

UM Education Research Day 2026 – Research presentations, round 2, 11:30-13:00

Educating Grounded Jurists: Juristic Formation in Legal Education

by Nicole Kornet (LAW)

Legal reasoning routinely requires judgment under conditions of uncertainty, disagreement and normative tension. Yet legal education still privileges coverage of the law and technical skill. Drawing on Biesta's distinction between qualification, socialisation and subjectification, this presentation asks what students need to act responsibly as jurists, and how legal education can support that formation. I introduce the grounded jurist, an analytical construct with four dimensions: intellectual, personal, interpersonal and societal. Collaborative learning suits law's dialogic character, but it also exposes students to uncertainty and critique. I therefore argue for a juristic formation trajectory that develops groundedness over time.

Who do we educate? Graduate attributes of academically trained jurists in the Dutch legal education

by Carolina Cicati (LAW)

The role of university law degrees is increasingly subject to debates and critique regarding their value and purpose. In the context of GenAI developments and deregulation of the undergraduate legal education in England and Wales, it is timely to revisit what law degrees educate students to know, do, and be. This presentation will outline the purpose of Dutch academic legal education as articulated through the national legal framework, the self-imposed quality arrangements, and the institutional documentation governing the Dutch undergraduate law degrees.

Exploring students' use of generative AI to plan and reflect on their study process

by Sina Gottschlich (FHML)

Self-regulated learning skills are highly valuable in PBL, though students require support to develop them. In many curricula within UM, we guide students to actively and independently shape their learning by reflecting and setting goals in personal portfolios. The emergence of generative AI raises the question of how students use its functions when creating these portfolios. The present project aims to explore students' generative AI usage to plan and reflect on their study process. Our insights can inform

recommendations for teaching practices and identify areas for further support towards a meaningful use of generative AI in students' learning practices.

It depends — on what? Conditions for using technology to support self-regulated learning

by Anikó Bátori (SBE)

We ask a lot of our students: problem-based learning assumes they can plan, monitor and evaluate their own learning. Thus, students and teachers often propose technology as a scaffold for that. Yet the same technology transforms one course and is ignored in the next.

We interviewed 20 teachers from our own faculty (SBE) using vignettes built around five features (self-assessment, resource access, peer discussion boards, learning analytics dashboards, and analytics-based teacher feedback) and asked what each one requires to work.

Three findings matter for practice and research:

- The strongest condition is not technical. Teachers' beliefs about a feature's pedagogical value and its alignment with course design outweighed all other factors.
- There is no general recipe. Discussion boards demand sustained moderation; dashboards attract institutional questions and collected every mention of teachers not knowing enough.
- The cheapest fix is institutional. One colleague told us: "*I don't dare, because I never seen someone do this.*" That is not a training gap. It is an absence of visible practice, precisely what EdLab is positioned to change.

I want to discuss how this impacts designing professional development and faculty-level TEL support placement.

Calculus Legacy in Practice: A Pilot Study on Game-Based Learning in Undergraduate Calculus

by Melissa Chen (Alumni FSE), Witold Sabath (Alumni FSE), Max Sondag (FSE), Gavin Phillips (FSE), Katharina Schneider (FSE), Martijn Boussé (FSE)

Calculus is an integral course for any STEM-related degree, but it can be a hurdle for students to understand the abstract concepts and engage with them. In this pilot study, we present and evaluate Calculus Legacy, a narrative-driven legacy-style board game designed according to Ludo Didactics principles and aligned with the principles of problem-based learning in an undergraduate calculus course for an engineering

program. We divided the cohort into two tracks, a standard and a game track and compared their motivation and academic performance quantitatively, and qualitatively using a focus group. The quantitative results of the pilot show similar performances for most metrics between the pilot of the new approach (*Calculus Legacy*) and the well established standard tutorial approach. The subsequent focus group showed that a more gradual player onboarding procedure and improved component visuals would help resolve bottlenecks such as time pressure and initial resistance. Given that the standard track of calculus that the game is being compared is already well designed according to current best practices including active learning, there is strong potential for a more streamlined version of *Calculus Legacy* to improve learning. The game is currently being streamlined towards a more refined version using the obtained insights, and will be fully open, printable, and adaptable for educators to utilize.