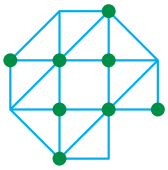
Handbook

Professional development relating to educational innovation with IT

Step-by-step plan for the design of local field labs based on the *Educational Design Research* model

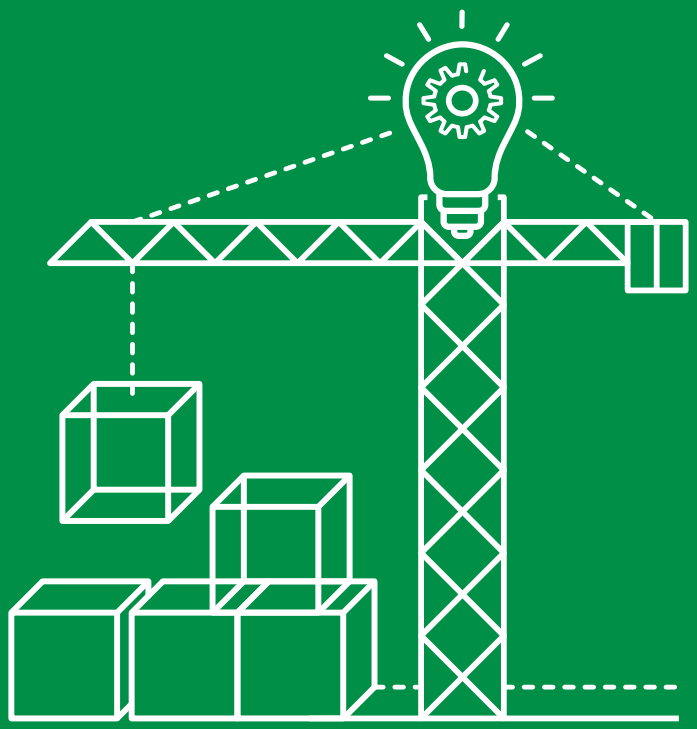


Acceleration plan
Educational innovation with ICT

Facilitating professional development of lecturers

Handbook
Professional development relating to educational innovation with IT
Step-by-step plan for the design of local field labs based on the *Educational Design Research* model

Contents



Part 1: Introduction

1.1 Preface

The use of IT in 2020 is now part and parcel of higher education in the Netherlands. The national measures taken to combat the spread of the covid-19 virus have resulted in a necessary and rapid transition to digital forms of education. There is a desire to reflect on this sudden transition shortly and to consider how IT innovations can be integrated into education in a more structured way.

Making the best use of the possibilities offered by IT in education will require new knowledge and skills from the most important group of people that can judge the quality of education: the lecturers. Innovation in education begins with the lecturers, who are continually improving their teaching and research skills. However, this process is not always self-evident, especially when it comes to use IT for improving education. Consequently, there is a need for the right level of support and training facilities so that lecturers can grow, and continue to grow in this field.

The professional development of lecturers relating to educational innovation with IT demands a well-planned range of professional development activities geared to the needs of lecturers. This handbook sets out guidelines for the design, implementation, and evaluation of professionalization activities. The guidelines are intended to help with the creation of local field labs, i.e., professional development activities initiated by a higher education institution. This handbook provides a practical step-by-step plan (Part 2) and a template for preparing a manual to help you share the experiences and outcomes of the local field lab (Part 3).

1.2 Background: the Acceleration Plan

The Acceleration Plan for Educational Innovation with IT (Acceleration Plan Educational Innovation with IT) aims to develop the opportunities that the digital transformation offers higher education in the Netherlands. The mission of the Acceleration Plan is to create scope within a given institution – and in collaboration with other higher education institutions – to move the digital transformation of higher education in the Netherlands forward in a significant way. The Acceleration Plan is a collaborative effort between the Association of Universities in the Netherlands, the Association of Universities of Applied Sciences, and SURF.

The four-year program runs from 2019 to 2022 and is based on three ambitions:

- To improve alignment with the labor market;
- To encourage flexibility in education;
- To make better and smarter use of technology.

The Acceleration Plan focuses on gathering initiatives, know-how, and practical experiences. It aims to work on themes where synergy and collaboration between higher education institutions are possible. The Acceleration Plan is divided into eight Acceleration Zones, in which 39 research universities and universities of applied sciences collaborate. Each Acceleration Zone has an Acceleration Team consisting of representatives from the participating institutions; each team is led by one or two lead representatives.

The Facilitating Professional Development for Lecturers Zone is working to help institutions assess the extent to which they are effectively assisting lecturers in their institutions with professional development in the area of educational innovation with IT. Institutions will then be able to start a process of improvement based on a collection of professional development strategies that have proven to be effective. After all, the actual acceleration is going to take place within the institutions themselves.

Within the Facilitating Professional Development for Lecturers Zone, representatives work together in various working groups that work on specific topics and products to provide a stimulus for IT innovations in higher education. In 2020, for example, various field labs were set up around the theme of professional development for lecturers relating to educational innovation with IT. Examples of the topics covered include (the use of) digital peer feedback, formative assessment, and blended learning. Field labs can be seen as joint experiments conducted at the institutional level, merging effective professional development characteristics and inspiring examples (see Figure 1).

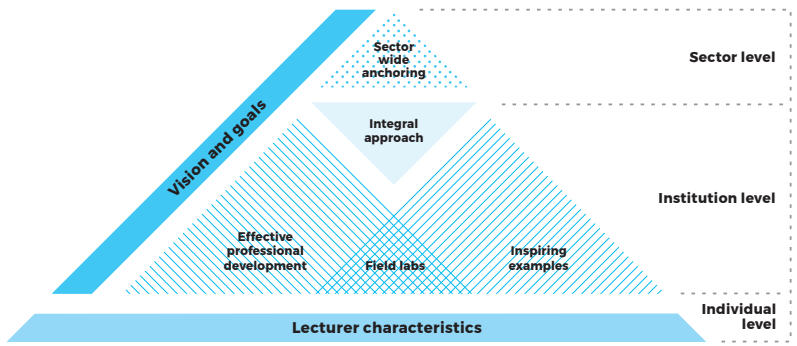


Figure 1. The positioning of the field labs within the Facilitating Professional Development for Lecturers Zone.

The field labs created previously by the Acceleration Plan have been tried and tested within the institutions. The institutions received a 'ready-to-roll' manual and, as soon as they had implemented the field lab, the effects and usability of these manuals were evaluated. In doing so, the participating institutions have contributed to the development of a national knowledge base on professional development examples in the area of educational innovation with IT. The step-by-step plan set out in this handbook is based on the working method used by the field labs of the Acceleration Plan. Using this plan, institutions can thoughtfully develop, implement, and evaluate professionalization activities..

1.3 Who is this handbook for?

This handbook is relevant for anyone involved in the professional development of lecturers relating to educational innovation with IT. This includes, for example:

- Educational advisers within educational support services, such as learning designers or coaches who deal with innovative forms of education using IT;
- Staff members within a higher education institution who are responsible for designing and offering professional development activities for lecturers (e.g., Human Resources);
- Lecturers who want to design their learning activities using IT applications;
- Members of national collaboration platforms in the field of educational innovation with IT whose aim is to share knowledge and experiences in this field.

1.4 How to use this handbook

This handbook is founded on the premise that higher education institutions can learn from each other and help inspire each other. However, this can only be achieved if we share our insights.

The step-by-step plan for designing local field labs adds structure so that this can be achieved with a degree of uniformity. It helps to:

1. Design, implement and evaluate local field labs in a systematic way;
2. Share the insights gained from the local field labs in the form of a manual with internal colleagues as well as with colleagues from other institutions in an inspiring way. A standard template for a manual is set out in Part 3.

This handbook does not offer a comprehensive description of field labs that have already been designed. For more information on the status quo in higher education as well as some good examples of IT applications in the professional development of lecturers,

please visit the Acceleration Plan's website (www.versnellingsplan.nl/english) or consult the SURF publication Van docentprofessionalisering naar onderwijsontwikkeling (available in Dutch).[1]

1.5 Justification

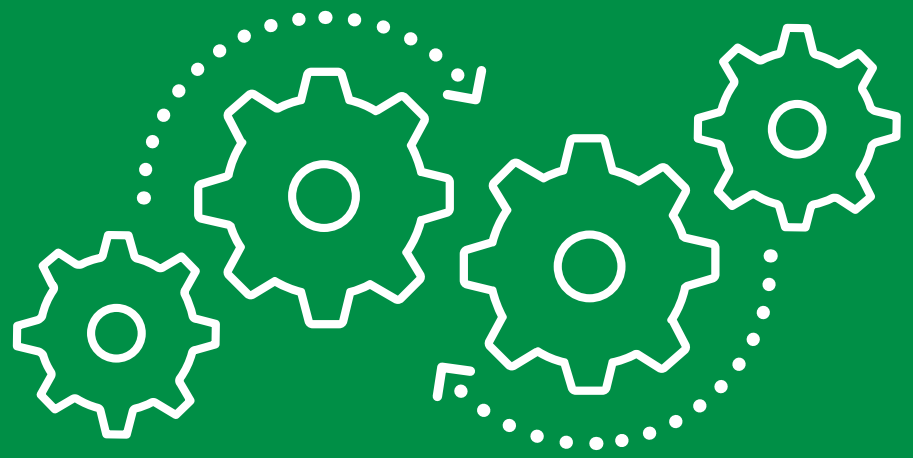
The content of this publication is based on the *Educational Design Research* model by McKenney & Reeves[2] as well as the literature study on professional development relating to educational innovation with IT by Schildkamp, Hopster-den Otter, Ter Beek, Uerz and Horvers.[3] Furthermore, this handbook has been produced in cooperation with members of the Facilitating Professional Development for Lecturers Zone, who all are working in higher education institutions in the Netherlands.

Please consult the credits for a full list of everyone who has contributed to this handbook. For questions, comments, or more information, please contact the authors or the relevant members of the Acceleration Plan.

[1] www.surf.nl/rapport-organisatie-van-ict-docentprofessionalisering

[2] McKenney, S., & Reeves, T. C. (2019). *Conducting Educational Design Research*. New York, NY: Routledge.

[3] Schildkamp, K., Hopster-den Otter, D., ter Beek, M., Uerz, D., & Horvers, A. (2021). *Building blocks for effective professional development for lecturers in higher education aimed at educational innovation with IT*: Version 2.0. Utrecht, the Netherlands: Acceleration Plan Educational Innovation with IT.



Part 2: step-by-step plan

The step-by-step plan for the design of local field labs is based on the methodology of the *Educational Design Research* (EDR) model.[4] This is a design-oriented research approach in which interventions are developed and studied in close consultation with practitioners. Figure 2 shows the model.

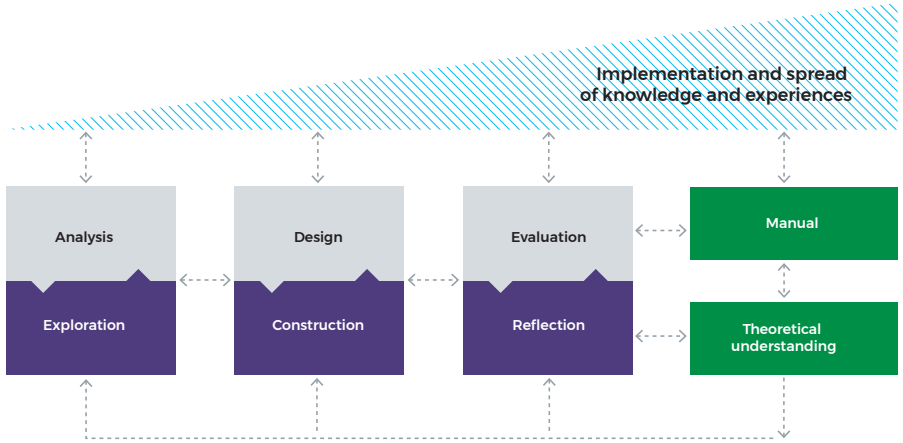


Figure 2. Schematic representation of the EDR model.

The EDR model consists of the following characteristics:

- The target group of the field lab is involved in the entire design process. This prevents situations where you find solutions that might look good on paper, but are relatively useless in practice. This is reflected in the model because the implementation is an ongoing part of the process. During the analysis and exploration phase, a process will be initiated to identify and take stock of the needs and preconditions of the institutions. During the design and construction phase, small parts can be developed or trialed, and the entire field lab will be evaluated during the evaluation and reflection phase. Implementation will gradually play an increasingly important role.

- There is a clear distinction between an analytical approach (the grey blocks) and a creative approach (the purple blocks). This allows for designing the field lab in a structured and focused way but also enables a more creative, open-minded interpretation of the field lab. There is always a possibility to change between these approaches (i.e., analytical and creative) throughout the process.

[4] McKenney, S., & Reeves, T. C. (2019). Conducting *Educational Design Research*. New York, NY: Routledge.

- The arrows in Figure 2 show that the design process is not necessarily linear: sometimes **steps can be taken simultaneously** or certain steps can be repeated.

- Applying the EDR model when designing a field lab results in two types of **output**: (1) a manual, which is a practical document that institutions can use to implement a similar field lab, and (2) theoretical insights into the extent to which the local field lab contributes to effective professional development for lecturers in the field of educational innovation with IT.

In the following sections, the three phases of the EDR model are explained in more detail.

2.1 Analysis and exploration

The first phase is the analysis and exploration phase. The importance of this phase is characterized by John Dewey's statement: "A problem well stated is a problem half solved." In this first phase, you analyze the problem, the requirements, and the context. Besides, you explore how others have tackled similar challenges in the past so that you do not end up reinventing the wheel. This will result in a substantive underpinning of the choice for the theme and the design of the local field lab(s).

The following elements are central in this phase:

- The **goals** of professional development. Most times, the topic of the field lab will be chosen out of a practical need. Institutions want to achieve an objective or to solve a specific problem by focusing on professional development around this theme. What was the underlying question? What are the institution's goals for this field lab? Formulate these goals using the SMART model, which means: specific, measurable, action-oriented, realistic, and time-bound. Doing so will allow you to evaluate whether the goals have been achieved.

SMART goals

- Specific: is the goal observable?
- Measurable: how can we measure whether the goal has been achieved?
- Action-oriented: does the goal include a call to action?
- Realistic: is the goal achievable?
- Time-bound: in what time frame will the goal have been achieved?

✓ **Good example**: at least half of all lecturers will be using digital peer feedback by 2022 to increase student ownership.

✗ **Poor example**: In the coming year, we think we need to do something with digital formative assessment.

- The field lab's **substantive justification**. Support the professionalization activities with the available literature on the subject. What practices are already known to be effective concerning the topic? Have there been studies on this theme executed before? If so, what was the context, and how do the studies relate to higher education in the Netherlands? Do not only consider academic studies; it is also worthwhile checking whether knowledge and experience from professional practice are already available, for example, by taking stock of good examples at various institutions.

- Characteristics of the **target group(s)**. The activities focus on professional development for lecturers. What type of lecturers do you want to produce for? Is it suitable for experts, enthusiastic go-getters, and/or people who are still fairly inexperienced in the field of IT? What prior knowledge should people have? Where is the 'gap' between the current level of knowledge of staff and the established goal? Which forms of IT innovation should be put in place by institution staff before they start work on field labs? Information about the target group is important because it is essential to know how much time and attention you need to pay to motivating lecturers, explaining specific knowledge, et cetera.

- **Preconditions** of the institution. Are there any specific preconditions or constraints within the institution that will need to be taken into account in the design process? Examples include financial resources, time, number of FTEs required, specific tools that may be required, and the associated licenses and tendering procedures. Also take into account the various stakeholders, such as the role of educational support services.

Tip

Describe the information from each phase using the manual template (Part 3) or store the information elsewhere, so that you always have it ready in subsequent phases.

A practical example: the Formative Assessment field lab

Various lecturers at the University of Twente want to integrate formative assessment to improve the quality of their education program and the quality of the students' learning process. For this reason, the Centre of Expertise in Learning and Teaching (CELT), the University's education department, embarked on the design of a field lab for formative assessment in higher education. Phase 1 of this process produced the following results:

Goals
In the autumn of 2020, the University of Twente plans to design and run (on a trial basis) a professional development module in formative assessment for approximately 10 lecturers. This involves converting existing material from secondary education to the context of higher education (university).

Substantive justification
The literature shows that formative assessment is a cyclical process consisting of five phases, based on the model developed by Gulikers & Baartman (2017). These five phases also form the basis of the module.

Target group
Lecturers who are going to follow the module have completed basic teacher training, so they know how to design, teach and evaluate lessons. Some of the lecturers do not speak the Dutch language but do speak English.

Preconditions
The module needs to be designed entirely online, given that the staff of the University of Twente is currently working as remotely as possible because of Covid-19 measures. Lecturers who are going to participate in the pilot must be given the time needed to do so by their supervisors. The professional development activities will be offered in English, so all materials must be in English.

2.2 Design and construction

The design and construction phase forms the second step. This phase involves the further elaboration of the learning objectives, the approach, content, and form of the local field lab. Consequently, you can consider which research questions you have with regard to the field lab.

The design process starts by coming up with an overall design. The following elements are important at this point:

- The **learning objectives and success criteria**. In contrast to the general goals in the analysis and exploration phase, the learning objectives and success criteria cover the specific objectives that the target group has to achieve in the field lab. Key questions include: What are the lecturers going to learn? What are the students going to learn? What knowledge, skills, or attitude do lecturers hope to gain from participating in the field lab? What constitutes success?

- The **design** of the professionalization. The Acceleration Plan has mapped out several effective building blocks for shaping professional development activities[5]. You can select several building blocks to help shape the design of the professional development process. These building blocks must fit the subject, the goals, and the ambitions of the field lab. Which building blocks will you choose in relation to the content and format? And how will these building blocks manifest themselves in the field lab?

- The **content and format**. Finally, during the design phase, it is also worthwhile to start thinking about the overall structure of the field lab. What is the covered content of each session? How do the activities progress in a logical order? How does the field lab tie in with the curriculum? Will the participants be able to put the lessons learned into practice?

The overall design forms a starting point for further development of the professional development activities into a practical, usable product. This development often takes place according to the *rapid prototyping approach*[6] or is based on good practices.

[5] Schildkamp, K., Hopster-den Otter, D., ter Beek, M., Uerz, D., & Horvers, A. (2021). *Building blocks for effective professional development for lecturers in higher education aimed at educational innovation with IT*: Version 2.0. Utrecht, the Netherlands: Acceleration Plan Educational Innovation with IT.

[6] In the *rapid prototyping approach*, various draft versions are developed (either as a whole or in part) and tested based on the idea that you can never really work out all the design specifications in detail. The prototype can then be adapted following trials.

The following elements are important at this point:

- The **practical elaboration of the local field lab(s)**, such as a training session or workshop, an online course, or trainers who first need to undergo training themselves. This will require **materials**, such as an online learning environment, slides, worksheets, workbooks, group assignments, videos, or digital learning materials. In this phase, these materials and the entire further program will be developed so that they can be used in practice.

- The local field lab(s) must be implemented in educational practice. In this phase, a specific **timeline** is produced for this purpose.

Questions to assist the implementation

- Is there an announcement that can be distributed to recruit participants?
- Who will run the local field lab? Who is the main contact person? Does this person have access to the necessary resources?
- Has anyone produced a list of the participants? And have the participants been informed about the timeline? Do they have access to the necessary resources?
- When does the field lab start and when does it end?
- How will practical knowledge and experiences be shared within the institution? How will other institutions be informed? Will this already be done throughout the field lab trial, or only once it is complete?

- Finally, it would be worthwhile at this stage to prepare a **research plan** aimed at the evaluation of the field lab. Do you need information from the participants before and/or after the implementation? Do you also want to collect information from the trainer? What exactly do you want to focus on, and what ways of data collection would be appropriate?

A practical example: the Formative Assessment field lab

The University of Twente has set up a field lab about the theme of formative assessment in which details about the theme and the target group were substantiated in Phase 1 (see also the text box at the end of Phase 1). Subsequently, the team set to work on developing the content modules. Phase 2 produced the following results:

Learning objectives and success criteria

After completing the module, lecturers are able to use the model of Gulikers and Baartman (2017) to design, implement, and reflect on the use of formative assessment within their teaching practice. The learning objectives are accompanied by various success criteria, such as “The lecturer discusses the learning objectives for the lesson with students”.

Design

Amongst other things, the module contains the building block ‘collaborative learning’, because time is reserved during the sessions to share experiences online. The ‘relating to the lecturers’ own practice’ building block is also represented by the fact that lecturers use formative assessment in their teaching practice after each session.

Content and format

The field lab (Digital) Formative Assessment is structured according to the principles of formative assessment. This means that the field lab starts with a general session in which the theory and process of formative assessment are introduced. At the end of this first session, the needs of the lecturers will be identified. These needs are the basis to determine which phase(s) of the formative assessment cycle needs more attention in the next session(s). The field lab ends with a short general session in which we reflect on the learning objectives and success criteria of the field lab and in which lecturers are asked to fill in an evaluation questionnaire to improve the field lab.

2.3 Evaluation and reflection

The evaluation and reflection phase evaluates the impact of the local field lab(s) and reflects on the results. How did lecturers experience their professional development? How did the implementation go? Have the goals been achieved? What could be done better next time?

The evaluation can be done in different ways, but it is recommended to use Kirkpatrick's model here.[7] This model is based on four levels: reaction, learning, behavior, and results (see Figure 3).

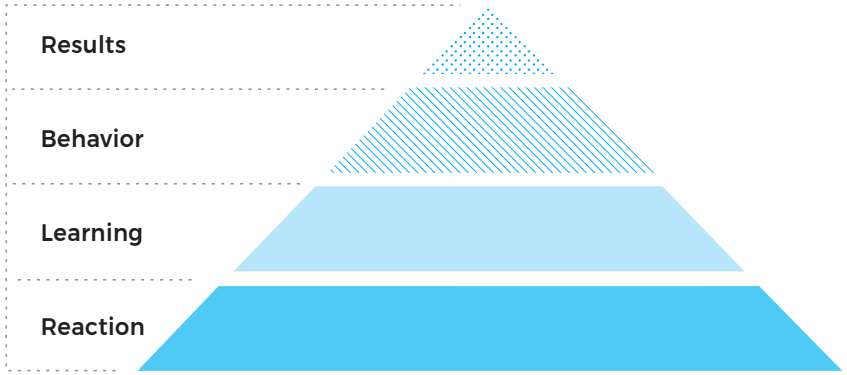


Figure 3. Kirkpatrick's evaluation model (1994).

The *reaction* level reflects the experiences and perceptions of the lecturers about the field lab: How did it go? What are the experiences of the trainer, the lecturers, and their students?

The *learning* level focuses on the knowledge and skills acquired by the lecturers.

The *behavior* level considers the extent to which the lecturers applied the acquired knowledge and skills.

Finally, the *results* level focuses on the (perceived) impact that the field lab aimed to achieve. What impact did the field lab have on experiences, learning, behavior, and (student) results?

[7] Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco, CA: Berrett-Koehler.

Four levels of evaluation

- Reaction: how do lecturers describe their experience with the field lab?
- Learning: what did the lecturers learn from the field lab?
- Behavior: to what extent do lecturers apply what they have learned?
- Results: what is the (perceived) impact of the field lab on students?

Other relevant questions include: What type of educational institution was the field lab conducted in? What are the characteristics of the individual participants? Why did the training produce the desired learning outcomes? These kinds of questions are not addressed by Kirkpatrick's model but can help you to understand the results.[8] It is therefore recommended to collect some additional information on characteristics of the educational institution, the participants, the trainer, and any positive or negative factors that possibly influenced the implementation.

You can collect this information using research tools, such as questionnaires, interviews, analysis of existing data, or observations. Your choice of research tool should depend on what you want to find out and what is feasible. Interviews, for instance, allow you to ask more detailed questions but are more time-consuming than an online questionnaire. In addition to a structured evaluation, reflecting on how the local field lab was implemented is also very worthwhile. The reflection can consider questions such as:

- How valuable is the field lab for the institution?
- Does the field lab represent an improvement on existing processes?
- What was a hit and what flopped?
- Which factors had a positive and which factors had a negative impact?
- How could the field lab be improved next time?
- What advice would you give future users?

[8] See also Bates, R. (2004). A critical analysis of evaluation practice: The Kirkpatrick model and the principle of beneficence. *Evaluation and Program Planning*, 27(3), 341–347. doi.org/10.1016/j.evalprogplan.2004.04.011

Tip

If data is collected for the evaluation during or after the professional development activity, it is important to consider whether the participants must give their formal consent for the collection of this data. Discuss this with the institution(s).

A practical example: the Formative Assessment field lab

The University of Twente evaluates the field lab using questionnaires. These are circulated among the trainer(s), the participating lecturers, and the students of the participants on the course or program where the formative assessment was used. The questionnaires, which were prepared in Phase 3, incorporate the four levels of Kirkpatrick's model. Because these questions are posed to all parties involved, the data can be triangulated. In this way, the field lab can be observed from multiple perspectives.*

Evaluation of the reaction

During the last session, time is scheduled to provide lecturers with the opportunity to give feedback on the professional development activity. How would they describe their experience? Was it valuable to them? Furthermore, a questionnaire is used to further analyze various building blocks of professional development. One example question is: "Which of the following aspects of this training program did you enjoy most?"

Evaluation of learning

This level focuses mainly on what lecturers have learned from the field lab. This level is strongly linked to the content of the module. One example question is: To what extent do you feel competent at the five learning objectives of the field lab (digital) formative assessment? Give a score from 1 (not at all competent) to 5 (very competent) for your competence prior to the fieldlab and after the fieldlab. Furthermore, a questionnaire is sent out to the trainers to find out what they think the lecturers have learned. Lecturers might also use a more playful tool, e.g., a quick test or a quiz, to explain what formative assessment means and what it doesn't mean.

Evaluation of behavior

Lecturers will be asked how they have implemented formative assessment in their teaching practice. Furthermore, students will be asked to complete a questionnaire about what they experienced. One example of a proposition is: "My lecturer discusses the learning goal(s) for the lecture with us", with students then being asked to indicate the extent to which they agree or disagree with the proposition.

Evaluation of the results

Finally, the field lab must contribute to achieving the goals, such as better educational performance or a better level of understanding among the students. It is important to align these questions with the goals that were specified when the field lab was initiated. An example question with multipe choice options are: "How do you and your students benefit from (digital) formative assessment? Multiple answers possible."

2.4 Conclusion: manual and theoretical insights

This handbook started from the premise that higher education institutions can learn from each other and inspire each other in the field of professional development for lecturers. It is for this reason that the design and implementation of the field lab results in multiple outcomes, not just for the lead institution itself, but also for other institutions that want to make a start in this area.

Firstly, the design process will lead to a complete manual that provides a step-by-step description of the local field lab when performed in line with the EDR model referred to in this handbook. The manual contributes to the goals of the educational institution that were established in the analysis and exploration phase. Furthermore, other educational institutions can use the fully elaborated manual to implement the local field lab similarly. The Acceleration Plan is currently working on a digital platform for the public sharing of these manuals. Keep an eye on the website (www.versnellingsplan.nl/english/) for the latest information.

Besides these practical results, the evaluation of the local field lab will produce knowledge and insights in terms of theory. For instance, it will be possible to establish whether certain building blocks within a particular design of professional development are effective and,

if so, under what conditions. When the implementation is less successful than anticipated, it is still important to share information on which factors harmed the process. For this reason, we recommend producing theoretical reports (e.g., in articles or blogs) in addition to a report on practical achievements, so that the knowledge and experiences gained can inspire future interventions in professional development for lecturers in the context of educational innovation with IT.

Tip

You can find many good examples of effective approaches to the design, implementation, and evaluation of lecturer professional development activities on the internet, but you should also try to find information about processes that have not gone entirely according to expectations.

A practical example: the Formative Assessment manual

*During the design process and the implementation of the Formative Assessment field lab, the staff of the University of Twente kept track of their ideas and results using the template for the manual described in Part 3 of this handbook. Furthermore, they have been actively producing video material to be able to share their practical experiences appealingly.**

Once the Formative Assessment field lab was concluded, the University of Twente staff recorded their findings in a manual. This manual will eventually be shared through the website of the Acceleration Plan. Furthermore, the staff involved wrote a blog about their experiences of this field lab and produced a video with short excerpts from the classroom practice of lecturers. Lecturers also speak about their findings in this video.

**At the time of publication, it had not yet been definitively decided how the results of the Formative Assessment field lab would be shared. The example described in this box is therefore fictitious.*

Checklist

Use the checklist to find out whether you have completed all parts of a particular phase.

Analysis and exploration

- Is the goal of professional development justified?
- Is the theme based on information from the scientific or practice-based literature?
- Have the characteristics of the target group been defined?
- Have the preconditions been defined?

Design and construction

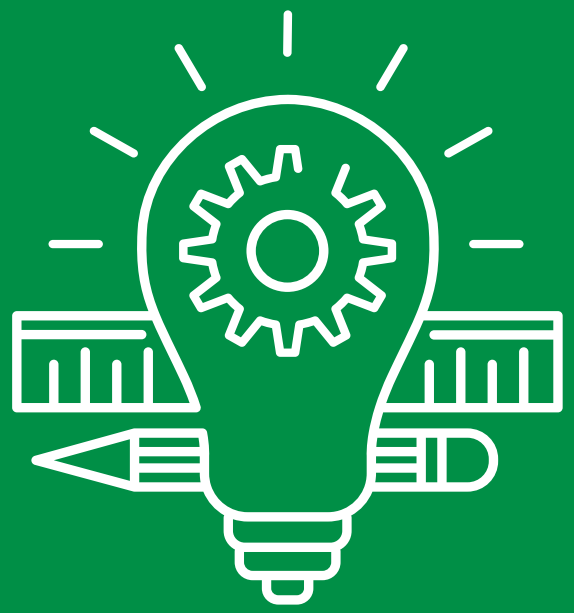
- Have clear learning objectives and success criteria been formulated?
- Has the design of the field lab been described?
- Has the content of the field lab been decided?
- Have the learning and teaching materials been developed?
- Has a description been prepared for the trainer?
- Is there a description of the field lab for recruitment within the institution?

Evaluation and reflection

- Has the field lab been evaluated?
- Have participating lecturers given their consent for the collection of research data?
- Have the recommendations for future users been formulated?

Output: manual and theoretical insights

- Is the manual ready to share with colleagues or are some revisions still needed?
- Have new insights into effective professional development for lecturers been shared?



Part 3: Manual template

The manual template on the following pages provides you with a document that can be completed step-by-step when you are designing a field lab relating to educational innovation with IT. This template is intended as a source of inspiration and information for your institution (i.e., as a reference work), but also for other educational institutions to help share best practices. The manual that will be produced contains all the information you need about how the field lab was implemented and how future users can work with it.

The template consists of three parts corresponding to the three steps in the step-by-step plan.

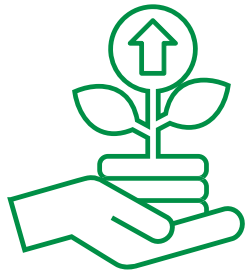
- In the first part, the **background**, you provide a brief description of the background of the local field lab, such as the context in which the field lab was implemented and its purpose.

- In the second part, the **practical design**, you describe the content of the field lab. How many sessions are there, and how long do they take? What is the order of the assignments? Practical materials, such as presentations, assignments, questionnaires, et cetera, can be added to the manual as appendices.

- In the third part, the **evaluation**, you provide a description following the implementation of what the field lab has yielded as well as your advice for other users. What went well? What would you do differently next time? Examples of not just the hits, but also the flops are valuable here!

The combination of these three parts will ensure that the course or program and the results of your field lab are shared with colleagues in the higher education community. The Facilitating Professional Development for Lecturers Zone of the Acceleration Plan will use this template to produce manuals containing a description of the design, implementation, and evaluations of the various field labs as well. Eventually, these manuals will be shared via a structured database on the Acceleration Plan website.

Manual



[Topic X; try to come up with a catchy title]

Professional development method for lecturers in higher education

Contents

Background

[Provide some information about the context: the institution where the field lab was designed, why there was a need for it, when it took place, etc.]

Goal

[Set out here the results of the analysis and exploration phase: Why was it decided to set up a field lab for Topic X? What are the institution's needs and why? What activities does the institution currently pursue in relation to Topic X?]

Substantive justification

[Set out here the results of the analysis and exploration phase: What is already known about the effectiveness of Topic X in higher education? Is there any scientific literature already available on the subject? Are any good examples from professional practice available?]

Target group

[Set out here the results of the analysis and exploration phase: Who is this field lab intended for? Which lecturers participated on this occasion and how can they be characterized? How experienced are these lecturers?]

Preconditions

[Set out here the results of the analysis and exploration phase: What materials (not provided in the manual), costs, hours, manpower will the institution need to provide to implement the field lab? What tools can be used?]

Practical design

Learning objectives

[Here you will find the results of the design and construction phase: What learning objectives and success criteria will lecturers achieve by following these field labs? Are they linked to any indirect learning objectives for students? How will the learning objectives and success criteria be shared?]

Design

[Here you will find the results of the design and construction phase: Which building blocks characterize the field lab? Check this using the list of building blocks on www.versnellingsplan.nl/english/].

Content and format

[Set out here the results of the design and construction phase: How many sessions are there? What are the duration and approximate content of each session? Add any relevant other material as an appendix, e.g., presentations, assignments, and other teaching materials, so that others can make use of them too.]

Evaluation

[Set out here the results of the evaluation and reflection phase: Have the objectives that were decided in advance been achieved? Did the field lab prove successful? How did lecturers feel about participating? Does the field lab represent an improvement on existing processes? Which factors had a positive or a negative impact? What advice do you have for future users of the field lab?]

References

[What sources were consulted?]

Appendix

[Add here any relevant material from the design and construction phase that could be reused in another context].

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Acceleration plan
Educational innovation
with ICT

Facilitating professional
development of lecturers

The Acceleration Plan for Educational Innovation with ICT is a four-year programme focused on bringing initiatives, knowledge, and experiences for digitalisation together. The programme is an initiative of SURF, the Netherlands Association of Universities of Applied Sciences, and the Association of Universities, and is organised in eight acceleration zones. In the zone Facilitating professional development for lecturers, 18 institutions are working on improving the professional development of lecturers in Dutch higher education.

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