ALO Final Conference

11th October 2018
Research results and valorization (short overview)
Overview ALO! project

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

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

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

1. Research
2. Valorisation
## Research objectives

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

Contextualised version of the self-assessment instrument ‘e-learning Maturity Model’ for use in developing a shared vision on quality of OBL.
Research Objective 2: Design

Instructor profiles about designing blended learning to address student diversity disregard: instructors considered no additional support in the blended learning arrangements to match students' needs, adaptation: instructors believed that increased support in the existing blended learning arrangements was sufficient to match students' needs, and transformation: instructors thought that blended learning arrangements should be designed in a completely different way, and be tailored to the characteristics of the students.


Review on instructional activities to address the four key challenges to the design of blended learning environments (1) incorporate flexibility; (2) facilitate interaction; (3) facilitate students' learning processes, and; (4) foster an affective learning climate.


Identification of seven key attributes of blended learning environments that support learners' self-regulatory abilities: (1) authenticity, (2) personalization, (3) learner-control, (4) scaffolding, (5) interaction, (6) cues for reflection, and (7) cues for calibration.

Research Objective 3: Learner

Motivational profiles to participate in education

1. **self-determined**: high intrinsic motivation
2. **additive**: students in this profile have a variety of both autonomous and controlled motives to enroll
3. **moderate**: Linked to the value students in OBL attach to their education

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.

Research Objective 4: Professional development

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

Aan de slag met online en blended leren in het volwassenenonderwijs

Van onderzoek naar praktijk

Bram Pyaoo, Chang Zhu, Bram De Wever & Jo Tandeur (red.)
ALO-CC

- Overview

Diagram:
- Quality development
- Professional identity
- Online and Blended Learning
- Guiding learning processes
- Professional development

1. Research
2. Valorisation
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”
 Valorization process

interesting process

tension between theory, research & practice

crystallizing (parts of) research, from all work packages

creatively connecting best of both worlds

1. Research  2. Valorisation
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 . . .

1. Research

2. Valorisation

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

- INTERACTIE
  - (1) Cursist-inhoud interactie: Is het leermateriaal interactief? Digitale oefeningen met autom...
What’s in CC? Some examples

Mastery Paths in a Canvas learning environment

1. Research
2. Valorisation

Flexibiliteit bepalen

1. Plaats & tijd
2. Tempo
3. Volgorde
4. Instructieformat

Flexibiliteit

1. Research
2. Valorisation
What’s in CC? Some examples

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.