

# Educating Student Teachers for InterProfessional Collaboration through the Co-design of Cultural Heritage with the Use of Augmented Reality (AR) Technology

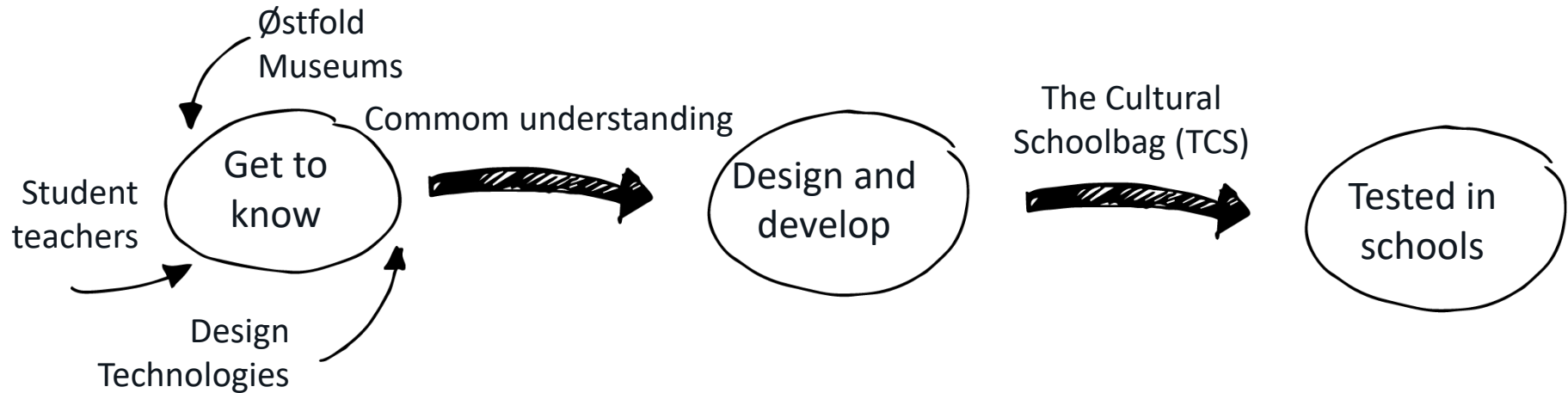


# INTRODUCTION

- External program entering schools
- The Cultural Schoolbag (TCS) – cultural heritage using AR
- Challenge: Power imbalance, top-down implementation of TCS in schools
- Guided by core principle of participatory design (Kensing and Greenbaum, 2012)
  
- Explore the interprofessional collaboration aiming at equalizing power balance and strengthen the dialog in designing and teaching cultural heritage programs for schools



# Designprocess – applying core-principles of participatory design



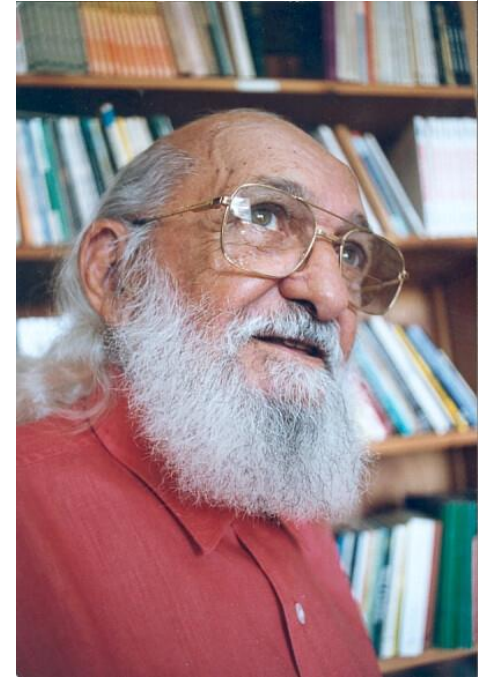


# PARTICIPATION IN SOCIETAL INTERCULTURAL COLLABORATION- THEORETICAL PILLARS



John Dewey

- Dewey: voices to shape both personal interest and collective well-being within society.
- Freire: «understanding the world»- Transforming the world through “dialogical actions”
- Participation in three dimensions: “about,” “for,” and “through.” (Stray and Sætra, 2016)



Paulo Freire

# CULTURAL SCHOOLBAGS AS PARTICIPATORY DESIGN INTERVENTIONS — *Empirical data and analysis*

- Primary data source is students teachers post-placement reports
- Goal: codes and interpretations related to the students teachers thoughts about involvements and their roles in the process, and in testing their TSC during the placement
- Analysed by using Saldanas (2016) three phase approach



<b>Dimensions</b>	<b>Strategies</b>	<b>Goals</b>	<b>Excerpts</b>
<p>Teaching <i>about</i> TCS project</p> <p>Knowledge-based competence of the TCS projects and their subject-related content</p>	<p>Student teachers are “handed over” TCS project on campus to take part in, or to be implement as part of their placement.</p>	<p>Students’ teachers acquire knowledge about TCS either during their classes on campus or as part of placement. This knowledge equips them to act in accordance with the instructions provided for TCS in schools.</p>	<p>“I have got the impression that teachers experience many TCS project as just something they need to undertake, without knowing much about them.”</p>
<p>Teaching <i>for</i> democratic participation</p> <p>Value and attitude competence</p>	<p>Student teachers engage in exploratory teaching. Here, they develop competence in critical thinking and communication skills through active communication, sharing their own views, and actively listening to others.</p>	<p>Student teachers actively cultivate attitudes and values essential for democratic preparedness. Their understanding of the teacher’s role undergoes transformation.</p>	<p>“... teachers can submit requests for which goals they want the students to achieve, and themes that can be used. This will contribute to teachers seeing TCS as something meaningful for the school, and not just a ‘happening.’”</p>
<p>Teaching <i>through</i> democratic participation – action competence</p>	<p>The student teachers are given opportunities to act as an agent of change, striving to equalize participation and communication of TCS project.</p>	<p>Student teachers develop action competence through experiencing and exploring varied TCS project either on campus or in placement. The experience must create opportunities for the students to participate in democratic processes based on democratic principles when, for example, taking part in or co-designing and implementing TCS projects in schools.</p>	<p>“This was both new for me and for the pupils. It was, therefore, a bit scary to venture out on such a project. Having said that, being able to let go of control is an important learning, which gave a new aspect to the learning outcome for us student teachers.”</p>

# CO-DESIGN AND PARTICIPATION FOR AND THROUGH PUPILS ACTIVE LEARNING PROCESS

Examples:

“I strongly believe that the pupils get more out of it and learn more by being a participant yourself.”

Another student affirmed, “The own-design TCS project was engaging and dealt with several activities where the pupils could try out something new, discuss, reflect, and try your hand at role-playing.”

Another student teacher put it this way: “I feel this has been a good exercise in making creative plans for the pupils. We have been pushed to think outside the box.”

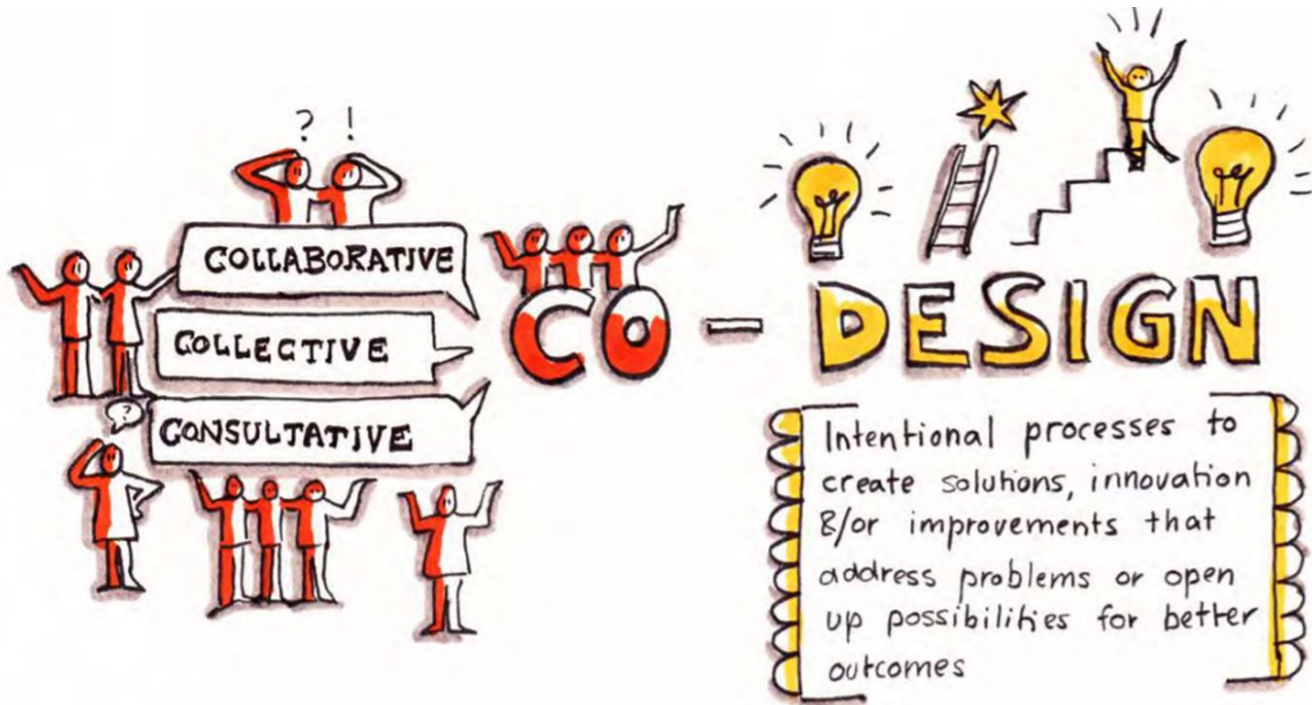




## CONCLUSION AND FUTURE WORK

- Students teachers gaining first hand experience – understanding roles and responsibilities enable them to critically voice their concerns
- Enhancing the action competence of the student teachers - increase the autonomy of the student teachers to engage in the dialog of external programs
- Shifting the focus of not only learning *about* the cultural heritage programs, but learning *for* and *through* them
- Increase the active learning environment among their students; hence students becoming «subjects» in their own learning process
- Further research on creating “dialogical space”

# Thank you for the attention!



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