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Title Beneath the surface, the influence of archetypes in an educational change programme
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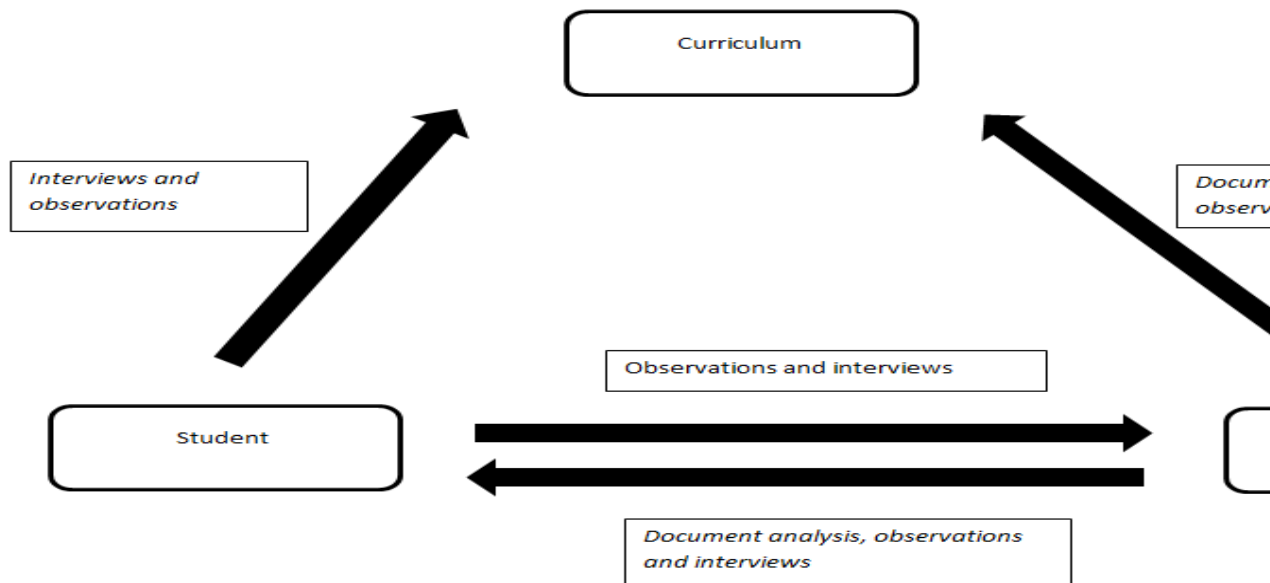
Beneath the surface, the influence of archetypes in an educational change programme

Change towards a professional and collaborative university

In 2015 a vocational oriented university in the Netherlands, started to change its sixty-plus programs, inspired by a new educational concept. This concept stimulates incorporation of working and thinking skills relevant for the future (the so-called '21st century skills') and explicit attention to 'Bildung' and reflection on the value and normative aspects of being a skilled professional. Program developers are stimulated to design a more inspiring, interactive and creative learning environment with enhanced flexibility of teaching and learning in order to accommodate diversity with respect to age, ability, personal situation (e.g., having a relevant job or not), et cetera. A major part of the change is to establish a less 'top-down' and more 'bottom-up' culture with respect to curriculum design and support, allowing academic staff more autonomy and responsibility. This is a breach with the top down and centralized history of the university. In terms of Mintzberg the shift is towards a more professional and collaborative organization (Mintzberg, 2013). This shift is necessary because educational development, supportive processes and control will become less dependent upon the central policies and agencies of the university (Mc Nay, 1995). This study focusses on the programs implementing the change.

Ethnographic approach

This research employed an ethnographic approach to fieldwork, data collection and data analysis. Data was collected through observations, documents analysis (major part), and interviews. All teams (40) handed in a Plan of Action for the implementation and a substantiated curriculum. First the documents were analysed in use of language. The documents were screened with a word count for over 40 words (student, teacher, flexibility, work, environment....). The number of used words were interesting, but even more intriguing was the difference in rate in which certain word combinations were used. For instance some programs used a 50/50 student/teacher rate. Whenever they stated something about a student, the teacher immediately followed. Other teams concentrated more on the role of the teacher or on the role of the student.



Figuur 1: Overview data collection

Curriculum and learning

After the first document analysis three themes emerged; students, teachers and curriculum. There seemed to be a different image and use of those three key elements in the programs. For instance some programs noted a direct causal line between the content of the curriculum and the learning of the student. Sfard (1998) would call this the acquisition metaphor of learning, in this view the object of learning can be controlled by the student or by the teacher. Other programs described a desired learning environment in which connectivity with many stakeholders plays an important part. Learning is considered a social construct and as a coincidence, the university needs to provide as many learning opportunities as possible by creating social settings. Sfard (1998) called this the participation metaphor.

Students

Also the images of students varied among the programs. One program clearly stated ‘the student is our customer’, while others focused on the student as ‘child’ meaning that the program should provide support, care and lots of structure for them to achieve their degree. A group of programs used metaphors like ‘deliver’ or ‘produce’ to describe qualities of the graduates. These programs seem to consider their students ‘semi-finished products’. Another group of programs considered the student as part of a learning community. The student as customer metaphor is widely discussed in the literature (Naidoo, Shankar, & Veer, 2011; Obermiller & Atwood, 2011; Woodall, 2014). Many strong opponents argue against the desirability of this claim, while other scholars see this concept as given and study how this concept is perceived and acted upon by teachers. Although some programs referred to the curriculum as a journey or a quest, no metaphors were found in which students were perceived as tourist or seekers.

Teacher

The concept of the teacher was another interesting theme. Many programs described the teachers as the group who must change and stressed the difficulty of changing teachers practice. Some programs offered a set of roles a teacher could take in the learning process of the student. The programs who considered students as part of a learning community, also stated teachers as part of this community and put emphasis on the equality between student and teachers.

Social structure; from roles to archetypes

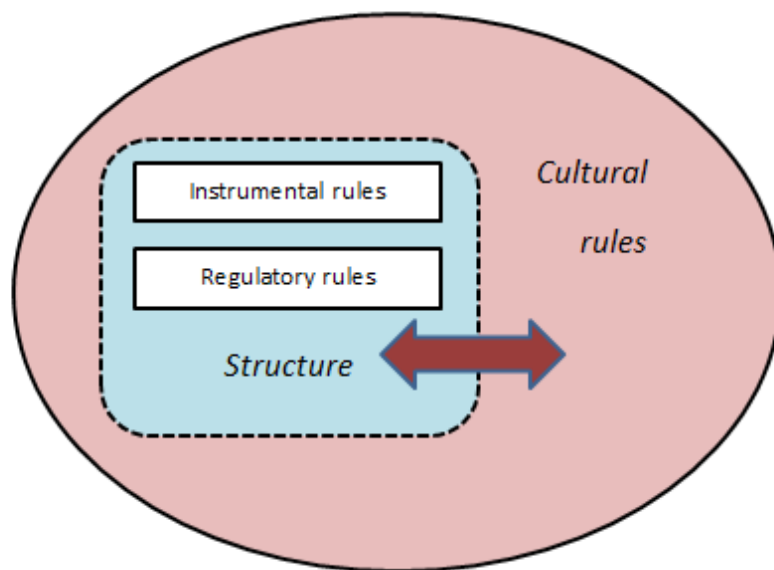


Figure 2: Social structure

An organizational change, such as the educational concept, aims to change the foundations of the way people interact with the organization and each other. The 'actors' are supposed to play the game differently (Schein, 2010). A role is the connection between the abstract organization and the person (Rosenberg and Turner, 1981) and a way of standardising behaviour (Krogt & Vroom, 1989). More generally 'role' refers to sets of prescribed activities associated with particular institutionally defined positions (Kunda, 2009). A role is the abstract in which the person allows himself to interact with instrumental, regulatory and cultural rules, which often have a certain amount of tension between them. Role-playing is 'outside' behaviour founded in unconscious ideas and beliefs. The findings in the data show the use of implicit images and metaphors within a team of student, teacher and curriculum.

Archetypes

The implicit images and metaphors suggest an underlying use of archetypes. Archetypes are described and explored by Carl Jung (Jung, 1959/2014). One of the major concepts in Jung's thinking was the construction of the collective unconscious. Where Freud found all human behaviour could be explained from personal experiences (whether conscious or not), Jung

believed there are patterns in thinking and experiencing underneath the personal experience. Mankind has created its own general structure of thinking and valuing situations. In this general structure archetypes as mother, king, child, and father appear. All these archetypes give meaning and make sense to our experiences. The beauty of the archetypes lies within their ambivalent nature. The mother, per example, is not only the caretaker, giver of life and protector of her child but can also be someone who suffocates her child and can be overbearing. Some archetypes are more or less roles human beings can fulfil. Other archetypes such as the shadow or the persona are more reflective and give the opposite of the person's characteristics. A 'whole person' has also a strong sense of its darker side (shadow), of who he would like to appear (persona).

Conclusion

In educational literature ample theories can be found of conceptions of teaching, research and knowledge. To grasp a conception some scientist have used metaphors to give the objects of study a language to tell what they think (Gurney, 1995; Martínez, Sauleda, & Huber, 2001; Visser-Wijnveen, Van Driel, Van der Rijst, Verloop, & Visser, 2009). This study however is interested in human behaviour and interaction. Metaphors are used to trace deep role archetypes (Jung, 2014; Moxnes & Moxnes, 2016). The implication of this study is that a shift from top down to bottom up needs to be founded in underpinning ideas and beliefs. Although this university specifically took care of lowering university-wide rules and regulations, teams kept 'control' through internal rules. The archetypes of teachers, students and curriculum/education kept the social structure within a team alive. Archetypes were never discussed or made explicit but they do influence the outcomes of a process of change within a university setting.

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