



Results Group
Concept mapping
survey online
education during
corona
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About Zuyd University of Applied Sciences

Situated in Heerlen, Sittard and Maastricht the south of the Netherlands
About 14000 students studying at 40 academies in the field of vocational education (HE)
1500 employees: teachers, policymakers and supporting personnel.



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Our
Research:
question
and
background

A research into the experiences of teachers and students with online education during corona at Zuyd university of Applied Science

Research question:

What is valuable in our current online education at Zuyd Hogeschool (during the coronapandemic) and ought to be kept afterwards?



Background:

Online education as part of blended education: a mix of f2f and online education



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Purpose of this presentation

We like to inform you about two things

1. The method of Group Concept Mapping (GCM)
2. The results of our study at Zuyd Hogeschool



Group Concept Mapping

Participatory Research Method



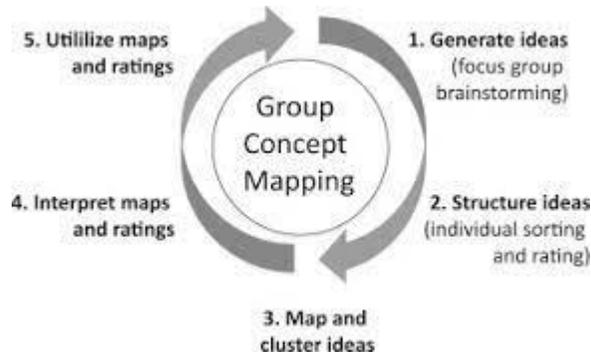
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The method of GCM

Group Concept mapping is a method and a digital tool for participative research.

this method contains the following steps

- Start, formulating a 'focus prompt' (our research question)
- **The first phase, the brainstorm phase**
- Next, editing the statements/ideas from the brainstorm phase by the researchers
- **The second phase, the sorting phase**, clustering from the statements and filling in some background questions
- **The third phase, the rating phase**, scoring the statements on importance and feasibility
- Last, with help of the digital tool, analyse, interpretation and report



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First Phase Brainstorm fase

In the brainstorm phase we asked all students and teachers of Zuyd Hogeschool to react on the focus prompt. They could react (anonymous) as often as they wanted. This is an open and bottom up way to gather insight in their thoughts about online education.

Results:

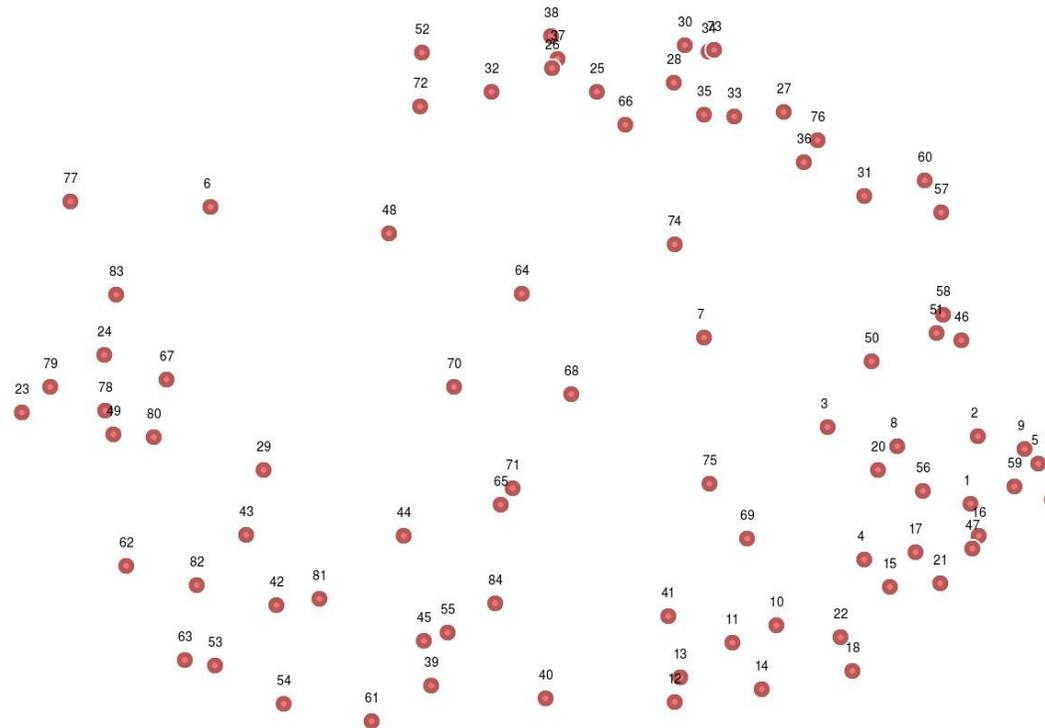
- 893 logins of which 780 eventually started the brainstorm
- 547 statements of which 331 were relevant and afterwards reduced by removing duplications and overlap of statements.
- Check and dubbelcheck provided an ultimate list of 84 statements, matching the focus prompt, for sorting and rating



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Second phase Sorting

During the sorting phase, 57 colleagues (policymakers, and educational advisors, mostly not teachers) clustered these 84 ideas by putting similar ideas on "piles". This resulted in the map below. Points that are close together are often placed together in a pile (stressvalue = 0,27, 57 participants, 10 iterations)



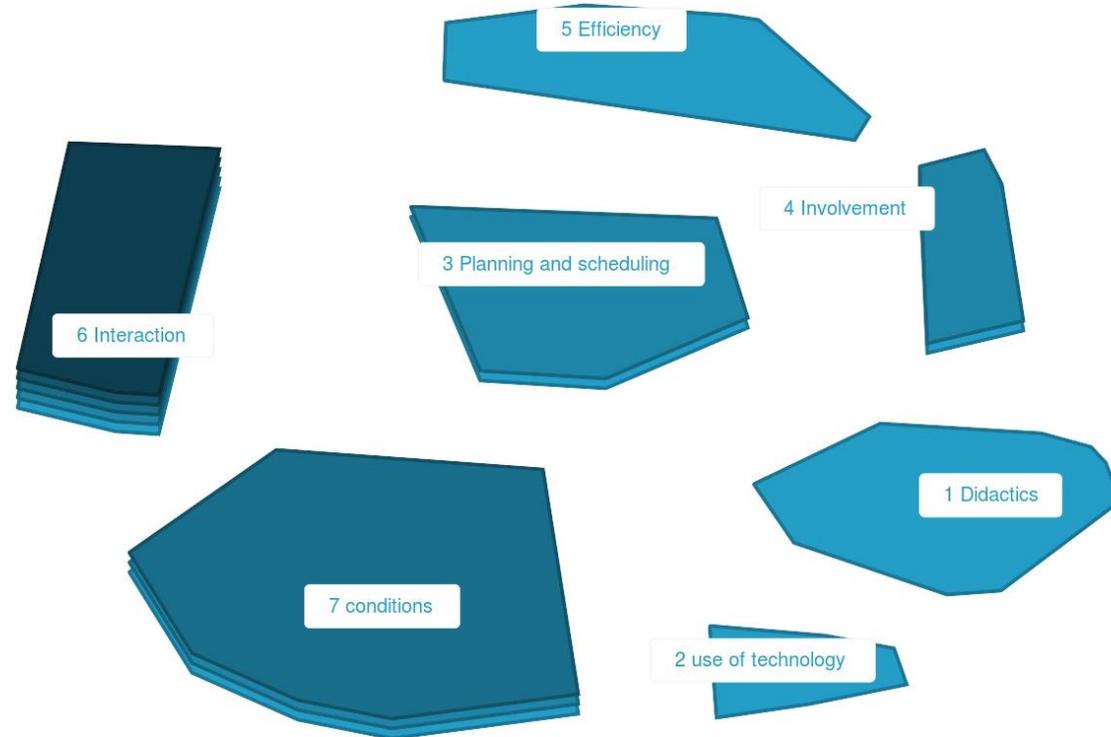
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Clusters of the statements

The software performed a hierarchical cluster analysis on the point map to determine meaningful borders between groups of statements. Results: seven coherent clusters: didactics, use of technology, planning and scheduling, involvement, efficiency, interaction and conditions.

Cluster Legend

Layer	Value
1	0.09 to 0.21
2	0.21 to 0.33
3	0.33 to 0.46
4	0.46 to 0.58
5	0.58 to 0.71



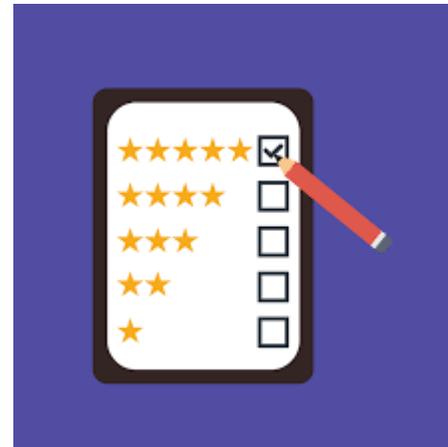
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Third phase Rating

During the rating phase all students and teachers were asked to rate the 84 statements on its importance (response 278) and feasibility (response 196).

We asked two rating questions:

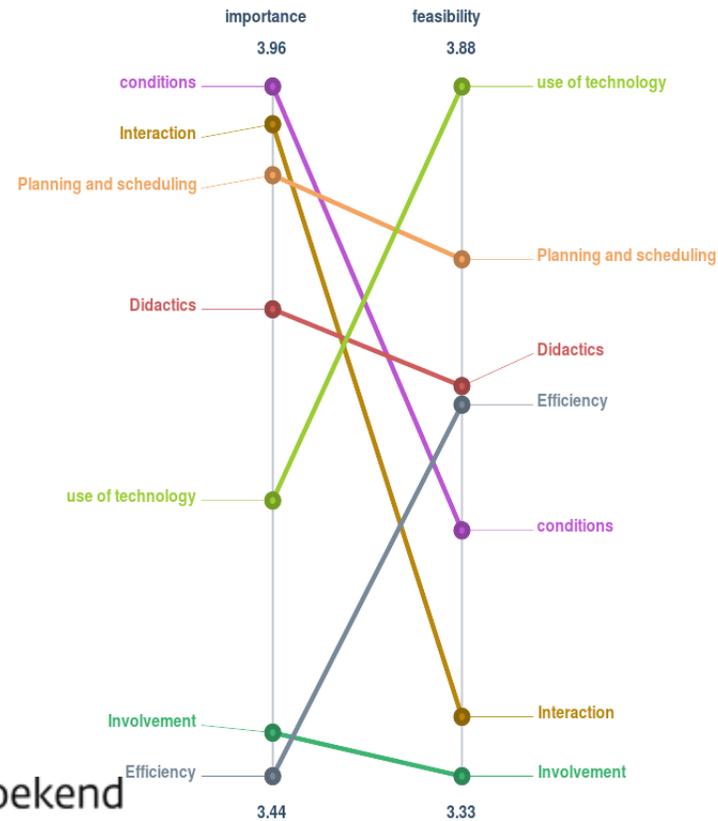
1. How important is this for the study success of students at Zuyd?
2. How feasible is this to implement in the lessons and courses?



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Relation between importance and feasibility

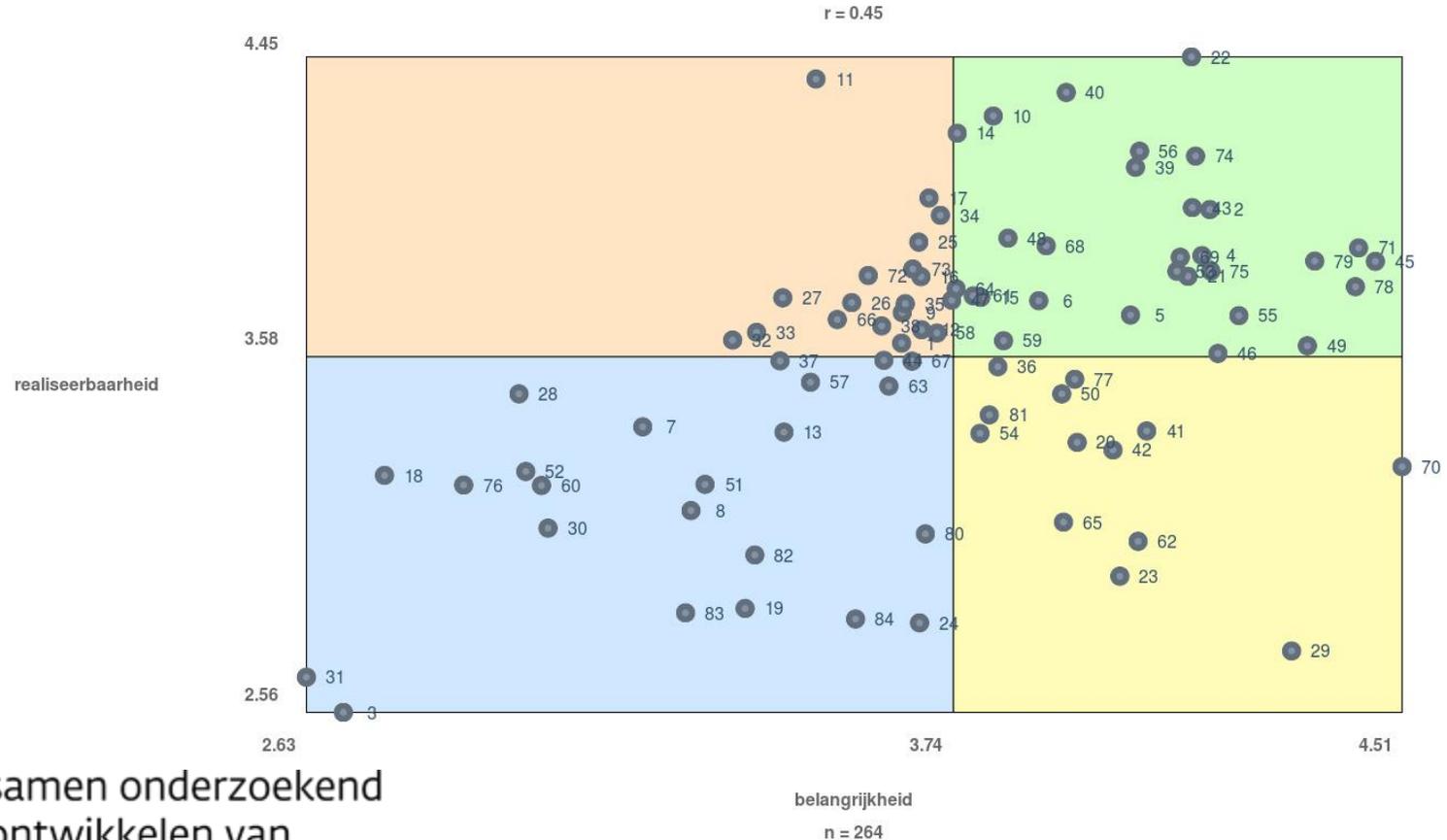
With a pattern match we can show the relation between both rating questions for the whole population or for subpopulations (all between 3.44 and 3.96, thought as both important and feasible)



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Go zone plot

To examine which activities should lead to new policy, a go zone plot has been made of statements that are considered both important and feasible to implement (green part plot).



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Conclusions and recommendations for themes and priorities

- Seven broad themes but three are slightly more important than the other four. For each theme, we looked at which ideas are considered very important and (very) feasible:
 - **(Pre)conditions**: clarity and uniformity, information, support, evaluation
 - **Interaction**: frequent (online) contact, both forms (online and f2f), short-term activities
 - **Planning and scheduling**: travel time, schedule, agenda, breaks

And further:

- **Didactics**: recording, instructions, small groups, interaction
- **Use technology**: Share screen, use of MsTeams functions
- **Engagement**: Small-scale, both forms of education
- **Efficiency**: bridges distances for internships, guest lectures (foreign lecturers)



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Conclusion context

- The context also determines the research question and findings
 - ✓ They are collected in June-November 2020 (during lockdown)
 - ✓ They are colored by the experiences with online education
 - ✓ This substitution (integral from f2f to online) is not the ideal final situation but rather a phase on the road to further development of blended education



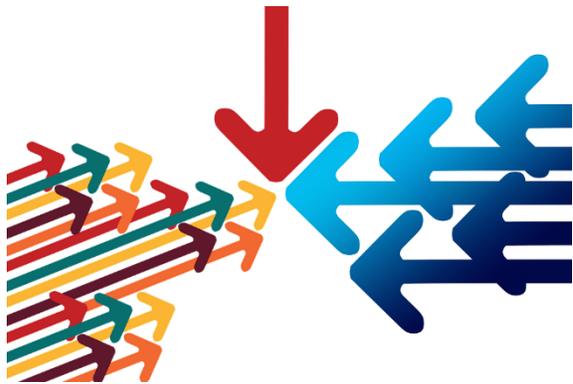
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Recommendations for further development

Development of online education requires

- an integrated approach
- not only didactic issues but also the presence of sufficient support in all kinds of areas (e.g. scheduling) and well-functioning technology
- an intensive collaboration of the various actors within the institute, who all support the design of online education

And last but not least: online education is part of blended education. It's about the mix of online and f2f, looking for the right blend and it differs per teacher, study program, school and type of education.

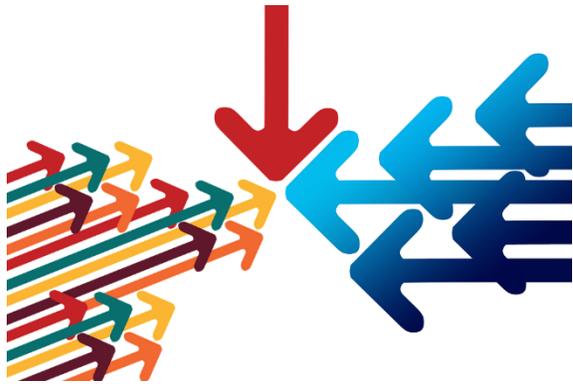


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What's already happening and has to be developed

Recommendations were included in a policy document regarding blended learning. Nowadays all our academies are writing their plans for the next years while being supported by our blended learning advisors who will also support them during the actual implementation of blended learning

Our research managed to get the urgency on blended learning, on the agenda.



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