

Aalborg Universitet

Participatory design based research

Dau, Susanne; Bach Jensen, Louise; Falk, Lars

Publication date: 2014

Document Version Early version, also known as pre-print

Link to publication from Aalborg University

Citation for published version (APA):
Dau, S., Bach Jensen, L., & Falk, L. (2014). Participatory design based research: a CoED inspired creative process. Poster session presented at 13th European Conference on e-Learning, Copenhagen, Denmark.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- ? Users may download and print one copy of any publication from the public portal for the purpose of private study or research. ? You may not further distribute the material or use it for any profit-making activity or commercial gain ? You may freely distribute the URL identifying the publication in the public portal ?

If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.

Participatory design based research -

a CoED inspired creative process

By Dau, S., Falk, L. & Jensen, L. B. Lecturers at University College North (UCN), Denmark

Introduction

There is an increased focus on the use of information technology to support learning outside the campus and offering both temporal and spatial flexibility in studying. As a consequence students need to be self-directed and self-organized in their learning and study activities.

At the same time there is some challenges:

- Students find it difficult to study at home, due to their established habits within the environment.
- The offered IT resources do not always seem to be able to support student learning process adequately. (Dau, S., Falk, L. & Jensen, L.B. 2014).

Research Question:

How can information and communication technology (ICT) be used to support students' study activities outside Campus?



Participants

- Radiography students at University College of Northern Denmark
- Students at the Education of Social Science at Aalborg University









Methods

CoED (Collaborative E-Learning Design Method) is used to facilitate e-learning design and consists of three phases with focus on design options, core values and practical designs

(Nyvang, T. & Georgsen, M. 2007). The CoEd method is combined with the creative platform, which is a tool allowing to boost creativity and innovation in individuals (Byrge & Hansen 2009).

Phase

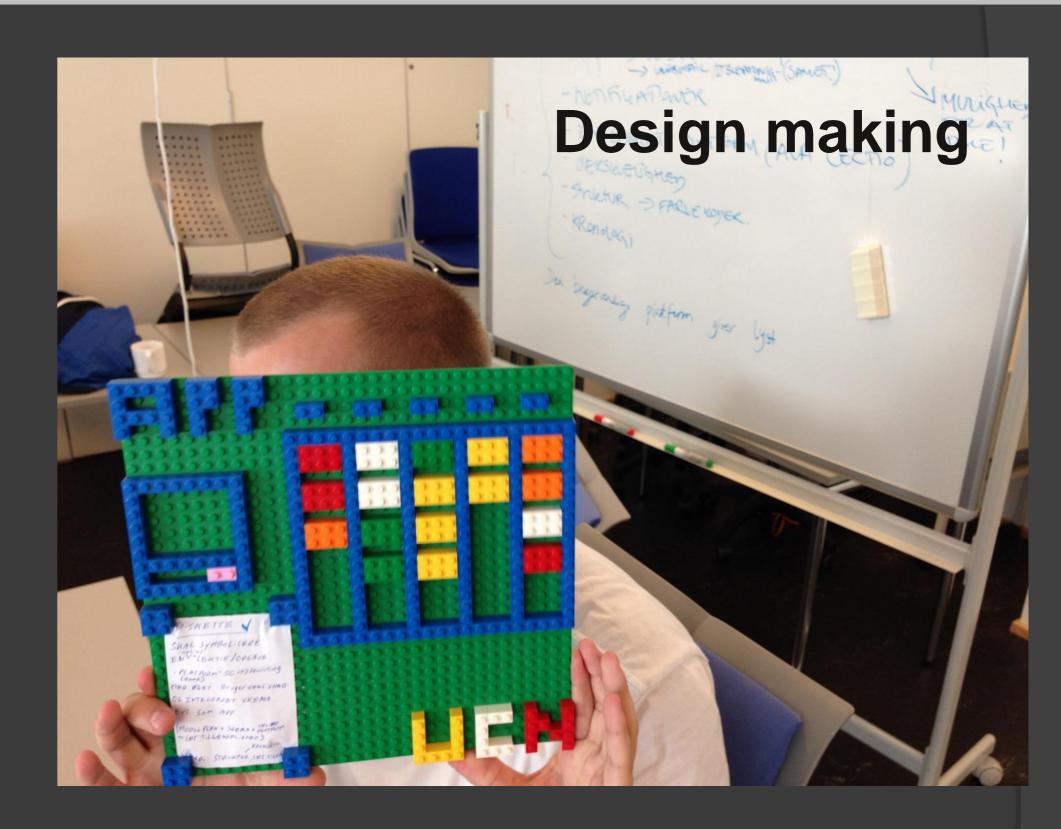
• Students' choice of one or two core values

Phase 2

• Students' choice of values and designs in groups and in class

Phase 3

• Students' creation of a toolkit with a detailed description of the design



Preliminary findings

Core values

Motivation and an user friendly learning management system (LMS)

Design activities

- One LMS for all study-activities based on a clear structure, transparency and consistency in subjects, schedules, literature, homework, activities, rooms and mails.
- One login for everything available as an app for computers, mobile phones and tablets.
- Motivation is afforded by structure, clarity, order, uniformity and peers active participation.
- Face-to-face instructions must be recorded and streamed

Challenges

Internet access

Main references

Falk, L., Dau, S. & Jensen, L.B. (2014). Understøttelse af studerendes personlige studieaktiviteter udenfor campus ved hjælp af IT. In Jensen, C.H. & Staugaard, H.J. (EDT.) "Just do it! Status og perspektiver fra et igangværende forsknings- og udviklingsprojekt i UCN". DUIT Seriehæfte, University College North.

Nyvang, T. & Georgsen, M. (2007) Collaborative e-learning design method (CoED). Report, e-Learning Lab - Center for User-Driven Innovation, Learning & Design Aalborg University.

Byrge, C. & Hansen, S. (2009). The creative platform: a didactic approach for unlimited application of knowledge in interdisciplinary and intercultural groups. European Journal of Engineering Education, 34, 3, 235–250