Propositions and questions

for discussing an
activating blend in
the curriculum

Acceleration plan
Educational innovation
with ICT

Key

Pillar 1
Vision and policy

Pillar 2
Leadership

Pillar 3
Professional development

Pillar 4
Infrastructure and learning spaces

REFERENCE

Based on: Duivenvoorden, S., Smeele, H., Jacobi, R. & Desmedt, V. (2022). *Gesprekskaarten Activerende blend in het curriculum (Activating Blend in the Curriculum discussion cards)*. Inholland.

Vision and policy

Vision on the relevance and added value of an activating blend in the curriculum.

Vision

Proposition:

We see the relevance and added value of an activating blend in the curriculum.

In-depth questions

- What, in your opinion, are the advantages of activating your students?

- Can you give an example of how you activate your students and how this is beneficial for your students?

- How are these learning activities interrelated (in an activating blend)?

Vision and policy

Vision on the relevance and added value of an activating blend in the curriculum.

Objectives

Proposition:
We have objectives with respect to activating learning (by means of an activating blend).

In-depth questions

- How do you think we are doing as a team in terms of activating learning?
- Are we using an activating blend for this?
- What is our vision as a team for an activating blend and how do we intend to achieve this?

Vision and policy

Vision on the relevance and added value of an activating blend in the curriculum.

Reflection on development

Proposition:

We regularly discuss what the activating blend in the curriculum means for student learning.

In-depth questions

- How do we reflect on this as a team?
- What role can you and your colleagues play in this?
- How do we take up actions that emerge from this reflection?

Leadership

The supportive way colleagues encourage each other to work with an activating blend in the curriculum.

Role models

Proposition:

There are enough role models to inspire us in using an activating blend in the curriculum.

In-depth questions

- If so, which colleague in the team inspires you?

- Are there any colleagues in another programme or domain that inspire you?

- What do these role models mean to you?

- How do these role models help our team?

Leadership

The supportive way colleagues encourage each other to work with an activating blend in the curriculum.

Leadership

Initiators

Proposition:

There are one or more initiators in our team or domain who help us in using an activating blend in the curriculum.

In-depth questions

- How do these initiators get us started?
- What do we still need from these initiators?

Leadership

The supportive way colleagues encourage each other to work with an activating blend in the curriculum.

Culture of learning and experimenting

Proposition:

In our team, we share new insights and new steps in terms of an activating blend in the curriculum.

In-depth questions

- Is there room for collaboration?
- If so, what helped us in this regard? If not, what do we need?
- How can we foster more knowledge-sharing?
- As a team, how can we maintain or create space for critical reflection?
- How do we make sure we feel safe to learn and experiment?

Professional development

Formal and informal professional development opportunities for colleagues with regard to an activating blend in the curriculum.

Professional development need

Proposition:
We have sufficient knowledge and skills to design and deliver our teaching with an activating blend.

In-depth questions

- Where do you think things are going well and where do you see development opportunities for yourself and the team?
- Do you personally feel the need for further professional development in activating your students?

Professional development

Formal and informal professional development opportunities for colleagues with regard to an activating blend in the curriculum.

Professional development offer

Proposition:

We are offered sufficient professional development opportunities to support designing and teaching according to an activating blend.

In-depth questions

- What professional development opportunities are there?
- Are these aligned with your needs? Do you make use of professional development opportunities?
- Is there enough time for professional development? If not, what is needed to ensure enough time for this?

Infrastructure and learning spaces

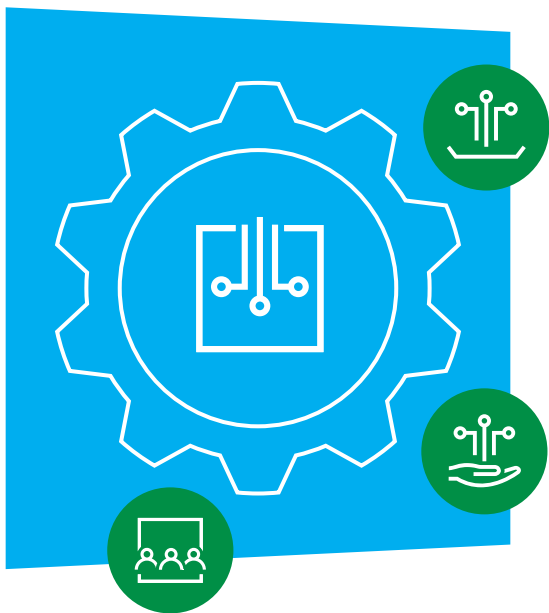The facilities provided by the institution to support an activating blend in the curriculum.

Infrastructure

Proposition:

Hhe facilities (software and hardware) provided by the institution are sufficient to use an activating blend.

In-depth questions

- How do you make use of the software provided by the institution?

- Do you think the software provided by the institution is of sufficient quality to facilitate an activating blend?

- How do you make use of the hardware provided by the institution?

- Do you think the hardware provided by the institution is of sufficient quality to facilitate an activating blend?

Infrastructure and learning spaces

The facilities provided by the institution to support an activating blend in the curriculum.

Support

Proposition:

There is adequate support available to work according to an activating blend in the curriculum.

In-depth questions

- Where or to whom can we turn for that support?
- What support do you make use of?
- What other (forms of) support do you need?

Infrastructure and learning spaces

The facilities provided by the institution to support an activating blend in the curriculum.

Learning spaces

Proposition:

Our online and F2F learning environments encourage students to be active learners.

In-depth questions

- Can you name an example from your own practice?

- In what ways would you want to make the online environments more suitable for using an activating blend?

- In what ways would you want to make the F2F learning environments more suitable for using an activating blend?