

for the diagnosis and promotion of financial literacy in VET. This task is addressed by the EU LLP Leonardo Da Vinci project iFLinÄVETî, which unified academics and VET providers from six European countries. To identify facets of financial literacy, in each country key actors in VET and the financial literacy debate were interviewed about their view of the construct. Whereas the theoretical background of the project is formed by an extended approach of financial literacy (i.e., including personal finance skills as well as understanding of relational and systemic financial issues and non-cognitive aspects of financial literacy), the analysis results point out that facets of personal finance were dominant in the responses across the six countries and the different stakeholder groups. Within the individual-cognitive facet especially the area iplanning and managing financial mattersî with its various subcategories is prominently represented. Finally, the data also point to some differences between countries and stakeholder groups, even though these comparisons should be interpreted carefully due to the small sample. The findings form a basis for the development of a financial literacy framework in VET.

Team learning for innovation in higher education: A mixed methods study

Mixed-method research, Social aspects of learning, Social interaction, Higher education, Workplace learning

Rike Bron, University of Twente, Netherlands; Maaïke Endedijk, University of Twente, Netherlands; Peter Slegers, Twente University, Netherlands;

In Higher Education, many changes towards more student-centred and interdisciplinary education are designed and implemented. In order to design such educational innovations, teachers in higher education have to work together in teams. In this research we study these teacher collaboration processes from a perspective of team learning. Team learning consists of a compilation of processes that circularly generate change or improvement. The three basic team learning processes described in the literature are sharing, co-construction and constructive conflict. The nature of these processes differs in different contexts. Until now, quantitative studies have yielded ambiguous results concerning the distinction between team learning processes, and qualitative research about team learning is relatively scarce. In our study, we therefore aim to provide a comprehensive description of the nature of team learning in higher education, using a mixed method design. Our study takes place at a Dutch research university, that is implementing a change towards modular (15 ECTS) and project-based bachelor courses. Teacher teams are responsible for designing these modules. In a qualitative part of our study, we followed ten teacher teams during their module (re)design, and recorded their team meetings. In the quantitative part of the study we administered a questionnaire to 120 teacher teams. Preliminary analyses indicate that a different operationalization of the basic team learning processes is needed, in order to better describe team learning in teams of more than three persons. In our poster session we will present this new operationalization.

How do therapists learn to become therapists: A literature review

Meta-analysis, Student learning, Cognitive development, Social sciences, Higher education

Thomas Lindgren, Stockholm university, Sweden; Stephan Hau, Stockholm University, Sweden;