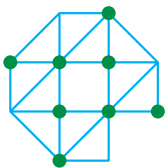


Blend your education

Getting started with working forms

Instruction



Acceleration plan
Educational innovation
with ICT



Facilitating professional
development of lecturers

Getting started with working forms

TARGET GROUP	Lecturers
FORM	Roadmaps and examples
TIME NEEDED	Variable
LEVEL	Course and programme

Background

For many in this field, active learning is a key tenet of blended learning. Active learning means that students connect information with existing prior knowledge and establish relationships between them. To this end, they need to be introduced to activating working forms, both physically and cognitively. Hundreds of studies undertaken have shown that when we engage pupils and students more actively, they actually learn more.

That is not to say that as a lecturer, you don't have any input. In fact, students can learn very well by listening to an inspiring lecturer, provided they are also able to connect the new information with what they already know. This works better if, as a lecturer, you take into account students' prior knowledge and help them make meaningful connections in the right way. For example, by using activating working forms, such as asking effective questions or having students create an idea map.

So, as a lecturer, you look for the best mix: well-measured and effective instruction, alternated with assignments that give students room to actively process the learning content. In the assignments, you use activating working forms that connect the different learning environments, 'engage' students and make the educational content meaningful. There are numerous sources on activating working forms in books and online. It is essential to choose working forms that are well-aligned to your intended learning outcomes, assessment, own context and relevant target group. This product elaborates on how to choose, design and improve working forms.

Method

This product is intended for lecturers/teaching teams who want to work with activating working forms at course level and incorporate them into a blended design. The product consists of a roadmap to select working forms, along with a list of inspiring sources for



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Acceleration Plan Educational Innovation with IT
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working forms. There is also a worksheet you can use to develop your own activating working form within a specific learning activity. The worksheet provides a basis for creating your own database of working forms, for example by elaborating and collecting working forms with other lecturers.

In summary:

- Use the roadmap to select an appropriate working form.
- Use the worksheet to develop and deploy your own activating working form in a designed learning activity.
- See the list of sources for inspiration on working forms.

Explanation

Working forms refer to the way you discuss content or the path along which you guide a process. So working forms are not about what you want to discuss or cover, but indicate how you might do it, such as in a class, session or other activity in which you wish to discuss or cover the content.

A working form has different degrees of complexity. This is elaborated in more detail in the roadmap and helps you estimate how long you will spend preparing and implementing the working form.

Using the worksheet, you can elaborate a working form at a high level of detail. Initially this takes a considerable amount of time, but the more often you use the worksheet, the faster you can get through it. If you are using the worksheet to build your own database of working forms, it is important to elaborate each working form in such a way that it can also be implemented in a different context.

If you would like to find out more, see the following:

- [Website with information on active learning and making or selecting suitable working forms](#)
- [How and why to actively process information explained in the book Wijze Lessen \(Wise Lessons\)](#) (in Dutch)
- [Blog with tips on working forms to activate learners online](#) (in Dutch)

Justification and sources

This product was developed on the basis of several existing roadmaps and models for developing and selecting activating working forms, supplemented by our own insights and experiences. The main sources for this are listed below.

Barkley, Elizabeth F. et al. *Collaborative Learning Techniques: A Handbook For College Faculty*. Wiley, 2014.

Blended Learning Fellowship on Active Learning. "What is Active Learning." Blended Learning Toolkit, University of Wisconsin-Madison. blendedtoolkit.wisc.edu/what/.

Bonwell, C. C., & Sutherland, T. E. (1996). The active learning continuum: Choosing activities to engage students in the classroom. *New directions for teaching and learning*, 1996(67), 3-16.

Center for Teaching, Learning & Mentoring (2022). *Active Learning in Your Course (Website)*. Consulted on 8 June 2022 at blended-toolkit.wisc.edu/deliver/activelearning/

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Jossey-Bass, 2013.



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, 16 institutions are working on improving the professional development of lecturers in Dutch higher education.



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