

Moving Minds DNA

VKS6

February 2019





Moving Minds DNA explained

The Moving Minds DNA is in fact the result of UCLL's educational approach. It has been designed to:

- monitor and uphold the high standards of our study programmes;
- demonstrate the core values of a UCLL education.

MM DNA serves as a guidance framework, a source of inspiration for a study programme's approach and policy related to learning outcomes, curriculum, shaping the learning environment and assessment.

The Moving Minds DNA serves the following **purposes**:

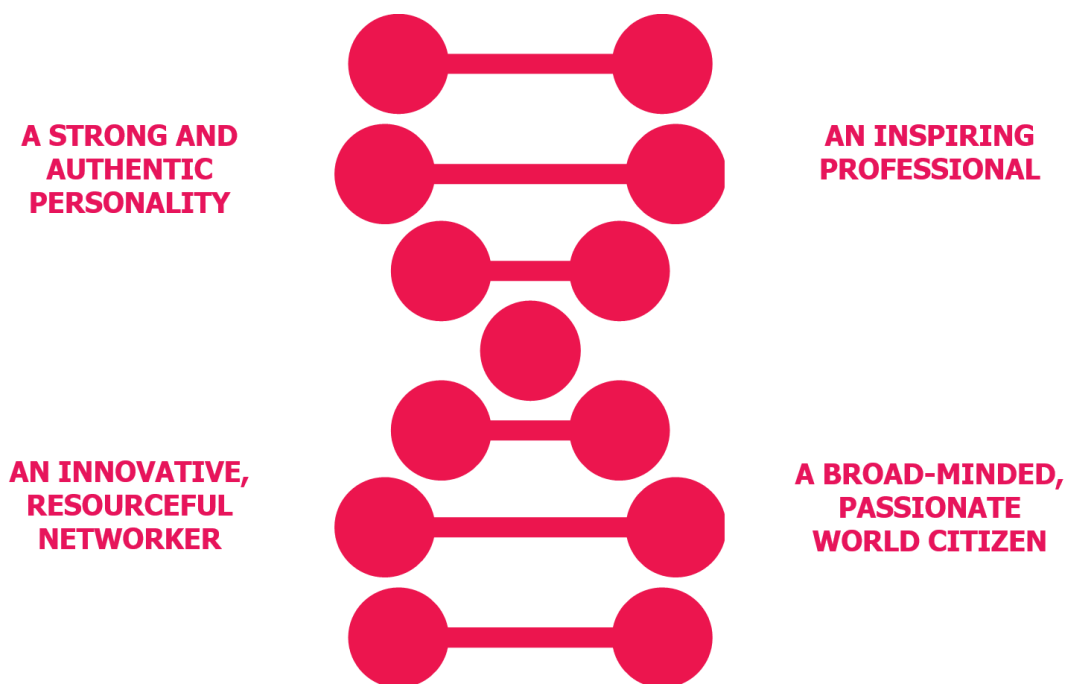
- it provides a common framework of reference and a common language, thus allowing consultation and sharing not only between similar programmes but across all programmes;
- it provides a distinct UCLL vigour, an unambiguous example for our students regardless of their programme;
- it offers guidance for programmes that want to ensure and cultivate quality;
- it inspires academic staff and programmes on how to shape education.

The **profile** of students and staff is the basis of the MM DNA. Staff members *are* Moving Minds, students *are becoming* Moving Minds throughout their UCLL education. In order to achieve this student profile, UCLL uses **building blocks** and study programmes are based on **design principles**.

The Moving Minds DNA was initially developed based on level 6 of the **European Qualifications Framework**.

Profile of Moving Minds DNA

UCLL bachelor graduates are inspiring, innovative and enterprising young people who contribute to and support a sustainable and just society by means of their authentic personalities, open-eyed and socially inspired world views and their professional skills.



MM DNA profile



Inspiring professional

A professional bachelor graduate aims for excellence and quality because (s)he is aware of 'the state of the art' of his/her professional domain and is able to convert it into professional actions. Starting from an inquisitive capacity and a solid (digital) literacy, (s)he will search for innovating knowledge to optimise his/her expertise. (S)he is aware that knowledge is constantly evolving and that asking questions is essential to continue performing in a competent and proficient way. This attitude will inspire other professionals to demonstrate competence and proficiency.

Broad-minded, passionate global citizen

A professional bachelor graduate will focus on 'glocal' engagement and on commitment inspired by 'open mindedness' and cultural sensitivity. (S)he is a self-declared international and intercultural global citizen and actively supports a sustainable and just society as a result of a well-balanced outlook on life and through dialogue with others, at local, regional and global level.

Strong, authentic personality

A professional bachelor graduate is driven to be(come) an authentic professional. The roots of authenticity originate in one's own personality, who you truly are (at that moment) and what you stand for. Hence, (s)he can and will develop his/her own (professional) personality. (S)he can operate autonomously and take responsibility for a (common) goal. (S)he demonstrates resilience in a society that is and will be constantly evolving. (S)he is aware that learning never stops and is able to further his/her professional development while maintaining a critical and reflective dialogue with others.

Innovative, resourceful networker

A professional bachelor graduate will focus on innovation, improvement and/or development in cooperation with the vast professional network of which (s)he is part of. (S)he is aware that situations and organisations are constantly evolving and is not in the least intimidated by it. (S)he initiates adjustments to his/her actions. Together with other people, (s)he assumes responsibility for a better performing professional practice by acting in a creative and problem-solving manner. Thus, (s)he will contribute to innovation with and through his/her network.

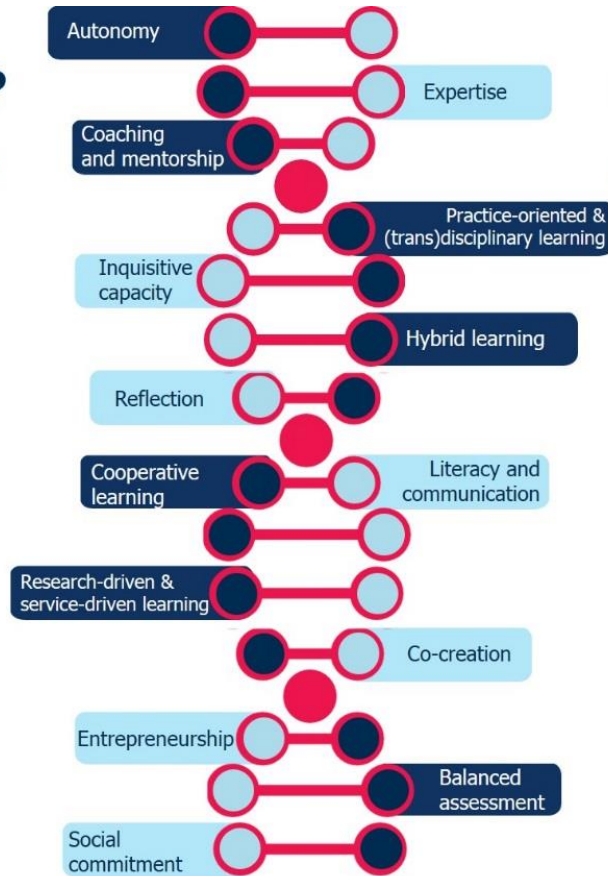
The MM DNA profile represents the integration of these four domains. Only when these individual domains are connected, will the true profile emerge. Every student will strive to show (strong) progress in all domains of this profile during his/her study programme, (s)he will demonstrate professional authenticity, innovation, entrepreneurship, inspiration, commitment, and broad-mindedness. These four domains will be further elaborated in building blocks (what), study programme will be shaped based on design principles (how).

LEARNING HOW?

In order to achieve this profile, we shape the study programmes based on **design principles**.

LEARNING WHAT?

In order to achieve this profile, students develop various **building blocks** throughout their education.



Learning what and how: building blocks and design principles

Building blocks

In order to achieve the MM DNA profile, students must work on a number of building blocks throughout their education. **There is a powerful relationship between the profile and the underlying building blocks and amongst the building blocks themselves. Only by using several building blocks that are constantly connected, can the MM DNA be achieved.** The building blocks are mutually reinforcing and complementary by being interconnected. The extent to which building blocks will be used, may differ for each study programme. The 'weight' of each building block will be determined by the study programme. The building blocks serve as components to instil the MM DNA in students.

Expertise

The capacity to perform in a professionally competent way based on goal-oriented efforts and constantly updating one's own professional expertise.

Inquisitive capacity

The capacity to methodically respond to authentic professional questions or challenges (through expertise and information and research skills) in order to achieve relevant and creative solutions, improvements, and/or knowledge.

Reflection

The capacity to reflect about yourself and about your performance, and to be boldly critical about it in order to adjust your actions for the purpose of improving the quality of your work and your performance. Gaining new insights into your personality, your behaviour and your underlying motives, through experiences and suggestions.

Literacy and communication

The capacity to handle information, understand it and use it by means of different types of media for the benefit of your professional performance.

Entrepreneurship

The capacity to take initiatives, to translate ideas into actions in a certain context. (resourcefulness) And, by extension, entrepreneurship is about starting up your own initiative/business and all subsequent phases that an entrepreneur has to go through (continue, grow, restart, ...) in a wide array of private and non-profit industries.

MM DNA revolves primarily around resourcefulness. Some students, not necessarily confined to specific professions, will become entrepreneurs.

Co-creation

The capacity to cooperate efficiently and effectively in a (multi-disciplinary, interdisciplinary, transdisciplinary and/or intercultural) team to achieve a common goal while all participants impact the process and the outcome.

Social commitment

The capacity to act as a global citizen, inspired by ethical awareness and dialogue, to interact with each other and with today's and tomorrow's world in a sustainable, just, and respectful way, at local, regional, and global level.

Design principles

Study programmes foster the profile by creating a learning environment that combines the following design principles. The design principles are situated in a continuum, not all of them are prominently included in every study programme at the same moment. Each study programme has the liberty to make its own specific choices.

Student autonomy

Autonomy means that students are involved in decisions about their own learning process and about the support that they might need. It also entails that students will have an increasingly larger impact on what they do, learn, and how it happens. An autonomous student will make choices, take initiative, offer learning opportunities, choose the needed support and learning network to support him/her, ...

Coaching and mentorship

The relevant concepts are defined below:

- An (academic) coach will undertake specific actions in order to support the student's learning and development processes.
- A mentor can contribute to the student's personality, convictions, and behaviour, based on the mentor's (psychological) knowledge and experience.

Both profiles are interchangeable in everyday life at the university college. A lecturer is an (academic) coach with a mentoring mindset. Lecturers support students from the perspective of their various roles: process support when students develop a reflective, quality-improving learning attitude, inquisitive attitude and professional attitude; boost content-related expertise; learning how to study; coaching for autonomy.

Practice-oriented and (trans)disciplinary learning



In a powerful learning environment, learning is rooted in, directed by and for the benefit of the authentic and true-to-life professional practice. Through authentic practices, the student will learn/discover how to combine various building blocks to become a whole, learn how to deal with situations involving various factors and how to use various competences in a timely and flexible manner. In the actual practice, challenges often require an approach based on different disciplines.

Hybrid learning

Hybrid learning involves a rational mix of different dimensions, customised to the diversity of the target group and the subject matter of the study programme. It involves the integration of following elements:

- online and in-class learning;
- with an intelligent variation of asynchronous and synchronous activities;
- which may even be organised or happening by chance;
- which involves individual as well as group learning.

Cooperative learning

Cooperative learning is very diverse. It involves individual learning within a network of interactive learning with and from each other, and through feedback from peers and/or a coach. It also involves team learning, learning from and with each other to complete a common task or achieve a common goal while team members provide frequent feedback.

Research-driven & service-driver learning

Education, research and services are intrinsically linked to and reinforce each other. We strive for continuous innovation of the teaching practice, practice-oriented research and services in close relationship with professionals and knowledge centres.

Balanced assessment

The concept of assessment is facing a constant search for the right balance between why, what, and how to assess in an ever-changing context. At UCLL, we assess for the purpose of moving the learning process forward. The Moving Minds DNA is the most important element throughout all assessments. We assess in a practice-oriented, broad-minded, and multiple way, we create an assessment environment in which the student can become more autonomous and we aim for a culture that facilitates coaching and feedback. Thus, we have created a balanced learning environment.