

# COMPARATIVE STUDY BEFORE AND AFTER INNOVATIVE LEARNING METHODOLOGY : A QUALITATIVE ANALYSIS OF HEALTH STUDENTS' PERCEPTIONS

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## Introduction

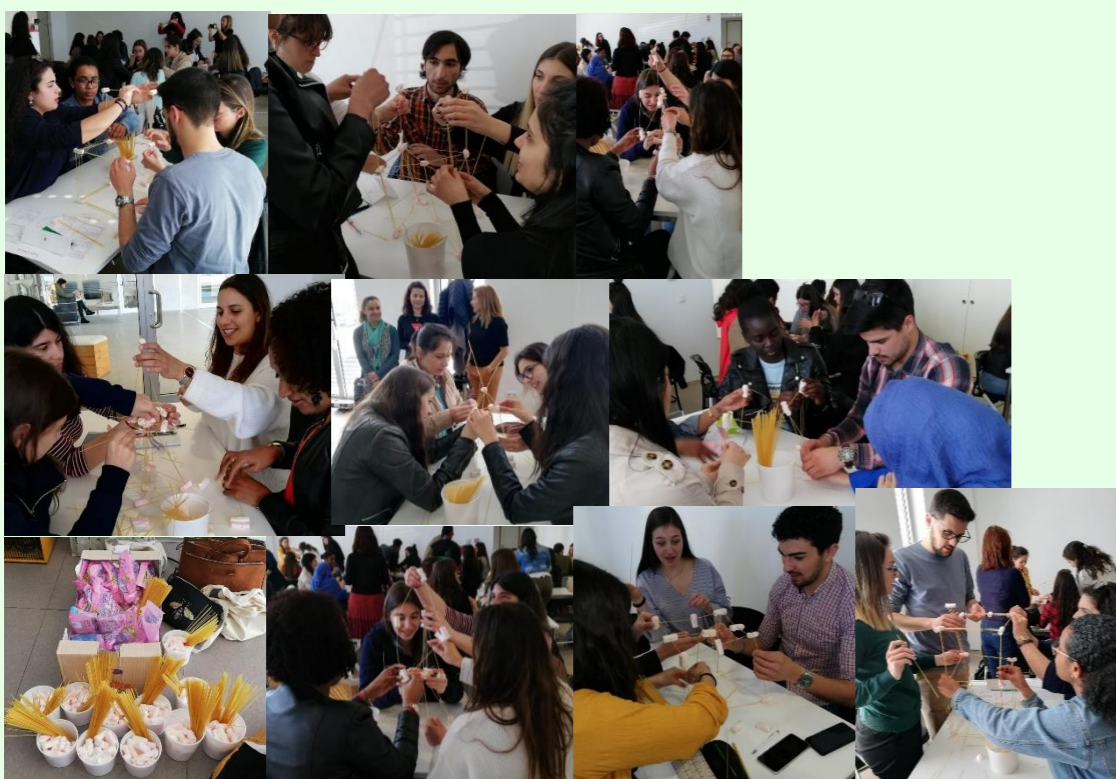
The active learning methodologies appears as new education policies and those hold students accountable for their own learning. Also a growing number of study results are finding positive relationships between active methodologies and student learning (1). In this sense, it is important to understand the perceptions of innovative process experiences in learning.

## Aim

Create a qualitative analysis about student perceptions during an implementation of co-creation methodology in curricular units of Dietetics Nutrition and Pharmacy graduations.

## Method

It is a qualitative and longitudinal study in 3rd year degree students across one semester. A co-creation pedagogical process was performed including a multidisciplinary group of students from 4 different subjects of the undergraduate courses in Dietetics Nutrition and Pharmacy, School of Health, Polytechnic Institute of Bragança, Portugal. Throughout the semester, students had to develop a multidisciplinary research project. Co-creation events, guided by subject teachers, took place at four different times: kick-off, jam1, jam2 and final-pitch. The students' perception of the teaching-learning process was evaluated in the end of each event, through an online open response questionnaire. The discursive components of the first and last event were subjected to content analysis from which emerged a categorical tree with 5 and 3 categories, respectively.



## Results

In first moment, the categorical tree reveals 7 main categories (and its components), which identify words just mean the concepts related with the classic paradigm of learning-teaching process:

- 1st) Team (19),
- 2nd) Knowledge (17),
- 3rd) Learning (11) and Companionship (11),
- 5th) Sharing (9),
- 6th) New/Different (7),
- 7th) Interaction (6)

(Figure 1).



Figure 1: Qualitative analysis of the first event about students' perception experiences.

In last moment, the categorical tree reveals 3 main categories (and its components):

**1st) Learning in Insight** (17), helps explain how students learn through socialization, acceptance and understanding of adhering to new methodologies and, **this first category** generates 2 subcategories:

- **Reviewing in Presentations and Projects** and **The New/The Innovator**.

**2nd) The feeling of integration in interaction** (15), helps explains interaction, communication, expertise opinions and, this second category generates **3 subcategories**:

- **Interaction** (7), **The Team** (4), and **The Sharing** (4).

**3rd) Learning (10)** is the only category that corroborates first moment (Figure 2).

This kind of categorical tree reveals the meanings and the significances that the interaction and the group assumes in life students.



Figure 2: Qualitative analysis of the last event about students' perception experiences.

## Conclusion

Only "new" words appear - in the sense of innovation - after the experience is lived. This proves that it is not possible to explain to students a methodology, in theoretical terms. Only in this way it is possible to create awareness about an experience.

## Reference

(1) OECD (2016), Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264265097-en>