



## Workshops CHAIN5 Zagreb 2024

*22<sup>th</sup> of October 2024, definitive*

### **1. Nina Spithost (NHL Stenden), Andreas Ebert (former Intern NHL Stenden) and Marchien van Marle-van der Wolk (Rotterdam Academy), The Netherlands.**

Other colleagues involved in this session, perhaps international partners?

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*“Pioneering! \_Understanding the Pioneer Student Experience”*

In level 5 programs, a significant portion of the student population are pioneer students. Teachers and other colleagues involved with pioneer students, can greatly influence their well-being and success. But how? You'll find out! In this game, you will step into the shoes of a student starting their journey in the program. The goal is to immerse yourself in the student's situation as if it were your own. The game serves as a conversation starter about pioneer students and includes a range of diversity and inclusion themes within programs, universities and colleges. It can be played by teachers, student counsellors, academic advisors, or other staff involved with Ad students. Discover how you, and your institution can be of even greater influence of the well-being of your students!

#### *Outcomes of the session*

In this game, you step into the shoes of a pioneer student. As we go through the game, you'll experience what a (pioneer) student encounters when starting their studies and the impact that the program, teachers, and school can have on them. Various issues that you might recognize from your own school will be addressed during the game. This game is specifically designed for teachers, student counselors, and others involved with (pioneer) students. You'll learn to recognize how we can all contribute to making your program and school a warm and welcoming place for pioneer students.

#### *Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

### **2. Mark van der Gun and Rick Goossens, University of Applied Sciences, Amsterdam, Netherlands. Karen Nys, Howest, Belgium.**

Workshop rond AI:

Titel: "Co-teacher on level 5: even a superhero needs an AI-sidekick"

We will share key insights on how to effectively integrate AI and smart technologies into curricula, focusing on topics such as ethics, media production, content creation, student participation, critical thinking, and innovative working methods. Additionally, we will stimulate a discussion around the extent to which AI is taking over the classroom, prompting attendees to consider its future role in education.



### *Outcomes of the session*

By the end of this session, participants will:

- Gain specific examples of AI integration in curricula.
- Draw inspiration for applying AI in their own educational settings.
- Acquire insights on how to incorporate AI in various teaching methods and levels.
- be inspired by a variety of best practices that showcase how AI can be effectively integrated into student assignments to improve the quality of their work.
- gain insights into different approaches for encouraging students to use AI as a tool for enhancing both the content and language of their submissions.
- leave the session with practical examples and ideas that you can adapt and apply within your own curriculum to promote the thoughtful use of AI by students.

### *Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

### **3. Greetje Doornbos, Wilma van der Schaaf and Mirjam van der Klei, NHL Stenden, The Netherlands.**

*“Three level groups in one educational setting”*

Three groups of students/participants who work towards their own level, work on their educational development in one educational environment.

### *Outcomes of the session*

After this session the participants will know how you can work with target groups of different levels, working with learning outcomes.

### *Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Educational advisors

### **4. Chantal van der Putten, Breda University of Applied Sciences, The Netherlands.**

*“Bridging the Gap: Transitioning from Level 5 to Level 6 in Higher Education”*

In this workshop, we delve into the successful transition from level 5 to level 6 in higher education, with a focus on the Dutch system where this pathway is particularly well-structured. In the Netherlands, level 5 typically takes two years and level 6 four years. However, when programs are properly aligned, students can achieve their level 6 qualification in just two additional years after completing level 5.



#### *Outcomes of the session*

After this session, participants will:

- Understand how to effectively bridge the transition from level 5 to level 6 in higher education.
- Learn best practices for aligning curricula to ensure smooth progression between vocational and academic programs.
- Gain insights into the Dutch model of seamless transitions, where students can complete level 6 in two years after level 5.
- Identify strategies for providing tailored student support, including coaching and mentorship, to enhance academic success.
- Be equipped with tools to improve institutional cooperation and program design to facilitate efficient educational pathways.

#### *Target audience:*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

#### **5. Knut Erik, Thea Tuset and Ola Nyhus, The national union of students in higher vocational education and practice in Norway (ONF).**

“White paper on HVET - Policymaking on student premises”

We want to talk about how we managed to get the attention of the decision makers in both the government and the parliament on the student needs concerning structural changes in the educational sector and HVET.

#### *Outcomes of the session:*

- Reaching a better understanding of how the student democracy and the student union influence quality in HVET, and function as stake holders in political processes and policy making. Especially regarding the coming white paper on HVET in Norway.
- Giving general knowledge on the political situation on the HVET area in Norway, and status on ongoing processes concerning the educational sector.
- Better understanding of how the student democracy and the student union influence quality in HVET, and function as stake holders in political processes and policy making. Especially regarding the coming white paper on HVET in Norway.
- General knowledge on the political situation on the HVET area in Norway, and status on ongoing processes concerning the educational sector.

#### *Target audience:*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors



- Strategic advisors
- Participants in the student democracy

**6. Sandra Beuks & Leonie Bakker, Ad-Academie Roosendaal The Netherlands.**

“Mocktail workshop: An integrated educational concept Social Work with full-time, dual and safety & care programs.”

Using all the ingredients necessary to create a flavourful mocktail, we would like to introduce you to the essence of our Associate Degree Academy and the range of educational offerings we provide. Central to this is the question of how a small educational institution can develop a diverse range of programs that meet the unique needs and preferences of each student. We highlight our best practice in the Social Work program, where we offer education for both full-time and dual students, with options to differentiate between either generalist or specialist social workers. This approach is not only efficient and effective from a teaching perspective but also aligns with our commitment to flexible education and personalized learning opportunities!

*Outcomes of the session*

By the end of this session, we hope participants will be inspired to create a diverse range of programs that align with the needs and preferences of 21st-century students and educational institutions.

*Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**7. Marleen Vermeire, Tine Baelde, Lieselot Casier, Isabel Uitdebroeck, Howest, Belgium.**

“ICOM Candy Shop”

Integration of international competencies (ICOMs) in curricula of graduate programs to prepare students for an intercultural society and an internationally oriented labour market.

Tasteful expedition from vision to learning objectives that empower the intercultural and international competencies of level 5 students. The idea of the shop is that programs can select learning goals that best suit their specific need and program.

*Outcomes of the session:*

Accessible way to integrate international competencies (ICOMs) into the curricula of level 5 programs in various training domains, namely business, design and technology, and people and well-being. The translation of ICOM's in concrete learning goals tailored to level 5 education.

*Target audience:*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors



- Strategic advisors

**8. Danijel Đekić (Craft College, Croatia), Tomaž Pintarič (School Centre Novo mesto, Slovenia) and Dragiša Damjanović (Centre for Vocational Education, Montenegro).**

*“Microcredentials for level 5 in VET – Perspectives from West Balkans”*

Microcredentials play an important role in vocational education and training as they can contribute to enhancing the relevance to the labour market, support upskilling and reskilling strategies and offer both learners and employers targeted training for better employment prospects, career advancement, productivity and keeping pace with technological progress. In this workshop we will discuss the potential and perspectives of Microcredentials in VET in BIH, Serbia and Montenegro by comparing them to the VET systems of Croatia and Slovenia.

*Outcomes of the session:*

- Microcredentials in VET
- Developments in West Balkans

*Target audience:*

- Teachers
- Education managers (tactical)
- Educational advisors
- Strategic advisors

**9. Eric Aldewereld, CHAIN5, Europe.**

*“Level 5 in EU: an interactive inventory workshop, collecting information on level 5 positioning in different EU-countries.”*

In an interactive workshop we will collect and share information about the positioning of level-5 education in each country. This will be shared in a broader context during the keynote on Friday morning.

*Outcomes of the session:*

After this session participants will have knowledge about the differences and similarities between countries concerning the position of level-5 education in the education system of different countries.

*Target audience:*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**10. Rens Rietveld (Rotterdam Academy) and Carine Aalbers (Windesheim), The Netherlands.**

*“Impactmakership at level 5”*

Engaging participants towards our call for action on Implementing Impactmakership in level 5 educational programs. During this workshop we want to encourage participants to implement



Impactmakership in level 5 education to evolve impactful, futureproof, sustainable and inspirational programs.

*Outcomes of the session*

After the session you will be inspired to:

- convert gained knowledge and experiences on impactful education into your own educational program(s).
- implement sustainable frameworks in your educational programs in order to ignite futureproof ideas and solutions amongst our students.
- start building an international community of practices for impactful level 5 education.
- be an Impactmaker!

*Target audience:*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**11. Elly Smit and Kelly Boonstra, Hanze University of Applied Sciences, The Netherlands.**

**“Brain Based Learning”**

How can we as teachers in the AD use Brain Based Learning to make teaching and coaching even more active and effective? In the workshop Brain Based Learning, you will learn the basics of how the brain works and how you can use this in knowledge to make your teaching and coaching as effective and motivating as possible. This applies to all teaching, but we focus on AD students working with practical assignments and/or learning in the workplace.

Using 7 brain principles, we translate findings from neurocognitive science into our own educational practice. The brain principles help the AD students, among other things, to employ learning strategies, plan and prioritize.

In this workshop, we get straight down to work with practical tips, tools and working methods that you can immediately use in teaching and coaching.

*Outcomes of the session*

After this workshop:

- You can name the 7 brain principles that are the drivers for learning
- You have a general knowledge of how the brain works
- You have an understanding of brain principles and can apply them in your next lesson, lecture or training session

*Target audience:*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
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- Strategic advisors

**12. Ilse Vanhoutte and Jutta Verstraeten, Hogeschool PXL, Belgium.**

“Research skills in the associate degree of social educational care work at PXL: a step-by-step approach & call for partners to let students benchmark live - in a coil or a joint course”

*Outcomes of the session*

Participants will know more about:

- Research skills in the AD: a good practice in co-creation with the work field
- How they can guide students in practice-oriented research
- What a COIL is
- What a joint course is
- Participants will know how to create a network to collaborate

*Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**13. Anja Johansen, FFF – Forum for fagskoler, and Elin Dahling, HØY, Norway.**

“How to lobby for VETs position in the educational system?”

This is as much of a real question as a rhetorical one. In Norway we are in the final stages of the most important battle for VET’s position in the educational system thus far. Already having gained access to offer credit points, and obtained better accreditation systems, there is still a notion among the public that level 5 VET is the same as, or another version of, secondary vocational education (level 4). We are now hoping to receive governmental support for developing a binary educational system for VET to develop to level 6 through 8, something that most likely will better illustrate that level 5 is also part of the higher educational sector.

*Outcomes of the session*

We invite European colleagues to join the discussion and share from their experiences in developing VET’s position in their country.

*Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**14. Maarten Thiry (Hogeschool PXL) and Kristof Punie (Artevelde), Belgium.**

“Strategic Choices: Managing Limited Resources for Optimal Educational Outcomes”

In this workshop, we will explore strategies for effectively managing limited resources in higher education. How do you make the right choices between maintaining current quality standards and fostering innovation within your educational program? We will cover best practices for how to balance resources without compromising the core quality of your education. Practical examples and interactive discussions will help you understand how to we try to achieve optimal educational outcomes even with constrained budgets.

*Outcomes of the session*

- Hands-on framework for managing resources
- Insight in Strategic choices

*Target audience*

- Education managers (tactical)
- Directors (strategic)
- Strategic advisors

**15. Nina Spithost, NHL Stenden, The Netherlands.**

“Dualisation \_From Work-Based Learning to Workplace Learning”

NHL Stenden aims to tailor the programs to the needs of students and the industry reflecting the growing demand for dualized education. A short presentation will highlight key indicators relevant to dualizing education, followed by a workshop where participants can work on how to (re)design programs, centered on workplace learning.

*Outcomes of the session*

- You will understand how to further dualize programmes, if desired
- You get a better understanding of the factors related to student success in dualized programmes
- You get an insight into how to make qualitative use of work and the workplace to design and organise dualized education
- You do a first practice in quality dualization of your programme
- And of course.. you’ll receive a copy of the publication (English or Dutch)

*Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors



**16. Terje Kolderup, Fagskolen GET Academy, Norway.**

“ICT Education on level 5 within a Social enterprise”

The story of GET Academy and how we do things a bit differently.

We started a social enterprise because of the high rates of young adults dropping out of both job and education in Norway. The deeper motivation was to show a different way to do education. We are inspired by the movie “Most likely to succeed”, but our school is not a copy of the concepts in the movie. We have an ambitious curriculum in IT development - combined with teaching 21st century skills like learning and thinking, cooperation and communication - and self management and reflection.

*Outcomes of the session*

- Hopefully get some inspiration
- See education from a bit of an idealistic perspective
- Ideas about incorporating 21st century skills into other subjects
- Insights about the need for IT developers

*Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
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**17. Karen Nys, Howest, Belgium.**

“Audit Ready, Set, Go!”

Sub: your gameplan for audit success. Tips and tricks to prepare your team for a successful program audit and foster sustainable quality assurance. A first glance: Reflect to perfect. Prepare to impress. Impactful actions, lasting results.

*Outcomes of the session*

After this session, you will know more about how to:

- Use strong visuals to enhance the clarity and impact of the critical reflection document.
- Differentiate their program effectively by clearly articulating its unique features compared to similar programs.
- Incorporate past audit feedback in their current critical reflection to demonstrate continuous improvement.
- Prepare your educational team for an audit visit through effective preparatory meetings and a mock audit.
- Create a compelling showcase that highlights the program’s strengths and sets a positive tone during the audit visit, encouraging open dialogue with the audit committee.
- Apply the ‘Multiple Eyes Principle’ to improve program quality.
- Engage your educational team in collaborative planning to ensure alignment with strategic goals and foster a sense of ownership and commitment.



*Target audience:*

- Team leaders (operational)
- Education managers (tactical)

**18. Sophie Herremans and Evelyne Depoorter, Howest, Belgium.**

“The associate degree thesis as a culminating experience in social and agogic programs: two practical examples.”

Using Sinek's Golden Circle as a framework, the associate degree programs in Ortho pedagogical Guidance and Social Work will explain their thesis projects. The thesis is the culmination of the research skills curriculum. We will examine the roles of the various partners (student, instructor, field partner) in both the guidance process and the evaluation of the project.

The moderators will pose several questions to the participants.

*Outcomes of the session*

Participants will gain insight into how a thesis project can be structured within social and agogic associate degree programs.

*Target audience*

- Teachers
- Team leaders (operational)
- Educational advisors

**19. Nina Spithost (NHL Stenden), Andreas Ebert (former Intern NHL Stenden) and Marchien van Marle-van der Wolk (Rotterdam Academy), The Netherlands.**

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In this game, you step into the shoes of a pioneer student. As we go through the game, you'll experience what a (pioneer) student encounters when starting their studies and the impact that the program, teachers, and school can have on them. Various issues that you might recognize from your own school will be addressed during the game. This game is specifically designed for teachers, student counselors, and others involved with (pioneer) students. You'll learn to recognize how we can all contribute to making your program and school a warm and welcoming place for pioneer students.

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**20. Suzanne Visser, Rotterdam Academy, The Netherlands.** (*Theme group workbased Learning*).

“Meaningful Moments During Internships: Effects on the Development of level 5 students’ Professional Identity and Perceived Employability”

This interactive workshop focuses on the role of meaningful experiences during internships in shaping professional identity (PI) and perceived employability (PE) of Associate degree students. Drawing on findings from my PhD research, I will share key insights from my systematic literature review on internship experiences, as well as ongoing research into the role of workplace supervisors and educational coaches.

*Outcomes of the session*

After this session the participants will

- know how the internship is defined based on an extensive literature review.
- know what elements lead up to the internship experience, based on an extensive literature review, frame in Social Cognitive Career Theory.
- have insight in what meaningful experiences can be during internships.
- have insight in what the role of education and workplace are in these experiences.
- have insight in differences and similarities of the meaningful experiences.
- be able to link all these insights to constructs such as professional identity and perceived employability

*Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**21. Lieven Vandeweghe, Ann Buffel and Tine Maes, Vives University College, Belgium.**

“Distance Learning programs in Ad courses.”

VIVES has a strong focus on Distance Learning (DL), with a lot of programs dedicated to this area and over 25 years of experience. In this workshop we will explain why we have set up distance learning programs in our Ad courses. The following topics will be discussed; how do we organize the intake, what is our pedagogical approach, how do we evaluate, and what about workplace learning. A Q&A session will follow the presentation to explore opportunities and challenges.



*Outcomes of the session*

What possibilities/opportunities DL can bring to Ad courses.

*Target audience*

- Team leaders (operational)
- Education managers (tactical)
- Strategic advisors

**22. Kim Myrthe Janse and Corrie Snapper, Windesheim UAS, Netherlands.**

“The Chaos Community: Learning Through Chaos and Collaboration.”

How do you collaborate with both the professional field and education to prepare professionals for a complex world? We will present innovative approaches to education within learning communities, exploring new ways to foster collaboration and growth.

*Outcomes of the session*

You’ll leave inspired, equipped with fresh and creative approaches to spark curiosity.

*Target audience*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**23. Justus Sterkenboom and Liselotte Slagman, University of Applied Sciences, Amsterdam, The Netherlands.**

“Assessing without pain: Our journey towards a feasible, learnable and didactically sound model for examination using a programmatic approach.”

We’ll depart from the Ad. FDND’s original model for assessments which embraces a programmatic approach. A model on which we were highly complimented during our TNO visitation. Being an agile organization, any and every part of our program is subject to change. During the last four years we’ve made quite a few changes, learned a lot and we’d like to share some of our insights with you. But that’s not all, we also want to learn from your experiences. Halfway through the session we’ll flip the classroom and ask you to share insights from your examination journey, our goal being a melting of horizons and deeper insight into possibilities.

Outcomes of the session:

Key-takeaways for this session are:

- insight into our agile approach to education
- insight into our model for assessment
- a better understanding of possibilities

Target audience:

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors

**24. Martin Struik and Herman Blom, NHL Stenden The Netherlands**

"Innovations at work, inspiration for research"

Educational programmes can be structured based on professional products. The design process of the professional products needs some foundations. Starting with a design question we formulate a research challenge in the inquisitive attitude.

A short introduction of the different types of professional products and the design structure (20") followed by a Level 5 case application. Small groups start working on a case on the design process (30"). Presentation of the design process and evaluation.

*Outcomes of the session*

Participants will

- understand how to develop your curriculum based on Professional products which can be used as an inspiration for the inquisitive attitude.
- have more knowledge about the different types of professional products.
- get more insight in Design Based research based on Professional Products.

*Target audience:*

- Teachers
- Team leaders (operational)
- Education managers (tactical)
- Directors (strategic)
- Educational advisors
- Strategic advisors