

Pilots SELF – structure

1. Challenge – problem

Students in higher education are in study programmes with rather imperative series of modules and practises that consecutively have to be followed and completed successfully to finally get a degree. It is proven that students achieve more/get better results if they are free to choose in what they learn and how. They can learn a lot of each other and are able to organise their own learning activities. What can educational institutes do to facilitate more this free choice in learning for students?

2. Solution: activities

Students have ideas that are an important contribution towards an educational environment that provides them with the tools to organize their learning by themselves. Each profession in scope asks for certain key competences. These have to be clarified. New ways of collecting the proper skills, knowledge and attitude will have to be set up / arranged. Discussion groups and later communities can be organised to elaborate on this. These groups have to be supported and facilitated (digital platform). International projects (e.g. SELF and related projects) can provide the competence learning environments and with proper provision of knowledge and guidance this will merely contribute to this new way of learning. This pilot will result in an overview of practical experiments and findings and an advice on the implementation of self-organised leaning environments.

3. Stakeholders involved, local partners

Van Hall Larenstein University of Applied Sciences, SLU?, University Gent?

4. Activities, local outputs and outcomes planned

Exchange of ideas on organisation of self-organised learning environment. Listing of key competences of professions (a selection). Exchange on practical experiments in the SELF project(s).

5. Innovative and transnational aspects

By implementing the Self organising concept in the education of students, this will affect their ability to take initiative in community groups and their later roll in community organisations.

The international exchange will have a positive effect on the students and teachers involved, will provide a broader perspective, etc.

6. Barriers

The risk considering the learning progress of students because the pilot with experiments has to be equivalent to the original programme. Special attention is asked for the compatibility of both learning environments (old and pilot).

7. (transferable) models and tools applied