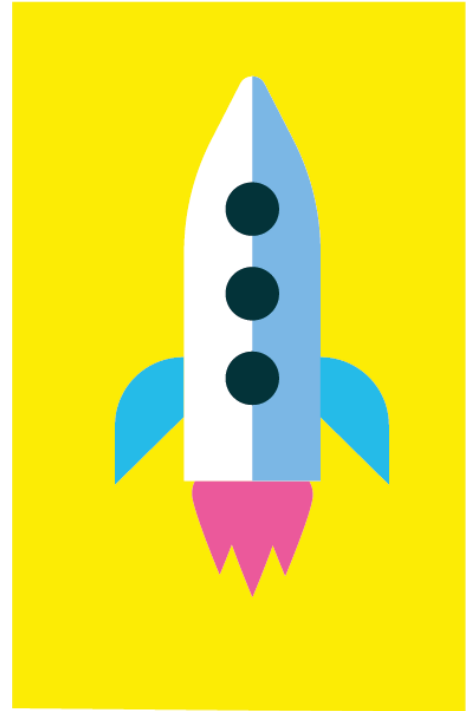


Introduction

- Developing evidence-informed, innovative and technology enhanced learning arrangements for students is a challenge.
 - changing routines
 - using new digital tools
 - sometimes new learning objectives,
- sufficient access to knowledge from research
- tradition of research-based working

This requires a transformative learning process in which teachers are challenged

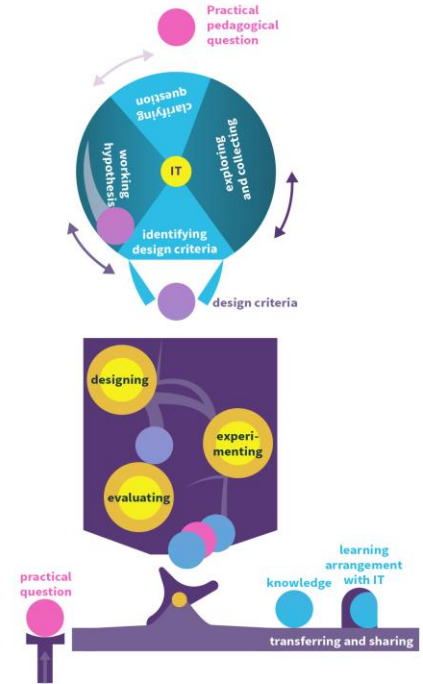
- As a result: robust mental model change or transformative learning
- Perspective transformation



iXperium Design Teams in a nutshell (since 2013)

Developing technology enhanced learning arrangements

- Aimed at teachers' professional development for technology enhanced learning and teaching
- Practice-based, evidence-informed
- Open-ended
- Multidisciplinary and cross-organisational
- Design thinking, co-creating, thinking outside the box
- Critical reflection and transformative learning



Examples iXperium design teams



2022 | GEPERSONALISEERD LEREN MET ICT,
ORGANISATIE GEPERSONALISEERD LEREN -
ONDERZOEK MOVEL

Gepersonaliseerd leren in het
rekenonderwijs bij 't Vossenhof

Primary education

Personalised learning in
maths education



2022 | GEPERSONALISEERD LEREN MET ICT

Een lessenserie op het snijvlak
van kunst, wetenschap en
(digitale) technologie

Secondary education

A lesson series at the
intersection of art,
science and (digital)
technology



GEPERSONALISEERD LEREN MET ICT

Zelfregulatie bij blended
onderwijs stimuleren bij Rijn
IJssel

Vocational education

Stimulating self-
regulation in blended
learning



ICT-GELETTERDHEID

Ict-geletterdheid in de opleiding
integreren bij Academie Educatie

Tertiary education

Integrating IT-literacy in
the curriculum

Process facilitator:

- guiding and monitoring the process of evidence-informed design
- chairing meetings
- overseeing documentation of findings

Roles of two participants supported by a blended, on-the-job learning track

Both:
active participants in the design team

Researcher:

- ensuring and supervising the quality of evidence-informed design and research
- asking critical questions
- linking pin to other iXperium design teams with similar questions



Blended learning tracks for process facilitators and researchers

- two separate tracks
- intake
- 8-10 online modules
- just in time and on-the-job
- peer-to-peer learning and coaching sessions (feedback)
- assignments and personal learning portfolio (reflection on learning process)
- assessment framework
- intermediate evaluation
- final evaluation

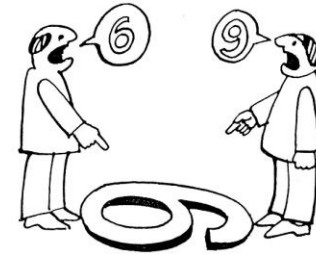


5 aspects contributing to transformative learning

- Difficult and unknown situations
- Friction / disequilibrium
- A safe environment
- Critical inward and outward reflection
- Learning process involving self-reflection, self-regulation, interaction/collaboration/dialogue, and experiential learning.



Working in the
iXperium design team



Participating in the
blended learning track

Research questions and methods

1. How is **transformative learning stimulated in the** blended learning track **design?**

Content analyses (mostly activities & assignments)

2. What is the **contribution of the training and specific peer-to-peer** learning and coaching **to transformative learning?**

(4) Interviews with trainees & personal reflection trainers

3. What do we learn from the peer supervision and coaching sessions **participants' questions and dilemmas?**

Thematic analyses of (63) dilemmas



Design of the blended track amplifying TL

- *Overall*
- Plan their own learning (modules and assignments)
- The learning track runs simultaneously while working in a design team

- *Intake & First module: introduction*
- Intake
 - Profile / role requirements
 - Mutual expectations
 - Exploring outside the comfort zone
 - Learning questions
- Introduction module & Video own perspective on design teams + feedback

Design of the blended track amplifying TL

Peer-to-peer learning and coaching

- Safe context (non-judgmental)
- Presenting dilemmas
- Challenging existing beliefs
- Stimulating self-reflection
- Trying out new practices
- Sharing experiences
- ‘Gossiping’
- Individual coaching
- Discussions with peers

Contributions of the blended track in amplifying TL

Peer-to-peer learning and coaching

- Safe context (non-judgmental)
- Presenting dilemmas
- Challenging existing beliefs
- Stimulating self-reflection
- Trying out new practices
- Sharing experiences
- 'Gossiping'
- Individual coaching
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Contributions of the blended track in amplifying TL

Interview outcomes

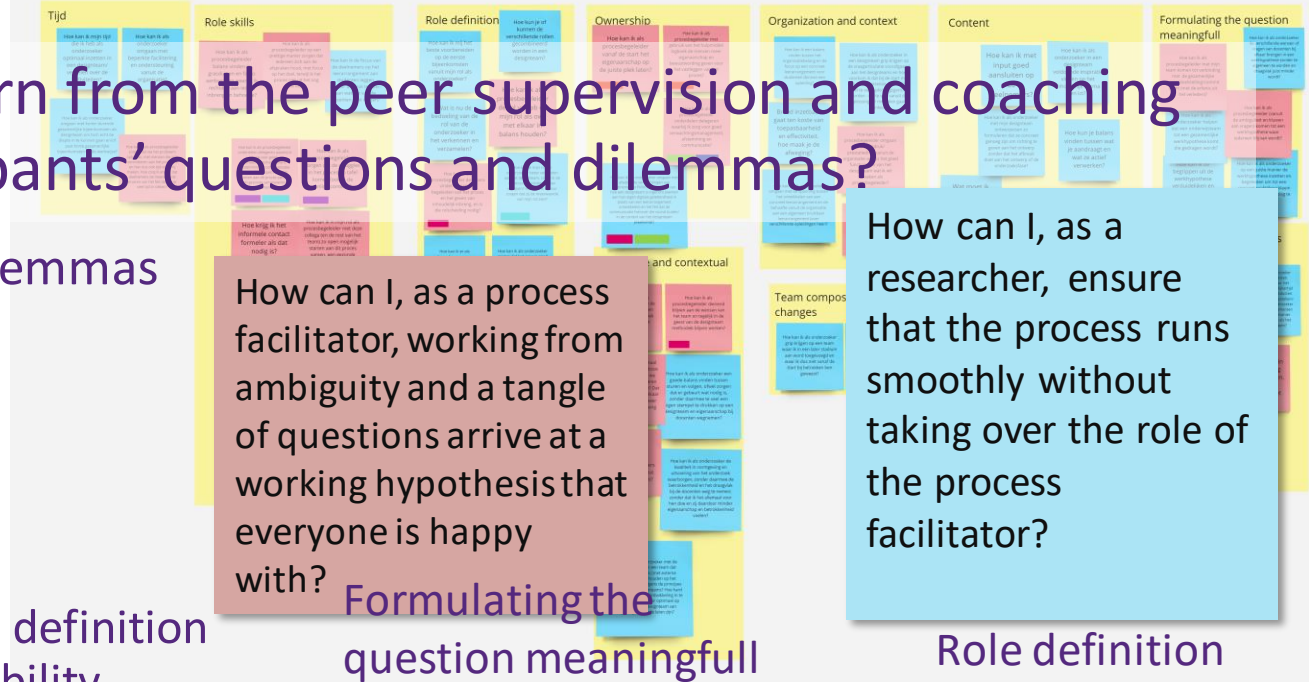
- they learned a lot
- valued
 - various parts of the training
 - the complementary work in the design team
 - the collaboration with the researcher/process facilitator in the design team.

What do we learn from the peer supervision and coaching sessions participants' questions and dilemmas?

63 questions and dilemmas

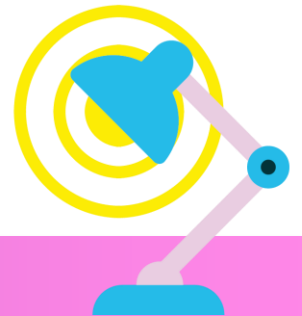
Categories

- Time
- Role skills and role definition
- Guidance and flexibility
- Organization and context
- Content
- Formulating the question meaningful (and) motivating the participants



Discussion and questions

- How can we ensure that the transformative learning of researchers and process facilitators contributes to their performance within the setting of the design teams so that transformative learning is stimulated in other participants?
- Suggestions for non-intervening methods and data collection in iXperiumdesgin teams about (transformative) learning of the participants



More information?

<https://www.ixperium.nl/onderzoeken-en-ontwikkelen/ixperium-designteams/>



iXPERIUM
CENTRE OF EXPERTISE

iXperium designteams: Onderzoekend ontwerpen van ict-rijke leerarrangementen

Doel, ontwerpprincipes, werkwijze en organisatie

Madeline Hulson
Nieske Coetsier
Irina van der Heut
Marjolijn Kool
Daphne Artsaens

Lees verder



Onderzoekend ontwerpen van vernieuwende, ict-rijke leerarrangementen samen met mensen uit andere organisaties en disciplines.



Wat is een iXperium designteam?

In iXperium designteams ontwerpen leraren, lerarenopleiders, onderzoekers, ict-experts, praktijkdeskundigen en studenten onder begeleiding van een procesbegeleider ict-rijke leerarrangementen. Een ontwikkeld leerarrangement kan bijvoorbeeld een les, een lessenreeks of een volledige leerlijn zijn. iXperium designteams worden samengesteld rond een onderwijskundig praktijkvraagstuk op het gebied van gepersonaliseerd leren met ict en/of ict-geletterdheid, waarvoor nog geen duidelijke oplossing voorhanden is.