CPL - a way to increase student’s commitment, involvement and collaboration?

Velling, Louise Ærthøj; Larsen, Mette Yde

Publication date:
2015

Document Version
Pre-print: The original manuscript sent to the publisher. The article has not yet been reviewed or amended.

Link to publication

Citation for published version (APA):
Velling, L. Æ., & Larsen, M. Y. (2015). CPL - a way to increase student’s commitment, involvement and collaboration?. Poster session presented at CHME, Manchester, United Kingdom.

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Download policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Introduction:
UCN’s learning approach aims at (among others) to provide the students with entrepreneurial and interpersonal competencies. Attempting to enhance the student’s creativity, The Creative Platform (Byrge & Hansen, 2009a) has been used as a process-related method that teach the students how to facilitate a creative process where unlimited use of knowledge (figure 1) helps the participants to generate new products or services. By integrating the principals from The Creative Platform a step further, they are used as a didactics, called CPL (Creative Platform Learning) (Christensen & Hansen, 2015).
In the autumn semester 2013 an experiment with CPL was conducted at UCN. The results were not unambiguous, but some elements from CPL showed positive results in regard of creating a better learning environment, hence this research will isolate these activities and test if they can stand alone.

Methodology:
Action research is chosen as the scientific approach as it constitutes an attempt to improve a condition through participant involvement and action (Greenwood and Levin, 2007). With an emphasis on participant involvement, action research is founded on a problem-solving approach where the understandings and solutions to a problem are developed through experimentation and dialogue (Karlsen, 1991). By involving the students in our experiments we will be able to test whether CPL develop certain of the students competencies.
The action research will follow Susman’s (1983) structure, where the problem identification is the first stage followed by action planning. Step three will be implementation of the action plan and last step is to evaluate the action as well as the learning.
The methods to collect data will be:
• Supervision
• Focus group interviews
• Individual interviews

CPL activities to be tested:
As mentioned CPL didactics is based on the four principles from The Creative Platform (figure 1). In CPL certain activities are combining these principles to create optimal learning conditions for the students. The activities that we want to investigate further during this research are the following:
1: Class room setting, 2: Task focus 3: A structured method of teaching

1: Class room setting:
The setting of the class room is important and must be organized in a way that supports CPL. An “opposite” horseshoe is used as the basic setting (figure 2). This setting makes it easy for the students to work individually and 2 & 2 (figure 2) and makes space for activities on the floor (figure 5). When the students work individually it is easier for them to concentrate when they are looking into a wall instead of at each other. When working in groups the tables are easily split and ready for group work (figure 6). When the lecturer have to teach all, the cinema setting is ideal (figure 3). The setting supports the principles task focus, no feeling of judgment and parallel thinking.

2: Task focus:
To increase the student’s attention during lectures, the students are told to remove their laptops and smartphones from the tables and preferably their watches (figure 4). This supports the principle task focus.

3: A structured method of teaching
1-2-group:
The teaching is structured after a model, where the students start to work one and one, then two and two followed by group work. It is easy to keep task focus when working alone and this is why they never start working in groups. When the groups are mixed, they are paired up by having to find partners with e.g. the same hair color, who woke up at the same time in the morning or other things that make them mix up in different ways every time (Christensen & Hansen, 2015). When working together with different members of the class all the time, the students become more relaxed and more willing to express thoughts and ideas on class. The different group structures supports the principles task focus, parallel thinking and no feeling of judgment.

Use of 3D cases:
The so-called “3D cases” (body, mind, and language) cases are small exercises made to train the student’s creativity (Byrge & Hansen, 2014). Usually the 3D cases are followed by a 3D activity (Byrge & Hansen, 2014) but in our experiments we will mainly use the 3D cases as small exercises which forces the students to stand up; get some physical movement; a mental break; and in many cases to have a bit of fun together: 3D cases are training the students to say yes to each others ideas, and to develop on these ideas. The 3D cases are often used as a part of the mixing of groups as well. The principals of parallel thinking, no feeling of judgment and task focus are all in play when using the 3D cases.

Objective of the study:
CPL has for some years been used more or less systematic in elementary and secondary schools in Denmark, but it has not really been applied in higher educational institutions. In the autumn 2013 a experiment with CPL, including all elements from CPL, was carried out at UCN. The evaluation from both students and lecturers indicated that CPL as didactics is difficult directly to adapt in teaching in higher educational level. However, the evaluation indicated that some elements from CPL contributed in a positive way by increasing student’s involvement and commitment. Also a better collaboration between the students was indicated as well as a strengthened social environment in the class.
Based on the experiment, our hypothesis is that the chosen 3 CPL activities will increase the students commitment and involvement in the lectures as well as provide the students with better collaborative competencies.

Research questions:
By testing the chosen CPL activities we want to investigate how these activities are influencing:
• The student’s commitment and involvement in the lectures
• The student’s ability to collaborate in different groups

Poster Presentation, CHME 2015
CPL - a way to increase student’s commitment, involvement and collaboration?

Mette Yde Larsen, e-mail: myl@ucn.dk
Louise Ærthøj Velling, e-mail: lvvel@ucn.dk

Figure 1. The Creative Platform (Byrge & Hansen, 2009a)
Figure 2. CPL basic setup of a classroom + students work together 2 and 2 (Christensen & Hansen, 2015)
Figure 3. CPL cinema setting (Christensen & Hansen, 2015)
Figure 4. Remove "disturbers".

CPL Learning activities on the floor

Figure 5. CPL learning activities on the floor (Christensen & Hansen, 2015)
Figure 6. CPL when the students work in groups (Christensen & Hansen, 2015)

Figure 7. CPL 1-2 group (Christensen & Hansen, 2015)

Literature:
• Byrge, C., Hansen, S. (2014a) Enhancing Creativity for Individuals, Groups and Organisations, Fonden for entreprenørskab