ALO Final Conference

11th October 2018
Research results and valorization (short overview)

Overview ALO! project

VUB VRIJE UNIVERSITEIT BRUSSEL

GHENT UNIVERSITY

KU LEUVEN

cvo de oranjerie
dag- en avondonderwijs voor volwassenen

Volwassenenonderwijs Het Perspectief
Provincie Oost-Vlaanderen

CVO Antwerpen
centrum voor volwassenenonderwijs

Toll-net
Technologie-ondersteund levenslang leren

Vocvo

+ research partners: CVO Miras, CVO Gent, CVO Brussel, CVO Kisp, ...
+ User&Advisory Committee: GO!, POV, KOV, VDAB, BPost,...
+ experts

Factsheet

Runtime: Nov 2014 – Oct 2018

Valorisation: since Sept 2016

Funding: Flemish Institute for Innovation through Science & Technology (SBO140029)

Coordination: VUB: Chang Zhu, Bram Pynoo, Bram Bruggeman, Liesbeth De Paepe

1. Research   2. Valorisation

Goal

Which strategies and approaches can improve the quality and effectiveness of online and blended learning in adult education?

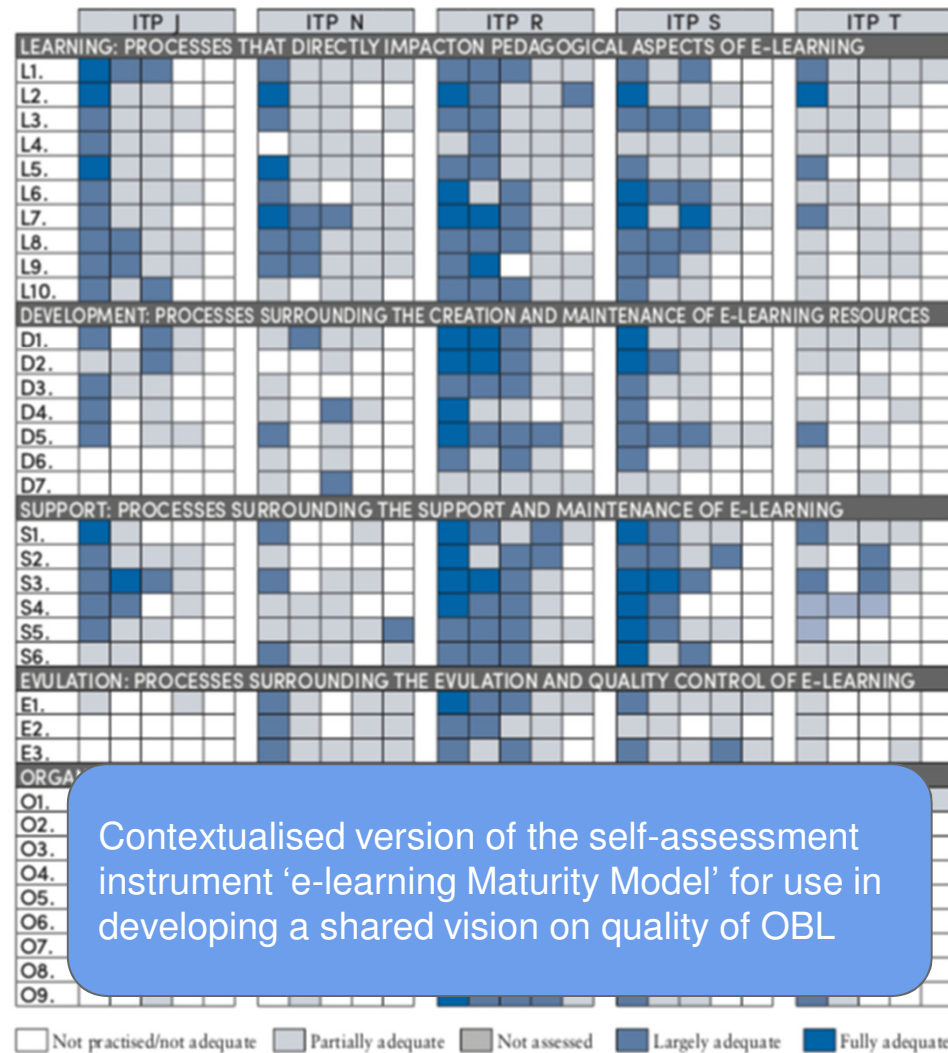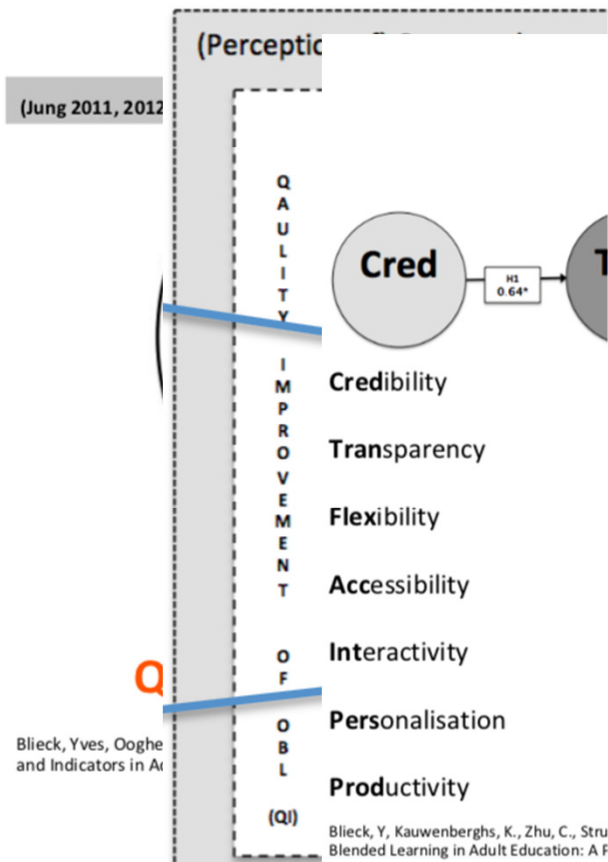# Research objectives

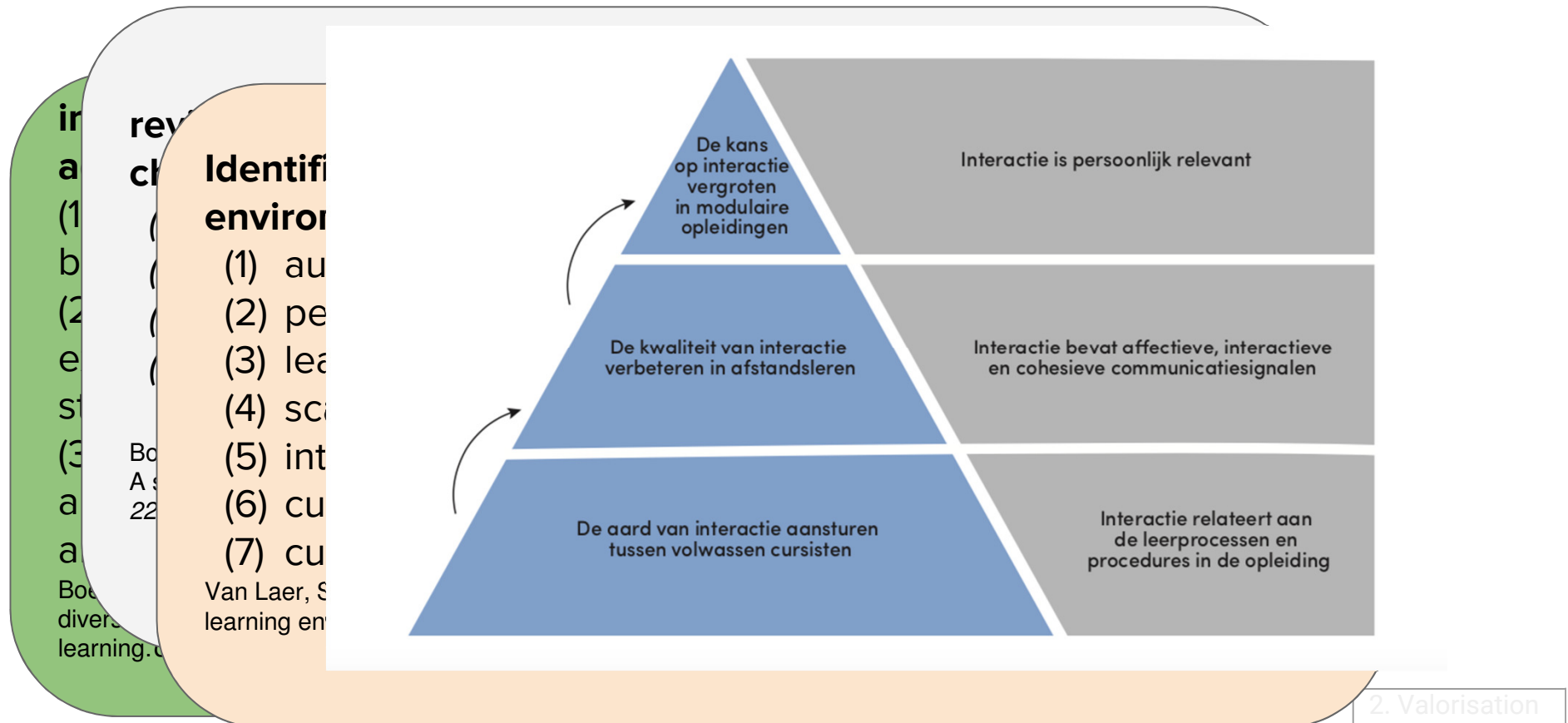|	
1. How can adult education providers improve the **quality of online and blended learning?**	WP1 **Yves Blieck** **Hilde Van Lae**r
2. How can the **design of online and blended learning courses and programs** *contribute to better performance?*	WP2 (course) **Ruth Boelens** **Stijn Van Laer** WP3 (program) **Ellen Van Twembeke**
3. To what extent do contextual, input, and process variables affect the quality of **learner** *output variables?*	WP4 **Silke Vanslambrouck**
4. Which **teacher professional development** *model can be validated to enhance teacher competences for applying online and blended learning?*	WP5 **Brent Philipsen**

1. Research   2. Valorisation

Research Obj

(Perceptio...

(Jung 2011, 2012

Blieck, Yves, Ooghe...
and Indicators in A...

Blieck, Y, Kauwenberghs, K., Zhu, C., Stru...
Blended Learning in Adult Education: A ...

QAULITY IMPROVEMENT OF OBL (QI)

Cred

H1
0.64*

T

Credibility

Transparency

Flexibility

Accessibility

Interactivity

Personalisation

Productivity

	ITP J		ITP N		ITP R		ITP S		ITP T	
LEARNING: PROCESSES THAT DIRECTLY IMPACT ON PEDAGOGICAL ASPECTS OF E-LEARNING										
L1.										
L2.										
L3.										
L4.										
L5.										
L6.										
L7.										
L8.										
L9.										
L10.										
DEVELOPMENT: PROCESSES SURROUNDING THE CREATION AND MAINTENANCE OF E-LEARNING RESOURCES										
D1.										
D2.										
D3.										
D4.										
D5.										
D6.										
D7.										
SUPPORT: PROCESSES SURROUNDING THE SUPPORT AND MAINTENANCE OF E-LEARNING										
S1.										
S2.										
S3.										
S4.										
S5.										
S6.										
EVULATION: PROCESSES SURROUNDING THE EVULATION AND QUALITY CONTROL OF E-LEARNING										
E1.										
E2.										
E3.										
ORGA...										
O1.										
O2.										
O3.										
O4.										
O5.										
O6.										
O7.										
O8.										
O9.										

Legend: ☐ Not practised/not adequate ☐ Partially adequate ☐ Not assessed ■ Largely adequate ■ Fully adequate

Contextualised version of the self-assessment instrument 'e-learning Maturity Model' for use in developing a shared vision on quality of OBL

.O!

Valorisation

Research Objective 2: Design

Research Objective 3: Learner

ALO!

Motivational profiles to participate in education
- *(1) self-determined: high intrinsic motivation*
- *(2) addi...*
  both ...
- *(3) mod...*

Linked t...
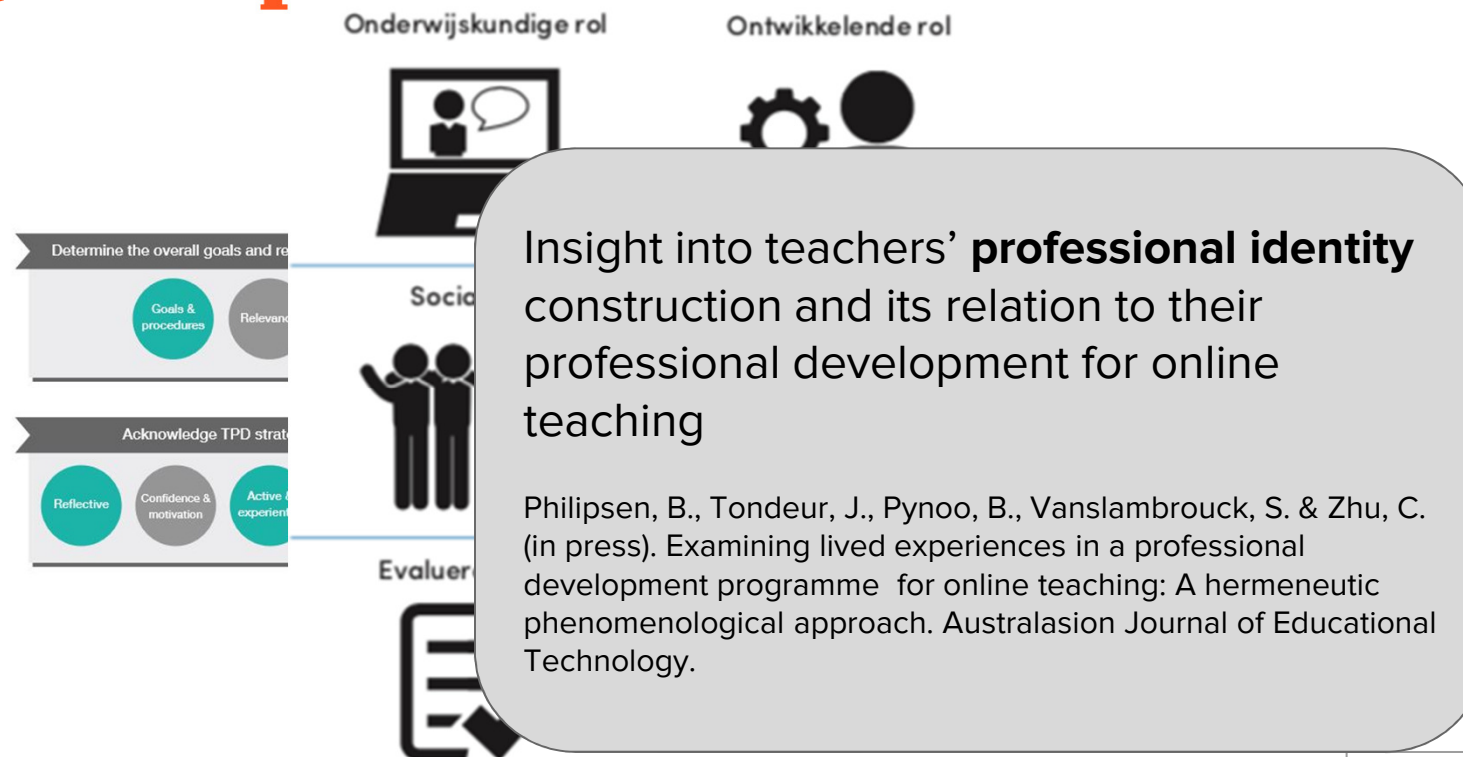educatic...

Vanslambrou...
Students' mo...
blended lear...
DOI: 10.1016/...

In depth analysis of the self-regulation strategies used by adult students in blended environments. Students in OBL:

1) learn by using organising and rehearsal strategies;
2) are flexible regarding time, effort and environment and;
3) report diverse help-seeking strategies.

Vanslambrouck, S., Zhu, C., Pynoo, B., Thomas, V. M., Lombaerts, K., & Tondeur, J. (2019). An in-depth analysis of adult students in blended environments: Do they regulate their learning in an 'old school' way? Computers & Education, 128, 75-87.

Research Objective 4: Professional development

Onderwijskundige rol

Ontwikkelende rol

Determine the overall goals and re...

Social...

Goals & procedures Relevanc...

Acknowledge TPD strat...

Reflective Confidence & motivation Active & experien...

Evalue...

Insight into teachers' **professional identity** construction and its relation to their professional development for online teaching

Philipsen, B., Tondeur, J., Pynoo, B., Vanslambrouck, S. & Zhu, C. (in press). Examining lived experiences in a professional development programme for online teaching: A hermeneutic phenomenological approach. Australasion Journal of Educational Technology.

ALO-book

Aan de slag met online en blended leren in het volwassenenonderwijs

Van onderzoek naar praktijk

Bram Pynoo, Chang Zhu, Bram De Wever & Jo Tondeur [red.]

SKRIBIS

ALO-CC

- Overview

Valorization process

- **Valorization is the creation of value from the scientific results for society. The utilisation of scientific knowledge in practice.**
- **In Dutch: "het verzilveren van wetenschappelijke kennis voor de praktijk. "**

"ver-diamanten"

1. Research   2. Valorisation

Valorization process

interesting process

tension between theory, research & practice

crystallizing (parts of) research, from all work packages

creatively connecting best of both worlds

Build upon principles

rapidly changing times

evidence-based principles guide teaching and learning

now, within few years & in future

creates transparency and coherence, based on shared vision

Results in online competence centre (CC)

matter of perspective

outputs are building blocks, not a guaranteed recipe

looking for the right angle of approach
(role of change agents, school leaders, team blended learning, . . .)
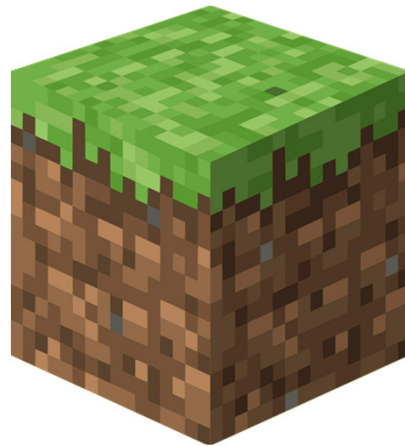
What's in CC? It's about adult 'learning'

- **Learning process of adults at the heart of the project**
- **Through**
  - improved insights in self-regulation & what we can do to assist learners
  - design based approaches (e.g. self-regulation & collaborative learning)
  - professional identity of the teacher
  - systematic (teacher) professional development
  - quality development and q-assurance

What's in CC? Some examples

From practice to theory . . . From tool to design based principle . . .

insertLearning
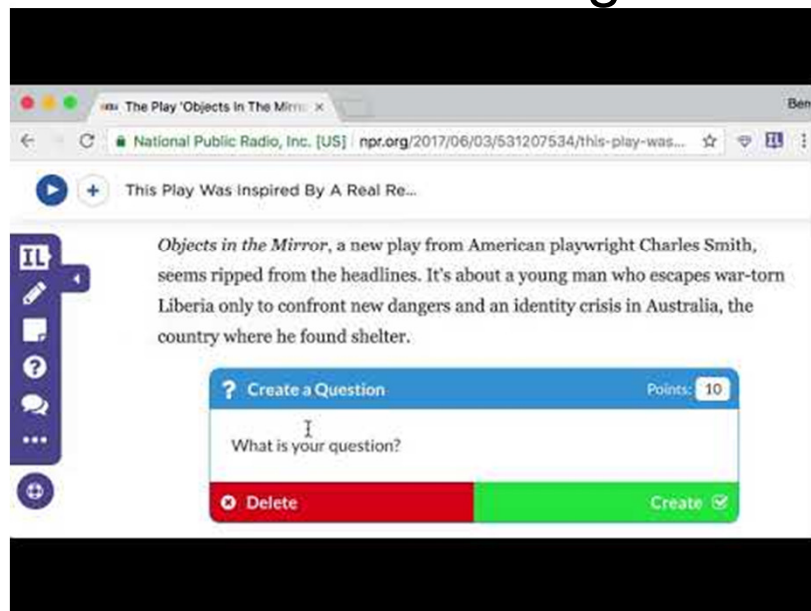
Interactiviteit

Interactiviteit verwijst naar de wisselwerking die cursisten hebben met: het medecursisten en lesgevers; zowel online als in de contactmomenten

INTERACTIE

(1) Cursist-inhoud interactie: Is Het leermateriaal is interactief digitale oefeningen met auton

What's in CC? Some examples

Mastery Paths in a Canvas learning environment
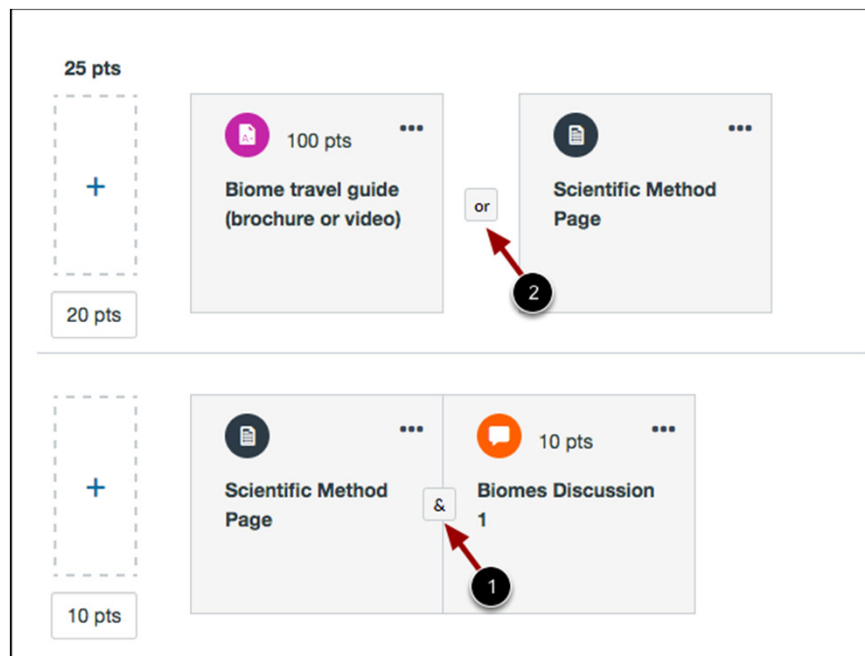
What's in CC? Some examples
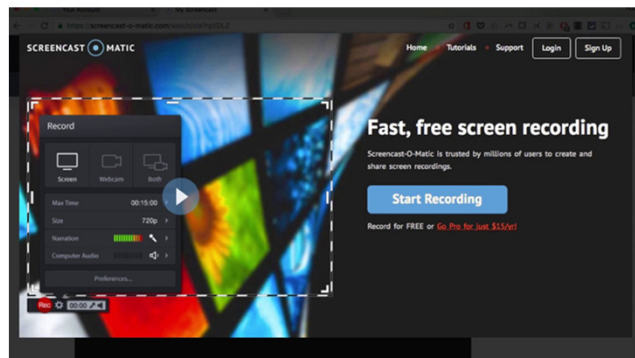

Ontwikkelende rol

Evaluerende rol

Onderwijskundige rol

Transparantie

De cursusdocumentatie bevat informatie gecombineerd onderwijs (waarom en hoe

Ontwikkelende rol

•

Digitaal leermateriaal ontwikkelen gekoppeld

1. Research   2. Valorisation

The future for the CC

- CVO's make use of CC and 'blend it' with entire organisation
- Train-the-trainer sessions
- Networking with 'ALO-certified-trainers'
- Transfer to Centra for Basiseducatie
- Possibly further research

Thank you.