

**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. Contemplations

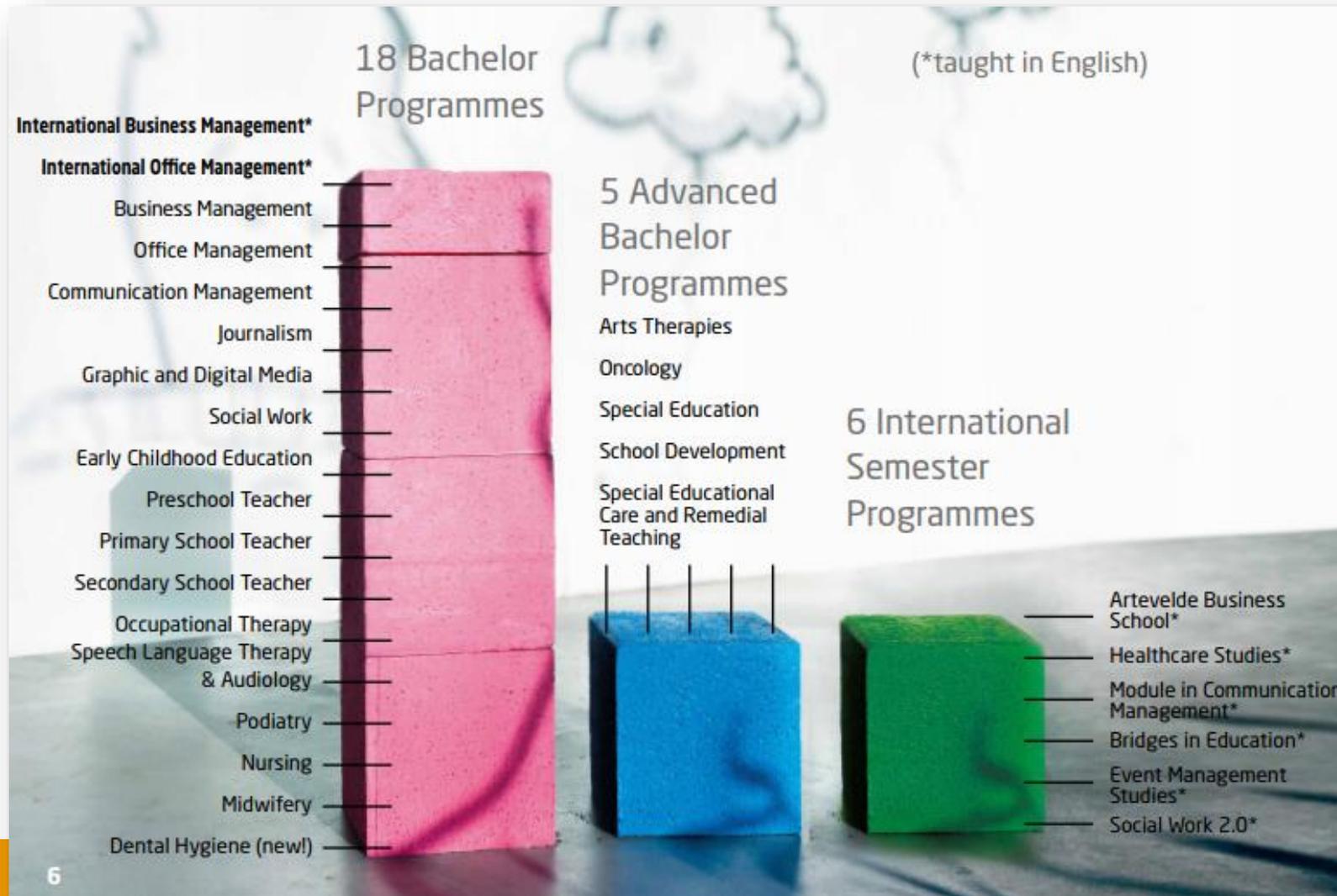


Think. Act. Become.

# 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"><li>• communication skills</li><li>• co-creation</li><li>• digital literacy</li><li>• social &amp; cultural awareness</li><li>• Creativity</li><li>• critical thinking</li><li>• problem solving</li><li>• Sustainability</li><li>• ...</li></ul>	<p>1/ WHAT are the learning outcomes? + 2/ HOW do students achieve them?</p> <ul style="list-style-type: none"><li>• Research learning outcome</li><li>• Learning outcome for sustainable development</li><li>• Global Citizenship</li><li>• Entrepreneurial spirit</li><li>• Digital literacy</li> <li>• Self-guidance</li><li>• Co-creation</li></ul>

‘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
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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

# 21st century curriculum





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

## 5. IN PRACTICE

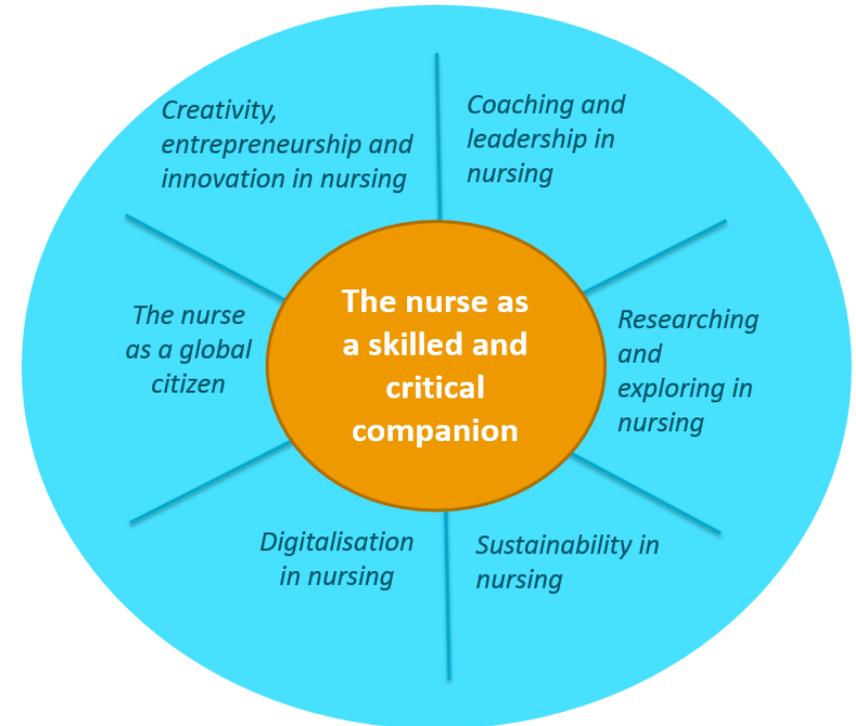


# In practice (1)

## 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

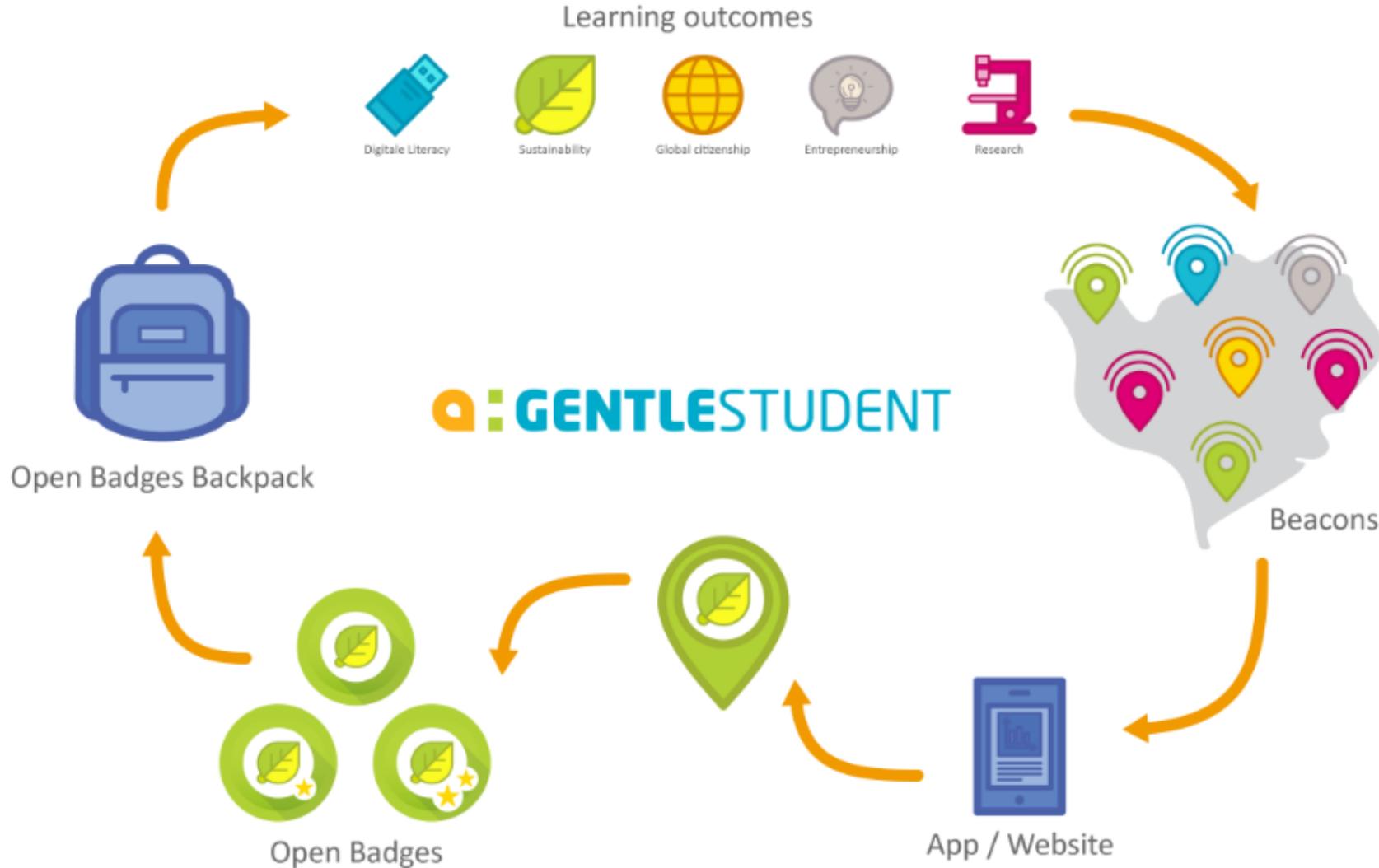
- How to support the student in the process?

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



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

## 6. 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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