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**EDITORES:** António Meireles, Cláudia S. Costa, Fernando Pereira, Inês Barbedo, João Paulo Almeida, Juliana Almeida de Souza, Paula Cabo, Pedro Rodrigues, Rui Ferreira, Vera Ferro-Lebres

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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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## A CO-CREATION METHODOLOGY IN HEALTH GRADUATIONS - PERCEPTIONS OF THE GRADUATING ACTORS

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### Abstract

**Introduction:** The new education policies 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:** Assess the perceptions of students during an implementation of co-creation methodology in curricular units of Dietetics Nutrition and Pharmacy graduations. **Methods:** It is a quantitative 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, 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 questionnaire with eight positive statements about the working day. Each student should indicate their agreement on a scale from 1 (strongly disagree) to 4 (strongly agree). Options 3 and 4 were considered as satisfaction. **Results:** Most students are satisfied with this process (52,3%-94,4%), considering all questions at all events (Figure 1). In half of the statements (*I loved this day, I love this work, Today was a full day of learning, I understood this methodology/learning process*), student satisfaction gradually increased over the course of the events. Teamwork was clearly appreciated at Jam1 (94,4%) and Final Pitch was much appreciated (84,1%) and considered a great learning day (86,3%). However, if students could decide, only around half students choose this learning methodology (52,3%-57,9%). **Conclusion:** Most students enjoyed this co-creation process, valuing teamwork and learning. However, some students hesitate to use this methodology.

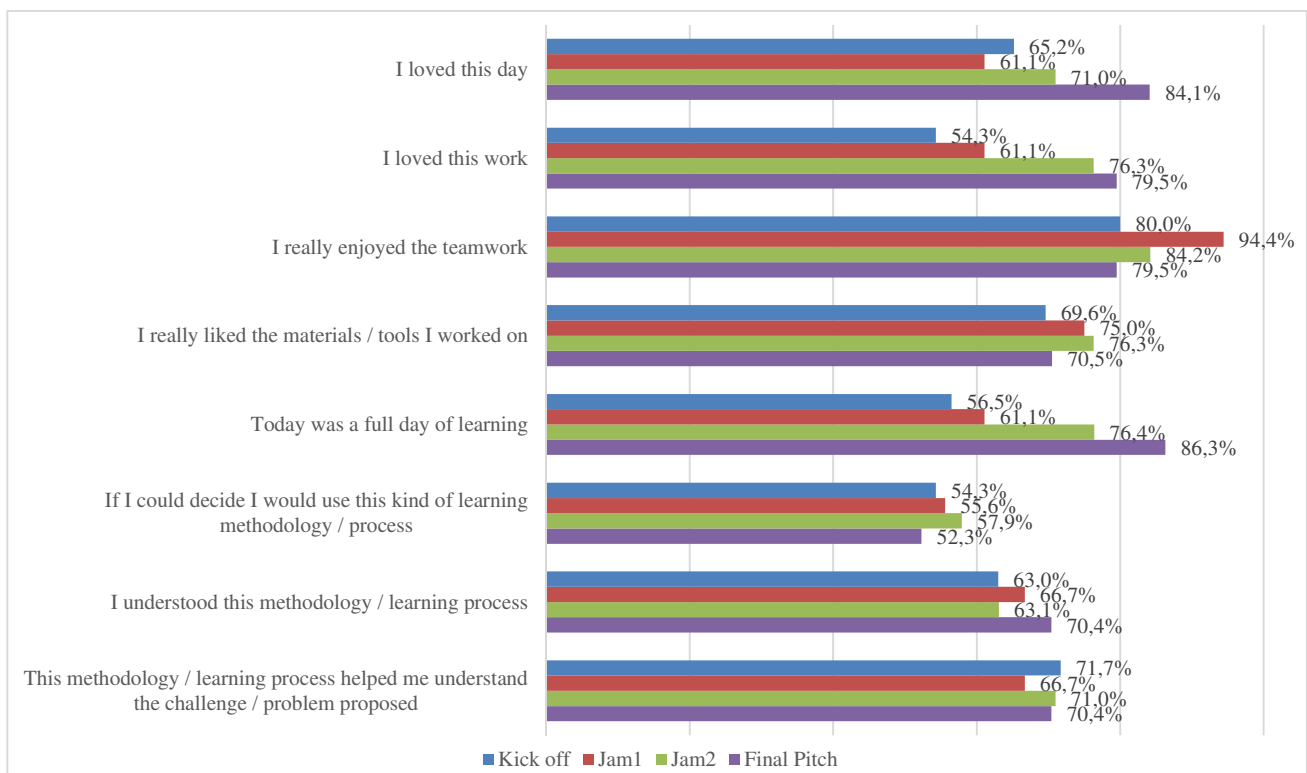


Figure 1: Comparative analysis of satisfaction with co-creation methodology over time