

HOW CAN WE SUPPORT FIRST YEAR STUDENTS IN THEIR PROCESS OF EMBODYING A PROFESSIONAL AND ACADEMIC HABITUS?

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Ausbildung *und* Bildung (Uddannelse og Dannelse)

Formal education

Logic: regulated by the study programme, specific learning goals.

Goal: professional qualifications, competencies and knowledge

= stuff we can evaluate explicitly.

Bildung (Gadamer, Habermas)

Bildung: 1) an ideal, 2) a process (process of building)

1) Ideal characteristics of a psychological and scientific habitus:

- Psychological understanding and scientific explanation, combined into a cultivated psychological and scientific habitus.
- independence, selfunderstanding, self-reflection

2) Processes of Bildung

- we cannot control or conjure up processes of Building (but we can create opportunity and be ready when they arises).
- Prerequisite: personal involvement (existence at risk):

No commitment/interest - No habitus!

= Vi har brug for at forstå
det ene i lyset af den anden.

(Feilberg, 2014; 2015)

1st semester, psychology

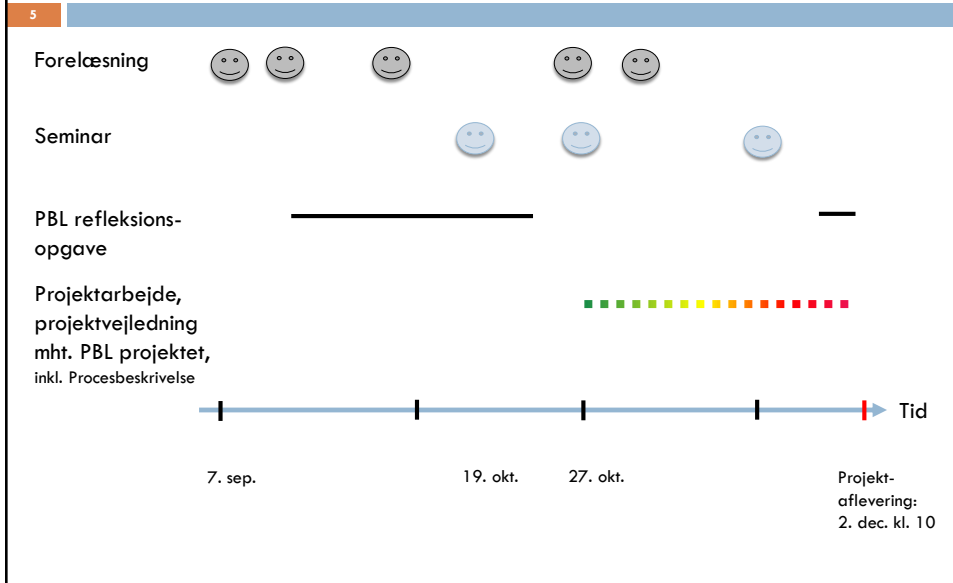
- Our students:
 - High grade students (grade point average: 10,4).
 - Individualists? Less than 50% (est.) actively chooses AAU/PBL.
- The aim of the PBL module:
 - Prepare students with a theoretical-practical understanding of the processes of PBL (commitment, group dynamics, undren)
 - Experience the value of peer learning (discussions, group work).
 - Learn students to write academically, and to apply and interpret theory and method into a new context/problem in a relevant way. (**Scientific habitus**)
- Encouraging and supporting processes of Bildung (if/when they arise):
 - A. Encourage students 1) to 'shape' the educational activities to suit their interests and wonder; 2) to commit themselves (existence at risk, Feilberg, 2014)
 - B. Support the 'wild' processes and feelings that arises from PBL project work + processes of Bildung in general, at all levels:
 - Individual level (**psychological habitus**)
 - Group level (RUS group = PBL group)
 - Semester level: collective challenges must be addressed collectively

1st semester, psychology, bachelor

- Lectures + seminars: Social psychology: 15 ECTS
- Lectures + seminars: Personality theory : 10 ECTS
- Lectures + seminars + project: Problem-based Learning 5 ECTS
- Examinations (chronological order):
 - October: PBL reflections assignment (group assignment).
 - November: PBL project period
 - December: 6-9 Dec.: oral project examination: PBL project + reflections.
 - December: 14-21 Dec.: written assignment, Personality theory (ugeopgave)
 - January: Synopsis and oral examination, Social psychology
 - January: 25-30 Jan: oral and individual feedback on Personality theory written assignment.

All 1st semester exams have oral feedback

PBL forløbet



Supervision of first project (PBL project)

- Students must independently identify a academically relevant and interesting research question (problem), explore using participant observation and interpret empirical data with social psychological and personality theory, in a methodologically reflected way.
 - ▣ Central aspects are as challenging as the 2nd semester project (eg. Problem identification, application of theory and method, methodological reflections).
 - ▣ Evaluation of PBL project: B/IB. = large margin for error.
- Many students feel frustrated and overwhelmed during the project period:
 - ▣ Project work is Open-ended and their own responsibility
 - ▣ It is their first PBL project and hence the steepest point of transition (gym-Uni)
- Supervisor:
 - ▣ The most challenging field of supervision. (contagious emotions = I feel overwhelmed and scared that they won't complete the project)
 - ▣ must address and contain these emotions and the distress to support the students in the process of acknowledge the feelings and cope with them individually and as a group.

Ways that we encourage and support processes of Bildung

- Encourage processes of Bildung, and ways to understand PBL through different theoretical perspectives:
 - Examples of Bildung: Case descriptions, bildung narratives (Case Agnete, Andrea) in PBL curriculum
 - PBL curriculum: 5 different theoretical perspectives on PBL, students discuss two in their PBL reflections assignment.
 - Hands on PBL: PBL project
- Support of Processes of Bildung, and emotional processes in general:
 - PBL curriculum: Case descriptions of group processes (Case Agnete, Andrea)
 - Lecture: theory about PBL (bildung), about group processes, problem identification etc. [scaffold students as good as possible].
 - Seminars: exercise: 'Share your distress' (that is related to education), collective containment (Bion).
 - Group level: : opbyg gode vaner (vejrmeldinger)
 - Supervision: Contain the students' distress and frustration without doing the work for them.

Subjects for further discussions

- How to best support **students** in the most important and difficult aspects of embodying a professional habitus.
- How to support **supervisors** in the process of supporting students in the important and difficult aspects of embodying a professional habitus.
- Casper note: vi kan kun lægge fingene til rette for, at udvikling/dannelsesprocesser kan finde sted – de studerende må selv gennemgå disse processer. De må selv gøre arbejdet, fx med projektets problemidentifikation/problemformulering osv.

List of references

- Feilberg, C. (2014). *Indledning og Dannelsesbegrebet*, fra *Dannelsen af en psykologisk og videnskabelig habitus hos psykologistuderende*, hhv. pp. 1-7 & 92-104. Ph.d. afhandling. Roskilde Universitet. Publiceret på www.livsverden.dk/feilberg
- Feilberg, C. (2015). Selvrefleksion som uddannelsesgreb – en kritisk diskussion. *Nordiske Udkast*. 43 (2) [under udgivelse, dec 2016]