

COMBINED CALL FOR PROPOSALS TU/e EDUCATION INNOVATION FUNDS 2024 To innovate Teaching & Learning

The field and the role of engineers is increasingly becoming more relevant due to the need to solve emerging societal challenges. Transforming educational paradigms from teaching to learning with emphasis on student-centered pedagogies are important to prepare the new generations of engineers and scientists to meet these challenges. We know that TU/e has a proficient academic staff with an innovative mindset regarding education, but time and resources are sometimes lacking to realize these innovations. Therefore, there are several funds available, both inside and outside TU/e, to enable educational innovation and improvement. The calls for proposals for these funds are combined. With this combined call for proposals, we are calling on program directors and academic teachers to submit proposals for educational innovation projects. The call for proposals is divided in two parts:

Part A: Proposals to adjust the implementation of the vision and educational strategy of the departments at program level¹

Program Directors were asked in 2022 to submit an innovation plan to implement the vision and educational strategy of the department for the coming three to five years. The innovation plans included the ambitions to redesign the Bachelor College (BC) curriculum and to improve the master programs, on the one hand. On the other hand, the departmental innovation plans targeted a paradigm shift in the teaching and learning and assessment models and approaches, with the integration of technology to facilitate and maximize learning.

We are aware that, during the redesign of BC and in the improvement of the master programs in 2022 and 2023, new challenges may have arisen. Therefore, Program Directors can apply for funds in 2024 to improve quality of education or to earmark for the adjustment of the departmental education innovation plans submitted in 2022, e.g. implement learning lines, courses within the framework of the alliance of TU/e, WUR, UMC Utrecht and Utrecht University, or of EuroTeQ, etc.). These adjustments will continue paving the way towards achieving the TU/e vision 2030 and its educational components.

The Innovation Call 2024 part A is devoted, therefore, to provide funds to:

Enable the Program Directors of the TU/e departments to keep improving quality of education and redesigning their programs at curriculum level fostering, therefore, the implementation of the educational vision and strategy of the department to educate the new generations of engineers and scientists.

The request for SVM innovation funds for the TU/e departments is available until December 31st 2024. The implementation and the costs of the innovation plans submitted this year, can take some years until December 2026.

¹ Note that the Academy for Learning and Teaching (ALT) will organize frequently events every year in order to disseminate innovations both at curriculum as well as a course level. In addition, ALT will also provide a platform for the internal and external exchange of ideas and practices. Therefore, Learning Communities (LCs) will be organized to promote knowledge sharing and stimulate peer interaction. LCs are an informal way to support teachers in their professional development.

Innovation Call Part A

Proposals to implement the vision and educational strategy of the departments at program level

Proposals are submitted by Program Director to calls_onderwijsinnovatie@tue.nl by May 1st, 2024

Types of departmental innovation proposals (adjustments)

Adjustments in the innovation plans submitted in 2022 aiming at improving quality of education, and with the ambition to fully redesign the Bachelor College 2.0 curriculum in the department; to improve master programs at curriculum level; to (re)design and support implementation of EWUU and EuroTeQ courses; to enhance teaching and learning, and assessment approaches, and/or to integrate technology in education. Adjustments can be also made in the roadmap for the coming years and required extra resources, support, and expertise to make large departmental operations successful.

Assessment criteria

The submitted adjustments in the departmental innovation proposals will be assessed according to the following criteria:

- The adjustments in the innovation plans are in line with the vision and strategy on education of the department submitted in 2022, which leads to the TU/e strategy 2030. The adjustments in the departmental proposal aim at achieving the changes and developments envisioned at program/curriculum level for the coming 2 to 3 years (short-term) or 5 years (mid-term). Examples of the envisioned changes throughout the curriculum are: changes in the master programs or in the re-design Bachelor College curriculum according to the BC Directives (i.e. the development of a CBL curriculum line; the development or optimisation of Professional and Personal Development and student's employability; the modifications in the elective space; ITEC courses, etc.); the implementation of the vision of assessment in the department; modularization and flexibilization at curriculum level; the development of tools to monitor students' competence development; the development of different forms of formative feedback towards stimulating self-directed learning; programmatic assessment; the integration of educational strategies throughout the curriculum with the support of technology in education and data supported learning (i.e. Blended Learning, Learning Analytics, online or hybrid education); development of digital facilities (e.g. virtual environments, innovative labs and educational e-material).
- The adjustments in the innovation plans have clear goals and contribute to realize the ambitions described in the departmental vision on education and the challenges to surmount in short-term (2 to 3 years) or mid-term (5 years). The adjustments in the innovation plans include a reflection on the achievements made and what the added value is of the proposed adjustments. If modifications in the (expected) achievements of the implementation plan, deliverables and timeline are made, please define.
- The adjustments in the proposals can contain modifications in the already submitted roadmap (e.g., phases and work packages, activities, etc.) as implementation plan to reach the short-term (2 to 3 years) or mid-term (5 years) department's vision on education.
- The Program Committee (PC) (and maybe some other departmental curriculum committees and alike) has been consulted and has advised positively about the adjustments in the proposals. The results of the reflection and evaluation of the departmental plans from previous years, the feedback from the departmental PC and/or other committees, projects, experts, and experiences from the past within and outside the university are considered and incorporated in the adjusted proposal.

- The adjusted departmental proposal is signed by the Program Director.
- The adjustments in the departmental proposal should lead to the overall improvement of the quality of education e.g., more intensive and small-scale education, promoting self-directness, improving competencies, support of student diversity, etc.
- The (expected) lessons learned and outcomes included in the adjustments of the departmental proposal are likely to be transferrable to other domains, departments or contexts.
- A suitable dissemination and/or sustainability strategy are outlined in the adjustments of the departmental proposal.

Budget

Note that the TAs funds do not exist anymore as an individual budget line. Support to hire hybrid teachers, Teacher/Teaching Assistants must be included in the departmental/curriculum proposal and budget.

Program Directors make sure that a financial overview four times a year (once per trimester) is prepared by and discussed with the financial controllers in each department. During the annual reviews, the Program Directors will discuss the financial accountability with the BC and GS deans.

The requested budget may consist of all extra costs the adjustments in the departmental plans will create:

- **Teacher Assistants (BSc or MSc students) and Teaching Assistants (PhD's, Postdoc's):** The use of TAs improves the quality of education because it is likely to contribute to small scale and intensive education, and to speeding up digitization, whilst at the same time reducing the workload of the academic staff.
- **Hybrid teachers:** employees from industry that work a few hours per week in education at TU/e.
- **Teachers (non-academic teachers):** Lecturers employed by TU/e who primarily have teaching duties.
- **Scientific staff/academic teachers:** Extra hours of staff (depending on the fund, maximum of 80hrs per year) or out of pocket costs.
- **Other costs:** one-time expenses for educational support, ICT, Teacher Support or additional educational support, assessment development, and the like. Please note that we strive to bear these activities and costs as much as possible together, in order to operate as effectively and efficiently as possible.

Timeline

The timeline for the submission of the proposals for the Innovation Call 2023 Part A is the following:

| What | When | Who |
|---|--|---|
| Preparing adjustments in departmental innovation proposals | Until May 1 st 2024 | Program directors, policy advisor's teacher support, teachers, etc. |
| Questions/Feedback requested on adjustments in departmental innovation proposals/Meeting with Program Directors, Policy Advisors/Teacher Support: Advice on vision/roadmap document | January – May 1 st 2024 | Strategic Advisor Innovations in Teaching & Learning |
| Deadline for submission | May 1 st 2024 | Program Director |
| Evaluation of proposals | May 1 st – May 20 th | Strategic Advisor Innovations in T&L/GA team & 4TU.CEE |
| Feedback/Interviews with Program Directors, policy advisors and teacher support (in case proposal needs revision/adjustments) | Between May 1 st to May 30 th 2024 | Program Directors, Dean Bachelor College (BC) and/or Dean Graduate School (GS), Strategic Advisor Innovations in T&L/Student Committee Quality Agreements (CQA) |
| Deadline submission adjusted proposal plans | June 15 th 2024 | Program Directors |
| Reviewing adjusted plans | June 15 st until June 20 th 2024 | Strategic Advisor Innovations in T&L/GA Team/ Deans |
| Awarding grants for adjusted plans | June 20 th 2024 | Dean BC and GS |

Format for proposals to implement the vision on education at program level

The adjustments can be shortly summarized (it is not necessary to submit again a whole proposal but a summary of the adjustments). The adjustments in the departmental innovation proposal addresses changes (if any) in the following elements:

1. A clear formulation of the adjustments in the departmental innovation plans which build upon the **vision and educational strategy** submitted already in the departmental innovation proposals in 2022. These adjustments can include the following:
 - a. The re-design plans for the Bachelor College curriculum (i.e., major and ITEC courses; development of the Challenge-based curriculum line, the Professional and Professional Development learning line; the development of themes and courses in the elective space; etc.);
 - b. The improvement in the master programs;
 - c. The (re-) design or the improvements in the implementation of courses within the framework of the EWUU Alliance (TU/e, WUR, UMC Utrecht and Utrecht University), or of the EuroTeQ 2.0.
 - d. The enhancement of the teaching & learning and assessment models and approaches in courses and in the curriculum as a whole; as well as the integration of technology in education (e.g. online, hybrid and blended-learning, modularization and flexibilization, etc.), and data supported education (e.g. learning analytics, etc.).
 - e. The adjustments in the departmental innovation plans are aligned with the TU/e vision and educational strategy, as well as the current developments at bachelor and/or master level.

These adjustments must be linked to an internal evaluation and/or the recommendations and feedback of the Program Committee and/or other departmental committees to keep improving education and the educational developments in the department.

2. In case adjustments in the roadmap need to take place, a **detailed description of the adjustments in the roadmap** indicating the changes in the phases, work packages (WP) and activities in each phase/WP that will be conducted every year in order to reach the short-term (2 to 3 years) or mid-term (5 years) vision on education of the department. The adjustments in the roadmap should provide an answer to the following questions: Why are these adjustments necessary as an extension to the already innovation plan submitted in 2022?; What activities will be undertaken, and in which order, in which phase or work package (WP)?; What is the timeframe of the different activities or phases?; Add also information about how will success (or failure) be assessed, or established?; What are the risks for the project?
3. The adjustments in the **expected outcomes and in the Quality Performance Indicators (KPIs)** of the proposal/work packages. The adjustments in the departmental proposal include what the expected outcomes are in terms of impact on students, teachers, quality of the education of the program, etc.
4. **(In case of adjustments in) Dissemination and sustainability** of the project. The adjustments in the proposal should have a clear sustainability strategy. Who will use the products/outcomes, and who are the potential users once the project has been successful? How are these potential users going to be informed about the project, its progress and outcomes? All activities, and their products and outcomes, should be able to be disseminated online, and all project products will become freely available to all TU/e lecturers. Hence, reporting must be in English.
5. **Quality Assurance.** The departmental innovation plans of the first year implementation (2022) have been evaluated. The adjustments in the innovation proposal include the results of the evaluation/monitoring have been discussed with the Program Committee (PC) of the department (and with other committees in the department, e.g. curriculum committees, etc.). The PC has provided a positive advice to the adjustments in the innovation plan and feedback or recommendations are taken into consideration. Recommendations for improvement, KPI's on quality of education and for the monitoring of the plan are annually reviewed.
6. **Project budget.** The TU/e assumes that the applicants will themselves bear the costs over and above the contribution from the funds, in accordance with the proposed budget to carry out adjustments in the departmental innovation plans. If the successful pilot/experiment could potentially lead to substantial structural investments, the department should indicate that it intends to include these costs in the regular education budget in the long term.
7. **Signing.** The adjusted departmental innovation proposal must be signed by the Program Director and the departmental director (Managing Director).

Support

We have the following support available for:

- Questions, advice on writing and preparing the adjustments in the departmental innovation plans and for further questions on innovations please contact dr. Sonia M. Gomez Puente (Strategic Advisor Innovations in Teaching & Learning, General Affairs). s.m.gomez.puente@tue.nl
- Information about this Innovation Call will be also shared with the Chains Policy and Teacher Supporters, and with MESA.

Evaluation

The monitoring and evaluation of the results of the departmental innovation plans and whether these have reached the expected goals will take place through annual reports, discussions with the BC and GS dean, as well as the trimestral financial accountability. This will be carried out by the following:

- Program Directors report every year to the BC and GS Deans about the progress and effects of the innovation plan at program level. This includes the annual discussion/feedback from the Program Committee regarding the monitoring of the implementation of the plan, feedback from curriculum committee, etc. This annual evaluation includes: the contribution of the TA's, hybrid and expert teachers, etc., on the quality of education and/or to reach the expected KPI's; as well as the financial accountability of the financial resources.
- Finance and Control at the department makes a trimestral financial overview of the deployment and costs made.
- The Committee Quality Agreements (CQA) reviews the evaluation of the program directors and Finance and Control yearly.

Innovation Call Part B

Project Proposals to implement teacher enhanced innovations

Teachers are offered the opportunity to apply for financial and practical support for an innovation project in the context of the BOOST!, CBL, Learning Analytics, and 4TU.CEE. programs. One of the conditions for granting the applications is that the results are exchanged with other academic teachers. Ultimately the aim is to provide space for faculties to learn from each other about innovative teaching and learning.

Within this call, all kinds of innovative education projects that suit the educational vision of TU/e and the Strategy 2030 can be proposed. The project(s) should be aimed at the enhancement of engineering education. It is important that the department is in the lead for these projects and that the program director co-signs the proposals together with the teacher responsible for the project proposal.

The Innovation Call 2024 is devoted, to provide funds to:

Enable TU/e teaching staff to carry out evidence-based experiments in fields such as assessment, modularization, challenge-based learning, among others. The aim of these projects is to contribute to the TU/e vision, body of knowledge and innovations through the support of the BOOST!, CBL, Learning Analytics, and 4TU.CEE programs (See Appendix 1 for further detailed information).

The request for SVM innovation funds for CBL, BOOST and Learning Analytics for the TU/e departments is **available until December 31st 2024**. The implementation and the costs of the innovation plans submitted this year, can take some years until December 2026

In this document we explain what budget and support is available for project proposals for innovations. We provide some guidelines on how to apply for funds, as well as the criteria for the assessment of proposals submitted by the departments. You may use this information for communication with the curriculum committees at your department and for all teaching and support staff you consider appropriate.

Assessment criteria

The submitted projects will be assessed according to the following criteria:

- The project fits with the TU/e strategy and educational vision.
- The project has a clear aim and problem description.
- The (expected) project achievements, deliverables and timeline are clearly defined.
- The plan is signed by the Program Director (or directors in case of a joint project) and the involved teacher(s).
- Projects, experts, and experiences from the past within and outside the university are considered and incorporated in the proposal.
- The project should lead to the improvement of the quality of education, e.g. more intensive and small-scale education, enhancing the quality of educational facilities, improving competencies, support of student diversity, etc.
- The project proposal includes a quality assurance plan to monitor the experiment including Quality Performance Indicators (KPIs).

- The design of the project is suitable and feasible. All support required for the adjustments to the plans of the departments has to be agreed on and included in the budget.
- The (expected) project outcomes are likely to be transferrable to other domains, departments, or contexts.
- A suitable evaluation (or research) strategy is outlined in the proposal.

Timeline

The timeline for the submission of the project proposals for the Innovation Call 2024 is the following:

| What | When | Who |
|---|--|---|
| Preparation and submission | | |
| Preparing project proposals at course level | Ad-hoc | Program Directors, policy advisor's teacher support, teachers, etc. |
| Deadline for submission | Ad-hoc submission | Program director |
| Evaluation of proposal suitable for grants | | |
| Evaluation of project proposals (and feedback in case of improvement) | Max. three months processing time after submission time | Program Managers BOOST!, CBL, Learning Analytics and 4TU.CEE, Strategic Advisor Innovations in T&L/GA team/Sounding Board/Quality Agreement Committee/Deans |
| Reviewing adjusted plans (only for project proposals in need of improvement) | Max. one month after receiving feedback | Program Managers BOOST!, CBL, Learning Analytics and 4TU.CEE, Strategic Advisor Innovations in T&L/GA team/Sounding Board/Quality Agreement Committee/Deans |
| Award | | |
| Awarding grants | As soon as the Committee Quality Agreements approves proposal (after advice of Student Sounding Board) | Dean BC and GS |

Budget

The project proposals can be submitted until December 31st, 2024, although the implementation costs can take one year or several years until December 2026. When projects span multiple years, DFEZ will evaluate the expenditures (each) of the project(s) every year. The proposed budget may consist of all extra costs the project will create: e.g. TAs, ICT applications, extra hours of staff (depending on the fund, maximum of 80hrs per year) or out-of-pocket costs. The funds are additional. This means that the innovation funds do not cover costs already included in the regular budget or structural costs.

Format for Project Proposals

The project proposal is expected to be a concise proposal which includes a clear idea of what the project is about (“what”), a rationale for why this is a necessary or desirable development with regards to education 2030 (“why”), and how the project will be conducted/done (“how”). Furthermore, the Program Director is the main applicant, and ultimately, is accountable for the spending of the funds. As soon as the costs for hiring personnel are made available by the financial department, these will be shared.

The project proposal must consist of the following elements (See also template in each program for more details):

1. Project title and details of applicants

The project application must clearly state that the project is submitted with the support of the department(s) or capacity group(s). If the project has dependencies with other departments or teachers, they also have to be named as applicants.

2. Background and justification of the project

Which problem or issue is addressed by the project? Which problem needs to be solved? Why is this a problem? Which knowledge is already available in this field (previous projects / literature)?

3. Objectives and expected outcomes of the project

The project should concern an educational innovation and consequently the objectives should be about the educational added value. Moreover, the expected results, deliverables and dissemination activities must be clearly outlined.

4. Project design and management

What activities will be undertaken, and in which order? What is the timeframe of the project? How will success (or failure) be assessed, or established (KPIs)? What are the risks for the project and how would they be mitigated?

5. Dissemination and sustainability of the project

The application should have a clear sustainability strategy for the project. Who will use the products/outcomes, and who are the potential users once the project has been successful? How are these potential users going to be informed about the project, its progress and outcomes?


All projects, and their products and outcomes, should be able to be disseminated online, and all project products will become freely available to all TU/e education community. Hence, reporting has to be in English.

6. Project budget

The TU/e assumes that the applicants will themselves bear the costs over and above the contribution from the funds, in accordance with the proposed budget. If the successful pilot/experiment could potentially lead to substantial structural investments, the department should indicate that it intends to include these costs in the regular education budget in the long term.

7. Signing

The proposal has to be signed by the main applicant and his/her departmental director (managing director), in addition to the teacher(s) of the course(s) involved.

8. Submission: Please use this template to submit your proposal  [Innovation Fund Proposal Fillable.pdf](#)

Support

We have the following support available for the writing and preparation of the project proposals. If you need anything else, please let us know. For planning of these means, please contact calls_onderwijsinnovatie@tue.nl

- Presentation of the available funding to the staff within the department by the Dean Bachelor College or Graduate School.
- Information by the departmental teacher supporters by ESA Teacher Support.

- The 4TU.CEE Innovation Fund offers inspirational workshops throughout the year. Furthermore, the coordinator of the 4TU.CEE (Caroline Vonk, c.a.vonk@tue.nl) is available for questions and support.

Evaluation

A discussion and reflection on the results of the project is organized within the three programs/funds based on the internal project evaluation.


Appendix A: origins of the different educational innovation funds at the TU/e

1. Challenge-based Learning fund

In the Strategy and educational vision for 2030, Challenge-based Learning (CBL) has a central place in TU/e education. In the coming years, many new experiments will be needed to help us shape CBL at TU/e, to investigate the effects, and to optimize the implementation. For the CBL fund, experiments contributing to this process can be submitted. Projects in this fund should have clear elements of CBL and should contribute to the knowledge about and development of CBL at TU/e. Topics include (see Table below) but are not limited to:

| Themes | Questions e.g. |
|---|--|
| Learning gains in CBL | <ul style="list-style-type: none"> • Comparisons between CBL and other learning methods • Comparisons between different types of students • Provide insight in how application and collaboration lead to deeper understanding |
| Development of research or more knowledge driven challenges | <ul style="list-style-type: none"> • Development of research driven Challenges |
| Connectivity of CBL with knowledge | <ul style="list-style-type: none"> • How to promote the acquisition of knowledge using CBL • How to increase connectivity in CBL with resources |
| Self-regulated learning and intended learning outcomes | <ul style="list-style-type: none"> • How to coach for self- and shared regulated learning to realize ILO's of the program • How to increase individual learning gains in team context |
| Assessment and CBL | <ul style="list-style-type: none"> • How to organize well-balanced mix of assessment in CBL Intended and personal learning outcomes • Individual contribution to team products • How to make use of evaluation and (peer) feedback in CBL |
| Impact and role of Stakeholders | <ul style="list-style-type: none"> • How to increase the impact of CBL for industry, science or society • How to organize the expertise and collaboration with stakeholders in a teaching team to optimize learning |

To develop CBL, it is essential that we learn from the experiments that are conducted. That is why, for this fund, it is important that information is gathered about the chosen approach and the effects, and that this information is made widely available.

Submission: Please use this template to submit your proposal  [Innovation Fund Proposal Fillable.pdf](#)
For more information, you can contact Michael Bots m.j.bots@tue.nl

2. BOOST-fund:

Started in 2019. The BOOST! program is being developed for educational innovation with the use of ICT. The BOOST! program is financed with the studievoorschotmiddelen (SVM). Projects are started particularly in the area of personalized learning (personalized learning pathways), diversity of target groups, cooperation with companies and Lifelong Learning, digital support for skills development, other forms of certification (such as badges, micro-MSc), flexibility and modularization of courses, and the development or identification of platforms and other technical means to support all these activities. The goals are the following:

- Develop modular digital education ('all theory is also offered online'), with a focus on pre-MSc programs, basic knowledge, Lifelong Learning.
- Develop interdisciplinary selection packages and micro-MSc with universities in the Netherlands and abroad.
- Design and implement the necessary technical environment/infrastructure.

Submission: Please use this template to submit your proposal  [Innovation Fund Proposal Fillable.pdf](#)
For more info, please contact Fred Gaasendam: W.F.Gaasendam@tue.nl

3. Learning Analytics


Learning Analytics (LA) is defined as a promising topic, in the aim of constantly working on the quality of TU/e education (e.g., TU/e Vision on Education, 2023). The key aim of LA is to provide information that can be translated into actionable opportunities for students and educators. A group of lecturers and researchers applied and investigated learning analytics in TU/e education so far. In doing so, they paved the way for others interested in this field.

Let's do sensible things with data!

The TU/e vision on education describes Learning Analytics (LA) as an enabler for improving educational quality. To further develop LA at the TU/e, we want to learn from the promising LA related experiments. LA is defined as "The measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs." (Long & Siemens, 2011). The aims of LA are divided in three levels defining the further development direction:

1. to offer students actionable insights in their learning,
2. to offer educators a better understanding of the effectiveness of their teaching methodologies and
3. to give insights at the program level, with the ultimate objective of enhancing student success and the quality of education.

Several preconditions are being established to better support the process of obtaining data: Among others, there is a Data model under construction, and thanks to a new code of practice (<https://www.tue.nl/en/our-university/about-the-university/integrity/codes-of-conduct>), we expect to simplify the process regarding privacy safeguarding.


Submission: Please use this template to submit your proposal  [Innovation Fund Proposal Fillable.pdf](#)
For more info, please contact Ludo van Meeuwen: l.w.v.meeuwen@tue.nl

4. TU.CEE Innovation Fund:

For several years the 4TU.CEE Innovation Fund at TU/e has been encouraging teachers to innovate their education with small-scale experiments and research. Many projects have been successful and led to promising innovative practices. Ongoing and finalized projects are reported on the Innovation Map.

For the 4TU.CEE Innovation Fund of 2024, the 4TU Centre for Engineering Education at TU/e welcomes research projects whose results provide evidence for promising teaching and/or learning processes that are in line with the TU/e education vision 2030 and the 4TU.CEE strategy. These relate to, in particular (but are not restricted to) projects focusing on aspects of Challenged Based Learning (CBL), entrepreneurial learning, ICT enhanced education, sustainability, ethics in engineering education, and Equality, Diversity & Inclusion (EDI). In other words, the 4TU Centre for Engineering Education wants to stimulate research and evidence-informed innovations related to the education vision 2030 and 4TU.CEE strategy. Applicants can also combine the 4TU.CEE funding with other funding sources: e.g. if applicants have applied for/received funding from other sources for the 'material part' of the innovation, they can apply for the 'educational design/research' part from 4TU.CEE Innovation Fund.

The proposed innovations may relate to any of the education phases: e.g. the bachelor phase, the master phase, the post-master phase (e.g. PhD, PDEng). Projects that stimulate collaboration between departments are especially welcome. A total amount of approximately €300.000 will be available for projects that fit the theme of this call. We invite project proposals that contribute to the above-mentioned challenges for a maximum of two years, and with a budget up to EURO 80.000 per year.

Submission: Please use this template to submit your proposal  [Innovation Fund Proposal Fillable.pdf](#)

For more information and support, please contact Caroline Vonk ([mailto: c.a.vonk@tue.nl](mailto:c.a.vonk@tue.nl)), 4TU.CEE coordinator at TU/e, or Esther Ventura Medina ([mailto: e.ventura.medina@tue.nl](mailto:e.ventura.medina@tue.nl)), 4TU.CEE leader at TU/e.

Additional funding for different educational innovation funds outside the TU/e

1. Comenius

This fund, made available by NWO and NRO to stimulate educational innovations, provides support for projects ranging from individual courses to university-wide initiatives. The Comenius call is finished for this year but through the following website you can read the updates for the next call and available funds: <https://www.nro.nl/en/comenius-programme/>

If you receive a grant, you become a member of the Comenius network, an interesting opportunity to exchange expertise on educational innovation.

For more information, you can contact Kathinka Rijk (c.h.a.m.rijk@tue.nl).