

Feedback on the theoretical framework model and the three development grids and identification of challenges in WBL program



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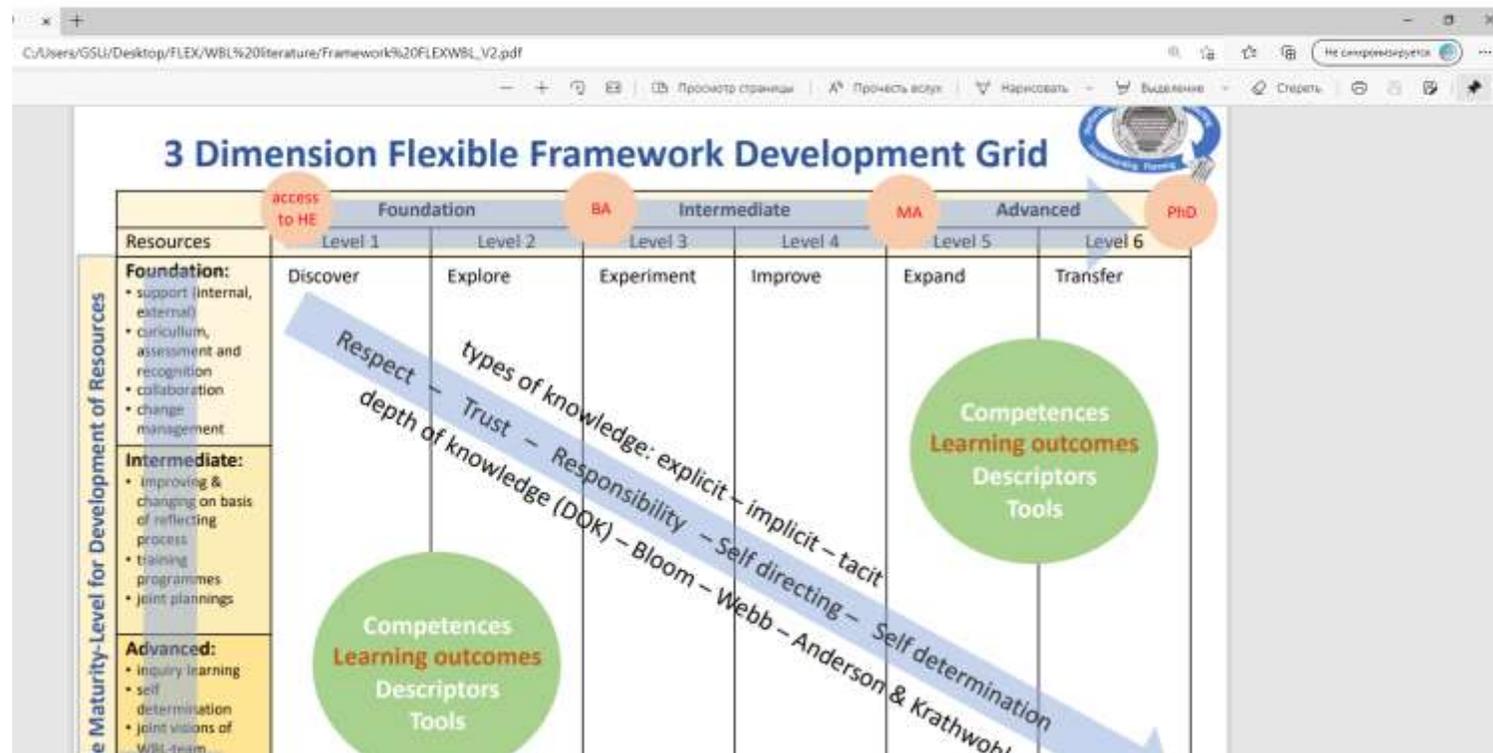
Development of a flexible, innovative and practical framework for Work-based Learning in higher education of Armenia and Russia / FlexWBL
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Feedback on the theoretical framework model and the three development grids



Point 1 of 3 Basic Pillars for WBL-Projects, among the external organizations Employers should be mentioned as key actors in this sector.

Feedback on the theoretical framework model and the three development *grids*



In 3 Dimension Flexible Framework Development Grid a one-word definition for each type of knowledge can be provided, like: **explicit** (documented information), **implicit** (applied information), and **tacit** (understood information) to make the distinction clearer. Otherwise, we can also provide 4 main types of knowledge, like: **Factual Knowledge, Conceptual Knowledge, Procedural Knowledge, Metacognitive Knowledge.**

Feedback on the theoretical framework model and the three development *grids*

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, implementation, 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 improvement, 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

The Flexible Maturity-Level Grid for Development of Resources would be more thorough and comprehensive in case it included the following stages: requirements, planning, concept, draft, reflecting, maintenance.

National challenges in the programme

1. Lack of job descriptions: the labour market does not provide accurate and complete descriptions or requirements set for job positions. Sectorial descriptions of the given area would serve as a guide for universities to design their professional educational programs in line with the set requirements.

Possible solution: Expanding cooperation with employers and companies where our students are likely to work. Another possible solution could be the study of labour market needs.

National challenges in the programme

Financial uncertainty: If the student is to pay a tuition fee at the university and at workplace simultaneously and if the total sum exceeds the regular tuition fee rates, he/she will be less motivated to study in a WBL format.

Possible solution: Diversification of different financial sources through grants and state support programs so that the University is not dependent on tuition fees only.

National challenges in the programme

Lack of motivation by employers to be involved in WBL program as currently the number of specialists several times exceeds the vacancies.

Possible solution: Developing cooperation mechanisms with external stakeholders to ensure their involvement in different academic processes such as reforms in professional educational programs, management procedures.

National challenges in the programme

Being a regional university: the region does not have clearly developed labour market sectors in all fields in line with our professional educational programs.

Possible solution: Cooperation with local self-government bodies so that they include our suggestions in their program of economic development priorities thus ensuring the University's role in the amelioration of region's socio-economic conditions ..

National challenges in the programme

Due to the Post-Soviet inertia *the theoretical component exceeds over the practical one* in the existing professional educational programs which is against the WBL format.

Possible solution: Nowadays universities have more autonomy and can decide on the proportion of theoretical and practical courses. Lecturers from the business sector are invited to conduct master classes, career guidance events and smart talks.

National challenges in the programme

Lack of professors from business sector: though we have professors from the mentioned sector, the number is still not high provided that the business sector is highly paid, hence we have more theorist lecturers.

Possible solution: Expanding cooperation with the given sector integrating them not only formal education processes but also non formal learning processes.

THANK YOU FOR YOUR
ATTENTION

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