

# Session B3 - English posters

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## Laboratory teaching – a course design improving co-creation among student peers

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### Program text

An observation on teaching in a laboratory showed that teachers was the main resource for students' achievement of skills. The consecutive course for teachers included framing co-creation among peers.

### Abstract

An observation session in a laboratory during a teaching session showed that teachers was thought of as the main resource for students' achievement of skills. Both by students and by teachers. This had become part of the culture as in many other laboratories. This idea of learning foster different problems such as many students waiting for help. A stressful situation for both teachers, students, and laboratory animals. Co-creation (stimulation students to help each other) and further scaffolding through improvement of learning resources to stimulate co-creation could help here. Drawing on both the observations and specifications from the laboratory leader, a course was designed for the teachers. The course content was learning theories, student and teachers' roles, design of experiments and teaching materials, etc.

First, the course's focus on learning theories including co-creation as an important learning approach in laboratory teaching. Teachers' role in stimulating co-creation situations among students was an early exercise in the course. This practice raised the attention of the teachers and their skills to stimulate co-creation situations. Secondly the awareness of teachers to observe when students are in a good process towards co-creation on their own initiative was continuously a subject for discussion, and thirdly the teaches became aware of how the teaching materials could stimulate co-creation situations to occur. The format included several exercises aiming at practicing different roles for teachers and different methods for stimulating students' co-creation during exercises.

The final module focused on college supervision. During supervision, the supervisors noticed how students were helping each other both within the group and between groups. Teachers are now qualified to join discussions on improvement of teaching and include relevant parameters. In the future, they plan to test more methods to stimulate better learning and use of teacher resources.

### Authors

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