



Future of learning

Challenges for embedding self-directed professional learning in the education sector in companies: learning and competences.

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About Wittenborg

- Internationally accredited University of Applied Sciences.
- Private school offering an international experience NL.
- Main campus in Apeldoorn, Campus Amsterdam, Campus Vienna.
- Schools of business, hospitality & tourism, education, technology management.
- Wide range of bachelor's and master's pathways.
- Over 950 students from more than 100 nationalities.
- 6 entry points a year!



Project Week

- Essential and unique part of the academic curriculum.
- Form the bridge between academic study, cognitive learning, personal development, and team work within group directed learning.
- Bring students into contact with “real life projects”
- Either of a research nature or a practical nature.
- Often cooperation with business or government organisation

Trends

- Technological developments evoke major changes in the workplace.
- Successive education, training and practice on the job is no longer sufficient to keep up with changes.



Self-directed learning

Five competences for self-directed learning (Stubbe & Theunissen, 2008),

- *Learner control*: Control over educational decisions and learning process.
- *Self-regulating learning strategies*: manage and monitor his/her own learning process (e.g. setting goals, planning, problem solving, and strategy use).
- *Reflection*: self-assessment and self-evaluation on both the performance and the learning process that gives the learner insight in his/her own development.
- *Interaction with the social environment*: The interaction with others, learners and teachers/coaches, in order to determine what goal should be set, discuss in what way this goal can be achieved, cooperate and collaborate during the learning process and ask for help.
- *Interaction with the physical environment*: The learning experience should be set in the 'real world' and should relate to 'real-life' (work)situations.

Supporting self-directed learning

Organisations should provide (Theunissen & Stubbe´, 2011):

- *Strategy*: providing clarity about mission and future vision. Explicit guidance for employees to formulate learning and development goals.
- *Space*: giving employees sufficient time and opportunity and instruments to become proficient in self-directed learning.
- *Support*: show trust in the growing abilities of the employee (mistakes are allowed) , show that efforts made by the employee in learning are seen as valuable.



Again: Self-directed learning

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What is the motivator for these competences?

What motivates SDL?

- **Autonomy:** being able to decide and do it yourself.
- **Stability:** calm and satisfied with your self and taking good care of it.
- **Eager to know:** Like to gain new knowledge, curious about how it works.
- **Ambition:** The will to achieve something, to be successful by getting the best out of yourself.
- **Creativity:** Creativity
- **Creativity:** Imagination, see things in new ways and find different ways to solve problems.
- **Persistence:** continue with what you started despite setback or fatigue
- **Dutiful:** do what you have promised and what is expected of you.
- **Good company:** Having fun together with others
- **Compassion:** showing empathy, attention to the feelings of others
- **Just:** be honest to yourself and to others.
- **Wis**
- **Wise:** Understand and reflect on your place in life

These are Virtues!



Underneath competences: virtues

- Virtues are *positive personal qualities* such as integrity, kindness, courage and wisdom.
- You don't "have" but you "*do*": if you voluntarily behave positively, virtues become visible, even when nobody is watching.
- Can be *learned*: the more you engage in positive behavior, the easier it goes.
- Need each other: *balance* between virtues ensures balance in your behavior.
- Together form a *moral compass*: they help you to do the "good" with the big and small moral dilemmas in life.
- Are *put into practice* in those circumstances and situations *where* they are *needed*. Express values that are desired by every society.
- Let people and societies *flourish*!



Tool for virtues development



- Self-development, online portal for behaviour change
- Interactive Microlearning (coach-in-a-box)
- Key module: self-evaluation instrument to reflect on own virtuous behaviour
- Relevant for adults (content & language).
- Virtues as behaviour (state): moral competences.
- Social sciences standards in questionnaire construction.
- User-friendly for long term and repeated use.

Future of learning

- SDL and Moral competences
- Blended learning 2.0: Self-directed merging of learning and working.
- Education offering a generic foundation.
- Learning in the workplace as the new normal.
 - Permanent education for employees and management!
 - Rapid development for new challenges at work.
 - Support by the organisation (Strategy, Space and Support).
- Merging working and learning: entrepreneurial education and learning organisations.





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