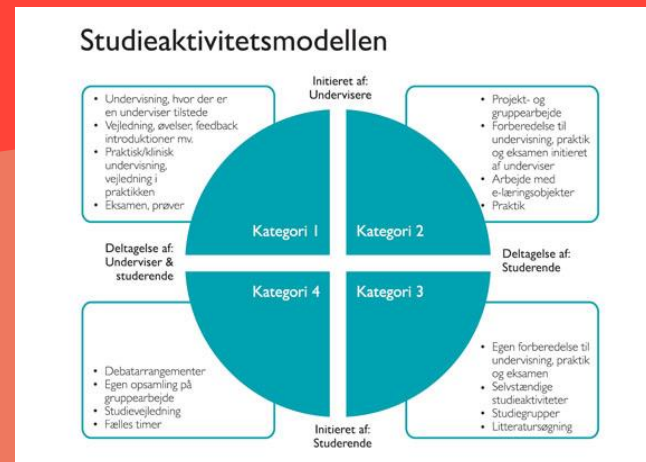


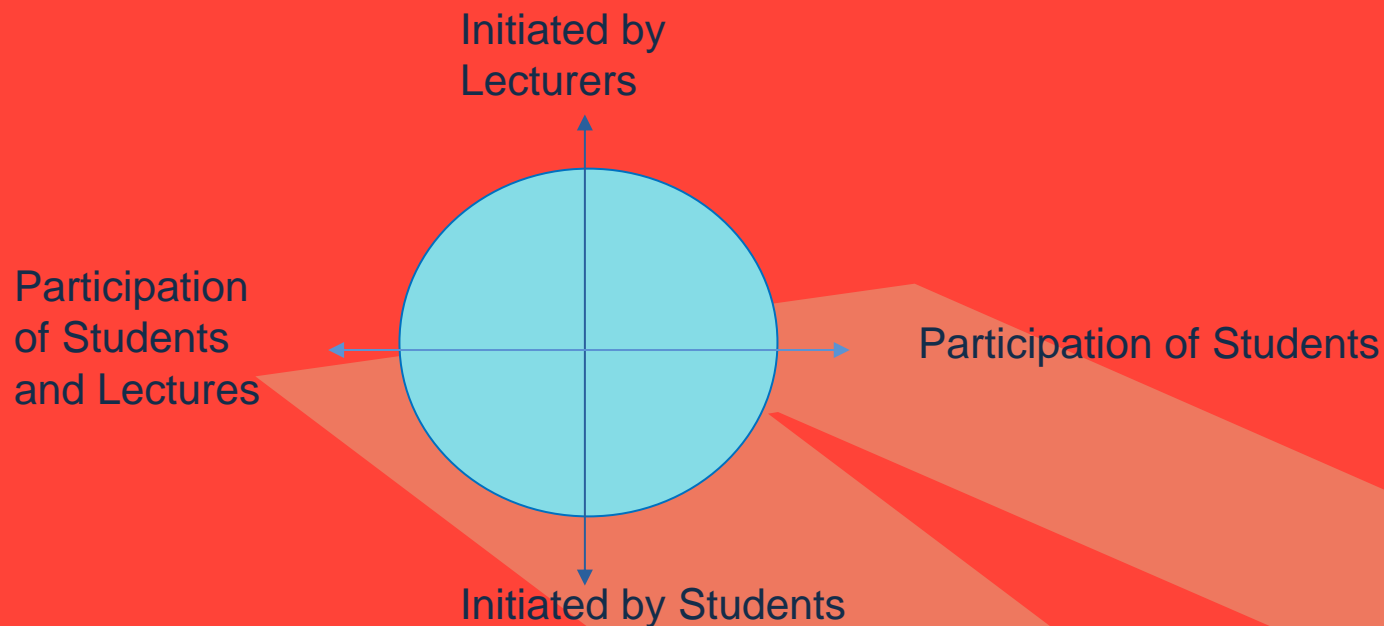
Can a model of study activity increase didactic dialogue and students' understanding of learning in IPE?

NIPNET, Bergen
2017



Camusa Hatt, Lektor, Cand. Mag.
Bodil Winther Hansen, Lektor, ergoterapeut, Mvo
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The Study Activity Model



Camusa Hatt, Lektor, Cand. Mag.
Bodil Winther Hansen, Lektor, ergoterapeut, Mvo
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Why examine the use of a study activity model in the context of IPE?

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METROPOL

- Lecturers and students working in interprofessional groups, representing very different backgrounds and "cultures".
Didactic dialogue thus becoming very important!
- Particular challenges concerning students' motivation and participation in courses.
- An urgent need for clarity and shared goals concerning learning processes.

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The project

PROFESSIONSHØJSKOLEN

METROPOL

Facilitating cooperation in Interprofessional education
using a study activity model – an action research project.
2015 – 2017

Research question:

How can the study activity model serve lecturers as a common mean of development, execution and evaluation of learning activities in an IPE course and can the model contribute to the sharing of knowledge and the development of the lecturers' competencies?

Mixed Methods Research

Camusa Hatt, Lektor, Cand. Mag.
Bodil Winther Hansen, Lektor, ergoterapeut, Mvo
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Baseline, action research and follow-up

- Quantitative and qualitative baseline, autumn 2015
- Qualitative action research process, spring 2016
- Quantitative and qualitative follow-up, autumn 2016

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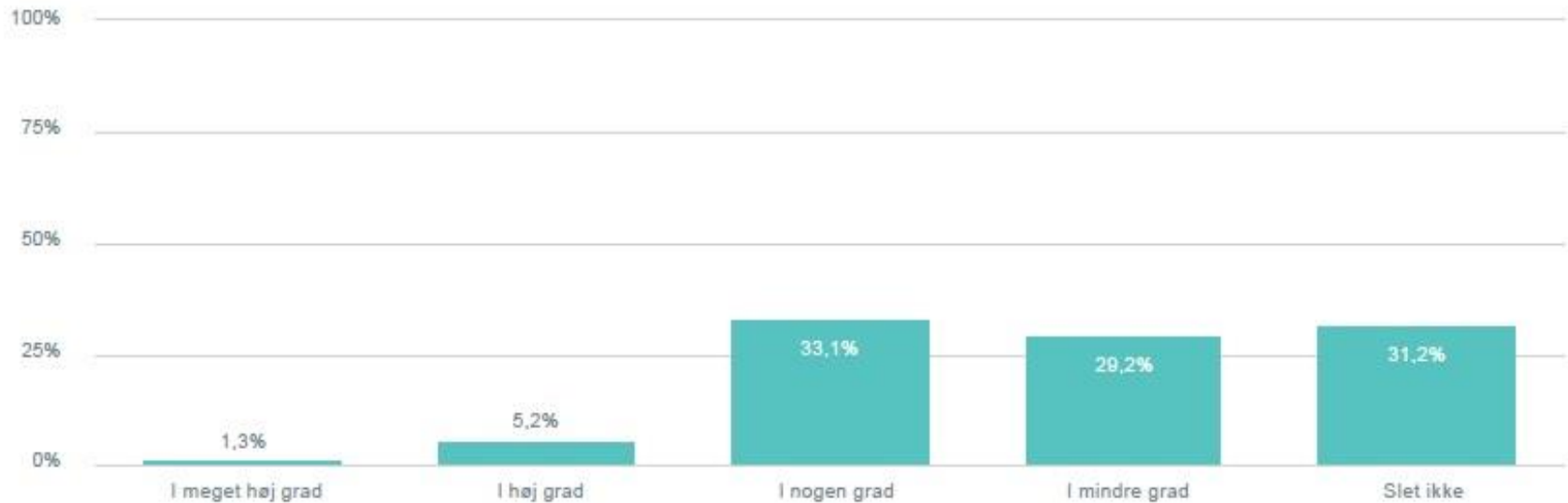
‘Has the model increased your understanding of what is expected of you as a student in this course?’

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METROPOL

Baseline 2015

Har studieaktivitetsmodellen givet dig en bedre forståelse af forventningerne til dig som studerende i dette forløb?



Total Svar status

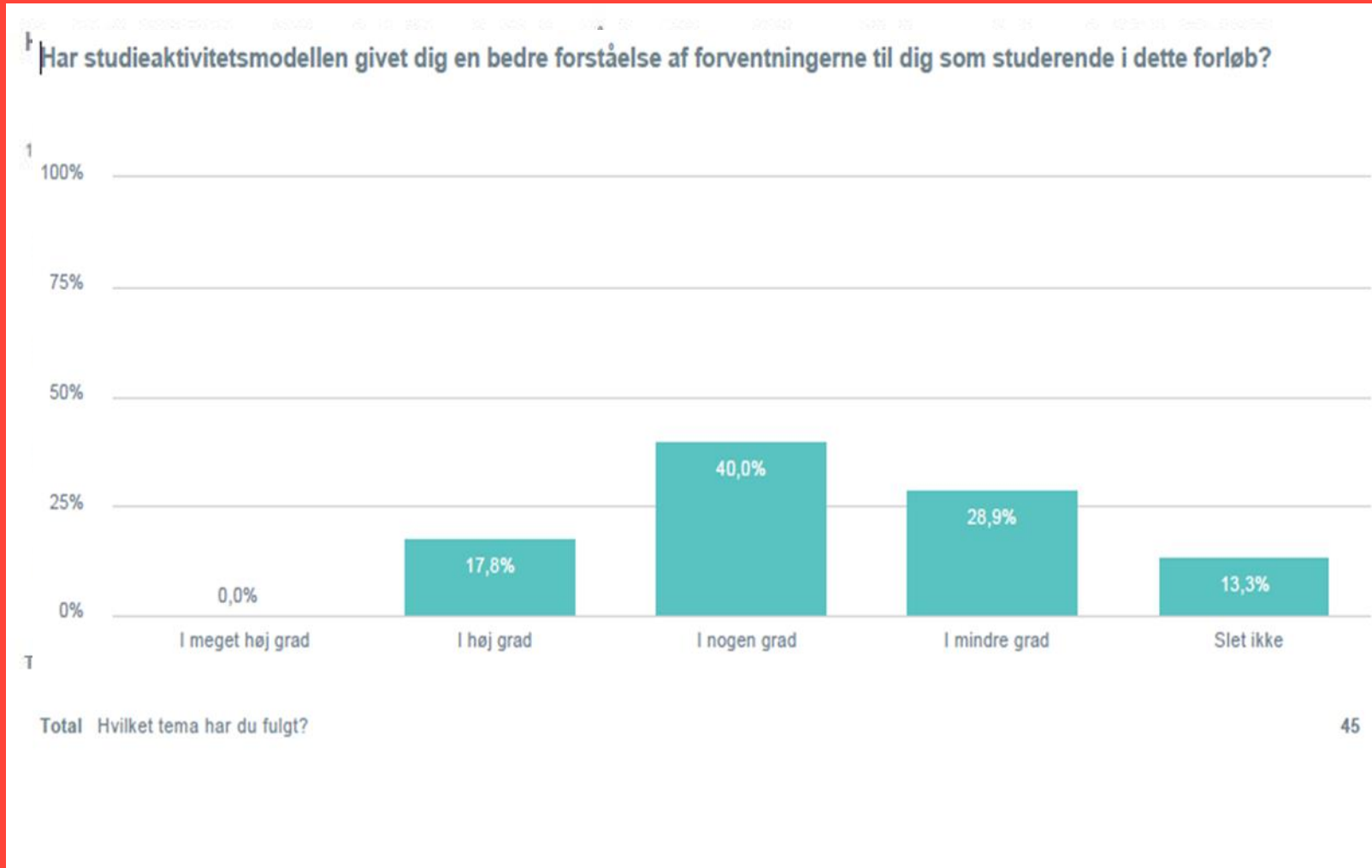
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'Has the model increased your understanding of what is expected of you as a student in this course?'

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METROPOL

Follow up 2016



Three Key findings of the action research process

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METROPOL

1. The study activity model has a potential to support the students learning processes to some extend.

2. The study activity model can support learning processes if it is adapted and integrated in the course by lecturers.

3. The study activity model can be of use as a media for didactic dialogue but at the same time the model in itself presents a series of challenges.

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The study activity model has a potential

- The model gives a general view of a module and can support balancing of expectations.
- Students find that the model has a potential to develop their understanding of their own learning processes.
- The 4 types of learning activities increase awareness of the students' responsibility for their own learning processes.

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The study activity model has a potential

- An introduction to the model can increase student activity, individually and working in groups.
- Students´ gain insight in lecturers´ expectations to their study activity and are able to organize their efforts accordingly.
- The model therefore has a potential related to discussing one of the major challenges that students face: How to balance their study activities and their everyday lives.

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"A general overview, self- awareness, it shows the expectations to me and the content of the module. 'Am I just to attend classes? No, I need to participate in a lot of other activities...'"

(Student, focusgroup 2016)

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The model supports learning processes if it is adapted by lecturers

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METROPOL

- When lecturers introduce courses using the model it deepens student's understanding of the learning outcome and how to achieve it.
- The model provides students with an insight in lectures' understanding of the relationship between learning activities and expected learning outcome.
- Meaningful dialogue between lecturers and students about the students' needs is very important. It may be helpful for students to be asked which learning activities are most stimulating to them. They may have very different needs depending upon course content.

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“I have a lecturer now who explicitly states that ‘ it is not enough to just attend classes.....it is very important that your prepare for classes’. He is completely clear about his expectations to us as students. It is important to link the activities to the lessons.”(Student, focusgroup 2016)

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The model in itself has challenges

- It is difficult for students to identify the purpose of the model. Many students view the model as mostly irrelevant to their courses.
- The model doesn't "capture" the learning conditions and workload of the individual student.
- The model doesn't play any important role to the students because it is currently used only when introducing the courses.

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”.....just presenting a workload – this doesn’t reflect if you are dyslectic and have to work 20 hours instead of 2”.

(Student, focusgroup 2016)

”...but why is the model so important? In order to use it I have to understand it”.(Student, focusgroup 2016)

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The specific potential:

- A relevant starting point for the planning of IPE. Lecturers are “disturbed” by the model and can use it as a starting point in a necessary didactic dialogue.
- Both lecturers and students need to develop a shared pedagogic frame and knowledge in IPE
- It challenges both lecturers´ and students´ understanding of learning and different types of learning activities
- Students achieve a general view of the course and better understanding of the expectations to their study activity.

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Critical aspects:

- The model is not “intuitive”. A lot of time and energy is consumed just trying to understand the model.
- It is difficult to identify the purpose of the model.
- The model doesn´t “capture” the learning conditions and workload of the individual student.
- The model doesn´t play any important role to the students because it is currently used only when introducing the courses.

Questions?



Reflections

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METROPOL

- On one hand “a model”, on the other hand “pedagogy”?
- What are the opportunities in discussing students’ learning processes with them?

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Thank you

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METROPOL

Contact information:

**Bodil Winther Hansen, (MVO) Senior Lecturer,
Metropolitan University College, OT Education
Sigurdsgade 26, 2200 Kbh. N Denmark
Email: bwha@phmetropol.dk**

**Camusa Hatt, MA, Associate Professor,
Metropolitan University College, Sigurdsgade 26,
2200 Kbh. N Denmark
Email: caha@phmetropol.dk**

Camusa Hatt, Lektor, Cand. Mag.
Bodil Winther Hansen, Lektor, ergoterapeut, Mvo
Det Sundhedsfaglige og Teknologiske Fakultet