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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material / Tatiana Chemi and Lone Krogh -- Re-Thinking Curriculum for 21st-Century Learners / Annie Aarup Jensen and Lone Krogh -- Co-Creating Knowledge / Ann-Merete Iversen and Anni Stavnskær Pedersen -- Facilitating Reflective Learning and Co-Creative Teaching by Portfolios in Problem-Based Learning (PBL) / Chunfang Zhou, , Ole Ravn and Xiangyun Du -- Teaching Co-Creation in Higher Education through Dance Exercises / Claus Springborg -- Co-Creation in PBL Project Work / Ole Ravn -- A Cogenerative Dialogue / Henrik Find Fladkjær and Kathrin Otrell-Cass -- Theatre as Co-Creative Space and as Inspiration for Higher Education / Tatiana Chemi and Pierangelo Pompa -- Co-Creating the Joy of Writing / Charlotte Wegener -- Co-Creating Meaning through Artful Inquiry / Lotte Darsø -- Arts-Involving Burning Man Festival as Co-Creation in Social Education Studies / Julie Borup Jensen -- Bizchange / Sune Gudiksen , Søren Bolvig Poulsen , Mads Kunø , Søren Iversen , Joakim Glerup , Klaus Greve True, , Emilie Holst , Nanna Schmidt , Helle Tetzschner and Klaus Gregersen -- Teaching Co-Creation / Turid Nørlund Christensen -- Designing Learning for Co-Creation / Dorina Gnaur and Inger Marie Larsen-Nielsen -- About the Authors / Dorina Gnaur and Marie Larsen-Nielsen.
Sommario/riassunto	The main purpose of this book is to disseminate new research on co-creative approaches to teaching and learning in Higher Education (HE).

The cases presented draw from a Danish cultural and educational context and have a special focus on collaborative, co-creative and distributed perspectives. With this collected volume, we wish to show the diversity of approaches to the concept of co-creation, on the one hand and, on the other, we intend to give a specific direction to these studies, which is humanistic, sociological, creative and pedagogical. The contexts we look at are problem-based and student-led learning, arts-based approaches to higher educational research and teaching, collaborative practices. We believe that these perspectives are still in need of further investigation through theories and practices. We understand co-creation as the process of creative, original and valuable generation of shared meaning and development. This collected volume offers novel empirical documentation and original theoretical reflections on the application of co-creative processes in higher education. This can be directly relevant for educators and the ways in which they design education, but also for students and the ways in which they cope with and manage an ever-changing academic labour market.

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