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Prefácio

Prezado/a leitor/a,

Num mundo em constante transformação é fundamental pensar e repensar as práticas pedagógicas em busca de formas diversificadas de ensinar e aprender. Importa assumir que, no processo de ensino e aprendizagem, os/as aprendentes não são apenas os/as estudantes, o/a professor/a também está em contínua aprendizagem.

Conscientes da importância da dimensão das práticas pedagógicas nas discussões e na reflexão sobre educação, o Seminário Internacional de Práticas Pedagógicas surge do pressuposto que a divulgação das práticas pedagógicas dos/as professores/as altamente qualificados do ensino superior facilita a construção e a promoção de espaços de reflexão e de cocriação sobre a atividade docente. Assenta ainda no pressuposto que o desenvolvimento profissional é contínuo, implicando uma intensa atualização em relação às tendências e pesquisas nas diferentes áreas do saber.

Acreditamos que a atividade docente, quando desenvolvida mediante práticas colaborativas, permite a construção de processos de ensino e de aprendizagem promotores da cocriação dos conhecimentos. Sabemos também que estas práticas implicam ambientes inclusivos e inovadores que garantam aprendizagens significativas para os/as estudantes. Por isso, ao divulgar as práticas pedagógicas desenvolvidas pelos nossos pares, docentes do ensino superior, de forma clara e acessível, pretendemos estimular a curiosidade e o interesse de toda a comunidade docente pelos diferentes modos de construção do conhecimento. Além disso, a divulgação destas práticas permite fomentar o diálogo e o debate, confrontar práticas discutindo-as e estimulando o pensamento crítico.

Deste modo, neste e-book pretendemos divulgar as práticas pedagógicas apresentadas no Seminário Internacional de Práticas Pedagógicas desenvolvidas nos últimos anos, tanto no contexto do ensino superior nacional quanto internacional. Discutiremos desde o uso de tecnologias digitais até metodologias ativas de ensino, passando por estratégias colaborativas e de cocriação.

O principal objetivo é fornecer ao/à leitor/a uma visão ampla e atualizada sobre algumas das tendências e dos desafios das diferentes práticas pedagógicas, mediante a apresentação e a discussão de casos concretos que possam inspirar e orientar as práticas pedagógicas docentes no Ensino Superior e de um modo muito especial no Instituto Politécnico de Setúbal.

Esperamos que a divulgação de todas as experiências contribua para a construção de uma educação superior mais criativa, mais participativa e mais significativa para todos/as os/as envolvidos/as nos processos de construção do conhecimento.

Boa leitura!

A Presidente do Instituto Politécnico de Setúbal,

Ângela Lemos

Índice

Cocreation method on healthy lifestyle for youngsters

Sandrina B. Moreira*, Judit Kosztik**, Adrienn Varga-Tóth***

*ESCE and CICE, Instituto Politécnico de Setúbal; BRU-IUL, Instituto Universitário de Lisboa (ISCTE-IUL), Portugal
**Hungarian University of Agriculture and Life Sciences, Institute for Food Science and Technology, Dept. of Bioengineering and Alcoholic Drink Technology, Hungary
***Hungarian University of Agriculture and Life Sciences, Institute for Food Science and Technology, Dept. of Livestock and Food Preservation Technology, Hungary

sandrina.moreira@esce.ips.pt
kosztik.judit@uni-mate.hu
toth.adrienn@uni-mate.hu

Abstract

I Living Labs (ILL) are an integrated concept of the European Universities Project E3UDRES2. The ILL on Healthy Lifestyle for Youngsters (HLFY) was established to find practical solutions for healthy lifestyles for young people in higher education. To reach this goal, it focused on innovative opportunities for higher education students in the following dimensions of well-being: nutrition, physical activities (sports), and mental health issues. The expected goal for the learners (students) was the development of some future skills namely: communication and reflection; cooperation; self-efficacy; future and design; among others. In this paper the co-creation method involving four educational entrepreneurs, 13 learners and one external stakeholder is presented to clarify the process used to achieve the above objectives.

Keywords: E³UDRES², design thinking, I Living Lab, well-being

Resumo

O conceito de I Living Labs (ILL) é parte integrante do Projeto Universidades Europeias E³UDRES². O ILL "Estilo de Vida Saudável para Jovens" (HLFY) surgiu para encontrar soluções práticas para estilos de vida saudáveis para os jovens do ensino superior. Para atingir este objetivo, o mote centrou-se em oportunidades inovadoras para os estudantes do ensino superior nas seguintes dimensões de bem-estar: nutrição, atividades físicas (desporto), e questões de saúde mental. O objetivo esperado para os estudantes era o desenvolvimento de algumas competências futuras, nomeadamente: comunicação e reflexão; cooperação; autoeficácia; futuro e design; entre outras. Neste artigo é apresentado o método de cocriação envolvendo quatro facilitadores, 13 estudantes e um *stakeholder* externo para alcançar os objetivos referidos.

Palavras-Chave: E³UDRES², design thinking, I Living Lab, bem-estar

1. Contextualisation

E³UDRES² stands for Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions. This ongoing project adopts the innovative concept of I Living Labs (ILL) for the development of a university of the future as well as for smart and sustainable regions (*Who We Are, n. d.*). In an ILL teams of learners (students) set to work on a real-life challenge. This challenge is a complex problem that an entrepreneur (stakeholder) is confronted with.

The learners working together as teams over several weeks in an ILL environment have the benefit of profiting from diverse individual backgrounds - coming from different study programs, different countries and being equipped with different skills; the teams represent a diverse mix of people, each bringing in their own strengths to solve the challenge they are working on. This is what we call trans-disciplinary work and it's also an important component in the tool belt of future jobs. Educational entrepreneurs (EEs) supervise the learners in every step along the way. EEs are not there to tell them what to do and how to do it, but to coach the teams and provide maximum support (*I Living Labs, n. d.*).

2. Description of the pedagogical practice

The ILL team on Healthy Lifestyle for Youngsters (HLFY) in the first semester of the academic year 2022/2023 co-created two solutions to a problem, making use of the methodology of design thinking. Known as a user-centric approach, the main currency of design thinking is empathy, defined as the ability to put ourselves in the users' shoes; to truly see the world through their eyes in a given context or situation (Huion, 2021). From the first phase of design thinking, called "Empathize" up till the "Testing phase", the main purpose of the designers is to gain a deeper understanding of the needs and values of the target audience (Huion, 2021).

2.1. Objectives and target audience

In this paper the co-creation of four educational entrepreneurs, 13 higher education students and a stakeholder is presented on the topic of healthy lifestyle for youngsters.

2.2. Methodological Approach

To achieve the research objective a high-level search on the design thinking methodology was first conducted in order to systematize the main issues to be addressed in the co-creation process through design thinking. Two complementary approaches were followed as a basis for the phases, step by step: the Stanford Design Thinking Model (Doorley et al., 2018) and the Six Thinking Hats, originally from Bono (1999). Due to the size of learners' team, learners were divided into two groups to increase the effectiveness of the collaboration.

2.2. Assessment

Learners were evaluated based on their interactive participation during the online sessions; their e-portfolio prepared individually during the semester; and "face-to-face" assesment talks in which their e-portfolio was presented and learners carried out a self-evaluation.

3. Discussion of results

As a pre-phase, students were asked to conduct desk research on what, how, and why with the following guidelines:
1) search for information on the ILL topic from various sources (websites, books, magazines, blogs, articles, etc.);
2) divide a page into three sections and break down what they've understood as follows: What: … A healthy lifestyle for youngsters is… (concepts, dimensions, related topics,…); Why: … A healthy lifestyle for youngsters because… (facts, data, trends,…); How: … A healthy lifestyle for youngsters through… (concrete actions, good practices,…);

3) present their work briefly to the rest of the group in the next synchronous session; 4) reflect and discuss what they've learned about "the topic".
For the empathize phase of design thinking with the purpose of getting to know the user and better understand their needs and motivations, learners had a first empathize exercise consisting of three steps:
1) Prepare an interview participation, by choosing one of the following wellbeing dimensions: Nutrition, Physical activities (sports), Mental health issues; then thinking about the last time they had a healthy or unhealthy behavior on the chosen wellbeing dimension; finally, describing the experience, their feelings and emotions, by answering to questions like: "How would you describe that experience?", "How did the experience make you feel?";
2) Conduct a brief interview, by pairing up with his/her reflection partner in a breakout room and proceeding as follows: Person A interviews Person B and then switch roles;
3) Create an empathy map, by filling it on its four quadrants (says, thinks, does, and feels), based on the interview they have conducted, presenting it briefly to the rest of the group, and reflecting and discussing what they've learned about "the user".

The additional empathize exercise involved an external stakeholder, the Hungary's biggest plant in egg processing. Learners were asked to collect their questions to the external stakeholder related to the three major topics in healthy lifestyle (healthy nutrition, sports, and exercise (physical activity), mental health). They then conducted the interview with Capriovus, Ltd. and finally collected their interview notes on the Mural board, a virtual whiteboard app where their interview questions were.
Taking both empathize exercises, students proceeded to the define phase in order to unpack the empathy findings into needs and insights, and scope a meaningful challenge, with the final aim of narrowing down the broader design challenge to something more specific (Huion, 2021). In that phase, students had a two-step define exercise.

The first one called "Good point of view" (POV) consisted of: 1) going back to the unpack activity and formulate a POV by combining the following three elements: User - defines the type of specific user whom they are writing their POV about; Need - identifies the users' essential needs/goals; Insight - synthesizes the gathered information into a key takeaway and this statement can be used to design a solution; 2) inserting their information about the end user, the needs and their insights, by filling the sentence: "the user (describe vividly) needs… because of… (compelling insight)". The second step of the define exercise called "How might we?" (HMW), consisted of: 1) reframing the POV statement as a "how might we" question; 2) presenting both the POV and the HMW that they have defined; 3) reflecting and discussing on the POV/HMW to proceed in the next design thinking stage.
In the next stage, ideate, in order to come up with ideas and solutions to solve the user's problem, students had a three-step ideate exercise: 1) take their POV statement / HMW question and collect as many solutions as possible; 2) present their solutions; reflect and discuss to come up with new/improved solutions; 3) reflect and discuss on the solution to proceed in the next design thinking stage.
Prototyping i.e., the design and development of solutions proceeded also as a co-creation process, followed by a testing phase in order to gather feedback, refine solutions, and continue to learn about the potential end users. To that end, learners were first asked to test with youngsters in higher education (the end users of this ILL) and then test with the external stakeholder. In both cases learners let the user/stakeholder experience the prototype, have them talk through their experience, actively observed the user/stakeholder, and followed up with questions (Jackson, 2020). The main topic for the prototype was nutrition for both groups. The first group made an ebook about healthy eating. The second group developed a website about right nutrition and mental healthcare opportunities.

Finally, learners reflected and discussed what they've learned with both testing exercises and, by making use of the design thinking process as an iterative, non-linear process, they subsequently refined their POV statement / HMW question and improved their prototype.

4. Final considerations

All educational entrepreneurs learned and practiced the way of design thinking and were able to lead the group in its step by step. 13 students started the ILL and everybody finished it, so there was no dropout during the course. Moreover, every student was involved in every single activity from the very beginning. The small group size helped to find common interests and engage the students. They were especially engaged in creating and designing the final products, in which they were continuously uploading their new ideas and improving the whole profile during testing phase. Finally, Capriovus Ltd aims the development of new, innovative food products, to which the students were able to identify and to involve the company's interest in their work during defining, prototyping, and testing periods. The involvement of the stakeholder gave the impression to the students that they are working on a real useful solution during the ILL. At the end, all learners developed specific competences by working collaboratively on solving societal challenges, although qualitative and quantitative evidence on their level of achievement with this ILL experience remains a future avenue of research.

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