



artevelde university college ghent

MEMBER OF GHENT UNIVERSITY ASSOCIATION

Curriculum Design

Introduction of Self-guidance

Overview

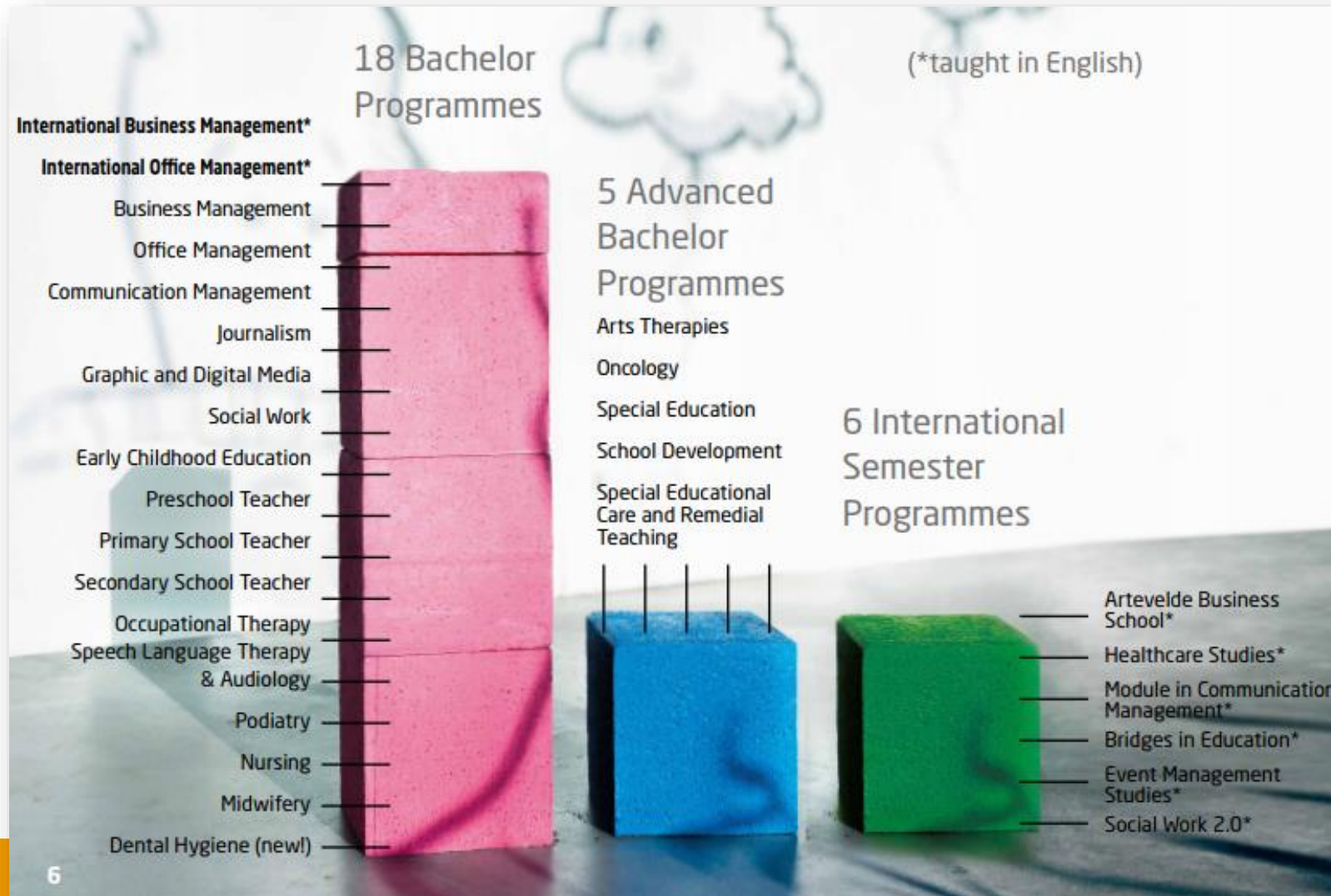
1. Artevelde University of Applied Sciences
2. Link between 21st century skills and defined learning outcomes
3. Adapting Self-directed learning – portfolio as a tool
4. Model for the realisation of a 21st century Curriculum
5. Good practices
6. Working Groups
7. Contemplations

Think. Act. Become.

1. ARTEVELDE UNIVERSITY OF APPLIED SCIENCES



Artevelde University of Applied Sciences Ghent/Belgium



Our Strategy

3 Strategic Goals

- Aiming for innovative education, research and service
- Working towards an appreciative organisation
- Constructing strategic partnerships and networks

3 Main Strands

- Co-creation
- Self-guidance
- Commitment

3 Values

- Involved
- Open
- Focus on innovation

‘Education is the most powerful weapon which you can use to change the world’

2. LINK BETWEEN 21ST CENTURY SKILLS AND DEFINED LEARNING OUTCOMES



Link between 21st century skills and defined learning outcomes

21st century skills (based on 6 different models)	Defined learning outcomes (EQF level 6 – bachelor)
<ul style="list-style-type: none">• communication skills• co-creation• digital literacy• social & cultural awareness• Creativity• critical thinking• problem solving• Sustainability• ...	<p>1/ WHAT are the learning outcomes? + 2/ HOW do students achieve them?</p> <ul style="list-style-type: none">• Research learning outcome• Learning outcome for sustainable development• Global Citizenship• Entrepreneurial spirit• Digital literacy • Self-guidance• Co-creation

'I never teach my pupils. I only attempt to provide the conditions in which they can learn'

3. ADAPTING SELF-DIRECTED LEARNING



Adapting Self-directed learning to Achieve 21st century Skills in Different Curricula

WHAT do we learn?

Learning outcomes

What will we integrate in the curriculum

HOW do we learn?

Equipping students with knowledge, skills and dispositions that prepare them for learning in a complex world

Self-directed portfolio as educational tool

Why self-directed?

- 21st century skills: being able to reflect on growth and being self-directed
- Self-directed learning and reflection on learning and growth as a main goal
 - The student is responsible for describing his own professional en personal growth
 - The student is responsible for gathering evidence on growth
 - The student is free to decide which final format the portfolio will have
 - There are no pre-described tasks or instructions about what the student can add to the portfolio

(portfolio)



‘Never stop learning, because life never stops teaching’

4. MODEL TO REALISE A 21ST CENTURY CURRICULUM



Realisation of a 21st Century Curriculum

STEP 1: Curriculum Design

21st century skills translated in learning outcomes: *research, sustainability, global citizenship, entrepreneurial spirit and digital literacy*



- 'translation' of learning outcomes to the specific context
- Screening curricula (working methods, content, learning paths ...)
- A visible learning offer
- In (big) curriculum changes: creating space for WHAT and HOW

STEP 2a: Broaden Each other's Sense of Responsibility

**Self-Guidance
Co-creation**



- Learn to act as a global citizen
- Learning opportunities for students
- Dialogue: co-creation of the curriculum
- Opportunities to have their skills validated and recognised
- Digital portfolio (skills assessment)
- Process guidance and coaching
- Lifelong learning

STEP 2b: Organisational Structure and Culture

- Communication and co-creation in the different expert fields
- Support of Educational Developers
- Professionalisation of teachers and staff
- Quality assurance of the 21st century curriculum

Model to implement 21st century skills in the curriculum

Demedts, L. & Van Puyenbroeck, H., (2016) Onderzoek van Onderwijs.

This modal can be used in addition to a traditional curriculum design in order to ensure learning opportunities where students can have new skills validated and recognised.

Realisation of a 21st century curriculum

STEP 1: Curriculum Design

STEP 2a: Broaden Students' Sense of Responsibility

STEP 2b: Organisational Structure and Culture

STEP 1: Curriculum Design

- 'translation' of learning outcomes to the specific context
- Screening curricula (working methods, content, learning paths,...)
- A visible learning offer
- In (big) curriculum changes: creating space for WHAT and HOW

STEP 2: Broaden Students' sense of Responsibility

- Learn to act as a global citizen
- Learning opportunities for students
- Dialogue: co-creation of the curriculum
- Opportunities to have student skills validated and recognised
- Digital portfolio (skills assessment)
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3. Organisational Structure and culture

- Communication and co-creation in the different expert fields
- Support of Educational Developers
- Professionalisation of teachers and staff
- Quality assurance of the 21st century curriculum

‘Education is not the preparation for life; education is life itself’ (Dewey)

5. IN PRACTICE



In practice (1)

21st century skills in the Nursery programme

- Prof Bachelor Nursery: 2016 3yr → 4yr
 - Developing educational concept focused on new vision
 - Main principles:
 - Self directed learning
 - Co-creation
 - Stimulating the 21st century skills in the overall program
 - Blended learning
 - Inductive learning
 - Integrative learning by using integrative teaching & evaluating methods
 - Use of authentic cases approved by nurse practitioners

New curriculum design: dynamic nurse vision



The nurse as a skilled and critical companion

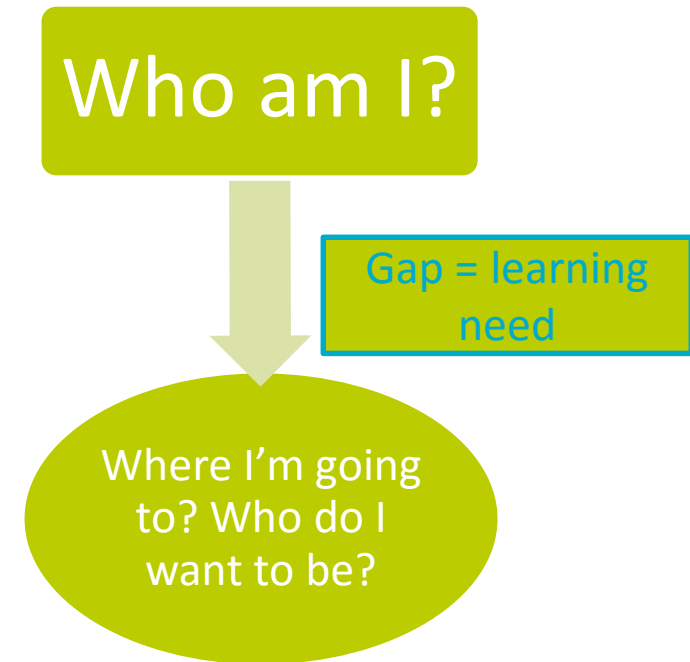
In practice (2)

Self-directed portfolio as educational tool

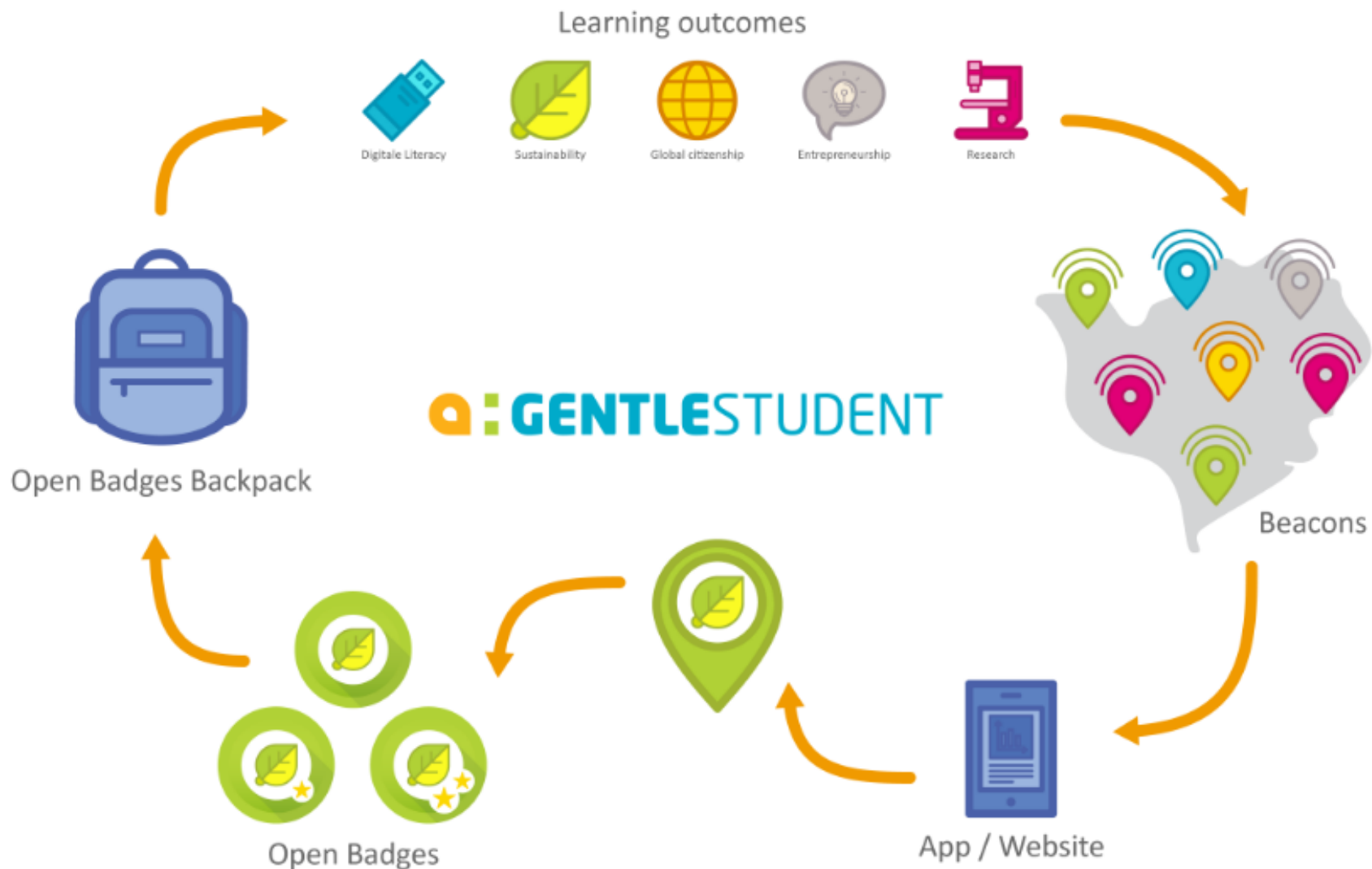
- How to support the student in the process?

During the 4 year curriculum students will find:

- Each student has a coach
- Individual and group sessions
 - Example: module The sustainable nurse
 1. Discussing in group (+/- 5 students) + feedback
 2. How to present in a creative way?
 3. Discussing in group + feedback
 4. 5 minute presentation
- Presentations during the process
- Reminders on the learning platform
- ! No grades in the first three years ! Formative feedback only



GENTLESTUDENT



Informal learning of 21st century skills

Gamification and community service learning

The city as an authentic learning context: co-creation

Connecting with formal curriculum through portfolio

‘Collaboration and co-creation: the road to creating value’ – Gaurav Bhalla

6. WORKING GROUPS



Working groups

- General questions
- Specific questions

Jigsaw method

‘Educating the mind without educating the heart is no education at all’ (Aristoteles)

7. CONTEMPLATIONS



- Higher Education can realise a lot of learning outcomes, HOWEVER it is how students achieve them that matters (future proof)
- Do we as an Educational institution, contribute to the democratic society and the labour market?
- Self-guidance as a key: the importance of the student voice and the critical role of all teachers and staff.
Be aware! Most students are not familiar with the concept of self-guidance: they have to learn what this means.
- An alternative system of governance, not for the pursuit of credits, but with the goal of free pursuit of knowledge and life-long learning.

THANKS FOR YOUR ATTENTION

Get Inspired by Co-Creation!

Want to know more? Please do not hesitate to contact us.

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