Universitets- och högskolerådet | hpu.uhr.se

Svenska Riksorganisationen för Öppen, Flexibel Distansutbildning

SVERD-webbinarium
16 juni 2023

UTMANINGSBASERAT LÄRANDE

Cecilia CHRISTERSSON

Fd vicerektor för
globalt engagemang och
utmaningsbaserat lärande
Malmö universitet

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PLAN FÖR VÅR TIMME TILLSAMMANS…

- Avstämning kring utmaningsbaserat lärande - UBL (Mentimeter)
- Varför behövs förändring av lärande i utbildning?
- Utveckling av UBL i högre utbildning
- UBL koncept från Malmö universitet
- Gemensamt samtal om UBL i akademin

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Mentimeter

Vad lägger du i begreppet utmaningsbaserat lärande - UBL?

Waiting for answers

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Mentimeter

Vad lägger du i begreppet utmaningsbaserat lärande - UBL?

53 answers

14

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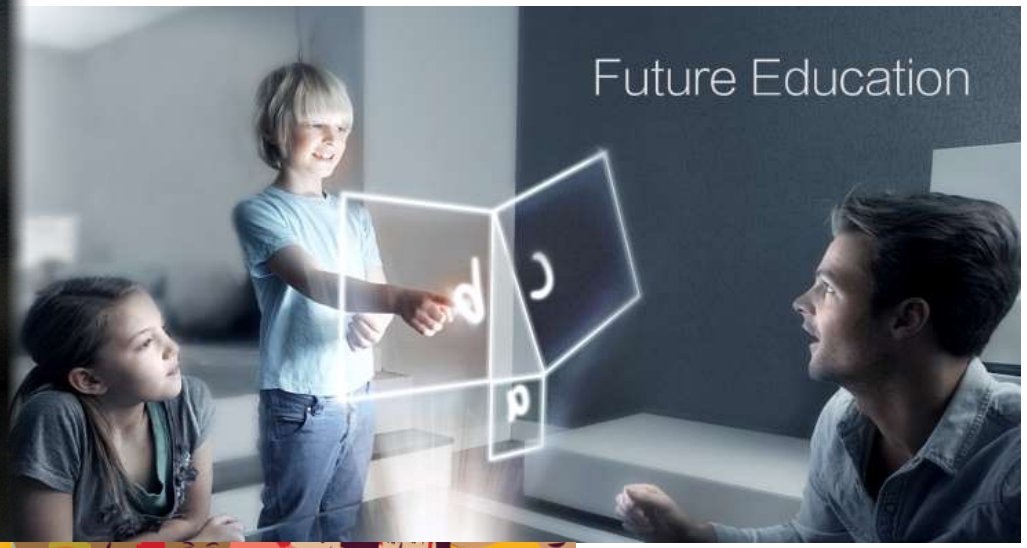
VÅRA STUDENTER?

HUR UTBILDA FÖRFRAMTIDEN?



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DET LÄRANDE SAMHÄLLET

Schön D (1971) *Beyond the Stable State*

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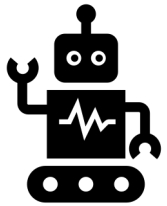
SAMHÄLLSTRENDER och FÖRÄNDRINGAR I LÄRANDE

Demographic changes

Lifelong learning for **100 year lives** and **60 year careers**

Learning Society



4th industrial revolution

Exponential technological change disrupting **every industry**

Collaboration w Society

More blended learning

Greater effectiveness **proven** by research

IT connected Society

Content consumption

50 % of generation Z prefer using YouTube to learn

Information Society

Education for ALL

Across the globe **263 million** children are not in school
Increase of Migration

Inclusive Society

EUA lecture 2019 Warsaw; Vice-Provost Simone Buitendijk, Imperial College, London, UK
Red added by Cecilia Christersson, Vice-rector Malmö University, Sweden 2020

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SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

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INNER DEVELOPMENT GOALS

Transformational Skills for Sustainable Development

1. **Being** — Relationship to Self
2. **Thinking** — Cognitive Skills
3. **Relating** — Caring for Others and the World
4. **Collaborating** — Social Skills
5. **Acting** — Enabling Change

https://www.innerdevelopmentgoals.org/

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Education and Culture DG
Lifelong Learning Programme

KEY COMPETENCES FOR LIFELONG LEARNING

European Reference Framework

Education and Training

Key competences

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

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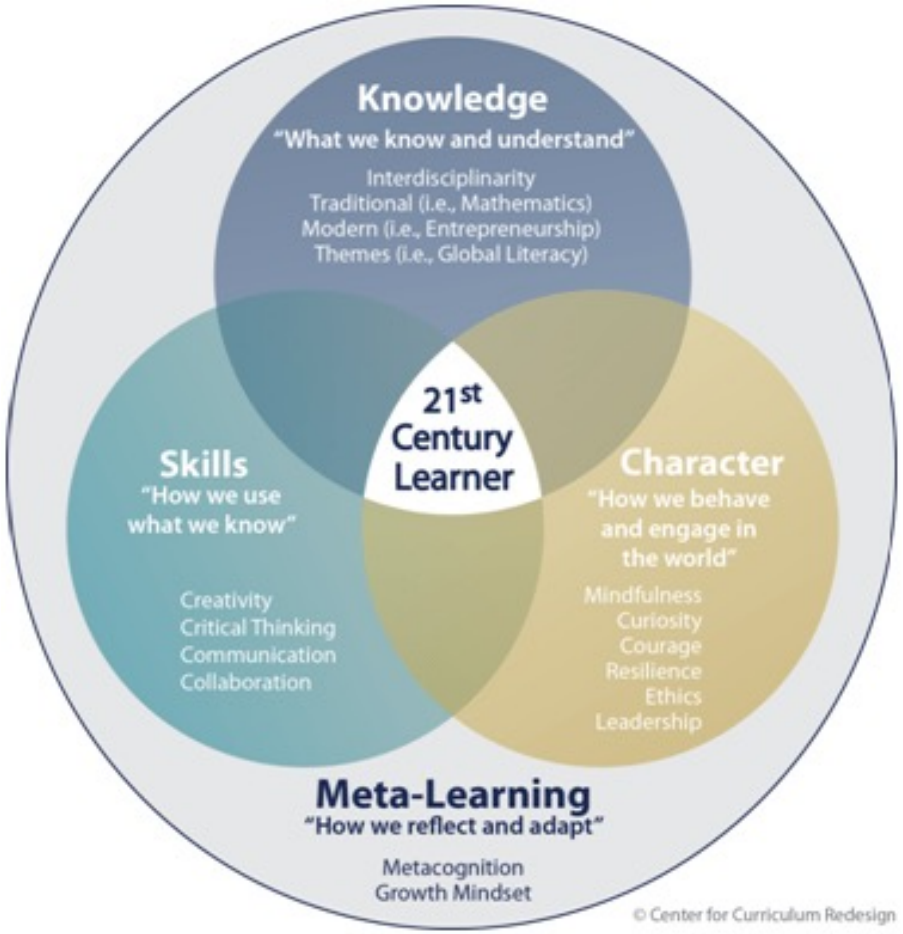
THE 21st CENTURY LEARNER



WORLD ECONOMIC FORUM

Top 10 skills of 2025

Source: Future of Jobs Report 2020, World Economic Forum.

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Definition of **Global Competence**

Global competence is
the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.

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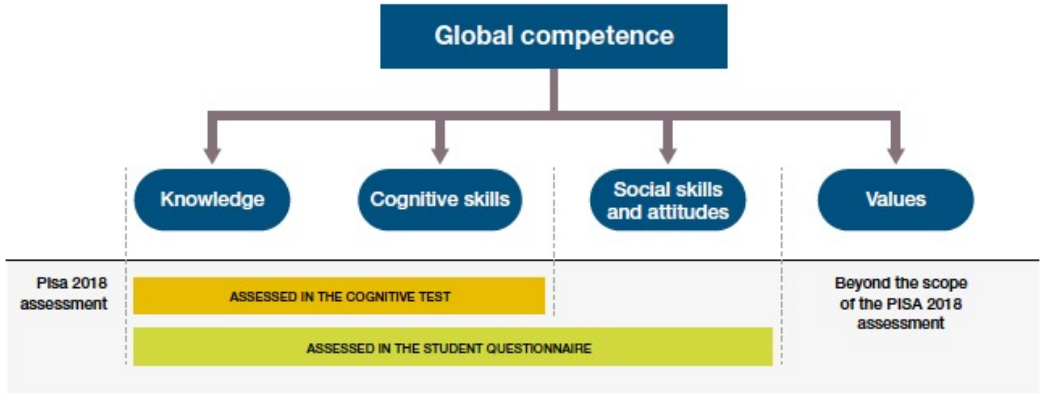
Figure 2. The PISA approach to assessing global competence



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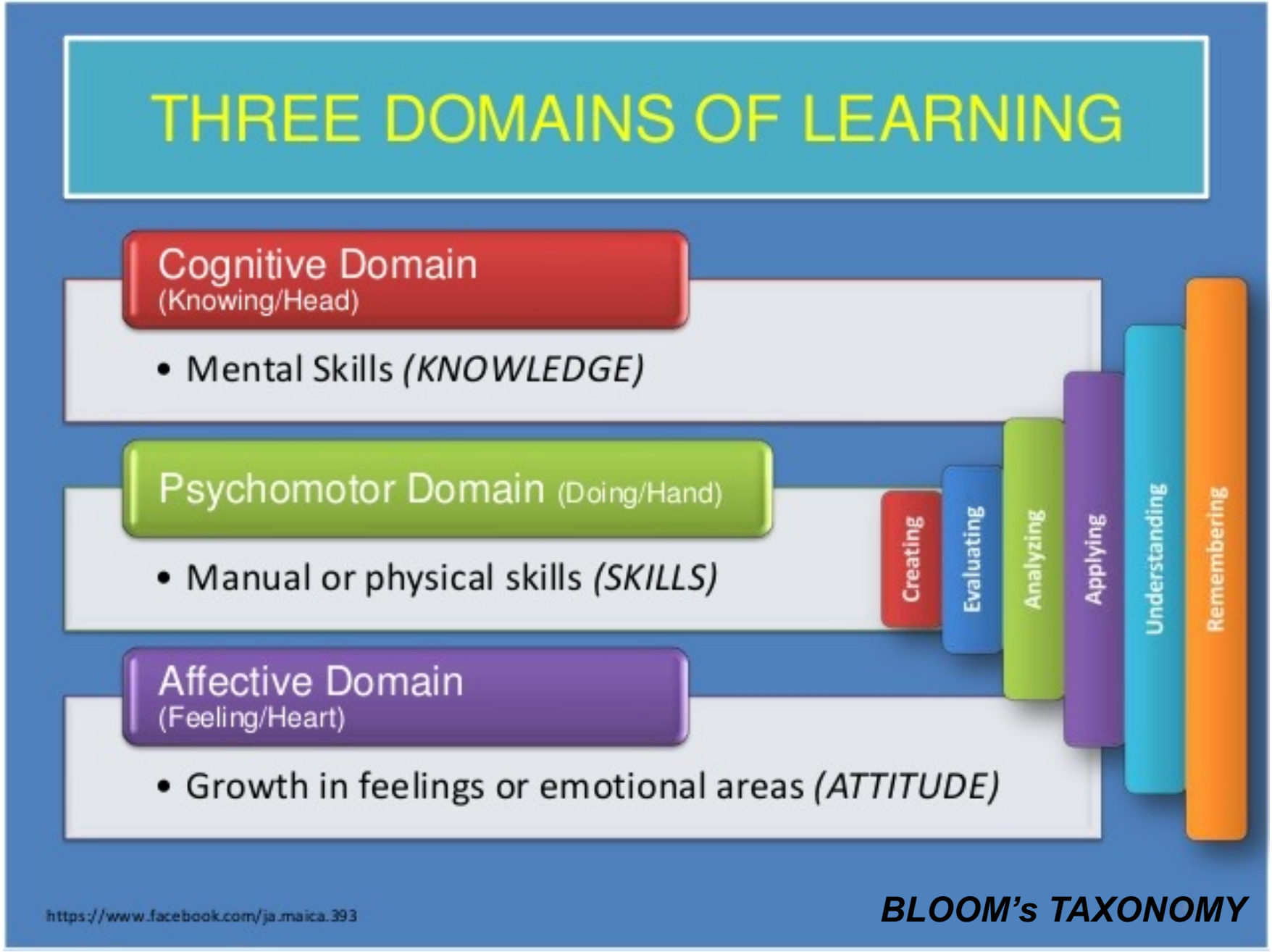

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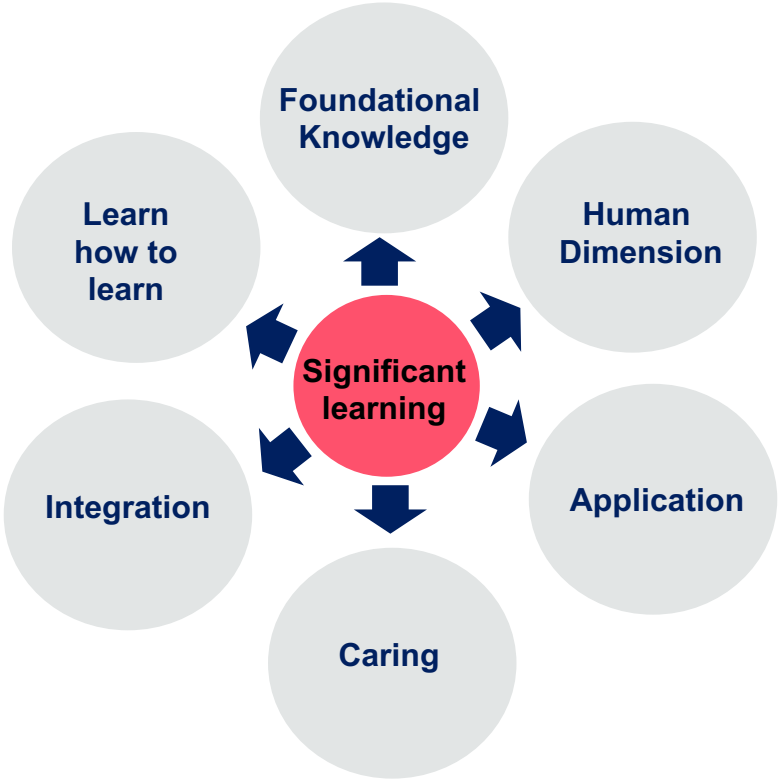
FINK´s TAXONOMY OF SIGNIFICANT LEARNING

- learning in terms of change



1. Foundational Knowledge
- understanding terms, facts, concepts and theories

2. Human Dimension
- understanding self and others, collaboration and perspective taking

3. Application
- connecting concepts and creatively employing foundational knowledge to solve problems or make decisions

4. Caring
- the affecting dimension of learning, the evolution of values and feelings

5. Integration
- the interplay and synergy among individuals and subjects

6. Learning how to learn
- metacognition – the ability to learn independently and continously

D. Fink 2003

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CHALLENGE BASED LEARNING

Challenge Based Learning is a collaborative learning experience in which teachers and students work together to learn about compelling issues, propose solutions to real problems, and take action. The approach asks students to reflect on their learning and the impact of their actions and publish their solutions to a worldwide audience.

2008

Challenge Based Learning

A Classroom Guide

2009

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The aim of this systematic review of literature was to map patterns in research publications on Challenge Based Learning (CBL) in higher education (HE) between 2009-2020 with a focus on the following research questions:

What research has been published?
How is CBL defined in HE settings?
Is CBL grounded scientifically in this research, if yes, how?

Challenge-Based Learning in Higher Education
– A Systematic Literature Review

Marie Leijon, Petri Gudmundsson, Patricia Staaf and Cecilia Christersson (2020)

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UTMANINGSBASERAT LÄRANDE

inventering av metoder och inriktningar vid Malmö universitet

- Action Based Learning (ABL)
- Case Method
- Design for Learning (DFL)
- Entrepreneurial learning
- Interprofessional learning (IPL)
- Inquiry based learning (IBL)
- Problem Based Learning (PBL)
- Project Based Learning
- Tranformative Learning

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LEARNING THEORIES

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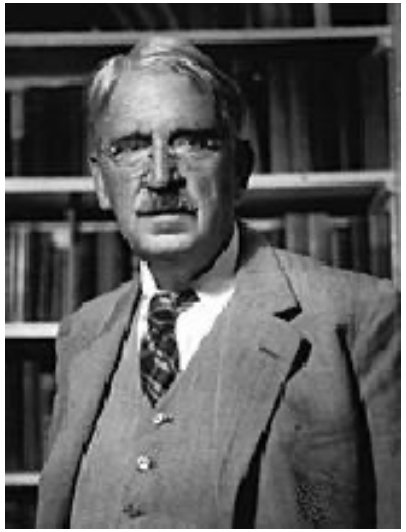
EXPERIENTIAL EDUCATION | ERFARENHETSBASERAD UTBILDNING



John Dewey
(1859 – 1952)

”Learning by doing”

"Learn to do by knowing and to know by doing"

Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place *to learn how to live.*

In his eyes, the purpose of education should not revolve around the acquisition of a pre-determined set of skills, but rather *the realization of one's full potential and the ability to use those skills for the greater good*.

”If we teach today´s students as we taught yeaterday’s – we rob them of tomorrow”

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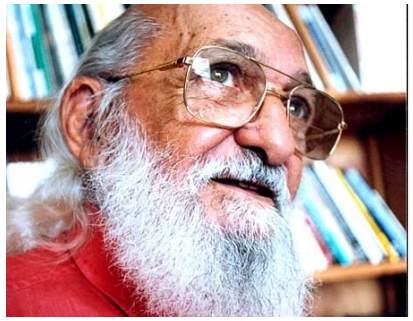

Paulo Freire
(1921-1997)

INCLUSIVE LEARNING | INKLUDERANDE LÄRANDE

An approach to education that aims to *transform oppressive structures* by engaging people who have been marginalized and dehumanized and drawing on what they already know.

”Critical pedagogy is not a method, rather it opens *a space for students to act and assert themselves as agents*, question their assumptions, develop an appreciation for history and critically interrogate the idea that education is a value-neutral enterprise.”

Pedagogy of the Oppressed (1968)

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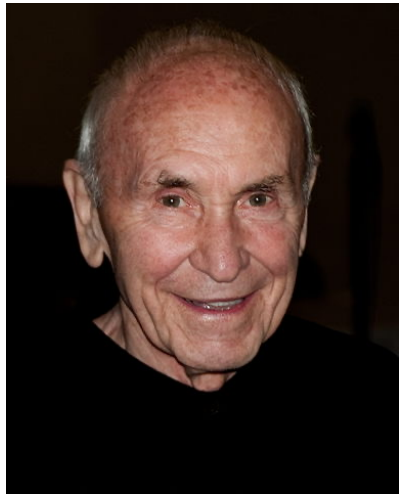

Jack Mezirow
(1923-2014)

TRANSFORMATIVE LEARNING FOR CHANGE (IMPROVEMENT) | TRANSFORMATIVT LÄRANDE FÖR FÖRÄNDRING (FÖRBÄTTRING)

Transformative learning refers to the process by which we (adults) transform our taken-for-granted frames of reference to make us more inclusive, discriminating, open, emotional, capable of change, and reflective so that ….

we generate a new or revised interpretation of the meaning of one´s experience in order to guide future action.

Transformative learning promotes deep learning for change.

Learning as Transformation: Critical Perspectives on a Theory in Progress; pp 7-8

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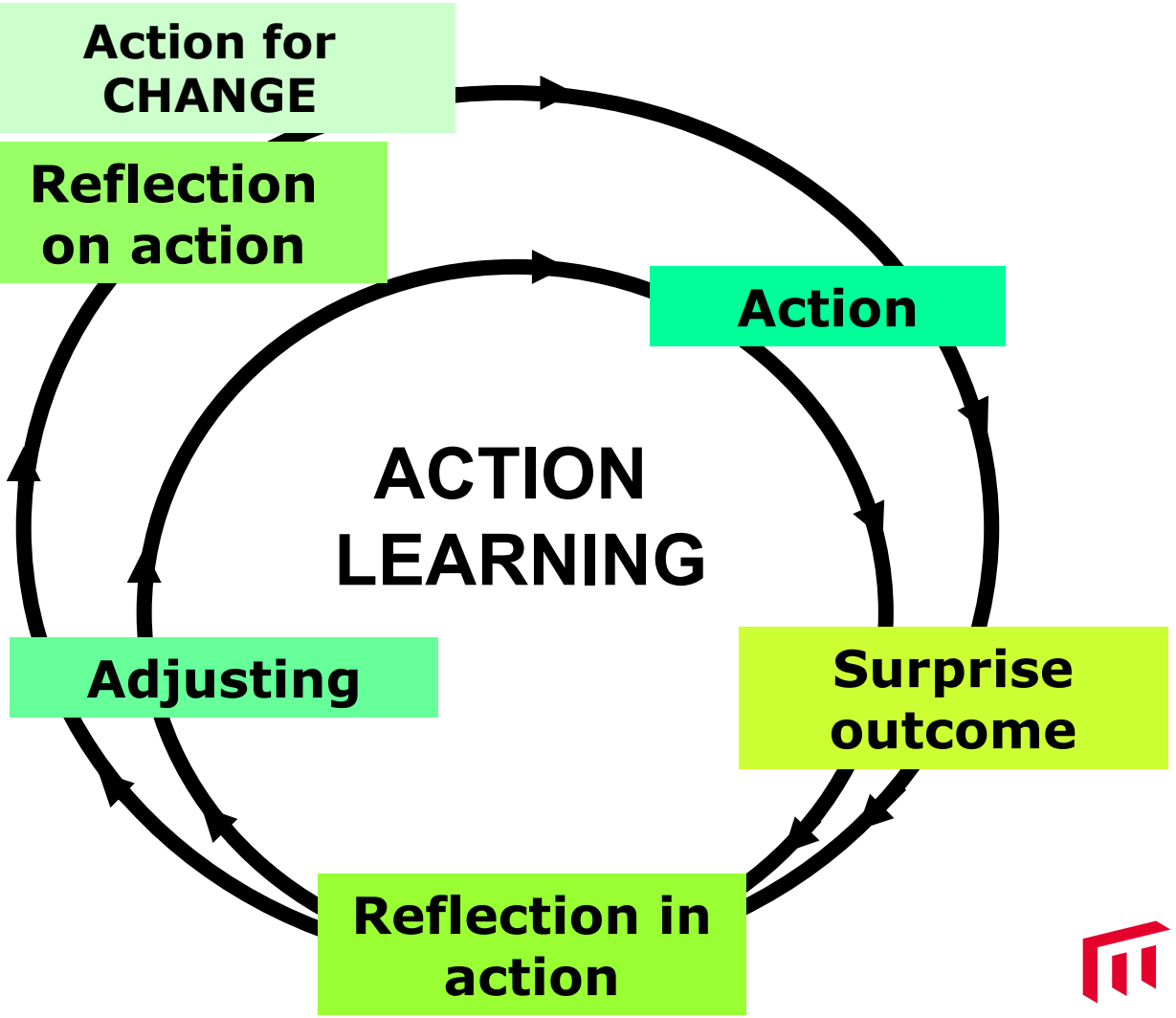
Donald Schön
(1930 – 1997)

The Reflective Practitioner introduced concepts such as ***reflection-on-action*** and ***reflection-in-action*** which explain how professionals meet and learn from the challenges of
their work.



Double Loop Learning

Argyris C & Schön D

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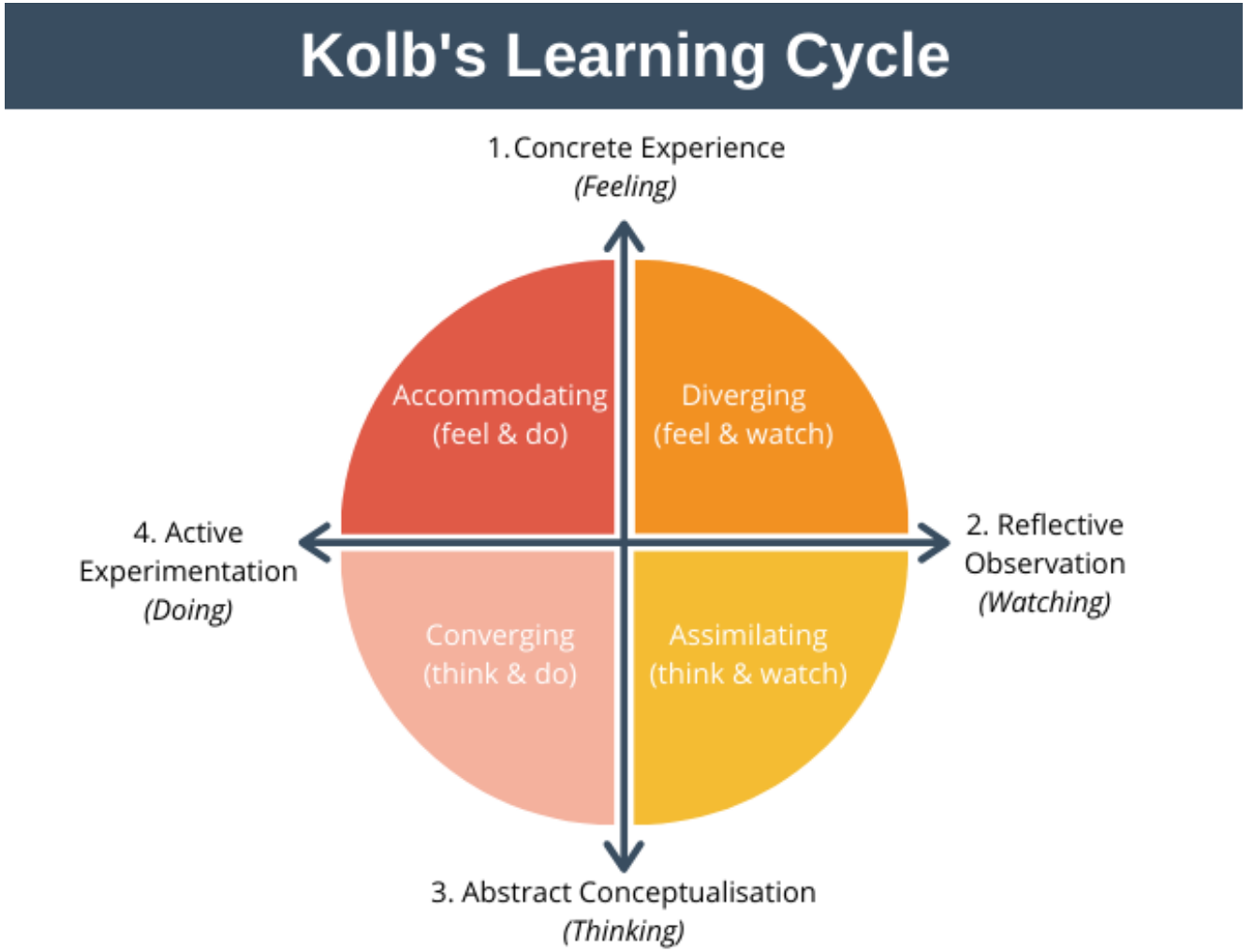
David Kolb
(1939 -)



Learning Style Inventory (LSI)

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Komponenter i utmaningsbaserat lärande vid Mau

- **Nyfikenhet** är utgångspunkten för **aktivt och meningsfullt lärande**
- **Lärande** ses som en social, interaktiv och konstruktiv process
- **Lärande som en forskningsprocess** – *både kritiskt tänkande och kritiskt görande*
- **Lärande genom integration av** kunskap, erfarenheter, förmågor, känslor och tillämpning
- **Framhäver reflektion och kunskapsdelning igenom hela lärprocessen**

- **Utmanar** både **lärandeprocesser** och **lärarrollen**
- **Lärarrollen anpassas till individens lärprocess**
- **Akademiska färdigheter blir explicita**

- **Studentcentrerat lärande** – individen och lärandet i fokus
- **Autentiska utmaningar i samverkan lokalt, nationellt och** – utmaningar identifieras i processer av studenter *tillsammans med representativa* samhällsaktörer
- **Studenten som medskapare** och **som förändringsagent**

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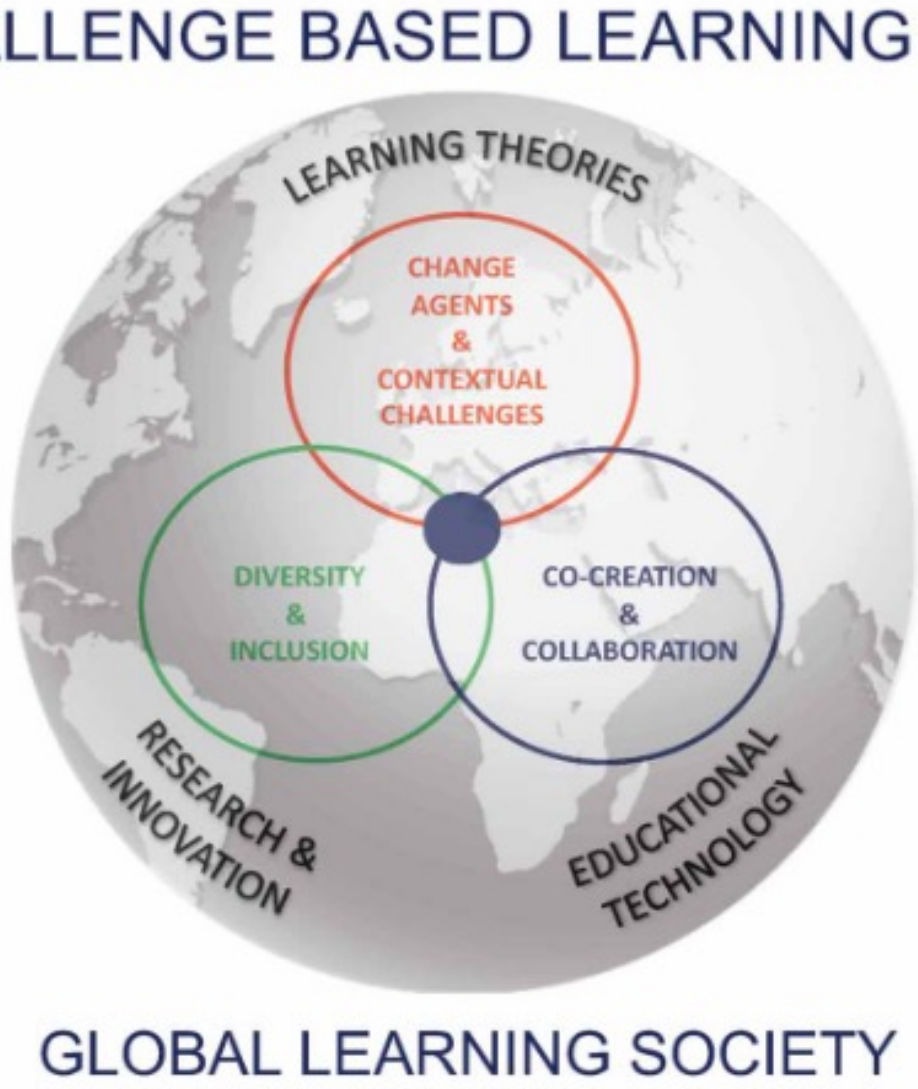
Challenge-Based Learning in Higher Education: A Malmö University Position Paper

Cecilia E. Christersson (Malmö University, Sweden),
Margareta Melin (Malmö University, Sweden),
Pär Widén (Malmö University, Sweden),
Nils Ekelund (Malmö University, Sweden),
Jonas Christensen (Malmö University, Sweden),
Nina Lundegren (Malmö University, Sweden), and
Patricia Staaf (Malmö University, Sweden)



International Journal of Innovative Teaching and Learning in Higher Education 2022
ISSN 2644-1624, Vol. 3, nr 1, s. 1-14

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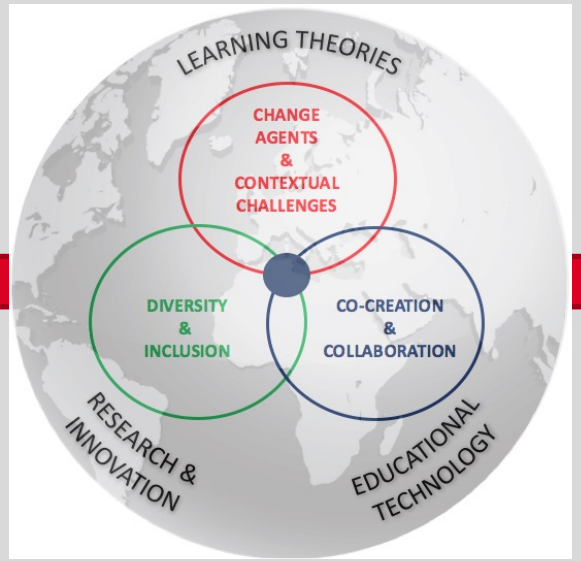
CBL IN AN INTERCONNECTED WORLD

CHALLENGE BASED LEARNING IN HE

INTERNATIONAL HE NETWORKS



GLOBAL COLLABORATION ACROSS SOCIETIES

LEARNING SOCIETY

Christersson C et al 2022

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UBL DIMENSIONER I SAMMANFATTNING

- Helhetssyn på individens livslånga lärande i glokal kontext baserat på flera lärandeteorier
- Identifierar och erkänner individuella erfarenheter, bakgrunder och identiteter
- Studenter och lärare är förändringsagenter och bidrar till ett lärande globalt samhälle och positiv samhällsutveckling
- Studentcentrerat, kollaborativt och samskapande lärande i virtuella och fysiska miljöer för att främja global kompetens
- Autentiska utmaningar | uppgifter | problem | identifieras av studenter vid intiteringen av lärandeprocesser i samverkan med lokala och globala samhällsaktörer
- Samskapad kunskap delas i flera media till olika grupper i samhället (lokalt och globalt)
- Utbildning och forskning integreras i en samhällspraktik

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Frågor och gemensamt samtal om UBL i akademin

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Mentimeter

Fördelar med UBL?

Waiting for answers

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Fördelar med UBL?

11 answers

6

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TACK FÖR
DITT AKTIVA DELTAGANDE
och
GLAD SOMMAR ☺

cecilia.christersson@mau.se

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