

# Speak Up!

## A methodology supporting the dialogue in the design of Challenge-Based and Inter- and Transdisciplinary education

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## Introduction

Education is daily practice at the university, but some matters remain unspeakable. This becomes evident when designing new forms of education: some unspoken rules need to be changed, or new rules need to be discovered. Many choices addressed in challenge-based and inter- and transdisciplinary design education need to become conscious and explicit between the people who are involved in particular classes, courses or curricula. This is important because being conscious about sharing goals, concepts and outcomes of a collaboration is the core principle of challenge based and inter- and transdisciplinary practices in education, and it is also important for practice to which we educate our students.

Speak Up! aims to help you in your role as educator to explore what skills, societal and professional values and methods you actually employ or *should* employ when developing, designing and delivering challenge-based and inter- and transdisciplinary education. It supports your dialogue with colleagues or peers about which choices could be relevant and coherent. It is based on the experience and knowledge of a group of researchers from different faculties from Delft University of Technology in the Netherlands that brought their knowledge together this project in 2024 and 2025, financed by the 4TU Centre of Engineering Education.

Together with the canvas, this booklet will guide you through an in-depth dialogue and reflection on education design choices. It also offers some course descriptions, if participants prefer to discuss an existing case together. Though it might be of interest to employ it in conversation with students as well, please note Speak Up! was intended for use by educators and as such relies solely on the experiences and perspectives of educators.

Please use the canvas to make your choices and write down your definitions, to shape your own work of reference.

## Part I How to use Speak Up!

Participants can walk through the canvas individually, though we recommend using the method like a dialogue or conversation – to speak about the things we often leave unsaid regarding challenge-based education design.

All you need is the main canvas, the accompanying assortment of cards, and this guide. You might also want to keep a pencil nearby to take notes throughout the session or add cards to the different skills/values/methods stacks that aren't mentioned yet.

### Step 1: Set the goal

Decide with what goal in mind you will be using Speak UP. Are you designing something new, or are you reflecting on an existing class, course or larger curriculum plan? Three main approaches are listed below and will help you shape your experience while using the methodology.

1. Shared course or module development design. You want to (further) develop a course with your team.
2. Collegial positioning. You'd like to share experiences and align approaches with colleagues, to better position and understand each other's courses within one curriculum or learning arch.
3. Critical reflection. You'd like to start a more fundamental discussion on course construction.

### Step 2: Take a position

#### A. Understanding the axes

Position your course(s) or modules on the field across three different dimensions. The level of complexity, type of challenge, and disciplinarity are all incorporated as separate axes. Based on the definitions provided below, select or refine your position if necessary.

#### Mono- / Multi- / Inter- / Transdisciplinarity (horizontal axis)

When it comes to challenge-based education, it is important to reflect on what kind of knowledge we are asking our students to develop or employ themselves. What kind of approach do they need in order to effectively meet the challenge? Moreover, this might be influenced by broader learning settings. Is the challenge part of a BSc or MSc curriculum, is it compulsory or an elective, and is it part of a standalone course? For the purpose of the Speak Up! canvas, we have expanded on the definition and visualization provided by Bohm (2024):

- In *disciplinary* education, the problem and approach are aligned and isolated. Students will work with tried-and-tested solutions and established methods, sticking to domain-specific insights.
- In *multidisciplinary* education, several disciplinary problems are considered part of a shared problem space. However, students will work on separate disciplinary approaches for each of those problems.
- In *interdisciplinary* education, students will need to create a shared understanding of the problem and create a shared goal. Based on that, they will work on a solution space by aligning the disciplinary approaches and integrate concepts and solutions (Hooimeijer et al, 2020).
- In *transdisciplinary* education, knowledge is not only derived from the integration of various academic disciplines, but also builds on extra-academic knowledge, taking into consideration praxis or lived experiences (Brand et al, 2025). This offers an opportunity for students to integrate these perspectives into actionable solutions for society (Roux et al., 2017).

#### Challenge (vertical axis)

The vertical axis refers to the degree of autonomy that students are given to define the problem. A course or module can already include a given definition or scope of the problem. Prescribing the challenge and providing a set of parameters also means a limited number of ‘correct’ solutions. Think of challenge-based courses that work with existing cases of the past – in which more information is known or can be found about a ‘right’ or ‘wrong’ outcome. In some cases, however, students are asked to define, decide and position themselves in relation to the problem. This level of freedom also determines what kind of potential pathways towards solutions or answers students may create.

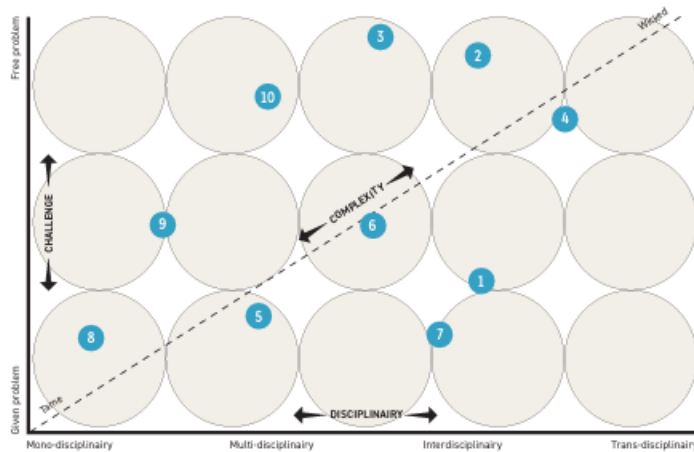
#### Complexity (diagonal axis)

Complexity is a spectrum, with an infinite open-end of uncertainties and interconnectivity. A lack of complexity implies a simple and straightforward challenge. It is well-defined and predictable; involves a single actor, topic and domain; and leads to a single solution. These problems are defined as ‘tame’ by Rittel and Webber (1973). Moving towards more complex problems, also known as ‘wicked’ problems, means enlarging the scope to an increasing number of actors, interfering topics, related domains, longer time spans, uncertain or unpredictable elements, and shared ownership.

In other words, complexity has to do with the level of predictability, completeness, and multiplicity (Bohm 2024; 25).

## B. Choosing a position

To help you navigate the three axes, we added a circle grid, as well as 10 potential positions that may help the discussion along. Though these are non-exhaustive, each of the numbers correspond with a short scenario listed below – with some including additional insights based upon our research. There is no right or wrong position, and neither are our findings absolute. You might associate the circles with different obstacles or barriers based on your own experience or find yourself/yourself agreeing and disagreeing with the examples listed.



### Positions

1. You state that the course is inter/transdisciplinary. The problem is defined by the teachers and further specified by the students themselves.  
This could be the case when you teach a course open to students from different backgrounds.

#### Notes:

- The content of the course is dependent on the knowledge of the teachers. Teachers may need a multidisciplinary background to guide integration/ may need practical knowledge. Therefore, the course is vulnerable to staff changes and availability, as the knowledge about/narrative of the course will change or leave with them.
- It is important to acknowledge that each discipline is a full body of work that stands in its own right. You shouldn't just think that you can teach another discipline.
- If all teachers stick to their own discipline; it is essential to have an additional teacher/expert that can guide the integration of knowledge. Students should not and cannot be expected to just do so themselves.
- The course might demand a lot of time from the teachers, which makes it hard to combine the course with other obligations.

- Guiding discussions (active class dynamics instead of passive knowledge transfer) require new skills from teachers, such as embracing uncertainty.
- If students can define the challenge themselves, they often find it difficult to explore the full scope of the problem as they are used to immediately starting to 'solve for x'.

2. You state that the course is inter/transdisciplinary. The challenges differ; students choose their own case-study or specific problem. This could be the case when you teach a course open to students from different backgrounds.

Notes:

- To teach an interdisciplinary course, you'd ideally have an interdisciplinary teaching team. This could make offering such a course rather costly.
- You are doing something new, sometimes there is limited support and appreciation for designing a new course.
- The set-up of the course does not fit within the fixed disciplinary program(s) and is therefore often offered as elective. It can be a challenge to attract students if the challenge or contents are not pre-defined.
- Students might not have a good foundation in interpersonal skills, making it difficult for teachers to guide them. The goal of the course might be to teach them such skills, but they are sometimes already necessary beforehand.
- Students have diverse academic backgrounds, making it hard to respond to all their needs. In interdisciplinary student teams, students might not have the same strong foundation in the field relevant to the project. It's a challenge to get them on the same level or to keep the course interesting/challenging for all.
- It might be hard to find a broad supervisory team, to cover cross-boundary skills not taught in regular education.

3. You state that the course is multi/inter-disciplinary. The broad challenge is informed by a partner from industry, but students have to explore the challenge and define the problem themselves. This could be the case when you teach a course that combines different tracks within one master program, or you teach within a master program that is inherently interdisciplinary (e.g. a program where technology, society, and policy come together).

4. You state that the course is inter/transdisciplinary. The challenge is rooted in practice and further specified by students themselves. This could be the case when you teach a course open to students from different backgrounds. The challenge is so complex that interdisciplinary work is necessary.
5. You state that the course is multidisciplinary. The problem is defined by the teacher. This could be the case when you teach a course that is part of the fixed master program that brings together students from different bachelor programs and encourages students to focus on their own disciplinary strengths and capabilities to improve project results.
6. You state that the course is multidisciplinary. The challenge is determined by students themselves within a given theme, which is practice driven. This could be the case when you teach a course that combines different tracks within a discipline, or you teach within a discipline that can be considered inherently interdisciplinary, and you highlight these distinctions in the course.
7. You state that the course is interdisciplinary and the problem scope is defined by the teacher. This could be the case when you teach a course open to students from different disciplinary backgrounds.
8. You state that the course is monodisciplinary. The challenge is determined by the teacher. This could be the case when you teach a course within the fixed master program. There is a variety of things being taught, but all could fit under the disciplinary umbrella.
9. You teach a course that is monodisciplinary. The frame for the challenges is given by the educators, but the exact challenge and focus is determined by the students themselves. This could be the case when you teach a course within a fixed master program within a discipline that knows a wide variety of challenges and stakeholders.
10. You teach a course that is mono/multidisciplinary. The problem is defined by practice but might be so broad that students can choose their own focus within the challenge. This could be the case when you teach a course within the fixed bachelor or master program. Students with the same background are asked to play different roles with unique interests and perspectives, requiring collaboration and discussion for successful integration of interests.

Notes:

- Allowing students to choose their own focus area within a challenge requires help in problem framing, and teachers must have a profound understanding of where to provide some structure to the 'chaos'.

- It can be challenging to deal with everything you do not know, and to focus instead on *how* students are learning, rather than measuring *what* they are learning.
- Teaching such highly flexible and dynamic courses requires a certain openness towards education. How do you transfer this openness to new teachers?

### Step 3: Speak Up and prioritize

This step concerns discussing design choices in education. Oftentimes, the focus is on content, which ends up leaving societal and professional values, skills and didactics (education methods) unspoken. That's why we ask you to make your choices explicit and prioritize these within your team. Which cards do, or should apply to your course? Why?

We have provided four stacks of cards, focusing on the societal and professional values, skills, as well as education methods (didactics). Please select 5-7 cards from each stack and order them according to their level of priority as a team. If there are values, skills or methods missing that you (would like to) address in your course, please use the empty cards provided.

Note: If you are using the canvas individually, take this moment to reflect on your prioritization by writing down your thought process instead of conversing with colleagues.

### Step 4: Relate

How do the societal values, skills, professional values and education methods of your choice relate to each other? Try to cluster the cards and subsequently check if all values and skills are supported by or related to a teaching method. If you feel confident about your clusters, you can move ahead to Step 5. Nevertheless, if something seems to be missing or not add up once clustered together, do not hesitate to go back to step 3 and reshuffle/add /remove some cards.

### Step 5: Define learning objectives

Please use the card clusters to formulate or review your learning objectives for students. Be mindful of whether these clusters are learned by students or expected of students. While a taxonomy such as Bloom's taxonomy can provide additional guidance in addressing all cognitive process dimensions (Anderson et al. 2001), it can also be somewhat limiting. Therefore, we recommend starting from the clusters alone. Should formulating learning objectives turn out to be a struggle or lead to more questions, you

might want to return to step 3. Selecting different cards may help pinpoint or express more clearly what students actually need to know or be able to do.

The number of five learning objectives is intentional, as it forces you to focus and prioritize. However, feel free to adjust this number based on common practice within your course/curriculum design.

### Step 6: Connect learning activities

How can students reach the learning objectives as defined in step 5? Take your time to figure out what learning activities support the development of skills, and further incorporate the values as selected in Step 3 and 4. You may find that the education methods you selected previously correspond directly to your chosen learning activities.

Once you have explicated the learning activities, check whether these are still sufficiently connected to the listed learning objectives. Oftentimes, reformulation of one or more objectives or activities is necessary to ensure alignment.

### Step 7: Align with assessment

As final step of Speak Up!, we ask you to reflect on the learning objectives and activities, and how this aligns with assessment. Please consider the following guiding questions:

- **What** do you assess?
  - A product? And what criteria do you use to assess the results, for instance: coherence, meaning, correctness, elaboration of the group/individual result (Rooij, Quist, van Dooren, 2025)
  - A process? And what criteria do you use to assess the group process, for instance: communication, agreements, steps and methods of integration? Do students need to provide a logbook, collaboration diagram ...?)
- **When** does assessment take place?
  - Do you do it during the course to help guide/direct the students' process, as an opportunity for them to integrate feedback?
  - Do you do it only at the end, to allow students to fully own the process of the result?
- **Who** is doing the assessing?
  - Are students taking on a role in assessing themselves through e.g. peer nominations, ranking or rating?
  - Do you involve (external) stakeholders in the assessment?
  - How do you ensure congruent assessment when different educators are involved?
- **How** are you going to assess?
  - Do you use formative or summative assessment?

*Formative* assessment (assessment for learning) aims at monitoring progress, identifying learning gaps and adjusting teaching methods in real time, and is often ungraded.

The purpose of *summative* assessment (assessment of learning) is to evaluate to what extent the student achieves the learning objectives / final attainment level and to assign a final grade.

- Do you assess students individually, as well as in groups?

Some of these questions might lead you to adjustments in your learning objectives and/or activities. Or perhaps they will have you reflect on and change the teaching methods, skills and/or values selected in Step 3. It is imperative, however, that you do ensure constructive alignment between the learning objectives, activities and assessment methods. Students should not be tested on something they were not taught, and learning activities should always contribute towards the attainment of learning objectives.

Once you have considered the alignment of objectives, activities and assessment, please go back to Step 2 and review your position. Is this initial positioning still reflective of and in line with the learning objectives (values, skills), learning activities (education method) and modes of assessment? Does it fit the challenge, complexity and disciplinarity position?

Revisit the steps 3-7 if necessary to come to a robust, satisfactory class/lecture/course/curriculum.

## Part II The creation of the discussion tool: research and design

Speak Up! is the result of a research project conducted by lecturers and researchers from Delft University of Technology who had a specific interest in challenge-based education, and inter- and transdisciplinary education. In this part, we explain our research focus, the research method, and design of the Speak Up! method.

### 2.1 Origin of the project

Challenge-based education [CBE] is a learning format characterized by open, complex, and dynamic real-life challenges. One of the critical characteristics of these challenges is their focus on contemporary issues and polycrises as expressed in the sustainable development goals, such as climate change, energy transition, food security, inequalities, conflict and public health. Their complexity requires the involvement of multiple disciplines, external stakeholders and (extra-academic) professionals, as well as a flexibilization of problem-solving processes. CBE is therefore increasingly being introduced in higher education to facilitate a (new) learning process which emphasises interlinked topics, rather than disciplines (Dorst, 2018).

In this context, many questions await answers: What cognitive processes are central to synthesis and integration? What transversal skills are needed? What didactic tools and work formats best help students experience this integration process? (Horn, 2023). Which epistemological knowledge systems are we dealing with, and how should the different norms and values encountered in these diverse situations be overcome?

### 2.2 Focus and project team

The Center of Engineering Education of the four joint Universities of Technology in the Netherlands [4TUCEE] financed a project to address these questions. The initiators and members of the core team were staff members across various faculties of TU Delft, all of whom had (to varying degrees) experience in developing and teaching CBE and/or inter- and transdisciplinary education. They wrote the project proposal and supervised a team of student assistants who conducted the research. In addition, the team relied on various project members to act as sounding board, providing input and feedback at regular intervals. Throughout the duration of the project, the composition of the teams varied, thereby ensuring a fresh, critical perspective.

Because one of the goals was to make concrete recommendations to educators, educational developers, and policymakers at TU Delft, it was decided to focus the research on education within this university. Three work packages were outlined: one

focusing on transversal skills in the TU Delft challenge-based/inter and transdisciplinary courses; one on the values that more or less explicitly underpinned those courses; and one aimed at the question of how the professionalization of those involved or interested in CBE could be realized.

## **2.3 Overall research methodology**

The operationalization of the three work packages was developed in steps and partial outcomes, which have been listed below in no particular order. These steps were not taken chronologically, but overlapped at various stages, as they fed into/supported each other.

### *2.3.1. Literature review*

A literature review served to get a clear picture of recent developments regarding inter/trans disciplinary and CBE. The literature supported the definitions used in the design of the method.

### *2.3.2. Interviews*

Course coordinators from TU Delft courses were invited for interviews. Based on analysis of course descriptions of TU Delft (2023-2024), a long list of TU courses was composed that addressed ‘societal challenges’ (i.e. delta, mobility, energy), ‘inter/trans disciplinary collaboration’ and/or specific transversal skills. Inquiries with course coordinators regarding the nature of the courses made it possible to draw up a shortlist of courses in which inter/trans disciplinaryity and/or CBE were actually present. Coordinators and/or responsible lecturers of the relevant courses were invited for an interview. Ultimately, 16 coordinators were interviewed, from courses in 6 faculties.

The interviews were semi-structured, with 17 questions regarding the nature of the course; the skills relevant to the subject; underlying values; teaching methods used; and challenges for the instructors. The interviews lasted an average of 50 minutes and were conducted by the permanent student assistants who were part of the research team. Data was coded and analyzed by a team of student assistants, under the supervision of members of the core research team.

### *2.3.3. Delphi-study*

Because the interviews revealed that there was little consensus regarding the concepts and to ensure coherence of the results, an online Delphi study was conducted in two separate rounds. Six TU Delft lecturers and education designers volunteered to participate. They were asked about definitions on disciplinaryity, challenge-based learning and complexity and on the relationships between skills, methods and values.

#### 2.3.4. Validation

The development of the Speak Up! Canvas and its validation was related to the final work package of professionalization, and took place across several test moments: with a coordination team of a course (faculty of Architecture and Built Environment); with three coordinators from a particular curriculum (faculty Aerospace Engineering); during a collegial intervision of an elective course (a joint initiative of two faculties), but also in a session of the Center of Engineering Education at TU Delft (14 October 2025), TU Education Day (6 November 2025) and a joint meeting of the 4 Universities of Technology in the Netherlands (March 18th 2026).

Speak Up! was also presented during the annual CDIO conference in Liverpool (June 2026). Each of these sessions was used to further evaluate and improve Speak Up!.

### 2.4 Some interview outcomes

The interviews highlighted that educators experienced different types of challenges when wanting to deliver CBE. They mentioned encountering difficulties regarding the integration or embedding of challenge-based and inter- and transdisciplinary education at the institutional level. They also brought up challenges related to the praxis of teaching and delivering this mode of education. Within TU Delft, challenge-based and inter- and transdisciplinary courses often seem to be supported by individual enthusiastic teachers, rather than by the university at large. The institutional knowledge on CBE therefore remains lacking as well, as there is no explicated or shared understanding of what such courses should entail or build upon in terms of skills and values. Without structural support and integration into the fabric of education, aligned learning objectives and the overall existence of such courses continue to depend entirely on singular teachers. If these individuals change their focus, are assigned different responsibilities, or leave the institute – the course and knowledge will leave with them as well.

#### 2.4.1. Skills

CBE and inter- and transdisciplinary education requires different skills compared to more traditional forms of education. With its focus on tackling socio-technical, complex problems; interacting with students and professionals across disciplines and work domains, comes a need for transversal skills. Skills that are not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings.

Transversal skills are often not (explicitly) included in the learning objectives. Furthermore, there are hardly any separate modules offered yet to teach or train students in these skills. Either students are expected to possess them already as a prerequisite to succeed in the course, or they are expected to obtain the skills ‘naturally’ throughout the process/on the go. There also seems to be a pervasive underlying assumption that transversal skills cannot be academically, accurately measured, that keeps transversal skills from being formally assessed and thus mostly part of the hidden curriculum.

#### 2.4.2. Values

It became apparent throughout the interviews that two different types of values were considered to be relevant to CBE. Firstly, interviewees highlighted professional values, relating to the interpersonal context, such as seeking feedback, being supportive, taking responsibility, and being transparent towards team members. A second category, societal values, was observed as well, in how the challenge should be understood or its solution should take shape. Think of values such as circularity, sustainability, justice, climate adaptation, etcetera. The societal values are often interconnected with students' ability to identify and justify trade-offs between them, as these values are not always compatible – or may even be competing values. This also emphasizes the importance of aforementioned values such as being transparent, and commitment to the challenge and team. The interviews also showcased that although societal values are often made explicit in courses, it is not always clear how they are integrated into the course design. Professional values often remain implicit altogether. In practice, there is hardly any integration into learning objectives or learning activities in relation to the values. As a result, despite interviewees agreeing that CBE calls for value-driven positional awareness and development, the value-driven aspect remains part of the hidden curriculum, just like the skills.

#### 2.4.3. Education Methods

Different education methods were mentioned in the interviews as being used for CBE and inter- or transdisciplinary education. The methods range from workshops to reflections and included (non-exhaustive): roleplaying, team coaches, exams, writing and analyzing papers, literature reviews, group discussions, project reports, guest lectures by specialists and practitioners, and excursions.

To better understand the ways in which teachers currently transfer knowledge and skills, it is worth considering whether methods that are currently employed are suitable to reach the learning objectives, and whether other methods should be developed or standardized within interdisciplinary and challenge-based education. This is especially true when CBE and inter/trans disciplinary education is discerned from 'disciplinary' education and its methods, and when assessment comes into play.

### 2.5 Design requirements for the method

One of the objectives of this project was to communicate the findings in such a way that teachers and educational developers could benefit from them in practice. The interviews provided rich data, and showed there is a breadth and depth to CBE that is not often explicitly pulled into focus. The results could not be generalized into 'guidelines' or checklists. Instead, interviewees and participants of the intervention/feedback sessions indicated that taking part in the discussions and knowledge exchange had provided them with new insights. Understanding what choices you could make in the first place, helps in understanding *how* to make those choices when it matters. This line of thinking further

strengthened the direction for the third work package, professionalization, and led to the idea of creating a structured conversation tool around education design.

The requirements for this method were:

1. the focus must be on CBE and/or inter- and transdisciplinary education, without the variety in definitions constituting a bottleneck for a fruitful discussion;
2. the method must be usable for various purposes (design-/ positioning/ reflection);
3. education design choices must be discussed at various levels (class-/ course-/ curriculum);
4. societal and professional values, transversal skills, and education methods must be incorporated into the method, without being prescriptive;
5. the outcomes of the discussion must be tangible or become tangible during the discussion;
6. coherence between choices must be ensured by means of constructive alignment;
7. outcomes of the discussion must be usable in practice, operable in the education practice.

## 2.6 Design choices

The Speak Up! method, comprising the canvas and this guide, is the result of several iterations and informed by literature research and insights from experts. The canvas includes all various steps, and can be filled in during a (guided) discussion.

### 2.6.1. Positioning the lectures or courses

Literature and our interviews revealed that challenge-based and inter- and transdisciplinary education takes many different forms but showed strong relations as well. Differences in disciplinarity and complexity have frequently been used in literature to distinguish between types of challenge-based education (for example, see Gallagher & Savage, 2020). Interviews and individual experiences of the core research group revealed that the degree of freedom students have, to define the 'challenge' themselves was another important means of characterizing education. To ensure users of the canvas don't get bogged down in discussions about the proper characterization of their course, we have created a CBE landscape along three axes:

- disciplinarity;
- complexity of the assignment;
- challenge (autonomy of the student formulate/define the problem).

To allow users of the canvas to position their specific course or lecture along these three axes, we have provided 10 examples with a brief explanation. These hopefully help to capture the nuances between the different ways in which CBE may be operationalized in practice.

### 2.6.2. Skills, values and teaching methods

In Speak Up!, we present participants with stacks of cards with a wide range of values, skills and educational methods, all of them derived from interviews with lecturers at TU Delft. The cards make it easy to quickly choose and present the choices clearly.

The set of cards contains a mixture of skills ranging from skills specific to one's own discipline (e.g. programming) to skills that are relevant in a multi-/inter-/transdisciplinary context, e.g. linking themes, removing prejudices about other disciplines and cross-boundary reflection. They can be supplemented with new alternatives on supplied blank cards. For the purpose of discussion, it wasn't relevant to distinguish between types of skills. Nor to cover all options. From the validation sessions of Speak Up!, we did however learn that a division between professional and societal values turn out to be meaningful for users' constructive alignment.

## 2.7 Future Research

This research was a first step in exploring and surveying the landscape of challenge-based and inter- and transdisciplinary education at Delft University of Technology. While this method may be useful in furthering the conversation on what CBE and inter- and transdisciplinary education is or should be, we are also mindful of the fact that our sample of interviewees is limited. Our hopes are therefore that through the wider usage of the method and the reflective conversations that follow, we will be able to gather more insights on all the nuance that feeds into the praxis of CBE and inter- and transdisciplinary across higher (engineering) education.

Additionally, the method has been designed with education staff in mind. However, it would be equally interesting to apply the method with students and talk through different scenarios to see how they *experience* the courses. Are their observations and positions similar to those of their teachers? How would they prioritize specific skills or values? Exploring the potential of the method in meaningfully involving students in course design, particularly when it comes to CBE and inter- and transdisciplinary education, would therefore be a relevant avenue for future research.

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