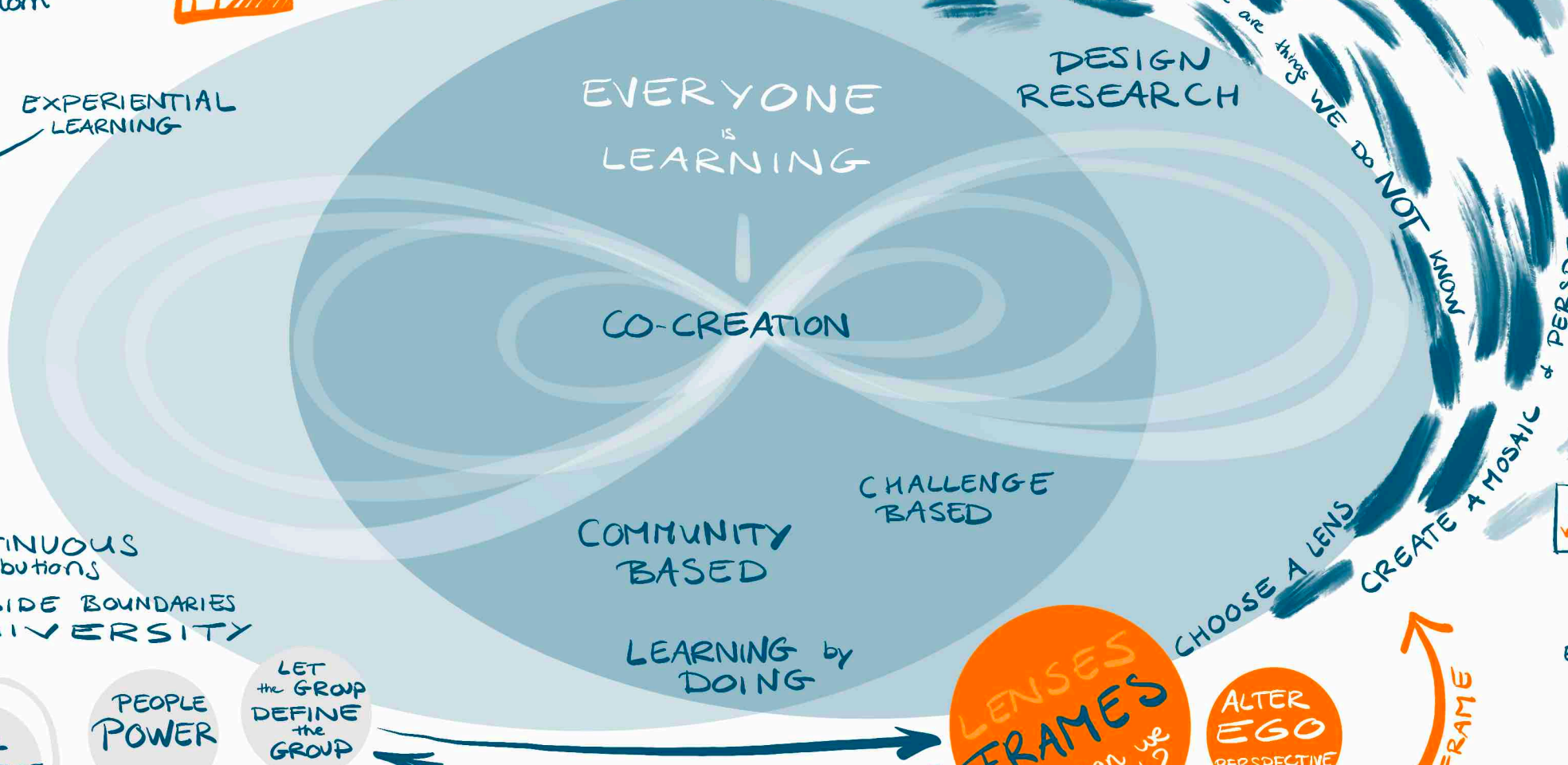
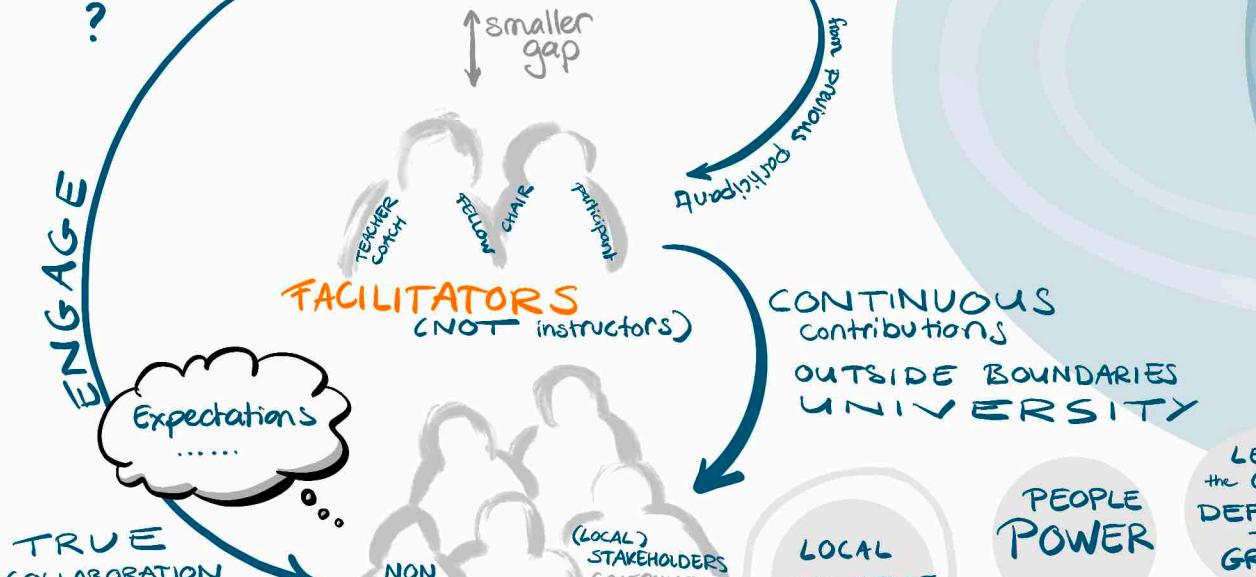
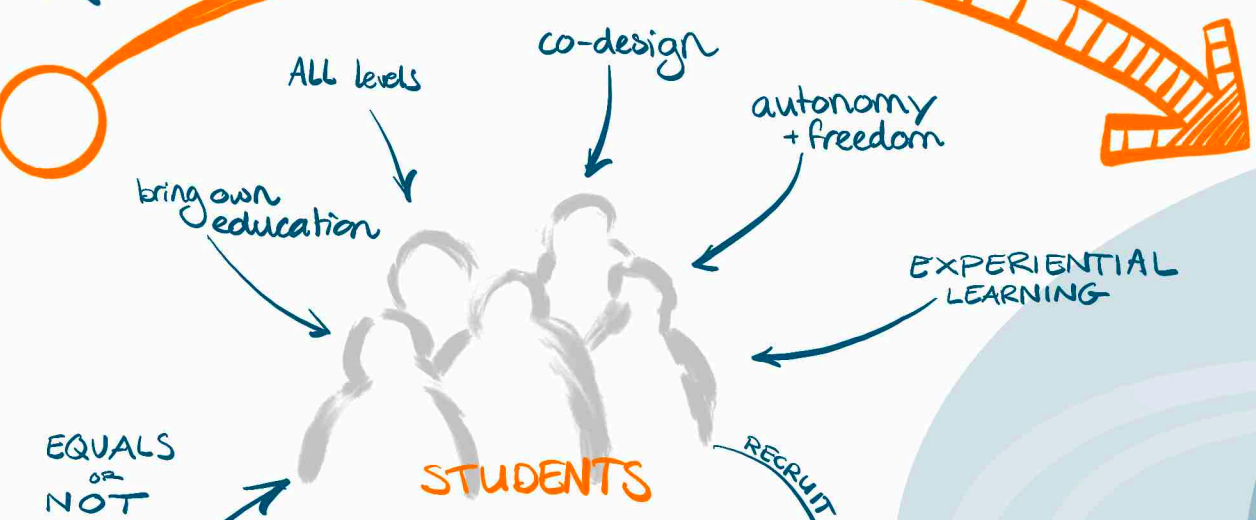


WHAT TO EMBRACE + TRANSFORM

TRANSDISCIPLINARY TEACHING LEARNING for



afhankelijkheid
↓
gedeelde opgave

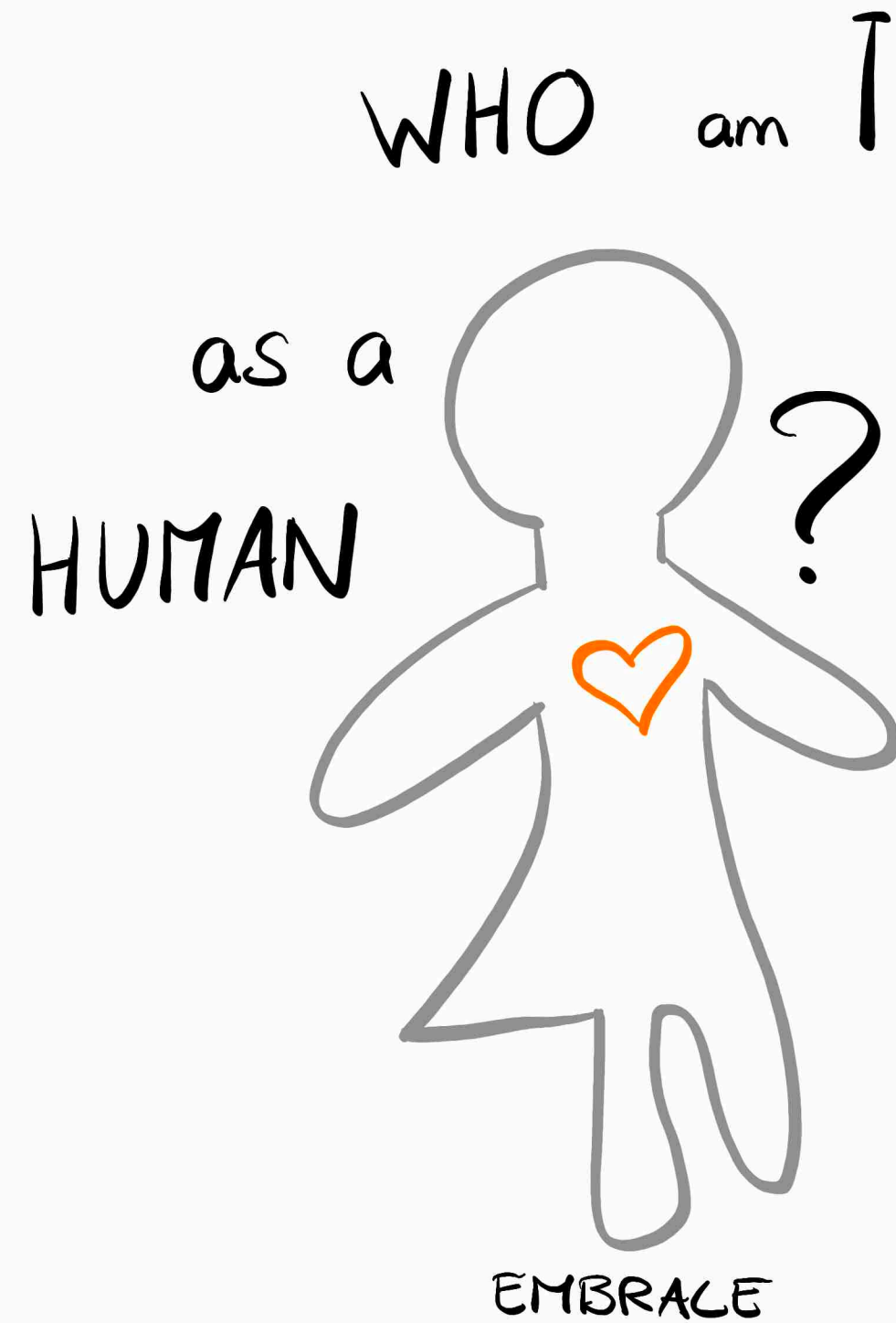
vraagstuk
toetsing

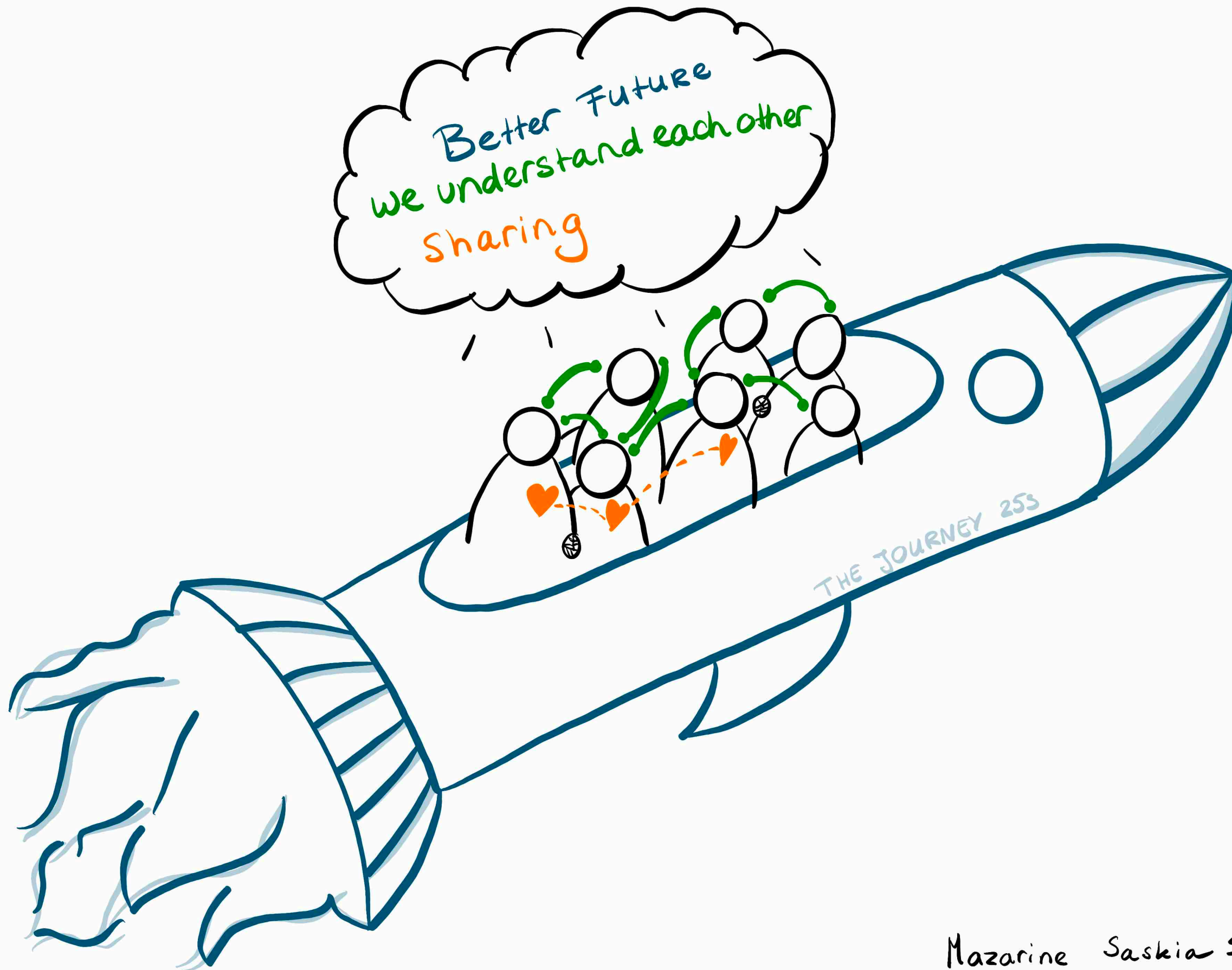
~~doel~~ clarity
& structure
common
language
framework
Doel of proces
Resultaat

Omarmen
- andere faculteiten
- creativiteit en energie bij pionieren
- motiverende
- uitdagingen
- dat iedereen leert (ook opdracht-
geven of teacher etc.)

transformen
- Structuurde facilitatie van TD
- Facilitatie
- creating the right mindset
- Assessment of TD/ID skills
- co-learning

BC Vaardigheden



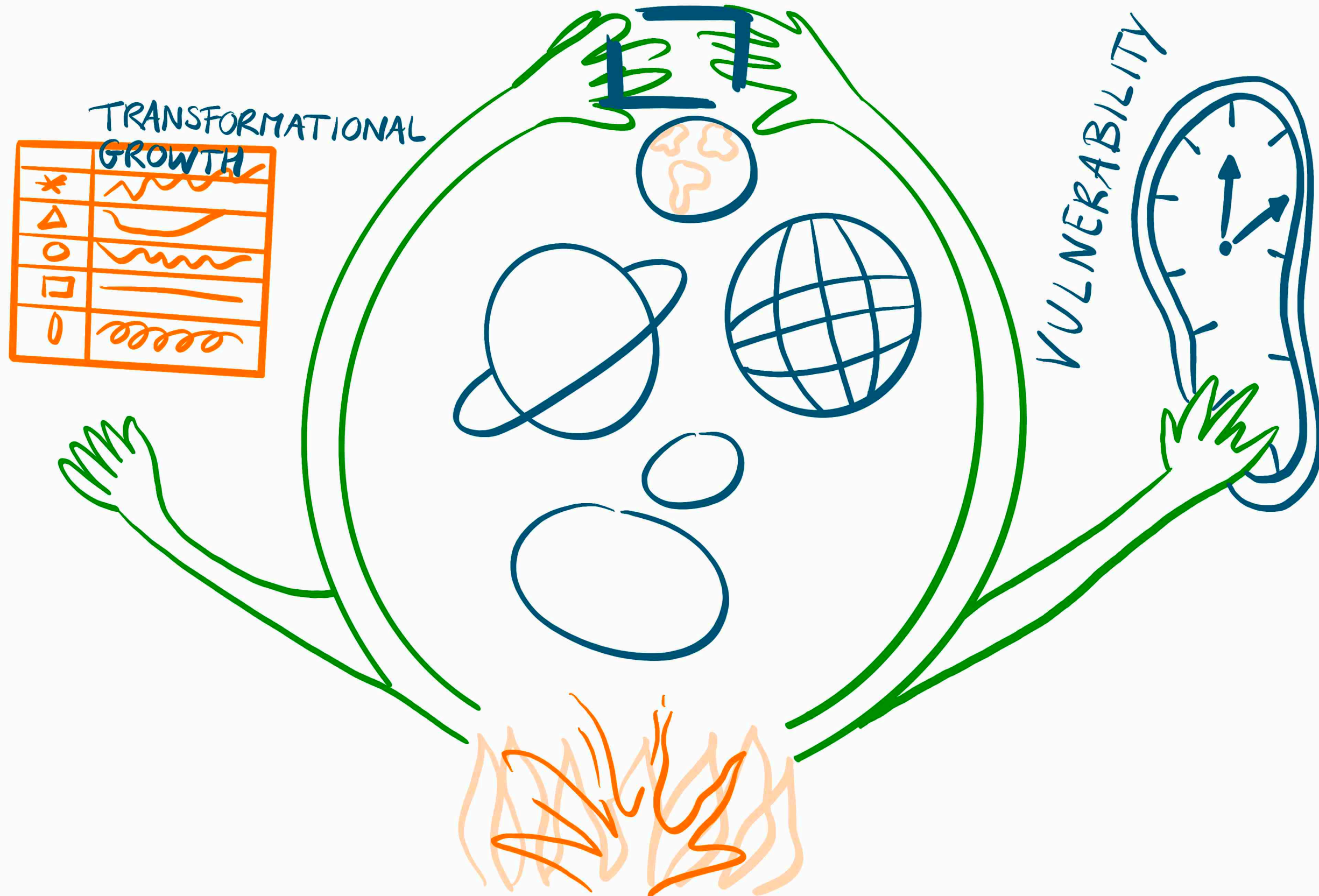


Mazarine Saskia Sandra Freeke, Nienke Cassandra

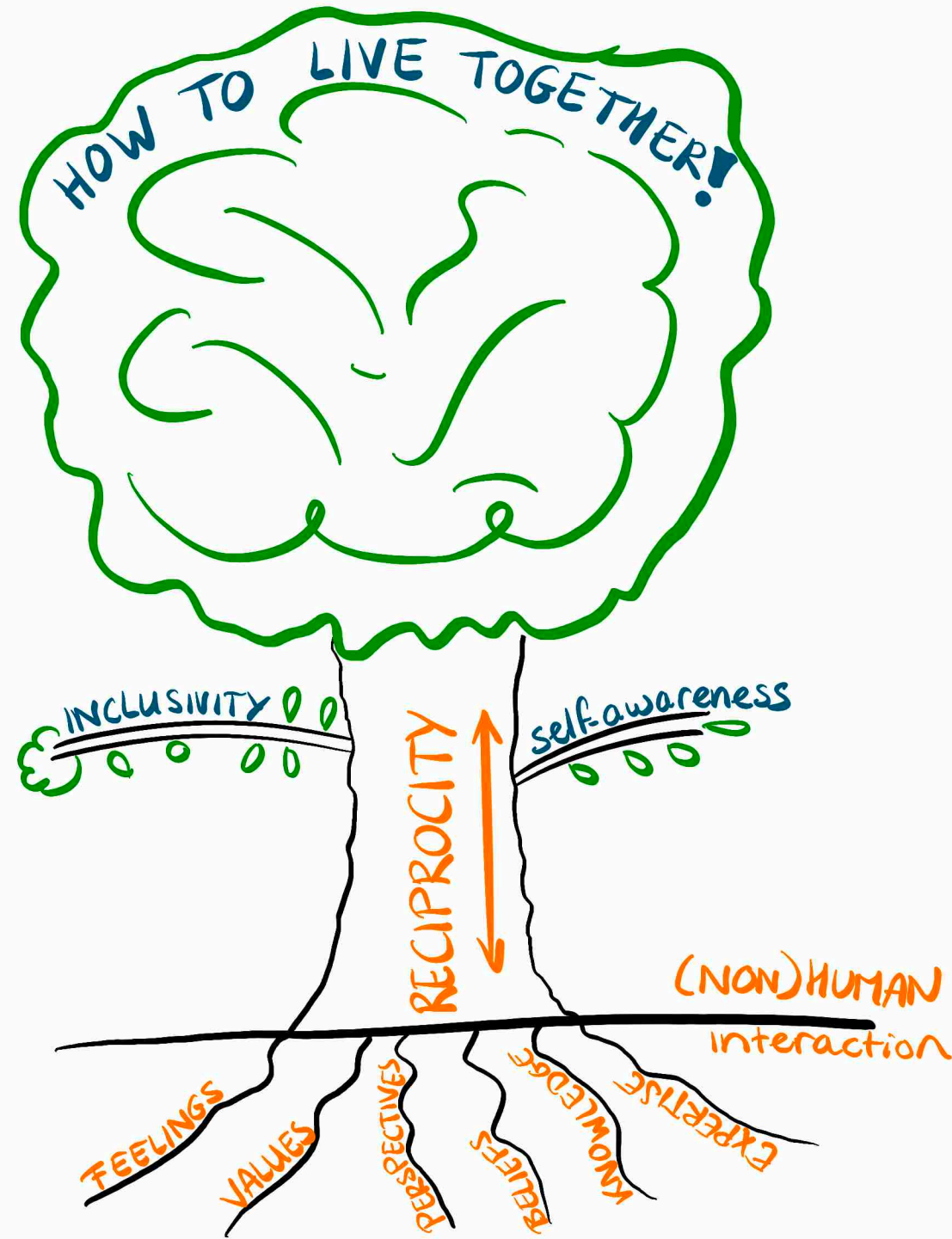
EMBRACE CHALLENGE



Ella Idse
Klara Victoria
Hayes, h.v.h@omni.via

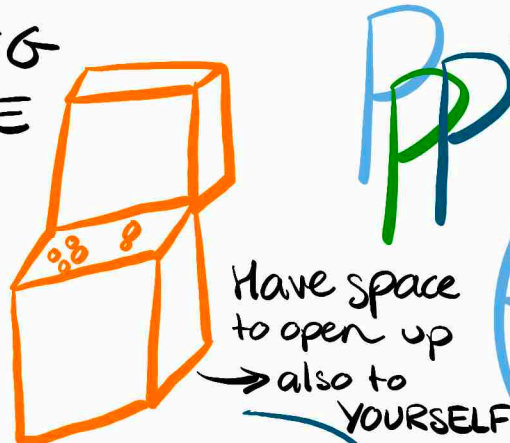


== TRANSDISCIPLINARY LEARNING ==



Future Use - Doreen Misomy - Mirthe v/d Hee - Valentina Jassone - Weiwei Lin

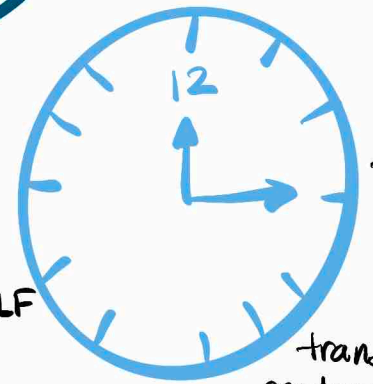
EVERYTHING
is POSSIBLE
outside the
BOX



Have space
to open up
→ also to
YOURSELF

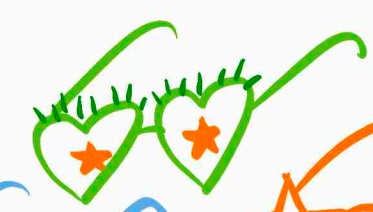
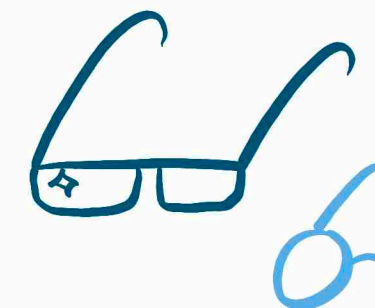


Passion
commitment
to learn



TAKE
TIME
is
KEY

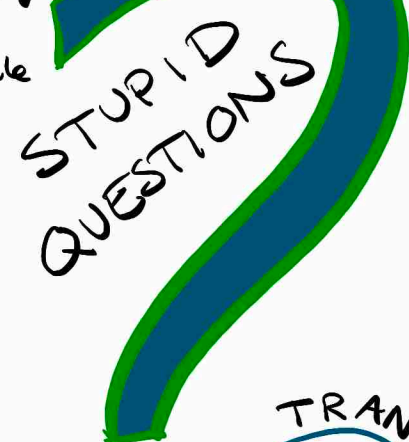
transform
academic schedule



CURIOSITY
GLASSES

CURIOSITY

EXCHANGE



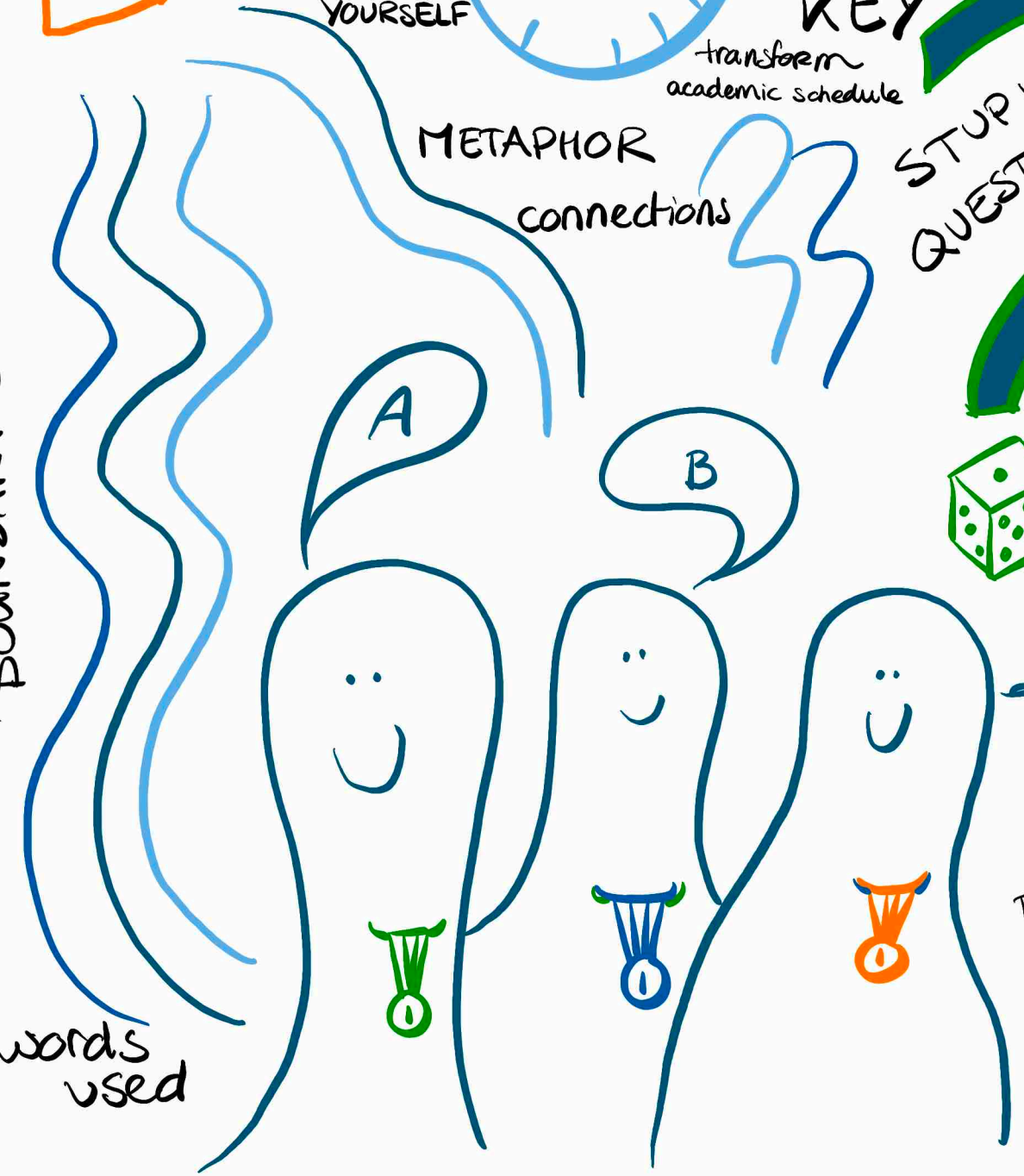
STUPID
QUESTIONS

METAPHOR
connections

VULNERABILITY
BOUNDARIES

ASSESSMENT

↓
diversity needs
to be
included

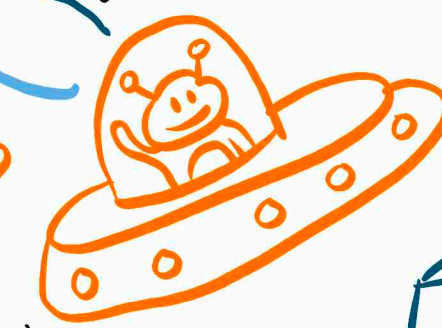


TRANSFORMATION

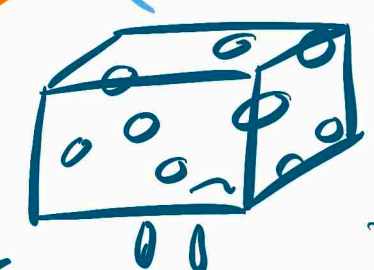


PLAY
and GAME

different
PLANET

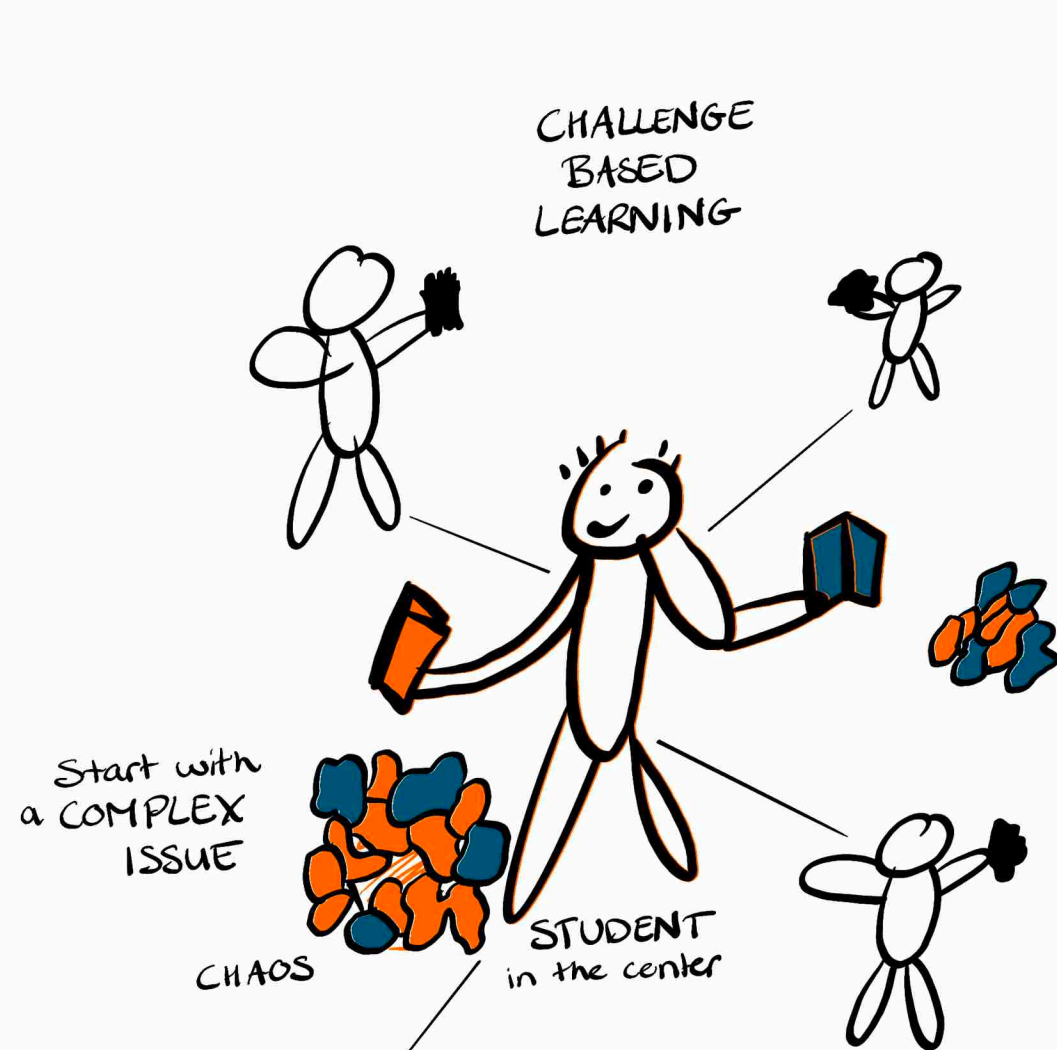


Difficult to ask
→ BE ALIEN



Sponge learning
vs insecurity

words
used



Start with a COMPLEX ISSUE

CHAOS

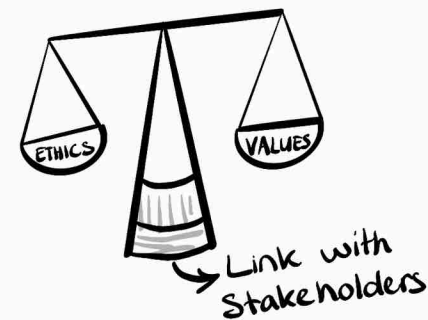
STUDENT in the center

building block

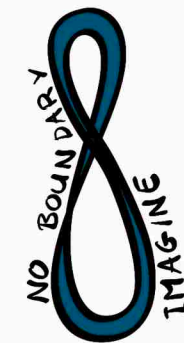
Student uses BUILDING BLOCKS (bricks) to build his/her own curriculum or learning trajectory

CHALLENGE BASED LEARNING

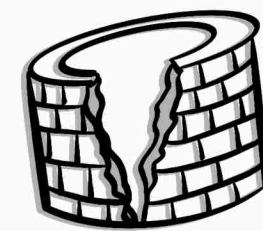
ASK QUESTIONS as a teacher to help students in navigation to the complex issue and to use the knowledge they have or need to develop



NOT KNOWING



stumbling blocks to self-certainty



Breaking boundaries

Anne
Wim
Hank
Theon
Ester