

Teacher professional learning in the context of innovations in higher education

Introduction

Higher education in The Netherlands is in the midst of a host of innovations in teaching and learning: Learning analytics, personalized learning pathways, flipped classrooms, competency-based teaching, collaborative learning in interdisciplinary projects, challenge-based learning, and technology enhanced learning are only a few examples of such innovations. These innovations require different roles from teachers. A variety of professional development initiatives is being practiced, for instance workshops, teacher research, learning through reflection, peer coaching, 'scholarship of teaching and learning' programmes, lesson studies, learning communities and networked learning. However, a solid knowledge base founded on research about whether, how and why different approaches work in different contexts is lacking. Moreover, research on teacher professional development is often disconnected from research on student learning.

Objective

This NRO practice-oriented research project aims to answer the question whether, how and why different approaches to teacher professional learning and development work for different innovations, contexts and populations. This will be done by conducting a literature study, conducting a broad as well as an in-depth study of existing cases, and an intervention study, in which data will be collected on the innovation (context), teacher activities, support for teachers, teachers' learning and the effect on students.

Consortium

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