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Introducing co-creation to improve student learning and wellbeing in a problem-oriented learning environment

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INTRODUCING CO-CREATION TO IMPROVE STUDENT LEARNING AND WELLBEING IN A PROBLEM-ORIENTED LEARNING ENVIRONMENT

BACKGROUND

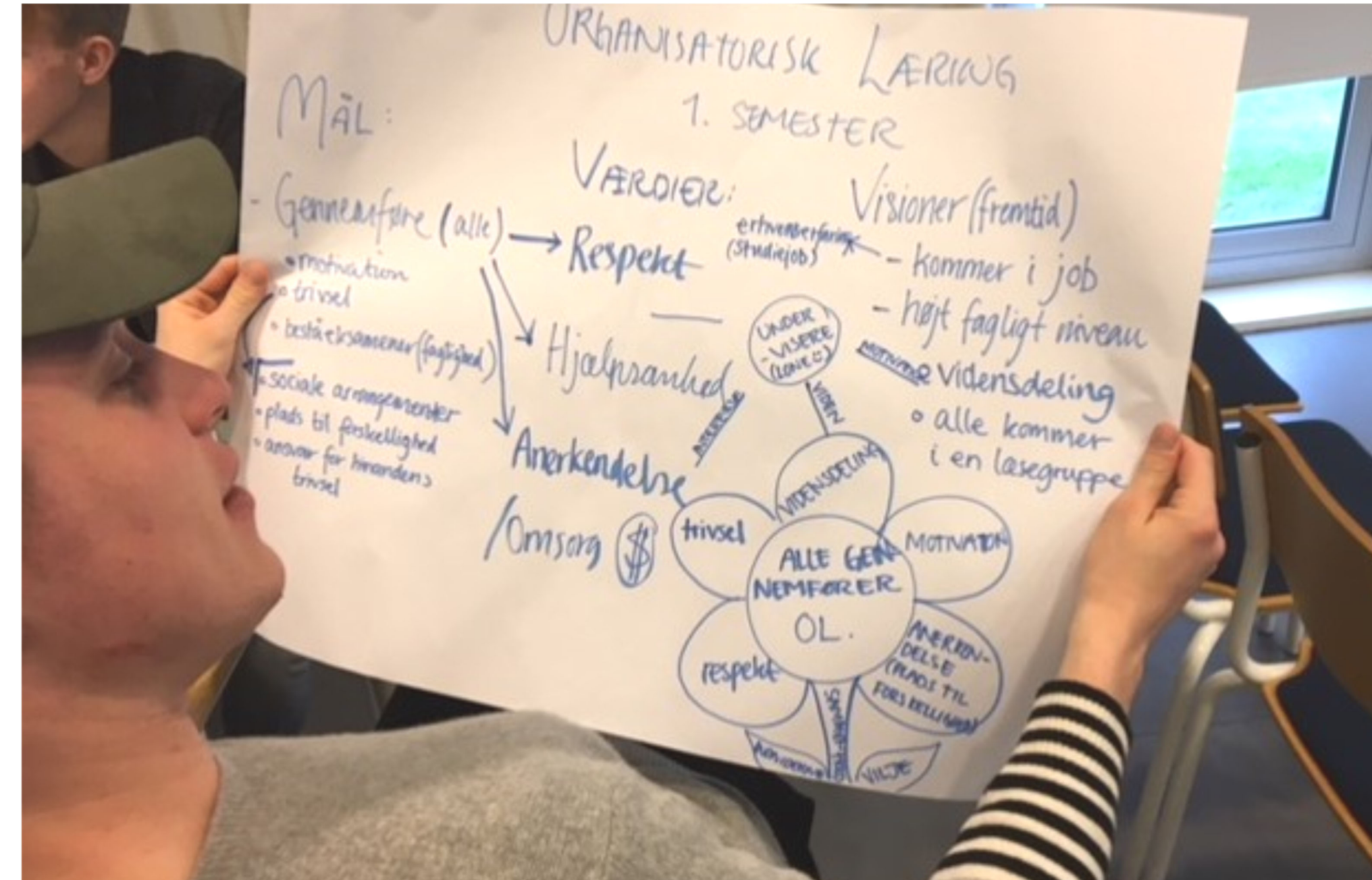
ACCORDING TO ANANIADOU & CLARO (2009) EDUCATIONAL SYSTEMS ARE REQUIRED TO SUPPORT YOUNG PEOPLE IN ACQUIRING THE RELEVANT SKILLS AND COMPETENCIES, WHICH ALLOW THEM TO BENEFIT FROM EMERGING NEW FORMS OF SOCIALISATION AND TO CONTRIBUTE ACTIVELY TO ECONOMIC DEVELOPMENT IN A SYSTEM WHERE THE MAIN ASSET IS KNOWLEDGE. THESE SKILLS AND COMPETENCIES ARE OFTEN REFERRED TO AS 21ST CENTURY SKILLS AND COMPETENCIES. COMPARING THE CHARACTERISTICS OF THE 21ST CENTURY LEARNERS WITH THE DEMANDS FOR 21ST CENTURY SKILLS AND COMPETENCIES, IT SEEMS THAT MANY STUDENTS IN HIGHER EDUCATION GENERALLY SPEAKING ALREADY ARE DISPOSED TO ACQUIRE AND DEVELOP THESE SKILLS, BUT ALSO EXPECT A CHANGE FROM TRADITIONAL TEACHING AND LEARNING METHODS TOWARDS MORE INNOVATIVE LEARNING FORMS.

MANY OF THEM SEEM TO BE COLLABORATIVE RISK TAKERS AND MEDIA LITERATES, AND THEY ARE ALREADY PRACTICING NEW AND ALTERNATIVE WAYS OF INFORMAL

LEARNING (EDUCATION ADVISORY BOARD 2006). ON THE OTHER HAND, RESEARCH AND EXPERIENCES FROM HE AND FROM STUDENT COUNSELLING SERVICES SHOW THAT MANY STUDENTS SEEM TO SUFFER FROM EXPERIENCING INSECURITY, ANXIETY, STRESS, AND LONELINESS IN THEIR STUDY ENVIRONMENTS (DUE ET AL. 2014). THE QUESTION IS THEREFORE HOW TO ENSURE STUDENTS' LEARNING AND COMPETENCE DEVELOPMENT USING INNOVATIVE TEACHING FORMS WHILE AT THE SAME TIME CREATING A SUPPORTIVE STUDY ENVIRONMENT. MORE SPECIFICALLY TAKING INTO CONSIDERATION THE DIVERSITY AMONG STUDENTS INCLUDING THE VULNERABLE STUDENTS.

RESEARCH QUESTION:

"HOW CAN CURRICULUM INVITE STUDENTS TO BECOME 'LEADERS' OF THEIR OWN LEARNING PROCESSES TO A LARGER DEGREE, THUS INCREASING THEIR COMPETENCE DEVELOPMENT, AND AT THE SAME TIME ESTABLISH A STUDY ENVIRONMENT AIMING AT REDUCING FEELINGS OF INSECURITY AND STRESS?"



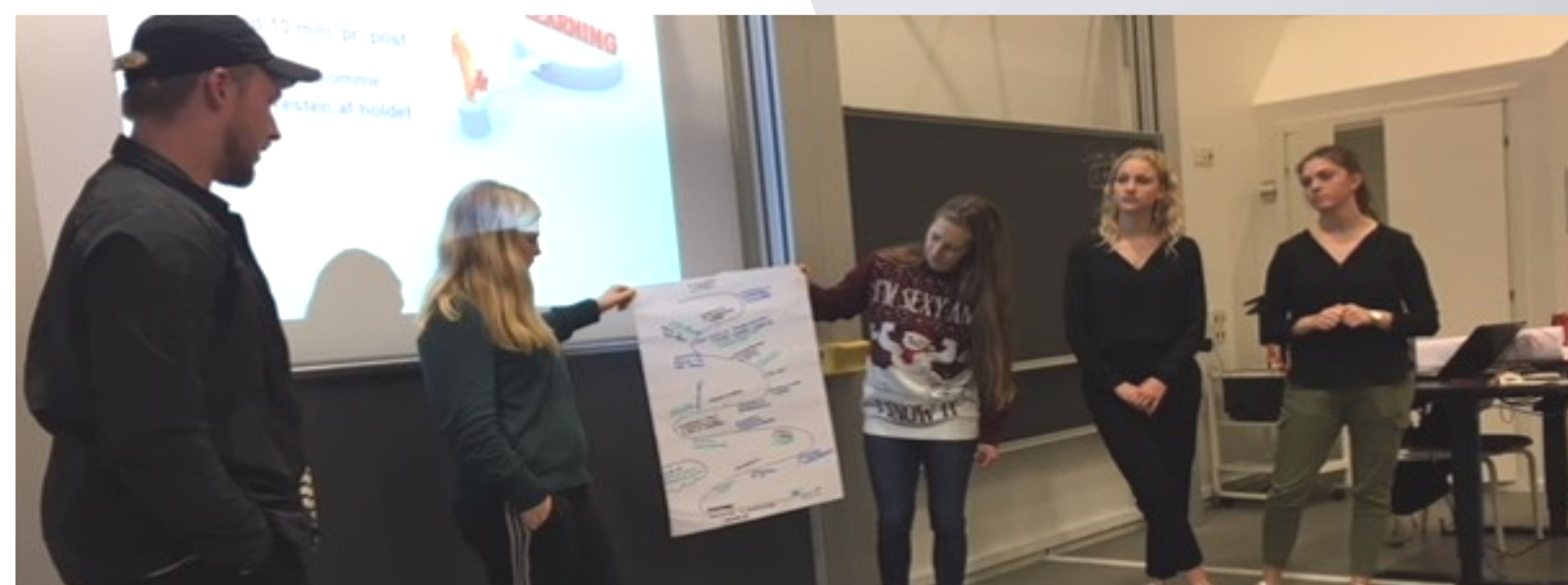
TEACHER: PRESENT AND VISIBLE COORDINATION – STUDENT INVOLVEMENT
PLANNING TOGETHER WITH OLDER STUDENTS BEFORE SEMESTER START - INVOLVEMENT
OF THE NEW STUDENTS IN PLANNING, TEACHING ACTIVITIES, FEEDBACK ETC.

OPENNESS AND TRANSPARENCY
ABOUT LEARNING GOALS
REASONS FOR STUDENT
INVOLVEMENT, STRUCTURES
AND EXPECTATIONS
CLEAR ORAL AND WRITTEN
COMMUNICATION AND
GUIDELINES

LEARNING ENVIRONMENT
OPENNESS AND RECOGNITION
SAFE COMMUNITY
FOCUS ON STUDENTS AS RESSOURCES

TEACHER ROLE
PROFESSIONAL AND DIDACTIC OVERVIEW
RESPONSIBLE, FLEXIBLE, INVOLVING AND BRAVE
RESPECT FOR AND BELIEVING IN STUDENTS

PRINCIPLES AND METHODS OF CO-CREATION



THEORETICAL INSPIRATION

- PROBLEM BASED LEARNING PRINCIPLES (STUDENT DIRECTION, PROBLEM-ORIENTATION AND PROBLEM-SOLVING, COLLABORATION, PEER FEEDBACK AND FEEDBACK FROM TEACHERS) (ILLERIS 1974; KROGH & JENSEN 2013) LEARNING THEORIES (BOWDEN & MARTON 2006; DEWEY 1933; RAMSDEN 2003)
- CO-CREATION OF KNOWLEDGE (CHEMI & KROGH 2017; IVERSEN ET AL 2015; BOVILL & BULLEY 2011)

INPUT FOR CHANGE

PEDAGOGICAL STRATEGY DECIDED IN COLLABORATION WITH OLDER STUDENTS BASED ON:

- ANALYSES OF PROGRAM CONTENT AND POSSIBILITIES OFFERED BY THE STUDY REGULATION, AND STUDENTS' BACKGROUND
- MEETINGS WITH STUDENTS FROM THE PREVIOUS COHORT REGARDING EVALUATION, FEEDBACK AND ADVICE—
- APPOINTED TUTORS TO SUPPORT THE PROCESS

THE CONTEXT

- BACHELOR PROGRAMME IN ORGANISATIONAL LEARNING, 1ST SEMESTER IN THE SOCIAL SCIENCES-
- PROBLEM-ORIENTED, PROJECT-ORGANISED STUDY PROGRAMME
- 186 STUDENTS

AIMS OF THE EXPERIMENT

- INCREASE INVOLVEMENT OF NEW STUDENTS IN THEIR STUDY PROGRAM, TAKING INTO CONSIDERATION THE DIVERSITY OF STUDENTS
- INCREASE STUDENT DIRECTION AND STUDENT RESPONSIBILITY
- CREATE A SAFE AND CREATIVE STUDY ENVIRONMENT.

CONCLUSION AND REFLECTIONS

THE RESULTS SHOW THAT GENERALLY STUDENTS WISH TO TAKE ON RESPONSIBILITIES AND INFLUENCE PROCESSES REGARDING TEACHING ACTIVITIES, EVEN THOUGH SOME OF THEM PRIORITIZE THE MORE TRADITIONAL TEACHING FORMS AS THEY ARE WELL-KNOWN AND EASIER FOR THEM. FURTHERMORE, TRANSFER TO OTHER TEACHING ACTIVITIES IN GENERAL IS OBSERVED IN AN INCREASED LEVEL OF STUDENT ENGAGEMENT AND ACTIVITY AND INTERPRETED AS A SIGN OF STUDENTS FEELING COMFORTABLE IN THEIR STUDY ENVIRONMENT.

ON ONE HAND YOU GET TO KNOW THE STUDENTS BETTER, WHEN YOU SEE THEM ACTIVE AND TAKING ON RESPONSIBILITY FOR THEIR LEARNING PROCESSES... ON THE OTHER HAND, IT MAY SEEM DEMANDING FOR STUDENTS WHO ARE PSYCHOLOGICALLY VULNERABLE.

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