

Abstracts and keywords

Ron Weerheijm and Eva Voncken, Teachers with autonomy-supportive teaching behavior in honors education: their recommendations and interventions

Abstract In honors education in the Netherlands in senior secondary vocational (mbo), higher vocational education (hbo) and university education (wo), stimulating autonomy development in students is an important goal. An autonomy-supporting teaching style forms an essential part of the pedagogical-didactic actions of teachers. Literature review reveals that an autonomy-supportive teaching style has mainly still been described in terms of broad constructs, based on the student perspective, being open to the student, actively supporting motivational development and supporting self-regulation. However, little has yet been described about the concrete pedagogical-didactic actions of teachers and which learning environments are facilitative in autonomy support on these four constructs. Using 21 semi structured interviews with lecturers in mbo, hbo and wo, this article offers concrete insights on the above constructs in three broad themes: the design of the learning environment and facilitation of the lecturer, the interpersonal student-teacher relationship, lecturer interventions and learning activities for group and individual. The interviews generated a series of concrete autonomy-supporting interventions, such as providing space for student curiosity and teaching students to formulate their own learning goals. Teachers offer tools to design their own teaching and concrete pedagogical-didactic actions to shape autonomy development in their teaching practices.

Keywords autonomy, motivation, teaching style, honours, teacher interventions

Amber Kornet, Margot van Rees, Stephan Corporaal and Floor Venhuis, An exploration of competence development in learning environments at the boundary of education and the professional field

Abstract In recent years, learning environments at the boundary of education and the professional field (hybrid learning environments) have emerged, to better prepare students for what the professional field requires of them. This paper explores how adaptive ability, self-directed learning and multidisciplinary collaboration are stimulated in hybrid learning environments. Forty-two interviews were conducted at 12 hybrid learning environments in the Netherlands. The results show interventions as: (1) coaching aimed at setting goals, monitoring progress, and reflecting that supports self-direction (2) structur-

ing tasks in a way that planning and reflection follow each other in short cycles, and (3) using work forms aimed at getting to know and use each other's qualities and expertise to include each other's perspectives in decision making. Interventions in combination with characteristics as wicked problems, giving responsibility, time to learn and diversity of stakeholders appear to promote the development of adaptive ability, self-directed learning and multidisciplinary collaboration.

Keywords hybrid learning environment, boundary crossing, adaptive ability, self-directed learning, multidisciplinary collaboration

Juliëtte A. Beuken, Daniëlle M.L. Verstegen, Mara E.J. Bouwmans and Diana H.J.M. Dolmans, A reflection on the doctoral thesis "Waves towards harmony. Learning to collaborate in healthcare across borders."

Abstract Collaboration in care across borders (cross-border care) offers opportunities for healthcare in the border region, but such collaboration is challenging. If we know how healthcare professionals can learn to collaborate across borders, we can make optimal use of cross-border care opportunities. We investigated two main questions in this thesis: 1) What are the perspectives and needs of healthcare professionals and patients in cross-border care in a European border region? and 2) How can education designed with practical needs and theoretical insights support cross-border care? Research showed a lack of understanding of differences between healthcare systems and healthcare professionals from different countries, leading to challenges for both healthcare professionals and patients. Educational interventions for cross-border care based authentic, collaborative and reflective learning principles, offer opportunities to enhance this understanding. However, international differences pose challenges not only for care, but also for learning. Healthcare professionals from different countries need to learn not only across literal borders, but also across the boundaries of their *community of practice*. Patients can provide important input, given their unique perspective on the cross-border care process. Finally, every cross-border care situation is unique. Educational interventions and underlying learning principles will need to be adapted to the context.

Keywords healthcare, international, collaboration, interprofessional learning, educational design

Kariene Mittendorff and Annedien Pullen, Reflection within technical higher professional education: experiences and needs of students and teachers

Abstract Educating reflective professionals is increasingly being defined as goals for future education and programmes in higher education are therefore being challenged to

give students' reflective skills a place in their curriculum. At the same time, we see that teachers find it difficult to properly organize and guide reflection activities, and teachers of technical programmes often find this even more difficult, for example because of the linguistic form in which reflection often takes shape. The theme does not always seem to fit well with their target group (students) but also not with their own repertoire. This article reports on a study of the experiences (and needs) of students and teachers in five technical higher education programmes when it comes to the use of reflection within their programme. For this purpose, teacher teams and students from different years of studying were interviewed (in groups). The results show that many of the students and teachers interviewed have similar opinions or experiences regarding the current and desired situation. Four important themes offer starting points to better integrate reflection into (technical) educational practice: developing a joint vision on reflection (in the team), improving reflection activities in the curriculum, improving guidance during reflection and teacher professionalization.

Keywords reflection, teaching skills, science and engineering studies

Jan Pouwels, The need of conflict education in higher education

Abstract In this paper, the concept of conflict-education is introduced. Conflict is defined as: a conflict is an issue, over which different groups or parties are fighting. Higher education has two core tasks: certainty-providing education and uncertainty-investigating education. The first one is conserving knowledge and culture, the second one is focusing on transformation and innovation. However, this second task is underdeveloped. Conflict education uses professional and societal conflicts to realize such education. What we probably need is adapted education and tutoring of teachers, curriculum development, and new teaching strategies to make this second task come true.

Keywords conflict education, counter speech, higher education

Elke Emmers, Ruth Stevens, Sarah Doumen, Lindsay Everaert, Iris Decabooter, Ilse Engelen, Dorien Jansen and Reinhilde Pulinx, Lessons from the Eurydice report: a Flemish reflection on equity and inclusion in higher education

Abstract The Eurydice report '*Towards equity and inclusion in higher education in Europe*' was published in March 2022. This report analyses the current alignment of European higher education (HE) systems based on ten principles and guidelines that refer to equity and inclusion as agreed upon by all European Higher Education Area (EHEA) countries and regions. These principles and guidelines provide a blueprint for improving the social dimension in HE. However, Flanders scores moderately: many regions precede

us while Flanders aims to pursue 'state-of-the-art education'. Since the Eurydice report describes top-down European policy, proper understanding of this report requires thorough reflection from the regional context. This article provides a narrative summary of the Eurydice report with a clear translation to the context of HE in Flanders based on scientific insights. It critically reflects on: (1) the ten Eurydice guidelines, (2) the current positioning of Flanders, and (3) the road ahead for HE in Flanders in terms of equality and inclusion. Additionally, this artikel indicates the required focus by HE institutions and the associated broad group of stakeholders such as local governments, spatial designers and support services. Conclusion: the Eurydice report published in March 2022 emphasizes the potential for Flanders to foster equity and inclusion in the realm of higher education. This can be achieved by placing importance on a shared language with clear definitions, establishing accountability mechanisms at various levels, and adopting a comprehensive approach to ensuring equal educational opportunities. It is suggested that Flanders' legislation moves away from excessively targeted policies aimed at specific groups.

Keywords inclusive education, equity, transition priorities, narrative analysis, Eurydice

Pieter Verschuren, Research in higher professional education: operation successful, patient died

Abstract The last two decades Dutch hbo-institutions are incorporating the phenomenon of scientific research. There are some worries about how this takes place. These concern the fit of the hbo-research to: (a) the call for practice-oriented research in the Netherlands, and (b) what research skills students need during their later professional lives. These problems result from the orientation of hbo-research on the production of *generic* knowledge as embodied in practical theories. Both problems may be relieved by opting for practice-oriented research producing *specific* knowledge, suitable for *direct* support of purposive human action.

Keywords utility, purposive action, generic against specific knowledge, practice-oriented research, planned change

Klaartje van Genugten, Marcel van der Klink and Jan van den Akker, Eight features of sustainable educational innovations

Abstract Many educational innovations intend to produce sustainable results, but in practice sustainability is rare. This raises the question how innovations in higher education can be more sustainable, which is addressed in this literature exploration. A first keyword search yielded few results from empirical studies about the characteristics of sustainable innovations in higher education, so the search was extended to education

in general. This yielded 132 sources. After application of selection criteria 37 sources remained. Although definitions of sustainable innovation differ, a common denominator is the focus on changes that sustain over time, and that have an effect on the daily routines of people. The changes influence the learning results of students and also result in changes in routines of teachers. Additionally, they are embedded in the organization. The definitions imply that sustainability is not the end phase of the innovation process, but that sustainability starts from the beginning of the process. Although many more characteristics of sustainable innovations are mentioned in the literature, eight of them are frequently listed: leadership, teacher learning and development, communities, evaluation, focus, commitment, continuity of resources and communication. These characteristics are not interchangeable: the more they are in coherence, the more sustainable the innovation. As empirical research on sustainability of innovation in higher education is scarce, the authors plead for more (effect) studies. A recommendation for the practice of innovation is to take into account indeed all eight characteristics.

Keywords sustainable educational innovation, educational innovation, sustainable educational change, higher education