You are kindly invited to the public defense to obtain the degree of

DOCTOR OF EDUCATIONAL SCIENCES

of Ms. Anja Garone

Which will take place on **28.11.2022, 14:00**
Promotiezaal D.2.01 – Brussels Humanities, Sciences & Engineering Campus
Pleinlaan 2 – 1050 Brussel

Or if you wish to attend online, Click here to join the meeting

HOW TO TRAIN YOUR PROFESSORS:

ALIGNING DIGITAL PROFILES WITH PROFESSIONAL DEVELOPMENT PREFERENCES FOR BLENDED LEARNING

JURY

INTERN:

Prof. dr. Koen Lombaerts (Chair, VUB)
Prof. dr. Els Consuegra (VUB)
Prof. dr. Chang Zhu (VUB)

EXTERN:

Prof. dr. Natalie Pareja-Roblin (UAmsterdam)
Prof. dr. Tammy Schellens (UGent)

PROMOTOR(S)

Prof. dr. Katrien Struyven (UHasselt, VUB)
Prof. dr. Jo Tondeur (VUB)
dr. Bram Pynoo (Hogeschool VIVES)

Coming by car? Please register your licence plate in advance to have access to the campus.

You are also invited to the reception afterwards.

Please confirm your attendance before 22.11.2022 by filling out this google form

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SUMMARY

Blended learning is here to stay because effective use of technology in higher education has shown to improve learning outcomes, if implemented properly. Getting higher education teaching staff on board with blended learning, who are already overloaded with many tasks, is yet another challenge.

This thesis explores training of university teaching staff for blended learning from the perspective of the university teaching staff.

An in-depth analysis typical trainings for blended learning revealed important information on how staff react and learn from these trainings to make their courses blended.

Teaching staff were asked to fill out a survey that measured how they accept and use a new learning management system, as well as an inquiry into how they would like to be trained to implement blended learning in their teaching.

An analysis revealed three acceptance profiles: early adopters, an early majority and a late majority.

A further analysis revealed the three most common training preferences and behaviours: A centrally guided training, an innovative community of practice, and an interest in blended learning as a condition for attending trainings.

A final analysis showed that the different acceptance profiles had different preferences. Early adopters preferred innovative approaches, the early majority preferred a structured-guided approach, while the late majority preferred to have some incentive while the relevance of blended learning be made clear to them.

The thesis concludes that profiling tools help to shed light on the behaviours, needs and preferences of different groups so that trainers can effectively allocate the right training resources where and when they are needed.

CURRICULUM VITAE

Anja Garone is a PhD candidate at the Vrije Universiteit Brussel (VUB). She began as a registered nurse in 2009 in Finland where she specialized in intensive and emergency care. She worked as a registered nurse in several countries. After this experience, in 2015 she pursued her master's studies in educational sciences at the VUB, after which she started her PhD in the same institution. She is currently working as a lecturer of evidence-based nursing in the nursing department of the University College Leuven-Limburg, and as an educational researcher in the department of education and development of the same institution. Her research interests include professional development in higher education with specific interests in blended learning, CLIL and intercultural competences. She is currently active in a series of national and international research and innovation projects and activities centered around developing nursing and engineering education.