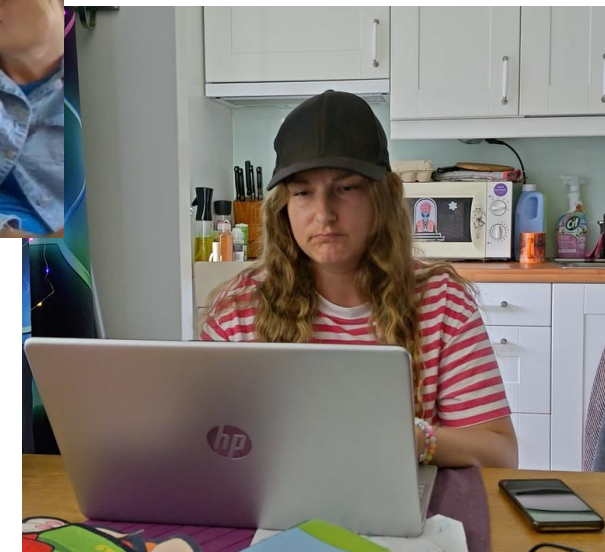
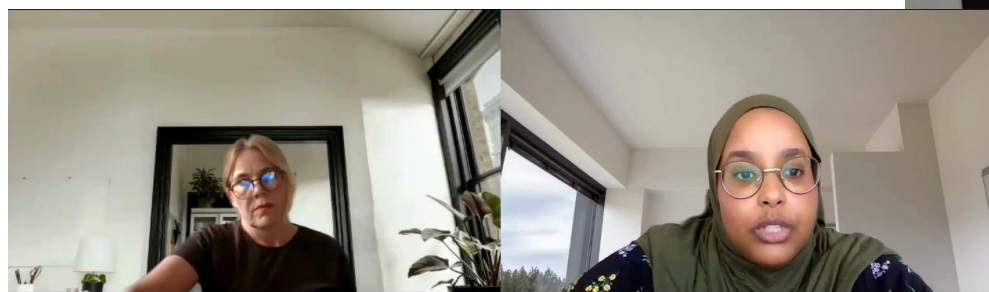


Lights, Camera, Co-Creation: Building Authentic Learning Scenarios with Students and Lived-Experience Experts



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Who am I?



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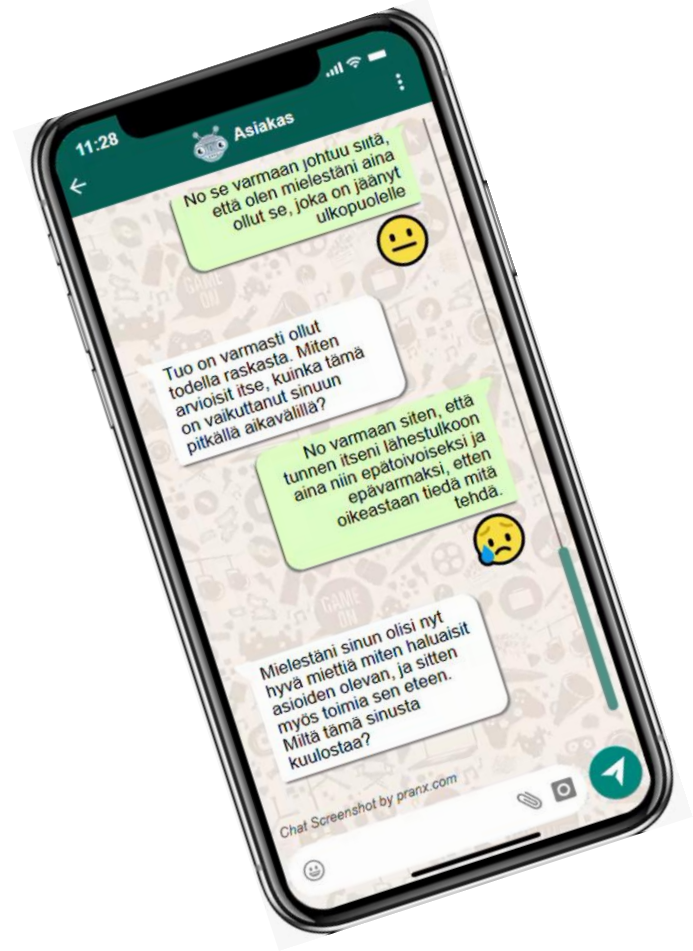
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Why we did this project?

- Complex client situations
- Sensitive communication
- Legal and ethical decision-making
- Limited opportunities to practice safely

How can we create **authentic** and **safe** learning experiences for these moments?



Core idea of the project

Co-creating lifelike learning scenarios by utilizing media and all the stakeholders involved:

- Experts by expertise
- Students
- Teachers
- Expert of Digital Pedagogy
- Based on real life and professional encounters
- Scripted, filmed and acted out
- Designed **with** students and experts for the students

The goal was to have 5 filmed and edited scenario-based learning resources



Who were involved

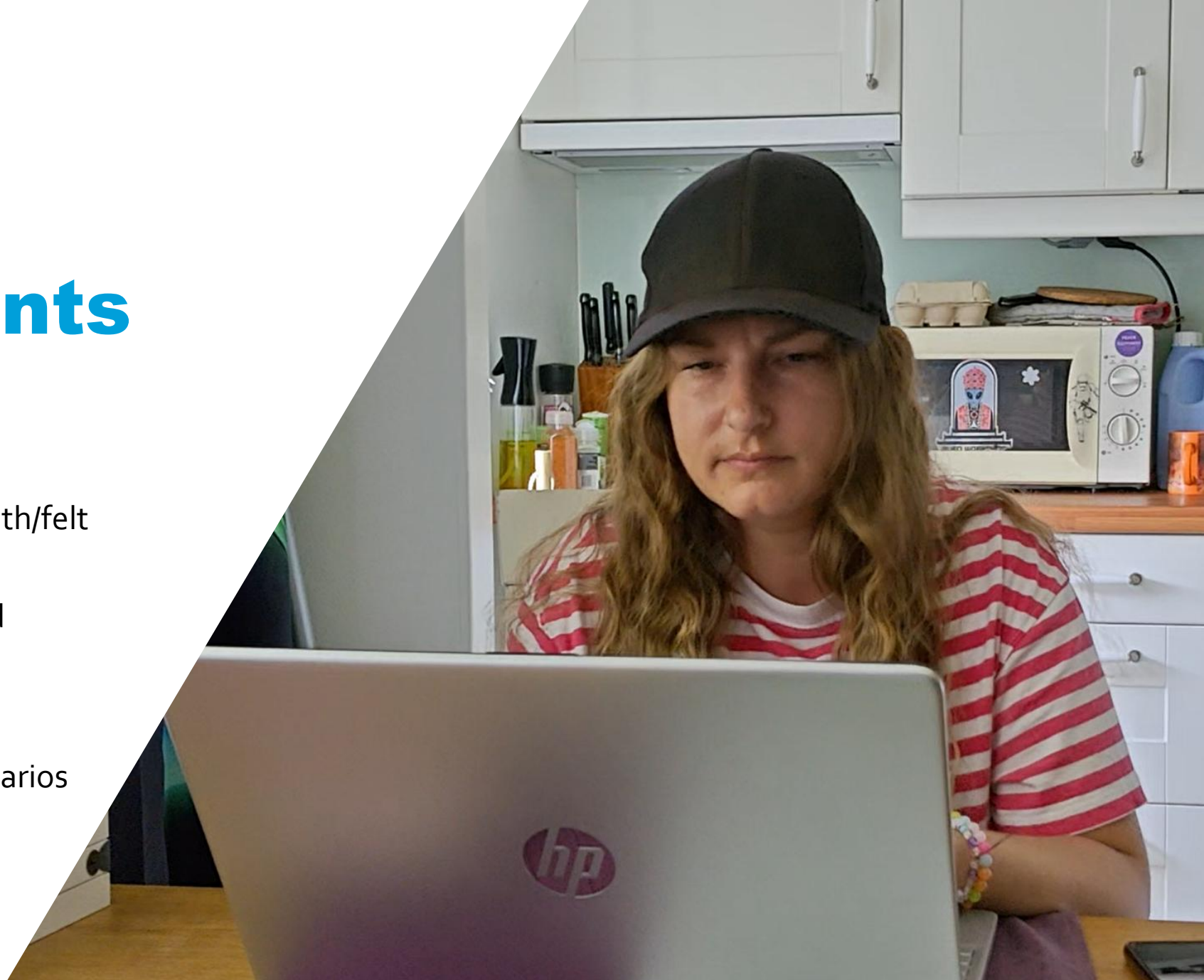
Four perspectives, one shared and equal process.

- 🎓 Students (social field)
- 🤝 Experts by experience
- 🧑🏫 Teaching staff
- 🧠 Digital pedagogy specialist (CTL)



Role of Students

- Identified situations they struggle with/felt difficult to face during practice
- Practiced professional processes and legislation
- Wrote scripts together with experts
- Participated in the acting in the scenarios



Role of Experts by Experience

- Challenging client behaviour
- Emotional and ethical complexity
- Authenticity
- Sensitivity
- Nuanced communication



Role of Teacher

- Curriculum alignment
- Learning objectives
- Professional relevance
- Coordination of the project



Role of Digital pedagogy specialist

- Storification
- Media & digital tools
- Gamification elements
- Reusability & scalability



The Co-Creation Process

From idea and recognised need to learning resource

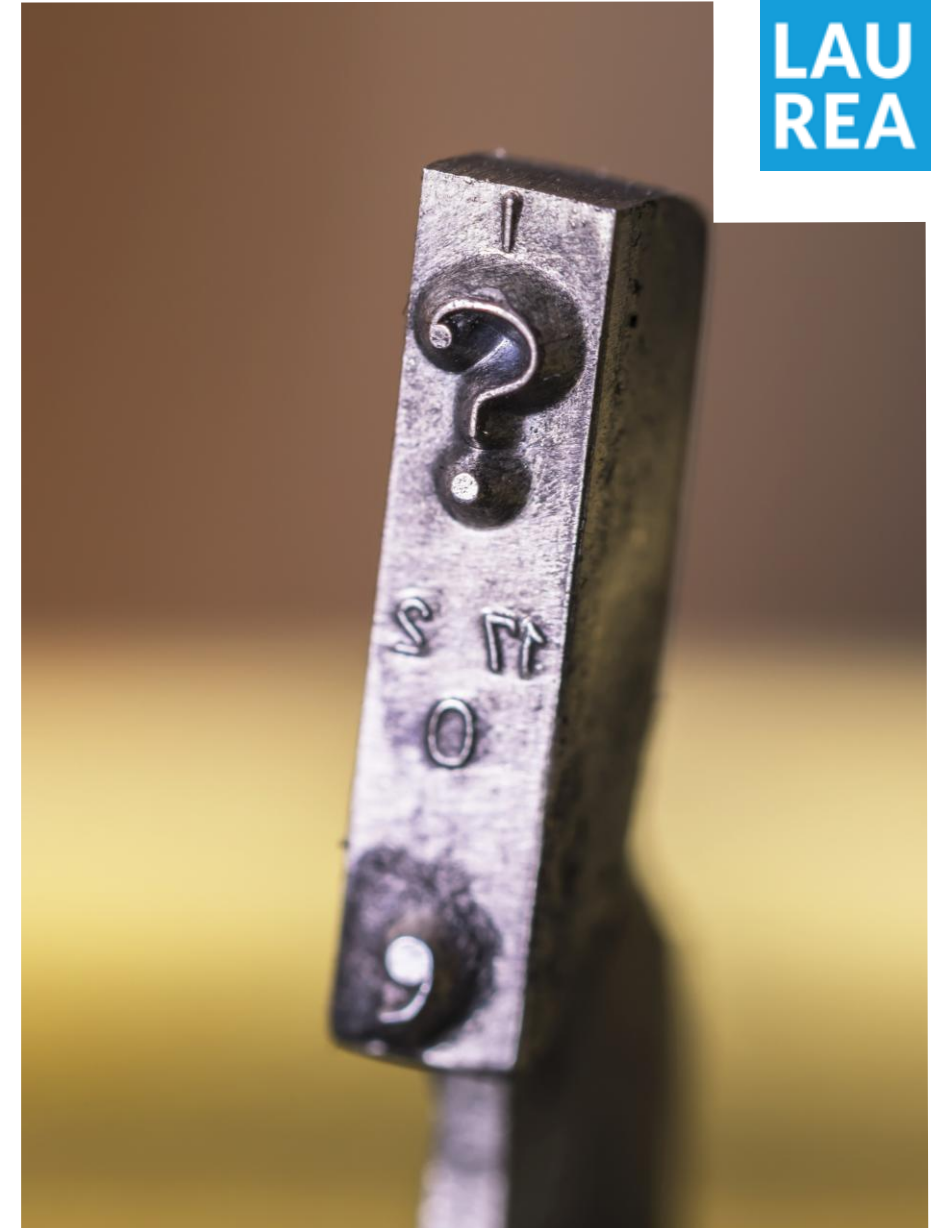
- Identifying critical situations
- Joint scripting
- Pedagogical refinement and alignment
- Filming acted scenarios
- Editing and scenario creation
- Integration into courses
- Bubbling under: Translations to English



What Did We Create?

5 scenario and choice-based learning scenarios. The topics of the scenarios

- Online youth support chat
- Addressing concerns with parents in early childhood education
- Social counselling for families
- Working with a pregnant young person as a school social worker
- Adult social work & substance abuse services



Pedagogical Value

- Increased authenticity
- Deeper student engagement
- Safe space for reflection
- Inclusion of voices often missing from education



Experiences from the students that piloted the scenarios



- The videos were experienced as engaging, inspiring, and a refreshing change.
- **It was good that the videos covered a wide range of different client-related tasks, allowing learners to explore the field of social services through video material.**
- It was beneficial that different individuals were shown in the employee role. This demonstrated that there are multiple ways to achieve a good outcome, and that learners could find interaction styles from different professionals that suited them personally.
- One also learned what not to do.
- **The videos provided good modelling of how gestures and tone of voice affect interaction.**
- It became clear that, for example in the case of substance abuse, trust had been built over a longer period of time and does not emerge in a single meeting.
- This was a good type of assignment for learners who learn best by listening and watching.
- **The videos were very effective for self-reflection and for mirroring one's own actions. Theory does not invite reflection in the same way as videos do, and one's own behaviour is difficult to observe as objectively.** The videos positively surprised students who typically prefer reading theory.

Experiences from the students that worked on the scenarios



- Project-based working and learning was very rewarding for us. We experienced this as an effective way to learn new things, find creative solutions, and apply dialogue and interaction skills learned in working life from a client work perspective.
- **Collaboration worked well, and we received sufficient support and encouragement to move the project forward. It was also enjoyable that we were able to influence the content of the videos already from the scriptwriting phase.**
- It was great to get to know other students as well as the experts by experience involved in the project.
- **Thank you for compiling the student feedback (*who piloted the scenarios*) – reading it truly made us feel happy** ❤️

Key Takeaways



- Co-creation works and brings added value!
- Experts by experience enrich pedagogy
- CTLs can bridge pedagogy, media & innovation
- Media becomes powerful when designed collaboratively

THANK YOU!

