

Transforming education to transform healthcare



LEARN

Lifelong Learning, Education & Assessment Research Network

UMCG:
Research Institute Health in Context

 **rijksuniversiteit
 groningen**

Scientific Report 2020 – 2024

Prologue

With deep appreciation and renewed energy, we are proud to present the extended LEARN Annual Report, covering the years **2020 to 2024** – a period that tested us in unprecedented ways, transformed how we work, and ultimately reaffirmed the strength, adaptability, and purpose of our learning community.

These years began under the shadow of the COVID-19 pandemic. What initially seemed a temporary disruption quickly evolved into a prolonged global crisis, impacting every corner of healthcare and education. Like many academic and clinical communities, LEARN had to pivot rapidly: meetings moved online, research timelines were reimaged, and our clinical colleagues faced exceptional demands. And yet, amidst this upheaval, something remarkable unfolded—we leaned into our identity as a community of learners. We supported one another, transformed uncertainty into inquiry, and uncovered new ways to collaborate and grow.

This period also marked a **significant transition in LEARN's leadership**. Professor **Debbie Jaarsma**, whose vision and dedication shaped LEARN's formative years, was appointed **Dean of the Faculty of Veterinary Medicine at Utrecht University**. We are deeply grateful for her inspiring leadership and lasting contributions. Simultaneously, Professor **Paul Brand** stepped down as vice program leader, and we extend our heartfelt thanks for his steady guidance and thoughtful input over the years. Succeeding them, **Professor Marco A. de Carvalho Filho** assumed the role of program leader and was appointed full professor of Health Professions Education at the Wenckebach Institute, while **Dr. Ligia Cayres Ribeiro** joined as the new vice program leader. This leadership transition ushered in a new phase for LEARN—one focused on strengthening our community and aligning our work around four interconnected research communities, grounded in the principles of Communities of Practice.

Despite the uncertainties of this era, LEARN continued to thrive. Between 2020 and 2024, we celebrated the defense of **23 PhD dissertations** and the publication of **303 peer-reviewed articles**—a testament to the unwavering commitment and excellence of our researchers, supervisors, and support teams. Our work continued to gain recognition both nationally and internationally, driven by a passionate network committed to advancing health professions education.

We also successfully organized **two editions of the LEARN Symposium**. The 5th Symposium, held in 2022, was defined by a spirit of reconnection and reflection, with inspiring contributions from both Marco A. de Carvalho Filho and Debbie Jaarsma. The 6th Symposium, in 2024, brought together an exceptional group of thought leaders, including Matthew Harris (Imperial College London) and Dan Shapiro (Chartis Center for Burnout Solutions), alongside **Prof. dr. Marieke Schuurmans**, our new Vice-Dean of Education, and **Prof. dr. Nynke Scherpbier**, Head of the Primary Care Department. These events reminded us of the richness that emerges when we share knowledge, challenge assumptions, and engage across disciplines and borders.

As we look back on these four transformative years, we do so with deep gratitude—for the resilience of our community, for the spirit of inquiry that continues to animate our work, and for the opportunity to grow through challenge. We also look ahead with optimism and purpose, ready to build on the lessons of this period and to deepen our shared commitment to excellence, relevance, and equity in health professions education.

Marco de Carvalho Filho & Ligia Cayres Ribeiro

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Lifelong Learning, Education & Assessment Research Network ®
Scientific report, version 2025

About LEARN

The Lifelong Learning, Education & Assessment Research Network—widely known as **LEARN**—is an internationally engaged, multidisciplinary research community dedicated to transforming education in order to transform healthcare. Established in 2016 through the initiative of Professor Debbie Jaarsma, LEARN has become a cornerstone program within the **Health in Context Institute at the University Medical Center Groningen (UMCG)**.

LEARN brings together researchers and practitioners who are committed to advancing health professions education in ways that respond to the evolving needs of society, healthcare systems, clinical practice, and education itself. It is a vibrant, well-established network of collaborating and visiting educational researchers with strong institutional, regional, national, and international ties. As of 2024, LEARN comprises **10 Principal Investigators, a dynamic team of senior researchers, and 31 PhD candidates**—some based at the University of Groningen, others at partner institutions around the world, co-supervised by LEARN faculty.

Our network spans Europe, Latin and North America, Asia, and Africa, and we maintain close collaborations with other Dutch university medical centers. This **global reach**, combined with our **local roots**, allows LEARN to remain both deeply grounded and widely relevant in the field of health professions education.

LEARN PROGRAM LEADERS



prof. dr. M.A. (Marco) de
Carvalho Filho



dr. L.M. (Ligia)
Cayres Ribeiro

MISSION



To be a global, transformative leader in advancing healthcare education and practice through research—driven by the belief that **transforming education is the key to transforming healthcare**.

VISION



To improve healthcare delivery through rigorous, innovative, and socially responsive research in health professions education. **We tackle real-world challenges that matter**—to students, educators, clinicians, and patients—always grounded in context, collaboration, and impact.

About LEARN

OUR VALUES

Our work is grounded in values that reflect both a commitment to academic excellence and a deep belief in equity and humanity in healthcare:

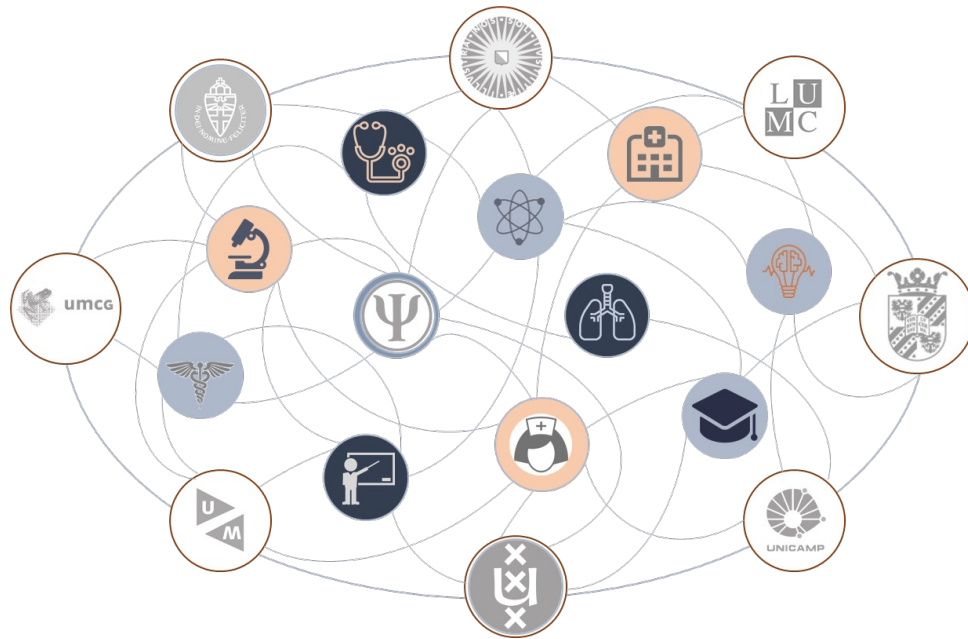
- Engagement with real-world healthcare challenges
- Openness to diverse perspectives and meaningful collaboration
- Creativity in both thinking and practice
- Empowerment of learners, educators, and practitioners
- Well-being as a foundation for sustainable careers and resilient systems
- Diversity, Equity, and Inclusion as essential components of excellence
- Social Justice as a guiding ethical imperative
- Critical Thinking to challenge assumptions and drive meaningful transformation

WHAT WE DO

LEARN's activities are driven by a deep commitment to **integrating research, practice, and educational development**. Our work is shaped by four key focus areas:

- **Generating knowledge** that advances health professions education and enhances clinical practice through rigorous research and informed innovation;
- **Bridging theory and practice**, fostering creative synergy across disciplines, methodologies, and ways of knowing;
- Building scholarly capacity through **faculty development and mentorship**, preparing the next generation of leaders in healthcare education and practice;
- Fostering a **collaborative and intellectually open environment** that encourages critical inquiry, reflection, and professional growth.

LEARN's collaborations



The LEARN team is a **multidisciplinary research group** comprising medical educationalists, clinicians, nurses, social scientists, linguists, health scientists, educators, and students from various faculties. This diverse composition fosters cross-disciplinary collaboration. Our program maintains strong connections with educational institutions within the University Medical Center Groningen (UMCG) and affiliated teaching hospitals. Team members cultivate close partnerships with these stakeholders to integrate research, education, and clinical practice effectively. We remain **committed to further strengthening and expanding collaboration with healthcare departments and care pathways** within the UMCG.

LEARN'S NATIONAL COLLABORATIONS



LEARN's international collaborations



LEARN's program

As we continue to grow, LEARN remains deeply committed to fostering research that challenges conventional norms, enhances professional practice, and contributes to **a healthcare system that is more equitable, sustainable, and humane**. Through our interdisciplinary approach and global network, we aim to shape educational practices that are not only evidence-based, but also ethically grounded and socially responsive.

To support collaboration, foster depth, and align research with shared priorities, LEARN is structured around **four interconnected research communities**, each rooted in the principles of Communities of Practice. These communities provide focused and dynamic spaces

where researchers, educators, and practitioners come together to co-create knowledge and drive innovation across key themes in health professions education.

Together, these **four communities** reflect LEARN's core values of engagement, creativity, social justice, inclusion, and critical reflection. They offer a structure for generating knowledge, fostering innovation, and building capacity—not only within academia, but across healthcare systems **striving to serve society more effectively and ethically**.

Vitality & Sustainable Employability



Investigates strategies to build a resilient, purpose-driven workforce by addressing burnout, fostering well-being, and restoring joy, meaning, and professional identity in healthcare work.

Clinical Reasoning & Technology-Enhanced Learning



Explores how digital tools can personalize learning, increase engagement, and develop digital competence—equipping students for the evolving technological demands of healthcare.

Interprofessional Education



Focuses on breaking down silos and fostering collaboration across professions to enhance patient-centered care, resource efficiency, and team-based resilience in complex care environments.

Workplace-Based Learning and Simulation



Examines the power of real-world learning and simulation-based environments to promote inclusivity, critical thinking, mental health, and a renewed sense of belonging and commitment in clinical practice.

VITALITY & SUSTAINABLE EMPLOYABILITY

Focus: to develop research and education aimed at promoting the wellbeing, vitality, and sustainable employability of (future) healthcare professionals through interdisciplinary collaboration.

Mission: to generate knowledge and implement transformative education that strengthens wellbeing and professional identity in healthcare.

Vision: empowered, healthy professionals thriving in diverse, inclusive environments that support lifelong learning, self-care, and resilience.



Lead: dr. J. (Johanna) Schönrock-Adema &
dr. W.E. (Wieke) van der Goot

CLINICAL REASONING & TECHNOLOGY-ENHANCED LEARNING

Focus: to improve clinical reasoning education by integrating evidence-based strategies and personalized tech tools.

Mission: to bridge research and practice, connecting educators and tech experts to enhance clinical reasoning training.

Vision: effective, joyful learning tailored to individual needs and powered by digital innovation.



Lead: dr. L.M. (Ligia) Cayres Ribeiro

INTERPROFESSIONAL EDUCATION (IPE)

Focus: to explore how education can equip healthcare professionals for effective teamwork and patient-centred care across disciplines.

Mission: to study IPE implementation, professional culture, and the development of interprofessional competencies and identity.

Vision: stronger collaboration through interprofessional identity, culture-sensitive education, and shared learning environments.



Lead: dr. M.A.C. (Marco) Versluis

WORKPLACE-BASED LEARNING AND SIMULATION

Focus: to reimagine how healthcare professionals learn in real and simulated environments, making learning a continuous, adaptive, and transformative part of clinical life.

Mission: to build a vibrant community of educators, researchers, and clinicians dedicated to designing, studying, and optimizing workplace learning and simulation-based education across the healthcare continuum. We connect ideas, ignite innovations, and translate research into action to make learning intrinsic to everyday clinical work.

Vision: we envision a future where every healthcare workplace is a site of intentional, high-quality learning — and where simulation complements clinical experience to build safer, more adaptive, and reflective healthcare professionals.



Lead: dr. F.M. (Francisco) Olmos Vega

LEARN researchers



dr. B. (Bram) Jakobs



dr. CT.M. (Christel)
Grau Canet



dr. D.S. (Dineke)
Verbeek



prof. dr. A.D.C.
(Debbie) Jaarsma



prof. dr. E. (Erik)
Heineman



prof. dr. E.J.
(Evelyn) Finnema



dr. F. (Fokje)
Cnossen



dr. F.M. (Francisco)
Olmos Vega



dr. G. (Gerbrich)
Galema



prof. dr. J.K.G. (Götz)
Wietasch



prof. dr. J.E. (Jaap)
Tulleken



prof. dr. J.C. (Jan)
ter Maaten



dr. J.J. (Jan-Jaap)
Reinders



prof. dr. J. (Janke)
Cohen-Schotanus



dr. J.R. (Janniko)
Georgiadis



prof. dr. J.P.E.N.
(Jean-Pierre) Pierie



dr. J.T. (Jelle) Prins



dr. J. (Johanna)
Schönrock-Adema



prof. dr. J. (Joke)
Fleer



dr. L.M. (Ligia)
Cayres Ribeiro



dr. M. (Maarten) van
der Laan

LEARN researchers



prof. dr. M.A.
(Marco) de Carvalho
Filho



dr. M.A.C. (Marco)
Versluis



prof. dr. M. (Mike)
Huiskes



prof. dr. N.A. (Nico)
Bos



dr. N. (Nienke)
Renting



dr. N. (Noha) El-Baz



prof. dr. N.D.
(Nynke) Scherpbier



dr. P. (Patrick)
Nieboer



prof. dr. P.L.P. (Paul)
Brand



prof. dr. P.F. (Petrie)
Roodbol



dr. R.O.B. (Reinold)
Gans



dr. R.J. (Robbert)
Duvivier



prof. dr. S.E.
(Sophia) de Rooij



dr. T. (Tineke)
Kingma



mw. T. (Tineke)
Bouwkamp-Timmer



dr. W.E. (Wieke) van
der Goot

LEARN PhD students



Alexandra Androni

“Agentic engagement: medical students’ constructive and critical contributions to their own and peer learning.”

Supervisor(s): prof. dr. J. Fleer
Co-supervisor(s): dr. J. Schönrock-Adema



Annita van Wijlen

“Workplace Based Learning for undergraduate nursing students.”

Supervisor(s): prof. dr. E.J. Finnema, prof. dr. M.A. de Carvalho Filho
Co-supervisor(s): dr. P.D.D.M. Roelofs



Bart Lambert

“The Mentor Study/Best Practice Supervision in the Operating Room in the Northeastern Training Region.”

Supervisor(s): prof. dr. P.C. Jutte
Co-supervisor(s): prof. dr. M. Huiskes, dr. A.D. Diemers, dr. P. Nieboer



Diane Manuhuwa

“Smarter Studying with a Powerful Online Learning Environment in a Knowledge-Intensive World.”

Supervisor(s): prof. dr. J. Fleer, J.W. de Graaf
Co-supervisor(s): dr. S. Vries



Eelco Draaisma

“Appropriate care in practice: residents learn evidence-based practice through deliberate practice.”

Supervisor(s): prof. dr. P.L.P. Brand, prof. dr. A.D.C. Jaarsma
Co-supervisor(s): dr. J. Bekhof



Elvira Coffetti

“Factors influencing adoption of ICT-innovations by nurses.”

Supervisor(s): prof. dr. E.J. Finnema
Co-supervisor(s): dr. W. Paans, dr. J. Zuidersma

LEARN PhD students



Esther Andela

“Power in interprofessional medical education.”

Supervisor(s): prof. dr. M.A. de Carvalho Filho
Co-supervisor(s): dr. M.A.C. Versluis



Fatikhu Yatuni Asmara

“Improving Quality of Antenatal Care by Evaluating and Reforming Interprofessional Education Programs, more Specifically the Assessment Process.”

Supervisor(s): prof. dr. N.D. Scherpbier
Co-supervisor(s): dr. M.A.C. Versluis, dr. J.J. Reinders



Fernando Salvetti Valente

“Insights into illness script quality through analysis of written answers to general prompts.”

Supervisor(s): prof. dr. M.A. de Carvalho Filho, dr. S. Mamede Studart Soares
Co-supervisor(s): dr. L.M. Cayres Ribeiro



Guy Overdijk

“SPIDER: Self-regulated learning Promoted by learning In and from Diverse nEtwoRks. Designing learning in two primary care contexts.”

Supervisor(s): prof. dr. N.D. Scherpbier
Co-supervisor(s): dr. D. Tol, dr. B. Thoonen



Hanna Tuinhof

“Training Residents to Provide Tailored and Coordinated Care for Patients with Multimorbidity in the Hospital.”

Supervisor(s): prof. dr. B.C. van Munster
Co-supervisor(s): dr. M. Verhoeff, dr. R.J. Duvivier



Lisanne Hut-Mossel

“Effectiveness of clinical audit.”

Supervisor(s): prof. dr. R.O.B. Gans, prof. dr. ir. C.T.B. Ahaus
Co-supervisor(s): dr. G.A. Welker

LEARN PhD students



Ids Dijkstra

“Prepares for practice after postgraduate medical education.”

Supervisor(s): prof. dr. P.L.P. Brand, prof. dr. A.D.C. Jaarsma

Co-supervisor(s): dr. J. Pols



Josien Woldring

“Collaboration in the Care Triad for Frail Older Adults Admitted to the Hospital.”

Supervisor(s): prof. dr. R.O.B. Gans
Co-supervisor(s): dr. M. Luttik, dr. W. Paans



Kristen Dabekaussen

“The significance of Health Care Professional Attitudes and Behavior in Patient Safety.”

Supervisor(s): prof. dr. E. Heineman, prof. dr. A.D.C. Jaarsma



Laura van der Woude

“Shared decision-making and person-centered care in postgraduate medical education, a matter of experience?”

Supervisor: prof. dr. P.L.P. Brand, prof. dr. M.A. de Carvalho Filho

Co-supervisor(s): dr. S. Festen



Liam Wietzorrek

“Recording inside the operating room: examining cognitive workload, communication and teamwork with surgical data recorders.”

Supervisor: prof. dr. M. Mariani, dr. F. Cnossen, N. Craenen



Maria da Silva

“Professional Identity Formation of Physician-Scientist.”

Supervisor: dr. D.S. Verbeek, prof. dr. M.A. de Carvalho Filho

Co-supervisor(s): dr. W.E. van der Goot

LEARN PhD students



Martine Keuning

“A multi-center, multi-specialty cohort study of supervisors’ best practices on endoscopic procedures in the operating theaters in North East Netherlands.”

Supervisor: prof. dr. P.C. Jutte
Co-supervisor(s): prof. dr. M. Huiskes, dr. A.D. Diemers, dr. P. Nieboer



Paulien Harms

“Arts-assistent en supervisor in de overdracht: een vitale interactie.”

Supervisor: prof. dr. A.J. Koole
Co-supervisor(s): N. Stukker



Indah Kiay Demak

“Peer role in professional identity development of undergraduate medical students.”

Supervisor: prof. dr. J. Fleer
Co-supervisor(s): dr. J.T. Prins, prof. dr. M.A. de Carvalho Filho



Robert Mousset

“Training Endoscopy for residents: Advancing by Coaching and teaching Hands-on (TEACH).”

Supervisor: prof. dr. P.L.P. Brand, prof. dr. J.P.E.N. Pierie
Co-supervisor(s): A. Langers, W. de Vos tot Nederveen Cappel



Siem Schipper

“Motivation in biomedical education.”

Supervisor: dr. J.R. Georgiadis, prof. dr. M.A. de Carvalho Filho
Co-supervisor(s): dr. W.E. van der Goot



Steven de Rooij

“Bridging the gap between simulated and perceived reality for children with learning difficulties.”

Supervisor: prof. dr. J.P.E.N. Pierie
Co-supervisor(s): dr. J.T. Prins, D. Kuipers

LEARN PhD students



Thomas Zwols

“TREPP versus Liechtenstein in inguinal hernia patients, what’s best?”

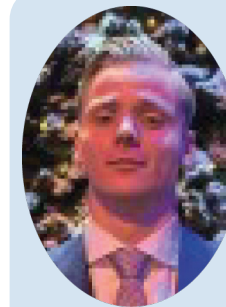
Supervisor: prof. dr. J.P.E.N. Pierie
Co-supervisor(s): dr. G. Koning, dr. H. Eker



Titia van Duin

“Transitioning into a doctor.”

Supervisor: prof. dr. M.A. de Carvalho Filho
Co-supervisor(s): dr. M.A.C. Versluis



Tom Bazuin

“Wellbeing of the healthcare professional and the impact of digital health technologies.”

Supervisor: dr. M.J. van der Laan, prof. dr. J.K.G. Wietasch, dr. L. Hooft
Co-supervisor(s): P.D.D.M. Roelofs



Tom Zwieten

“Independence-scaled procedural assessment of surgical skills: why, when and how.”

Supervisor: prof. dr. J.P.E.N. Pierie, dr. M. van Det
Co-supervisor(s): dr. N. Veeger



Ulf Ebeling

“Improving the effectiveness of e-learning: exploring, explaining and evaluating undergraduate student e-learning usage dynamics.”

Supervisor: prof. dr. J.K.G. Wietasch
Co-supervisor(s): dr. J.R. Georgiadis, dr. R. de Leeuw



Xiaoyu Zhao

“Online Instructional Strategies to Teach Clinical Reasoning.”

Supervisor: prof. dr. M.A. de Carvalho Filho, dr. S. Mamede Studart Soares
Co-supervisor(s): dr. L.M. Cayres Ribeiro

LEARN student assistants



Lizayra Dassen

Research assistant
Community: Clinical
Reasoning and
Technology-Enhanced
Learning

Medicine, BSc; Communication Science, MA
Current studies: MSc Medicine



Stella Konstantinidou

Research and
administrative assistant
for LEARN

Medicine, BSc
Current studies: MSc Medicine

Grants, prizes and funds

MAJOR GRANTS

- **€830,000 NWO Grant** for participatory theatre as a pedagogy to promote diversity, equity and inclusion in teacher and medical education (prof. dr. M.A. de Carvalho Filho, prof. dr. J. Fleer, dr. W.E. van der Goot, S.C.C. Camargo Collet)
- **€1.7 million SNN Valorisation Grant** for educational technology innovation (dr. J.R. Georgiadis; €397k for UMCG Anatomy)
- **€625,144 NRO Grant** for research on teaching strategies and student excellence in MBO & HO (dr. J. Schönrock-Adema)
- **€358,000 Regional Grant** for a PhD project on transitions to and within residency training (prof. dr. J.K.G. Wietasch, dr. G. Galema)
- **€300,000 OOR NO PhD Grant** for endoscopy teaching in gastroenterology residency (prof. dr. P.L.P. Brand, R.A. Mousset)
- **€300,000 OOR NO PhD Grant** for shared decision-making and person-centered care (prof. dr. P.L.P. Brand, L. Van der Woude)
- **€275,000 Isala Innovation and Science Fund** for PhD project on clinical education (prof. dr. P.L.P. Brand, V. Siebinga, I. Koopmans)
- **€250,000 China Scholarship Council/University of Groningen** for PhD project on online environments to develop clinical reasoning (prof. dr. M.A. de Carvalho Filho, X. Zhao)
- **€72,000 JSM Grant** for improving e-learning in medical education (prof. dr. J.K.G. Wietasch, U.S. Ebeling)
- **€67,000 Fonds Klinisch Onderzoek en Onderwijs** for implementing patient feedback in clerkships (prof. dr. J.K.G. Wietasch)
- **€50,000 UMCG Innovation Prize** for a music-based emotion regulation course for health professions students (dr. J. Schönrock-Adema)
- **€45,000 FAPESP Post-doc** for realist Evaluation of undergraduate palliative care education in the Netherlands (dr. E.I de Oliveira Vidal)
- **€45,000 FAPESP Post-doc** for co-constructive patient simulation to teach palliative care for pediatric residents (dr. F. Bono Fukushima)
- **€33,200 Regional Fund Grant** for research on anesthesiology residents' job satisfaction (dr. J. Schönrock-Adema)

Grants, prizes and funds

AWARDS & RECOGNITIONS

- **2023 NVMO Best Research Paper Awards** (dr. W.E. van der Goot)
- **2024 NVMO Best Research Paper Awards** (dr. G. Galema)
- **Golden Ticket Award (ICRE 2024) – International recognition for research excellence** (dr. G. Galema)
- **Nomination: AMEE Doctoral Report Award (2022)** (dr. R.J. Duvivier, supervisor)
- **2021 Choice Critics Award – Medical Education journal, for exceptional peer review** (dr. R.J. Duvivier)
- **Top 10 Downloaded Paper 2020 – Policy & Practice in Higher Education** (dr. R.J. Duvivier)
- **UMCG Innovation Prize (2020) for educational innovation in anatomy** (dr. J.R. Georgiadis)
- **BMJ Quality & Safety top article of 2020** (prof. dr. M. A. de Carvalho Filho, dr. L.M. Cayres Ribeiro)

SMALLER GRANTS & LOCAL AWARDS

- **€15,000 Data Science Center in Health Innovation Grant:** Synthetic Patients for the teaching of Clinical Reasoning (dr. L.M Cayres Ribeiro)
- **€10,000 UMCG Prize** for research on MMT team wellbeing (prof. dr. J.K.G. Wietasch).
- **Innovation grants from Isala Zwolle and Innovation & Research Fund OOR NO** supporting multiple PhD projects (prof. dr. J.K.G. Wietasch, R. Mousset).

Publications – 2024

Androni A, Fleer J, Smids LR, van der Wouden JM, Jaarsma AD, Schönrock-Adema J. **Identifying behaviours representative of agentic engagement in pre-clinical medical education PBL groups based on literature and observations.** *Perspectives on Medical Education.* 2024 Dec 5;13(1):608.

Cavaleiro I, de Carvalho Filho MA. **Harnessing student feedback to transform teachers: Role of emotions and relationships.** *Medical education.* 2024 Jun;58(6):750-60.

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Lambert B, Keuning MC, Jutte PC, Diemers AD, Nieboer P, Huiskes M. **The Many Faces of Good Operating Room Supervision: Supervisors' and Residents' Perspectives After Operating Together.** *Journal of Surgical Education.* 2025 Feb 1;82(2):103396.

Mamede S, Zandbergen A, de Carvalho Filho MA, Choi G, Goeijenbier M, Van Ginkel J, Zwaan L, Paas F, Schmidt HG. **Role of knowledge and reasoning processes as predictors of resident physicians' susceptibility to anchoring bias in diagnostic reasoning: a randomised controlled experiment.** *BMJ Quality & Safety.* 2024 Sep 1;33(9):563-72.

Moffett J, Little R, Illing J, de Carvalho Filho MA, Bok H. **Establishing psychological safety in online design-thinking education: a qualitative study.** *Learning Environments Research.* 2024 Apr;27(1):179-97.

Ribeiro DL, Sacardo D, Drzazga G, de Carvalho Filho MA. **Connect or detach: A transformative experience for medical students in end-of-life care.** *Medical Education.* 2025 Apr;59(4):395-408.

Rivas MB, Cruvinel AF, Sacardo DP, Schubert DU, Bteshe M, de Carvalho Filho MA. **All you need is music: supporting medical students' emotional development with music-based pedagogy.** *Academic Medicine.* 2024 Jul 1;99(7):741-4.

van der Goot WE, Van Yperen NW, Albers CJ, Jaarsma AD, Duvivier RJ. **Effects of (de) motivating supervision styles on junior doctors' intrinsic motivation through basic psychological need frustration and satisfaction: an experimental vignette study.** *Advances in Health Sciences Education.* 2025 Apr;30(2):401-26.

van Schie R, Coolen E, van Tuijl A, van der Velden J, Thoonen B, Scherpbier-de Haan N. **Intraprofessional boundary crossing in acute paediatric care: a rich journey for general practice and paediatric residents.** *Medical Education.* 2024 Nov;58(11):1350-60.

Weller I, Spiegel M, de Carvalho Filho MA, Martin A. **When Play Reveals the Ache: Introducing Co-constructive Patient Simulation for Narrative Practitioners in Medical Education.** *Journal of Medical Humanities.* 2024 Sep;45(3):243-65.

Asmara FY, Kristina TN, Versluis MAC, Scherpbier N, Reinders JJ. **EPIS-RI: Indonesian translation, cultural adaptation and construct validation of an interprofessional identity measure.** *Journal of interprofessional care.* 2024 May 3;38(3):564-72.

Bosch NM, Kalkdijk-Dijkstra AJ, Broens PM, van Westreenen HL, Pierie JPEN, Klarenbeek BR, van der Heijden JA, FORCE trial group. **Implementation of Pelvic Floor Rehabilitation after rectal cancer surgery: A qualitative study guided by the Consolidated Framework for Implementation Research (CFIR).** *Plos one.* 2024 Jun 20;19(6):e0301518.

Boskma A, van der Braak K, Demenaga K, Idema D, Hooft L, Wietasch G, Franx A, van der Laan MJ. **Prioritising nurses' and doctors' health at work: a scoping review of monitoring instruments.** *BMJ open.* 2024 Aug 1;14(8):e079861.

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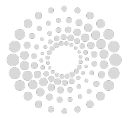
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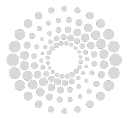
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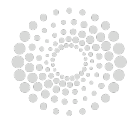
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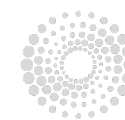
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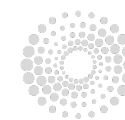
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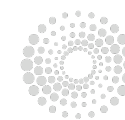
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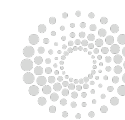
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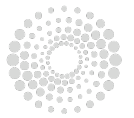
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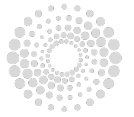
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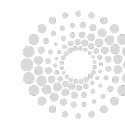
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Watson EG, Steketee C, Mansfield KJ, Moore M, Dalziel B, Damodaran A, Walker B, Duvivier R, Hu W. **Curriculum mapping for health professions education: a typology.** *Focus on Health Professional Education: A Multi-Professional Journal.* 2020 Jan 1;21(1):91-113.

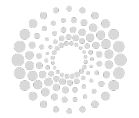
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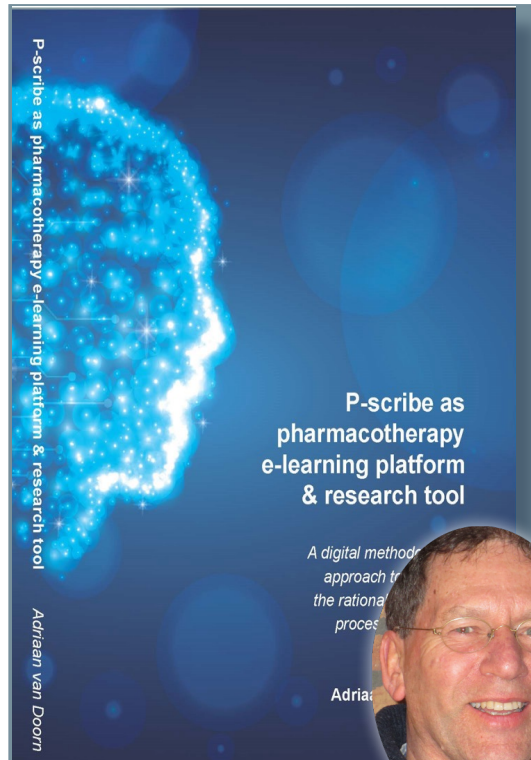


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PhD theses

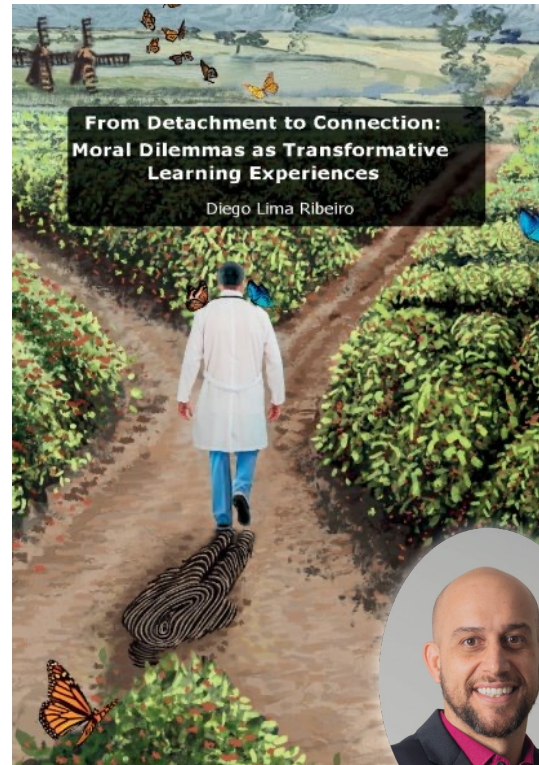


dr. Adriaan van Doorn

“P-scribe as pharmacotherapy e-learning platform & research tool: A digital methodological approach to measure the rational prescribing process of students.”

Promotor(s): prof. dr. M.J. (Maarten) Postma

Copromotor(s): dr. T. Fens

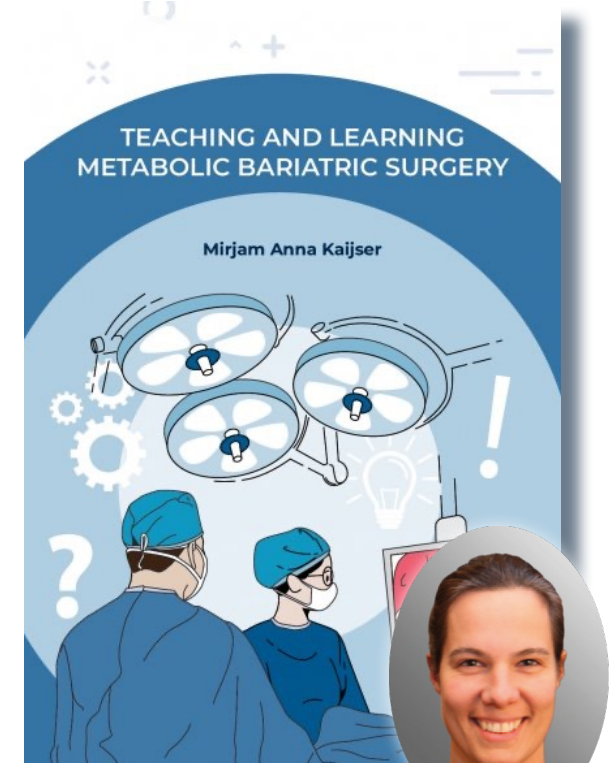


dr. Diego Lima Ribeiro

“From detachment to connection: moral dilemmas as transformative learning experiences.”

Promotor(s): prof. dr. M.A. de Carvalho Filho,
prof. dr. A.D.C. Jaarsma

Copromotor(s): dr. D. Pompei Sacardo

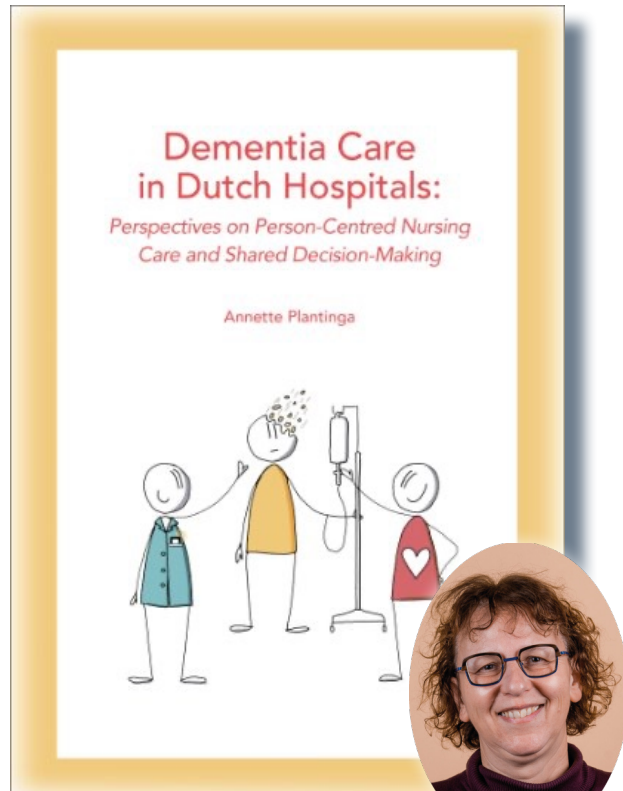


dr. Mirjam Anna Kaijser

“Teaching and learning metabolic bariatric surgery.”

Promotor(s): prof. dr. J.P.E.N. Pierie, prof. dr. G. van Ramshorst, prof. dr. B. van Wagenveld

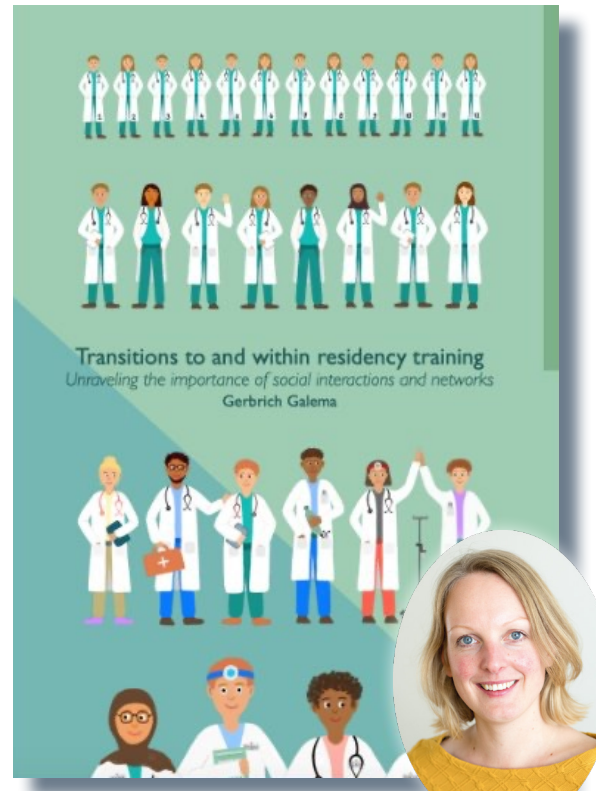
PhD theses



dr. Annette Plantinga

“Dementia care in Dutch hospitals: perspectives on person-centred nursing care and shared decision-making.”

Promotor(s): prof. dr. E.J. Finnema, prof. dr. B.C van Munster, prof. dr. P. Roodbol

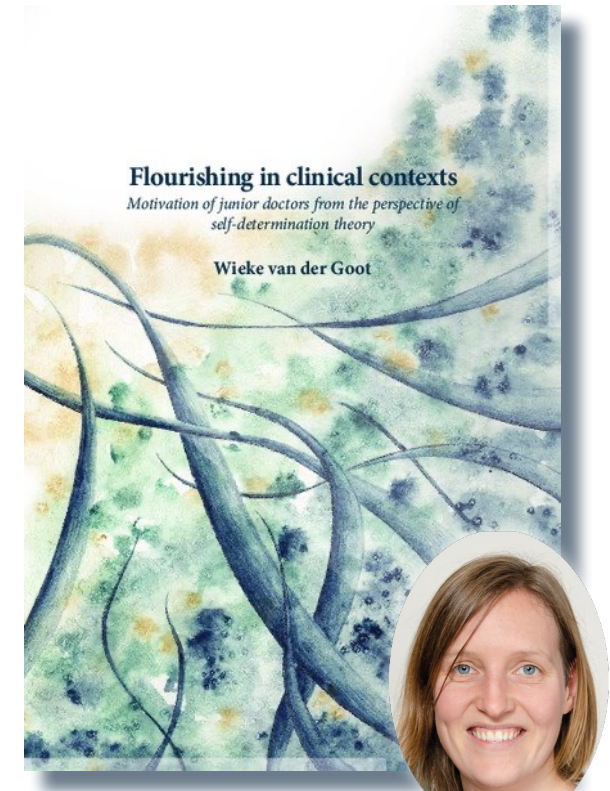


dr. Gerbrich Galema

“Transitions to and within residency training: unraveling the importance of social interactions and networks.”

Promotor(s): prof. dr. J.K.G. Wietasch, prof. dr. A.D.C. Jaarsma

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dr. Wieke van der Goot

“Flourishing in clinical contexts: Motivation of junior doctors from the perspective of self-determination theory.”

Promotor(s): dr. A.D.C. Jaarsma, prof. dr. N. van Yperen

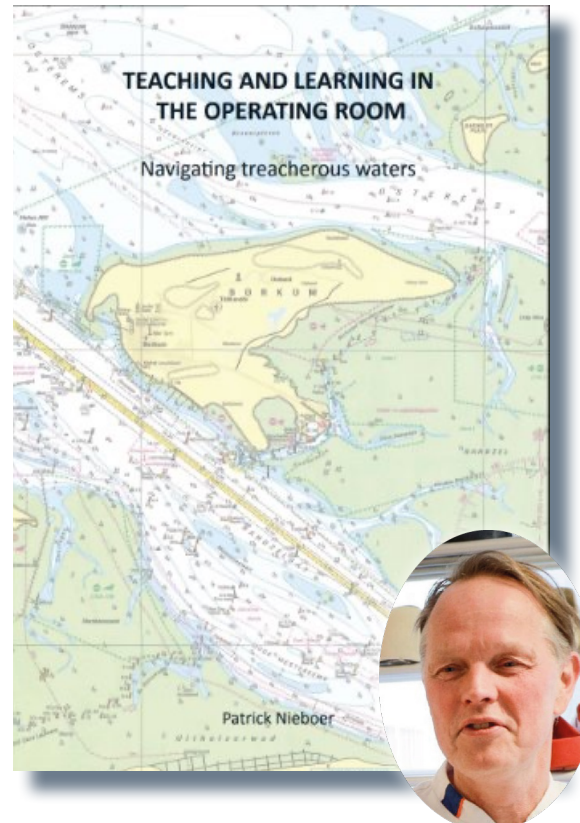
Copromotor(s): dr. R.J. Duvivier



dr. Liesbeth Kool

“Untangling the elements of midwives’ occupational wellbeing.”

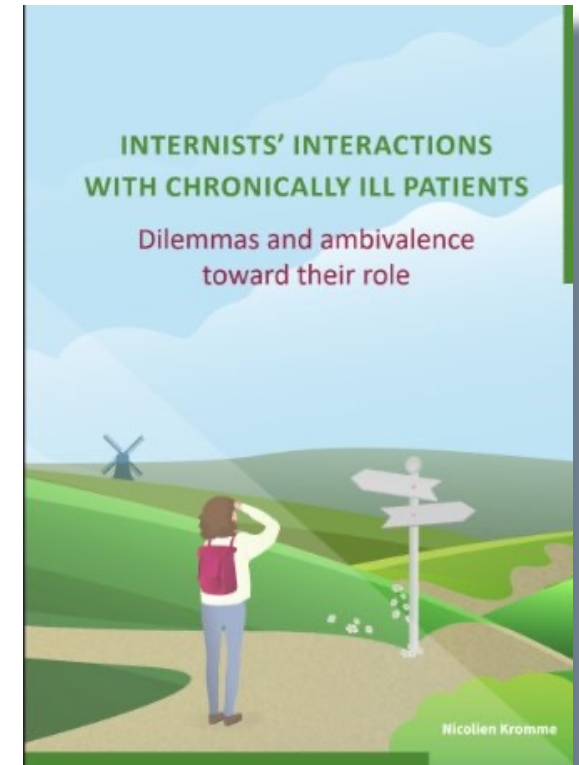
Promotor(s): prof. dr. A.D.C. Jaarsma, prof. dr. F.G. Schellevis
Copromotor(s): dr. E.I. Feijen-de Jong



dr. Patrick Nieboer

“Teaching and learning in the operating room: Navigating treacherous waters.”

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Copromotor(s): dr. F. Cnossen

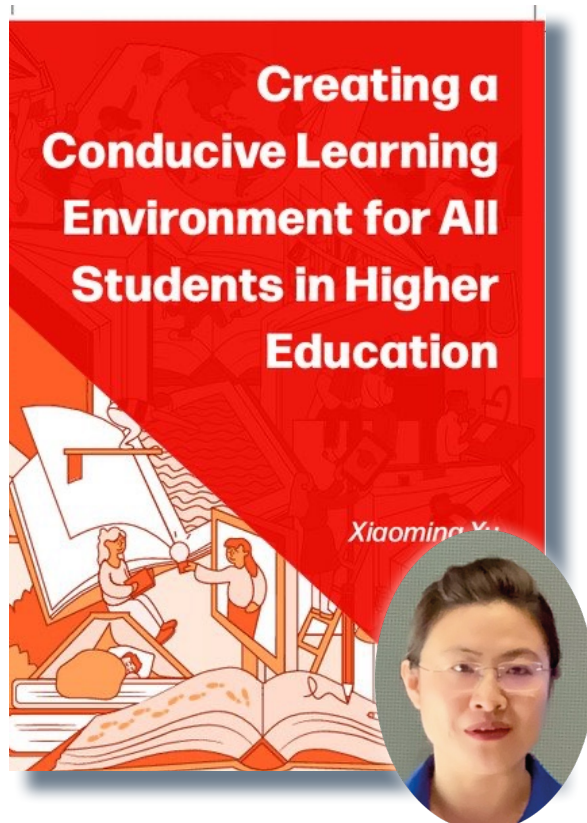


dr. Nicolien Kromme

“Internists’ interactions with chronically ill patients: Dilemmas and ambivalence toward their role.”

Promotor(s): prof. dr. R.O.B. Gans, prof. dr. H.B.M. van de Wiel, prof. dr. C.T.B. Ahaus

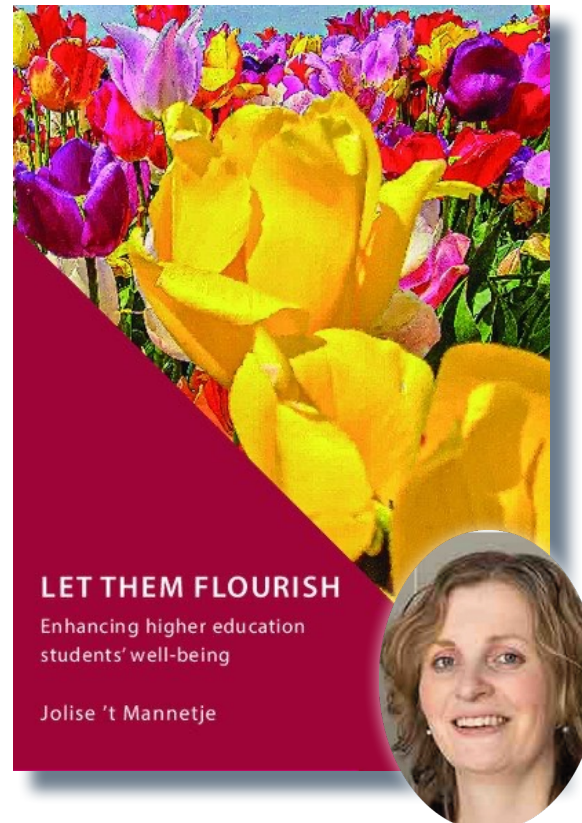
PhD theses



dr. Xiaoming Xu

“Creating a conducive learning environment for all students in higher education.”

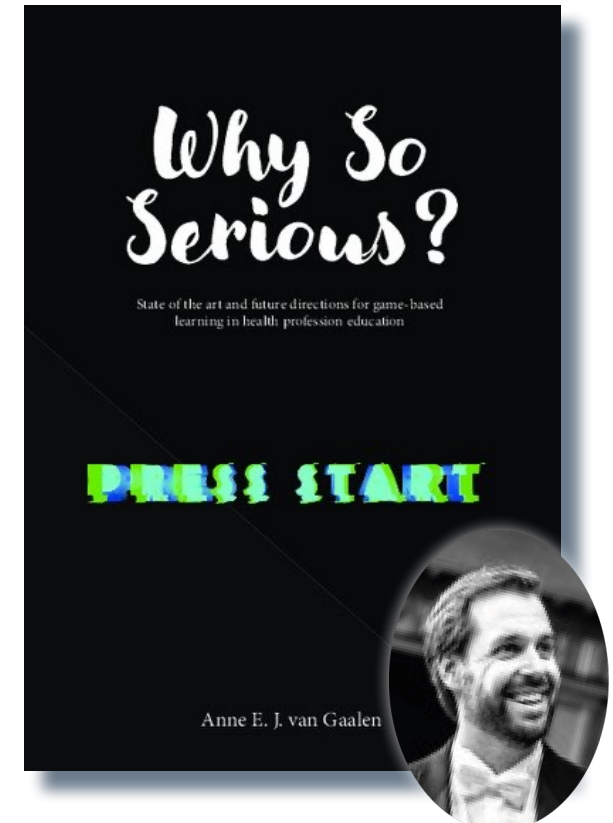
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dr. Jolise 't Mannetje

“Let them flourish: Enhancing higher education on students' well-being.”

Promotor(s): prof. dr. A.D.C. Jaarsma
Copromotor(s): dr. M. Heijne-Penninga, dr. I. Visscher-Voerman, dr. M.V.C. Wolfensberger



dr. Anne van Gaalen

“Why so serious? State of the art and future directions for game-based learning in health profession education.”

Promotor(s): prof. dr. A.D.C. Jaarsma
Copromotor(s): dr. J.R. Georgiadis

PhD theses



dr. Gepke Veenstra

“Clinical governance and healthcare professionals’ motivation to provide care: A balancing act.”

Promotor(s): prof. dr. E. Heineman, prof dr. H.B.M. Molleman

Copromotor(s): dr. G.A. Welker

Shared decision making
in hospital care

what happens in practice

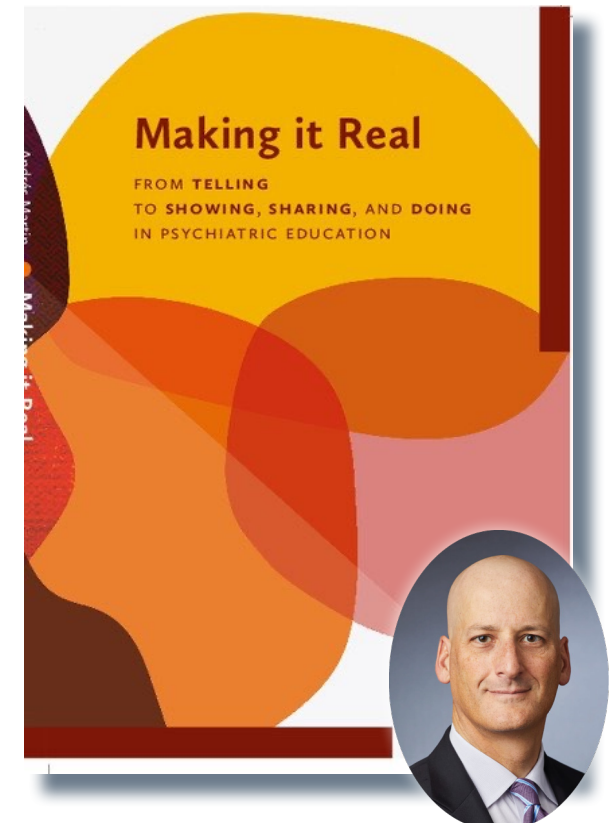
Ellen Driever



dr. Ellen Driever

“Shared decision making in hospital care: what happens in practice.”

Promotor(s): prof. dr. P.L.P. Brand, prof. dr. A.M. Stiggelbout



dr. Andrés Martin

“Making it real: From telling to showing, sharing, and doing in psychiatric education.”

Promotor(s): prof. dr. A.D.C. Jaarsma

Copromotor(s): dr. R.J. Duvivier,
prof. dr. M.A. de Carvalho Filho

PhD theses



dr. Yan Zhou

“How to connect? Peer networks and competence development in multiple thematic learning communities within one medical degree programme.”

Promotor(s): prof. dr. N.A. Bos
Copromotor(s): dr. A.D. Diemers, dr. J. Brouwer



dr. Gijs Terlouw

“The role of boundary objects in health innovation: design for alignment.”

Promotor(s): prof. dr. J.P.E.N. Pierie
Copromotor(s): prof. D.A. Kuipers, dr. J.T.B. Veer, van 't, dr. J.T. Prins

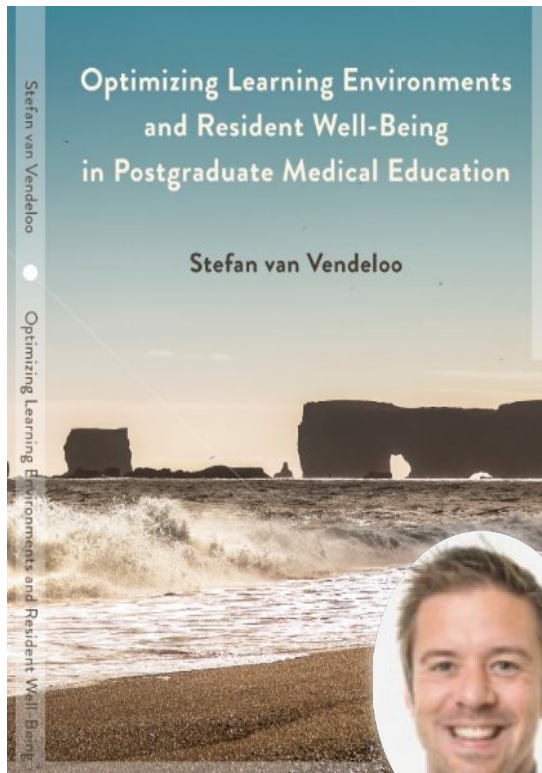


dr. Tamara Koehler

“Providing color to the pharmacy technician: A new profession within the pharmacy team.”

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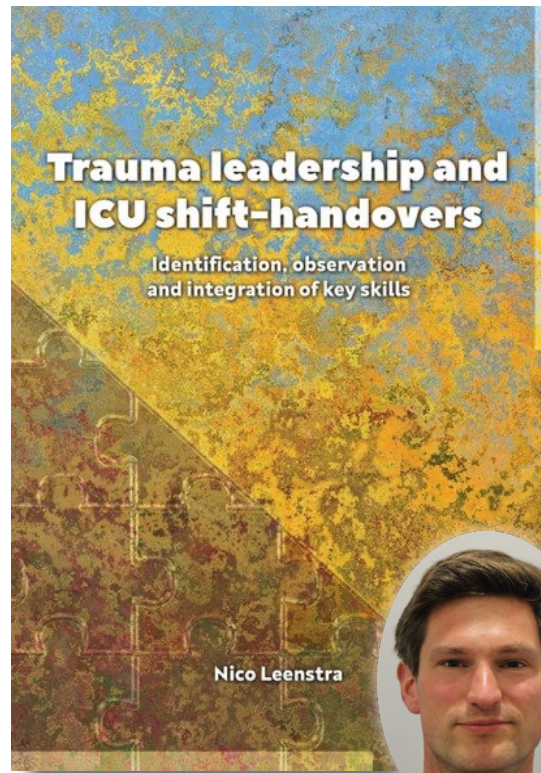


dr. Stefan van Vendeloo

“Optimizing Learning Environments and Resident Well-Being in Postgraduate Medical Education.”

Promotor(s): prof. dr. P.L.P. Brand, prof. dr. S.K. Bulstra

Copromotor(s): dr. C.C.P.M. Verheyen



dr. Nico Leenstra

“Trauma leadership and ICU shift handovers: Identification, evaluation and integration of key skills.”

Promotor(s): prof. dr. J.E. Tulleken, prof. dr. A.D.C. Jaarsma

Copromotor(s): dr. O.C. Jung

Clinical workplace learning today

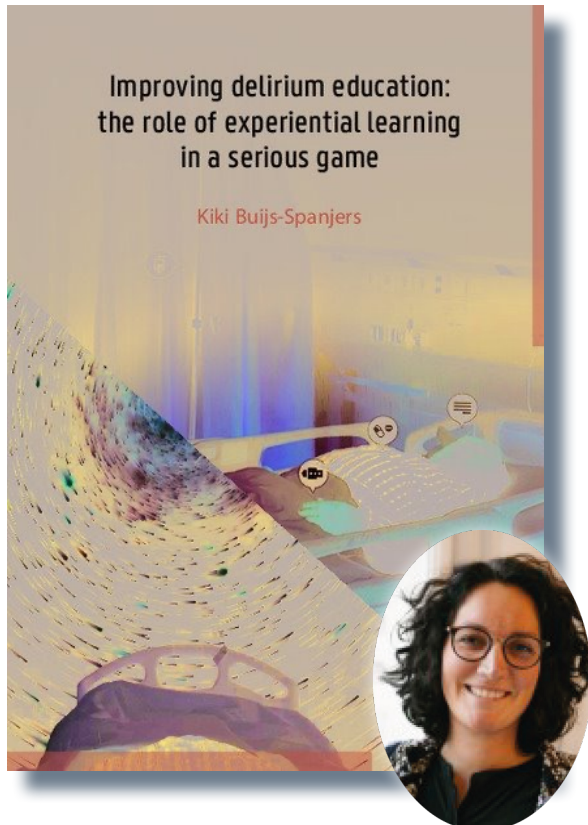
How competency frameworks inform clinical workplace learning (and how they do not)



dr. Nienke Renting

“Clinical workplace-learning today: How competency frameworks inform clinical workplace learning (and how they do not).”

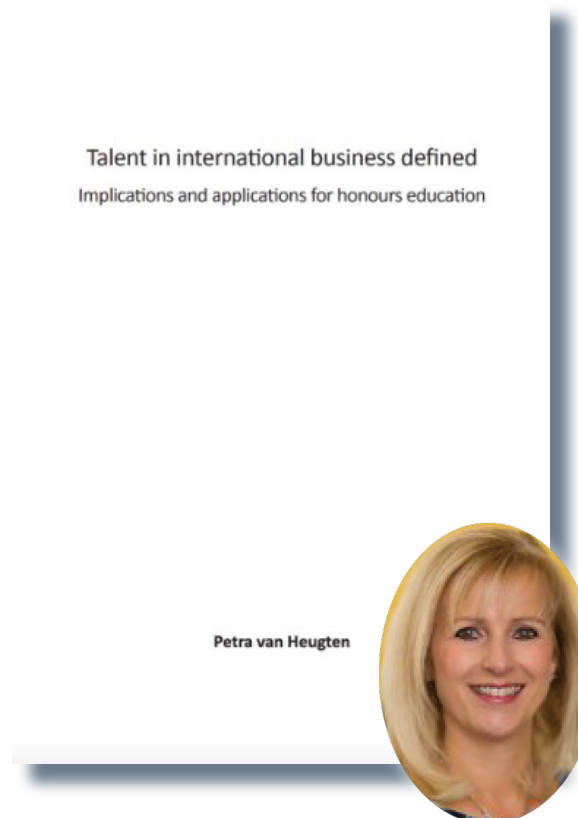
Promotor(s): prof. dr. R.O.B. Gans, prof. dr. A.D.C. Jaarsma, prof. dr. J.C.C. Borleffs



dr. Kiki Buijs-Spanjers

“Improving delirium education: the role of experiential learning in a serious game.”

Promotor(s): prof. dr. S.E.J.A. de Rooij, prof. dr. A.D.C. Jaarsma
Copromotor(s): dr. F. Cnossen



dr. Petra van Heugten

“Talent in international business defined: Implications and applications for honours education.”

Promotor(s): prof. dr. A.D.C. Jaarsma
Copromotor(s): dr. M.V.C. Wolfensberger, dr. M. Heijne-Penninga

Events: symposiums and workshops

SYMPOSIUMS AND SEMINARS: Building connections, sharing knowledge

Between 2020 and 2024, LEARN participated in or helped organize **159 symposiums and seminars at national and international levels**. These events served as important platforms to share research, exchange ideas, and foster collaboration across institutions and disciplines.

LEARN members also played active roles in organizing and presenting at national conferences, including NVMO and EARLI, often highlighting themes such as clinical reasoning, sustainable employability, and interprofessional collaboration. These sessions often brought together colleagues from across the different communities within LEARN, making them a true reflection of our collaborative spirit.

Beyond national borders, LEARN researchers shared their work at



international conferences like **AMEE** and **ANZAHPE**, contributing to global conversations in health professions education and building ties with researchers around the world. Through these 159 engagements, LEARN has helped shape conversations in health professions education and expanded its impact both within and beyond the Netherlands.

WORKSHOPS: Sharing expertise, sparking change

Between 2020 and 2024, LEARN members delivered **more than 90 workshops and roundtable sessions**, showcasing the group's broad expertise in clinical education, interprofessional collaboration, coaching, cognitive psychology, quality improvement, and medical humanities. These sessions were hosted across **local, national, and international platforms**, underscoring LEARN's dual focus on scholarly contribution and practical transformation in healthcare education.

Workshops focused on:

- Supporting **resident development**, motivation, and wellbeing
- Enhancing **learning environments** and self-regulated learning
- Advancing **IPE** using visual and narrative tools
- Applying **innovative methods** like audio diaries and cognitive mapping
- Exploring **clinical reasoning**, feedback, and shared decision-making
- Bridging education with **quality improvement** and **patient care**

Hosted at major venues like **AMEE** and **ICRE**, these sessions reflect LEARN's impact in shaping health professions education.

Events: educational innovations

LEARN members developed 25+ educational innovations from 2020–2024, advancing learner wellbeing, interprofessional collaboration, and curriculum design.

Highlights include:

- 7+ programs on resident wellbeing, leadership, and coaching.
- 5+ interprofessional education initiatives, including workplace-based and primary care settings.
- 3+ digital tools for learning and wellbeing, such as Enatom and Anatomy Gym.
- Curriculum innovations in bariatric surgery, systems thinking, and shared decision-making.
- Educational research and faculty development, including MOOCs, Lesson Study, and SCOPE.
- Extensive contributions to executive function education through lectures, tools, and workshops.

These efforts show **LEARN's active role in shaping future-ready, evidence-based health professions education.**

CURRICULUM & FACULTY DEVELOPMENT

LEARN members led 30+ initiatives enhancing curricula and faculty capacity at local, national, and international levels.

Key achievements include:

- 7+ curriculum developments, including regional PGME programs, revised master's curricula, and interprofessional learning pathways.
- 20+ faculty development workshops, addressing topics like active learning, motivation, TBL, executive functions, and coaching across Europe, the Caribbean, and Asia.
- 5+ national/international faculty programs, such as "The Starting Program Director" and the TCT course for colonoscopy trainers.
- Ongoing innovation and expansion of established programs (e.g., Teaching on the Run, SCOPE, Educational Leadership trajectories).

These efforts showcase LEARN's leadership in building responsive, evidence-informed teaching and learning cultures across institutions and borders.

Events: policy, practice and the profession



SHAPING POLICY, PRACTICE, AND THE PROFESSION

From 2020–2024, LEARN members played influential roles in advancing health professions education through national and international engagement. Their contributions span policy, curriculum, research, and workforce development.

Highlights include:

- **30+ committee and advisory board roles** across curriculum design, accreditation, and professional societies.
- **10+ leadership positions**, including chairs of national educational committees and boards of interprofessional networks.
- Active roles in **5+ editorial and peer-review boards** for academic journals.
- Supervision of numerous master's and bachelor's theses.
- **3 international visiting researcher appointments** in Canada and Asia-Pacific networks.
- Participation in multiple working groups on sustainable employability and workforce wellbeing.
- Ongoing academic engagement through thesis committees, award juries, and interprofessional education networks.

These roles reflect LEARN's sustained and wide-reaching impact on education policy, practice, and scholarship—both nationally and globally.





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