




# Overview of pillars, indicators, propositions and in-depth questions

In this overview, you will find the definitions of the pillars and indicators as well as the corresponding propositions and in-depth questions.



## Vision and Policy pillar




Vision on the relevance and added value of an activating blend in the curriculum.

Indicator	Definition	Proposition & in-depth questions
<b>Vision</b> 	The vision on the relevance and added value of an activating blend in the curriculum with regard to learning and teaching and the extent to which there is support for this within the team.	We see the relevance and added value of an activating blend in the curriculum. <b>In-depth questions:</b> <ul style="list-style-type: none"><li>• What, in your opinion, are the advantages of activating your students?</li><li>• Can you give an example of how you activate your students and how this is beneficial for your students?</li><li>• How are those learning activities interrelated (in an activating blend)?</li></ul>
<b>Objectives</b> 	The objectives the team aims to achieve over a period of time with regard to an activating blend in the curriculum.	We have objectives with respect to activating learning (by means of an activating blend). <b>In-depth questions:</b> <ul style="list-style-type: none"><li>• How do you think we are doing as a team in terms of activating learning?</li><li>• Are we using an activating blend for this?</li><li>• What is our vision as a team for an activating blend and how do we intend to achieve this?</li></ul>
<b>Reflection on development</b> 	How the team reflects on progress when it comes to applying an activating blend in the curriculum.	We regularly discuss what the activating blend in the curriculum means for student learning. <b>In-depth questions:</b> <ul style="list-style-type: none"><li>• How do we reflect on this as a team?</li><li>• What role can you and your colleagues play in this?</li><li>• How do we take up actions that emerge from this reflection?</li></ul>



## Leadership pillar



The supportive way colleagues encourage each other to work with an activating blend in the curriculum.

Indicator	Definition	Proposition & in-depth questions
<b>Role models</b> 	The extent to which colleagues are an inspiring example to other colleagues for the application of an activating blend in the curriculum, for example through their positive attitude or expertise.	<p>There are enough role models to inspire us in using an activating blend in the curriculum.</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• If so, which colleague in the team inspires you?</li><li>• Are there any colleagues in another programme or domain that inspire you?</li><li>• What do these role models mean to you?</li><li>• How do these role models help our team?</li></ul>
<b>Initiators</b> 	The extent to which colleagues support other colleagues in terms of applying an activating blend in the curriculum.	<p>There are one or more initiators in our team or domain who help us in using an activating blend in the curriculum..</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• How do these initiators get us started?</li><li>• What do we still need from these initiators?</li></ul>
<b>Culture of learning and experimenting</b> 	The way in which the professional culture within a team is geared towards a joint activating blend in the curriculum, for example through extra facilitation of lecturers' professional development, space for innovation, critical reflection, feedback and sharing experiences.	<p>In our team, we share new insights and new steps in terms of an activating blend in the curriculum.</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• Is there room for collaboration? If so, what helped us in this regard? If not, what do we need?</li><li>• How can we foster more knowledge-sharing?</li><li>• As a team, how can we maintain or create space for critical reflection?</li><li>• How do we make sure we feel safe to learn and experiment?</li></ul>



## Professional development pillar




Formal and informal professional development opportunities for colleagues with regard to an activating blend in the curriculum..

Indicator	Definition	Proposition & in-depth questions
<b>Professional development need</b> 	<p>Lecturers' professional development needs regarding an activating blend in the curriculum, based on their current:</p> <ol style="list-style-type: none"><li>1) knowledge and skills,</li><li>2) attitudes and beliefs and</li><li>3) IT use.</li></ol>	<p>We have sufficient knowledge and skills to design and deliver our teaching with an activating blend.</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• Where do you think things are going well and where do you see development opportunities for yourself and the team?</li><li>• Do you personally feel the need to develop further in activating your students?</li></ul>
<b>Professional development offer</b> 	<p>The opportunities lecturers have for professional development with regard to an activating blend in the curriculum, such as training, courses and professional learning communities. Here, both the form, duration and content are relevant.</p>	<p>We are offered sufficient professional development opportunities to support designing and teaching according to an activating blend.</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• What professional development possibilities are there?</li><li>• Are these aligned with your needs?</li><li>• Do you make use of professional development opportunities?</li><li>• Is there enough time for professional development? If not, what is needed to ensure enough time for this?</li></ul>



## Infrastructure & learning spaces pillar

The facilities provided by the institution to support an activating blend in the curriculum, for example by means of software, hardware, support from colleagues and learning spaces.

Indicator	Definition	Proposition & in-depth questions
<b>Infrastructure</b> 	The availability, accessibility and quality of software and hardware that can be used in education. Software includes Moodle, Feed-backfruits and Mentimeter. Hardware includes laptops, smartphones, IWBs and VR glasses.	<p>he facilities (software and hardware) provided by the institution are sufficient to use an activating blend.</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• How do you make use of the software provided by the institution?</li><li>• Do you think the software provided by the institution is of sufficient quality to facilitate an activating blend?</li><li>• How do you make use of the hardware provided by the institution?</li><li>• Do you think the hardware provided by the institution is of sufficient quality to facilitate an activating blend?</li></ul>
<b>Support</b> 	The availability, accessibility and expertise of colleagues in the institution who can support the process of an activating blend in the curriculum, such as IVT colleagues, ISO colleagues, ambassadors within the domain and educational experts.	<p>There is adequate support available to work according to an activating blend in the curriculum.</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• Where or to whom can we turn for that support?</li><li>• What support do you make use of?</li><li>• What other (forms of) support do you need?</li></ul>
<b>Learning spaces</b> 	Designing online and F2F learning environments fosters activating learning. Consider F2F learning spaces (classroom set-up and spaces such as the hybrid virtual classroom or a living lab), as well as setting up online environments such as Moodle.	<p>Our online and F2F learning environments encourage students to be active learners.</p> <p><b>In-depth questions:</b></p> <ul style="list-style-type: none"><li>• Can you name an example from your own practice?</li><li>• In what ways would you want to make the online environments more suitable for using an activating blend?</li><li>• In what ways would you want to make the F2F learning environments more suitable for using an activating blend?</li></ul>