

# Design Based Learning Study (DBLS)

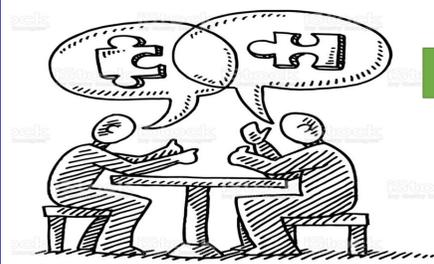
## Moving to a Design Based Education

APRIL 2022— RESEARCH GROUP DESIGN BASED *HOSPITALITY* EDUCATION

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**What: Collective Learning:** Collective Learning is a “work-related learning process that arises when members of a collective, collaborate and consciously strive for common learning and/or working outcomes”(Lodders, 2012, p. 150). Collective learning supports teachers to move to another approach to teaching and learning then they are used to (Assen et al, 2018).



Crucial factor

Collective Learning Aspects:

- **Inquisitive dialogue: share and open for ideas. Question-based approach, why, no judgement.**
- Shared vision: agreement and strive for a desired situation
- Collective action: development and application of facilitation strategies, based on inquisitive dialogue and shared vision
- Evaluation and Reflection: evaluate student learning outcomes and reflect on collective actions.

## HOW: DBLS at Hotel Management School:

DBLS is a collective learning and research process in which atelier facilitators explore common practical issues derived from their atelier experiences. The goal of DBLS is to get insight into the follow up of their interventions/facilitating strategies on students’ learning processes/outcomes.

Participants are facilitators involved in Ateliers (LEVEL 1) Unlock Your Hospitality DNA, Hotel Management School. First Pilot September 2021-2022 (6 facilitators), Second Pilot January 2022- June 2022 (6 facilitators).



Criteria Shared Question:

- Derived from own experiences as DBE facilitator in Level 1 Unlock your Hospitality DNA
- Jointly formulated with 3 or 4 colleagues
- Related to DBE Learning principles : Self-directed, Constructivist, Contextual, Collaborative & Design Learning
- Includes Students’ Voices (results from student focus groups June 2021 and January 2022)

How to make students aware of their own responsibilities of learning process without spoonfeeding them? Facilitators' dos & don'ts to make students owner of their self-directed learning process (different styles for different levels?)

HOW DO WE CREATE & MAINTAIN THE MINDSET AND BEHAVIOUR OF STUDENTS TO INTEGRATE INDUSTRY AND CONTEXTUAL KNOWLEDGE IN THEIR OWN LEARNING PROCESS AND ENVIRONMENT

**Preliminary findings:**

Organisation:

- Conditions and commitment are important: Time pressure, schedule issues and time allocation seem to be a barrier to prepare and participate in meetings.
- The DBLS group facilitator competence and confidence is crucial.

Inquisitive dialogue:

- Facilitators are open and willing to share and recognize each others’ experiences and struggles.
- Tools to stimulate dialogue are needed. For example Appreciative inquiry stimulates inquisitive dialogue.

Shared Question:

- Start question with: “what can I do as facilitator to.....” helps to formulate the shared question
- Clearly defined criteria support the development of a shared question.
- Students’ DBE perceptions and experiences are in line with the facilitators perceptions and Experiences (focus group).
- Students’ voices encourage facilitators to specify their shared question.

Generate ideas and design prototype/interventions/facilitation strategy:

- Facilitators collect sources (e.g., theory, best practices) and appear to have difficulties to Implement/use the sources, which hampers the inquisitive dialogue.
- Facilitators struggle with designing a prototype while keeping focused on students’ learning outcomes.

## Research

**Aim of the Research:**

To explore to what extent facilitators design, apply and evaluate facilitation strategies to activate design-based learning.

To get insight into the facilitators’ collective learning processes.

**Methodology:** Mixed Method, Design Based Research— Explorative Design, Facilitators’ reports/output/presentation, Observation of the meetings, Interviews with participants, Focus groups students.

### REFERENCES

Assen, J. H. E., Koops, H., Meijers, F., Otting, H., & Poell, R.F. (2018). How can dialogue support teachers’ professional development? Harmonising multiple teacher I-positions. *Teaching and Teacher Education*, 73, 130-14. <https://doi.org/10.1016/j.tate.2018.03.019>

Lodders, N. (2013). *Teachers Learning and Innovating Together* (Unpublished doctoral thesis). University of Twente. <https://research.utwente.nl/en/publications/teachers-learning-and-innovating-together-exploring-collective-learning>