

Collaborative Learning in Living Labs

The Just City

Author(s)

van Ooijen-van der Linden, Linda; Griffioen, D.M.E.

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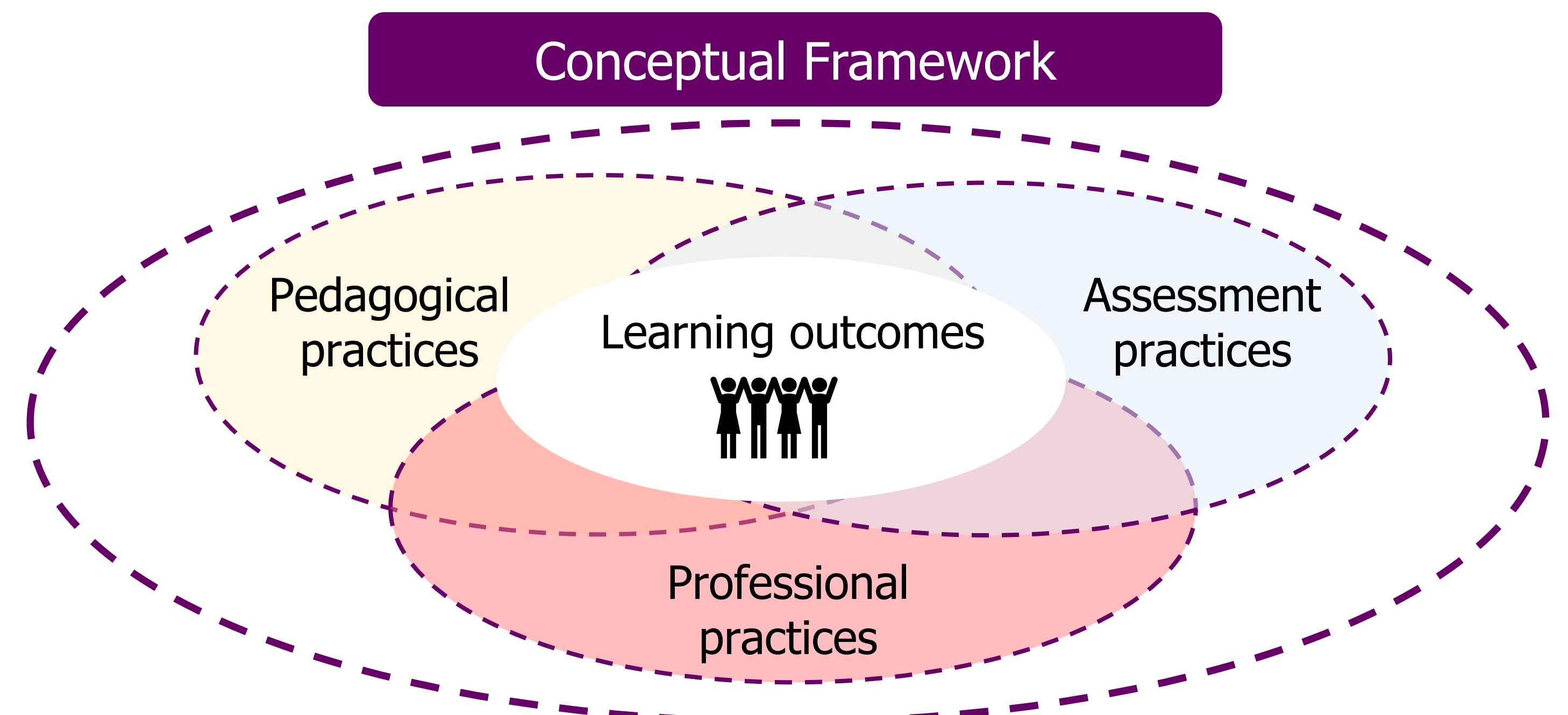
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Collaborative learning in living labs: The Just City

Linda van Ooijen-van der Linden, l.van.der.linden@hva.nl
Didi M. E. Griffioen

Comenius Senior Fellow project 'Scaffolding Students' Professional Development'

How does student learning come about in lab practices?



Labs aim to integrate practices (Markauskaite & Goodyear, 2017). In practice, people are struggling to do so (Griffioen & van Heijningen, 2023).

Research Methods

- **Pre** Needs analysis
Data: Notes/minutes of meetings, 7 interviews
 - **During** Data gathering: notes/minutes of meetings
Change of plans: stronger participative action research and ethnographic approach
Iterative co-design and development
Implementation
Project evaluation
 - **Post** 8 interviews
- Coding and analysis is work in progress (Braun & Clarke, 2022; Saldaña, 2021)

Education in Neighborhood Lab

- Year 4, semester 1, bachelor Public Administration
- Lab coordinator connects students to neighborhood
 - 4 preparation weeks
 - 6 Wednesdays in neighborhood lab plus regular classes
 - Field work
 - Desk research
 - International online collaboration with Philadelphia
 - Assignment ombudsman on public services
 - Individual tasks
 - Final tasks: Conference for all
Reflection assignment

Findings

Pre

TASK: INITIAL DESIGN EDUCATION

Perceptions participants:

- ✓ Neighborhood partners need their interests met
- ✓ Lecturers want students to work on moral compass and reflection
- ✓ Former students ask for more clarity and support

During: Re-design process

- Rewriting learning outcomes
- New lab partner and assignment
- New lecturer
- Explicitly work with comfort zone/stretch zone
- Co-creating scaffolding on the go
- Challenges of field work
- Challenges of working in public spaces

Post

TASK: EVALUATE & IMPROVE

Perceptions participants:

- ✓ Collaboration improved & still work in progress
- ✓ Decision to make international collaboration a separate project
- ✓ Shared perception that students learned valuable new perspectives
- ✓ Shared desire to strengthen exchange and collaboration

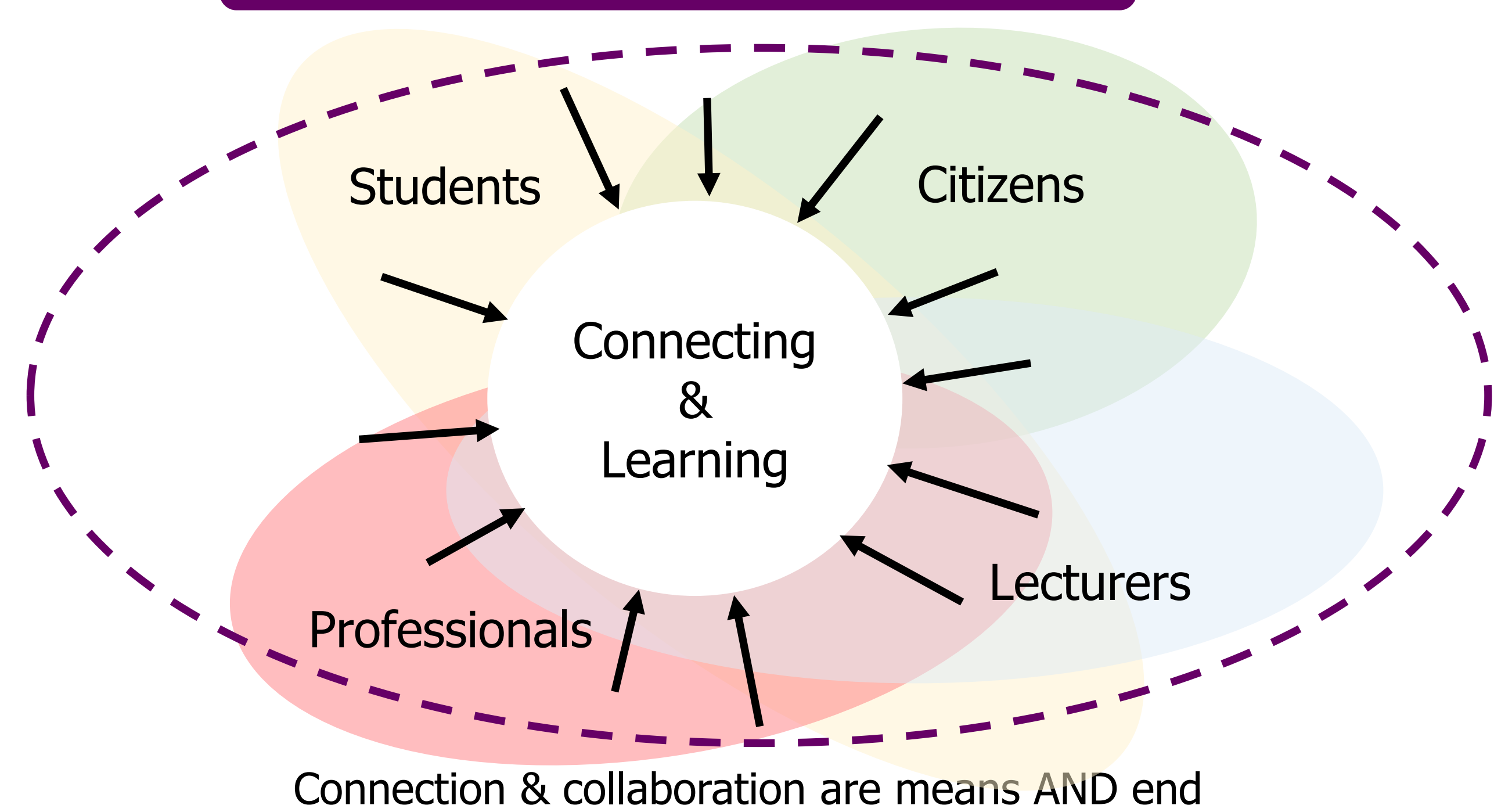
Discussion

Student learning in living labs is perceived to come about by connecting with others and their perspectives, and by synthesis of new perspectives (see West et al. 2024)

Learning in neighborhoods labs requires context-specific and relational scaffolding. The required scaffolding appears to be a collective effort of students, lecturers, professionals and all involved. 'Holding space' as a description of what to do appears to match what happens (Cairo, 2021). It requires creating comfort zones AND stepping out of them by deliberately bringing one's own perspectives and interests to the table, whilst also holding space for each other's perspectives and interests (Harding, 1992, 1993).

How can all involved hold space for learning as intended in labs?

Conceptual understanding - post



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