

A collage of diverse people's faces, including men and women of various ethnicities, looking in different directions. The collage is overlaid with a blue tint and a large orange diagonal shape on the right side.

A CONCEPTUAL DESIGN AND ASSESSMENT FRAMEWORK TO GUIDE RESEARCH IN/ON COMMUNITY BASED LEARNING

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UNIVERSITEIT
BRUSSEL



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CONTEXT

Brussel als kennisstad



Brussel is de grootste studentenstad van het land

- ▶ Brussel telt meer dan **50** hogeronderwijsinstellingen
- ▶ Daarnaast telt Brussel **3** universitaire ziekenhuizen en **3** ziekenhuizen met universitair karakter met **4.200** bedden voor **60%** van de patiënten in Brussel goed voor **12.000** werknemers
- ▶ In de gesubsidieerde hogeronderwijsinstellingen zijn **34%** van de studenten **Nederlandstalig** en **65%** **Franstalig**
- ▶ Van alle studenten in Brussel gaat **50%** naar een universiteit en **50%** naar een hogeschool of het hoger kunstonderwijs



100.000
studenten, een kwart van alle studenten in België

25%
van de universiteitsstudenten zit op kot



Een derde
van de universiteitsstudenten werkt tijdens zijn of haar studie



57%
van de studenten zijn vrouwen



Een kwart
van de studenten heeft niet de Belgische nationaliteit

Als Brussel een dorp zou zijn met 100 inwoners... dan telde Brussel



geslacht
▶ 51 mannen
▶ 49 vrouwen



nationaliteit
▶ 65 belgen
▶ 23 mensen afkomstig EU
▶ 12 mensen afkomstig niet-EU



activiteit
▶ 39 werkende mensen
▶ 14 inactieve mensen
▶ 6 werkloos
▶ 9 studenten
▶ 12 gepensioneerden
▶ 20 mensen jonger dan 15



leeftijd
▶ 64 mensen tussen 18-64
▶ 23 mensen jonger dan 18 jaar
▶ 13 mensen ouder dan 65



aantal studenten **30.000**

internationale studenten **32%**

nationaliteiten **140**

werknemers (ULB + Erasmus) **9000**

*ERC-beurzen **31**

actieve spin-offs **40**



aantal studenten **16.500**

internationale studenten **25%**

nationaliteiten **140**

werknemers (VUB + UZ) **7000**

*ERC-beurzen **20**

actieve spin-offs **34**



Bron: Brussels Studies en ISSA, ULB en VUB

*Onderzellers getoond gebaseerd op de Europese onderzoekerstatistiek

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CONTEXT OF THE PROJECT



Building blocks

The foundations for the third general strategic plan are:

- **A warm VUB**

We focus on trust, respect and engagement for the joint VUB project. This means a withdrawal from too formal and legalistic an organisational model. We heed the call for more informal contacts. HR and infrastructure are important tools to accomplish this. We want to tap into the VUB potential much more. Through a VUB Academy we learn more from each other.

- **A connected VUB**

The Brussels' component is an important element of internal and external cohesion. At the same time this is not the only element. The diversity of society must be anchored more and better into the operation of VUB. Intense cooperation with organisations, schools and individuals that build upon the same values as VUB must be made concrete.

- **A learning VUB**

In order to keep our education concept up to speed with the 21st century the commitment of those who learn is essential. Digital, diverse, international, sustainable and participative are recurring keywords that must lead to broad and specialised bachelor programs and better access to the university. Other teaching forms such as hackatons must take shape.

- **An open VUB**

A connected world facilitates the link between research budgets and economic growth. Open data, open science, interdisciplinary research that makes a difference in an ethical humanistic context is the challenge. In-depth excellence, broad relevance.

BRUSSELS IS OUR LIVING LAB

Since we are fortunate to work in Brussels, we know better than anyone else what our changing society needs, and how our interdisciplinary approach can provide answers to those problems. The lines between research, education and service to society are blurring evermore.

Buddy project:
Bruggen
Bouwen



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A STRATEGIC PROJECT

- Promote & support CEL in our institution
- Connect with (possible) partners & Brussels
- Runtime: 2018-2020
- Team: 5 members (1.4FTE) from different departments: Central Department of Education, Research & Development (Science shop), Academic Language Department

- Develop an evidence-based toolkit
- Professionalization initiatives for (interested) lecturers
- Evidence-based design principles & (research) framework
- Professional Learning Community → 2018-19 and 2019-20
- Continued support for (interested) lecturers
- Online platform: www.univercity.be

TIMELINE UNIVERCITY

Development toolkit & framework / professionalisation & innovation (PLC)



Monitoring (2018 & beyond) - impact research (as of 2019)

Educational strategies that integrate **societal partnerships**, contexts and dynamics in the curriculum, as building blocks for **experiential education**; as an entry point for academic and non-academic actors to learn **with, from and for each other**, and contribute to sustainable - scientifically grounded – progress.

working definition Community Engaged Learning @VUB

EXPERIENCE WITH COMMUNITY SERVICE / ENGAGED LEARNING?

EXPERIENCE WITH RESEARCH ON COMMUNITY SERVICE / ENGAGED LEARNING?

PROJECTS IN PLC

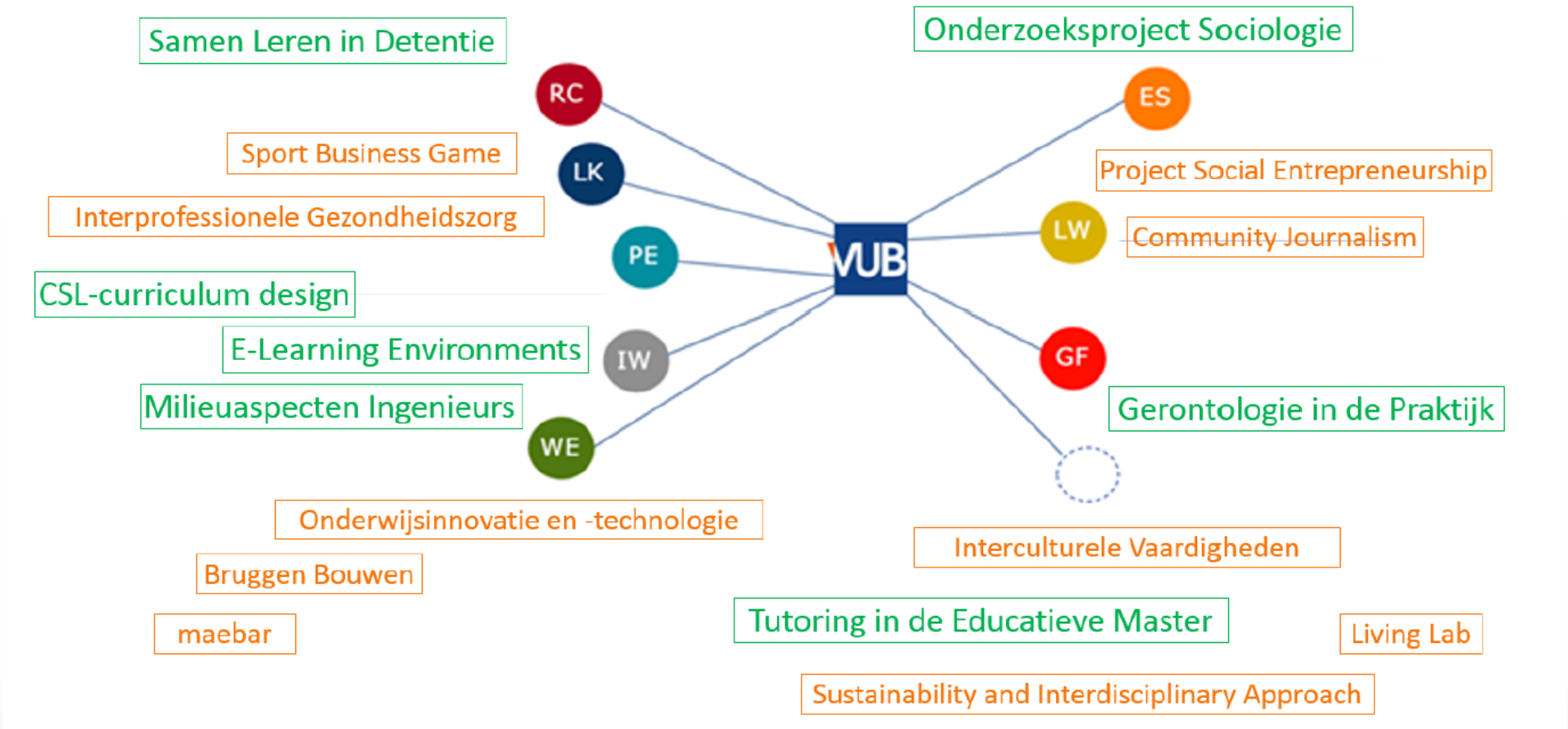


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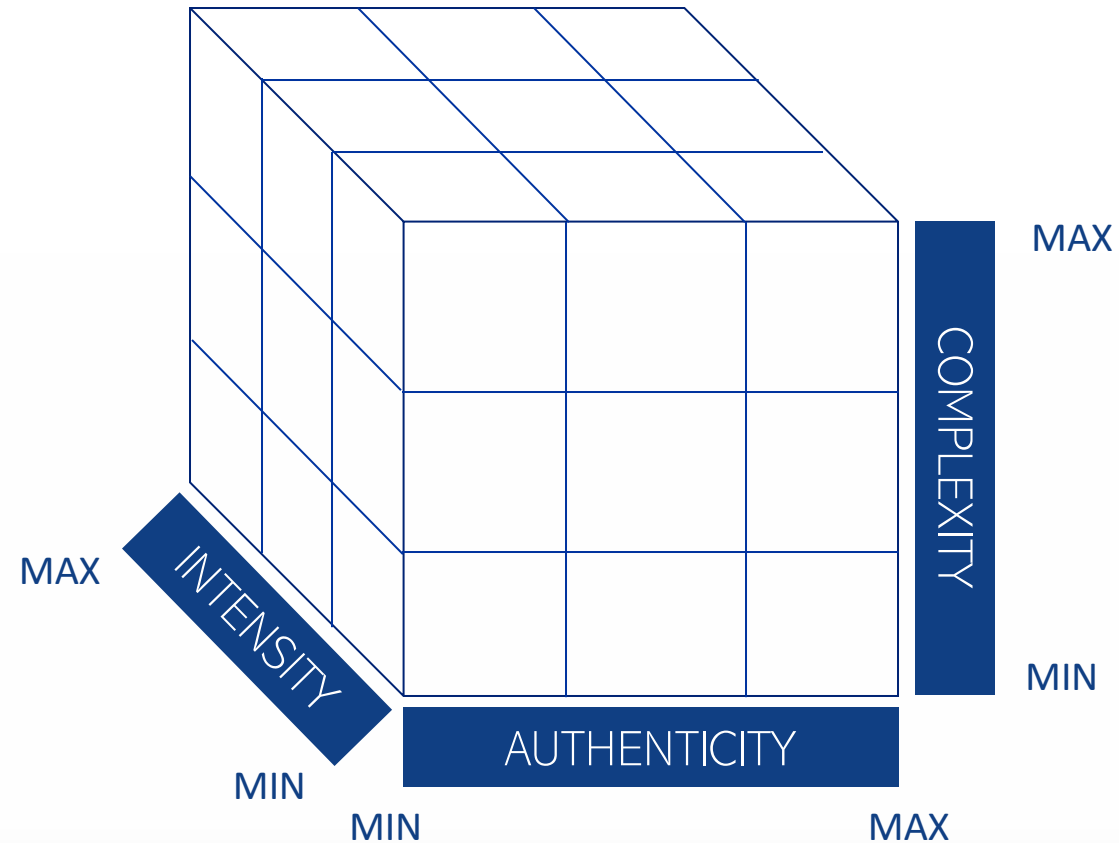
PROJECTS

2018-19

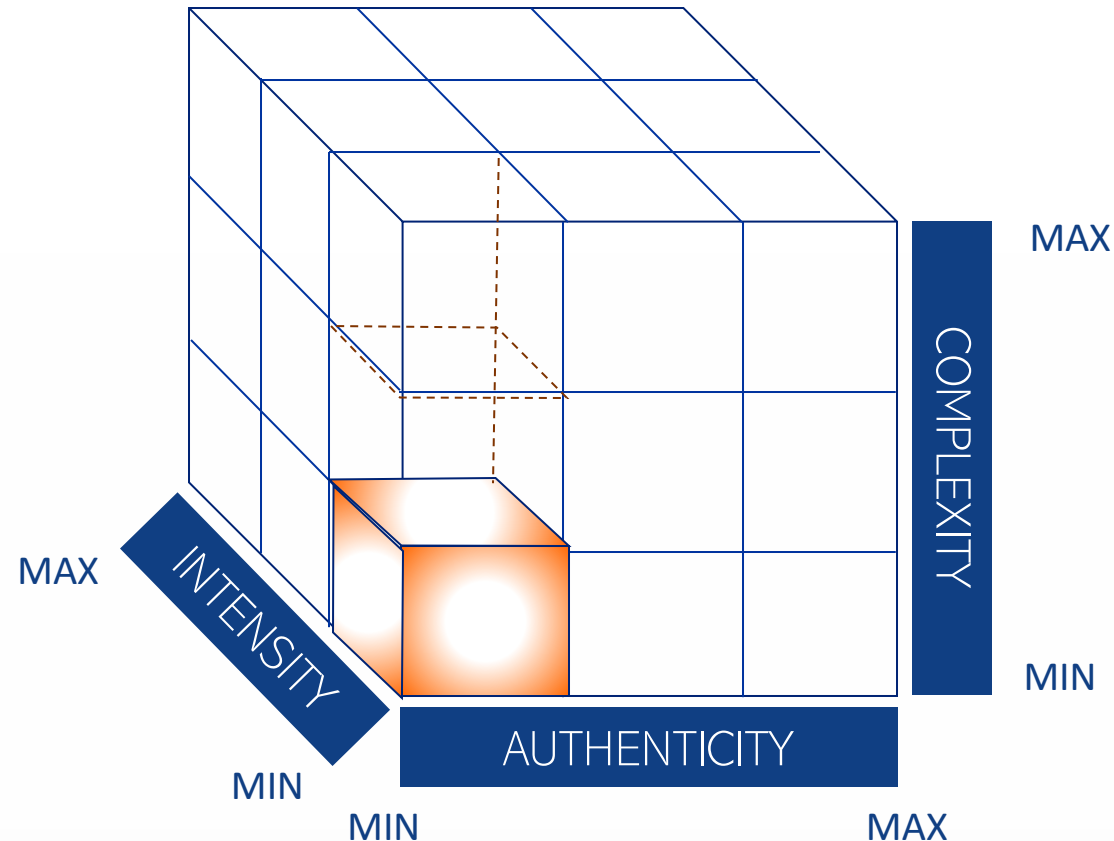
2019-20



Degrees of freedom in designing and implementing CEL strategies



Degrees of freedom in designing and implementing CEL strategies



PRE-DESCRIBED & EXPERT-DRIVEN

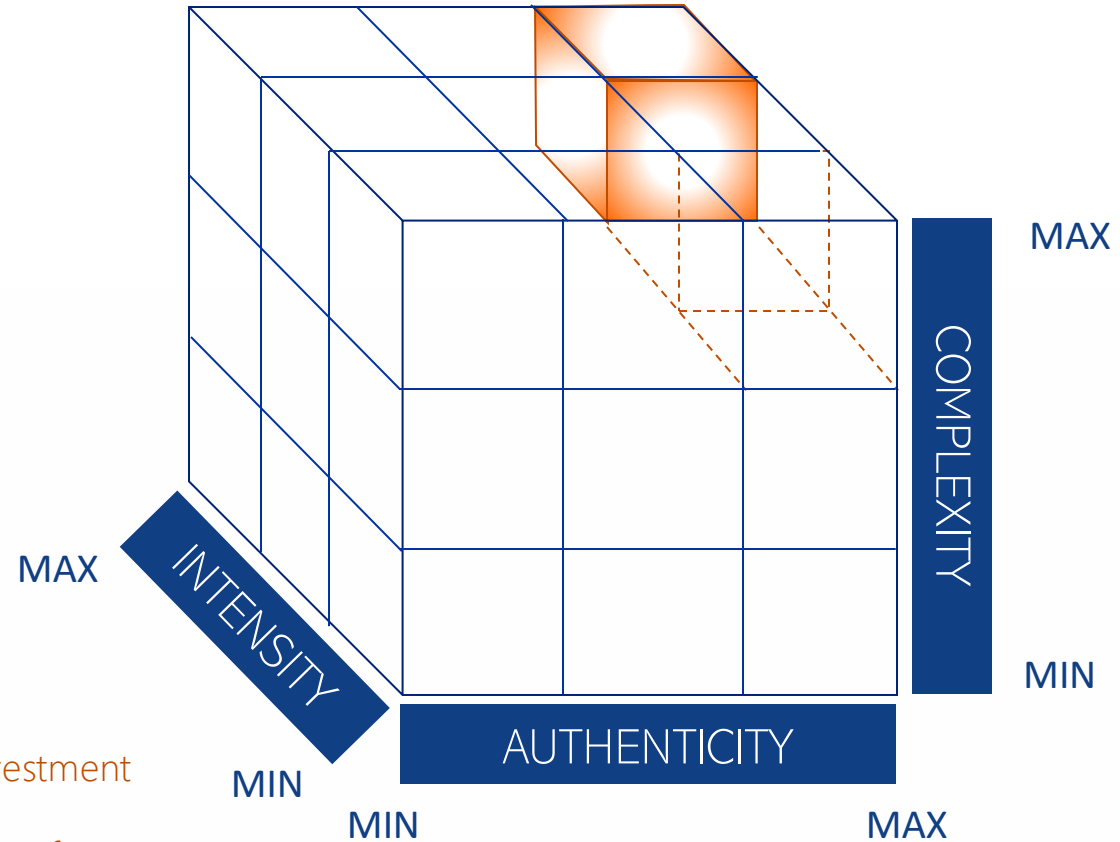
STUDENTS: limited time investment, strict tasks

LECTURER: strict steering, planning and organisation

PARTNER: limited involvement

= INSTRUMENTAL EDUCATION & TRANSACTIONAL RELATIONSHIP

Degrees of freedom in designing and implementing CEL strategies



OPEN & COLLABORATIVE

STUDENTS: high level of maturity & self-steering, large time investment

LECTURERS: qualitative guidance, feedback

PARTNERS: support for more intensive professionalisation & room for innovation

= EMANCIPATORY EDUCATION / TRANSFORMATIONAL RELATIONSHIP

RESEARCH ON CEL



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OVERVIEW STUDIES

Research on CEL

- Lecturers
 - Baseline study
 - Lecturers in the PLC
- Students
 - Baseline study
 - Focus group
- Partners (CSO's)
 - Baseline study
 - Interviews

Research in CEL

- Case study 'Blended CEL'
 - Focus group with students in Educational Innovation and Technology

OVERALL SUMMARY

STUDIES ON CEL

Lecturers

- (Willingness to) cooperate with CSOs, acknowledge added value of CEL
- Need support / guidance → PLC is useful in this respect
- Some lecturers are not into CEL & that is OK!

Students

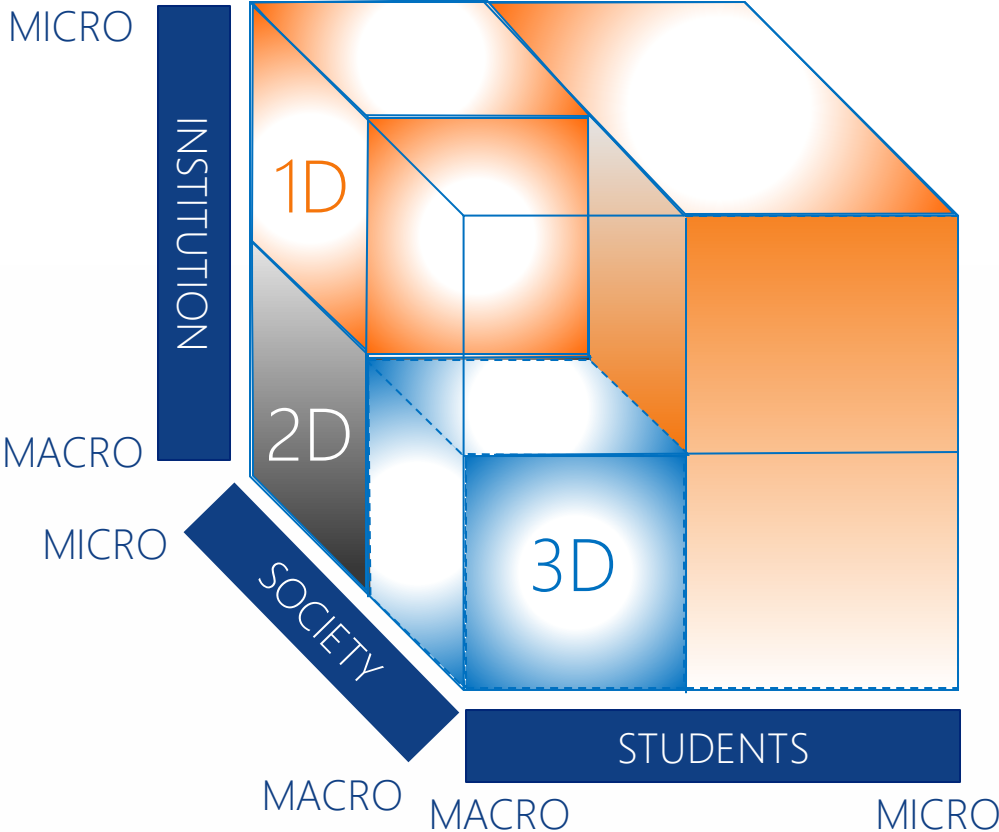
- Acknowledge the added value of working with authentic cases / CSO's

- (some) Need to be urged / more incentives / more information on CEL

Partners

- Willingness to collaborate, also with students
- Need for durable relationships, tangible end-products

A framework for evaluating the impact of CEL strategies

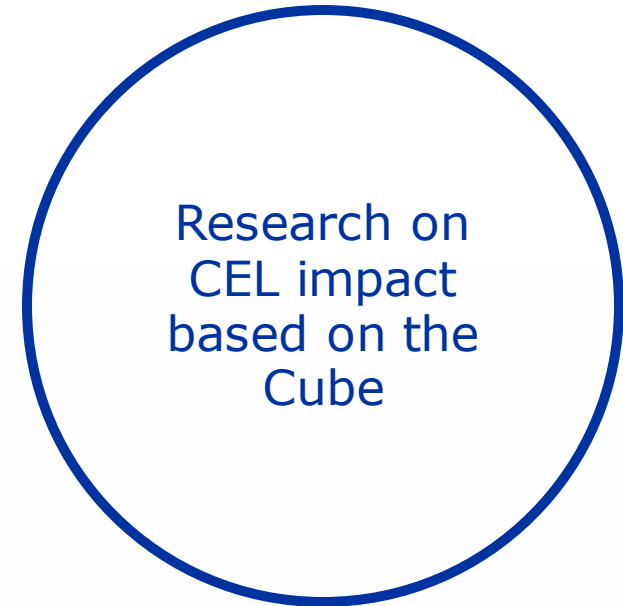
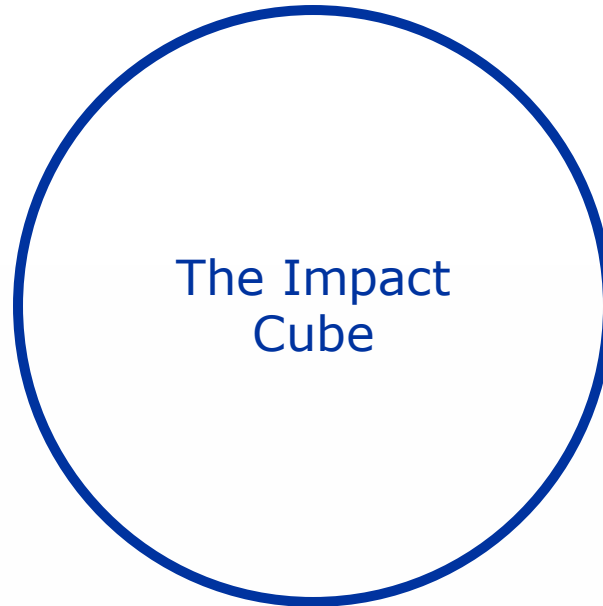
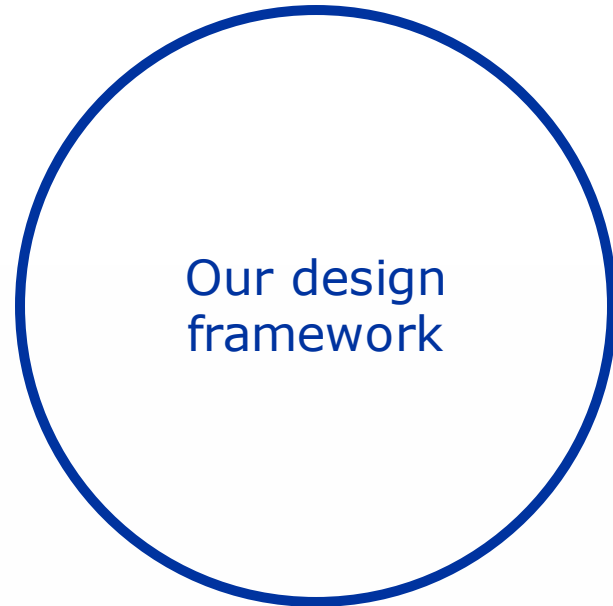


OUR QUESTION(S) TO YOU



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COULD WE DISCUSS?



THANK YOU

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