

New teacher roles in hybrid learning environments

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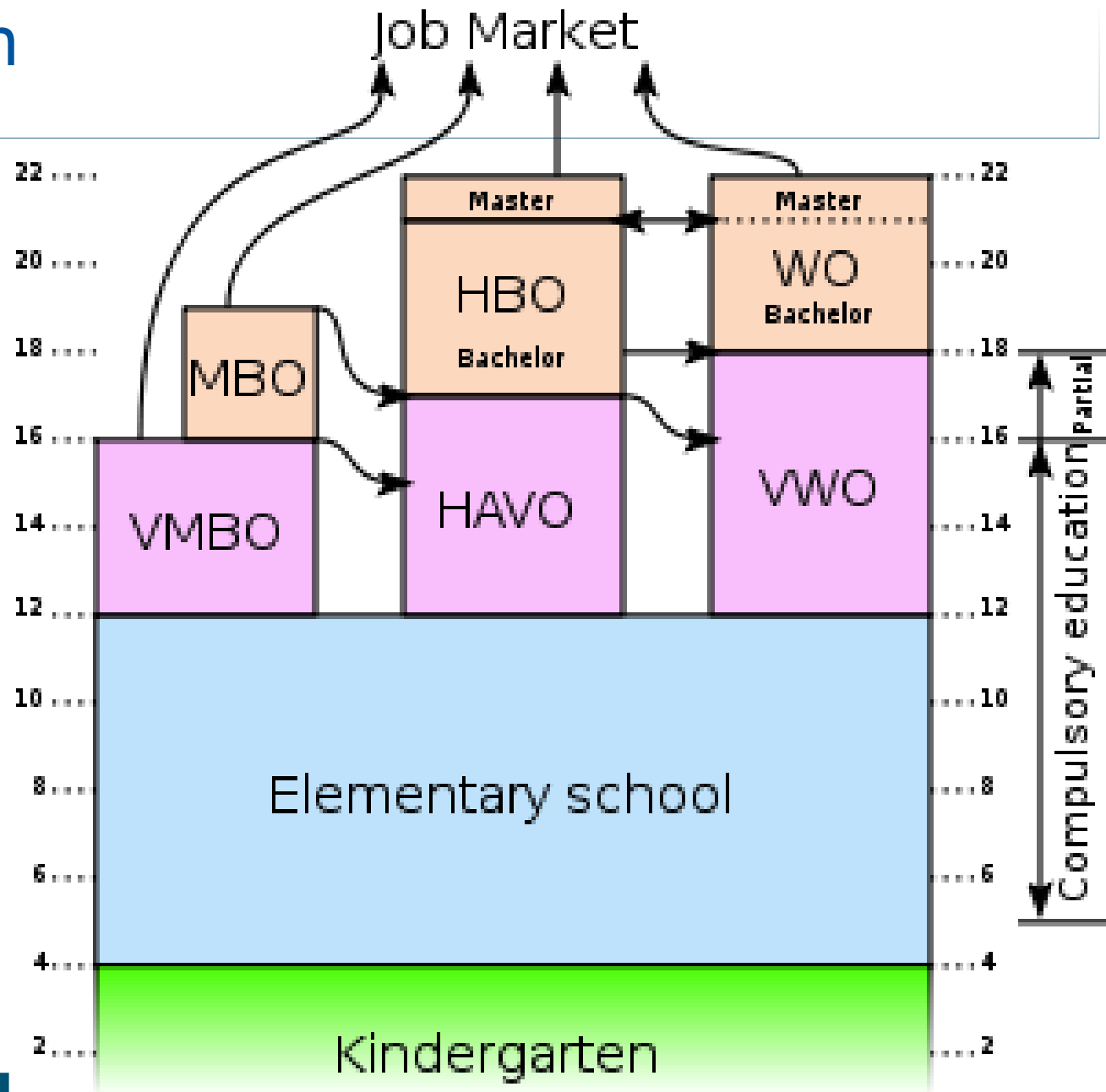
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Content

- Introduction of the Dutch educational system
- Regional transition
- Authentic learning
- Method
- Results
- Discussion

Introduction



Regional transition

- Transition processes in which a (regional) society changes in a fundamental way (over one generation or more) (Rotmans, 2003)
- Characterizing aspects:
 - Creating vision (creating a regional vision)
 - Experimenting (doing projects)
 - Monitoring and reflection (evaluating the results)

Authentic learning

- Authentic learning means that students participate in real world, complex problems and come up with solutions for these problems
- Assignments from regional transitions are real world and complex problems
- Crossing boundaries – fruitful learning opportunities not just for the students but also for all other parties involved (i.e. teachers, commissioners, stakeholders)



Expectations of authentic learning

- Students experience less teething problems when they start in the labour market (they become productive in an earlier stage than when they did not experience authentic learning)
- Students are more motivated to finalize their educational programmes (vocational education in a lot of cases second choice)



Hybrid learning environments

- Different varieties of Hybrid learning environments:
 - School at work
 - New entities, e.g. ngo's (Chicago Manufacturing Renaissance)
 - Work at school (start-ups; guest lecturers)
 - Temporary projects
 - Sector councils for VET

Research context

- Herrington, A. & Herrington, J. (2006). *Authentic Learning Environments in Higher Education*. Hershey, US: Information Science Publishing
- Gilles, A., Clement, M., Laga, L., & Pauwels, P. (2008). Establishing a competence profile for the role of student-centred teachers in higher education in Belgium. *Research in Higher Education*, 49. 531-554.
- Wesselink, R. (2010). *Comprehensive competence-based vocational education. The development and use of a curriculum analysis and improvement model*. Wageningen, The Netherlands. Unpublished dissertation Wageningen University.
- Akkerman, S., & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of Educational Research*, 81, 2, 132-169.

Regional learning environments -5 steps

1. the exploration of regional issues and challenges
2. the articulation of the assignment for the students
3. Students carrying out the assignments
4. monitoring and evaluation to set-up a long-term cooperation between education, research and other relevant regional actors
5. Translation of results from projects into curricula

Regional learning projects – for real

Student groups work in projects with:

- Public organisations
- Entrepreneurs
- Societal organisations
- Citizens
- Researchers

Under guidance of teaching staff



Examples of Regional learning projects

- Economic perspective of a region
- Prevention of migration out of villages in a region
- Redesign of gardens and buildings of a sold care estate
- Business plan of a shop for regional products
- Sustainable cropping method of sugar beets



Problem statement

- Roles of teachers change over time – less individualistic
- What do teachers need to perform well in regional learning environments?
- Oonk, Beers and Wesselink (2013) made a first list of roles, based on literature
 - The aim of this paper is to adjust these roles based on an assessment by practitioners and add performance levels to the roles

Method

- Three experts with ample knowledge of and experience in regional learning environments made the first draft of a rubric (i.e. performance levels).
- Two consecutive sessions with 15 experienced teachers who had a careful look at the rubric and proposed changes where they thought changes were necessary.
- Experts combined the comments of the two rounds and responses and made the final rubric.

Roles of teaching staff

1. Business developer
2. Regional developer
3. Educational developer
4. Coach
5. Assessor
6. Expert
7. Actor
8. Learner



Business developer

- As business developer I build and maintain my network with companies and other regional contacts with the aim to acquire authentic assignments that can be executed in the regional learning environment. I know the content from the different educational programmes that are involved in regional learning projects and knowing these programmes I keep on looking for suitable assignments for the students.

Regional developer

- As a regional developer I am working on a strategic and a policy level to connect the educational institute with the region with the aim to work on regional development together.

Educational developer

- As an educational developer I am responsible for implementing regional learning environments in our educational institute and to integrate the lessons learned from the projects in the relevant curricula.

Coach

- As a coach I supervise students when they make project plans, execute the projects, finalize the projects and reflect on the projects.

Assessor

- As an assessor I am able to come up with underpinned and transparent assessments of both the results of the project and the process of the project and I make sure I am informed by the most important stakeholders of the project about both elements.

Expert

- As an expert in a certain field, students make use of my knowledge, skills and experience while working on their project.

Actor

- As an actor I am also one of the stakeholders in the project and I have a similar position as all other stakeholders involved. As actor I contribute to the project based on my own (regional) experiences and I am, as a stakeholder (i.e. citizen), interested in the final outcome of the project.

Learner

- As a learner I am aware that all other stakeholders involved are learning (during all stages of the project) as well. I accept that not everything is known at the start of a project and therefore I continuously try to do the utmost to improve the process.

Rubric – business developer

	A	B	C	D
Networking in the region	<p>Via my colleagues I receive assignments from the region.</p> <p>When people or organisations from the region approach me, I help them to formulate an assignment.</p>	<p>To get assignments from the region, I actively search within my existing network.</p>	<p>I see myself as an ambassador of my educational institute in the region.</p> <p>I always see opportunities to enlarge my network and I undertake activities to raise interest of parties I do not know yet, to get them interested in coming up with new assignments for my students.</p>	<p>...furthermore, based on the learning questions of my students I approach companies I do not know yet, to give the students the chance to answer their learning questions.</p>

Rubric – business developer

	A	B	C	D
Getting assignments clear and translating assignments to the students' curricula	I make a connection between students and companies' assignments.	I am able to translate a companies' assignment towards my own educational programme. Next, together with the students and the company, I am able to formulate a feasible and meaningful assignment for all parties.	I know what is at stake in both the regional companies as in my own educational programme and with this information I am able to generate new assignments, which can be transformed into assignments that are meaningful and feasible for all parties involved.	I know what is at stake in several regional companies and in several educational programmes and knowing this I am able to create meaningful connects between different companies and different educational programmes.

Rubric – business developer

	a	b	c	d
Taking responsibility to maintain the network	I connect companies and students and inform all stakeholders. I am not involved if they are starting their work activities.	I connect companies, students and their teachers with each other and I make sure that they compose a learning agreement together so that everybody is informed about the mutual expectations.	...and I monitor whether the progress of the project is according to the learning agreement. Furthermore, I monitor whether the students and the companies are satisfied with the process/progress and I monitor carefully, but without involvement in the content of the project. I monitor whether the students and the companies are satisfied about their relationship. I try to get grip on this by means of an evaluation in the middle of the process and one at the end.

What's new?

- Some roles are really new for teachers (business developer, regional developer e.g.)
- Some roles are more common (expert, coach, assessor e.g.)
- Some roles are made more explicit. They were always there, but in the case of regional learning environments they are emphasized more (actor, learner, e.g.)

The use of rubrics

- Rubrics are helpful in assessing current practice and to set priorities for development activities
- Rubrics provide both teachers and team managers insight in the complex tasks that are related to teaching in authentic or hybrid learning environments

Further research

- Next steps in this research are:
 - to find out to what extent the perception of good education/assessment does influence the roles teachers adopt in regional learning environments
 - To what extent an individual teacher has to fulfil all the roles or the team has to fulfil all the roles

Thank you for
your attention

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