International learning community with the label of honour professional
Tineke Kingma and Liesbeth Rijsdijk, 3 October 2013
Outline of the presentation

Welcome and introduction: 15 minutes

Workshops: 30 minutes
1. Debate
2. Discussion
3. Brainstorm

General discussion: 15 minutes
Start Connect2Uganda in January 2012
Main objectives different partners

NGOs: improve living conditions of children and adolescents in two subcounties Kibingi and Bukomansimbi

Municipality Deventer:
- support local network in international cooperation activities
- involve all relevant local stakeholders (NGOs, education, business and governmental departments).
- Part of VNG International programme in Uganda

Educational institutes: offer international, multidisciplinary, intercultural and intensive learning environment
Three themes and focus

1. Agricultural development (i.e. school farms)
2. Health promotion (i.e. sports, nutrition, hygiene)
3. Education (i.e. vocational training, educational support and exchange)

Focus: Food Security
GALS Example
Objectives International Learning Community

• To offer an intensive, multidisciplinary and intercultural off- and online learning environment

• To enhance learning among young people from different educational levels

• To support the work of NGOs in Uganda by cooperating between education, research, entrepreneurship and local governance and ownership.

Underlying assumption: honours students learn most when the learning community is not confined to honours students.
International Learning Community

Three inspiration models/theories as a theoretical background:

1. Marca Wolfensberger (2012): Teaching for excellence
2. Lammert Tiesinga (2013): Culture of Honours Communities
3. Etienne Wenger (2000; 2011): Communities of Practice
Meeting needs of Honours students

Honours students have a strong intrinsic motivation; they highly value courses that fit in with their own personal interests, courses that are challenging and awaken their curiosity (Wolfensberger, M.V.C. and Offringa, G.J. 2012).
Teaching for Excellence

1. Bounded freedom
2. Enhancing academic competence
3. Creating community:

Committing and sharing is important

Wolfensberger, M.V.C. (2012)
Features of Honours Communities

Focus on excellence/ high expectations
Want to be challenged
Strong (intrinsic) motivation
Pleasure in learning, task commitment
Search for creative procedures and solutions, curious, exploring, asking questions
Dare to take (intellectual) risks
Supportive, stimulating community

Sharing and committing is important

Tiesinga, L. (2013, p.5)
Cooperation
Collaboration with like-minded
Sharing knowledge

Excellence
High demands
Striving for the best results
Task commitment

Personal development
Intrinsic motivation
Selfregulation and reflection

Innovation
Intellectual curiosity
Taking risks
In search of innovative and creative solutions

Tiesinga, L. (2013, p. 13)
Community of Practice

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, E. (2011, p. 1))
Elements of a Community of Practice are:

1. Domain
2. Community
3. The practice

Wenger, E. (2011)
## Characteristics of different groups

<table>
<thead>
<tr>
<th></th>
<th>What's the purpose?</th>
<th>Who belongs?</th>
<th>What holds it together?</th>
<th>How long does it last?</th>
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</thead>
<tbody>
<tr>
<td><strong>Community of practice</strong></td>
<td>To develop members'</td>
<td>Members who select</td>
<td>Passion, commitment,</td>
<td>As long as there is interest in</td>
</tr>
<tr>
<td></td>
<td>capabilities; to build</td>
<td>themselves</td>
<td>and identification with the</td>
<td>maintaining the group</td>
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<tr>
<td></td>
<td>and exchange</td>
<td></td>
<td>group's expertise</td>
<td></td>
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<tr>
<td></td>
<td>knowledge</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Formal work group</strong></td>
<td>To deliver a product</td>
<td>Everyone who reports</td>
<td>Job requirements and common</td>
<td>Until the next reorganization</td>
</tr>
<tr>
<td></td>
<td>or service</td>
<td>to the group’s manager</td>
<td>goals</td>
<td></td>
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<tr>
<td><strong>Project team</strong></td>
<td>To accomplish a specified</td>
<td>Employees assigned by</td>
<td>The project’s milestones and goals</td>
<td>Until the project has been completed</td>
</tr>
<tr>
<td></td>
<td>task</td>
<td>senior management</td>
<td></td>
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</tr>
<tr>
<td><strong>Informal network</strong></td>
<td>To collect and pass on</td>
<td>Friends and business</td>
<td>Mutual needs</td>
<td>As long as people have a reason to</td>
</tr>
<tr>
<td></td>
<td>business information</td>
<td>acquaintances</td>
<td></td>
<td>connect</td>
</tr>
</tbody>
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Wenger and Snyder (2000, p. 142)
How to become a WHC professional

Real life assignments to involve stakeholders and meet the IPMA competences in an international complex environment

- Technical competences
- Behavioral competences
- Contextual competences

ICB-IPMA competence baseline version 3.0. (2006)
From WHC perspective, mission and vision we wanted more

A learning community which is

• International
• Externally focused
• Multidisciplinary
• Intercultural
• Multi level
• Focused on sharing and solving with different stakeholders
Our definition of an International Honours Learning Community is

“(….), a pedagogy of building learning spaces that foster a shared learning experience by culturally and internationally diverse groups of learners in the course of an interdisciplinary educational process that seeks to cultivate social solidarity, critical consciousness, sense of agency and participation towards engaged local and global citizenship.” (Cervinkova, 2011, 183).
International learning community

- Solving problems and common development needs
- Sharing: knowledge, learning, outcomes and tools
- Committing: strengthen relationships between actors
- Making visible: building a common identity
What’s different?

• External focus connected instead of internal

• Meeting needs of International Honours students: international context and real life assignments

• Creating community:
  • international, interculturall, multidisciplinair, multilevel;
  • shared concern/passion, learning AND solving
Workshop

Proposition:
A true honours learning community is international, multicultural, multidisciplinair and multilevel Community

Open question:
How do you ensure that students from different educational levels (vmbo/mbo/vo/hbo) to obtain knowledge and experience exchange that is relevant for all? What to share and how? Your ideas, tips and tops. Sharing

Dilemma:
Gap between advise/evidenced based research and the needs of the local community (NGO); is it relevant for the work field and the local community and how to receive valid feedback? Solving
Wrap up: feedback and sharing


Stay connected

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