With pleasure and pride, but also a bit shaken, we present to you LEARN’s 2019 annual report. When looking back at 2019 in January 2020, everything looked normal. We were happy to celebrate the successful defense of 5 PhD theses, the publication of 67 international peer-reviewed papers, and a handful of publications in Dutch and book chapters. We had a wonderful LEARN symposium – the number of delegates keeps growing every year –, despite the last-minute cancelling of our Rein Zwierstra lecturer (who has brilliantly been replaced by our very own Marco de Carvalho Filho with an engaging lecture on creating a meaningful clinical rotation).

Then, the coronavirus came along. And it changed a lot, almost everything. No more live meetings. Students sent home, switching to digital classrooms. Very intense work experiences for the doctors and other health care professionals taking care of the covid-19 patients – physically and emotionally draining.

After the initial shock of dealing with the national variant of this pandemic, we now realize that it is also a unique learning experience. LEARN community members responded to the challenge by offering peer support and by starting research on what it means to be a health care professional (or a student) in the eye of the covid-storm. We all became expert users of videoconferencing apps almost overnight, by necessity. We learn, every day, also during this unique and disturbing episode in our lives. No doubt, our annual report 2020 will center around the corona-crisis, and what we have learned from it:

We continue to be a learning community, driven by the activities and goals of our people. The research themes that we announced with satisfaction in last year’s report continued to develop, because our work changes, the world changes, the people in the LEARN community change, as do their interests, questions and ambitions. No doubt our research themes will continue to develop alongside with all these changes – at the moment of writing this report, it was still work in progress.

We had some wonderful international guests last year, who kindly gave workshops and hosted research meetings, further strengthening our international research collaborations.

Aside from research, LEARN members contribute to faculty development initiatives, national and international committee work, and activities with societal impact. In November 2019, Debbie Jaarsma was elected incoming chair of the Netherlands Association of Medical Education (NVMO).

And again, as in the past years, LEARN members were involved in many, many lectures and workshop all around the globe to teach and inspire others about health professions education and research.

We like to express our thanks to everyone who has contributed to LEARN and we look forward to be and work with you this year and the years to come.

Debbie Jaarsma & Paul Brand
ABOUT LEARN

The Lifelong Learning, Education & Assessment Research Network, commonly known as LEARN, is a research program that participates in the research Institute School of Health REsearch (SHARE) and the Graduate School of Medical Sciences (GSMS) of the University Medical Center Groningen (UMCG). LEARN was founded in June 2016 as a result of the initiative of Professor Debbie Jaarsma. Under her leadership, LEARN is currently an established group with 2 program leaders (academic directors), 12 Principal Investigators, 39 (cross-appointed) senior researchers, 39 PhD-students who will graduate their doctoral program at the University of Groningen and 11 PhD-students who will graduate at different universities and are co-supervised by LEARN PI’s or senior researchers. LEARN established an extensive network of collaborating and visiting researchers at an institutional, national and international level. Some PI’s and senior researchers have their primary research appointment within LEARN and combine their research responsibilities with important educational, administrative or clinical responsibilities. Others have their primary appointment within the broader UMCG/University of Groningen or in the region.

VISION

To be a global, transformative leader in advancing healthcare education and practice through research. Our research in healthcare education informs practice and research in the practice of healthcare informs education.

MISSION

To impact on healthcare delivery through innovative and transformed healthcare education, clinical practice, and research. By solving real-world problems that are of concern to stakeholders such as educators, physicians, students, and patients alike.

VALUES and QUALITIES

Core values: Engaged, Open, Creative, Empowering, Stimulating positive health and well-being

Core qualities: Approachable, Collaborative, Practical, Personal, Humble

LEARN WILL

- Create new knowledge through research and informed innovation relevant to advancing healthcare education and practice.
- Foster translation of new knowledge by promoting creative synergy between diverse theoretical perspectives, and between theory and practice.
- Build scholarly capacity through faculty development and mentorship activities to cultivate future research leaders in healthcare education and practice.
- Foster a culture of collaboration, academic thinking and freedom.
The scope of LEARN’s research ranges from the processes of admission into a health professions program to the development and maintenance of competence and continuing professional development and identity processes engaged throughout a professional’s career. LEARN’s research program was re-evaluated during a session with PI’s and (senior) researchers. A more elaborate discussion is needed to pin down our program for the next few years. The themes we are currently working on are the following:

<table>
<thead>
<tr>
<th>Non-technical competency development in Competency-Based Medical Education</th>
<th>Motivation, well-being and performance of (future) healthcare workers</th>
<th>Innovative and transformed educational design and curriculum change</th>
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<td>Healthcare workforce</td>
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</table>
The LEARN team is a multidisciplinary research group of (medical) educationalists, medical specialists, nurses, social scientists (psychology, sociology, business and economics), linguists, basic and applied health scientists, teachers and students. Professionals of different departments and faculties participate in our team to collaborate across areas. Our program is closely linked to a wide network of educational organizations within the UMCG and the affiliated teaching hospitals. Our team members build and maintain close relationships with all our partners. We will also continue to strengthen and expand our collaboration with health care practices (departments and care trajectories) within the UMCG.
<table>
<thead>
<tr>
<th>Name</th>
<th>Study Title</th>
<th>Expected Completion</th>
<th>Supervisors</th>
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<tbody>
<tr>
<td>Gepke Veenstra</td>
<td>'Clinical governance and motivation'</td>
<td>2020</td>
<td>prof. Erik Heineman and prof. Eric Molleman</td>
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<tr>
<td>Anne van Gaalen</td>
<td>'Gamification of basic sciences education for the health professions'</td>
<td>2021</td>
<td>prof. Debbie Jaarsma</td>
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<td>Adriaan van Doorn</td>
<td>&quot;P-scribe&quot; as exploring pharmacotherapy eLearning web application and research instrument</td>
<td>2021</td>
<td>prof. Gerda Croiset and prof. Rob Henning</td>
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<td>Elvira Coffetti</td>
<td>'Making it real: Simulation and lived experience in psychiatric education and training'</td>
<td>2023</td>
<td>prof. Debbie Jaarsma</td>
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<td>Kiki Spanjers</td>
<td>‘Serious Games and eHealth’</td>
<td>2020</td>
<td>prof. Sophia de Rooij and prof. Debbie Jaarsma</td>
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<td>Marcelo Rivas</td>
<td>‘Music as an active methodology to teach emotional competences to medical students’</td>
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<td>Jolise ‘t Mannetje</td>
<td>‘Wellbeing of students in honours programs’</td>
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<td>Tamara Köhler</td>
<td>Role development of pharmacy technicians</td>
<td>2020</td>
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<td>Stefan van Vendeloo</td>
<td>Educational climate, burnout and quality of life among medical residents</td>
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<td>Paulien Harms</td>
<td>Resident and supervisor communication and information transmission during medical handovers: A vital interaction</td>
<td>2022</td>
<td>prof. Jaap Tulleken and prof. Tom Koole, dr. Ninke Stukker</td>
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<td>Petra Huizenga-de Jong</td>
<td>Learned and perceived professional roles of a new type of nurse specialized in gerontology and geriatrics</td>
<td>2020</td>
<td>prof. Petrie Roodbol, dr. Evelyn Finnema</td>
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<td>Tineke Kingma</td>
<td>Excellence by teaching strategy; autonomy and structure in balance for each student</td>
<td>2021</td>
<td>prof. Debbie Jaarsma and prof. Joke Voogt</td>
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<td>Mirjam Ralischer</td>
<td>Learning and teaching in bariatric surgery</td>
<td>2020</td>
<td>prof. Jean-Pierre Pierie and dr. Gabrielle van Ramshorst</td>
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PhD Students (co-supervised by LEARN researchers)

Xiaoming Xu

- The expectation and perception of the internationalization of medical education in non-native English-speaking countries
- Expected completion: 2022
- Supervisor: prof. Nico Bos

Yan Zhou

- The contribution of learning communities to transformative learning: identity formation and profiling future health professionals
- Expected completion: 2020
- Supervisor: prof. Nico Bos
- Co-supervisors: dr. Jasperina Brouwer and dr. Agnes Diemers

Wieke van der Goot

- The context of PGME - the complex social environment and its influence on resident motivation
- Expected completion: 2022
- Supervisors: prof. Debbie Jaarsma and prof. Nico van Yperen
- Co-supervisor: dr. Robbert Duvivier

Guilherme Gryschek

- University of Campinas, BR
- The impact of clinical rotations on self-efficacy in palliative care and thanatophobia of medical students
- Expected completion: 2020
- Supervisor: dr. Marco A. Carvalho Filho

Nat Sararit

- Bremen University, DE
- Emotional game play design in anatomy learning
- Expected completion: 2022
- Supervisors: prof. Rainer Malaka and dr. Janniko Georgiadis

Tiago Grangeia

- University of Campinas, BR
- "Learn+Fun! Social Media and Gamification sum up to foster a community of practice during an Emergency Medicine Rotation"
- Expected completion: 2020
- Supervisor: dr. Marco A. Carvalho Filho

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<td>The influence of Point of Care Ultrasound on the clinical reasoning of medical students</td>
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<td>Daniel Franci (Erasmus MC)</td>
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<td>Tinkering supervision</td>
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<td>Irène Alders (RadboudMC)</td>
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<td>Jennita Meinema (AMC-UvA)</td>
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<td>Cultural sensitive education in hypertensive African-Dutch population</td>
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<td>Learning strategies relevant for lifelong learning</td>
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<td>Marloes Duitsman (RadboudMC)</td>
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<td>Assessment and evaluation of resident’s performance</td>
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<td>Nelleke Poel (VUMC)</td>
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<td>Factors and mechanisms that influence a medical specialist’s motivation for lifelong learning</td>
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<td>Making self-directed learning work</td>
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<td>Tamara van Woezik (RadboudMC)</td>
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<td>Caring for and helping people in need of help</td>
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**Notes:**
- All supervisors are members of the LEARN team.
- Expected completion dates vary from 2020 to 2023.
Lauren Vegter
‘Decision-making in end-of-life care by medical trainees’
Supervisors: dr. Esther Helmich, dr. Marco A. Carvalho Filho and dr. Agnes Diemers

Alexandra Androni
‘Developing and validating an observation instrument measuring agentic engagement within tertiary education: A medical students’ review’
Supervisors: dr. Johanna Schönrock-Adema, dr. Joke van der Mark-van der Wouden and prof. Debbie Jaarsma

Jan Liewig
‘How do coaches strive for a conductive learning environment in small reflective groups?’
Supervisors: dr. Hanke Dekker and dr. Johanna Schönrock-Adema

Jeena Zigterman
‘Ontwikkeling van de Opleiderstermometer: Kwalitatieve en kwantitatieve itemreductie’
Supervisors: Dr. Ron J. Pat-E, Pauline Bakker and dr. Johanna Schönrock-Adema

Daindra Utami
‘Creating physician-scientists: The application of the Theory of Planned Behavior and Goal Importance’
Supervisors: prof. Jo van Engelen, dr. Johanna Schönrock-Adema and dr. Joke van der Mark-van der Wouden

Titia van Duin
‘Junior doctor perspective on interprofessional education’

Noor Jöbsis
‘Competency development in students going abroad’

Rianne Lugtenborg
‘The complexity of providing a good death: A rich pictures study to the experiences of postgraduate trainees in elderly care medicine’
Supervisors: dr. Agnes Diemers and Esther Helmich

Carmel Kouprie
‘Becoming a doctor when facing death: Identity development of general practitioners in training in the context of death on request’
Supervisors: dr. Agnes Diemers and Esther Helmich

Fabian Vogelpohl
‘Qualitative evaluation of an intervention to improve the educational environment in medical research projects’
Supervisors: dr. Johanna Schönrock-Adema and dr. Joke van der Mark-van der Wouden
dr. Derek Kuipers

“Design for Transfer: Figural transfer through metaphorical recontextualization in Games for Health”

Supervisor: prof. Jean-Pierre Pierie
Co-supervisors: dr. Jelle Prins

dr. Floor Velthuis

“Unraveling the complexities of enacting change in undergraduate medical curricula”

Supervisor: prof. Debbie Jaarsma
Co-supervisors: dr. Esther Helmich and dr. Hanke Dekker

dr. Robbert Bosker

“Teaching, learning and implementation of laparoscopic colon surgery”

Supervisor: prof. Jean-Pierre Pierie and prof. Rutger Ploeg
RESEARCH OUTPUT - PhD theses
VUmc School of Medical Sciences, Amsterdam

**Learning from lapses:** How to identify, classify and respond to unprofessional behaviour in medical students

**dr. Marianne van der Vossen**

“Learning from lapses: How to identify, classify and respond to unprofessional behaviour in medical students”

Supervisors: prof. Gerda Croiset and prof. Walter van Moork
Co-supervisors: prof. Arianne Teherani and dr. Rashmi Kusurkar

**Motivation and academic performance of ethnic minority medical students**

**dr. Ulviye Isik**

“Motivation and academic performance of ethnic minority medical students”

Supervisor: prof. Gerda Croiset
Co-supervisors: dr. Rashmi Kusurkar and dr. Anouk Wouters

**An exploration of feelings experienced as medical students’ negotiate the development of a professional identity**

**dr. Evangeline Stubbing**

“An exploration of feelings experienced as medical students’ negotiate the development of a professional identity”

Supervisors: Prof. Jennifer Cleland and dr. Esther Helmich

University of Aberdeen, Scotland
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Publications – Books & Book Chapters

The continuum of stress and burnout

Wellbeing: Identification and prevention of burnout, depression and suicide among clinicians

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Cohen-Schotanus, Janke; Visser, Klaas; Jansen, Ellen; Bax, Anneke. Boom Lemma.

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Analytical design of clinical cases for educational games
de Menezes Mota M F; Pantoja, F L; Mota, M S; de Araujo Guerra Grangeia, T; de Carvalho Filho, M A; Santanché, A. ICEC-JCSG. Lecture Notes in Computer Science, vol 11863. Springer, Cham. P. 353-365.
Once a year, we organize a Lifelong Learning, Education & Assessment Research Network (LEARN) symposium. Here the entire group of PI’s, senior researchers, PhD students and collaborating researchers meet to share views and ideas and engage in constructive dialogue to stimulate creativity and innovation. On 8 February 2019, the third LEARN symposium took place in the UMCG Education Center. The symposium had a twofold goal: First, to present our research work to a broader audience. Second, to bring together a group of people interested in health sciences education and create a platform for sharing knowledge, expertise, experience, research findings, best practices and learning from each other.

This symposium represents the collaboration of all teaching hospitals involved in postgraduate education in our region (OOR-NO). To celebrate this participation, the joint directors of the teaching hospitals endorsed an annual lecture by an international keynote speaker at this symposium. We were honored to welcome the keynote speakers: prof. Nynke van Dijk from the Amsterdam UMC and, dr. Marco A. Carvalho Filho from the UMCG, whose lecture bears the name of professor Rein Zwierstra, the first dean of Medical and Postgraduate Education at the UMCG. All workshops were hands-on and interactive. The LEARN members presented their research through quick and short communications to discuss research that is still in progress and completed studies.

Workshops

prof. Paul Brand
Teaching clinical reasoning during clerkships and residency

Vernon Sankey
The secrets of living a successful and happy life in today’s hectic world: The stairway to happiness

dr. Nicoline van den Broek, dr. Agnes Diemers & Evelyn Schaafsma
Teaching and learning patient-centered care: Exploring new directions

Anne van Gaalen & Kiki Spanjers
Game-based learning: Understanding the entangled terminology
LEARN regularly organizes 3-hour educational seminars on a broad range of topics related to the research themes and beyond. The rounds are open for all interested in (evidence-based) education (in the UMCG and the affiliated hospitals) to attend. Twice a year, all PI’s and senior researchers gather for a half-day meeting, chaired by the program leaders, in order to review research progress, anticipate submitting collaborative grant applications and network. Every month, subgroups of LEARN organize research meetings in which PhD students and their supervisors discuss their work and relevant topics in the field of interest.

**Other Event**

**November**

**LEARN rounds**

The rounds are open for all interested in (evidence-based) education (in the UMCG and the affiliated hospitals) to attend. Twice a year, all PI’s and senior researchers gather for a half-day meeting, chaired by the program leaders, in order to review research progress, anticipate submitting collaborative grant applications and network. Every month, subgroups of LEARN organize research meetings in which PhD students and their supervisors discuss their work and relevant topics in the field of interest.

**October**

**Writer’s craft workshop**

*‘Giving & receiving feedback on writing’* and *‘An afternoon on writing(!)’*

**November**

**Educational Seminar**

*‘How can health professions education be more patient-centred?’*

**December**

**2nd LEARN autumn meeting**

*‘Phenomenology and picturing techniques’*
**Educational Seminar**

**October 31**

*Peer feedback to promote deep learning in online education*

- **dr. Renée Filius**
  Utrecht University

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**January 23**

*Gamification and serious games in (medical) education*

- **dr. Carolien Kamphuis**
  Radboud UMC
- **dr. Fanny Huijbregts-Verheyden**
  Radboud UMC
- **Kiki Spanjers**
  UMCG
- **Anne van Gaalen**
  UMCG

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**May 13**

*PratenOverGezondheid – using online patient experiences in medical education*

- **dr. Manna Alma**
  UMCG
**PI and senior researchers’ meeting**

We had a fruitful meeting with PI's and senior researchers on everyone’s research ideas, as well as looking for common ground for collaborative projects and funding opportunities. We exchanged thoughts and views on where the field of Medical Education research is going, what our role in this dynamic field can and should be, and what steps we can take to move forward, ranging from small projects within an existing research theme to innovative outside-the-box wild ideas.

**Brazilian Week**

During this week, we enjoyed the visit of PhD students and faculty members of three Brazilian universities: the State University of Campinas, the State University of Rio de Janeiro, and the Sinos Valley University. The PhD students, researchers, and faculty members from Groningen and Brazil participated in workshops related to identity development, literature review, qualitative research, and faculty development. Professors Debbie Jaarsma and Paul Brand joined conversations about each one of the collaborative research projects. We also had a fantastic BBQ with amazing music performances. Working and having fun - the best combination ever!
(Invited) lectures, workshops given by LEARN-ers

prof. Debbie Jaarsma
- ‘Unraveling the complexities of curriculum change processes’, workshop at Leading beyond borders, medical leadership and culture in practice
- ‘The balancing act between autonomy and structure’, invited keynote and workshop Honours Teaching course of the Centre for Academic Teaching UU, Utrecht
- ‘Unraveling the complexities of curriculum change processes’, workshop at Higher Education Conference, Amsterdam
- ‘De toekomst van digitaal leren’, Invited keynote Amsterdam
- ‘Self-regulated learning in medical education’, workshop faculty Unisinos university Porto Alegre, Brazil
- ‘Setting up a research network in medical education: the LEARN experience’, Invited opening lecture symposium on medical education Brazil, Unisinos university Porto Alegre, Brazil
- ‘Self-regulated learning in medical education’, invited closing lecture symposium on medical education Brazil, Unisinos university Porto Alegre, Brazil
- Chairperson of the organizing committee annual LEARN symposium, UMCG, Groningen.
- Co-chairperson of the special interest group of the NVMO on ‘Well-being of (future) healthcare professionals’

- ‘Het leven is een feest, en mijn opleiding nog het meest!’ Symposium NVMO conference, Rotterdam.

prof. Debbie Jaarsma & dr. Floor Velthuis
- ‘Implementatie van curriculum veranderingen: hoe betrek je de diverse stakeholders?’ Workshop NVMO conference, Rotterdam.

prof. Tom Koole
- ‘Conversation analysis’, speaker at Summer school Analyzing Classroom Interactions, RUG, Groningen.

dr. Johanna Schönrock-Adema
- ‘A case study in dealing with a language switch: educating medical students in an English-taught track in the preclinical years, followed by hospital training in a Dutch-spoken setting’. Presentation at the International Conference Another Brick in the Wall: Transforming Education, Amsterdam.
Other Events

(Invited) lectures, workshops given by LEARN-ers

**dr. Johanna Schönrock-Adema, dr. Joke van der Mark-van der Wouden & prof. Debbie Jaarsma**
- ‘Excellentie door docentstrategie: vrijheid en structuur in balans voor elke student’, invited lecture at slotconferentie NRO-project Excellentie in het hoger onderwijs “Meer halen uit Excellentie Onderwijs”, Universiteit Twente, Enschede

**dr. Johanna Schönrock-Adema & dr. Agnes Diemers**
- ‘How to guide talented students’, workshop at Honours College, Groningen.
- ‘Learning from patients about patient-centredness: A realist review’, presentation at AMEE conference Vienna, Austria

**dr. Johanna Schönrock-Adema & Tineke Bouwkamp-Timmer**
- ‘Introduction to systematic literature searches and reviews’, workshop Groningen, UMCG, Groningen.

**dr. Marco A. Carvalho Filho**
- ‘Social justice in medical education: inclusion is only the first step’ speaker at Annual meeting of the Association for Medical Education in Europe (AMEE), Vienna.
- ‘Learn + Fun = Students’ engagement in clinical rotations’, keynote speaker at XXIV Congreso de la Sociedad Española de Educación Médica, Salamanca.
- ‘PROFIS Changed My Life - Affirmative Polices and the Struggle of Low-Income Medical Students to Fit in the Medical Culture’, speaker at 7th Annual Meeting - Academy for Professionalism in Health Care, New Orleans.

**dr. Agnes Diemers**
- Co-chairperson of the special interest group of the NVMO on ‘Faculty Development’ NVMO conference, Rotterdam.
- Member of Jury Innovatieprijs, NMVO conference, Rotterdam
- Mogelijkheden voor een academische carrière in medisch onderwijs, Round table NVMO conference, Rotterdam.
- Several Teach the Teacher/Teaching on the run workshops and courses for Medical Specialty Specialists and Residents in the North-Eastern Region.
Other Events

(Invited) lectures, workshops given by LEARN-ers

**dr. Agnes Diemers, Evelijn Bos & Evelyn Schaafsma**
- ‘Assessment, learning goals and Constructive alignment for CTM’, workshop Medical Faculty Groningen

**dr. Jasperina Brouwer**
- ‘Research and evaluation of educational effectiveness educational sciences, learning & instruction’, contributor at EARLI 2019, RWTH Aachen University, Germany.
- ‘Networks of musicians at different expert levels’, Discussant at Symposium: Mixed methods social network analysis in learning and education: the past, the present, the future. EARLI 2019, RWTH Aachen University, Germany.
- ‘The Role of Mixed-Method Social Network Analysis in Educational Sciences’. Chair at Sig invited symposium: sig 17: mixed methods social network analysis for learning and education. EARLI 2019, RWTH Aachen University, Germany.
- ‘A network perspective on social integration and achievement in learning communities’. Symposium: Reconsidering the concept of social integration in the first year of higher education, EARLI 2019, RWTH Aachen University, Germany.
- ‘Single Paper: Educational Policy’, Chair at EARLI 2019, RWTH Aachen University, Germany.
- ‘Social network analysis in educational research: when, why and how?’. Workshop at EARLI 2019, RWTH Aachen University, Germany.
- Onderwijs Research Dagen, Invited speaker, Open Universiteit, Heerlen.

**dr. Floor Velthuis**
- Co-organized a symposium about enacting curriculum change @ Higher Education Research Conference, Amsterdam
- Co-organized a symposium about enacting curriculum change @ Onderwijs Research dagen, Heerlen
- Invited speaker together with Debbie Jaarsma: ‘Teachers as leaders’. Training for senior teachers focussing on leadership, Groningen

**Jolise ‘t Mannetje**

**Lisanne Hut-Mossel**
## Other Events

### (Invited) lectures, workshops given by LEARN-ers

**Prof. Andres Martin**

- ‘Honors Presentation: Lighting Round TED Talks’. Chair at American Academy of Child and Adolescent Psychiatry’s 66th Annual Meeting, Chicago, EUA.
- **Noteworthy:** Insights into research and clinical practice from three physician-musicians (moderator). Schwartz Rounds, Yale Child Study Center, New Haven, EUA.
- Leadership in physician wellness and mental health: a unique opportunity for the AACAP Assembly (with Julie Chilton), Washington, EUA.
- Mentorship and direction: on charting a professional course. Grand Rounds, Department of Psychiatry, Washington University in Saint Louis School of Medicine, St. Louis, EUA.

**Gerbrich Galema**

- NVMO congress Presentation research paper: ‘Wat supervisoren onder vlieguren verstaan’ Conference WTC Rotterdam
- NVA wetenschapsdag Poster presentation: ‘Wat supervisoren onder vlieguren verstaan’ Conference Dutch anesthesiologists, Utrecht
- Werkconferentie OORNO Video presentation: ‘Vlieguren voor de jonge arts’ Presentation for funders, Isala ziekenhuis, Zwolle

**Adriaan van Doorn**

- ‘An Algorithm for automatically assessing student answers to open questions in the pharmacotherapy e-learning web-application P-scribe’. Invited speaker at 14th European Association for Clinical Pharmacology and Therapeutics (EACPT) Congress, Stockholm, Sweden.
LEARN’S mission is focused on having an impact on healthcare delivery through innovative and transformed healthcare education, clinical practice, and research. We therefore strive to be of societal relevance. The examples below illustrate our aim and focus.

**IMPACT**

“With ongoing developments within society such as exponentially growing knowledge and technology there is an increased need for interprofessional collaboration. It is not well known how best to implement interprofessional education and what mechanism is relevant in which context. This project, which is a collaboration within the U4, aims to further explore IPE. The ongoing development in society also provides other new challenges in medical education. Increased mobility allows for students going abroad. What can they learn there that they cannot learn at home? With the current SARS-COV-2 outbreak this question becomes more relevant. With this project we hope to contribute to a better description of what competencies can be developed and how we can help students to obtain these competencies.”

**dr. Marco Versluis**

“My work has an impact because it explores how the social experiences of medical students and clinical teachers, particularly the ones related to the hidden curriculum, influence their professional and personal development. We also investigate how the e-learning environment can support the development of clinical reasoning skills in medical residents and specialists.”

**dr. Marco A. Carvalho Filho**

“My work has an impact because it illustrates the significance of healthcare professionals’ attitudes and behavior in further increasing a safe and trustworthy working environment for both patients and coworkers.”

**Kirsten Dabekaussen (Phd Student)**

“With ongoing developments within society such as exponentially growing knowledge and technology there is an increased need for interprofessional collaboration. It is not well known how best to implement interprofessional education and what mechanism is relevant in which context. This project, which is a collaboration within the U4, aims to further explore IPE. The ongoing development in society also provides other new challenges in medical education. Increased mobility allows for students going abroad. What can they learn there that they cannot learn at home? With the current SARS-COV-2 outbreak this question becomes more relevant. With this project we hope to contribute to a better description of what competencies can be developed and how we can help students to obtain these competencies.”

**dr. Floor Velthuis**

“*I hope my work will have an impact on the enactment of curriculum change processes. I hope my work will raise awareness about the importance of governance, leadership, teamwork and the role of context in curriculum change processes.*”

**Tineke Kingma (Phd Student)**

“My work has an impact, because it gives insight in the consequences of policies to govern quality of care, for example by requesting quality information from healthcare providers or implementing new systems. My research gives insight in the consequences of these policies for healthcare professionals’ joy in work.”

**Gepke Veenstra (Phd Student)**

“The impact of my research is to better understand the impact of the internationalization of the study of medicine. This is relevant both for the institutions that organize medical education but also for the global health workforce in the future.”

**prof. Nico Bos**
LEARN’s mission is focused on having an impact on healthcare delivery through innovative and transformed healthcare education, clinical practice, and research. We therefore strive to be of societal relevance. The examples below illustrate our aim and focus.

“Our work had an impact on medical students’ lives. We showed that students can benefit from the availability of, and exposure to physicians with self-disclosed histories of living with and having overcome mental illnesses. Such exposures can favorably improve stigmatized views about psychiatry, about patients with mental illnesses, and most importantly, about students’ own struggles and human fallibility. We believe our intervention has the potential to help improve a medical culture of perfectionism and silence, and ultimately to enhance medical students’ mental and emotional health and their help-seeking behaviors. We believe that efforts such as ours are timely and sorely needed, as we in the health sciences seek to better care of our own.”

prof. Andres Martin

“My work has impact because it emphasizes the importance of sustainable employability of nurses. In these times of major shortages in healthcare, motivation, commitment and retention of nurses is essential.”

dr. Yvonne Ten Hoeve

“Has impact: because it inspires and vitalizes others. Impact is: it makes clear that next to the ‘normal’ scientific discourse, the discours of vitality is important for health care professionals. Hope: better matching between discours and context to reduce demoralization, burn out and other (lack of) vitality-symptoms. Assess impact: partly by using traditional criteria like numbers. Partly this is a non-question because impact is in terms of experiences of others as ‘a stream of consciousness’ which is disturbed by measuring Improve/ enhance: by using the Digitable as an intermediate tool, in which both scientific and vitality criteria can be met.”

prof. Harry van de Wiel

“I hope my work will impact students to become patient centred physicians. I hope my work will impact Health Professions Educators in how to enhance learning, as well as in the classroom as at the workplace. I hope my work will impact other researchers in the field of qualitative research.”

dr. Agnes Diemers

“I hope my work can impact student’s wellbeing and can help them to succeed in a good way in and outside their study program.”

Jolise ’t Mannetje (Phd Student)

“I hope my work will impact the ability of medical doctors to act as true health advocates.”

dr. Jessie Hermans
LEARN’S mission is focused on having an impact on healthcare delivery through innovative and transformed healthcare education, clinical practice, and research. We therefore strive to be of societal relevance. The examples below illustrate our aim and focus.

“I hope my work will reach practitioners, by bridging theory and practice. I can assess the impact of my work by the uptake of the outcomes by clinicians and other health professionals. I hope my work leads to practical recommendations that address real-world problems.”

   dr. Robbert Duvivier

“I hope my work will impact on how to provide student’s self-directedness in my context of study.”

   Fundhy Prihatanto (Phd Student)

“I hope my work will impact postgraduate educational training for future residents, by using organizational socialization as lens to provide insights to enhance both their learning- and work environment. I hope my work will impact program directors and the supervisory team in creating a learning environment which stimulates residents’ development. Both as goal to get better prepared medical specialists.”

   Gerbrich Galema (Phd Student)

“My work has an impact, because it explores the role of arts in medical education and can expand the subjective perception of daily medical activities by the recognition of student’s and patient’s emotions and developing emotion regulation nurtured by the theory of emotional intelligence.”

   Marcelo Rivas (Phd Student)

“I hope my work will impact the way in which healthcare professionals are in the lead for quality improvements in hospital care. My work will provide a conceptual grounding to design contextually sensitive audits in diverse settings.”

   Lisanne Hut-Mossel (Phd Student)

“My work has an impact, because it helps to diminish registration burden of health care professionals in hospitals; it helps to shift the focus of quality monitoring from accountability to learning and improving; it improves successfully implementation of innovations in healthcare.”

   dr. Gera Welker

“My research will provide information to decide whether or not a patient coach should be offered to patients who need support in specialist consultations to make better decisions.”

   Irène Alders (Phd Student)

“We want to know how you and your research has impact. Please finish one (or more) of the following lines: My work has an impact, because it shines a light on the role mid-level staff in pharmacy teams take on. Also, as one of only two PhD students on pharmacy education research, I am on the forefront of a new research area, so I am looking forward to the defense of my thesis, at (probably) the end of this year.”

   Tamara Köhler (Phd Student)
**PRIZES**

**UMCG education innovation prize**
Onderwijsinnovatie: Maak onuitgesproken normen bespreekbaar
‘Socialisatie en professionele identiteitsontwikkeling bij studenten’

**British Medical Association Book Awards, First Prize, Public Health Category**
[Author of chapter ‘The Health Workforce’]
<table>
<thead>
<tr>
<th>Grants Funding</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>prof. Debbie Jaarsma</strong></td>
<td><strong>2015 – 2019</strong> The project Practice-oriented research on excellence in institutions of further and higher education (Praktijkgericht onderzoek Excellentie MBO &amp; HO: ‘Excellentie door docentstrategie: vrijheid en structuur in balans voor elke student’). (€625,144 Euro, aanvragers: Jaarsma, Schönrock-Adema &amp; van der Mark-van der Wouden, Partners: UMCG/RUG, Hanzehogeschool Groningen, Windesheim Zwolle and Utrecht University, Netherlands Initiative for Education Research (NRO))</td>
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<td><strong>2017 – 2020</strong></td>
<td>Erasmus+ (Nuffic) IMPACCT ‘IMproving PAtient-centred Communication Competences: To build professional capacity concerning health literacy in medical and nursing education’ (2017-1-NL01-KA203-035290. 449.956,- euro; Partners: Netherlands, Germany, Ireland, Italy, Slowakia, Belgium/ UMCG, NUIG, EURASHE, ARS, UPJS, RUG, Jacobs University)</td>
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<td><strong>2017 – 2019</strong></td>
<td>On being a female full professor: An international study exploring the experiences of women working in medical education, (Ottawa, Canada; Aberdeen, UK; Bethesda, USA; UMCG), Medical Education Research / Medical Innovation Project Application ($15,580 Canadian dollars)</td>
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<td><strong>2018 – 2021</strong></td>
<td>Erasmus+ (Nuffic) OIAPT ‘Online Adaptive International Progress Test (2018-1-NLOIKA203-038925). 332.720,- euro; Partners: Netherlands (Maastricht University and Groningen University), UK, Finland, Portugal, Poland)</td>
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<tr>
<td><strong>prof. Paul Brand</strong></td>
<td><strong>2016–2020</strong> Learning Evidence Based Medicine through Deliberate Practice. Regional Innovation Fund Educational Region Northeast (€ 50,000) and Healthcare Institute the Netherlands (€ 50,000)</td>
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<tr>
<td><strong>2017–2021</strong></td>
<td>Shared decision making in clinical practice: effects on patient motivation and outcomes. Isala Innovation &amp; Science Fund (€ 174,250)</td>
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</tbody>
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### Gerbrich Galema, prof. Debbie Jaarsma, prof. Götz Wietasch & Jan Pols

**2019–2023**  
PhD research project on ‘The transition from undergraduate to postgraduate medical education from an organizational socialization perspective’. Regiosubsidie 260.000 EUR, UMCG.

### prof. Götz Wietasch & dr. Johanna Schönrock-Adema

**2018–2020**  
Invloeden op het werkplezier van AIS Anesthesiologie (regiosubsidie 33.200 EUR). Partners: UMCG, Medisch Spectrum Twente, Ziekenhuisgroep Twente, Isala kliniek Zwolle, Deventer Ziekenhuis, Tjongerschans Ziekenhuis, CEDAR, UMCG.

### prof. Gerda Croiset

**2019-2022**  
NRO Unintended effects of selection on medical student and applicant diversity: What can we do about this?  
Project namens de OCG € 342.981 (GC main applicant)

### dr. Esther Helmich

**2018-2022**  
In search of stories: a narrative, multimodal intervention for spiritual care of advanced cancer patients. KWF Kankerbestrijding: € 510.694,50  
**2014-2020**  
Tinkering supervision, patient safety and quality of care in general practice and elderly care medicine residency training. ZonMW: € 194.853

### dr. Gera Welker

**2017-2020**  
Experiment Zinvolle Registratie (ZIRE). Funding from: NFU-consortium Kwaliteit van Zorg en Zorginstituut Nederland for this project
<table>
<thead>
<tr>
<th>Name</th>
<th>Funding Years</th>
<th>Project Description</th>
<th>Funding Details</th>
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<tbody>
<tr>
<td>dr. Joke Fleer</td>
<td>2018-2019</td>
<td>Innovatiegelden for the project ‘De ontwikkeling van de lijn leiderschapsontwikkeling in de master Geneeskunde en een faculteitsbreed programma gericht op persoonlijke ontwikkeling’. Innovatiegelden and studievoorschotmiddelen: € 151,000</td>
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<td>2018-2019</td>
<td>Studievoorschotmiddelen to set up the interfacultary minor ‘More healthy years: Current challenges in public health’. Innovatiegelden and studievoorschotmiddelen: € 100,000</td>
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