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## CO-CREATING TRANSANTIONAL KNOWLEDGE THROUGH NATIONAL GROUP MEETINGS.

Findings presentation and discussion.

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Partnership  
Experiential  
Knowledge



# Workpackage n. 1



UNIVERSITÀ  
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## Project team



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# WORK PACKAGE N.1

## AIM AND METHODOLOGY

**Key educational principles for the integration of experiential knowledge in social work and nursing education.**

Developing a **conceptual framework** on Experiential knowledge in social work and nursing education, with particular reference to underlying **concepts, values** and **ethical and methodological principles**.

### Inclusive process of development of Key principles document

Transnational meeting  
(May 2022)



Workshop at the multiplier  
event at Vilnius University  
(May 2023)



Ongoing feedbacks by project colleagues  
May 2022 – December 2024)



Current workshop  
(May 2024)

# Dialogical meetings (activity of WP1)



## Aim

Exploring opinions and viewpoints of **educators**, **experts by experience** and **students** about experiential knowledge and key principles for the integration of experiential knowledge in the curricula of social work and nursing.

## When

November 2022 – November 2023

## What

Each project partner was asked to organize and **conduct the dialogical meeting in their own context**, inviting educators, EBEs and students to discuss and reflect on experiential knowledge in higher education.



# The guidelines for conducting the dialogical meeting

We offered:

- some **basic instructions** useful in organizing and carrying out the dialogical meeting
- a **proposal of track** to conduct the discussion
- a **form to collect the content** expressed and shared among participants during the meeting.



Areas to explore ...

- ✓ the definition of “**experiential knowledge**”
- ✓ elements that facilitate the **integration** of experiential knowledge and **collaboration** between students, EBEs and social work and nursing educators.
- ✓ **key principles** for integrating experiential knowledge in higher education



# Findings (1) - 11 dialogical meetings were realized by 9 University



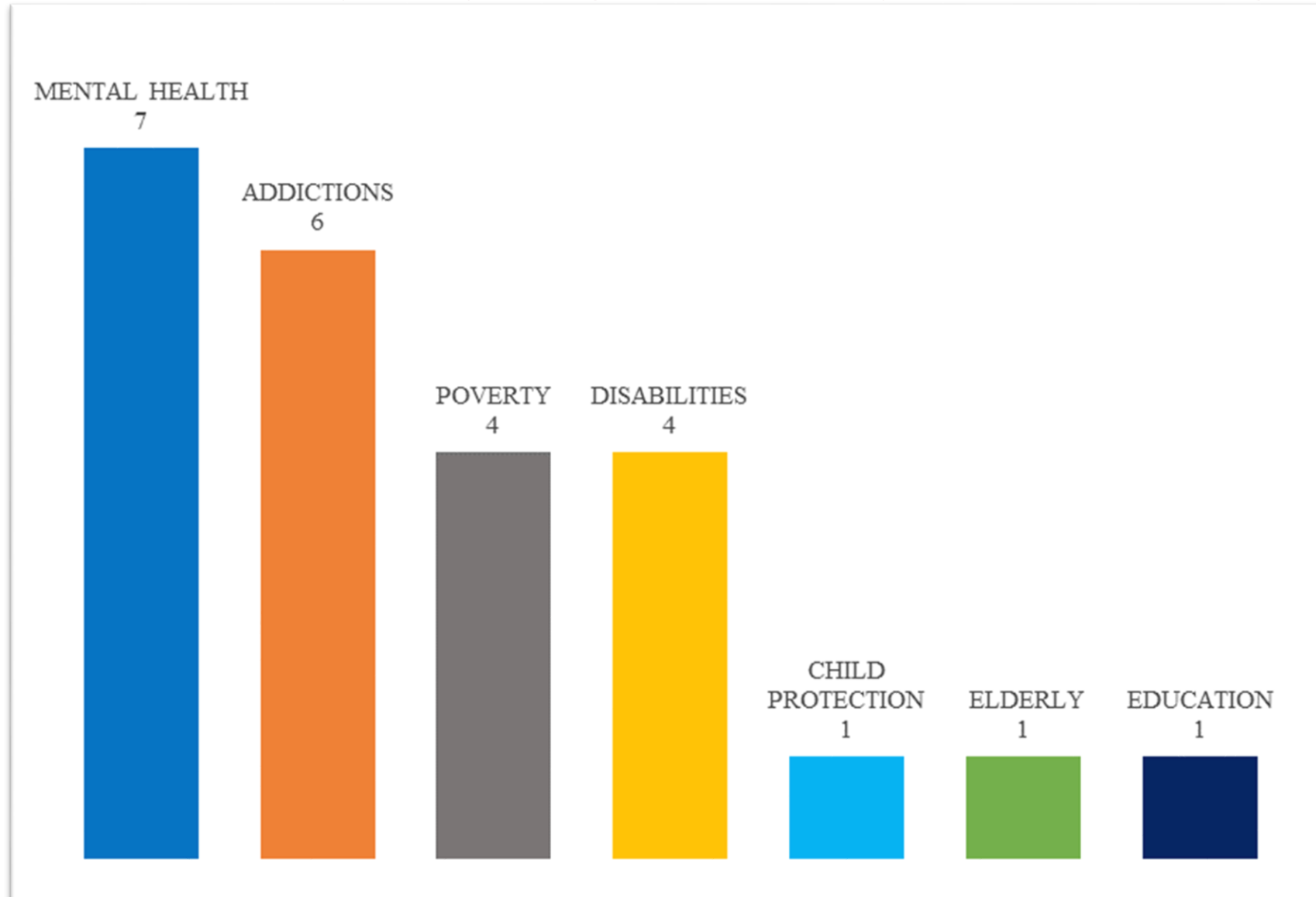
	<b>Total participants</b>	<b>Bachelor student</b>	<b>Master student</b>	<b>Educators</b>	<b>EBEs</b>
<i>UNIV. 1</i>	10	1	1	4	4
<i>UNIV. 2</i>	4	1	0	2	1
<i>UNIV. 3</i>	6	1	0	1	4
<i>UNIV. 4</i>	8	4	0	2	2
<i>UNIV. 5 (a)</i>	8	6	0	2	0
<i>UNIV. 5 (b)</i>	5	0	0	4	1
<i>UNIV. 6</i>	11	2	0	4	5
<i>UNIV. 7 (a)</i>	4	0	0	1	3
<i>UNIV. 7 (b)</i>	10	10	0	0	0
<i>UNIV. 8</i>	8	0	0	5	3
<i>UNIV.9</i>	12	2	0	5	5
<b>Tot.</b>	<b>86</b>	<b>27</b>	<b>1</b>	<b>30</b>	<b>28</b>

*Fig. 1 – Number and category of participants in each focus*



# Findings (2)

Fig. 2 – Number of dialogical groups and areas in which EBEs participants gained their experiential knowledge



# Findings (3): Experiential knowledge: characteristics and role in social work and nursing education



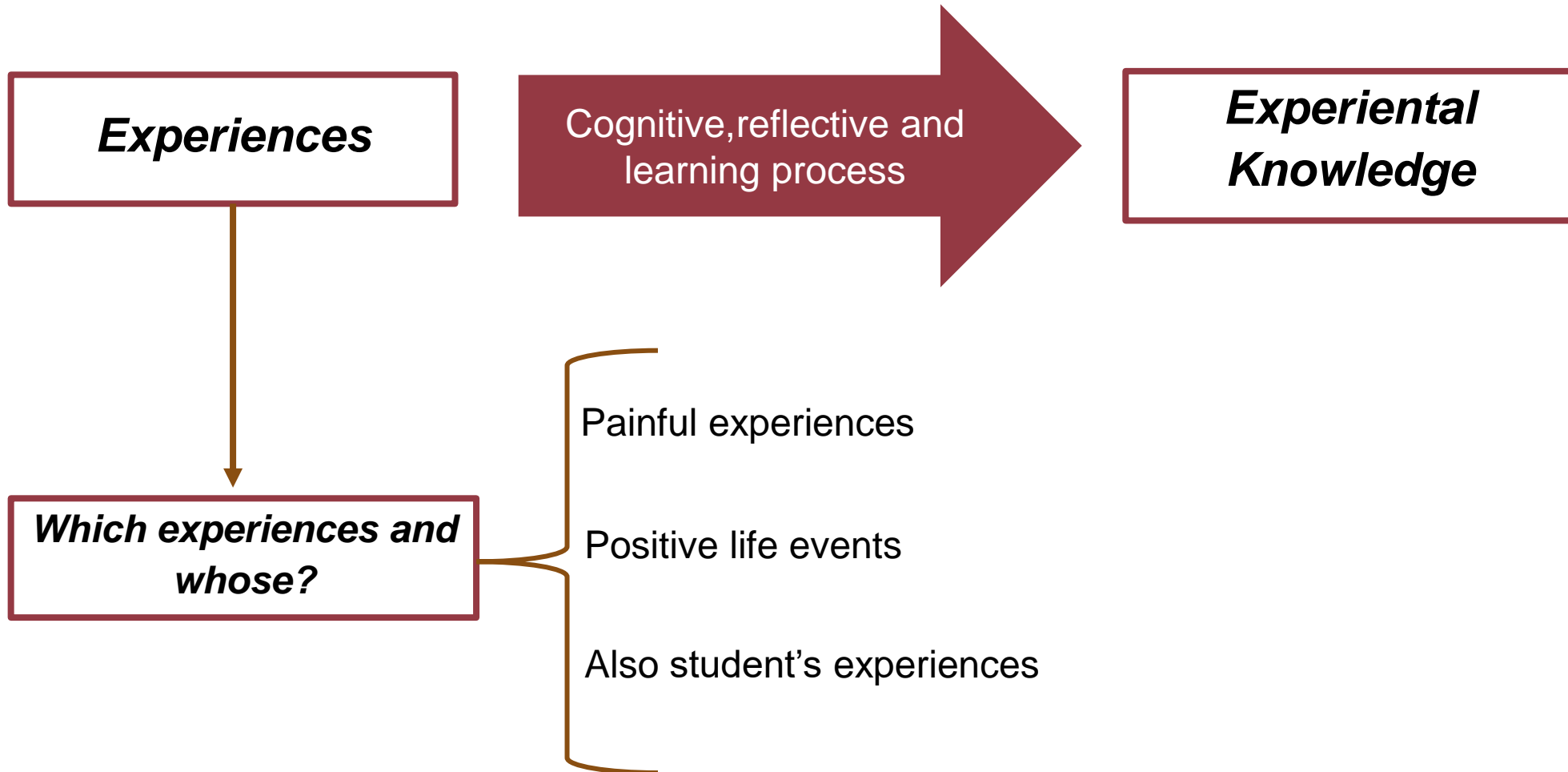
- ❖ Dialogical Meetings as an opportunity to build a **multifaced definition**
- ❖ The importance of exchange Experiential Knowledge and Theoretical Knowledge → **co-production educational processes**
- ❖ **NEED** → presence of EBEs **more structural** and organized in SWE and care training courses



# Findings (4): Experiential knowledge: characteristics



*How is shaped and is constructed the Experiential Knowledge ?*



# Findings (5): A teaching style that facilitates the integration of experiential knowledge



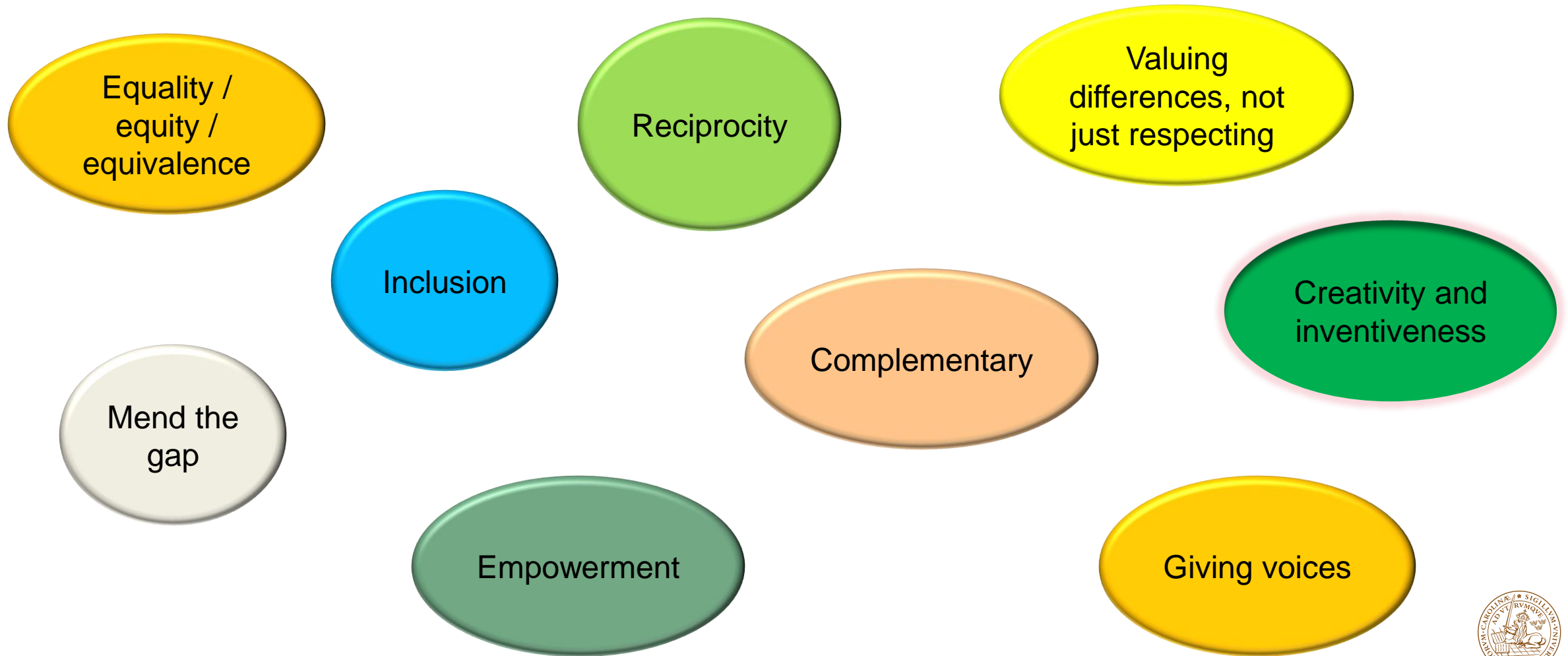
- Style that recognizes and **respects differences**
- Promote **space and time for thinking** and reflection
- Preparing in advance the objectives and content to be discussed
- Using **creativity and flexibility** during the sessions
- **Interactive methods**
- Integration as an **ongoing processes**

# Findings (6): Concrete elements that facilitates the integration



<b>LEVEL 1: FACILITATION CLASS WITH STUDENTS</b>	<b>LEVEL 2: ORGANISATIONAL / INSTITUTIONAL</b>
Use small class groups.	Continuous and not sporadic EBEs' presence
Name Badge	Involving EBEs in the preparation of meetings and lessons. integral part of the process of designing the meetings
Class take place at user's place of «work»	Promote cooperation between different institutions (academic and non-academic).

# Findings (7): Key principles for integrating experiential knowledge in social work and nursing education



# Findings (8): Experts by experience: different terms reveal the heterogeneity of experiences



- Expert by experience
- Teacher with experiential expertise / experience lecturer
- Care professional with experiential expertise
- Student experts
- Cooperation partner
- Supervisor with experiences
- Consultant of experiences

# Conclusions

- Data collection process was highly diversified and depended on the uniqueness of each university, its experience and working methodology
- **Heterogeneity** of the current situation in European university about the EBEs involvement in higher education
- **Key principles** guiding and underpinning the integration of experiential knowledge in social work and nursing education are similar
- Dialogical groups as an **opportunity** for each individual university to reflect on its own integration processes and to look at possible developments, through a process of bringing together experiential knowledge and education.



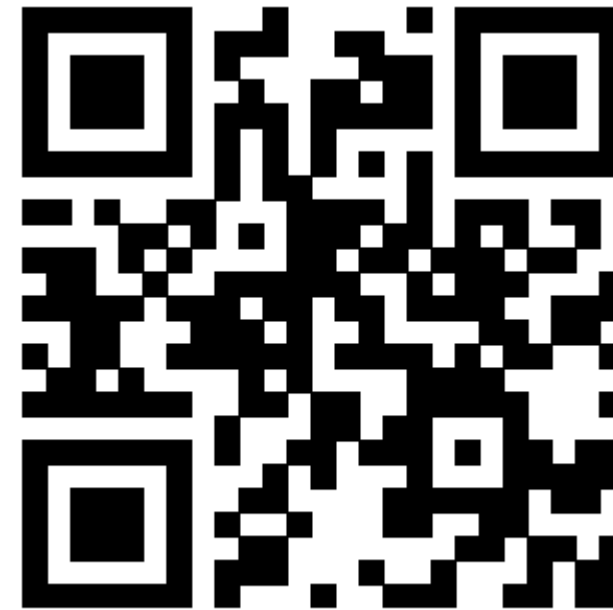
Comments,  
clarifications,  
reflections to share?

# More information



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