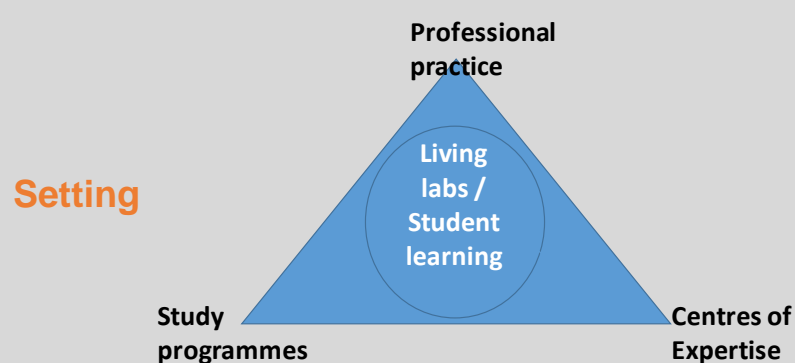


## The student experience in hybrid learning configurations **Jan Kamphorst**

In *living labs (LL's)*, students, researchers and professionals learn together. *Living labs* of Hanze University are - more or less - based on four design principles: self-regulated learning, authentic learning, development of professional identity and co-creation. We try to find answers on questions such as: Are the four principles mirrored in students' learning and is it the same in every *living lab*?



### Research Questions

1. Which principles can be distinguished in the learning experience of students in LL's? H1: the 4 principles can be distinguished, although they overlap.
2. Do students' learning experiences differ in LL's as designed? H2: learning experiences vary, due to differences students' study programmes and assignments.
3. Do learning experiences differ across LL's? H3: Some LL's are better in realizing the learning experience than others.

### Methodology

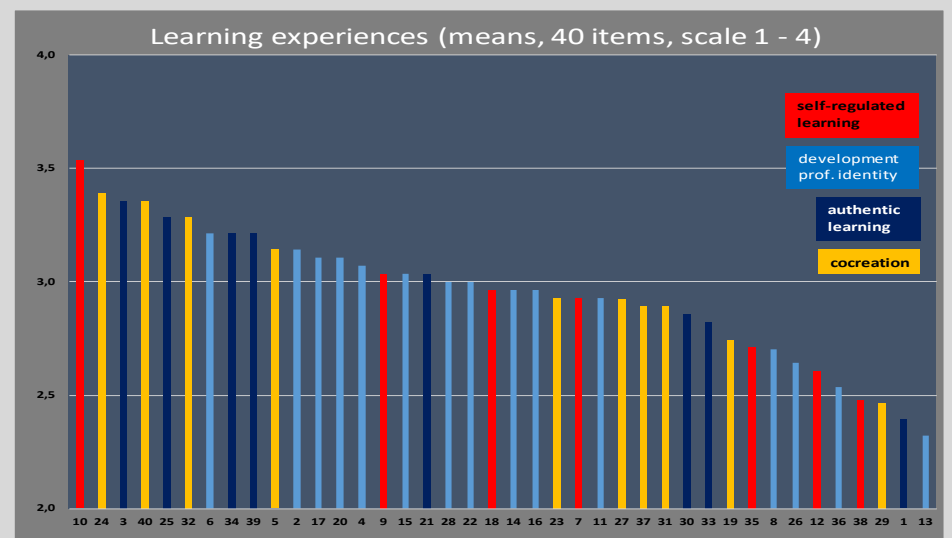
Sample = 200 respondents, 10 –20 LL's. Instruments:

- A. Questionnaire. 50 items measuring students' learning experience. Quantitative analysis: searching for dimensions/scales (factor & reliability analysis etc.)
- B. Focus group discussion (FGD). Qualitative analysis.

### First results

Survey data: N=28 is not yet enough for complete quantitative analysis and for answering Q1 and Q2. Means (see graph) show that students in LL's do experience aspects of co-creation, self-regulated learning, authentic learning and professional identity development.

The FGD's (N=3) confirm this. However, as a beginning of answers on Q2 and Q3, experiences seem to differ in and across LL's due to differences in student groups,



See questionnaire, comments are welcome!!! ▶▶▶

study programmes, assignments, etc. Threats for attaining the targeted learning outcomes are: a) lack of uniform assessment criteria, b) no previous info about learning in living labs, c) long waiting times after delivery of work plan and before official permission to start, d) feeling of being lost at the start in living lab, e) disagreement of lecturers with living lab of students' choice.

### Preliminary conclusions

1. LL's stimulate self-regulation, autonomy & cooperation with others, offer real authentic assignments, deepen and/or broaden their professional competences.
2. Conditions for learning are not always present due to lack of communication between programmes and living labs!

**What is the added value of LL's in terms of learning outcomes, do the four learning mechanisms lead to these outcomes, and can these be measured with the questionnaire? Are there other learning mechanisms?**

**Contact** Jan Kamphorst, Staff Office Education & Research



[j.c.kamphorst@pl.hanze.nl](mailto:j.c.kamphorst@pl.hanze.nl)

+31(0)50 5957616