

Abstracts and keywords

Linda van den Bergh, Karin Diemel and Ilonka van der Sommen, Sense of belonging pictured: a photovoice study in higher vocational education

Abstract Offering inclusive education through which every student's academic and personal development is optimized is a major challenge for education, including higher education. The present study was conducted within a large university of applied sciences. The aim of the study was to gain insights in factors that facilitate or hinder a *sense of belonging*; the extent to which students and employees feel accepted, respected and supported within their institute. Personal experiences of students (N = 16) and employees (N = 18) from different institutes and study programmes were pictured using photos and stories. Inductive analyses identified five main themes that can make people feel either welcome and appreciated, or excluded: 1) Recognition of diversity, 2) Attunement to diversity, 3) Physical environment, 4) Relationship, and 5) Appearance and public relations. Results show the importance of using inclusive language, paying attention to the physical environment, but most of all: acceptance the other as an individual, willingness to actively attune to others and being open to relate and connect with others.

Keywords sense of belonging, higher education, photovoice, inclusive education

Anouschka van Leeuwen, Ayoub Bagheri, Thom Benjamin Volker and Charlotte van Brakel, Exploration of using topic modelling for analyzing students' writing assignments

Abstract In Higher Education, students are often required to complete assignments independently. In this article, we specifically address the flipped classroom, in which students complete written assignments in preparation for a supervised study group meeting. These assignments are potentially a valuable source of information for the instructor, who can distill from them information about students' understanding of the material. In practice, however, instructors do not always get around to reviewing the assignments prior to the study group. In this study, therefore, we explore teachers' perceptions of the possibility of analyzing written assignments with a text mining technique, namely topic modelling (TM), where the most frequently mentioned topics are distilled from the assignments. A team of three teachers from an undergraduate course were interviewed about their perceptions of TM. Teachers saw potential for TM in three ways, namely 1) engaging with individual students based on TM, 2) presenting the outcomes of TM to students as an activity during class, and 3) discussing the outcomes of TM with the entire teaching team. On the other hand, the use of TM does require a serious time investment. A weighing of the advantages and disadvantages must therefore be made in each situation.

Keywords Higher Education, flipped classroom, topic modelling, written assignments, teaching practices

Martijn van der Meulen and Sebastiaan Steenman, The meaning of losing the classroom environment for expertise and professionalism of teachers

Abstract The sudden switch to distance education provides an opportunity to study expertise and professionalism of teachers. How the connection between expertise and professionalism, and the physical environment of the classroom works, is relevant for understanding what expertise and professionalism of teachers in higher education consists of. Based on a survey with open questions completed by 536 teachers at a broad research university, this article explores what the link that respondents make between teaching and learning and the physical environment says about expertise and professionalism. The study shows that the disappearance of the classroom as a context for teaching requires the development of new expertise, and that online teaching goes beyond an unexpected situation that experts should be able to cope with. In all forms of online teaching, they for example miss the option of ‘reading the room’, and because of that they lack an important instrument to adjust teaching to the level and needs of students. For professionalism, losing the classroom environment also introduces new value conflicts since key elements of contact between teacher and student that are inherent to professional teaching are no longer possible.

Keywords expertise, professionalism, teaching spaces, teachers

Hanne ten Berge and Ineke Lam, Reciprocity and customisation in didactics for continuing education

Abstract Higher education has a role in developing continuing education (CE). For many educators, the professional is a new target group. They wonder 1) how they can convert a course for Master's students to a course for professionals and 2) how they can design their guidance to this target group. We want to offer educators a helping hand by linking knowledge from science to practical experiences. In search of concrete, substantiated guidelines for CE didactics that are characterised by reciprocity and customisation, we conducted a literary review. The central question is: *In what types of learning activities and guidance can reciprocity and customisation be designed in formal continuing education?* In this article we describe that search and what it yielded. We describe our own experiences which we have tested against the literature and colleagues. On the basis of the literature review as well as our own experiences we composed a conceptual model. This conceptual model needs to be tested and validated in practice. Because concrete, substantiated evidence for didactics of customisation and reciprocity in CE is limited, we argue that more practice-based research needs to be published to support the increase in CE in the coming years.

Keywords continuing education, reciprocity, customization, didactics, curriculum development

Tim Hoppen, Max Aangenendt and Chris Wallner, How can value creation in learning networks be visualized? – A qualitative study in two learning networks in Higher Education and in Healthcare

Abstract This qualitative study was aimed on identifying value and clarifying value creation in (learning) networks. It was conducted among participants (N = 18) of two networks, one of higher education lectures of a University of Applied Sciences, and one of lecturers and healthcare professionals. Using a qualitative research approach, 49 value creation stories of participants were identified, building on the conceptualization of value creation by Wenger et al. (2011). The study demonstrated that various values have been created in the networks. Several process elements can be distinguished: actor, location and activity. The research approach uncovered different ‘value verbs’ that participants use to describe the processes through which value has been generated. The results of the study are discussed from the perspective of being able to clarify, facilitate and manage value creation in such networks.

Keywords learning network, learning community, value creation, social learning

Peter Bos, Anje Ros, Miranda Snoeren and Marian Thunnissen, Strategic motives for interorganizational collaboration within learning communities

Abstract During the last years, universities of applied sciences focus on developing learning communities: interorganizational collaborations in which students, scholars and professionals in the working field learn, work and study together. One of the gaps in the existing literature, is a systematic overview of strategic motives of both universities as workfield partners to participate in these learning communities. Therefore, our central research question is: what kind of motives universities of applied science and their partners have to collaborate within learning communities and do these motives differ across sectors? Based on an exploratory literature study and semi-structured interviews, we found that legitimacy, developing, capital as well as societal motivation factors are reasons for partners to participate. Two motivational factors are mentioned by all partners: enhancing students' learning and finding innovative solutions for practical challenges. Some differences between sectors were found. Partners within public-private learning communities strive often for employer branding, partners within public-public learning communities value more the possibility of collective learning. This study provides a framework which can be used in future research as well in practice, to analyse the motives for interorganizational collaboration.

Keywords interorganizational collaboration, learning communities, motives, strategy, collaboration