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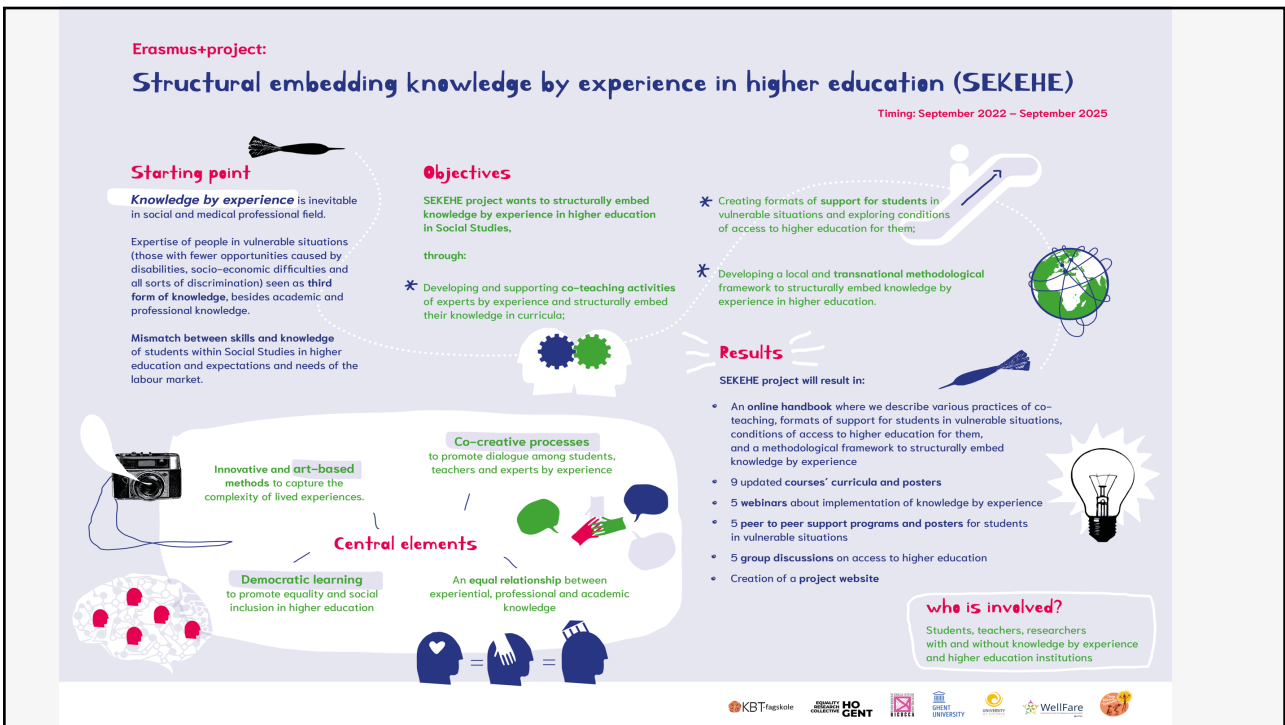
STRUCTURAL EMBEDDING // KNOWLEDGE BY EXPERIENCE // HIGHER EDUCATION

**How do we structurally embed knowledge by experience
in higher education?**

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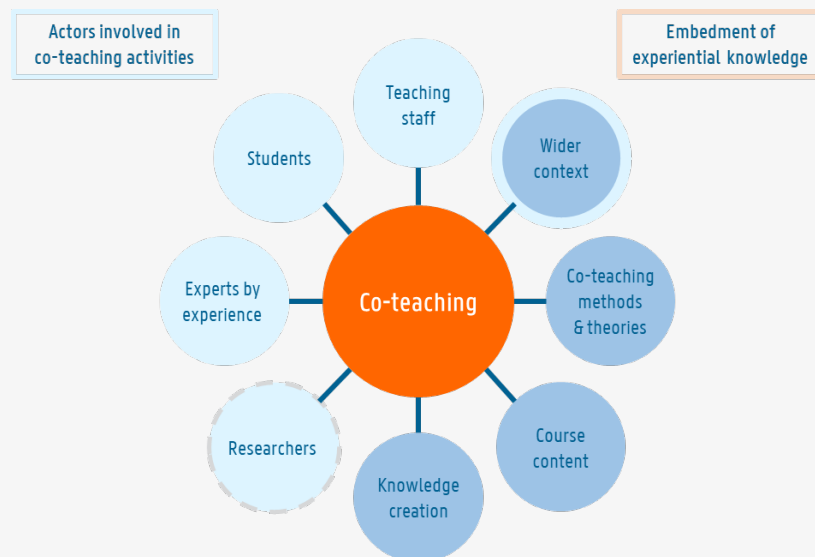


WP 2: Co-teaching

- Timing: 1/9/22 – 30/06/24
- Objectives:
 - **develop and co-teach 9 courses** (i.e. 'Disability studies', 'Relational welfare and well-being', 'Strength-based learning environments', 'Pedagogy and social inclusion', 'Critical social work', 'Community-based work: an international perspective', 'Project work, poverty and social inequality');
 - **develop knowledge and skills of experts by experience** in how to work as a teacher with (own) lived experience and in how to support students in their professional development (cf. focus on competence building);
 - **widen the knowledge and skills of supportive staff and teachers**, by bringing in knowledge by experience as third form of knowledge in structures of course curricula
- Evaluation measured through photovoice and quantitative indicators

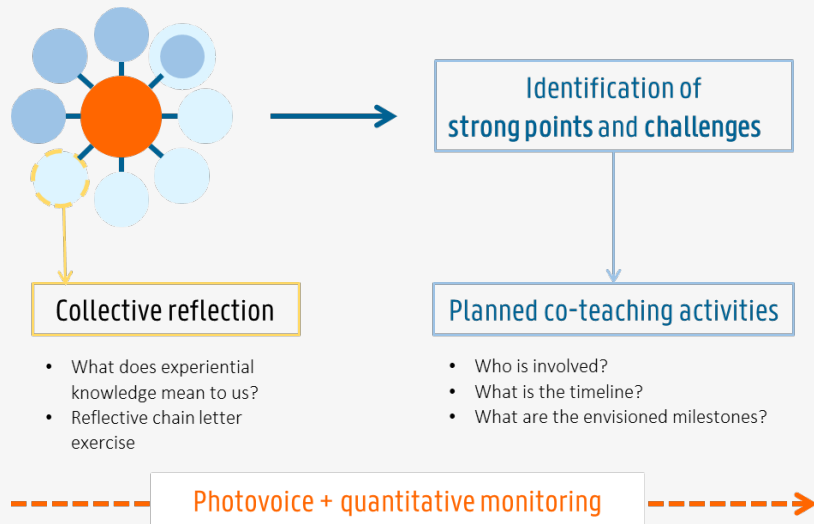
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Monitoring co-teaching practices: guiding framework



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Monitoring co-teaching practices



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What is photovoice?



- Photovoice is a method for participatory action research, in which people take pictures and discuss them as a way to establish personal and societal change. (Wang & Burris, 1994)
- “Photovoice is all about point-of-viewness: it sets out to capture and convey the point of view of the person holding the camera”
- Convey the point of view of people whose voices have been marginalized
- Promote critical dialogue and reflection on personal and community issues

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How can we use photovoice?

- **Diary work:** Making photo's in your day to day activities and environments
- **Create the moment:** Share moments, discuss them and make photo's
- **Exploring & specific**
- **Creating & discussing data**



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WP3: Student support

- Timing: 1/2/23 – 31/12/24
- Overall objective:
 - **structural embedding of knowledge by experience in the formats of support for students** in vulnerable situations and exploring conditions of access to higher education for people in vulnerable situations.
 - working with supportive structures
 - experiment with various formats of support including peer to peer support
- Specific objectives:
 - A more **open culture** within higher education
 - Support of students in talking about own lived experience
 - **Increased accessibility** to higher education for (future) students in vulnerable situations.
 - Piloting of **formats of student support**
 - Teaching and/or supporting staff are challenged to work together in supporting students and embedding lived experiences and knowledge by experience in such support.

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WP4: Dissemination

- Timing: 1/9/22 – 31/8/25
- Two international workshops for experts by experience on co-teaching, methodological framework, preparation of dissemination activities – creating international network of EbEs in higher education
- Multiplier events (national levels)
- Webinars on embedment of knowledge by experience in higher education
- Online handbook on WP2 and WP3
- Creating of the Advisory board

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Insights from HOGENT



- Opening up on 'personal' experiences
- Relation building with all stakeholders
- The 'evidence based' discussion
- Students' needs
- But what happens when they're out?

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Inspiring practices of the partners



- The group in Ostrava
 - Crossing the identity work
 - From testimony towards integration
- The case in Milan
 - The institutional work
 - Resistance and engagement
- The case in Ghent
 - Longer tradition of cooperation
 - Structural embedment of non-for profit organization Our New Future within the department.
- The case in Trondheim
 - Systematic use of 'service user' experience
 - Focus on collaborative courses

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