

Work-based Learning

Windesheim University of Applied Sciences – Zwolle, The Netherlands



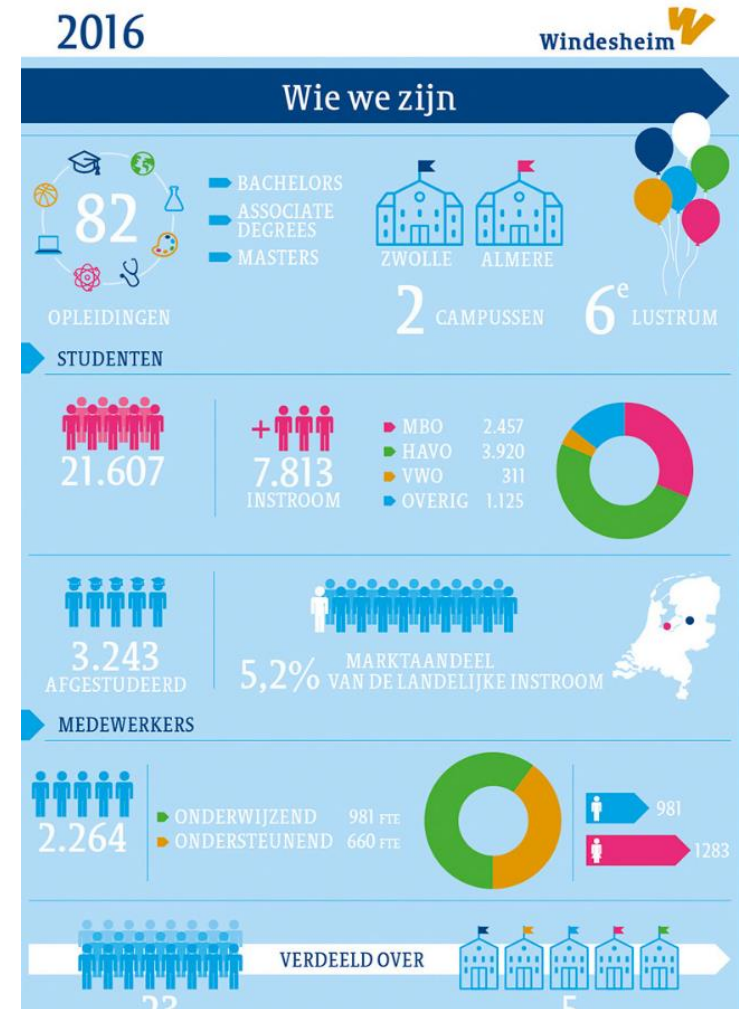
Altine Bolte en Adeline Stel

Lecturers Lifelong Learning Team, Division of Health Care and Social Work



Windesheim

- 21,600 students
- Two locations (Zwolle & Almere)
- 2,265 employees
- 82 study programmes (Bachelor's, Associate & Master's Degrees)
- 5.2 % of national student intake



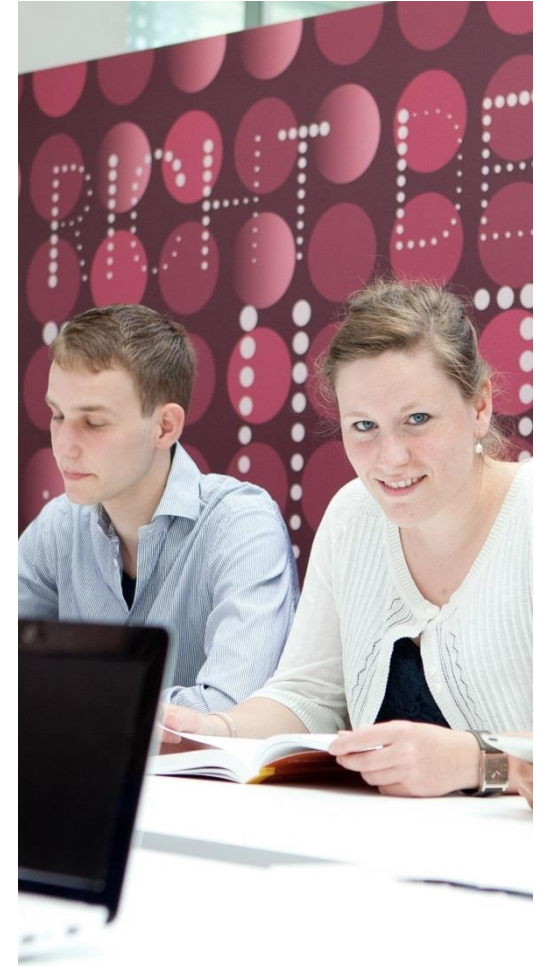
Programme

Health Care & Social Work Division for professionals

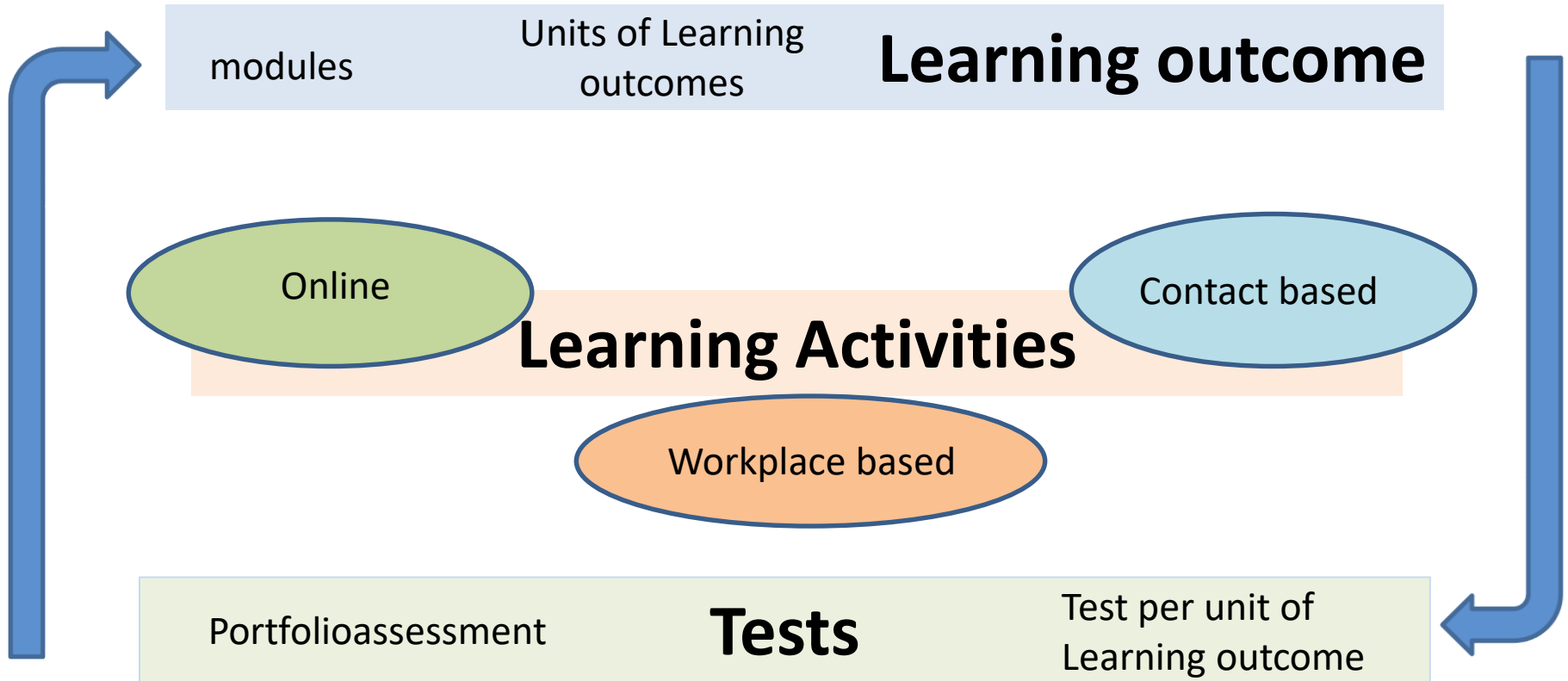
Until summer 2017	From September 2017
6 Bachelor's programmes + 1 AD	3 Bachelor's programmes + 1 AD
Part of full-time programme	Separately positioned
Each department has its own programme	One generic programme + separate specializations
Lecturers remain within their own department	Lecturers active within the overall programme
Work-based learning designed for each programme	Work-based learning designed uniformly for all programmes

Principles of flexible programmes for adult learners:

1. Flexible and on-demand
2. Programmes are based on Learning outcomes
3. Level 5: 4 modules (30 Ecs)
Level 6: 8 modules (30 Ecs)
4. Blended-Learning Activities
(online, workplace-based and contact-based)
5. Learning outcomes achieved outside the curriculum can be validated
6. Tests are independent of the learning pathway

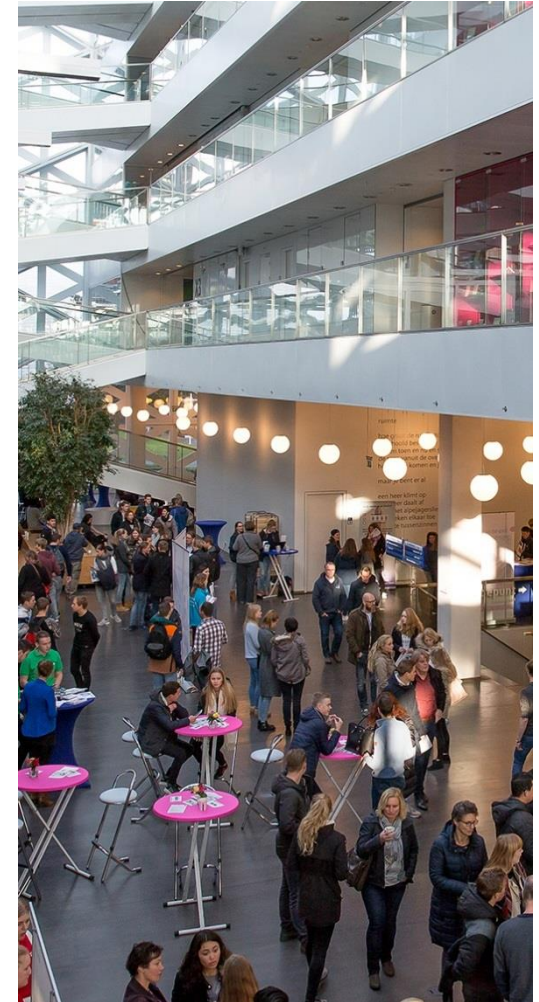


Flexibility



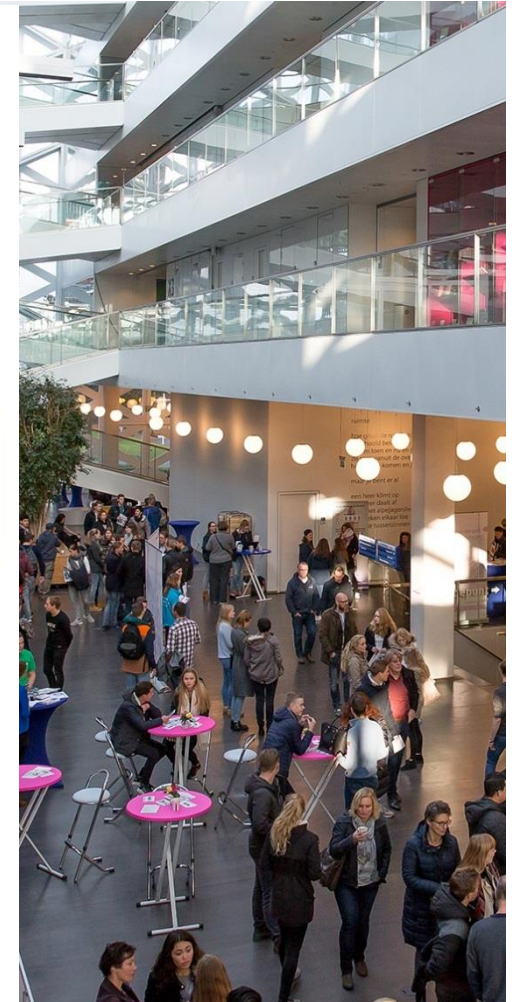
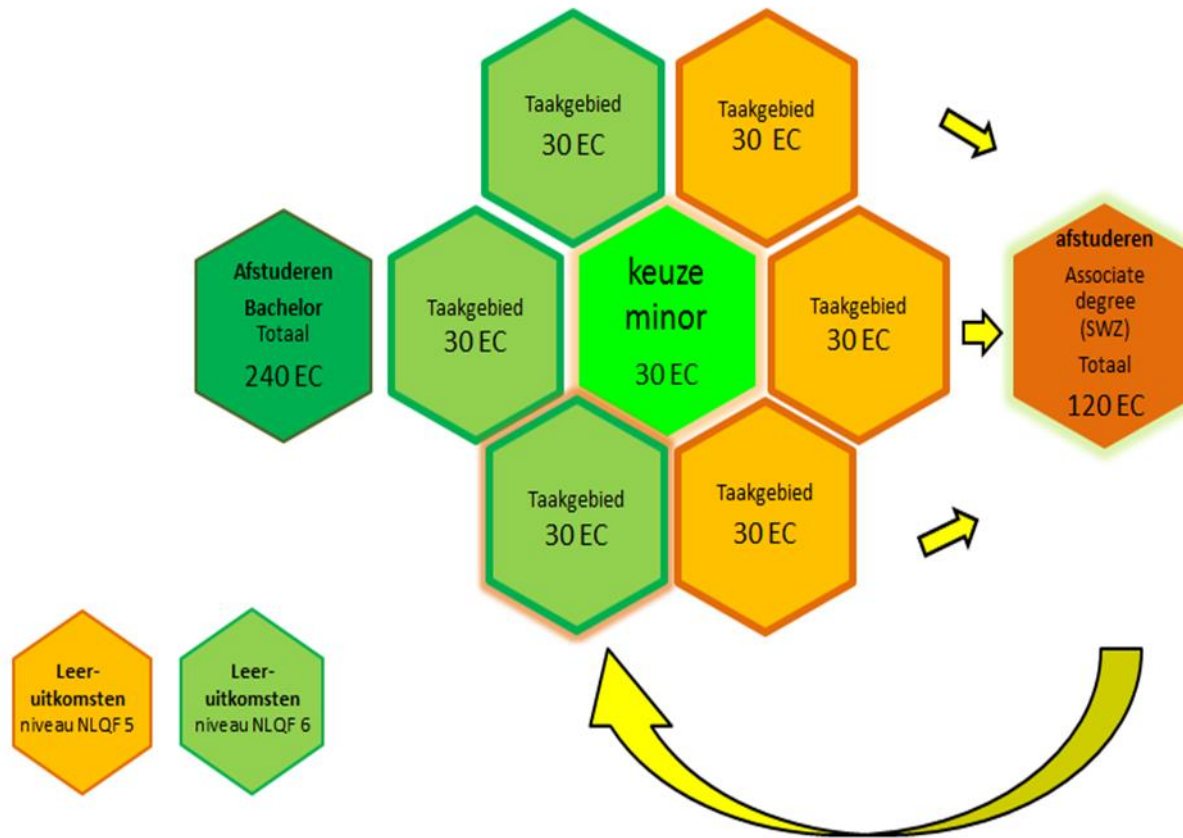
Flexible Education for professionals in Social Work & Health Care Our Design

1. **Testing made flexible**
an array of different testing options: portfolio assessment, prescribed tests, intake assessment
2. **Course content made flexible**
 - students determine their own route
 - programme sequence is no longer consecutive
 - personalized learning: outcomes depend on student experience and workplace
3. **Timing made flexible**
Optional frequency:
 - Choose of the day the student will follow classes
 - Choose once a week or once per fortnight
 - Or choose a fully online experience (*.... we don't recommend*)



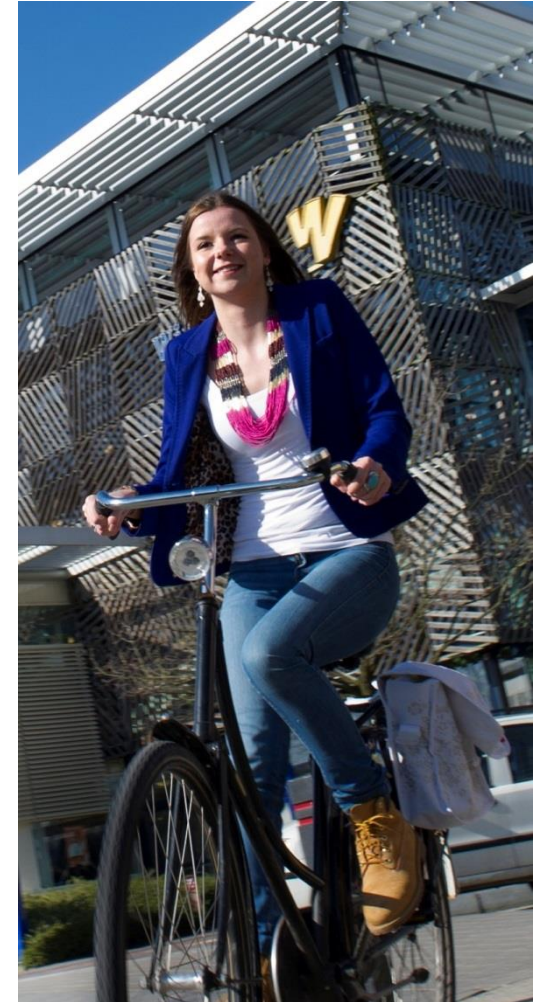
Design level 5 – level 6

Opbouw flexibel deeltijdonderwijs



Learning outcomes are a result of co-production

- Occupational tasks are the starting point of our educational development. These tasks have been identified together with professional partners
- Anything taught is based on professional standards
- Our professional partners have contributed actively whilst developing
 - learning outcomes
 - connection between body of knowledge & learning outcomes
 - test and assessment procedures
 - the organization of the programme



Design level 5 – level 6

→ generic task areas (specific learning outcomes)

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Minor	Module 7
HC + SW	Health Care	HC + SW	Health Care	HC + SW	HC + SW	HC + SW	HC + SW
	Social Work		Social Work				

Tri lateral agreement & scanning the occupational environment

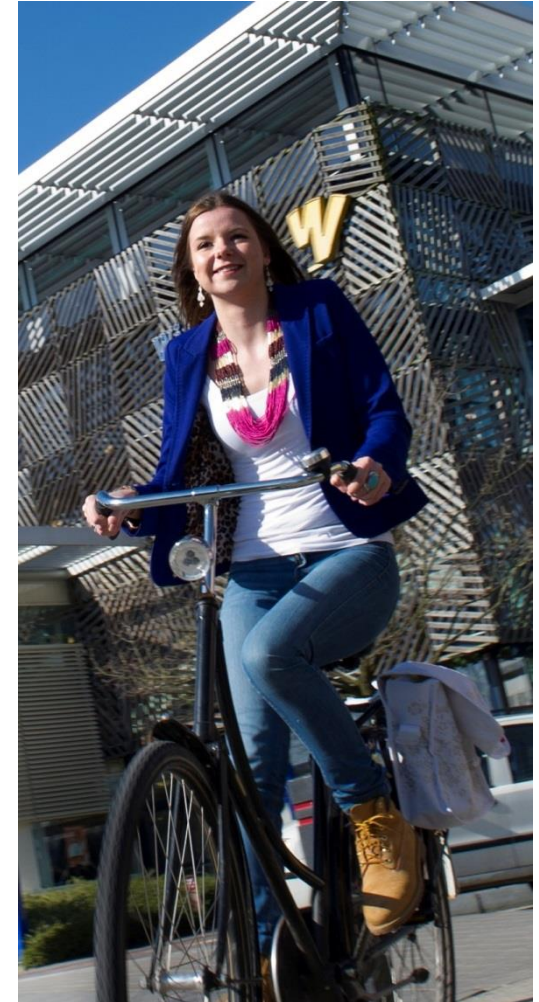
Objective:

assessing the suitability of the student's workplace as
a means **to achieve his learning outcomes**

The occupational environment **will be scanned** at the
following times:

- Intake (as a document in a tripartite interview) as
part of the occupational aptitude check
- Before concluding the study contract

tri lateral agreement
student – workplace - university

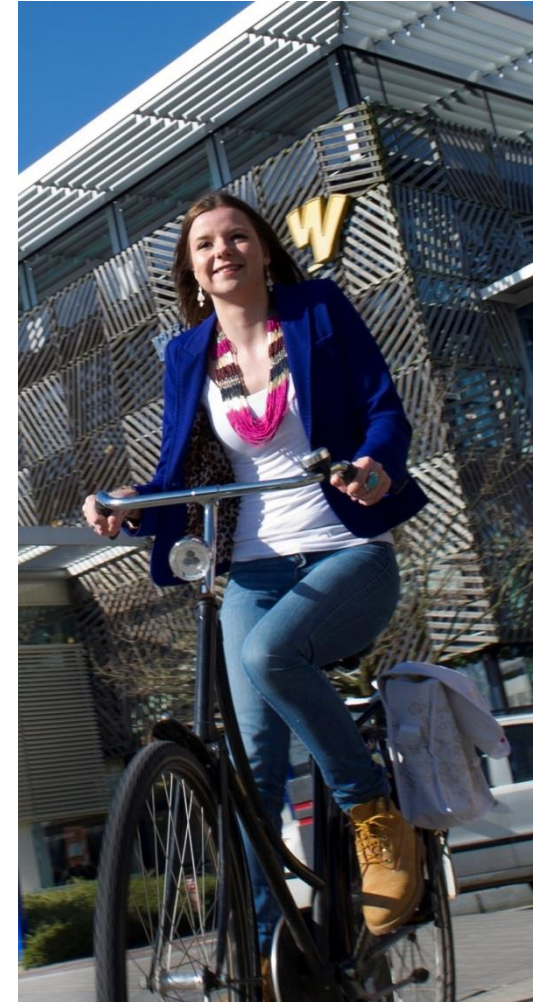


Scanning the occupational environment

Sections

We scan the suitability of the workplace according to the following sections:

- **Context**
- **Programme-specific demands**
aimed at achieving learning outcomes
- **Workplace**
Is it a learning environment as well?
- **Coaching**
How is the student supported while trying to achieve his learning outcomes during all relevant steps of his education



Role and task of the job supervisor

Dilemma: coaching or assessing

The job supervisor **coaches** the student worker

The job supervisor **does not assess** the student worker



Role and task of the job supervisor

Tasks:

- Coaching sessions (giving feedback, discussing questions, dilemmas, possibilities for development and challenges);
- Supporting the student while choosing learning activities that will help him achieve his learning outcomes;
- Giving feedback on activities and products to achieve learning outcomes;
- Helping to create an expansive learning environment (while leaving the initiative firmly in the hands of the student himself)



How to create a expansive learning environment?

Educate together
with

Preferred partners

Educate together
with

Small organizations

Expansive learning environment

- Constant discussion with students and supervisors how to achieve this empowered learning environment
- Encouraging students to promote expansion of their own learning environment

Tynjälä (2008), expansive learning environment

Workplace activities		Examples
Learning by regular task performance	Performing various tasks	Learning by doing, learning by success, learning by trial and error
	Contact with people and their networks	Empathizing, observing, talking with people and family, asking for feedback
	Copying from colleagues	Imitating positive behaviour, ignoring negative behaviour
	Helping others to learn	Giving presentations, answering questions, supervising interns
Learning by adding something new to one's own tasks	Extension of tasks	Taking over tasks from others, actively looking for new situations, participating in focus areas and working groups/project groups
	Job rotation	Working in different departments/institutes, temporarily taking over someone else's tasks
Learning by social interaction with colleagues or other disciplines	Consulting with colleagues	Asking informative questions, asking colleagues to help you with task performance
	Asking for and receiving feedback	Peer review, welcoming feedback, turning feedback into positive action
	Exchanging knowledge and experience	Brainstorming and consulting together, discussing cases, multidisciplinary consultations, team meetings, end-of-day evaluations, task transfer, working groups, alignment of activities
Learning by theory/supervision	Consulting media	Books, trade journals, internet, protocols
	Visiting information meetings	Internal or external, symposium, conference, reference meeting, talks with patient/ client organizations
	Doing training courses	Internal or external; continuous training, course, workshop, study programme
	Direct supervision	Supervision and coaching, supervised practice, internship supervision, annual appraisal, POP* interview
Learning by reflection	Planning	Prospective reflection; reasoning, logical thinking, creating a roadmap, in-depth or superficial, on knowledge, skills or attitude, separately or combined
	Adjusting	Current reflection; in-depth or superficial, on knowledge, skills or attitude, separately or combined
	Looking back	Retrospective reflection; at home or at work, in-depth or superficial, on knowledge, skills or attitude, separately or combined, or self-reflection

What puzzles us still?

1. What breeds success in building cooperation between school and professional partners?
2. How to achieve an equivalent partnership between job supervisors, school and student.



Thanks and see you soon at Windesheim



UNIVERSITY OF APPLIED SCIENCES

Adeline Stel

a.stel@windesheim.nl

Altine Bolte

aj.bolte@windesheim.nl

