

Spark

Ignites you

eur.nl/essb - #2 - 2022

**'The impact of rapidly
advancing digital
technology isn't entirely
negative'**

*Moniek Buijzen,
Professor ESSB*

**'EUR is a university that
continues to think ahead
and always wants to help
students take the next step'**

*Marin Lucic,
Student ESSB*

**'I want to change the
discussion from don't get
raped to don't rape'**

*Carolina Obispa,
Alumnus ESSB*



Location:
Parkkade

WILLEM DE KOSTER,
PROFESSOR GENERAL
SOCIOLOGY

MELANIE OUWENDIJK,
STUDENT PEDAGOGICAL
SCIENCES

Science close to society

Erasmus University Rotterdam (EUR) brings scientific insights close to society. You can read how Erasmus School of Social and Behavioural Sciences (ESSB) does this in Spark. This discussion between Melanie Ouwendijk (21) and Willem de Koster (37) gives you a taster. Melanie is a second-year student of Pedagogical Sciences and Willem is Professor of General Sociology, in particular Cultural Sociology. They met to discuss their background, disciplinary field and ambitions.

Melanie: "I relocated from Ede to Rotterdam for this study. I really feel at home here. The city's diversity is also reflected in my year group, and that's something I really appreciate. These valuable contacts have opened up my world. Interactive learning was another reason for me to choose EUR. I find discussions with fellow students really instructive alongside lectures, and this helps me internalise the teaching material. As member of the degree programme committee, I also want to contribute to improving our education. I think it's important that we educate our future pedagogues in the best way possible."

Willem: "It's fantastic that you take the time for this, Melanie! Student feedback is simply vital. I also think it's great that you made a conscious choice for ESSB's interactive learning. It's an important form of education and, as university, we had good reasons for choosing this. But it is, of course, only really of value if our students recognise that too. Was studying Pedagogical Sciences something you'd always wanted to do?"

Melanie smiled: "Not really, no. I ended up choosing Pedagogical Sciences via a roundabout route and actually started Pedagogical and Educational Sciences via higher professional education. I gradually discovered that I think it's really important that my future work involves contact with people."

Willem: "It was a bit of a search for me at that time too. I was strong in beta sciences and visited many open days and orientation days, including technical study programmes. But I ended up choosing Sociology. I really found it interesting how people view societal issues. And that's not changed. I still like discovering what motivates people and why they hold certain opinions."

Melanie: "I think that's something we share. What do you think is important in teaching students?"

Willem: "It goes without saying that I want to teach students something of substance. That they start to understand the world a bit better. But the main thing for me is to bring across my enthusiasm for the field and to make students curious and inquisitive. I want students to learn how to reflect on how things work and dare to discuss this. I really enjoy it if that happens in my lecture. 'You just said this, but couldn't it also be this way or that?' That's actually the start of contributing something to science! And what's important to you as future pedagogue?"

Melanie: "I think it's really important that every child gets the help they need. I became really aware of that when I did some voluntary work during my holidays. I worked for an organisation that offers holidays for one-parent families, and I heard such distressing stories from some children... I found that really hard. Because your childhood is such a decisive factor for your future! That's something you really understand if you've not had an easy childhood yourself... I think my most important motivation as future pedagogue is love. Love for my fellow man."

Willem: "That's a great motivation! And it's really special to hear how you want to contribute to a better world. That's really in line with what ESSB stands for. Thank you for meeting with me!"

Melanie: "Thank you too. Enjoy your work!"

Willem: "And good luck with your Pedagogical Sciences programme and with the work you'll be doing in the future!"

WILLEM DE KOSTER

'The main thing for me is to bring across my enthusiasm for the field'

DARREN MCCAULEY, PROFESSOR ESSB:
'IT IS IMPORTANT TO US THAT OUR RESEARCH CONNECTS WITH EDUCATION, AS STUDENTS ARE THE LIFELINE OF THE UNIVERSITY'



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Colophon

Spark is a magazine for students, alumni, employees and (international) relations of ESSB. Spark aims to contribute to strengthening the contact between ESSB and its relations. With the magazine, ESSB pays attention to the positive impact that education and research of the faculty has on society.

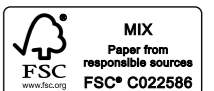
The stories in Spark give a glimpse of what makes the people of ESSB enthusiastic. That is contagious. And that is exactly the purpose of this magazine: to see the beautiful work of ESSB igniting like a spark.

Publication Erasmus School of Social and Behavioural Sciences, Erasmus Universiteit Rotterdam **Editor-in-chief** Ivy van Regteren Altena, Arnoud Gort **Editors** Marjolein Kooistra, Britt Boeddha van Dongen en Kristel Segeren **Translation** Business Translation Services B.V. **Concept & design** Kris Kras context, content and design **Printing** OBT **Photography** Jan van der Ploeg (fotojvdp.nl), Rick Keus (rickkeus.nl), Wilma van den Hel, Studio Lesemann

Year 2 - issue 2 | January 2022 | e-ISSN 2772-3135

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We would like to thank everyone who contributed to the realization of this magazine. eur.nl/en/essb. Follow us on



Location:
Street art by Ricardo van
Zwol on passway Hillestraat
and Hilledwarsstraat



KAYLA GREEN, PHD CANDIDATE DEVELOPMENTAL
NEUROSCIENCE IN SOCIETY

Research with young people instead of researching them

Based in the SYNC Lab (Society, Youth and Neuroscience Connected), they do research relating to brain development in young people. When Professor Eveline Crone (45) switched from Leiden to Rotterdam in 2020, Kayla Green (27) came along in her wake for PhD research. Both see a wealth of opportunities in the city of Rotterdam. Kayla: "We want to do research close to the youth in the Netherlands. The full range of youth. Rotterdam, with all its diversity, is a perfect research location for us."

Eveline became a professor of Developmental Neuroscience in Society at ESSB in 2020. "At Erasmus University Rotterdam, I can really involve young people in the design of brain-related research. That's not happening anywhere yet; we are leading the way," says Eveline.

Adolescent well-being

Kayla studied Psychology and followed up her bachelor with the master Neuropsychology. Her PhD research focuses on well-being in adolescents and young adults. "During adolescence, a lot of things change. Physically, hormonally, but also in behaviour and brain development. We study the relationship between brain development and behaviour," says Kayla. "Mood swings and impulsive behaviour in young people often have a negative connotation. But it's part of the development. It's part of getting away from your parents," Kayla explains. "And that development is going well for the vast majority of young people. Only a small group experiences problems. Why is it that one person comes out of that period well,

while the other doesn't 'land' so well in society? That research question is what we are trying to answer."

Start in COVID time

The approach chosen by Eveline Crone and her team is innovative. An approach that can perhaps best be summarised as "research with young people instead of researching them". Eveline: "Our Lab was started in COVID time. This, of course, created obstacles. But we focused on the opportunities. The past period was also a really challenging one for young people. We couldn't have wished for a better start! It is precisely in these times that we can be meaningful to young people. I am so proud of my team that we still got started based on this attitude!"

YoungXperts

That start involved the researchers involving young people in their work. They assess the questions that are asked: are these the right questions? Kayla: "Using brainstorming sessions and focus groups, we involve young people from the beginning, also because we believe it makes us better scientists. We hear from young people what's on their minds." The working method creates trust, is contagious and stands out. It opens doors. Recently, it has reached all the way into Prime Minister Rutte's turret office, because that's what happens when you involve young people in research into well-being in COVID time. Together with colleagues, Kayla recently started the youth platform YoungXperts. Their Instagram channel features short facts about and for young people. "We want to feed back knowledge in an understandable way and like to see young people come up with their own ideas."

Social Equality

Kayla realises the importance of her work all too well: "I was raised by my single, hard-working mother. My grandparents brought me to school and picked me up in the afternoon. My mother would come home from work and we'd have dinner at grandma and grandpa's before going home again. Not everyone has a place as a child where you feel at home, where you can do your homework well and where you feel loved. I was lucky to have a family like that. And with my work, I may contribute a little to social equality. I think it's important for all children to find their way in society as best they can."

YoungXperts

Follow YoungXperts on Instagram via [@young_xperts](#)

SYNC Lab



Healthy Start

Read more about Healthy Start, a new scientific initiative to break through the unequal starting position of children:



**'IT OPENS DOORS
RECENTLY ALL THE WAY
INTO PRIME MINISTER
RUTTE'S TURRET OFFICE'**

Rotterdam hotspots

Rotterdam is bustling with energy and isn't afraid to change. As the city's character is so international and diverse, it has many hotspots. ESSB students explain where they prefer spending their free time. You can also read about three Rotterdam companies that are interesting for our alumni.



**SARAH FURSTENBURG - STUDENT,
MANAGEMENT OF INTERNATIONAL SOCIAL CHALLENGES**

Hotspot: Boompjeskade

When you're walking along the Maas, you're sure to see Boompjeskade with its 230 flags. It's a footpath along the water among much greenery, where you can enjoy the most stunning views of Rotterdam, including Erasmusbrug, Willemsbrug and the Maaskade on the Noordereiland, with its typical Dutch houses. The meadows along the route are the ideal place to meet up with friends on a warm, sunny day. Insider tip: it's a particularly magical view at dusk when the lights go on but the dark hasn't settled in!



**EMMA HULSEBOSCH - STUDENT,
INTERNATIONAL BACHELOR IN PSYCHOLOGY**

Hotspot: Jack Bean

Fancy a quick but healthy meal? Jack Bean is the place to be! You can enjoy the most delicious salads, wraps, buddha bowls and so much more in this healthy, vegetable-based fast food kitchen. They're expanding rapidly as they're so successful, and they keep opening more locations in Rotterdam and the Netherlands. Jack Bean aims to work towards the most sustainable food system in Europe with good food that's delicious, nutritious and fair. You can also find a Jack Bean on campus in the Food Plaza.

MICHELLE ZAAL - STUDENT, PSYCHOLOGY

Hotspot: Teds Place

This all-day brunch restaurant is perched on a roof terrace, just next to Rotterdam central station, where you call in throughout the day for pancakes or croissants. Teds are springing up in lots of Dutch cities, including Amsterdam, Leiden, Utrecht and, since July, on top of a building on Schiekade (Schieblock) in Rotterdam. Its extensive menu may stress you out a little as everything is so delicious, but fortunately the waiters are all delighted to give you tips. I highly recommend the Vegan French Toast, which is simply heavenly!



ANDREA VAN DER VELDEN - STUDENT, PUBLIC ADMINISTRATION

Hotspot: Noordplein

For me, Noordplein is a must-visit spot in Rotterdam. Everyone just feels so happy here! For instance, you can order a delicious beer with falafel in pitta bread at the Container Bar, and on Saturdays, you can buy all your organic and vegan produce at the Rotterdam Harvest Market. Crossing over the square to Zaagmolenkade, you'll walk past a fantastic second-hand shop at the end (Jouw Marktkraam). That's a personal favourite of mine! All in all, this is the ideal spot for a little respite from the bustling city centre. And let's be honest: who doesn't enjoy a cosy square like this, with all those beautiful lamps?



Rotterdam companies

Magnet.me

Since 2012, Magnet.me has helped recent graduates embarking on their careers and young professionals find work placements and jobs. The website has become the largest online career platform for students and young professionals and is headquartered in Rotterdam's Goudsesingel. The platform acts as an intermediary between ESSB students and alumni and more than 5,000 employers. In addition, Magnet.me is an interesting employer for alumni who are passionate about HR or marketing.



Falafval

Falafval is a true Rotterdam start-up, founded by two ESSB alumni. The fast-growing company wishes to show Dutch people (and let them taste for themselves) that much food that is thrown away is far from rubbish. A transparent and short food chain does not have to be all that complicated. In order to prove this, Falafval turns vegetables that would otherwise be thrown away into falafel. In other words, the start-up turns waste into taste. Through Falafval, our alumni demonstrate that business and sustainability can go hand in hand!



Stichting BOOR

Stichting BOOR (BOOR Foundation) operates 78 schools in Rotterdam, ranging from regular primary and secondary schools to special-needs primary and secondary schools. Together these schools teach a whopping 30,000 children. Thanks to the wide range of teaching methods offered by the BOOR-affiliated schools, children get to attend schools that are right for them. By offering high-quality teaching, Stichting BOOR seeks to present pupils in Rotterdam and surroundings towns with better opportunities. Which is where ESSB comes in, because the educational sciences experts trained at our faculty can make a major contribution to the continuous improvement of these kids' education!



CAROLINA VAN WINKEL,
STUDENT ORGANISATIONAL
DYNAMICS IN THE DIGITAL SOCIETY



Location:
Harbour of Varna,
Bulgaria

Gabriela and Carolina investigate the quality of life among the Dutch working population

Digital technology plays an increasingly important role in our work. How does this affect how we work, organise and manage? In short, that is what the master Organisational Dynamics in the Digital Society (ODDS) is about. Gabriela Veleva (27) and Carolina van Winkel (23) have almost completed this master. They talk about a special panel study about 'working life in the Netherlands', to which they have been contributing during their master.

Gabriela is from Bulgaria where she studied Psychology before coming to the Netherlands to do her master's degree. Carolina is half Italian, half Dutch. She obtained her propaedeutic certificate at the University of the Arts London (UAL) before coming to Rotterdam for the International Bachelor Communication and Media (IBCoM). That illustrates the international nature of ODDS, something both students particularly appreciate. Gabriela: "When you come from different backgrounds, you can learn a lot from each other. Thanks to the diversity in this master, I have learned to conduct research focusing on different angles."

Interdisciplinary master

This diversity is also due to the range of disciplines that are covered: Public Administration, Psychology and Sociology. Carolina: "At the start of this master, I remember having serious discussions with one of the Psychology students. That is enriching, it helps you think in a different way. And we worked things out!" Gabriela agrees: "It has broadened my horizon. You gain new insights and you learn to engage in a dialogue with others. And that is very important in the research process." >

GABRIELA VELEVA,
STUDENT ORGANISATIONAL DYNAMICS IN THE DIGITAL SOCIETY

'When you come from different backgrounds, you can learn a lot from each other'

'THIS RESEARCH PROVIDES USEFUL INFORMATION THAT EMPLOYERS CAN REALLY USE IN THEIR POLICY'

Quality of working life

The two students are involved in the same panel study. The study focuses on the question: 'what is the impact of new technologies and flexibilisation on the quality of life among working Dutch people?' Because digitalisation of work seems to lead to radical changes in how organisations organise themselves. There are more and more freelancers and temporary jobs in the Netherlands. Knowledge about the impact of this new way of working is urgently needed to ensure decent working conditions within these changes.

Test phase

Gabriela and Carolina helped set up the study. The test phase has now been completed, with satisfactory results. Gabriela: "After the initial data analysis, the refined questionnaire will be administered to a new sample. The great thing is that we will soon have a large amount of data. Data that enables us to make connections and compare. The variety in the group means we can compare the answers of self-employed people with those from employees with a permanent contract, for example. We can compare the answers of working women with those of working men. And we can compare different types of work and see whether that affects levels of work-related stress." Carolina: "This research provides useful information that employers can really use in their policy."

Future plans

Both students are still considering what they will do after their studies. Gabriela: "I want to do work that is closely related to psychology. I enjoy research. Maybe I'll become a consultant in an international context, I'm open to anything!" Carolina also likes an international working environment. "I find change management very interesting. I would like to help people deal with new digital developments."

'THE ODDS MASTER HAS BROADENED MY HORIZON'

Organisational Dynamics in the Digital Society

Within the interdisciplinary master programme Organisational Dynamics in the Digital Society (ODDS), we study the impact of technology on our way of working and organising. For example, we look at how algorithms help shape work, how the use of robots can affect interpersonal relationships and how the increasing use of platforms changes the organisation of work.

Organisational psychologists, (digital) sociologists, public administration and communication scholars all collaborate in the ODDS master programme. Students will be supervised by two supervisors from different disciplines. In this way, we guarantee the interdisciplinary character of the study. Students can graduate on their own subject (for example in collaboration with an organisation) or on various themes suggested by the supervisors. These themes often closely align with the supervisor's research project. This way, students experience working with top researchers and even contribute to top research.

Last year, students graduated on a range of themes including the legal case against Uber, the working conditions of online platform workers and the use of artificial intelligence in personnel recruitment.

Location:
Campus



WESLEY CHINKOE, STUDENT PSYCHOLOGY

'I learned to think more critically and look at an issue from multiple perspectives'

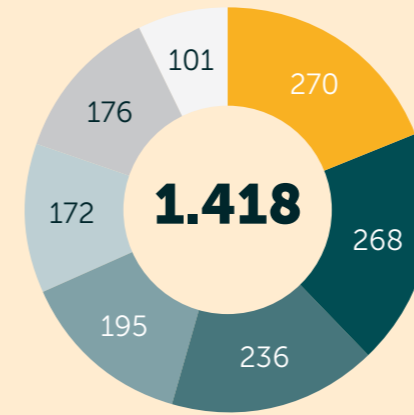
Location:
Mandeville

BOUTAINA FARIS MSc, SECRETARY DPAS

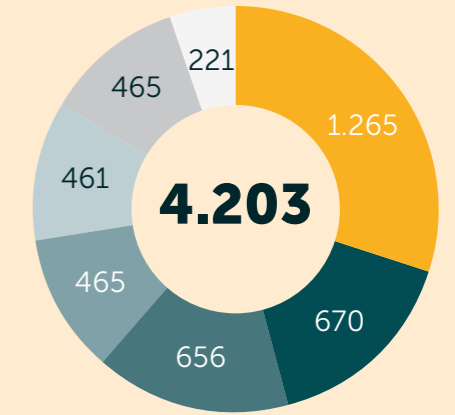
'The special thing about working within ESSB, is to experience on a small scale how social problems are solved through the power of diversity in people and perspectives'

Other

ESSB in figures count October 2021

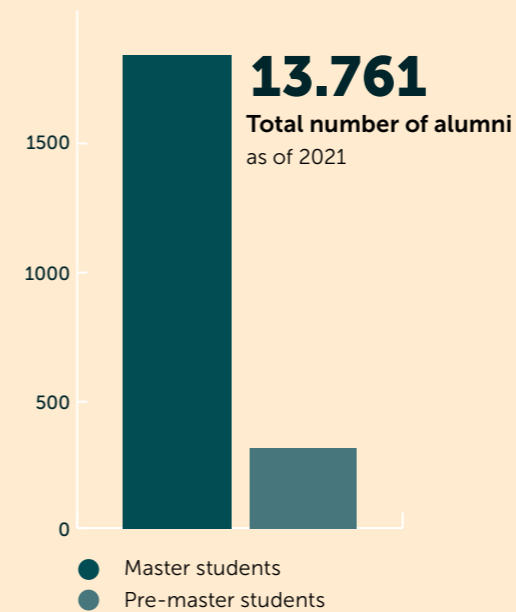


Total number of first-year bachelor students



Total number of bachelor students

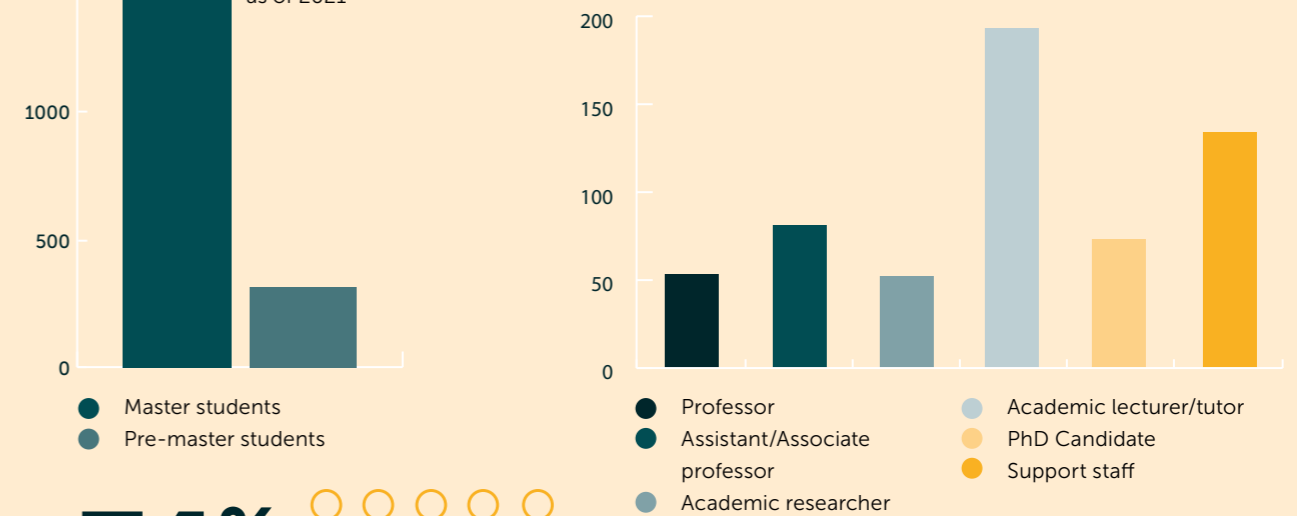
Number of alumni and (pre-)master students



Total number of employees at ESSB

586

Total number of employees



74%

Of all alumni would stick with choice of study programme

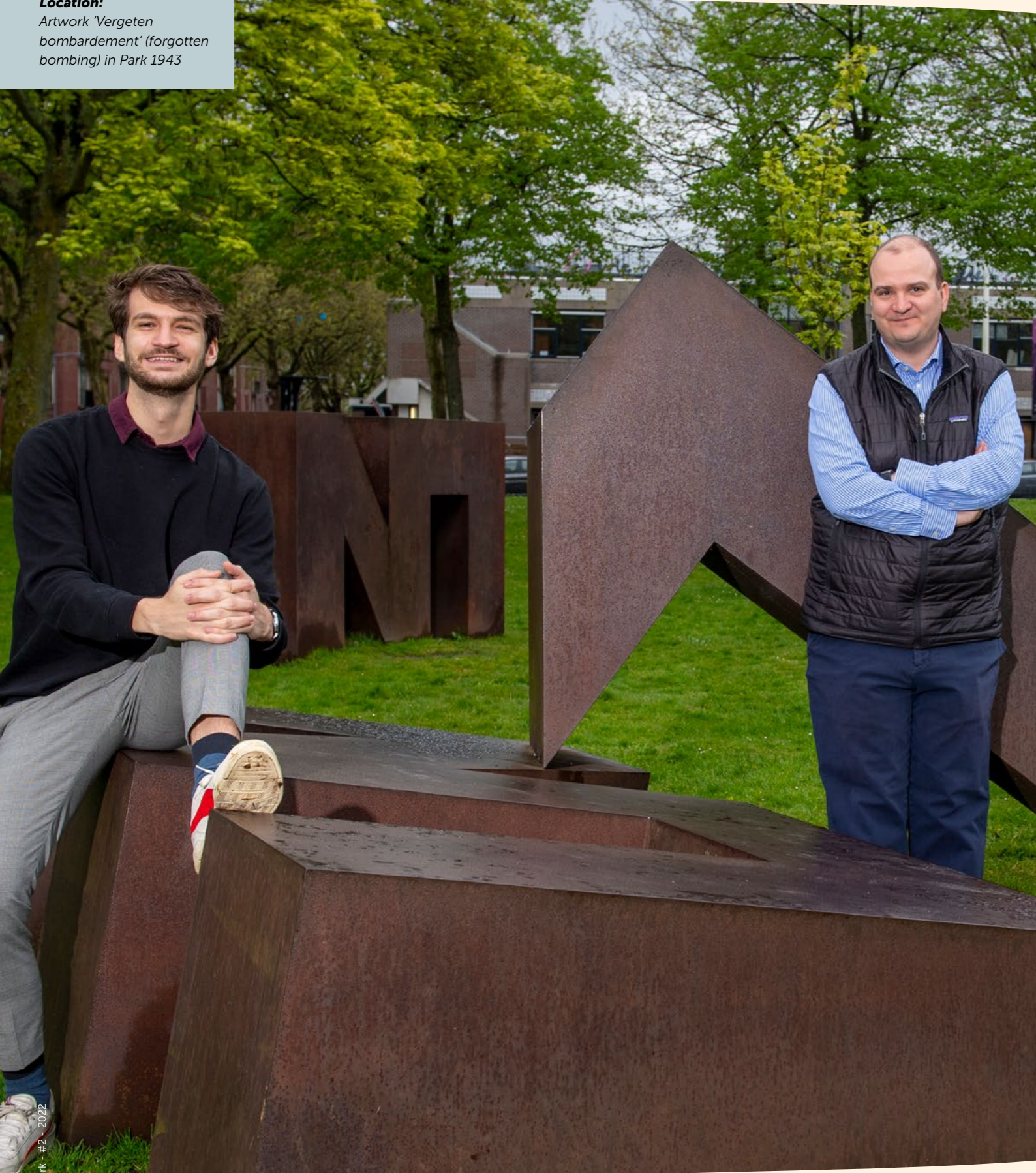


#3 Public Administration
ShanghaiRanking's Global Ranking of Academic Subjects 2021



72 In the 2022 global Times Higher Education ranking EUR takes the 72nd place

Location:
Artwork 'Vergeten
bombardement' (forgotten
bombing) in Park 1943



MICHAL ONDERCO, ASSOCIATE PROFESSOR
INTERNATIONAL RELATIONS

Studying the greatest threat to mankind

What is the greatest threat to humanity? Whether you ask someone in science or someone in politics, you will probably get the same answer: climate change and nuclear weapons. Marin Lucic (26) is a master student in International Public Management and Policy, assisting Associate Professor dr. Michal Onderco (35) with research on future security. "Our research is about the impact of technological developments on security and governance," says Michal.

The research group Global Social Challenges allows ESSB students to gain experience in researching global issues. Marin is one of those students. Prior to his master at EUR, he studied in Washington and Shanghai. His knowledge of China and the Chinese language come in handy in research work. "China is not always well understood in the world, although the country plays a key role. To understand what is going on, it helps to delve into untranslated, Chinese sources. I was able to help with that in this study," Marin explains.

**'NUCLEAR WEAPONS
COULD WIPE OUT THE
WORLD IN A MATTER OF
MINUTES'**

Debate on nuclear energy and weapons

Michal is very glad for such help. Not least because the global debate on nuclear energy and weapons is now mainly approached from the point of view of the United States, Russia and Europe. Michal: "We want to understand the impact of certain technological changes on security and governance around the world. To achieve that, we need to factor in the Chinese point of view as well."

NPT Review Conference

The NPT Review Conference takes place every 5 years. This is a conference attended by China, France, Russia, the UK and the US. At that conference, the countries talk about how they want to use nuclear technology. The starting point is to use the technology for peaceful purposes, rather than for weapons. The conference took place in 2021, and in that context, the results of Michal's and Marin's research were particularly relevant.

"Climate change is a major challenge that is the focus of extensive research. But however you look at it, compared to nuclear energy and especially nuclear weapons, that is a 'slower' threat. Nuclear weapons could wipe out the world in minutes. That is why research into that threat is also necessary. It calls for a broad political discussion," Michal said.

**'WHAT WE HAVE ACHIEVED
IS REALLY THE RESULT OF
CO-CREATION'**

Co-creation

Marin is in the final phase of his studies and is very satisfied with the way in which ESSB has designed the training. "EUR is a university that continues to think ahead and always wants to help students take the next step. My time at ESSB has made me aware of what I can contribute to society, perhaps as a lobbyist or as an analyst in a policy position in government. I am very grateful that I was able to contribute to Michal's work on a fascinating and highly relevant theme. It gave me confidence. Whereas at first I tended to argue at length about certain choices, Michal proved convinced long before I did. He would say: 'Yes, very good, this could work!' This ensured that a burden fell from my shoulders and that I could continue on the path I had chosen with a more relaxed frame of mind." Michal: "What we have achieved is really the result of co-creation. Marin is a smart, hard worker who remains curious to understand what is going on in the world. That attitude will take you places."

More information about China's view on and contribution to the nuclear debate? Read Michal and Marin's contribution to the Asia-Pacific Leadership Network:



Grow It! app gives young people introspection and resilience

If you want to offer proper care to young people with mental health issues, you must identify their problems as early as possible. But how do you do that? And could we perhaps teach young people how to cope with what they are up against at an earlier stage? The Erasmus MC-Sophia Children's Hospital and EUR co-developed an app for young people with an increased risk of mental problems: the Grow It! app.

Manon Hillegers (51) works as Professor of Child and Adolescent Psychiatry at the Erasmus MC-Sophia Children's Hospital. She teamed up with Professor of Orthopedagogy Loes Keijsers (38) from ESSB, and together with a team of colleagues, students and young people, they developed the Grow It! app. It's an app designed by young people for young people.

Identification and challenges

Loes: "On the one hand, the app focuses on identification, i.e. we want to identify how a child is doing as early as possible. Young people gain insight into their emotions by filling in a micro questionnaire. On the other hand, the app has an activating role, asking what you can do yourself when you notice things are going wrong." It entails a series of challenges that teach young people how to cope with, say, stress. Once you've completed a challenge, you earn points.

'WE ARE EXTREMELY GRATEFUL TO EVERYONE WHO HAS HELPED US TURN THIS DREAM INTO REALITY'

Making research fun

Manon explains that measuring emotions is nothing new. "As a clinician, I do a lot of work with adolescents and their parents. During our sessions, we ask young people to fill in a questionnaire, which, among other things, addresses their emotions. This is merely a snapshot though. The beauty of the app is that the participants get to share their emotions every day. This gives us researchers and the young people themselves a much deeper understanding of how you feel in a particular situation and what works for you, say, to get out of a negative emotion." Loes adds: "We thought, they all have a research device in their pocket, so let's make our research fun. What we do in the app was already being done, but without using phones. We turned it into a game."

COVID-19

The 2020 launch of the app was preceded by an extensive development phase. Local authorities, care institutions, patient associations, students and young people shared their ideas. Loes: "Without all those people, we would not have got anywhere. "We are extremely grateful to everyone who has helped us turn this dream into reality." Manon: "You can come up with something theoretical, but it's only when you test it with parents and young people that you know whether or not it works. We really took our time with it. We also wanted to do this with young people." These young people participated in focus groups in which they actively shared ideas on what does and doesn't work. Then along came COVID-19, and the government offered subsidies to those with good ideas relating to youth welfare. Loes: "We thought: ideas? We have the solution!

Suddenly, our target audience widened. After all, all young people suddenly belonged to the risk group for which our app had been developed."

eHealth Junior

The partnership has since grown into eHealth Junior, a cooperative arrangement that counts over 25 members, in addition to Erasmus MC and EUR. Its purpose is to use apps to identify and prevent emotional problems and to foster well-being through play and behavioural change. Manon: "We want children to live their lives happily and grow up to be resilient."

To find out more about eHealth Junior, visit:



Manon on Loes:

"Loes is full of life; that inspires me. New plans give her energy, and, like me, she is a doer. Loes is, and I mean this as a positive thing, the nerd between us. You don't want to let me handle any complex data analyses, but Loes relishes them. I am proud of her and I am happy that we complement each other so well."

Loes on Manon:

"Manon has really got guts. She is someone who isn't afraid to go out into the world with an idea, and she has built an outstanding network to do just that. Manon also has vision. She knows exactly what needs to be done about care for our young people, and she brings her real-world experience along with her; she knows how care works. I'm very grateful for the chance to work with her."

MANON HILLEGERS,
PROFESSOR CHILD- AND ADOLESCENT PSYCHIATRY

LOES KEIJERS, PROFESSOR CLINICAL
CHILD AND FAMILY STUDIES

Location:
Sophia Children's Hospital



Location:
Oostzeedijk beneden

The importance of basing good youth care on scientific research

How do you offer good support to children and young people growing up in difficult circumstances? How do you offer them opportunities? Child and youth care is a real priority for Professor Annemiek Harder (39). As endowed professor, she researches what works and does not work in practice. And although youth care in the Netherlands is under pressure, Annemiek is seeing some encouraging developments, particularly when social workers use Motivational Interviewing and are given the space to improve their skills in this.

Annemiek obtained a degree in psychology from the University of Groningen. She used to work with clients who ended up on the wrong track. "As practitioner, I wanted to work with people who were given a raw deal. What happens when you end up on the wrong track? What plays a role in this? And what is needed to bring about a change? I've seen extreme cases and harrowing situations," explains Annemiek.

Horizon chair

In the end, she also started working in that field, as a researcher rather than a practitioner. Annemiek is a Horizon chair endowed professor for evidence-based youth care and education. "In our research, we work closely with practitioners. We conduct research that really makes a difference and that has societal impact. Our goal is to help improve practice. We investigate what works in practice and combine knowledge on this for practitioners to use in practice."

Motivational interviewing

Annemiek has extremely positive experiences with a treatment method known as Motivational Interviewing; a treatment method used, for instance, with people who have addiction issues. In Annemiek's opinion, the basic approach of this treatment method makes it appropriate for use in youth care and education. "Motivational Interviewing requires practitioners to be non-judgemental. That sounds easier than it is. Because which question is without judgement? As practitioner, how do you respond with sensitivity? And do you also check that you heard things correctly? >

ANNEMIEK HARDER, HORIZON CHAIR ENDOWED PROFESSOR
FOR EVIDENCE-BASED YOUTH CARE AND EDUCATION

'Practitioners are idealists:
all they want is to help parents
and children'

A question about your spark

Motivational Interviewing helps clients to think for themselves. Annemiek continued: "You can say to a client: 'Maybe you'd be better not smoke too much and spend less so you don't end up with debts.' But the question is whether the client will change his or her behaviour based on your well-intentioned advice. I've seen fantastic examples in practice of a practitioner asking clients about their motivations in life. 'What is important in your life?' is a question that makes people start thinking for themselves. It's about your motivation, your *spark*." In Annemiek's opinion, there should be a bigger focus on this in youth care. "Motivational Interviewing often already has a place in training in the Netherlands, but I want to ensure that practitioners have the time and space after their studies to become more skilled in this."

Aiming for quality

Annemiek shares the frustration currently often experienced by both youth care clients and practitioners. "In the Netherlands we need to understand the importance of good child and youth care," she stated. "And the government can solve that by investing money in the right things. It's important here that we value our care professionals. Practitioners are idealists. All they want is to help parents and children, and they do that with a unique instrument: themselves. This demands support and the right conditions so that they can do their work well. So it's important that they receive good supervision and have the space for further professionalisation. Aiming for quality and not only focusing on administration and financing is crucial if we are to offer good youth care."

'MOTIVATIONAL INTERVIEWING HELPS CLIENTS THINK FOR THEMSELVES'

About Horizon and Stichting Gereformeerd Burgerweeshuis

The Horizon chair is financed by the Rotterdam Stichting Gereformeerd Burgerweeshuis (GBW). GBW aims to improve the upbringing and education of minors and supports the work of youth care and education institutions. Horizon is a national provider of specialist youth care and education to children with complex problems. Within the iHUB cooperative arrangement, Horizon works closely with De Opvoedpoli, Altra and De Nieuwe Kansen to design a different and improved youth care, mental health and education system for children, young people and their parents. Horizon is supported by GBW in projects that cannot be realised via standard funding sources.

Location:
Campus



JANICE ODIJK, ACADEMIC RESEARCHER AND WINNER OF THE DAVID-VAN-LENNEP THESIS PRIZE 2020 WITH THESIS 'NATURAL HAIR BIAS AGAINST BLACK MINORITIES: A CRITICAL INVESTIGATION OF INTERSECTING IDENTITIES'

'What motivates me as a researcher is that I can contribute to equal opportunities in the labor market'



DEAN PROF. DR.
VICTOR BEKKERS

Dean Professor Victor Bekkers about the strategy of ESSB: Meeting the Future Society

Our magazine *Spark* offers a great platform for Erasmus School of Social and Behavioural Sciences (ESSB) to look back as well as ahead. I feel that the stories you read in the magazine really show how our education and research benefit society. Closer to home, in Rotterdam, but also in the Netherlands and even for society worldwide. We want our work at ESSB to have societal impact. In 2019, we expressed that in our strategy document *Meeting the Future Society*. We have structured our strategic activities in four pillars. The responsible researchers in those pillars explain what we have done with those words in the strategy document and what we are going to do.

When I was appointed in January 2018, one of my goals was to formulate a strategic framework for ESSB. We were facing various challenges. On the one hand, we wanted to strengthen several activities and programmes. On the other hand, it was important to create space for new ideas. Initiatives aimed at more interdisciplinary cooperation, stimulating societal impact and creating a more inclusive and differentiated HR policy that recognises people's different talents whilst offering more differentiated career paths. The fact that we also had money to do this helped us in this. To structure these strategic activities, we created four pillars: 'Global Social Challenges', 'Vital Cities and Citizens', 'Behavioural Change' and 'Organisational Dynamics in a Digital Society'.

At the end of last year, there was an interim evaluation. This evaluation showed that all four pillars had significantly contributed to the growth and reputation of ESSB. Furthermore, several other new initiatives like Open Data Infrastructure for Social Science and Economic Innovations (ODISSEI), Movez Lab and SYNC Lab had made substantial contributions to the mission of ESSB. I am proud of these achievements! And I am grateful to all those people who have contributed. It shows that ESSB is *Meeting the Future Society*, as we call our strategy. The subsidy proposals that were submitted and granted in response to the COVID-19 crisis made this clearly visible. The responsible researchers from the pillars and the labs played an important role in this.



Location:
Water tower
'De Esch'



PROF. DR.
CLAARTJE TER HOEVEN

Organisational Dynamics in the Digital Society The interdisciplinary master and research programme Organisational Dynamics in the Digital Society (ODDS) is studying how new technologies (re)shape how we work and organise.

ODDS investigates how work and organising are influenced by technological change. We look at new possibilities but also at the limitations and inequalities associated with these changes. Besides the implications for different groups, we study ethical issues and changing forms of organisation and administration.

Organisational psychologists, (digital) sociologists, public administration experts and communication scientists cooperate in the ODDS master programme. Last year, students graduated on a range of themes including the legal case against Uber and the use of Artificial Intelligence (AI) in personnel recruitment. The ODDS elective 'Changing Organisations and Technology' attracted a lot of interest last year from other ESSB students.

This year, ESSB master students also have the opportunity to follow the ODDS elective 'Artificial Intelligence: The Present and Future of Work'.

The ODDS research programme focuses on various themes. One of our projects is investigating recruitment technologies. These give job seekers access to the labour market but also create risks of discrimination. Another research project, funded by the European Research Council (ERC), is investigating the employment conditions and well-being of online platform workers. Online platform workers conduct invisible human labour needed to make artificial intelligence work, such as cleaning data. This project aims to make the working conditions and well-being of these workers visible. Erasmus Trustfonds also funded an ODDS project on hybrid working. In this project we want to learn how platform workers organise and experience 'hybrid working'.

Future endeavours of ODDS will focus on further collaboration within ESSB and beyond. For instance, we are part of the steering committee of the 4th Erasmus Initiative 'Societal Impact of AI', specifically focussing on the theme AI in work and labour. We also participate in the Executive Board of the Leiden-Delft-Erasmus Centre for BOLD Cities.



Vital Cities and Citizens

With 'Vital Cities and Citizens', we want to improve the quality of life in cities. Together with municipal councils, social organisations and initiatives, businesses and the creative industry, we form lively networks and share knowledge based on academic research.

VCC is well embedded in ESSB and connected to various other faculties at EUR because VCC is also one of the Erasmus Initiatives. Thanks to the programme, we see inspiring and meaningful interactions between scholars from different disciplines like psychology, pedagogical sciences, sociology, public administration, development studies, media and culture, history, business administration, law and economics.

In 2020, we started working more as an interdisciplinary team, and the core group of VCC wrote an interdisciplinary proposition about 'Urban Vitality'. When we organised an international paper workshop for a special issue in Cities at the end of 2021, the overarching theme of 'Urban Vitality' formed the basis. This theme is also key in interdisciplinary research projects like 'My Rotterdam', 'Remapping Diversity', 'Nairobi Hub' and 'Healthy Urban Living Environment'.

In the near future, we will continue to develop our work relating to education, research and social impact. We will do that in close collaboration with external stakeholders, particularly with the Municipality of Rotterdam. Our close bond with the municipality was particularly visible during the COVID-19 pandemic, when we easily found each other for research and advice. This work was mainly related to social resilience. We also contributed with ideas to set up the new municipal strategy for a Resilient Rotterdam.

We are firmly rooted in various educational programmes, like the master programmes Urban Governance and Metropolitan Issues and Policy. In their graduation projects, we link students to research projects. We also have the interdisciplinary Master Honours Programme Tackling Inequalities. We want to develop this programme into a minor and are seeking alignment with UNIC, the European University of Post-Industrial Cities.

And our ambitions extend further. We are striving to firmly embed ourselves in the G40 network (the 40 biggest Dutch cities) and the Rotterdam-The Hague Metropolitan Area (MRDH). Internationally, we work together with the World Resources Institute.



PROF. DR. JURIAN EDELEMBOS



PROF. DR. DARREN MCCAULEY

Global Social Challenges

With the Global Social Challenges strategic pillar, we aim to find the most socially relevant answers to the greatest problems facing us in the world today. We aim to achieve this through interdisciplinary research into our generation's most important international issues.

We are working on five major challenges from various disciplines and fields: the climate and energy transition, the global financial crisis, future security, population and society and the legitimacy crisis of international political systems.

When the COVID-19 pandemic hit, we focused on research to manage a fair transition out of COVID-19, as the pandemic had increased the risk that we throw our climate transition aims overboard. Our research programme received external financing as an urgent research priority by the Netherlands Organisation for Scientific Research (NWO). We interviewed over thirty prominent government, business and civil society leaders in the Netherlands and the United Kingdom and shared the results with the Dutch Ministry of Economic Affairs and Climate and the UK Ministry of Energy and Climate Change. It challenged national and local policymakers to reconsider their support packages for COVID-19, based on the climate objectives.

Our perspective is broader than Europe alone. We also received a four-year subsidy from the European Commission's Horizon Programme to investigate sustainable management of the North Pole area. We are particularly focusing on the impact of fossil fuel extraction by Norwegian and Russian governments and companies.

Despite the pandemic difficulties, we brought together a group of researchers to discuss the five challenges and received funding for five interns to investigate the themes. Our concrete results included several high profile events.

It is important to us that our research connects with education, as students are the lifeline of the university. We ensure that their voice is represented in our research on the global social challenges that we are facing.



Behavioural Change

In the Behavioural Change pillar, we help government authorities and organisations change people's behaviour. Through nudges, we encourage them to adopt a healthy and sustainable lifestyle. With our knowledge of behaviour and in co-creation with the target groups, we design behaviour interventions.

In response to COVID-19, attention for behavioural change and the need for expertise has become even greater. From the BRICS Lab, Movez Lab and GovernEUR, we feed the Behavioural Change pillar with insights that lead to innovative research, education and social impact. In this, we work closely with the government, the city of Rotterdam and social and healthcare organisations at both national and international level.

To obtain a mixed grant portfolio, we wrote research proposals for NWO, ZonMW, ERC, EU, NWA and for municipalities. With partners from inside and outside EUR and the Netherlands, we have achieved great results. For example, we were granted various subsidies for behaviour and the COVID-19 pandemic. Another example is behaviour and the transition to sustainable energy. Municipalities play an important role in implementing the Climate Agreement. Together with the BAR municipalities (Barendrecht, Albrandswaard and Ridderkerk), we are studying which resources we can use to encourage the public to adopt more sustainable behaviour. In Resilient Delta, we also contribute to the partnerships between EUR, Erasmus MC and TU Delft (EUR-EMC-TUD).

Since the start of the pandemic, we have been taking part in the scientific advisory council of the behavioural unit of RIVM. With Healthy'R, we contributed to the implementation of research results in the local health policy. Via the Behavioural Insights Group Rotterdam, we advise and train professionals to develop policy based on behavioural knowledge.

Our Health Psychology & Digital Interventions master students apply the knowledge acquired in internships from our network, for example with the Red Cross and the GGD. One of our graduates said: "This programme gave me hope for the future and showed me that I can help make it better for everyone!"

We also see a positive impact in our new minor Positive Behaviour Change in the Digital Age and in our Erasmus Academy course Managing on Behaviour.



PROF. DR. SEMIHA DENKTAŞ



Final word prof. dr. Victor Bekkers

Our existing strategy has been defined up until 2022. That means that we will need to formulate a new strategy. Compared with the existing strategy, the financial frameworks are smaller, even though we will need to resolve several pressing issues. To do so, we try to find a balance between consolidation and innovation. Due to the increase in student numbers, how we manage work pressure is one of the big challenges facing us. Another challenge is how to deal with 'lifelong learning' as well as the emerging desire to develop e-masters, thereby responding to the needs of other groups of possible students. At the same time, in this new strategy we need to consider the fact that the institutional environment in which we operate is changing. We see the increasing importance of convergence initiatives Resilient Delta, Health & Technology, Artificial Intelligence, Pandemic Preparedness & Disaster Management and Healthy Start and the partnership with the Municipality of Rotterdam. In 2022, as I did before, I will therefore organise several strategic round table meetings to talk about these challenges. We are keen to discuss how best to meet these challenges and what priorities we need to set.

VICTOR BEKKERS, DEAN ESSB

Inclusive Rotterdam as an example for other cities

At age 38, she has worked in many different cities in Europe. Dr. Maria Schiller finds it fascinating how cities deal with migration and diversity. Since 2019, she has been working as an assistant professor of Public Policy, Migration and Diversity at Erasmus University Rotterdam. About Rotterdam, she says: "It is a city that has embraced its diversity. Other cities can learn from that."

Could you briefly tell us what you are researching? Maria comes up with a telling example when asked how she would explain to a child what her research entails: "Suppose a new child comes into your class mid-year. How does the class respond? Are the reactions of all the children the same? How can you organise a class to deal with this properly? A way that's good for the whole class? I'm doing research on that, only for a whole city."

Conditions for an inclusive city

Maria has discovered over the years that there are 3 prerequisites to developing an inclusive city: ownership, commitment and a clear concept. "By ownership, I mean that municipal authorities have to take the responsibility to tackle diversity and put efforts into making diversity work. Involvement means involving the people of the city in your plans from the very start. This is the only way to truly get people on board. The last condition answers the question of where we want to go. A clear concept about diversity and inclusion, for example, gives people perspective." According to Maria, the EUR is a key player in this context. "A university trains future leaders. This is where our research relates to our education: our mission is to train students to become involved policy makers

and leaders, who know how to deal with differences in the city. That's why the topic of diversity in our education is so important."

Black Lives Matter

Maria saw a good example in the past year of how a city can deal with a theme that clearly overlaps with her research: racism. During the Black Lives Matter protests, the municipal authorities of Rotterdam had to set frameworks to keep the protests on the safe side. On the other hand, Rotterdam seized the moment of the protests to draw up an anti-racism plan. Mary: "The city of Rotterdam has achieved a lot in a relatively short period of time. And in a positive way that fits in with the city. Rotterdam can be proud of that! The 'just do it' mentality became the basis of a new policy plan for a city that is brimming with diversity. I wholeheartedly applaud that the municipal authorities are happy to involve science in this respect."

Connecting networks

Structural cooperation is in any case the key to success, Maria believes. "Just look at EUR itself. We attract a lot of students who don't come from a college-educated background. What we learned about diversity from that, we can feed back to Rotterdam." According to Maria, it is not only about cooperation between the municipal authorities and the university: "There are a lot of networks in a city. Only by building on and strengthening those networks can we move forward." In line with this vision, Maria's dream for the future is to be allowed to work on developing an environment where people can grow and meet. "We don't want a city where the rich live in one district and the poor live far away in another, do we? Then there will be no contact, but removal. An inclusive city is one where people have opportunities to talk to each other, where everyday encounters between different layers of society take place."

'ROTTERDAM HAS EMBRACED ITS DIVERSITY. OTHER CITIES CAN LEARN FROM THIS'

MARIA SCHILLER,
ASSISTANT PROFESSOR PUBLIC POLICY, MIGRATION AND DIVERSITY

Location:
West Kruiskade



Esther became overwhelmed during her study: 'I just couldn't do it anymore'

The role of a student advisor is sometimes not immediately clear for many new students. Yet having support from your student advisor can play an essential role in your study progress. Esther Rip (24) certainly had that experience during her Psychology bachelor's degree. She reflects together with student advisor Yew Cho Teh (32) on a difficult but instructive period.

"Actually, I already had lots of problems at secondary school, and these resurfaced during my study. I had a fear of failure. I sometimes had blackouts during tests, and that also happened during my study programme examinations," explained Esther. Her tutor put her in touch with her student advisor.

Satisfaction

Yew Cho became a tutor for first-year students while he was a Psychology student, which proved to be the prelude for a job as a student advisor. Yew Cho talked enthusiastically about his work: "Students can have various reasons for contacting their student advisor. They often have questions relating to their study progress or personal circumstances." Yew Cho gets a real sense of satisfaction from guiding and advising students in this. "Being able to help Esther get where she is now – for me that's what my job's all about!"

Test anxiety training

For Esther, taking that step to see her student advisor had more consequences than she realised at the time. She worked with Yew Cho to develop a plan to address her fear of failure. How do you approach an examination period? What do you need to do to be well-prepared? "For me these



Esther Rip, student Psychology
Yew Cho Teh, student advisor

were the first steps in the right direction," explained Esther. "But my fear of failure was still a problem. I then took Yew Cho's advice and followed a test anxiety training at EUR. We stayed in touch in the meantime. My results weren't good enough in the 2nd year. I just couldn't pass that academic year's knowledge component, which meant that I had to resit the year. When I reflect on that now, it was a blessing in disguise, because there was more going on than just a fear of failure."

Eating disorder

Esther had an eating disorder, which prevented her from concentrating properly on her study. She sought help and, for a while, tried to combine her treatment with the study programme. When that proved impossible, it was time to come clean to Yew Cho. Esther: "I just couldn't do it anymore. I told Yew Cho everything. The way he listened calmly was so reassuring! When I'd finished my story he said: "Esther, your health comes first. Your studies come second." That really helped me make the

decision to stop studying temporarily and take time to sort myself out. "It's great that EUR helps you find a solution at such a difficult time."

Opening up

For Yew Cho too, Esther's story is confirmation of the importance of good, professional guidance during your study. Both see many students getting overwhelmed at some point during their study programme. Esther's advice: "Seek help from your student advisor and come clean. In the end, that's your best option." Yew Cho praised Esther's openness: "I think what Esther did and is doing now in this interview is really impressive; telling someone you don't know what's going on in your personal life. That's something I learn a lot from too. If you dare to show your vulnerability, you'll come out stronger."

Need any support during your study?
<https://www.eur.nl/essb/student-counselling>

Location:
Campus



JEROEN DEJALLE, DIRECTOR YETS FOUNDATION AND ALUMNUS ESSB

'I still notice every day that true critical thinking is not a self-evident skill. Looking critically at problems, solutions and practical translation is the biggest take back from my studies'

Overview education ESSB

Location:
Campus Erasmus
University College

Bachelor Programmes

1. International Bachelor in Psychology
2. Liberal Arts and Sciences – Erasmus University College
3. Management of International Social Challenges

Dutch Bachelor Programmes

4. Bestuurskunde
5. Pedagogische Wetenschappen
6. Psychologie
7. Sociologie

Pre-master Programmes (in Dutch)

1. Bestuurskunde
2. Pedagogische Wetenschappen
3. Psychologie | In collaboration with Open Universiteit
4. Sociologie

Master Programmes

Public Administration

1. Urban Governance

Dutch Master Tracks

2. Beleid en Politiek
3. Governance en Management van Complexe Systemen
4. Management van HR en Verandering
5. Publiek Management

International Public Management and Policy

Public Administration and Organisational Science – Research master

Pedagogical Sciences

Dutch Master Tracks

1. Onderwijswetenschappen
2. Opvoedvraagstukken in een Diverse Samenleving
3. Orthopedagogiek

Educatieve master Primair Onderwijs

Psychology

1. Brain and Cognition
2. Clinical Psychology
3. Forensic and Legal Psychology
4. Health Psychology & Digital Interventions
5. Educational Psychology: Learning and Performance
6. Psychology of the Digital Media
7. Work & Organisational Psychology

Dutch Master Track

8. Klinische Kinder- en Jeugdpsychologie

Sociology

1. Engaging Public Issues
2. Politics and Society
3. Social Inequalities

Dutch Master Tracks

4. Arbeid, Organisatie en Management
5. Grootstedelijke Vraagstukken en Beleid

Interdisciplinary Master Tracks

1. Governance of Migration and Diversity (Public Administration and Sociology) | In collaboration with Leiden University, TU Delft and EUR
2. Organisational Dynamics in the Digital Society (Public Administration, Psychology and Sociology)

Evening programmes (in Dutch)

1. Pre-master Pedagogische Wetenschappen
2. Master Orthopedagogiek
3. Master Onderwijswetenschappen
4. Master Onderwijspsychologie: Leren en Presteren



Courses for professionals

We offer several courses for professionals via ESSB Academy. Take a look at the course overview.

WILLEM WARMENHOVEN, EUC-STUDENT

‘Erasmus University College offers an inspiring blend of flexibility and structure. I enjoy doing the intensive analysis of issues in small groups of international students’

Join one of our Open Days or be Student for a Day!

Visit our website for admission requirements and application deadlines per programme. Do you still have questions? You can call, chat or email with us:

eur.nl/en/essb

Location:

Art project ROAR on the pillars of the tube station Rijnhaven



Media literacy: how do we become more aware of how we deal with media?

Young people are spending more and more time on social media platforms such as Instagram, TikTok, Snapchat and WhatsApp. How does this affect their wellbeing? That question is one of the themes that unites Micky Devente (34), prof. dr. Moniek Buijzen (48) and dr. Esther Rozendaal (40). Micky is involved in her capacity as online manager at the Dutch Media Literacy Network, while Moniek and Esther are involved both as researchers at Erasmus University's Movez Labs and as the initiators of Bitescience.

The Dutch Media Literacy Network is strongly committed to the goal of a media literate population in the Netherlands and making sure people are taking steps to make this happen. Because people who are media literate are able to more freely and confidently navigate a society in which online media plays an increasingly important role. "This is all part of our joint efforts as a network, and knowledge plays a vital role. Knowledge about how media can make us happy and more socially oriented, for example. Our partnership with Bitescience allows us to incorporate scientific knowledge in our work," explains Micky.

A positive approach

It's a partnership that is highly appreciated by both parties. Micky, Moniek and Esther feel that the positive and open-minded approach in particular is crucial. All three observe that there is often a focus on the negative effects of social media: a negative self-image, loneliness, and disrupted social ties. Moniek doesn't deny these negative effects, but she feels they only affect a minority of users: "The way social media is used in education, for example, can in fact have a very positive impact. There are a lot of great examples out there and we want to highlight this positive aspect as well. Instead of just presenting a research report, we would prefer to do this in a way that's accessible for the general public." ➤

ESTHER ROZENDAAL, ASSOCIATE PROFESSOR COMMUNICATION AND BEHAVIOURAL CHANGE
MONIEK BUIJZEN, PROFESSOR COMMUNICATION AND BEHAVIOURAL CHANGE

'THE IMPACT OF RAPIDLY ADVANCING DIGITAL TECHNOLOGY ISN'T ENTIRELY NEGATIVE'



Micky Devente,
Online manager Dutch Media Literacy Network

Bitefiles

Posting Bitefiles on the websites of netwerkmediawijsheid.nl and bitescience.com is one way of doing this. Bitefiles are brief articles that explain scientific knowledge on a particular subject in layman's terms. "We're all working together to discover how you can use media responsibly in everyday life. What makes all three of us really enthusiastic is seeking out connections between science and practice that people can actually use," says Esther.

All age groups

The Movez Lab and Dutch Media Literacy Network partnership identifies which issues are attracting interest in society. Micky: "In the beginning the focus was on how young people use media. But after seeing how fast society is embracing digital technology, that's now been expanded to all age groups because media literacy is something that also concerns adults and senior citizens. There's a heightened risk of a 'digital gap'. How do we make sure no one is left behind?" Moniek adds: "Media and behaviour is currently a hot topic that touches us all. That means people will really listen to us when we share our research findings. And there's also more scope for a nuanced approach to the topic. The impact of rapidly advancing digital technology isn't entirely negative. Just look at all the possibilities of digital technology that we discovered during the COVID-19 pandemic."

Digital inclusion

The researchers believe that if we are to reduce the digital gap, we also need to reflect on what we share and how we share it. Esther: "If we set digital inclusion as our goal, then we have to take an inclusive approach in how that media content is created and used. Right now we often see that the population's majority groups are overrepresented. Being more aware about who you invite as a guest on a talk show or who presents the news is essential. If you create and share content on TV or social media, be aware of how what you're saying could be perceived and who you might unintentionally be excluding."

The Dutch Media Literacy Network

was launched as an initiative of the Ministry of Education, Culture and Science in 2008. The network is comprised of more than a thousand organisations and its strength lies in knowledge-sharing and collaboration. The Dutch Media Literacy Network is managed by 5 core organisations: the Netherlands Institute for Sound and Vision, the information society platform ECP, the broadcaster HUMAN, the Kennisnet knowledge network, and the National Library of the Netherlands.



Movez Lab

The Movez Lab forges links between research, education and society: a blended science approach. It's a collaborative initiative between scientists from various disciplines, such as social sciences, health sciences, computer sciences and law. The Movez Lab's mission is to answer questions that arise from society. Using Bitescience, the newest high-quality relevant academic insights are presented in a convenient and easy-to-understand format.



Location:
Campus



DR. INGMAR VAN MEERKERK, PUBLIC ADMINISTRATION RESEARCHER

'As a researcher I believe it's also your job to translate your research to specific practices. That's why I participate in evaluation studies and provide courses to public professionals on citizen participation and community initiatives'

CAROLINA OBISPA,
ALUMNUS ENGAGING PUBLIC ISSUES

Location:
SS Rotterdam



Carolina Obispa brings knowledge to the street 'for a change'

As a child, she wanted to become a psychologist. That's not so strange because Carolina Obispa (28), born in Curaçao, was someone everyone at school turned to for help: "I could really listen well, I understood my classmates and was able to motivate them." In the end she became a sociologist, although that didn't just happen: "I went through a really rough patch. But I learned who I am and what I, as a person, can offer others. I want to help those who have few opportunities. People who are told: you'll never make it."

Carolina was in a similar position herself in high school. Her home situation meant she didn't attend many lessons. "I also didn't have any books, purely because we had no money for that. I borrowed them from classmates so I could secretly copy the teaching material." And she proved not to be the only one. She later discovered that lots of children on Curaçao were missing out on opportunities because of poverty. Carolina: "Curaçao is my home, but a lot of change is needed."

Engaging Public Issues

Her Sociology bachelor degree heralded a new era for Carolina. "Rotterdam is multi-cultural. It was in that environment that I learned to be myself, and doing the Engaging Public Issues master degree enhanced this development yet further. I'm a dreamer and someone who likes to do things differently. I was given the space for that in this master degree: I was given guidelines needed to approach issues from a different perspective. The master degree involved the same theory as the bachelor degree but then applied to my interests, which enabled me to discover what I could do with that knowledge." Carolina considers this insight to be invaluable.

For other students, she's happy to add: "If you think critically and want to change things in the world: choose this master!"

Silent violence

Carolina puts lessons from her life and study programme into practice. She took part in projects that make silent violence a topic of discussion, including Consent in the City. This is about street intimidation and safety in Rotterdam. She uses a practical approach in talking to people. "Then you hear the stories behind the city's unsafe places. It becomes more personal, so you start to make people think about boundaries, about their own behaviour and about the cause of this. Why do I wear my earpods, hold my keys in my hand and look downwards at night? I want to change the discussion from 'don't get raped' to 'don't rape'. I can add something with my scientific knowledge." Carolina prefers to do that with projects on the streets, among people, so she can make her scientific knowledge available to others. "Because the university is place where you get educated, but in the end it's about who you are outside the campus."

Dropping anchor

Carolina founded a company, WhatKnow, to address the key question after a protest: "What next? What do we do after a protest?" "I want to translate knowledge so that people understand it, get creative and take action. I'm starting small knowledge centres in various places around the world. This enables me to make space for connections between cultures so that people can learn to see each other without preconceptions. With WhatKnow, I drop anchor where I go and share knowledge that everyone understands. Knowledge that inspires everyone."

'I WANT TO CHANGE THE DISCUSSION FROM DON'T GET RAPED TO DON'T RAPE'

Students talk about their internship

Students from our four different disciplines (Public Administration, Sociology, Psychology and Pedagogical sciences) talk about their internship.



BEATE ROELING

After her internship, Beate opens her own practice

"I derive the most pleasure from having contact with other people, from making a real difference to someone else." It's Beate Roeling's (30) turn to speak. Beate is studying Educational Sciences and completed an internship at The Able Company on Curaçao.

Beate looks back on her internship with a sense of gratitude. She has found that her experience on Curaçao was particularly good for her self-confidence: "Before I started, I thought, what knowledge do I actually have? But now when I look back, I realise that I master an academic level. And I got a 9 out of 10 for my internship to prove it!"

Resilient children

The Able Company teaches children to cope more effectively with their emotions, identity, insecurities and relationships. The way this organisation goes about things on Curaçao fits Beate's views on what children need: "It's unavoidable that children will experience disappointments in their lives. How can you ensure that they are resilient in those moments and that they are able to cope better and more easily with setbacks?" Beate has seen how training sessions at The Able Company address these issues for children. In fact, during her internship, she personally developed one of the training sessions for adolescents. So there is a strong possibility that she will remain associated with the organisation as a trainer.

Outside the system

In the future, Beate wants to do something for children who fall outside the system. "I want to give them the tools that they so badly need. That they learn to go and find an adult if there's a problem, that they learn to articulate their emotions." In Beate's experience, if you learn this from an early age, you'll always be able to cope with yourself and with whatever life throws at you. Now that she is back in the Netherlands, Beate wants to open her own practice that focuses on counselling on and studying family grief.

To find out more about The Able Company:
the-able-company.com



EMMY ROBLES

Emmy did an internship in a hospital in 'her' Aruba

From relaxed island life in Aruba to busy city life in Rotterdam. As an Aruban, Emmy Robles (25) experienced that culture shock. For the Sociology student, however, it was more than worth it. "Thanks to my study programme, I've grown as a student and as a professional." Having completed her internship in the hospital in Aruba and graduated with a bachelor's degree, she is now preparing for a master's.

Emmy looks back gratefully at the past 3 years: "Thanks to my study programme, I have learned to understand people. Also people who think differently than I do. And I know myself better. I am able to express my own opinion. I've become a wiser person."

Internship in Aruba

In 'her' Aruba, Emmy studied whether student nurses are aware of how their contact with patients is. "The trust I was given during my internship in the hospital was very nice. From my interviews and observations, I found that the contact between student nurses and patients could be improved, particularly with respect to interpersonal communication. When I presented my results, I noticed that not everyone was happy about them. But that's OK. Facts aren't always nice to hear. With my information, the hospital can improve the quality, that's the important thing."

"Don't let anyone break you"

After her master's degree, Emmy first wants to get work experience in the Netherlands before returning to Aruba. "I love my island. Arubans are there for each other, no matter what. With the knowledge I've acquired, I feel that things can be improved at the social level and in the field of education in Aruba. I want to contribute to that. I also want to show young people that you mustn't let your life be dominated by other people's opinions. Don't let anyone break you. Be happy with yourself and look towards the light."

Information about the Dr. Horacio E. Oduber Hospital in Aruba:
arubahospital.com



MARTIN FRANKEN

Every person has their own story, and that's never boring

He speaks six languages, studied in France, Belgium and Germany and came to Rotterdam for the master programme in Clinical Psychology. With that background, it's not surprising that Martin Franken (28) enjoys working with colleagues from all over the world.

And he was able to experience that in practice during his internship at PsyQ International in The Hague, a healthcare organisation with a focus on care for expats in the Netherlands.

All foreign nationals

Cooperating with colleagues from different countries during his internship enabled Martin to understand many different sides to the profession. "Every country and every culture has its own approach to psychotherapy, and discussing this together is really instructive. It enriches your ideas about psychology. At PsyQ International, we were also all foreign nationals in the same country: the Netherlands. That made my internship even more special."

Personal problems

At PsyQ International, Martin conducted interviews with people who had personal problems, such as feelings of anxiety, depression, burn-out or addiction. He enjoys the challenge of having a meaningful consultation. "It's a fantastic profession. I can help the other person discover the cause of their problems. You need courage for that, because you're going somewhere nobody wants to go. But once you're there, you can really work on the problems you are facing in your life." Martin finds that process the most amazing part of his work. "Every person has their own, unique story. That's never boring."

Psychologist and tutor

After all his travels, Martin has found his place in the Netherlands: "Dutch people are organised, they're nice and they have a horizontal hierarchy. I like that." Martin is now working as a psychologist and tutor in EUR's Psychology master programme.



SARAH HASSININI

After an internship at the Municipality of Rotterdam, Sarah opts for care

Sarah Hassinini (22) did an internship at the Municipality of Rotterdam and completed her Public Administration master's degree in 2021. "It was a really great internship within a committed team with an informal atmosphere. That's something I learned from that time: you need to enjoy your work, but the atmosphere is just as important."

Sarah was good in economic subjects in senior general secondary education, so after her exams she opted for a higher professional education in Business Administration study programme. It wasn't a success. Although she passed her propaedeutic year, she missed the human side. Sarah began: "It was too much about big companies, profit and commerce. I've not regretted switching to Health Policy & Management at EUR for one minute."

Confirmation

Her internship at the Municipality of Rotterdam was the confirmation that she wanted to stay working in care. Sarah conducted research for the Integral Support for Rotterdam Citizens project (PRIO), which focuses on integrating cooperation between various care providers in Rotterdam. Sarah: "PRIO's objective is to make it easier for people to get the help they need if they have multiple care issues. You need good care sector cooperation for this, as well as change. And that's what my research thesis was about. I researched how prepared care providers are for this. Luckily, the outcome of my research was positive. I really enjoyed my internship and particularly appreciated the solidarity and excellent guidance."

Bringing people together

Sarah also continues bringing people together for good care after her internship. She is going to work as policy maker at InEen, a sector association for front-line care. "We champion the interests of front-line care providers and are the contact point for the government. I'm really looking forward to this new challenge!"

Lasse Gerrits: 'If you dare to step over your own boundaries, you become a richer person'

On 1 November 2020, he became the academic director of the Institute for Housing and Urban Development Studies (IHS). After an international career, Dr. Lasse Gerrits (41) chose an institute where he can capitalise on the existing potential. "IHS aims to improve the quality of life in cities through education, consulting and research. We are internationally oriented, a mix of students and professionals from all different countries and cultures. That's our strength. Because I am convinced that you learn the most when you dare to put yourself in a completely new environment."

This is something that Lasse himself has experienced. After his studies (Public Administration) and career at Erasmus University Rotterdam, he moved to the Otto-Friedrich University in Bamberg, Germany, as a professor. "That step has brought me a lot," Lasse says. "If I hadn't started all over again somewhere else, I wouldn't have learned to work the way I do now."

Art and science

This working method is characterised by space for inspiration and movement. Although IHS is administratively part of two faculties of EUR (Erasmus School of Social and Behavioural Sciences and Erasmus School of Economics), according to Lasse it is an independent department with strong dynamics. He appreciates the space that is available for this own place at EUR: "It ensures that as part of EUR, IHS can also inspire, and that is mainly because of our international nature." As an art lover, Lasse sees a striking parallel: "Like art, science comes from moments of inspiration. Data itself doesn't tell a story; it's about the



Lasse Gerrits, academic director of the Institute for Housing and Urban Development Studies (IHS)

underlying idea. Inspiration makes you twist data a quarter turn to suddenly recognise a pattern." Lasse wishes for everyone to think outside the box. It enriches you both as a person and as a professional. According to him, for a university it means that you have to look at your education with an open, curious mind. Lasse: "Our way is only one way. If you want to improve quality permanently, the trick is to let go of everything you have taken for granted. This is easier if you dare to get out of your comfort zone. When you've experienced for yourself what it's like somewhere else."

Room to breathe

And that is a major challenge for the education system in the Netherlands, Lasse believes. "I think there needs to be more space and time for the personal development that students go through during their education. In Germany, this is called 'Bildung': formative education. We have over-organised education in the Netherlands into a predictable system. We are primarily focused on returns, while reflection is relegated to the background. But studying isn't just about learning

subjects, is it? It is also the right time to shape yourself and your image of society. And sometimes, some discord and conflict should be part of that. You learn the most when they let go of your hand at some point, to explore on your own. It is very healthy that at some point you ask yourself: what am I actually doing here? Give students room to breathe."

Learning from abroad

Asked about future plans for IHS, Lasse is clear: "There is a lot of untapped potential at IHS, especially in the area of research. We are originally focused on helping developing countries improve. Our knowledge in this respect is very valuable, for many more countries. We want to share that. And we want to learn even more from 'across the border' based on an inquisitive attitude."

Location:
Campus

LISETTE MEILOF BSC, EDUCATIONAL ADVISOR

'I support academic staff in transforming research into education for the ESSB Academy. Through this education, professionals apply (new) scientific insights in their field'

Practice and guidance of students success of new master ESSB

Location:
Tuin van Noord

The Health Psychology & Digital Interventions master degree focuses on how we can apply technological innovations to solve current health issues. It's a new master that was launched in COVID-19 time. How did students experience that? Julie Landsman-Gerjoi (28) obtained her bachelor degree in Sociology in Boston (USA) and deliberately chose this master degree at Erasmus University Rotterdam because of her specific interest. "I find it interesting how you can apply digital technologies to improve healthcare."

She comes from a travel-hungry family, so pursuing a master degree abroad was on her wish list from an early age. She did extensive research into various master programmes in different countries and eventually chose Rotterdam because of its 'excellent-quality international programme in a relatively small setting'. Julie: "That helps in getting to know your fellow students. The direct link to practice also appealed to me. The various guest lectures and my internship helped me a lot. I find the combination of practice and excellent student counselling very powerful."

Red Cross

During her master, Julie did an internship at the Red Cross. She conducted research on the mental health of youth with psychosocial needs. By doing research in the field, she learned how the Dutch healthcare system works. Julie: "You

can find a lot on the internet, but by actually talking to people and seeing caregivers at work, you learn a lot more." Julie is surprised how well healthcare is organised in the Netherlands. If you are a young person with serious problems, good healthcare is available. Yet during her internship she also discovered a downside: "If you have a serious problem, hopefully as a young person you find your way to people who are close to you, for example your teacher or mentor at school. And that's good. But if you get stuck at that point, it can also get in the way of professional help. If we want to keep even more young people vital, there is still room for improvement. For example, by training healthcare professionals and teaching other professionals how to refer their patients when necessary."

Homesick

While she learned to find her way in the Dutch healthcare system during her internship, finding her way as a student was not easy for Julie. The lack of physical contact with fellow students was hard for her during the COVID-19 pandemic. "It's hard when you come to the Netherlands when everything is closed. Especially in the spring, when the doors opened again for my friends and family in America, I felt homesick..." On the other hand, it helped that everyone in the Netherlands was dealing with the same situation. The lockdown even made it easier for Julie at times. Smiling: "In a quiet shop, you have more time and space to discover how everything works."

The best version of yourself

Now that her studies are almost complete, Julie is also looking ahead, although she has not yet decided where she would like to work. "I want to stay here in the Netherlands first. I haven't really had the chance to see Holland yet. So when we are 'open' again, it's time for a short break as far as I'm concerned." What she does know is that she wants to do something that will have an impact on other people's happiness. She is convinced that if you understand your own behaviour better, it becomes easier to change unwanted behaviour. Julie: "I want to do something that matters. Helping people become the best version of themselves."

'I WANT TO DO SOMETHING THAT MATTERS'

**JULIE LANDSMAN-GERJOI,
STUDENT HEALTH PSYCHOLOGY + DIGITAL INTERVENTIONS**



International Contacts ESSB

Researchers talk about how their time abroad has enriched their studies, research or personal lives.

Would you also like to study abroad? ESSB has partner universities in more than 25 countries where undergraduate and graduate students can go on exchange.

The pinpoints on this world map show where our current students and staff come from.



JONATHAN MIJS - BOSTON

As a student, I spent six months studying in California. I then earned my PhD at Harvard and did research in London. A Marie Curie grant brought me back to Europe.

I chose ESSB for its research group which, like me, studies the link between people's social environment and their beliefs about inequality. I really enjoy the friendly and supportive work climate at ESSB, and I appreciate the humour on the work floor.

Given my international experiences, in my research I often pursue questions like: How do things work here? What sets this environment apart? My travels have also brought me a diverse network, allowing me to work together with people with different perspectives. That enriches my work and inspires me.

I can highly recommend studying and working abroad, and I am always willing to help students or colleagues seeking an international experience, in the US or elsewhere.

TÜRKAN ERTUNA LAGRAND - ANKARA

During my career I studied and worked in Turkey, Belgium and the Netherlands. Since 2017, I work as a Senior Lecturer at Erasmus University College, where I teach various courses on EU Law. Having experienced different social, legal and political contexts made me realize that there are, in fact, endless alternatives to what one deems to be natural. This brings with it an open-mindedness which has been very important for me in my teaching and research. Today, I value immensely, the friendly atmosphere in the faculty! Though, it did require some getting used to. Coming from a very hierarchical (academic) culture, I remember that when I started my PhD in Rotterdam, I would stand up when professors would enter the room. And it took me a few years before I could address them with their first names, instead of their titles. Now those awkward moments help me relate to first-year students at EUC from abroad.



NOVIKA PURNAMA SARI - JAVA

In 2017, I received a grant from the Ministry of Finance of Indonesia to do my PhD on autism. I chose to do my PhD at ESSB because I was impressed with the work of Professor van IJzendoorn, the professor I was going to work with. In addition, my husband thought it was important that we go to a country where we could still eat Indonesian food. Well, that's easy to do here! One big cultural difference I experienced is that there is little hierarchy in the Netherlands. In Indonesia, it's almost impossible to say 'no' to a superior. Here, professors are accessible. I like that. Besides, Dutch people like to have opinions and they are very direct. It teaches me to become more and more self-confident in speaking up. This year, I'm chair of the PhD Council of Erasmus Graduate School of Social Studies and Humanities (EGSH). Together with other representatives of the EGSH community, I advocate the interests of PhD candidates.

For more information about EGSH visit: egsh.eur.nl



LAURA RIPOLL GONZALEZ - QUEENSLAND, AUSTRALIA

My studies and research led me to move from Spain to France and China. Love finally brought me to Australia, where I obtained a PhD (University of Tasmania), researched, and lectured at Griffith University, Gold Coast. Eager to collaborate with top researchers in Public Administration, I co-developed a project with researchers from ESSB on place branding as a governance tool to promote sustainable regional development. After successfully receiving an EU Horizon 2020 grant, I planned to move to the Netherlands with my family. Due to the pandemic, however, the latter could not happen. Fortunately, I was able to start in December 2020 remotely, which allowed us to even expand our research! Our comparative study now includes cases across the Netherlands, Spain and Australia. We are on track thanks to the dedication of the team and help of EUR. Hopefully, we can still come to the Netherlands in 2022. The kids and I are already trying to learn Dutch.

Number of nationalities among staff and students

| | Staff | Students |
|-------------|-----------|-----------|
| ESSB | 29 | 82 |
| EUC | 20 | 58 |

**Professor Jacques van Doorn
Chair & Fellowship:
tribute to founder ESSB**

In 2012, in collaboration with the NIAS-KNAW, ESSB introduced a chair & fellowship as a tribute to its founder and first dean, Professor Jacques van Doorn. Van Doorn was a leading sociologist in the period after the Second World War. He had a great impact on Dutch sociology and his work was crucial for the growth of sociology in Rotterdam.

Urban and migration sociologist

Professor Jan Rath from the University of Amsterdam will be the fifth professor to hold the Van Doorn Chair & NIAS Fellowship. He has been appointed for the period 1 February – 1 July 2022. During this time, he will regularly visit the faculty.

Jan Rath: "Rotterdam is the place where I was born and raised, where I lived for a long time and did a lot of research. I am very fond of the city and the university and am extremely honoured by the appointment. Over the coming months, I will be studying the effect of gentrification and the distribution of new middle class in specific districts in Rotterdam and elsewhere. I will particularly be looking at consumption patterns and how people spend their leisure time. The latter not only affects how city dwellers see themselves in relation to others but also their sense of place and belonging. This is a topical theme, because it ultimately concerns the right to the city for everyone. I look forward to the next five months and meeting colleagues and students at EUR and NIAS to explore this further!"

Find out more about Van Doorn Chair & Fellowship at:



*PROF. DR. JAN RATH,
VAN DOORN CHAIR HOLDER 2021/22*