Towards Constructive Alignment of an Inter-Program Challenge Based Learning Course

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Open community
Challenge based learning
Challenge based learning

• Key characteristics
  • Interdisciplinary approach
  • Societally relevant challenges
  • Collaborate with multiple stakeholders
Challenge based learning

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• Center of TU/e educational strategy
  • Better integration of knowledge and skills
  • Experiments underway to understand better
  • Best example is ISBEP, an inter-program final BSc project
Meet Kim
Meet Kim
Meet Kim
Meet Kim

Challenge
Meet Kim

Challenge
Meet Kim

Challenge

Process

Experts

innovation Space
Challenges of inter-program CBL
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• Alignment of roles and responsibilities
  • Maintain all stakeholders
  • Commitment and intensive coaching
Challenges of inter-program CBL

- Alignment of roles and responsibilities
  - Maintain all stakeholders
  - Commitment and intensive coaching

- Clarity of intended learning outcomes
  - No unified list of ILOs and criteria/procedures
  - Need for dedicated ILOs that are the same for all
Challenges of inter-program CBL

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- Clarity of assessment criteria
  - Activities on group outcomes, assessment discipline
  - Need for incorporating professional skills
Constructive alignment as framework
Constructive alignment as framework

Learning outcomes

Assessment

Teaching activities
Towards a constructively aligned CBL course
Towards a constructively aligned CBL course

- Research and design project with three phases
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I. Problem exploration
   - Led to identified challenges
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II. Redesign ISBEP
   - Co-creation approach with experts
   - Outcome should be assessment plan
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III. Implement and evaluate
   - Insights for practitioners in higher education
Let’s keep in touch!

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