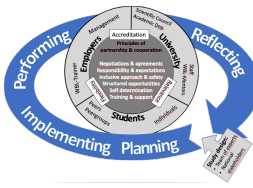


FlexWBL Framework

- 1) 3 Basic Pillars for WBL-Projects (Garnett, 2005)**
- 2) Guiding Principles of Partnership and Cooperation (Reeve & Gallacher, 2002)**
- 3) Flex-Framework-Model**
- 4) 3 Dimension Flexible Framework Development Grid**
- 5) Flexible Maturity-Level Grid for Development of Resources**
- 6) 3 Maturity-Level Grid for Toolkits**





3 Basic Pillars for WBL-Projects (Garnett, 2005)

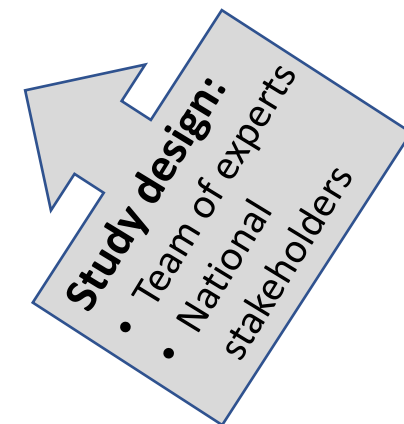
1) Participating organisations

internal organisations

- HEI – responsible for ensuring the programme functions well. Awarding qualifications, standards and facilitating learning

external organisations => external support team

- Team of experts is responsible for framework, design of the study, etc.
- National stakeholders: policy makers,

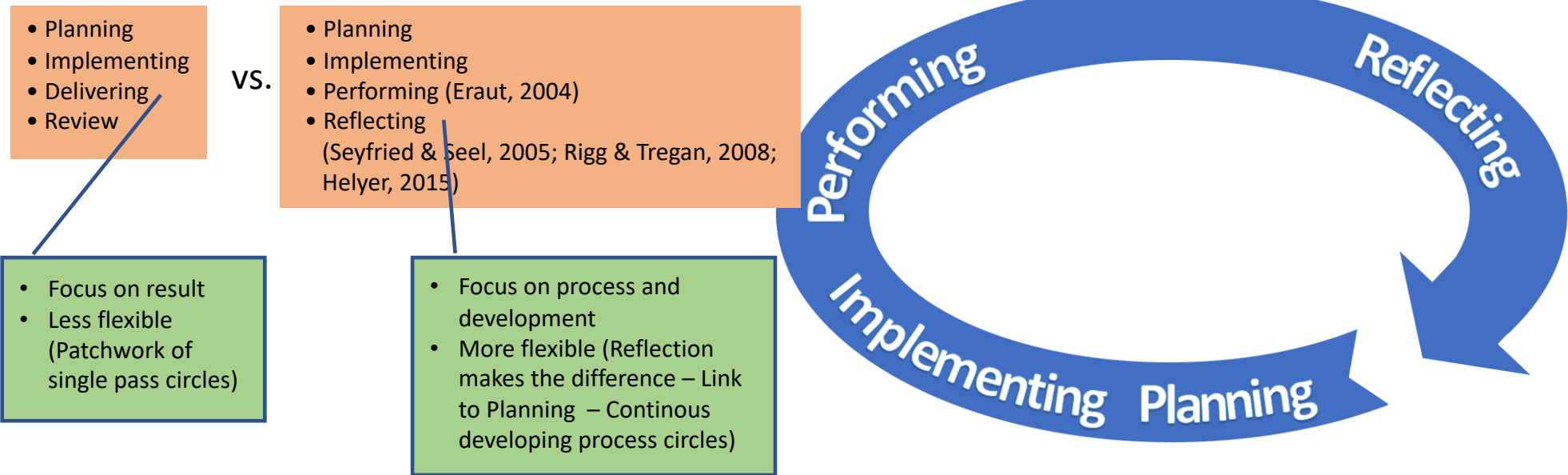


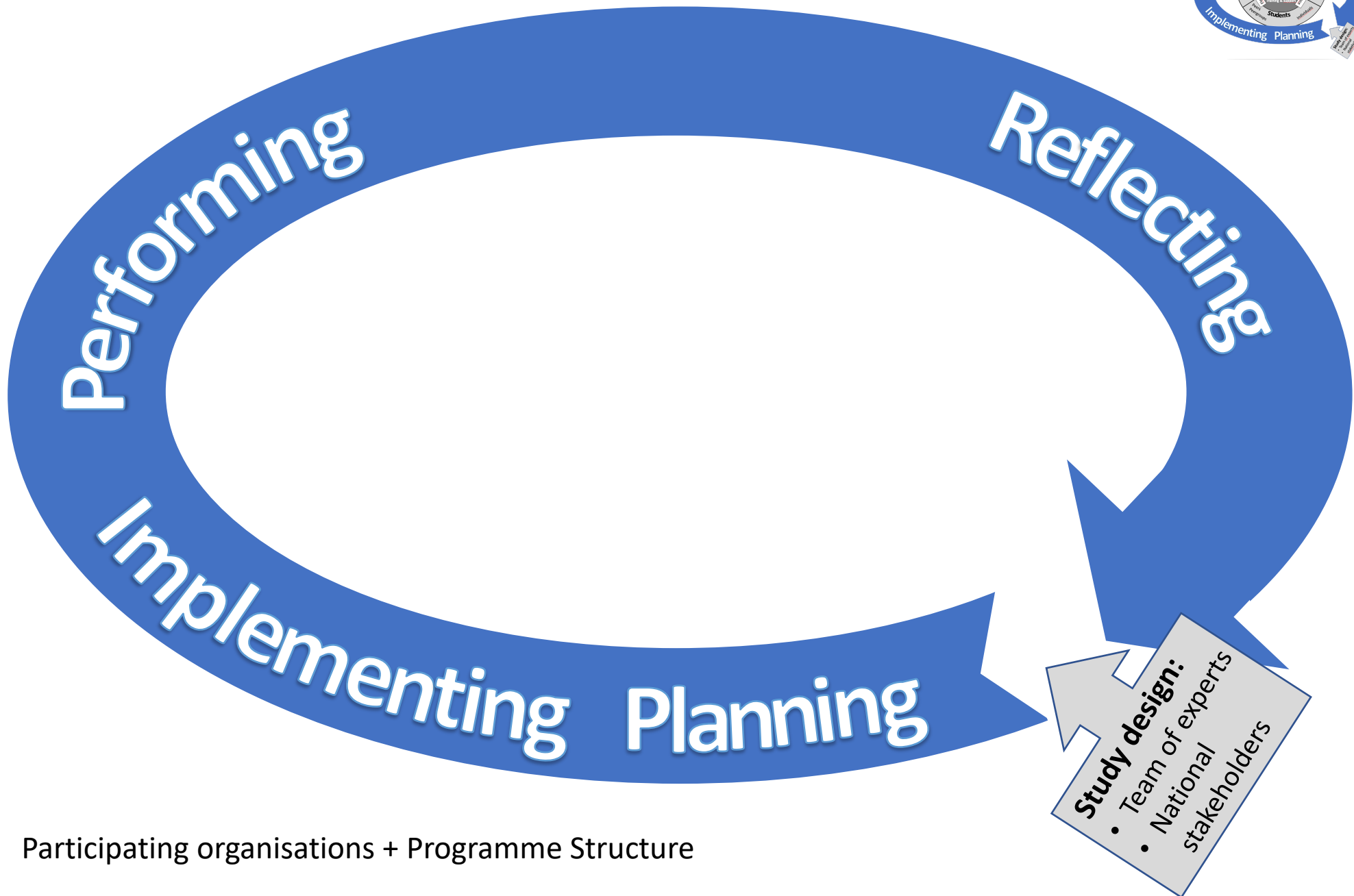
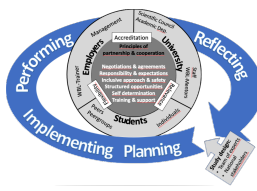
3 Basic Pillars for WBL-Projects (Garnett, 2005)

2) Programme structure

- specific periods of education process
- real practices (outside classroom) integrated with the theory (inside classroom)
- practice must enable learners to take on appropriate roles in the WP in order to learn and apply skills they have learned on the programme (Billet, 2009, p. 15).
- learning seems to be **more likely a process rather** than simply an outcome (Garavan et al., 2003, p. 3-4).

Process-Continuing-Circle-System





Participating organisations + Programme Structure

3 Basic Pillars for WBL-Projects (Garnett, 2005)

3) People involved

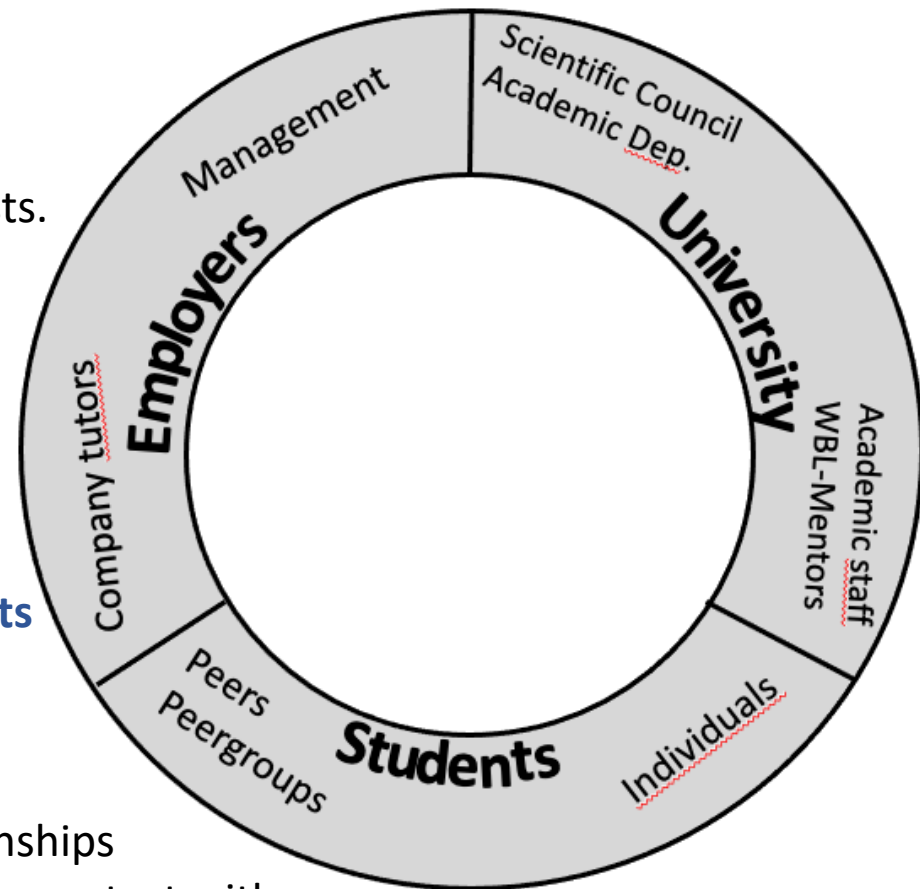
students

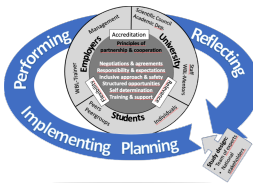
- They are the reason why the WBL programme exists.
- They must be engaged in work activities and made to learn about and through work activities (Billet, 2009, p. 289)
- Students can be involved as individuals or in organised peergroups

company tutors & members of company managements

academic staff (teaching, administrative & technical)

- HEI – are responsible for establishing strong relationships with external partners (development teams) to be in contact with the members of the study programme's overarching expert teams.





FlexWBL Framework

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Guiding principles of partnership and cooperation

Concepts behind WBL from Reeve & Gallacher (2002):

Partnership
Flexibility
Relevance
Accreditation

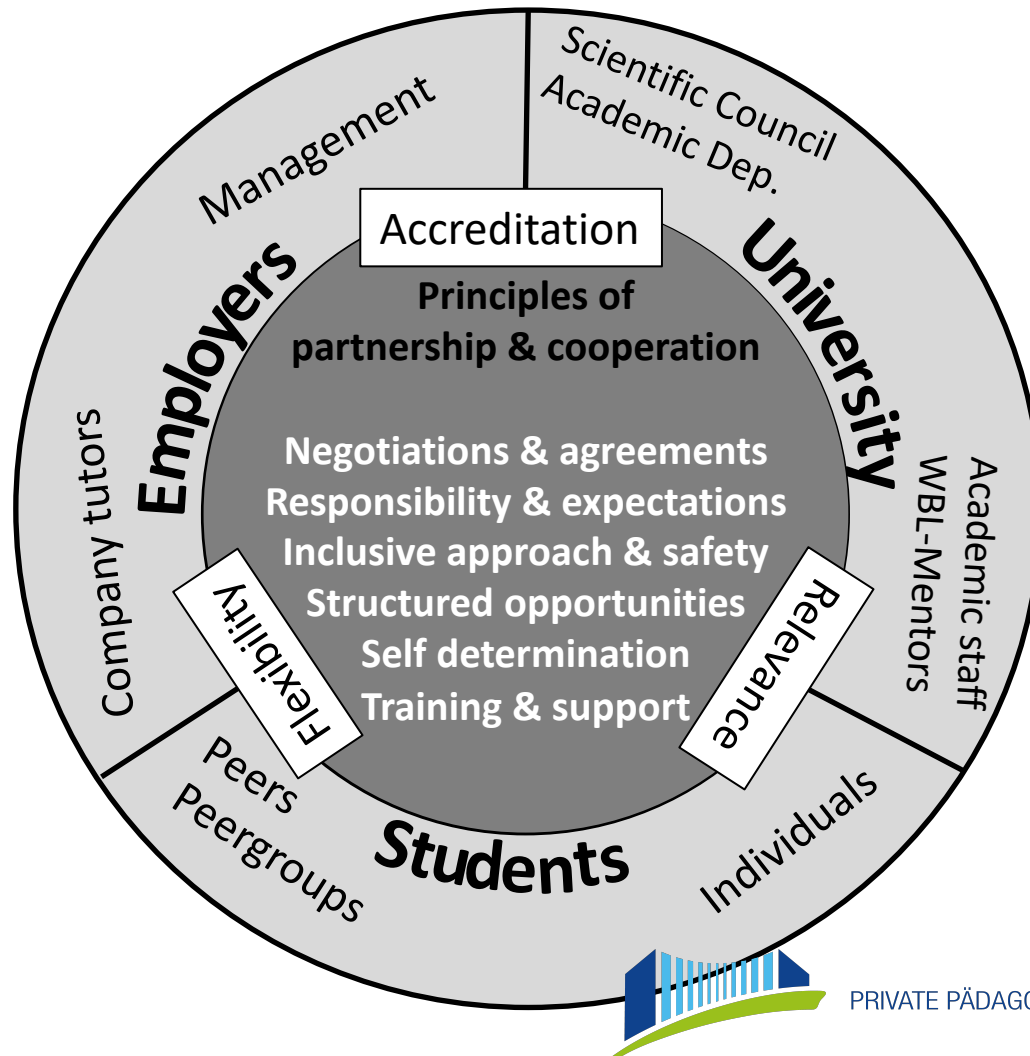


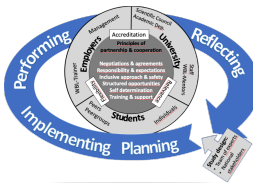
Principles of inquiry learning

- Trust
 - Self-determination
 - Clearness
 - Safety
 - Structuring
 - Personalization
- (Reitinger, 2015; Reitinger, 2016)

Subjective Relevance
(Seyfried & Seel, 2005)

People involved and principles of partnership and cooperation



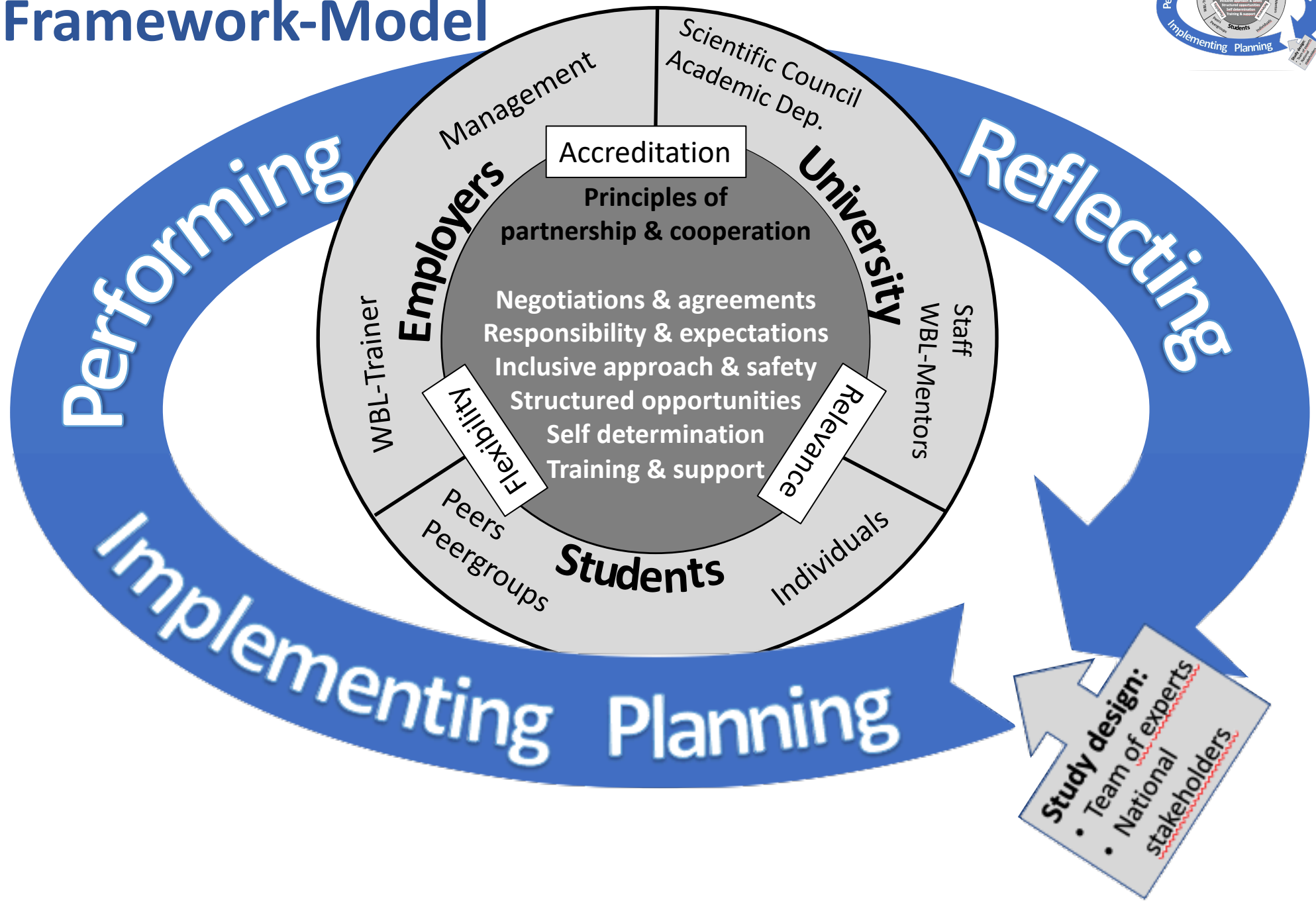
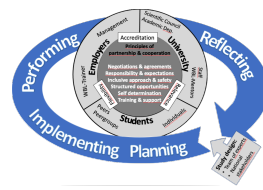


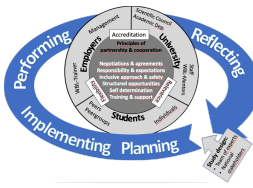
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Framework-Model

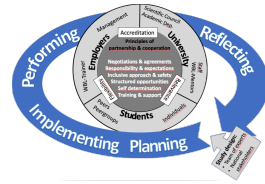




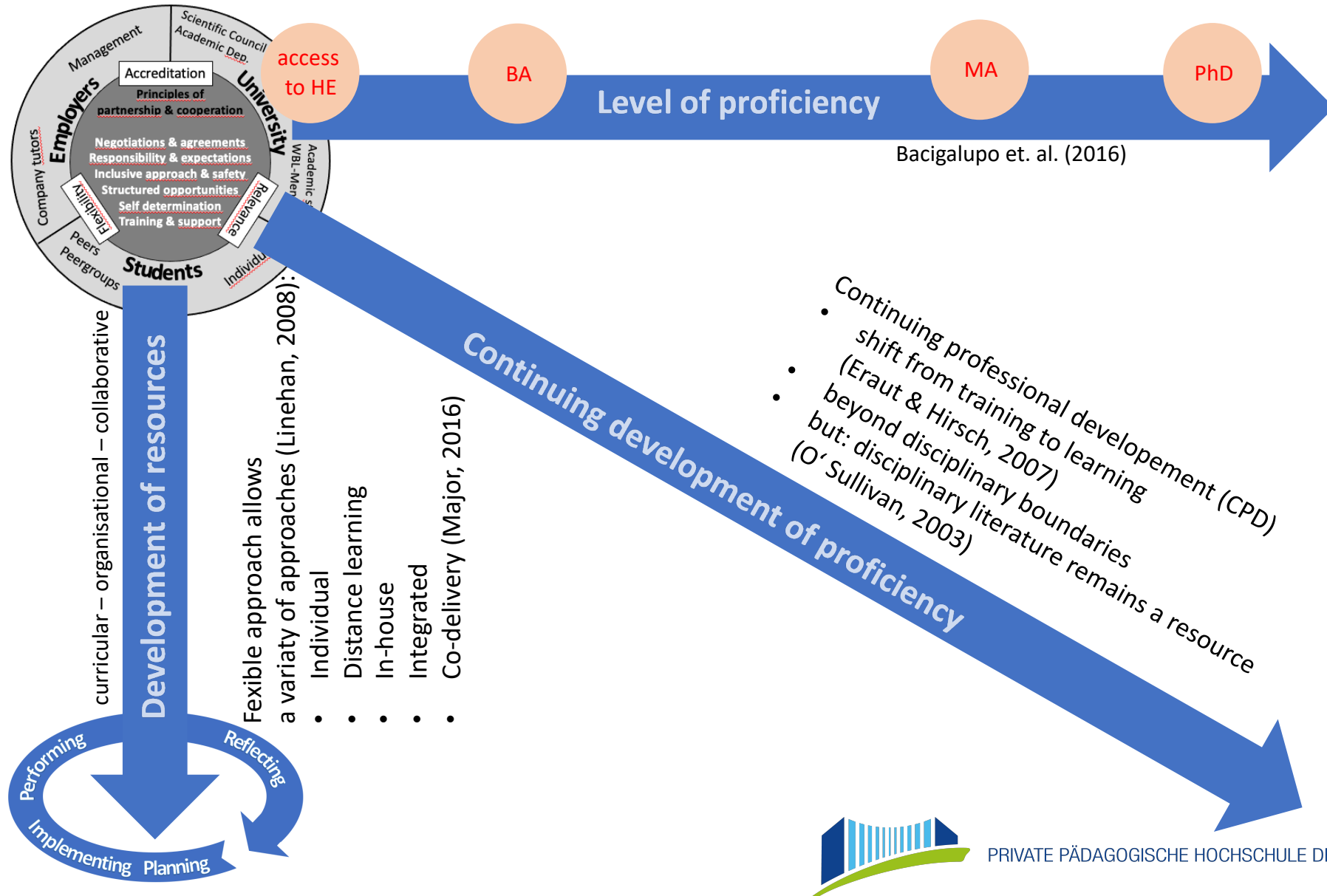
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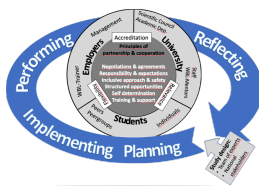
3 Dimension Flexible Framework Development Grid



3 Dimension Flexible Framework Development Grid



	Foundation		BA	Intermediate		MA	Advanced	
Resources	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6		
Foundation: <ul style="list-style-type: none">• support (internal, external)• curriculum, assessment and recognition• collaboration• change management	Discover	Explore	Experiment	Improve	Expand	Transfer		
Intermediate: <ul style="list-style-type: none">• improving & changing on basis of reflecting process• training programmes• joint plannings	Respect – Trust – Responsibility – Self directing – Self determination							
Advanced: <ul style="list-style-type: none">• inquiry learning• self determination• joint visions of WBL-team	types of knowledge: explicit – implicit – tacit							
	depth of knowledge (DOK) – Bloom – Webb – Anderson & Krathwohl							
	Competences Learning outcomes Descriptors Tools				Competences Learning outcomes Descriptors Tools			



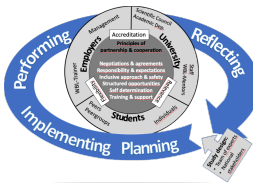
Learning outcomes (Eraut, 2004):

- **Task performance**, including subcategories such as speed and fluency, range of skills required and collaborative work
- **Awareness and Understanding**, involving understanding of colleagues, contexts and situations, of one's own organisation, problems, risks etc.
- **Personal Development** with aspect such as self-evaluation and management, handling emotions, building and sustaining relationships, and the ability to learn from experience
- **Teamwork** with subcategories such as collaborative work, and joint planning and problem solving
- **Role performance**, including leadership, supervisory role, delegation, crisis management etc.
- **Academic knowledge and skills**, such as assessing formal knowledge, research-based practice, theoretical thinking and using knowledge sources
- **Decision making and problem solving**, involving, for example, dealing with complexity, group decision making and decision making under conditions of pressure
- **Judgement**, including quality of performance, output and outcomes, priorities, value issues and levels of risk

Types of knowledge:

- explicit knowledge
- implicit knowledge
- tacit knowledge

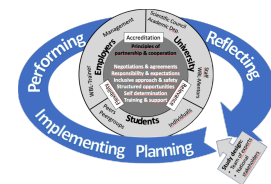




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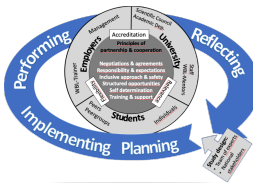
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Flexible Maturity-Level Grid for Development of Resources

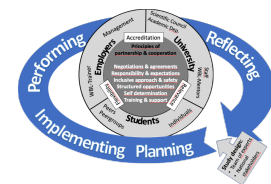
	Planning	Implementing	Performing	Reflecting
Foundation	<ul style="list-style-type: none"> WBL Advisory Committee meeting workshops (project plans, agreements, etc. = foundation toolkit) WBL-accompanying courses change management (improving/changing of courses) 	<ul style="list-style-type: none"> WBL-curriculum (prior learning assessment/recognition) service support department (support for students, tutors, administration) WBL-university courses & programmes change management committee 	<ul style="list-style-type: none"> regular meetings provide information packet on WP (safety, guidelines etc.) communication & contact high level of guidance/support (frequent progress checks) support of peer group feedback on/during work 	<ul style="list-style-type: none"> reflecting&analysing process with focus on support, implentation, performing in HEI and WP feedback (WP-team = students, WP&HEI-supporters) define subjective relevant conditions, processes etc. to reflect on
Intermediate	<ul style="list-style-type: none"> feedback of reflecting process (intermediate toolkit) qualification trainings for WP-tutors and HEI-supervisors meeting workshops (joint plannings) effective use of ICT (blended learning, etc.) meet for joint plannings (WP-tutors, HEI-supervisors and – instructors, students) 	<ul style="list-style-type: none"> qualification trainings for WP-tutors and HEI-supervisors (focus: from supervisor to facilitator of learning) adopted learning courses (integrated model) provide a variety of approaches to WBL self-assessment guidelines 	<ul style="list-style-type: none"> WP-challenges for WP-teams (problems, success & mistakes) independent work of students (focus: responsibility) = self directing learning integrate theory in problem solving, process improvment, etc. = experimental learning 	<ul style="list-style-type: none"> reflect on curriculum, assessment and recognition complete WBL Activity Evaluation reflect on WBL project if it fulfils the measurement criteria of validity and reliability identify, utilise and measure the performative value of knowledge
Advanced	<ul style="list-style-type: none"> (advanced toolkit) inquiry learning self determination of students personalization team processes 	<ul style="list-style-type: none"> coaches/teams for inquiry learning and self determination structures for inquiry learning 	<ul style="list-style-type: none"> independent work of students (focus: self determination) = inquiry learning control/design team processes entrepreneurship/leadership 	<ul style="list-style-type: none"> develop a written improvement plan in WP-team modify improvement plans lay down visions of future WBL-projects in writing



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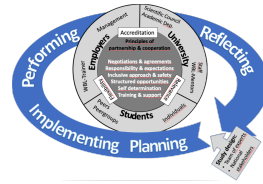




3 Maturity-Level Grid for Toolkits

	Planning	Implementing	Performing	Reflecting
Foundation	planning toolkit 1 <ul style="list-style-type: none"> • building commitment (benefits) • developing partnership • making placement agreement • supporting experiential learning • alignment with market needs • curricular designs (aims, content, etc.) 	implementing toolkit 1 <ul style="list-style-type: none"> • support for students • WBL at course level • WBL at programme level 	performance toolkit 1 <ul style="list-style-type: none"> • basic linking of theory and experiential learning 	reflecting toolkit 1 <ul style="list-style-type: none"> • basic elements of reflecting process (focus: feedback, new alternatives of acting)
Intermediate	planning toolkit 2 <ul style="list-style-type: none"> • working with feedback • WP development • guidelines for joint plannings 	implementing toolkit 2 <ul style="list-style-type: none"> • changes at course level • changes at programme level 	performance toolkit 2 <ul style="list-style-type: none"> • intermediate linking of theory and experiential learning 	reflecting toolkit 2 <ul style="list-style-type: none"> • extended reflecting process (focus: analysing etc.)
Advanced	planning toolkit 3 <ul style="list-style-type: none"> • supporting teamwork 	implementing toolkit 3 <ul style="list-style-type: none"> • support of self directed learning 	performance toolkit 3 <ul style="list-style-type: none"> • support of self determent learning 	reflecting toolkit 3 <ul style="list-style-type: none"> • written improvement plans (experience & theory – empiric studies) • visions of WBL

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Thank you for listening!

- Time for questions and discussion
- Next steps

