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## Learning by doing: online learning for mid-career professionals

Mindel van de Laar

Maastricht Graduate School of Governance / UNU-MERIT

Session: The Changing Role of Teachers in the Context of Digitalized Instruction



# Maastricht University – leading in learning



## Face-to-Face

Small scale classes:  
Many teachers

International classroom  
>50% students  
>40% staff  
non-Dutch.



# Leading in Learning – translation to online



## Online

Small scale classes  
(Small private online  
Course): tutors and  
Course designers

International classroom  
>50% students  
>40% staff  
non-Dutch.



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# Ageing society with life long learning

## Yet how to train mid-career professionals online?



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## Two Programmes started

### GPAC2

PhD degree (3-8 yrs)

Yearly intake of 12-15

Since 2007

Workshops in Maastricht

Online supervision and feedback

### EPRM

Certificate (12 weeks – 3 yrs)

Bi yearly intake of max 12 per cohort

Since 2015

Workshops in Maastricht at start and end

Online courses with tutoring



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# Diversity

- Age 30-60
- Global representation
- Gender balance
- Educational discipline
- Professional background



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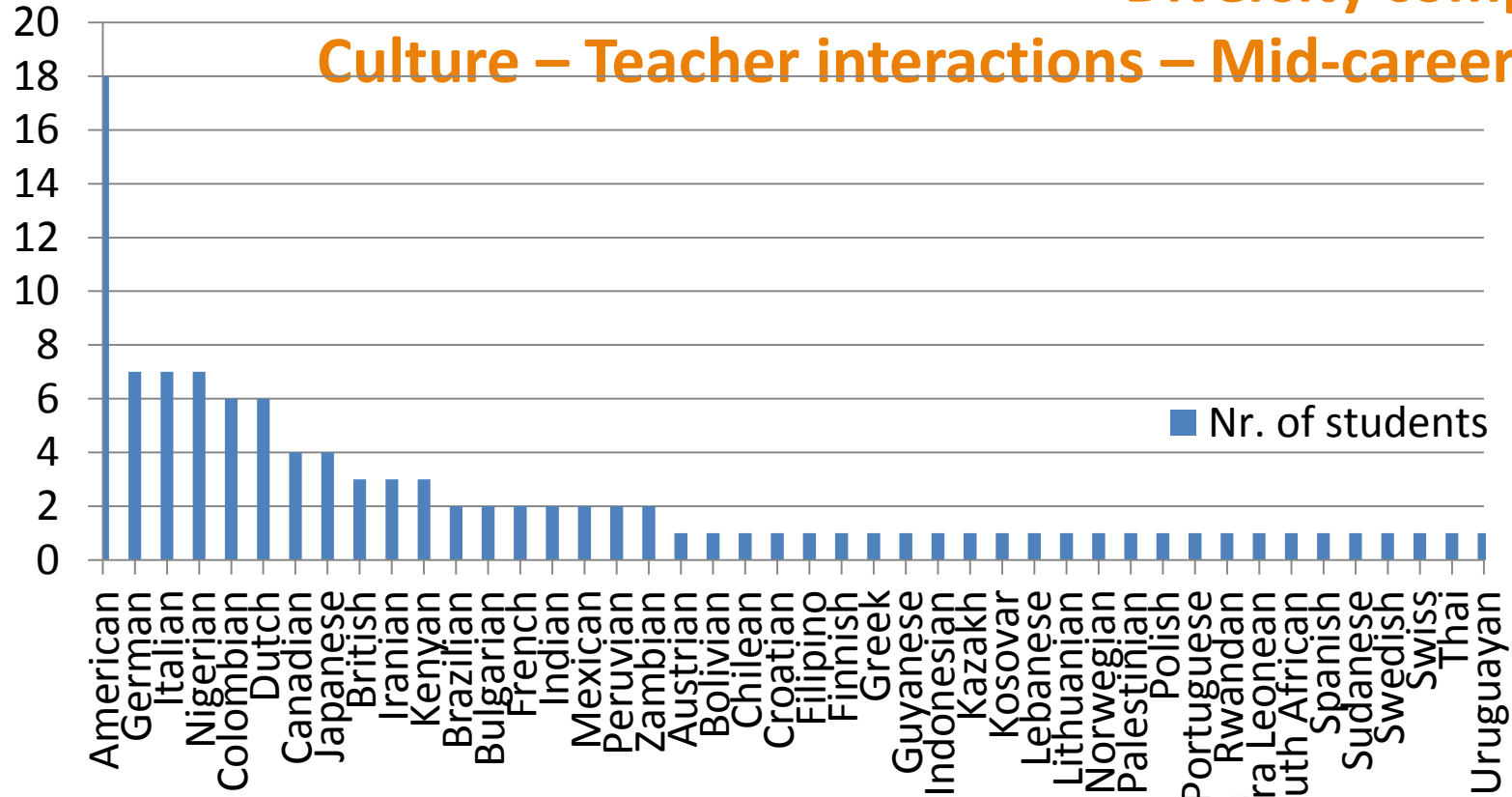


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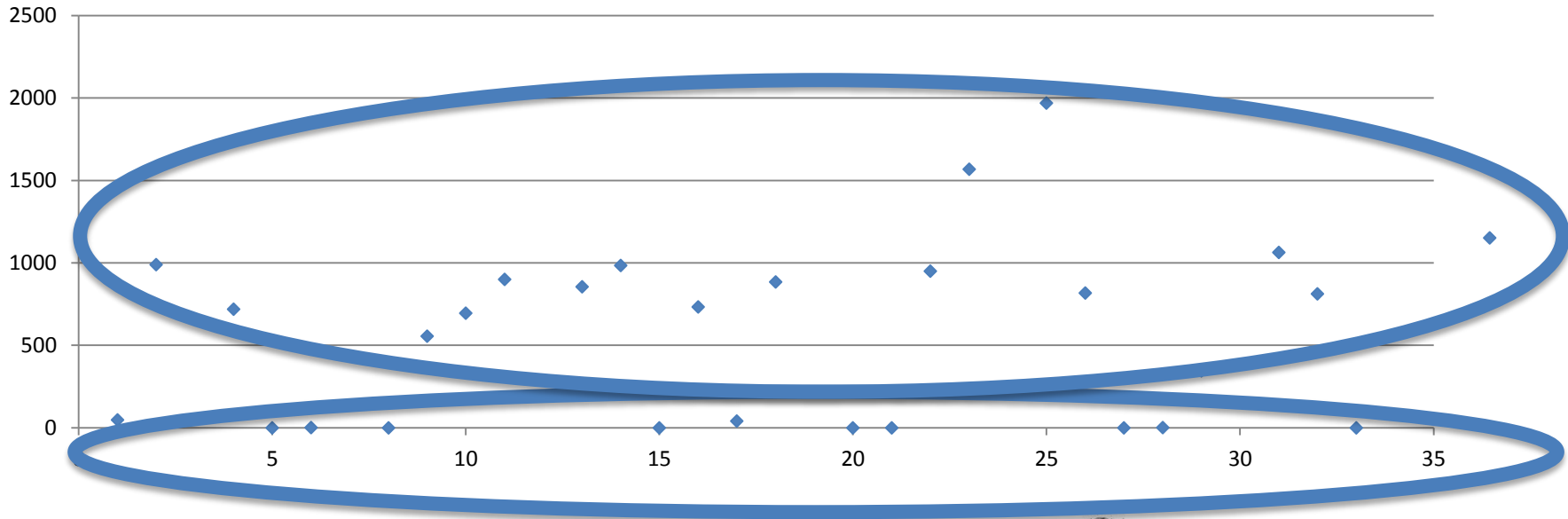
## Diversity complicates

### Culture – Teacher interactions – Mid-career profile



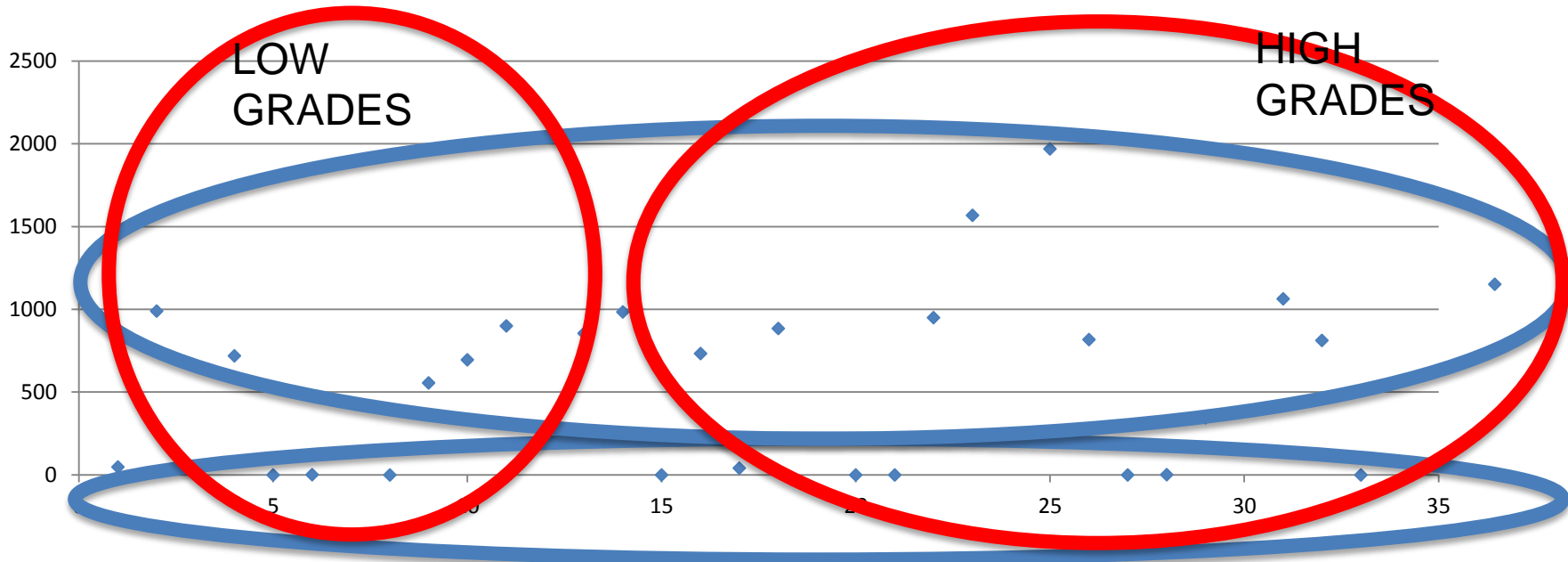


Use platform varies a lot:  
from 0 to 2000 times in 12 weeks – split in two groups



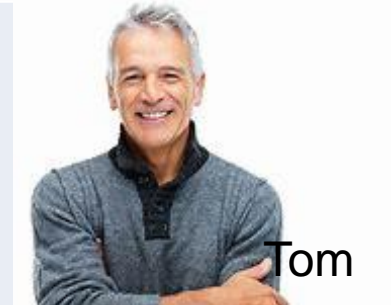





## Yet performance is not deducted from online participation




# Our search how to support participants best


	Little online activity	Much online activity
Low grades	 Budi	 Mona
High grades	 Tom	 Grace



# The Silent Participant


	Little online activity	Much online activity
Low grades	 Budi	<p>“Silent Participant” No online activity due to</p> <ul style="list-style-type: none"><li>- No infrastructure</li><li>- No ability to integrate work with class</li></ul>
High grades		

# The Traditional Participant


	Little online activity	Much online activity
Low grades	<p>“Traditional Student”</p> <p>Often online</p> <p>Always submits assignments</p> <p>Often questions on content</p> <p>Average quality assignments</p>	 <p>Moria</p>
High grades		







# Busy Competent Professional

	Little online activity	Much online activity
Low grades		
High grades	 Tom	<p>“Busy competent professional”</p> <p>Hardly online</p> <p>No questions on materials</p> <p>Download and prepare</p> <p>Good assignments</p>

# Engaged Learner

	Little online activity	Much online activity
Low grades		
High grades	<p>“Involved engaged learner” Often online Always submits assignments Often involved in discussions High quality assignments</p>	 <p>Grace</p>


# Different Students Have Different Needs And Different Programmes Have Different Responses

	Little online activity	Much online activity
Low grades	 Budi	 Mona
High grades	 Tom	 Grace






## Silent participant is hard to reach

	Little online activity	Much online activity
<p>EPRM training course</p> <ul style="list-style-type: none"><li>- Trace him</li><li>- Remind him</li><li>- No certificate with option to participate one more time</li></ul>	 <p>Budi</p>	<p>GPAC2 PhD</p> <ul style="list-style-type: none"><li>- Meet in next workshops</li><li>- No active push</li><li>- If no ability or time in year one, no good prospects for a PhD</li></ul>

# The Traditional Participant can be supported – but this is time consuming

		Much online activity
Low grade	<div>EPRM training course<ul style="list-style-type: none"><li>- Teach actively – need tutors</li><li>- Explain content and context one on one and in groups</li><li>- Regular feedback loops on assignments</li><li>- All efforts to learn, and pass the course exam</li></ul></div>	
High grade		

## GPAC2

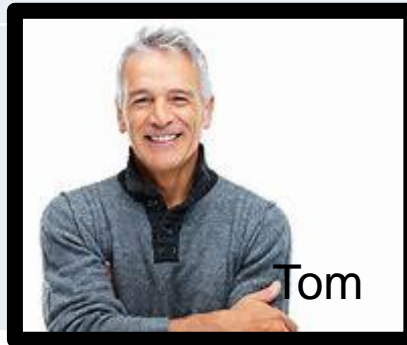
- Support with regular feedback in first year
- Evaluate final product and learning curve after a year
- Let go in case capacity is assessed a problem

# The Busy Competent Professional does not require our input – but is goal oriented

	Little online activity	Much online activity
Low grades		

EPRM training course

- Download and learn
- In class challenge in discussions
- Online harder to challenge
- Freedom in timing / fast track completion of courses



GPAC2 PhD

- Requirement to join workshops
- Option to fast track
- Reminder course passing is not equal to research skills

## Active Engaged Participant

Little online

Low grades

- EPRM training course
  - Support and encourage
  - Engage in discussion
- Request opinions and needs
- Very good passes of course

GPAC2

- Support with regular feedback in first year
  - Evaluate final product
- Hardly fast track – enjoyment in learning
  - Debate on supervision needs



Grace



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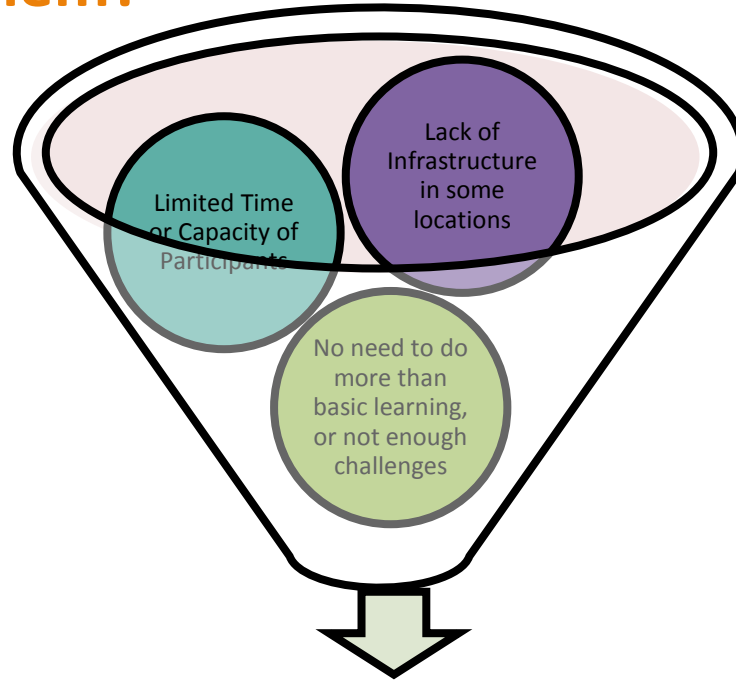
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# With different types of participants - is a problem really our problem?



**No activity on the platform**

**Failure to pass**

**Learning to pass and not to learn**



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# Solutions





**[Mindel.vandelaar@maastrichtuniversity.nl](mailto:Mindel.vandelaar@maastrichtuniversity.nl)**

<https://www.merit.unu.edu/training/dual-career-training-programme-to-obtain-a-phd-in-governance-and-policy-analysis-gpac2/>

<https://www.merit.unu.edu/training/eprm/>