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ARI NIEMINEN, OLLI VESTERINEN & MARI DIGERNES

TOOLS FOR WELLBEING AND DIGNITY I

Curriculum for multi-professional
cooperation in nursing, social work
and microbiology

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Co-funded by the
Erasmus+ Programme
of the European Union

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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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DIAK **PUBLICATIONS 2**

Publisher: Diaconia University of Applied Sciences

Cover image: Ulla Niittyinperä

Layout: PunaMusta Oy

ISBN 978-952-493-405-3 (print)

ISSN 2737-3274 (print)

ISBN 978-952-493-406-0 (online edition)

ISSN 2814-4716 (online edition)

<http://urn.fi/URN:ISBN:978-952-493-406-0>

PunaMusta Oy

Tampere 2022

ABSTRACT

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Helsinki
48 pp

**TOOLS FOR WELLBEING AND DIGNITY I
Curriculum for multi-professional cooperation
in nursing, social work and microbiology**

Diaconia University of Applied Sciences, 2022
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Peoples' ability to cooperate with each other is a crucial skill and precondition for their thriving and wellbeing. People's wellbeing necessitates that humans are approached as integrated human beings and not as loose mixes of bodily, medical, social and other elements. Enhancing people's wellbeing thus requires cooperation and a holistic approach.

This curriculum for multi-professional cooperation in nursing, social work and microbiology offers descriptions of content, pedagogical principles and teaching methods that can be used while teaching students to support peoples' wellbeing holistically. The curriculum is divided into six study units addressing diverse aspects of professional health and social work education at university level. It was originally designed for the needs of Nepalese and Vietnamese professional education, but it may well offer ideas and content in other countries as well. The curriculum may be implemented in its totality, or singular study units may be implemented independently or used as sources of inspiration.

Keywords Curriculum, Universities, Higher Education Pedagogy, Multi-professional Cooperation, Wellbeing, Nursing, Social Work

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INTRODUCTION

In general, it seems that peoples' ability to cooperate with each other is a crucial skill and precondition for their thriving and wellbeing. This idea can be verified by historical observations that even societies with poor natural resources have been able to guarantee decent living conditions to their members, whereas lack of cooperation, internal or external conflicts have made this unattainable in others.

One of the means of enhancing cooperation, and the wellbeing that often follows from it, is education. In the curriculum at hand, we offer ideas, methods and tools for cooperative teaching and learning in higher professional education in nursing, social work and microbiology. Because individual humans are integrated beings rather than loose mixes of bodily, medical and social elements, it seems reasonable to endeavour to combine perspectives of nursing, social work and microbiology into a united framework that addresses human needs in a holistic manner.

This curriculum for multi-professional cooperation in nursing, social work and microbiology offers descriptions of content, pedagogical principles and teaching methods that can be used while teaching students to support peoples' wellbeing holistically. The curriculum is divided into six study units addressing diverse aspects of professional health and social work education at university level. It was originally designed for the requirements of Nepalese and Vietnamese professional education, but it may offer ideas and contents in other countries as well. The leading idea is that the curriculum may be implemented in its totality, singular study units may be implemented independently, or they can be used as sources of inspiration.

The publication at hand is divided into four chapters. The first chapter describes the main points of departure in this learning and teaching programme. It defines the handled subject matters in general terms. The second chapter lays the pedagogical foundations for competence-based and student-centred teaching. The third chapter describes in detail an interesting pedagogical method: the flipped classroom. The final chapter lists the main content of the six study units of the Tools for Wellbeing and Dignity curriculum.

Another publication related to this one, "Tools for Wellbeing and Dignity II. Developing Multi-professional Collaboration Competence among the Disciplines of Microbiology, Nursing and Social Work", provides learning material for the study units described in chapter four.

The curriculum and learning materials in Tools for Wellbeing and Dignity II were created as a cooperative endeavour of the DVINE project (Holistic tools for competence-based curricula to promote Dignity in Vietnam and Nepal). DVINE was financed by the European Union's Education, Audiovisual and Culture Executive Agency (EACEA).

The partners of the DVINE project consortium were: VID Specialised University (VID), Norway; Gazi Üniversitesi (GU), Turkey; Hue University of Medicine and Pharmacy (HUMP), Vietnam; Hue University of Sciences (HUSC), Vietnam; Patan Academy of Health Sciences (PAHS), School of Nursing and Midwifery, Lalitpur Nursing Campus (LNC), Nepal; St. Xavier's College (SXC), affiliated with Tribhuvan University, Nepal; Diaconia University of Applied Sciences (Diak), Finland.

We hope that this curriculum provides useful approaches, tools and content for higher professional education!

Ari Nieminen & the DVINE project team

1

DIGNITY, WELLBEING AND
MULTIPROFESSIONAL COOPERATION

Ari Nieminen

1 DIGNITY, WELLBEING AND MULTI-PROFESSIONAL COOPERATION

People, groups and individuals have suffered from diverse maladies such as poverty, health problems, mental issues, social and economic exclusion, conflicts and violence. In history, and in the present-day world, groups and individuals have tried to address these topics using different means.

The first source of an individual's wellbeing is herself: in cases of illness or hunger, a person needs to take the first active steps towards healing by himself. Secondly, often, and especially if a person is not able to help herself, family, friends or close-by communities may lend a helping hand. Lastly, throughout history larger communities and politico-economic entities such as local, regional and societal actors and organisations have taken on functions of providing assistance to groups and individuals.

It seems safe to say that providing assistance and help for those in need is a universal human phenomenon and function. This function has assumed many different forms in different parts of the world. For example, throughout history, often family and diverse communities have supported individuals in need. Other examples are provided by so-called welfare states that have combined capitalist economic development with diverse health and social policy arrangements (see, for instance, Esping-Andersen, 1990). In each state, specific historical circumstances and social structures (socioeconomic, ethnic, linguistic, religious and other groupings) have given rise to specific national models for providing and supporting welfare. There are also global welfare policies, norms, programmes and means of financing welfare measures (see, for instance, Yeates & Holden, 2022). This global welfare discourse and its policies affect states' welfare policies to different degrees (see Alasuutari & Qadir, 2014).

In sum, individuals and groups receive differing degrees of support for their wellbeing at local, regional, state, state groupings (for instance the EU) and global levels of social and political organising. To understand and to be able to function in welfare policy and service implementation, it is crucial to pay attention to the characteristics of each of these levels and to take notice of national and regional differences.

The main structures of the present-day welfare policies were sketched in the previous paragraphs, but what about welfare itself? What are the main features of welfare and how they may be supported? The following short presentation of the foundations of welfare is partially based on the premises of the DVINE project which produced this publication (see also: Tools for Wellbeing and Dignity II. Developing Multi-professional Collaboration Competence among the Disciplines of Microbiology, Nursing and Social Work). Every approach has its limitations, but I believe that the considerations and concepts presented below shed light on crucial components of welfare and how these can be supported by social and health services and professionals.

Wellbeing and welfare are dependent on activities of groups and individuals who produce their own means of existence and foundations of wellbeing. However, in some cases, people are not able to provide for themselves. Their capacity for action is limited by sickness, poverty, unemployment, social exclusion or other factors. One way to describe this limited capacity is to say that individuals' and groups' dignity has been weakened. "Dignity" refers foremost to the worth granted to people by other people or by themselves, but it may also refer to the worth given to all living beings (on diverse meanings of dignity, see Düwell, Braarvig, Brownsword, & Mieth, 2014; Debes & Boxill, 2017). In this sense, dignity is a universal value and norm. For instance, the United Nations' Universal Declaration of Human Rights declares in its first article (Universal Declaration of Human Rights, 1948)

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

This is a clear abstract definition of a concept. However, because people live in different kinds of societies, practical references to "dignity" are quite complicated because dignity and related words, such as "respect", "worth", "acceptance" and "valuable" have various meanings in diverse situations and societies. For example, a political leader is expected to act in a dignified manner that differs from the actions of an ordinary wage earner. Normally she is also expected to be more respected in political hierarchy than an ordinary citizen. In the parlance of international diplomacy, leading politicians are "dignitaries". A child is expected to be respected as is fit for their age, but this does not mean that he has the same decision-making rights as adults. A professional worker has his dignity and worth, but

this does not mean that he has a right to dismiss guidance given by his superiors or that he is free to abandon professional standards. In short, because of political and economic hierarchies, and because of the division of labour that diversifies individuals' activities, the practical meaning of the word dignity varies.

Dignity, its strength and qualities are important to people's wellbeing because self-worth partially define peoples' capabilities for action. A person without internal self-respect and external worth has poor preconditions to initiate actions that could enhance her wellbeing. A person who is socially respected and self-reliant is in good position to take action on behalf of their welfare. These are justifications for paying special attention to the notion of dignity in welfare services and in this curriculum for welfare professionals.

Another important notion affecting the realisation of wellbeing is the idea that individuals should be taken into consideration as complete human beings. People themselves, as well as other people, should give value to all aspects of their lives. Individuals are not just workers, family members, friends, citizens, consumers, or any other qualities that might be assigned to them. Only if we can pay attention to all of our diverse qualities, aspirations and social roles are we going to be able to realise our potential as complete human beings. This insight has crucial implications for welfare services because it stipulates that in health and social services, professionals should pay attention to the totality of peoples' life situations.

For example, let us assume that a woman comes to health clinic with an injured leg. If health professionals only see the hurt leg and begin to heal it, they overlook the patient's life situation that has caused the injury. She may have injured the leg because of excessive drinking; in that case, she also needs support for her alcoholism. She may have injured the leg because of poor housing conditions; in that case, she needs financial and social support. Or she may have injured the leg because of domestic or another sort of violence; in that case she needs support from social workers. It is, of course, also possible that the injury may be a result of a random accident that can happen to anyone, and in such a case, healing the leg would be enough. In any case, holistic assessment and communication are needed to assess whether it is only the leg that needs healing or whether a broken limb is an indicator of other issues.

The holistic perspective leads us to the third and last central principle of the curriculum at hand: multi-professional cooperation. In multi-professional cooperation, diverse professionals work together and communicate with individual service users, groups and communities. In principle, this enhances the prospect of service users being seen from different angles and being able to communicate their life situations more fully.

The concepts of dignity, a holistic approach and multi-professional cooperation constitute a set of interlinked principles. The holistic approach supports peoples' dignity because it values individuals as integrated, many-sided beings. Multi-professional cooperation is a practical way of implementing welfare services and can be used to strengthen the holistic approach and support service users' internal and external dignity. More specifically from the point of view of this curriculum, the six study units of the curriculum strengthen and support these three principles in the following ways:

1. The introduction to multi-professional work lays down the foundations of the principles of multi-professional work.
2. Innovating and co-creating services builds groundwork for implementation and renewal of services oriented to service users' needs and supports service users' agency and dignity.
3. Qualitative research methods strengthen a methodically holistic approach to understand service users' life situations.
4. Communication and sign language concentrate on the betterment of communication skills and especially sign language competencies. This will strengthen the communicative position and dignity of those who live with a hearing impairment.
5. Community development offers methods that can be used to support the dignity of whole communities.
6. Holistic work in conditions of distress pays attention to crisis situations and the way patients can be taken into account in a more responsive manner even during crises.

These study units are described in more detail in chapter four.

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2

PEDAGOGICAL PRINCIPLES

2 PEDAGOGICAL PRINCIPLES

Competence-Based Curriculum and Student-Centred Pedagogy

The curriculum that has been created now is based on the idea of a competence-based approach. This means focusing on aims that are described as competencies instead of subjects or content. The pedagogical idea again is the combination of teaching, learning process and learning results. The pedagogical principles of the curriculum describe the methods of learning and teaching which are needed to support students to reach the learning goals. With a competence-based curriculum it is natural to emphasise student-centred pedagogy as it means both curriculum and pedagogy are described on the level of your learners.

There are three levels in higher education. The first level is the national (and sometimes international) regulations of the education system. An example of national regulation is the university laws. For example, the Bologna Process added international regulations to higher education within the countries that have joined that system (see Wächter, 2004).

The second level in higher education is the curriculum. From the juridical perspective, the curriculum can be seen as a paper defining a study programme's name, course names, course content, aims, (assessment) and credits. The first and second levels form the education policy in each country. If we look at a curriculum from the perspective of teaching and learning, a modern curriculum identifies the aims of teaching and learning in a certain higher education degree. Earlier the curriculum was often narrowed down to a list of content to be taught by the teacher and passed by the student. However, a competence-based curriculum works differently, since its focus is on aims that are described as competencies – not on subjects or content alone.

The third level is pedagogy. This brings in the methods and practices used (Hamilton, 1999) and therefore it is no longer written only “on a paper” but deals with the ways in which the institution, teacher, student and materials interact. Pedagogy is a crucial level since it is the level that is closest to a student, for ex-

ample, in the form of assignments. The so-called student experience is formed on the level of pedagogy.

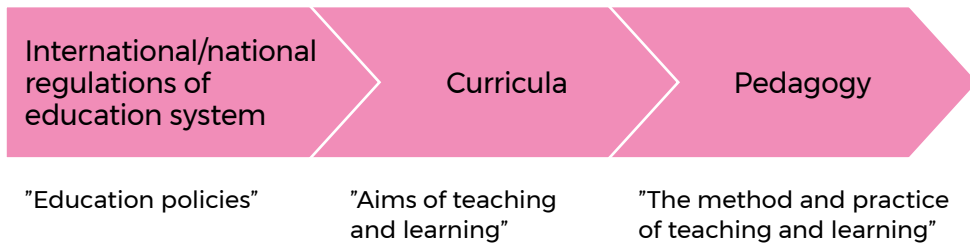


Figure 1. Three levels of higher education

If a curriculum focuses only on course names, course content, aims, (assessment) and credits, it may be linear, which means it covers several content areas presented in a linear manner. An alternative to the linear approach is the spiral approach to a curriculum. The spiral approach highlights the idea of revisiting the chosen content areas, each year, for example. Research on learning suggests that this type of spacing makes learning “stick”, which means that the learning is better when, after teaching certain content, that same content is revisited some days, some months, or even a year, later (Davis et al. 2014).

Faculty members can provide much argumentation for the decisions that are taken when creating a study programme. It often involves balancing four different orientations: the Workplace, Research-based, Experiential and Case approaches (Kansanen, 2006).

Workplace orientation means that students are learning the profession in particular. The learning can take place, for example, while working in the real-life professional context. The context can be a hospital or communities in rural areas.

Research-based orientation highlights theoretical knowledge and learning through the academic teaching conducted by professors and other researchers. The context is often the university campus and its research groups.

Experiential or Personal orientation focuses on providing more optional studies as part of the programme. This allows students to learn, among other aspects, self-awareness. This, again, needs flexibility in terms of the place and time for the learning.

Case Approach or Problem-Based orientation means learning through projects and gaining general skills and competences that are needed in 21st century working culture. Often the funding the university receives will define where and how the learning happens.

At the heart of the competence-based curriculum lies student-centred pedagogy. The pedagogical idea is the combination of teaching, learning process and learning results. All three components matter. The learning results need efforts by the students. The learning process, again, is most of all directed through teaching and interaction between stakeholders.

A Blended Learning approach is emphasised, which means that the student's learning consists of both face-to-face sessions and online learning. An important aspect of blended learning is the somewhat changed order of on-campus and off-campus learning. Flipped Learning means that students can take lectures and reading online first and when they come to campus, they are already applying the theoretical knowledge with their peers and in an interaction with their teacher. Learning by reading, watching and listening is no longer a crucial part of on-campus learning but more and more one that takes place beforehand, so that getting together with peers means a more interactive approach than sitting quietly in the lecture hall. For more on Flipped Learning, see the article by Digernes (2022) in this publication.

Planning and conducting teaching needs the third part: assessment. The more traditional view is that assessment is a “process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria” (UNESCO International Bureau of Education, IBE). When the learning outcomes are measured, assessment focuses on an individual's achievement of the stated learning outcomes. This requires the use of a variety of methods such as written, oral and practical tests/examinations, projects and portfolios.

Often the assessment is carried out at the end of a programme but it is also valuable to have assessment during the programme. This highlights the idea of *Assessment for Learning* instead of just *Assessment of Learning*. In addition, emphasis is placed on *Assessment as Learning*, with more value for learning practices where the student is not just receiving feedback but rather seeking feedback (see Dann, 2014). All in all, there is a need for multi-source feedback. This means that teachers and students, as well as the workplace and the surrounding community are all part of the evaluation at each phase of the study programme.

Metaphors for Learning

Three metaphors have been provided for learning when looking at the history of research on learning: (1) Knowledge acquisition (*monologue*), (2) Participation (*dialogue*), (3) Knowledge creation (*Triological* approach) (Paavola & Hakkarainen, 2005).

The knowledge acquisition metaphor describes the traditional way of seeing learning as absorbing, processing, and storing new information in the memory. Learning usually happens through reading, watching, listening, etc. It usually involves independent study with video lectures, exams and hopefully some self-evaluations, too. Brain research has informed us about the quality of the learning process when knowledge acquisition is the object of concern. The teacher should be consistent about limiting multi-tasking. The teacher should also offer ways for students to generate their own connections between new ideas and their existing knowledge instead of telling them the connections. On courses it is good to space out learning so that content is revisited in some engaging way with a sleep between study sessions. (Davis, Balda, Rock, McGinniss, & Davachi, 2014.)

The participation metaphor refers to learning by discussion and collaboration. It might involve group interaction, seminars, small group assignments, etc. The idea behind the participation metaphor is situated learning, where learning is embedded within activity, context and culture. Situated learning is related to Vygotsky's notion of learning through social development. Social interaction and collaboration are essential components of situated learning. Learners become involved in a "community of practice" which embodies certain beliefs and behaviours to be acquired. The beginner or novice moves from the periphery of a community to its centre, he or she become more active and engaged within the culture and they eventually assume the role of an expert. (Lave & Wenger, 1991.)

The knowledge creation metaphor for learning means co-creation which results in some type of artefact (Paavola & Hakkarainen, 2005). Learning by creating new knowledge, practices or presentations fits well with courses that aim to produce something concrete for the working life context. In some cases, real-life simulations in the professional context hold the idea of the knowledge creation metaphor since the situations that students face can be totally new and the solutions they find together are probably unique. Another example is learning with Hackathons. The more traditional part of higher education studies, the thesis, includes the same idea when completely new research questions are answered or research methods are applied in unique contexts.

Structure and Language of Curriculum and Pedagogy

In the curriculum, certain principles were agreed around the language – especially verbs – we should use when describing the aims and goals of study units. Bloom's

taxonomy verb chart (link: <https://tips.uark.edu/blooms-taxonomy-verb-chart/>) was applied to make sure the aims and goals of study units are well-constructed and match existing practices of curriculum language.

In addition, the content of study units was included in the curriculum. To help with teaching practices and localising the curriculum for each university, an estimation of the workload was given to each study unit and each learning activity in the study unit.

The ABC Learning Design tool (Learning Designer: <https://www.ucl.ac.uk/learning-designer/>) was used to plan the minutes and hours of a student's learning process. For the sake of transparency, the idea was to clarify how the learning process flows from one activity to another. That would then describe what kind of lecturers, practices, discussions and other activities were planned. Six learning types were used:

- Read-Watch-Listen
- Discuss
- Collaborate
- Investigate
- Practice
- Produce

Finally, a table was gathered from all study units (see Table 1). A clear connection to the triological learning model (Paavola & Hakkarainen, 2005) can be seen in both the table content and the use of ABC Learning Designer (<https://www.ucl.ac.uk/learning-designer/>).

Table 1. Curriculum for multi-professional cooperation in nursing, social work and microbiology - a descriptive presentation of selected activities and assignments in the pedagogical framework of Triological Learning (Paavola & Hakkarainen, 2005)

Triological learning model and DVINE curriculum	<i>Learning by reading, watching, listening</i>	<i>Learning by discussion and collaboration</i>	<i>Learning by creating new (knowledge)</i>
1. Introduction to multi-professional work	Flipped learning, Reflective writing and videos, Lectures (online via Zoom and videoclips)	Reflections, Peer feedback	Problem-based learning (PBL)/ Solution-based learning (SBL) Case work, Simulation
2. Innovating and co-creating services	Personal learning Direct introduction/ lectures	Brainstorming Group work/discussion	Project-based learning Problem-based learning Scenario-based learning
3. Qualitative research methods	Online lecture, classroom lecture	Group work	Written assignment
4. Communication and sign language	Lecture presentations, videos	Group discussions, Peer feedback	Classroom, Remote and video simulations
5. Community development	Lectures, videos / reading articles, Flipped learning	Group work/ Group discussions/ Seminars	Individual assignments, Fieldwork / case study analysis / mapping, walking interviews and Photovoice methods
6. Holistic work in conditions of distress	Classroom teaching	Group discussion	Case study analysis, Problem-based learning

To give an example of a the piloting of a study unit, we will take a closer look at the study unit Innovating and co-creating services (see Appendix I for a detailed description of study unit implementation). When the study unit was piloted, experiences of online studying and teaching were gathered. Three valuable learning points were highlighted when thinking about organising a study unit online:

1. Flipped learning works well in *Learning by reading/watching/listening*. The student is working individually first and then getting together to discuss and apply what was learnt individually. However, every student needs good instructions for the parts that they do individually before they come together with the whole group. Flipped learning is described in chapter three.
2. *Learning by discussion and collaboration* means that every participant must have the basic technology for online communication in place and tested beforehand. In addition to synchronous collaboration with microphones and

cameras, the asynchronous interaction needs to be supervised well in networking environments, message services as well as in canvases such as Padlet (see padlet.com).

3. *Learning by creating new* connects with brainstorming and other creative modes of learning. It always needs good facilitation and easy-to-use platforms online so that the co-creation process is visible to everyone and the activities connect with the learning goals.

When learning involves topics such as dignity and participation of all, the ideal learning process combines face-to-face and online learning (i.e., Blended Learning). In future, more and more learning will happen online, but the take-away message from our experience is that better criteria need to be discussed when it comes to the best mode for each study unit and its parts: When the learning should be fully online, when it is very valuable to have face-to-face learning, and when the best results are gained by mixing these during the learning process.

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3

THE FLIPPED CLASSROOM – A NEW
APPROACH TO TEACHING AND
LEARNING IN HIGHER EDUCATION

Mari Digernes

3 THE FLIPPED CLASSROOM – A NEW APPROACH TO TEACHING AND LEARNING IN HIGHER EDUCATION

Introduction

For centuries the most common way to teach students in higher education has been through face-to-face lectures followed by self-study. Typically, the students are gathered in a lecture hall so that they can listen to the teacher, take notes and perhaps ask questions. After the lecture, the students usually study the subject in more complex ways on their own. This traditional mode of teaching is still the predominant teaching approach in universities today (Talbert, 2017), despite the development of new technologies that give us opportunities to think differently about teaching and learning.

In this chapter I will question the traditional method of teaching and propose a new pedagogical approach which exploits today's technology and can give the students a deeper understanding of a subject. This approach is called the "Flipped classroom". At the end of the chapter, I will show an example of a flipped classroom design from a nursing programme in Norway.

What is a Flipped Classroom?

The traditional way of teaching students is often referred to as the "traditional model" (Talbert, 2017). According to this model, students are introduced to a new topic in the lecture hall or classroom and then they go home or elsewhere to study the topic further on their own. In the flipped classroom model, the traditional model is reversed: the students are introduced to a new topic prior to class – *pre-class* – through online learning materials, while the time in the classroom – *in-class* – is spent on student activities guided by the teacher. Because the traditional lectures are moved out of the class and transformed to online material, it frees up time during class that can now be spent on clarifications and in-depth learning activities with the teacher available for support.

In a learning process, you need to learn the basic concepts and terms before you can move on and work with the subject in more complex ways at a higher level. Therefore, in flipped classroom the purpose of the **pre-class** learning materials is that students gain the basic knowledge that they need to interact with the learning activities in the classroom. The purpose of the **in-class** activities is to gain a deeper understanding of the subject through support from the teacher and fellow students.

The pre-class learning materials are available online and usually contain **resources** such as video lectures or multimedia learning content, which is a mix of text, documents, images, videos, etc. However, the pre-class preparation may (and should) also include online **activities** that stimulate interaction, such as quizzes, discussions or other kinds of exercises that the students complete individually or in small informal study groups. These online learning resources and activities happen **asynchronously**, which means that the students can work with the material at their own pace and where and when they want within a timeframe. The in-class activities take place **synchronously**, with the teacher and fellow students in the same room at the same time.

When the students meet in the classroom, they are well-prepared and ready to “take it to the next level”. The in-class activities should give the students an opportunity to talk and collaborate with each other, clarify misunderstandings, and get the support that they need to gain a deeper understanding of the subject. The activities may, for instance involve discussion or problem-solving in groups, plenum discussions, student presentations, short lectures from the teacher or the use of a student response system.¹ The in-class activities in a flipped classroom may also take place online, thanks to video conferencing software such as Zoom, Microsoft Teams or Google Meet. Functions such as “break out rooms” give teachers the opportunity to arrange synchronous group work online, combined with short lectures.

Issues with the Traditional Model

Figure 1 shows a painting of a lecture at the University of Bologna in Italy in the mid-fourteenth century. The lecturer reads from a book on the lectern and most of the students pay attention while others seem to be a bit distracted and tired.

¹ Digital tools that the teacher can use to receive immediate feedback from the students in a classroom or lecture hall.

Despite this painting being from the Middle Ages, the picture is not so different from what many of today's lectures in universities look like. Figure 2 shows a photo from a lecture at a Norwegian university in 2013. The room and equipment are obviously more modern than in the lecture from Bologna, but the setting is the same – the students are placed in rows so that they can watch and listen to the teacher standing in front.



Figure 1. Painting of a lecture hall in Italy in the 14th century, by Laurentius de Voltolina (fl. 1300s). (https://commons.wikimedia.org/wiki/File:Laurentius_de_Voltolina_001.jpg). CCO 1.0.



Figure 2: Photo of a lecture hall at a Norwegian university, 2013, by Kim Ramberghaug. (<https://www.flickr.com/photos/svtfakultetet/10418477056>). CC BY-NC-ND 2.0.

According to Talbert (2017), the traditional model has some crucial issues that are becoming more apparent as the world around us changes. One of these issues is related to “the relationship between the cognitive difficulty of student work and student access to support” (Talbert, 2017, p. 5). Have you ever experienced that the new material presented in a lecture made sense to you there, but when you tried to work with it on your own, you felt lost? This may happen because in the lecture, when the teacher is present and most available for support, the students are doing the simplest work, which is to **process** the information by listening and taking notes. After lecture, when the teacher is not present and less available for support, the students are doing the most complex work, which is to **apply** the information to gain a deeper understanding of the material. It is more cognitively complex to apply information to real problems, explore ideas and think critically than to listen and take notes from a lecture. So, in the more complex stages of the learning process, when the students have a greater need for support, they are left on their own.

Why Should we use the Flipped Classroom?

The issues with the traditional model described above may be solved by reversing – or *flipping* – how space, time and activity are used in a course. One of the pur-

poses of the flipped classroom is to provide students with support when they need it most through close guidance from an expert and social interactions with their peers. This is possible if the traditional lecture is moved out of the physical classroom and transformed into online learning materials. It frees up time for more complex, “higher-level” learning activities in the physical classroom with face-to-face support available.

The use of online learning materials also has several benefits in itself. It gives students opportunities to learn through multimedia at their own pace, where they want (as long as they have access to the Internet) and when they want within the time limit. A great advantage with multimedia content such as video is that you can watch and work with the material at your own pace and repeat it as many times as you want. In addition, according to Clark and Mayer (2016), we learn more deeply through multimedia, i.e., with pictures and words together, than by words alone. The message becomes clearer when text or speech is supported by pictures such as photos or graphics. As stated earlier, the online learning material should also include activities that stimulate interaction and therefore prevent students from becoming passive recipients of information. Web 2.0 gives students opportunities to be active and social participants online through the use of discussion forums, online walls and collaborative writing tools, among others.

The main idea behind the flipped classroom approach is to facilitate student-centred learning through various means. Student-centred learning environments “provide students with opportunities to be active, engage, explore, generate knowledge and take responsibility on basis of sound pedagogical support and expert knowledge” (Damsa & de Lange, 2019, p. 11). These learning environments take place both virtually, through online resources and activities, and physically through student activities in the classroom. According to a sociocultural learning perspective, derived from the Russian psychologist Lev Vygotsky, human learning is social and depends on our interaction with the environment (Kozulin et al., 2003). We learn through our material surroundings as well as through collaboration with others through our language and thoughts. The learner is seen as an active participant who constructs knowledge through sense-making, rather than a passive recipient of information. In other words, for students to learn, they need to be active through problem-solving, reflection and collaboration with peers. In a flipped classroom model, the teacher is responsible for planning, organising and implementing such activities, and should be a facilitator and guide, rather than a lecturer who transfers information to the students.

An Example From Norway: A Flipped Classroom in Physiology for Nursing Students

In this section I will give an example of a flipped classroom design on the Bachelor's programme in nursing at the VID Specialised University in Oslo, Norway (Bingen et al., 2019, 2020). The "Anatomy and physiology" course was designed as a flipped classroom. One week before the start of the semester, the students were offered an online introduction programme called "warm-up-week". The purpose of the warm-up-week was to get to know each other and their study groups as well as learn about how to study in a flipped classroom and how to use relevant digital tools. Further, each week of the course consisted of both off-campus and on-campus activities. On Mondays to Wednesdays the students did self-study supported by online learning resources such as video lectures, exercises and a discussion forum. Also, every Monday the students were invited to a 15-minute live "Morning coffee" broadcast where the teacher introduced the online learning resources for the week. On Thursdays and Fridays, the students went to campus for group work, seminars and lectures. The class was divided into four seminar groups and these were divided into smaller study groups. On Thursdays, each study group prepared a group task before a two-hour seminar with the teacher for each seminar group. The seminars were guided by the groups' prepared work, and after the seminars, the students answered online quizzes individually at home. On Fridays, the teacher had a three-hour lecture with the entire class, which was based on the results from the quizzes. The lectures included the use of a student response system where the students answered polls at the beginning and end of the lecture, or before and after a discussion with a peer.

Conclusion

In this chapter, I have challenged the traditional way of teaching in higher education and proposed the "Flipped classroom" as a new and innovative pedagogical approach. As can be seen in the example from the nursing programme in Norway, a flipped classroom design enables a student-centred learning approach. The students are at the centre of their own learning process through self-study supported by flexible online resources, social interaction with peers and close guidance from the teacher. By reversing how space, time and activity are used in a course, valuable classroom time can be spent on problem-solving, reflection and collaboration rather than one-way lectures from the teacher. In addition, the students are

provided with face-to-face support when they need it the most – during the more complex stages of the learning process.

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4

STUDY UNITS

4 STUDY UNITS

This curriculum is divided into six study units:

1. Supporting welfare multi-professionally
2. Innovating and co-creating services
3. Qualitative research methods
4. Communication and sign language
5. Community development
6. Holistic work in conditions of distress

In the following pages, an overview of all the developed study units is presented.

1. Supporting welfare multi-professionally

The study unit Introduction to multi-professional work focuses on enhancing common understanding of multi-professional work by considering and combining knowledge, skills, attitudes and values of multi-disciplinary work in order to support students' collaborative learning, and to acknowledge dignity-based practices in diverse cultural contexts. An underlying idea is that students explore the idea that multi-professional collaboration is a process which enhances learning outcomes and practices, instead of each discipline acting separately.

The Introduction to multi-professional work study unit introduces the basic concepts and principles of multi-professional work. It aims to clarify the roles of different professionals in multi-professional collaboration and increase understanding of the benefits multi-professional collaboration potentially brings. The study unit includes reflection on the potential barriers to multi-professional collaboration and how to overcome them to create supportive conditions for multi-professional work.

The learning methods used in this study unit enhance the shared knowledge, problem-solving skills and critical reflection skills of participants. To gain understanding of dignity-based practices and to support student-centred learning, students from different disciplines share their knowledge and skills by engaging with academic literature and carrying out learning tasks. Therefore, being in the observer role in one videotaped simulation scenario provides students with good conditions for learning the topic focusing on multi-professional collaboration. Thus, simulation is one efficient replacement for the typical lecture and offers lecturers tips to create culturally specific multi-professional simulations.

Learning outcomes are described through areas of knowledge, skills, and general competences.

Knowledge

The student

- understands the meaning of multi-professional teamwork and the roles of professionals in multi-professional practice in order to enhance dignity-based practices
- has knowledge of the benefits of multi-professional teamwork in the field of social and health care and microbiology
- has knowledge of the barriers to multi-professional team and how to overcome them.

Skills

The student

- is able to search for evidence-based literature about the principles of multi-professional teamwork and related benefits and barriers
- is able to describe / explain / reflect upon the principles of multi-professional teamwork and collaboration skills
- is able to reflect upon the benefits and barriers of multi-professional teamwork to support users, and recognise dignity-based practices in diverse cultural contexts.

General competences

The student

- is familiar with how to search for evidence-based literature about the principles of multi-professional teamwork and related benefits and barriers
- can exchange opinions with other students and professionals about the principles of multi-professional work
- has insights into benefits and barriers of multi-professional teamwork to enhance dignity-based practices.

The study unit includes the following topics:

- Basic principles of multi-professional teamwork and collaboration skills.
- Benefits and barriers of multi-professional teamwork.
- Humanity and dignity in diverse cultural and multi-professional contexts.

2. Innovating and co-creating services

Welfare services involve a wide range of stakeholders in different settings during service processes. These stakeholders may have their own and differentiated perspectives, expertise, approaches and needs. Co-creation/production is a client / service user-centred approach and method that involves the different stakeholders including service providers, service users, educational institutions and other actors in the development processes of the services. The development of services aims to enhance their performance and support their sustainability and cost-effectiveness. Innovating and co-creating services aims to help those in need, empower them and strengthen their dignity via giving people better chances to act as active members of society.

This study unit is designed to teach students how to develop services in multi-professional teams together with service users.

Learning outcomes are as follows.

Knowledge

The student

- is able to explain the concepts and principles of the innovation and co-creation of services
- is able to describe different forms or models of co-creating services in the welfare and health sectors
- is able to explain the connection between co-creating services and empowerment and dignity.

Skills

The student

- is able to design co-creating-oriented working planning to be applied in practice
- is able to apply skills in innovative ways in different working settings.

General competences

The student

- is competent to work and cooperate with service users, other stakeholders and professionals, creating new ideas or service process methods in welfare services
- has multi-professional insights and knows professional roles to promote the effectiveness and sustainability of welfare service process.

Study unit contents are:

- Concepts of innovation and co-creations of services, service users, welfare services, empowerment, dignity.
- Principles of co-creation, models of co-creating services in the welfare sector.
- Multi-disciplinary and multi-professional collaboration in co-creating service processes.
- Methods and techniques for co-creating services.

3. Qualitative research methods

The study unit gives students at the Bachelor's level an introduction to qualitative methods in research. The target group for the study unit is students in nursing or social work. The main topic is developing an understanding of how qualitative studies that aim to explore user or patient experience can contribute knowledge to the improvement of professional practices.

Lectures and assignments provide students with the necessary knowledge to undertake a literature search and to evaluate and consider the quality of published qualitative research papers. Further, the study unit gives students an introduction to which research questions and designs may be appropriate for use with qualitative methods. Students gain knowledge as well as practical experience interviewing and conducting an analysis of interview data.

Knowledge from this study unit will enrich and advance students' knowledge about qualitative research methods that will be further elaborated in other study units.

Knowledge

The student

- can explain what qualitative research is and describe projects where it could be appropriate to apply qualitative methods
- is able to explain the main differences between qualitative and quantitative research designs
- understands common principles of qualitative research (e.g. the researcher's role and the use of a theoretical framework, ethical guidelines)
- can describe several qualitative research designs that are frequently applied to qualitative methods (this study unit focusses mainly on the thematic analysis of semi-structured interviews).

Skills

The student

- can design a small qualitative research project including raising relevant ethical concerns
- can develop a qualitative interview guide (for semi-structured interviews) and demonstrate basic skills in interviewing as a research method
- has basic skills to analyse research material by using qualitative thematic analysis.

General competences

The student

- understands the main principles of qualitative research
- is able to consider the strengths and limitations of qualitative research
- can discuss ethical questions in research including the challenges of confidentiality and informed consent.

The content of the study unit: The study unit will give students at the Bachelor's level an introduction to qualitative methods in research. The main topic of the study unit will be developing an understanding of how qualitative studies that aim to explore the user or patient experience can contribute knowledge to the improvement of professional practices.

4. Communication and sign language

The overarching aim of the study unit is to enhance students' ability to conduct effective communication in an inter-professional and multi-professional clinical and/or social work setting, and supportive communication with patients and/or clients and their relatives in vulnerable life situations across cultures. The study unit also seeks to enhance students' knowledge of sign languages and alternative communication methods to enable students to communicate with patients and/or users and their relatives who experience limited communication skills. To develop and enhance students' skills, they will conduct group discussions, role-play and simulation, and practise demonstrating basic sign language. Students will also practise effective interviewing skills and conducting assessments by getting familiar with and practising the application of the ISBAR reporting tool, ABCDE and NEWS methods.

Learning outcomes are as follows.

Knowledge

The student

- has knowledge about the importance of supportive communication with patients, clients and professionals in social and health care settings across cultures
- is familiar with key features of inter-professional and multi-professional communication
- is familiar with the (I)SBAR-tool (I/Identify, S/Situation, B/Background, A/Assessment, R/Recommendation) or other communication tools to enhance inter-professional and multi-professional communication
- has knowledge about the importance of sign language in clinical situations and when meeting patients and clients in health care and social work settings.

Skills

The student

- is able to demonstrate supportive communication with patient or client and their relatives
- is able to demonstrate inter-professional and multi-professional communication skills
- is able to identify the (I)SBAR reporting tool
- is able to recognise and produce alphabets in sign language and some basic signs and symbols
- specifically for nursing students: can assess a patient's clinical status using the ABCDE model and NEWS.

General competences

The student

- is familiar with the strengths of multi-professional and inter-professional communication skills
- has insights into the basic literature on communication theories and models.

5. Community development

This study unit focuses on community development, participatory rural appraisal and community education through definitions of community and community development. It brings together the theories, values, history and actors in community development. In addition, it critically examines the power relations between

different actors in community development and focuses on the use of methods that strengthen the participation and inclusion of community members. These methods, photovoice, participatory mapping and walking interviews, are also used as learning methods in the study unit. Multi-professional activities in community development include planning, implementing and evaluating activities in a multi-professional team with community members.

The learning outcomes are as follows.

Knowledge

The student

- can understand the concepts of community
- can understand the concepts of community development, participatory rural appraisal and community education
- can understand the different theories and values behind community development, participatory rural appraisal and community education
- is able to describe different tools and methods for community development.

Skills

The student

- can plan and implement a small-scale activity in collaboration with a multi-professional team and members of a specific community
- applies participatory tools while working with diverse communities (either a geographical community or a community of interest)
- engages and empowers people in diverse communities.

General competences

The student

- can plan, organise and implement participatory activities with community members as part of a multi-professional group
- communicates in multi-professional settings and with different members of the community to enhance participation and dignity
- has insight into ethical issues concerning community development.

6. Holistic work in conditions of distress

The study unit will provide students in nursing at the Bachelor's level with an introduction to themes related to distress as a consequence of crisis. The crisis may be related to personal issues, to local emergencies, or to exceptional catastrophic events like natural/human-made disasters, pandemics and others. The study unit

will focus particularly on the impact the distress can have on vulnerable groups and individuals. The study unit will address how health care professionals can approach crisis-related distress holistically; assess and manage crisis situations; and provide physiological and psychological first aid. The study unit may be taken as a single study unit or together with other DVINE study units. DVINE institutions could also include parts of this study unit in their own curriculum.

This study unit will provide students with an opportunity to deal with central concepts of disasters, vulnerability, crisis and holistic care. It strengthens the knowledge, skill and attitude needed for the holistic care of vulnerable groups and individual, especially during disaster and crisis situations. It emphasises communication in crisis situations, identifying the needs of vulnerable individuals and families using relevant assessment tools and implementing Psychological First Aid (PFA) during distress conditions.

Learning outcomes are as follows.

Knowledge

The student

- can explain central concepts related to disasters, vulnerability, crisis and holistic care
- understands the impact of disasters and crisis on vulnerable groups and individuals
- understands the basic principles of disaster management and the role of health and social care related to disaster management
- can discuss stress management and crisis intervention including the physiological and emotional responses to stress and crisis and its effect on health
- can discuss Psychological First Aid in managing the conditions of distress.

Skills

The student

- can identify the needs of vulnerable individuals and families applying relevant assessment tools: ISBAR (I/Identify, S/Situation, B/Background, A/Assessment, R/Recommendation) and ABCDE (airway, breathing, circulation, Disability, Environment/ exposure/ extra) in conditions of distress
- can perform cardiopulmonary resuscitation (CPR) in a simulation room
- demonstrates effective communication skills in different situations with vulnerable individuals/families in condition of distress: pandemics, disasters (flood, landslide, earthquake, fire, conflicts, accidents)

Diak

- can communicate in a crisis situation using the principles of ISBAR-tool (I/Identify, S/Situation, B/Background, A/Assessment, R/Recommendation)
- can implement Psychological First Aid (PFA) during distress conditions (stress and crisis situations).

General competences

The student

- can plan and carry out the nurse's role in condition of distress: Crisis intervention
- can develop competency in communication skills with vulnerable groups.

APPENDIX I PILOT REALISATION PLAN FOR STUDY UNIT 2: INNOVATING AND CO-CREATING SERVICES

Introduction

Welfare services involve a wide range of stakeholders in different settings during service processes. These stakeholders may have their own and differentiated perspectives, expertise, approaches and needs. Co-creation/production is a client / service user-centred approach and method that involves the different stakeholders including service providers, service users, educational institutions and other actors in the development processes of the services. The development of services aims to enhance their performance and support their sustainability and cost-effectiveness. Innovating and co-creating services aims to help those in need, empower them and strengthen their dignity via giving people better chances to act as active members of the society.

This study unit is designed to teach the students how to develop services in multi-professional teams together with service users.

Learning and content

Learning outcomes

Knowledge

The student

- Is able to explain the concepts and principles of innovation and co-creation of services.
- Is able to describe different forms or models of co-creating services in welfare and health sectors.
- Is able to explain the connection between co-creating services and empowerment and dignity.

Skills

The student

- Is able to design co-creating-oriented working planning to be applied in practice.

- Is able to apply skills in innovative way in different working settings.

General competences

The student

- Is competent to work and cooperate with service users, other stakeholders and professionals, creating new ideas or ways of service process in welfare services.
- Has inter-professional insights and professional roles to promote the effectiveness and sustainability of welfare service process.

Content

- Concepts of innovation and co-creations of services, service users, welfare services, empowerment, dignity.
- Principles of co-creation, models of co-creating services in the welfare sector.
- Multi-disciplinary and multi-professional collaboration in co-creating service processes.
- Methods and techniques for co-creating services.
- Co-creation process in different settings.

Dignity and student-centred approach

This study unit enhances dignity of participants (students, service users, teachers) by giving everyone the possibility to express themselves and to take part in defining the content of a small innovation and co-creation process realised in this study unit. Student-centred means in this study unit that students define the content of the innovation process together with service users. In addition, the students have many possibilities to voice their opinions and insights during the realisation of this study unit.

Timetable and process

Date/Time	Content	Hours	Learning methods	Responsible staff
Saturday 20 March 14h-16h	1. Introductory lecture on course content, innovation and co-creation	2	online lecturing discussions.	<ul style="list-style-type: none"> • Ari Nieminen, Chau Doan • Students: 6 HUMP, 8 HUSC • Local teachers from HUSC & HUMP.
Tuesday 23 March 19h-21h	2. Practical methods of innovation and co-creation	2+2	online lecturing, group discussions brainstorming.	<ul style="list-style-type: none"> • Chau Doan, Ari Nieminen • Students: 6 HUMP, 8 HUSC • Local teachers from HUSC & HUMP.
Thursday 25 March 19h-21h				
26-31 March	3. Self-study of materials related to points 1. and 2.	8	individual reading	
Saturday 3 April 14h-16h	4. Reflections on the main ideas introduced in points 1-3 and assessing their application in the local context	2	workshop	<ul style="list-style-type: none"> • Students • Local teachers from HUSC & HUMP
4-10 April Hours free	5. Co-planning small innovation / co-creation process (students and service users)	2	group work with service users	• Students
Saturday 10 April Hours free	6. Writing summary of point 5. and making preliminary plan	2	group work	• Students
Monday 12 April 17h-19h	7. Guidance to students by teachers, developmental evaluation of ongoing process, based on point 6	2+2	workshop, common writing assessment: 10%	<ul style="list-style-type: none"> • Ari Nieminen, Chau Doan • Students • Local teachers
13-19 April Hours free	8. Realisation of process with service users	8	group work	<ul style="list-style-type: none"> • Students • Service users • Local teachers
13-19 April Hours free	9. Developmental evaluation of co-creation session(s)	2	group work	<ul style="list-style-type: none"> • Students • Local teachers
19-23 April Hours free	10. Studying for the exam	5	individual reading	• Students
Saturday 24 April 14h-16h	11. Individual online exam	2	answering exam assessment: 30 %	<ul style="list-style-type: none"> • Ari Nieminen, Chau Doan • Students
26-28 April Hours free	12. Reporting results, preparing seminar presentation	6	common writing, assessment: 30%	• Students
Thursday 29 April 14h-17h	13. Common finalising seminar of students' work groups, also participation of service users	3	presentation of results in seminar, assessment: 20 %, attendance in general: 10%	<ul style="list-style-type: none"> • Ari Nieminen Ari Nieminen, Chau Doan • Students • Local teachers from HUSC & HUMP
	Total studying time	50		

Steps of the process that include assignments

1. Finalised plan of the innovation and co-creation process (group work)

Monday 12 April 17h-19h	7. Guidance to students by teachers, developmental evaluation of ongoing process, based on point 6	2+2	workshop, common writing, assessment: 10%	<ul style="list-style-type: none"> • Ari Nieminen, Chau Doan • Students • Local teachers
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Assignment: Evaluate and improve your innovation and co-creation process plan and return the final plan to Google Classroom. Remember to write down the names of all group members. Length of assignment: 3–7 pages. More detailed instructions will be given in Google Classroom’s assignment.

2. Exam (individual exam)

Saturday 24 April 14h-16h	11. Individual online exam	2	answering exam, assessment: 30 %	<ul style="list-style-type: none"> • Ari Nieminen, Chau Doan • Students
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Assignment: Read all material for the exam and answer to the exam questions. Exam material includes: all lecture material given by the teachers, your notes that you made during lectures and workshops and the two publications: The Innovation Toolkit and Where Next for Co-creating Public Services?

The lecture materials and publications can be found in Google Classroom.

3. Report on the innovation and co-creation process (group work)

26–28 April Hours free	12. Reporting results, preparing seminar presentation	6	common writing, assessment: 30%	<ul style="list-style-type: none"> • Students
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Assignment: Report the results and process of the co-creation process. Evaluate its strong points and possible weaknesses. Length of the assignment: 5–10 pages. More detailed instructions will be given in Google Classroom’s assignment.

4. Presentation of the process and results of innovation and co-creation process (group work)

Thursday 29 April 14h-17h	13. Common finalising seminar of students’ work groups, also participation of service users	3	presentation of results in seminar, assessment: 20 %, attendance in general: 10%	<ul style="list-style-type: none"> • Ari Nieminen Ari Nieminen, Chau Doan • Students • Local teachers from HUSC & HUMP
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Assignment: Prepare a presentation of the group work results and present it in the finalising seminar. More detailed instructions will be given in Google Classroom’s assignment.

DIAK PUBLICATIONS

ON THE DIAK PUBLICATIONS -series, publications related to Diak education, research, development and international partnerships will be published in other languages than Finnish.

Diak Publication 1: Päivi Thitz, Mikko Malkavaara, Lea Rättyä and Minna Valtonen (Eds.). 2021. Diaconal Nursing in Finland – Theory and Practice.

Diak Publication 2: Ari Nieminen, Olli Vesterinen and Mari Digernes. 2022. Tools for Wellbeing and Dignity I – Curriculum for multi-professional cooperation in nursing, social work and microbiology.

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ISBN 978-952-493-405-3 (print)

ISSN 2737-3274 (print)

ISBN 978-952-493-406-0 (online edition)

ISSN 2814-4716 (online edition)

PEOPLES' ABILITY to cooperate with each other is a crucial skill and precondition for their thriving and wellbeing. People's wellbeing necessitates that humans are approached as integrated human beings and not as loose mixes of bodily, medical, social and other elements. Enhancing people's wellbeing thus requires cooperation and a holistic approach.

This curriculum for multi-professional cooperation in nursing, social work and microbiology offers descriptions of content, pedagogical principles and teaching methods that can be used while teaching

students to support peoples' wellbeing holistically. The curriculum is divided into six study units addressing diverse aspects of professional health and social work education at university level. It was originally designed for the needs of Nepalese and Vietnamese professional education, but it may well offer ideas and content in other countries as well. The curriculum may be implemented in its totality, or singular study units may be implemented independently or used as sources of inspiration.