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Date  
October 15, 2020

Our reference  
Position Executive Board

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## **Position of the Executive Board of Eindhoven University of Technology regarding the assessment of the Eindhoven School of Education**

In February 2020 an international review committee assessed the research of the Eindhoven School of Education for the period 2013-2018 at Eindhoven University of Technology. The committee assessed the quality and relevance of research conducted in the period 2010-2017, the viability, the strategic targets, and the quality of the research training, research integrity and diversity. The assessment was carried out using the Standard Evaluation Protocol 2015-2021 for the research assessment of public organizations in the Netherlands.

The assessment committee consisted of:

- Prof. Nadine Engels (chair), *Head of Teacher Education Department, Vrije Universiteit Brussel*;
- Prof. em. Kenneth Ruthven, *Professor Emeritus of Education, University of Cambridge*;
- Prof. Tina Seidel, *TUM School of Education, Technical University of Munich*;
- Sathyam Sheoratan MSc, *PhD student and teacher, TU Delft*.

## **The committee made the following general assessment:**

### **Research Quality (“very good”)**

‘(...) the ESoE research unit has been productive and conducted very good, internationally recognised research in the period 2013-2018. Compared to the international field, the unit is visible and has a very good impact. ESoE research staff are widely active in professional organisations and editorial boards and they are sought after as collaborative partners in educational research. The fact that the unit has been successful in the acquisition of competitive grants is also an indicator of its quality. The STEM-education branch could be strengthened further, for instance by an extra appointment.’

### **Relevance to society (“very good”)**

‘Conducting research that is relevant for practice and policy in education is undoubtedly one of the strengths of the ESoE research team.’

‘The committee thinks that stronger focus and better alignment of activities, an increase in use of online/digital provision and outreach as well as further intensification of research collaboration with partners could further strengthen the unit’s societal impact. In this light, and in comparison to other similar units, it concludes that the unit makes a very good contribution to society.’

### **Viability (“very good”)**

‘... ESoE’s future is viable, thanks to its promising and coherent research programme, the quality of its research staff and its thoughtful internal management. The School’s focus on innovative STEM teaching and professional development in higher education is timely and well-suited to the context of TU/e. The committee thinks that ESoE can take a leading role in challenge-based education within the university, in the Netherlands and internationally, but currently there are a number of (financial) limitations which are not in the unit’s control. Therefore, the committee advises to appoint another highly visible full professor in the field of STEM education, who could contribute to ESoE’s distinctive presence in the field and attract long-term research funding.’

### **PhD programmes, research integrity and diversity**

The committee has judged positively about PhD-policy, research integrity and diversity. In addition, the committee made some specific recommendations.

### **The committee also made concrete recommendations for the Future Strategy**

- ESoE has trust and prestige within the faculties of TU/e, who want to involve ESoE in the development of challenge/problem-based learning for the education of engineers. The committee suggests to seize the opportunity to play a major role in the improvement of educational practices at TU/e, to investigate this innovation in higher education, and to strengthen ESoE’s reputation in and outside the university.
- The committee thinks that the impact and reputation of the STEM-education branch could be increased further, for instance by an extra appointment in the field of STEM-education research and by connecting it to the unit’s more general educational research.
- There is potential for further development of on-line/digital provision/outreach to disseminate the findings and products of ESoE’s research.
- The committee suggests that a stronger focus and better alignment of ESoE’s societally relevant products could further strengthen the unit’s societal impact.
- The committee suggests that ESoE could build activities which involve both school and university colleagues around common research interests across school and university settings.

The Executive Board highly appreciates the work of the committee and the recognition of the quality of the research of Eindhoven School of Education. It is equally appreciative of the concrete recommendations of the committee. The Executive Board will discuss the recommendations with the management of the research unit.

The Executive Board of TU/e has accepted the report and its recommendations and wishes to thank the assessment committee for the considerable time and effort it has spent on this assessment.

On behalf of the Executive Board,

A handwritten signature in blue ink, consisting of a stylized 'F' and 'B' followed by a long horizontal line with a small upward curve at the end.

Prof.dr.ir F.P.T. Baaijens  
Rector Magnificus Eindhoven University of Technology