WUR BSC SKILLS LEARNING TRAJECTORIES:

FROM VISION TO PRACTICE

13-11-2024

Welcome!

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Welcome!

- What is your biggest challenge in skills (learning trajectories) implementation, in realizing vision (or policy) into practice?

Our ambition

- Skills learning trajectories are an explicitly integrated and visible component of all Bachelor's degree programmes.

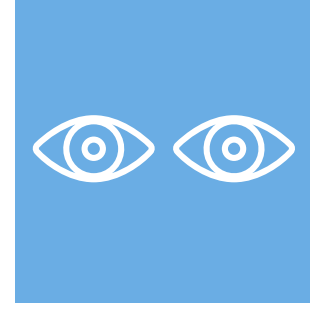# What has worked well in this project?
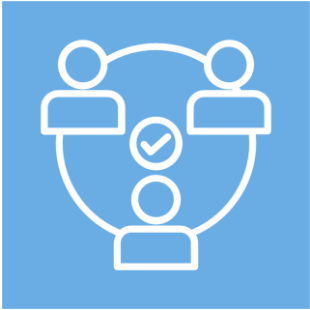
Position and governance

Consistent communication
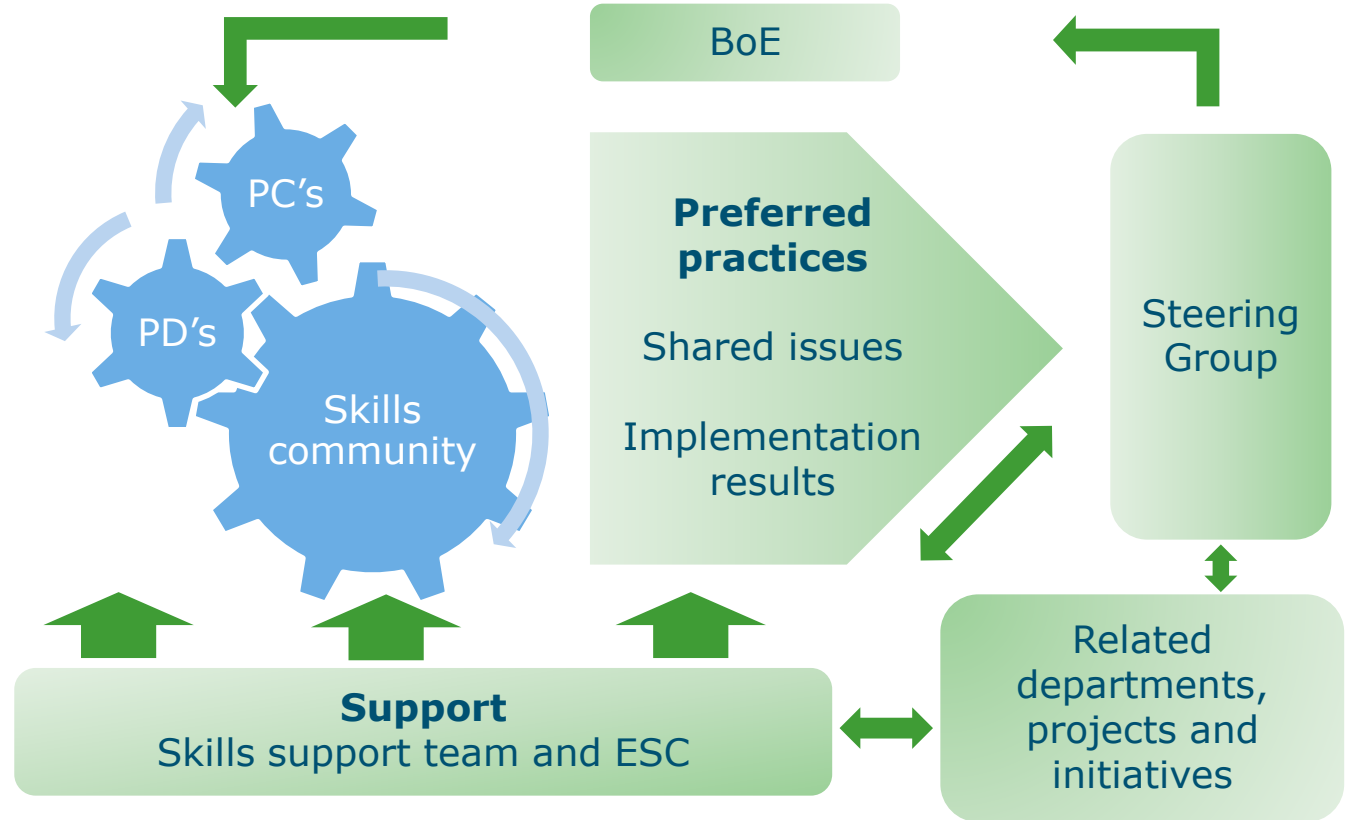
Collaborative and service oriented approach

Concrete, practical and visible outcomes

Position and governance

- Independent position
- The right people at the table
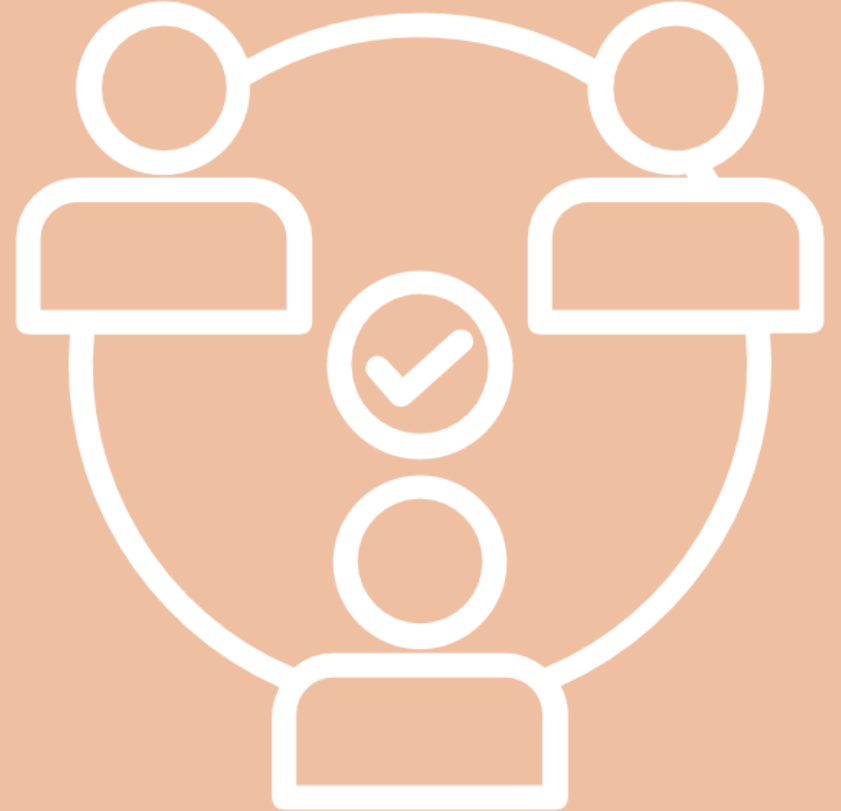- Clear decision process
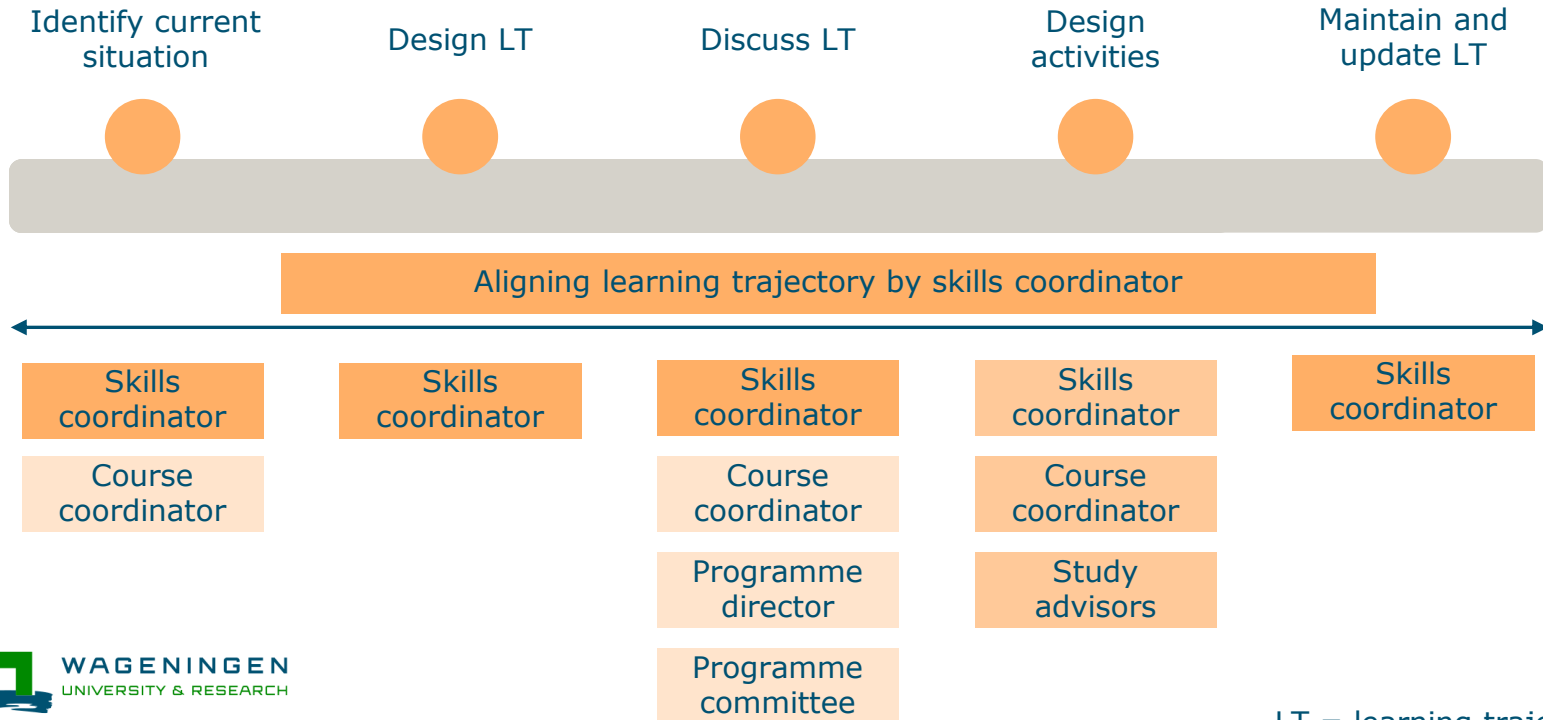- Adequate backing

Position and governance

Position and governance programme level

- Skills coordinator/team
  - Who is familiar with and involved in the programme
- Designing learning trajectories and activities **together**

Position and governance in a programme

Identify current situation	Design LT	Discuss LT	Design activities	Maintain and update LT

Aligning learning trajectory by skills coordinator

Skills coordinator	Skills coordinator	Skills coordinator	Skills coordinator	Skills coordinator
Course coordinator		Course coordinator	Course coordinator	
		Programme director	Study advisors	
		Programme committee		

LT = learning trajectory

Consistent communication

- Consistent project plan
- Core messages repeated
- BoE reconfirmed several times
- Recognizable documents/tools/templates (fingerprints, guideline, profile, icons)

Example of a product: learning outcomes document

May 2023: New version, to be used 2023-2025

- [Skills profile rubric generator](#) to create a customised Programme Learning Outcomes document
- Card deck for teacher meetings/workshops

Consistent communication programme level

- Clear and visible learning trajectories for both students and teachers
- Recognizable overviews and assignments

Example– visibility of learning trajectory

Interactive visual of learning trajectory on Brightspace

Instruction

Feedback

Assessment

Reflection

Goal setting

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Writing

Year 1
In year 1, in some courses you will write a report. However, no instruction, feedback or assessment on writing is given.

Year 2
- Period 1 — Food Microbiology
- Period 2 — Food Chemistry
- Food Technology Skills Academy
- Period 5 — Food Packaging and Design
- Food Hazards
- Period 6 — Food Properties and Function

Year 3
- Case Studies
- Thesis
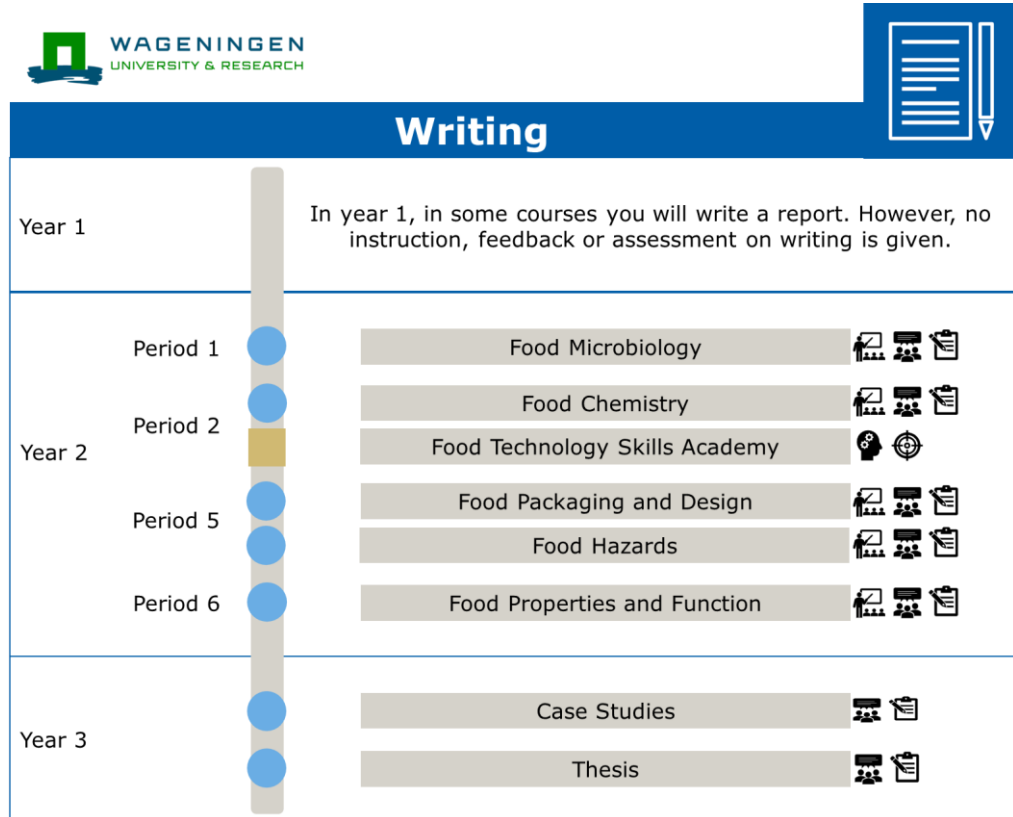
Example– recognizable overviews

Example– recognizable overviews
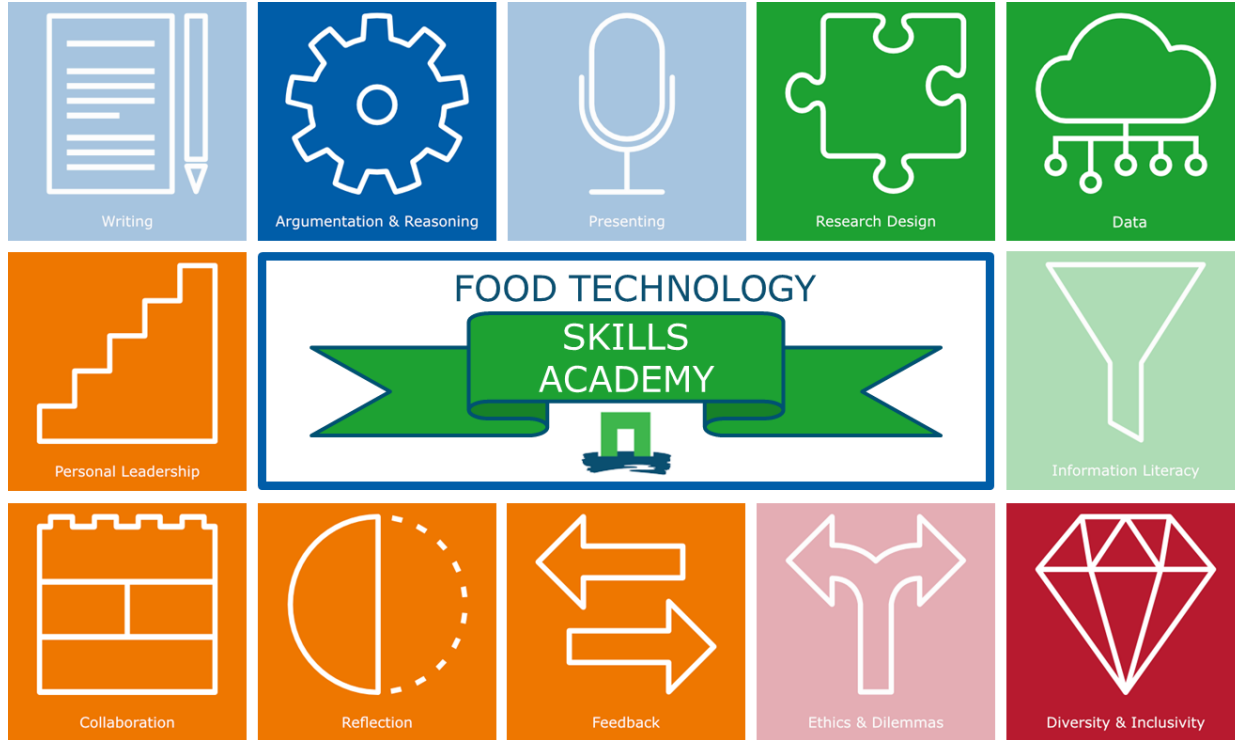
Example–recognizable assignments

All reflection assignments consist of 3 steps:
1. Take-away message
2. Reflecting
3. Setting goal

Assignment Reflection on Collaboration

In the course Introduction to Food Technology, you collaborated with other students on the case, the FPE practical and the EFT assignments. When collaborating, you might have experienced some challenges, and it is good to be aware of these challenges to collaborate better next time. Furthermore, it is useful to look back at what went well.

Assignment 1 – take-away message: What challenges did you encounter when collaborating with other students (1)? And what went well (2)?

(1)

(2)

Related to the skill *Collaboration*, a few subskills are important. For all subskills, you might feel that you are already good on a certain aspect, but might can improve on other aspects.

Assignment 2 – reflect on your skills: Complete the table on *Collaboration* for each subskill, by providing examples or situations of what you are already good at, and of what you still can improve.

For example:

I am already good at the following aspects:	Subskill	I can improve myself on the following aspects:
During the practical, I was the one who divided the work and everybody agreed with the division.	I was able to structure meetings and to divide the work.	Make better agreements about the division of work of the case: now 2 people finished the same exercise.

Subskills for the skill Collaboration.

I am already good at the following aspects:	Subskill	I can improve myself on the following aspects:
	I was able to structure meetings and to divide the work.	
	I was able to share all information with each other and integrate this well.	
	I was able to listen to others and speak up for myself.	

Assignment 3 – set goals for next time: Go to the portfolio tool in Brightspace and follow the instruction to:

- Open the collection 'Collaboration', and **upload this document** under the goal 'Awareness on skill' (by clicking on the 3 dots and on 'Add evidence to goal').
- Choose at least one subskill (or a combination of subskills), for which you **describe a goal** to work on. In period 4, you will be looking back to this goal. Insert this goal in portfolio, by clicking on 'Add goal', 'New goal'.

After uploading this document + adding a goal in your portfolio, you are finished!

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Assignment Reflection on collaboration – FPH-10306 – Year 1 period 1

Collaborative and service oriented approach

- Focus on co-creation and connection
- Balancing guidance and autonomy
- Identify latent needs
- Iterative and flexible
- Handle/prepare tasks to relieve workload for teachers

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Balancing guidance and autonomy

Skills profile

- Skills are defined
- Programmes indicate the level and extend of presence that fit the programme and suits their ambition
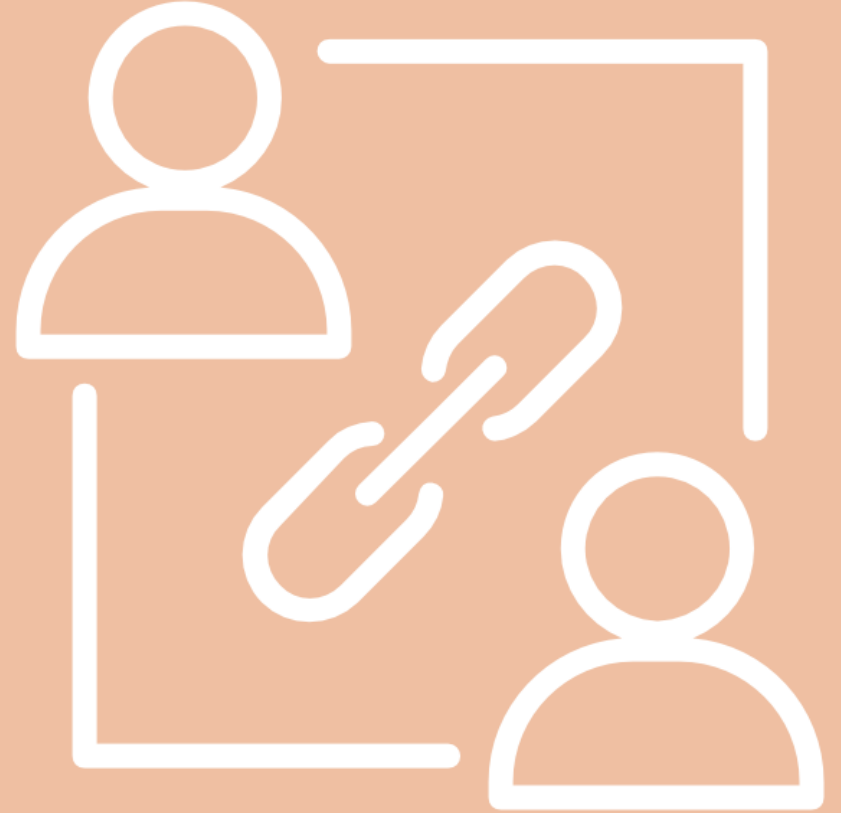

SKILLS PROFILE (EXAMPLE)

Determine the skills profile by ticking the appropriate boxes and deciding on the final level students achieve.
I = Instruction; L = Learning activities; F = Feedback; A = Assessment.

Collaborative and service oriented approach programme level

- Make adjustments to the current situation
- Design learning trajectories and activities **together**
- Level of involvement is different per teacher

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Example–design of new activity in course

Course 1

Course coordinator with much

experience in innovating education

Meeting to discuss (new) activity: explaining aim, giving examples

Course 2

Course coordinator with little

experience in innovating education

Course coordinator designs activities

↓

Meeting

↓

Refinement

↓

New activity

Skills coordinator designs activities

↓

Meeting

↓

Refinement

↓

New activity
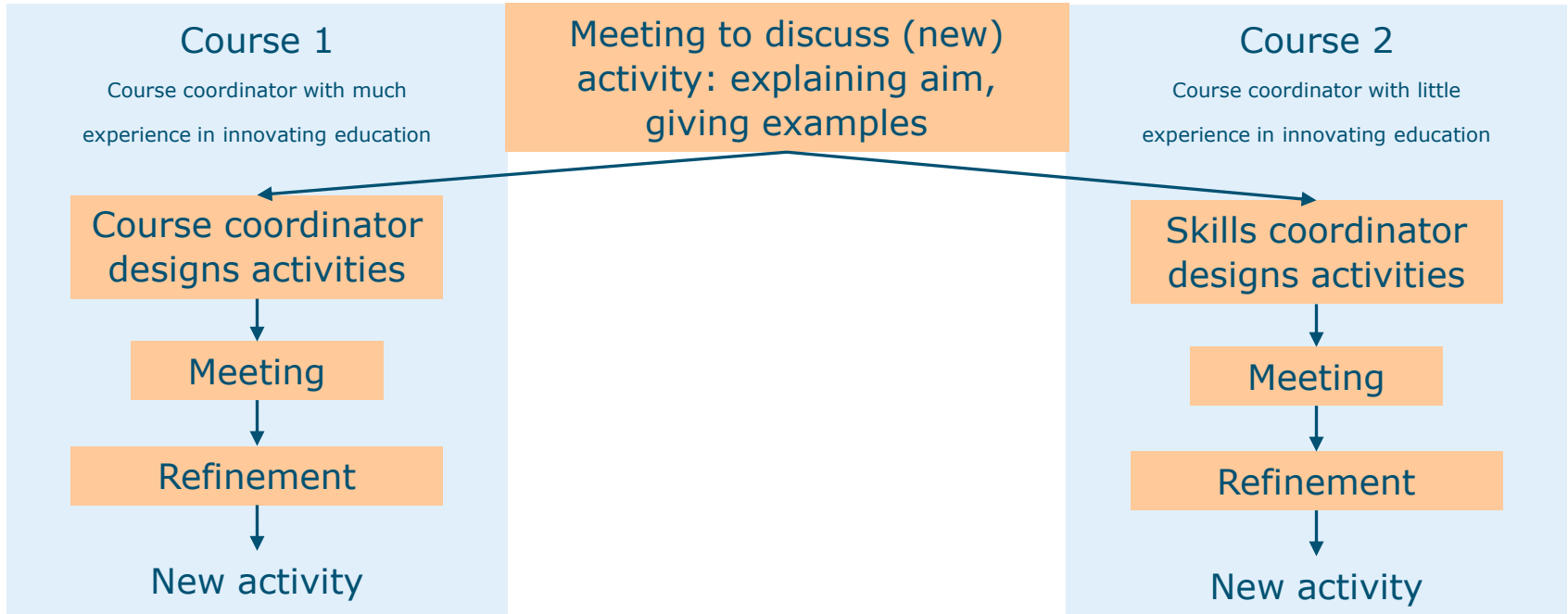
Concrete, practical and visible outcomes
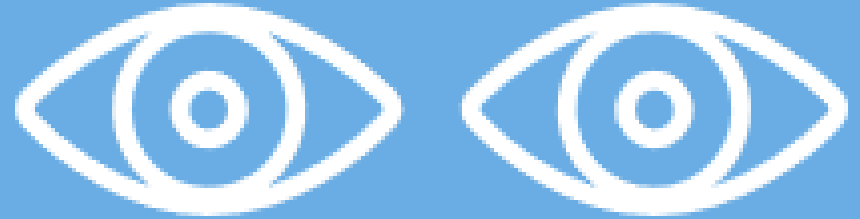
- Tools
- Guidelines
- Icons

Sixteen skills in four clusters

Communication
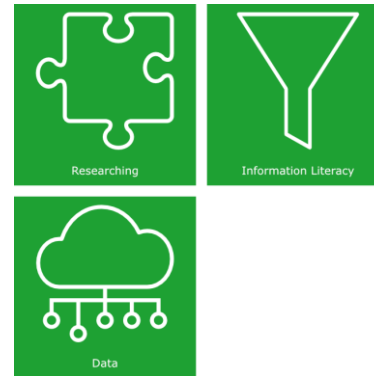- Academic English
- Argumentation & Reasoning
- Presenting
- Writing

Personal development
- Collaboration
- Feedback
- Entrepreneurial Skills
- Reflection
- Personal Leadership

Research
- Researching
- Information Literacy
- Data

Responsibility
- Ethics & Dilemmas
- Philosophy of Science
- Diversity & Inclusivity
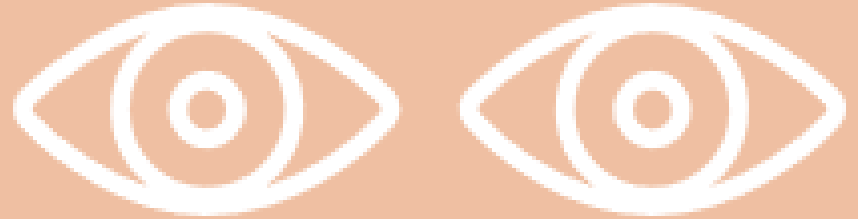- Social Embeddedness
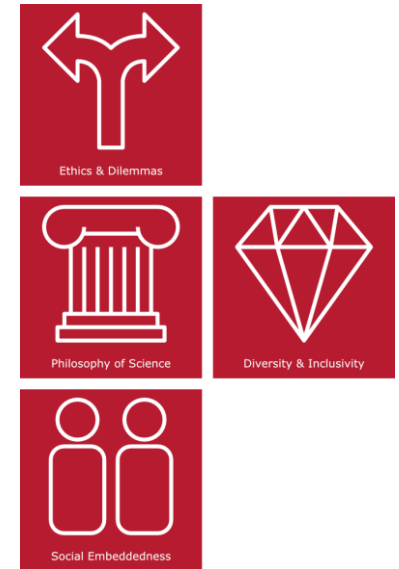
Concrete, practical and visible outcomes
programme level

- Skills learning outcomes
- New assignments
- Brightspace with all material

Course Home | Content | Communication | Assessment | Progress | Grades | Portfolio | Help

Melanie Berkum, van
as Student

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Introduction

Welcome to the Brightspace of the Food Technology Skills Academy!

In the bachelor Food Technology, you will learn much about Food Technology, but you will also develop many skills. For that reason, we have several learning trajectories throughout all courses in the bachelor, in which you will develop all skills.

On this Brightspace, you can find information on:

- When (in which courses) you can practice the skills;
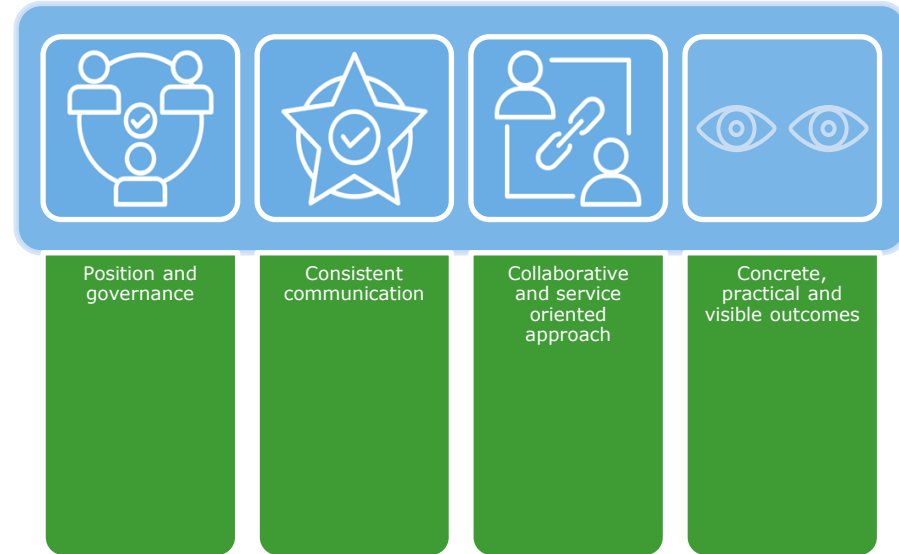- How to develop the skills

For first-year students, the introduction will be given in the course Introduction to Food Technology. For second-year students, the introduction will be given in the course Mathematical Concepts of Food Technology.

Challenges in your own ambition/project

- How could you face your challenges, using these dimensions? Focus on your own circle of influence.

- Exchange and advise eachother

- Upload your responses

Position and governance	Consistent communication	Collaborative and service oriented approach	Concrete, practical and visible outcomes

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Thank you!