



WAGENINGEN
UNIVERSITY & RESEARCH



BC TOOLBOX

Visualizing a learning trajectory

This document can be used to visualize your BC learning trajectory consisting of several courses in your educational program. After visualization you can find some reflective questions and a sheet to identify the strengths and weaknesses of your trajectory thus far.

Author(s)

Judith Gulikers

Organization/department

Wageningen University; Education and Learning Sciences

Contact details

boundarycrossing@wur.nl

Link to BC/place on taxonomy

Building BC into curricular and courses / boundaries / learning mechanisms - general

User permissions

This work is licensed under a [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

Version

April 2020

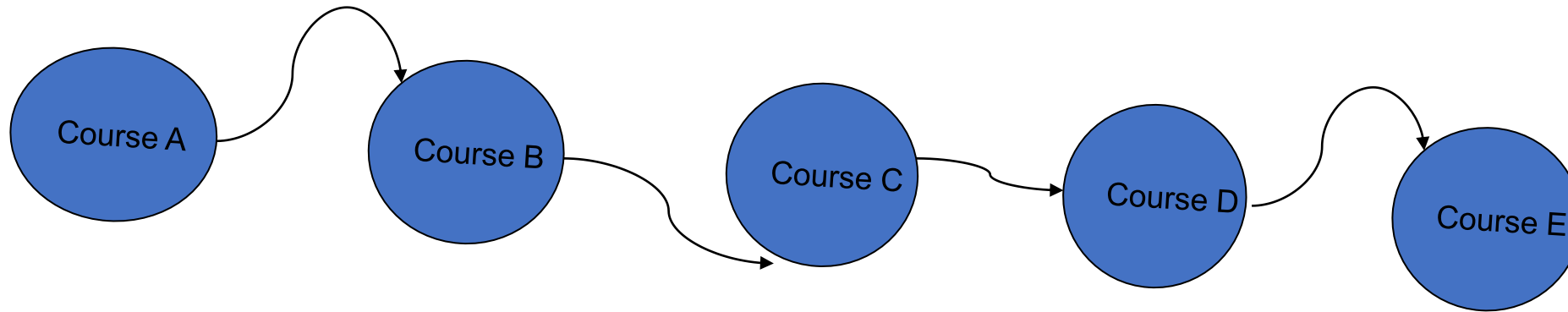
The boundary crossing learning trajectory

Visualising and finding strengths and weaknesses

Preparatory steps, best done in teacher team

- Identify several courses in your educational program that are key to boundary crossing. i.e, in some courses boundary crossing is probably already there (implicitly) and/or crossing boundaries (across disciplines, cultures, societal partners) is key to the course
- Explicate the following for each of the courses:
 - The boundaries that are present or should be crossed by students
 - The (current/intended) learning outcomes of the course
 - The (current/intended) learning outcomes of the course
 - The (current/intended) assessment (method and content)
- Use the reflective questions to discuss your (current/intended) BC learning trajectory within your team

Change to fit YOUR programme



Fill in: Boundaries
Type and number

Fill in: BC
mechanisms

Fill in: BC learning
activities

Fill in: BC learning
outcomes

Fill in: Boundaries
Type and number

Fill in: BC
mechanisms

Fill in: BC learning
activities

Fill in: BC learning
outcomes

Fill in: Boundaries
Type and number

Fill in: BC
mechanisms

Fill in: BC learning
activities

Fill in: BC learning
outcomes

Fill in: Boundaries
Type and number

Fill in: BC
mechanisms

Fill in: BC learning
activities

Fill in: BC learning
outcomes

Fill in: Boundaries
Type and number

Fill in: BC
mechanisms

Fill in: BC learning
activities

Fill in: BC learning
outcomes

Reflective questions: for your **new setup!**

- Are all relevant boundaries present in the learning trajectory?
- Is there variation in the learning outcomes and learning activities?
- Are all BC learning mechanisms addressed at least once? (Preferably addressed more often)
- Is BC explicitly instructed somewhere?
- What makes BC difficult for students? Is this issue addressed somewhere?
- Are students' BC activities coached/provided with feedback somewhere?
- Are the BC learning outcomes also assessed somehow?

Ask yourselves these questions and possible other questions relevant for you

Identified strengths



Eg.

- BC learning outcomes all have active verb
- Variation in BC activities in which BC is explicit
- Student give each other feedback on BC in course x
- We use BC rubric to coach

.....

.....

.....

Identified weaknesses



Eg.

- BC is never explicitly instructed
- We only assess with reflections
- No attention for intrapersonal transformation
- Courses know too little from each other to nicely follow up

.....

.....

.....

Change to fit YOUR
programme

Visualizing a learning trajectory

Boundary crossing illustrations

Guido Bootz (guido@merkactivisten.nl)

Merkactivisten (www.merkactivisten.nl)

Graphic design of documents

Nicolette Tauecchio (info@nicniq.nl)

Nicniq (www.nicniq.nl)