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Esta publicação reúne os resumos das comunicações apresentadas na Conferência Internacional em Processos de Cocriação no Ensino Superior (In2Cop) 2020 e inclui ainda o programa do Encontro.

As doutrinas expressas em cada um dos resumos são da inteira responsabilidade dos autores.

This publication presents the abstracts of the communications presented at the International Conference in Co-Creation Processes in Higher Education (In2Cop) 2020 and the program of the Meeting.

The opinions expressed in each of the abstracts are the sole responsibility of the authors.

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

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### Abstract

**Introduction:** The actives 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. In this sense, it is important to understand the perceptions of innovative process experiences in learning.

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

**Methods:** It is a qualitative and longitudinal study in 3<sup>rd</sup> 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, Instituto Politécnico de 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 categorial tree with 5 and 3 categories, respectively.

**Results:** In first moment, the categorial tree reveals 7 main categories (and its components), which identify words just mean the concepts related with the classic paradigm of learning-teaching process: 1<sup>st</sup>) *Team* (19), 2<sup>nd</sup>) *Knowledge* (17), 3<sup>rd</sup>) *Learning* (11) and *Companionship* (11), 5<sup>th</sup>) *Sharing* (9), 6<sup>th</sup>) *New/Different* (7), 7<sup>th</sup>) *Interaction* (6). (Figure 1 - left) In last moment, the categorial tree reveals 3 main categories (and its components): 1<sup>st</sup>) *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*. 2<sup>nd</sup>) *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). 3<sup>rd</sup>) *Learning* (10) is the only category that corroborates first moment. (Figure 1 - right)

**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.



Figure 1: Comparative and qualitative analysis between first and last event about students perception experiences