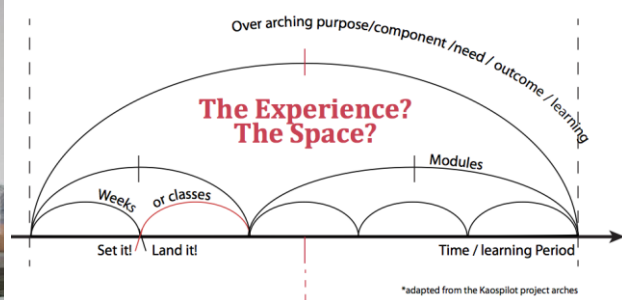


## The Redesign Lab: Collaborative Learning for Educational Redesigns

The redesign lab is a method that brings together teachers, educational experts and other stakeholders, to collaboratively (re)design a course or a set of courses, such as a specialization, learning pathway, or study program. It is used to guide and facilitate the more structural educational innovations that involve multiple parties. The collaborative learning process is based on ideas about living labs, serious play and kaospilot. Constructive alignment and learning arches are used as principles for the educational design. In practice, the method is a seven-step process. Before the session, the facilitator has an intake meeting with the initiator to clarify the needs and goals before the session takes place (step 1); at the start of the session, the facilitator creates a safe collaborative space and the initiator presents the case to participants (step 2 and 3); the main participatory part is based on theories about serious play and is comprised of a divergence phase to generate ideas and a convergence phase to make choices (step 4 and 5); finally, after the session, results are presented and implemented (step 6 and 7).



Research is needed to understand if and how the various characteristics of the Redesign Lab method have an effect on the learning of teachers and the education they offer (educational design, teaching practice and the learning of students). The effectiveness of the Redesign Lab is likely to depend on several factors that need to be investigated, such as:

- The quality of the interactional process / collaborative learning during RL sessions
- The experience and evaluation of participants on RL sessions
- The effects on the educational design (intended, implemented and attained)
- The professional development of teachers

**For whom:** Within this project, we have room for motivated students who are interested in writing their thesis on this topic and have some experience of affinity with education and learning. You can conduct this project preferably as a ELS-thesis (ELS course code), or in combination with another chair group (if you are not allowed to do an ELS thesis, and/or do not get this approved by your examining board). The research can be conducted in Dutch or English, the thesis has to be written in English.

**Tasks and options:** The student will be involved in data collection and will formulate her/his own research question within the broader scope of this project. Research methods that can be used include: observation of collaborative sessions (interactional analysis), questionnaires, interviews and document analyses.

**ECTS:** 24-36 ECTS depending on the student and the requirement of your study programme.

**Start date:** variable

**Supervised by:** Perry den Brok, Harm Biemans or Omid Noroozi

**Contact:** Please contact [perry.denbrok@wur.nl](mailto:perry.denbrok@wur.nl) for any project / content related questions. Contact Judith Gulikers, [judith.gulikers@wur.nl](mailto:judith.gulikers@wur.nl) thesis coordinator of ELS for thesis / procedural questions.