

# SBE Active Blended Learning Newsletter

**Want Students to Engage? Close  
the Feedback Loop!**

Activate



## Connecting Theory to Practice

Do you regularly connect theory to practice when teaching? Nico Schauerte, Associate Professor of Technology & Innovation Marketing at SBE, focused his Senior Teaching Qualification (SKO) project on how to deepen student learning by strengthening the integration of theory and practice in ABL classrooms. Based on his research, he offers three practical tips to boost theory-practice integration in your course design:



### Tip 1: Start Small

You don't need to revise your entire course to integrate theory with practice. Begin with small steps: include a "management summary" slide that explains how concepts, theories, and methods are used in practice. Or link them to real-world job requirements ("Who uses this concept in a company, and for what purpose?"). Supplement academic articles with practitioner pieces, demonstrate how methods are used in software like SAP, assign external online modules (e.g., Google Analytics, Coursera), or ask working students to share real-life examples to illustrate a concept.

Dear SBE Educators,

This edition of the Active Blended Learning newsletter focuses on feedback loops. A feedback loop is not just giving feedback, it's a system where students' actions lead to visible results, and those results influence what happens next.

People are more motivated to engage when they see that what they learn returns in later tasks, that their input helps shape decisions, and that their efforts have real consequences. In this newsletter, we offer tips and insights for incorporating feedback loops in your teaching, to help students see their place in the bigger picture, and to get them to work, show up, and engage! As always, please reach out with suggestions and reflections on Active Blended Learning at SBE.

Newsletter  
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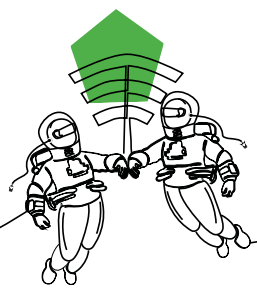
### Tip 2: Resonate with Students' Lifeworld

Examples, cases, and assignments work better when they speak to students' everyday experiences. Teaching becomes more effective when students can personally relate to the material. Refer to products or services they know. Show live websites, link to real LinkedIn profiles, and reference local retail stores to bring theory to life. You can take this further by having students prepare and present materials that connect course content to their own experiences.

### Tip 3: Use GenAI to Your Advantage

Want to use real-world cases, but students don't prepare? You can condense longer materials (e.g., cases, articles, practitioner pieces) into shorter, classroom-ready content. Or, ask your GenAI tool to generate a fictitious case that accompanies students through the period, including synthetic data and generated e-mails or reports.

# Connect



## Spotlighting Our SBE Student Assessor, Sari Hermans

Final-year econometrics student Sari Hermans took on the role of student assessor during her final year at SBE because it is meaningful and interesting. “You’re part of the faculty board where you give advice on student matters,” she explains. That can mean responding to requests from the board, but also “just giving your own input.”



Sari Hermans,  
SBE Student Assessor

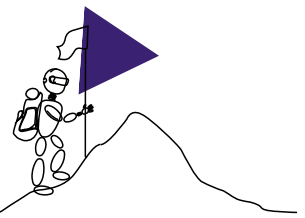
As student assessor, Sari represents student experiences in curriculum changes, broader educational initiatives, and Active Blended Learning (ABL). “Everyone at SBE is really accepting of the student perspective, and it’s seen as really valuable,” she says.

One key insight that she sees as being central to ABL: in-person learning works best when it offers something students can’t get on their own. “If you can just read something or watch it at home, then why come in?” Instead, she encourages interaction in lectures, low-stakes group work in class, and plenty of discussion to make on-campus time count. “It really helps just to talk with other people about how they see the course.”

She also shared appreciation for SBE teachers: “They’re not just knowledgeable, they really want to pass on that knowledge in a relevant way.” That attitude, paired with genuine responsiveness to student feedback and evaluations, stood out to her.

“You’re not just doing it for yourself,” Sari says of giving and receiving course feedback. “You’re also helping future students.” She’s currently working on a new handover strategy as the selection process for the next student assessor begins.

# Empower



## How to Incentivise Students to Work Independently

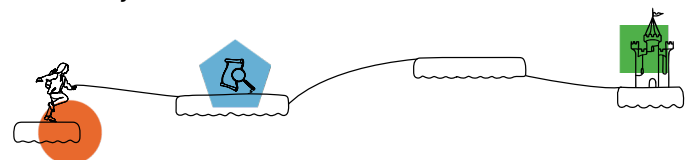
In video games, users often spend hours doing simple, repetitive tasks - the ‘grind’. Why? Not just for rewards like badges, but because of clear feedback loops: every effort has a consequence. This idea applies to learning. Students are more likely to work independently when they see purpose in their tasks and know that what they do (or don’t do) matters. Here are three tips for incentivising independent work using feedback loops without adding complexity (or yet another quiz):

### 1. Articulate Feedback Loops

Every task should come with a clear reason and consequence. Why should students do the reading? How will it help them with what comes next? If material is never referred to again, students will deprioritise it. Explain what to focus on and how the task connects to tutorial work or assignments. Closing the loop reinforces the value of independent effort.

### 2. Incorporate Checkpoints

Divide major assignments into smaller parts with clear checkpoints e.g. ask students to submit an idea, then a draft section, before the final version. This reinforces the value of early effort and reduces last-minute stress. It’s not necessary to give written feedback on every individual submission! Acknowledge completion, and experiment with giving course-level feedback on what stands out. Each checkpoint should matter in some way.



### 3. Offer an Audience

Knowing others will see your work increases motivation. But instead of traditional group presentations, try gallery formats. Students display a visual or multimedia version of their interim work around the class or online. Classmates rotate around the room to view and leave feedback: on paper or on canvas; in silence or with a discussion buddy. A short plenary session can be used to highlight standout work and give advice.