Moving away from a one-size-fits nobody approach

(Lack of) alignment, unbuzzing the buzzwords
Maurice Melenberg and Marina Brinkman - Staneva
Successful Education?
Definitions and perspectives

Your perspective?

What should be the main objective of education?
01
Why the buzz?

02
Let's unbuzz
Differentiation and
Personalized Learning
Flexible Education

03
Alignment b/n vocational and higher education?
Examples and discussion
Why the buzz?

The need for flexible learning paths

Trends

What has happened?
- Continuous learning
- Access to knowledge

What is happening?
- Data-driven society
- Labour markets are changing faster
- Increasing mental well-being concerns

What will happen?
- Agency role for students
- Learning and working intertwined
- Co-creation of courses
- Credentials
Differentiated

Differentiation is:

"A didactic approach in which teachers proactively adapt process, products and content of education to the differences between individual students in the same classroom/learning environment." (Tomlinson et al., 2003)

A. Differentiation between classes (eg vocational education in the Netherlands, MAVO, HAVO, VWO, etc)

B. Differentiation in class (by the teachers) (Bosker & Doolaard, 2009)

Adapting to 3 student characteristics (Tomlinson et al., 2003):

1. Readiness
   Zone of immediate development, challenge

2. Interest
   Motivation, flow

3. Learning profile
   Gender, culture, socioeconomic status, learning preferences

differentiated

#

blended

#

personalized

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flexible
Let's Unbuzz

Personalized - Data Driven Society

Examples of areas where data has empowered personalization:

Retail: Amazon
News - Media: Youtube, Google, Facebook, Netflix

https://www.ecosia.org/images?q=personalized
More on personalized

Based on the work of Barbara Bray and Kathleen McClaskey:

Personalization refers to instruction paced to learning needs, tailored to learning preferences, and adapted to specific interests of different learners. In a fully personalized environment, the learning outcomes and content, as well as the method and pace may all vary.

It means, above all, that learners: have a voice and a choice about their learning. They are offered multiple means of:

- ACCESS
- ENGAGEMENT
- EXPRESSION

Who works harder in a personalized classroom, the teacher or the student?

AltSchool, 2016
Flexible

For what we now consider a regular student, for a better match with:
- needs and wants
- background
- interests
- pace
- the labour market

Building a degree of flexibility on a course and programme level, giving learners a greater choice over what and how to learn

7 dimensions

4 ideal student paths (Acceleration plan)
- At your own pace
- Off the beaten track
- My Diploma
- Modular Learning

Source: HU ambition for flexible education

Moving away from:
- cohorts
- fixed curricula
7 dimensions related to freedom of choice

1. **PACE**
   Fasten/slow down and flexible hop-on/hop-off

2. **TIME**
   Flexible starting moments, freedom of choice for order or parts to be followed, time-independent learning possibilities.

3. **PLACE**
   The place to learn eg on campus, at home, at a company.

4. **CONTENT**
   The choice for content to learn and the depth of learning on micro- (a learning situation during a lesson), meso- (within a course) and macro-didactical level (within a programme). The lens of personalization adds having multiple means of accessing content – for example digital media, touch, audio and visual media.

5. **WORKING METHOD**
   Freedom of choice related to working format best fit with student needs and preferences; formats which are designed to give students authority and responsibility for their own learning process like problem-based, project based, blended learning, collaboration.

6. **ASSESSMENT**
   The choice of multiple means of expressing what the student knows and understands, and the choice of timing of assessment.

7. **COACHING**
   This entails tailor-made coaching, meeting the needs and wants of the students; coaching during contact moments, during placements and practical education; coaching when shaping up the learning path and making choices; general academic career coaching.
7 dimensions at Brave Generation Academy

A balancing act: matching expectations and meeting reality - alignment of secondary and higher education

**P A C E**
Fasten/ slow down and flexible hop-on/hop-off

**T I M E**
Flexible starting moments, freedom of choice for order or parts to be followed, time-independent learning possibilities.

**P L A C E**
The place to learn eg on campus, at home, at a company.

**W O R K I N G  M E T H O D**
Freedom of choice related to working format best fit with student needs and preferences; formats which are designed to give students authority and responsibility for their own learning process like problem-based, project based, blended learning, collaboration.

**A S S E S S M E N T**
The choice of multiple means of expressing what the student knows and understands, and the choice of timing of assessment.

**C O A C H I N G**
This entails tailor-made coaching, meeting the needs and wants of the students; coaching during contact moments, during placements and practical education; coaching when shaping up the learning path and making choices; general academic career coaching;
The shift is one of control, of competition to collaboration:

1. Who decides what I study?
   Somebody else

2. Who decides how I study?
   Myself, together with...
   Coaches and mentors
   Learning Community
   EdTech

3. Who organizes my learning process (where, when, etc.)?
What gets measured gets done

Which perspective is decisive?

What is successful education?

Which data and metrics will be applied?

Aligning these 3 questions is the basis of aligning secondary and higher education.

But most of all... It's about their future.
THANK YOU!

SOURCE BLOCK

All speakers during the congress on Personalized Education, Utrecht 22 January 2019
https://www.edglossary.org/differentiation/