



HZ VISION ON EDUCATION

2024

Learning to navigate
to a better world



UNIVERSITY
OF APPLIED SCIENCES

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COLOPHON

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This HZ Vision on education was created after evaluation of the HZ Vision on education 2015 and discussion and vision sessions with students, employees and external stakeholders.

The development process was designed and supervised by the Education, Research and Quality Department. The text was written by Martijn Leenknecht, Kristie de Visser, and Susanne Roose and approved by the Executive Board on Tuesday October 1st, 2024.

1. PREFACE

WELCOME ABOARD

Dear colleague, learner, partner,

What do we, at HZ, consider good education? We answer that question together, in this vision on education. Based on more than two years of conversations with all our staff members, learners, and partners. About what we are doing already and how we can continue to improve. This has led to a vision that existed in our minds, hearts and practice before a single letter was put on paper.

From all these conversations emerged the image of our education as a compass, HZ as a meeting place, and as a safe haven. Nautical metaphors, that fit Zeeland. Land in sea, connected to the rest of the world for centuries- think about the ships on the Westerschelde that are visible from our location in Vlissingen. We do not only feel connected to this world, we also want to contribute to it.

The image of a compass fits well with this idea. The SDGs, the sustainable development goals from the United Nations, shape that compass together with our teachers, who are role models for learners that map out their own development path. The personal university of Applied Sciences. In addition, the HZ as a meeting place. Just as cultures, traditions, and ships of all kinds and sizes come together in the ports of

Zeeland, studying at HZ revolves around meaningful encounters: with practice, with researchers, and with other disciplines. To ensure that, no matter what you study, a whole new world opens up to you. A world that you learn to experience. At the same time, we are a safe haven. Where you can make mistakes. Where you have the right to be you, no matter who you are or where you come from.

This is why meeting others is at the heart of our vision on education. Next to, taking time. Taking time to notice the clouds drift by, feeling the sea air in your lungs, watch a seagull on the horizon and to just stand still for a moment.

That is what we want our learners to learn, and that is the promise of our vision on education: that of direction, movement and space. That is how we, colleagues, learners, partners navigate towards that better world that our beautiful university of applied sciences represents.

Wishing you much reading pleasure and inspiration,

Barbara Oomen
President of the Executive Board

2. ACCOUNTABILITY

In the HZ Vision on education it is described what 'good education' entails according to us. This vision was developed through input from employees at all levels and across all domains of the organization. Additionally, learners and external stakeholders actively contributed their ideas. In this way, it has become 'our' vision.

Providing education is one of our most important activities. Our activities are guided by the four ambitions that we have formulated in the HZ Institutional Plan 2022-2027:

1. We are an educator of professionals for a world in transition
2. We are a valued institute in the area of water, energy, and vitality
3. We are the partner for social missions in our region
4. We are a vibrant community for all parties

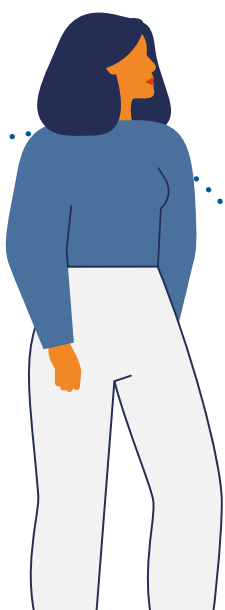
To achieve these ambitions, it is important that we form a qualitatively healthy organization where it is pleasant to work and learn.

These ambitions from the HZ Institutional Plan guide the way we organize our education. Over the past two and a half years, we have collaboratively developed a vision on education based on these ambitions. We did not start from scratch but took the prevailing HZ Vision on education from 2015 as a starting point. We have updated the existing vision and, through numerous discussions, brought it back to life and refined it.

The HZ Vision on education describes our answer to the question of what 'good education' is. By 'good,' we mean not only effective and efficient education but also sustainable and inclusive. We want to be a knowledge institute where everyone can develop high-quality knowledge and skills, to contribute to a better world. We aim to educate value-driven professionals.

We have discovered that motivation, well-being, and feeling safe within a vibrant and engaged community are essential building blocks for learners to develop. By working on the feelings of autonomy, competence, and relatedness (three psychological basic needs), we lay the foundation for experiencing motivation, well-being, and social bonding. A core principle of our HZ Vision on education is that our education should nurture these three basic needs and prevent us from inadvertently harming learners in this regard.

The HZ Vision on education consists of a philosophy and corresponding promises. These form the core of our vision on 'good education.' The philosophy and promises are both the foundation for our education and the indicators we use to evaluate whether we are on the right path. It is our framework for all forms of education we offer, from individual courses to multi-year programmes.



3. OUR PHILOSOPHY

Studying at HZ means getting to know yourself and develop yourself. We support learners setting a course in a changing world and contributing to that changing world themselves. We help them with identity development and support them in taking on their own role in society. Developing the necessary competencies is part of this process. Together, we map out a path towards a meaningful future.

3.1 COMPASS

Our educational programmes are carefully put together route maps that help learners determine their own path. We know our learners' name and know what moves them in life. Our involved teachers are experts in their own discipline and act like inspiring role models. We encourage learners to be resilient and to bring out the best of themselves. We do this by coaching and holding up a mirror to learners when necessary. We offer them a compass to map out and adjust their own development path.

3.2 MEETING PLACE

By meeting others, with various backgrounds and dreams, learners expand their horizons. Because learning is something you do together. We offer a dynamic meeting place and provide a connection inside and outside HZ through projects and internships, and by working on societal issues. In this way, learners experience what it is like to apply knowledge and skills in the field. In interdisciplinary projects, they learn to look beyond the boundaries of their own discipline, which also helps them to better understand their own field.

3.3 SAFE HAVEN

Here learners are allowed to make mistakes, because we believe that that's what you learn most from. That is why at HZ we create an environment in which we learn from our mistakes together. We create a safe haven, where we take the time to reflect and slow down, when needed. We provide each other development oriented feedback and respect each other's unique talents and characteristics. HZ creates an inclusive learning environment, where everyone can be who they are and can work on who they want to become.





4. OUR PROMISES

For all learners (who are eligible) we want to create an optimal learning environment. In our promises we explain what learners can expect from HZ.



At HZ we offer personal guidance because we know our learners

Our education is personal. We know our learners and put their talents at the centre. By meeting their needs, we help them set a course towards a changing world.



At HZ we facilitate encounters

We learn from and with each other. We facilitate encounters with others and create connections inside and outside HZ.

Presenting learners with different perspectives helps them to enrich their worldview and to expand their horizon.



At HZ we offer coherent educational programs, within which learners choose their own development path

We educate from a vision on the profession. This makes the aimed goal clear for learners. Still, the way to this goal can be different for every learner. We support learners in choosing and following their own path.



At HZ we work with practice and research partners from the region and beyond to create a better world

Our education elicits curiosity for the outside world. We actively connect learners to practice and research partners to expand their network and to work collaboratively on the challenges for a better world based on the SDGs.



At HZ, teachers are subject experts and act as role models

As experts in their profession our teachers are inspirational role models for our learners. Setting a good example helps learners to make the values and norms of their profession their own.



At HZ, interdisciplinary collaboration is part of the development path of every learner

We ask learners to think critically, weigh different perspectives and take on an inquisitive attitude. By working on various projects learners learn to look beyond the boundaries of their own discipline.



At HZ we take time and space to reflect and slow down

We challenge learners to reflect on their own development by taking a look at who they are, what they are capable of and which role they want to fulfil in society. We provide them space to learn from mistakes.



At HZ you can be who you are and work on who you want to become

At HZ you can be yourself. We empower learners and create space in our education for everyone's talents. Passions and ambitions are discovered. Professional identity is (further) developed.



At HZ we keep each other sharp by providing constructive feedback

Our education has a feedback culture. We educate our learners on the value of giving and receiving feedback and taking an active role in this. In a respectful manner, we let learners grow.



5. HOW ARE WE GOING TO REALISE THIS VISION ON EDUCATION?



Working according to our philosophy and promises requires certain things from our organisation and from us as colleagues. That realisation was shared extensively during the development of this vision. In this chapter, we outline the key priorities we identify.

5.1 LIVING THROUGH

The philosophy and promises outline our convictions about what constitutes good education. This way of working cannot simply be implemented through a step-by-step plan and projects, it requires us to live out our convictions. Therefore, it is vital to remain in dialogue with each other about our convictions and develop a common language, just like we did during the process of writing this vision. The vision is reflected in our actions, because this is shared and internalized by all. It shapes our inner compass in the decisions we make. For educational development and (discipline crossing) projects the vision on education is feedback that can be used to continuously evaluate our goals and progress. By doing this together we can assess if the developments or projects contribute to our philosophy and promises.

5.2 SHARED RESPONSIBILITY

In our philosophy and promises is written down that good education requires more besides being a good teacher. Equally essential are the HZ-wide support network and community. This means that working according to the HZ Vision on education is the shared responsibility of everyone that works at HZ. We can only realise our philosophy and promises if we work together. Therefore, our vision on education is at the heart of our professionalisation offer as well as the HZ Community activities.

5.3 INTEGRATED WORKING

Working according to our vision on education requires integrated working. This entails that the promises cannot be seen separately. For example, a coherent educational programme with choice options can only be successful if learners are guided in making meaningful choices. It is important that teachers are model for the choices that can be made, for example by providing insight into specific areas of expertise. By doing so, these teachers give learners an understanding of the possibilities within the study programmes they can choose.

The example given above also illustrates that solely focussing on educational design and logistics (in this example, the coherent educational programme) is insufficient. An integral approach of education design and logistics (structure), shared values (culture), and teacher guidance and instruction strategies (interaction) is crucial. Setting a good example in handling feedback is, for example, insufficient if no coordination is sought with fellow teachers and work is not done within a curriculum in which the use of feedback is necessary and encouraged.

Our vision on education also requires an integrated approach within HZ. We are not a collection of individual programmes but a HZ-community, in which we work together to create these coherent educational programmes. We work together in practice-oriented research on societal issues in a vibrant community. Working interdisciplinary is a priority in this.



5.3.1 Education and research strengthen each other

Collaboration with research and practice partners is an important element of our vision on education. Within HZ, research is also education (see the HZ Research Vision 2024-2027). The practice-oriented research of our research groups inspires, provides direction, and structurally contributes to (the quality of) education. Through the collaboration between research groups and the education team, we create rich contexts in which learners develop through encounters with others with diverse expertise and backgrounds. Together with research and practice partners, we work on meaningful, real-life issues that contribute to a better world.

5.3.2 HZ as an inclusive community

An inclusive educational environment starts with mutual interaction. We want to be open to each other and approach one another with curiosity and respect. Differences among individuals are allowed; we embrace diversity. Therefore, we also realize that there is not a single HZ community, but that we form a network of communities. Learners make friends and contacts within the educational programmes they follow, in their interactions with research and practice partners, during HZ-wide activities, and within the physical environment of our campus. We do not focus our attention on a single form of social bonding but adopt an integrated approach that takes into account the diversity of people and interactions.

