



VAN LEERDOEL NAAR LEERUITKOMSTEN

Check in

Waarvan wil jij **meer/minder** in JOUW onderwijs zien?

-> Maak een keuze voor meer of minder!

Benoem max. 2 elementen...



Fire Starter

- HTS Bouwkunde
- Master Leren en Innoveren
- Onderwijskundige leerlijn PTH uitvoeren
- Incubator Fontys Educational Designers (2015-2018)
- Incubator opgericht Fontys PULSED (2018- heden)
- Initiator nieuwe deeltijdopleiding TB (2016-heden)





Multidisciplinair team



A photograph of three men in a library or study setting. They are gathered around a laptop, looking at the screen with interest and joy. The man on the right is leaning over the laptop, smiling broadly. The man in the middle is wearing a brown baseball cap and glasses, also smiling. The man on the left is wearing a light-colored hat and glasses, looking towards the laptop. In the background, there are bookshelves filled with books and binders. A semi-transparent blue banner is overlaid on the image, containing the text "Make education and life one".

Make education and life one

Education is not a preparation for life.
We believe that education is part of life itself.

Our TEC programmes

1st years (Empower TEC)



3th years (Embrace TEC)



Future Impact Design (Msc)



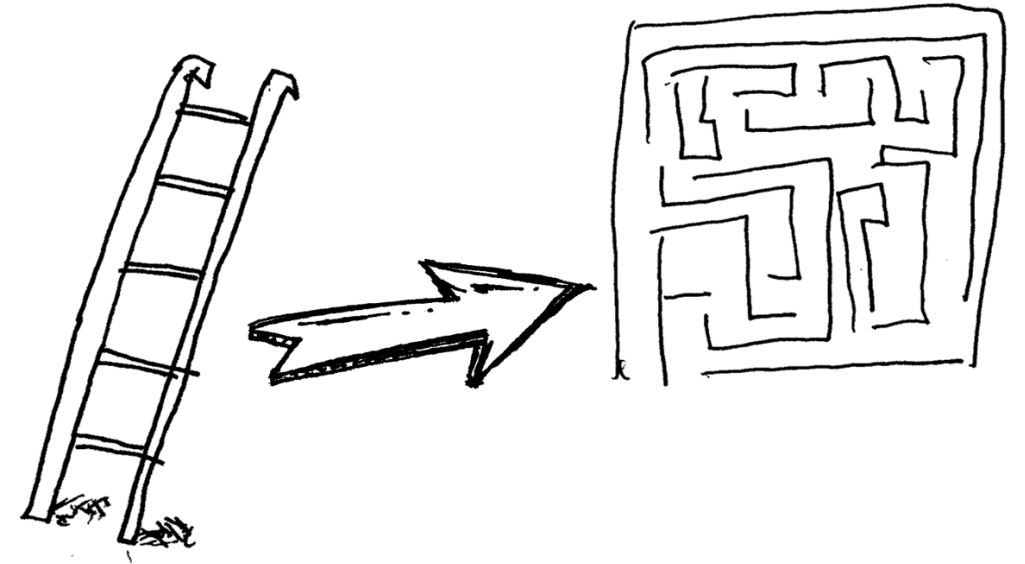
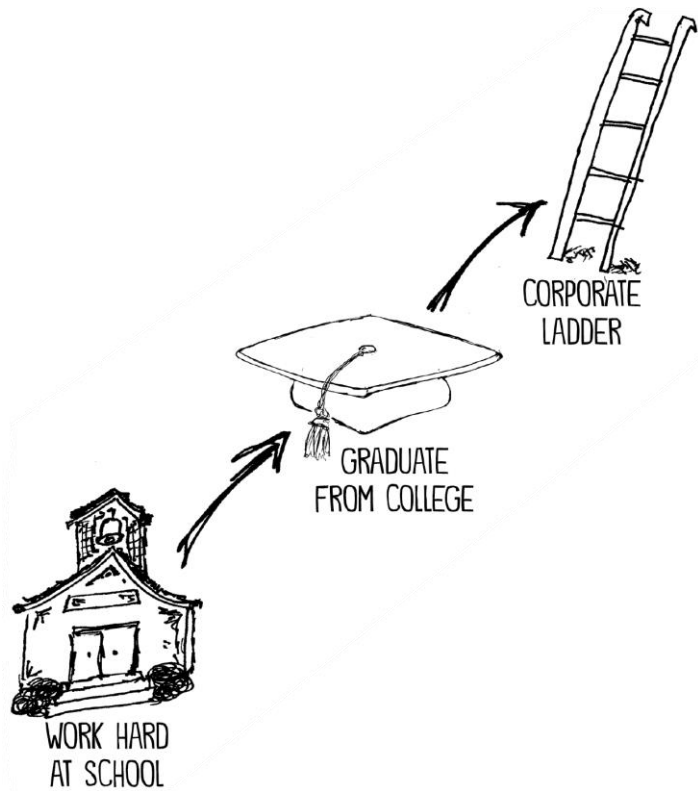
Boundaries are meant to be crossed

- Identity & Learning
- Innovative solutions



Waarom wil de overheid dat we in het onderwijs werken met leeruitkomsten?

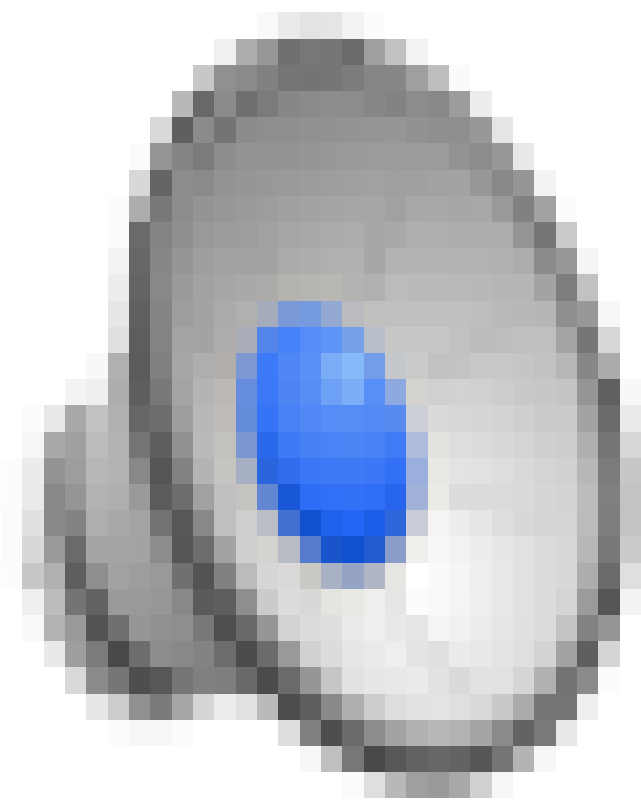
From ladder to maze



Waarom zou jouw opleiding moeten werken met leeruitkomsten?

This is wrong!





**Waar toe moet het werken met
leeruitkomsten leiden?**

#studentperspectief



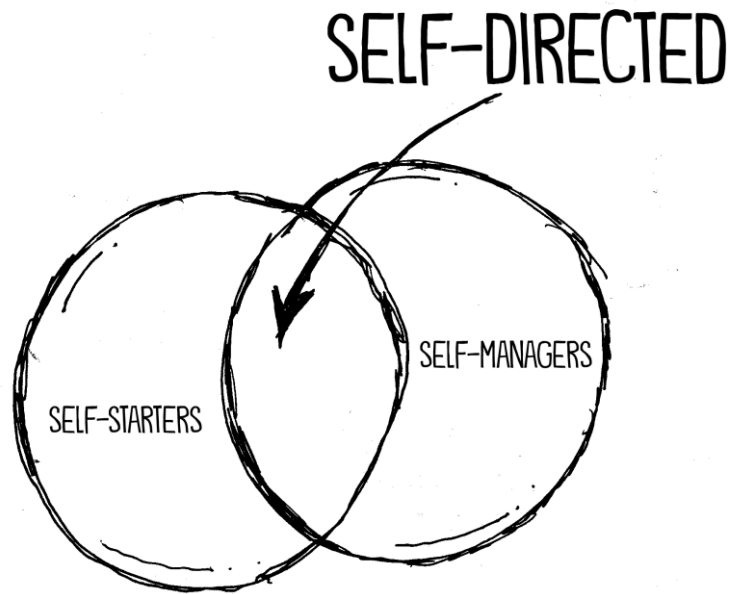
Future Technologies

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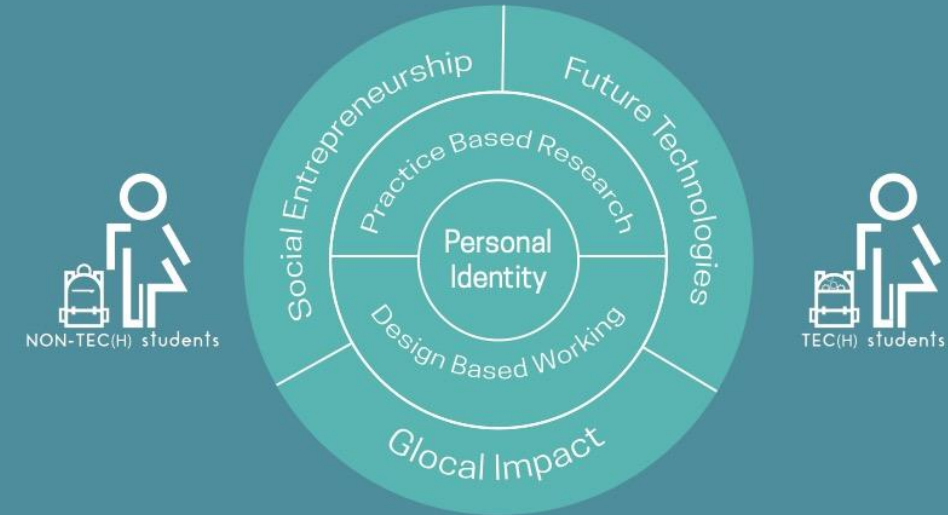
Starting point of changes

Self Directed Professionals

Through a Design Based Learning approach



Self Directed Professional



Empower TEC



Future Impact Design



Embrace TEC



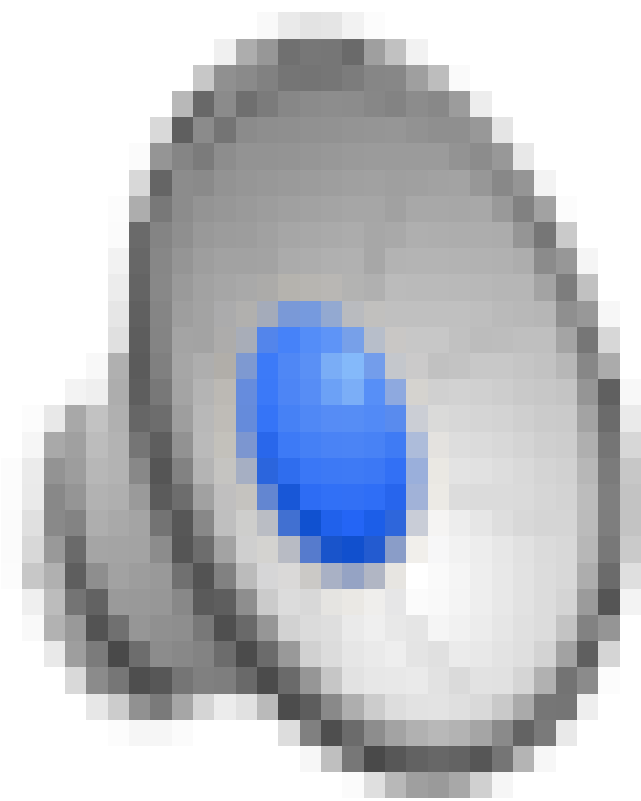


SUSTAINABLE DEVELOPMENT GOALS



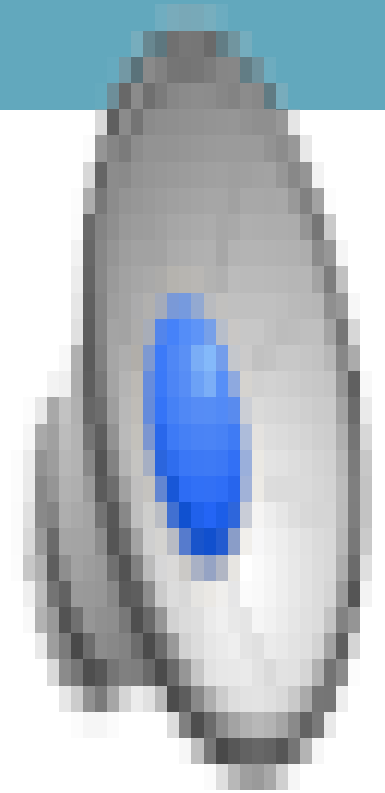
Global Citizenship

**Wat zijn de 5 belangrijkste verschillen tussen
een
leerdoelen & leeruitkomsten?**



Frustration or ambition

- Design Based Working
- Practice Based Research
- Social Entrepreneurship



The ocean cleanup



In my college days

- 30 students -> 30 chairs





ARTIST

CREATIVITY THROUGH
ORIGINAL THINKING AND MAKING



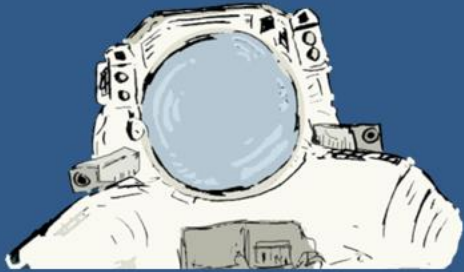
POINT GUARD

CREATIVITY THROUGH
STRATEGIC ACTION AND EMPATHY



HACKER

CREATIVITY THROUGH
DIVERGENT THINKING AND BREAKING SYSTEMS



ASTRONAUT

CREATIVITY THROUGH
CURIOSITY AND EXPLORATION

WHAT IS YOUR CREATIVE APPROACH?

A SKETCH-NOTE
BY JOHN SPENCER



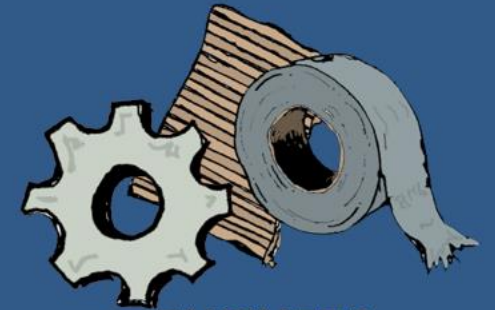
GEEK

CREATIVITY THROUGH
EXPERIMENTATION AND ANALYSIS



ARCHITECT

CREATIVITY THROUGH
DESIGNING AND BUILDING SYSTEMS



ENGINEER

CREATIVITY THROUGH
PROBLEM-SOVING AND FIXING



Meerdere wegen naar Rome





Geeft richting



Zet aan tot beweging



Zet aan tot nieuwsgierigheid



**Maakt het iets uit of je werkt met minimale
of eindtermen!?**

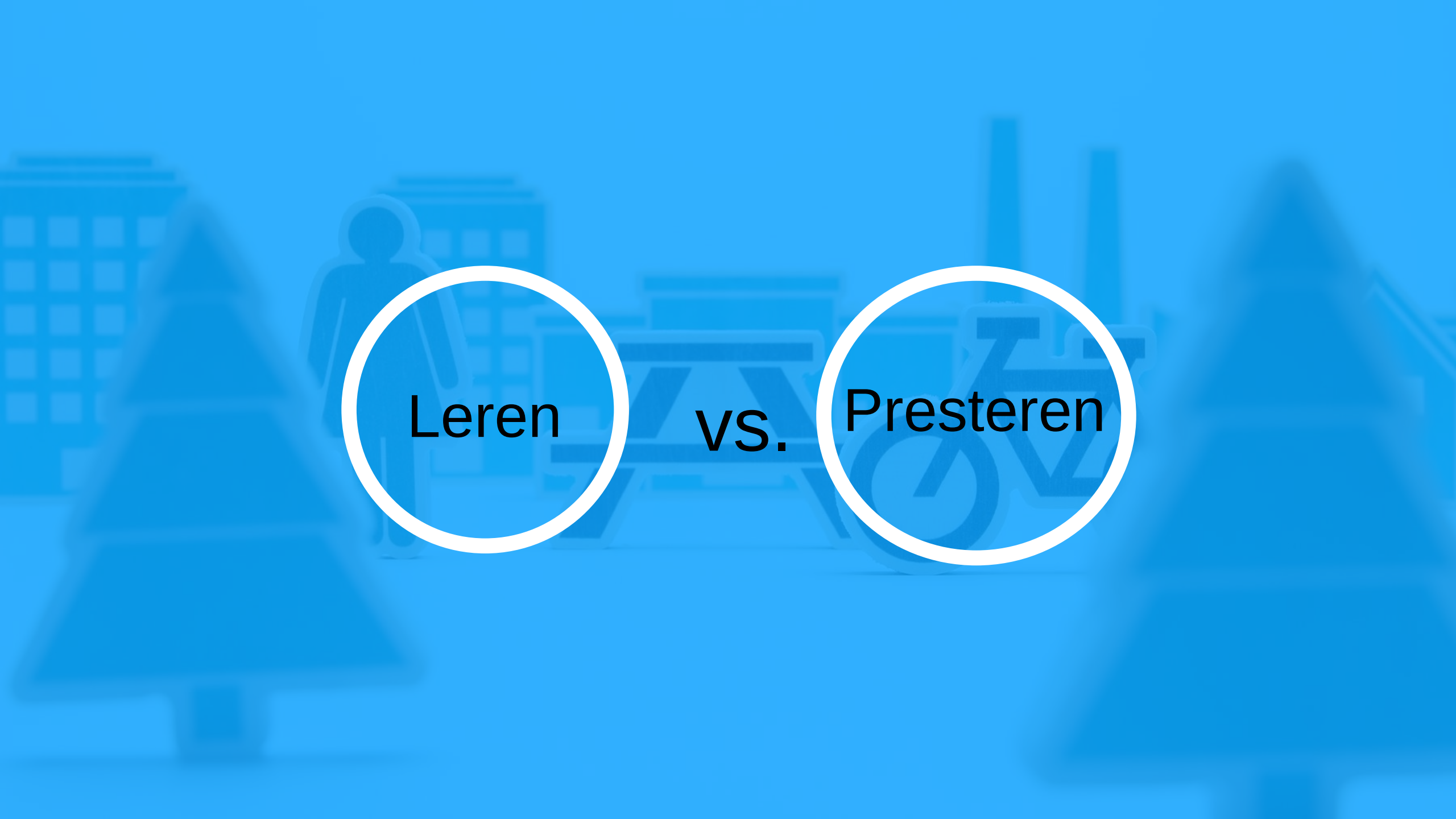


Vonken



Vinken



The background is a solid blue color with a faint, stylized illustration of a classroom scene. On the left, a teacher figure stands near a desk. In the center, a student figure is seated at a desk. To the right, a bicycle is parked. The entire scene is rendered in a light blue, semi-transparent style.

Leren

vs.

Presteren

WERKEN AAN DE ZWAKKE PUNTEN

9% GEMOTIVEERD

WERKEN AAN DE STERKE PUNTEN

73% GEMOTIVEERD

VERSCHIL

FACTOR 8

BENADERINGSWIJZE



EMBRACE TEC LEARNING OUTCOMES AND THEIR INDICATORS

IDENTITY

Based on your own unique personality, you consciously and respectfully make use of the diversity and uniqueness of others while collaborating.

A

You are able to describe your talents and limitations.

B

You are aware of your personal effectiveness

C

You are aware of the situations in which

CREATIVITY

You create and stimulate opportunities to solve complex issues using creativity. Furthermore, you understand different forms of creativity and how they lead to concrete, workable solutions.

D

You apply a variety of strategies to promote

E

You can express your creative process in

F

You know your own unique creative

ENTREPRENEURSHIP

You use your entrepreneurial attitude in formal and everyday-life collaborations, characterized by a solution-, and action oriented approach. You validate the impact and feasibility of your solution in the appropriate context.

G

You gain experience with roles and

H

You connect stakeholders in an

I

You validate the impact of your solution in the appropriate context.

Self Directed

TECHNOLOGY

You explore new technological applications with a design-based approach and choose the optimal role of technology in your solution by critically analysing the options.

J

You develop a lasting research strategy to keep identifying new technologies.

K

You playfully teach yourself the operation and application of technology.

L

You learn to speak languages inherent in technological applications.

GLOBAL CITIZENSHIP

“Ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2006).

M

You consider alternative ideas and opinions valuable and are willing to review them.

N

You develop an understanding of your frame of reference (worldview) and are able to link this to the viewpoints of others.

O

You provide insight into new problems and consequences that may arise due to the realized solution.

LEARNING OUTCOME

Explanation of the learning outcome.

X

Basic level indicator of the learning outcome, which you have to accomplish.

X

Basic level indicator of the learning outcome, which you have to accomplish.

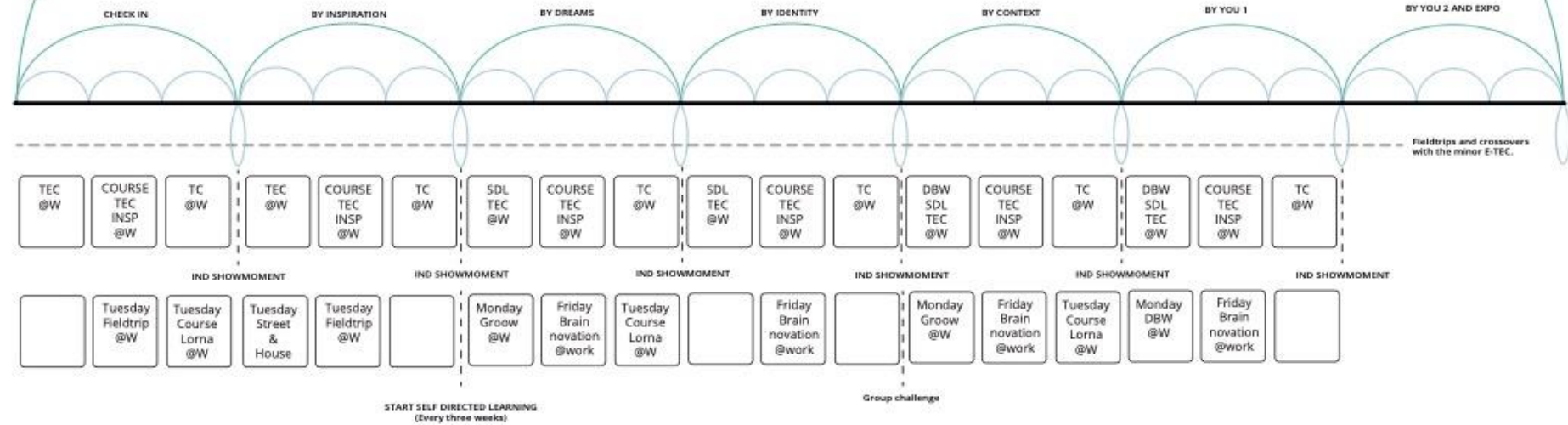
X

Basic level indicator of the learning outcome, which you have to accomplish.

Visualiseer de verhouding tussen een leerprogramma en leeruitkomsten

PERSONAL DEVELOPMENT THROUGH DESIGN BASED LEARNING WITH KNOWLEDGE OF TEC SKILLS

A modular flexible educational program for propaedeutic students who are switching education.



LEARNING LINES:

TALENTCLASS AND COACHING AND FINDING PATTERNS (TC)

DESIGN BASED WORKING (DBW)

SELF DIRECTED LEARNING (SDI)

TEC

Definitions:

DBW: Design Based Working

SDI: Self Directed Learning

TEC: Technology Entrepreneurship and Creativity

@w: @ Work

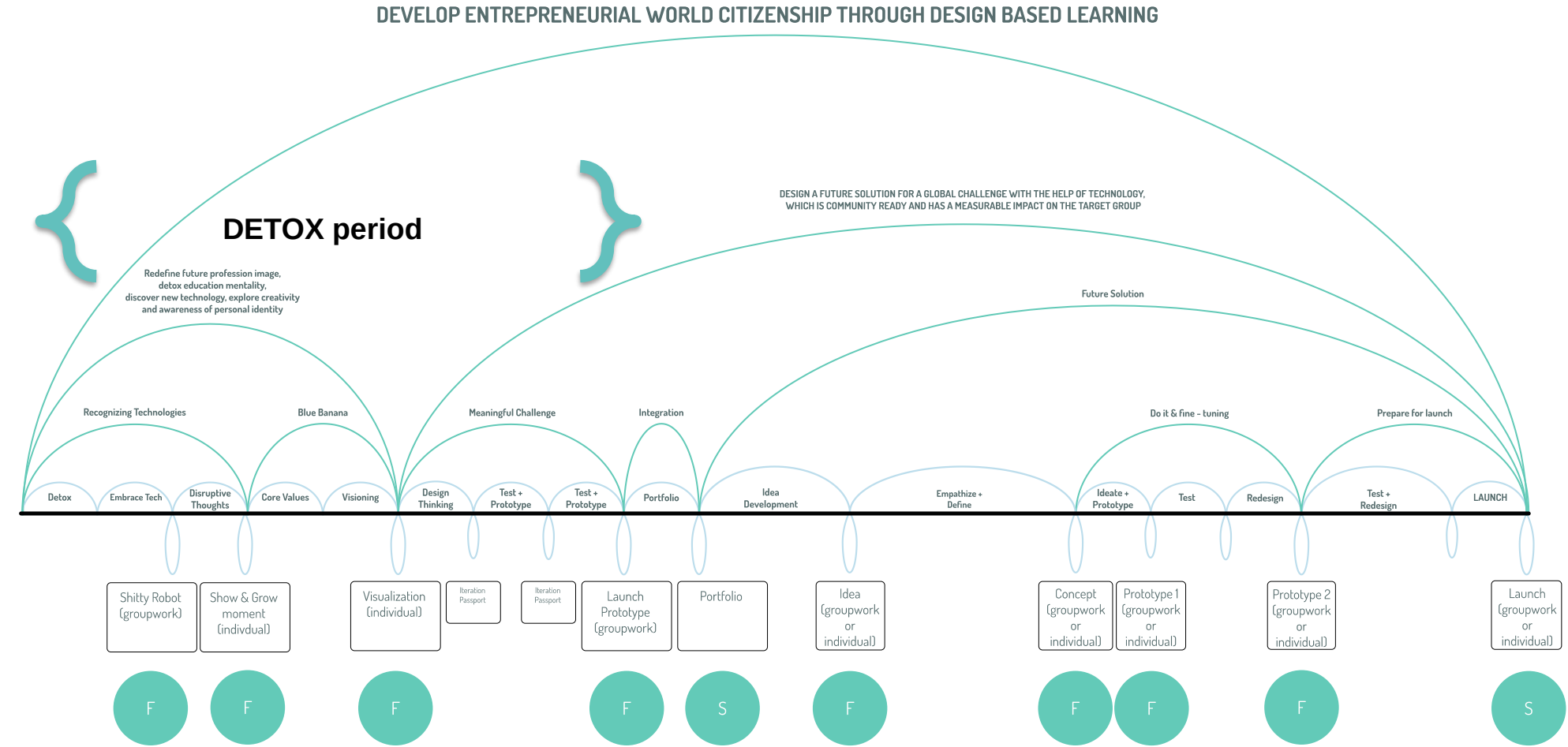
Course TEC: Course given with a technology component

INSP: Course given with a subject that relates to the theme or in general to Empower

Definitions:

TC: Talentclass and Coaching

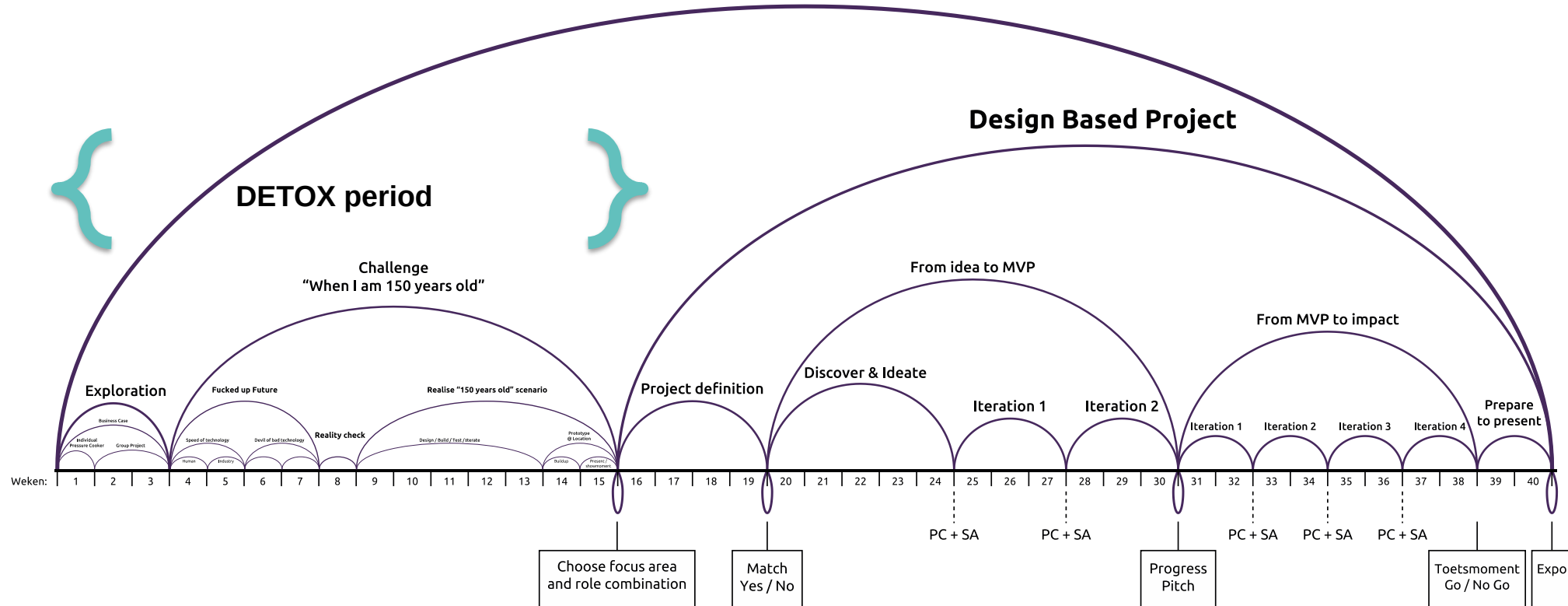
BI: Brainnovation



ASSESMENT FORM:

- I Ipsative
- s Summative
- F Formative

Master in Future Impact Design



Open ended challenges

Design a sustainable DIY toolkit that reduces water consumption in every family home worldwide. And provide a concrete future scenario that provides insight into how this leads to (different) water use elsewhere in the world.

- Toolkit has been tested at least 3 times in an authentic situation
 - Min. 20% reduction
 - Cost €150
 - Dummieproof manual / installation

Challenge



SHITTY ROBOT CHALLENGE

Simone Giertz gets up every morning with a lot of real shitty robots. These robots fail horribly when it comes to waking up, brushing teeth or preparing breakfast. This Swedish robot nut uses her shitty robots for a very successful YouTube channel, and so, a fulltime job.

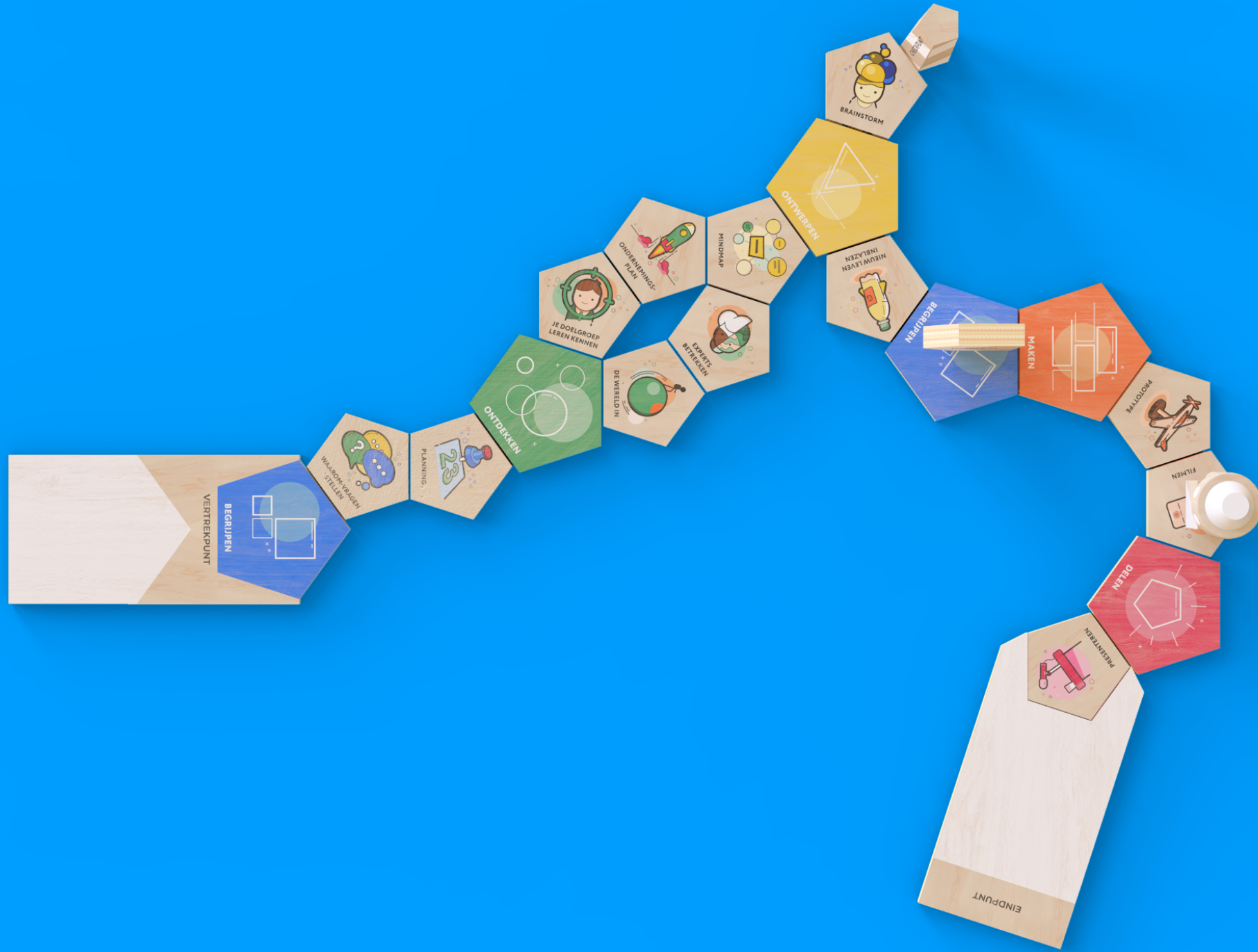
Your challenge is to make a shitty robot just like Simone does. The robot can be as shitty as possible, as long as it works. It needs to be built for young children and will therefore be judged by young children. Your Shitty robot needs to meet the following requirements:

1. *The robot needs at least two combinations of software and hardware.*
2. *The robot needs to have a double function or two separate functions.*
3. *The robot needs to be made from recycled materials.*
4. *The robot needs to have an impact on the life of children.*
5. *The robot needs to involve some kind of playfulness.*

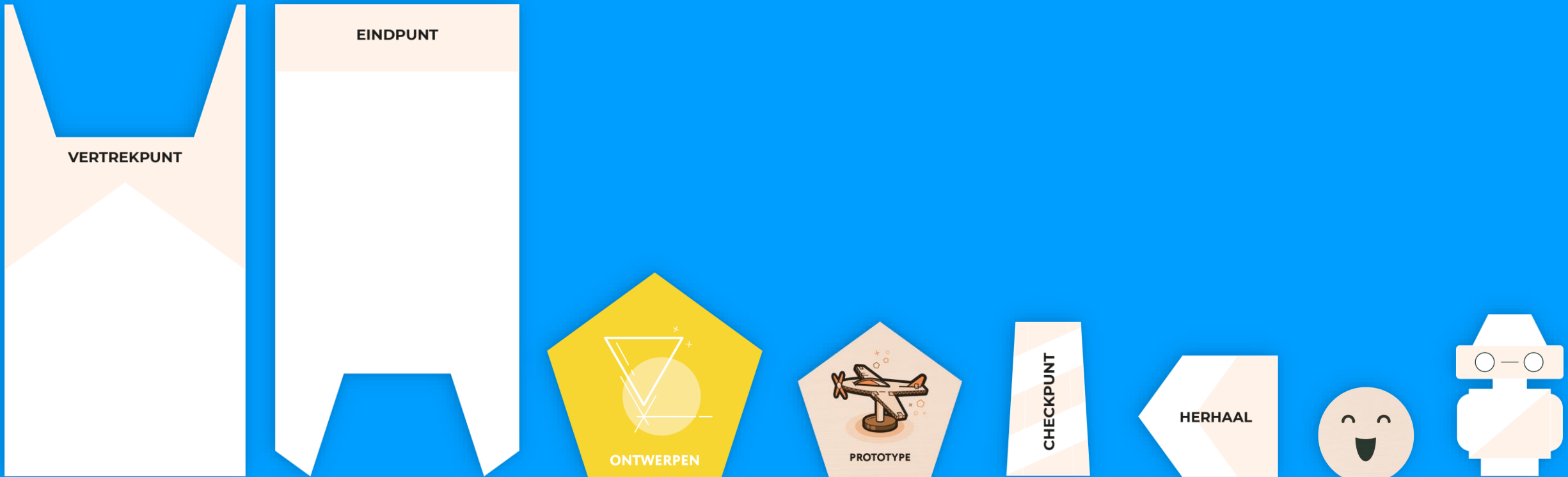
The show moment will be like a TECH expo where all the different Shitty Robots will have their own space to be shown to the audience. Audience and a jury of children will come by each robot. Your Shitty robot will be judged on the requirements stated above and a top 3 will be chosen.



Het leerproces

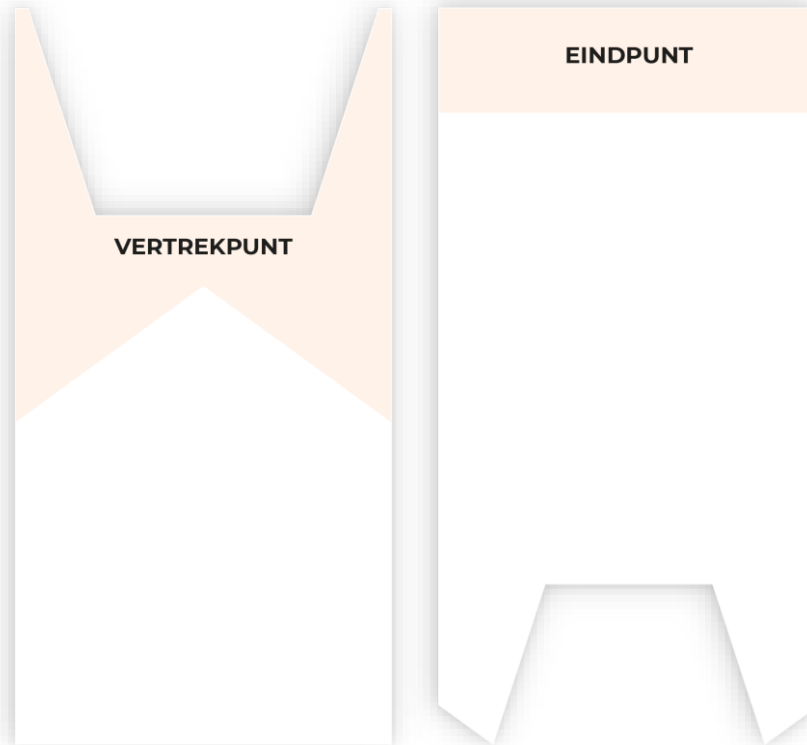


GrooW bouwstenen



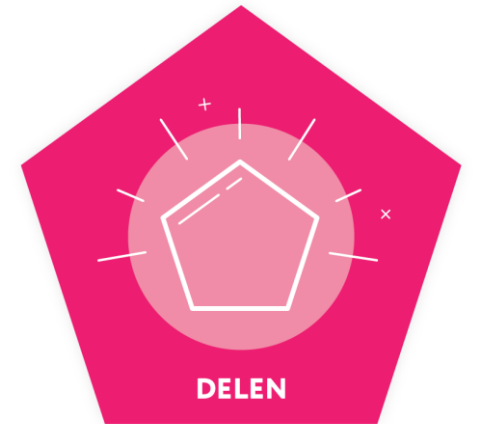
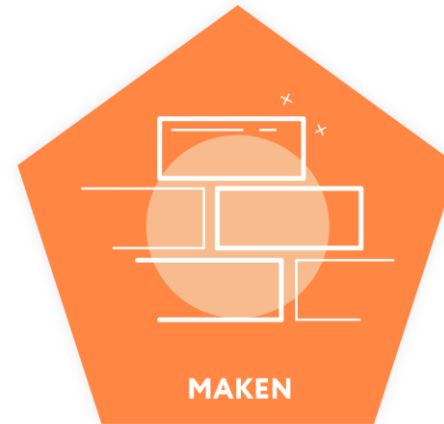
Vertrek- & eindpunt

Thema/onderwerp
Probleem
Onderzoeksvraag



(Oplever)doelen
Deadlines
Aandachtspunten

Ontwerp-stappen



Activiteiten/methodes





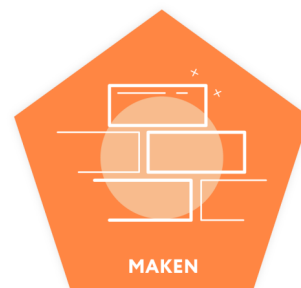
BEGRIJPEN



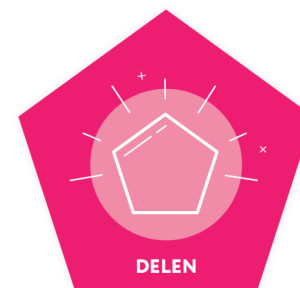
ONTDEKKEN



ONTWERPEN



MAKEN



DELEN



WAAROM-VRAGEN
STELLEN



VERSLAG



TENTOON-
STELLEN



SUCCES
BEPALen



SCHETSEN



SCENARIO



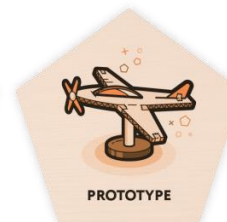
SAMENVATTEN



SAMEN STERK



REFLECTEREN



PROTOTYPE



KEUZES MAKEN



KWALITEITS-
CONTROLE



MINDMAP



MOODBOARD



NABESPREKEN



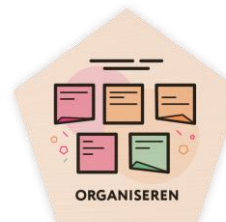
NIEUW LEVEN
INBLAZEN



ONDERNEMINGS-
PLAN



ONDERZOEKEN



ORGANISEREN



PRESENTEREN



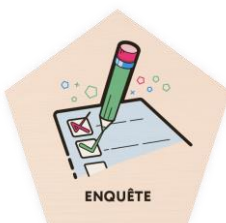
DUIVELTJE



ECHT NEP



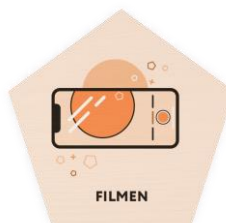
ENGELTJE



ENQUÊTE



EXPERTS
BETREKKEN



FILMEN



JE DOELGROEP
LEREN KENNEN



JE GEVOEL
VOLGEN



JE ZINTUIGEN
GEBRUIKEN



PLANNING



DOOR DE
OGEN VAN



BRAINSTORM



ALLES MAG,
ALLES KAN



ACTEREN



DE WERELD IN



DOE MAAR
DUURZAAM



GEBRUIKERTEST



GEDACHTEN
PARKEREN



INSPIRATIE
OPDOEN



PERSONA



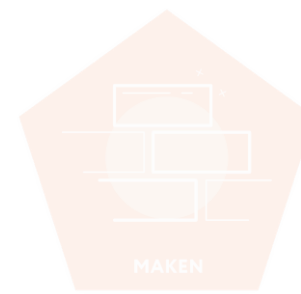
BEGRIJPEN



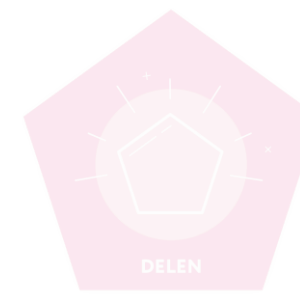
ONTDEKKEN



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MAKEN



DELEN



WAAROM-VRAGEN
STELLEN



VERSLAG



TENTOON-
STELLEN



SUCCES
BEPALen



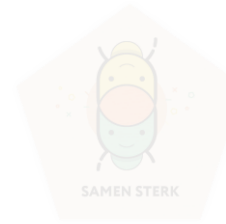
SCHETSEN



SCENARIO



SAMENVATTEN



SAMEN STERK



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NIEUW LEVEN
INBLAZEN



ONDERNEMINGS-
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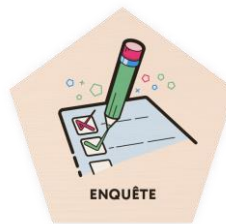
DUIVELTJE



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EXPERTS
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JE DOELGROEP
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VOLGEN



JE ZINTUIGEN
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DOOR DE
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ALLES MAG,
ALLES KAN



ACTEREN



DE WERELD IN



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GEBRUIKERTEST



GEDACHTEN
PARKEREN



INSPIRATIE
OPDOEN



PERSONA



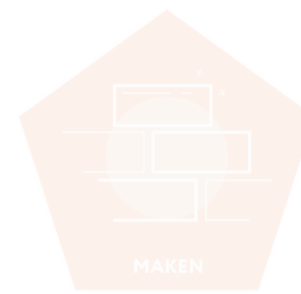
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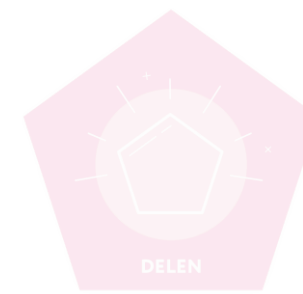
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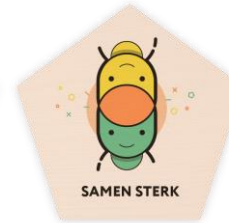
SCHETSEN



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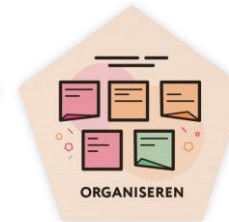
NIEUW LEVEN
INBLAZEN



ONDERNEMINGS-
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PRESENTEREN



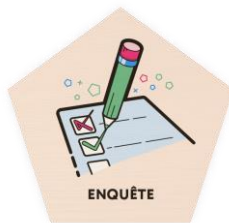
DUIVELTJE



ECHT NEP



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EXPERTS
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JE DOELGROEP
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PLANNING



DOOR DE
OGEN VAN



BRAINSTORM



ALLES MAG,
ALLES KAN



ACTEREN



DE WERELD IN



DOE MAAR
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GEBRUIKERTEST



GEDACHTEN
PARKEREN

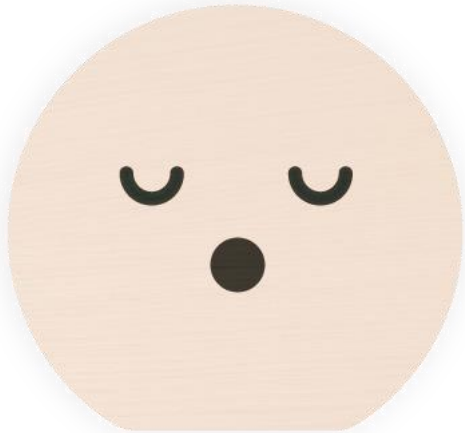


INSPIRATIE
OPDOEN

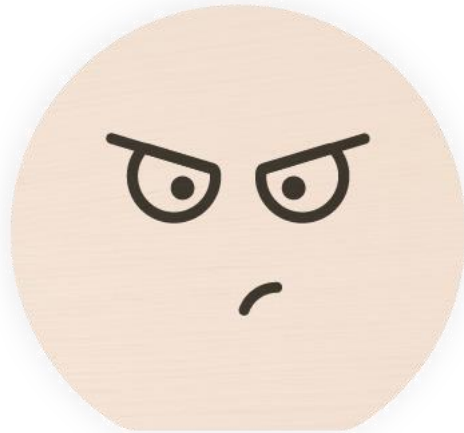


PERSONA

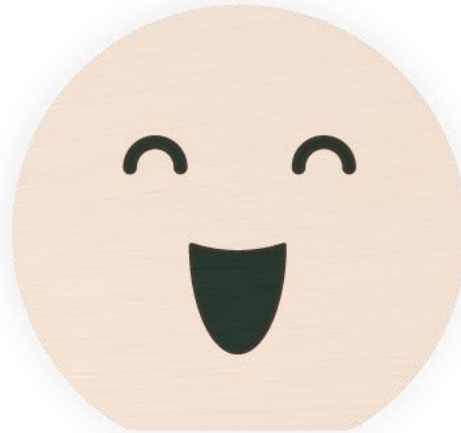
Beleving & emoties



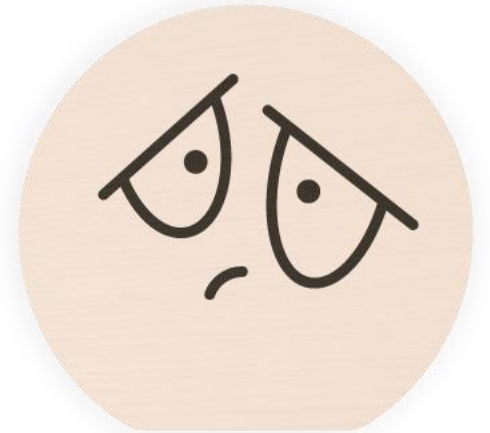
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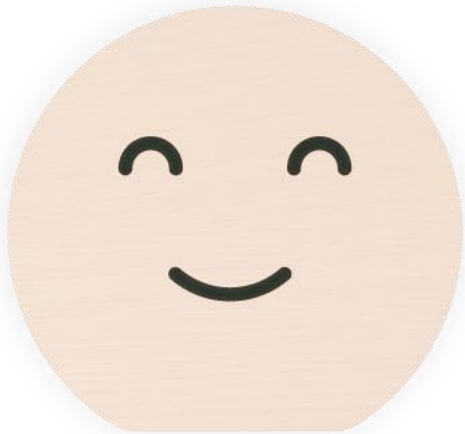
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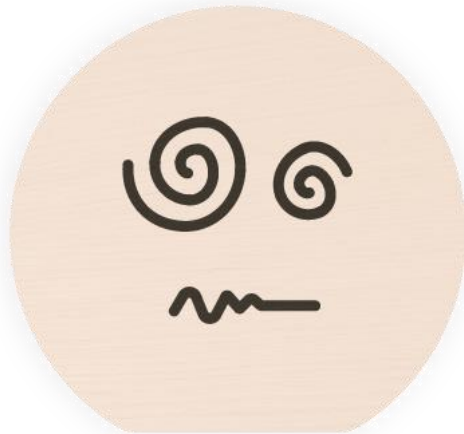
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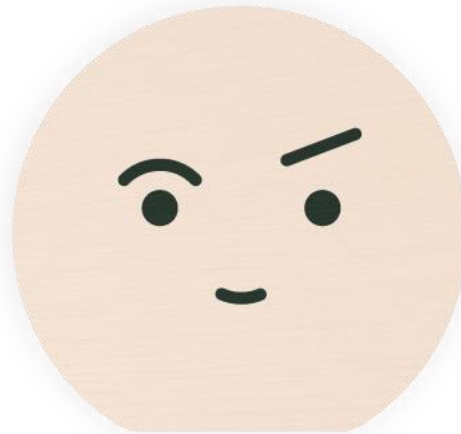
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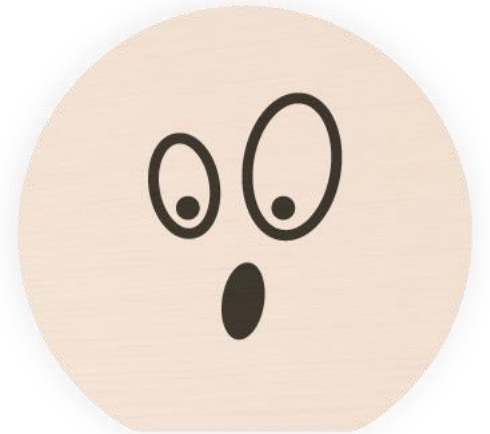
Tekst



Tekst



Tekst

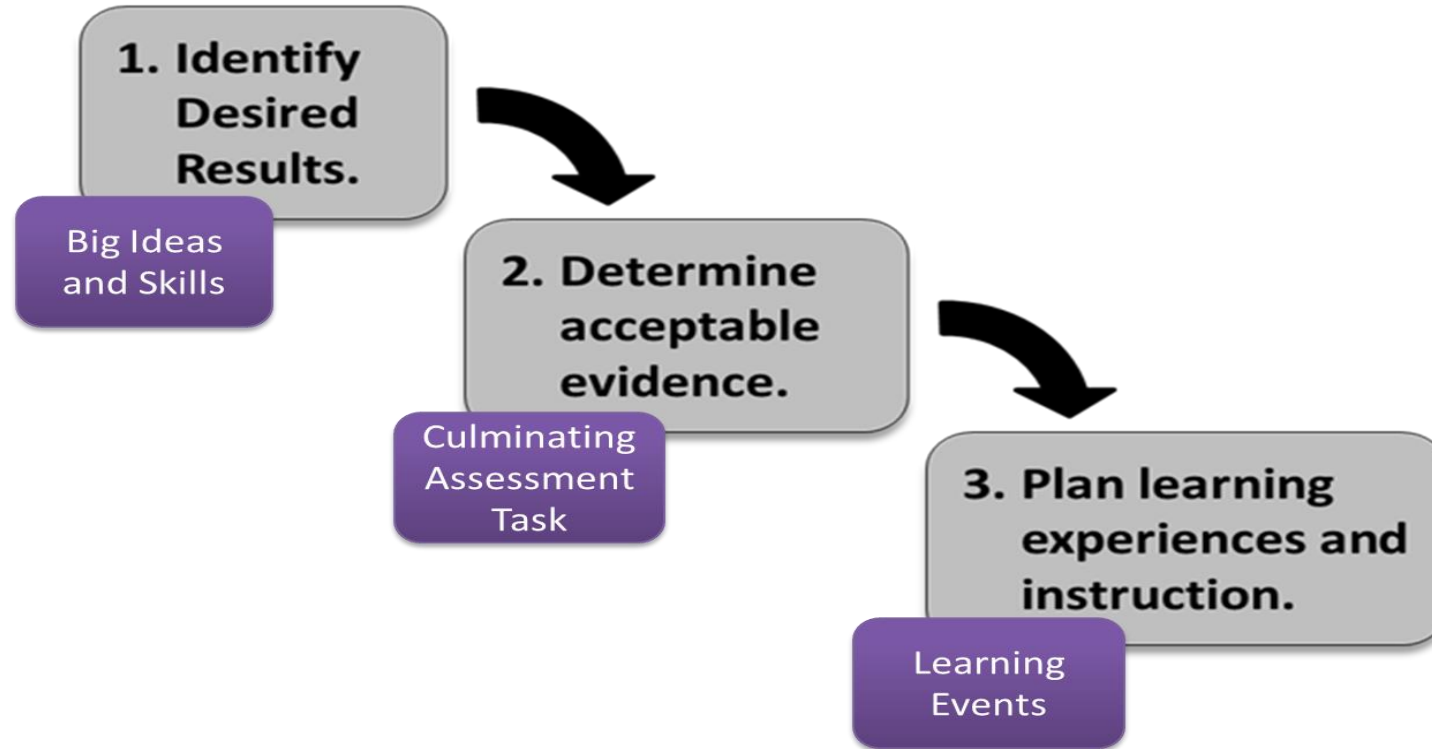


Tekst



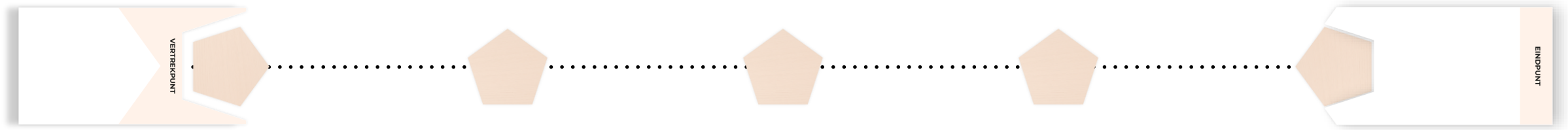
Leerproces > approach !?

Backward Design



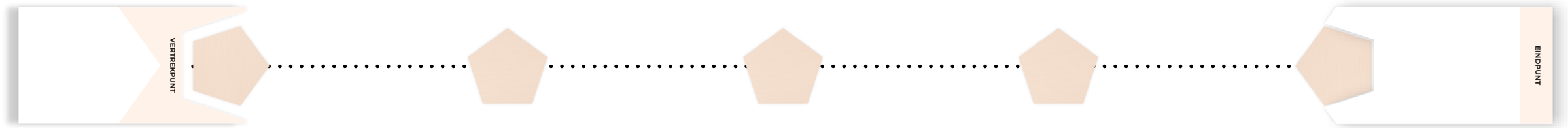
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Leerdoelen

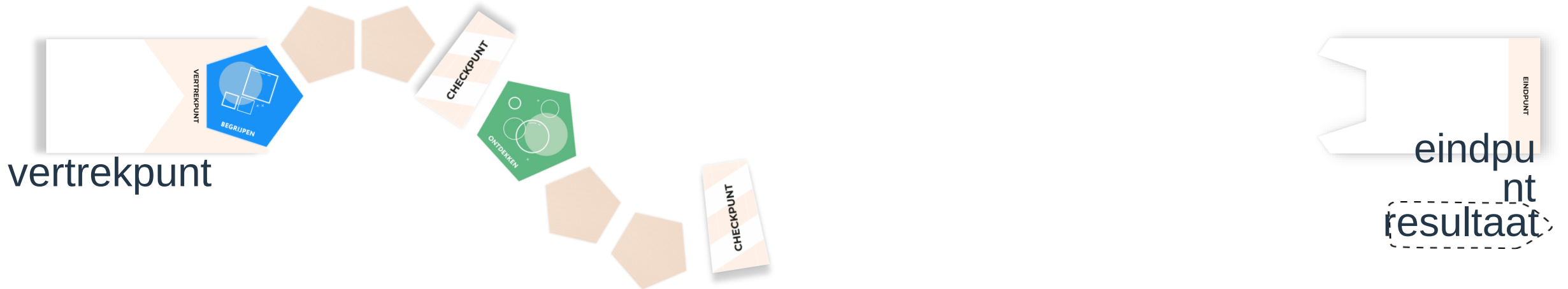


always something new to learn

Leerdoelen



Leeruitkomsten



always something new to learn

Leeruitkomsten vorm 1

leeruitkomst = ± 2 EC

Als begeleider kan je de groepsprocessen in de klas observeren, analyseren en onder andere positief sturen, de juiste interventies toe te passen, de onderbouw uit groepsdynamica modellen (zoals de 5 fasen, de 4 stadia, groepsprocessen en conflicthan-

Aspecten:

- Groepsprocessen observeren;
- Groepsprocessen in klas analyseren
- Als begeleider interventies toepassen om groepsprocessen positief te sturen;
- Keuzes onderbouwen vanuit groepsdynamica modellen.

Leeruitkomsten vorm 2, samen 5 EC

Leeruitkomst 1: Je brengt een onderwijskundige ontwikkeling in de context van je school in kaart. Je herkent deze ontwikkeling voor kansen en problemen binnen je beroepspraktijk.

Leeruitkomst 2: Je bent in staat relevante actoren binnen en buiten de school te betrekken bij de innovatie.

Leeruitkomst 3: Je ontwikkelt, implementeert en evalueert op systematische wijze een innovatief product of werkwijze.

Leeruitkomst 4: Je benadert het innovatieproces vanuit een onderzoekende houding en onderbouwt de gemaakte keuzes.

Je benadert het innovatieproces vanuit een onderzoekende houding en onderbouwt de gemaakte keuzes.

Leeruitkomsten vorm 3 1 LUK = $\pm$ 6 EC

E. LEARNING OUTCOME ENTREPRENEURSHIP:

SHOWS AN ENTERPRISING AND CONNECTING ATTITUDE IN FORMAL AND INFORMAL COLLABORATION, RECOGNIZABLE BY A SOLUTION AND ACTION ORIENTED APPROACH. THE IMPACT OF THE PROJECT ON THE ECONOMIC SUCCESS RATE OF POSSIBLE FUTURE SOLUTIONS, CAN BE SUBSTANTIATED.

ENTREPRENEURSHIP ASPECTS ON BASIC AND DEEPENING LEVEL, A SOCIAL ENTREPRENEUR GAINS EXPERIENCE WITH ROLES AND RESPONSIBILITIES WHEN IT COMES TO WORKING TOGETHER IN RELATED TEAMS.

E2 CONNECTS PEOPLE IN AN ACTIVE WAY TO WORK TOGETHER ON THE SELF-DEFINING SOLUTION.

E3 DEMONSTRATES A REALISTIC CALCULATION / APPROACH THAT IS RELATED TO THE IMPACT AND THE REALIZATION OF THE FUTURE SOLUTION.

E4 COMBINES EXISTING BUSINESS CONCEPTS/APPROACHES TO REALIZE THE FUTURE SOLUTION

E5 TUNES ECONOMIC AND ETHICAL ASPECTS IN THE CHOICE OF MATERIALS FOR THE REALIZATION OF ITS FUTURE SOLUTION, TAKING A SCALE-UP INTO ACCOUNT.

Leeruitkomsten vorm 4 (TB Nieuwe deeltijd)

Leeruitkomsten		Criteria
Leeruitkomst 1. (LUB1) (15 EC's) Cijferlijst benaming:	De student begrijpt de positie en functie van het bedrijf in relatie tot de markt, de klant en overige stakeholders. Daarnaast wordt ook de relatie gelegd met relevante maatschappelijke aspecten in de regio. De student brengt in samenhang hiermee de activiteiten m.b.t. inkoop, marketing en acquisitie in kaart.	Zie generieke criteria. Opmerkingen: • context vooraf checken • volledigheid: in de leeruitkomst staan de aspecten onderstreept.

	Toelichting op leeruitkomst 1 Daartoe maakt de student een overzicht van de huidige <u>productmarktcombinaties</u> en klanten van de organisatie. De student krijgt inzicht in de <u>leveranciers</u> door een leveranciersanalyse in de <u>supply chain</u> van de organisatie. De student maakt een <u>concurrentenanalyse</u> en brengt de relatie met eventuele overige (externe) <u>stakeholders</u> in kaart. De student inventariseert de interne organisatie van inkoop, marketing en verkoop. <u>Aspecten die aan de orde komen zijn:</u> - productmarktcombinaties (type producten en type klanten) - marktomvang en –potentie (per segment en voor het geheel) - koopgedrag van de klant en de wijze waarop het bedrijf daarop inspeelt - leveranciers- en inkoopbeleid - bedrijfskolom/<u>supply chain</u> - belangrijkste concurrenten op de markt, eigen onderscheidend vermogen - overige stakeholders - marketingactiviteiten, acquisitie - <u>Etc</u> Waar relevant worden aspecten als veiligheid, duurzaamheid, milieu en ...? (DESTEP?) belicht.	
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**Benoem concreet wat je beoordeelt bij een
onderwijsprogramma met leeruitkomsten?**

EMBRACE TEC LEARNING OUTCOMES AND THEIR INDICATORS

IDENTITY

Based on your own unique personality, you consciously and respectfully make use of the diversity and uniqueness of others while collaborating.

- A** You are able to describe your talents and limitations.
- B** You are aware of your personal effectiveness and your impact on other people.
- C** You are aware of the situations in which these limitations occur.

CREATIVITY

You create and stimulate opportunities to solve complex issues using creativity. Furthermore, you understand different forms of creativity and how they lead to concrete, workable solutions.

- D** You apply a variety of strategies to promote the creative process of yourself and others and evaluate the effectiveness of each chosen strategy.
- E** You can express your creative process in various ways and appreciate how others express their process.
- F** You know your own unique creative (im)possibilities and facilitate them accordingly.

ENTREPRENEURSHIP

You use your entrepreneurial attitude in formal and everyday-life collaborations, characterized by a solution-, and action oriented approach. You validate the impact and feasibility of your solution in the appropriate context.

- G** You gain experience with roles and responsibilities from working together in result-oriented teams.
- H** You connect stakeholders in an active way to work together on your solution.
- I** You validate the impact of your solution in the appropriate context.

TECHNOLOGY

You explore new technological applications with a design-based approach and choose the optimal role of technology in your solution by critically analysing the options.

- J** You develop a lasting research strategy to keep identifying new technologies.
- K** You playfully teach yourself the operation and application of technology.
- L** You learn to speak languages inherent in technological applications.

GLOBAL CITIZENSHIP

"Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006).

- M** You consider alternative ideas and opinions valuable and are willing to review them.
- N** You develop an understanding of your frame of reference (worldview) and are able to link this to the viewpoints of others.
- O** You provide insight into new problems and consequences that may arise due to the realized solution.

LEARNING OUTCOME

Explanation of the learning outcome.

- X** Basic level indicator of the learning outcome, which you have to accomplish.
- X** Basic level indicator of the learning outcome, which you have to accomplish.
- X** Basic level indicator of the learning outcome, which you have to accomplish.

Expert level indicator of the learning outcome, which you define yourself.

MIDTERM RUBRIC

The portfolio has to check the following requirements, else the portfolio is not accepted and cannot be graded:

- Transparency (T):**
You use input and feedback from others to support your evidence. You know and communicate the difference between facts and opinions.
- Evidence (E):**
You have evidence to support your claims (of learning progress) and refer to the appropriate pieces.
- Completeness (C):**
Your portfolio includes all learning outcomes and includes all basic indicators per learning outcome.

Administration

Student:
Student number:
Assessor:
Date:

DESCRIPTION	VERY GOOD 2 POINTS	SUFFICIENT 1 POINT	INSUFFICIENT 0 POINTS
Learning Progress	The student challenged him/herself related to this learning outcome, put in extra effort and had many valuable learning experiences. And the student meets the Sufficient description.	The student made sufficient learning progress related to learning outcome. And the student provided sufficient evidence to support the described progress.	The student: I. did not make learning progress related to this learning outcome; or T. Isn't transparent; or E. doesn't provide enough supporting evidence
Basic Level	It is clear that the student has beyond-basic proficiency within one or more indicators. And the student meets the Sufficient description.	It is clear that the student has basic proficiency within all three indicators. And the student discusses each indicator and refers to the supporting evidence.	The student did not: I. show a basic level of proficiency; or T. Isn't transparent E. provide (enough) supporting evidence C. discuss all 3 basic indicators
Ownership	The student has explained the relevance for his/her professional future and identified directions for his/her future development related to this learning outcome. And the student meets the Sufficient description.	The student explained how the developed knowledge and skills within the learning outcome were applied in his/her process or products	The student did not: I. explain how the developed knowledge and skills within the learning outcome were applied in his/her process or products
TOTAL	= =	=	= =
PASS At least 3 points	= Pass	= Pass	= Pass = Pass

IDENTITY CREATIVITY ENTREPRENEURSHIP TECHNOLOGY GLOBAL CITIZENSHIP

Criteria	Good (2 points)	Sufficient(1 point)	Insufficient (0 points)
Completeness	All aspects of the learning outcome are addressed in both the evidence and the text.	Most of the aspects of the learning outcome are covered in the evidence and text.	Most aspects of the learning outcome are not dealt with in the evidence and / or text.
Development	The student describes his development clearly and completely on the aspects of the learning outcome.	The student describes to a limited extent his development on the aspects of the learning outcome.	The student describes insufficiently or incomplete development on the aspects of the learning outcome.
Result	The student describes where he ultimately stands with regard to this learning outcome, what he can do well and what he can improve. Furthermore, the student draws lessons for the future, related to this learning outcome (transfer).	The student describes somewhat where he ultimately stands with regard to this learning outcome, mainly focussing on what he can do well or what he has accomplished. No lessons are drawn for the future.	The student does not (clearly) describe where he ultimately stands with regard to this learning outcome, what he can do well and/or what he can improve.
Evidence	The evidence (photographs, video's, examples and/or other documents) the student included and explicitly refers to support his story, and show the learning outcomes and underlying aspects sufficiently. The student explicitly refers to the evidence.	The evidence (photographs, video's, examples and/or other documents) the student included support somewhat his story and show to some extent the learning outcome and underlying aspects. The student does not explicitly refer to the evidence.	The evidence (photographs, video's, examples and/or other documents) to which the student refers support his story to a minimum and do not show the learning outcome and underlying aspects.
Transparency	In his explanations, the student makes a clear distinction between facts, experiences, and his own ideas on the one hand and the observations / feedback from others (such as fellow students, clients and TEC experts) on the other.	In his explanations, the student makes a limited distinction between facts, experiences. He mainly focuses on his own ideas and does not (often) include the observations / feedback from others (such as fellow students, clients and TEC experts).	In his explanations, the student makes no distinction between facts, experiences, and his own ideas and the observations / feedback from others (such as fellow students, clients and TEC experts).

Souvenir vs. portfolio



Beoordelen -> (View)Rubric



Gebruiker = ontwerper



Prototyping



Technologie = middel





Test with real users!

Samen hokjes te buiten

- Samen ontwerpen
- Samen uitvoeren



EDEX 2020

21/22/23
JAN 2020
EINDHOVEN

Start het nieuwe jaar met de Educational Design Expedition!

Ga drie dagen aan de slag met het ontwerpen van eigentijds onderwijs. Doorpakken op een curriculumonderdeel waar je al mee bezig bent, of waar je nog mee moet starten het is beiden mogelijk. De facilitatie van het ontwerproces ligt in de handen van onderwijsexperts met uiteenlopende expertises die er voor zullen zorgen dat jij het beste uit jouw ontwerp haalt.

Tijdens de driedaagse ga je onder andere aan de slag met:

- Design Based Learning
- Self-directed learning
- Actief leren
- Toetsen op maat
- Draagvlak creëren in jouw organisatie



Ticket 1 €1.275,-

INFORMATIE:

- 3 daagse onderwijsexpeditie
- Lunch & drinken
- Keynotes & Wondermoments
- 2 overnachtingen in Eindhoven
- 2 x diner & avondprogramma

Ticket 2 € 975,-

INFORMATIE:

- 3 daagse onderwijsexpeditie
- Lunch & drinken
- Keynotes & Wondermoments

Meer informatie neem contact op met:
Jochem Goedhals / +31 6 83 98 06 75

Schrijf je in via: www.edex.nu