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SURF

ComeniusNetwerk de HogerOnderwijsVernieuwers

ECIO

Versnellingsplan Onderwijsinnovatie met ICT

Studeren tijdens de coronacrisis: vier typen studenten

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Juni 2021

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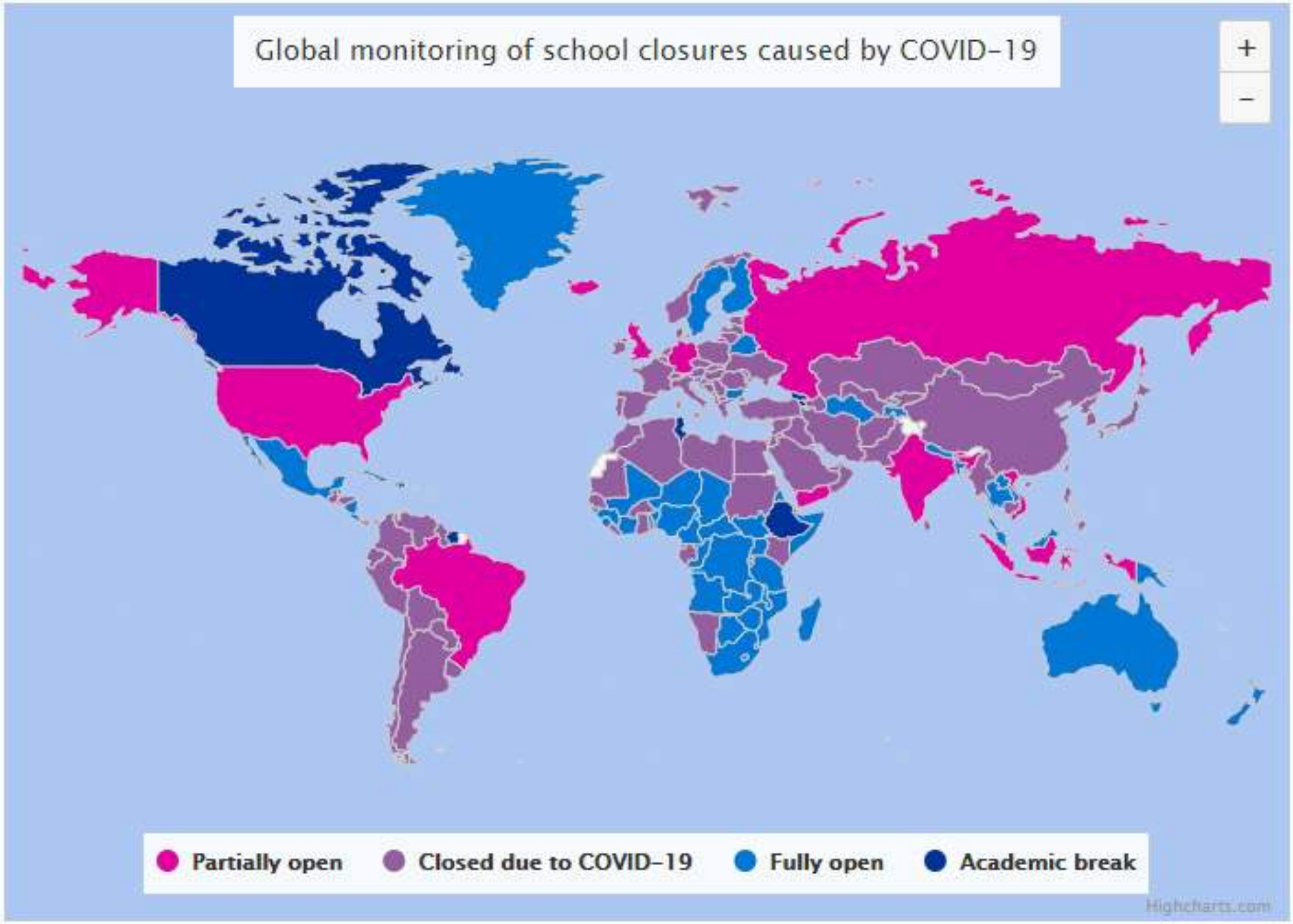

Visualize evolution over time.

16/03/2020

761,954,399 affected learners

43.5% of total enrolled learners

109 country-wide closures

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Emergency Remote Education

plotseling

niet gepland

geen keuze

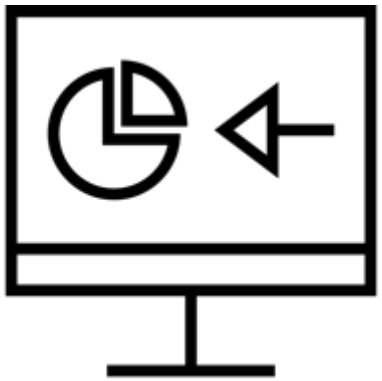
veel afleiding

minder toegang tot faciliteiten

Hoge autonomie

Zelfgestuurd leren

- Metacognitieve strategieën
- Resource management strategieën
- Cognitieve strategieën



Dresel et al., 2015; Panadero, 2017

Zelfgestuurd leren

Resource management strategieën

Concentratie / Aandacht

Motivatie regulatie

Tijdsmanagement

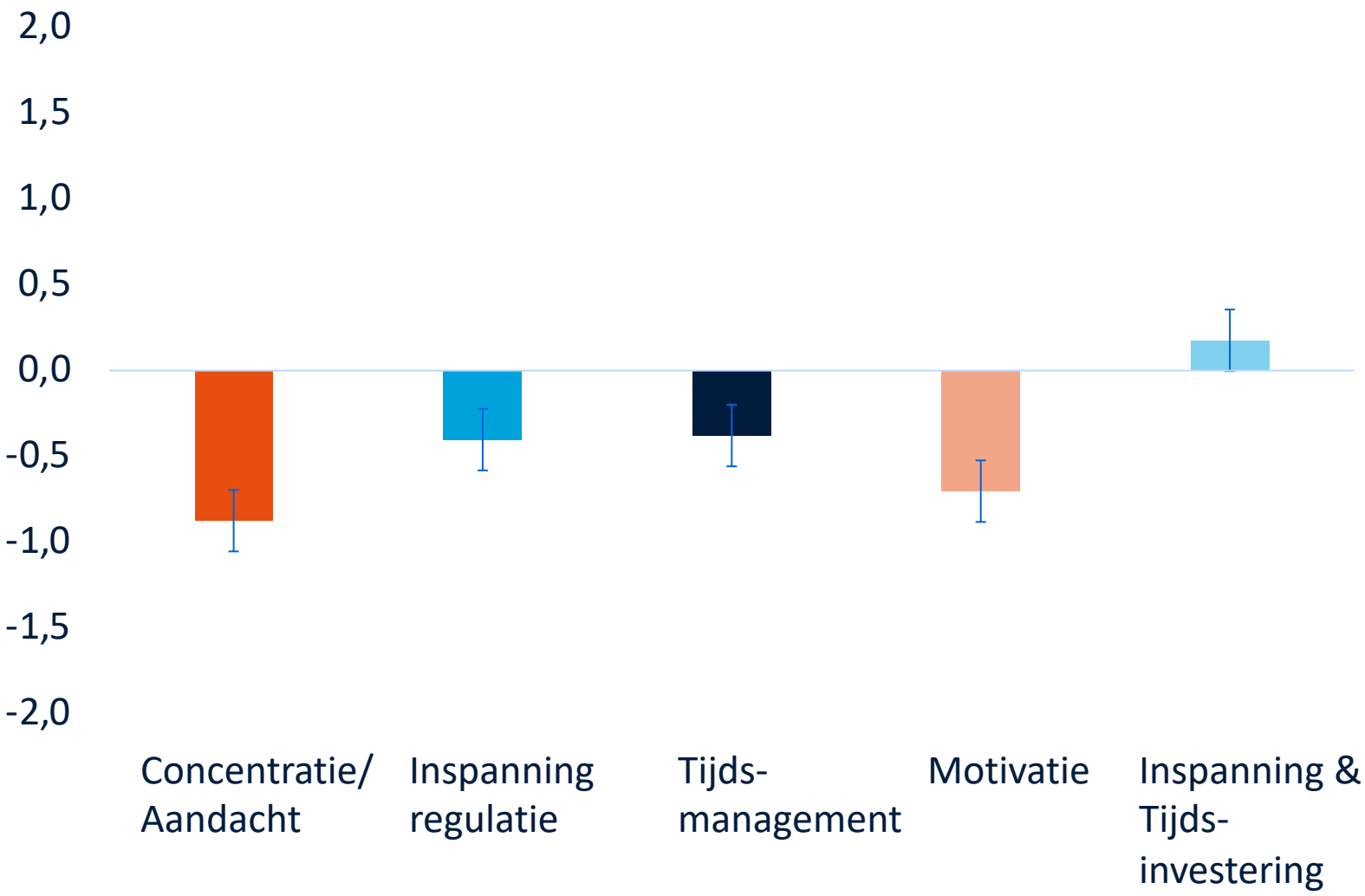
Inspanningsregulatie

Inspanning & Tijdsinvesteering

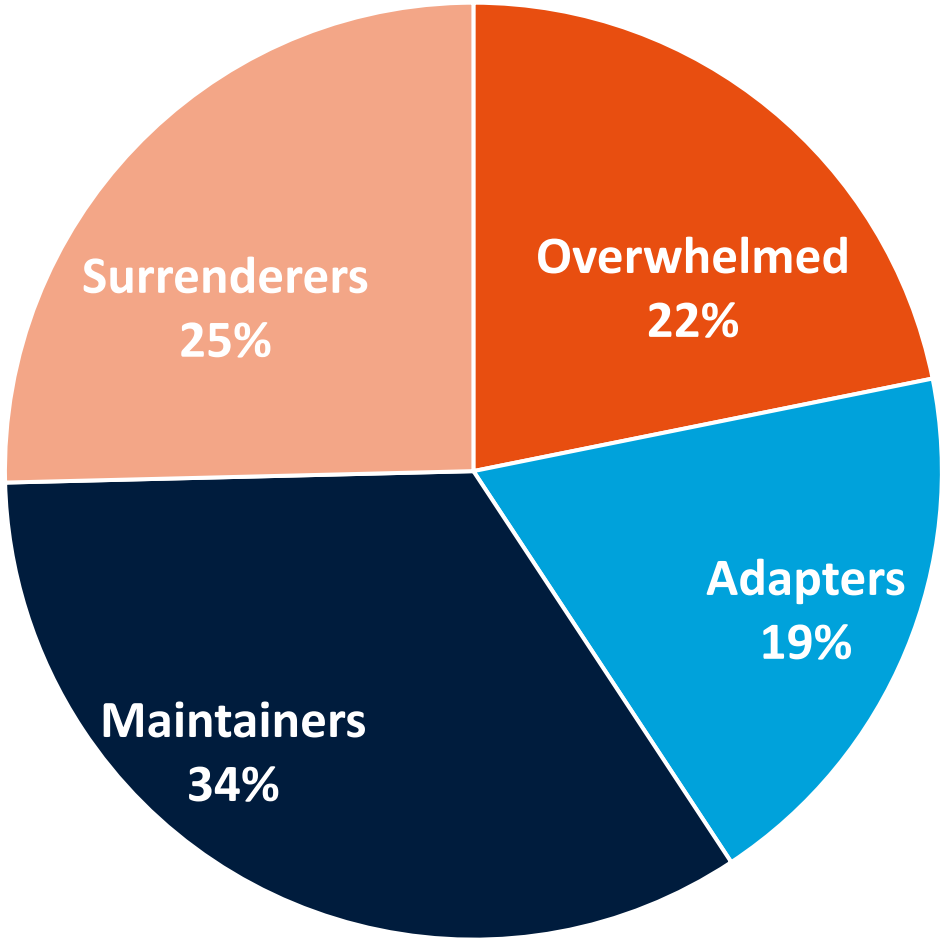
Dresel et al., 2015; Panadero, 2017

Hoe hebben studenten zich aangepast aan ‘emergency remote education’?

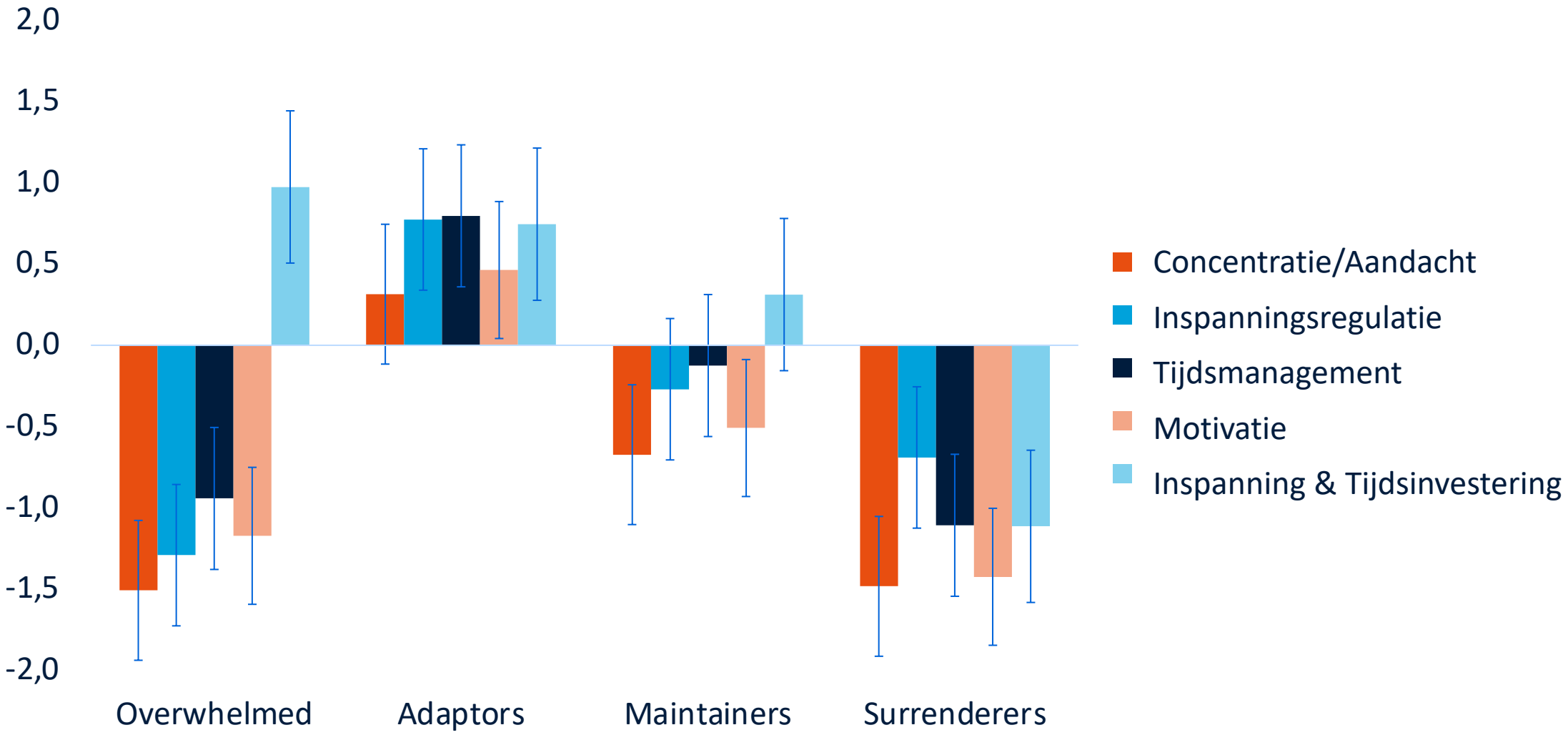
Verandering in resource management strategieën



k-means clusteranalyse – 4 typen studenten

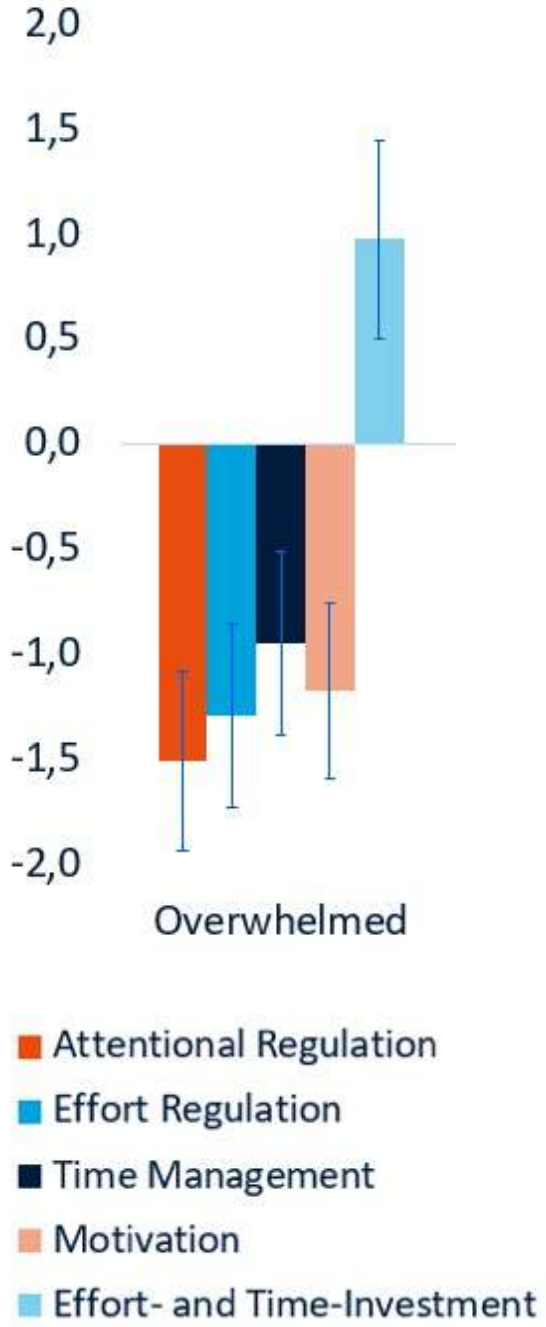


4 typen studenten



The overwhelmed

*We **don't have proper schedules** anymore. I guess some students have been able to adapt easily, but in my case, […] it's as if there was no sense of being able to **take breaks** anymore. Lectures are becoming much longer than 2hs with the new materials given, and overall, I feel as if the **study-load has increased**.*



The Maintainers

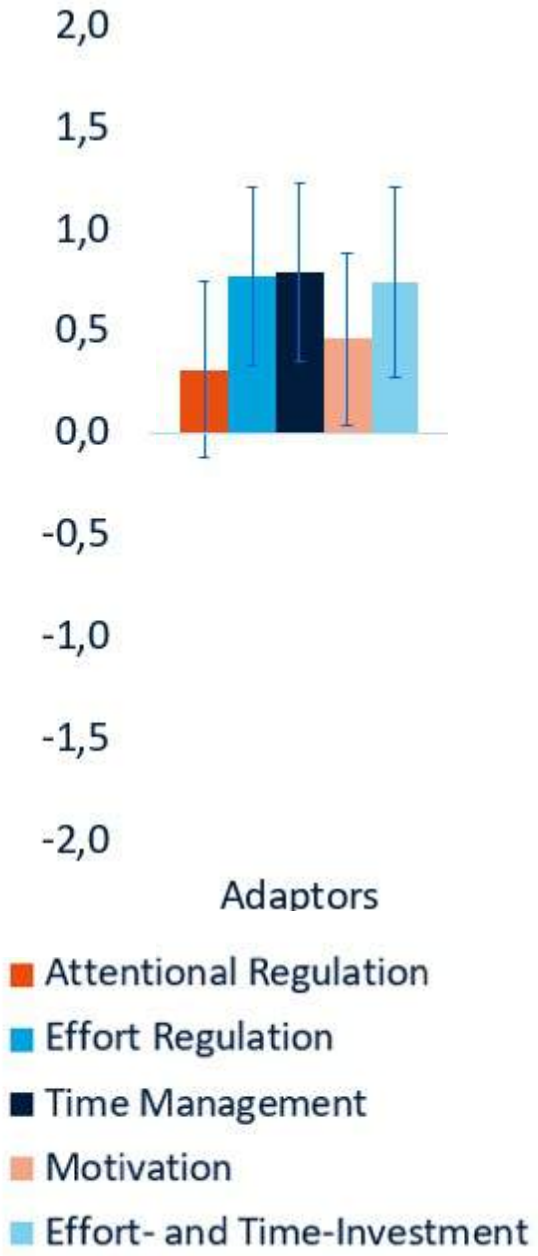
*That you are no longer in this direct academic environment. Normally I would go to the library before or after and I really need that because it has always been **difficult to concentrate at home** best. Of course you are online with everyone you would be in a tutorial with and while that **can also have benefits** because you can do it **comfortably** from your home, it also **took away** some **motivation** from me for sure.*

The Surrenderers

*My **motivation** significantly **decreased**. I am also **studying way less** than I would usually do. Though I never missed any activities before the COVID-situation, now I **no longer follow my timetable** and leave the lectures for later.*

The Adapters

*I really **loved** the fact that all the **lectures were recorded**. I think it should be like that all the time. Because of this, I was able to skip a lecture and watch it later (at a later time when I was **more productive**). In this period, I have learned how to **manage my time very well**. I really like online education overall.*



Wat kunnen we hiervan leren?

1. Wees bewust over **verschillen** tussen studenten

2. Maak colleges online **beschikbaar**
   Ondersteun zelfgestuurd leren door prompts en/of oefentoetsen ervoor of erna

3. **Ondersteun regulatie** van effort en concentratie

4. **Ondersteun samenwerking** online en offline
   Om gevoelens van isolatie te voorkomen

5. Bespreek **verwachtingen** met studenten

Hoe kunnen we studenten ondersteunen in zelfgestuurd leren?

De ‘Study Smart’ aanpak

STUDY SMART

Bewustzijn

Oefening

Reflectie

Zeven tips

1. Zorg voor een leerstrategie programma **voor alle studenten**
2. Implementeer het programma zo **vroeg** mogelijk in het curriculum
3. Laat studenten **van elkaar leren**
4. Verwacht **weerstand**
5. Gebruik veel concrete **voorbeelden** en koppel deze aan wetenschappelijk bewijs
6. Verandering kost **tijd**: Organiseer follow-ups en intervisie
7. **Practice what you preach**: implementeer principes van effectief leren in je eigen onderwijs

Biwer, F., de Bruin, A. B. H., Schreurs, S., & oude Egbrink, M. G. A. (2020). Future Steps in Teaching Desirably Difficult Learning Strategies: Reflections from the Study Smart Program. *Journal of Applied Research in Memory and Cognition, 9*(4), 439-446. doi:https://doi.org/10.1016/j.jarmac.2020.07.006

Voorbeelden van implementatie

Instelling	Programma
Universiteit Maastricht	Mentorprogramma - Gezondheidswetenschappen - Biomedische Wetenschappen - Geneeskunde (vanaf 2021) Tutoren - Rechten - Sociale Wetenschappen - UCM Studieadviseurs - Psychologie - Economie
Hogeschool Zuyd	- Verloskunde
Universiteit Utrecht	- Pharmacologie (vanaf 2021)
Aveiro University, Portugal	- Biomedical Sciences
Hasselt, Hoge School	- Verpleegkunde
UNC, VS	- Pharmacology

Referenties

Biwer, F., Wiradhany, W., oude Egbrink, M., Hospers, H., Wasenitz, S., Jansen, W., & de Bruin, A. (2021). Changes and Adaptations: How University Students Self-Regulate Their Online Learning During the COVID-19 Pandemic. *Frontiers in Psychology, 12*(1206). doi:10.3389/fpsyg.2021.642593

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Panadero, E., Jonsson, A., & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Educational Research Review, 22*, 74-98. doi:10.1016/j.edurev.2017.08.004

Pictures taken from the Noun Project (https://thenounproject.com/)