

# **Abstract for Workshop: Collaborative learners acting experimentally to learn from experience**

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The intended workshop originate from learning activities applied at research based internships attended by university students (Piihl, Rasmussen, & Rowley, 2014). Following the point made by (Kane, 2004) that teachers must mediate the dialectics between applied methodologies for active learning and learners, the learning context of internships is explicated rudimentarily. The workshop suggested for the conference will thus be explained by the application at the intern ship program. At the conference though, lectures implementing a portfolio of active learning methodologies might substitute for students at internship.

Students at the particular internship program manage their own portfolio describing their learning from working on assignments at their host organisation. Student learning is primarily aimed at developing generic abilities to reflect-in-action while working as producer of knowledge, reflectively - and eventually by applying research methods, acting in the role of practitioner researcher (Jarvis, 1999). The internship program therefore push students into experimental learning (Kolb as refenced in fx Jönsson, 1996) by interacting with practice – eventually coming to understandings of interdisciplinary aspects in their assignments and applying those considerations to their assignments.

Seminars aimed at active learning from student reflections are organized to initiate experimental learning among students attending the program and thereby applying learning from reflections among students. Portfolios and personal reflections are transparently shared among students and supervising lectures by writing a common and shared online Google document aiming for inspiration, feed forward and feedback – and finally as collection of knowledge.

At the conference workshop I intend to demonstrate an activity applied at the first of 4 seminars during internship. The learning goal is to learn how Kolb's learning cycle is applicable to experimentally create learning from utilizing initial experiences obtained in a group of learners partly sharing a context of practice. Organized in groups of 3, learners work with their initial experiences from trying to reflect upon their initial portfolio of assignments and learning:

(1) Student  $n$  is asked to experimentally interview student  $n+1$  about  $n+1$ 's experience, reflections etc. concerning potential or unsolved issues in  $n+1$ 's portfolio. Student  $n$  are instructed beforehand

to aim at getting a divergent experience about student n+1's portfolio-work and reflections partly written down in the shared online document

(2) Student n are then asked to reflect upon the knowledge gained from n+1's answers, while n+1 is doing a similar interview of n+2. Student n is asked to relate her understandings obtained from interviewing n+1 to the elements of Kolb's learning cycle aiming at making a new experiment regarding n's work on the portfolio and n's reflections. The new question might ideally stem from n's attempt to accommodate the initial assimilation of the interviewees' answers, thus forming an experiment by the new interview of n

(3) Students continue to interview in the group until a reflective learning is made representing an active engagement in issues regarding the interviewees' portfolio and potential activities to undertake in his internship. The learners are asked to write at least one suggested action for the interviewed person near his portfolio in the online document urging the person to actively experiment in his practice

Active learning concerning how to learn from active experimental learning by applying Kolb's learning cycle is clearly evident for students attending internship reflection seminars. It might also turn out as active learning for lectures working with a portfolio of active learning methodologies during the workshop which might be written down in a shared online document.

## **References**

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