Overview

Open University of the Netherlands
Centre for Learning Sciences and Technologies

Peter van Rosmalen

30-31 January 2012, CHERMUG kick-off meeting
The Open University of the Netherlands

1. Distance education (academic)

2. Research & Innovation (learning sciences & technology-enhanced learning)

3. Teacher training in the Netherlands
Facts & Figures

• Founded in 1984, one of the 14 Dutch universities:
  – 6 bachelor – 13 master programmes
• Approx. 20000 students (parttime)
  – 60% working; 50-50 M-F
  – 33% between 26-35, 33% between 35-45 (10% <25, 25% >45)
• Adult education, continuous education
  – only entry requirements: EU nationality and above 18 y
• 700 fte
• Local study centers in the Netherlands & Flanders
• Main office in Heerlen
CELSTEC programma’s

Learning and Cognition programme
Learning Networks programme
Serious Gaming programme
Mobile Learning programme
CELSTEC
(Rob Koper)

- Research & development
- Valorisation
- Around 30-40% external funding
Learning & Cognition Programme  
(Paul Kirschner)

*Themes:*
- Creating flexible environments for acquiring complex cognitive skills
- Solving complex information problems
- Development of domain-specific expertise
Learning Networks Programme
(Peter Sloep)

*Informal and distributed learning:*
- Professional Development
- Learning Network Services
- Professional communities
Mobile Learning Programme
(Marcus Specht)

Mobile Learning
Social Media
Master Programme

(Els Boshuizen)

- Msc Learning Sciences
- 150 students
Serious Games Programme
(Wim Westera)

Simulations and games:
- EMERGO toolkit & methodology
- Collaborative scripting games
- StreetLearn (Google StreetView)
- Game design & evaluation
- Sensors; Language Technologies
Serious Games Programme

1. Research methods examples
2. Development Tools & Methods
1. Research methods examples

- DIAGNOST (psychology) how to diagnose a client (2002)
- Skills Labs: Water Management (2010)

Cases in which, within the context of a domain, students have to address a ‘problem’ in a systematic, methodological way:

- Analysis
- Hypothesis
- Testing of the hypothesis
- Solution

Learning to design experimental protocols in the field of neurobehavioral toxicology and addiction with the help of a variety of tutored cases in this field of research, i.e. cases on Ecstasy, lead, naltrexone and methylmercury.

After completing one or more tutored cases the students should be able:
• to analyse a behavioral toxicological question with the help of data from literature
• to translate a behavioral toxicological question into a testable hypothesis
• to set up a research protocol to test the hypothesis
• to analyse and interpret experimental data as to whether the hypothesis is validated or not.
Virtual Lab: Psycho-diagnostics

**Objective**: to learn how to handle a psycho-diagnostic case in a systematic, methodological manner.

Three cases are explored following a strictly phased method to arrive at suitable advice. The phases are:

- Question analysis
- Situation analysis
- Hypotheses formulating
- Hypotheses testing
- Advice giving
DIAGNOST (psychology) how to diagnose a client (2002)
Skills Labs: Water Management (2010)

In Skills Labs student investigate environmental problems and conflicts between stakeholders and propose strategies toward sustainable solutions.

Note: implemented in the EMERGO engine
2. Development Tools & Methods

EMERGO (www.emergo.cc)
EMERGO is a method and toolkit for the development and delivery of multimedia cases that enable the acquisition of complex skills.

Collaboration Scripts toolset (prototype)
Collaboration scripts are an *instructional method* that structures the collaboration process by guiding the interacting partners through a sequence of interaction *phases* with designated *activities* and *roles*. This method often involves first explaining how to collaborate and then providing prompts or tools that scaffold the scripted collaboration.”

Collaboration Scripts toolset (prototype)