

**Project title:** Supporting evidence-based educational innovation at TU/e

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**Abstract:**

Education requires continual innovation to keep up with changes in knowledge and perspectives on teaching and learning, student population, industry and society, and growing possibilities for technology enhanced learning. Conducting educational innovation requires a complex combination of teachers' tasks. Teachers need to build on their expertise on teaching and supporting learning and educational design, and concurrently include tasks on educational scholarship and research to underpin innovations with evidence of impact. However, educational scholarship and research are not necessarily part of teachers current expertise as it is not one of their primary tasks. Teacher inquiry as an approach to professional development offers opportunities for teachers to increase their capacity to study their own educational practice and innovation efforts. Embedding learning design and innovation in a structured cycle of inquiry will enhance the quality of innovations with consequent benefits for the quality of education.

Teacher learning communities are established as valuable environments for teachers' professional development concerning educational design and innovation, and inquiry into their own practice. They offer opportunities for peer support and collaborative learning to expand participating teachers' expertise.

The aim of this research is to identify how teacher learning communities can support teachers at TU/e to conduct evidence-based educational innovation for technology enhanced learning.