Appendix 1

Process Pedagogy

Process learning aims to develop the students' action competence and their ability to reflect upon their own learning.

The purpose of process learning is to develop the students' ability to act, reflect, and communicate, as well as their social awareness.

Ability to act: The students are able to prioritize their work tasks, take initiatives, and make decisions – even when they have limited time. Students will acquire the ability to know when they need information and how to find, evaluate, and use information.

Reflective: Students will gain knowledge, be able to use and find knowledge, reflect upon and discuss knowledge, gain self-insight, and reflect upon it.

Communicative: Students can present their views, cases, and ideas and can lead and participate in debates.

Socially aware: Students can take responsibility for others, both in close relationships with colleagues, but also for others in a global perspective. They can understand the usefulness of networking relationships, and they are able to work actively with ethics.

The teaching method aims to provide students with the opportunity to work with real cross-disciplinary issues and challenges. On the basis of relevant theory, they will collaborate in teams, with close follow-up by the teaching staff, in order to solve various problems.

Process learning will also provide students with a working method that will give them the opportunity of learning skills so they can become attractive workers in tomorrow's business world, in the public sector, and in the area of research. The teaching method emphasizes active participation and knowledge sharing, rather than passive learning through lectures. This will involve students working with cases, case letters,[1] and also projects that use real situations corresponding to what they will experience in future workplaces.

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[1]Case letters are brief statements about a theoretical or practical phenomenon.

Students will:

• Train to lead and be led by others;
• Present and be able to gain recognition for their ideas and views;
• Give and accept criticism in public forums;
• Maintain responsibility for results;
• Establish and utilize networks;
• Learn to adapt to new situations and rapid change;
• Practice reflection upon their own learning and development.

Process learning is an educational method that will activate and engage the student through various methods, such as interdisciplinary project assignments, problem-based learning, and "key lectures." The teaching method involves students working in fixed groups (teams); they will be guided individually and in teams throughout the whole of the study period. The students should reflect on their own learning, collaborative skills, and ability to act. The teaching method will enable students to acquire theoretical knowledge, as well as knowledge of working life. This will provide students with the skills and abilities to become proactive and engaged employees in the future.

An overview of the categories of process learning is given below; the content will be described below (Fig. A1.1).
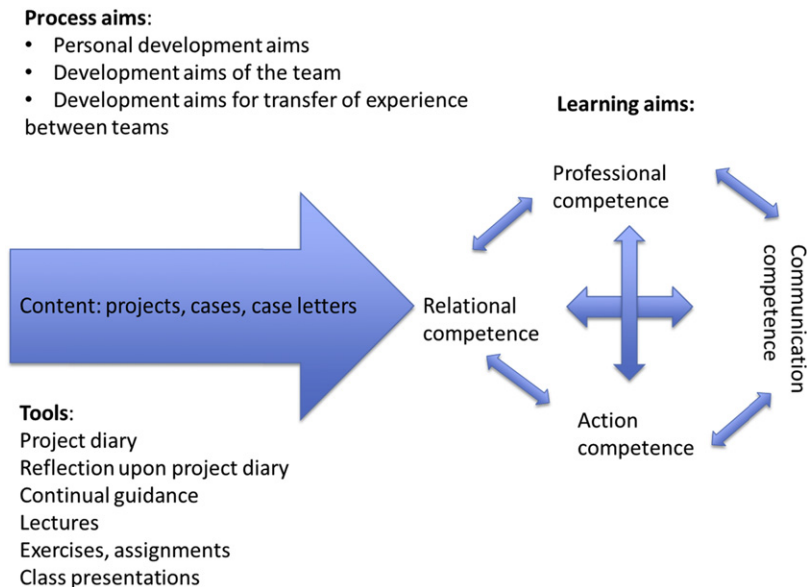

Figure A1.1.   Process Learning.

Projects and Cases

As part of the process learning, students will also work on various projects and cases.

(1) The cases presented by the teaching staff (not the business-related cases). The cases may be problem-based learning cases or smaller cases, which will give students practice in working with case-solving and project methods.
(2) Projects where students work with real businesses and organizations. The students will independently attempt to find problems, solve them using theory, and possibly find better solutions for the "client."

Tools

Project Diary

For each assignment, students will keep a continuous journal of the work process in their project diaries. This should include reflections on their own learning, team collaboration, collaboration between teams, and also reflections on their own learning in relation to lectures, the syllabus, and projects. The project diary should include questions and a summary of the discussion with their supervisor. The student must submit their project diary together with the mandatory project assignments. The project diary constitutes an important element in the guidance process.

Guidance

Students and teams will be given guidance, which will take different forms. It may take the form of direct guidance of a student in relation to a problem or assignment. Groups (teams) will also be given guidance. It may also involve taking responsibility for panel discussions in the class and giving feedback on panel discussions.

Lectures

Every subject will include key lectures. These will mainly be given in "blocks" and will be related to ongoing projects. The purpose of the lectures is to provide students with an introduction to topics, focus interest on a subject area, provide a summary of a subject area, and illuminate or present current research in a particular area. However, the main emphasis of the teaching is guidance based. Please refer to the overview of European Credit Transfer and Accumulation System (ECTS) and lectures.

Exercises, Presentations

All the major projects should have a written presentation. However, the students will also present the projects in other ways. For instance, this could be an oral formal presentation, such as a report to a board. Other types of presentations could be creative presentations such as giving a performance, making a video film,

a dramatic presentation, creating a visual experience, etc. The objectives of the projects may be to get media coverage, a nonprofit project to help others, and soon.

Process learning views the student as a whole human being, where the intellect is stimulated by artistic experiences, physical pursuits, altruistic experiences, etc. All the students' projects should include aspects of these elements.

The students will be given clear assessment criteria for those assignments that will be assessed (which will be handed out together with the assignments).

The Working Methods of the Teams

The students will mainly work in teams consisting of five to nine students. A plan for the team's work must be prepared. The plan will specify who the team leader is, the expectations of the individual participants, the project "milestones," the team's working methods, the team's development goals, and development goals for the transfer of experiences between teams.

- The teams will work together for a single semester.
- The leaders of the teams will meet and exchange experiences concerning professional development and regarding the challenges related to the team's work and composition. The team leader will be chosen for each new project.
- The team leaders will have regular meetings with the semester teams of the respective study programs.
- A quality manager should also be selected for each team, who should focus on the professional aspects. They will have regular meetings with study program coordinators, where they will provide feedback in relation to the quality of the learning process and learning outcomes of the subjects.
- When submitting compulsory projects, the teams will be divided into 3 (the teams can alternate regarding division within the team). One submission during the semester will be individual, although the students work in teams.