Participatory design based research
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Participatory design based research – a CoED inspired creative process
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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.

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 1
• 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.
• 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


Students’ sorting value cards

Use of creative toolboxes

Design making