Tips

to realize

High Impact Learning that Lasts

1.urgency,gap, problem

1. Start with a problem, as real as possible
2. Be open to a real problem and involve the problem owner
3. Start with a case or an authentic situation, if possible formulated by a third party
4. Work with authentic material
5. Go outside, view and visit reality
6. Provide strong argumentation that exposes gap: show the problem to the learner
7. Invest time to have the learner explain how he sees the gap
8. Formulate team goals and individual goals
9. Let formulate learning goals
10. Make a brief learning report
11. Discuss this
12. Start discussion with problem owner
13. Let learners figure out how the problem could be solved and facilitate the search (without chewing the solution)
14. Selfmanagement & learner agency
15. Trust the learner, give learners responsibility
16. Make sure you know the learner (remember names)
17. Have individual goals (or team) formulated
18. Give possibility to determine the learning process
19. Allow flexibility in solutions and solution routes, stimulate own solution routes
20. Allow choice and respect the consequences of choices
21. Give space to reflection
22. Build a culture where mistakes are allowed (start with yourself)
23. Lead by example - part 'failure stories' - manage reactions to mistakes by others
24. See feedback as a learning process component, plan your feedback
25. Use med-period reviews as a coaching tool
26. Give selective, group-oriented feedback
27. Provide adequate feedback on task and process
28. In addition to critical feedback, give a lot of positive feedback
29. Turn learners into peer-assessors
30. Select stronger in the relevant content that is offered, focus on depth
31. Use real case material from reality
32. Bet on teamwork

3.Cooperative, interaction & coaching

**Coaching / peerlearning**

* at the right time, provide enough time
* Open, clear, honest communication style
* Show understanding, do not take a stand
* Respect emotions, talk about it
* Let learner take his own responsibility
* Encourage, push boundaries
* Constructive feedback on task and process

**Coöperative learning**

* Collaboration
* Each individual has his own input
* Individual responsibilities and tasks

**Collaborative learning and teamlearning**

* Let work in groups (3 to 7 people)
* Stimulate and facilitate collaboration
* Stimulate sharing; there are no bad ideas
* Allow information sharing between groups
* Team works autonomously with coach (quality of output increases)
* Interdependence of teams and subteams needed
* Work from talents of group members
* Coach is not an expert but a partner and learns too
* As a coach also collaborate and learn together
* Do not compare learning
* Give freedom to learners
1. Hybride learning
2. Think about alternative forms of presentation
3. No pure knowledge transfer
4. Helping to actively construct knowledge, tasks focused on the construction of knowledge
5. Much attention to prior knowledge and preconceptions
6. Vary enough in each learning trajectory
7. Request feedback on the hybrid learning environment from the learner
8. 'Variation is the key of learning' (F. Marton)
9. Action and knowledge sharing
10. Provide authenticity in learning: case, project, problem, material, simulation, etc.
11. Provide active realistic exercises
12. Integrate lesson contents of different courses
13. Problem-based education
14. 'Learning by doing‘
15. Stimulate peer discussion, interaction
16. Stimulate individual reflections, then to 'small group discussion' and consensus and ten finally on 'whole group agreement' (P. Rosseel)
17. A lot of feedback (feedup, feedback, feedforward)
18. Do not work frontally, in a classroom setting, but use as many round tables as possible.
19. Flexible learning space

No methology; =mindset of the teacher (openess to the chances in the environment)

1. **Spontaneous learning moments**
2. See every moment as a moment to learn something
3. Leave the planning when something presents itself
4. Encourage flexible and spontaneous learning
5. Link spontaneously learning to formal joint learning
6. Provide discussion moments; networks; social interaction
7. Give time to experiment, opportunities to search and to make mistakes
8. Provide a safe learning environment
9. Encourage informal chats and meetings; exchange work between peers
10. Stimulate sharing information sources
11. Stimulate own learning goals
12. **Reflection, together and individual**
13. Plan and take time for brainstorming
14. Make space for thinking along and planning (learners agency)
15. Stimulate awareness of what one is learning
16. Consider what has been learned, see what is learned next to product or set goals
17. Let informal learning always in the hands of learner (self-directed)
18. Provide learning output from spontaneous learning, ask reflective questions
19. **Support and / or inspiration**
20. As a teacher inspire others
21. Do not strictly follow a manual
22. Invite learners to inspire each other
23. Invite external people to come and speak
24. Attention to networks
25. assessment for learning
26. Integrate learning and assessment
27. Also use group assessments in addition to individual assessment
28. Assess about different modules, courses, courses
29. Pay more attention to the process in the assessment
30. Focus on strengths and talents
31. Use interim discussions
32. Qualitative assessments instead of points
33. Assessment is part of the learning process
34. Self-, peer-, or co-assessment as method or part of the learning process
35. Never assessment with stress: is never a learning moment