

Kom
verder



Flexleren – Approaches for flexible learning at Saxion University of Applied Sciences

Saxion Parttime School  Charge your career

dr. Tjark Huizinga
drs. Margreet Engelhart
drs. Linda Wissink

saxion.nl/parttimeschool



- The Dutch approach for flexible learning
- Collaboration between Higher Education Institutes
- Saxion Parttime School – A specific example

Advice committee Rinnooy Kan (2014):

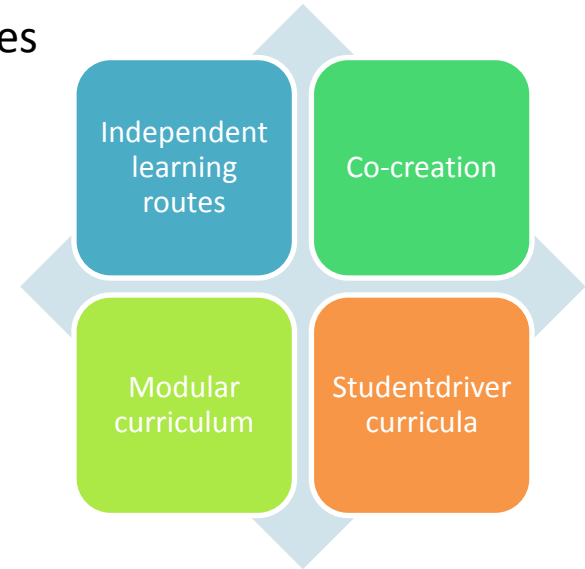
- Improve flexibility of curricula
- Improve student-tailored curricula
- Improve curriculum alignment with (future) jobs

From advice to a national pilot:
'Flexible Learning in Higher Education'



Characteristics of the Dutch approach:

- Learning outcomes
- Validation of prior (learning) experiences
- Flexible learning
- Innovative ways of assessment



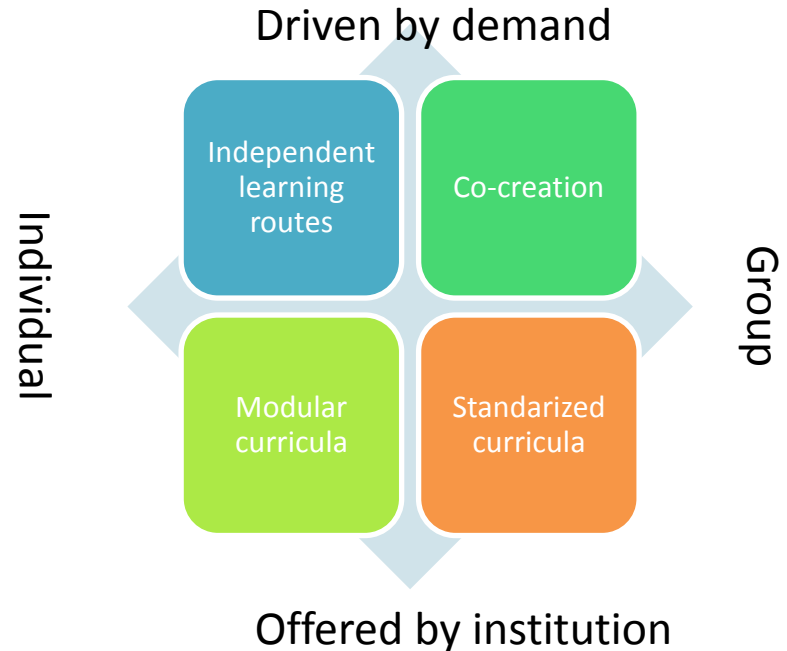
The Dutch approach for flexible learning

Each HEI develops their own institutional policy

- Within given boundaries
- Aligned to part-time students



Netherlands Association of
Universities of Applied Sciences

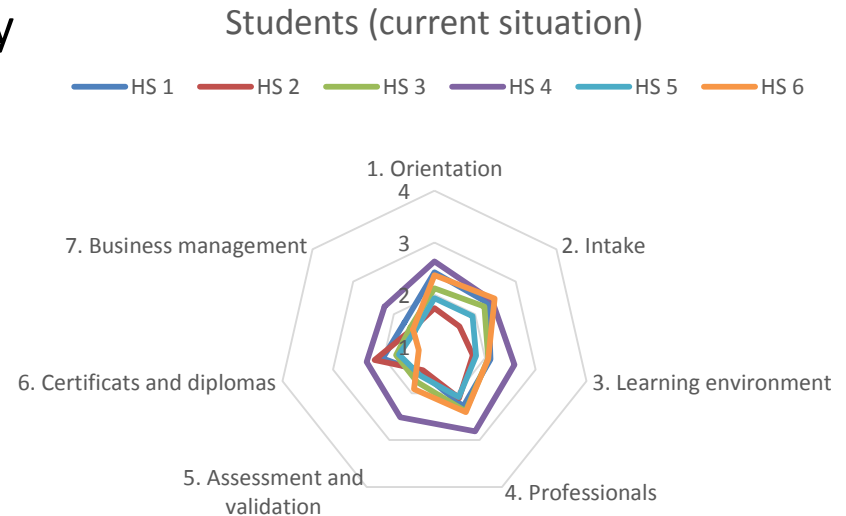


Collaboration between Higher Education Institutes

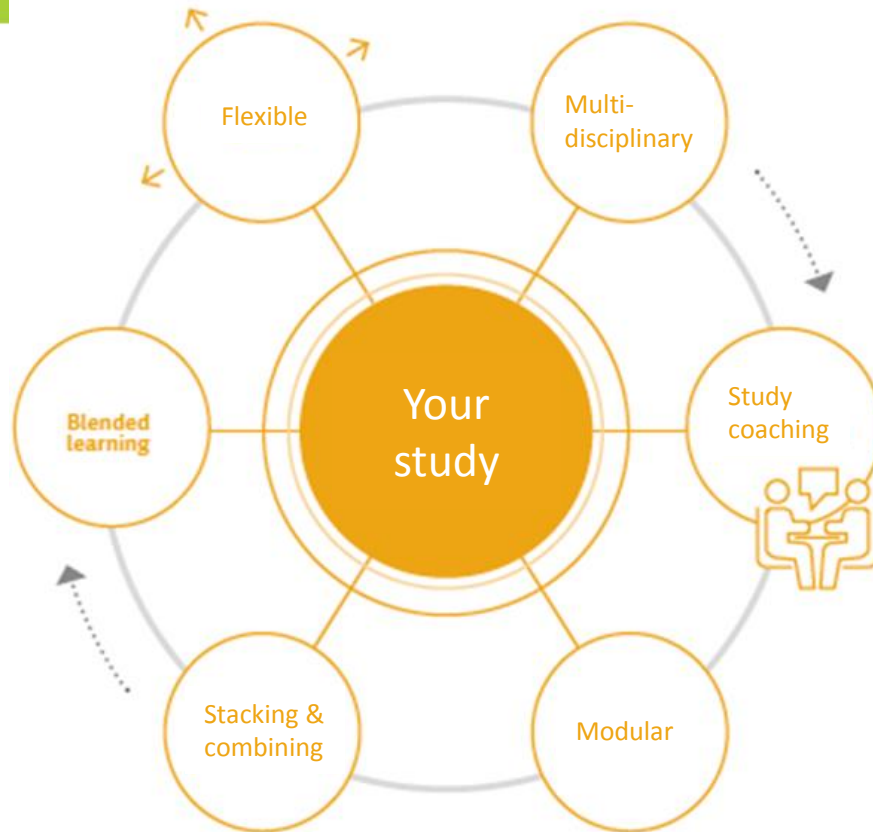
Collaboration to:

- Share experiences about the pilot
- Determine and fine-tune key aspects of the pilot
- Evaluate effects

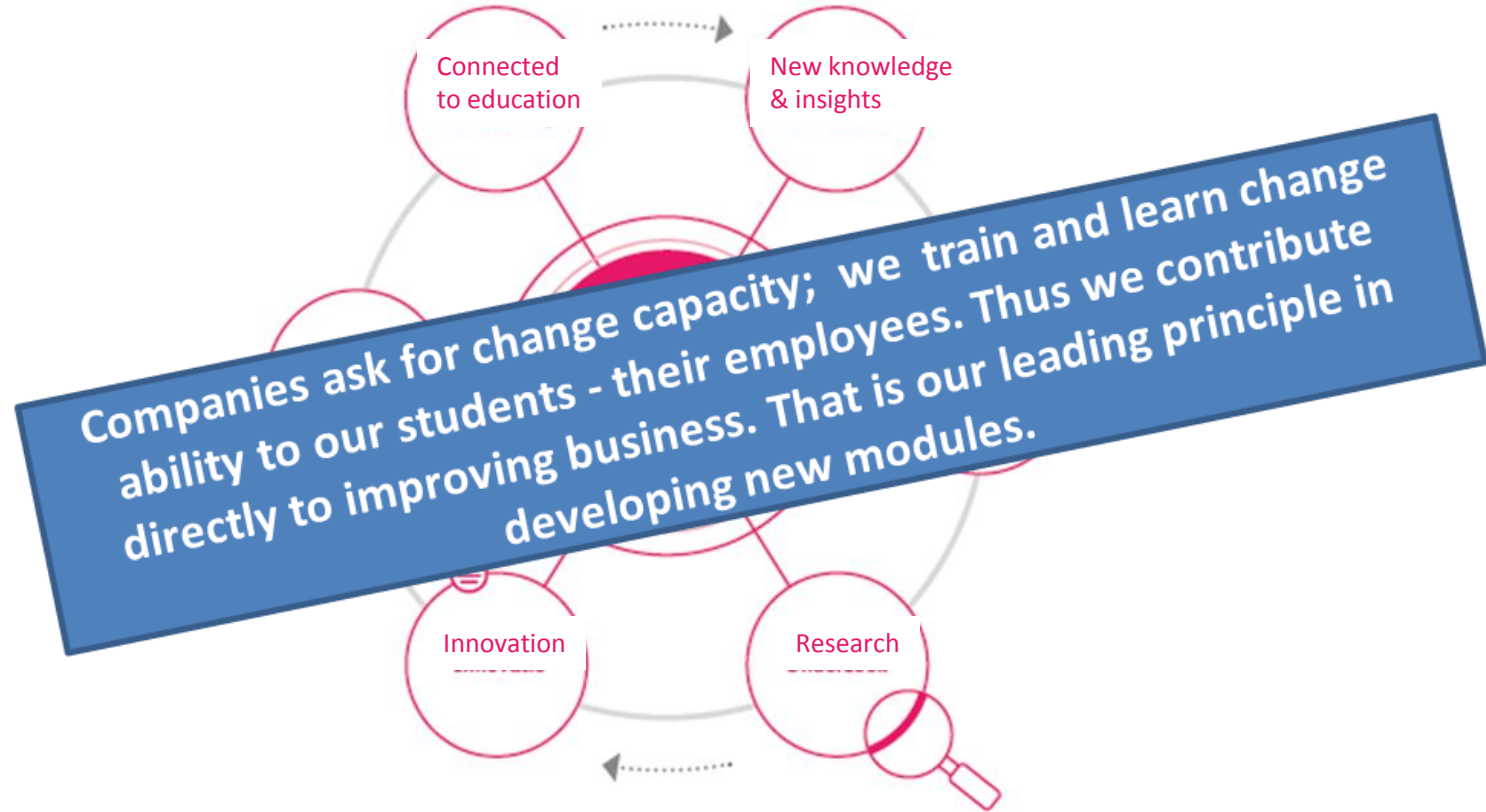
✓ FlexScan



Life Long Learning at Saxion



Life Long Learning at Saxion



Life Long Learning at Saxion



Kom
verder



Our modular education

https://video.saxion.nl/media/Our+modular+education/1_ixfrxzt2

Pilot at Saxion Parttime School

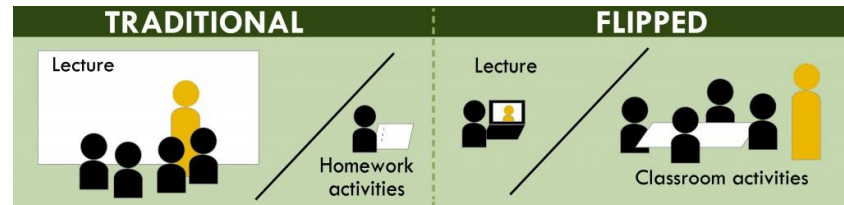
One academy for part time education

- 1 institutional policy for all part time education
- 1 front office for students
- 1 exam committee for part-time education



Saxion Parttime School - Institutional policy

- Modular approach (courses 5 ECTS)
 - Improve flexibility
- Learning outcomes as a starting point
 - Improve alignment with daily practice
 - Valid for multiple educational programmes
- Professional products for assessment
 - Improve efficiency of learning
- Flipped Classroom Approach



Saxion Parttime School - Institutional policy

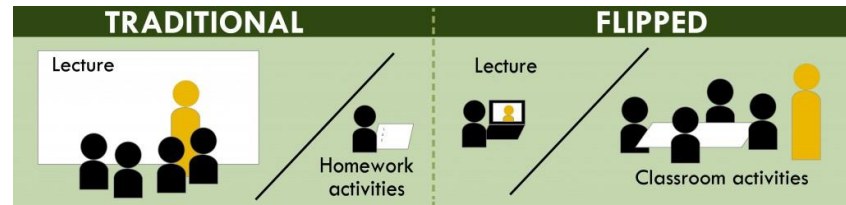
- Modular approach (courses 5 ECTS)
 - Improve flexibility

- Learning outcomes

Always 'think and work from the outside in'

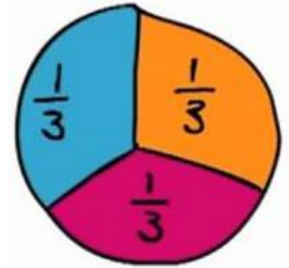
- Learning products for assessment
 - Improve efficiency of learning

- Flipped Classroom Approach



Modular approach

- No pre-determined fixed curriculum
- Each quarter – Personal selection of modules
- 240 ECTS consisting of modules of
 - 5 ECTS
 - Sector, cluster and study-specific
 - 3 modules per quarter (10 weeks)
- Identified common themes → multidisciplinary
 - development and in enacted curriculum



Learning Outcomes as a starting point

- Aligned to needs and daily practice of professionals
- Collaborative development with working field
- Opportunities for validation



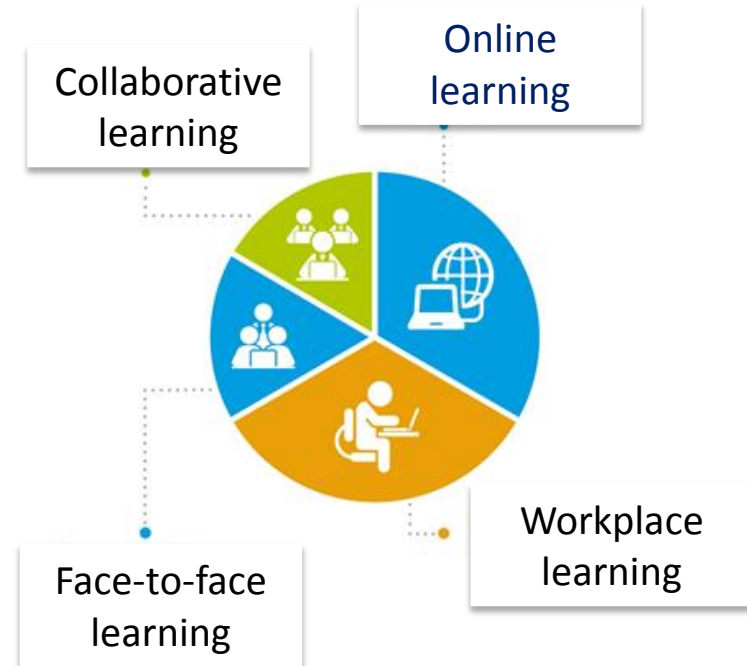
Professional products for assessments

- Workplace learning ‘relevant professional output’
 - Recognisable, example **professional output** forms the base of each test/assessment
- **No knowledge tests**, unless....
- Validate / **appreciate what is already there**
 - Formal qualifications
 - Professional products
 - Knowledge, experience and products in conjunction
- Facilitate to **pile up** towards a degree (Ad/ Ba)

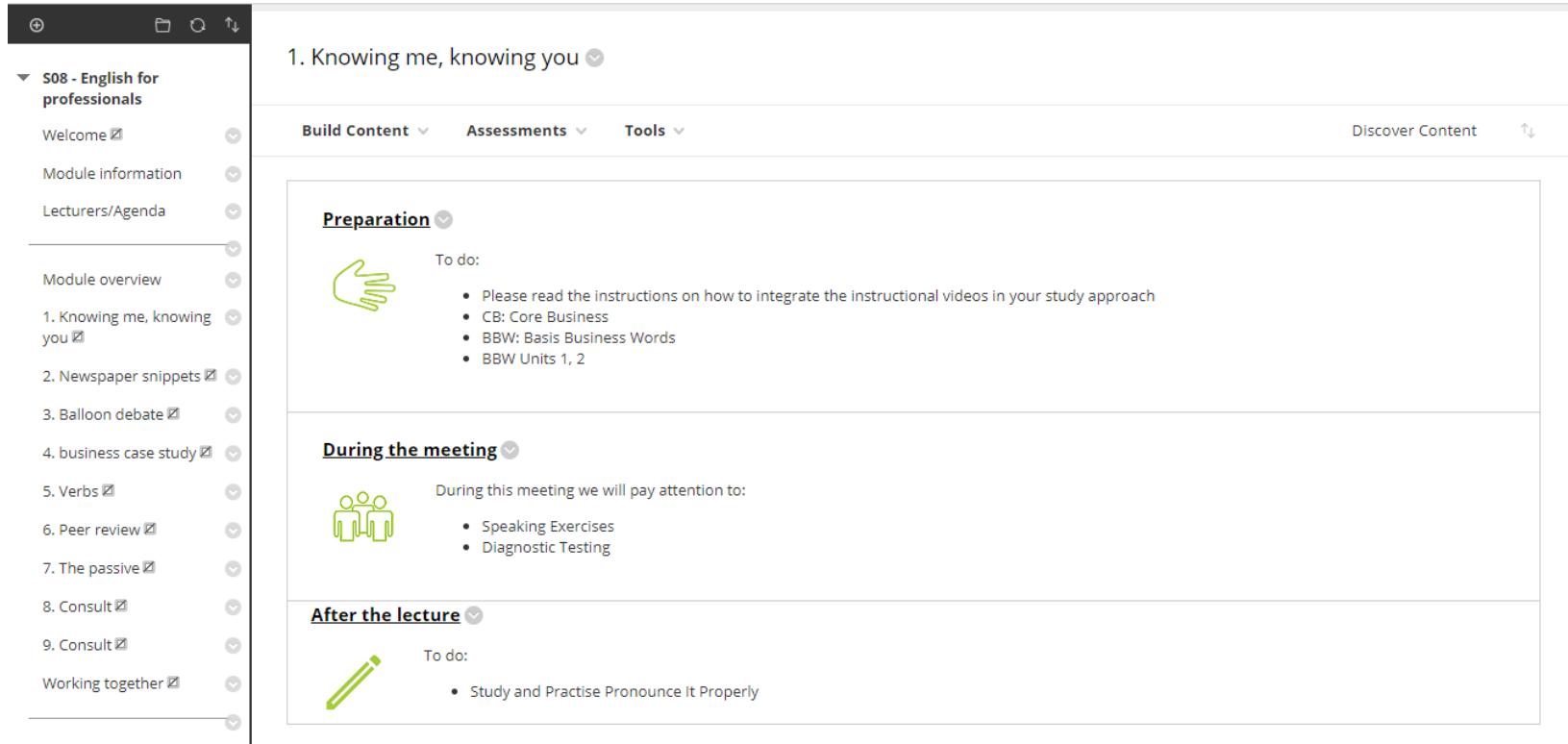


Flipped classroom

- Knowledge acquisition through e-learning
- Formative evaluation
- During classroom meetings emphasize on:
 - Application of knowledge and skills
 - Sharing daily practice experiences



Blackboard: an example



The screenshot shows a Blackboard course interface. On the left is a navigation menu for the course 'S08 - English for professionals'. The main content area is titled '1. Knowing me, knowing you' and contains three sections: 'Preparation', 'During the meeting', and 'After the lecture'. Each section has an icon and a list of tasks.


S08 - English for professionals

- Welcome
- Module information
- Lecturers/Agenda
- Module overview
- 1. Knowing me, knowing you
- 2. Newspaper snippets
- 3. Balloon debate
- 4. business case study
- 5. Verbs
- 6. Peer review
- 7. The passive
- 8. Consult
- 9. Consult
- Working together

1. Knowing me, knowing you


Build Content **Assessments** **Tools** **Discover Content**

Preparation

 To do:


- Please read the instructions on how to integrate the instructional videos in your study approach
- CB: Core Business
- BBW: Basis Business Words
- BBW Units 1, 2

During the meeting

 During this meeting we will pay attention to:

- Speaking Exercises
- Diagnostic Testing

After the lecture

 To do:

- Study and Practise Pronounce It Properly

From Intended Curriculum to Implemented Curriculum (1)

Working in Teacher Design Teams

(Handelzalts, 2009; Huizinga, 2014)

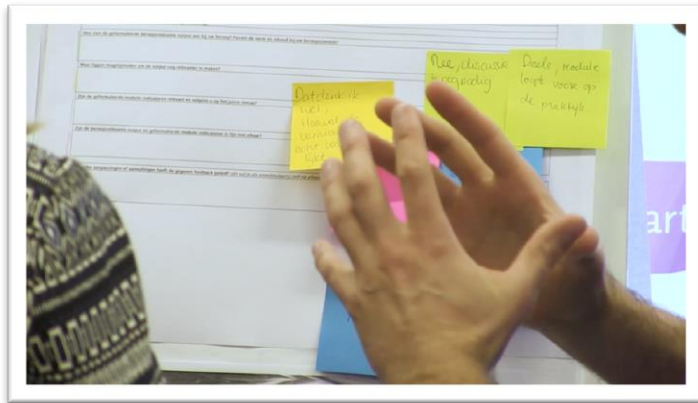
- **Foster ownership** (Kirk & MacDonald, 2002; Stenhouse, 1975)
- **Opportunities for learning** (Huizinga et al., 2013, 2014; Penuel et al., 2007; Voogt et al., 2011)



From Intended Curriculum to Implemented Curriculum (2)

Supporting TDTs as the key to success

- Improve quality of designed products (Holterman et al., 2017; Huizinga et al., 2014; Nieveen et al., 2005; 't Mannetje et al., 2018)
- Stepwise approach ideal for 'novice designers' (Holterman et al., 2017; Huizinga, 2014; 't Mannetje et al., 2018; Rowland, 1992)



Results and insights (1)

- Working with learning outcomes
 - Higher level of assessment (practice oriented)
 - Learning path independent
 - Added value of interdisciplinary work
- Validation of prior (learning) experiences
 - Learning outcomes facilitate validation
 - Holistic approach is necessary



Results and insights (2)

- Flexible learning
 - Mix of assessments/ validation is possible
 - Order of modules is flexible
 - The pace of studying is flexible
 - Move from participant to student
- Innovative ways of assessment
 - Professional products work; direct impact in the practical situation
 - Formative assessment

Improvement points

- Culture change necessary within the entire organization; shared vision!
- Teachers need ongoing support to implement the new vision in everyday teaching-life
- Intensive study coaching for students to promote and advise individual pathways and connection with fellow students/ education

Recommendations (institutional level)

- Shared vision within institution
 - Key characteristics shared by management of various 'schools'
 - Internal alignment to develop a shared frame of reference
- Teachers and workfield are the key to success; ownership!
- Organizational flexibility is necessary
- Accreditation system not flexible enough?



Recommendations (working field)

- **Market specific needs are utilized**
 - Align expectations with those of various companies
 - Translating specific needs to learning outcomes
 - Curriculum design: collaboration with companies and institutions from early stages of renewal

Recommendations (teacher level)

- Involve teachers from the early stages of the renewal
 - Align expectations with those of students and market specific needs
 - Collaborative develop (between teachers and companies) and implement the courses
 - Support teachers during *all* stages of the design process
 - Provide exemplary materials of the intended curriculum

- Saxion Parttime School:
 - www.saxion.nl/parttimeschool
 - t.huizinga@saxion.nl
 - m.h.engelhart@saxion.nl
 - l.wissink@saxion.nl
- Flexscan Higher Education:
 - http://www.flexibelberoepsonderwijs.nl/downloads/CI_NOP-Advies-Flexscan-A4Flyer-EN-042018-web.pdf