Module descriptor

Inter-professional work with marginalised youth

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Module descriptor:
Inter-professional work with marginalised youth
This work is the result of a co-creative collaborative process between young people, practitioners, students and educators. All have been equally involved and all need to be thanked for their time and efforts. Furthermore, an additional acknowledgement must be made to the European Union, which has made our collaboration possible in the HEI Inter-Professional module – co-created by marginalised youth, practitioners and students (http://hip.via.dk).
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Gordon Vincenti, Bodil Klausen, Jesper Kjaer Jensen & Lene Mosegaard Sebjerg in co-creation with the partners in the HIP project
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2016

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Module descriptor

Preface
The challenge addressed by this module is that of how to reach out and work with the inclusion of vulnerable and marginalised youth. This project is a result of a previous EU-funded Leonardo Network in which eight of the partners in the present project participated. The Leonardo Network focused on strengthening social inclusion and active participation of marginalised youth, who have social or other problems and are to be integrated into worklife or education. The group has exchanged knowledge, methods and experiences on how to strengthen inter-disciplinary worklife or education. The group has exchanged knowledge, which has benefitted from this exchange. The exchange of knowledge, and inter-organisational practice, towards social inclusion with methods and experiences on how to strengthen inter-disciplinary worklife or education. The group has exchanged knowledge, who have social or other problems and are to be integrated into youth. This project is a result of a previous EU-funded Leonardo Network. Also an increasing awareness that it is the participation developers to work with a constructivist approach and one based on the idea of co-creation between the involved partners and vulnerable youth in and from European countries. This was made clear through the experiences of the previous Leonardo Network. Also an increasing awareness that it is the youth who are experts in their own lives and that they have a voice and contribution to be made specially within a framework of an understanding of the challenges faced by them and professionals as wicked problems. (Williams 2002, Rittel & Webber, 1973: 159-169).

The conclusions from the Leonardo Network combined with the theory of wicked problems has led the consortium to the idea of this project: that service users, students and practitioners should be a part of defining the learning space of students at higher educational institutions (HEI) and should also be participants when delivering the module. Despite the partner countries’ different histories and welfare systems they all have the same problems finding solutions to wicked problems. It is not enough that each profession is good at what they do separately if they cannot collaborate. It is important that students practice collaboration with the other professions already during their education.

The module and the module descriptor is based on a period of dialogue, interactive investigation and research which is documented in the Research Report of 2016 as an integral part of the project. In present day education, traditions, norms and authorities are discussed and no clear answers are given. Everything can end in a debate and be discussed. Therefore, professional social workers and social educators need to focus on how to make contact and build relationships. The professionals must be aware of how they can be authentic persons showing presence and attention, and for professionals working with wicked problems and youth at risk that is an extra compelling challenge. The professionals must be aware of their personal and professional values and be able to act trustworthy and in accordance with those values. It is about being well-balanced and to be aware of the danger of burnout. Developing professional knowledge on these issues includes communicative processes – not only verbally but also non-verbally. It is of crucial importance to focus on bodily aspects of communication in training students so they can be able to act trustworthy and in accordance with their values in jobs where wicked problems make everything more difficult. The students should be trained to be professionals, who can see, read, listen, and hopefully they will be able to act with competence, presence and efficacy to both verbal and non-verbal processes. They need to be able to sense what is said and not said in the tone of the voice and to read other persons body language to understand the non-verbal communication (for elaboration see Jensen in Share, McTaggart & Cavaliero (eds) 2016).

The aims of the research were to shed light on the following questions:
1. What are the conditions for young people in Europe today?
2. Recognising the presence of power, how can young people and social professionals co-create learning spaces and deliver modules to social professional students?
3. What is the expected profile of a practitioner in the social education/work field? What competencies and skills do practitioners and young people expect students to have when they finish their studies?
4. What would make a module attractive for social professionals to deliver? How and what can social professionals learn from delivering such a module?

In addressing the outlined questions, the module descriptor draws upon five case studies, the report Youth work in Europe (European Commission & EACEA 2014), chapters in the anthology Wicked Problems and Young People (Share, McTaggart & Cavaliero (eds) 2016) and the workshops held at the partner meetings.
Co-creation of the module

During the project, there was a partner meeting in each country, where we took advantage of the opportunity to work co-creatively with each other and with local youth, practitioners and educators. Emphasising the co-creational position of the project, all partner meetings included a phase of dialogue and explorative exchange with young people, students and practitioners from the participating countries. This was to strengthen the collaborative nature of the module and the importance placed on the co-creation of responses in the module development.

Each partner in the project had the experience of planning a co-creative workshop involving all partners. Each partner brought a different approach to planning, facilitating and evaluating a co-creative workshops. The experiences from the co-creative workshops formed the basis of a draft for the module, which was tested in a pilot in each country. These experiences combined with local curriculum and specific circumstances have been used by the partners in planning their pilot of the module.

The present module descriptor is built on the different experiments from the workshops, the pilots and experiences collected during the project period.

We have been trying to address the following issues:
1) which kind of frames, structure and content is necessary,
2) which kind of input is necessary from the partners?
3) what could the outcome be for the involved partners?

The collaboration described in the figure illustrates how the four participant groups, students, young people, educators and practitioners all provide input and also are influenced by the input of the others and can be visualised as an interactive crisscross:

<table>
<thead>
<tr>
<th>Students</th>
<th>Input &amp; outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td>Input &amp; outcome</td>
</tr>
<tr>
<td>Practitioners</td>
<td>Input &amp; outcome</td>
</tr>
<tr>
<td>Educators</td>
<td>Input &amp; outcome</td>
</tr>
</tbody>
</table>

The module descriptor focuses on three sides of students’ development:

- Personal development (the personal development of students and other participants).
- Theoretical development (the acquisition of theoretical knowledge and the ability to both understand and apply theoretical knowledge by students and other participants).
- Professional development (the development of professional competencies based on personal skills and development, theoretical knowledge and integration of these within the professional field).

The module descriptor should be seen together with the accompanying anthology (Share, McTaggart & Cavallaro (eds) 2016).

Higher educational institutions (HEI) in different countries have different structures and different curriculums and varying weight placed on interdisciplinary work. The challenge has been to develop a module descriptor that can be used and developed by as many as possible. To maintain this flexibility it has been chosen to present a plan for a three-week period which can be expanded or contradicted according to local requirements.

Allocation of ECTS points depends on the length and curriculum included in the specific context. A guide on how to convert student’s work load to ECTS credits can be found in the ECTS Users guide (Bramus+ 2015).

One of the foundations of the module descriptor is that it is necessary to focus on multiple dimensions of students’ educational development. Drawing on Jepsen (2012), the module descriptor focuses on three sides of students’ development:

- Professional development (the personal development of students and other participants).
- Theoretical development (the acquisition of theoretical knowledge and the ability to both understand and apply theoretical knowledge by students and other participants).
- Personal development (the personal development of students and other participants).

The methodological approach of the module is developed with involvement of the four participant groups in the crisscross model (students, young people, educators and practitioners).

The purpose is to develop skills and competencies of students and give their theoretical knowledge meaning and relevance to their personal and professional development.

The module is meant to be constructed as a series of resources that require a reflected approach to the module and the whole curriculum. In this way it will be possible to be sensitive to different learning forms, environments and styles and maintain flexibility in relation to the length and depth of the module (ECTS size etc.). In practice this means that the module is a series of resources which can be combined in different ways dependent on the individual settings and situations. The module contains key elements (developmental exercises and theoretical inputs) and the more optional or exchangeable elements.
Module: Inter-professional work with marginalised youth

Aim and theoretical concepts

The aim is to support the personal development of students in such a way that they will develop the skills and capacities to engage in, develop and sustain professional meaningful relations with both young people and also professionals from other disciplines and sectors.

Development of the student’s theoretical knowledge of forms of inter-disciplinary, inter-organisational and cross sectorial collaboration towards young people and combatting marginalisation and exclusion within a setting of seeing the social political, juridical ecological and community and personal context as wicked problems.

Strengthen the collaboration, inter-disciplinary and inter-organizational, of the professions involved in collaboration around young people facing marginalisation and social exclusion.

Strengthen the student’s professional identity as co-creators of change together with young people.

The aims can be illustrated with reference to the theoretical concepts presented by Jepsen (2012). The following illustration can be used to qualify the development of the module.

Episteme is theoretical knowledge, based on a humanistic and or hermeneutic approach offering insight that makes it possible to give explanations of how elements are related or different to each other.

Sofia can be seen as an ability to see a situation in new ways, to go beyond strictly theoretical knowledge, to associate in new ways and give drive to develop professional intuition and take a leap into the future.

Techne is an ability to know how to use theoretical knowledge in a functional situation for a social worker it could be the theoretical knowledge of leading inter-disciplinary meeting, which can be used in practice.

Phronesis is centred on the inter-relational and which forms of relationships can support achievement of the desired goals. A form of knowledge that make it possible to combine theoretical knowledge with a contextual situation and contextual interaction.

The aim of the module is to help students and others work with all three dimensions of Jepsen’s illustration and to work with them in a co-creative process with others. The co-creative process is accompanied by a process of personal reflection. This involves stepping outside of your comfort zone, but an important element of the module is to be led back into the comfort zone.

Working with these three dimensions can be challenging for some students. Especially working with their personal and professional values. One students described the participation in the pilot of the module as challenging but rewarding. In the end - as all the elements came together in the evaluation of the workshop - he said:

"I have never been so happy to be so frustrated"
The module descriptor represents the position outlined above that it is important for students to work on the development of theoretical knowledge, professional identity and also their personality.

Contents of the the module

A. Theoretical approach:
- Knowledge about different models of the welfare state in European context
- Marginalised youth & wicked problems
- Social innovation – what, why and how?
- Ethics and values

B. Methodological approach:
- Action research – all stakeholders are involved in the process
- How to facilitate innovative processes
- Reflection and personal development – qualified self-determination (see Tønnesvang & Hedegaard 2015)

C. Reflections on education and practice
How to implement innovative processes in education and inter-professional work

The module consists of three different sections
- the innovative part is the co-creative workshop(s)

The module is deliberately not described in details - though there will be an example of a three-week module. The general features and ideas from the module must be accommodated/adapted to the various local curriculums. The primary core is the co-creative workshop and the reflective journal. The module can in length be organised as three days or three months and everything in between.

The reflective journal should be seen as an activity which binds the different elements together and the aspect that encourages the students to develop their professional personality, to develop their ability to work in a co-creative fashion in interaction with young people, and then look at the copies of a reflective logbook provided in this guide (page 17-18).

Preparation
The module is based on the following elements, theories and theoretical concepts:
- wicked problems
- marginalised young people
- psychology, sociology and social pedagogy
- inter-professional work
- skills
- ethics

When using the module as part of a local teaching curriculum, it is important to consider which of these theories and concepts are already known to the students. If the students are familiar with the theories and concepts, they may need to be refreshed, but otherwise time should not be spent repeating well-known material. If the theories and concepts are unfamiliar to the students, they should be introduced. See Share, McTaggart & Cavaliero (eds) 2016 for suggested readings for instance Marhuenda-Fluido on ethical issues related to working with marginalised young people.

As part of the preparation of the module it can be useful to consider:
Who are the potential students, (which course are they taking, how far into the course are they? What type of knowledge, skills and competencies do they have of working with young people and wicked problems?)

Do they have experience of working with reflective journals and or log-books?

How much time is available to the module. Is it to be embedded into another existing module or will it be independent?

Are you considering a module of 5 or 15 ECTS?

Do you have practice partners with whom you have a tradition of collaboration or will you be working with new partners?

How and in what way will you communicate to the students and practice partners?

Do you have, as a teaching group an opportunity to meet, discuss and prepare how and in what way you will complement each other and the style and type of your expectations and forms of collaboration with practice partners?

How and in what way will you introduce and prepare the students and practice partners to the module?

Will you be starting by asking the students to read theoretical articles beforehand and how will you introduce these? Do you want to provide a list of guiding issues or questions as reading aids to their work or will you integrate this within the module itself?

Finally, more practically considerations covering everything from the availability and type of practice locations to flip chart papers and pens.

Co-creative workshops
The co-creative workshop(s) is the innovative core of the module.

Knowledge and theory about:
- Innovation
- Co-creative processes
- Facilitation
- The personal in the professional
- Learning strategy: learning by doing:

Participants:
Practice partner: Young people
Practitioners
(And perhaps volunteers)

Education:
Students
Educators
Facilitators (perhaps external)

The co-creative workshop is organised in collaboration with the practice partner. The practice partner delivers a challenge, which is an actual challenge from their work with marginalised youth. The purpose of the challenge is two-fold. One purpose is to make the students cooperate with the young people and give the students tools to better understand the young people's perspective. A second purpose is to give the young people an opportunity to participate and express their voices and perspectives.

The workshop is planned and guided by educators who function as facilitators (see Loon & Larsen and Kaner (2007). If possible, the workshop should take place outside the normal classroom. It could be at the practice partners' location or common neutral location where neither students or young people are on their home ground. The programme of the workshop should be planned as three phases, divergent, emergent and convergent (see introduction to Teacher's guide page 16). It is important to use body and mind, heads, hands and hearts in the co-creative workshops and therefore the inclusion of a mixture of icebreakers, energizers and tools is important.

The module focuses on reflective practice as a tool of learning. The students will be asked to use a reflective journal and focus on their boundary experiences from participating in the co-creative workshops.

Project assignment, reflection and assessment

There are different traditions and practices in working with student assignments and examinations in different academic and educational environments. This makes it very difficult to be categorical about assignments and examinations forms; they need to be adapted and contextualised to local settings. But we offer a model based on our experience and a Danish tradition, as inspiration.

The key in the module descriptor is the process of reflective learning and development, based on the students’ identification of specific learning points/goals, what we in the following call hotspots. A way of identifying hotspots is by acknowledging boundary experiences as a point on the edge between the known, the comfortable and the new unknown as a zone of development.

The two phases, preparation and co-creative workshops, make the students qualified to identify a hotspot, as the challenge the students want to work with in their assignment.

Based on the personal hotspot, students join in groups of 3-5 to choose and formulate a common relevant theme for a written assignment. The students continue the writing on their individual logbook with focus on boundary experiences and structured by the model from the article on qualified self-determination (Tønnesvang, & Hedegaard, 2015). The students work with their chosen hotspot, receive feedback from practice partners and educators in the form of the devil’s advocate. Each group must choose a partner group who will act as their coaches and facilitators.

The module has three assessment products. In the module, the students are asked to make a creative product either a short video film, a pecha kucha (20 slides, 20 seconds = 400 seconds of presentation), or a dancing act or another form of creative presentation. The presentation is shown to the practice partner and the participating young people.

The students must also reflect on their presentations and finish their individual reflective logbooks and receive feedback from their educator according to the identified learning goals of the module.
In total the students must produce three assessment products:
- A written assignment (group wise)
- A creative presentation (group wise)
- A reflective logbook (individual)

The number of marginalised young people is growing in Europe. Partner consortium countries (Denmark, Ireland, Romania, Spain) have found that despite different welfare systems operating, countries share similar challenges trying to find solutions to wicked problems involving young people.

Extensive research already shows that “wicked problems” need to be solved by engaging all stakeholders: social workers and social pedagogues, students of social work/pedagogy and young people. To develop competence, it is therefore necessary for social professional students to practice collaborating with young people and a range of practitioners during their education.

In this training course the students from the social work education are working together with students from the vocational school. In a five weeks’ programme students are visiting each other’s school, train together, do tasks together. Aim of this training is: Mutual respect to get confidence in the other, shared interests. Both student groups learn to keep appointments, be consistent, do something different (not just talk but go to sports together) come into each other’s life world. Building empathy in a trusting relationship among different groups of young people by being there, listen and doing. Empowerment in both ways, not one way. Both learn to cooperate with different styles and positions in society.

The training has a didactic structure of describing the context using casecard from all countries who participated in this EU project. These cases are discussed in class and related to the own cultural background. The literature for this project is given and will be discussed in class. The sessions can be provided independently or as a training line in the skills competencies for dealing with young people.

**Personal Professional Development**

In order to become a social worker working with young people one needs to understand the cultural context, history and social issues that are currently arising in the societies. Also, a youth-worker is an all-rounder. One needs to comprehend his/her own personality well, one should learn to step out of his/her comfort zone, be pro-active and understand what it takes to coach and be with young people. It is during this training that students will look into their own mirror and learn to reflect on their own behaviour, their own habits, beliefs, norms and values. Reflection is key during practice. Students also learn how to communicate with young people during this training course. Students are taught to have an open mind towards different people, different cultures and how to deal with culture shock and intercultural situations. Concluding, next to knowledge on the cultural context of youth work, the focus will be primarily on growing an open mindset and developing your professional personality.

**Learning outcomes**

- Students will be able to recognize, analyse and apply basic knowledge in the field of international social work, European welfare states, in order to understand the context of international social work and its relation to young people.
- Students will be able to work with young people by training the competencies needed for a competent social worker.
- Students will be able to attend to the interests of others by providing social assistance, by negotiation and by mediating. More specific, they will be able to fill the role as coach or mediator.
- Students will be able to make contact with young people and apply skills of cultural awareness to this reciprocal process.
- Students will be trained in professional skills like empowerment, mutual respect and support.
- Students understand how his or her personal, social and cultural background influences his or her thinking concerning young people on a micro and macro level.
- Students can identify and analyse distinctive social, cultural and political aspects of societies that can influence both social work and young people.

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**Example. HvA, the Netherlands**

**Introduction into the guided of Professional Practice Training with young vulnerable people in co-creation**

The professional training in light of the competencies

<table>
<thead>
<tr>
<th>Competence - Role</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>when an individual joins a group, he or she is required to adopt appropriate roles within the group. This requires the application of social skills and an understanding of the tasks of the group. Higher levels of competence are associated with playing multiple roles as well as with roles requiring leadership, initiative and autonomy. Higher competence is also associated with participation in more complex and internally diverse groups.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competence - Context</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>human situations, whether occupational or general social and civic ones, supplying the context within which knowledge and skills are deployed for practical purposes. Acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts requires higher levels of learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competence - Learning to learn</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>encompassing the extent to which an individual can recognise and acknowledge the limitations of his/her current knowledge, skill and competence and plan to transcend these limitations through further learning. Learning to learn is the ability to observe and participate in new experiences and to extract and retain meaning from these experiences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competence - Insight</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>the ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. The competence of insight involves the integration of the other strands of knowledge, skill and competence with the learner’s attitudes, motivation, values, beliefs, cognitive style and personality.</td>
<td></td>
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</tbody>
</table>
Teacher’s guide

Introduction

The teacher’s guide is developed as a tool to support the more theoretical description of the module on the previous pages. The overall aim of the guide is to provide a tool that will help facilitate the students’ journey of learning and discovery. The guide is structured around a process including three phases: divergent, emergent and convergent phases. The three phases involve guiding the students through a process of working on unfamiliar territory, moving the students outside their comfort zone and leading them back into the comfort zone in the final convergent phase. (Gray, Brown & Macanufo 2010: 1-10). The three phases are; 1) A divergent phase of opening up to new ideas and positions to work. 2) The second emergent phase is one of exploring and developing ideas. 3) The final convergent phase involves narrowing down and securing that the students know more about wicked problems and wicked competences (see the chapters of Navas et al and Taylor in Share, McTaggart & Cavaliero (eds) 2016 on wicked problems and wicked competences).

In the teacher’s guide, the educator takes the position of facilitator of the students’ learning processes. It is important that as an educator, you feel comfortable with this role (Loon & Larsen, no date).

The Teacher’s guide includes sections on
- Logbook
- Scheme for the module – day-to-day
- An example of a manuscript for a three-day co-creative workshop from 2014
- Exercises
- Reference to the article by Tønnesvang & Hedegaard, (2015) which should be read, made available to the participants and used in the module. The article can be downloaded by using the link in the reference.

The logbook is a crucial and integrative element of the module’s learning style. It should be seen as an aid to students’ development.

It can be seen as a way of supporting the integration of different learning styles and activities and the phase in which students can not only identify personally developmental goals but also integrate theoretical knowledge into professional practice and their own personalities.

A good starting point to using the reflective logbook is by first reading Tønnesvang, & Hedegaard 2015 and then using the figure below as a tool to start thinking about and identifying learning or focus areas to be developed during the module. The individual student or participant is asked to reflect on where they feel they would like to or need to develop their competencies and in this way identify their personal hotspot. This includes considerations on which of the four areas they want to focus on (skills, relations, feelings and reflections). Within each area the student should reflect on whether they have challenges or are good at it.

Reflective logbook
### Framework to be used when writing notes in logbook

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Time:</th>
<th>Place:</th>
<th>Activity:</th>
</tr>
</thead>
</table>

- Hotspot in the challenge – extra focus on (self-view and interest, see below):

- Other participants in the activity:

**Description of the activity and your work with**

1) Technicality, skills, knowledge, methods:

2) Sociality, relations:

3) Sensitivity, emotions, attitude:

4) Reflexivity:

---

### Scheme for the module – day-to-day -

On the following page is a detailed example of a three-week module.

In this section we present a suggestion of a module working from day to day and including some of the activities, suggestions for literature and practical action that need to be taken. It is based on the project groups collected experience with experimental trials of the module descriptor and the feedback we received from students, practitioners, young people and colleagues.

We suggest that as part of your preparation you take the module scheme and the script for workshop and develop it to fit your local conditions. Doing this enables you to work co-creatively in your local setting and building on the basic input of this module descriptor.
<table>
<thead>
<tr>
<th>Day</th>
<th>What</th>
<th>Concepts to be worked with</th>
<th>Practical actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Presentation: introduction to programme, learning goals, didactic of the module, co-creative workshops, individual logbooks etc.</td>
<td>Wicked problems, Inter-professional work, Qualified self-determination</td>
<td>Educator presents a frame for the collaborative work with theoretical articles and the individual logbook. The students work with articles and their individual logbook.</td>
</tr>
<tr>
<td>2</td>
<td>The students work with articles on collaborative learning and their individual logbooks</td>
<td>Wicked problems, Inter-professional work, Qualified self-determination</td>
<td>Collaborative work with articles</td>
</tr>
<tr>
<td>3</td>
<td>Co-creative workshop – Location: practice partner Challenge: developed by practice partner</td>
<td>Innovative tools for workshops</td>
<td>Prepare and check practical issues such as location, class room, flip charts etc. See manuscript for co-creative workshop below</td>
</tr>
<tr>
<td>4</td>
<td>Website of the practice partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Facilitated process with the purpose of finding different hotspots and boundary experiences the students have experienced during the workshop and which one they want to work on in the next two weeks in self-directed groups. Introduction to feedback groups – why, who, how, what when</td>
<td>Facilitated process – educator is facilitator. Choosing hotspots and making groups of 3-5 students. Educator makes sure the chosen hotspots can fulfill the learning goals of the module. The groups are paired with a feedback group</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>First draft on individual logbook, with personal hotspot, made available to teacher(s)</td>
<td>Teachers: start reading first draft on personal logbooks</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Work with theory and discuss and describe challenges and personal hotspots. Identify in their personal logbook which boundary experiences the student will work with.</td>
<td>The students identify relevant theory for example from the anthology or other literature from former curriculum or searching for new literature. Groupwork – and individual writing on logbook</td>
<td>Teachers: reading logbooks</td>
</tr>
<tr>
<td>9</td>
<td>Coaching and feedback on the students practice and logbook.</td>
<td>Teacher makes sure the groups are on the right track and working with the learning goals.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Work on challenge and creative presentation. Educators provide guidance where necessary.</td>
<td>Groupwork – and individual writing on logbook. Guidance available</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Reciprocal feedback and guidance from educator on work with logbook.</td>
<td>Groupwork – and individual writing on logbook. Guidance available</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Deadline for written assignment.</td>
<td>Group work – and individual writing on logbook Guidance available</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Presentation of creative product to practice field and young people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Reflections on the work of the previous days – finishing the individual logbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Feedback group wise from educator on the 1) written assignment, 2) the creative product and 3) individual logbooks.</td>
<td></td>
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</tr>
</tbody>
</table>

Script for workshop

The next section presents a copy of a three-day co-creative workshop which could be embedded into the module on days 3, 4 & 5 in the scheme presented on the previous page.

The 3-day workshop is an example of how the thinking behind the module is turned into actual teaching. When using the module with students and young people, it is useful to produce clear instructions of how the teaching is going to take place. Having a detailed script will strengthen the learning outcomes and make it easier for you as an educator to engage with the students and young people, who are on unfamiliar territory. The following description is an example of a three-day workshop held at ASV Horsens in Denmark.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity and location</th>
<th>Purpose/aims of the activity</th>
<th>Materials</th>
<th>Who is responsible for the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.20</td>
<td>Arrival at location (practice partner)</td>
<td>Being on the home ground of the young people, gives the students and opportunity to get insight in the world of the everyday life of practitioners and the young people</td>
<td>Practice partners prepared the arrival if needed for the presentation and room (tables, chairs etc) for the students both for the presentation and working stations for the workshop</td>
<td>Facilitator – and practice partner</td>
</tr>
<tr>
<td>8.30-9.00</td>
<td>Short introduction to the workshop</td>
<td>The diamond of Innovation: The 4D-model, and The Diamond of Innovation (Darsø, 2001)</td>
<td>The models are introduced on the day when the co-creative workshop is introduced as part of the programme</td>
<td>Facilitator</td>
</tr>
<tr>
<td>9.10-9.20</td>
<td>Check in: Moving in – making the room ready for group work</td>
<td>The students relocate the furniture and make their &quot;working stations&quot; ready</td>
<td>The photo cards are spread out for the groups after the presentation. The students already know which groups they belong to.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>9.30-9.45</td>
<td>The students read the challenges and the criteria of valuation and present them for one another in the group</td>
<td>Special kinds of energisers: inspiration</td>
<td>The models are introduced on the day when the co-creative workshop is introduced as part of the programme</td>
<td>Facilitator</td>
</tr>
<tr>
<td>9.45-10.00</td>
<td>Reverse brainstorm &amp; ‘Reverse reverse’ brainstorm. How can you strengthen the interprofessional work in the challenge? The reverse and the right brainstorm should be made as a poster/drawing of first a &quot;tumbledown&quot; bridge and then a sustainable bridge. The bridges should be presented to the others groups.</td>
<td>Big sheets of paper/big rolls of paper, post &amp; notes, speed markers, crayons, tape.</td>
<td>The bridges should be presented to the others groups.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>10.00-10.40</td>
<td>Brainstorm is typically used for inspiration for ideas to solutions. Reverse brainstorm is used, when it difficult to get ideas, and you want to avoid the barriers to get ideas. Reverse brainstorm takes us away from how we usually think by turning the task upside down. It is a funny method and you want to avoid the barriers to get ideas. It is important that a reverse brainstorm is followed by a right brainstorm, where the participants &quot;reverse&quot; the &quot;reverse&quot; ideas.</td>
<td>Prints of the questions for the two brainstorm to hand out to the groups</td>
<td>Big sheets of paper/big rolls of paper, post &amp; notes, speed markers, crayons, tape.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>10.45-11.30</td>
<td>Every group choose and decide: Name/logo, slogan and group statue plus the central points from brainstorms</td>
<td>Teambuilding, dynamic and movement in the groups</td>
<td>The models are introduced on the day when the co-creative workshop is introduced as part of the programme</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11.30-11.30</td>
<td>The groups present Name/logo, slogan and group statue</td>
<td>Teambuilding, &quot;get together&quot;, inspiration Special kinds of energisers</td>
<td>The models are introduced on the day when the co-creative workshop is introduced as part of the programme</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Time</td>
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<tr>
<td><strong>DAY ONE</strong></td>
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</tr>
<tr>
<td>10.30-10.45</td>
<td>Choose which one of the presented challenges the group will work with</td>
<td>To give the groups the chance to work with the challenge they are most motivated for and to start the process of how to argue and find compromises. The red card - the veto card – is a way to make sure, that no student should work with a challenge with absolute no interest and motivation</td>
<td>Cards for voting – three cards (green, yellow and red) for every student</td>
<td>Facilitator</td>
</tr>
<tr>
<td>10.45-11.00</td>
<td>Individual nonstop writing: What do I know, who do I know, what do I want to do in relation to the challenge</td>
<td>Everyone has a chance to think and write on the challenge</td>
<td>Prints with the questions - What do I know, who do I know, what do I want to do in relation to the challenge – and paper for the nonstop writing</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11.00-11.15</td>
<td>Idea-baton (didastafet in Danish): the exercise is done silent without talking. Everyone has a piece of paper, and writes in the top. My idea is... after a minute the papers passes to the person sitting next, who reads the idea, writes on the idea and after a few minutes the papers are passed on again to the person sitting next. The process is repeated until the papers reaches starting point.</td>
<td>Gives everyone a possibility to contribute not only to one’s own idea but also to work on the others ideas</td>
<td>Model showing the idea-baton Paper, speed markers</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11.15-11.30</td>
<td>Discussion of the challenge from three angles of the diamond of innovation: knowledge, non-knowledge, relations (network). And find out what you are missing and go find it - delegate tasks among the group members</td>
<td>Qualifying the knowledge about the challenge in the group, and finding relevant informants</td>
<td>The innovation diamond paper</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11.30-12.00</td>
<td>The ideas are developed, refined and made ready for being written on a poster and put on the wall</td>
<td>The aim of the exercise is to make the ideas visible and accessible to all in the group</td>
<td>Tape, big sheets of paper/big rolls of paper, speed markers, crayons</td>
<td>Facilitator</td>
</tr>
<tr>
<td>12.00-12.15</td>
<td>Lunch and observations</td>
<td>Focus on location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.15-12.30</td>
<td>Logbook writing</td>
<td>Individual reflections on the day, to be aware of continuity and progression and perhaps frustrations</td>
<td>All</td>
<td>Facilitator</td>
</tr>
<tr>
<td><strong>DAY TWO</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.20-8.30</td>
<td>Energiser</td>
<td>The purpose is to tune in on the teamwork from yesterday and recreate the dynamic atmosphere</td>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td>8.30-9.00</td>
<td>Sorting the ideas</td>
<td>Discuss and qualify the ideas in relation to the criteria of evaluation</td>
<td>Making sure the empathy maps are made of more than just imagination</td>
<td>Facilitator</td>
</tr>
<tr>
<td>9.00-9.25</td>
<td>Choose two ideas and interview a youngster and a professional for the finishing of the empathy maps</td>
<td></td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>9.45-10.15</td>
<td>Finishing the empathy maps and put them on the walls The aim is to make the empathy maps visible and accessible to all in the group – and to the other groups</td>
<td></td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>10.15-10.45</td>
<td>De Bonos six thinking hats</td>
<td>To see the ideas from different perspectives and angles</td>
<td>Prints with the description of de Bonos hats</td>
<td>Facilitator</td>
</tr>
<tr>
<td>10.45-11.15</td>
<td>Make the final sorting and choose the final idea: qualify the idea in relation to the criteria of evaluation Remind the students of reading the chosen challenge and the criteria of evaluation again! It is important to re-read the challenge during the process. Sometimes the students will discover new aspects just by re-reading because they have obtained a new understanding and knowledge of the subject</td>
<td></td>
<td>Facilitator</td>
<td></td>
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<tr>
<td>11.15-11.45</td>
<td>Task: Prepare a short presentation (4 min) – an elevator pitch - of the idea for two professionals from the practice partner and the other groups. The two professionals are instructed to act as Devil’s advocate</td>
<td>The students will be trained in how to present their idea and arguments for it shortly and precisely</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>11.45-12.30</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30-13.30</td>
<td>Devil’s advocate – questioning and feedback from professionals</td>
<td>The students will get some feedback to refine the ideas from professionals</td>
<td>Stop watch</td>
<td>Facilitator and two practice partners</td>
</tr>
<tr>
<td>12.30-14.20</td>
<td>Work with the feedback and refine the idea</td>
<td>All groups give silent feedback to each group in written form on post it notes. They put the post it notes on a poster with a matrix: 1) I like this because... 2) I am wondering about this, because... 3) This I don’t understand... 4) I have got this fantastic idea for your idea...</td>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td>14.20-14.30</td>
<td>Logbook writing</td>
<td>Individual reflections on the day, to be aware of continuity and progression and perhaps frustrations</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>14.30-15.00</td>
<td>Logbook writing</td>
<td>Individual reflections on the day, to be aware of continuity and progression and perhaps frustrations</td>
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<tbody>
<tr>
<td><strong>DAY THREE</strong></td>
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</tr>
<tr>
<td>8.20-8.30</td>
<td>Energiser</td>
<td>The purpose is to tune in on the teamwork from yesterday and recreate the dynamic atmosphere</td>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td>8.30-12</td>
<td>Seek and find relevant persons on the location who can give feedback – professionals, young people etc.</td>
<td>The purpose is to develop and refine the idea in collaboration with professionals and young people. The SWOT model can guide the process and perhaps minimize the weaknesses and threats</td>
<td>Swot model for each group</td>
<td>Facilitator</td>
</tr>
<tr>
<td>8.30-12</td>
<td>Finish the work – prepare presentation – clean up and make the room in order – be ready for presentations</td>
<td></td>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td>12-12.45</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.45-13.30</td>
<td>Presentations</td>
<td>The facilitator give/throw a talking stick (a little piece of toy, for instance a teddy bear) to the first student to talk. When finished the student give/throw the talking stick to another student – not in the row – just another random student in the circle</td>
<td>Stop watch</td>
<td>Facilitator and Students :-))</td>
</tr>
<tr>
<td>14-14.20</td>
<td>Feed back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.30-15.00</td>
<td>Logbook writing</td>
<td>Individual reflections on the day, to be aware of continuity and progression and perhaps frustrations</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>
Exercises focusing on personally and bodily aspects of being professional

The training in contact, presence, embodied leadership & personal communication must include theoretical parts but above all the training must involve physical exercises combined with reflections. Embodied professional competence can be trained but to a large degree it has to be trained and learned through the body.

A word of caution: Before using the exercises it is perhaps a good idea to work through them and check how long they will take and if you have a suitable room. We found during the pilot included in the process of developing the module descriptor and that some of the exercises took longer than others that not all rooms are appropriate to all exercises.

When working with the exercises, Winter (2009–2012) argues it is important to focus on the three following elements:

Self-contact
Contact with one’s own body and personal feelings; the ability to be focused and present; the ability to include one’s heart and still keep a professional focus and a private boundary.

Communication reading and contact ability
The ability to see, listen, sense and notice; The ability to read both verbal and bodily communication; The ability to create trustful and empathic contact with others. The ability to contain and manage conflicts.

Leadership in groups or situations
Professional overview, radiation, centering, clear leadership of the group or situation; the ability to enter or hold a space with a trustworthy and body-based authority and humility.

Exercises

It can be helpful to accompany some of the exercises mentioned below with a piece of music. We have made some suggestions which we hope will reinforce the creation of a creative mood supporting the aims of the exercises.

Working with personal and bodily exercises is rewarding but can be challenging. A practice partner who participated in the project workshops expressed it with these words:

Reflecting back on these games, I now realise while I talk the talk, I quite often avoid walking the walk. The uncomfortable feeling at the start of the learning experience is what we want our student/young people to put to one side and just participate (knowing best that they will like it when they take part!). At times I felt embarrassed and awkward but in the end I had stepped out of my personal comfort zone and progressed to the learning zone.

Grounding, centering and attention on boundaries

Introduction
The participants are told to make a circle, and then to find a position in which the feel grounded and centered – feet spread a bit, knees bend a bit, shoulders loosened.

The participants are told to mingle and to shake hands saying hello to one another

After a while the participants are told to continue mingling and shaking hands and instead of saying hello they keep quiet and instead keep eye contact prolonged (3–5 secs)

The participants are told to mingle and greet one another in different ways: first streetwise giving high five, then by touching heaps, and then... etc. for some minutes

The participants are told to mingle and to meet one another placing both palms against the palms of another person and slightly bending forward and balancing

After a while the participants are told to expand the exercise by giving hands and lean backwards supporting one another’s balance.

Music suggestions

Rhythm, flow, bodily contact, energy

Holding a space
The participants are told to be quiet and to form a half circle and stand relaxed with their arms hanging loose. Then one by one – voluntarily – the participants can go to the open space in the circle stand there for a moment making eye contact to all the others just by moving the head slowly. Afterwards reflections in plenum, how was it to be in the circle to be the one holding the space.

Music suggestions
Traditional folk dance in a Danish context e.g: https://www.youtube.com/watch?v=s3rD0m6BBE
Useful suggestions to educators and others using the module and the teacher’s guide

As a support to both the educators and others using the module descriptor and teacher’s guide and also to students and others. It is useful to orientate oneself on and around the following ideas and positions before using the module.

As an educator working with the module descriptor and teacher’s guide it is important to remember that the module is based on the idea of and principle of students working and teachers supporting their work. This is a position similar to that of being a facilitator and especially a process facilitator. As a facilitator you are responsible for making it possible for the students to work and guiding them through the process.

Tools

4D model: The 4D model from Appreciative Inquiry can be used to support the process of working with challenges in a co-creative workshop. The advantage of the model is that it seeks to find solutions rather than identifying problems. The 4D model of an Appreciative Inquiry process.

Photo cards can support feedback and reflective thinking and investigations amongst students. One of the advantages of using the cards or similar tools is that they can support dialogue and equality in communication positions, as they can be used by anyone and do not demand academic skills. They can also be used to help students and others with different ethnic or minority background reach out and meet each other as equals. In our first workshop in Horsens, Denmark we used the cards as a tool to support investigative dialogue and reduce distance between young peoples and academic lectures. It worked and was fun to see how it was possible to communicate using the cards as equals. See https://shop.rsvpdesign.co.uk/dialogle-pocket2011 for an example.

Check in and check out

The check in is a process to help participants or students to focus on the work or task in front of them. To put aside the daily challenges and struggles of everyday life and focus on the present and the task in front of one, to let everyone break the ice and speak (shortly) and establish the collaboration boundaries, so that right from the start we are all clear on what we expect of each other, and what we expect from the session.

The check out is the process of finishing and leaving the room of working and re-entering into every day life. In the check out process participants are asked to and allowed to speak (shortly) and put one or a few words/metaphors on the process and/or product of the meeting/workshop.

For further reading about checking in and checking out see Darsø, 2001.

Icebreakers

These can be useful to break the ice amongst a group that either don’t know each other or are divided by power differences or just uncertain. An ice breaker is an activity, game, or event that is used to welcome and warm up, to encourage dialogue and conversation among participants in a meeting, training class, team building session, or other event.

Emergers are quick, fun activities to liven up a group. They are particularly useful after a meal, when groups may be getting sluggish, or late in the day when energy is waning and motivation is decreasing.

For ideas and inspiration see among many others http://www.wilderdem.com/games/icebreakers.html

Reverse Brainstorm see: http://www.gurteen.com/gurteen/ reverse-cafe:

While it can be difficult for some students and participants in a workshop to identify positive goals it is sometimes easier to talk about the opposite, the negative. Reverse Brainstorming asks participants to work on the negative and then to flip the picture and use this as an example of positive goals. An example of reverse brainstorm is asking a group of students to work with the question: How can you ruin inter-professional collaboration? After discussing how inter-professional collaboration can be ruined, you reverse the brainstorm to: How can you strengthen inter-professional collaboration? And move on to discuss how the ruining elements can be avoided or diminished.

See https://www.mindtools.com/pages/article/newCT_96.htm

Empathy map

Is a method to facilitate the process of taking another person’s perspective. What do they hear, see, feel, think and what are their pains and gains of the working with the challenge. Copy the model below or draw a full-figured human being on a large piece of paper. http://www.solutionsiq.com/what-is-an-empathy-map/

Lateral thinking

Lateral thinking is a well tried and useful tool when working with groups in a creative process. The two main points are to encourage active listening and inviting participants to provide different and complementary positions and input to the common task. The six thinking hats presented by de Bono are a useful tool to encourage complementary dialogue.

To find out more about Lateral thinking visit:

http://www.debonothinkingsystems.com/tools/lateral.htm

Final remarks

This list of tools is not by any means exclusive, it is always possible to develop and discover new and perhaps more appropriative tools and suggestions. Being a good facilitator is also a process of constant learning and exploration. Write down useful additional tools that you or others have discovered and found useful.


Darsø, Lotte (2001): Innovation in the making. samfunds litteratur


Links

http://implementconsultinggroup.com/inspiration/articles/facilitation/
http://www.debonothinkingsystems.com/tools/lateral.htm
https://www.mindtools.com/pages/article/newCT_96.htm
http://www.gurteen.com/gurteen/soft/itd/reverse-cafe
http://www.wilderdom.com/games/icebreakers.html
http://shop.rvpdesign.co.uk/dialogle-pocket2011
Hip via dk