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

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Overview

• 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’
The Dutch approach for flexible learning

Characteristics of the Dutch approach:

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

Independent learning routes
Co-creation
Modular curriculum
Studentdriver curricula
The Dutch approach for flexible learning

Each HEI develops their own institutional policy

- Within given boundaries
- Aligned to part-time students

Driven by demand
- Independent learning routes
- Co-creation

Offered by institution
- Modular curricula
- Standardized curricula

Individual
- Group
Collaboration to:

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

✓ FlexScan
Life Long Learning at Saxion

Your study

Flexible

Multi-disciplinary

Blended learning

Stacking & combining

Modular

Study coaching
Companies ask for change capacity; we train and learn change ability to our students - their employees. Thus we contribute directly to improving business. That is our leading principle in developing new modules.
Life Long Learning at Saxion

Our Education

- Accredited
- Co-created
- Interchangeable modules
- On-demand trajectories
- Collaboration with research groups
- Practice-based
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
Pilot at Saxion Parttime School

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
Saxon 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

Always 'think and work from the outside in'
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
1. Knowing me, knowing you

**Preparation**

To do:
- Please read the instructions on how to integrate the instructional videos in your study approach
- CB: Core Business
- BBW: Basic 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 Pracitce Pronounce It Properly
Working in Teacher Design Teams
(Handelzalts, 2009; Huizinga, 2014)

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

- Saxion Parttime School:
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- Flexscan Higher Education: