

Action Plan zone 'Facilitating professional development for lecturers'

Team leads: Ronald Spruit and Kim Schildkamp

The acceleration zone Facilitating professional development for lecturers works towards a way for institutions to examine to what extent they effectively facilitate professional development of lecturers in their organisation in the field of educational innovation with ICT. Institutions can start an improvement process based on a collection of (proven) effective professionalisation strategies. Actual acceleration takes place within the institutions. The staff that supports lecturers and managers receives particular attention by developing a competence profile and a training program.

What are the concrete results of the acceleration team foreseen in four years?

In four years' time we will have:

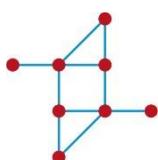
1. A **scan** for institutions to determine what they need to work on to improve the facilitation and professionalisation of lecturers. An important question here is for example: What efforts have you made to ensure that ICT is used by lecturers? This scan will consist of various instruments and an analysis framework. The scan will be a priority in the first year.
2. A **profile and educational programme** for support staff that has to take care of professionalisation within the institutions (e.g. coaches, trainers).
3. A **number of fully developed forms of professionalisation with implementation advice** (preconditions, costs and benefits, required support) for institutions that want to get started on the basis of an improvement plan. Experiments with a number of concrete forms of professionalisation will be conducted within the institutions via a *rapid prototyping approach*. Certain professionalisation forms are tried out, formally evaluated, adapted and refined, and tried out again. Parallel to these experiments, we conduct research on the satisfaction with, and usability and effectiveness of, these forms of professionalisation. We also conduct research on preconditions (at the level of lecturers, supervisors, policymakers, and management).
4. An **overview of good examples of educational innovations with ICT** that are recognisable for lecturers and transferable to other contexts.

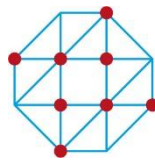
What are the most important goals/results for 2019?

To effectively facilitate and professionalise lecturers in higher education in the field of ICT, we need more knowledge first. We will bring together existing knowledge and experiences in our team. We do this through literature research and mapping of *best practices* and case studies within the various institutions. We will disseminate this knowledge.

The knowledge that our team needs concerns:

- The implementation of effective **educational innovations with ICT** (meaning: there is *constructive alignment* between learning objectives, learning activities and testing; the innovation is meaningful and authentic for students; and the use of ICT is defensible and adds value) *and* the role of the lecturer in this. What support did lecturers receive and





Acceleration plan Educational innovation with ICT

from whom? Which other stakeholders

were involved? What are the preconditions at management level and of the HR policy and what is the role of managers?

- Effective **forms of professionalisation** (such as workplaces, training, coaching, professional learning communities, *instructional* design teams, continuing education, micro modules, peer-to-peer review) of lecturers with ICT, and the pitfalls and preconditions.
- The role of the **support staff and supervisors**, the people who have to shape the professionalisation of lecturers.

In addition, we make a start with the first experiments and pilots. For example, if based on an initial inventory, it has become clear there is a great demand among lecturers with regard to the use of ICT in giving feedback to students. We know from research that feedback is crucial for learning. However, the potential is exploited insufficiently, for example for the use of personalised learning, for stimulating ownership and working on authentic issues. Feedback also plays a crucial role in lifelong learning. A lot is possible in the field of technology and feedback, for example in the form of digital peer feedback systems. Based on existing professionalisation trajectories we choose/redesign a professionalisation trajectory for lecturers concerning feedback with the help of ICT. This is just one example. We will be working on multiple topics and forms of professionalisation. Other possible examples are digital testing, collaborative learning and workplace learning.

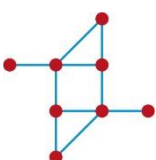
What method does the acceleration team use this year?

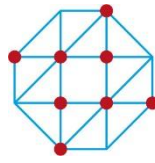
We have formed four working groups that look at the zone's theme from different perspectives and at different levels. These working groups operate parallel to each other, but are also connected:

- **Workgroup integral approach:** This workgroup focuses on managers, boards, HR policies, (further) facilitation, including time and space to experiment, logistical and technical infrastructure. Managers facilitate and inspire lecturers in the use of technology in education aimed at making education flexible and personalised. Directors and managers have developed a vision and strategy for lecturer professionalisation. Attention is paid to HR policies and learning and teaching with ICT is in the competence profile of lecturers. How are we going to steer this? With recruitment policies, assessments, and rewards? The development of the scan will be a priority for this working group in the first year.
- **Workgroup educational innovation with ICT:** This working group looks at *best practices* in this field and at the role of the lecturer in this. A translation has to be made, so that other institutions can get started too. *The best practices* must have a beckoning perspective, so that more lecturers become enthusiastic and want to work as educational developers with ICT.
- **Workgroup professionalisation forms:** This workgroup works on the different forms of professionalisation of lecturers based on literature and *best practices*. What forms are there? What are the effects? What are the preconditions and the pitfalls? This should lead to a number of experiments and pilots within different institutions with different forms of professionalisation. We also pay attention to the staff who support teachers. What is asked of this group of people and how can we ensure that these people can provide the required professionalisation?
- **Workgroup experimentation:** We have started a case on the theme feedback using ICT. Several institutions will use this to experiment through a professionalisation form, yet to be determined. The core of this working group is to experiment on a small-scale and, if successful, to expand. This working group wants to conduct a number of experiments in 2019.

How will this ensure acceleration?

We look at the subject from multiple perspectives and at different levels (administrators, supervisors, support staff, and lecturers). We work evidence-based, start on a small scale, then continue to





Acceleration plan Educational innovation with ICT

expand. Furthermore, 19 institutions participate, which means that we have various universities of applied science and universities at our disposal, both as a testing ground, and for further rollout.

What are the conditions for success?

Commitment of the institutions is crucial. For example, institutions must be prepared to conduct the scan, formulate/adjust policy, provide good examples of educational innovations with ICT, participate in the professional development of support staff, and enable lecturers to participate in various professionalisation forms. In addition, we must get the lecturers to go along so that we will not end up in a situation where we only have a few "sad early adapters".

