

Scaffolding Students' Professional Development: learning & teaching in complex educational settings

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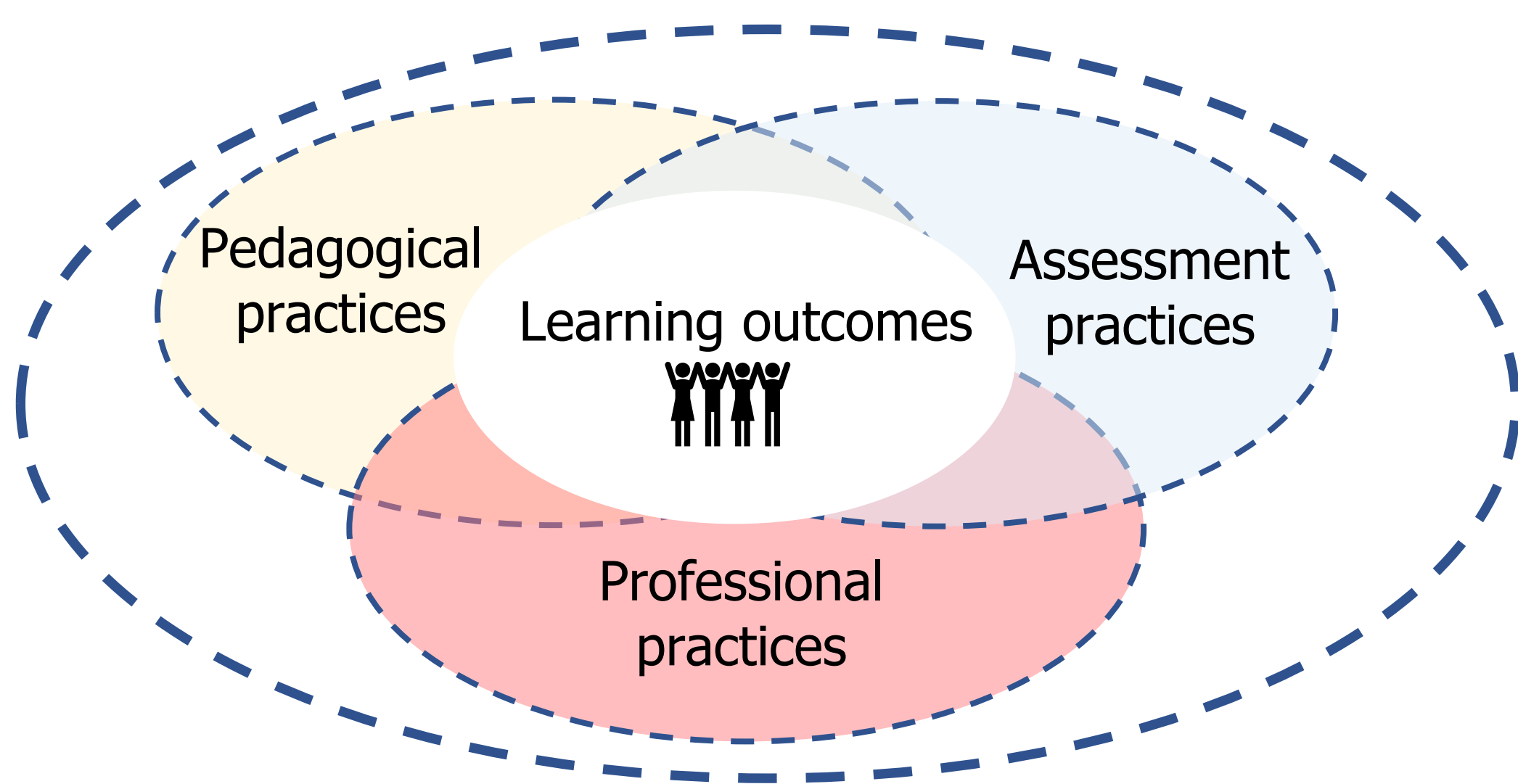


How can learning in complex educational settings provide value for students' professional development?

- This project builds on Griffioen's Comenius Leadership Fellowship 'To Create Tomorrow Together' (2019-2023).
- In an educational design research approach teachers, students and professionals of three educational settings of the Faculty of Social Sciences and Law of the Applied University of Amsterdam partake in collaborative redesign of their educational setting and included scaffolding practices (McKenney & Reeves, 2018).

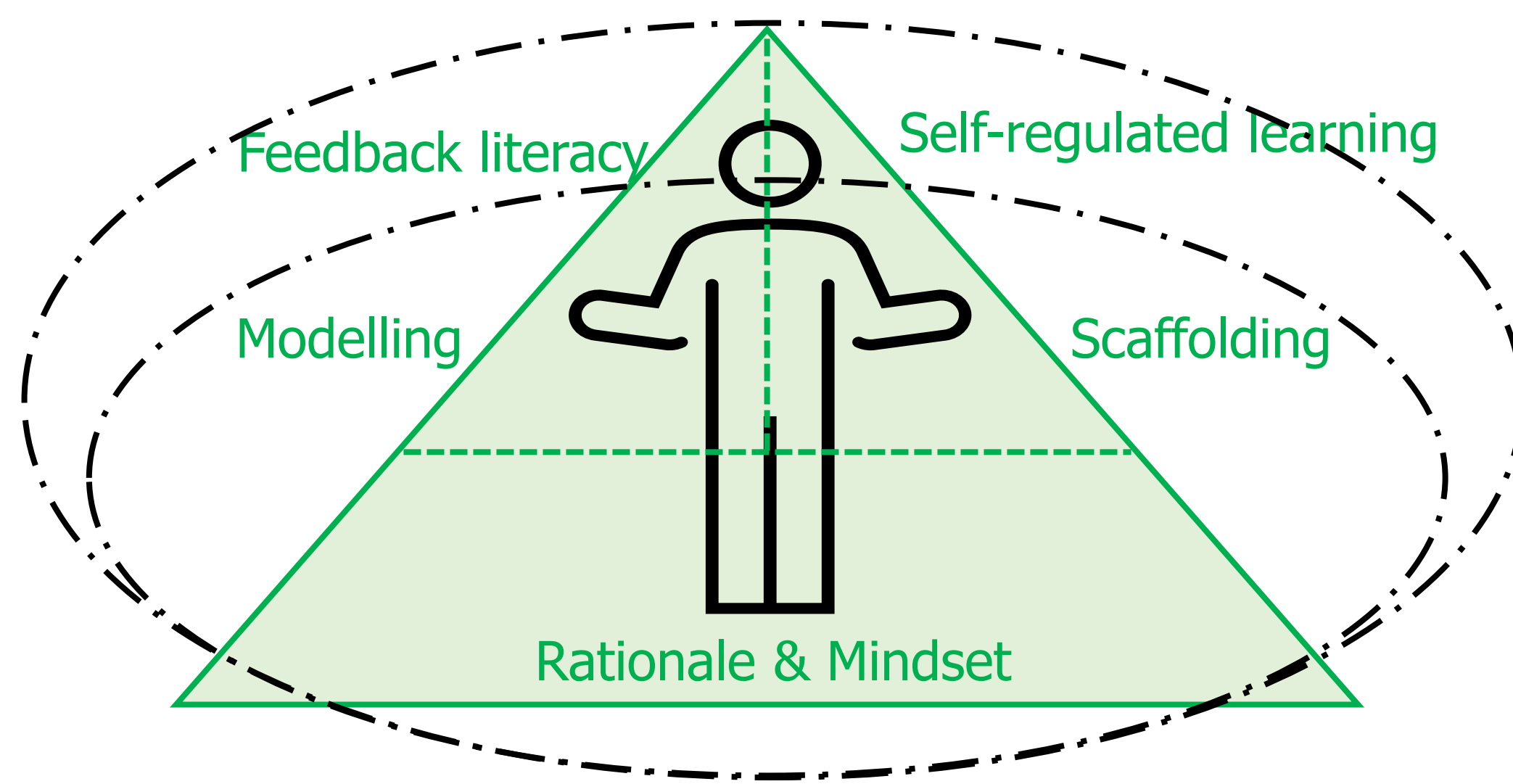
Level of investigation	Sub questions	Data collection	Analysis
<p>Situation</p> <p>Actions and interactions</p> <p>Experiences</p> <p>Student - Professional - Teacher</p>	<p>In what shapes are professional, pedagogical and assessment practices present in complex educational settings?</p> <p>What interactions do students, professionals and teachers have in complex educational settings?</p> <p>How do students, professionals and teachers experience their actions and interactions in complex educational settings?</p>	<p>Documents</p> <p>Meeting notes</p> <p>Interviews before redesign and after implementation with students, professionals and teachers</p>	<p>Coding for the artefacts (direct, inscriptional, functional and explanatory (Markauskaite & Goodyear, 2017, p. 250/1)) the students use and make, and for actions, interactions and experiences relevant for student learning (Charmaz, 2014).</p>
<p>Output</p> <p>Grounded design principles for scaffolding and how to use them in design, development, implementation and evaluation of learning experiences of students in complex educational settings.</p>			

Complex educational settings



Complex educational settings outside campus aim to integrate pedagogical, professional and assessment practices (Markauskaite & Goodyear, 2017). The settings are located outside campus, in or close to the professional workplace. The students learn by working on an assignment for a non-educational stakeholder, in interaction with professionals and others involved. In practice, people are struggling to create a balanced integration (Griffioen & van Heijningen, in press).

Reciprocal agency



Practices of students, teachers and professionals arise from intentional action of individuals AND are socially structured, shaped by discourses and tradition (Kemmis, 2010). A clear rationale and accompanying mindset aiming for reciprocal agency in all involved is expected to support goal-directed action, based on findings in Griffioen's Comenius Leadership Fellowship and the literature (Kemmis et al., 2014; Van den Akker, 2003).

Findings and results

- Collaborative redesign requires a time-intensive process of explicating relevant individual and shared frames. Dealing with uncertainty is a major theme in the first case, partly as a result of framing the educational setting as social learning space in the co-design meetings (Wenger-Trayner & Wenger Trayner, 2021).
- A framework and artefacts for scaffolding the preparation, the execution of and reflection on the learning experiences have been co-developed.

Pillars	Learning outcome 1: Content	Learning outcome 2: Collaboration	Learning outcome 3: Moral compass
Layers			
Personal	Practices: acting and reflecting with artefacts, in reciprocal agency in social learning spaces		
Interpersonal			
Context			

