

Actas / Proceedings / Actes

4th International Congress: Education and Knowledge

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(Eds.)



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4th International Congress: Education and Knowledge
4º Congreso Internacional: Educación y Conocimiento
4t Congr s Internacional: Educaci  i Coneixement

Rosabel Roig-Vila, Jordi M. Antol  Mart nez, Carolina
Lorenzo  lvarez, Ver nica Onrubia-Mart nez &
Alejandro S nchez Ronco (Eds.)



Construyendo el conocimiento de forma colectiva

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Intentions of teaching-learning practices in students after Intensive training in complex learning in health

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Complexity theory investigates complex systems made up of parts that mutually interact in a non-linear way, producing unpredictable results. Inspired by this theoretical approach, ECOLAH - Embracing a Complexity-Orientated Learning Approach in Health is an Erasmus+ project (<https://ecolah.eu/about/>) whose mission is to develop a better understanding of how the complex societal challenge of building a healthy society can be (better) influenced and co-directed by Higher Education. The ECOLAH project team considered a real-life ecosystem/community involved in complex issues as a starting point for learning. In order to promote a collective and collaborative learning process that takes into account all stakeholders. To this end, four courses were developed to enable students to navigate complexity in the context of complexity-orientated ecosystems in health: (1) Complex Adaptive Systems Applied to Health (CAS) which aims to sensitise students to the patterns of interaction between health actors and between them and the environment, promoting an integrated and systemic understanding; (2) Futures and epistemic literacy in Health (EFL) focuses on developing the capacity to anticipate, i.e., that health students develop the ability to anticipate the future by preparing for ignorance; (3) Becoming in complexity (BIC) enables students to train critical thinking skills, encouraging self-evaluation and evaluation of the work of others, promoting an integrated understanding; (4) Offering Holding and facilitating environment (HFE) prepares students for a flow of relationships, boundary-crossing and ethics, as well as promoting (collective) sense-making, empathy and intuitive reasoning. These four integrated courses aim to provide training for higher education health students as a holistic learning journey based on a complexity-orientated learning approach. This study aims to evaluate the intentions of students' teaching-learning practices after the intensive training of the ECOALH course. This is a qualitative study on the results of the five-day ECOALH intensive training held in April 2024, with a total of 46 students and 15 teachers from five European universities in four different countries: The Netherlands, Finland, Portugal and Romania. The training was designed as an experience of immersion in complexity through various workshops and activities organized around the four courses. On the last day of training, students were invited to reflect and write about their intentions anonymously in the learning process, on post-its, in 6 dimensions: doing/thinking/care - more/less. A content analysis of the post-its was carried out to build word clouds using the wordclouds software. As the main results, the students mentioned stress, procrastination, excessive use of technology and unhealthy habits as aspects to do/think/care less about. They also mentioned wanting to reduce negative thoughts, focus on their own goals, control anxiety and emphasize empathy problem-solving. Aspects to do less of are continuous learning, prioritizing health, getting out of their comfort zone, improving professionally and maintaining a balance between personal and professional life and being informed about global issues. They also value a balanced lifestyle, relevant education, health prevention and making a positive impact through empathy and collaboration. In this sense, students seek a balance between the demands of modern life and their own well-being, while aiming for meaningful personal growth and positive contributions to society.

