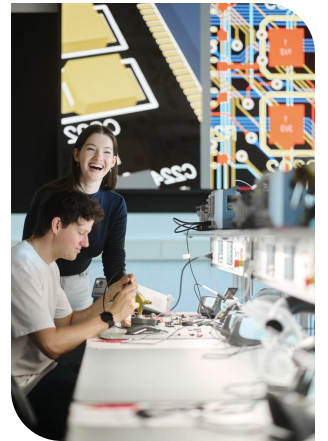


# TALENTS

## Equal partnership between engineering education and industry



### A needs analysis

Sophie Verdegaal, Irene Visscher-Voerman & Janina den Hertog

Research paper presentation, SEFI, September 2023



Dit product is mede mogelijk gemaakt met financiering van het Nationaal Regieorgaan Onderwijsonderzoek  
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# TALENTS

## Inhoudsopgave

TALENTS project

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Method

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Research Questions

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Conclusions

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Recommendations

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**TALENTS**

**SAXION**  
HOGESCHOOL

  
ComeniusNetwork  
de Onderwijsvernieuwers

**NRO** NATIONAAL  
REGIEORGAAN  
ONDERWIJSONDERZOEK

# TALENTS project

- **Core themes**

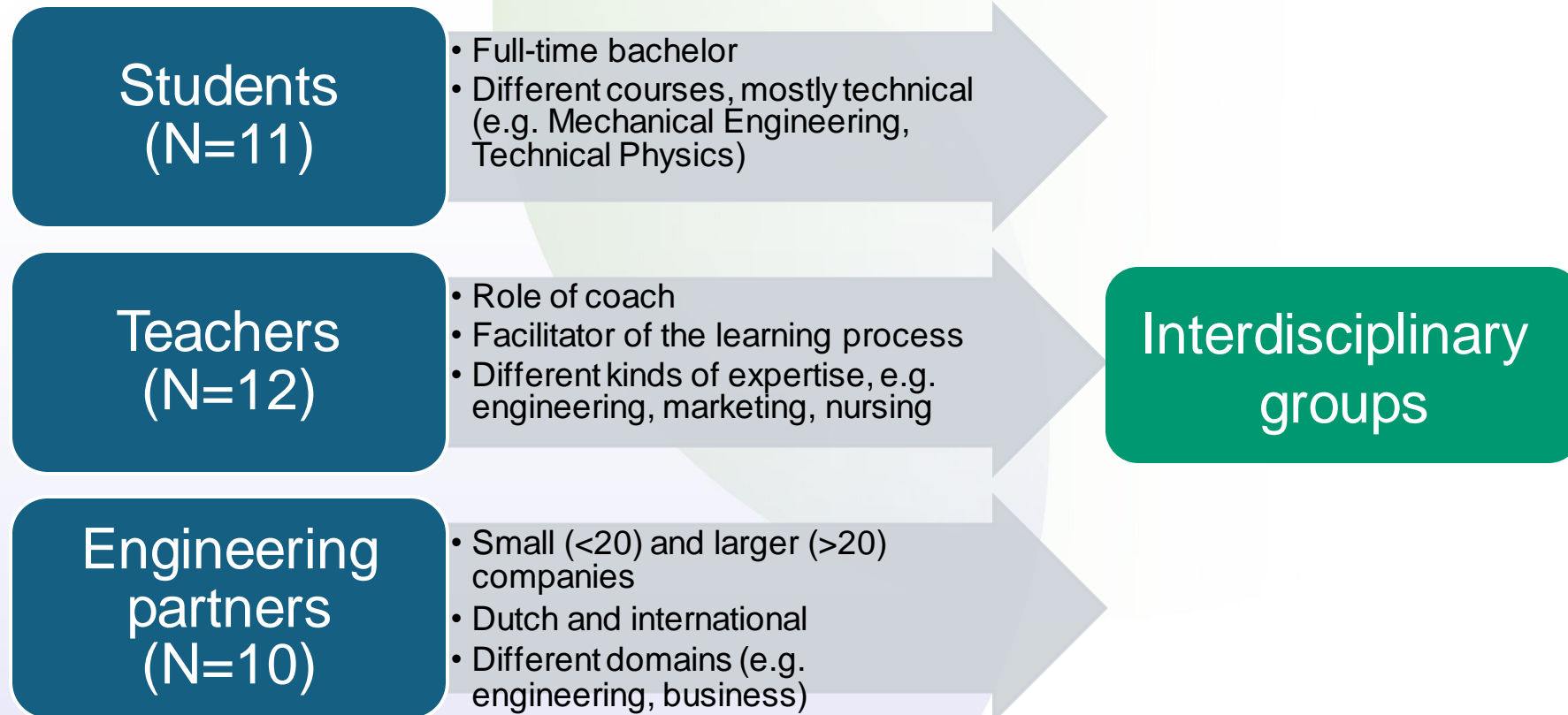
- Supporting learners (students, professionals, teachers) during defining and developing their personal professional development
- Utilizing Authentic Learning Environments (ALE) consisting of authentic and societal/urgent challenges
- Learning and working together in a learning community

# TALENTS project

- **Quality of and integrated support**
  - Supporting development of the personal profile ('coaches')
  - Supporting development of BoKSA ('facilitator of the learning process') of the interdisciplinary domain

# Method

## • Semi-structured interviews\*



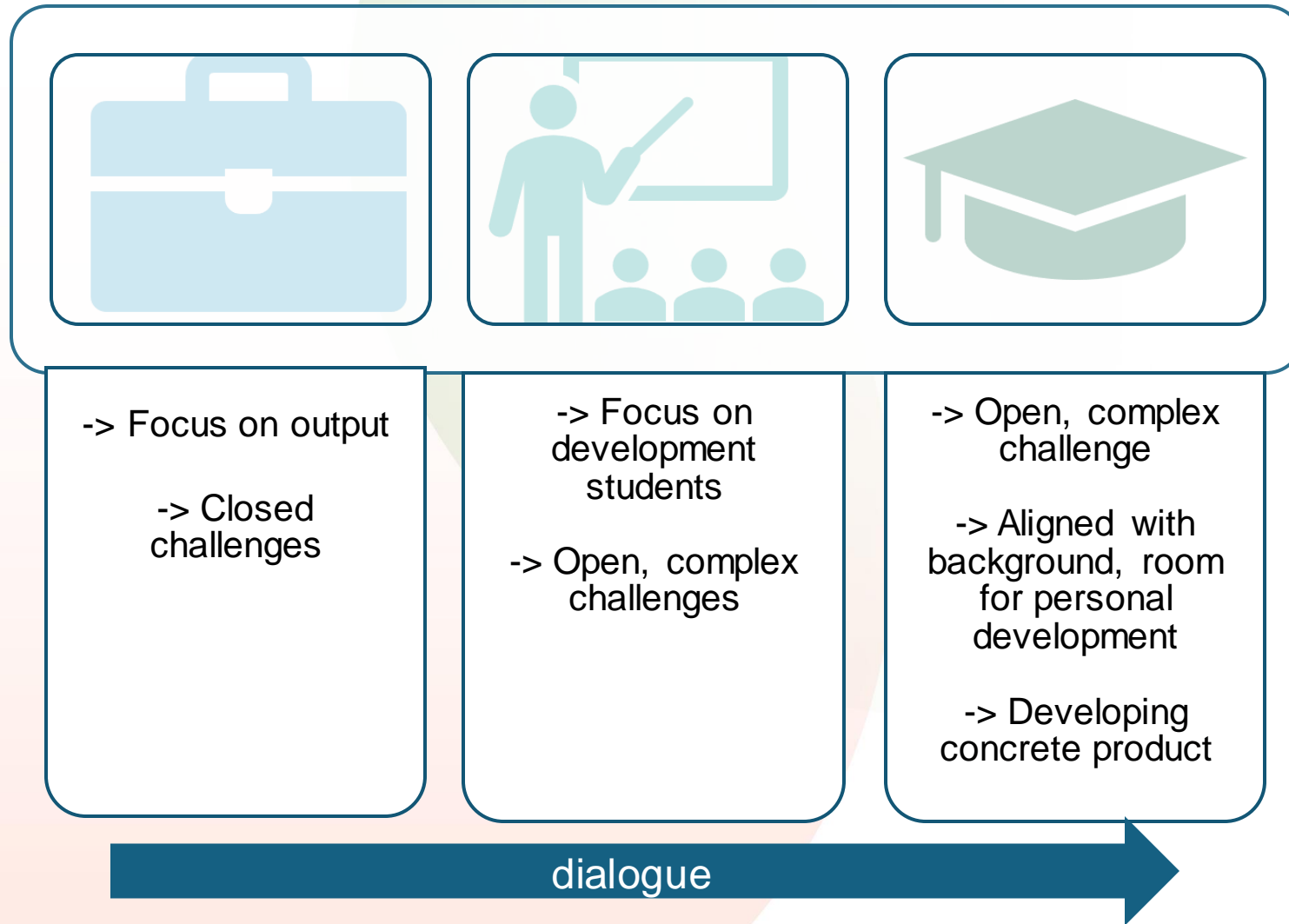
\*based on design principles of Bouw et al. (2021), elaborated by Zitter (2021)

# Research questions

- RQ1: What wishes, requirements and ideas do respondents have regarding the design of the equal partnership within an authentic learning environment, distinguishing between epistemic, spatial, instrumental, temporal, and social elements?\*
- RQ2: To what extent are partners willing to invest in this partnership?
- RQ3: What are the opportunities and obstacles for cooperating in an equal partnership according to partners?

# Conclusions (1)

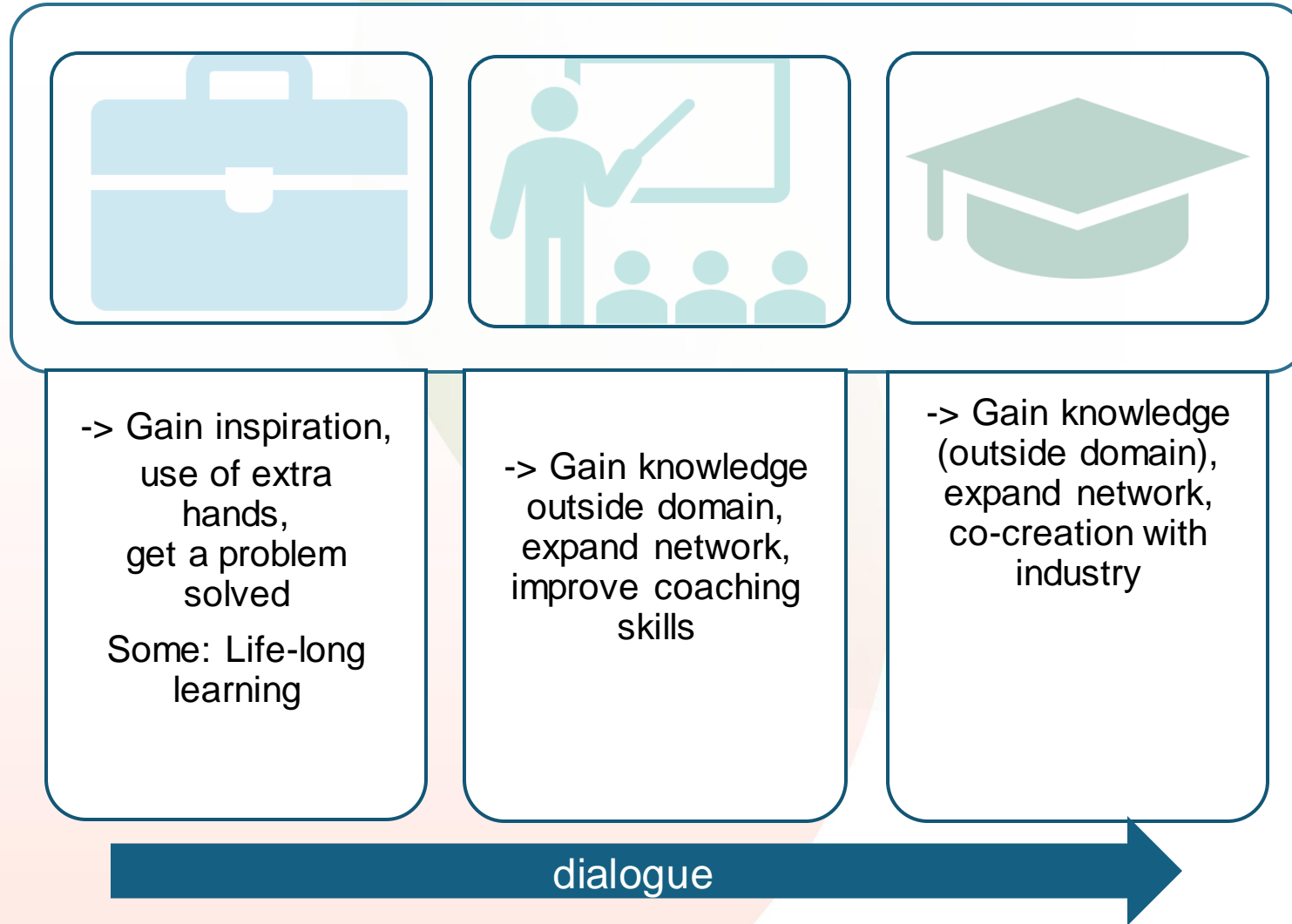
Epistemic  
element



**TALENTS**

# Conclusions (1)

## Social element



**TALENTS**



# Conclusions (2)

## Investment in equal partnership

All partners are willing to invest time

Different views of learning together



# Conclusions (3)

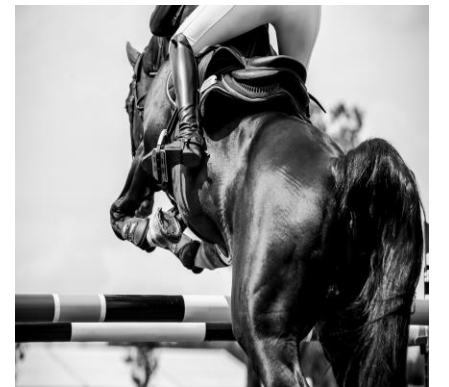
## Obstacles to an equal partnership

Traditional roles (e.g. Industrial partners – clients)

Focus on output

Teachers are also assessors

Teachers and industrial partners as experts



# Conclusions (3)

## Prerequisites to an equal partnership

Traditional roles need to be less apparent

Focus on partners' individual learning goals

Partners need to understand the rationale for learning in a learning community and to be willing to learn

# Recommendations

for creating  
an equal  
partnership  
between  
engineering  
education  
and  
industry

Stimulate dialogue between partners before and during challenge

- Make sure all partners have a contribution in formulating the challenge, taking into account their learning needs

Match partners with 'suitable' challenge

- Ensure that all partners can learn and contribute equally by matching them with challenges that they can add value to

Diminish traditional roles

- Explain added value of learning in equal partnership
- Not only teachers should be the assessors

Literature used in presentation:

Bouw, E., I. Zitter, and E. de Bruijn. 2021. "Designable elements of integrative learning environments at the boundary of school and work: a multiple case study." Learning Environment Research 24, no. 2: 487-517.

Zitter, I. "Leeromgevingen in het Beroepsonderwijs als knooppunten in onze maatschappij." Inaugural speech, University of Applied Sciences Utrecht, 2021.

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**Thank you!**  
**Questions?**

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**Research group Innovative & Effective Education**

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