

**Partnership
Experiential
Knowledge**



Experiential Knowledge in Higher Education



Co-funded by the
Erasmus+ Programme
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Programme



11.50 - 11.55 General Introduction	Jean Pierre Wilken, Utrecht University of Applied Sciences
11.55 - 12.05 Why experiential knowledge as an important source for education? Which values form the foundation for working with personal experiences?	Camilla Landi, Catholic University of Milan
12.05 - 12.15 How can teachers/lecturers work with experiential knowledge?	Sascha van Gijzel, Utrecht University of Applied Sciences Rosalie Metze, Windesheim University of Applied Sciences Jolita Buzaitytė Kašalynienė, Vilnius University
12.15 - 12.25 How to include experts by experience in the education?	Lien Frissen, UCCL Leuven Kristel Driessens, University of Applied Sciences Karel de Grote Antwerp

How to integrate experiential knowledge in the curricula of social work and nursing?

***Partnership
Experiential
Knowledge***



2021 – 2024
12 universities
10 countries
Social Work and Nursing

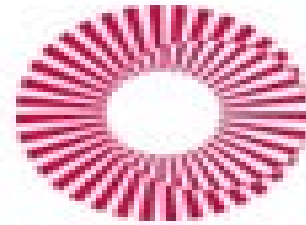
<https://powerus.eu/partnership-experiential-knowledge/>



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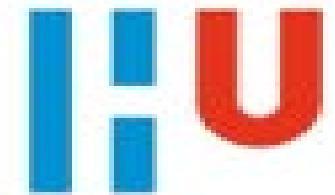
University
of Dundee



UCLL
HOGESCHOOL



LUND
UNIVERSITY



Windesheim

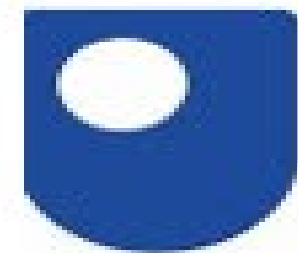


UNIVERSITETET I AGDER



Universidad de
Castilla-La Mancha

CAMPUS DE EXCELENCIA INTERNACIONAL



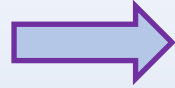
The Open
University



WHAT DID WE DO....

- 7 work packages
 - Transnational Meetings
 - Conferences and Learning Events
 - Pilots
-
- Collecting existing knowledge
 - Developing additional / new knowledge
 - Collective learning and training
 - Producing materials, guidelines, learning modules
 - Dissemination in own university
 - Dissemination to other higher education institutions

WP1:
Foundation



Why: **guiding vision** and scientific background
for inserting experiential knowledge in higher education

WP2: Didactical methods



What to use: suitable **didactical and pedagogical methods**

WP3: Lecturer competences



How: **Putting experiential knowledge into educational practice**

WP4: Experts by Experience



How: **Experts by Experience contributing to education**

WP5: Organisational framework



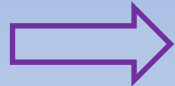
How to organise: tips and guidelines how to integrate
experiential knowledge into the curriculum

WP6: Digital forum



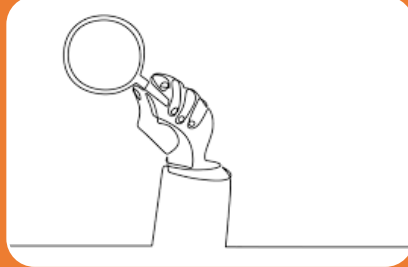
What to use: **resources** (website with products of the other work
packages, literature, inspiring examples)

WP7: Monitoring



How to monitor: tools for **monitoring and evaluation**

DOCUMENT ON KEY PRINCIPLES FOR INTEGRATING EXPERIENTIAL KNOWLEDGE IN SOCIAL WORK AND NURSING EDUCATION



Definition of Experiential Knowledge and its theoretical foundation

- Type of knowledge, a wisdom, a know-how which persons/a person generate and develop starting from his/her personal and lived experiences by reflecting on them
- it's unique, personal and collective, subjective, holistic, complementary, dynamic



Values, principles and conditions related to the didactical-pedagogical application of experiential knowledge

Inclusion and giving voices – Empowerment – Equity & equivalence – Reciprocity - Creativity
General conditions: awareness; time; safe spaces; space to breath, to talk and share;
accessibility; stability, continuity, growth; clarity and coherence; openness, trust, voluntariness



The ethical issues of working with experiential knowledge in educational contexts

Preparation to activity – sharing personal experience in safety – freedom of sharing - facilitating group dynamics and managing power dynamics - learning experience collaboration ...

Inspiring values and principles: a word cloud





A support kit for experts by experience involved
in higher education

www.powerus.eu – experiential knowledge



1. EXPERTS BY EXPERIENCE: THE ROLE AND THE TASKS IN HIGHER EDUCATION
>>



2. RECRUITMENT AND SELECTION >>

Click on a theme
a subpagina will open with
- needs and wishes of EBE
- inspiring documents of good
practices



3. TRAINING PROGRAMS >>



4. WELCOME AT THE UNIVERSITIES (OF APPLIED SCIENCES)



2. Recruitment and selection

'Networking with mental health institutions and service user organizations, but also cooperation between higher education institutions themselves.'

IS TRAINING/WORKING AS AN EXPERT BY EXPERIENCE SOMETHING FOR ME? (CHECKLIST)

To find out if getting started as an expert by experience is for you, check this checklist.

[2.1 checklist >>](#)

THE DIFFERENT WAYS IN WHICH PEOPLE GET INVOLVED IN EXPERIENTIAL WORK.

How the surveyed experts by experience got involved in higher education you can read here.

[2.2 EbE-Involvement-Handbook >>](#)

[2.3 ways to get involved >>](#)

In addition to the insights provided by experts of experience themselves, we also recommend consulting the Involvement Handbook for Experiential Experts by Pathway^[1], a health charity focused on homelessness and social inclusion in the UK.

RECRUITMENT AND SELECTION

There are a number of ways that people become involved with Pathway EbE work. It is more than likely that you will have come to us through one of the more popular ones:

1. Word of mouth from another EbE.
2. When working with a partner project or agency.
3. You have been suggested to us by another organisation you are involved with.

Being part of a group of people who are all pulling in the same direction can give you a sense of purpose and a sense of ownership over the work that you are doing.

It doesn't matter how you get involved with us, what matters is that we share common aims, which are the willingness to have your voice heard and the desire to make a difference for others. If between us we decide that you want to volunteer your time with us then we will want to get to know you a bit better.

- We will discuss how much time you can commit to any specific project and whether it is sufficient.
- We may need to find out how much experience you have about a specific subject. It could be that you won't be suitable for the project we are working on this week, but next week you are the ideal person.
- Before we ask you to get involved in any project we will always talk to you about where you are at in your life to make sure that you are in a safe place to be able to volunteer. (This is important because we have to make sure that working with us, and talking about sensitive issues will not leave you feeling more vulnerable.)
- We will help you to build positive relationships with other members of the Pathway EbE group. Team work plays a large part of the work we do and we have to make sure that all the pieces fit together.
- We will always try and match the right person to the right opportunity so we will make sure you get an equal chance to explore the different opportunities there are to volunteering with Pathway.
- We will keep a record of the different things you do with us to make sure we are being fair.
- We are always open about the decisions we make and we will be honest with you about our reasons to select one person over another.
- We ask all our EbEs to keep us informed about where they are at in their lives to help us make the right decisions for them.
- Please let us know about any skills that you possess that you think might contribute to our work, or help other members of the team. Pathway EbEs develop as much of a role as a teacher as a pupil, by teaching and learning together.



“I enjoy volunteering as an Expert by Experience for Pathway. I have done lots of things I enjoy. I feel comfortable, everybody treats me well and I always feel as though I have support if I need it.”

***Viv Askeland
Pathway Expert by Experience***

