

Zelfgestuurd leren voor onderwijsprofessionals

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A man with dark hair and a beard, wearing a black hoodie over a white t-shirt, is sitting at a desk in a library. He is looking down at an open notebook, holding a green pen in his right hand. A laptop is open to his right. The background shows bookshelves filled with books, slightly out of focus.

Masterclass

Zelfgestuurd leren voor
onderwijsprofessionals

blok 3 Integratie en verduurzaming

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 IselingeHogeschool

voltijd, deeltijd en academische pabo

 Opleiden in School

Partnerschap Oost-Gelderland

Welten-instituut

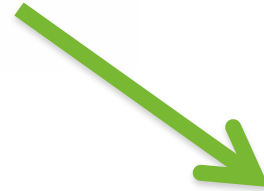
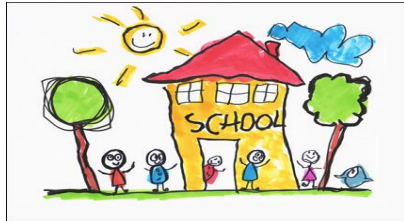
Onderzoekscentrum voor leren, doceren en technologie

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Professionals leren van en met elkaar

Consortium



Praktijkgericht wetenschappelijk onderzoek

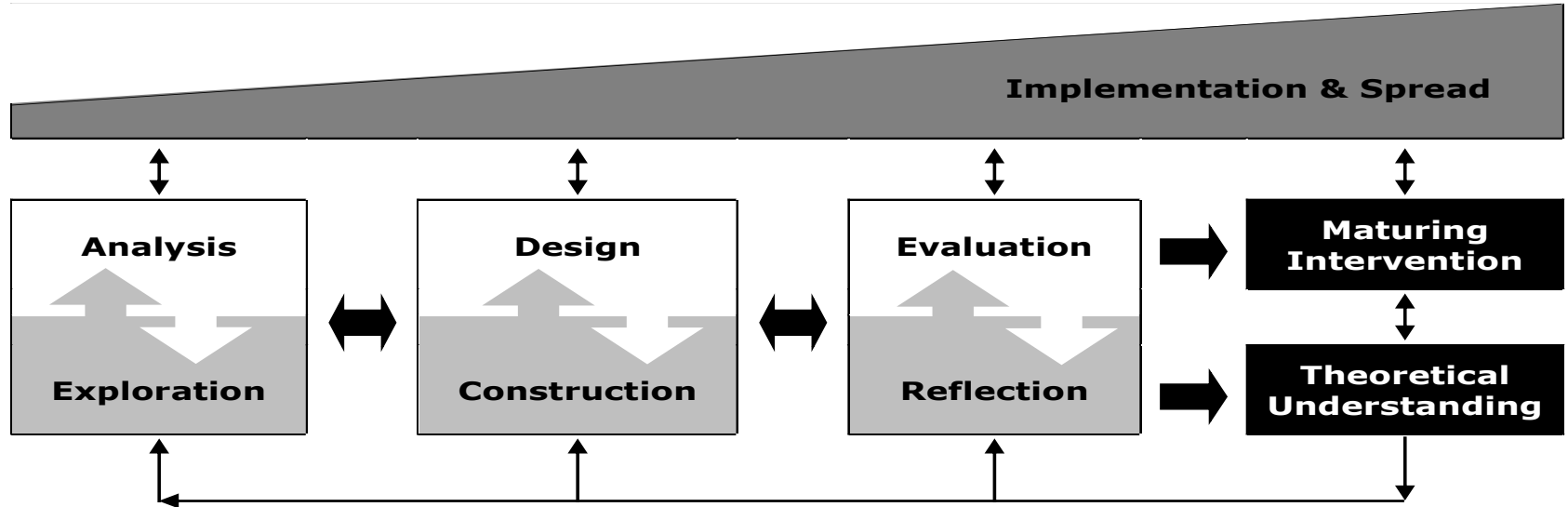
- **Samenwerking onderzoek en praktijk vanaf de start (cocreatie)**
- **Praktijkvraag is leidend**
- **Opbrengst is waardevol voor praktijk en theorie**
- **Dichten kloof theorie – praktijk**

Leidend tot:

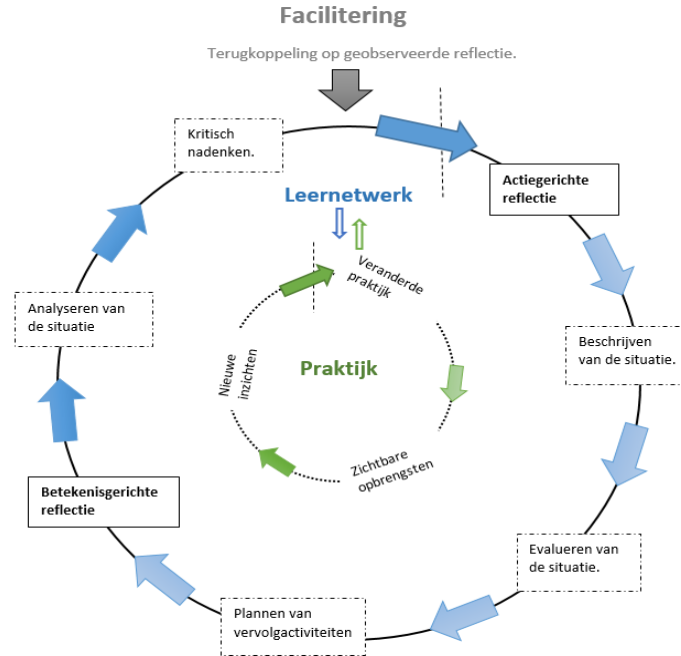
- **Innovatiekracht van de beroepspraktijk**

Martens, R., Kessels, J., De Laat, M., & Ros, A. (n.d.). *Praktijkgericht wetenschappelijk onderzoek: Onderzoeksmantifest LOOK*. Heerlen: Wetenschappelijk Centrum Leraren Onderzoek (Open Universiteit).

Original generic model for EDR



Systematische reflectie in netwerken



Vrieling, E., Stijnen, S., Knaapen, M., & Van Maanen, N. (2014). Van actiegerichte naar betekenisgerichte reflectie. *OnderwijsInnovatie*, 16(4), 36-39.

Van Veen, D., Vrieling, E., & Besselink, E. (2016). Waardecreatie door systematische reflectie: Het versterken van praktijkverandering door netwerklernen. In *Delen is versterken: Educatiejaarboek 2016 Iselinge hogeschool* (pp. 63-73). Doetinchem: Iselinge Hogeschool.

Integratie en verduurzaming

Gebieden/ Fasen	(Meta) cognitie	Motivatie	Gedrag	Context
Voordenken				
Monitoren				
Controleren				
Evaluëren				

Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407.

Praktijkvoorbeeld 1



Praktijkvoorbeeld 2



Verdere integratie en verduurzaming

- **Professionalisering en training en afstemming en uitwisseling verschillende begeleiders van opleiding en veld**
- **Verdere integratie binnen vernieuwd curriculum**
- **Academische werkplaats als een speerpunt in het curriculum**

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