

**ZU
YD**



**Ondersteuning van
responsieve curriculum
ontwikkelprocessen voor
teams in het hbo**

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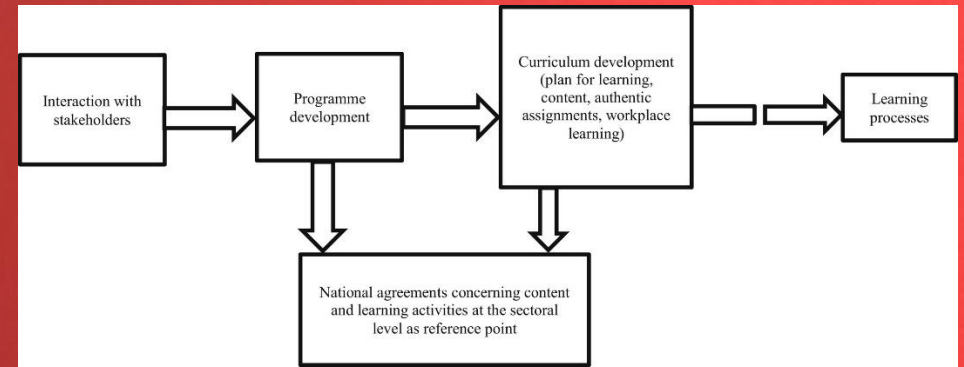


Inhoud

- Inleiding, theoretisch kader
 - Doelstelling onderzoek
 - Methode
 - Voorlopige resultaten
 - Vervolgstappen

Inleiding

- Inleiding
 - Theoretisch kader
- Responsieve curriculum ontwikkelprocessen
Design expertise
Supporting design expertise
Infrastructure

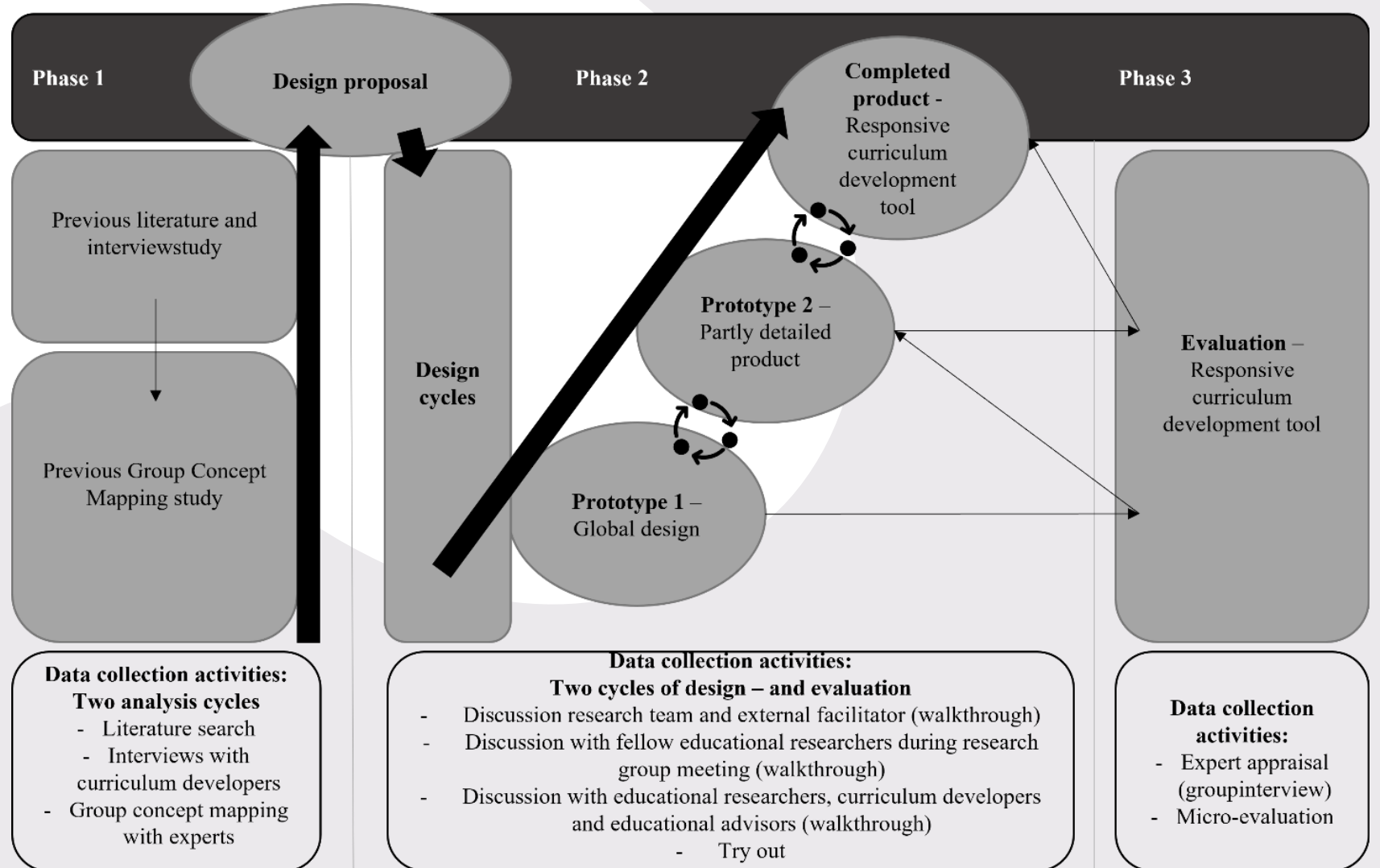


A top-down view of various hand tools laid out on a light-colored wooden surface. The tools include a hammer with a wooden handle, a pair of orange-handled pliers, a blue-handled scraper, a yellow-handled brush, a silver screwdriver, a blue-handled brush, a yellow level, a pair of silver pliers, a silver flashlight, and a blue-handled tool. The tools are arranged in a somewhat organized manner, with some overlapping. The background is a light green color with several circular cutouts of the wooden surface.

“The current study aims to design, test, and refine a tool (example of material support), that facilitates the expertise of curriculum development teams who desire to responsively develop curricula”

Methode

Design Based Research



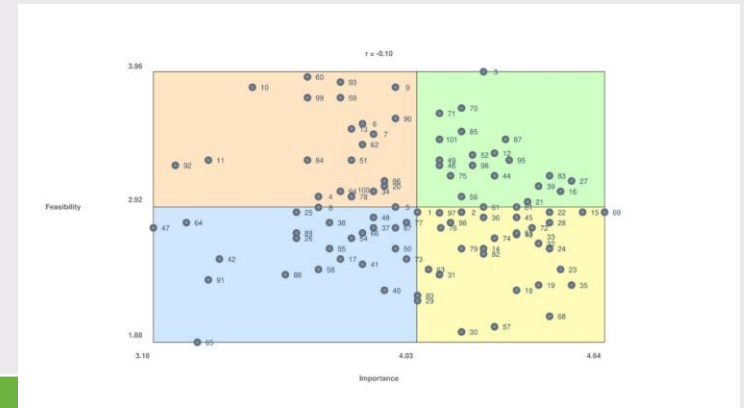


Voorlopige resultaten

Voorlopige resultaten

Fase 1: Studie 1 en 2

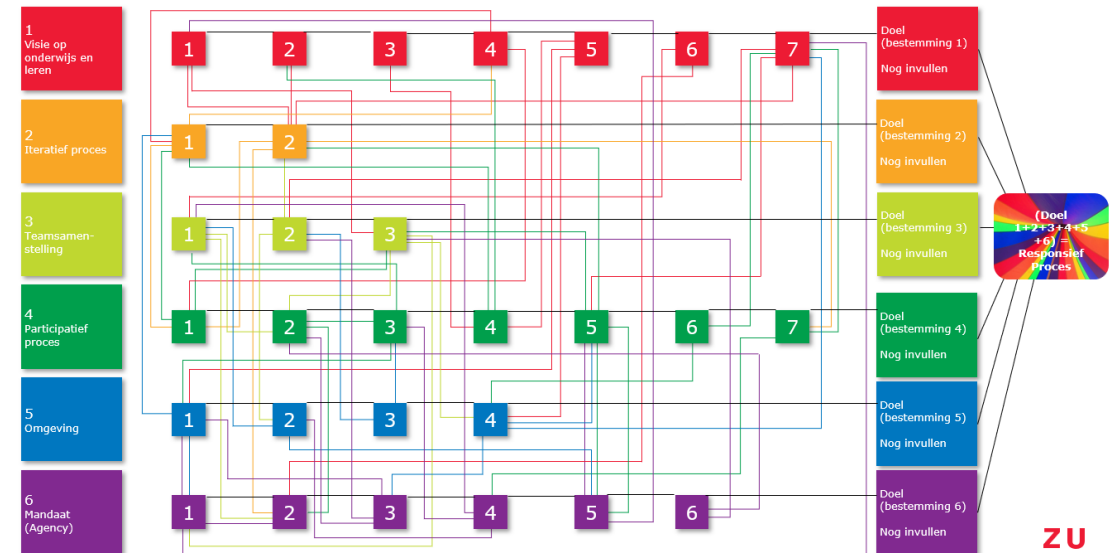
- Curriculum ontwikkelaars slagen er vaak niet in curricula responsief te ontwikkelen. Veel sociale, culturele en politieke uitdagingen: o.a. starre (institutionele) kaders, het betrekken van allerlei belanghebbenden, handelingsverlegenheid en weinig ondersteuning.
- Factoren die dit proces ondersteunen (het faciliteren van een continu en iteratief ontwerpproces, teamwerk, stakeholderbetrokkenheid, een bevorderende omgeving en condities, agency)
- GCM: 6 factoren en 89 (ongestructureerde) ontwerprichtlijnen (= design proposal)



Vervolg voorlopige resultaten

Fase 2:

- Na go-zone analyse en 3 verschillende walk-throughs: 29 ontwerprichtlijnen (= global design).



Expert appraisal

1. *Relevantie:*

Behoeftte aan de design guidelines +

2. *Verwachte bruikbaarheid:*

Complexe materie -

Normatief - (tip: gebruik mengpaneel)

Doorlooptijd proces -

Tip: inzet facilitators, uitgewerkte voorbeelden

Bruikbaarheid +

Het starten vanuit een knelpunt +

3. *Consistentie:*

Verschil in niveau/ belang -
Genestheid curriculum ontwikkeling en organisatie ontwikkeling -

Factor "continuous and iterative process"
mist enkele belangrijke guidelines -

4. *Verwachte effectiviteit:*

De mogelijkheid om het proces en product te evalueren met de guidelines + (reflectievragen)

Metten routine/ innovatief werkgedrag? -



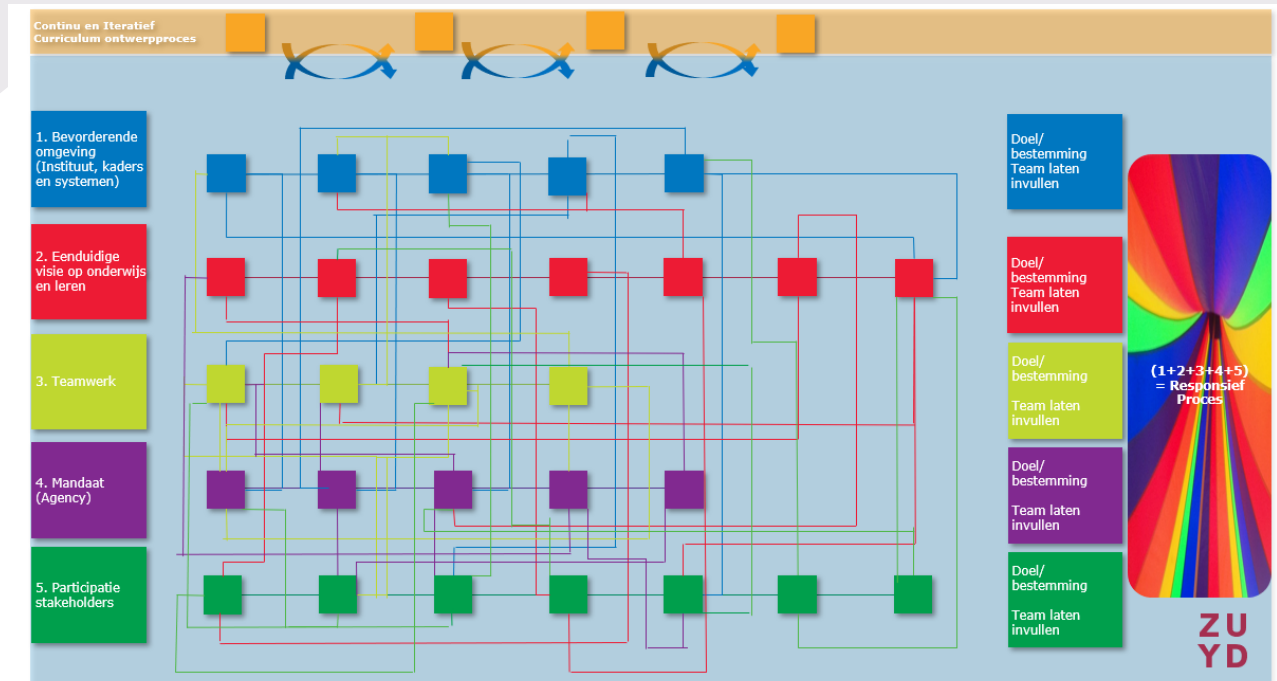
Vervolg expert appraisal

Bovenstaande resultaten hebben geleid tot de aanpassing van het prototype op de volgende 4 punten:

1. Continu en Iteratief proces werd een overkoepelende factor. Van andere orde.
2. Continu en iteratief proces was te open volgens experts, model Nieuwenhuis aangehouden voor verdere invulling guidelines (+2 guidelines)
3. Twee guidelines toegevoegd, 1 aan "teamwork" en 1 aan "conducive environment", om de "genestheid" van de curriculum ontwikkeling met organisatieontwikkeling meer prominent aanwezig te laten zijn.
4. Volgordelijkheid (nummering) vervangen door blokjes zonder nummer.

Fase 2:

- Na verwerken resultaten expert appraisal: 32 ontwerprichtlijnen (= partly detailed product).



Factors/ building blocks	Prototype 2
Continuous and iterative development process	<ul style="list-style-type: none"> Choose and follow a suitable curriculum/ instructional development model/ framework (continuously and iteratively); Analysis activities: Focus on continuously exploring the core of a profession and curriculum (in interaction with stakeholders); Continuous and iterative programme and curriculum development (in interaction with stakeholders, and by using national agreements concerning content and learning activities at the sectoral level as reference); Build in evaluation loops at each iteration (in interaction with stakeholders) and decide which content becomes part of the core of the curriculum and which parts are kept open/ fluid.
Conducive environment	<ul style="list-style-type: none"> Develop an agile organisation that supports continuous and iterative curriculum development; Facilitate a continuous and iterative development process on a structural basis; Ensure sufficient knowledge- and professional development of the team and team members; Combine curriculum development with organisational development and professional development of the team; Facilitate teams in time and (financial) resources.
Unambiguous vision of education and learning	<ul style="list-style-type: none"> Create a shared vision of an open, flexible and authentic curriculum: no overkill of content, assignments and assessments (make choices); Describe learning outcomes at final level; Provide meaningful assignments; Determine not only the content, but also the desired depth and coherence (constructive alignment) of curriculum components; Focus on studyability (programming, assessment, active learning, teamwork and conducive educational environment); Ensure that the team has an overview of the curriculum in order to keep the program feasible; Ensure to place the vision of - and the core of - the profession (present and future), the curriculum, and developments in society on the (extended*) team agenda on a structural basis;
Teamwork	<ul style="list-style-type: none"> Ensure involvement and ownership of the entire team, curriculum development and training are a joint responsibility of professional practice and the educational institution. Teams consist of a mix of didactic/ educational/ assessment experts/ professionals from the associated professional field(s); Ensure to be continuously informed about changes, and innovations in professional practice. This can be done by, among others, creating a balanced team composition; Determine shared goals, tasks and responsibilities. This process requires team learning: interaction, discussion, sharing knowledge, inventing new solutions, decision-making; Creëer bewustzijn (van het team) om verbinding met organisatie als geheel te zoeken.
Agency	<ul style="list-style-type: none"> Arrange mandates Teams should be facilitated in time and resources (passive), but they should also provide themselves with sufficient development time and resources (active); Ensure that individual team members and team leader possess didactic and change management (leadership) competences to be able to respond to the rapid changes and to get the team involved in changes. This involves self-efficacy, flexibility, the ability to go beyond sacred cows and the ability to act as change agents; Invest in developing a flexible mindset; Make sure that the educational leadership shows confidence to the team's abilities.
Stakeholder involvement	<ul style="list-style-type: none"> Develop in co-creation; involve all (internal and external) stakeholders* from the outset: in needs analysis, trend analysis, design, development, implementation and evaluation.; Ensure that internal- and external stakeholders participate (preferably own) the curriculum development; Build sustainable relationships with internal and external stakeholders; possibly by organising communities; Formulate assignments in collaboration with important stakeholders (teachers, students, professional practice, cliënts); Ensure to place the curriculum on the (extended*) team agenda on a structural basis; Zorg voor hybride docenten/ professionals: opleiden als werkveldopdracht; Stay ahead! Ensure that all stakeholders of the curriculum participate in future-oriented developments in professional practice.

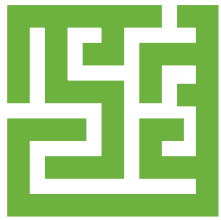
De tool

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Fase 2:

- Dit prototype wordt getest in een try-out en geëvalueerd met een micro-evaluatie (leidt naar definitief ontwerp).

Vervolgonderzoek



Software afronden: puntjes op de i



Try-out en micro-evaluatie



Trial sept. 2023 - mei 2024: bij 4 opleidingen, in 3 verschillende domeinen



Vragen?



Literatuur

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Hardré, 2003

Huizinga et al., 2013

McKenney, 2019

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Penuel 2015, 2019

Vreuls et al., 2022

Vreuls et al., in review