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
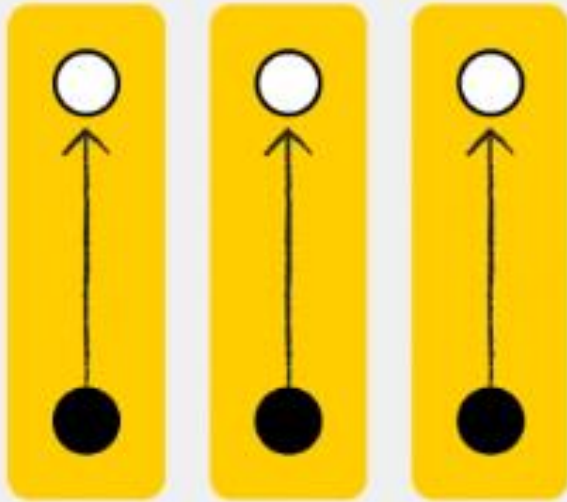
1. Mixed Classroom Concept

Relevance

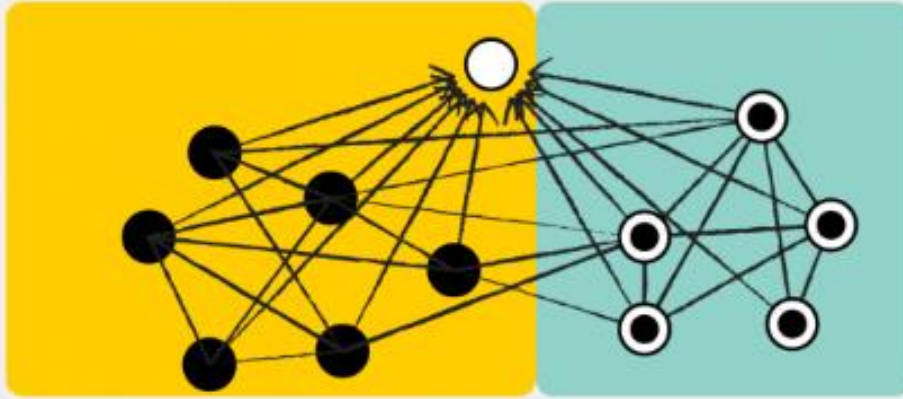- Wicked problems

- Lifelong learning

Traditional Higher Education

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

The Mixed Classroom

TRANSDISCIPLINARY
- Crosses disciplinary and sectorial boundaries
- Common goal setting
- Develops integrated knowlegde for science and society
- Draws from and contributes to 'inderdisciplines'

Initiatives

Urban Futures Studio (UU)

Managing Public Space (WUR)

Innovation Project (WUR)

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Do you know of any other cases of Mixed Classrooms? A Mixed Classroom ..

climate proof sustainable renovation (TUD/BK, discontinued) ✕

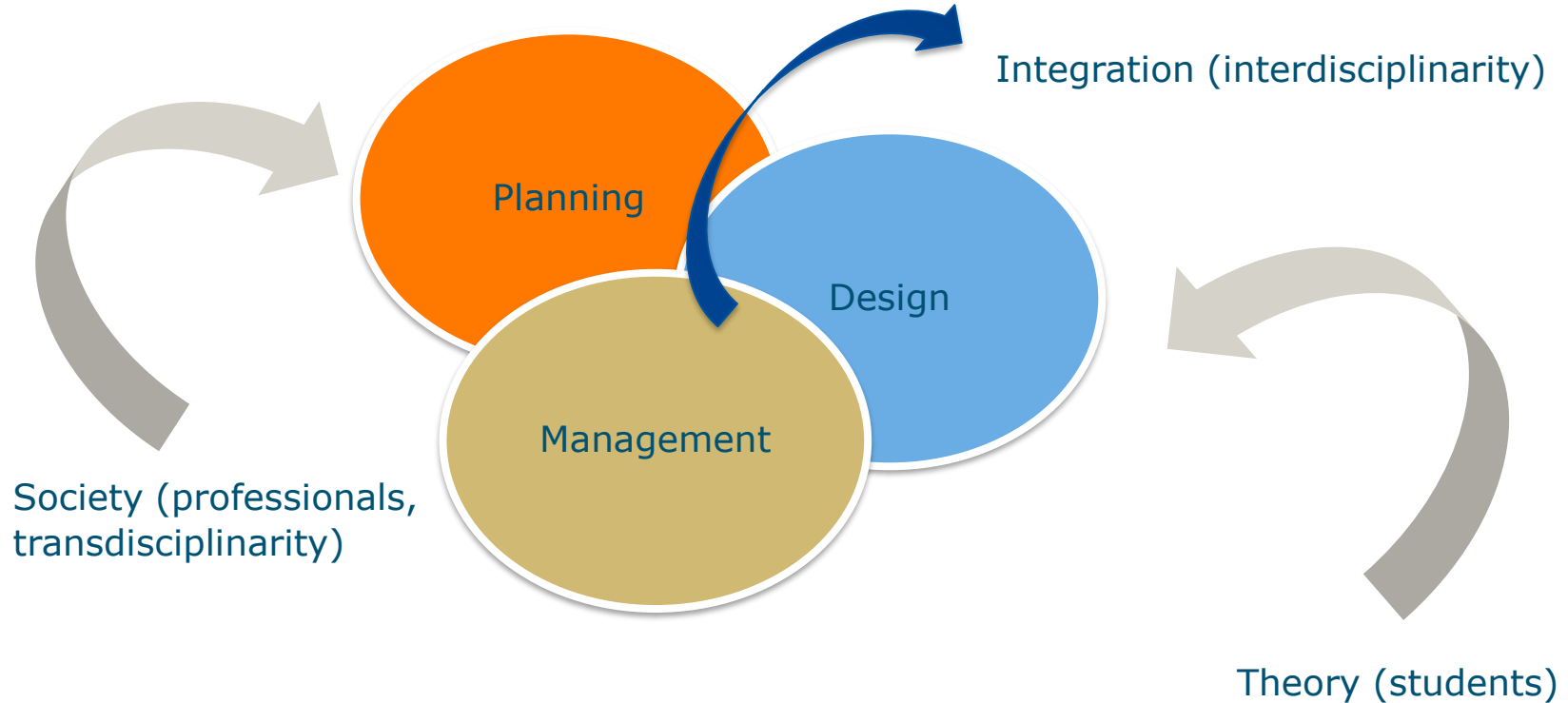In New Technology Business Development we experimented with professionals joining the courses too ✕

Click on the projected screen to start the question

Eur arts & culture ✕

No ✕

not at this moment ✕

wooclap

100 %

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2. Managing Public Space course

Managing Public Space course

Planning

Design

Management

Integration (interdisciplinarity)

Society (professionals, transdisciplinarity)

Theory (students)

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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

Quotes Students

"I learned so much from professionals because they bring in the perspective of daily practice. They know wat works and what won't, and especially: why."

Quotes Professionals

"Working together in the mixed classroom helped create solutions I would have never thought of."

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What challenges do you foresee for Mixed Classrooms? ...

Click on the projected screen to start the question

How to reach / recruit interested professionals (traditional

Mutual respect

Limite possibilities for self-study (?) motivation differences

feeling "safe" (also for professionals)

differences in knowledge in areas that are important for the problem at

communication and a lack of common language

Power dynamics, will the students really question the

Intrinsic motiviation

How do you get the students and

Involvement on the tasks

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Challenges

- Academic skills professionals

- Equality professionals and students

- Teacher spanning boundaries between practice and academia

- Professionals effectively regulating their learning process

3. Innovation Project
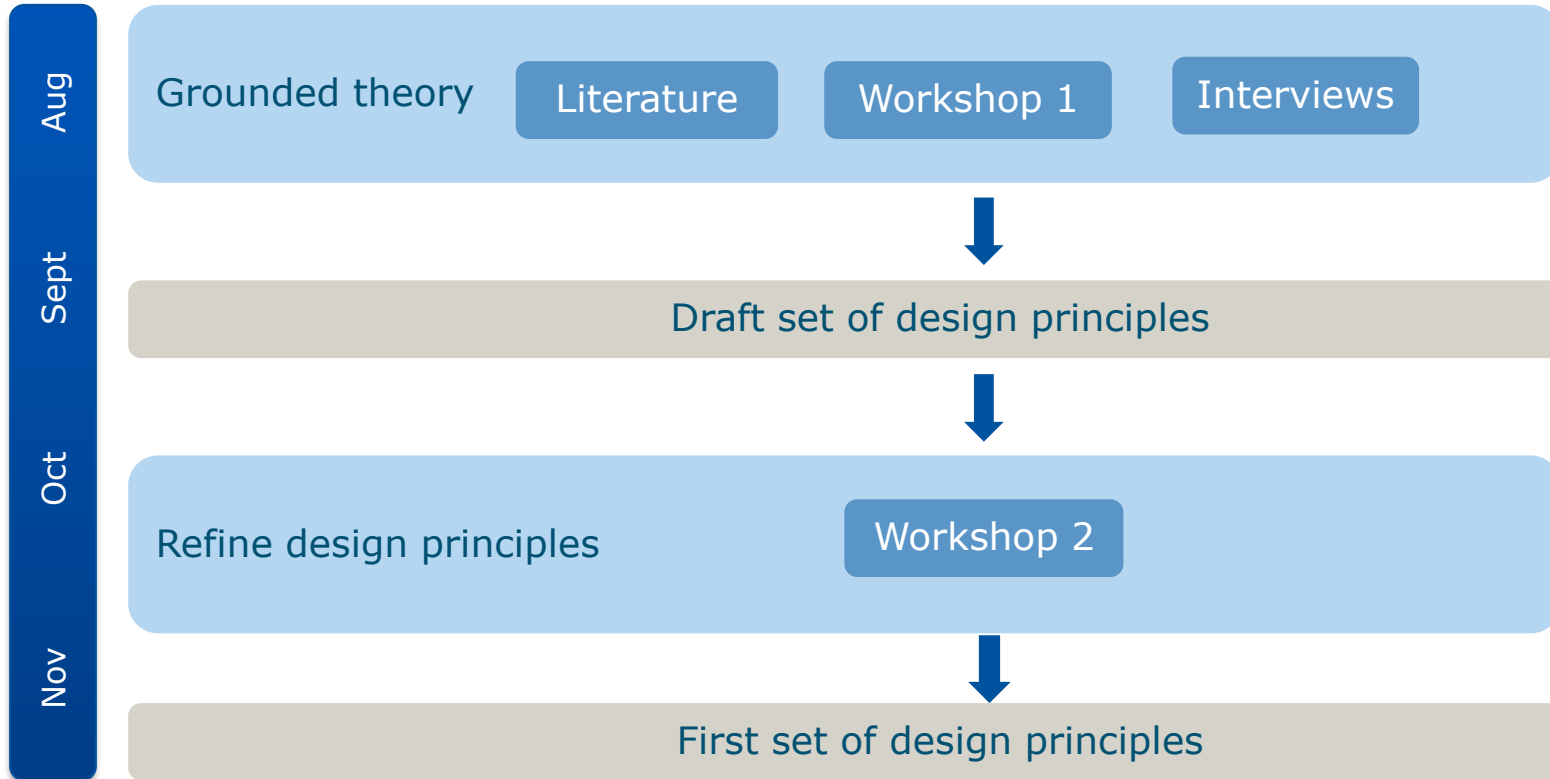
Innovation project

"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

Aug	Grounded theory Literature Workshop 1 Interviews
Sept	Draft set of design principles
Oct	Refine design principles Workshop 2
Nov	First set of design principles

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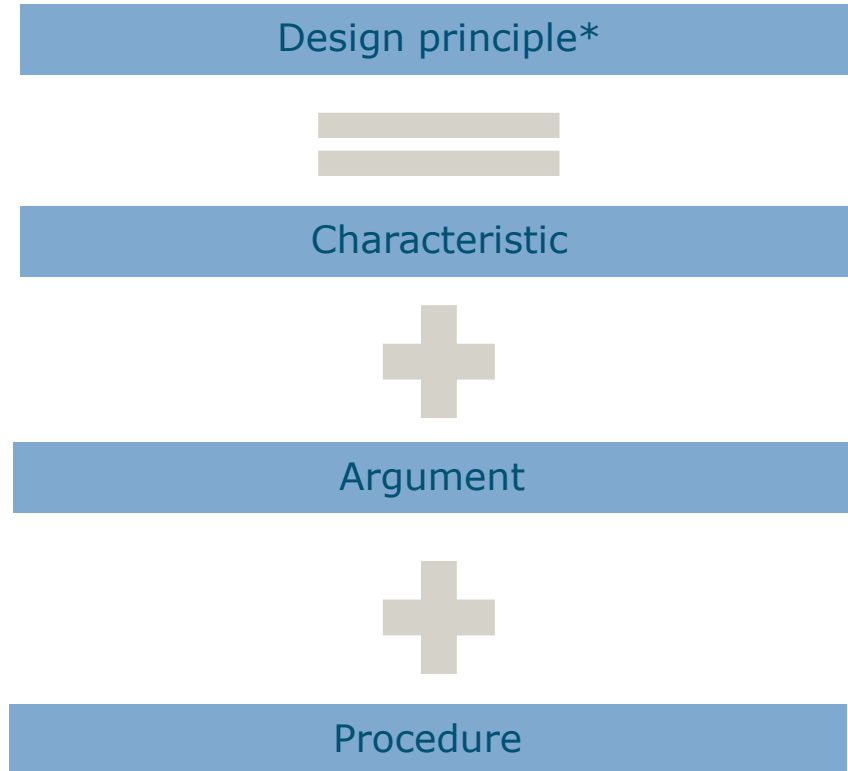UNIVERSITY & RESEARCH

Analysis

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)

Design principle*

Characteristic

Argument

Procedure

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

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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 teachers 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

Transducipinary classrooms a new learning

interesting how professionals and students

interesting approach

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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
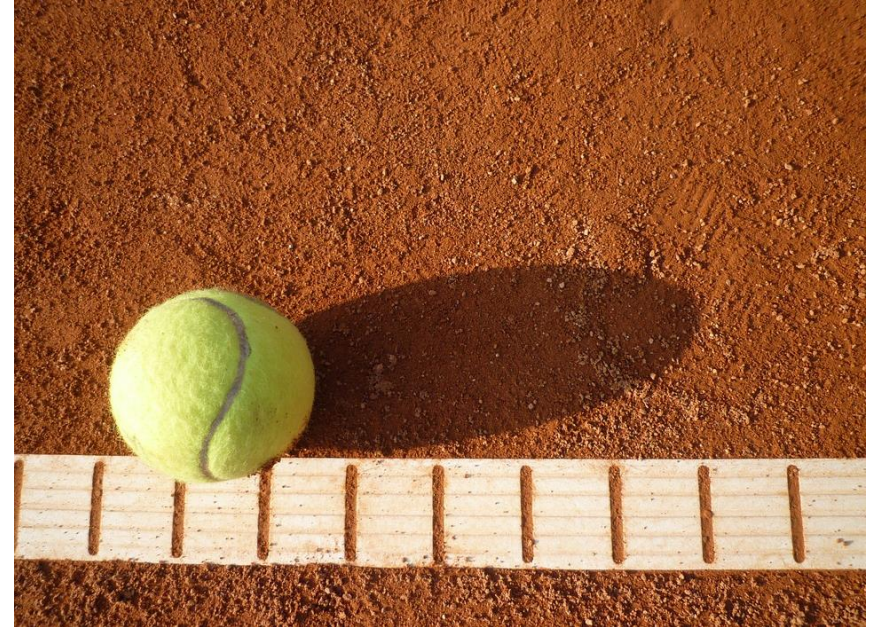
Design principle 3

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

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Design principle 9

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

Design principle 10

Let learners learn actively