Application Form Comenius Leadership Fellow 2022

About the project

Administrative details

About the project	
Title	Organizing Purpose Driven Learning
Coordinating institution	Saxion University of Applied Sciences
Location	Education and Student Support | Education Innovation Hub
Duration of the project	1-5-2022 until 1-10-2025
Requested budget	€499.600,-

Summary

The new role for education is to align students' sense of purpose with societal challenges. This educational paradigm needs to center on purpose, not on profession. Its challenge is to render justice to the individual's purpose in relation to the world. The students' personal development needs are the starting point for learning. Learning must no longer be exclusively based in school buildings, but rooted in reality, with real world people and resources, while all parties involved learn.

Purpose driven learning occurs in three main, interrelated settings, in which neither learning activities nor outcome are pre-defined:

- home groups: learning communities of students identifying and pursuing their purpose;
- project learning communities: consisting of students, professionals with a common goal;
- modules: students choose modules within the university or elsewhere in the world, physically or online.

Transforming education in the current configuration of accredited programs into such a new practice, is not feasible. Therefore, this project's focus is on students with difficulty in finding a fit in the range of existing curricula. Students will find their purpose. When ready, they themselves choose whether to resume their study in a degree program. The project will result in an operational prototype for tomorrow's education: a non-prescriptive annually evolving program. The innovation will include:

- increased student autonomous motivation and agility;
- validation is an ongoing process and rewarded through e.g. micro-credentials;
- establishment of public-private partnerships for the benefit of society;
- identification of critical factors in the organization of future educational practice.

Word count *summary*: 250

Popular summary
De nieuwe rol van het onderwijs is het verbinden van *sense of purpose* van studenten met maatschappelijke uitdagingen. Dit stelt studenten in staat om hun autonome motivatie te ontdekken en te ontwikkelen in de maatschappij. Door te werken in leergemeenschappen die nauwe samenwerking met het werkveld mogelijk maken, bereiden we studenten voor om de *agile* professionals van morgen te worden.

Dit project resulteert in een operationeel prototype voor het onderwijs van morgen in de vorm van een niet-voorschrijvend jaarlijks onderwijsprogramma. Daardoor kunnen studenten die moeite hebben om aansluiting te vinden in het huidige onderwijs, hun *purpose* identificeren en omarmen.

The new role for education is to align students' sense of purpose with societal challenges. This empowers students to find their purpose by stimulating them to discover their autonomous motivation for contributing to societal challenges. Through working in learning communities that facilitate close cooperation with workfield professionals, we prepare students to become tomorrow's agile professionals.

This project results in such an operational prototype for tomorrow's education. It will establish a non-prescriptive yearly education program. In this project, activities are focused on students who have difficulty with fitting in current education, to identify and embrace their purpose.

Word count *Popular summary:* 195

Project proposal

Formulation of the problem

In today's world, tackling emerging societal challenges as summarized in the 17 United Nations Sustainable Development Goals [1] require new, disruptive ways of thinking, acting, and cooperation. It is up to Saxion, other educational institutions, and the workfield to enable future professionals to contribute to solving these societal challenges [1,2]. Since 2010, companies have initiated collaborations with educational institutions to set up public-private partnerships (PPP's) [3]. These PPP's cooperate on an equal footing, with a common goal, shared commitment, and financing. An example of a PPP is B-Corp Twente; an initiative of collaborating conscious businesses that enhance their business models in order to benefit society [4]. Nevertheless, education has not yet embraced these PPP's fully to enable student learning [3].

The upcoming generation Z-students (born between 1995 and 2010), the so-called Netflix generation, is the first to have grown up with technology as we know it today. They are accustomed to having on-demand offerings, being constantly online where they can retrieve information in the form that is convenient for them [5,6]. Prior research [5,7] shows that Z-students prefer to engage in community opportunities targeted at underlying societal problems (e.g., poverty) rather than short-term solutions (e.g., one-time activities). From that perspective, Z-students favor hands-on learning in education so they can contribute to and directly apply their learning experiences in real life [5]. In our view, these students are purpose-driven and have a need for developing themselves while working towards their purpose. Thus, here lies a new role for education: to align students' sense of purpose with societal challenges [2].

Currently, higher education is not equipped to align with Z-students' demands. Four main reasons support this statement. Firstly, higher education offers mainly pre-defined programs [8] with emphasis on its qualifying function [8, 9]. Consequently, many students have not found their purpose and are making inappropriate program choices, which inherently results switching between studies, and/or eventually dropping out [10]. Secondly, educational institutions have been unable to continuously incorporate state-of-the-art knowledge from outside in their degree programs. Meaning, collaboration between educational institutions exists, but students do not have the opportunity to compose their own knowledge base by following modules from worldwide institutes [11]. Thirdly, organizing learning responding to societal challenges is complex [2] due to existing pre-defined learning outcomes for students. Several educational innovation projects within Saxion and other universities of applied sciences are embedding societal challenges in their education (e.g., Smart Solution Semester). However, this happens only to a limited extent, as it has to fit existing curricula. The latter is explained by the fourth reason, current funding and accreditation regulations [12] must ensure that students are equally qualified. Consequently, this hampers educational initiatives that call for new ways of thinking, acting and cooperating [2].

In short, within current education (i.e., prescriptive programs) it is difficult, unorganizable, and far too uncertain to service and facilitate students' personal development needs. Therefore, this proposal for innovation is the first step towards a new student purpose-driven learning model.

Innovation

To respond to societal challenges and meet the needs of next generations of students, a new agile learning model is required. A model that facilitates a learning environment in which students' personal development needs are the starting point and where students learn to grasp the complexity of the workfield. One in which both the content and the organization of education is fundamentally anchored in social reality, thereby empowering students to discover their autonomous motivation for contributing to society [11]. Students that are autonomously motivated are already implicitly working towards their purpose [13]. Education can foster autonomous motivation supporting students' basic needs of self-determination: autonomy, competence, and relatedness [13, 14].

By using students' need for development as a starting point, students should have the opportunity to choose their societal challenge and modules compatible with their learning needs. This way, education stimulates students to compose a personal learning route that aligns with their purposes. To cope with the flexible nature of purpose-driven learning and the future challenges students will face, requires them to be agile. In this proposal, agility is approached from the workforce agility concept [15]. This encompasses pro-activity, flexibility, and resilience. From an

educational point of view, the role of education shifts towards facilitating learning in, with and for reality – societal challenges – in collaboration with companies and institutions. This innovation aims to close the gap between student and the need in the complex society for agile educated people.

Within this three-year Comenius project, we will launch a gradually evolving and renewing year program. The year program consists of three elements: learning communities (LC's), societal projects, and modules. The target group of this program consists of students who have not found their purpose yet and cannot find a study program that fits their interests. The year program provides students with the opportunity to reorientate on their purpose and offers a fitting program in which they can develop personally and professionally. The benefits are:

- students find their purpose and know to what they would like to contribute, and which study program suffices their learning needs;
- students no longer have to quit or delay their study, since learning outcomes of the year program are redeemable for exemptions of, for example, minors and/or modules of their study program;
- students can catch up with the regular four-year program when they choose to continue their study;
- lower costs related to drop-out and study delays for both students and Saxion.

The main learning activates in this project are facilitated through LC's (explained at home groups section). Therefore, as shown in Figure 1, there are three distinct layers in the design of the year program of which the first two are LC concepts:

- home groups;
- project learning communities (PLC's);
- modules (M).

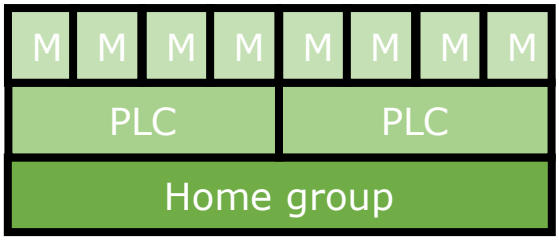


Figure 1. Layered design of year program

Home groups

In the year program students participate with other students in a so-called home group, with the intent to identify individual purposes, motives, talents, and advance each other's learning, support each other in mapping out learning routes (i.e., selection of modules and projects). Students collectively formulate both individual and group learning goals for the duration of the LC. A facilitator provides team coaching to promote learning among students in the LC.

These home groups are the backbone of Saxion's new educational philosophy [16]. The home groups are LC's with a maximum of twelve students. These home groups are partly based on insights from LCs within honours education. In the context of Saxion' honours education, which is based on the Saxion Honours Approach [17], deep understanding of how to effectively set up and facilitate LCs has been acquired. An LC develops gradually and is the desired consequence of conscious and competent actions of a trained facilitator [18]. To experience a group as an LC, a sense of belonging is essential, which concerns membership, reciprocal influence, common and individual expectations, and a shared emotional connectedness among participants [19]. Based on this learning process of community building, we developed the Honours Approach Eye-model (Eye-model) (Figure 2).

Through the Eye-model, a 'search and learn' process is facilitated that enables students to develop a professional identity grounded in personal identity while working together on a relevant societal challenge. In recent years, the Eye-model was developed through practice-based research on honours LC practices [18]. The Eye-model is also theoretically embedded, which is evident from the four pillars of the model: development (personal and professional) [13], community learning [20], authenticity (learning process and context) [21], and reflection [22]. The Eye-model depicts the individual process of each participant of an LC.

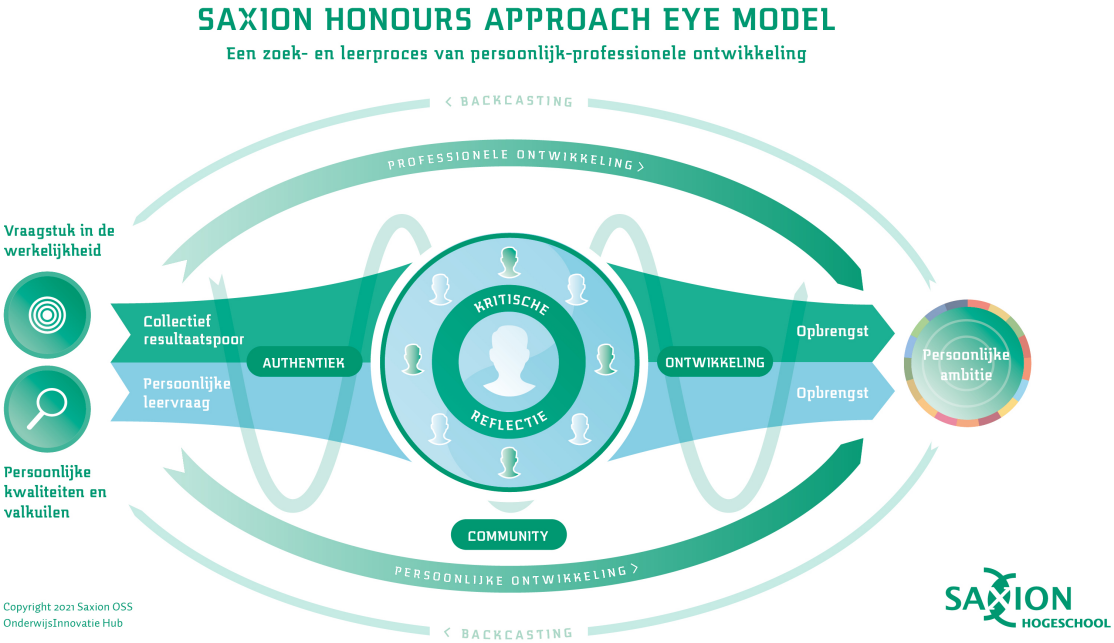


Figure 2. Honours Approach Eye-model

Project learning communities
Students choose to participate in one or more PLC's that are based on the principles of the Eye-model. Each PLC concerns one societal challenge and consists of students, workfield professionals, and a facilitator. The participation of workfield professionals is set up through a PPP [3] in collaboration with, amongst others, TNO and B-Corp Twente. As a result, students combine learning with production [23], both individually and as part of a group, and have the chance to become meaningful participants in organisations. Also, workfield professionals learn by formulating their own learning goals, gaining new perspectives on how their businesses can contribute to society. This could be a concept for lifelong learning of workfield professionals.

Modules
As part of purpose-driven learning, students choose modules based on their learning goals formulated in the home group. In this project we experiment with Saxion modules of all bachelor programs, using the range of modules already available at Saxion Parttime School and Saxion's MOOCS platform. Additionally, we will stimulate students to search for modules of other institutes with state-of-the-art knowledge, skills, and/or attitudes at any place in the world.

Validation of learning outcomes
Facilitating purpose-driven learning requires education to be agile (i.e., non-prescriptive). This inherently means that the year program cannot comply with the current bachelor program regulations. However, we aim to design an experiment where students can redeem learning outcomes into micro-credentials [24] badges and/or European Credits (ECTS) (at NLQF 6 level). Instead of these learning outcomes being determined in advance, they are generated during the learning process within the home group and PLC. Learning outcomes are validated through students' contribution to the LC's: in both the home group and the PLC's students have their learning outcomes continuously validated through individual and collective reflection and assessment.

Project objective & expected results

All activities in this project are designed to benefit the students' personal and professional development. Therefore, the main objective of this project is:

Autonomously motivated and agile students who are prepared for the future workfield.

To meet this objective, we expect to deliver the following:

1. An annually evolving and renewing year program, which facilitates purpose-driven learning that promotes students' autonomous motivation and agility, including:
    a. Rewarding learning outcomes with ECTS, badges, and/or micro-credentials to interchange them with bachelor program modules;
    b. Starting PPP's to benefit society;
    c. Organizing, financing, and facilitating modules from Saxion, possibly from other universities (of applied sciences) and (open) online providers.
2. Evidence-informed working principles of the Eye-model.
3. A facilitator profile for purpose-driven learning (which is a new role for faculty).
4. Ways to promote the personal and professional development of all LC's participants (i.e., students, facilitators, and workfield professionals).

Project plan

Within the context of this project, a year program will be developed, implemented, and researched in co-creation with students, facilitators, workfield professionals, and researchers. First, two subsequent small-scale programs will be developed to gain both scientific and practical insights for developing the year program [25]. This structure ensures that our proposal is reflected in educational and workfield practice. For the development of programs, we will use the Design Thinking method [26]. This employs a person-centered approach, distinguished by five iterative phases: 1) *Empathize*: insight into and understanding of the needs of the participants/users, 2) define and narrow the (person-centered) problem statement based on insights of the *Empathize* phase, 3) *Ideate*: generate and design possible solutions, 4) *Prototype*: implementation of the designed solution, and 5) *Test:* testing the implemented solution with participants/users. Based on the test results, the problem statement and possible solutions will be further defined and optimized [26].

Description of programs

We start by developing a ten-week program, which will be thoroughly evaluated. This program will focus on a specific target group: first-year bachelor students who doubt their bachelor program choice and/or are quitting their bachelor program. Based on our experiences and research outcomes (see Research activities section) we will develop a half year program. Within the half-year program, we will extend our target group to third- and fourth-year full-time students who choose to broaden their personal and professional development beyond their bachelor program. Building on our experiences and research outcomes of the half-year program, a year program will be designed, again expanding the target group by also including:

- students who want to explore possibilities before choosing a bachelor program, while simultaneously gaining workfield experience;
- students that are currently enrolled in a bachelor program who might want to switch to another program or are about to drop-out.

Ten-week program

Starting May 2022, the design of the ten-week program will revolve around students being part of a home group. The basis of the home group is the continuous dialogue in which the learning of all participants is discussed and reflected upon to create further understanding of one's identity. The composition of these home groups remains consistent to provide a safe base for participants' learning and development. Within the home group students take part in one or more short-term business projects (e.g., on-site dilemma sessions at companies) that match their talents, motives, and professional ambition. These projects challenge participants to come up with possible solutions to current societal challenges.

Half-year program

As of April 2023 - after the ten-week program evaluation - we will start the design of the half-year program. The half-year program comprises 30 ECTS that can be redeemed in a bachelor program. Students may participate in this program as a substitute for, for example, a minor. Building upon the ten-week program, instead of one-off projects, students work on one or more real workfield

assignments. These assignments again match students' talents, motives, and professional ambitions. They provide students with the opportunity to create solutions to complex workfield challenges.

Year program
The preparations for the year program start from the beginning of the Comenius project. This preparation period is necessary for the program to align with the regulations of higher education. Part of the preparations entails establishing PPP's within health, economics, technical, and creative sectors. Additionally, possibilities are explored regarding facilitation and financing modules of Saxion, other universities and online educational providers. Moreover, the interchangeability of learning outcomes within the program with bachelor modules and minors will be investigated, including the processes for assessment, and rewarding learning outcomes through ECTS, badges and/or micro-credentials.

The year program will be implemented in the third year. The design of the program builds further on the half-year program. In addition to home groups (including students and a facilitator), PLC's are established (including students, workfield professionals (PPP) and a facilitator). Additionally, students select modules to develop their knowledge, skills, and attitudes. Students choose from already available modules, both within Saxion and other universities worldwide.

Facilitation of the programs
Finding and training the right facilitators is crucial concerning the viability of these programs. The preparation includes developing and executing training for facilitators based on prior experience with LC's based on the Eye-model. In previous years, expertise has been gained in providing train-the-trainer programs with the envisioned way of working. These trainings will take place during the first and second years of the project. From the start of the ten-week, half-year, and year program the facilitators will train each other based on Lesson Study [27]. Facilitators will record a self-selected part of the LC activities, which is reflected upon by all facilitators during a follow-up discussion to provide feedback and learn from each other.

Research activities
For the research, we adopt an approach that aligns with the Design Thinking method (see Project plan section). Meaning, an approach that fits the *Test* phase and whereby insights gained from the ten-week program and half-year program cumulatively build towards an evidence-informed design for the year program. Whenever possible, we use (facilitator training) activities from previous phases of the Design Thinking as research data (e.g., output from the Lesson Study-based activities will be used as observational research data).

In line with the project goals, stimulating students' autonomous motivation and agility is the main focus. However, all participants of an LC (i.e., students, facilitators, workfield professionals) are regarded as learners (i.e., in addition to their joint goal, all participants work on their personal learning goals). Therefore, the research activities not only aim at providing insight into the motivation of and agility of students but also the personal and professional development of all participants. To align with the project in which participants of the LC's play a central role, the data analyses of the results following from the *Test* phase will have a person-centered focus: we aim to provide insight into inter-individual variability of the various participants (i.e., not only reporting group levels of aggregated scales but providing more detailed insight in the personal development of the different participants).

Table 1 provides an overview of the research activities. Below is indicated between brackets how the research activities are related to the research goals.

Research goals
We aim to provide insight into:
1. the development of students' autonomous motivation and agility **(Qs, Fs)**;
2. the development of facilitators' autonomous motivation and agility **(Qf, Ff)**;
3. the extent to which, from the perspective of facilitators and workfield professionals, the program contributes to students' autonomous motivation and agility **(Ff, Of, Iw)**;
4. the personal and professional development of students, facilitators, and workfield professionals **(Fs, Ff, Iw)**;
5. effective principles regarding the program that contribute to students' autonomous motivation and agility **(Olc, Of)**.

Table 1. Overview research activities

Research activities	**Description**
Questionnaire students **(Qs)**	Questionnaire based on validated questionnaires that measure autonomous motivation and agility (e.g., existing questionnaire to measure motivation profiles; [14,28] In order to capture participants development, questionnaires are administered at multiple moments.
Questionnaire facilitators **(Qf)**	
Focus groups of students **(Fs)**	The focus groups further complement the questionnaires: we will elaborate on the outcomes of the questionnaires, connect these to elements of the program, and gain insight into personal and professional development of the participants. (Note: with focus groups of facilitators, we also focus on the extent to which they perceive students' autonomous motivation and agility have been promoted by the program.)
Focus groups of facilitators **(Ff)**	
Observations within the LC **(Olc)**	Each participating facilitator records a self-selected part of the LC activities. Researchers will code: 1) these recordings for the purpose of implementation validity, and 2) the follow-up discussion for the purpose of understanding which and in what way elements of the program contribute to student motivation and agility.
Observation of the follow-up discussion of selection of the Olc **(Of)**	
Interviews with work-field professionals **(Iw)**	Semi-structured interviews to gain insight into the extent to which work-field professionals perceive students' autonomous motivation and agility have been promoted by the program, and into their own personal professional development.

The breakdown of the different research activities over the duration of the project, is shown in Table 2. Questionnaires are administered during all iterations. For all other research activities, only the first iteration of each program is used for research purposes. For the ten-week program, the first *two* iterations are used. The research results from the ten-weeks program will be incorporated into the design of the half-year program; the research results from the half-year program will then be included in the first draft of the year program.

Table 2. Overview of research activities and program iterations for the duration of the project.

Research activities	**N per iteration**	**2022/2023**				**2023/2024**				**2024/2025**			
		Q1	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Ten-week program													
Questionnaire student (Qs) & Questionnaire facilitator (Qf)	≈ 40 s, 4 f		B&E*	B&E	B&E		B&E						
Focus group student (Fs) & Focus group facilitator (Ff)	≈ 10 s, 4 f		End	End									
Observation (O/Of)**	≈ 8		4 x	4 x	4 x		4 x						
Half-year program													
Questionnaire student (Qs) & Questionnaire facilitator (Qf)	≈ 30 s, 4 f							Begin	End				
Focus group student (Fs) & Focus group facilitator (Ff)	≈ 10 s, 4 f							End	End				
Observation (Olc/Of)**	≈ 4							4 x					
Year program													
Questionnaire student (Qs) & Questionnaire facilitator (Qf)	≈ 30 s, 6 f									Begin	End		End
Focus group student (Fs) & Focus group facilitator (Ff)	≈ 10 s, 6 f										End		End
Observation (Olc/Of)	≈ 6									6 x		6 x	
Interviews (I)	≈ 3										End		End

*At the *beginning* (B) and at the *end* (E) of the quartile.
** In red recording of lessons is retained as red colored lesson observation are for facilitator professionalization purposes only; coding of these observations for research purposes does not occur more frequently than indicated in black.

In numbers this results in research results based on:
Ten-week program:
4 iterations * 40 students = 160 students.
Facilitators involved: 4 per year, every year 2 new facilitators.

Half-year program:
1 iteration * 30 students per half year = 30 students.
Facilitators involved: 4 part-timers per half year.

Year program:
1 iteration in 1 year * 30 students = 30 students.
Facilitators involved: 6 part-timers per year.
PPP's: 2 to 8

Risk analysis

We see three possible risks regarding the implementation of the project:

1. *The three programs are newly developed and executed, therefore a high priority is to recruit students for the programs.* Management measures: Approach steered by the experience of related projects, such as "First 100-days program", using the study coach network intensively and seeking integration of the year program in the bachelor program, so that it yields ECTS for the participating students.

2. *Lack of support from teachers and other professionals in higher education. For the educational concept to succeed, a completely different mindset among teachers is needed*. At the start of the project, we will work with the instigators of this way of thinking, but gradually more and more teachers will have to join. Management measures: first, involving teachers from Saxion's Top Talent program who already have experience with the envisioned way of working. Second, clear communication of goals and results achieved (+/-) to all stakeholders. Third, offering targeted training (based on 'practice what you preach'). Fourth, continue to emphasize that this is a different route to students' personal and professional development and that it is here to stay. Finally, it fits in with Saxion's change that is being deployed to guide students in other ways. Therefore, cultural change is also deployed at other departments within Saxion.

3. *A lack of clarity as to whether the final level of achievement of the participating students is guaranteed*. Management measures: Set up an examination board for all three programs. This board makes decisions on education insofar as it is part of the regular bachelor's program of the participating students (resulting in ECTS relevant to their specific bachelor programs). The board also monitors the quality of the assessments and the intended final level of achievement. As part of the experiment, we also record the experiences of the examination board for further learning. Additionally, the personal and professional development of the students is clarified using various tools (e.g. skills passports, badges and narratives).

Project planning

In Table 3 on overview is presented of the project and research activities. Research activities have been *italicized.*

Table 3. Overview of project planning

Period	Programs	Core activities of Design Thinking [26]		
		Empathize & Define	**Ideate & Prototype**	**Test & Implementation**
2022 *May – July* Start of the project	Preparation	- Run project by Saxion Ethics Commission - Kick-off project with project team - Executing stakeholder analysis for all three programs	- Prepare (research) materials, such as consent forms - Prepare examination commission for all three programs	- Marketing Ten-weeks program among Saxion's students - Structure Data Management - Install examination commission for all three programs
	Year program (1)	- Set up a team to prepare year program - Prepare PPP's within health, economics, technical and creative sectors - Exploring modules possibilities: modules of Saxion, Dutch higher education institutions or (open) online providers, and financing these modules - Exploring interchangeability of learning opportunities for bachelor modules, and processes for assessment and rewarding study results - Exploring use of micro-credentials, badges and/or ECTS for rewarding study results		
	Half-year program (1/2)	- Set up a team and program for facilitator trainings - Exploring positioning of Half-year program within bachelor programs (e.g., as a minor) - Prepare marketing for Half-year program		
	Ten-week program (1/4)	- Kick-off with stakeholders, project team and facilitators - ***Research Empathize phase, including:*** *-- Collecting best practices and retrieving insights from (related) projects* *-- Analysis of targeted end users* *-- Interviewing stakeholders* *-- Reviewing literature* *-- Documenting program*	**Information spreading, design and preparing, including:** *-- Presenting insights of previous (related) projects and programs* *-- Preparing (research) instrumentation* -- Designing program -- Involving relevant stakeholders -- Prepare facilities, activities, and roster	
2022-2023 Sept – July First Year	1	- Prepare year program *- Analysis of targeted end users* *- Interviewing stakeholders from secondary and vocational schools* - Continuing: PPP's, interchangeable learning opportunities, modules, rewarding study results, and assessment.		
	1/2	- Kick-off with stakeholders, project team and facilitators *- Research Empathize phase, including described activities above*	- Information spreading, design and preparing, including described activities above - Designing facilitator trainings - Prepare registration options for students (collaborating with current program (e.g., minors) within Saxion)	- Marketing Half-year program among Saxion's students - Execute facilitator trainings
	1/4			**- Start of program (3 cycli), including:** -- Intakes with students -- Weekly student meetings -- Facilitate LC's ***- Research test phase, including:*** *-- Data collection* *-- Analysis of data* *-- Report and dissemination (to Comenius Network)*
2023-2024 *Sept. – July* Second Year	1	- Kick-off with stakeholders, project team and facilitators *- Research Empathize phase, including described activities above* - Continuing: PPP's, interchangeable learning opportunities, modules, micro-credentials, and assessment.	- Information spreading, design and preparing, including described activities above - (Re)designing facilitator trainings - Involving PPP's - Prepare registration options for students	- Marketing Year program among students of Saxion, secondary, and vocational schools - Execute facilitator trainings
	1/2	- Kick-off with stakeholders, project team and facilitators		- Start of program, including described activities above *- Research, including described activities above.*
	1/4		*- Presenting insights of previous (related) programs* - Redesigning program	- Execution of program (3 cycles), including described activities above *- Research test phase, including described activities above.*
2024-2025 *Sept. – July* Third Year	1	- Kick-off with stakeholders, project team and facilitators		- Start of program, including described activities above *- Research test phase, including described activities above.*
	1/2		*- Presenting insights of previous (related) programs* - Redesigning program	- Execution of program (2 cycles), including described activities above *- Research test phase, including described activities above*
	1/4		*- Presenting insights of previous (related) programs* - Redesigning program	- Execution of program (3 cycles), including described activities above *- Research test phase, including described activities above*
2025 Sept – October Wrap Up	1, 1/2 & 1/4			*- Wrap up* *- Report and dissemination (scientific & professional publications)* *- Reporting to Comenius Network*
Throughout project	Overall			- Setting up each phase of the project - Organizing project team meetings - Financial management - Facilitating networking opportunities - Reporting and participation in Comenius network

Project team composition

The team is built around a shared vision and mission to create futureproof education. Consisting of educational innovators, students, and workfield professionals. Together we form a learning community based upon a variety of natural talents. Our team combines the power of vision, planning, execution, reflection, and assurance. We have a strong make-do spirit which we have proven in the Education Innovation Hub.

Name	**Organization**	**Function**	**Role in this project**
Aldo van Duivenboden	Saxion	Program manager	Project leader of whole project, project manager ten-weeks program and co-developer for all three programs
Marike Lammers	Saxion	Program director	Project manager Half-year and Year program and co-developer for all three programs
Nitie Mardjan	Saxion	Trainer, coach, teacher	Trainer of facilitators, co-developer for all three programs and facilitator of Half-year and Year program
Kris Holkenborg	Saxion	Educational designer, trainer, alumni honours student, University of Twente student	Project Support of whole project, marketing & communication coordinator, trainer for professionalization of facilitators and co-developer for all three programs
Mark de Lat	Eshuis Accountants & Advisors / Foundation BLocalOost	Founder / Partner	Co-developer PPP's
Ellen Oostenenk	Saxion	Project manager	Policy officer regarding micro credentials and PPP's
Raymond ter Woord	Saxion	Policy officer	Policy officer regarding quality assurance of project and its programs
David van Duivenboden	Saxion	Student assistant, alumni honours student, University of Twente student	Coordinator student assistants
Miriam Cents	Saxion	Researcher	Researcher, expertise in observational research and profiling motivation student types
Elise Eshuis	Saxion	Researcher	Researcher, expertise in research in honours education, specifically the Eye-model
Renske de Leeuw	Saxion	Researcher	Researcher, expertise in researching citizenship education and qualitative research methods
Nnb	Saxion	Teachers	Facilitators ten-weeks program
Nnb	Saxion	Support officers	Saxion departmental officers for support in matters concerning facilities and marketing - in contact with project support (Kris)
Nnb	Saxion	Student assistants	Supporting development of participating students in programs

Dissemination

Dissemination is three-fold, permanently on-the-go, periodically at formal and informal occasions and incidentally.

Ongoing:

- We launch a website providing information on mission, goals, strategy, development, and progress. It will consist of texts, photographs, links to partners and video materials. The website will include a blog with interactive features.

Periodically:

- Organizing quarterly periodic dissemination meetings and debates;
- Consultation and dissemination board meetings. Stakeholders and outsiders convene annually both for consultation and for inspiration purposes.
- We launch a podcast on our experiences eight times per year. In the podcast we invite a wide range of opinionated stakeholders and outsiders to share and exchange experiences, convictions, thoughts, and ideas.
- Reporting and participation in the Comenius fellowship network through traces and workshops.
- Bi-annual peer review sessions with individual sparring partners (other institutions for higher education).

Incidentally:

- Three on-demand workshops for interested teaching staff, education designers and managers.
- Two open-source journal articles on the designing and establishing process of the educational ecosystem (e.g., International Journal for Academic Development).
- One open-source journal article on research outcome: working mechanisms and participant experiences.
- Two presentations at national conferences (e.g., Vereniging hogescholen).
- Two presentations at international conferences (e.g. EARLI, EAPRIL, NCHC).

Word count project plan: 4964

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Budget

Use the .xls-format (can be downloaded via ISAAC) to provide an overview and explanation of the budget. Upload the budget separately via ISAAC. Make sure that the amount filled in on page 1 matches that of the budget in the format. If you declare matching, add a letter of guarantee at the end of this application form.

Administrative details of the applicant

Applicant	
Name, title, Institution	A. L. van Duivenboden MBA Saxion University of Applied Sciences
Faculty / academy / institute etc.	Education and Student Support | Education Innovation Hub

Professional Statement of the applicant

In my work as a self-employed interim manager, I have had the opportunity to look behind the scenes of many companies and institutions. I was called in when a team was not functioning, or a project was not running smoothly. In those twenty years, it struck me again and again how important the people who worked in those places were and how little attention had been paid to them. I saw many people get sick of their jobs and lose the connection with themselves and with their work. This eventually manifested itself in strained mutual relations. And then I had to fix it. To refocus them on the meaning of their work and how they manifest that together.

Then the same thing happened to me in 2012. After years of carrying out assignments, I started to feel that my work only had limited effects. After my departure, I saw the people I temporarily had in my care slip back into their old patterns. I lost the connection with my work and failed to see what my contribution to society was. My purpose was gone. After a difficult period in which I had to reinvent myself, it became clear to me what I had to do. I want to help young professionals get to know their motives and talents and become intrinsically motivated to contribute to a sustainable society. I want to use what happened to me positively for the benefit of the younger generation.

And what better place to achieve this than within the educational system? I started in 2014 as a team leader of 40 teachers within Saxion's International Business School. My first assignment was to design a new curriculum. During this assignment, I put my team in the spotlight by naming their talents, challenging them, giving them space, rewarding them, and viewing them more holistically. I also remained in constant contact with all team members. We flourished, were creative and innovative and wrote an ambitious manifesto. However, we ran up against a brick wall, and the desired customization did not fit within existing systems and management beliefs. As an example, I did not want us to write off students only on their English grade, while they were already running an international business with English as the 'lingua franca'. Or limit students' options when they had been asked by a multimillion-dollar company to work for them during their internship, minor and thesis period. The system and its people were simply not flexible enough for this.

In my view, education – the system, that is – is there to serve students and focus on development. Education should encourage students' flexibility, self-direction and capacity for innovation. In my opinion, this requires a fundamental change in the education system. We should no longer try to fit students into the system but ensure that the system facilitates students. We need to reach a tipping point. And that triggered me to take steps of my own. Because I want people to be more in touch with their motives and talents, and to know how to apply them to societal challenges that are bigger than their own interests.

I have experimented on this at an ever-increasing scale over the years. First with an honours program in 2016. The Conscious Business Lab lectureship followed two years later. Both programs worked primarily on gently increasing student awareness. Encouraging their curiosity when it comes to societal challenges. Guiding them in learning communities where they learn about themselves in relation to others. With companies whose business model brings together personal, social and planetary interests. In the end, students and teachers helped 35 companies to develop meaningful business models. I co-authored and self-published a book about this [4] that is used in economics courses at Saxion and several other universities of applied sciences.

It is 2021. The subject of educational innovation has found a place within the university. There is now a structural and program-based focus on it. The Saxion Educational Innovation Hub is a fact. And I am part of the core team. A team which has its origins in excellence education, where we explored disruptive innovations in education by turning them into small-scale experiments. From the Hub, which operates university-wide, I use my influence to innovate in education. The overarching theme of our work is to enable the depillarization of the university. Not only within programs and academies, but also with institutions, companies, and society as a whole.

Experiments aimed at micro-credentialing and PPP's provide us with greater insight into this. And that raises a question: What role does education have in this dynamic networked world?

The core of my vision is that all people have a talent and are needed in order to contribute to current and future societal challenges. This requires education that facilitates the individual developmental needs of all students and helps them to land in the right position and find their purpose. Education consists of personal and professional development in learning communities, collaborations with PPP's, and a flexible, modular supply of knowledge and experience. Education becomes the facilitator of learning and life-long development. Of the whole society. An environment within which individuals discover their motives and talents and find out how to apply them within a range of social interests greater than themselves.

To achieve this, education will have to reinvent itself. I would like to take the first step towards this together with the team of the Educational Innovation Hub. It is important to attempt things that have not yet been done and that are not tried and tested. They are exciting, push boundaries, make your toes curl and your buttocks clench. 'Is this going to work?', is the question. I will answer that question in three years. And that is why our innovation proposal is so important.

Word count professional statement: 963

Declaration of the Executive Board regarding the tasks and budget management

This project aims to develop an operational prototype for tomorrow's education. Aldo is especially suited to successfully lead this project and help Saxion disseminate outcomes in our organization. This is because he is one of the driving forces in Saxion Educational Innovation Hub, which was set up to initiate and bundle large Saxion-wide initiatives for educational innovation.

Based on his purpose-driven vision, he encourages students, faculty and managers to move with him. He is extremely collaborative, has a learning attitude and thus achieves appealing and innovative results. Additionally, he has experience with PPP's, in which education is provided together with companies. He is the instigator of the following developments that have significance as a Saxion-wide best practice:

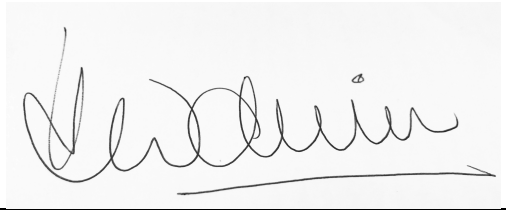
- Developing a curriculum of International Business and Management Studies based upon personal development, Conscious Business, and authentic assignments;
- Developing Honours program Conscious Business Challenge in which students work in learning communities on authentic assignments based on one's personal mission and contributing to the UN SDG's;
- Developing Conscious Business Lab research group, which helps companies to develop meaningful business models and develops lecturers to become agents of change.

We, as executive board of Saxion, gladly endorse Aldo as the single Comenius Leadership Fellow application by Saxion. We grant him and his project team the opportunity (in terms of time) to carry out the project as proposed in this application, appoint him as the budget manager of the material budget and provide him with the necessary staff and support.

Name	Signature
Authorized signatory; Name: J. Bonnink, MA LLM Director Education and Student Support 15-10-2021	

Declaration and signature of the applicant

☒ I hereby declare that I have submitted maximum one application in the Comenius programme 2022 (Teaching Fellows, Senior Fellows and Leadership Fellows);
☒ I hereby declare that I will not submit this proposal in any other public subsidy programme;
☒ I hereby declare that the results of this project will benefit students at initial, publically-funded education at a Dutch institution;
☒ I hereby declare that the information provided in this form is correct;
☒ I grant my permission to forward my full name, e-mail address and my application to the Ministry of Education, Culture and Science. In case this project proposal is granted, I grant my permission to forward this information to the secretary of the Comenius Network as well;

A. L. van Duivenboden 13-10-2021	Signature 

The application form (PDF-file) can be submitted through the online application system ISAAC. The closing date for submitting an application is **14 October 2021 at 14:00:00**.