

ERASMUS+


SEKEHE

 Co-funded by the European Union

       **HO GENT**

1


FIRST PROJECT MEETING



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- Connect & meet
- Discuss & create

- WP 1
- Photovoice
- Histories
- Ostrava Practice
- Administration
- Looking forward



2

STRUCTURAL EMBODIMENT OF KNOWLEDGE BY EXPERIENCE IN HIGHER EDUCATION

| | | | |
|-------|--------------------------------|-------|--------------------------------|
| 09:30 | Coffee | 09:30 | Coffee |
| 10:00 | Connecting moment | 10:00 | Connecting moment |
| 10:40 | Overview of the project | 10:40 | Overview of the project |
| 11:00 | Photovoice as a tool | 11:00 | Photovoice as a tool |
| 11:15 | Breathing Break | 11:15 | Breathing Break |
| 11:30 | WP 1: focus on co-teaching | 11:30 | WP 1: focus on co-teaching |
| 11:50 | Discussion & Questions | 11:50 | Discussion & Questions |
| 12:30 | Lunch Break | 12:30 | Lunch Break |
| 14:00 | Collecting & Sharing Histories | 14:00 | Collecting & Sharing Histories |
| 16:00 | The Ostrava Practice | 16:00 | The Ostrava Practice |
| 17:30 | Administration | 17:30 | Administration |
| 18:15 | Shared Round-Up | 18:15 | Shared Round-Up |

STRUKTURNÍ ZEMĚDĚNÍ VĚDOMOSTÍ AŽ ZKŮSNĚNÍ V VĚDOMOSTNÍ VYSOKÉ ŠKOLE

Ostrava University
Czech Republic
9 December 2022

Ostrava University
Czech Republic
9 December 2022

3

COFFEEEEEEEEEE

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4



A moment // QUESTION?

© Erik Johansson

**2/3 people
'birthsupport'**

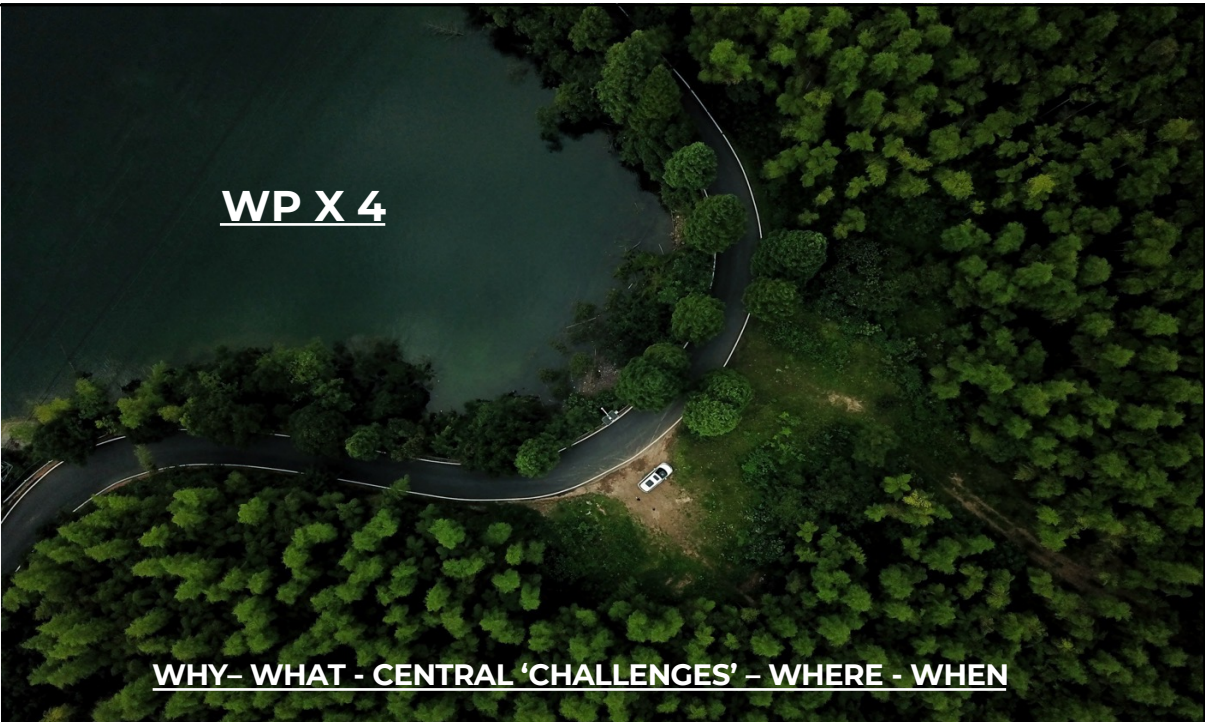
Discoveries

Focus on

- 1)
- 2)
- 3)



5



GENERAL OVERVIEW

WP X 4

WHY- WHAT - CENTRAL 'CHALLENGES' - WHERE - WHEN

6

Erasmus+project:
Structural embedding knowledge by experience in higher education (SEKEHE)
 Timing: September 2022 – September 2025

Starting point
Knowledge by experience is inevitable in social and medical professional field.

Expertise of people in vulnerable situations (those with fewer opportunities caused by disabilities, socio-economic difficulties and all sorts of discrimination) seen as third form of knowledge, besides academic and professional knowledge.

Mismatch between skills and knowledge of students within Social Studies in higher education and expectations and needs of the labour market.

Objectives
 SEKEHE project wants to structurally embed knowledge by experience in higher education in Social Studies.

through:

- * Developing and supporting co-teaching activities of experts by experience and structurally embed their knowledge in curricula;
- * Creating formats of support for students in vulnerable situations and exploring conditions of access to higher education for them;
- * Developing a local and transnational methodological framework to structurally embed knowledge by experience in higher education.

Results
 SEKEHE project will result in:

- An online handbook where we describe various practices of co-teaching, formats of support for students in vulnerable situations, conditions of access to higher education for them, and a methodological framework to structurally embed knowledge by experience
- 9 updated courses' curricula and posters
- 5 webinars about implementation of knowledge by experience
- 5 peer to peer support programs and posters for students in vulnerable situations
- 5 group discussions on access to higher education
- Creation of a project website

Central elements

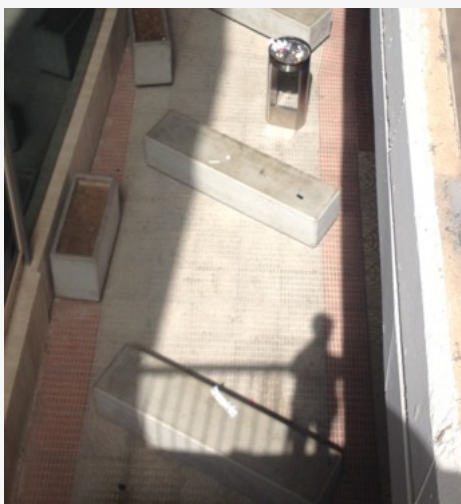
- Innovative and art-based methods to capture the complexity of lived experiences.
- Co-creative processes to promote dialogue among students, teachers and experts by experience
- Democratic learning to promote equality and social inclusion in higher education
- An equal relationship between experiential, professional and academic knowledge

who is involved?
 Students, teachers, researchers with and without knowledge by experience and higher education institutions

KBT Ingkole, HOGENT, NTNU, WellFare

7

Task Allocation: Overall



- UO: project management (Jakub and Romana)
- HOGENT: logo and website
- HOGENT and NTNU: participatory user involved evaluation (HOGENT: photovoice; NTNU: quantitative part)
- All partners give feedback on output; participation in international advisory group; help with dissemination and national multiplier events

8



WP 2: Co-teaching

- Timing: 1/9/22 – 30/06/24
- Responsibility for each partner:
 - Organizing the courses (n=9)
 - Documenting the educational processes (incl. feedback of all stakeholders),
 - making a poster and
 - updated curricula
- Responsibility UGent: creation of standardized format to document the experiences of co-teaching; writing synthesis of co-teaching practices (online handbook part 1)
- Responsibility KBT: Co-teach courses at NTNU

Evaluation measured through photovoice and quantitative indicators

9



WP3: Student support

- Timing: 1/2/23 – 31/12/24
- Responsibility for each partner:
 - Co-creating one form of student support and document this process
 - Development of a poster
 - Group discussion on conditions of access to higher education for future students in vulnerable situations

Responsibility HOGENT:

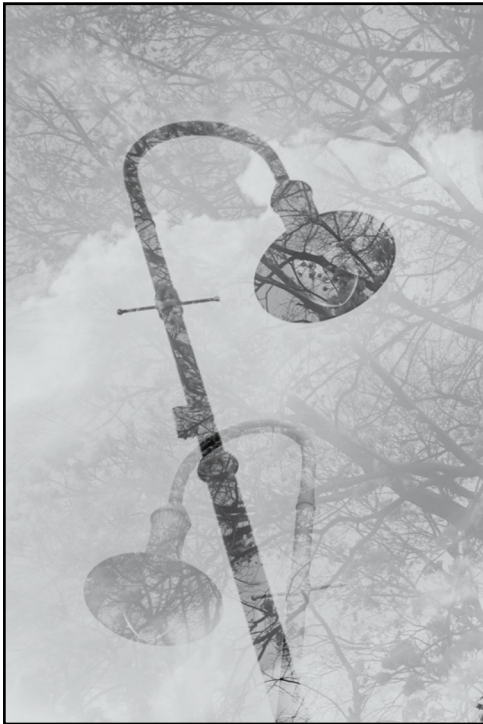
Standardized format for student support to document the practices + writing synthesis (online handbook part 2)

Responsibility UNIMIB:

Standardized format for conditions of access of future students in vulnerable situations + writing synthesis (online handbook part 3)

Evaluation measured through photovoice and quantitative indicators

10



WP4: Dissemination

Timing: 1/9/22 – 31/8/25

Responsibility for each partner:

Participation on:

A two day international workshop for experts by experience on co-teaching (1/5/23 – 31/10/23)

A two day international workshop on transnational methodological framework + prepare dissemination activities + finalize the evaluation (1/3/25 – 31/5/25)

Organize a multiplier event

Develop a webinar on embedment of knowledge by experience in higher education

Contribute to action-based frameworks to structurally embed knowledge by experience in higher education

11



Timing: 1/9/22 – 31/8/25

Responsibility NTNU:

Standardized format for documenting action-based methodological framework + writing synthesis (online handbook part 4)

Designing structure of webinar

Responsibility KBT:

Organize a two-day international workshop on co-teaching + written report

Responsibility Ugent:

Organize two day final international workshop

Responsibility HOGENT:

Create a logo and website of the project

Responsibility UO:

Organize and facilitate an international advisory board
Completion of online handbook

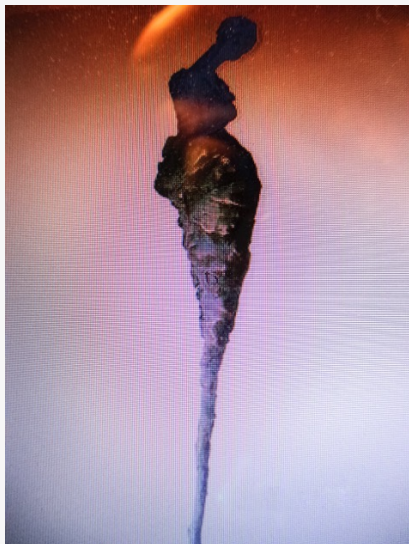
12

PHOTOVOICE



13

What is photovoice?



- Photovoice is a method for participatory action research
- People take pictures and discuss them in group as a way to establish personal and societal change
- Photovoice is all about point-of-viewness: to convey the point of view of people whose voices have been marginalized
- Promote critical dialogue and reflection on personal and community issues



14

Why photovoice?



- To acknowledge lived experiences as a legitimate and critical source of knowledge
- To create a process that has meaning for people themselves
- To widen identities: from participant, to photographer, to researcher
- Bringing photo's back into 'the community' to challenge stigma



15

Photovoice



- Differences
 - Context
 - Focus on 'evaluation'
 - Focus on 'practice'
- Similarities
 - Learning
 - Dialogue
 - Reflection
 - Moments – people – activities - places



16

So what will we do?

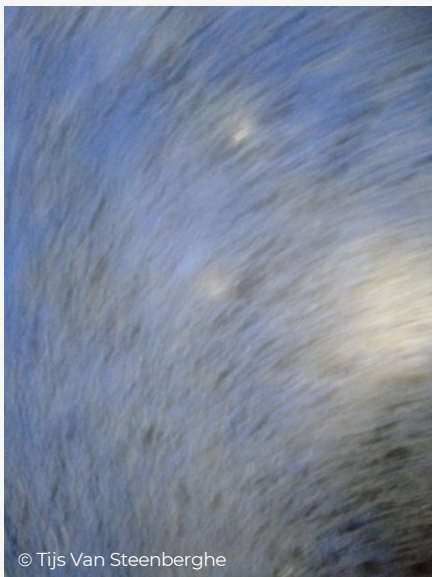


- Online training + manual on developing a photovoice practice
- Next meeting: full photovoice day
- Tijs = point of contact for all your questions
- Template to support capturing moments
- 'Exercises' for the team
 - 3 moments
 - Diary method
 - ...



17

First ideas and reflections?



- Create starting points/questions together
- Focus on dialogical practice
- Photography in the moment vs. retrospective
- Important moments of co-teaching activity.
- The implementation process



18

| <p style="text-align: center;"><u>Potraying daily life</u></p> <p style="text-align: center;">- PAST – PRESENT – FUTURE -</p> | | | | | |
|---|---------------------------------------|----------------------------|---|--------------------------------------|----------------------------------|
| PEOPLE | | PLACES | | ACTIVITIES/ACTIONS | |
| Which people are important? | Where do you meet? What do you do? | What are important places? | Activities on these places? Characteristics of these places? | Characteristics of these activities? | Where? Who? When? What? |
| <p>In what way do people, places and activities play a positive and/or negative part in the structural embedding of knowledge by experience?</p> | | | | | |
| Examples: • xx | | Examples: • xx | | Examples: | |

19



20



Monitoring of co-teaching practices (WP2) SEKEHE Erasmus+

Meeting Ostrava December 2022

21

Monitoring co-teaching activities

What should we be monitoring?

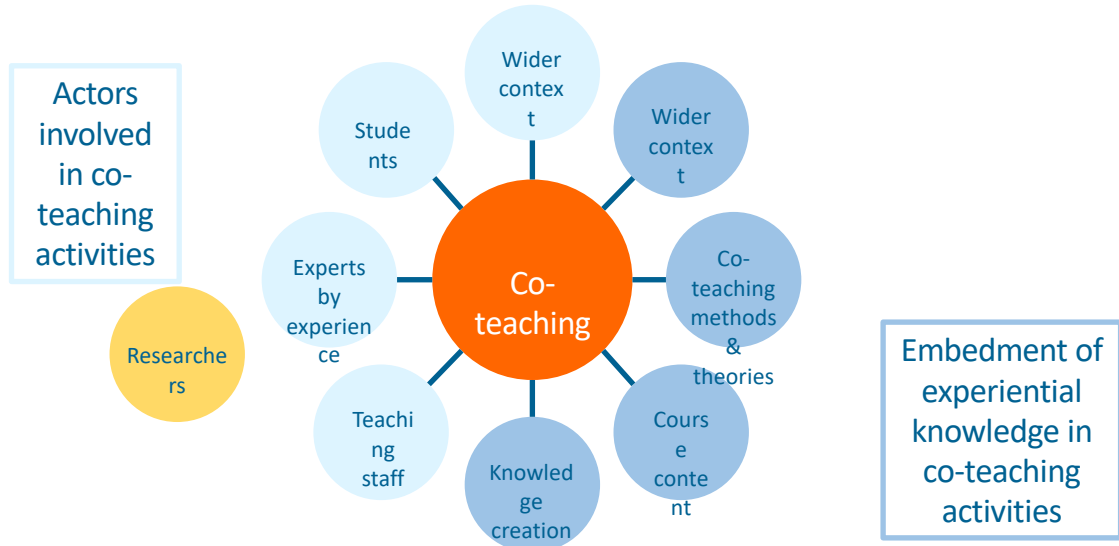
How should we monitor?

- Quantitative (student data) & qualitative (interviews)
- Formal anonymous feedback from students
- Photovoice
- ...

How can we align process monitoring and evaluation?

22

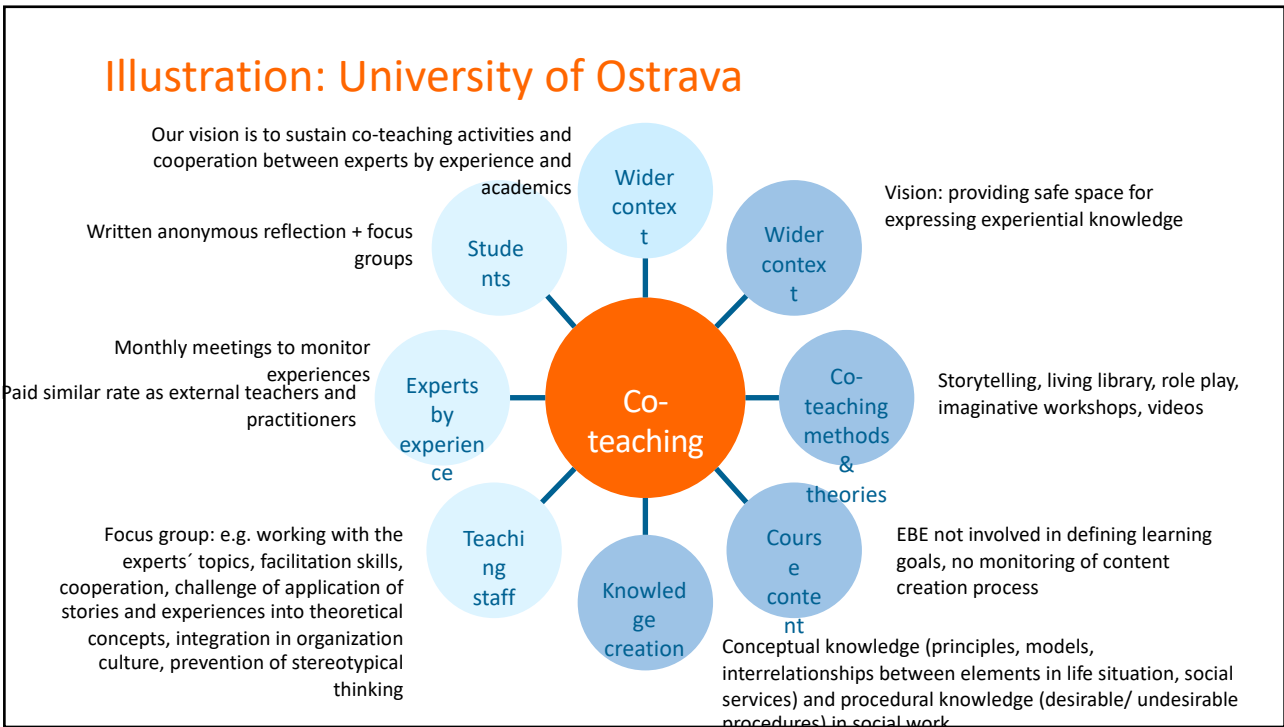
What do we want to monitor?



23

| Actors involved in co-teaching activities | | Embedment of experiential knowledge in co-teaching activities | |
|---|--|---|---|
| Wider context | <ul style="list-style-type: none"> What is the vision and policy on co-teaching knowledge in your organization? How do you monitor the way the co-teaching activities also might influence the organization? Which theoretical framework underpins the co-teaching activities? Who is considered an 'expert by experience' in your organization? Do teaching staff and experts by experience receive a training in co-teaching? | Wider context | <ul style="list-style-type: none"> What is the vision and policy regarding the role of experiential knowledge in your organization? What 'counts' as experiential knowledge in your organization? |
| Students | <ul style="list-style-type: none"> How do students experience the co-teaching activities? What methods do you use to monitor student experiences? Is there attention paid towards students with experiential knowledge on the taught topics? How? | Co-teaching method | <ul style="list-style-type: none"> How do the teaching activities take shape? Which teaching methods (e.g. lecture, storytelling, interactive group work,...) do you use in the co-teaching activities? How do you monitor and evaluate these methods? |
| Experts by experience | <ul style="list-style-type: none"> What are the experiences of the experts by experience on the co-teaching activities? What are the experiences of experts by experience regarding their relationship with the co-teacher? How do you currently monitor these experiences? How are involved experts by experience paid/acknowledged for their work? | Content of co-teaching activities | <ul style="list-style-type: none"> How is experiential knowledge embedded in the content of the teaching activities? How do you co-create the content of the teaching activities? To what extent is the expert by experience involved in deciding learning goals? How do you monitor the content creation of the teaching activities? |
| Teaching staff | <ul style="list-style-type: none"> What are the experiences of the teaching staff on the co-teaching activities? What are the experiences of the teaching staff regarding their relationship with the expert by experience? How do you currently monitor these experiences? | Knowledge creation | <ul style="list-style-type: none"> Which (type of) knowledge is created through the teaching activities? How could we monitor this? |

24



25

Inspiration for discussion

Onze Nieuwe Toekomst

- Long tradition at Department of Special Needs Education (Ghent University)
- Interwoven in entire curriculum

KBT Vocational school

- Inspiration on co-teaching methods

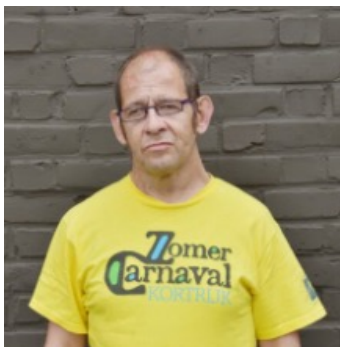
26

Onze Nieuwe Toekomst – Ostrava – 09/12/2022



27

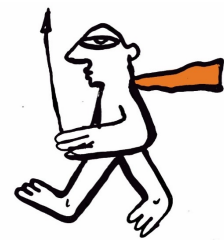
Who are we?



28

What is 'Onze Nieuwe Toekomst'?

- Self-advocates
- Coaches



29

Connection with UGent

- Founding of Onze Nieuwe Toekomst
- Guaranteeing continuity (collaboration)
- Interwoven throughout the entire curriculum

30

Realisations

- One for All – All for One!
- Werk aan de Winkel: een Meesterwerk
- Translation of the Universal Declaration of Human Rights
- Plan P
- Book 20 years ONT


31



Co-teaching experiences


Some insights and experience

32




Before I go ahead

- DISCLAIMER!
- Co-teaching at KBT Vocational School




33



Key insights

- Planned
- Chemistry
- Active Dialogue



34

Advantages/ Positive experiences

- Hybrid Lectures and attention
- Support and crutch
- Good match/Chemistry

35

ROUND 1: Gathering all the questions

ROUND 2: Overview of topics to discuss

Round 3: Discuss

36



37

WHY- WHAT - CENTRAL 'CHALLENGES' - WHERE - WHEN



20 min.
collecting

10 Presentation

Recording or
Reporting

Moments – activities – projects – ‘failures’ – lessons –discoveries -

38



Lunch Break

39



OSTRAVA PRACTICE

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40

Administration



I AM A VICTIM OF
MY OWN ADMINISTRATION






CartoonChurch.com

41

ACTIVITY TIMELINE PLANNING 2023



42

| | | | |
|-------------|---|--|---|
| WP 2 | ALL PARTNERS | Preparation, implemnetation, evaluation of the courses: | Autumn 2022 – 31/12 2023 |
| WP3 |  ALL PARTNERS | Documenting co-teaching practices | 1/7 2023– 30/6 2024 |
| | ALL PARTNERS | Pep., implem., eval. of student support formats | 1/2 2023– 1/6 2024 |
| |  ALL PARTNERS | Documenting conditions in higher education | 1/7 2023– 30/6 2024 |
| WP4 |  KBT-fagskole | 2-day international workshop on co-teaching | 1/5 2023– 31/10 2023 |
| | | Creating and running international advisory board |  2022 – 2025 |
| |  HO GENT | Webpages | ?–2025 |

43

IMPORTANT MEETINGS 2023 - planning

- **OPERATIONAL MEETING:** 6 meetings (1.5 h, online)
- **EVALUATION MEETINGS:** kick off; March 2023 (online); September 2023 (offline – Gent)
- **INTERNATIONAL WORKSHOP:** between May and October
- **BILATERAL MEETINGS:** continuously
- **ACTIVITY MEETINGS:** continuously
- **ADVISORY BOARD:** 1 meeting (online); each organisation nominates member of AB + partners’ representatives (helping with multiplier events organizing)

44



Round up



45



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46

