

Learning by design in Living Labs: understanding the complexities

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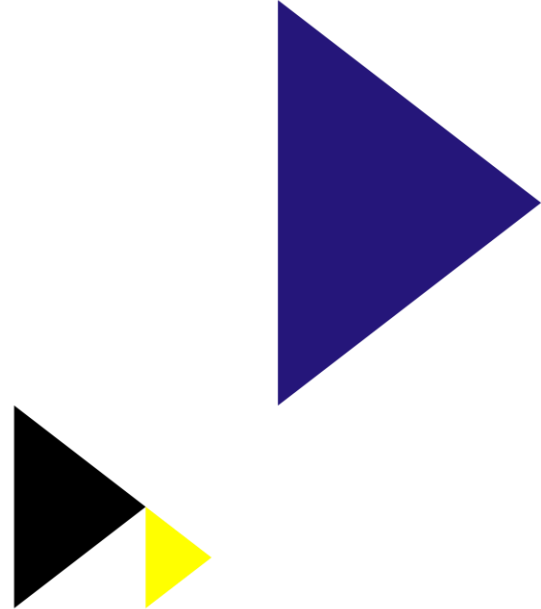
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Learning by design in Living Labs: understanding the complexities



SRHE 2023 Birmingham

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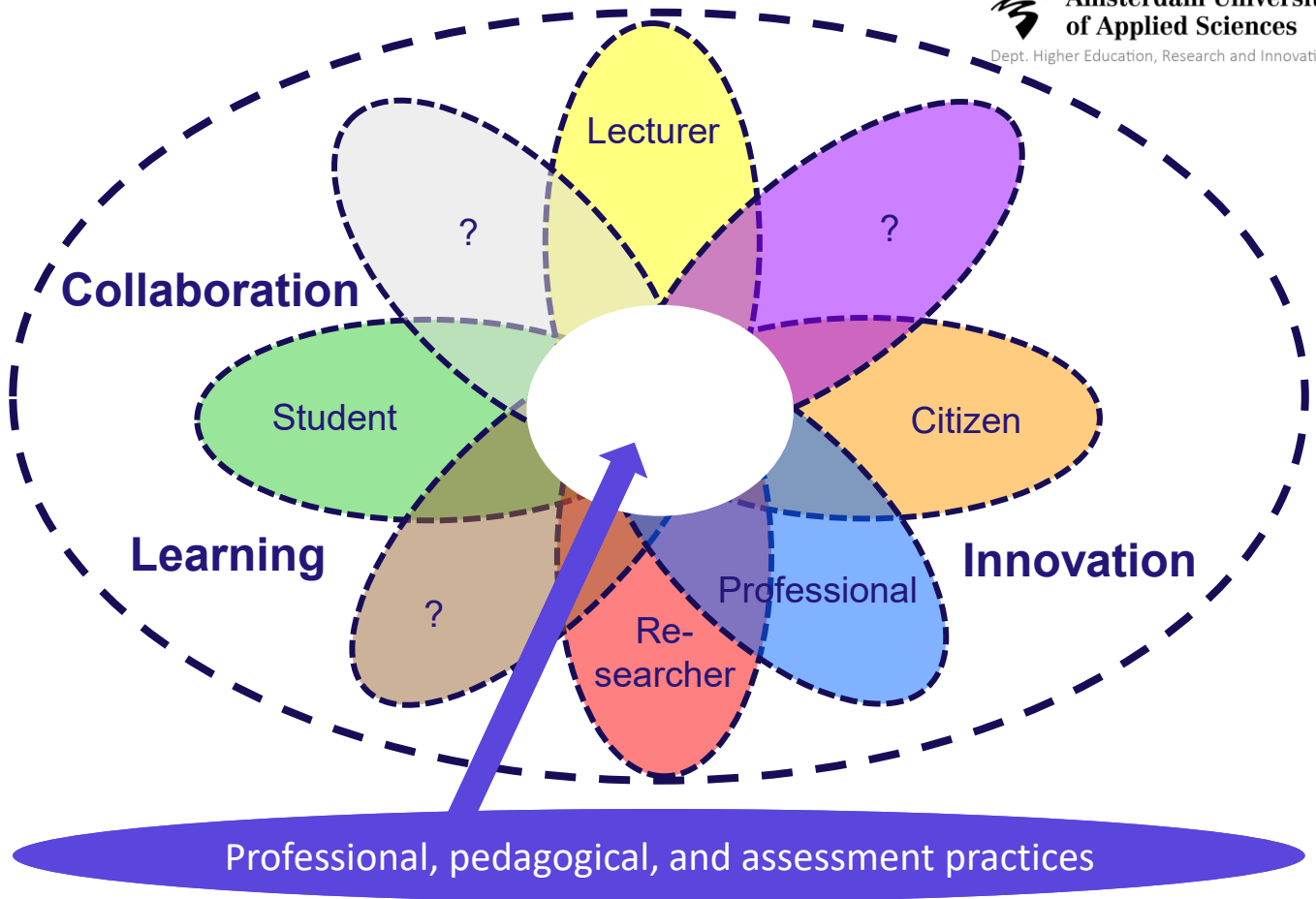
Didi M. E. Griffioen

Living Labs in HE are ...

Learning environments where

- students work in multidisciplinary,
- in social interaction,
- on real-life issues.

(Admiraal et al. 2019)



Questions

Research question

What practices in labs add value for students?

Subquestions

1. What are the practices in labs?
2. How are lab practices valued by students, lecturers and professional partners?
3. How are practices and values related?

Framing learning in Living Labs

Collaborating and learning as practices;

- Professional
- Pedagogical
- Assessment

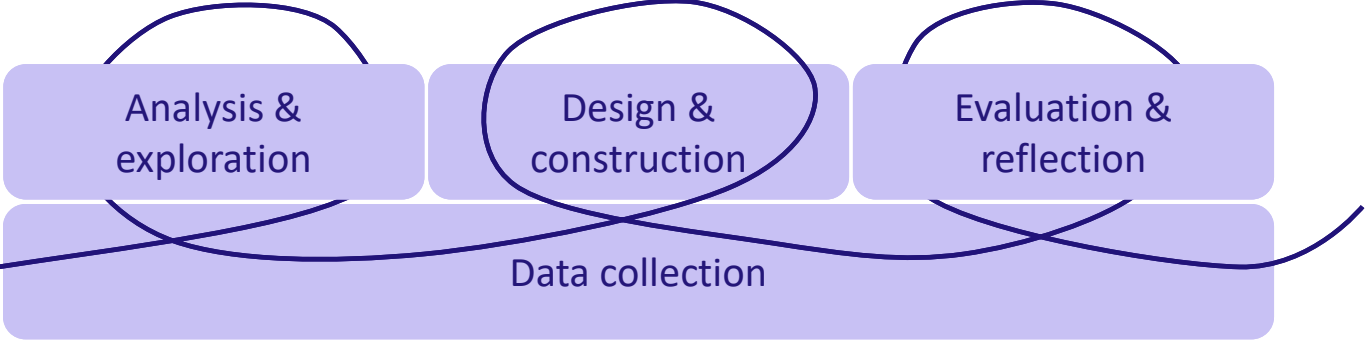
(Markauskaite & Goodyear, 2017, p. 210)

- Sayings
- Doings
- Relatings

(Kemmis et al., 2014)

Research design

Educational design-based research, through interventions
(McKenney & Reeves, 2019)



Analysis &
exploration

Design &
construction

Evaluation &
reflection

Data collection

Data collection

Analysis &
exploration

Design &
construction

Evaluation &
reflection

Data collection



Documents – Field notes – Memo's – Interviews

Analysis

Thematic analysis (Braun & Clarke, 2021) of

- Practices
- Experienced values, perceptions of practices
- Relation of practices and experienced values

Cross data sources –

documents/notes/memo's/interviews

Cross role – student/lecturer/professional partner

Case descriptions

Comparing Just cities – fourth year Public Management

Three ‘Buurtcampuses’, three classes

Threefold project, multiple assignments

Interweaving and strengthening reflection

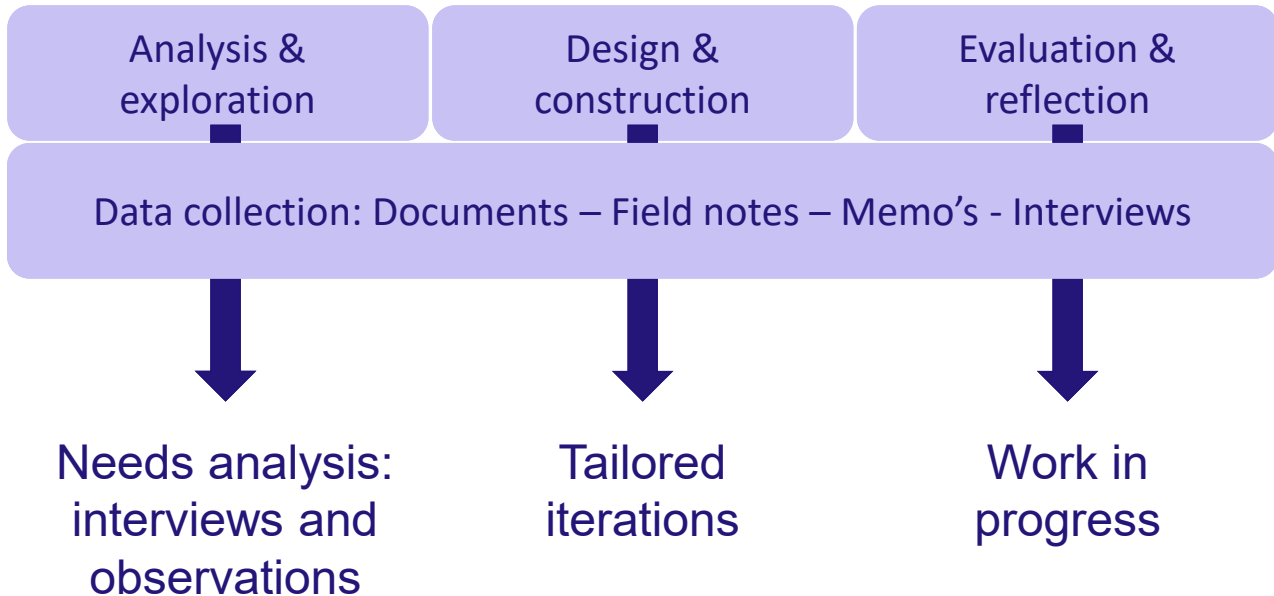
‘Buurtverbinding’ - second year social work and sciences

Five labs, five mixed ‘classes’ secondary and tertiary vocational

Multiple activities, including research assignment

Strengthening student-teacher collaboration and relational pedagogy

What has been done so far



What has been done so far

Deductive themes:

Experiences, perceptions and values

Artefacts (Markauskaite & Goodyear, 2017)

Practices; professional, pedagogical, assessment
(Markauskaite & Goodyear, 2017)

Sayings, doings, relatings (Kemmis et al., 2014)

Scaffolding (Carless & Winstone, 2023; Nicol &
Macfarlane-Dick, 2006; Zimmerman, 2002)

Roles (Bouw et al., 2019)

Learning mechanisms (Akkerman & Bakker, 2011)

Preliminary findings

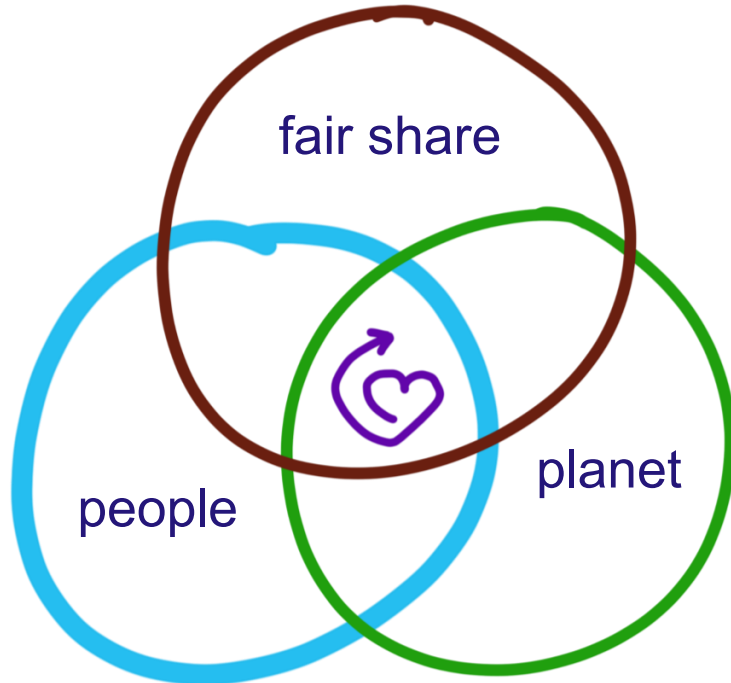
- Relational pedagogy and personal transformations arising in the in-between (Edwards-Groves et al.2010; Hickey & Riddle, 2023)
- Visualizations help
- Framing the intended learning processes in permaculture language helps

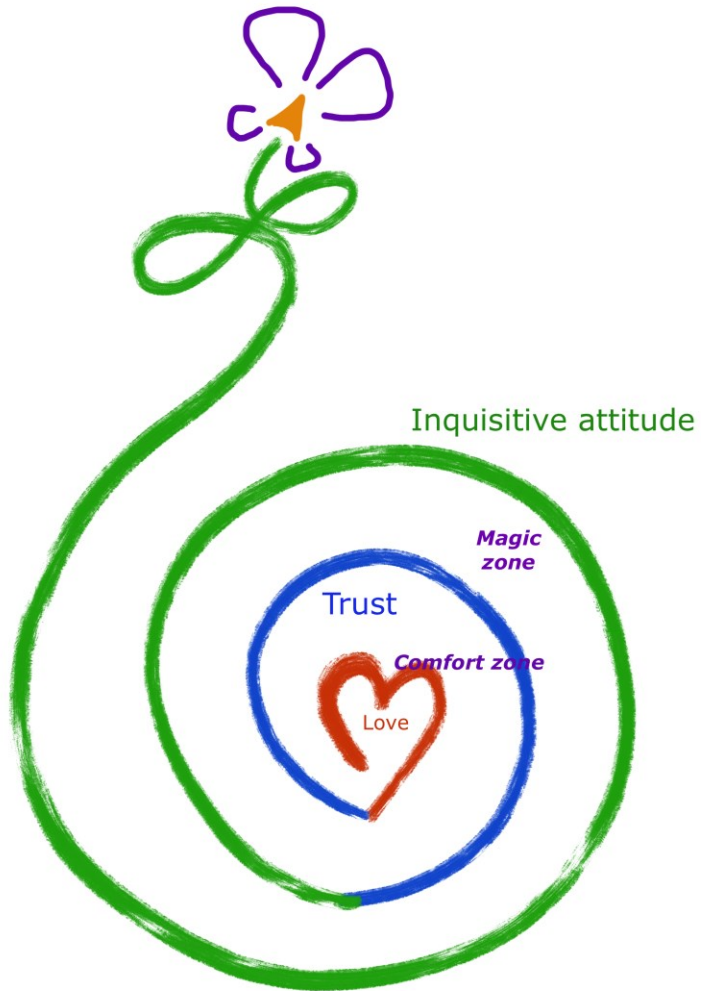
Permaculture?

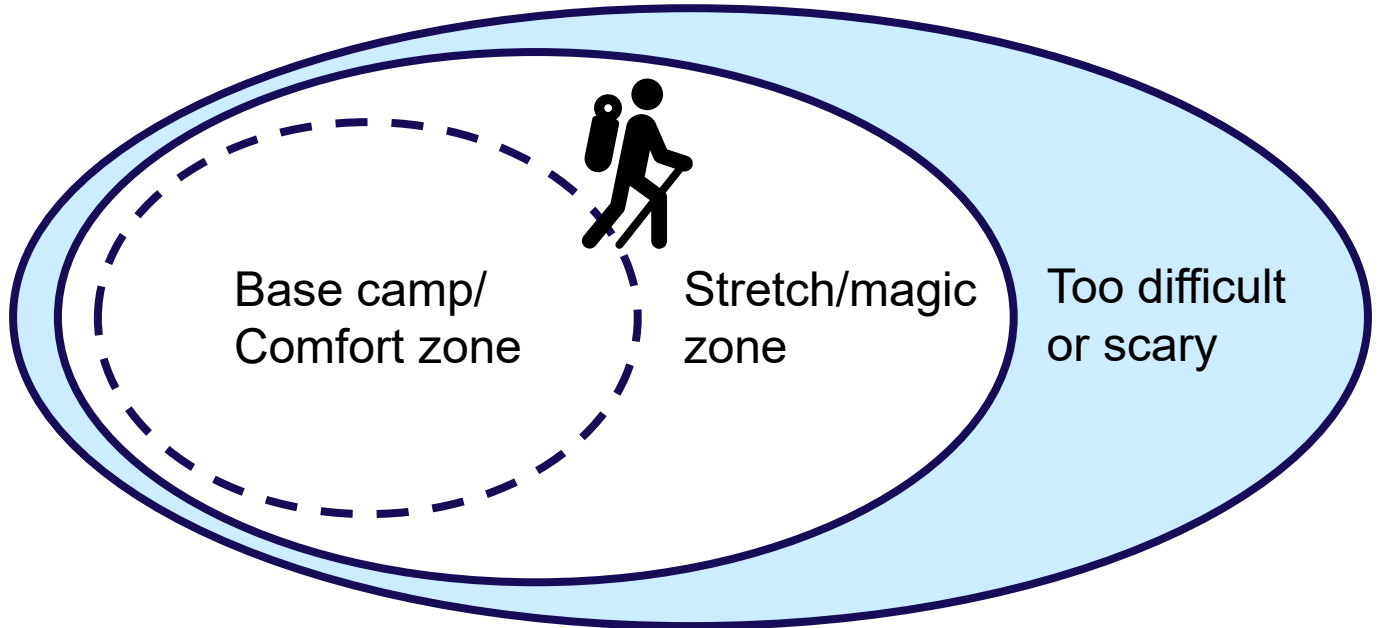
Reflexivity:

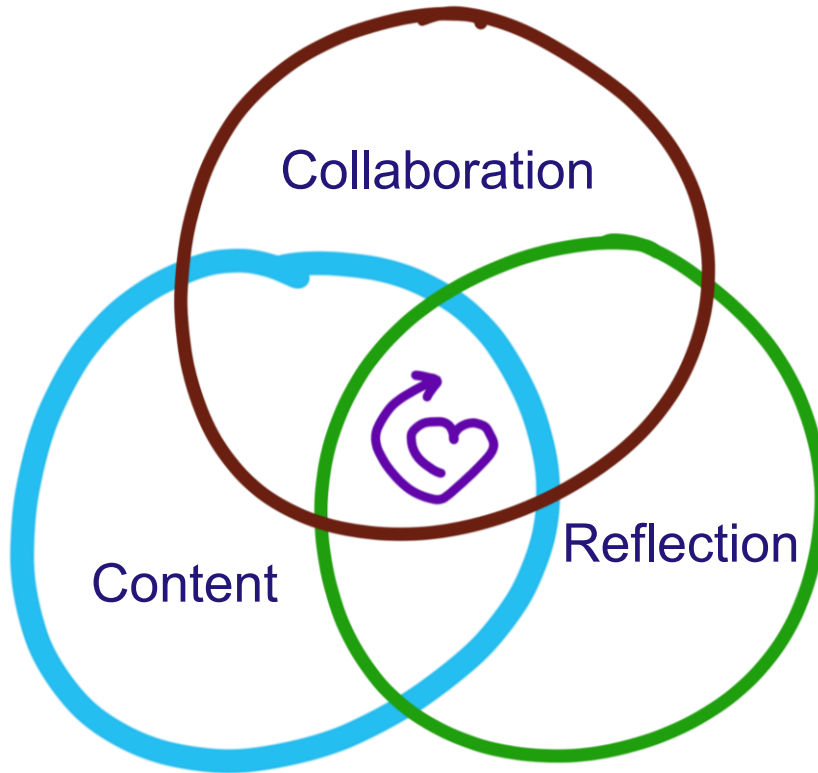
Psychologist
Lecturer
Permaculturist

(Holmgren, 2017;
Jacke & Toensmeier, 2005;
Stone & Barlow, 1991)

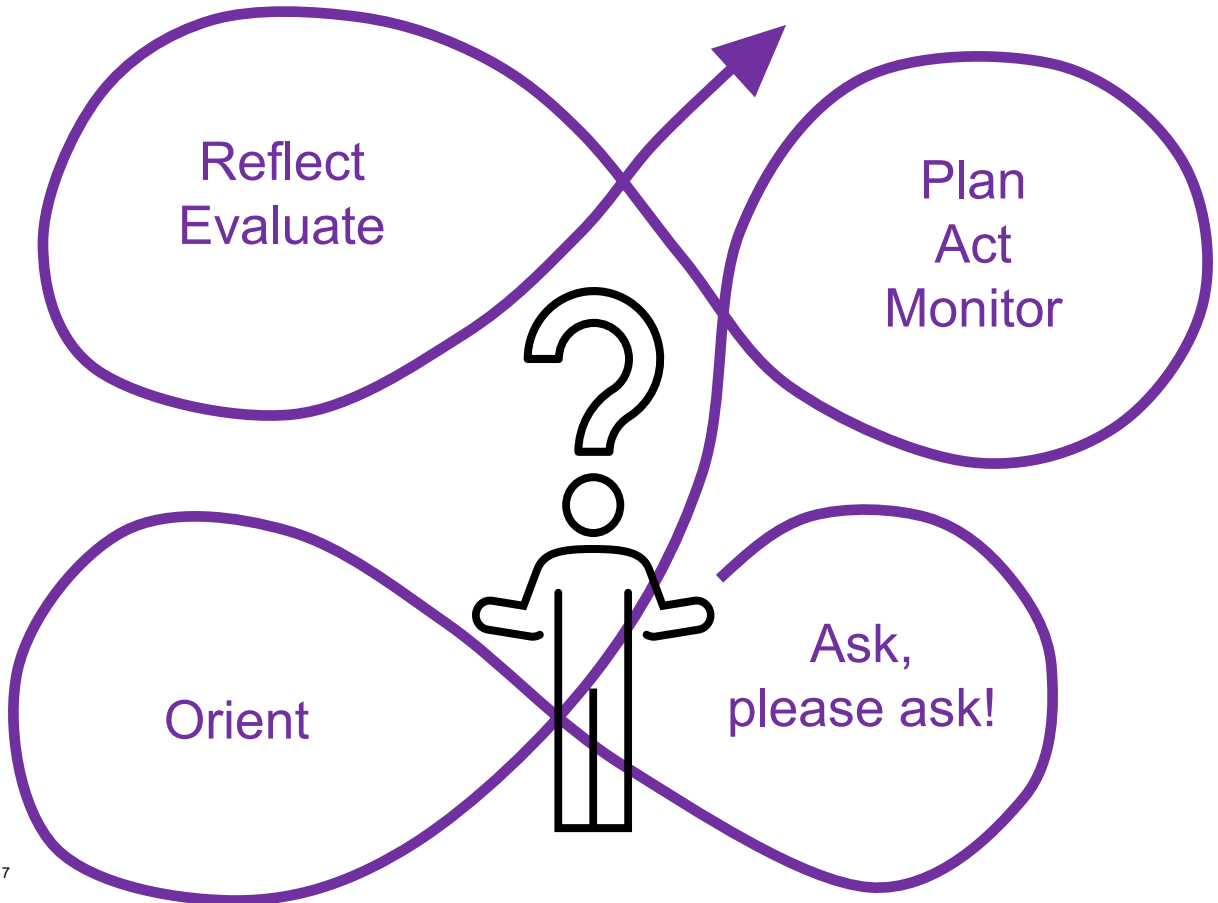








& Learn



Living Labs in HE are ...

Learning environments where

- the where matters for learning,
- *students collaborate with diverse partners,*
- *on real-life issues,*
- aiming to make a difference,
- learn how to do that,
- and take professional responsibility in doing so.

(Admiraal et al. 2019, interviews and observations)

What follows & Question

Plan: Paper on Living Labs through a permaculture and other lenses

Does this sprout any questions or ideas?



Thank you!

Edited by Didi Griffioen

CREATING THE DESIRE FOR CHANGE IN HIGHER EDUCATION

The Amsterdam Path to the Research-Teaching Nexus

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