

MaCE online course

Session 2- Co-creating and social cultural learning

Welcome to session 2 of the blended online course. This session is focused on co-creating and socio-cultural learning.

We will be having some short lectures about these themes, and will let the students go into groups in their virtual rooms to discuss the topic further. The groups have been set by the lecturers beforehand, and they have been allotted their rooms. There are three lecturers that are contributing to this session, and one has the main responsibility at a time, the others will chip in when it is natural to do so and also monitor the chat. The lecturers are on half an hour early to ensure that all the students are online without problems, and the students need to have logged on at least 15 minutes before start.

This is what we wrote online to the students:

In this session we will focus on learning, both about how you learn as an individual and also how we learn collectively. There are many theories about how people learn, and this project builds on what we call socio-cultural learning theories. Some of you might be familiar with this concept, others might not. Being part of a project that is inter-disciplinary means that this often is the case, we have different aspects as well as competences. If you are from the teacher education, this might be familiar to you. However, when you move down to session 3, you might meet theories that are totally new, but those of you studying social work might know more about them. And, this brings us back to one of the concepts used for this project: co-created learning; meaning we will work together in learning and understanding. By sharing from our different perspectives, whether we are studying social work or teaching, being a student or a lecturer- we will all learn through the process of sharing.

That is the core of the project, and that is the core of this session- being aware of how to contribute and be part of a learning fellowship.

Aims of session:

- *To be able to explain what co-creation and social cultural learning is*
- *To be able to use knowledge about co-creation and social cultural learning for research and for professional practice*
- *To be able to engage in critical discussion about co-creation and social cultural learning*

Below you will find the teaching plan with links to different resources available to the students.

	Content	Resources	Time	Evaluation
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Part 1a Socio-cultural learning	<ul style="list-style-type: none"> • Introduction of the concept socio-cultural learning with examples, relating to MaCE. • Discussions online- chat and by voice 	<p>Texts made for this course:</p> <ol style="list-style-type: none"> 1. Socio-cultural learning 1 2. Socio-cultural learning 2 <p>Additional reading for the master students:</p> <ul style="list-style-type: none"> • Wang, Bruce & Hughes 	40 minutes	Ongoing in the chat
Break			15 minutes	
Part 1 b Tacit knowledge	<ul style="list-style-type: none"> • Introducing Tacit knowledge- examples • Some discussion 	<p>Text made for this course:</p> <ul style="list-style-type: none"> • Tacit knowledge 	20 minutes	Ongoing in the chat
Group work	<p>Socio-cultural learning:</p> <ol style="list-style-type: none"> 1. What is socio-cultural learning and what are its characteristics? 2. In what type of situations have you learnt something in a way that has been similar to socio-cultural learning? 3. What is needed from individuals (and the group) in order for socio-cultural learning to work well? <p>Tacit knowledge</p> <ol style="list-style-type: none"> 1. What are the main differences between tacit knowledge and explicit knowledge? 2. In what types of situations have you seen someone use (or not use) tacit knowledge effectively? 3. What is needed from individuals (and the group) in order for us to be able to use tacit knowledge well? 	<p>Lectures visit the groups according to a plan. The students meet in national groups</p>	<p>5 minutes for transition to groups 25 minutes in groups</p>	
Break			15 minutes	

Part 2 Co-creating	<ul style="list-style-type: none"> Lecture on co-creating Examples Padlet- summary 	Film watches beforehand: https://www.youtube.com/watch?v=DXpAnSA9Fk Literature : The theoretical background of co-creating <ul style="list-style-type: none"> Extracts for BA-students Full article for MA-students 	40 minutes	Ongoing in the chat Padlet- free writing, evaluating
Rounding up session	<ul style="list-style-type: none"> White board- everybody can write their responses 		5 minutes	“White board”- free evaluating the session

Experiences:

We were glad we had been so particular with the timing of the session, making it easier to shift focus quite quickly. We had prepared some small videos that the students were supposed to watch (5-10 minutes) - but that caused a lot of trouble, so we did the lectures live instead- which was much better. The videos should rather be used beforehand- even though they are short.

Using the padlet and whiteboard was important because the students do not really know each other, and some of the students were shy using English- frightened to make mistakes. Writing made it easier to participate. Still- it was mostly the English that wrote on the board and definitely participate in the online discussions. We agreed that for the others sessions the students would be able to write in their native language and then the lecturers would translate for all when going through the responses.