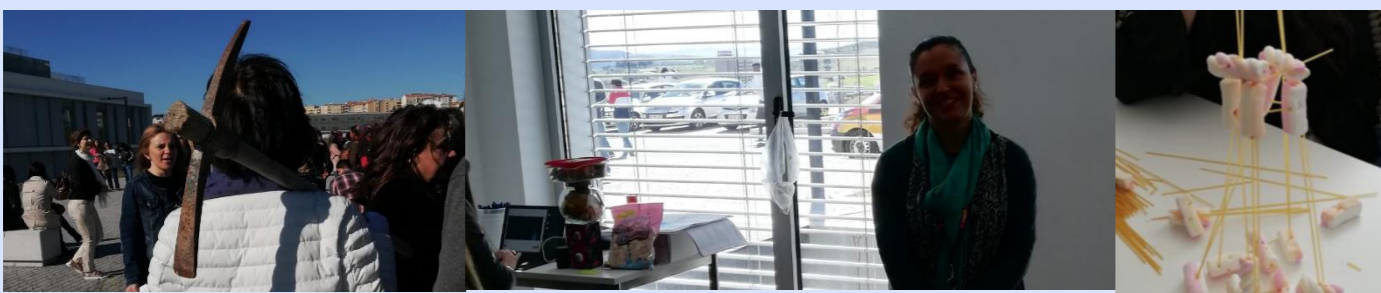


A CO-CREATION METHODOLOGY IN HEALTH GRADUATIONS: PERCEPTIONS OF THE GRADUATING ACTORS

I. C. Pinto,^{2†¶} J. Almeida-de-Souza,^{2†¶} M. Veiga-Branco,^{2‡§} O. R. Pereira^{2†¶}

² Escola Superior de Saúde, Instituto Politécnico de Bragança, Portugal. isabel.pinto@ipb.pt, julianaalmeida@ipb.pt, aubra@ipb.pt, oliviapereira@ipb.pt

* All authors contribute equally to the work; [†] Departamento das Tecnologias de Diagnóstico e Terapêutica; [¶] Centro de Investigação em Montanha (CIMO); [‡] Departamento das Ciências Sociais e Gerontologia; [§] Research in Education and Community Intervention (RECI)



Introduction

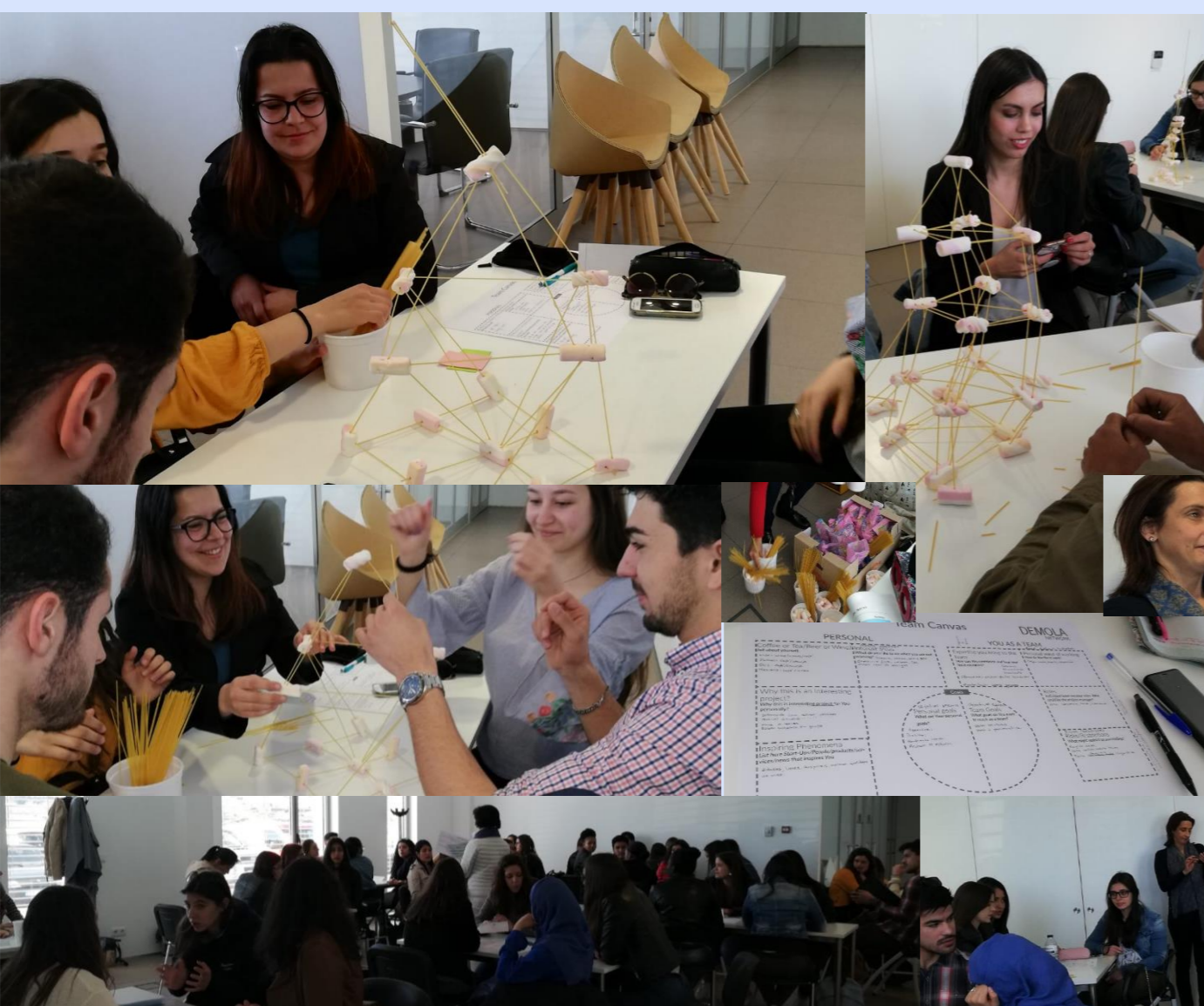
The new education policies hold students accountable for their own learning. Also a growing number of study results are finding positive relationships between active methodologies and student learning (1). In this sense, it is important to understand the perceptions of innovative process experiences in learning.

Aim

Assess the perceptions of students during an implementation of co-creation methodology in curricular units of Dietetics Nutrition and Pharmacy graduations.

Method

It is a quantitative and longitudinal study in 3rd year degree students across one semester. A co-creation pedagogical process was performed including a multidisciplinary group of students from 4 different subjects of the undergraduate courses in Dietetics Nutrition and Pharmacy, School of Health, Polytechnic Institute of Bragança, Portugal. Throughout the semester, students had to develop a multidisciplinary research project. Co-creation events, guided by subject teachers, took place at 4 different times: kick-off, jam1, jam2 and final-pitch. The students' perception of the teaching-learning process was evaluated in the end of each event, through an online questionnaire with 8 positive statements about the working day. Each student should indicate their agreement on a scale from 1 (strongly disagree) to 4 (strongly agree). Options 3 and 4 were considered as satisfaction.



Results

Most students are satisfied with this process (52,3%-94,4%), considering all questions at all events (Figure 1). In half of the statements (I loved this day, I love this work, Today was a full day of learning, I understood this methodology/learning process), student satisfaction gradually increased over the course of the events. Teamwork was clearly appreciated at Jam1 (94,4%) and Final Pitch was much appreciated (84,1%) and considered a great learning day (86,3%). However, if students could decide, only around half students choose this learning methodology (52,3%-57,9%).

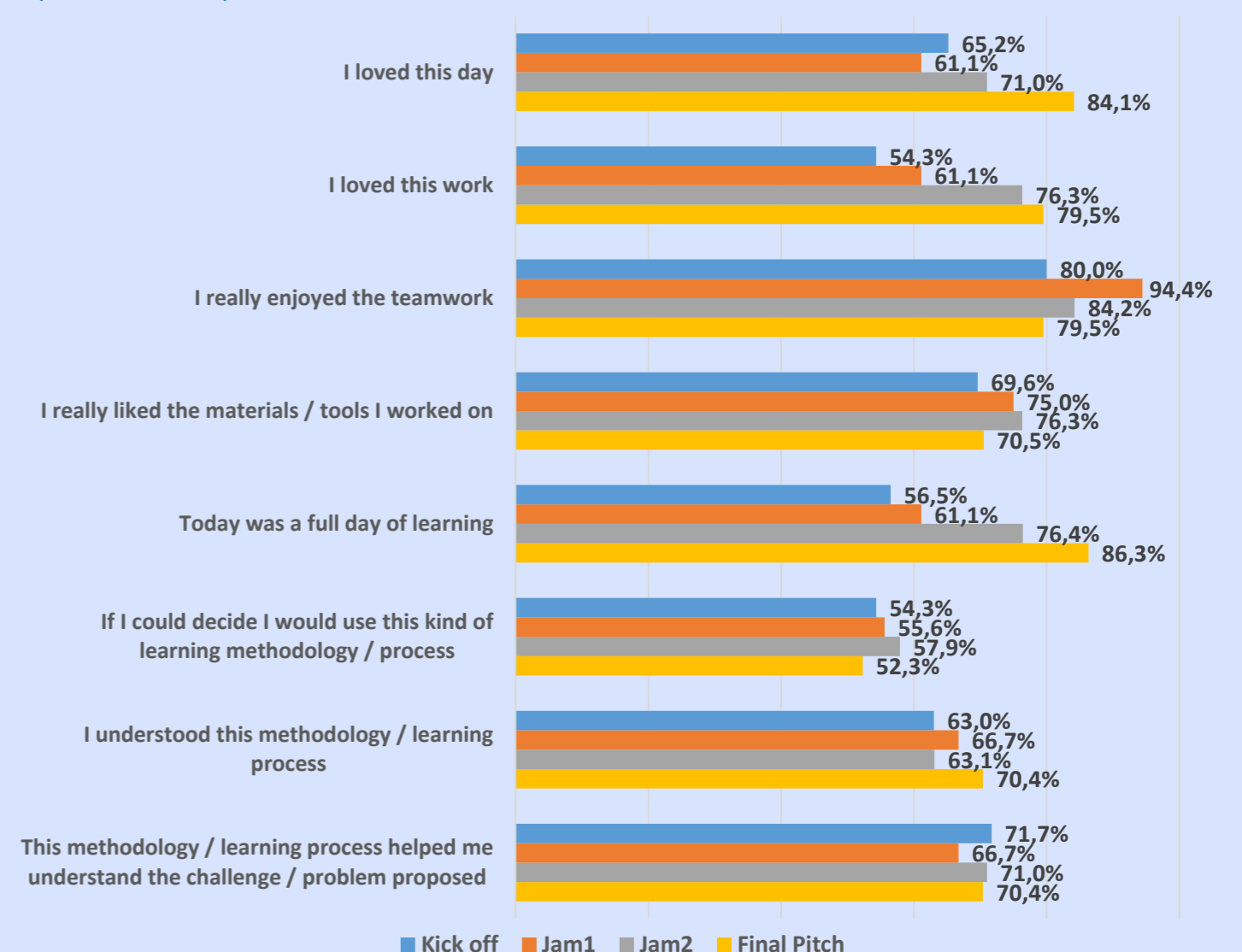


Figure 1: Comparative analysis of satisfaction with co-creation methodology over time.

Conclusion

Most students enjoyed this co-creation process, valuing teamwork and learning. However, some students hesitate to use this methodology, and believe in this kind of learn strategy and application.

Reference

(1) OECD (2016), Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264265097-en>