Modern Learning in Universities of Applied Sciences: how to align bricks with future education?

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The challenge

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Agenda

• Context
• Methodology
• Results
• Conclusions
• Recommendations for future research
Context: changing society – modern learning

• New technologies lead to changing, disappearing, and emerging professions (Van den Oetelaar, 2012);
• Need for 21st century skills;
• Triple Helix model;
• Modern learning enables students to learn whenever they want, wherever they are.
Context: Dutch UAS

- 500,000 students, decrease expected
- 2.34 million m² floor area

- Sufficiently equipped for future needs??
  - no long term vision on education and related facilities (Beckers & Van der Voordt, 2013; 2014).
  - often no insight in the organisation’s future accommodation requirements (Beckers & Van der Voordt, 2013; 2014).
Methodology

• Qualitative study; DAS-framework, literature review, scenario planning session, in-depth interviews.
• Nine CRE managers interviewed on current demand-supply match
• Scenario planning, panel of six education experts
• CRE managers discuss ML-scenarios

Figure I: DAS-framework (De Jonge et al., 2009)
Figure II: Driving forces for Modern Learning
Figure III: Modern Learning scenarios
Figure IV: Impact of ML scenario’s on UAS real estate
Conclusion

• Few UAS have tested future demand scenarios. Students hardly involved.
• RE of most Dutch UAS is only partly aligned for scenarios 1 and 2.
• No RE strategy for scenario 3 and 4.
• Effect of developments in RE market as a whole.
• High book losses expected, and major investments.
Recommendation to relevant practitioners

- Board level: create awareness on the need for a long term vision
- A structural dialogue and alignment between education, CRE, FM, ICT, and HRM
- Use scenario planning
- Create flexibility
- Involve students
Suggestions for future research

- Future (repetitive) research into the exact impact of ML-scenarios (disruptive technological developments!)
- Determine ML-scenarios for other (research) universities, secondary vocational education, etc.
References


