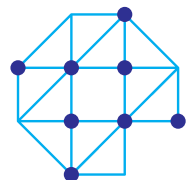# How to support the 'At your own pace' student path

Possibilities and challenges from an educational perspective

Acceleration plan
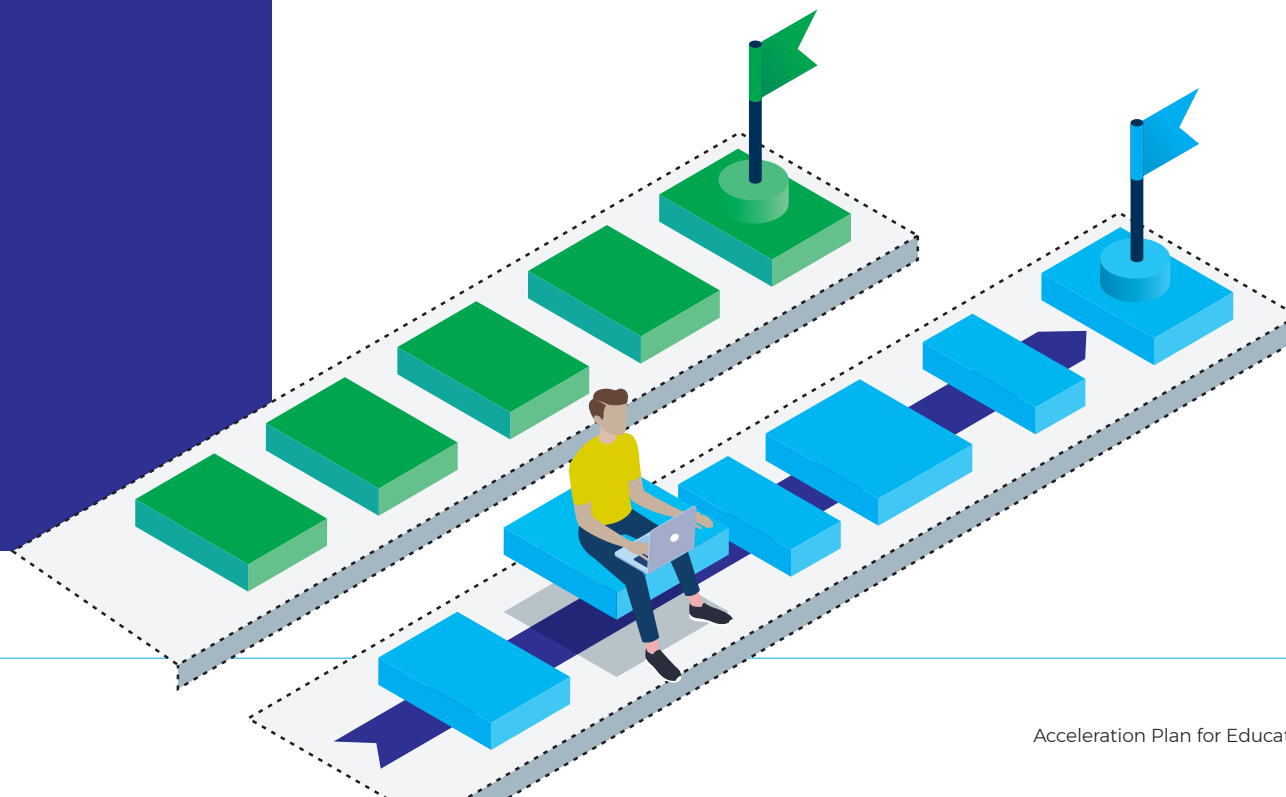Educational innovation with ICT

flexibilisation

Contents

How to support the 'At your own pace' student path

Possibilities and challenges from an educational perspective

Students who want to 'accelerate' their pace of learning because they already have a lot of prior knowledge. Or students who want to 'decelerate' because it is more appropriate at this stage of their lives and careers. These are examples of variations in study pace we want to facilitate in Dutch higher education. 'Studying at your own pace' is an important aspect of flexible education but also a topic that raises many educational questions. How do you ensure that students stay connected with each other and with the study programme when they are going through it at different paces? What do differences in pace mean for student guidance and the role of teachers? How do you address differences in prior knowledge? Should you take into account variations in pace of study when designing your curriculum? Do you want student path-independent assessment? If so, how will you organise this? These are just a few examples. Finding answers to these kinds of questions is vital because flexible education is the way forward, and this is a widely held view in Dutch higher education.

In the Netherlands, research universities, universities of applied sciences and SURF have joined forces in the field of educational innovation in the 'Acceleration Plan for Educational Innovation with ICT' (*Versnellingsplan Onderwijsinnovatie met ICT*). In a plan for the 2019-2022 period, they have jointly formulated three ambitions: (1) improving access to the labour market, (2) promoting more flexible education, and (3) organising smarter learning with the help of technology. The institutions taking part in the Acceleration Plan will focus on bringing together initiatives, knowledge and experience in eight different zones. At the same time, they will make concrete efforts to create opportunities for higher education in the near future. In 2019, the Flexibilisation of Education Zone (Zone Flexibilisering van het onderwijs) developed a vision involving four flexible student paths that elaborate concepts of personalised and flexible education.

- **At your own pace.** The student is enrolled in a specific programme at an institution and can complete the programme at their own pace (accelerated or decelerated).

- **Off the beaten track.** This student path fosters mobility across educational and institutional boundaries to maximise the student's control over the progress of their study programme. Students can follow one or more parts of their programme in another course of study, faculty or institution without any practical obstacles.

- **MyDiploma.** The MyDiploma path abandons the ides of a predefined study programme. The student puts together their own short-cycle programme.

- **Modular learning.** The student signs up for modules instead of a full programme. These modules can also be part of a regular programme.

As Working Group on Educational Issues (one of the four working groups in the Flexibilisation Zone), we explore the At your own pace student path in the Netherlands in this publication.

What do we mean by 'Studying at your own pace' and why is it important?

Whether they are school leavers or working professionals, today's students combine their studies with a variety of other activities, often bringing valuable knowledge or experience to the table. Over the years, the education system has responded to this – often in a supply-driven manner – with full-time, part time and dual variants, senior secondary vocational and higher education streams, multiple starting points and exemptions. The *At your own pace* student path has the same objective of allowing for flexibility – not as an end in itself but as a means of meeting students' needs so that higher education becomes even more accessible.

With student paths, the student's needs are central. Students are in control of their own study pace – accelerated where possible or decelerated where necessary – and can determine the timing and sequentiality optimal for them. Our aim is to make structurally possible what is now often still a policy of exceptions.

Studying at your own pace can take place at two levels:

- At the level of the study programme. The emphasis here is on the individual pace of study. Students can decide the number of credits per course period, the sequentiality and also the starting time of credits themselves.
- This may be – within a unit – an educational unit, a module, a course or a unit of learning outcomes. The focus here is always on the individual's own *pace of study*, with room to use existing knowledge, to eliminate gaps, to process personal or other feedback or to further shape their education in co creation with educational staff.

Opzet en doel van deze publicatie

We highlight four facets of the *At your own pace* student path::
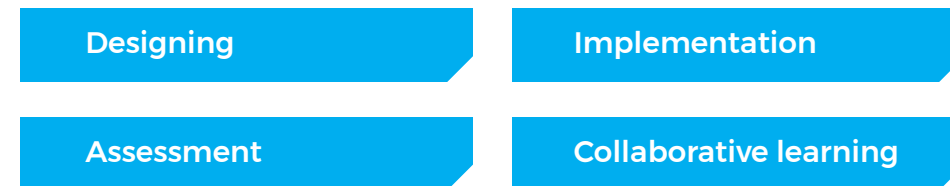
Designing	Implementation
Assessment	Collaborative learning

We begin with a brief presentation of the most significant questions for each facet so that the reader can immediately see what each facet is about. Next, we provide a picture of trends and developments for each facet as well as a number of examples of how different institutions or programmes approach the facet.
Throughout the publication you will find short quotations from students explaining why they think studying at their own pace is important and what their experiences are with adaptations designed to make this easier.

Our aim is to provide up-to-date information and ideas to the relevant stakeholders. As a working group, we have gained a better understanding over the past year of what is happening in the Netherlands in general regarding 'Studying at your own pace'. We would like to share this information.

Although we have taken great care in preparing this publication, it does not presume to be exhaustive or academic. We do not prescribe anything and do not present any specific step-by-step plans, as each institution chooses its own focus for flexibilisation, suited to its own dynamics and context. With this publication, we would like to contribute to the discourse about that focus in your institution.

Reading guide

We understand that universities of applied sciences (HBO) and research universities (WO) have different contexts when it comes to 'Studying at your own pace' in the Netherlands. What might be relevant in HBO is sometimes not the case in WO, and vice versa. In this publication, we discuss trends and developments in Studying at your own pace within higher education in the Netherlands as a whole.

When referring to educational units, courses, subjects, or units of learning outcomes, we generally use the term 'educational unit' and we sometimes also refer to 'modules'. It is up to you, the reader, to apply these terms correctly to your own context. Similarly, we use the term 'programme' broadly to refer to a study programme, curriculum or educational programme.

Facets relating to Studying at your own pace
What questions are relevant?

1. Designing

In designing education, Studying at your own pace can be made possible by taking it as a starting point (1) in designing the curriculum, and (2) in designing a module or educational unit. The biggest design challenge in a modular curriculum is the balance between limited sequentiality and coherence in the curriculum: what tools are available to achieve this? And what should you take into account when designing modules in which the balance between flexibility and coherence is also relevant?

> *Ik merk dat ik meer uitdaging nodig heb, en ik denk ook dat dat mogelijk is. Als ik sneller kan studeren wordt het voor mij interessanter om een hbo-studie te doen.*
>
> **Student perspective**

2. Assessment

What is the relationship between assessment and Studying at your own pace? We outline, for this facet, three developments in which that relationship becomes evident and provides tools for making choices. What opportunities does assessment of individual units offer? How might student path-independent assessment help students set their own pace? What kind of supervision is required? In what way does 'programmatic assessment' contribute to student autonomy?

3. Implementing

EiAllowing students to study at their own pace involves a lot of effort in terms of student guidance and the role of teaching staff. What information is needed, e.g. about entry requirements, dependencies between educational units, sequentiality and timeline? What might you consider when setting up an appropriate process of supervision and discussion? Who do you involve in that?

What specific roles does the teacher play in asynchronous learning and in learning in a blended learning environment? And how do you, as a teacher, fulfil the increasingly crucial role of a coach?

4. Collaborative learning

To support Studying at your own pace, it is especially important to pay attention to social interaction when introducing a course. A student who feels involved in a study programme and has good social interaction with peer students will feel at ease more quickly, seek contact with fellow students more easily and feel comfortable asking the teacher questions. What can you do to foster this essential bond if the student determines their own pace of study, wholly or in part, and is therefore not always in step with their fellow students? How do you encourage group formation? What working methods can be supportive in this process? Can learning teams and mixed groups contribute, and if so, how?

Facet 1: Designing

In designing the educational offer, Studying at your own pace can be facilitated in two ways. This can be done by making it the starting point (1) in designing the curriculum, and (2) in designing a module or educational unit. In both cases, the learning objectives/ learning outcomes to be achieved are fixed. When making choices regarding Studying at your own pace it is of course essential to align this with the programme department's or institution's vision of learning, specifically collaborative learning.

Guidance on designing the curriculum

By setting up a curriculum in a modular way, the student can choose how many modules to take concurrently for each period and in which order to take them. In a modular curriculum, modules can be taken relatively independently of each other, which allows the student to determine at which pace they will complete the programme.

The main design challenge in a modular curriculum is finding the right balance between limited sequentiality and a coherent curriculum. This can be done in the following ways:

- **Design modules** of substantial size in terms of credits, with no or limited sequentiality and no continuous learning lines.
- **Categorise modules** according to complexity or level, but without linking them to a study year. This can be done, for example, by making a distinction between modules at basic, advanced and expert level or, for universities of applied sciences (HBO), in modules at NLQF 5 level and NLQF 6 level. This helps the student better understand the options available and decide which module to take and when. Another way to achieve this is to clearly define entry requirements for each module, with references to how the entry level can be met before enrolling in a module.
- **Offer modules several times a year**, especially if sequentiality is relevant. This will of course depend on whether this is organisationally and financially feasible. It may, for example, be possible to increase the number of modules offered by cooperating with other study programmes.

Example

A modular curriculum

A programme consists of modules of 15 credits (EC). Each module has a duration of six months. Depending on their interests and learning needs, students can choose to take one, two or three modules per semester, thus achieving 15, 30 or 45 credits. Modules in the main phase do not have to be taken successively and are offered twice a year.

Guidance on designing a module

Where possible and appropriate, the learning activities of a module can be developed and offered independent of time and place. This will allow the student to choose which learning activities to pursue and when. For this to be effective, it is important that the student can find out easily which learning activities are available, which ones can be followed independent of time and place and, if this is not the case, when the contact times are scheduled.

It would be extremely convenient to be able to take certain subjects earlier. That way I can finish the course faster and pursue a Master's degree afterwards.

Student perspective

Here again, finding the right balance between flexibility and coherence is essential. This can be done in the following ways:

- **By designing digital learning activities and materials** that are suitable for the student to work with independently, such as assignments, knowledge clips, self-assessment, and so on ('online educational units'). This ensures that students who need extra exercise material can choose what they need.

The same applies to students who already have a lot of knowledge and skills and want to start immediately with more complex learning activities and/or the final test.

- **Create sufficient opportunities for feedback** when learning activities are independent of time and place. This can be done by offering consulting hours or using consultation record cards.
- **Ensure adequate information provision** about the learning activities and about guidance in making choices from these learning activities.

Example

A flexible offer of learning activities

In the learning management system, an environment is set up – for each educational unit – where the student can find out which 'live' learning activities are offered (on location or online) and which activities can be followed independently online. The student can see, for each learning activity, what is expected of them and what the aim of the activity is.

In the case of 'live' learning activities, conditions may be attached to participation (e.g. completion of the preparation assignment). In this way, the student can choose from the offer of learning activities and decide when to complete the learning activities to be done independently.

Student perspective

I get all the assignments at the beginning of the block and can decide for myself when to do them. It's great!

Facet 2: Assessment

To enable Studying at your own pace, it is a recommendable idea to include self-paced assessment. If you make acceleration, deceleration and self-timing possible in education but make no changes to assessment, it is possible that the assessment system will ultimately determine the pace of learning.

A programme department's or institution's vision of assessment and the ambitions regarding Studying at your own pace will determine the choices to be made regarding assessment. We outline three developments in the field of assessment that can help in making these choices.

Assessment for Studying at your own pace at the level of the study programme.

Assessment of individual units
Independent educational units or modules (see also the 'Designing' facet) are concluded with an assessment. As this assessment is a legal obligation, it is not a means aimed specifically at promoting flexible education. However, flexibility in the planning and timing of tests can contribute to flexible education and support students following the *At your own pace* student path. This makes it possible to complete parts of a course or to complete several units in a shorter period of time but also to choose when it is most convenient to do so. An example of this is the Flexstuderen, (Flex-Learning) pilot run by the Dutch Ministry of Education, Culture and Science (OCW), in which full-time students are given the opportunity to study part-time.

Student path-independent assessment
In student path-independent assessment, the assessments are no longer linked to the student path. A programme department or institution may choose to do this for various reasons and flexibilisation may not always be the main objective. Nonetheless, this form of assessment offers a lot of flexibility in the learning activities. Not only does this make Studying at your own pace possible, it also offers opportunities in the 'Off the beaten track' student path.

With student path-independent assessment, it is the learning outcomes, or assessment route, that is normative – not the student path. The assessments are developed based on the intended learning outcomes and not on what has been covered in the student path. Students can, to an increasing degree, determine **when** (and **how**) they demonstrate learning outcomes. For this to be possible, they need to have a good idea and overview of their desired learning outcomes, including the assessment criteria.

Example

Acceleration opportunities for working professionals

The OCW flexibilisation pilot – Learning Outcomes Experiment, in which universities of applied sciences have redesigned their education flexibly, has proven to be a powerful driver for developing student path-independent assessment (PIT). Working professionals with knowledge and experience have the possibility to demonstrate the relevant learning outcomes by means of a path-independent test, for example, and do not have to follow the corresponding student path. This gives them the opportunity to accelerate their studies.

In order to make Studying at your own pace possible, both individual unit assessments and path-independent assessments should be provided multiple times during the academic year, for example in each period. Often, the choice is made to limit the number of times a student can take the test, for example to two times during an academic year. Establishing an assessment centre could be beneficial in this regard.

Example

Assessment when the student is ready

To facilitate assessment for Studying at your own pace, Utrecht University of Applied Sciences is in the process of establishing a assessment centre where the starting point is the student's readiness to take the test.

It is crucial to provide students with all the necessary information, as they must be aware of what they can choose. That means unambiguous information in one place according to the 'single point of contact' principle. The idea is that students can book a 'seat' via self-service. The assessment centre provides for digital assessment. 'Paper tests' are inconvenient, as you can't keep them all in paper format. If the database of test items is large enough, there need not be any restrictions on the number of tests in the assessment centre, except for the number of available test places.

Assessment for Studying at your own pace at the level of the educational unit

Programmatic assessment

In this form, assessment is part of learning, with attention to feedback after a test and the opportunity to process this feedback. In this way, students are in control of their pace of learning, among other things.

In programmatic assessment, information about the student's learning process is collected on an ongoing basis throughout the programme; this information is commonly referred to as 'data points'. It is important for students to be able to work on learning outcomes at different times, at their own pace, and in different ways. The emphasis is on feedback and developing self-management.

The time of assessment is delayed so that the student has the required time (for the desired pace!) and space to develop and learn from assessments. In contrast to path-independent assessment, data points are collected throughout the entire student path. The length and duration of this student path may vary from student to student. Again, the student can decide when they are ready to demonstrate learning outcomes.

In this way, assessment can be more than assessing whether students meet defined learning outcomes. Assessment can also be an important learning activity – a tool that helps students in the learning process and in directing their development. When a student has insight into their learning process and competence development, it is also easier to set their own pace, adjust it if necessary and know when they are ready for the test.

Facet 3: Implementing

Various educational issues come into play when implementing education that allows students to set their own pace, including the role of prior knowledge, group bonding and guidance. In this facet, the focus is on the specific guidance required and on the consequences for the teacher's role in implementing education in the *At your own pace* student path.

Guidance for Studying at your own pace

If a student decides to study at their own pace, student guidance will focus on preparing a study plan, encouraging logical choices and keeping track of progress. Nearly every institution will have dedicated a role for this purpose. What are key factors in this guidance?

- **Unambiguous, complete, clear and accessible information**
  Guidance for students who study at their own pace requires an overview of the sequence (entry requirements) and content of educational units as well as the timeframe in which they are offered. Some institutions use systems that provide insight into dependencies between educational units and provide an overview of students' progress in their study programme. In an ideal situation, such a system would allow students to choose educational units, as in a web shop, and would also notify them as regards sequentiality, time investment and coherence.

- **Personalised process, comprehensive guidance**
  Progress meetings can take place at different times of the year, depending on the student's needs. Study contracts can also be drawn up for the specific period in which the student and the programme department agree on the education to be followed.

A good division of roles and collaboration between these roles are key in ensuring that student guidance is organised properly. It is advisable to take a 'broad' approach in this respect – student advisors, student counsellors and programme coordinators can all play a role. It is, in any case, essential that the different actors work together effectively and that the student has a single point of contact.

Example

Personalised guidance for Flex-Learning

After students have enrolled as flex-students in one of the participating programmes of Utrecht University, they contact the student advisor of the programme department to schedule an appointment. This is a compulsory step in the enrolment process. Prior to the appointment, the student completes a study plan of their choice which they later discuss with the student advisor during the appointment. They can discuss, for example, whether the desired study plan is a logical choice in terms of compulsory subjects to be taken and whether the timetable allows for it. The student advisor will also look at whether the student meets the conditions for taking part in the Flex-Learning pilot. The student and the programme department then formally sign the study plan and the student can enrol in the courses during the course enrolment period on the basis of the established study plan. Student advisors keep in touch with flex-students so that problems can be solved or adjustments made quickly, for example in the chosen courses.

Teachers' roles in Studying at your own pace

When providing education, an important question for the teacher is whether Studying at your own pace has any consequences in terms of a student's prior knowledge, and if so, how to take into account any difference in prior knowledge.

Choices made when designing the curriculum serve as a compass to this end. If the design provides coherent and feasible choices, it creates options to accelerate and decelerate the learning process and therefore meets the needs of the student. One way of dealing with differences in prior knowledge is a more need-based approach to learning activities. Students and teachers jointly determine what learning activities are needed and then jointly design them. This provides more flexibility within learning activities and the student has more ownership of their learning process. Students are co-designers and co-developers of learning activities in this process, which also gives them more control over the pace of learning.

<div>

Example

Guidance on content and process

Teachers at The Hague University of Applied Sciences have the combined role of expert and coach. They help students map out their student path and provide guidance on the content of the learning process. Students in part-time programmes discuss, with their tutor, for each period (or block of credits) when they will work on which learning outcome/module, which learning activities they will use to this end, and when they will take the test. This is then recorded in a learning agreement.

Sufficient room is provided, within the learning activities, for the student's learning needs; these needs are the main focus of the activities. Consequently, the learning activities are mainly need-driven. In addition to on-site learning activities, there are also online activities that take place asynchronously. This means that the teacher must also be involved in between the synchronous activities and maintain contact with students.

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Studying at your own pace means that teachers will have heterogeneous groups of students as well as students who want to study independent of time and place. How do you deal with this as a teacher?

- **In asynchronous learning, the teacher's role is that of organiser and process facilitator.**
  Learning independently of time and place through online applications is becoming increasingly relevant. Besides offering an alternative to onsite learning in times of pandemic-related restrictions, online learning also makes Studying at your own pace easier. Part of online learning is asynchronous, which means that students and teachers do not necessarily conduct their learning/teaching activities at the same time. Feedback remains important, of course, and the teacher has an organising role in this, for example in responses on discussion forums, feedback on submitted papers or feedback on tests, including diagnostic tests.

  In online learning, the teacher is also a process supervisor in that he or she monitor the students' progress via the dashboard of a learning management system and makes interventions on that basis. The teacher can also connect students online when they have to hand in assignments or give each other peer feedback.

- Programme departments must already give thought in the design phase to effective organisation of asynchronous learning activities. It is essential to start from the learning objectives (in detail) when designing learning activities. Asynchronous and synchronous learning activities each have distinctive features. Asynchronous learning activities, for example, provide scope for reflection. Synchronous learning activities are much more about reacting or acting in real time. The ultimate mix of synchronous and asynchronous learning activities will also determine the extent to which Studying at your own pace is possible.

- **Teacher's role in a blended learning environment: differentiation and maintaining oversight**
Students who choose the At your own pace student path can also choose to follow part of the programme independent of time and place and part of it classically. With this kind of blended or hybrid learning, it is important for the teacher to gain insight into the students' learning stages and specific needs at the start of the contact moments. Formative assessments and feedback can play a role in this, as can the identification of needs based on a learning activity. By subsequently making a differentiation based on prior knowledge, progress and needs, the student can be better supported in the learning process.

- **The teacher as coach: explicit role**
Because students are increasingly assuming control of their own learning process, increasing focus is placed on teachers' coaching qualities. Many institutions therefore opt for role differentiation, partly to emphasise this role in the organisation but also to limit the multitude of tasks and reduce work pressure. This allows teachers to specialise, for example as an expert, coach, developer, organiser and/or examiner.

> *I need more flexibility in my schedule, and I would also like to be able to occasionally switch teams. This means I can switch classes and work an extra day if necessary. I don't need to choose the team, but I do want to choose my schedule.*
>
> **Student perspective**

Facet 4: Collaborative learning

Education is more than just the transfer of knowledge from teachers to students. In the design and implementation of educational programmes, learning is often seen as a process of constructing knowledge and meaning through the agency of collaborative learning, interaction and dialogue. As institutions, we work on the assumption that the student's learning experience is shaped by a combination of educational design & didactics, joint learning activities and a safe learning environment. Bonding is therefore essential in this process.

When students feel involved and can engage in a lot of social interaction, for example working together on projects or seeking solutions, this generally has a positive effect on the quality of education and student satisfaction. A learning community is a group of students and teachers who 'learn together'. Within a learning community, where students work closely together and inspire and share knowledge with each other, there is informal learning as well as formal learning.

Moreover, with the *At your own pace* student path – or perhaps especially so - it is important when designing the educational programme to pay attention to collaborative learning in a learning community. When students take part in an individual student path at their own pace, it can be a challenge to learn from and with each other. With this type of learning, students do not automatically come into contact with fellow students or they miss out on the natural group formation that takes place within a cohort. To avoid a situation where these students go through a completely individual learning process, the teacher can take the following factors into account when designing and implementing the programme:

- **Focus on group formation during the introduction period**
  When developing and implementing a subject, it is tempting to focus mainly on the content of the curriculum and the teacher's role. But with the At your own pace student path, it is crucial to pay added attention to social bonding during the introduction to a study programme or course.

Literature and practice have shown that students who feel involved in a study programme and have good social interaction with fellow students will feel at ease more quickly, seek contact with fellow students more easily and feel comfortable asking the teacher questions. This enhances the overall learning experience

- **Choice of working forms**
  Make use of social and activating working forms in which peer feedback, online or otherwise, plays a role. In this way, students can learn from and with each other in addition to reaping the benefits of working with peer feedback, such as learning to look more critically at their own and others' assignments. Other forms of working that can promote collaborative learning include working on group projects and online forms of discussion in a digital learning environment that all students can participate in. The advantage of online working forms with digital tools is that it can take place independent of time and place.

Example

A meaningful sense of community, even with Studying at your own pace!

Students enrol for a part-time course at Saxion Parttime School. Students who follow the preferred path (as outlined by the programme) are generally in the same groups for the modules. Students who either follow separate modules or design their own path with the student coach will no longer be in one cohort but may be in several groups. Within the modules, a sense of community is fostered by initiating onsite learning activities in which students learn with and from each other, including through debates, providing peer feedback and jointly solving academic problems. During the debates, for example, students are expected to take a position and discuss this with all or some of the group members based on practical as well as academic insights.

Student perspective

Everyone is different. Some pick up subjects and course material faster than others. And everyone has periods in their life when things are not going well. It would be helpful if this did not interfere in your studies.

- **Collaborative learning**
  We would like to emphasise the importance of collaborative learning, especially in the At your own pace student path, as otherwise there is the danger of the path becoming entirely self-learning. It is therefore advisable to include elements of collaborative learning in the design of the programme and courses. Collaborative learning – learning with and from each other – leads to knowledge sharing and knowledge building as a result of co-creation, critical thinking, problem-solving and the generation of ideas. The example of the HU in the box below illustrates the added value of the learning process in learning teams.

- **Harness the benefits of a mixed composition of the target group**
  Students who learn at their own pace may have different backgrounds, for example because they study and work at the same time. You can harness the benefits of this heterogeneity and students can use it to their advantage in group assignments and projects.

Example

Learning teams

At Utrecht University of Applied Sciences, it is not the classroom but the learning team that is the 'home base' for students who choose flexible and personalised studies. A learning team consists of the same (at least five and at most nine) students for an entire academic year who learn together on the basis of the team members' learning questions. Each learning team is supervised by a learning team supervisor. Knowledge is not transferred to but actively acquired by team members. The learning team supervisor facilitates and supports students in their learning process, guides them in making choices, shows commitment and is interested in the personal and professional questions of the team members. Key elements here are collaborative learning and learning from each other, development-oriented feedback, peer coaching and self-coaching, community support, dialogue, casual interactions and informal learning.

Programme departments decide whether the learning teams should have a homogeneous or heterogeneous composition, for example whether students of one or more years of study should be mixed. When students from different years of study form a learning team, the focus is not so much on the subject matter but on the relationship with the other person. Disconnecting the group from the subject matter creates scope for collaborative learning and for personal study based on a student's own learning questions. And This is therefore also possible with Studying at your own pace!

Ter afsluiting

Last but not least, we would like to emphasise that the At your own pace student path can be viewed from multiple perspectives. In addition to the educational issues discussed in this publication, there are also challenges surrounding this student path in the areas of quality assurance, logistics and organisation, technology and the regulatory framework. The other working groups in the Flexibilisation Zone focus on these areas and have combined their efforts to find specific answers and solutions from their own perspectives. The Working Group on Educational Issues will continue to gather and develop knowledge for the other student paths too. If you would like to stay up to date on this and related matters, we recommend you regularly check the website of the Acceleration Plan at www.versnellingsplan.nl

This publication was made possible by the involvement and efforts of all members of the Working Group on Educational Issues, with active support from SURF. Many thanks to all!
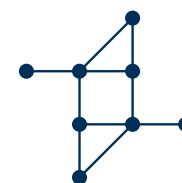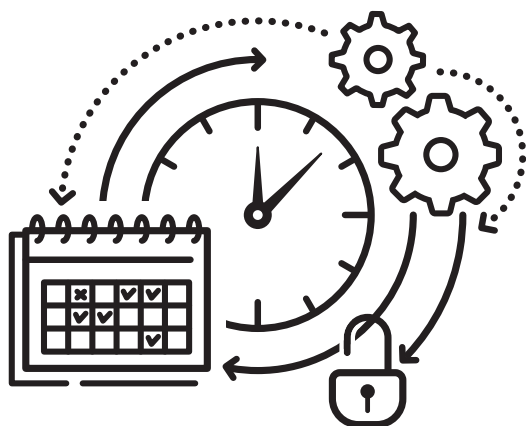
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Acceleration Plan for Educational Innovation with IT
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