



Guidelines to design learning tasks which facilitate reflection, for blended, multiprofessional competency-based education

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JURE 22 August 2005



- 10 minutes: background
- 35 minutes: discussion

Design-based research:

- In the context of an authentic educational setting
- Aimed to improve education
- Resulting in tangible, usable results
- More about How? then Why?
- Iterative approach
- Mixed-method approach



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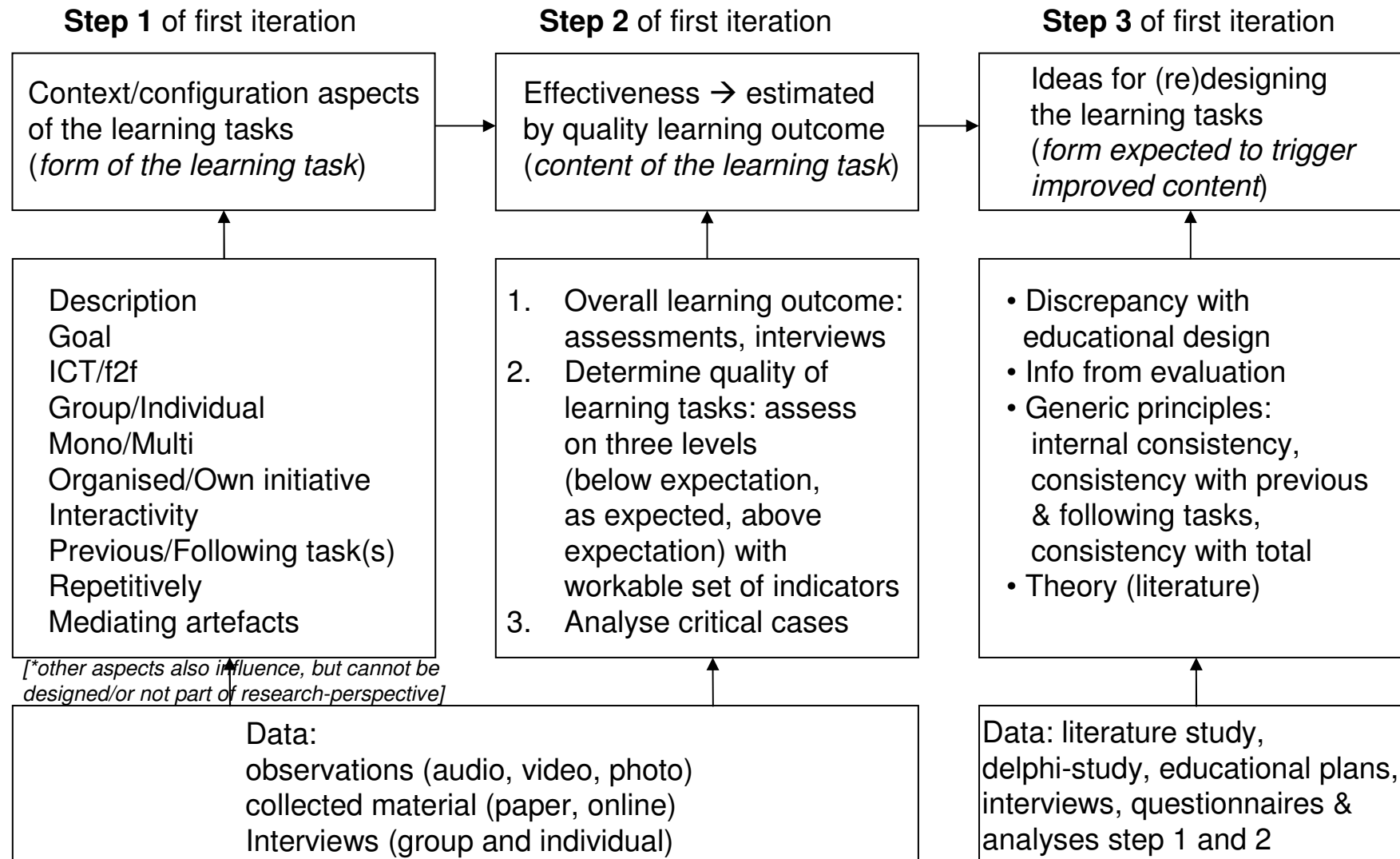


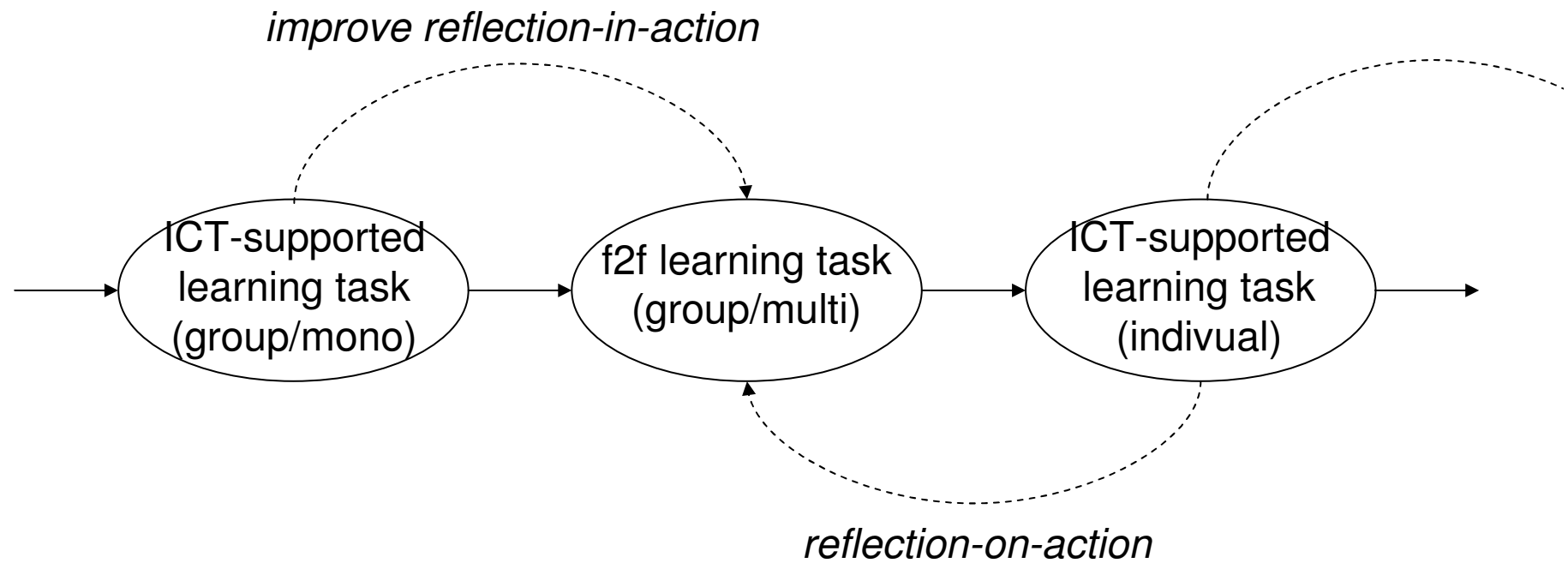
Context of research:

- First phase research: project with 3 cooperating educational institutes, subsidized by SURF
- Aim project: develop and implement an educational setting for students from Nursing, Physiotherapy, Speech Therapy and 4-year medical program SUMMA (33 students)
- 6 weeks blended education, followed by 3 weeks online

Unit of analysis: learning tasks - set of learning activities with clear start/end/goal/result

Research perspective: blended learning - a right mix and sequence of f2f- and ICT-supported learning-tasks will contribute to making collaborative (multiprofessional) learning-activities more efficient (easier/faster/...) and more effective (→ facilitate reflection)





Example sequence for blended educational setting to facilitate reflection



Result analysis first iteration:

- Descriptions of (generic) learning tasks of two main types: f2f and ICT-supported
- Set of guidelines (version 1.0), mainly about how to blend learning tasks to facilitate reflection

Validations to conclude first iteration:

- Expert validations
- Case studies with descriptions+ guidelines as evaluative instrument
- Next iteration: design, implement and evaluate educational setting

Question for discussion:

How to make this research-design more robust?

1. Questions for clarification only – *5 minutes*
2. Write down flaw(s) in research-design + suggestion(s) for improvement – *5 minutes*
3. Present & Discuss suggestions – *25 minutes*

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