

## **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

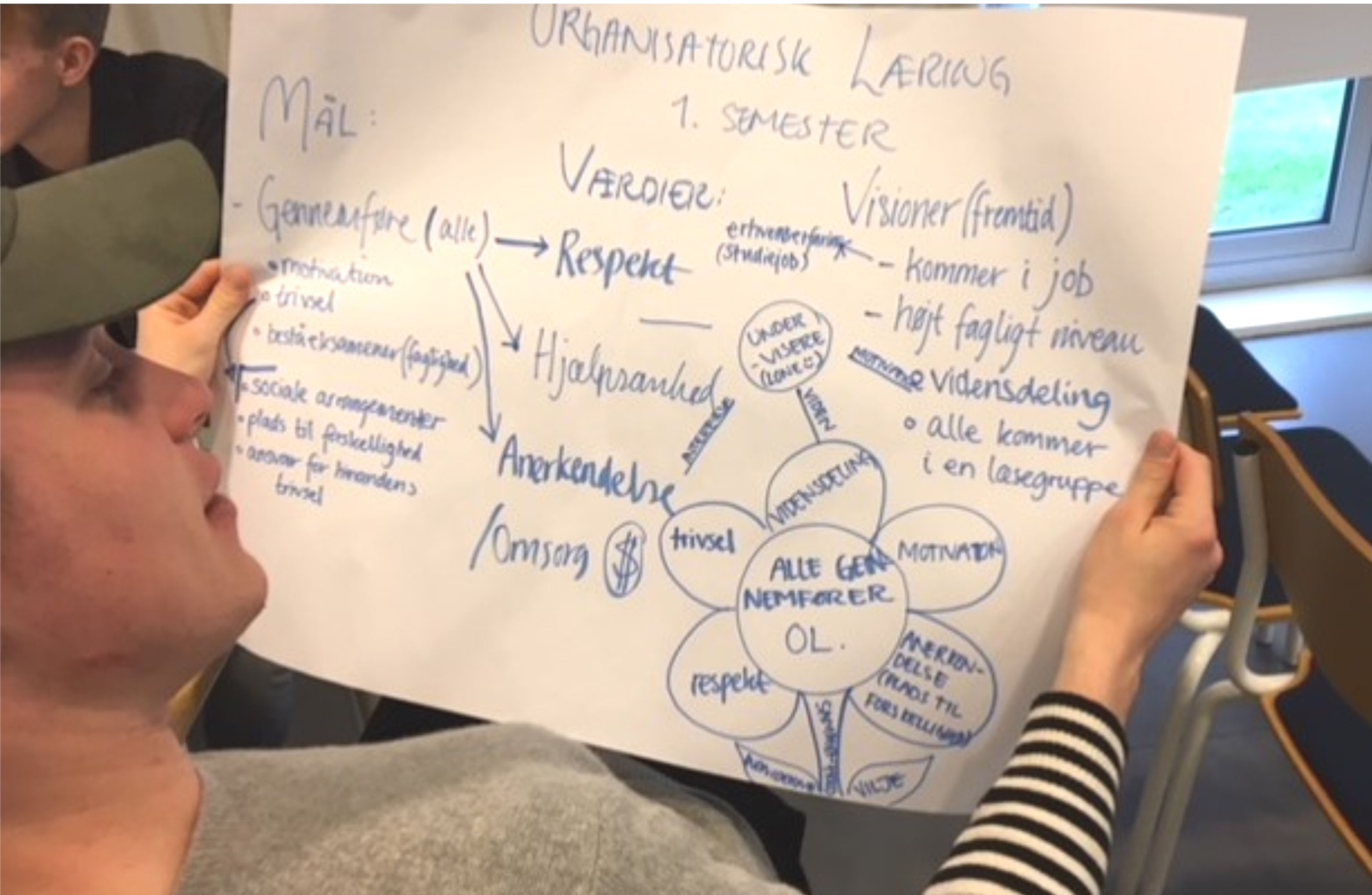
## BACKGROUND

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 21<sup>ST</sup> CENTURY LEARNERS WITH THE DEMANDS FOR 21<sup>ST</sup> CENTURY SKILLS AND COMPETENCES, 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?"



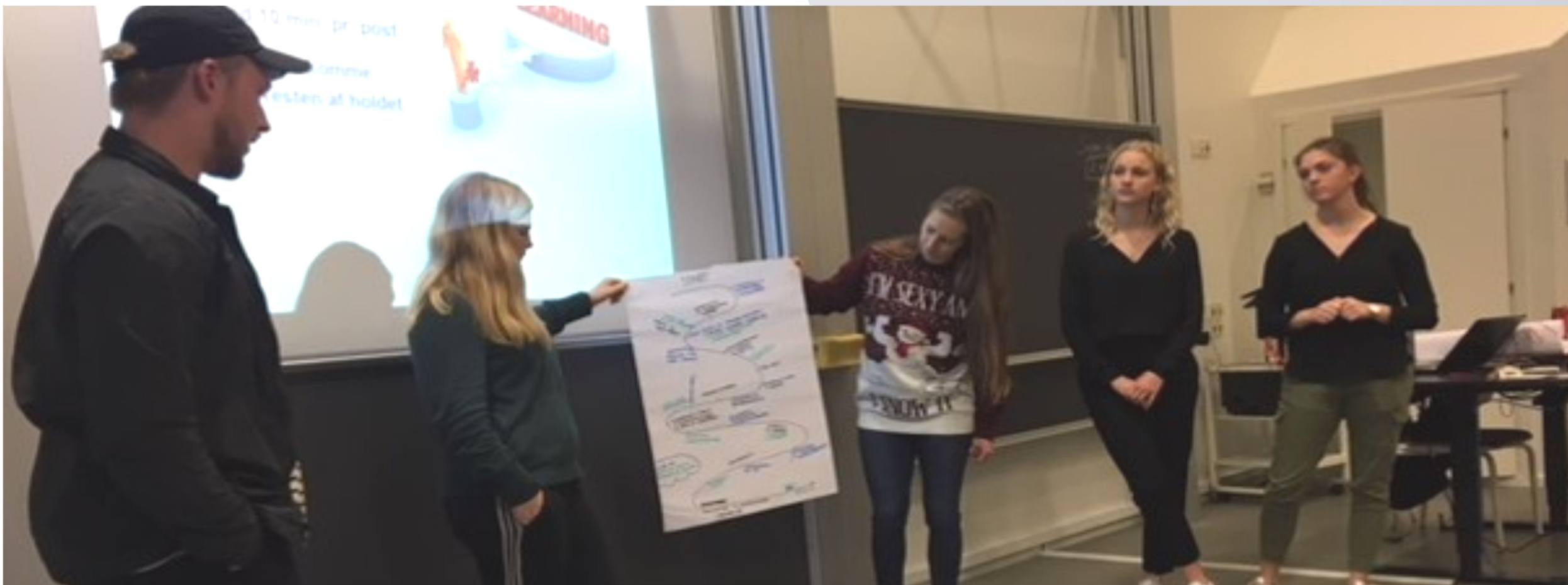
TEACHER: PRESENT AND VISIBLE COORDINATION – STUDENT INVOLVEMENT  
PLANNING TOGETHER WITH OLDER STUDENTS BEFORE SEMESTER START - INVOLVEMENT  
OF THE NEW STUDENTS IN PLANNING, TEACHING ACTIVITIES, FEEDBACK ETC.

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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