

# FRAMEWORK

# HYBRID LEARNING ENVIRONMENTS 2021



# INTRODUCTION

## WHAT IS THE FONTYS FRAMEWORK FOR HYBRID LEARNING ENVIRONMENTS?

The framework for Hybrid Learning Environments was developed as part of the cross-Fontys Hybrid Learning Environments Programme. The framework can be used as a conversation tool for the (continued) development of a hybrid learning environment. In the framework, hybrid learning environments are defined as learning environments at the intersection of educational and professional practice, where students, lecturers and partners from the professional field learn, work and research together on the basis of authentic issues. At this intersection, the degree to which learning, working and researching are integrated with each other – the degree of hybridity – can differ per learning environment. The framework helps distinguish different learning environments at this intersection.

## HOW IS THE FRAMEWORK STRUCTURED?

The framework for hybrid learning environments has a horizontal and a vertical axis which together form a matrix. Hybrid learning environments can be positioned in this matrix. On clicking a circle in the matrix, an explanation of the position in question appears on the right-hand side of the screen.

The tool's **horizontal axis** represents the continuum of hybridisation. The continuum runs from 'alignment' through 'incorporation' to 'hybridisation', representing increasing integration of the contexts of education and the professional field. At the leftmost part of the continuum you start out from educational practice; at the rightmost part you start out from professional practice. The **vertical axis** represents the elements of curriculum design and interorganisational cooperation. These seventeen elements are subdivided into a strategic level (two elements), a tactical level (seven elements) and an operational level (eight elements). At the strategic level the focus is on the trajectory of the learning environment. At the tactical level the focus is on its organisation and at the operational level it is on the specifics and design.

## WHAT IS THE FRAMEWORK BASED ON?

The horizontal axis is based on the typology by Bouw, Zitter & De Bruijn (2019, 2020), which describes variations of learning environments at the intersection of education and professional practice. The vertical axis was inspired by Van den Akker's curricular spiderweb (2003) as well as literature on interorganisational cooperation (including Bryson, Crosby & Stone, 2015). In addition, a comprehensive panel of experts and people with practical expertise have contributed to the framework's development.

## WHEN CAN THE FRAMEWORK BE USED?

You can use the framework as a resource for conversations about the hybrid learning environment. Students, lecturers and partners from the professional field can all use it, preferably in dialogue with each other. In this framework, all positions on the continuum are good ones. In other words, the framework has an open approach: it is up to the users to determine where they (want to) stand. It is recommended, however, to settle on one specific context when using the framework, for example the entire study programme or, instead, a particular unit of study.

The framework supports the following five application areas:

1. *Interpretation*: The framework can help interpret the learning environment. It helps create a unified understanding and idiom: what do we mean by hybrid learning environments?
2. *Providing insight*: The framework can provide insight into the phase a hybrid learning environment is in.
3. *Setting the ambition*: The framework can help decide on the ambition: what goal do we as a hybrid learning environment want to work towards? What is our ideal?
4. *Monitoring*: The framework can help identify and articulate any developments there may be towards a different phase on the continuum. This makes it possible, moreover, to monitor and compare different practices in a uniform way.
5. *Support*: The framework can help clarify where or for which aspect support is needed with the (continued) development of a hybrid learning environment.

## THE SPIDERWEB AS A GUIDELINE FOR THE FRAMEWORK'S VERTICAL AXIS



### Literature

Van den Akker, J. (2003). Curriculum perspectives: an introduction. In Van den Akker, J., Kuiper, W., & Hameyer, U. (eds.), *Curriculum Landscapes and Trends*, (pp. 1-10). Dordrecht: Kluwer Academic Publishers.

Bouw, E., Zitter, I., & De Bruijn, E. (2019). Characteristics of learning environments at the boundary between school and work – A literature review. *Educational Research Review*, 26(1), 1-15.

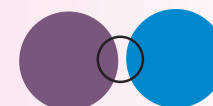
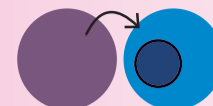
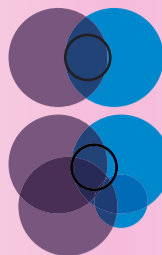
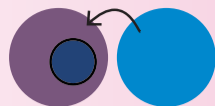
Bouw, E., Zitter, I., & De Bruijn, E. (2020). Designable elements of integrative learning environments at the boundary of school and work: a multiple case study. *Learning Environments Research*, 1-31.

Bryson, J. M., Crosby, B. C., & Stone, M. M. (2015). Designing and implementing cross-sector collaborations: Needed and challenging. *Public administration review*, 75(5), 647-663.

**STRATEGIC**  
 What direction are we going with our learning environment?

*Educational practice*

*Professional practice*



**Alignment**

**Incorporating the profession into the study programme**

**Hybridisation**

**Incorporating the study programme into the profession**

**Alignment**

**Vision**



Why do we want to (better) integrate school and the professional field?

**Enriching education**

An important motive for cooperation is to enrich education with current insights from professional practice. The exchange between educational and professional practice is mutually inspiring and informative.

**Simplifying the switch from school to work and vice versa**

An important motive for cooperation is to achieve better coordination between education and professional practice. Incorporating aspects of professional practice into the study programme simplifies the switch from school to work and vice versa.

**Solving complex issues in an interdisciplinary way**

An important motive for extensive regional cooperation is the conviction that taking an interdisciplinary approach to solving complex issues is possible only when the education of students is integrated with innovations and developments in the professional field (and when the outcome of this is relevant to all those involved).

**Innovation and development of professional practice**

An important motive for cooperation is professional practice wishing to innovate and professionals being required to develop on an ongoing basis (lifelong learning). Cooperation with the educational sector provides professional practice with a bigger network and fresh insights.

**Training future employees**

The motive for cooperation is twofold. On the one hand it is about developing the practical competences of future employees (students); on the other hand it is about matching future employees with professional practice.

**Mission**



Which goals do we pursue when it comes to learning, working and researching together?

**The study programme's goal is at the centre**

The study programme's goals are at the centre and are aimed mainly at the students' learning process.

**The study programme's goal is at the centre, the professional field is complementary**

The study programme's goals are leading and can only be achieved with the professional field's input/contribution.

**Shared goal**

The goals of the professional field and those of the study programme can only be achieved by working together. Goals are formulated together and are focused on learning, innovating and producing together so as to tackle complex (social) issues in the region.

**The professional field's goal is at the centre, the study programme is complementary**

The professional field's goals are leading and are linked up with the study programme's goals.

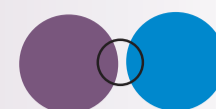
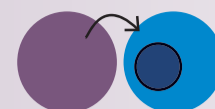
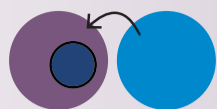
**The professional field's goal is at the centre**

The professional field's goals are at the centre and mainly concern production / in-company challenges.

**TACTICAL**  
How is our learning environment organised?

*Educational practice*

*Professional practice*



*Alignment*

*Incorporating the profession into the study programme*

*Hybridisation*

*Incorporating the study programme into the profession*

*Alignment*

**Organisational format**



How is the cooperation organised?

**Partnership on the basis of alignment**

**Partnership on the basis of incorporation**

**Integrated partnership**

**Partnership on the basis of incorporation**

**Partnership on the basis of alignment**

Cooperation takes shape as the professional field is invited regularly to contribute its ideas on the development of the study programme.

Cooperation with the professional field is a substantial part of the study programme. There is structural consultation with the professional field.

The learning environment has taken on a (new) formal organisational format, for example in the shape of cooperation agreements, a foundation, a public-private partnership (PSS) or another formal (networking) structure.

A substantial part of the education of students takes place in and around the professional field. There is structural consultation with the study programme.

Cooperation takes shape as the study programme regularly visits the professional field, for instance in the shape of work placements and graduation visits.

**Management and leadership**



What does the management of the learning environment look like?

**The study programme manages**

**The study programme manages, the professional field co-manages**

**Joint management**

**The professional field manages, the study programme co-manages**

**The professional field manages**

The study programme is the main driver of the learning environment. Chairmanship, including setting the agenda and strategic planning, are with the study programme. The professional field contributes ideas and advice.

The study programme takes the lead in managing the learning environment. The professional field participates structurally in management meetings and shares responsibility for the learning environment or aspects of it. Responsibilities such as chairmanship, setting the agenda and strategic planning have been defined. The study programme carries out a fairly large share of these tasks.

The learning environment is managed in cooperation, for instance through a jointly designed board / control group / consultation format. Responsibilities have been defined and divided deliberately between the study programme and the professional field.

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The professional field is the main driver of the learning environment. Chairmanship, including setting the agenda and strategic planning, are with the professional field. The study programme contributes ideas and advises on the suitability of work placement locations.

**Facilitation**



How is the cooperation facilitated and funded?

**Facilitation by the study programme**

**Facilitation by the study programme, co-facilitation by the professional field**

**Facilitation by the study programme and the professional field**

**Facilitation by the professional field co-facilitation by the study programme**

**Facilitation by the professional field**

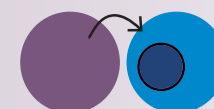
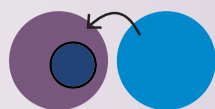
Facilitation is mainly provided by the study programme. The study programme facilitates and funds the cooperation, for example by making available working hours, resources and locations. Contributions from the professional field are optional.

The study programme is the main facilitator and funder of the cooperation, for example by making available working hours, resources and locations. The professional field facilitates aspects of the learning environment.

The study programme and the professional field facilitate and fund the cooperation together, for example by making available working hours, resources and locations.

The professional field is the main facilitator and funder of the cooperation, for example by making available working hours, resources and locations. The study programme facilitates aspects of the learning environment.

Facilitation is mainly provided by the professional field. The professional field facilitates and funds the cooperation, for example by making available working hours, resources and locations. Contributions from the study programme are optional.



**Alignment**

**Incorporating the profession into the study programme**

**Hybridisation**

**Incorporating the study programme into the profession**

**Alignment**

**Team composition**



How are teams put together?

**Homogeneous student teams**

Students learn, work and research in student teams within a single study programme.

**Complemented student teams**

Students learn, work and research in (interdisciplinary) student teams complemented by lecturers and partners from the professional field. Secondary actors may participate in specific areas.

**Heterogeneous interdisciplinary teams**

Teams are mixed and interdisciplinary, consisting of students, lecturers and partners from the professional field. Secondary actors may participate in specific areas. The students involved may have a variety of backgrounds, for example with regard to their study programme profile, their education level (senior secondary vocational education and training; higher professional education; research-oriented higher education) and their experience (first-year through fourth-year students).

**Complemented teams from the professional field**

Teams in professional practice are complemented by student and lecturer groups. Secondary actors may participate in specific areas.

**Teams from the professional field**

The student forms part of a team in the professional field.

**Distribution of roles**



Who does what in this learning environment with regard to learning, working and researching?

**Separation of roles**

Student=learner. Lecturer=expert and coach. Partner from the professional field=occasional guest. The student is the primary 'boundary crosser'.

**Blending of roles**

There is a gradual transition between roles. The following is the primary distribution. Student=learner-worker. Lecturer=expert in learning, coach and account manager. Partner from the professional field=client and professional expert. The student and the professional are the primary 'boundary crossers'.

**Integration of roles**

Although everyone primarily keeps their own role, the shape it takes is more interchangeable. This means everyone can take on the role of expert, learner, (co-)assessor, coach and networker in order to solve authentic issues together. Everyone is a 'boundary crosser'.

**Blending of roles**

There is a gradual transition between roles. The following is the primary distribution: Student=worker-learner. Lecturer=expert in learning, coach and account manager. Partner from the professional field=employer, professional expert and learner. The student and the lecturer are the primary 'boundary crossers'.

**Separation of roles**

Student=future employee. Lecturer=work placement supervisor. Partner from the professional field=future employer; offers opportunities to do a work placement and/or graduation project. Lecturers are remote supervisors. The student is the primary 'boundary crosser'.

**Evaluation**



Who determine the outcomes of the learning environment and who evaluate these outcomes?

**Separate outcomes, no evaluation**

The study programme and the professional field each have their own ideas about the outcomes the learning environment is to achieve. There is no collective evaluation.

**Joint evaluation of separate outcomes**

The study programme and the professional field discuss the outcomes they envisage, and discuss the effectiveness together.

**Joint evaluation of shared outcomes**

The study programme and the professional field pursue shared outcomes. Results from these shared outcomes determine the effectiveness of the learning environment, and are evaluated jointly.

**Joint evaluation of separate outcomes**

The professional field and the study programme discuss the outcomes they envisage, and discuss the effectiveness together.

**Separate outcomes, no evaluation**

The professional field and the study programme each have their own ideas about the outcomes the learning environment is to achieve. There is no collective evaluation.

**Time**



When do we learn, work and research? Whose schedule do we adhere to?

**The educational cycle is leading**

Schedule based on the educational cycle, e.g. semester, academic year, holidays.

**The educational cycle is leading in coordination with the professional field**

Schedule based on the educational cycle in consultation with the professional field.

**Joint planning**

Joint schedule with room for flexibility.

**The professional cycle is leading in coordination with the study programme**

Schedule based on the professional cycle in consultation with the study programme.

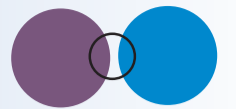
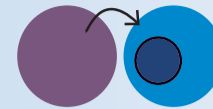
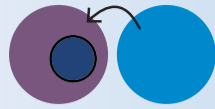
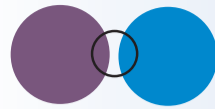
**The professional cycle is leading**

Schedule based on the professional cycle, e.g. customary business days and hours.

**OPERATIONAL**  
How do we shape our learning environment?

*Educational practice*

*Professional practice*



*Alignment*

*Incorporating the profession into the study programme*

*Hybridisation*

*Incorporating the study programme into the profession*

*Alignment*

**Knowledge, skills and content**

What knowledge, skills and content is being worked on and who decides on this?



***The content of the study programme is at the centre***

***The content of the study programme is enriched with content from the professional field***

***Content is created by both the study programme and the professional field***

***The content of the professional field is enriched with content from the study programme***

***The content of the professional field is at the centre***

The content of the study programme is at the centre. Students obtain current knowledge and skills that are geared towards the professional field. The study programme decides on these, with the possibility of giving students room to make their own decisions.

The content of the study programme is at the centre and is enriched on a just-in-time basis with knowledge and skills required for solving issues in the professional field. The study programme and the professional field put issues on the agenda together, with the possibility of giving students room to make their own decisions.

Rather than being decided on up front, the content depends on what is needed at a given moment to solve a topical issue, with learning, working and researching continually alternating. The content is geared towards the professional profile as well as being conducive to gaining new, boundary-breaking insights. Issues are prioritised and tackled jointly, and often form part of a larger innovation agenda or line of research.

The content required for working in and innovating professional practice is at the centre. More generic knowledge and skills from the study programme are also needed. The professional field and the study programme put issues on the agenda together.

The specific content of the professional field is at the centre. Students participate in well-defined processes and regular work processes, delivering work products for professional practice. The professional field decides which issues are placed on the agenda.

**Activities**

What are the core activities within the learning environment?



***Activities in line with the curriculum***

***Practical issues that match the curriculum***

***Contributing together to authentic issues***

***Work placement within the curriculum***

***Participation in professional practice***

Carrying out projects or cases as determined previously by the curriculum of the study programme. The professional field contributes guest lectures and simulations.

Working on issues provided by the professional field, as long as they are geared towards the curriculum of the study programme.

Working on and researching complex authentic issues together. Knowledge and innovative solutions are developed while cooperating on these complex issues.

Work placements form part of the study programme's curriculum. Students learn while working in professional practice.

Working. Students participate in professional practice, among other ways by doing work placements in the field.

**Artefacts**

Which materials and sources do we work with?



***The study programme facilitates the content***

***The study programme facilitates the content; the professional field supplements it***

***The professional field and the study programme facilitate the content together***

***The professional field facilitates the content; the study programme supplements it***

***The professional field facilitates the content***

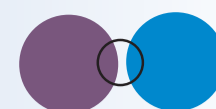
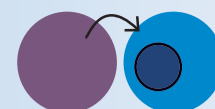
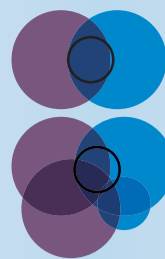
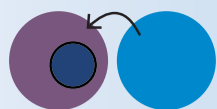
The study programme facilitates sources, methods, materials, tools and state-of-the-art technology.

The study programme facilitates sources, methods, materials, tools and state-of-the-art technology. The professional field supplements this where possible.

The study programme and the professional field are jointly responsible for decisions, criteria, availability and development of sources, methods, materials, tools and state-of-the-art technology, which support work processes as well as learning processes.

The professional field facilitates sources and materials, which the study programme supplements where possible.

The professional field facilitates student participation in the work process by making available sources and materials.



**Alignment**

**Incorporating the profession into the study programme**

**Hybridisation**

**Incorporating the study programme into the profession**

**Alignment**

**Feedback**

How do we arrange for feedback?



**Students receive feedback from educational practice.**

Lecturers and fellow students provide feedback based on study programme goals. The professional field provides incidental feedback.

**Students receive feedback from educational practice and the professional field.**

It is mainly the study programme and fellow students who are leading in the feedback process. The professional field supplements this where possible and animates students with regard to feedback quality.

**Students, lecturers and partners from the professional field receive feedback.**

Feedback is provided by all actors (student, lecturer, professional) in the interwoven educational and professional practice. Students, lecturers and partners from the professional field reach agreement on what the feedback process will look like, who will provide feedback to whom, and what will receive feedback.

**Students receive feedback from the professional field and fellow students.**

It is mainly the professional field and fellow students who are leading in the feedback process. The study programme supplements this where possible and animates the professional field and students with regard to feedback quality.

**Students receive feedback from the professional field.**

Partners from the professional field are leading in the feedback process. The study programme asks questions of the professional field regarding the feedback provided.

**Assessment – Who**

Who designs the assessment system?



**The study programme designs the assessment system**

The study programme designs the assessment system and decides what will be assessed (learning outcomes).

**Students receive feedback from educational practice and the professional field.**

The study programme and the professional field design the assessment system together, including the question of what will be assessed (learning outcomes) and the distribution of assessment roles between the study programme and the professional field. The designed assessment system pertains to that part of professional practice that is incorporated into educational practice.

**Students, the professional field and the study programme design the assessment system.**

Students, the professional field and the study programme design the assessment system together, including the question of what will be assessed (learning outcomes) and the distribution of assessment roles between students, the professional field and the study programme.

**The professional field and the study programme design the assessment system.**

The professional field and the study programme design the assessment system together, including the question of what will be assessed (learning outcomes) and the distribution of assessment roles between the study programme and the professional field. The designed assessment system pertains to that part of educational practice that is incorporated into professional practice.

**The professional field designs the assessment system.**

The professional field develops the assessment system and decides what will be assessed (learning outcomes).

**Assessment – What**

What gets assessed?



**Assessment of educational goals/competences**

The assessment is aimed at those goals/competences described in the study programme profile that can also be demonstrated independently of the professional context. Any knowledge tests are of the knowledge acquired in educational practice.

**Assessment of professional goals/competences in educational practice**

The assessment is aimed at goals/competences described in the (jointly written) study programme profile. The assessment is aimed at knowledge acquired while working on authentic issues. The assessment takes place in that part of professional practice that is incorporated into educational practice.

**Assessment of jointly formulated goals/competences relating to realistic professional situations**

The assessment is aimed at goals/competences described in the jointly written study programme profile and deployed in authentic professional situations. The assessment is aimed at knowledge acquired in authentic professional situations involving students, lecturers and the professional field. Any knowledge tests are aimed at knowledge acquired in the authentic professional situations that involve students, lecturers and the professional field.

**Assessment of educational goals/competences in professional practice**

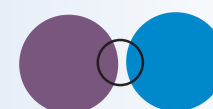
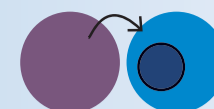
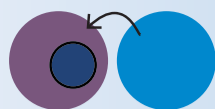
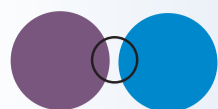
The assessment is aimed at goals/competences described in the (jointly written) study programme profile. The assessment is aimed at the knowledge acquired in authentic professional situations. The assessment takes place in that part of educational practice that is incorporated into professional practice.

**Assessment of professional goals/competences**

The assessment is aimed at goals/competences not explicitly included in the study programme profile but still relevant in professional practice. The emphasis is on assessing the student's 'actions' / 'actions and performance' in professional practice. Any knowledge tests are aimed at knowledge acquired in professional practice.

Educational practice

Professional practice



Alignment

Incorporating the profession into the study programme

Hybridisation

Incorporating the study programme into the profession

Alignment

Assessment – How



Which forms of assessment are used?

**Forms of assessment that are current in educational practice**

The assessment of what has been learned makes use of various forms of assessment that are current in the study programme.

**Forms of assessment that are current in educational practice, complemented by forms of assessment from professional practice**

The assessment of that part of professional practice that is incorporated into educational practice often aligns with assessment as learning and assessment that is independent of learning pathways, such as: 'programmatic assessment', 'portfolio assessment', 'professional products', organised by the study programme or via digital learning environments.

**Forms of assessment from educational and professional practice are integrated**

Often, forms of assessment are used that align with assessment as learning and assessment that is independent of learning pathways, such as: programmatic assessment, portfolio assessment, working with professional products.

**Forms of assessment that are current in professional practice, complemented by forms of assessment from educational practice**

The assessment of that part of educational practice that is incorporated into professional practice often aligns with assessment as learning and assessment that is independent of learning pathways, such as: programmatic assessment, portfolio assessment, working with professional products.

**Forms of assessment that are current in professional practice**

The assessment of what has been learned makes use of forms of assessment that are current in professional practice, such as performance reviews, work placement / practical assessments, working with professional products.

Locations



Where do we learn, work and research? What characterises this location?

**The learning environment consists of physical and digital educational practice**

The learning environment is comprised of physical and digital educational practice. It is accessible primarily to students and lecturers. There are generic teaching areas: classrooms, consulting rooms and collaborative areas.

**Practice areas and labs that are part of physical and digital educational practice**

The learning environment is comprised of physical and digital educational practice in which professional practice is reflected in the shape of (open) practice areas and labs. Encounters are organised mainly at the study programme or via digital learning environments.

**Working under a single physical and digital roof**

Education and the professional field are under the same physical and digital roof; everyone feels at home. There is a central meeting space and facilities are shared.

**Some of the physical and digital locations in professional practice are aimed specifically at learning, working and researching together**

Physical and digital professional practice is specifically designed (in part) as a learning environment. Encounters are organised mainly in professional practice.

**The learning environment consists of physical and digital professional practice**

The learning environment is comprised of physical and digital professional practice. It is designed primarily for professionals to work in. Students participate in this environment and can make use of the facilities of the professional environment.



# GLOSSARY

## HYBRID LEARNING ENVIRONMENT

'Learning environments at the intersection of education and professional practice, where students, lecturers and partners from the professional field learn, work and research together on the basis of authentic issues.'

## PRIMARY ACTORS

In a hybrid learning environment, students, lecturers and partners from the professional field are primary actors. They are defined as:

**Students:** students in higher professional education (full-time, part-time, post-higher professional education) who traditionally have the role of learning/working/future employee or professional.

**Lecturers:** lecturers in higher professional education who traditionally have the role of coach, researcher, expert or account manager. Also called educational professionals.

**Partners:** from the professional field: organisations and/or persons from the professional field who traditionally have the role of professional expert or client. Also called professionals, professionals from the field or employers.

## SECONDARY ACTORS

Actors such as professors at universities of applied sciences, patients, clients or local residents.

## BOUNDARY CROSSER

People who, in the interest of learning, research and/or innovation, introduce elements of educational practice in professional practice and vice versa. They can be students, lecturers and/or professionals.

## INTERDISCIPLINARY

Term that refers to a working method that combines and makes use of insights from various professional fields.

## EDUCATIONAL PRACTICE

Context of the university of applied sciences or the study programme.

## PROFESSIONAL PRACTICE

Context of the professional field or the professionals.

## STUDY PROGRAMME

Collective term for students and lecturers at one or more of the study programmes of the university of applied sciences.

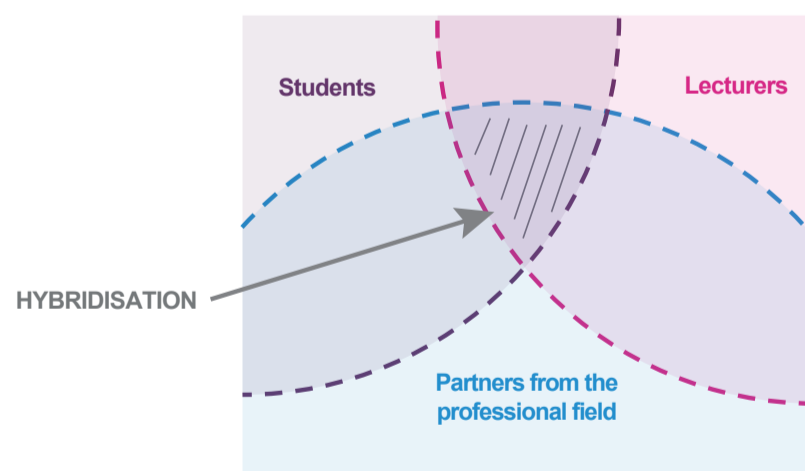
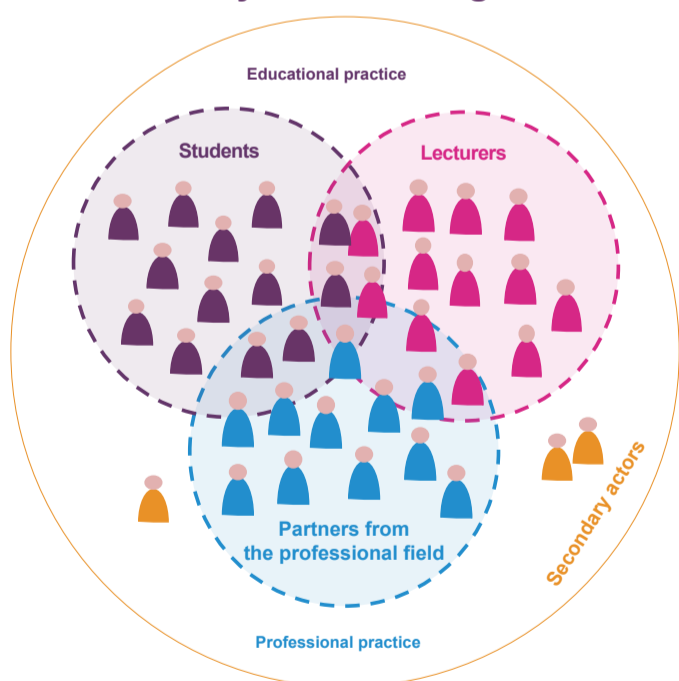
## PROFESSIONAL FIELD

Collective terms for partners from the professional field.

## REGION

Geographical area in which the hybrid learning environment seeks to have impact. This area can be relatively small (regional) or large (national/international).

## Actors in a Hybrid Learning Environment



Custers, M., Bos, P., Jansen, J., & Poelmans, P. (2021). *Framework hybrid learning environments*. Fontys University of applied sciences. <https://fontys.nl/Hybride-Leeromgevingen/Raamwerk.htm>