



**GHENT
UNIVERSITY**



SAMENVATTENDE CONCLUSIE VAN DE SESSIE

Om onze studenten...

- betekenisvoller te laten leren
- beter te motiveren
- beter voor te bereiden op het werkveld

... moeten we binnen de curricula van onze opleidingen zowel op docentniveau als op opleidingsniveau streven naar meer integratie!

DEEL VAN MISSIE FACULTEIT

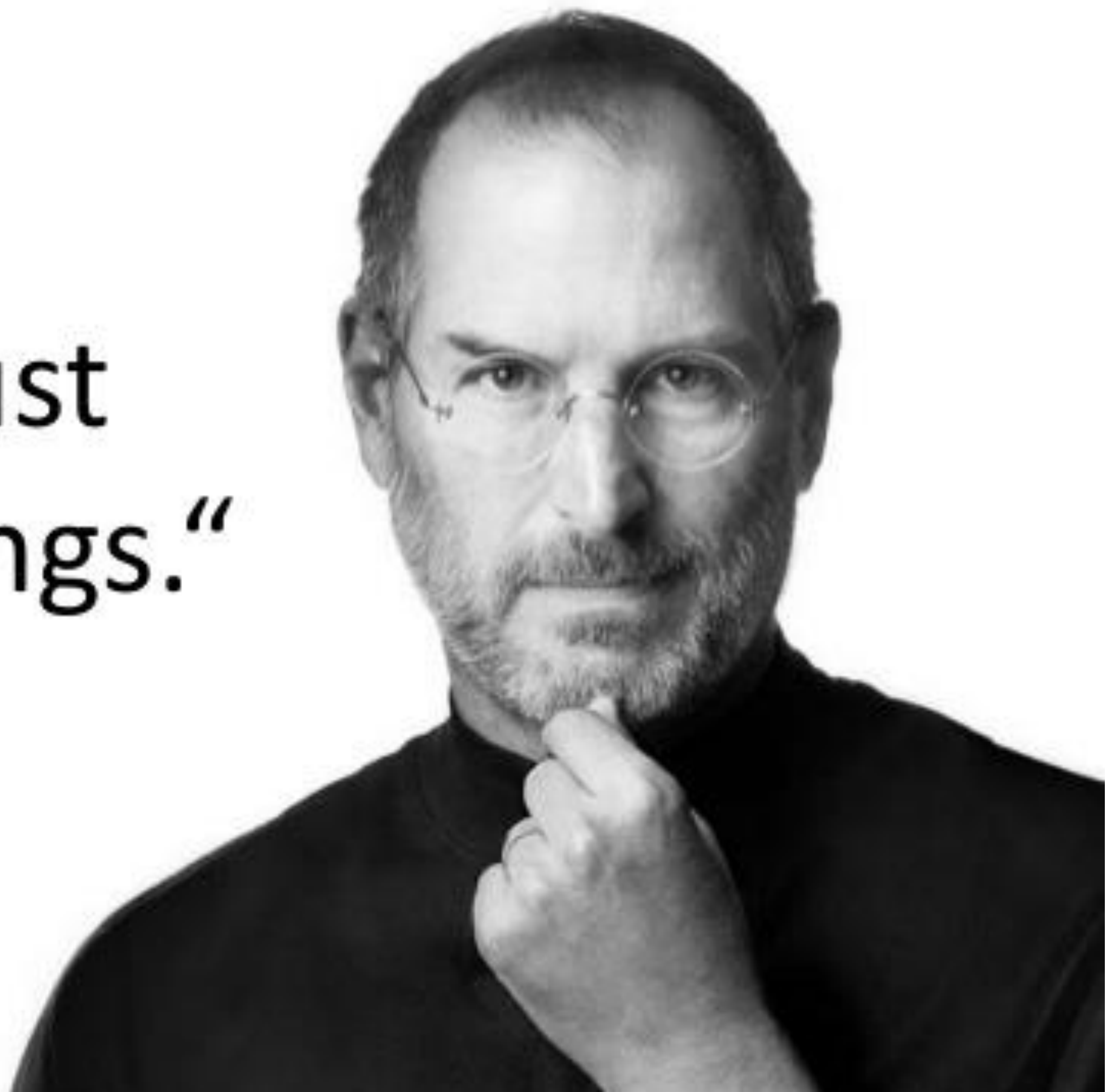
... afgestudeerden te vormen die door hun economisch inzicht in staat zijn een creatieve inbreng te leveren in de optimalisatie van maatschappelijke processen en bedrijfsprocessen.

DEEL VAN MISSIE FACULTEIT

... afgestudeerden te vormen die door hun **economisch** **inzicht** in staat zijn een **creatieve inbreng** te leveren in de optimalisatie van maatschappelijke processen en bedrijfsprocessen.

“Creativity is just
connecting things.”

- *Steve Jobs*



Connecting the Dots in Public Management: Political Environment, Organizational Goal Ambiguity, and the Public Manager's Role Ambiguity

Sanjay K. Pandey, Bradley E. Wright Author Notes

Journal of Public Administration Research and Theory, Volume 16, Issue 4, 1 October 2006,
Pages 511–532, <https://doi.org/10.1093/jopart/muj006>

Academy of Management Perspectives, Vol. 20, No. 1 | Articles

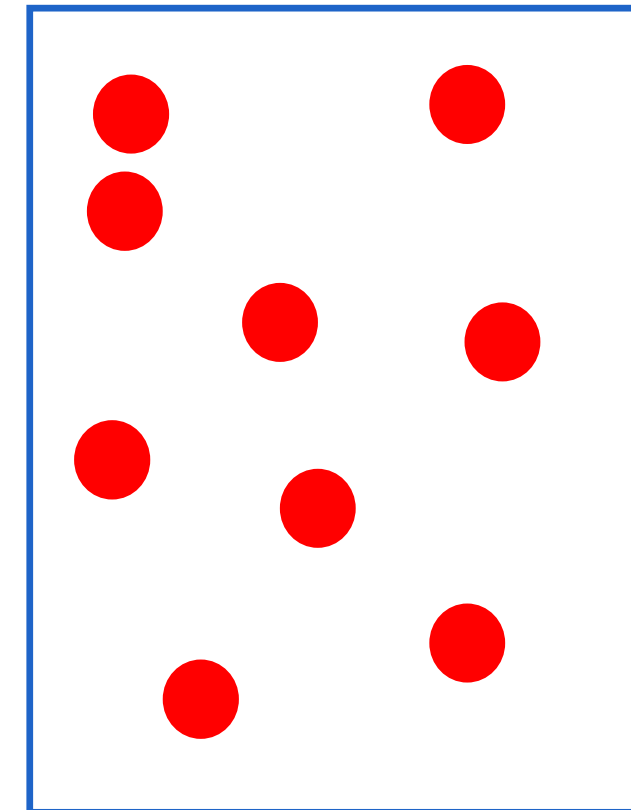
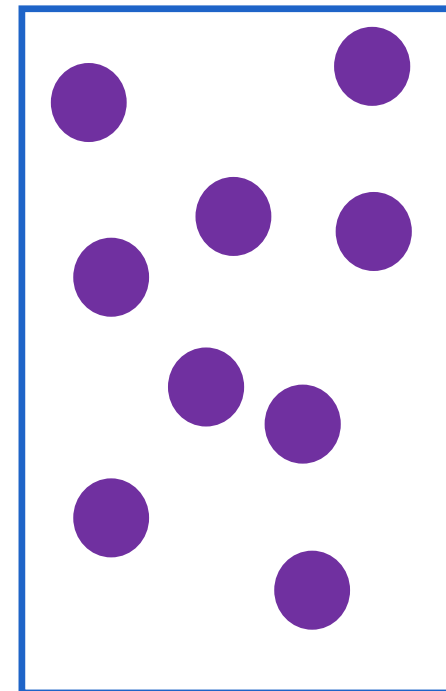
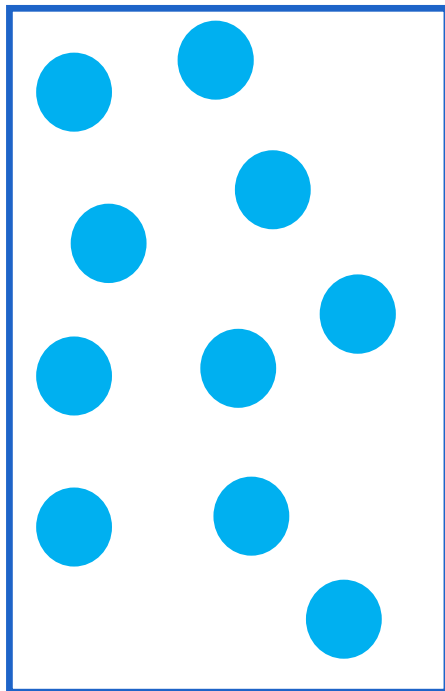
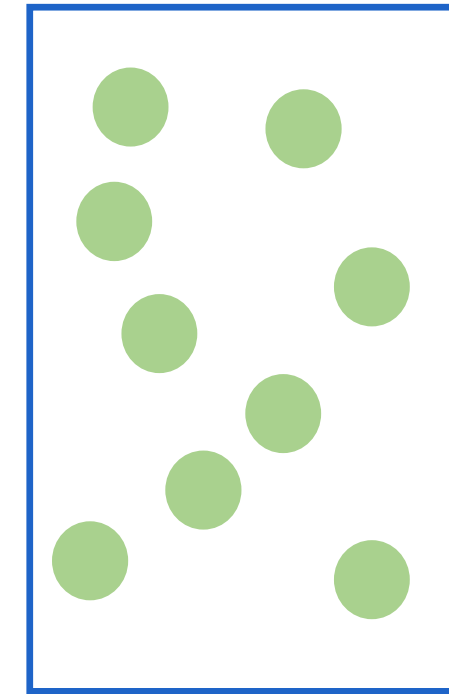
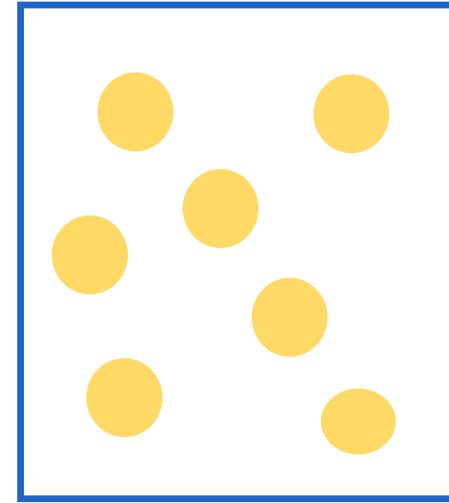
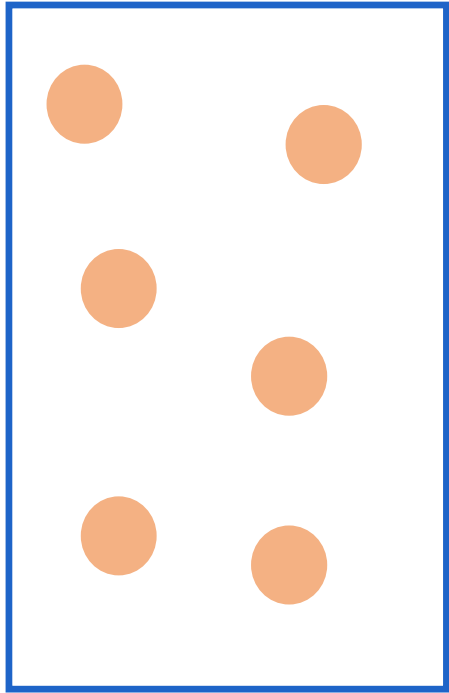
Opportunity Recognition as Pattern Recognition: How Entrepreneurs “Connect the Dots” to Identify New Business Opportunities

Robert A. Baron

Published Online: 1 Feb 2006 | <https://doi.org/10.5465/amp.2006.19873412>

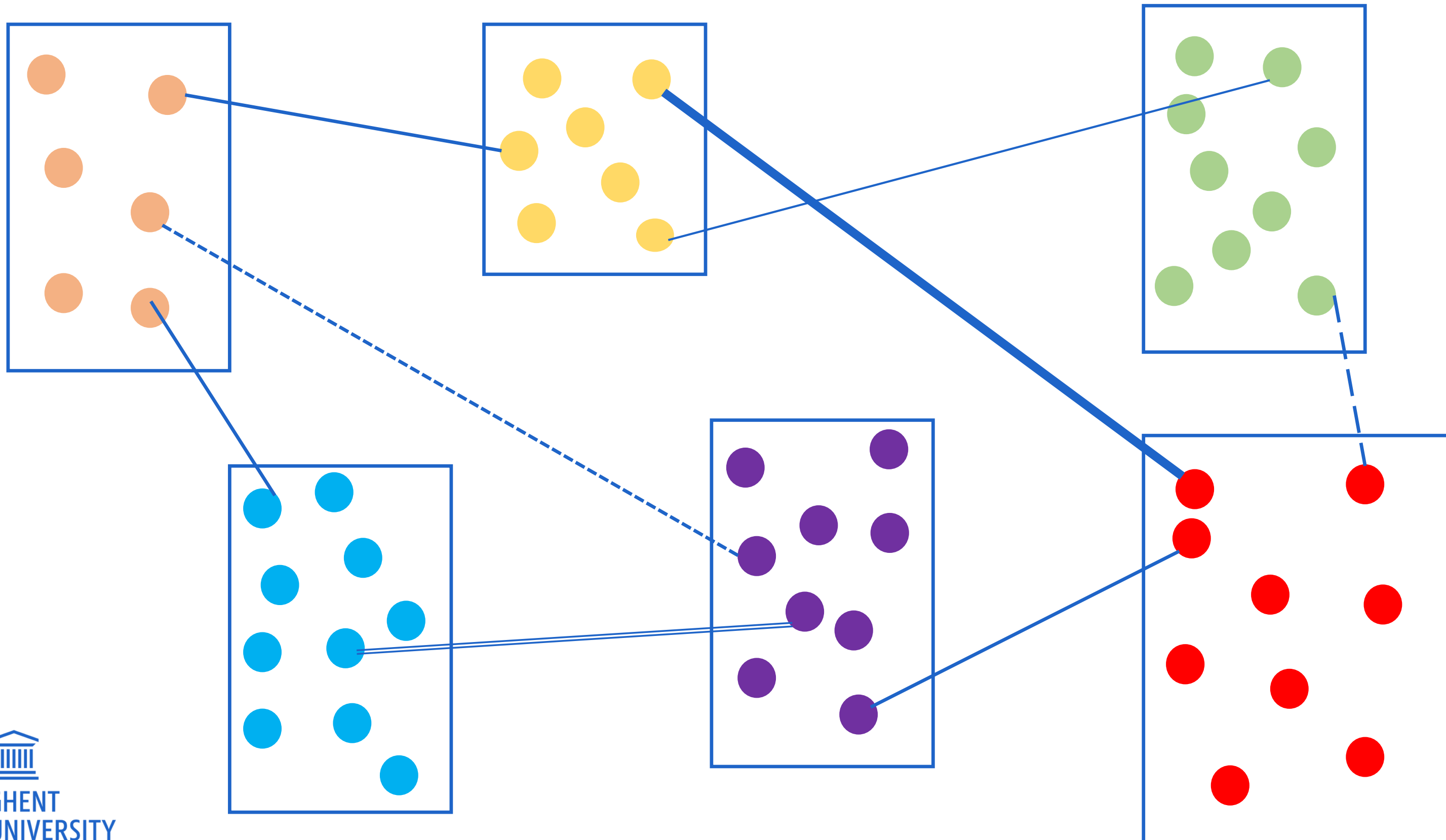
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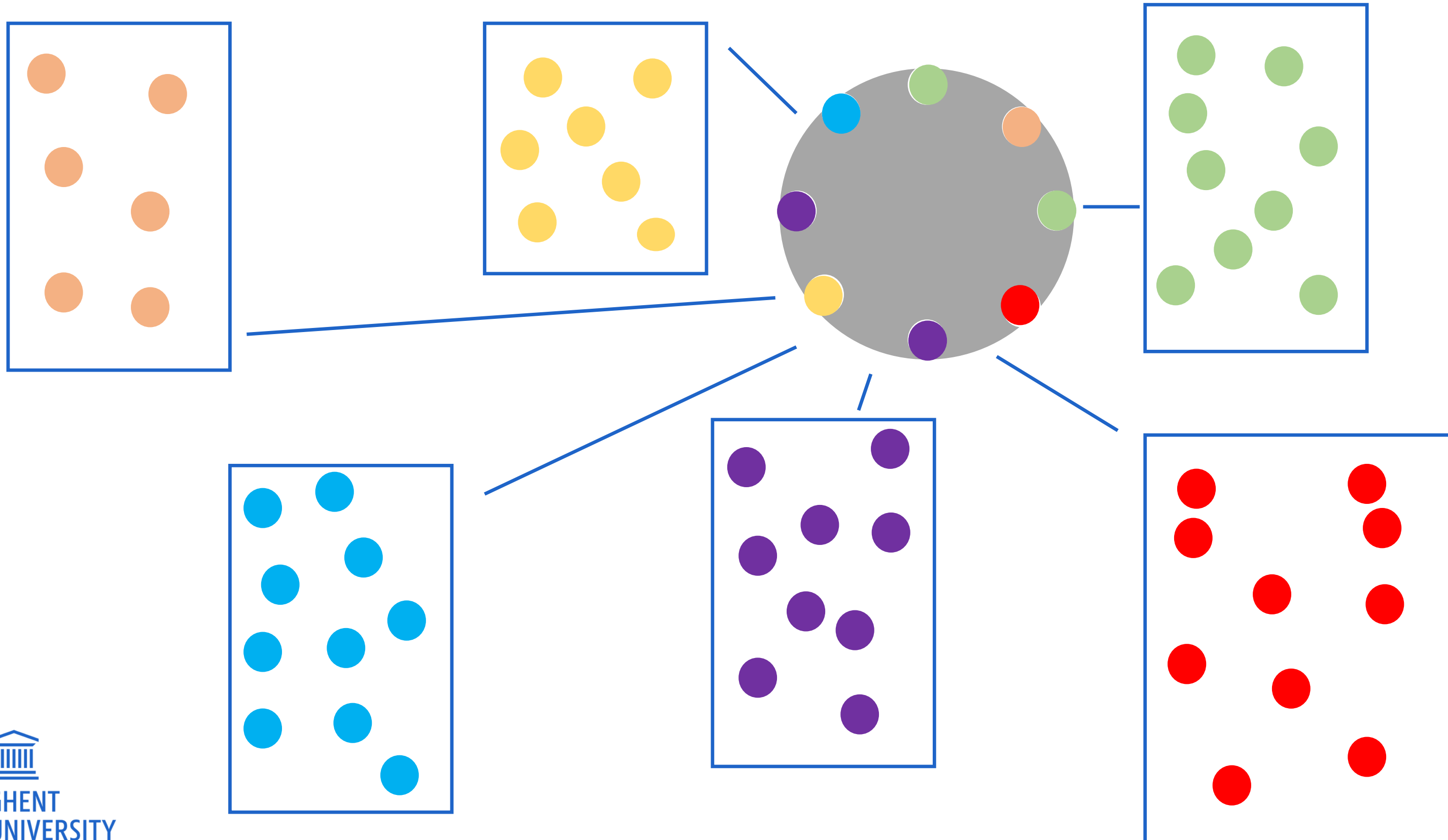
ECONOMISCHE KENNIS

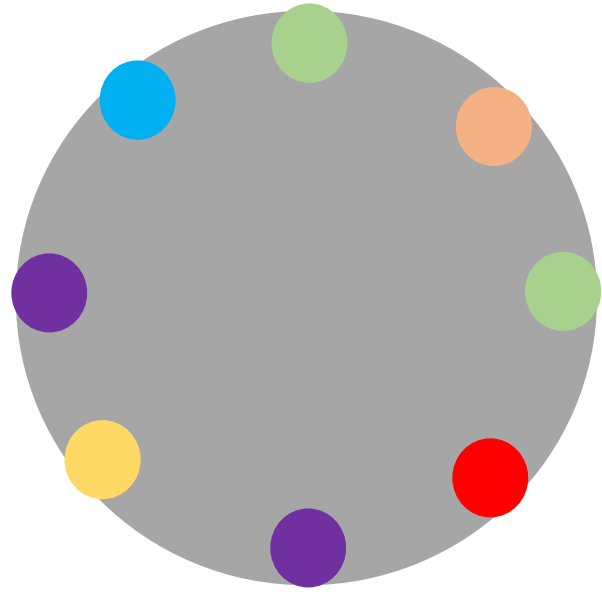


CURRICULA

ECONOMISCH INZICHT

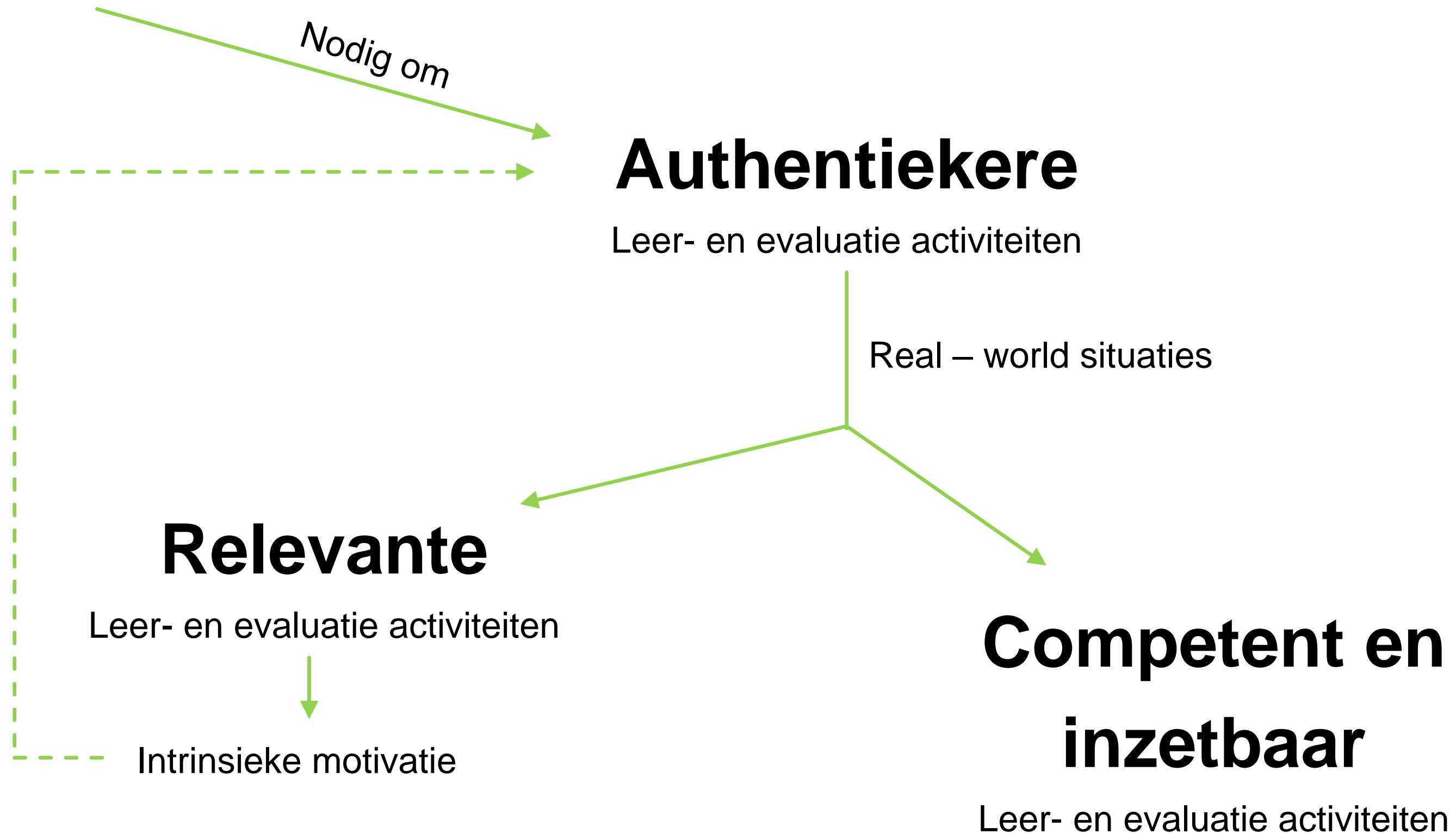






RATIONAAL?

Geïntegreerd curriculum

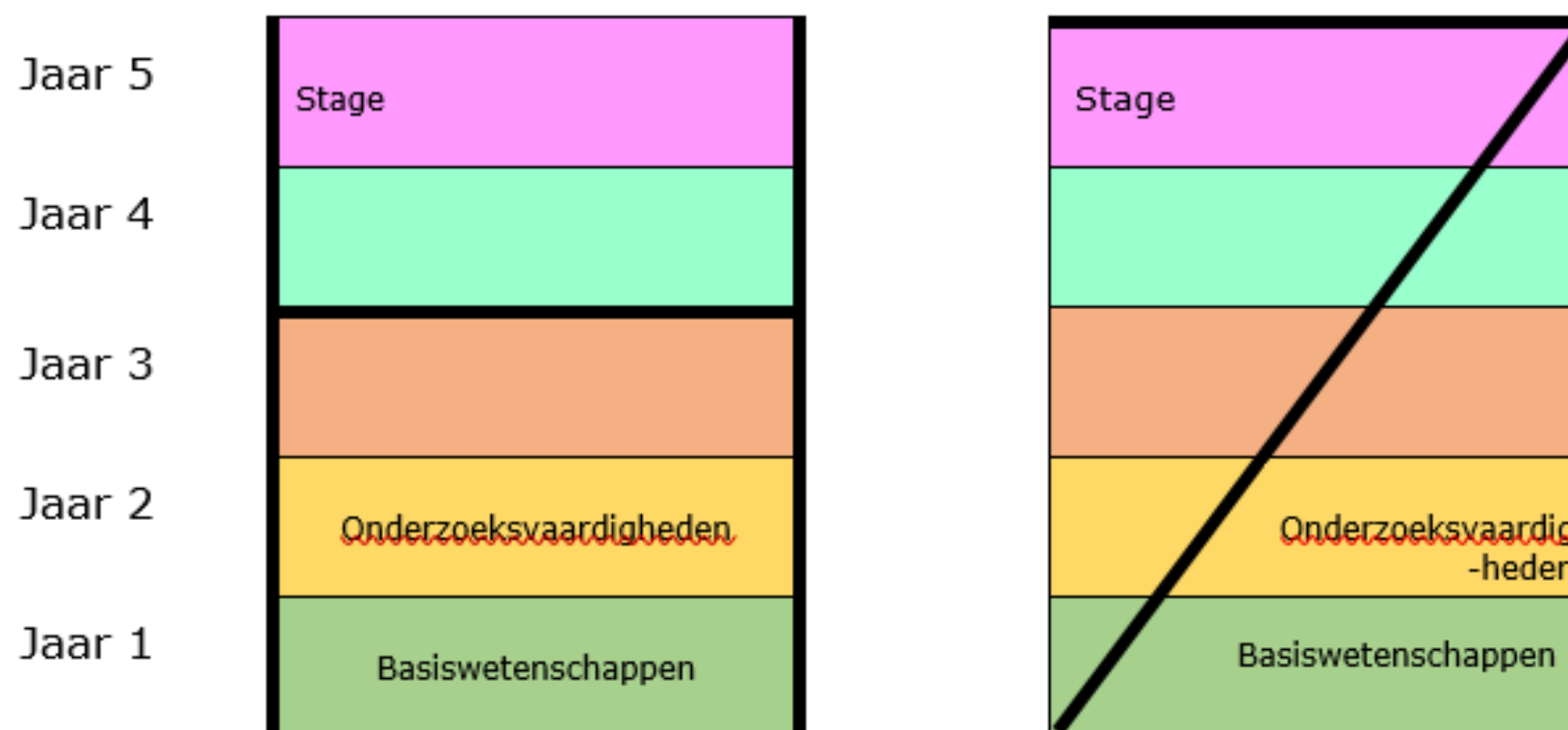


SOORTEN CURRICULUM INTEGRATIE

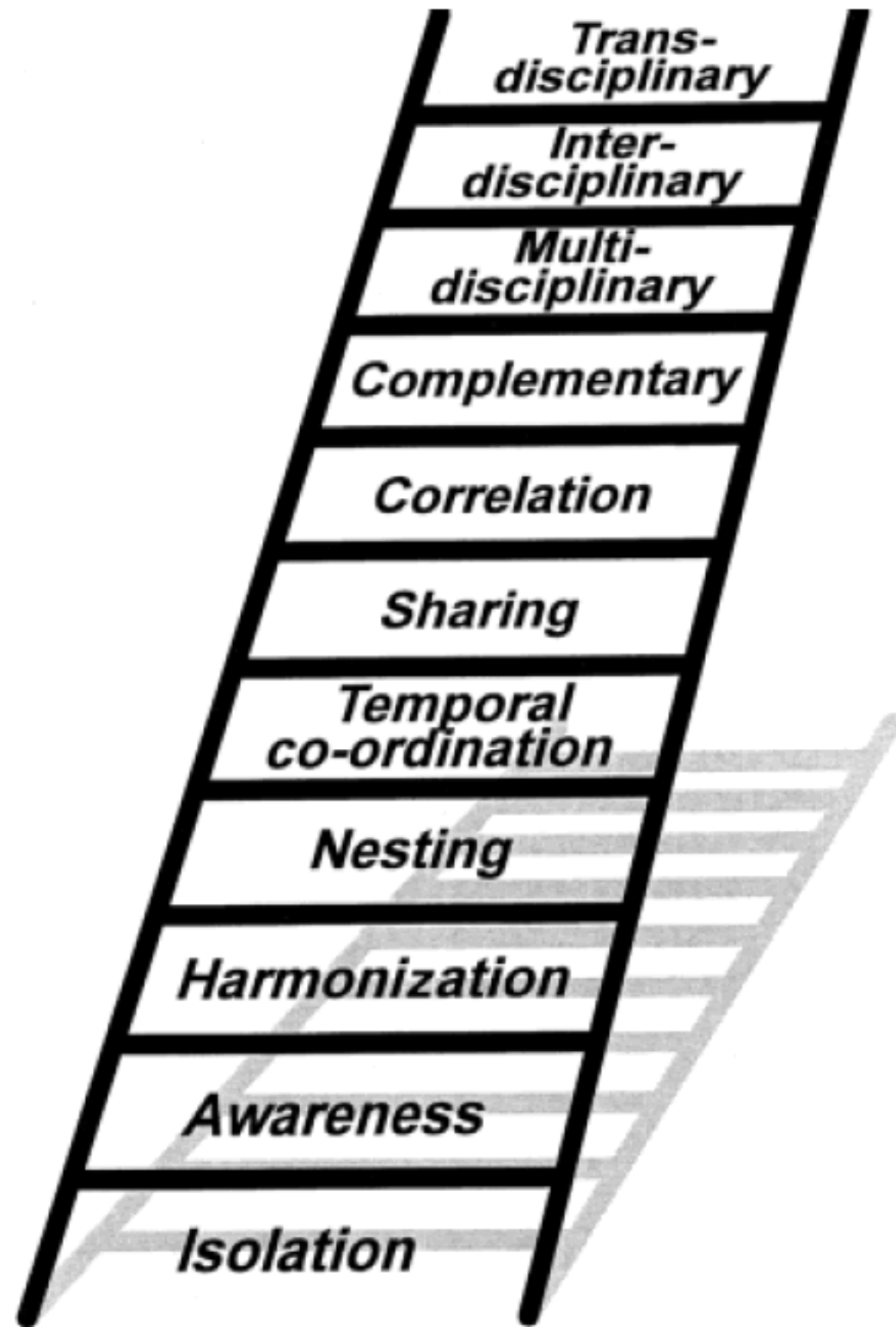
Horizontale integratie

JAN	FEB	MA	APR	MEI	JUN	JUL	AUG	SEP	OKT	NOV	DEC
									BLOK 1		
BLOK 2			BLOK 3						BLOK 4		
BLOK 5			BLOK 6						BLOK 7		
BLOK 8			BLOK 9								

Verticale integratie



EN IN DE PRAKTIJK?



Harden, 2000

EN IN DE PRAKTIJK?

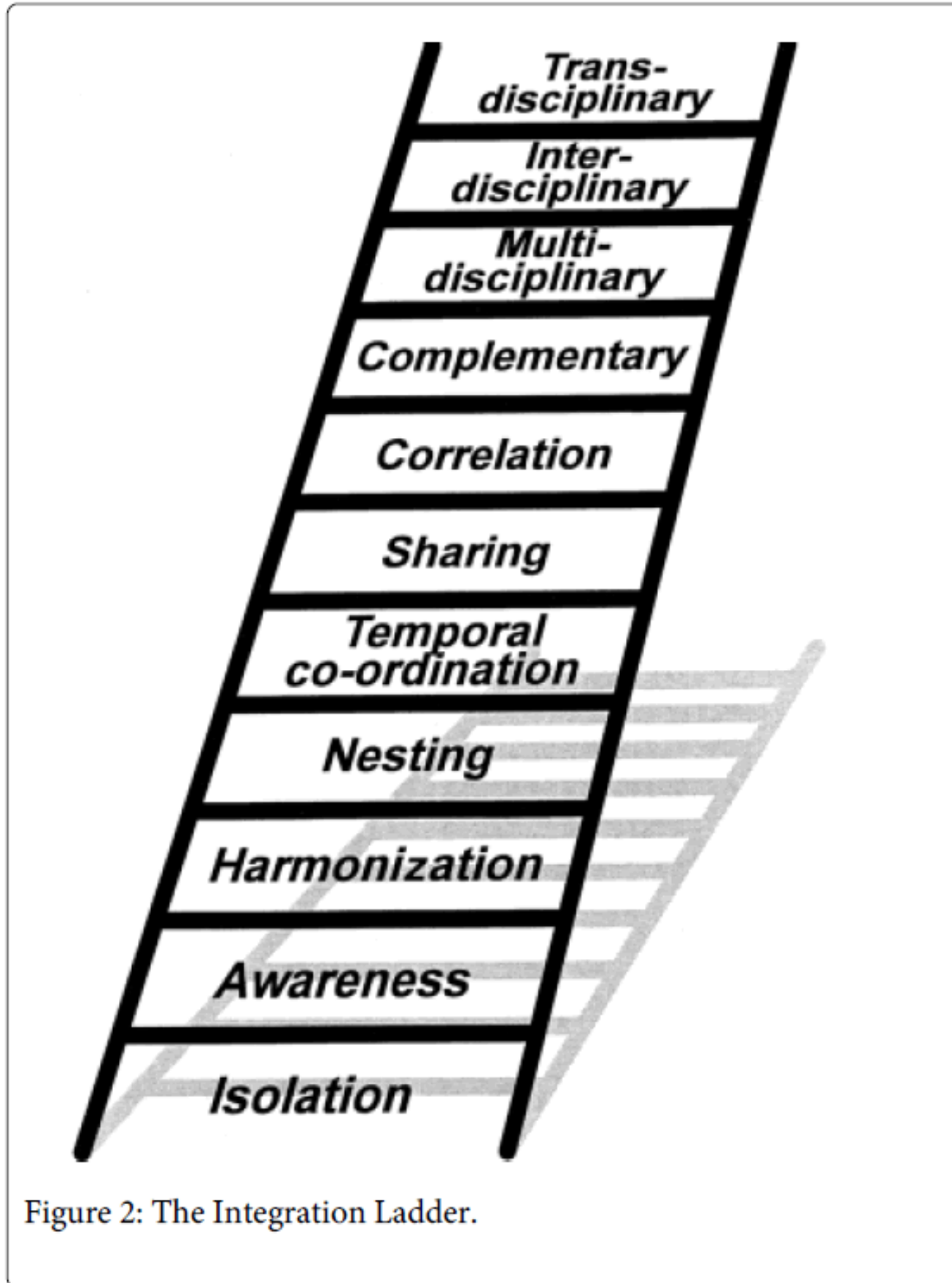
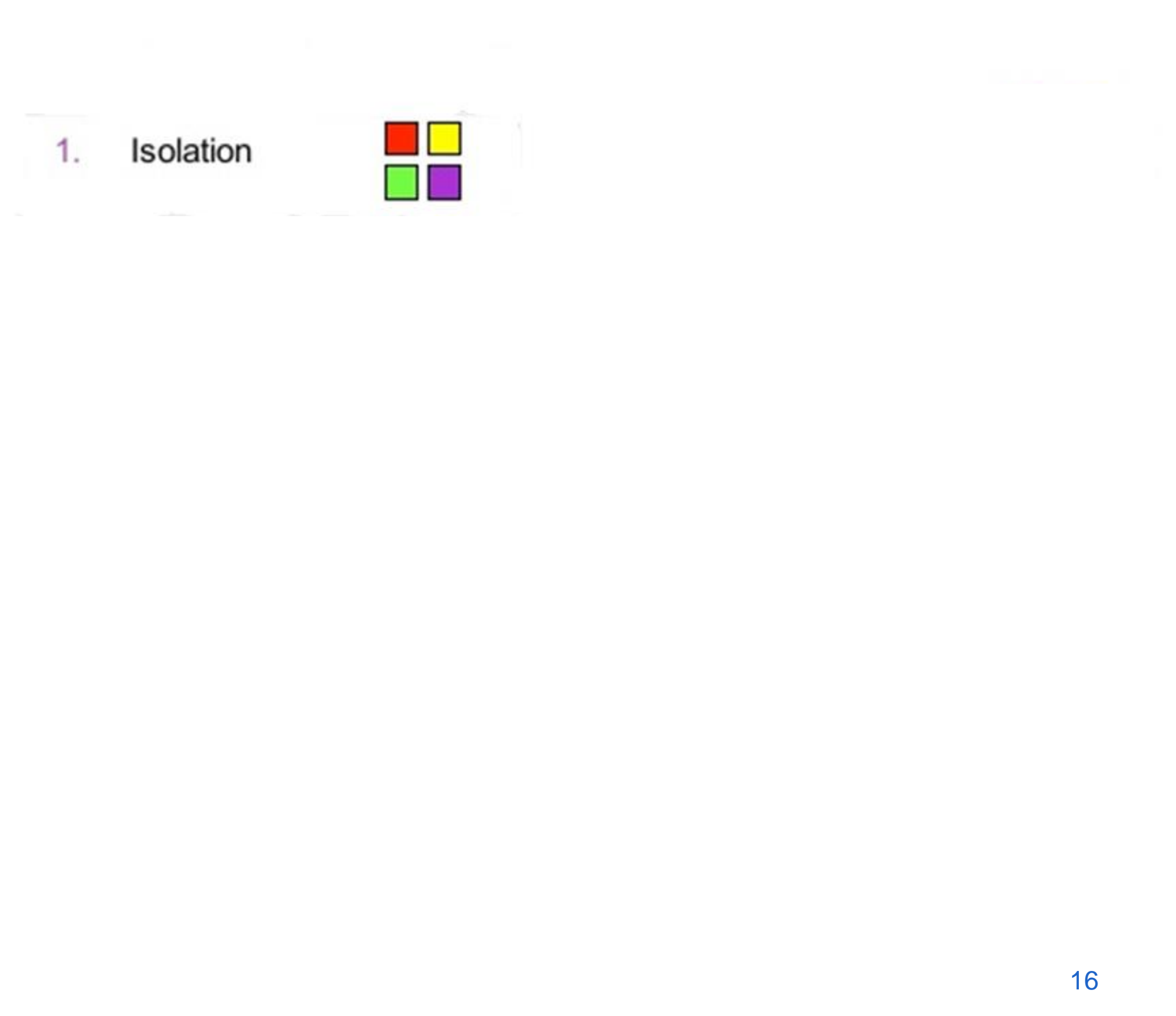


Figure 2: The Integration Ladder.



EN IN DE PRAKTIJK?

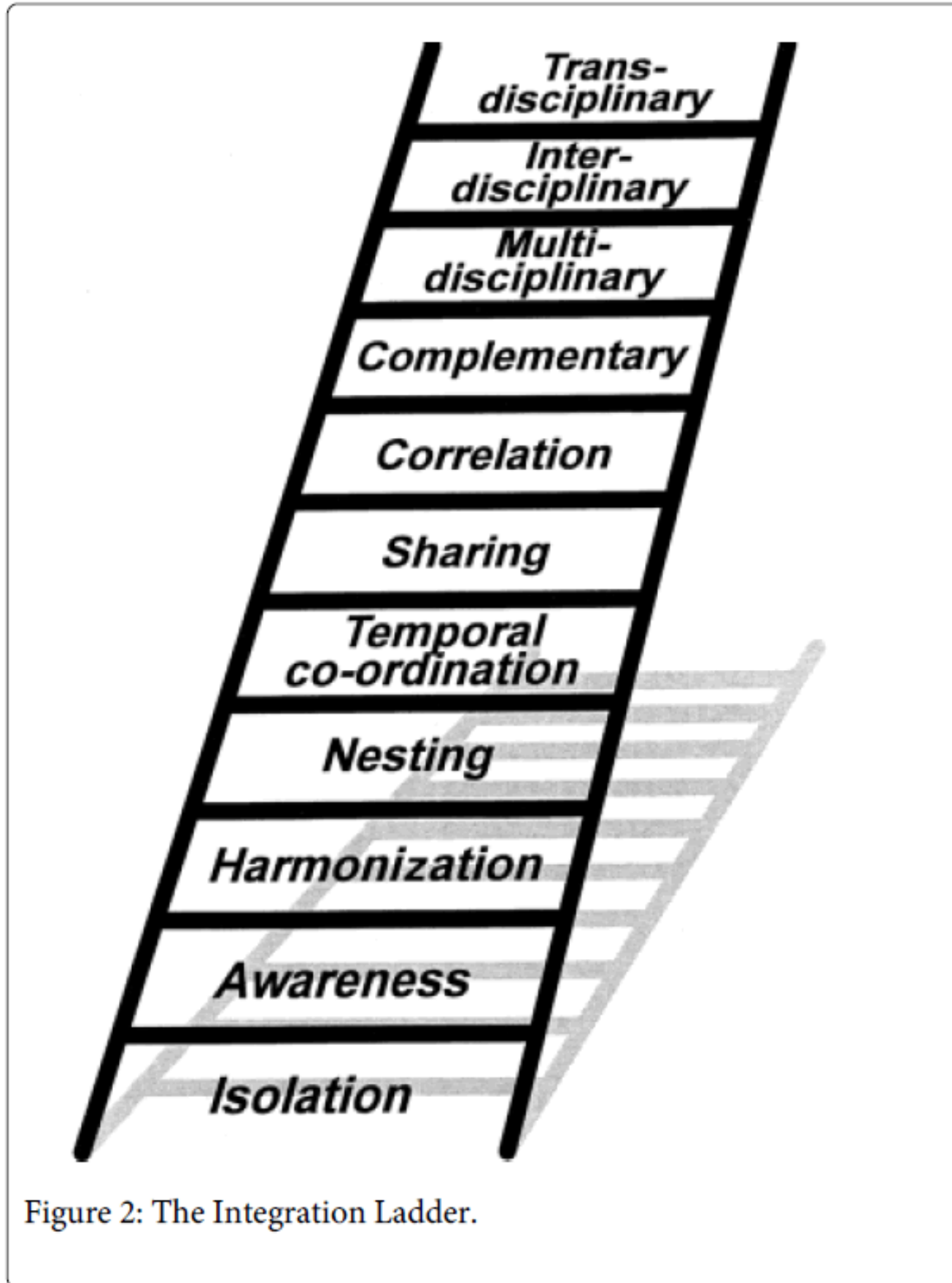
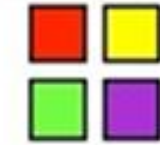
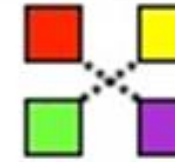


Figure 2: The Integration Ladder.

1. Isolation



2. Awareness



EN IN DE PRAKTIJK?

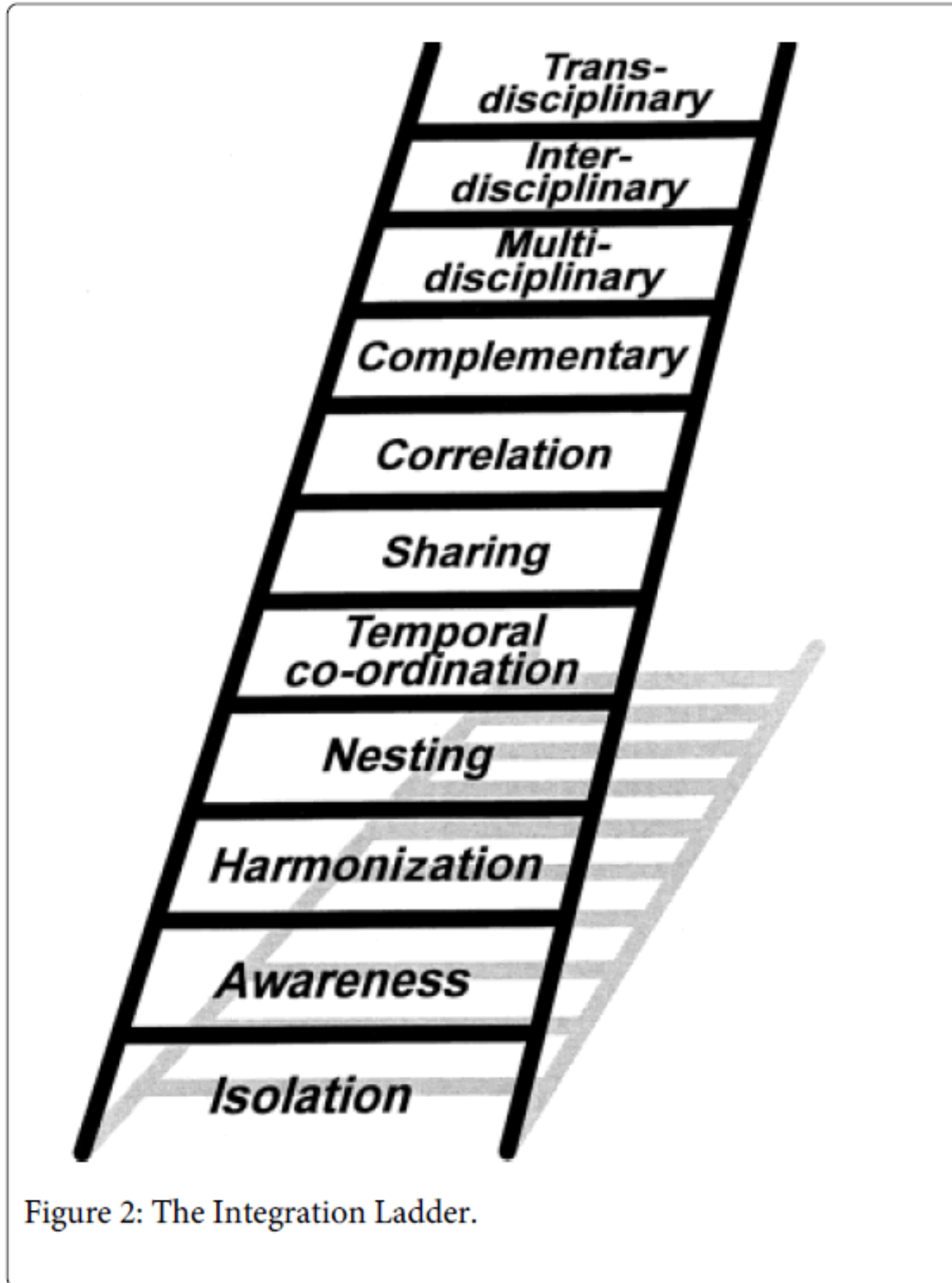
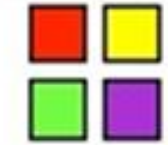
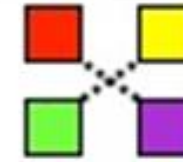


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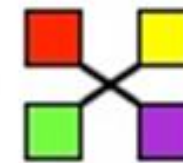
1. Isolation



2. Awareness



3. Harmonisation



EN IN DE PRAKTIJK?

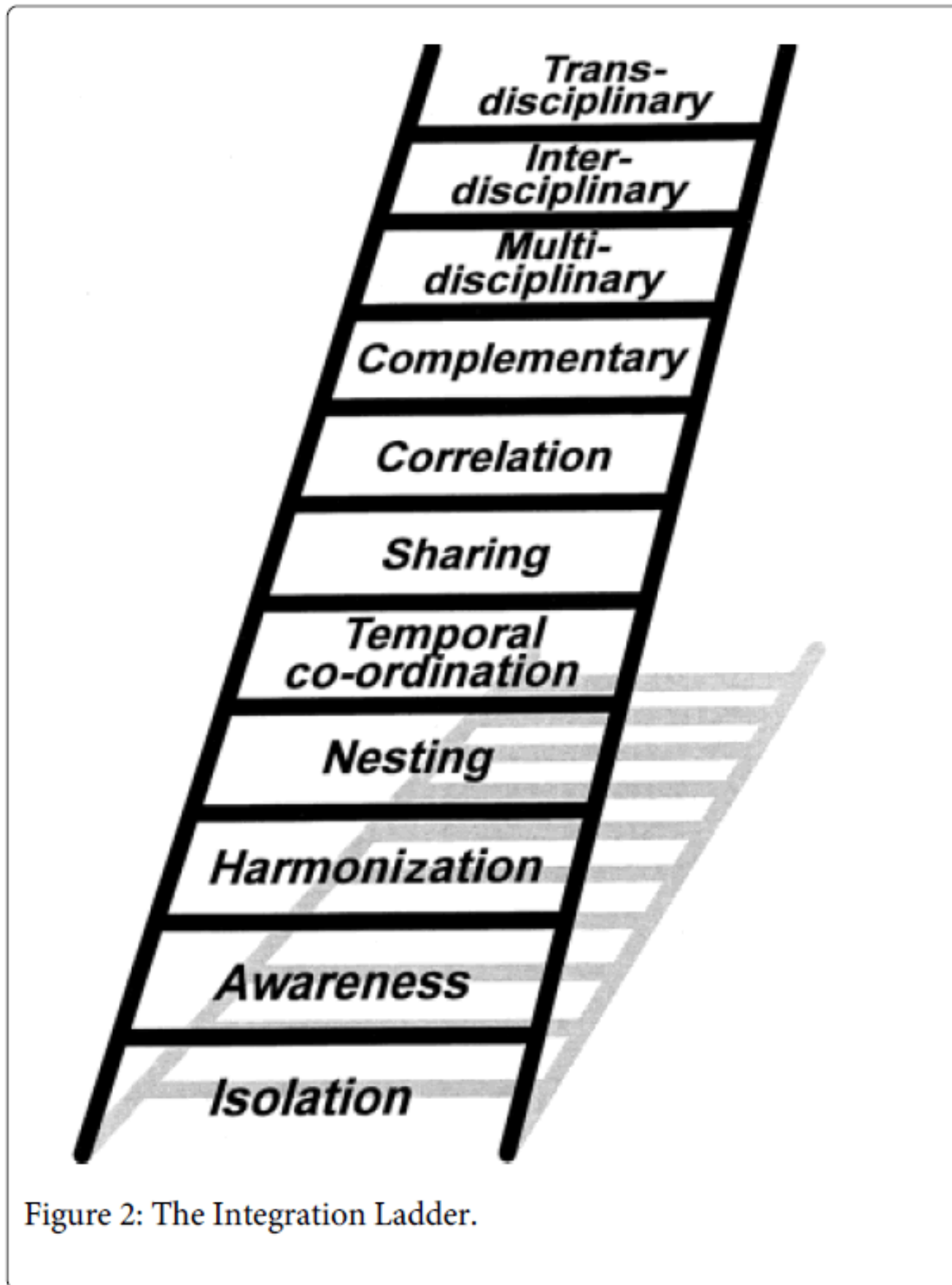
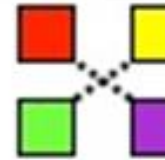


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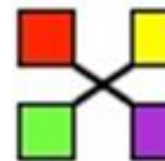
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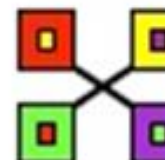
2. Awareness



3. Harmonisation



4. Nesting



Nadruk op individueel vak/docent

EN IN DE PRAKTIJK?

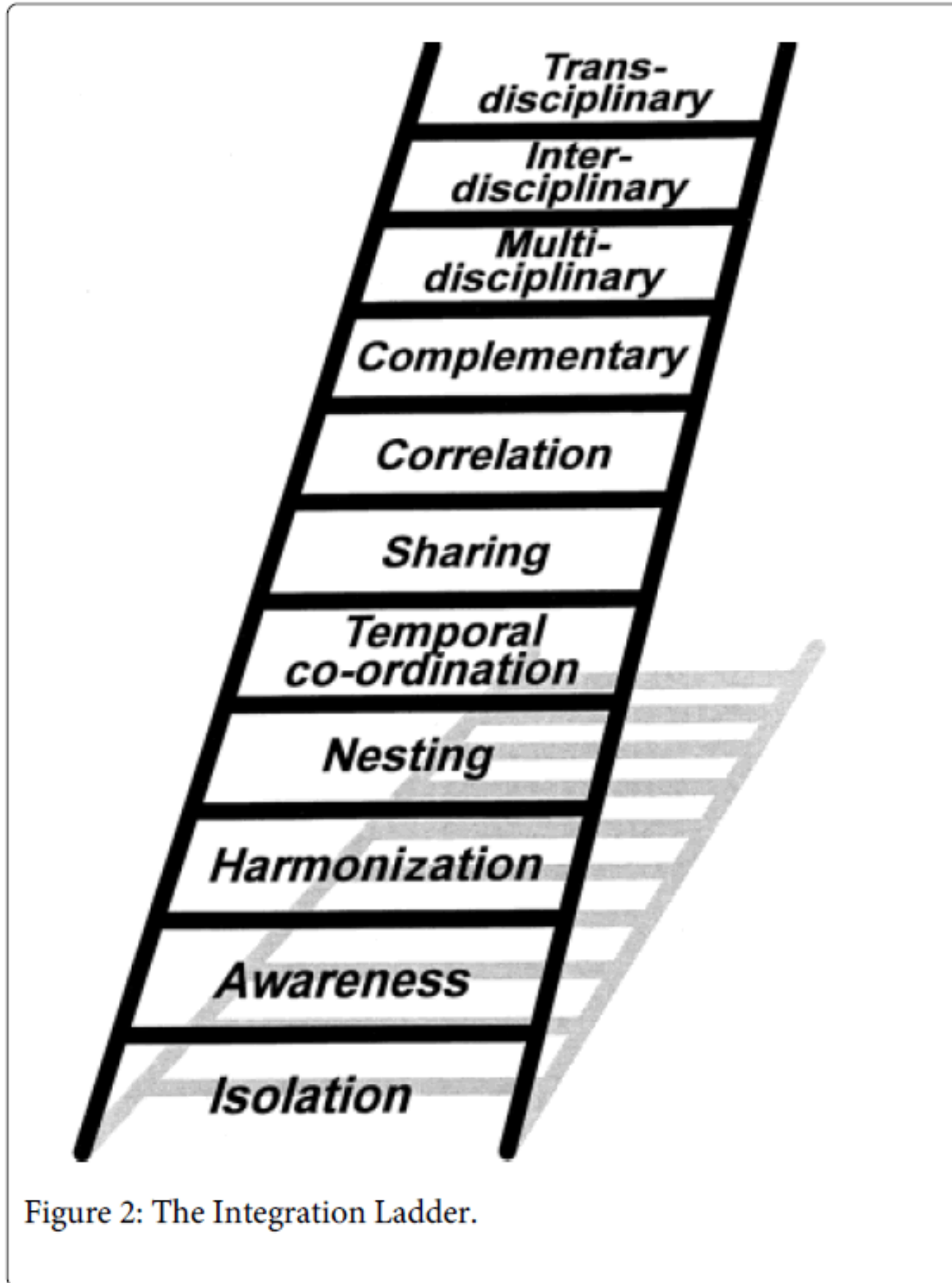
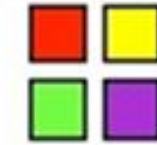
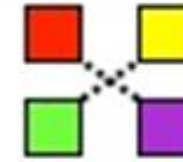


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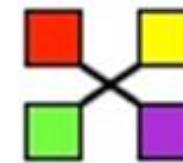
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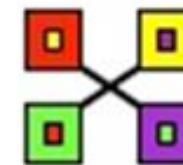
2. Awareness



3. Harmonisation



4. Nesting



5. Temporal coordination



EN IN DE PRAKTIJK?

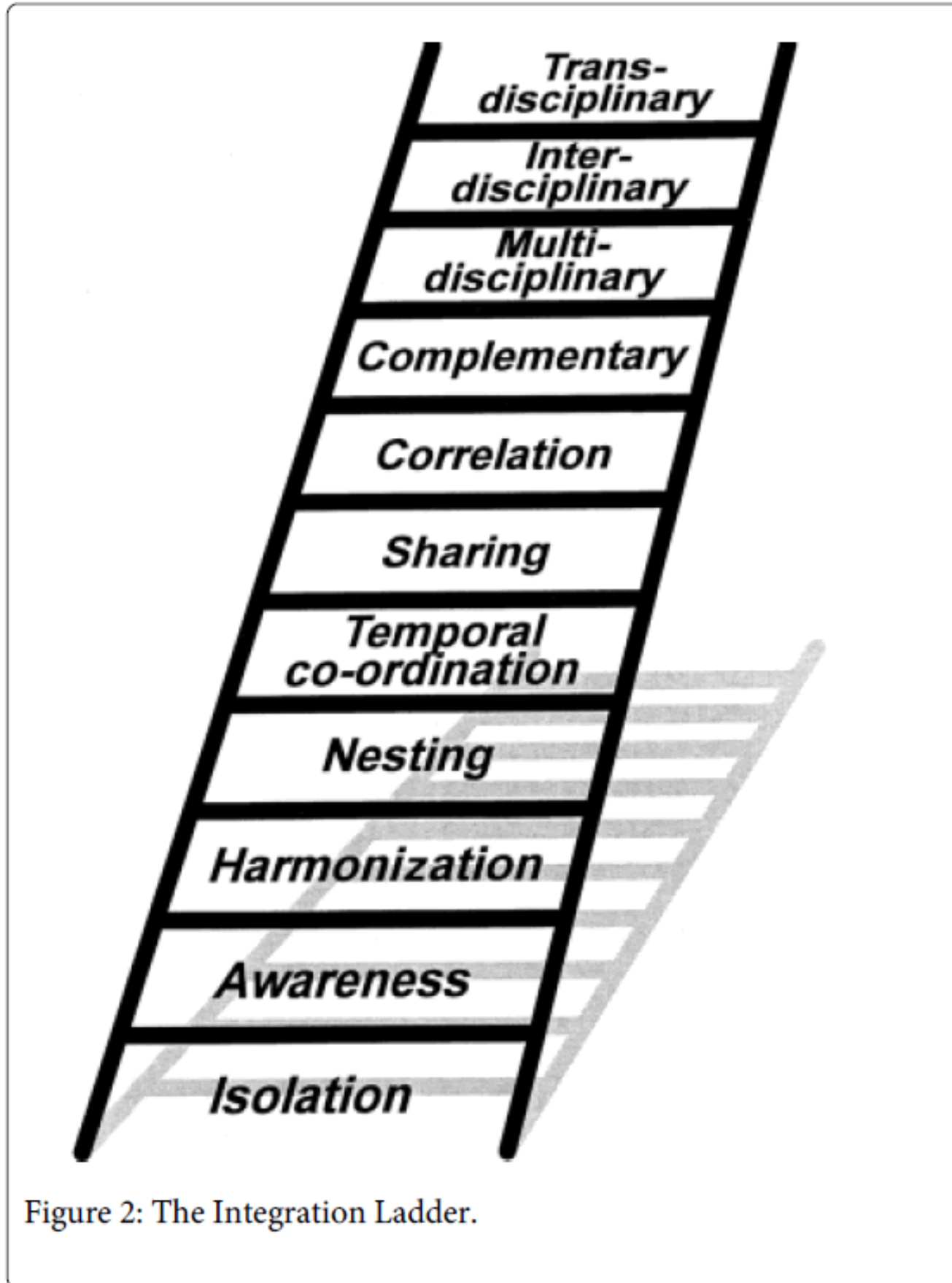
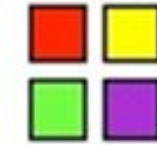
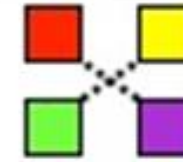


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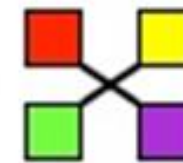
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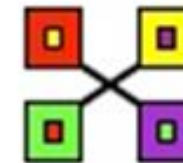
2. Awareness



3. Harmonisation



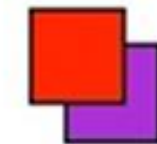
4. Nesting



5. Temporal coordination



6. Sharing



EN IN DE PRAKTIJK?

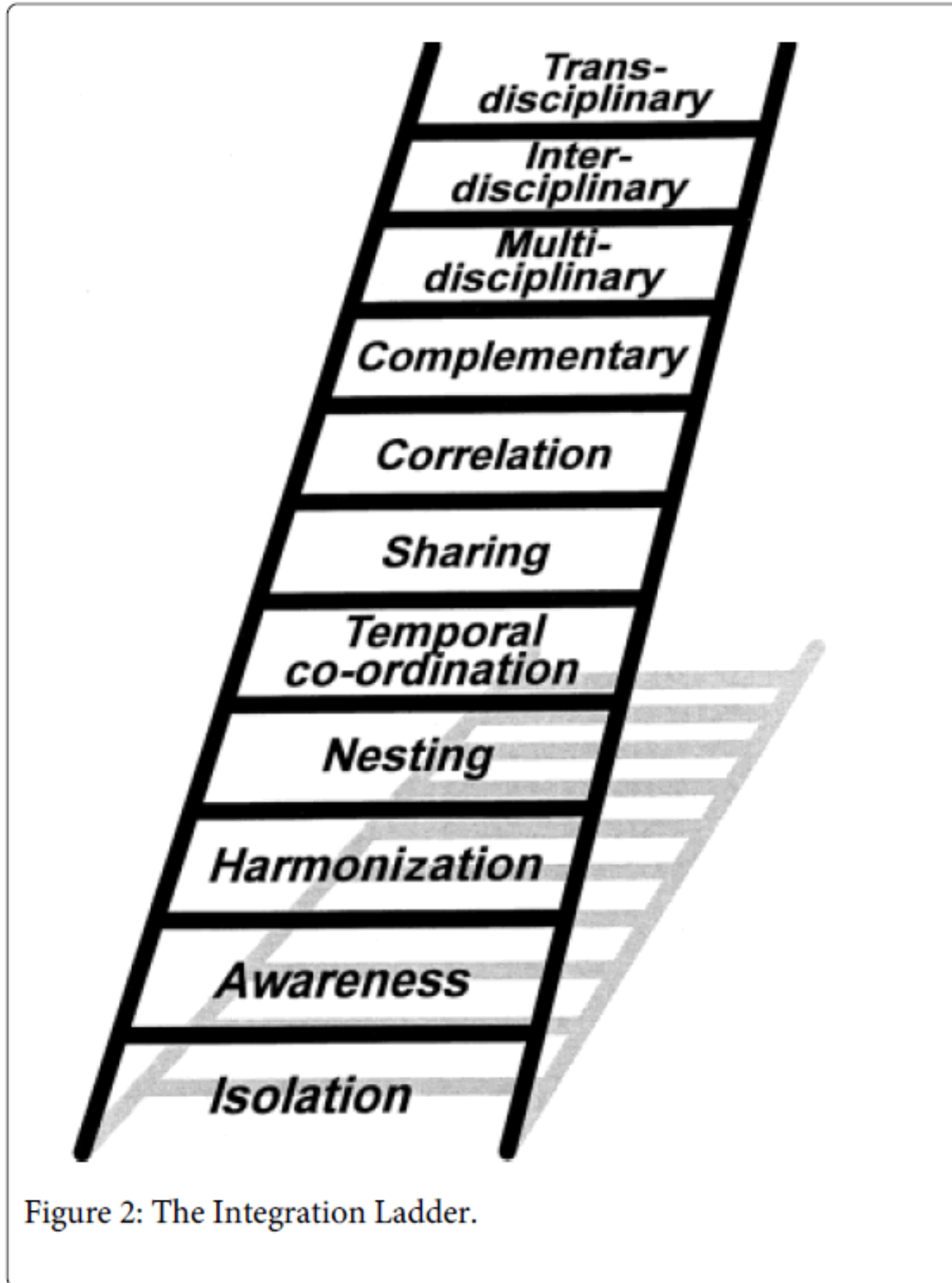
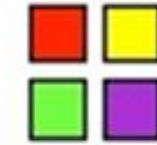
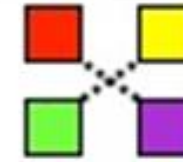


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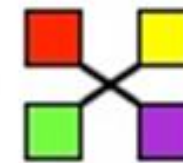
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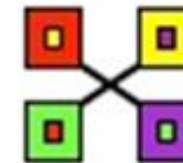
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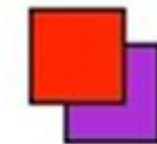
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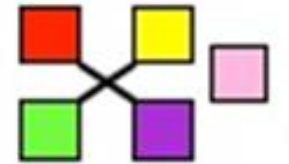
5. Temporal coordination



6. Sharing



7. Correlation



EN IN DE PRAKTIJK?

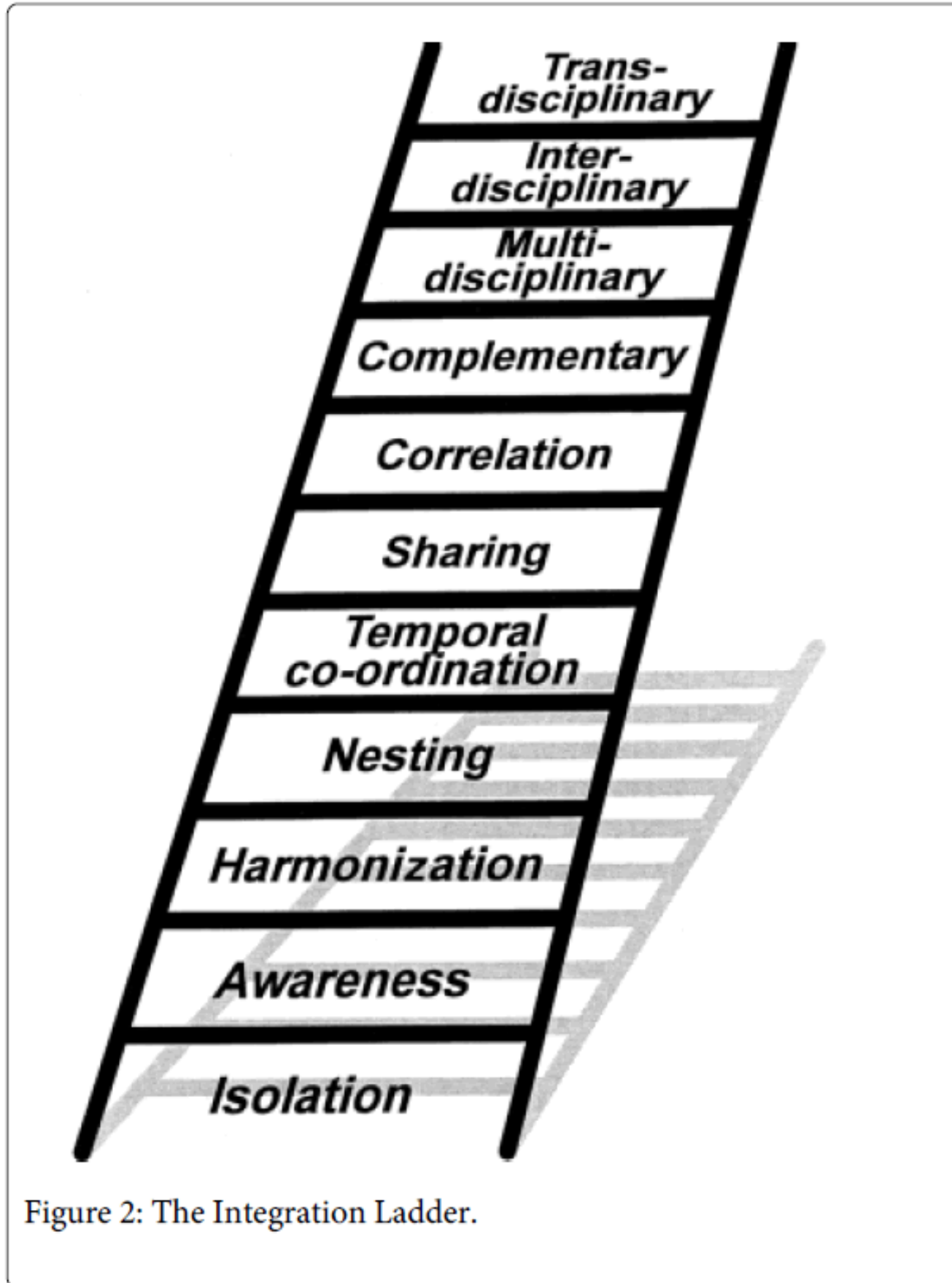
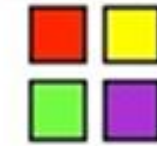
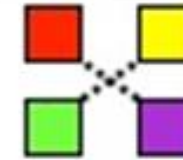


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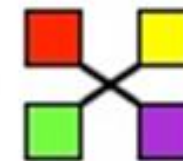
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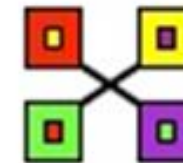
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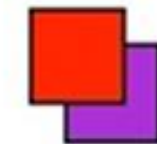
4. Nesting



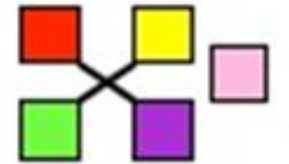
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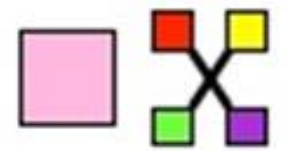
6. Sharing



7. Correlation



8. Complementary programme



EN IN DE PRAKTIJK?

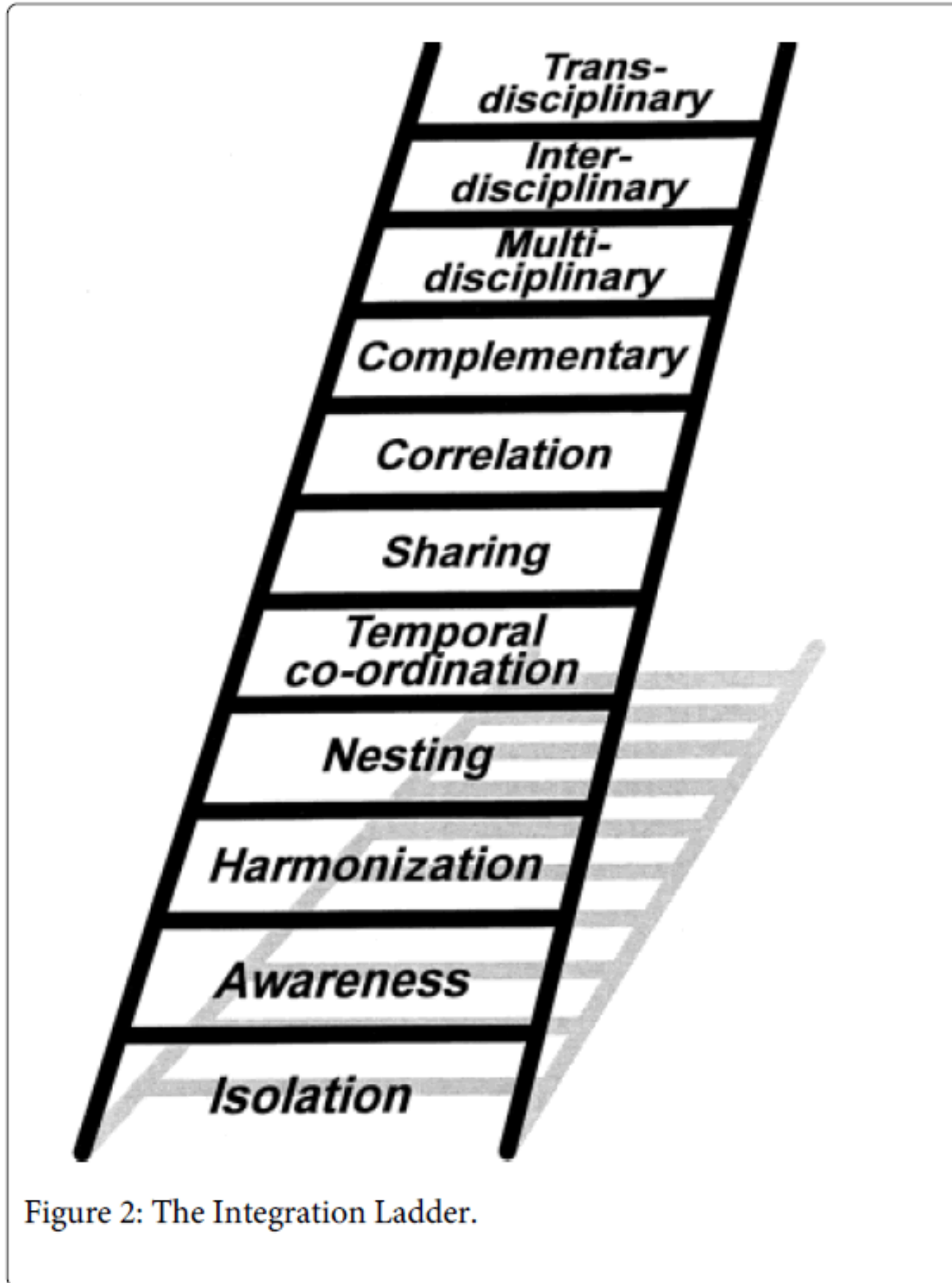
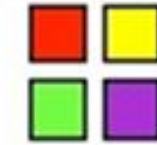
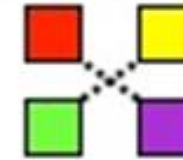


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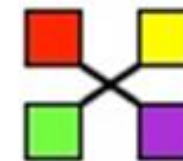
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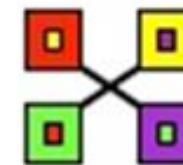
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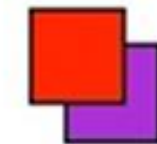
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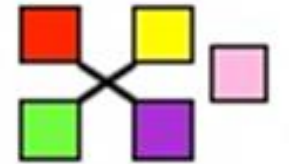
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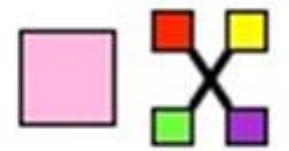
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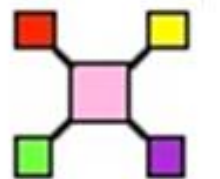
7. Correlation



8. Complementary programme



9. Multi-disciplinary



EN IN DE PRAKTIJK?

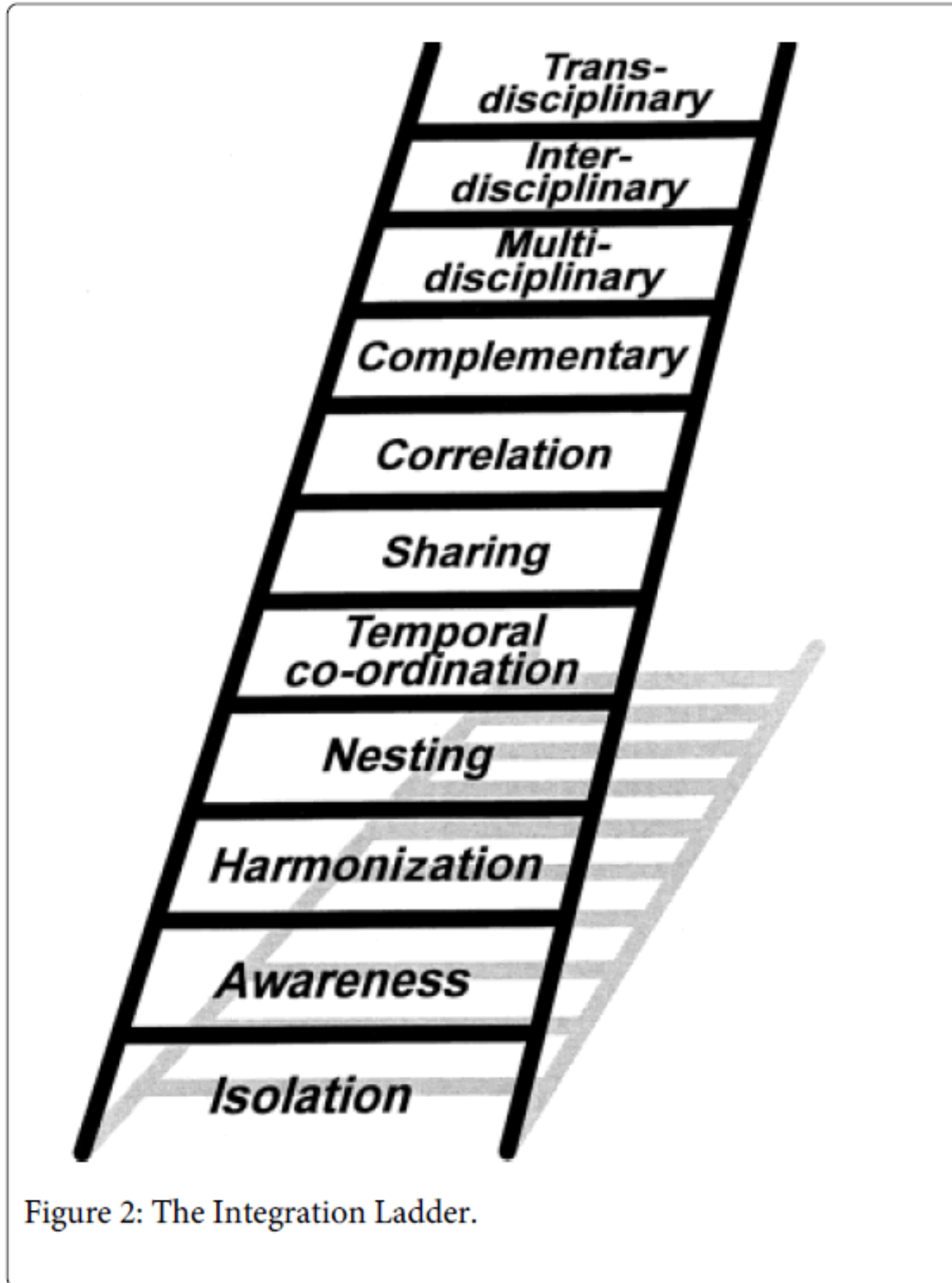
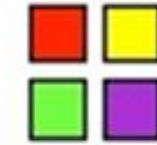
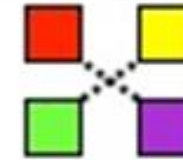


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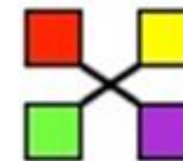
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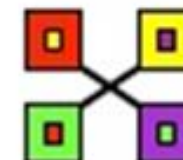
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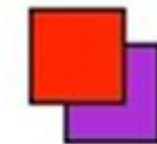
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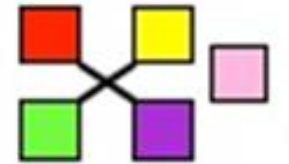
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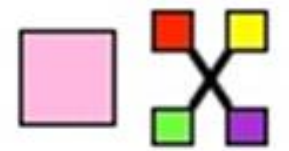
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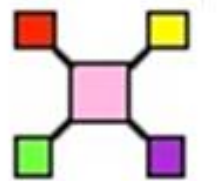
7. Correlation



8. Complementary programme



9. Multi-disciplinary



10. Inter-disciplinary



EN IN DE PRAKTIJK?

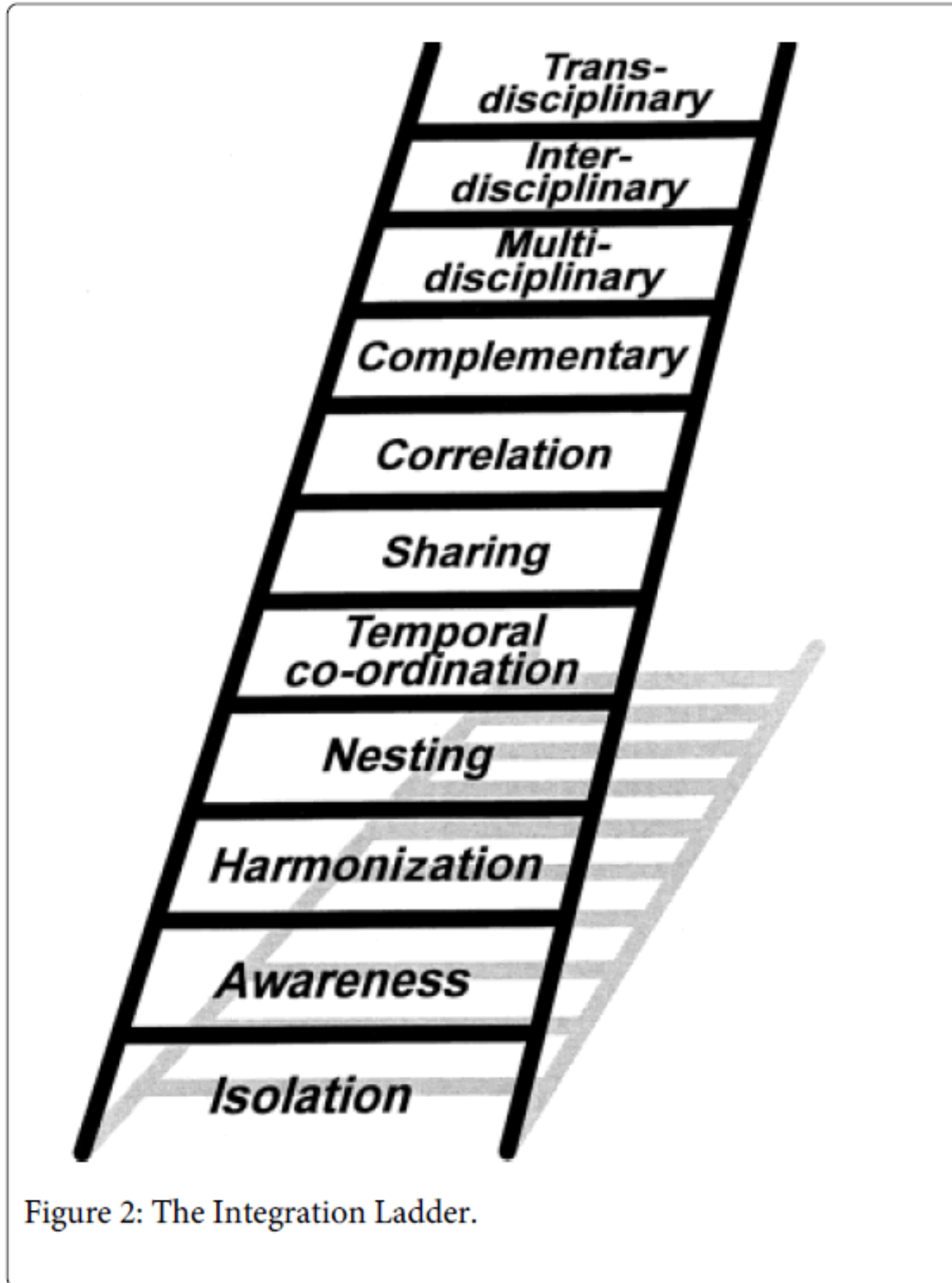
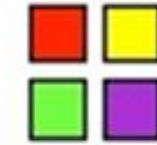
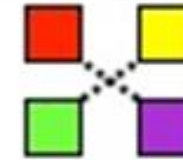


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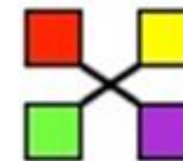
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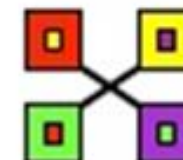
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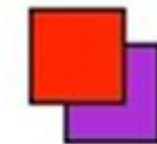
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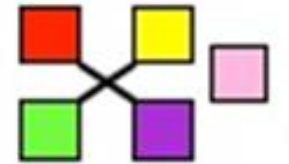
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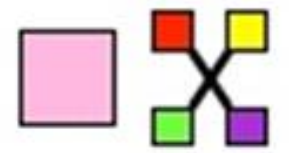
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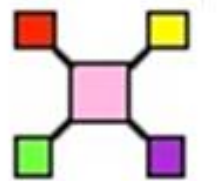
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8. Complementary programme



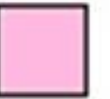
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10. Inter-disciplinary

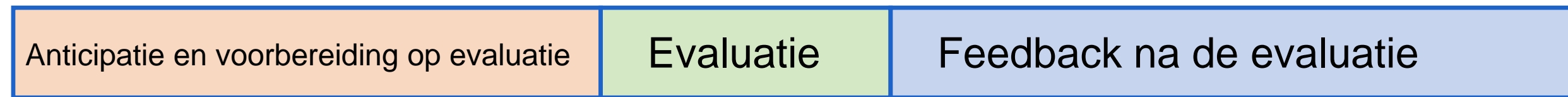


11. Trans-disciplinary



WAAROM INTEGRATIE?

- Evaluatie is dé sturende kracht van het leerproces van studenten



Concepties van 'leren' (Marton & Säljö, 2005)

→ **Oppervlakkig leren**

Leren is de capaciteit om leerstof te reproduceren

→ **Diep leren**

Leren is zoeken naar de onderliggende betekenis. Waarover gaat dit hier?

Dit zijn geen stabiele karakteristieken!

- Instructie
- Evaluatie

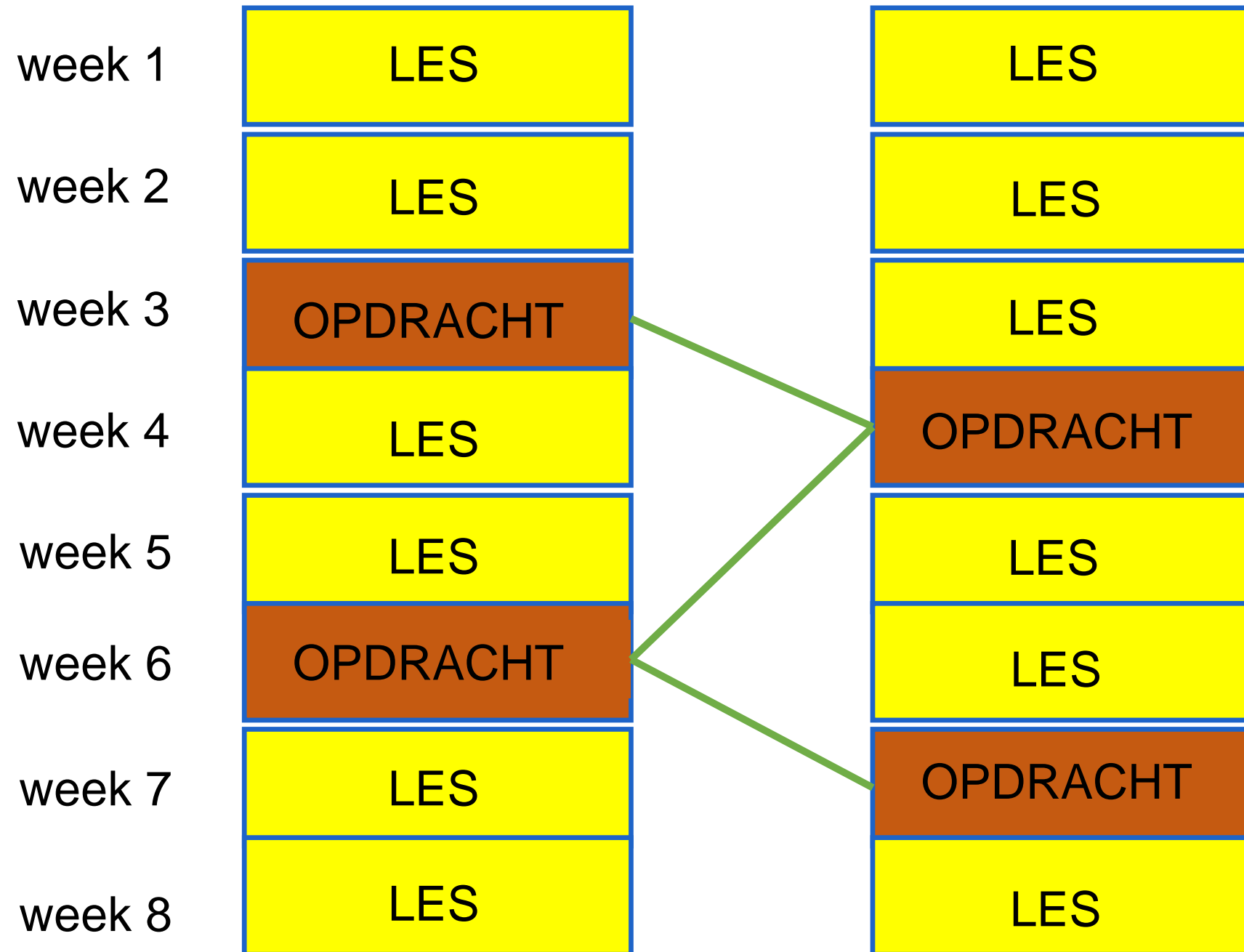
VOORBEELDEN

– Master in gezondheidsbevordering en voorlichting

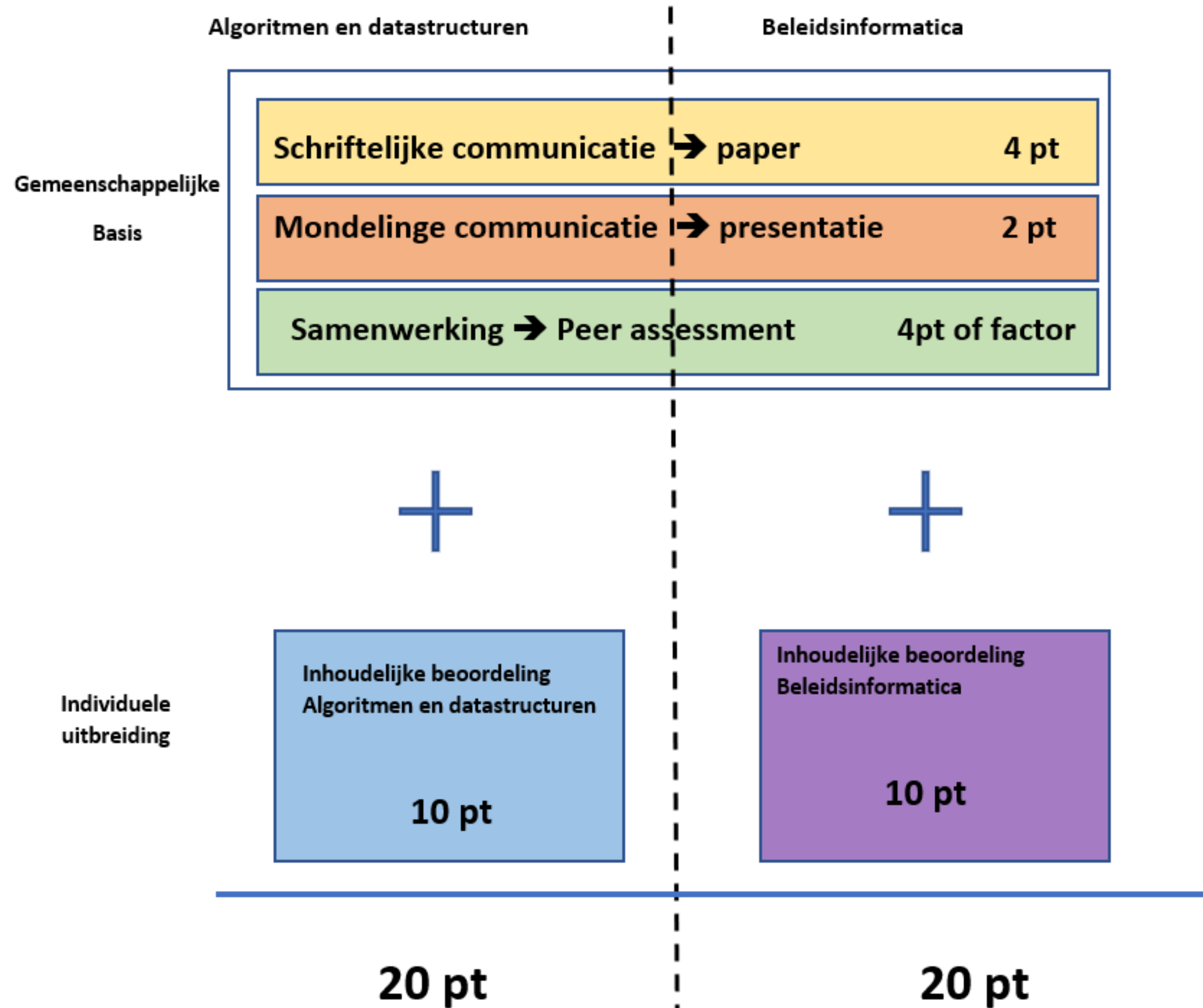
week 1		
week 2		
week 3		
week 4		
week 5		
week 6		
week 7		
week 8		

VOORBEELD 1

– Master in gezondheidsbevordering en voorlichting



VOORBEELD 2



VOORBEELD 3

Kinesitherapie

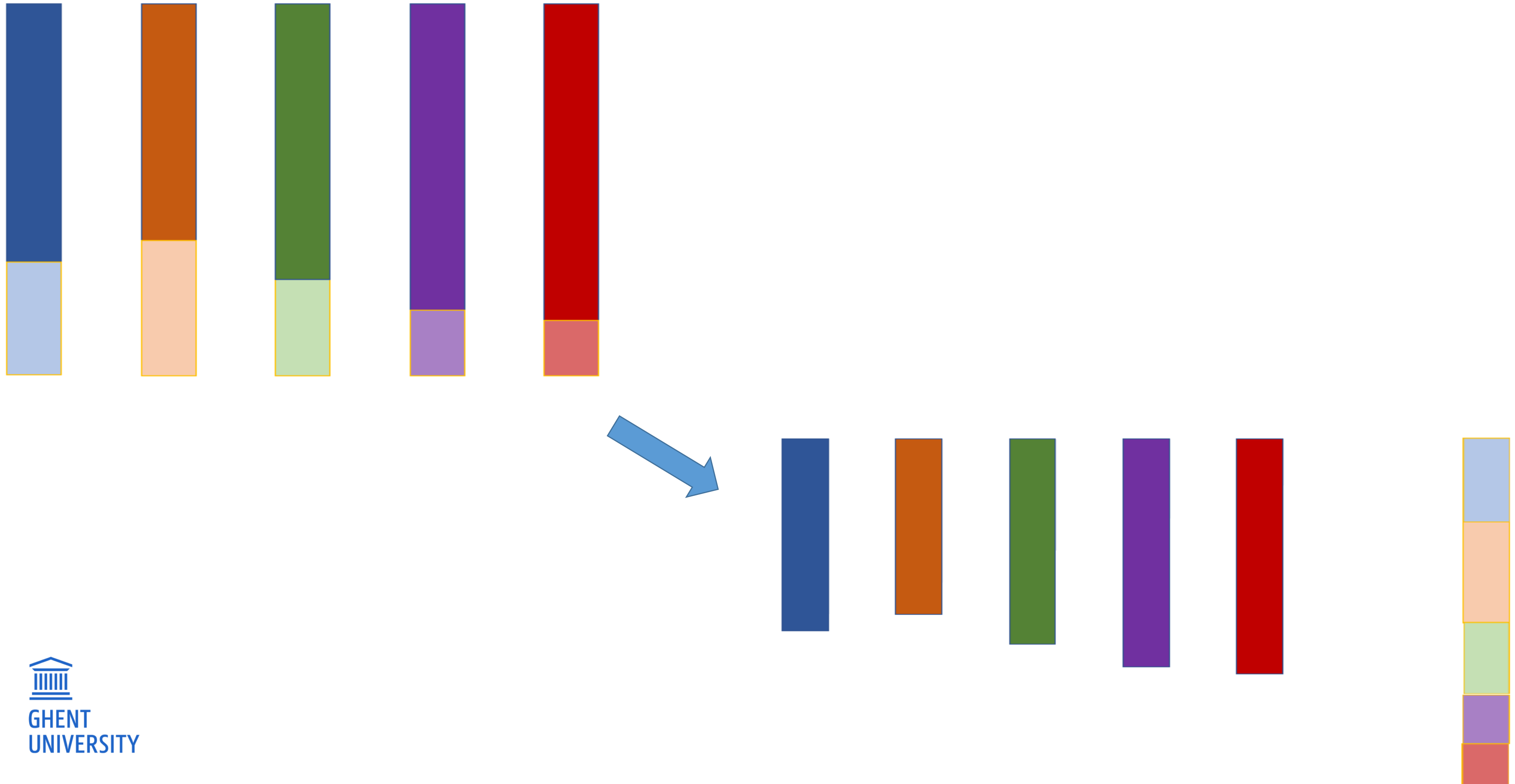
Revalidatie en kinesitherapie van het musculoskeletale stelsel: onderste lidmaat

- Pathologie
- Orthopedie
- Anatomie
- Medische beeldvorming
- Revalidatiewetenschappen theorie
- Revalidatiewetenschappen praktijk

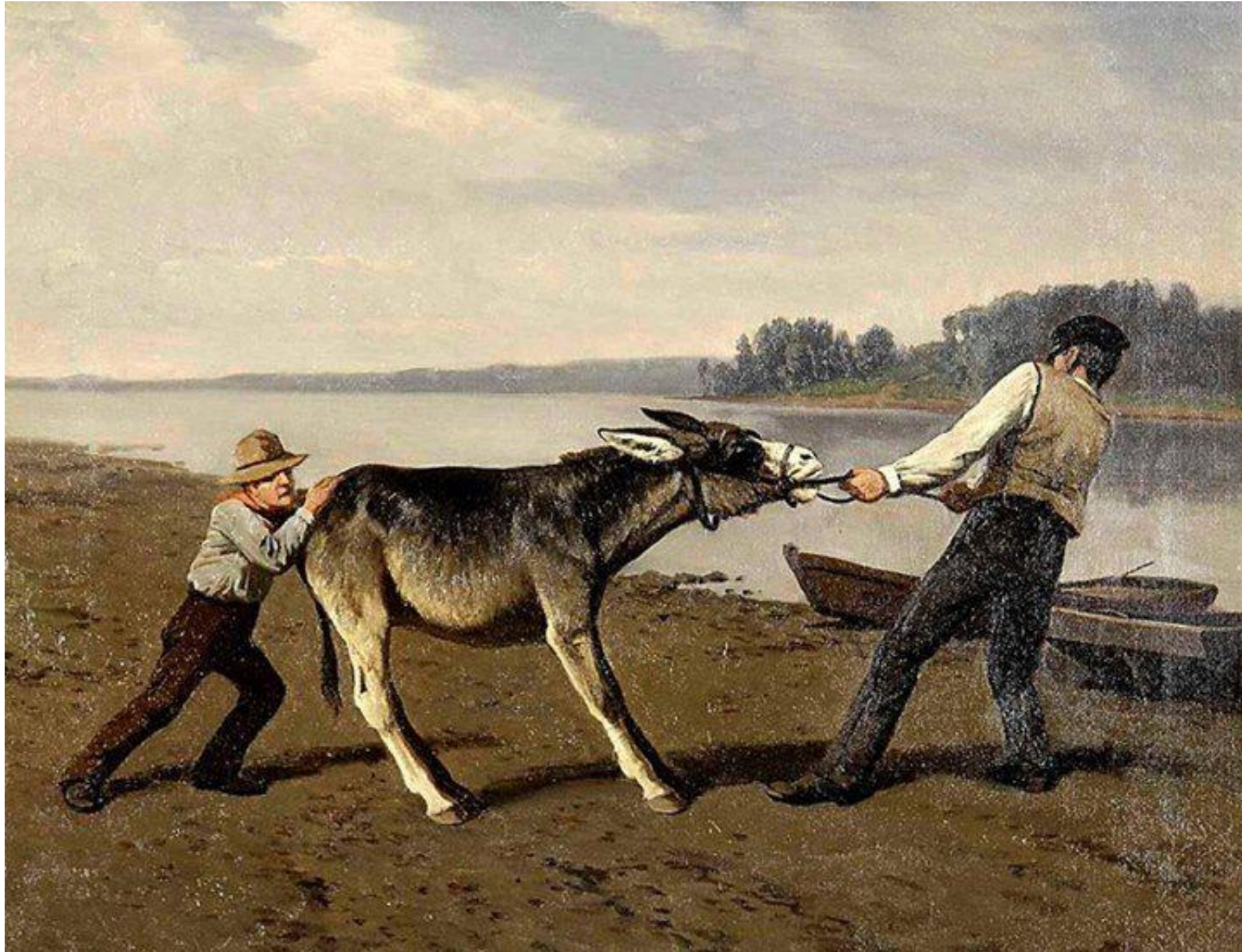


Overleg in 1^e semester om samen geïntegreerde casussen en examenvragen te ontwikkelen

VOORBEELD 4



MAAR



Why Students Resist Learning



*A Practical Model for
Understanding and Helping Students*

Edited by Anton O. Tolman and Janine Kremling
Foreword by John Tagg

STUDENT RESISTANCE

Onderwijs *2 belangrijke spelers*

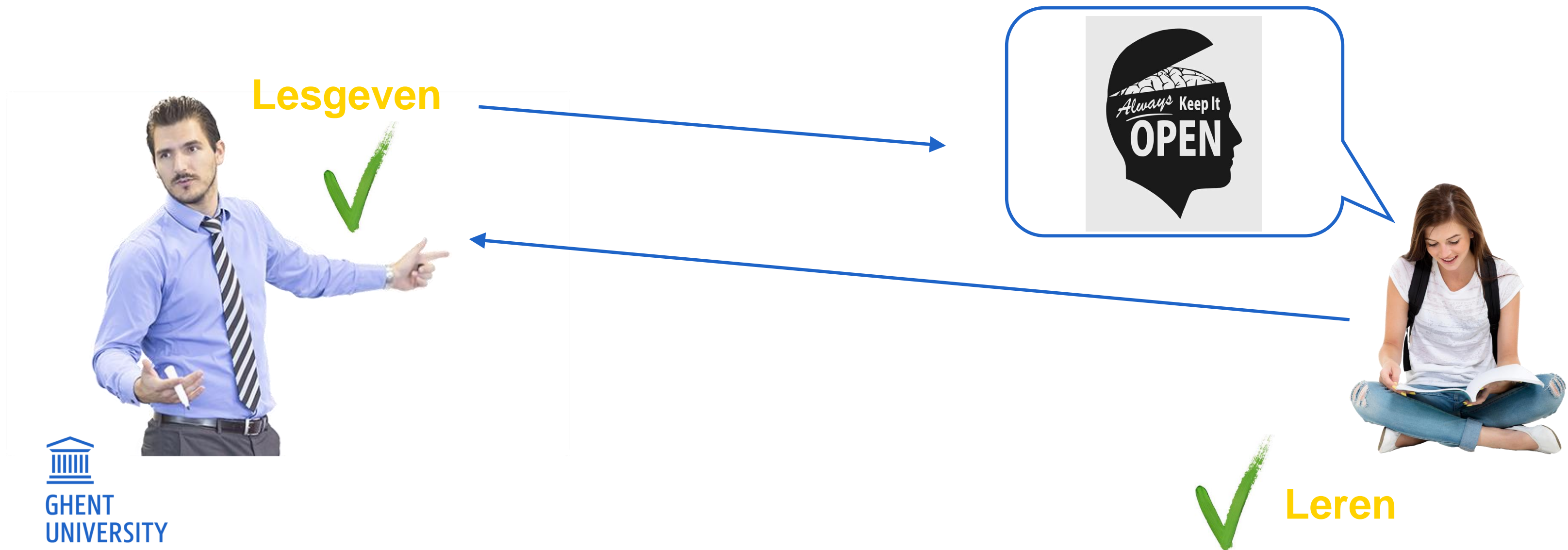
Lesgeven



Leren

STUDENT RESISTANCE

Onderwijs *2 belangrijke spelers*



STUDENT RESISTANCE

- Een van de kern paradoxen van onderwijs

Students are the medium and the agents of education; if they don't learn, education hasn't happened. But students are also the single greatest barrier to education, because if they don't learn, the best efforts of educators are wasted.

STUDENT RESISTANCE

Onderwijs



We know that any pedagogy that asks students to do something on an ongoing basis, is better than any pedagogy that does not (Tagg, 2017).



STUDENT RESISTANCE



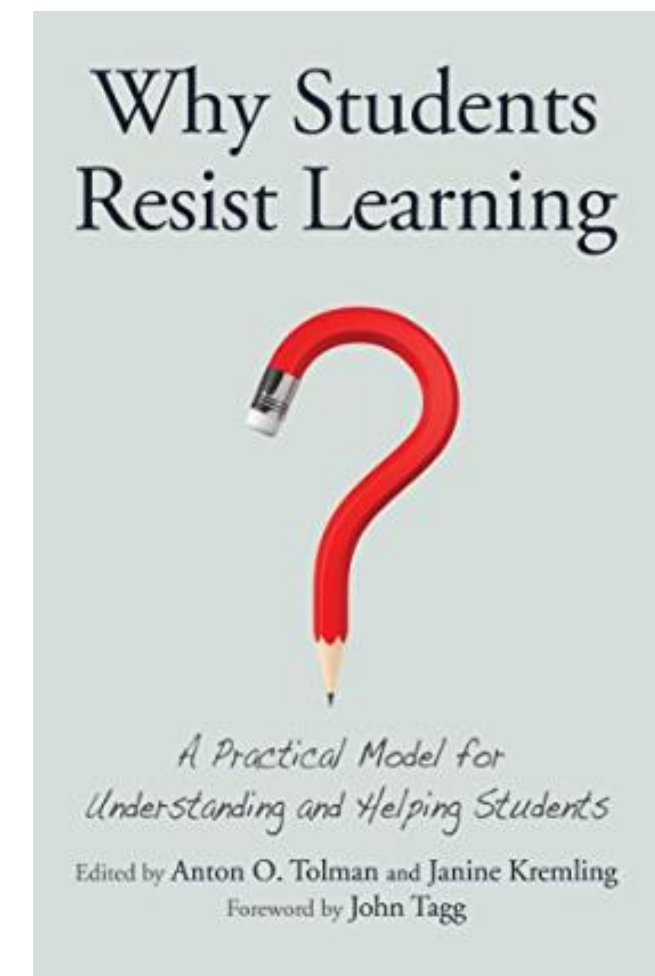
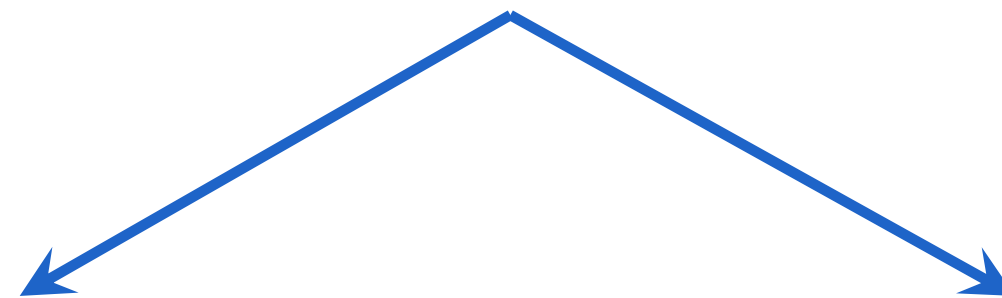
‘But you’re supposed to teach me!’

‘Why do I have to do all the work? You’re getting paid for it!’

‘My other teachers don’t make me do this’

STUDENT RESISTANCE

What works to get student to learn, to learn resiliently,[...], is something students do not naturally like [...], they fight what is good for them. We have the cure for what ails them, but they resist the treatment (Tagg, 2017).



STUDENT RESISTANCE

“

WE NEED TO START SEEING
STUDENT RESISTANCE AS A
SIGNAL.



—
ANTON TOLMAN
ON THE TEACHING IN HIGHER ED PODCAST #171

STAP 1: WEERSTAND HERKENNEN

Eigen ervaringen met weerstand bij studenten?

WIE WEET HET ANTWOORD OP MIJN VRAAG?



VORMEN VAN WEERSTAND

	Uiten van autonomie <i>Zich afzetten tegen externe invloeden</i> <i>Emoties: boosheid, frustratie</i>	Behouden van zelf <i>Om gaan met externe invloeden zodat 'zelf' niet beschadigd raakt</i> <i>Emoties: angst</i>
Actieve weerstand	<ul style="list-style-type: none"> - Discussiëren met docent tijdens de les - Herhaaldelijk vragen naar rationale voor een bepaalde opdracht - Klagen bij hogere instantie 	<ul style="list-style-type: none"> - Herhaaldelijk vragen naar verduidelijking van de beoordelingscriteria - Onderhandelen over behaalde punten - Groepsopdrachten overnemen om zeker te zijn van een goed cijfer
Passieve weerstand	<ul style="list-style-type: none"> - Niet naar de les komen - Niet participeren aan oefeningen tijdens de les - Opdrachten niet of te laat indienen 	<ul style="list-style-type: none"> - Bezorgdheden uiten over samenwerken met anderen - Conflicten vermijden en problemen binnen groepswork niet aanpakken of signaleren aan docent

STAP 2: OORZAAK VAN WEERSTAND KENNEN

- Sociale en maatschappelijke factoren
 - *Studenten als consumenten van onderwijs*
 - *OCT en projecteren van verwachtingen*
- Cognitieve ontwikkeling
- Eerder opgedane negatieve onderwijservaring

SOCIALE EN MAATSCHAPPELIJKE FACTOREN

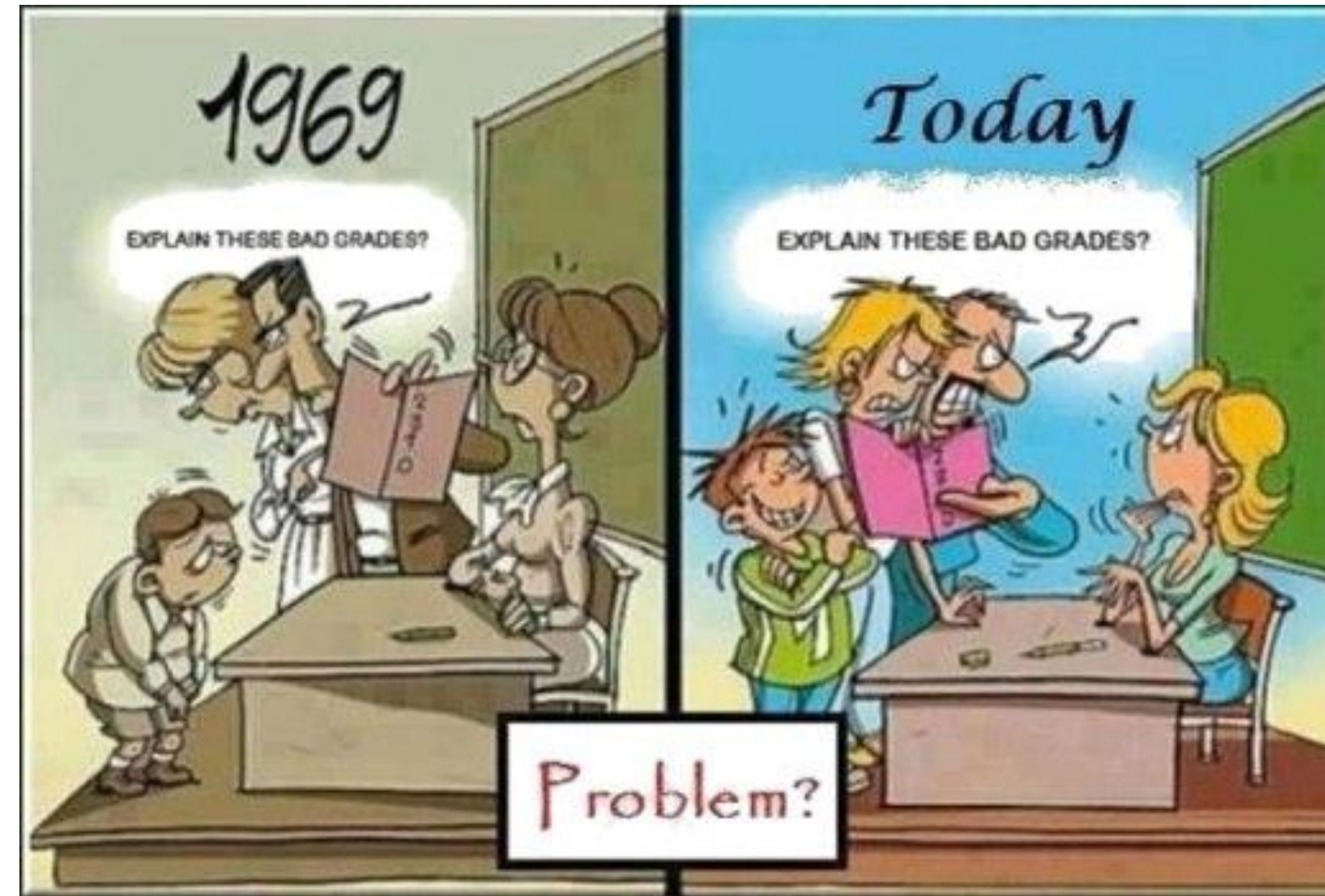
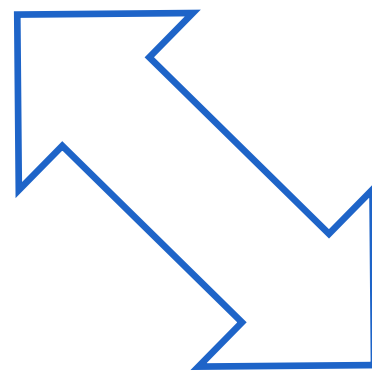
– Studenten als consumenten van hoger onderwijs

‘De klant is koning’

‘Ik betaal hier voor, dus verwacht ik iets wat aan mijn verwachtingen voldoet iets in ruil’



Academic entitlement (gevoel recht te hebben op diploma)



COGNITIEVE ONTWIKKELING (PERRY, 1970)

1^{ste} jaar

Dualism

Juist – fout

*Kennis komt van een
autoriteit met 100% zekerheid*

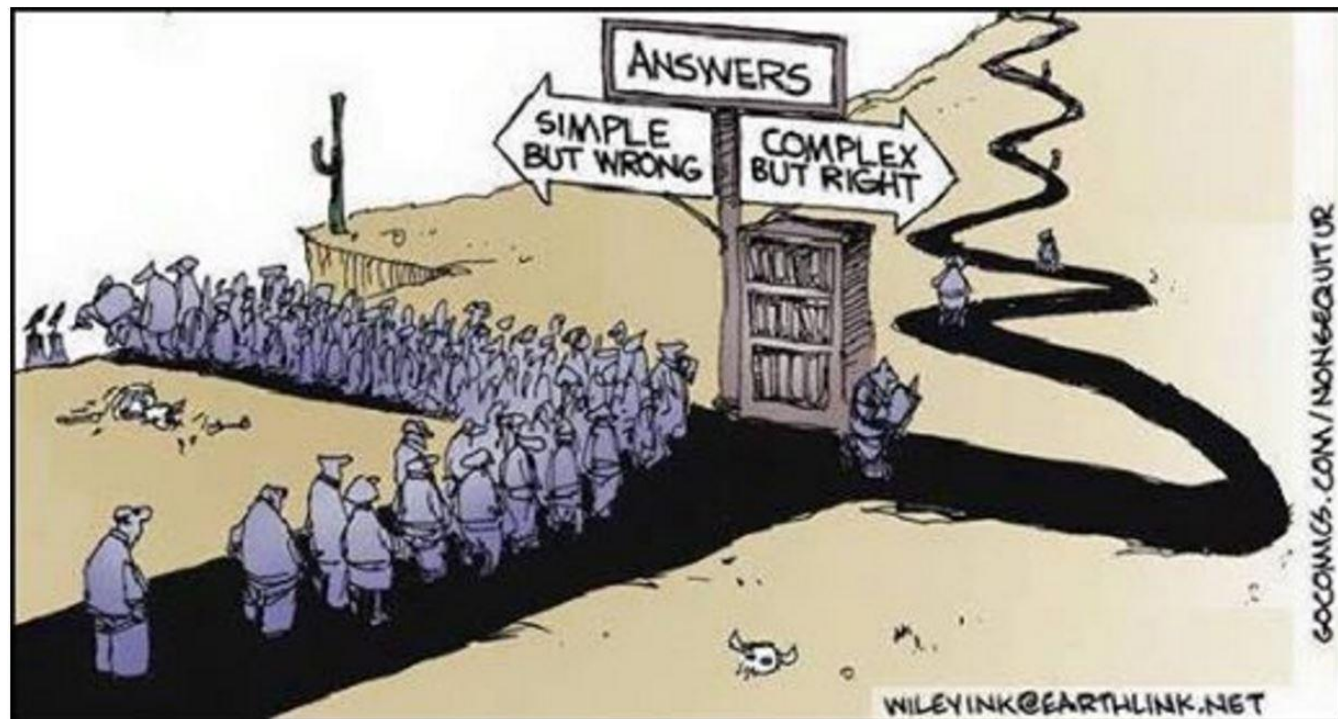
~~Groepsdiscussie~~

Multiplicity

3^{de} jaar

Relativism

*Kennis = contextueel
Argumenten afwegen t.o.v. elkaar*

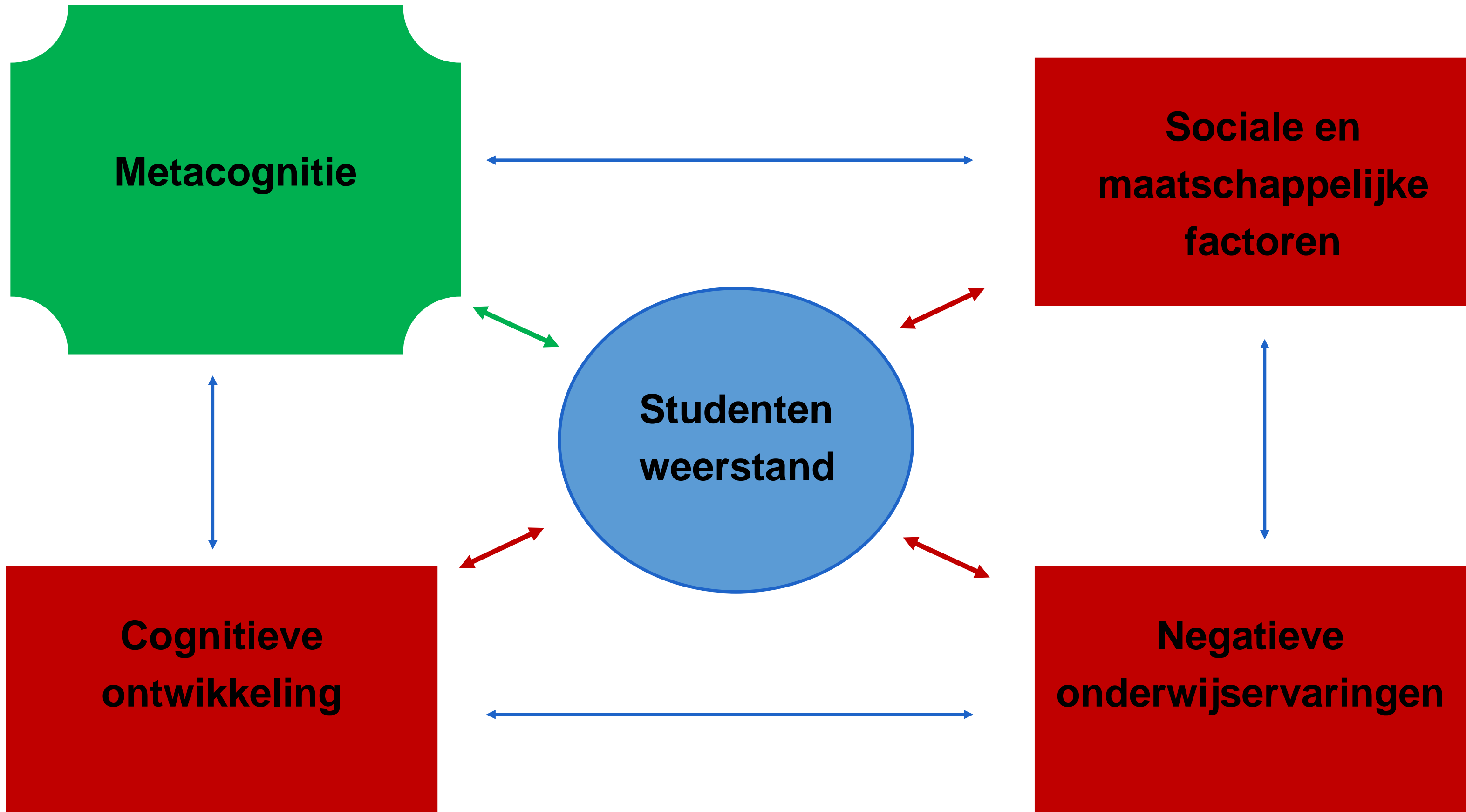


NEGATIEVE ONDERWIJSERVARINGEN

- Teacher nonimmediacy and misbehavior

‘Kijk goed naar je twee burens, want na januari zal één van jullie drie hier niet meer zitten..’

STAP 3: OORZAKEN NAAST ELKAAR LEGGEN



WAT TE DOEN?

Consumentenmentaliteit van studenten...

⇒ *Duidelijk maken wie welke rol heeft.*

Ontkracht als docent de notie dat jij verantwoordelijk bent voor het leren van de student.

Docent is verantwoordelijk voor:

- *het aanbieden van leerkanen*
- *het begeleiden van studenten die leerkanen aangaan.*

“First day questions” = gezamenlijke doelen afspreken..!