

Session C4 - English free format

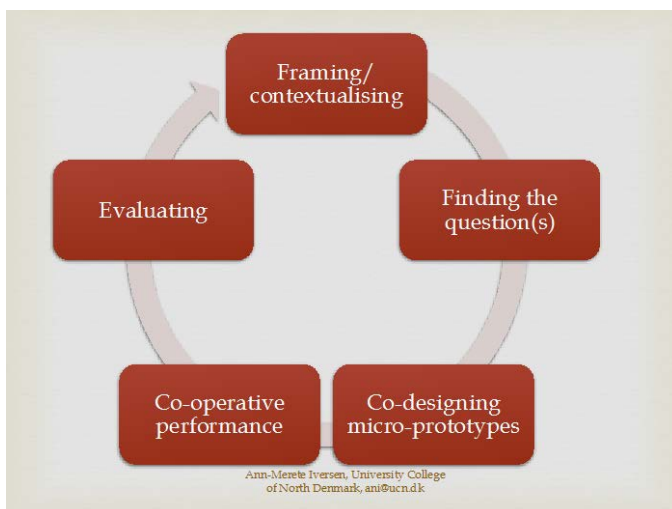
Designing teaching in co-creative processes with students

Program text

The format will be a mixture of presentations and participant activities, designed on the backdrop of socio-epistemology, complexity theory, learning philosophy. A design theory will be introduced together with an alternative approach to a didactic design.

Abstract

The methods suggested suspend the classical concepts of teaching and replace them with a structured generative dialogue within which knowledge exchange and knowledge production can take place. A hands-on process designed on the backdrop of socio-epistemology, complexity theory, learning philosophy and design theory will be introduced together with an alternative approach to didactic design.



Model 1: Progression in on the spot epistemic practice/didactical co-creation

In exploring a communication form that facilitates co-creative dialogues, we turn to Shaw's complexity theory (Shaw, 2002). She describes an approach to user-driven design, which being transferred into an educational context may lead to open and meaningful communication capturing students' interests and motivatoin. This includes a willingness to explore and improvise, and associations arise in a process of weaving in the actions to co-create the future (Shaw, 2002: 70). The purpose of dialogue is not just to understand existing approaches to teaching but also to co-create new ideas for teaching design. The teacher becomes facilitator to encourage dialogue and encompass different views, even conflicts,

regarding how and what is going to be taught. Teachers and students need to let go of fixed agendas, "Leading becomes being able to articulate issues and themes as they emerge and transform" (Shaw, 2005: 21). The approach requires the teacher to be conscious of the form in relation to the content to be learnt.

Implications for practice are new ways of working with students in order to co-create teaching and learning designs which motivate and improve students' learning, but at the same time may be daunting for teachers. Further research documenting the benefits of the principles, the learning processes and learning outcome as well as the pitfalls and challenges is needed.

Authors

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Literature

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