What was your SUTQ project about?

This research focussed on gaining insight in which stakeholders are involved in the design of a learning environments. This information is used to propose an approach and tool that stimulates collaboration between stakeholders, and facilitates gaining insight in the perspective of the other stakeholders. This information can be visualized so that the impact and dependencies of decisions can be communicated and discussed. The provided tool aims to come to a more predictable and robust learning environment, with the rationale on how this is related to the form of education, available resources, educational programme, etc. This tool will support the decision-making process towards the most appropriate learning environment.

What have you learned?

Looking back at what the SUTQ trajectory brought me as a teacher, I think that especially being more aware of my own development as a teacher is the key value. With the knowledge and insights gained during the trajectory, I feel more confident to discuss and present my research into education. Especially participating in educational conferences and meetings is something I feel more comfortable on at this stage. This is perhaps something which is difficult to explain or assess, but the feeling of being part of the educational research community does help becoming a better teacher.

What was the biggest challenge?

The biggest challenge was to narrow down the research topic and to find the most appropriate approach for it.

What are you proud of?

To achieve my goal with SUTQ – getting more grasp on my research into education –, I approached this research as part of a bigger whole. I was already busy with learning environments before I joint SUTQ and used this trajectory to get a better underpinning and approach to my activities. This means that for me this research is not finished after SUTQ. But with the knowledge gained during this trajectory, I think that I'm more capable of determining the right next steps to take. I feel being more in control on 'doing the rights things', than only on 'doing the things right'.