The Mixed Classroom

Transgressing boundaries between academia and practice
About me

Sarah de Vries MSc
Instructional Designer
PhD candidate Mixed Classroom

Past
E-learning consultant
Manager
Project manager
Pianist
Piano teacher
This session

1. Mixed Classroom concept
2. Managing Public Space case
3. Innovation Project Design Principles
4. Research direction PhD research
1. Mixed Classroom Concept
Relevance

• Wicked problems
• Lifelong learning
Traditional Higher Education

DISCIPLINARY
- Within one academic discipline
- Disciplinary goal setting
- Develops new disciplinary knowledge

Source: Transdisciplinary Field Guide, UU
The Mixed Classroom

TRANSDISCIPLINARY

- Crosses disciplinary and sectorial boundaries
- Common goal setting
- Develops integrated knowledge for science and society
- Draws from and contributes to ‘indefinitely disciplines’

Source: Transdisciplinary Field Guide, UU
Initiatives

Urban Futures Studio (UU)
Managing Public Space (WUR)
Innovation Project (WUR)
Do you know of any other cases of Mixed Classrooms? A Mixed Classroom...

climate proof sustainable renovation (TUD/BK, discontinued)

In New Technology Business Development we experimented with professionals joining the courses too

Click on the projected screen to start the question

Eur arts & culture

No

not at this moment
2. Managing Public Space course
General learning objectives

Students & professionals

After successful completion of this course, you are expected to be able to:

- Understand the role of management of public space and explain different management methods and tools;
- Distinguish different roles of planning, design and management in public space;
- Understand transitions in public space;
- Analyse the impact of transitions in public space from different disciplinary perspectives
Inter-/ transdisciplinary learning objectives

Students

After successful completion of this course, you are expected to be able to:

▪ Develop a product for a transition problem in public space, based on an integrated planning, design and management approach;

▪ Perform boundary-crossing competences in an interdisciplinary and transdisciplinary context

▪ Integrate practical knowledge and experience from professionals with your own academic perspectives while dealing with transitions in public space (students).

▪ Integrate academic perspectives from students with your practical knowledge and experience while dealing with transition in public space (professionals).
Pedagogy

- Experiential learning
- Active learning
- Authentic learning
- Collaborative learning
- Boundary crossing
- Self-directed learning
Impression
"I learned so much from professionals because they bring in the perspective of daily practice. They know what works and what won’t, and especially: why.”
“Working together in the mixed classroom helped create solutions I would have never thought of.”
What challenges do you foresee for Mixed Classrooms? ...

Click on the projected screen to start the question
Challenges

- Academic skills professionals
- Equality professionals and students
- Teacher spanning boundaries between practice and academia
- Professionals effectively regulating their learning process
3. Innovation Project
Innovation project

“What design principles underlie a successful mixed classroom?”

Internal collaboration project:

- Education Support Centre
- Wageningen Academy
- Wageningen Centre for Development Innovation
- Education & Learning Sciences Group
Project set-up

- Grounded theory
- Literature
- Workshop 1
- Interviews

Draft set of design principles

Refine design principles

Workshop 2

First set of design principles
1. Group codes while separating data streams:
   - Workshop 1
   - Educationalists
   - Literature review
   - Interviews

2. Thematic clustering, integrating data streams

Next step: complete design principles with procedures (workshop 2)

*Akker, 2018: Design Research in Education
Results & discussion

- 10 design principles emerged from the data
- Different angles (learning environment, teacher competence, learning process)
- Are all design principles mixed-classroom specific?
- How to cluster and position them?
- Follow-up within PhD trajectory
Design principle 1

Ensure diverse collaborative learner groups on two levels: professionals/students and disciplines
Design principle 2

Make sure teachers can address and explicate various perspectives on two levels: disciplines and the academic/non-academic approach
Design principle 10

Let learners learn actively
4. Research direction PhD research
First ideas

- New field, choices, choices!
- Preliminary research questions, focusing on:
  1. Characteristics existing transdisciplinary mixed classrooms
  2. Design principles for transdisciplinary mixed classrooms
  3. Teacher competences
  4. Gained learner outcomes
Go to wooclap.com and use the code JCFTEA

What are your reflections when you consider these first ideas?

- Linking to real challenges is very interesting and challenging.
- Would be interesting to know what prerequisites (if any).
- How about the integration of different nationalities in the mixed.
- Maybe 1 teacher needs to be able to do/ know a lot: option to look.
- Consider researching different types of mixed classrooms.
- Living labs have a very broad range of.
- Transdisciplinary classrooms a new learning.
- interesting how professionals and students.
- interesting approach.
Go to wooclap.com and use the code JCFTEA

Could you please share what goes on in your mind while looking back at th...

Let's vote!

Click on the projected screen to start the question

answers received
Preliminary design principles
Design principle 1

Ensure diverse collaborative learner groups on two levels: professionals/students and disciplines
Design principle 2

Make sure teachers can address and explicate various perspectives on two levels: disciplines and the academic/non-academic approach.
Design principle 3

Create room for focus on the learning process
Design principle 4

Embed boundary crossing
Design principle 5

Create room for an explorative and emergent learning process
Design principle 6

Integrate theory and practice
Design principle 7

Facilitate formal and informal social interaction
Design principle 8

Embed collaborative learning
Design principle 9

Focus on authentic learning in terms of problems, assignments, assessment, outcomes, and location
Design principle 10

Let learners learn actively