Research skills for the

AD Social educational care work @ PXL

a step-by-step approach

A call for partners to let students benchmark
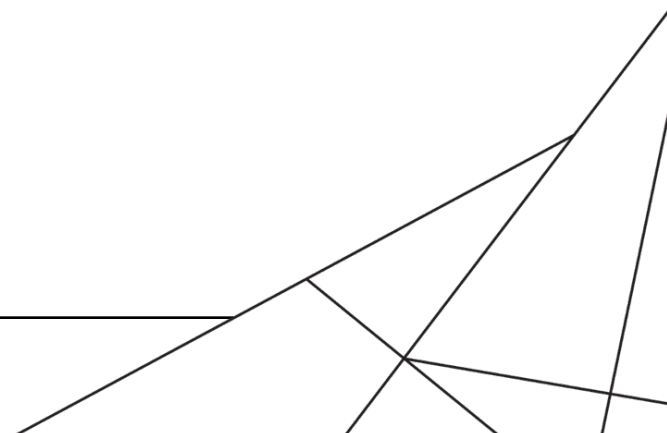
live - coil - joint course

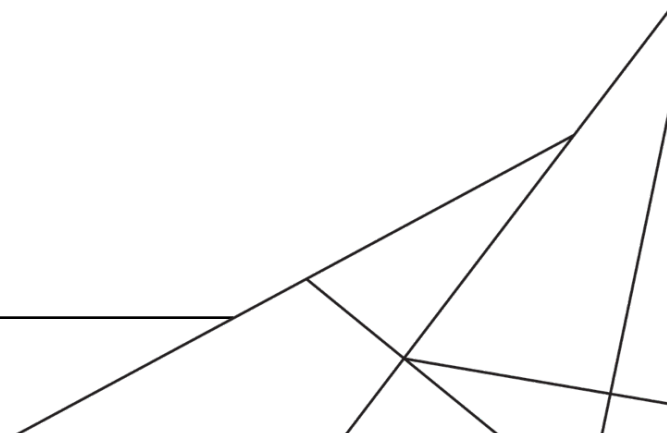**PXL UNIVERSITY OF APPLIED SCIENCES AND ARTS**

Elfde-Liniestraat 24, 3500 Hasselt, www.pxl.be

Ilse Vanhoutte & Jutta Verstraeten

Content

Learning trajectory in research skills

A step-by-step approach

     10 steps to write an AD-thesis

Evaluation

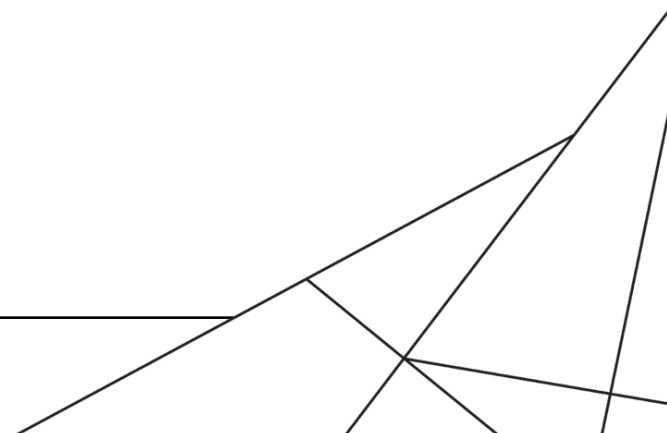Coaching

Searching for partners

     COIL

     Joint course

     Benchmark live

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Hit us with your opinion and questions!

Learning trajectory in research skills

AD Social Educational Care Work @ PXL

Part of the department **PXL-People & Society**

      BA Social Work (315 students)

      BA Applied Psychology (780 students)

      AD Social Educational care work (315 students)

Work based learning in the specific workfield, each semester

      Year 1: 2 à 2,5 days a week

      Year 2: 3 à 3,5 days a week

Semester 1

Course 'Informational and Research Skills' 3 SP

= basic theories and skills of doing research

Semester 2

Course 'Research in Practice' 3 SP

= dry swimming exercises, individual & group

Semester 3 & 4

AD thesis = Practice-oriented design research 6 SP

A step-by-step approach

AD-thesis = Describing a process
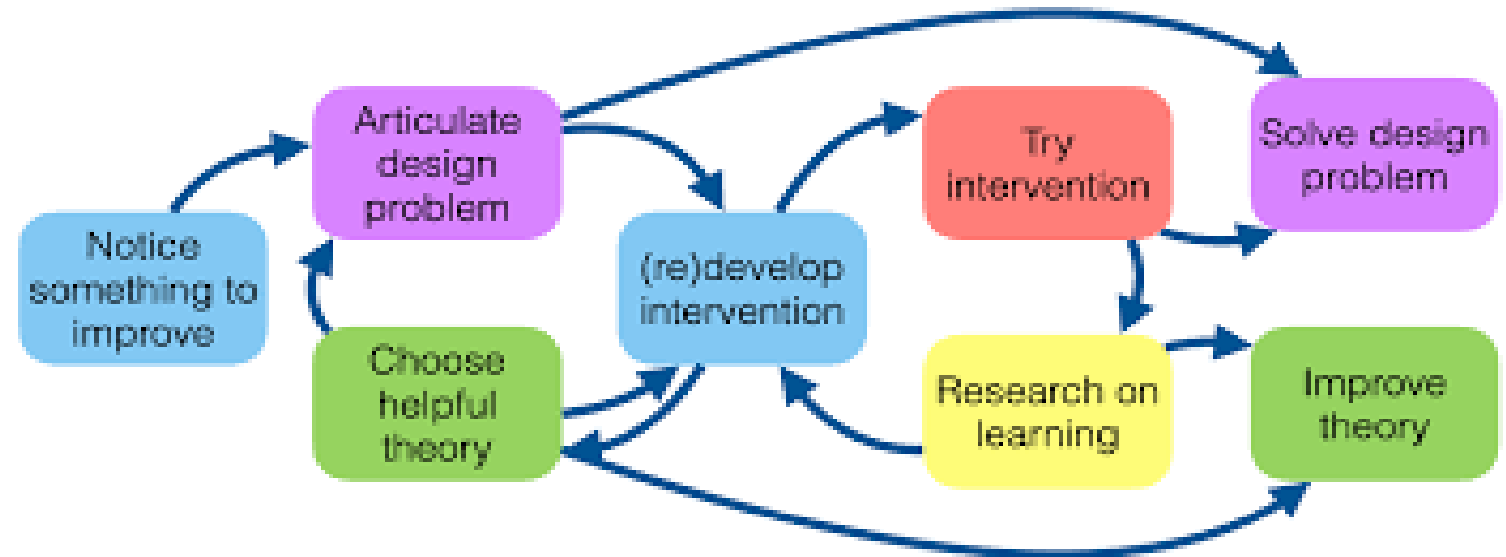
Noticing a practical problem in the workplace

Browsing for relevant information about the issue

Brainstorm for **solutions**
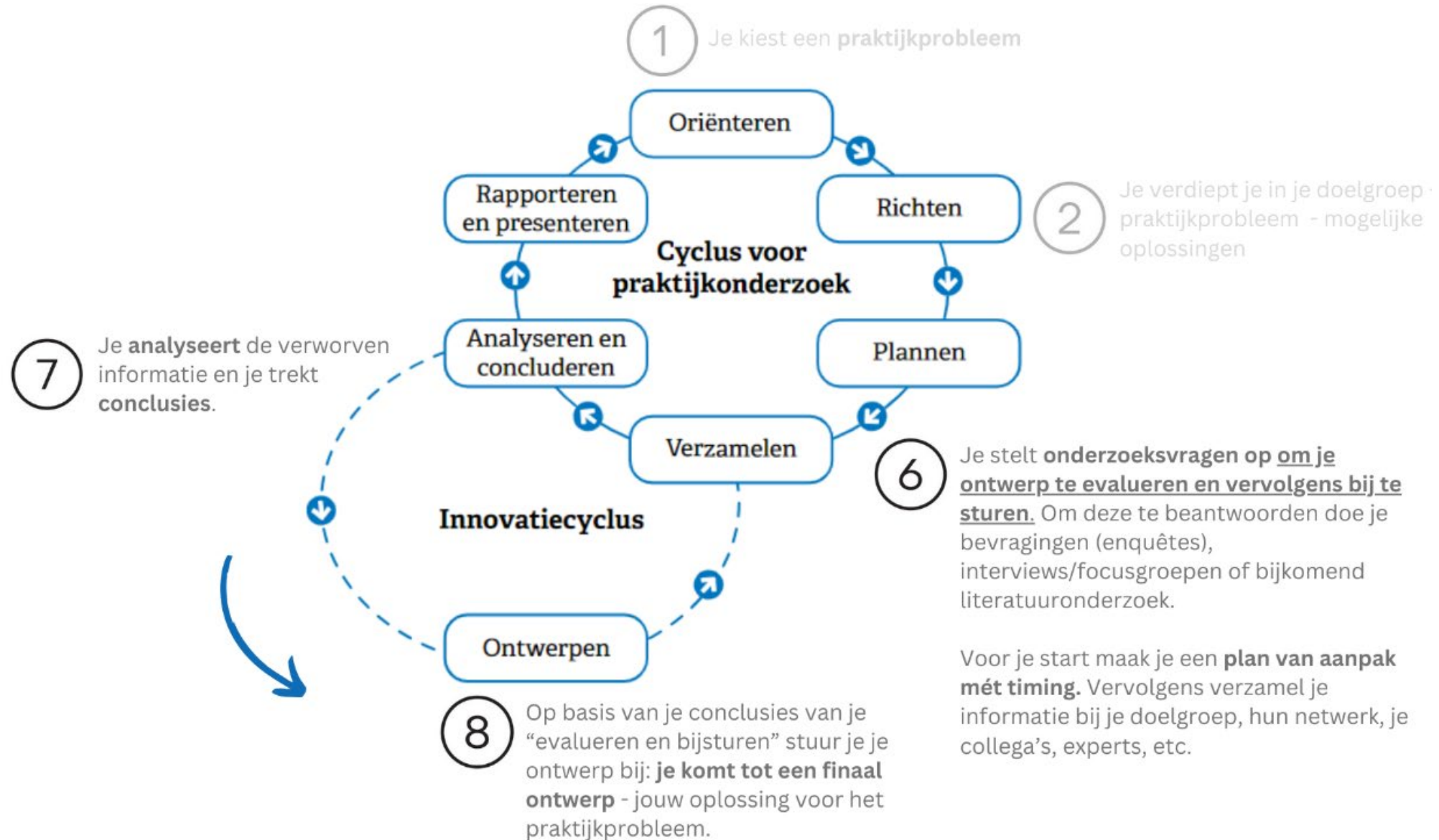
Develop and **test** solutions

Refine the chosen solution

VOORONDERZOEK

1 Je kiest een **praktijkprobleem**

Oriënteren

Rapporteren en presenteren

Richten

Cyclus voor praktijkonderzoek

2 Je verdiept je in je doelgroep - praktijkprobleem - mogelijke oplossingen

Analyseren en concluderen

Plannen

4 Je **analyseert** de verworven informatie en je trekt **conclusies**.

Verzamelen

Innovatiecyclus

3 Je stelt **onderzoeksvragen** op. Om deze te beantwoorden doe je bevragingen (enquêtes), interviews/focusgroepen, observaties of bijkomend literatuuronderzoek.

Voor je start maak je een **plan van aanpak mét timing.** Vervolgens verzamel je informatie bij je doelgroep, hun netwerk, je collega's, experts, etc.

Ontwerpen

5 Op basis van je conclusies werk je een **ontwerp** uit: een oplossing voor je praktijkprobleem.

EVALUEREN & BIJSTUREN

1 Je kiest een **praktijkprobleem**

2 Je verdiept je in je doelgroep - praktijkprobleem - mogelijke oplossingen

Cyclus voor praktijkonderzoek

- Oriënteren
- Richten
- Plannen
- Verzamelen
- Analyseren en concluderen
- Rapporteren en presenteren

Innovatiecyclus

- Ontwerpen

7 Je **analyseert** de verworven informatie en je trekt **conclusies**.

6 Je stelt **onderzoeksvragen op** om je ontwerp te evalueren en vervolgens bij te sturen. Om deze te beantwoorden doe je bevragingen (enquêtes), interviews/focusgroepen of bijkomend literatuuronderzoek.

Voor je start maak je een **plan van aanpak mét timing.** Vervolgens verzamel je informatie bij je doelgroep, hun netwerk, je collega's, experts, etc.

8 Op basis van je conclusies van je "evalueren en bijsturen" stuur je je ontwerp bij: **je komt tot een finaal ontwerp** - jouw oplossing voor het praktijkprobleem.

Step 1: Write a proposal   4 - 6 pages

Deadline 1ˢᵗ quarter

= starting point

= checking if the issue checks all the boxes

- ✓ Is it experienced as a real and practical problem

- ✓ Is it specific enough

    not too big or too small

- ✓ Is it relevant

- ✓ Is it feasible

- ✓ Is it solvable/addressable

- ✓ Is the target group at least 3 people

Explanation of the practical problem

Reason for choosing this issue & how it caught the attention

How exactly does it manifest itself (concrete examples)

How did it arise

What presumably preceded it

Who is involved in the practical problem

When does it arise

Where does it occur

Relevance to the target group and/or the organization

Relevance for the profession and society

Description of the workplace

Name

Location

Mission & Vision

Description of the target group

The target group in general & the specific target group

Typical characteristics of the clients

Numbers

General behaviour

Challenges

Specific needs and approach

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Description of the support & feedback from colleagues

Do others also evaluate the issue as a general problem?

What kind of support can you count on?

How will you engage colleagues, team members, and other stakeholders?

What's the added value for colleagues?

What has already been tried before?

Description of the AD-thesis' goal

What is the overarching goal?

What exactly do you want to improve?

What will be different then? Is this realistic?

What do you want to learn from this research?

Brainstorm on the knowledge needed

What knowledge is needed to delve even more into the practical problem?

~ target audience, which topics and concepts are relevant

~ practical problem, which topics and concepts are relevant

--) Explain why and how you will collect this information
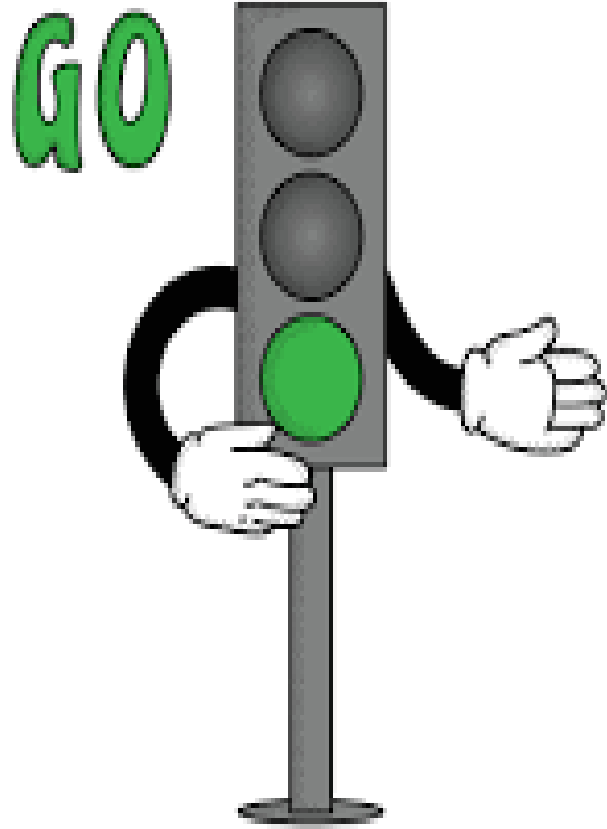
Step 2: Theoretical framework

Max. 8 pages

Deadline 2nd quarter

= To gather information and draw conclusions <u>to shape the first design</u>

By expanding the previously found information

~ organization

~ target group

~ the practical problem (related to the target group)

AND

Exploring and describing possible solutions

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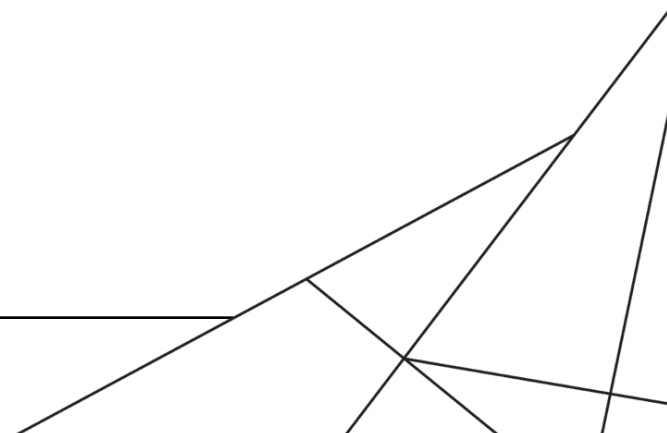
Step 3: Formulating research questions

= What you want to research and what you want to find out exactly

Main research question = central question within the AD thesis

= very specific

Sub-questions

~ preliminary research on methodologies, preconditions, etc.

~ evaluation & possible adjustments

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Step 4: An action plan for the preliminary research

= a concrete schematic overview per sub-question

Who are you going to collect data from?

Which data collection method will you use?

How are you going to implement the data collection method in practice?

When are you going to do this?

Mandatory to use at least 2 different data-collecting methods

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Step 5: Discussing the preliminary research results

Presenting the **results** for each sub-question clearly to the colleagues in a team meeting

By describing the factual data obtained in the data collection and analysis

to obtain **support** to the final design

Goal: formulating conclusions towards the final design

Step 6: The interim report

Deadline 2nd quarter
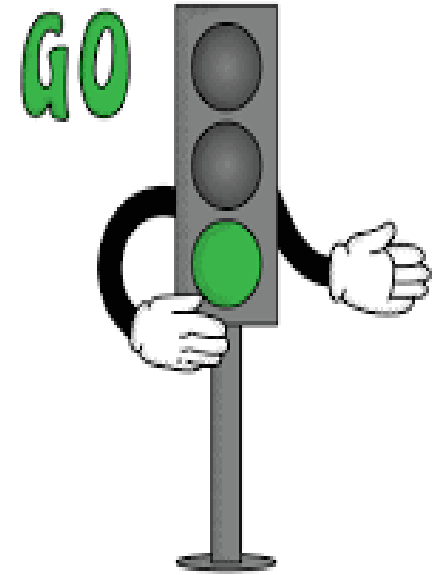
All previous information

AND

The motivation for the choice of the final design!

What is the proposal for design?

How does it fit in with the practical problem?

What actions are needed to transform the design from idea to reality?

==) collected feedback from colleagues and the PXL-supervisor

~ SWOT-analysis

Step 7: Develop - Describe & Do the final design

Deadline 3th quarter

PDCA

PLAN   DO   CHECK   ACT

Step 8: Evaluate & adjust the final design

Max. 8 pages
Deadline 4th quarter

Goal: a **supported** and **sustainable** solution that will be continued

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Step 9: Conclusion & reflection on the final design

Max. 8 pages
Deadline 4th quarter

Finish powerfully by answering the main research question

Bringing out the essence of the research

To what extent has the design led to improvement?

What recommendations can be formulated based on these findings?

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Step 10: Personal reflection

Max. 3 pages

Deadline 4th quarter

Evaluating the entire process:

A critical reflection on the **product**

What is your opinion on your final design and the added value of it?

A critical review of the **process**
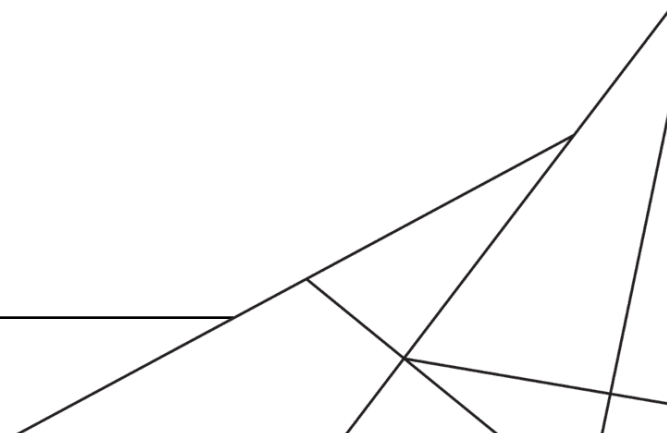
What would you do differently next time?

Reflecting on your professional-PXL-values as described in the X-factor

(em)passie

ondernemend & innovatief

(internationaal) samen(net)werken

multi- & disciplinariteit

DUURZAAM
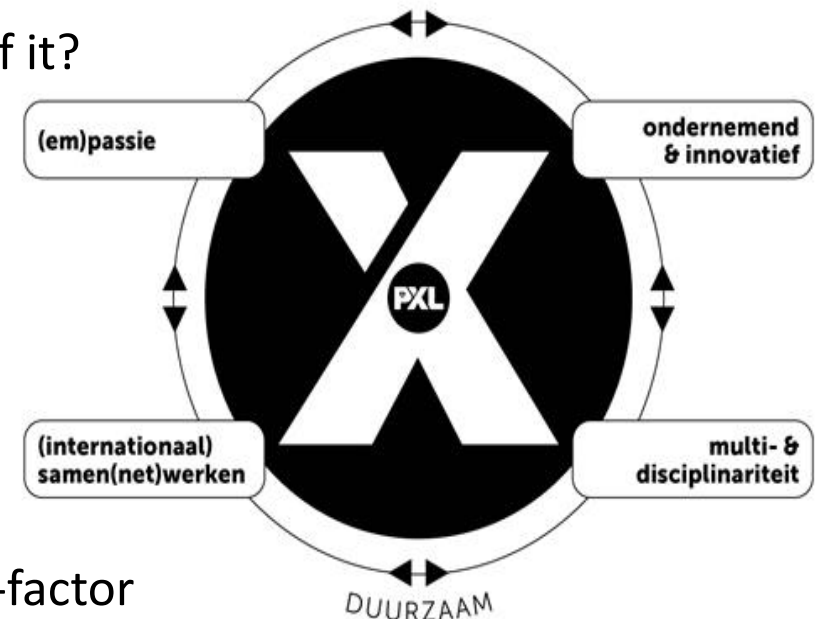
Presenting the AD-thesis to a jury

Evaluation

Evaluation

Evaluation throughout the year

Process + interim report (January)

End evaluation (June)

TR ingeleverd op 16/1?

JA — ER en SV ingeleverd op 15//5?

JA — 50% behaald op interne evaluatie? — JA — **VERDEDIGING EERSTE EXAMENKANS**

NEE

NEE — TR ingeleverd op 15/5?

JA — ER en SV ingeleverd op 1/7?

NEE — GEEN VERDEDIGING

JA — 50% behaald op interne evaluatie? — JA — **VERDEDIGING TWEEDE EXAMENKANS**

NEE — GEEN VERDEDIGING

NEE — GEEN VERDEDIGING
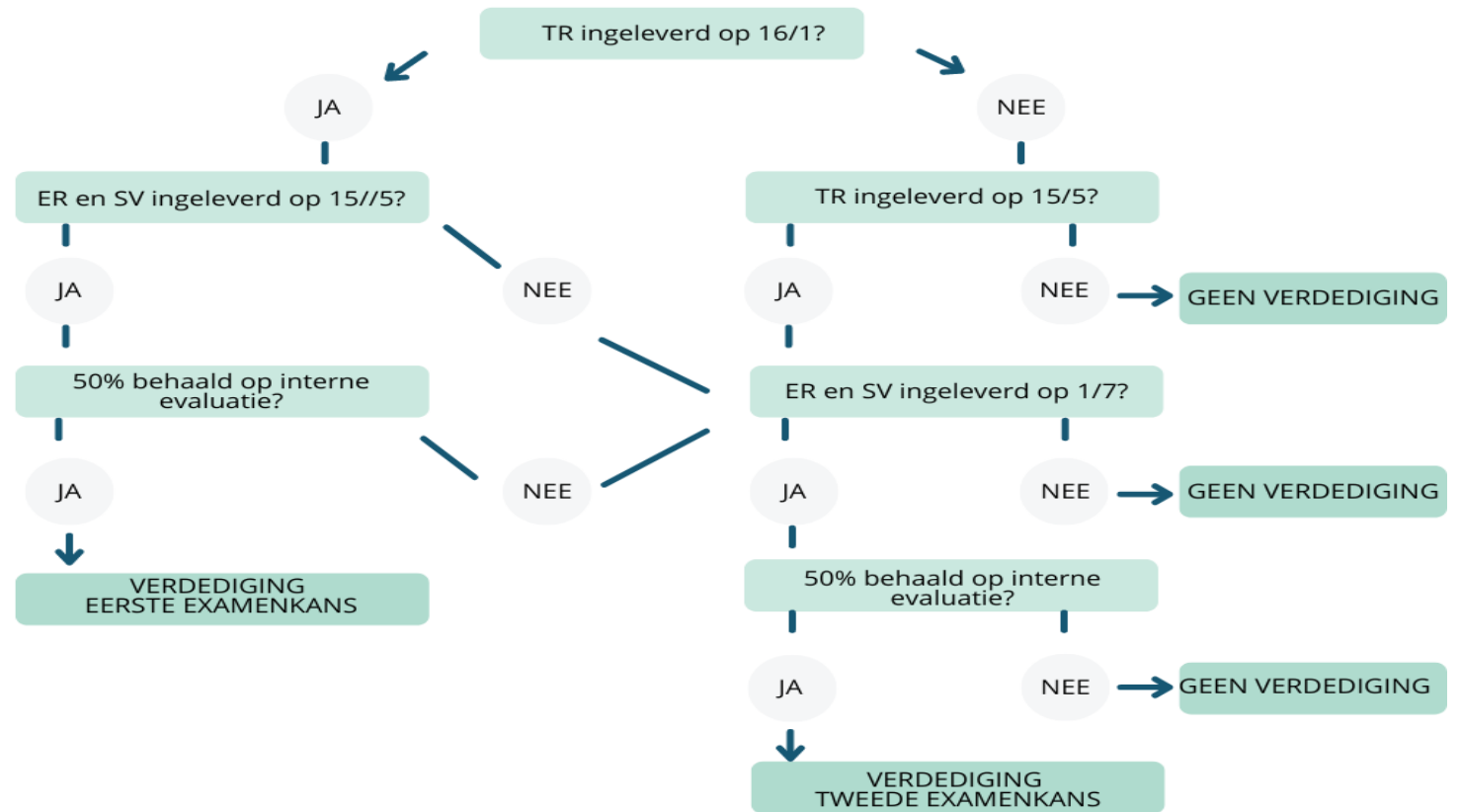
Failure to submit or late submission --) 0 in the assessment of the process

Failure to submit interim report and/or final report --) 0 as an end result

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Coaching during the AD-thesis

Coaching throughout the process

Compulsory course on 'the AD-thesis'

Pipeline to stay on track

Script with guiding questions

Writing template

Individual consultations with the PXL supervisor & workplace mentor

      PXL-coach as first point of contact

Handbook 'Applied research in care and welfare' Van der Donk & van Lanen, 2019

Searching for partners: possibilities

COIL

Collaborative:

Staff are co-teaching the module on equal footing; students are required to cooperate effectively and efficiently to produce the required outputs of the activity.

Online:

International:

there is meaningful interaction between staff and students in two (or more) different countries, leading to the development of international and intercultural competencies.

Learning:

COIL modules are learning activities, and should be an integral part of the curriculum, not an optional and inconsequential 'extra'.

How?

Online group assignments

Internationally composed

Teachers as facilitators

Intentionally specifically developed assignments that facilitate and support collaborative intercultural learning
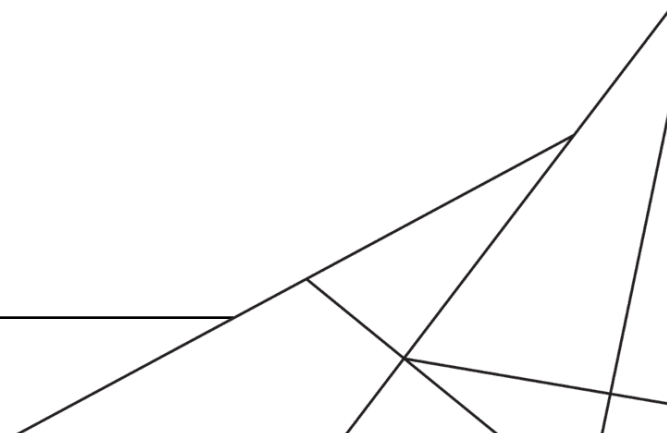
Co-creation outcome

Results:

Authentic international learning experience without effective mobility

Effective (long-term) growth of global competence

Joint course

= an integrated study course

The curriculum is developed and taught by faculty from the participating institutions

Students often spend some time studying or visiting the partner institutions

Aim:

to enhance educational quality through international cooperation

to provide students with a diverse and comprehensive learning experience

Benchmarking live

(Systematically) comparing and evaluating student performance, experiences, and/or outcomes

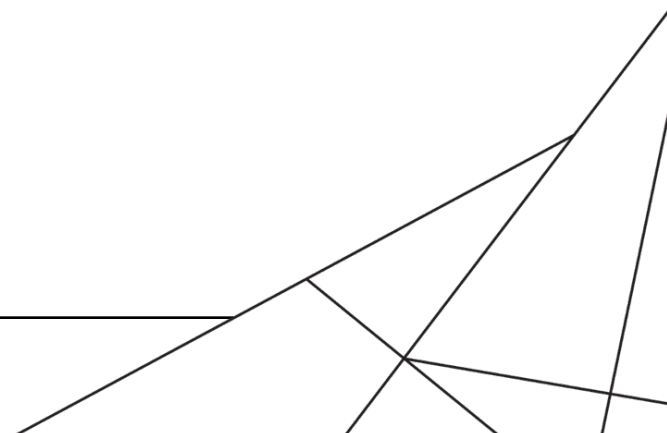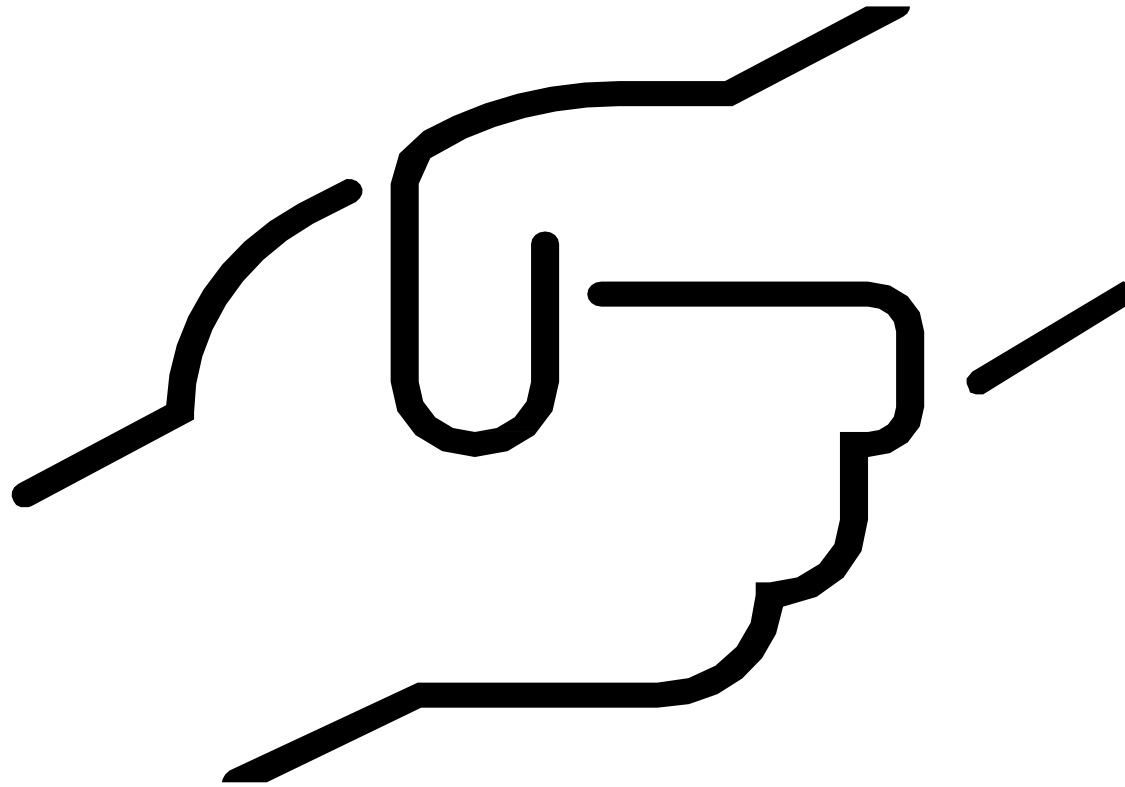To help identifying best practices, areas for improvement, and strategies

To enhance student success

LET`S TRAVEL!

Your suggestions

Are you in?

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Resources

De Hei, M., Tabacaru, C., Sjoer, E., Rippe, R., & Walenkamp, J. (2020). Developing Intercultural Competence Through Collaborative Learning in International Higher Education. Journal of Studies in International Education, 24(2), 190–211. https://doi.org/10.1177/1028315319826226

Hackett, S., Janssen, J., Beach, P. *et al.* The effectiveness of Collaborative Online International Learning (COIL) on intercultural competence development in higher education. *Int J Educ Technol High Educ* **20**, 5 (2023). https://doi.org/10.1186/s41239-022-00373-3

O'Donnell, A.M., O'Kelly, J. Learning from peers: Beyond the rhetoric of positive results. Educ Psychol Rev 6, 321–349 (1994). https://doi.org/10.1007/BF02213419

Mezirow, J. (1997). Transformatve Learning: Theory to Practice. New Directions for Adult and Continuing Education, 5-12.

Rosen, E. (2009). The Culture of Collaboration: Maximizing Time, Talent and Tools to Create Value in the Global Economy.   San Francisco CA: Red Ape Publishing.

Van der Donk & Van Lanen (2019). Praktijkonderzoek in zorg en welzijn. Bussum: Uitgeverij Coutinho.

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