

## Courses in Sekehe at NTNU for co-teaching

**RAD3040** (Spring)

### **Relational Welfare and Wellbeing**

Masters program in Counselling (open to all students at NTNU)

**RAD6504** (Fall)

### **Co-creating Relational Welfare and Social Sustainability in Organisations and Societies**

(Continuing Education, Masters program in Organisation and Leadership (open to all))

Erasmus+  
Sekehe



# Photovoice

- Action Research framework (co-developing the photovoice and co-analysing (RTA) (cycles of action and reflection)
  - **Why, what and the how** 's of lived experience and co-teaching
    - How would you capture in one photo what you conceptualize as lived experience?
    - How would you capture in one photo how lived experience is an knowledge and practice?
    - How would you capture in one photo that touched you by expert by experience in teaching?
    - How would you capture in one photo what you have experienced have changed in your work and/or life from co-teaching in Sekehe?
    - How would you capture in one photo what you want to change in the content of the course and co-teaching?

# The conversational relational cup



You don't always know who is the person that is sharing

- enabling knowledge – how to equal lived experience as a source of inspiration and knowledge

Everyone needs to share

Stigma and anti-stigma

Building trust to themselves and each other

When is it ok to share – to who and how

# All experience are unique



- Being on the same level
- There can be barriers (visible and invisible) to talk

# Being in it together across generations – resonans and connectedness



# The power of sharing



- a framework but it needs to be filled with peoples stories
- Lived experience of what?

# A tree and the circled student society



- Lived experience is part of life in a context
- I relation to the environment

## Ghetto child

Don't give up on me  
Don't look down on me  
We're just ghetto kids who don't know any better  
We do what we see in front of us  
When we do it, we get blamed for it  
Are you gonna punish me or show me?

In this darkness we'll find a way  
Together we travel, you and I with faith and strength  
Let the world not judge us for we know our truth  
We'll show them what true courage and love is

Let's break the chains that have bound us for so long  
Make our dreams real no matter what challenges we face.

I look in your eyes and I know you are strong  
Let's show the world that we can  
No matter how far we go.

For we're ghetto kids with a dream and we'll build it together.

## Ali Al-Makhrami

Participant in The road to a driver's license

## Ali explains the message of the poem as follows:

"The poem Ghetto Children is about us living in a society where we were underprivileged, and our repressed feelings that we held but had no one to share with. And when we did share them, we were misunderstood. We who have grown up in a reality characterized by difficulties and limited opportunities. We see and learn from what's in front of us. When we take steps based on our experiences and the world we know, we are often judged instead of guided.





# What did you learn from this for SEKEHE? (from group dialogues)

- Raising awareness and practices on reflecting on lived experience and co-teaching in dialogical didactics
- Community shaping didactics through dialogical practices (relationships theory, lived experience and practice)
- Safety and trust also by the teachers
- Photovoice as a way of teaching
  - Photos that capture the topics in the course / theory as an introduction and learning from the course contents

# Co-teaching

- co-planning (co-creation), co-teaching, co-assessment – Dialogical pedagogy – and Pedagogy that co-creates community
- Mixing voices in knowledge development
- talking about what is lived experiences and how are lived experiences viewed as a source of knowledge
  - Students works also with their lived experience and – how to relate lived experience to theory and practice
  - Stereotypes/discrimination/attitudes
- Citizen and the CEO of Trondheim teaching together
- Ali is also working with us on co-creating the exams
- Working with the Team at the NTNU on University Pedagogy for all employees at NTNU

# Quantitative evaluation

- **Quantitative indicators will include:**
  - lists of students (anonymized according to students´ numbers)
  - who subscribed and successfully completed the courses,
  - number of involved experts by experience,
  - number of involved teachers,
  - number of adapted curricula,
  - number of posters and number of described teaching practices.
- HOGENT-survey
- Co-impact framework – Sara Banks