Action Plan zone 'Evidence-informed Educational Innovation with ICT'

Team lead: Fleur Prinsen

We believe that acceleration can be achieved by:

- More attention to and support for evidence-informed ways of working on educational innovation with ICT;
- More connectedness between the local education innovation labs [1] ;
- More and better opportunities for the exchange of knowledge resulting from educational innovation with ICT.
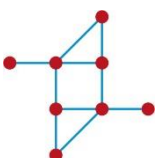
For this, the existing knowledge infrastructure for evidence-informed innovation of education with ICT must be strengthened.

Knowledge infrastructure

A well-supported practice network (both within and between institutions) in which knowledge ("evidence") with regards to educational innovation with technology in higher education is exchanged in a sustainable manner.

Building blocks of the network are:

- (Structurally) organised events about evidence-informed educational innovation with ICT;
- Shared practices (ways of working) with regards to working evidence-informed and exchanging these practices;
- Practical tools (scan, toolkits) for evidence-informed educational innovation with ICT;
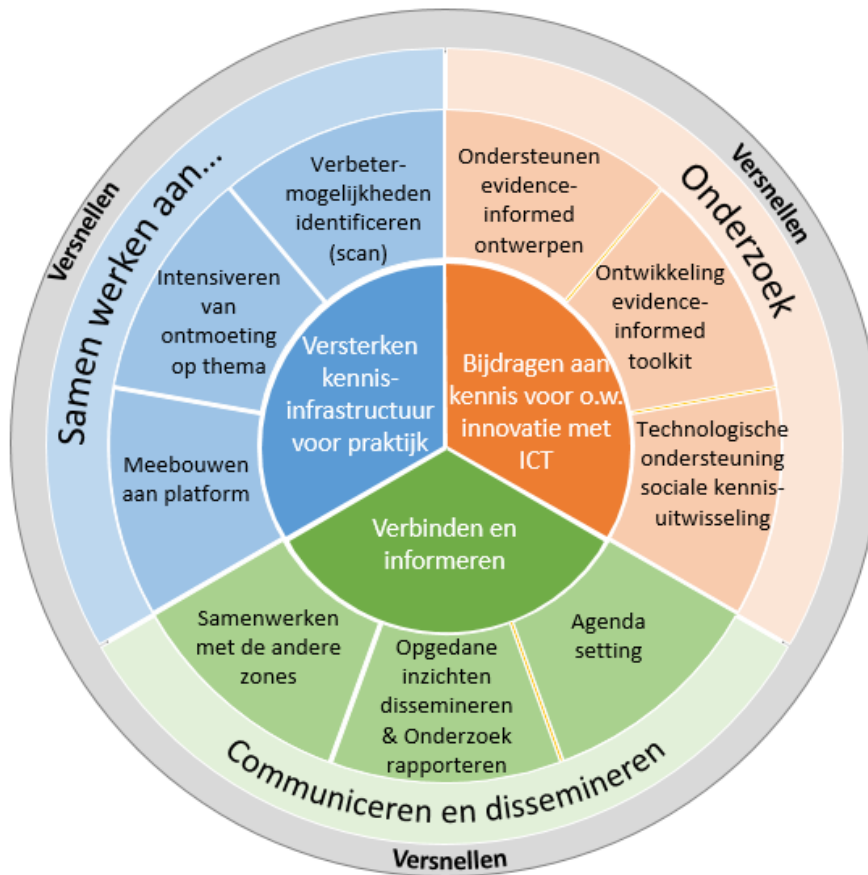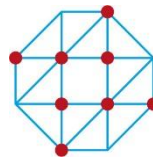- Online (open) platforms to support knowledge exchange in networks.

Figure 1: Visualization of the plan of approach

Ambition of the evidence-informed educational innovation zone with ICT in higher education
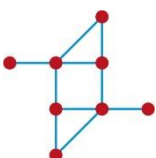
In four years, the Acceleration team has strengthened the knowledge infrastructure for higher education, so knowledge about educational innovation with ICT can be exchanged in a better way and used by (practical) researchers, ICTO-coaches, and teachers who want to (re)design their education.
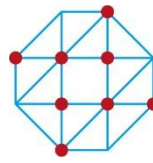
To achieve this, a number of things will have to happen:
- Institutions need to know what they can still work on to strengthen **evidence-informed working with regard to educational innovation with ICT,** and to make knowledge from practical research (between higher education innovation labs) more **exchangeable;**
- The different ways in which (evidence-informed) educational innovation with ICT (and accompanying practical research) is currently being tackled and **supported** (for example with toolkits) needs to be aligned better and;
- The different educational innovation labs need to be better **connected** to each **other.**

Figure 1 shows how we want to achieve the ambition. There are two lines of action linked to the packages. There is also an underlying line of action for communication and dissemination.

    A. Strengthening infrastructure for the use and exchange of knowledge in the practice of educational innovation with ICT:
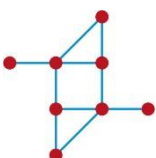
June 2019

1. Identifying improvement opportunities and needs within the institutions by mapping out the building blocks for (evidence-informed) educational innovation practice by means of a scan (explained under 'Results in four years')
2. (Co)organising, intensifying, and enriching meetings, exchanging knowledge, and helping to set up cooperation between the higher education innovation labs (including related knowledge hubs) of the various institutions;
3. Contributing to the design and construction of the national platform for the exchange of evidence-sources related to educational innovation in higher education.

B. Contributing to knowledge for educational innovation with ICT in higher education through (practical) research for more evidence-informed educational innovation with technology
C. in higher education:
1. An overview of (current) research on educational innovation with ICT in higher education (researcher to be appointed);
2. Evidence-informed design of *blended learning* (through professionalisation supply) (Luuk Terbeek)
3. An inventory and development of shared (*evidence-based*) toolkits for ICTO-coaches and higher education teachers (Fleur Prinsen, Esther van der Stappen)
4. Technologically-supported knowledge exchange with regard to evidence-informed educational innovation with ICT (Karel Kreijns)

C. Communication and dissemination:
1. Publishing results of research carried out (to support more evidence-informed educational innovation with technology in higher education) and disseminating practical tools developed within this research. For example, in the form of articles, guides, blogs, presentations at (international) conferences, etc.
2. Promoting the importance of (facilitating) evidence-informed educational innovation with ICT at different levels.
3. (Multimedia) reporting on social media about the progress of the team and the insights and results arising from the events organised.
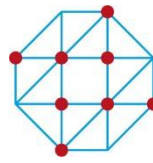
Results in four years

The scan (developed in collaboration with the zone Facilitating professional development for lecturers) gives institutions the opportunity to make an inventory of how educational innovation with technology in the institution can be accelerated. This is done by mapping the building blocks of their own infrastructure, identifying points of improvement, and then making improvements through action points.

With the help of this scan and multimedia publications (e.g. about the studies carried out) attention is generated and information is offered to relevant parties (ICTO-coaches, practical researchers, advisers, educational innovation lab employees, teachers, and administrators). With this information they can strengthen their own knowledge infrastructure for evidence-informed educational innovation.

(Inter)national events have been organised to showcase the possibilities of evidence-informed educational innovation and practical knowledge generated in this area. Association between the institutions has been strengthened and enriched during the four years with a focus on evidence-

informed working, allowing the exchange of knowledge and experience. The visibility and findability of the innovation labs (and the practice-oriented knowledge that is generated there) has been increased.

The zone has helped renew the design and construction of support tools for evidence-informed innovation and knowledge-sharing, such as the development of professionalisation supply and shared (evidence-based) toolkits for ICTO-coaches, and possibly the construction of a nationwide (online) platform for educational innovation. The latter includes collaboration with other institutions, The Netherlands Initiative for Education Research (NRO) and Ministry of Education (Ministerie van OCW) nationwide online platform for education professionals.

With taking a new inventory (possibly using the scan) and by comparing this with the starting positions/baseline measurements of spring 2019, we can demonstrate the role of knowledge in the educational innovation practices with ICT has been strengthened within the institutions.
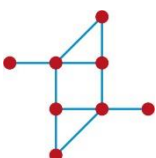
Goals and results for 2019

Objective: to get better insights into of the conditions for a strengthened knowledge infrastructure in the various institutions.
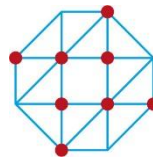
Activities to achieve this:
- Co-developing a scan [Work package A1];
- Organising two work conferences for people in higher education institutions who form the knowledge infrastructure (one small-scale, one national - perhaps in connection with the SURF Education Days) [Work package A2];
  - The program focuses on the questions *"How are teachers supported in the evidence-informed improvement/design/innovation of their education with ICT?"* And *"How do we achieve a strengthened infrastructure for evidence-informed education innovation with ICT?"*
- Disclosing of the insights gained from the scan (in collaboration with the zone Facilitating professionalisation for lecturers) and the symposia [Work package B2];
- Drawing up an overview of (current) research on educational innovation with ICT in higher education [Work package B1];
- Setting up research to support (evidence-informed) educational innovation with ICT [Work package B2, B3, B4];
- Contributing to the national infrastructure as co-designer of the national platform for educational innovation. The members of the Acceleration team participate in the phase where the preconditions and requirements for the platform are established. If the decision to build is made in the summer of 2019, the zone will be involved as 'first user' in the development process [Work package A3];
- Strengthening the visibility of the zone [Work package C1-3], starting with the development of a communication strategy for the zone and the members of the zone in collaboration with the communication advisor of the Acceleration Plan.

Working method of the zone

The members of the Acceleration team become project leaders of at least one work package. If necessary, they involve external parties for the execution of (part of) the research or facilitation. The team lead, connector, and junior supporter ensure internal communication, connection with other initiatives (other zones, organisations within institutions), and monitor the overall progress.

How does this provide acceleration?

Providing opportunities for evidence-informed working and a well-functioning knowledge infrastructure increases awareness of, and interest in, the possibilities of using technology in education. A good knowledge infrastructure facilitates the disclosure of knowledge by and for *all* education professionals, and gives the pioneers the opportunity to find each other and get ahead together.

Conditions for success

The zone is set in position by the Acceleration Plan as a discussion partner and advisor on evidence-informed educational innovation with ICT in higher education, among other things. The zone is supported in this by communication consultants. The zone and the Acceleration Plan have to permanently monitor the commitment of the institutions and make sure that members of the zone have enough space to carry out the activities.

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[1]   workshops, centres, labs, where work is being done on educational innovation with ICT