



# Collections of good practices: user profiles and impact on professional development of users

Presentation at the ICED conference  
Sheffield, 12th June 2006

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# Introduction

- Mr. Gert Vanthournout
- Centre of Excellence in Higher Education  
University of Antwerp  
Combines staff development and educational  
research
- Collaborator in the 'For Example'-project  
(used in the study presented here)



## Other collaborators in this project/study

- Mieke Clement, Ph.D., Educational Support Centre, K.U.Leuven
- Anne Van Cauwenberghe, Coordinator Staff Development, Arteveldehogeschool Ghent
- Paul Pauwels, Ph.D., Coordinator Academic Development, Lessiushogeschool Antwerp
- Nicole Viaene, Ph.D. Coordinator Impulse-Centre for Educational Innovation, KATHO



## Description of a problem ...

- Various institutions devote a lot of time and energy to the construction of (online) collections of good practices.
- There are high expectations as to the impact of these collections (Ottewil, Shephard & Fill, 2002):
  - Arousing *interest* and *curiosity*
  - *Inspiring* others
  - Inviting people to *experiment* and implement
  - Stimulating *communication* and *discussion* about innovation
  - Prompting *reflection*
- **BUT:** there is hardly any evidence supporting these claims

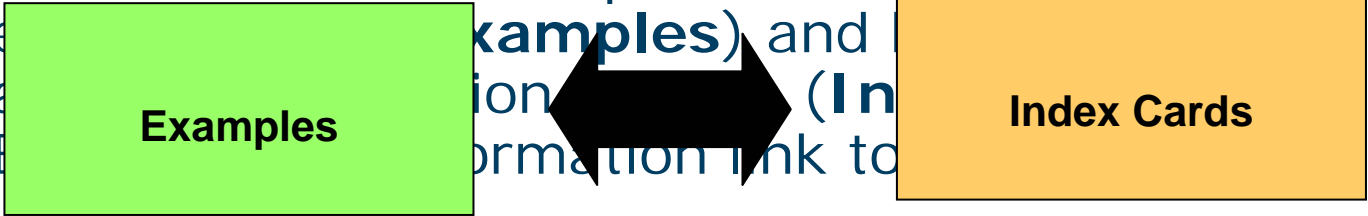


## ... Leading up to an exploratory study

- **Main research question:** What is the *impact* of consulting a collection of good practices according to the users themselves ?
- Taking into account 2 other variables:
  - *User profile*
    - Gender
    - Age
    - Frequency of visits
    - Role (teacher – student – educational support personnel)
  - Perception of the *usability* of the user interface



# ... using the 'For Example' collection as an instrument

- Collaboration between 6 institutions for higher education in Flanders
- Combination of descriptions of real-life learning examples and information  
A diagram illustrating the relationship between 'Examples' and 'Index Cards'. It consists of two rectangular boxes: a light green box on the left labeled 'Examples' and a light orange box on the right labeled 'Index Cards'. A thick black double-headed arrow connects the two boxes, indicating a bidirectional relationship or interaction between them.

**Examples** ↔ **Index Cards**
- Multiple search systems
- Explicit educational approach, designed for use in staff development activities

Context

Goals

Evaluation

Support

Content

Materials

Instruction

Tutor

Learning Environment

LEARNING ACTIVITIES

Students with particular characteristics

Omschrijving  
De casus is een zelfstudie  
In dit voorbeeld  
Coördinator

Bijhoort

- Peer-
- Probleem
- Maastricht
- Groep
- Zever
- Probleem
- activeren
- Casus
- Tutor

Zie ook

- Coördinator
- vroedk
- In de vroedk

onderwijs wordt binnen een modulaar systeem met de presentatie van

groeps grootte

5 < ... <= 20 20 < ... <= 50 50 < ... <= 100

evaluatie

scenario de

ment  
stuurd onderwijs 'Model

en als middel om voorkennis  
zicht vergroten  
de casemethode  
leemgestuurd Onderwijs

## gende voorbeelden

eren in werkcolleges binnen

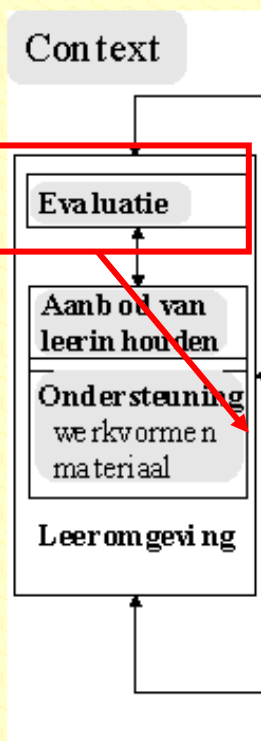
den 'Modulair curriculum  
n in 'Casusgestuurd

de gekleurde onderdelen van het schema

voor



klik h



## Criteria

type hoger  
onderwijs  
instelling  
opleidingsjaar

Arteveldehogeschool  
master 1 master 2

**Voorbeeld: Casusgestuurd onderwijs in de pediatrie binnen kinesithherapie**

**Evaluatie**

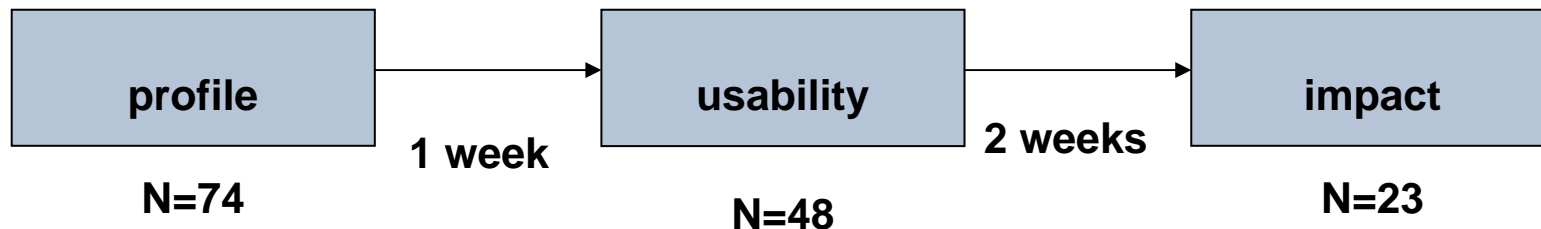
Binnen het interventiedomein pediatrie, en meer bepaald in het blok Developmental Coordination Disorder (DCD) wordt een **groepstaak** gekoppeld aan de probleemstelling (zie [bijlage 1.doc](#)). Ook deze taak maakt deel uit van permanente evaluatie. Aangezien de taak een groepstaak is, wordt eerst een globaal cijfer gegeven. Die score wordt nadien

[Voorbeeld van een scenario](#)  
[Leerdoelen verbonden aan een scenario](#)  
[Document ter ondersteuning van de](#)



# Design

- Target group: All visitors of the 'For example' collection between february 15th and april 15th
- Promotion for visiting the collection at collaborating institutions + incentive
- 3 online questionnaires:
  - Items rated on Likert-scales
  - Open ended questions





# Preliminary results (1)

1. Users profile shows a good spread (gender, age)
2. Older users more explicitly judge the collection as interesting and inspiring.
3. The usability of the interface was generally judged as good or very good. It therefore did not differentiate in the amount or form of impact.



## Preliminary results (2)

4. Visiting the collection is a personal experience.  
*Reason:* lack of time to communicate
5. Members of an educational support team visit the collection more often than teachers, although it is difficult to differentiate impact by role.
6. Although teachers find a collection of good practices inspiring and interesting, they do not search for this kind of tool by themselves. They need an incentive.

**Remark:** results are very tentative

- Number of participants
- Self perception



# The question remains ...

- ... Should staff developers incorporate collections of good practices in our (staff development) activities?
  - **Why (not)?**
  - **How?**