiple levels, such as the individual, team, and network levels, and within the niches that emerge during broader processes of societal transformation.

When learning is not consciously designed, it tends to be unidirectional and reproduce existing power imbalances: some actors learn, while others are learned about. When actors from diverse backgrounds, roles, and positions collaborate, tensions over differing values, unequal access to decision-making, and recognition of different knowledge systems are structural. In this context, dignity emerges as a key value: recognising each actor as an end in themselves, not merely a means to a broader goal. Dignity offers a lens for analysing these dynamics and identifying what is currently missing to guarantee equitable and intentional learning for all actors involved in cross-boundary collaborations.

To address this gap, this paper develops a theoretical framework for dignified learning pathways in cross-boundary

collaborations, based on a literature review drawing on inter- and transdisciplinary education, university-community initiatives, and dignity theory. To ground this conceptual exploration empirically, the literature review will be developed in dialogue with insights from a series of workshops in which practitioners shared experiences and explored the tensions and strengths of cross-boundary collaborations. The paper seeks to map dignity and learning as interconnected concepts to promote discussion of intentionally designed learning processes. Future work will build on this framework to empirically investigate how actors in cross-boundary collaborations currently experience learning and identify where dignity is undermined in practice.

Keywords

Cross-boundary collaboration
dignity
interdisciplinarity
transdisciplinarity
learning

Co-author(s)

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A diplomatic look on integration techniques

Toine Minnaert

Universiteit Utrecht

11:10-12:15 | EOS N 01.750 - Room C | Session C1 - Theoretical perspectives I

Abstract

This proposal's central question is what we can learn about the phase of integration by approaching it from a diplomacy-perspective. Such an approach allows us to view integration as a process of coordination, negotiation and representation. After all, researchers act as individuals and as representatives of disciplinary perspectives with their associated values, methods and assumptions.

I view the integration process as a diplomatic negotiation in which listening, translating and reformulating are crucial skills. Diplomacy also requires attention to be paid to the degree of equality between perspectives; not all voices are automatically equal in terms of influence, and making these power dynamics explicit is an essential part of the integration process.

In my research on Dutch international cultural policy, I have worked extensively with the concept of cultural diplomacy and related ideas such as hard and soft power. These policy practices exhibit striking parallels with interdisciplinary research. As in diplomatic processes, there are actors representing different interests and perspectives who must seek alignment between shared and individual values and identities.

An important phase in interdisciplinary research is integration: the moment when different disciplinary perspectives interact and, ideally, lead to new, shared insights. In this presentation, I will explore this further by drawing a connection between the discourse surrounding international cultural policy as a diplomatic practice and the various forms of integration that occur in interdisciplinary research, such as intensity and extension, redefinition, organisation, transformation and differentiation.

Content and process are both central to this. Content is shaped by the disciplinary knowledge each participant contributes, while process relates to how this knowledge is shared, questioned and transformed. Integration is therefore not merely a final phase, but a dynamic, iterative process in which representation, negotiation and co-creation converge. Approaching this process

from a diplomatic perspective provides greater insight into the conditions under which interdisciplinary research can lead to innovative, widely accepted insights. By discussing these techniques as a negotiation process, I hope to gain a deeper understanding of the dynamics at play when using these techniques and to explore ways of supporting those involved in the discussions during the integration phase.

Keywords

cultural diplomacy
integration techniques
integration as negotiation

Co-author(s)

none

When Competencies Multiply: Reorienting competency-based Education Toward Meaning

Hussein Zeidan

Vrije Universiteit Amsterdam

11:10-12:15 | EOS N 01.750 - Room C | Session C1 - Theoretical perspectives I

Abstract

There is a growing academic discourse on how to prepare individuals to exercise their agency and navigate contemporary complexity through transdisciplinary and transformative collaboration. Much of this work highlights competencies linked to particular contexts, roles, and methodologies. Yet the literature has become saturated with extensive and fragmented lists of skills, raising concerns about their coherence, feasibility, and the trade-offs involved in attempting to master them all.

This study challenges the uncritical expansion of such lists by revisiting two central questions: what are we preparing individuals for, and how should higher education foster these capacities? Crucially, these are framed by a more fundamental why.

Drawing on conceptual debates, reflections from practitioners navigating shifting roles and positionalities in transdisciplinary projects, and interviews with a diverse cohort engaged in addressing complex societal issues, this study argues for moving beyond a narrow competency discourse. It proposes that transformational readiness should not be reduced to a checklist of skills, but instead be grounded in the development of self-directed, reflexive individuals equipped

with both capabilities and purpose to meaningfully navigate and shape complex societal change. Thus, it emphasises the cultivation of a sense of purpose as a guiding compass, one that provides learners with ownership, direction, and resilience in transformative contexts, while fostering a mindset of lifelong learning.

Keywords

Sense of Purpose
Identity
Competencies
Transdisciplinarity

Co-author(s)

none

The Interdisciplinary Asylum: A Freirean Culture Circle for Early Career Researcher Development

Liana Psarologaki

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11:10-12:15 | EOS N 01.750 - Room C | Session C1 - Theoretical perspectives 1

Abstract

Contemporary interdisciplinary research environments, including large consortia, research hubs, clusters, and collaborative projects, often place Early Career Researchers (ECRs) at the centre of intellectual negotiation while offering very little pedagogical space for negotiation, convergence and integration. ECRs are expected to work across disciplinary boundaries, negotiate different methodological expectations, and demonstrate collaborative fluency within institutional structures that still privilege disciplinary certainty and individual measures of success.

This working paper proposes The Interdisciplinary Asylum as a Freirean Culture Circle: a dialogic, participatory, and critically reflective space in which interdisciplinarity is approached not as institutional compliance, but as a lived practice of negotiation, consciousness, and transformation. The idea of asylum is used here in its earlier sense, as sanctuary, refuge, and protected intellectual space.

Rather than a place of confinement, the asylum becomes a space of possibility: a temporary refuge where uncertainty, disciplinary tension, and epistemic discomfort are not treated as problems to be fixed, but as necessary conditions for interdisciplinary learning and scholarly development. Drawing on Paulo Freire's concept of the Culture Circle, I reject the transmissive models of researcher development and instead centre co-created knowledge, critical reflection, and dialogue at the heart of research pedagogy. Residents of the asylum are not recipients of others' expertise.

They act as co-investigators of their own institutional conditions, disciplinary assumptions, and collaborative practices. The working paper is structured around four connected provocations. First, achieving epistemic humility through situated positioning and conscious grounding invites participants to reflect on how disciplinary identities shape assumptions of authority, legitimacy, and expertise. Through critical dialogue, participants explore positionality, partial knowledge, and the ethical importance of intellectual humility in interdisciplinary collaboration.

Second, developing agility and resilience through restorative and reparative tactics addresses the emotional labour, institutional friction, and precarity that often accompany interdisciplinary work. This strand introduces restorative pedagogies and reparative practices that support resilience without reproducing extractive academic cultures. Third, negotiating quality through collaborative synthesis asks participants to examine how "quality" is defined, measured, and legitimised across disciplinary boundaries.

Rather than reproducing inherited hierarchies of excellence,

the session supports the development of shared evaluative language and collaborative accountability. Fourth, the Match-Making Clinic offers a practical and dialogic exercise in which participants identify conceptual affinities, productive tensions, and possibilities for future collaboration across methods, projects, and intellectual commitments. The Interdisciplinary Asylum offers a model of ECR development that is both institutionally relevant and pedagogically transformative.

It reframes interdisciplinary education as a culture of refuge, critique, and collective action, where researchers learn not simply how to collaborate, but how to become otherwise together.

Keywords

asylum
humility
ECR
culture circles
integration

Co-author(s)

none

PURPOSE, relational pedagogies for transformative learning

Hans Savelberg

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13:40-14:45 | EOS N 01.750 - Room C | Session C2 - Theoretical perspectives 2

Abstract

Over the last decades the notion has arisen that extant pedagogies do not fit with societal demands. Looking at post-secondary (MBO-HBO-WO) educational programs in the Netherlands we see that they hardly help students to develop the agency and attitude necessary to navigate the systemic interwovenness and dynamic change of today's societal challenges. Many students feel lost; they learn extensive subject knowledge but lack a sense of purpose and meaning. Although, this mismatch has been acknowledged by educational innovators for many years, the status quo remains unchallenged.

Dominant educational models focus on acquiring knowledge with the goal of performing well in a fixed and predefined context. Current education has been designed for quasi-sequential development of knowledge-based expertise, before applying this expertise. It pivots around giving correct answers to given questions, primarily replicating knowledge and world view "packets" in the heads of students, rather than education based on a philosophy that postulates, that students have talents and potential, and engages student in what which is authentic and important to them.

To cope with this condition, we propose a pedagogical re-orientation, with approaches that 'expose students to a transformative learning journey'. Crucial in a transformative learning journey is personal development, a sense of purpose, becoming the agent of one's own actions and the relation between self, others, and the world. Pedagogies that shape opportunities for personal and societal transformation and that have a lasting impact on the defining characteristics of a human subject.

In this interactive presentation we will introduce the concept of purpose-based education and its relation to a transformative learning journey. Subsequently, we will invite participants to discuss these ideas and concepts, share their examples of purpose-based

education, we would call them Good, Relevant and Interesting Practices (GRIPS) and distill from these GRIPS design principles for purpose-based education.

Keywords

drive
passion
meaningfulness
personal talents

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Outcomes of Interdisciplinary Education Bachelor Programs: A Scoping Review

Leonor Gaitán-Aguilar

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13:40-14:45 | EOS N 01.750 - Room C | Session C2 - Theoretical perspectives 2

Abstract

Students of today are faced with complex challenges that cross both national and disciplinary boundaries. This has prompted higher education institutions to incorporate interdisciplinary perspectives into undergraduate education. In response, some programs integrate interdisciplinarity as a learning outcome within otherwise disciplinary curricula, while others are explicitly designed as interdisciplinary programs in which integration across disciplines is embedded throughout the curriculum. Examples include liberal arts and interdisciplinary study programs, or programs that develop a shared theme from multiple perspectives and may involve collaboration across faculties or institutions (Ajiga et al., 2025). Despite growing interest in interdisciplinary education, empirical research on the learning outcomes of interdisciplinary undergraduate programs remains scarce and methodologically diverse (Oudenampsen et al., 2024). This presentation will discuss the main findings of a scoping review of (empirical) research on interdisciplinary undergraduate programs, with the aim of mapping existing evidence on the learning outcomes and reported effects of these programs. The review is guided by the question: What are the main (learning) outcomes within interdisciplinary undergraduate education programs? We distinguish these programs from monodisciplinary programs that include (isolated) interdisciplinary activities, as they may differ in problem framing, disciplinary grounding and pedagogical design (Klaassen, 2018; Schijf et al., 2023). Following the PRISMA extension for scoping reviews (PRISMA-ScR, Tricco et al., 2018), we aim to conduct a systematic search across major academic databases focusing on studies involving students, teachers, and alumni of interdisciplinary undergraduate programs. By synthesizing empirical findings, this review aims to map the evidence in terms of types of programs studied, research designs employed, and key outcomes identified. This review represents a first step in a broader project

addressing scholars' call for more systematic empirical research on the outcomes of interdisciplinary education and provides an evidence-based overview specific to interdisciplinary undergraduate programs. The findings aim to inform future research and educational practice by clarifying whether and how previously identified outcomes of interdisciplinary learning apply within fully interdisciplinary program contexts.

Keywords

*Interdisciplinary education
undergraduate programs
learning outcomes
scoping review*

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The Design Dimensions of Transdisciplinary Learning in Higher Education: development and piloting of a reflexive visualization tool to inform (re) design of transdisciplinary educational modules

Sarju Sing Rai

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13:40-14:45 | EOS N 01.750 - Room C | Session C2 - Theoretical perspectives 2

Abstract

Higher educational institutions (HEIs) are increasingly adopting transdisciplinary educational programs that aim to equip students with relevant competencies to cross disciplinary and science-society boundaries and addressing complex societal issues of the 21st century. While this increased cognizance and value of transdisciplinary learning in HEIs is admirable, there still exists unclarity on the dimensions that can inform design and development of transdisciplinary educational modules/programs. This study explored the design dimensions of transdisciplinary learning and developed a reflexive visualization tool to inform (re)design choices for transdisciplinary education. This qualitative study was conducted within the CONNECTS consortium of Dutch HEIs oriented towards transdisciplinary learning. Discourse analysis and experts' consensus were used to extract and confirm design dimensions of transdisciplinary learning, and six case studies of transdisciplinary educational modules from the consortium HEIs were used to develop and pilot a reflexive visualization tool based on the design dimensions. The findings propose four main design dimensions, viz. transdisciplinary values, co-learning in collaboration, scaffolding of learning, and embeddedness in the curriculum. The four dimensions were further broken down into 27 sub-dimensions that provide configurational information for educators to inform their design considerations. Based on the dimensions/sub-dimensions, a reflexive visualization tool was developed in the form of a radar chart and

piloted in six transdisciplinary educational modules. The visualization tool was deemed valuable in reflection and decision-making to improve and/or strengthen dimension/sub-dimensions of transdisciplinary programs. The design dimensions presented in this study provide valuable insights on important considerations for designing transdisciplinary educational modules. Further, the reflexive visualization tool can help educators make (re) design decisions to streamline transdisciplinary learning.

Keywords

transdisciplinary learning; transdisciplinary education; design dimensions; reflexive visualization tool; radar chart;

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Designing and Delivering Inter-Institutional Hybrid Learning: A Collaborative Interdisciplinary Pedagogical Intervention

Ádám Tóth

Utrecht University, Copernicus Institute of Sustainable Development

15:00-16:00 | EOS N 01.750 - Room C | Session C3 - Pedagogical interventions 4

Abstract

As higher education increasingly responds to complex global challenges, inter-institutional teaching initiatives, such as those emerging from European University Alliances (EUA) and Collaborative Online International Learning (COIL), are gaining prominence. Yet, the practical implementation of such initiatives presents significant pedagogical challenges, particularly in designing coherent learning experiences across institutional, disciplinary, and cultural boundaries, and responding to the European approach to pedagogical interventions, especially for lifelong learners.

This paper presents a case study of the co-development and delivery of the 1 ECTS micro-credential Innovative Teaching in Inter-Institutional Hybrid Classrooms, jointly designed by eight educators from diverse disciplinary backgrounds and four partner institutions of the CHARM-EU EUA.

The intervention focused on creating a learning environment that models and supports effective hybrid, inter-institutional and interdisciplinary teaching. The curriculum addressed key areas, including collaborative curriculum design, hybrid learning activities, assessment strategies, and communication practices, relevant to all disciplines teaching in a hybrid classroom. A distinctive feature of the course was its emphasis on active and constructivist learning approaches, enabling participants to engage directly with the challenges of inter-institutional teaching while developing their own teaching practices across various disciplines.

Participants from diverse disciplinary and institutional contexts engaged in blended learning sessions combining synchronous and asynchronous elements, online and onsite in the hybrid classroom. They were encouraged to design and share their own learning activities following a challenge-based learning approach, drawing on their professional and disciplinary contexts. The course fostered peer learning and facilitated the emergence of a short-term international community of practice. The group's interdisciplinary composition was experienced as a key strength, enabling participants to exchange perspectives, challenge assumptions, and adapt ideas across contexts.

The pedagogical design incorporated a "just-in-time" learning approach, where concepts and tools were introduced immediately prior to their application. This supported learner engagement and ensured relevance, particularly in a context where participants aimed to transfer insights directly into their own teaching. Feedback from participants indicated increased confidence in designing hybrid and inter-institutional learning activities, as well as appreciation for the opportunity to

experiment within a supportive, collaborative environment.

In parallel, the course itself was the product of an iterative, collaborative design process among educators from multiple disciplines, involving shared workshops, co-creation of materials, and the use of digital collaboration tools. This design process informed the pedagogical choices embedded in the course, particularly the emphasis on co-creation, flexibility, and intercultural collaboration.

This case contributes to discussions on pedagogical interventions that bridge disciplinary and institutional boundaries by offering a transferable model for designing hybrid, inter-institutional learning experiences. It highlights how structured opportunities for collaboration, active learning, and peer exchange can help educators navigate complex teaching contexts.

Keywords

collaboration
lifelong learning
micro-credential
hybrid teaching

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Co-Creating interdisciplinary Learning: Student Projects through strategic Partnerships in Africa

Yob Haverkamp

Windesheim Honours College

15:00-16:00 | EOS N 01.750 - Room C | Session C3 - Pedagogical interventions 4

Abstract

During the minor Managing Project for Sustainable Development (MPSD) of the Windesheim Honours College (WHC), students from different nationalities and academic backgrounds work on real-world complex projects across the globe. After many successful experiences working in different parts of the world, possibility for improvements were identified regarding the approach and partnerships in the African continent. The study draws on ongoing debates concerning the effectiveness and structure of development aid. At the same time, interdisciplinary collaboration remains a valuable learning environment for students to critically engage with the concept of development.

The aim of this contribution is to identify strategic partnerships with organizations in Africa through the application of a framework developed for Windesheim Honours College. This ongoing project seeks to create meaningful and reciprocal collaborations that offer students a challenging yet supportive learning environment. The project is developed by Yob Haverkamp (Business-student), Mauricio Pradena Miquel (coordinator MPSD, WHC Zwolle) & Philip Waanders (Academic coach).

The project combines critical development literature from African and Global South authors, with analysis and co-creation with the MPSD coordinator. This combination resulted in the development of a framework constituting 16 criteria. In order to bring structure in the framework, the criteria were categorized under strategic, cultural, relational and operational fits. Using the double diamond approach, the initial version of the framework was applied in the prototyping phase, allowing for feedback and iterative refinement.

The framework proved capable of distinguishing organizations with high partnership potential from those that were less suitable. The feedback from organizations in Africa primarily consisted of identifying the appropriate organizations and individuals to engage with. Organization operating in the field of entrepreneurship and personal development seemed more likely to be a high potential partnership. Throughout conversations it became evident that a decisive factor needed to be added concerning financial aspects. The framework was refined to 17 criteria, while feedback on its application provided improved approaches for its use in practice.

Based on these insights, the new version of the framework is being applied, identifying the three most prominent organizations in this ongoing project; CEO-Africa in Ghana, TheHumanEntrepreneur, and AfricaWellnessFoundation, both based in South Africa

This study demonstrates that collaboration with organizations in Africa remains highly relevant for both educational and developmental purposes. The framework provides a practical foundation for establishing strategic partnerships, and has the potential for application in different contexts, provided that the necessary adjustments are made.

Keywords

Complex Projects
Africa
Partnership Framework
Intercultural Collaboration
Interdisciplinary Minor
Windesheim Honours College

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Evaluating conditions for impact in neighborhood-centered educational programs

Vincent Hazelhoff

University of Groningen (UG Science Shops)

15:00-16:00 | EOS N 01.750 - Room C | Session C3 - Pedagogical interventions 4

Abstract

Over the last few years, community-based educational programs in neighbourhoods have been gaining popularity in The Netherlands. In these programs, students work on a transdisciplinarily basis on neighbourhood-oriented challenges. Students are challenged to immerse themselves in the contextspecific needs and co-create solutions with local residents. Such programs are highly context-dependent due to their local character, differences in experiences, expectations and perceptions, and the diversity of knowledge domains among the stakeholders involved. This complexity makes it particularly challenging to systematically gain insight into and evaluate the desired societal impact of these initiatives.

In this presentation, we take the audience through a joint study by the Vrije Universiteit Amsterdam (VU) and the University of Groningen (UG) on the conditions required to achieve ‘desired societal impact’ in the neighborhood. Desired societal impact refers to the intended positive changes within the neighbourhood—such as improved quality of life, stronger social cohesion, increased resilience, and the empowerment of stakeholders—arising from collaborative, context-specific learning and action. The study considers various neighborhood programs in Amsterdam and Groningen and analyzes the experiences of students learning in a transdisciplinary context, while also incorporating the perspectives of teachers, residents, and professionals.

The research is conducted using semi-structured interviews, after which the collected data is analyzed and structured through the CIPP framework, categorizing insights into Context (the setting in which the program takes place), Input (the actors contributing to the program), Process (how the program unfolds), and Product (the outcomes achieved). A central focus of the study is to map the experiences, expectations, and perceptions of the diverse stakeholders involved in neighbourhood programs, including students, teachers, and residents.

By gaining insights in how these diverse stakeholders experience collaboration, the research develops a rich and nuanced understanding of both the tangible and intangible changes these programs aim to generate, as well as the factors that facilitate or hinder them. This way we provide insight into the societal impact generated by neighborhood programs. Finally, the study distinguishes between insights

that are context-specific and those that may be transferable to similar programs across the Netherlands.

The presentation first outlines how neighbourhood programs are organized in Amsterdam and Groningen, followed by preliminary findings of the study, with the aim of contributing to a deeper understanding of their potential in other contexts and inspiring colleagues to apply these insights in their own learning environments.

Keywords

Societal impact
Transdisciplinary learning
community-based education
co-creation
CIPP-framework

Co-author(s)

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Stimulating co-learning in transdisciplinary education

Wietske Kuijer-Siebelink

HAN University of Applied Sciences & Radboudumc Health Academy

15:00-16:00 | EOS N 01.750 - Room C | Session C3 - Pedagogical interventions 4

Abstract

Adjusted abstract: In higher education, there is a growing focus on educating students to become changemakers who can contribute to societal transformations. Co-learning across disciplines and practices is essential in this regard and forms the core of transdisciplinary education. Although this form of education is emerging and promising, embedding it sustainably in curricula proves challenging. It raises questions such as: how do you achieve co-learning between students, educators and stakeholders, and how do you stimulate and guide this process? What is the role of the educator therein?

This presentation is based on a four-year collaborative project involving a consortium of eleven Dutch Higher Education Institutes (HEIs), called CONNECTS (CONstructing New Educational Configurations for Transdisciplinary Learning & Societal Transformations). In this CONNECTS project, each participating HEI collaborates with one of its transdisciplinary learning environments (TLEs). In these environments, students work with societal partners across disciplinary and sectoral boundaries, bringing diverse perspectives to local, regional, and global challenges with the ambition to contribute to real world change.

The project aims to identify principles for designing and implementing sustainable educational configurations that foster transdisciplinary co learning among students, teachers, and external stakeholders. Using a cyclical educational design research approach, the project investigates three core challenges: (1) enabling co learning, (2) scaffolding transdisciplinary learning, and (3) embedding transdisciplinary education sustainably within higher education curricula.

Through iterative cycles of analysis, redesign, and evaluation, the project works towards a validated, context sensitive framework that identifies effective strategies for fostering transdisciplinary learning across diverse higher education contexts. In the fist half of the project, we developed a preliminary framework and design principles based on empirical exploration of Dutch transdisciplinary initiatives (Gulikers et al., 2025), systematic literature research and feedback from involved teachers and researchers.

Six existing transdisciplinary educational configurations

were redesigned and examined on predetermined dimensions and cross case analysis led to a refined set of design principles, which are currently being validated in six new (validation) cases.

In this presentation, we will provide a short introduction of the overall CONNECTS project and insights from the first phase of the project. Then, will provide in-depth insight into how preliminary design principles were tested and validated in the second half of the project, focusing on stimulating co-learning within the cases. We will end up with our main lessons learnt about stimulating co-learning in transdisciplinary education from the perspective of the validation cases. In this way, participants will gain insight into designing and implementing transdisciplinary education and how colearning could be enhanced in practice.

Keywords

co-learning
educational design research
learning environments
transdisciplinary education
educator

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From Conflict to Connection: A Pedagogical Intervention for Navigating Interdisciplinary Student Collaboration

Esmeralda Blaney Davidson

Radboudumc - Department of Reumatology

11:10-12:15 | EOS N 01.770 - Room D | Workshop D1: From Conflict to Connection

Workshop

Collaboration is central to higher education, particularly within interdisciplinary learning environments. However, many student teams struggle with conflict, miscommunication, and unspoken tensions. While interdisciplinarity is widely promoted as essential for addressing complex challenges, it also introduces friction: differences in disciplinary languages, perspectives, expectations, and ways of knowing.

This workshop presents “The Conflict Kit - Student Collaboration Edition” as a concrete pedagogical intervention designed to support students in navigating these challenges. Developed within an interdisciplinary honours programme at Radboud University in collaboration with students and educators, the toolkit directly responds to students’ experiences of collaborating across disciplinary boundaries.

The Conflict Kit is an evidence informed structured dialogue-based learning tool that can be integrated into interdisciplinary courses, project-based learning environments, and team-based assignments. Rather than treating conflict as a disruption, the intervention reframes it as a meaningful component of the learning process. Students are guided to recognize and articulate emotions, identify underlying needs, and engage in facilitated problem-solving dialogue that fosters mutual understanding and sustainable collaboration.

In this way, The Conflict Kit contributes to key learning outcomes associated with interdisciplinary education, including self-reflection, perspective-taking, problem solving and communication across disciplinary boundaries. It also offers educators a practical strategy to facilitate self-directed problem solving in collaborations, without taking over students’ responsibility for resolving tensions.

The workshop is highly interactive and centres on

experiential learning. Participants will engage in a guided session in which they experience elements of The Conflict Kit themselves, simulating student collaboration dynamics. Participants will leave the workshop with concrete insights into how The Conflict Kit can be integrated into interdisciplinary education as a productive and meaningful learning tool.

Keywords

Conflict
Collaboration
Reflection
Gamification
Communication

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Dialoguing towards transdisciplinary higher education – the workshop

Anne van Tuijl

Avans Hogeschool

13:40-14:45 | EOS N 01.770 - Room D | Workshop D2: Dialoguing towards transdisciplinary higher education

Workshop

The prevalent aim to institutionalize transdisciplinary education (TDE) in higher education brings both promise and tension. While universities and universities of applied sciences articulate ambitions around societal impact and collaboration across boundaries, these ambitions often clash with entrenched disciplinary structures, rigid curricula, and established organizational cultures. Building on our upcoming paper Dialoguing Towards Transdisciplinary Higher Education: Institutionalization at Avans University of Applied Sciences Using Darbellay’s Future Scenarios (Kurris et al., submitted), this workshop puts institutional dialogue about developing TDE into practice.

The underlying study draws on eight focus group discussions with teachers, researchers, policymakers, and students at Avans University of Applied Sciences. It identifies four recurring goals of TDE—learning, collaborating, creating impact, and organizing—and the tensions these generate within existing systems (Kurris et al., submitted). Building on Darbellay’s (2019) transition scenarios for alternative futures of higher education towards inter-, trans- and postdisciplinary higher education, the study argues that sustained, critical dialogue across institutional levels is essential for meaningful progress towards a transdisciplinary future.

Based on these tensions, central questions are proposed to guide such dialogue, emerging at macro level—e.g. What is the purpose of higher education?—and micro level—e.g. How can educational design become less rigid to embrace learning surprises?

In this workshop, participants explore these questions through a structured dialogue format based on role-taking. Participants adopt a role corresponding to an institutional level: micro (classroom and educational design—teachers, students, researchers), meso (organizational structures and teams—policy advisors, middle management), or macro (institutional mission and vision—executives, board members).

The workshop consists of two phases. In the first phase, participants engage in dialogue with others at the same level. This “within-level” dialogue invites reflection on experiences, tensions, and possibilities related to TDE from a shared perspective. In the second phase, participants are regrouped across roles and levels. In this cross-level dialogue, perspectives, assumptions, and tensions are exchanged, enabling participants to explore how challenges and opportunities move across institutional layers.

The methodology is inspired by the Toolbox Dialogue Initiative

(Hubbs et al., 2020), offering a structured yet generative approach for dialogue in inter- and transdisciplinary teams. By experiencing this process firsthand, participants gain insight into how institutional dialogue can foster agency, build shared understanding, and support alignment between didactical and pedagogical ambitions and institutional structures. The workshop equips participants with strategies for initiating conversations that not only surface tensions, but also create shared understanding and agency for transforming TDE.

It directly engages with the NIE conference theme by illuminating how institutional dynamics shape pedagogical possibilities—and how dialogue can create space for inter- and transdisciplinary learning within and across higher education institutions.

Keywords

Transdisciplinary higher education -
institutional change -
dialoguing -
tensions -
institutional levels

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Turning to the body: An embodied investigation into layers of (inter-)disciplinary collaboration within Higher Education Institutions

Susanna Eder & Frederique Demeijer

Alice Salomon University of Applied Sciences, Berlin
VU Amsterdam, Athena Institute

15:00 - 16:00 | EOS N 01.770 - Room D | Workshop D3: Turning to the body

Workshop

This workshop aims to co-creatively investigate embodied experiences of (inter-)disciplinary collaboration within HEIs. It does so by understanding Higher Education Institutions (HEIs) as choreographed spaces referring to the concept of Social Choreography (Hewitt, 2005). Social choreographies (pre-) condition, direct, divert, block or enable our movements and thoughts – while at the same time offering possibilities to move and think differently.

In this workshop, we transfer the notion of Social Choreography onto the institutional context, reflecting upon institutional choreographies within HEIs using an embodied approach (Schoeller et al., 2025). We will co-creatively unpack the way both our moving and thinking bodies are organised within time and space (Klein, 2013), thereby uncovering the way in which we perceive (im-)possibilities in (inter-)disciplinary collaboration – both as students and lecturers. This allows us to explore “the complex and often tense relationship between disciplinarity and interdisciplinarity in higher education teaching and learning” (NIE, 2026).

By doing so, the workshop strives to make visible, perceivable and discussable (Schoeller et al., 2025) the manifold ways in which institutional structures within HEIs inform our embodied realities within them.

We will start with a 15-minute warm-up by sharing some findings from research conducted at Alice Salomon University of Applied Sciences Berlin (ASH Berlin, project Transfer_Hub). An audio-visual input as a project result will introduce an embodied reflection along different layers of institutional experience at ASH Berlin. This will open space to exchange about experiences with (inter-)disciplinarity in the HEI setting from an embodied viewpoint, thereby exploring questions from various angles, such as architecturally: (How) Do different building sites, their materialities and pathways influence our moving and thinking bodies?

Do they separate us or create community?; Emotionally: Do HEIs offer safe spaces encouraging us to take a step beyond “our own” discipline and explore the (yet) unknown?; Socially: Do we encounter hierarchies within different academic disciplines and how does the body hold them being present or absent?; and culturally: What norms and values do(n’t) we share across disciplines and what somatic markers do we experience in regards to that?

During the workshop, we will tap into the manifold ways the educational campus organises our realities as bodies. Participants will use their bodies to connect to different layers

of institutional experiences in regards to (inter-)disciplinarity as well as encountering the individual and collective body as a medium to finding new, un-usual ways to relate to “one’s own” discipline and those of “others” (e.g., enacting feelings with gestures instead of words or coming up with small performative sequences to demonstrate an experience).

By introducing an embodied lens on how HEIs shape (inter-)disciplinarity, the workshop allows embodied learning. It opens a reflective and co-creative space to non-verbally experiment with what is, and by sharing and re-contextualising the stories we encounter, striving to overcome the boundaries of dividing forces within HEIs. The workshop will also be conceptualised as a moment to gather research data on the topic and questions phrased out above, finding (common as well as new and creative) ways to document our exchange.

Keywords

embodied thinking
institutional choreographies
co-creation
higher education
interdisciplinarity

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Smart notes for Interdisciplinary learning

Rianne van Lambalgen

Utrecht University

11:10-12:15 | EOS N 01.180 - Room E | Workshop E1: Smart notes for interdisciplinary learning

Workshop

This workshop will show participants how to create smart notes as a way to structure notes in a non-linear way, following the technique of the Slip-box, known as the Zettelkasten by Alexander Luhmann (Luhmann, 1981), how to connect smart notes and how to use the tool Obsidian to do this. With hyperlinks, a structure can be created that represents personal associations between different thoughts on one note in the system (Faatz et.al., 2009).

In interdisciplinary education, this way of organizing knowledge can be used to help students actively process the insights they learn in separate disciplinary courses and bring together disciplinary insights and disciplinary ways of thinking. We show how students during their bachelor program Liberal Arts and Sciences at Utrecht University (LAS) make connections between the different disciplinary perspectives they encounter in their flexible curriculum and how making smart notes can facilitate this process.

Being able to connect disciplinary insights may help Liberal Arts students in two ways: they can use the integrated knowledge to further their understanding of a particular topic in more detail by looking at it from different angles. And they can identify areas of interest, which they can use to reflect on own past and future choices during and after their bachelor study.

Smart note-taking connects with interdisciplinary learning objectives to learn to evaluate and integrate different disciplinary perspectives (for example, Holley 2017), which requires both disciplinary knowledge as well as the ability to move through different disciplines and recognize differences and similarities between disciplines (Repko and Szostak 2025).

Making smart notes aligns with the idea that disciplinary knowledge presented to students in one course adds to the larger knowledge base students have, with the potential to create connections between disciplinary insights and allowing for integration towards an interdisciplinary perspective.

In this workshop we will practice with different ways of creating smart notes, where notes consist of a title in the form of a statement, an explanation of the statement in your own words and a reference. We will show how, through hyperlinks, notes can be connected together and we will create a knowledge map by connecting our notes. In addition, we will show how the digital tool Obsidian can be used to create and connect smart notes, to make a knowledge map and to trace connected notes through backlinks. Together, we will discuss how this way of knowledge structuring can bring together disciplinarity with interdisciplinarity.

Keywords

smart note taking
liberal arts and sciences
connective thinking

Co-author(s)

none

‘A ripple effect of learning’: collective evaluation of intraprofessional workplace learning in postgraduate medical education

Maarten van der Ven

Radboudumc

Poster

Abstract

Introduction

Due to an aging population, older patient with complex care needs often require care from multiple physicians from various specialties. However, medical education currently offers limited training on how to effectively deliver coordinated and integrated care across medical specialties. This gap highlights the importance of intraprofessional learning, where residents from different specialty programs learn from, with, and about each other. Intraprofessional learning draws on principles of interdisciplinary education and has become a significant area for educational innovation. One such intraprofessional learning innovations is the workplace-based learning module SPICE (Secondary Primary care Intraprofessional Collaboration Education). Evaluating whether these interventions are meaningful and contribute to more integrated, coordinated care is essential to prevent adding more to already extensive training curricula. Traditional evaluation methods often fail to capture the complexity of workplace learning interventions. Therefore, in this study, we sought an innovative evaluation method to explore effects of SPICE on resident collaborative behavior and clinical practice.

Methods

We utilized the collective evaluation method ‘Effectenplein’ (Effects Forum), developed in the social domain, which combines timeline analysis, mixed focus groups, and co-construction. Residents from primary and secondary care specialty programs who participated in SPICE engaged in discussions together with supervisors and patients to create a timeline of moments in which they learned about collaboration between primary and secondary care over the past six months. Each moment was then discussed to identify the learning outcomes and their effects on collaborative behaviors and care delivery. The resulting timeline and conversation transcripts were inductively coded, followed by thematic analysis.

Results

Seventeen participants took part in two Effects Forums. Both formal SPICE learning moments and informal workplace learning moments were identified as valuable for intraprofessional learning. Residents reported adopting a more patient-centered approach and fostering a greater mutual understanding across primary and secondary care settings. This improved understanding facilitated more proactive handovers between care settings. Additionally,

residents transferred IntraPC learning to new contexts through reflection and dialogue, creating a ripple effect that extended the learning beyond the original intervention.

Discussion

Workplace-based intraprofessional learning activities can lead to meaningful changes in clinical practice. Collective evaluation offers the opportunity to capture diverse perspectives on the impact of workplace learning interventions and to identify both formal and informal learning moments. Thus, collective evaluation is a valuable method for exploring the longer-term effects of workplace learning interventions in complex healthcare settings.

Keywords

Boundary crossing,
postgraduate training,
workplace learning,
evaluation research

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Exploring transdisciplinary behaviours and beliefs amongst alumni from a transdisciplinary challenge-based learning course

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KU Leuven

Poster

Abstract

Transdisciplinary (TD) learning approaches in higher education courses aim to encourage the development of behaviours and beliefs beneficial to working in TD teams (Horn et al., 2024; Wolff, 2023; Klein, 2022). Fam et al. (2016) identified curiosity, commitment, critical awareness, connectedness, creativity and communication as essential TD skills and attitudes for supporting transdisciplinary work. TD courses offer an opportunity to develop competences (knowledge, skills and dispositions) to holistically address complex societal challenges, while also learning how to enact TD approaches in a research context. This complements the traditional disciplinary professionalisation in higher education.

One approach is transdisciplinary challenge-based learning (T-CBL) (O’Sullivan, 2025). Students work in a team with academic and extra-academic actors on a real-world societal challenge. The design stimulates learning-by-doing, immersing students in the complexity of real-world contexts where values, perspectives, and ideas can diverge significantly.

Encountering diverging perspectives can cause disorienting experiences. When this is followed with critical reflection, exploration of alternatives, experimentation with new integrative perspectives, and finally reintegration of new behaviours, skills, attitudes, ... We call this transformative learning (TL) (Mezirow, 1991) and the TL outcomes are characterised by their deep impact, broad applicability, and consistency through time (Hoggan, 2016).

In a T-CBL course, students have responsibility to find, appraise and integrate the different expertise and knowledge required to address their challenge. The diversity of perspectives and forms of knowledge encountered may potentially lead to transformative changes. TL has not yet been applied in the context of T-CBL and there is a need for further clarification of the learning outcomes.

This study investigates the Transdisciplinary Insights honours programme (TDI) at KU Leuven, a one year T CBL course in which interdisciplinary student teams address complex societal challenges in collaboration with societal partners. We examine which TD competences are present among alumni and whether they describe their learning as transformative.

An anonymous online survey assesses behaviours and beliefs associated with TD research and indicators of transformative learning (depth, breadth, and persistence). The survey tool draws on pre-existing surveys for transformative learning (e.g. King, 2009; Stuckey et al., 2013; Walker, 2018). Follow up semi structured interviews with selected alumni further explore how transformative learning processes may have occurred. Descriptive statistical analysis and qualitative thematic analysis will be used to document transdisciplinary competences and transformative learning outcomes.

Keywords

Transdisciplinary challenge-based learning,
Higher education,
Transformative learning,
Transdisciplinary traits,
Alumni

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Inter- and Transdisciplinary PhD Candidates and Supervisors as Five-Legged Sheep...

Annemarie Horn

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Poster

Abstract

In inter- and transdisciplinary (ITD) research much of the day-to-day work is carried by PhD candidates. While prior research has shown that ITD PhD trajectories require a broader and more diverse set of competencies than disciplinary PhD projects—including collaboration across epistemic boundaries, stakeholder engagement, and reflexivity—these expanded demands can also render the process emotionally and cognitively taxing. Despite this, systematic insight into the lived challenges of both ITD PhD candidates and their supervisors remains limited.

In this study, we explored the challenges experienced by ITD PhD candidates and their supervisors, aiming to move beyond individual accounts toward shared patterns and actionable insights. We conducted semi-structured interviews with PhD candidates and supervisors involved in two ITD research projects, complemented by a survey to capture a wider range of experiences from supervisors. Through iterative analysis, we distilled recurring themes and translated them into a set of visuals that articulate key experiences and lessons emerging across cases.

These visuals capture both individual and relational dimensions of ITD PhD work. For PhD candidates, lessons include navigating boundaries of responsibility (e.g., “don’t become the supervisor of your supervisor”) and actively cultivating peer support networks (e.g., “seek out other ITD PhD candidates”). For supervisors, lessons emphasize the importance of creating enabling environments (e.g., “provide a house that can be turned into a home”) and recognizing supervision itself as an inherently ITD, collaborative practice (e.g., “interdisciplinary supervision is interdisciplinary teamwork”).

Importantly, we find that PhD candidate and supervisor lessons often mirror one another, revealing shared expectations and tensions. Both PhD candidates and supervisors are often positioned as needing to embody an expansive and sometimes unrealistic set of roles—akin to a “five-legged sheep”.

We argue that the developed visuals serve a dual purpose: they foster recognition by making implicit challenges explicit which may cause those engaging in ITD research to feel: “I’m not alone in this”. Moreover, they provide concrete entry points for discussion and reflection. As such, they can be used in training, supervision, and project design contexts

to facilitate conversations about roles, expectations, and support structures in ITD PhD research. Crucially, we emphasize that engaging with these insights should not become yet another responsibility placed on PhD candidates alone. Instead, it requires active participation from supervisors and institutions alike, ensuring that the collective nature of ITD work is matched by a shared commitment to care, learning, and adaptation.

Our poster presents the visuals and invites others to use these in their own ITD research, education, or training context.

Keywords

PhD research, training, supervision, interdisciplinary research, playful visuals

Co-author(s)

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Beyond GenAI in higher education: A collaboration between students and teachers

Tamara van Woezik

Radboud Teachers Academy, Radboud University

Poster

Abstract

With GenAI on the rise and increasingly present in education, the problematic aspects of this innovation, such as plagiarism and reduced engagement, are now becoming evident. Especially concerning is the ease of using these tools to bypass essential learning processes such as critical thinking and creativity, and students’ lack of confidence in their own abilities. Solutions are often top-down approaches that fail to reach education practice, while we know that promising interventions in education should be guided by teachers’ and students’ experiences, needs, and opinions.

The aim of this project, led by students and teachers from alfa, beta and gamma, is to highlight educational activities that can enrich a course and benefit learning outcomes in higher education. We identify activities that spark positive emotions, focus on creativity, and increase students’ confidence and critical thinking skills. We also make suggestions for restructuring assessment methods to ensure alignment with the activities. Such methods encourage human input and are likely beyond the scope of GenAI.

Based on interviews with students and teachers, as well as a literature search, we have identified a common vision: For a better society, we need a generation of university students that is well-equipped for dealing with dynamic and complex issues. We therefore need an updated learning process that is inviting, fun, and allows for mistakes and curiosity. We developed a flowchart tool that connects key educational values with teaching methods, assignments, and assessment methods. This tool will provide an easy-to-follow source of inspiration that can help adapt education to focus on essential skills that GenAI cannot accommodate.

The tool encompasses a variety of methods for fostering creativity and curiosity through teaching emotional skills, questioning, critical thinking, independence, playfulness, building connections, and self-confidence. We provide suggestions dependent

on study program and targeted learning outcomes. The suggested activities can activate desire for knowledge in students, empower them to learn in an exciting way, and connect with each other. This may also help to reduce workload and stress associated with education. A more collaborative environment amongst students as well as between students and teachers, where everyone can listen and help one another improve, is the desired outcome. This tool will help kickstart progress in this direction in the higher education system.

Keywords

higher education, co-creation, GenAI, creativity

Co-author(s)

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Fostering Student Leaders for Interdisciplinarity

Douwe van der Maden

Interdisciplinair Onderwijs (IDO) at UU

Poster

Abstract

At Utrecht University, we are advancing a policy report aimed at fostering and institutionalising the emerging role of Student Leaders. This responds to a context in which student participation is widespread but often fragmented and insufficiently connected, particularly in policy development. The poster will show how Student Leaders from different faculties take initiative in policy development at the university, strengthening the student voices that already contribute so much to other spaces at the university. The policy report is part of a broader move towards facilitating student engagement, as it recommends investing in dedicated trainings or the mutual exchange of best practices through networking.

This has great potential for furthering interdisciplinary education, because the University can be understood as a microcosm of a complex society, in which Student Leaders collaboratively develop solutions across institutional boundaries. In doing so, Student Leadership becomes a form of practice-based interdisciplinary learning, where students engage with diverse perspectives, negotiate common ground, and integrate different forms of knowledge with real-world institutional contexts.

The project is an initiative of Prof. Iris van der Tuin, and it is being carried out by a first cohort of Student Leaders. It is inspired by the organisational culture of strongly empowered students they encountered at the interdisciplinary centre INTED at the University of Oslo. With the poster, we hope to share and promote our work in this project and gather feedback about how the policy initiative might compare to the institutional settings at other universities.

Keywords

*Institutional dynamics,
policy development,
student empowerment,
interdisciplinary collaboration,
engagement*

Co-author(s)

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Optimizing Comparative Anatomy Education through Standardized 3D Modeling Protocols

Mieke Roth

Vrije Universiteit

Poster

Abstract

Optimizing Comparative Anatomy Education through Standardized 3D Modeling Protocols

Comparative anatomy is a cornerstone of biological and veterinary sciences, yet it presents unique pedagogical challenges due to the vast morphological diversity between species. Traditional educational methods, such as dissection and 2D atlases, are increasingly being supplemented—or in some cases replaced—by digital and physical 3D models. This PhD research investigates the integration of 3D anatomical models within comparative anatomy teaching, focusing on the technical optimization of model creation and their subsequent impact on learning outcomes.

- The three core objectives are:
1. Technical Workflow & Optimization: Identifying the most effective methodologies for generating 3D models from biological and medical imaging data (e.g., CT or MRI scans) or surface scanning. This includes evaluating software pipelines for segmentation, mesh refinement, and material selection for 3D printing.
 2. Protocol Development: Establish a standardized protocol for the development of anatomical models. By creating a repeatable framework, the research aims to ensure that educators can produce anatomically accurate, cost-effective, and peer-reviewed models that are fit for purpose, and that can be easily compared.
 3. Pedagogical Efficacy: Beyond the “how” of creation, the study examines the “why” of implementation. It explores how these models alter the teaching dynamic and whether they improve spatial understanding and knowledge retention in students.

To evaluate these objectives, the research employs a comparative experimental design. We will test different modalities of anatomy education side-by-side, comparing traditional methods with digital 3D visualizations and physical 3D-printed replicas. A critical variable in this study is the Level of Detail (LOD). We will investigate how varying degrees of anatomical complexity—ranging from simplified schematic models to hyper-realistic, high-resolution representations—affect the learning process. This will help determine if higher detail leads to better understanding, or if simplified models are more effective for introductory cognitive processing by reducing “extraneous load.” By bridging the gap between digital technology and pedagogical theory, this research seeks to provide a roadmap for modernizing anatomy teaching and scientific training. The ultimate goal is to enhance the accessibility and quality of comparative anatomy education, providing students with the tools necessary to master complex morphological relationships across the animal kingdom.

To clarify the connection to interdisciplinary education: while my initial pilot focuses on partially replacing a traditional anatomy practical for a specific target group, the poster will focus on the interdisciplinary methodology behind this transition. Specifically, I will highlight:

The necessary intersection of biological sciences, educational psychology (measuring spatial literacy and learning outcomes), and digital technology in designing these 3D tools. Using this early-stage pilot as a starting point to spark a dialogue with attendees from various fields. My goal for the poster session is to explore the transferability of these 3D models and methodologies to other disciplines outside of comparative anatomy. I look forward to using this interactive format to gather cross-disciplinary perspectives that will help shape the future direction of my PhD research.

Thank you again, and I look forward to the conference.

Keywords

*Comparative Anatomy,
3D Modeling & Printing,
Pedagogical Protocol,
Level of Detail (LOD),
Spatial Cognition*

Co-author(s)

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Distilling design principles for transdisciplinary education. Eleven posters displaying eleven transdisciplinary projects participating in the CONNECTS consortium

Hans Savelberg

Universiteit Maastricht

Poster

Abstract

CONNECTS is a design-oriented research programme in which principles are being developed for designing and implementing sustainable, transdisciplinary educational configurations. The eleven Dutch institutes for post-secondary education that collaborate within this consortium each brought in a transdisciplinary education initiative. Within the CONNECTS programme, initiatives were evaluated and design principles were distilled. Based on this analysis, projects were adjusted and re-evaluated.

In eleven posters each of these transdisciplinary initiatives are presented. Each poster contains a short description of the initiative and its educational context, and discusses the initial design principles, the improved design and the arguments for adjusting them.

Keywords

co-learning,
scaffolding,
embedding

Co-author(s)

none

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