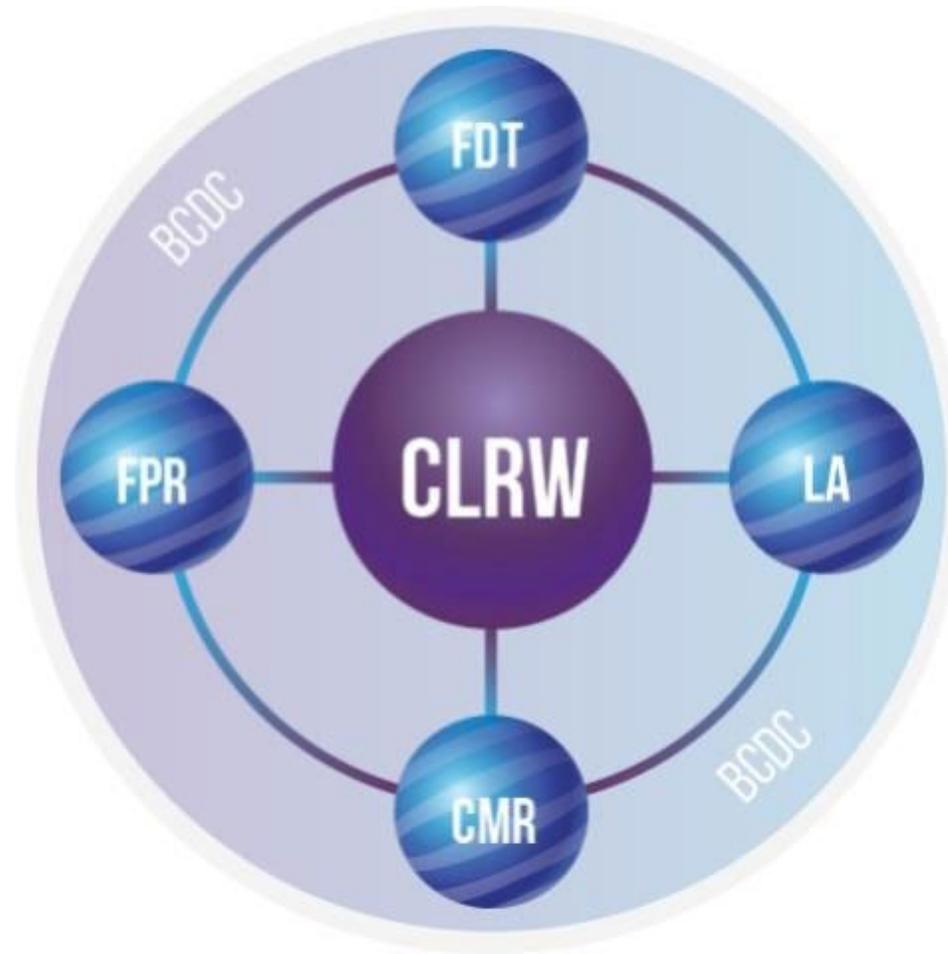


# Learning, working & researching in Professional Workplaces: which factors are essential?

Sofie Moresi PhD & Jeroen Bovens MSc



DIT PROJECT IS EEN INITIATIEF VANUIT HET DOMEIN MENS EN MAATSCHAPPIJ. HET BETREFT EEN SAMENWERKING TUSSEN

- FONTYS HOGESCHOOL MENS EN GEZONDHEID
- FONTYS PARAMEDISCHE HOGESCHOOL
- FONTYS HOGESCHOOL PEDAGOGIEK
- FONTYS SPORTHOGESCHOOL
- FONTYS HOGESCHOOL HRM EN PSYCHOLOGIE
- FONTYS HOGESCHOOL SOCIALE STUDIES
- FONTYS HOGESCHOOL ICT

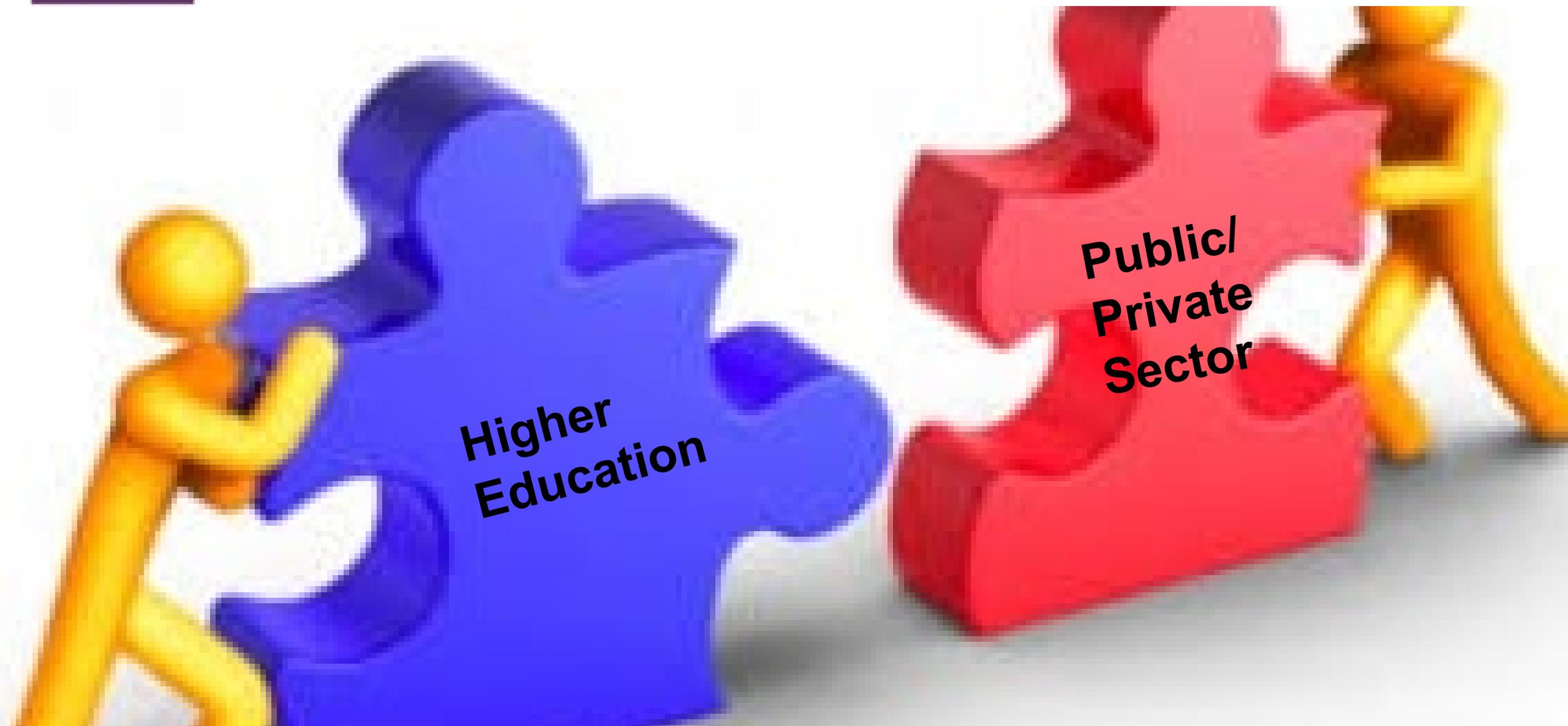
1. Why, what en how
  - Professional Workplaces (PW)
  - WIN project
  
2. WIN Results Phase 1 2
  - definition & characteristics &
  - theoretical model PW
  
3. Spin off Boundary Crosser
  
4. Discussion & Questions



# wicked challenges



# Complex societal challenges require cross-sector collaborations





✓ m-ZIC De Wever ism  
Hogeschool Mens en Gezondheid  
& Paramedische Hogeschool  
@ Tilburg



✓ Partnerships Sportkunde ism  
Sporthogeschool  
@ 's Hertogenbosch



✓ SIC Zorg ism Hogeschool HRM &  
Psychologie @ Oisterwijk



✓ BIC ism Hogeschool Sociale  
Studies De Combinatie  
@ Veldhoven



✓ MZIC Libra ism Hogeschool  
Paramedische Hogeschool &  
Gezondheid @ Tilburg



✓ CPI Lunetzorg ism  
Hogeschool Pedagogiek  
@ Eindhoven



## TOOL DEVELOPMENT

1. Analysis - current status within Professional Workplaces
2. Intervention - improving elements of Professional Workplaces

A large black silhouette of a magnifying glass, with the lens pointing towards the top right.

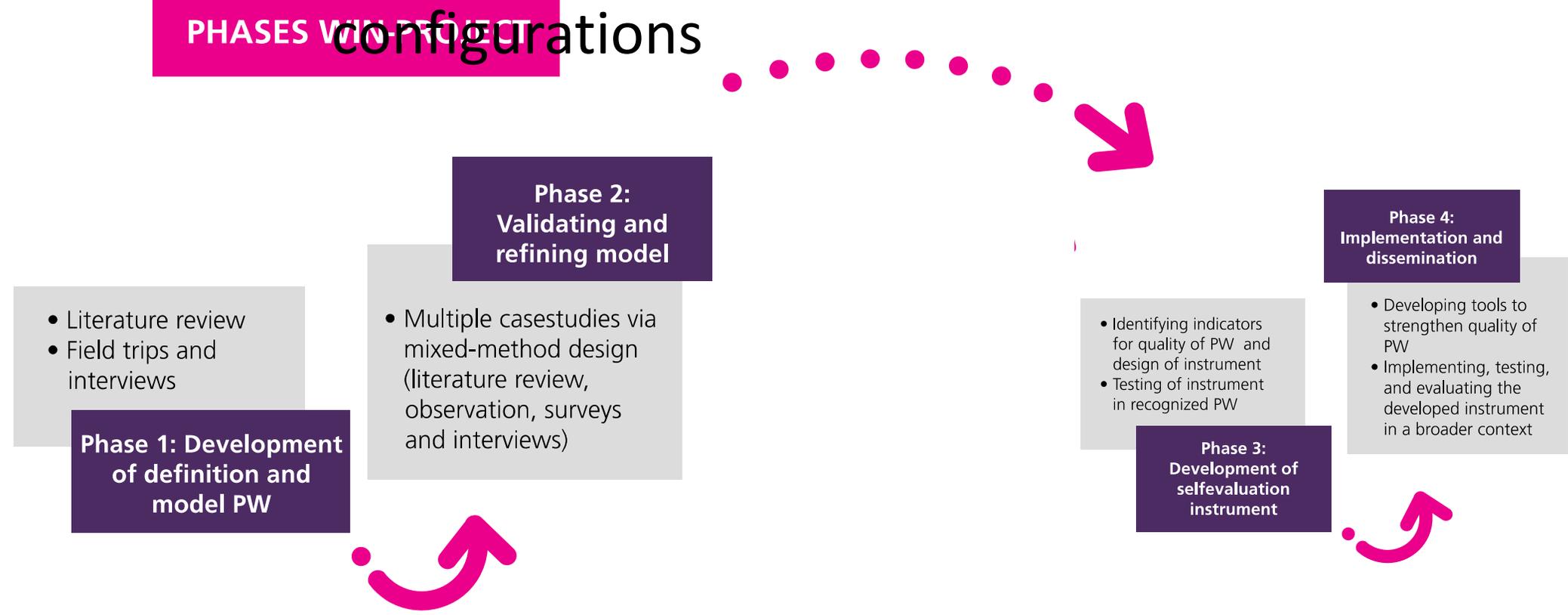
**0. Professional Workplace?**

A large black silhouette of a wrench, with the head pointing towards the top right.

# How?

Inspired by realist evaluation: draft model based on Context-Mechanism-Outcome (CMO) configurations

## PHASES WIN PROJECT



## PHASES WIN-PROJECT

- Literature review
- Field trips and interviews

### Phase 1: Development of definition and model PW

- Multiple casestudies via mixed-method design (literature review, observation, surveys and interviews)

### Phase 2: Validating and refining model

- Identifying indicators for quality of PW and design of instrument
- Testing of instrument in recognized PW

### Phase 3: Development of selfevaluation instrument

### Phase 4: Implementation and dissemination

- Developing tools to strengthen quality of PW
- Implementing, testing, and evaluating the developed instrument in a broader context



# Phase 1(-2)

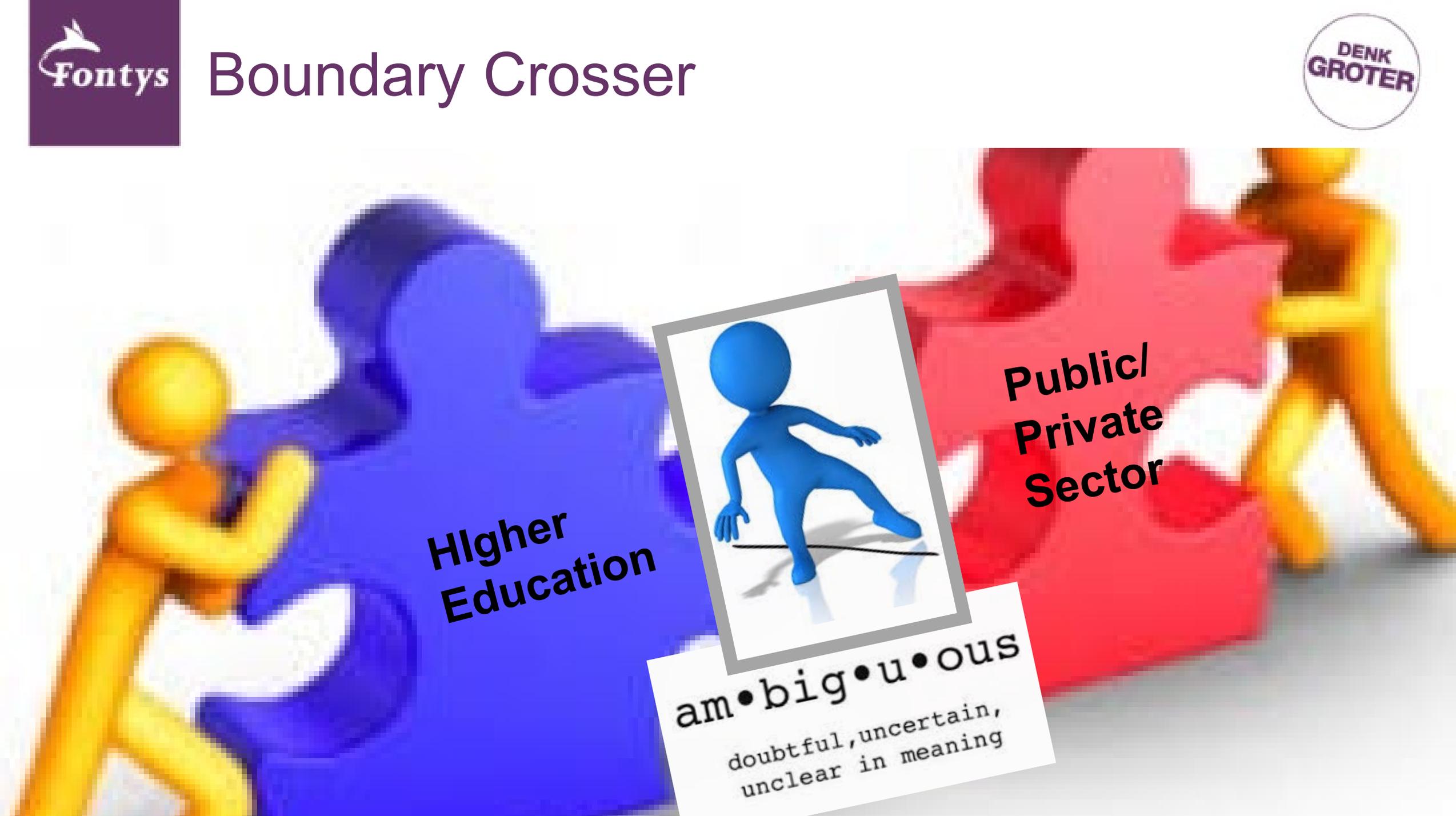
International &  
national en  
literature

Bryson et.  
al.(2015).

Practical exploration  
Field trips (informal) &  
semi-structured  
interviews coordinators  
& boundary crossers

Synthesis:  
CMO-constructen

Definition  
Characteristics  
Model



**Higher  
Education**



**Public/  
Private  
Sector**

am•big•u•ous

doubtful, uncertain,  
unclear in meaning

# Phase 1(-2)

International &  
national en  
literature

Bryson et.  
al.(2015).

Practical exploration  
Field trips (informal) &  
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& boundary crossers

Synthesis:  
CMO-constructen

Definition  
Characteristics  
Model

# PROFESSIONAL WORKPLACES

Long-term collaborations across sectors

Jointly-owned partnerships, which are physically located in the professional field

Authentic learning and working environments organised around the provision of services by a professional organisation and making an impact on the client

Open environments with, at a minimum, the (long-term) participation of students, professionals, lecturers and clients

Including a comparatively high number of students, acting as catalysts of change in professional practice

Ongoing improvement of professional practice, in which those involved continuously align and assess shared objectives

Including roles that have been consciously created such as role models and boundary crossers

Including activities that help transcend boundaries in the triad of education, research and professional practice

Facilitate a development-focused culture and a continuous and powerful learning process for students, professionals and other parties involved

# PROFESSIONAL WORKPLACES

Professional workplaces are **long-term collaborations** between, at a minimum, a higher education institution and a public organisation **that are physically situated in the professional field**. Professionals, students, lecturers, clients and other stakeholders **learn, investigate and collaborate** in these authentic environments in such a way that there is **continuous development** for those involved, for the environment and for the provision of services. Working together with a focus on **learning and investigation** facilitates an **alignment of the interests** of those involved and the representation of these interests in **shared objectives**.

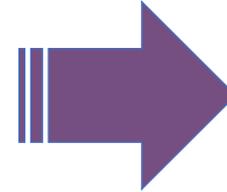
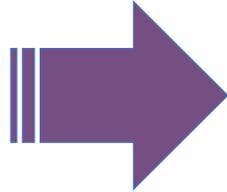
# Model for learning and investigative collaboration in PW

Reason for collaboration

Learning and investigative collaboration in PW

Quality improvement and development

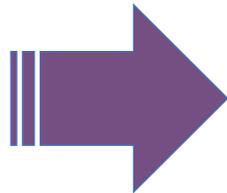
- (More) complex social issues
- Creation and identification of opportunities and possibilities
- A sense of urgency



# Model for learning and investigative collaboration in PW

## Reason for collaboration

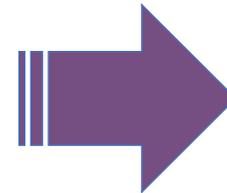
- (More) complex social issues
- Creation and identification of opportunities and possibilities
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## Learning and investigative collaboration in PW

## Quality improvement and development

- Knowledge development and innovation in professional practice
- Transformation of professionals (those in training, novices, experienced professionals)
- Up-to-date and authentic professional curricula
- Improved collaboration (across sectors)
- New connections



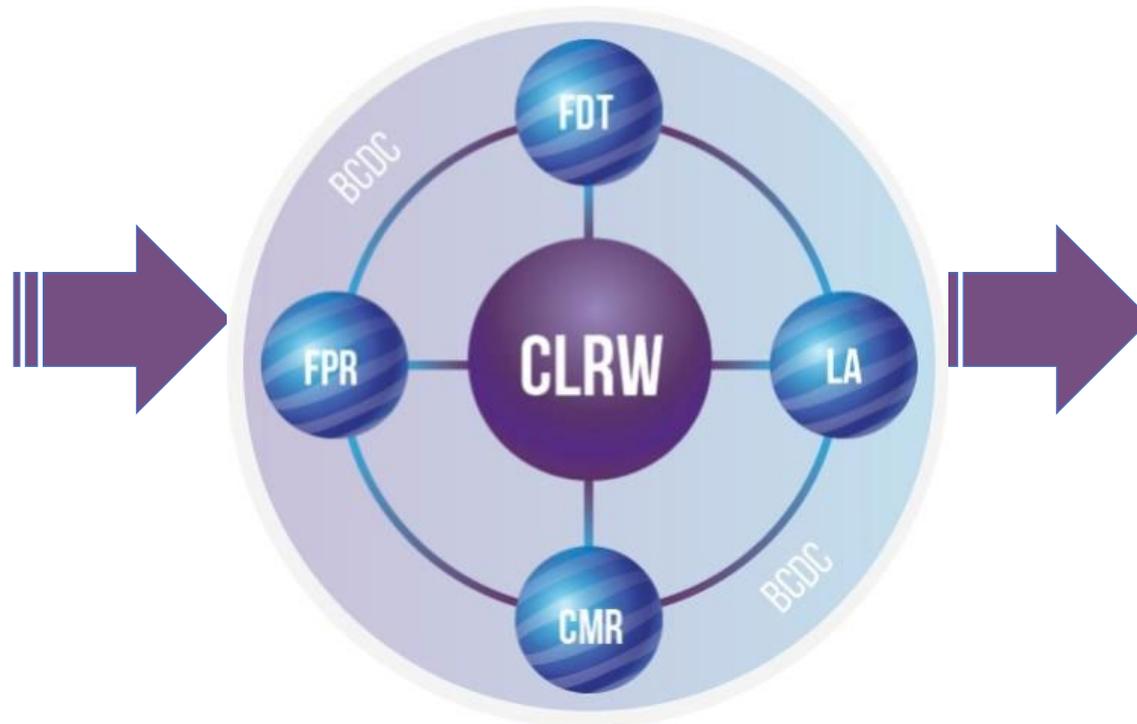
# Model for learning and investigative collaboration in PW

Reason for collaboration

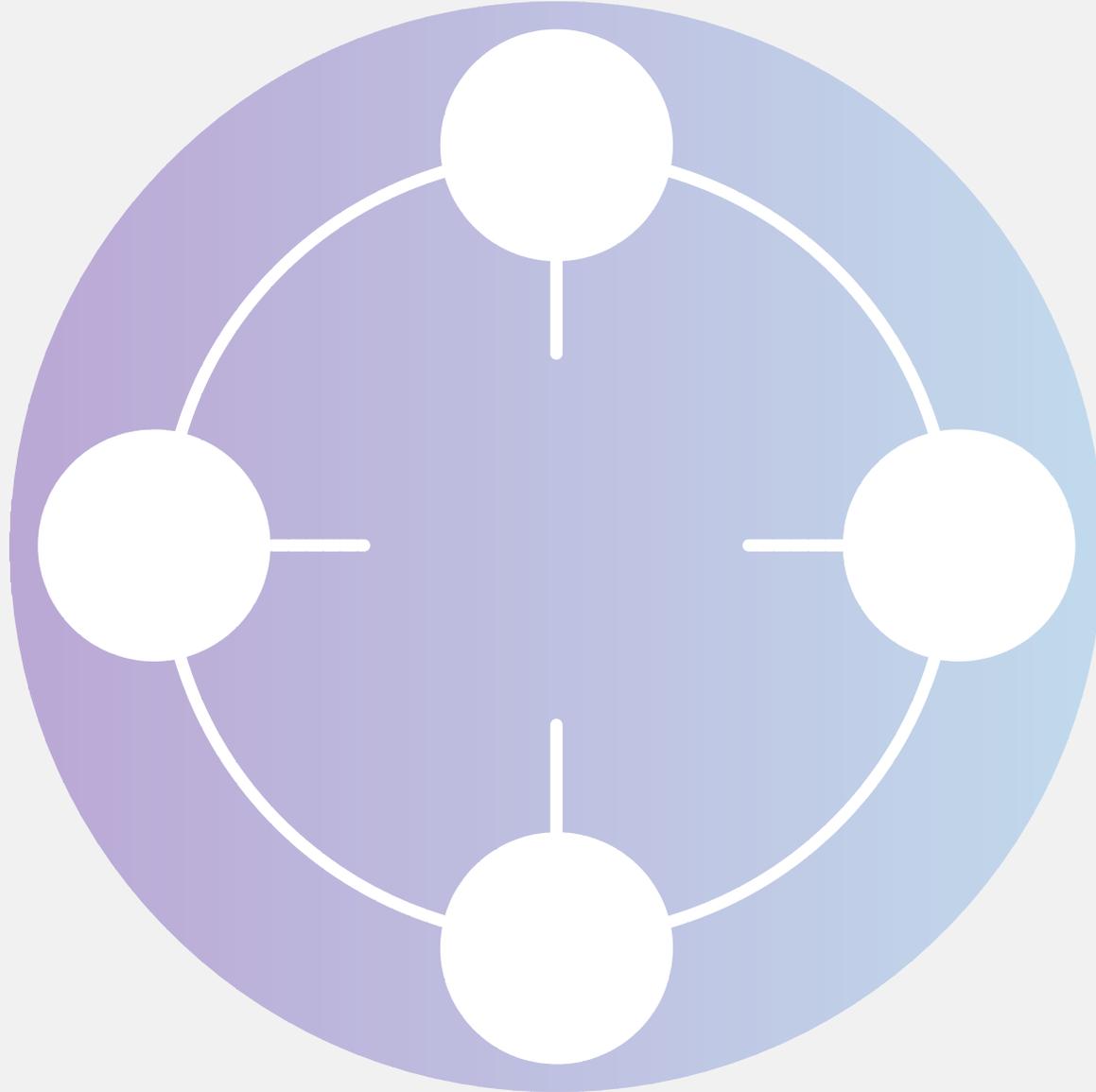
Learning and investigative collaboration in PW

Quality improvement and development

- (More) complex social issues
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- Knowledge development and innovation in professional practice
- Transformation of professionals (those in training, novices, experienced professionals)
- Up-to-date and authentic professional curricula
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- New connections



- R  
Freeing up people and resources
- FMR  
Forming and maintaining relationships
- BCDC  
Boundary crossing and development orientated culture

## What

- Ensuring that an appropriate mix of humans and sufficient resources to achieve shared ambitions
- Structural focus on assessing and securing peoples commitment and resources

## Objective

- Organize prerequisites for learning and investigative collaboration
- Promoting **reciprocity and equality** between the organisations involved

## What

- **Distributed and shared leadership** which aims to stay aligned and connected
- Transparency in the interests and objectives
- Responsibility for personal goals and achievements

## Objective

- Creating trust, ownership, participation and involvement at every level and with all parties involved

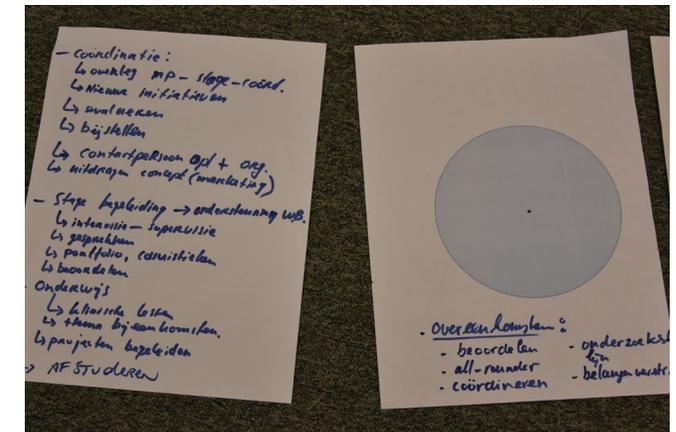
# Boundary Crossers

## a practice-based study on competences and professional development

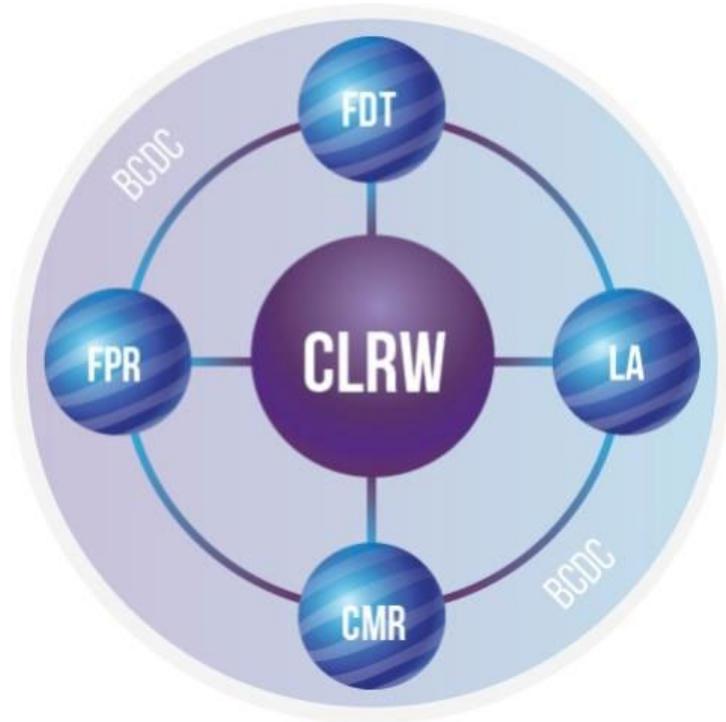
Moresi, S., Herk, J., van der Voort, C. & Snoeren, M.

### Aims

1. Development and implementation of programma
2. Study results of programme
3. Profile description boundary crosser (competences)



## PHASES WIN-PROJECT



### Phase 2: Validating and refining model

- Multiple casestudies via mixed-method design (literature review, observation, surveys and interviews)



### Phase 4: Implementation and dissemination

- Developing tools to strengthen quality of PW
- Implementing, testing, and evaluating the developed instrument in a broader context

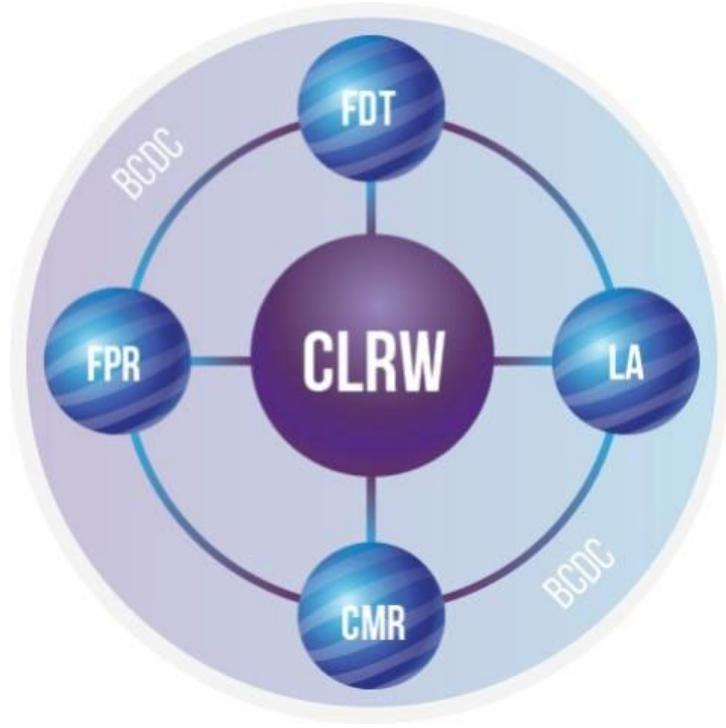
- Identifying indicators for quality of PW and design of instrument
- Testing of instrument in recognized PW

### Phase 3: Development of selfevaluation instrument



Expertmeeting 3 December 2019  
(Swennenhuis et al, in preparation)

Professional  
Workplaces  
Definition



Model for learning  
and investigative  
collaboration in PW

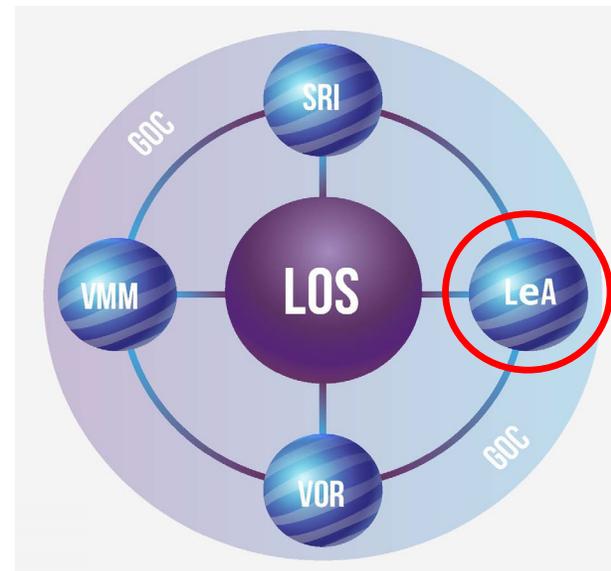
Roles within PW  
Boundary  
Crossers

## What

- **Distributed and shared leadership** which aims to stay aligned and connected
- Transparency in the interests and objectives
- Responsibility for personal goals and achievements

## Objective

- Creating trust, ownership, participation and involvement at every level and with all parties involved



Onderwijsinnovatie  
december edition  
  
Expert meeting  
3/12/2019  
  
Follow us->

The screenshot shows the Fontys website page for 'Professionele Werkplaatsen'. The header includes the Fontys logo and navigation links: '<', 'Contact en locaties', 'Nieuws', '#wijzijnfontys', and 'Menu'. The main title is 'Professionele Werkplaatsen'. Below it is a section 'Kenmerken van Professionele Werkplaatsen' with a paragraph describing PWs as sustainable cooperation between higher education and public/private organizations. To the right of this text is a box with the text 'kenmerken professionele werkplaatsen'. Below the main text are three columns of content: 1. 'Professionele Werkplaatsen' with a paragraph about the Mens en Maatschappij domain and a box with 'professionele werkplaatsen'. 2. 'PW Inside' with a paragraph about opportunities for new developments and a box with 'pw inside'. 3. 'WIN-project' with a paragraph about the WIN project and a box with 'het win-project'. At the bottom, there are three images: a group of people in front of a presentation board, a close-up of a smiling woman, and a woman in front of a presentation board titled 'Model voor lerend en onderzoekend samenwerken in PW'.

Thank you for your attention

Sofie Moresi & Jeroen Bovens