Co-Creation of Content to promote Learning, Activism and Advocacy
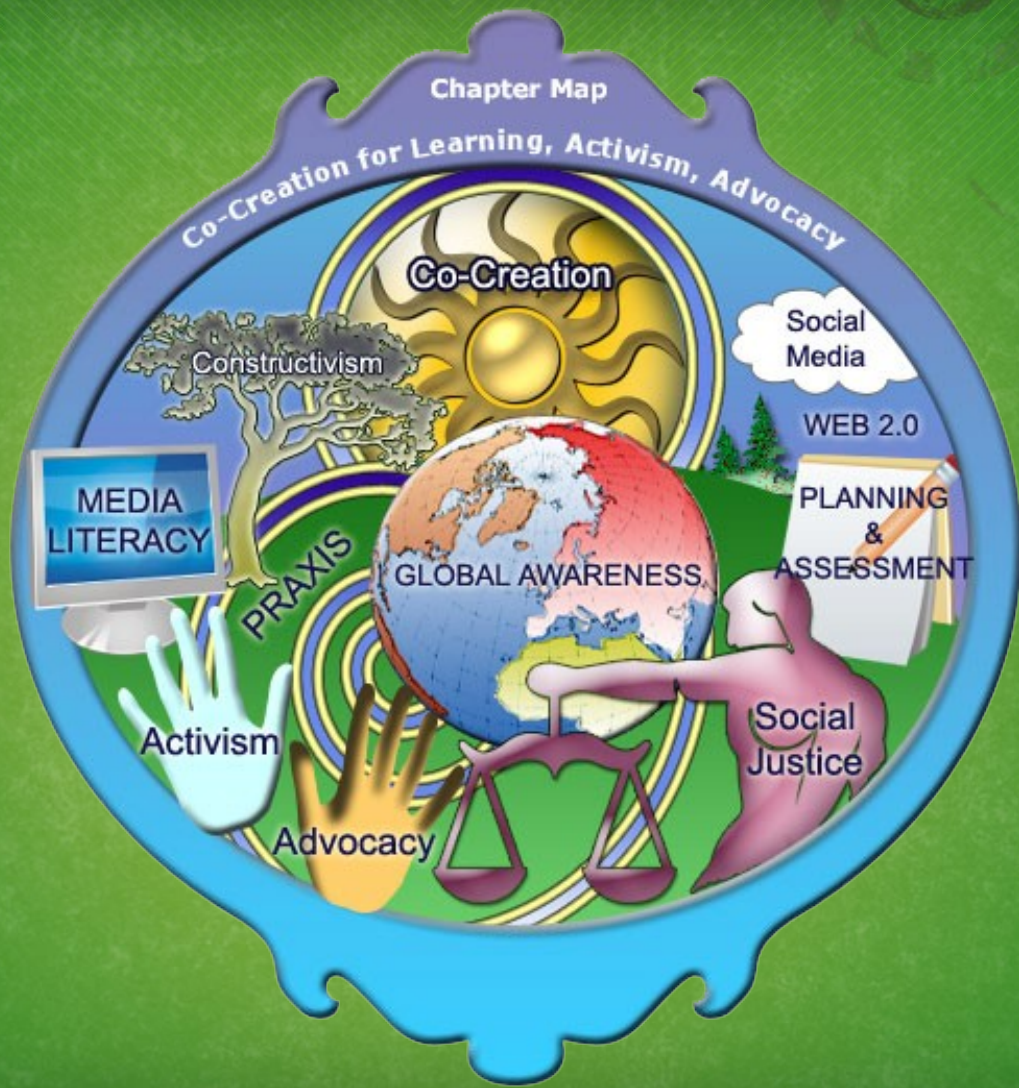
Facilitator:

June Kaminski, RN MSN PhD(c)

WEBCAST: April 14, 2010

http://tr.im/edw20b

Chapter Map

Co-Creation for Learning, Activism, Advocacy

Co-Creation

Constructivism

Social Media

WEB 2.0

MEDIA LITERACY

PRAXIS

PLANNING & ASSESSMENT

GLOBAL AWARENESS
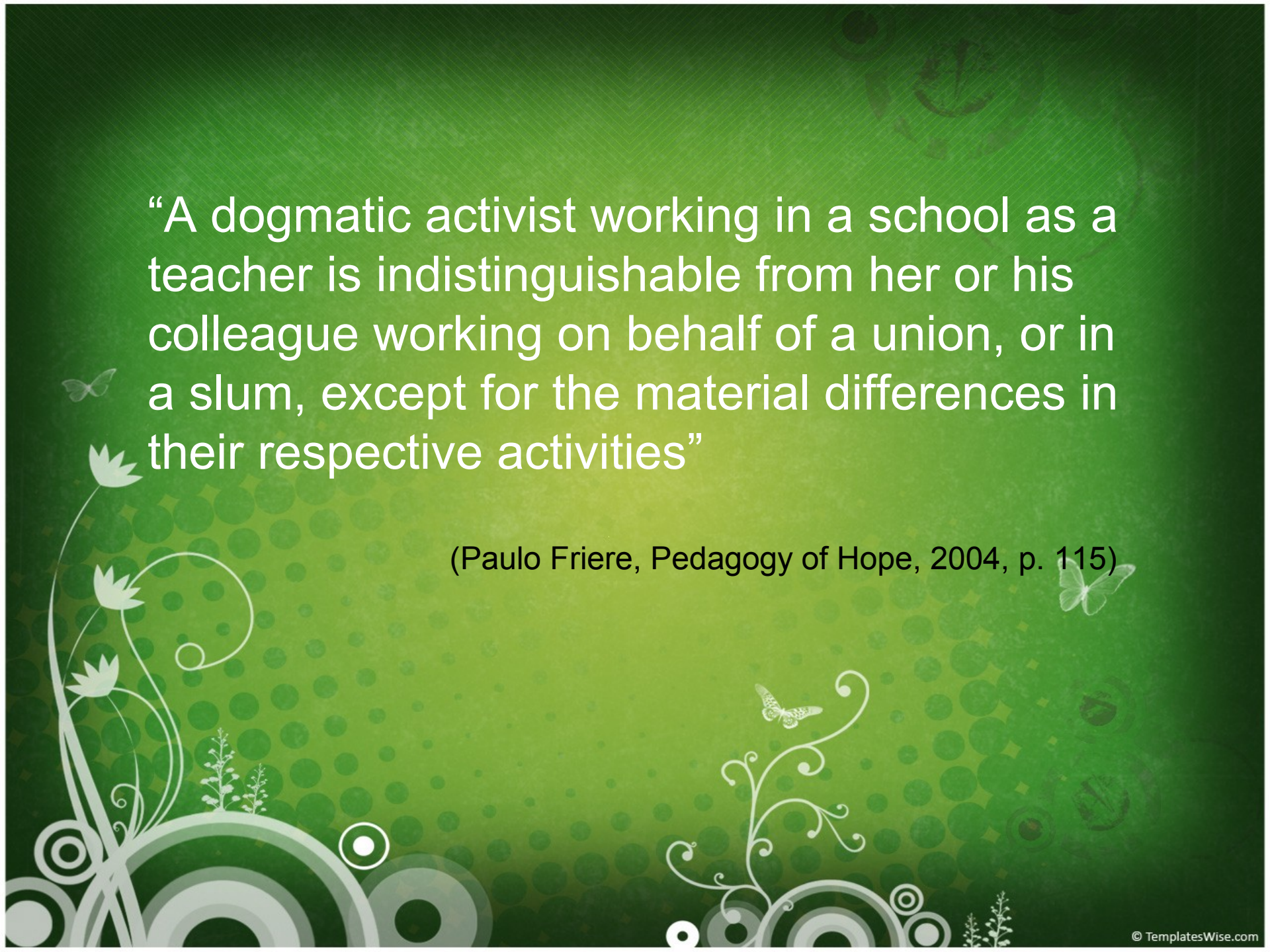
Activism

Advocacy

Social Justice

A key question addressed in this chapter is:

How can communicative and creative technologies be used to stimulate meaningful activist engagement with ecological, sustainability, environmental and quality of life dialogue and praxis in education and society at large?

Presentation Outline

- Overview of Co-Creation
- Educational Co-Creation
- Activism Organization
- Praxis Principles
- Activism & Advocacy Principles
- Media to Promote Activism
- Co-Creation Case Studies
- Planning & Assessment

"A dogmatic activist working in a school as a teacher is indistinguishable from her or his colleague working on behalf of a union, or in a slum, except for the material differences in their respective activities"

(Paulo Friere, Pedagogy of Hope, 2004, p. 115)

Overview of Co-Creation

- Advent in Open Source Movement

- Now a Buzzword in Business

- Co-creation is interpreted as the process of close involvement of end-users (customers, members, students) in the development of services and products (or content), a process that includes the end-user as a vital part of the development process

Co-creation is…

- "an energetic process, not an intellectual exercise" (Cherkoff & Moore, 2006, p. 3)

- "any act of collective creativity" (Sanders and Stappers, 2008, p.6)

- "egalitarian idea sharing" (Sanders and Stappers, 2008, p.9)

- where people come together to collaboratively create and share information, knowledge, and content

Co-Creation Configurations

- a **Club of Experts** best suited "for very specific time-pressured challenges that demand expertise and breakthrough ideas" (Pater, 2009, p. 2).

- a **Crowd of People** "unleashes the power of the masses… people can rate and respond to each other's ideas" (p.2).

- a **Coalition of Parties** people from various organizations "team up to share ideas and investments" (p.2).

- a **Community of Kindred Spirits** refers to "groups of people with similar interests and goals can come together and create something for the greater good. This model – so far – works mostly in software development" (p.2).

Co-Creation Configurations

Two central dimensions of **open-ness** (who can join?) and **ownership** (who owns/controls the outcome?).
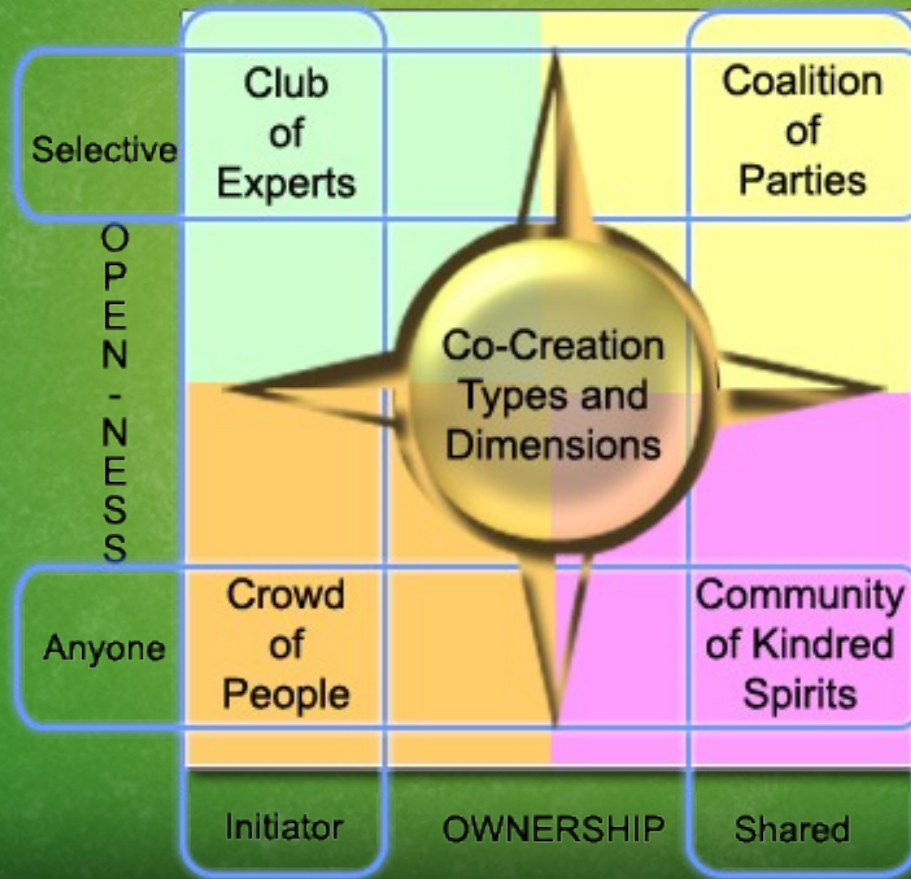
Educational Co-Creation

- = Learning-in-Action

- = Constructivist

- Co-creation of Content & of Value

- Co-create Content that becomes part of the course itself

- Co-create a Resource that serves one's future profession or future clients

Can Lead to a Domino Effect

The content can spur a domino-like effect of inspiration encouraging others to:

- continue the movement,
- support the cause,
- add to the existing repository,
- share in the concerns and
- find the critical solutions to society's ills and struggles.

Co-Creation Foundations

- **Dialogue** – facilitates knowledge sharing and a shared level of understanding
- **Access** – reliable and easy access to course resources and tools, ICTs
- **Transparency** – learners need to trust the course guidelines and grading to engage in the creation of public resources.
- **Planning** – learners engage in content planning
- A**ssessment** – should also be done in a cooperative, co-created manner.

(adapted from Prahalad & Ramaswamy, 2004).

Activist Organization Model

Activist Organization Model (© Kaminski, 2007)

- Kaminski (2007) initiated a Model for Activist Organization that can effectively guide the Co-Creation process for activist and advocacy learning experiences in education.

- The involved participants need to engage in **dialogue, brainstorming, reflection, praxis, and action planning.**

Activist Organization Model

Step One: Dialogue
A Reciprocal Process

Dialogue is a reciprocal, equitable, mutual and respectful conversational exchange between participants that allows all to be heard, all aspects of the topic is explored, and a sense of emerging "community" is catalyzed.

Step Two: Brainstorming
Taking Inventory

Brainstorming involves exploring the strengths, abilities, resources, and goals of the developing activists. In this step of the process, the members determine the resources at hand, and take stock of what will be needed to begin the activist process.

Activist Organization Model

Step Three: Reflection
Taking Time to Contemplate

Reflection is an important step, since it allows the group to take time to consider all ramifications, restraining and driving forces, and be open to new ideas and possibilities that can be applied to the praxis and action planning steps.

Step Four: Praxis
Reflection in Action

Praxis is essentially reflection-in-action and reflection-on-action. Praxis is the process of putting knowledge and reflection into action. It is an important step in tying all of the other steps together to facilitate a successful action plan that is both manageable and realistic yet also encompasses strategies to move beyond the restraints of risk, the tenets of status quo, and fear of failure.

Activist Organization Model

Step Five: Action Planning
Outlining the Details

The final step to the Organizational Process pulls the other four steps together to provide the means for concrete initiative planning. This step entails determining the goals, strategies, timeline, resources, media scope, key players, and contingency considerations needed to move to the Action phase of the activist process.

The combination of these outlined co-creation foundations with an activist organizational model (such as the one proposed by Kaminski, 2007), provides a sensible framework to guide activist and advocacy co-creation learning experiences.
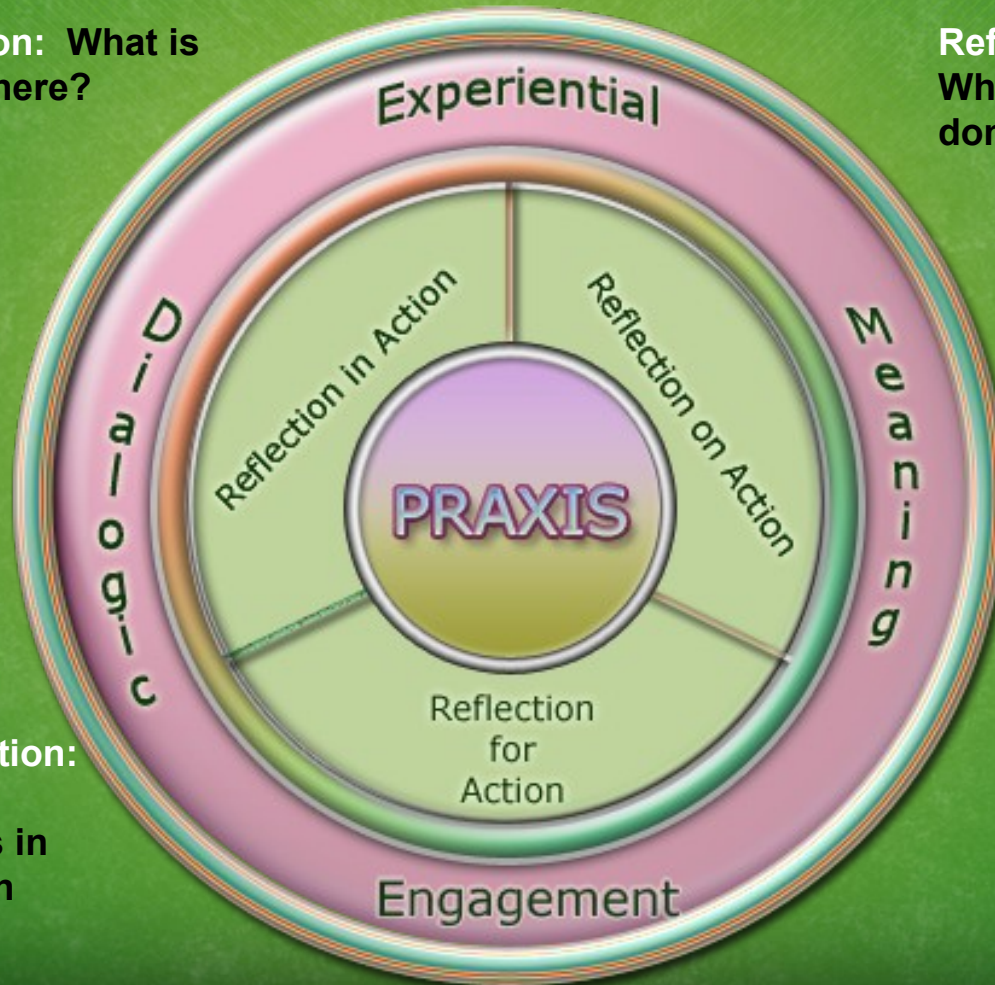
Praxis Principles

- Praxis involves a dynamic, contextual, and socially constructed process of combining action and reflection in three configurations or 'phases':
- **reflection in action**
- **reflection on action**
- **reflection for action**

Praxis Principles

Reflection in Action: What is really happening here?

Reflection on Action: What is done, will be done… and more?

Reflection for Action: The process and product of praxis in activist education

Praxis Image © June Kaminski, 2010

Praxis section of chapter written by Dr Amandah Hoogbruin

Social Activism Principles

- Friere proposed that it is the duty of all educators to guide learners to develop a **critical consciousness** that is astutely aware of the social, political, economic and hegemonic forces of society.

- Critical awareness is the first step, but it is the **ability to take action** to address these compromising forces and inequities that sparks social activism in education (and other social arenas).

Social Advocacy Principles

- Advocacy is a set of deliberate actions in support of a cause - a political process that coordinates the efforts of people in changing existing practices, ideas, and distributions of power and resources

- Advocacy can be applied to action plans and the co-creation of content through many guises: by providing information, lobbying, forming coalitions, mobilizing constituencies, applying various media campaigns, and supporting communities in exploring the best ways for them to target, shape, and appeal to policies that affect them

Media for Activism

- As most people are aware, mass media can be used as a vehicle for both social change AND for maintaining the status quo.

©June Kaminski

Media for Activism

MEDIA	ACTIVITIES
Viral Flash	Inform & Disseminate
Email Action Alerts	Petitions
Web Campaigns	Lobbying
Social Media Web 2.0	Coalitions
Blogs, Wikis	Build Community
Web Action Kits	Advocacy

Media Choices

- **Internet campaigns**
- **Viral Flash movies**
- **Multimedia Presentations**
- **E-mail Action Alerts**
- **Television Productions**
- **Documentary Films**
- **Radio shows (Internet, Air)**
- **Music, Art, Exhibits**
- **Journalism, Poetry, Plays**
- **Web sites, Blogs, Wikis**
- **Video productions**
- **Brochures, pamphlets, newsletters, e-zines**
- **Broadcasted rallies, lobbying**
- **Social media**

Co-Creation Case Study # 1

EcoNurse

- http://econurse.org/ (initiated in 2007)

EcoNurse is an activist, research-based site intended to catalyze human awareness of ecological issues and solutions. This web site has been created to provide resources and information about how nurses can influence environmental policies, practices, and potential threats to the health of humans and other species on this planet.

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EcoNurse

MAIN   SITEMAP   **ABOUT**   ISSUES   HEALTH CARE   RESEARCH   MEDIA   BLOG   LINKS   CONTACT

E X P L O R E

- MAIN
- SITEMAP
- ABOUT
- ISSUES
- HEALTH CARE
- RESEARCH
- MEDIA
- BLOG
- LINKS
- CONTACT

Nurses are ideal prime

Contributing Student Bios

Canadian nurses are expected to: *"be aware of broader health concerns such as environmental pollution, violation of human rights, world hunger, homelessness, violence, etc. and are encouraged to the extent possible in their personal circumstances to work individually as citizens or collectively for policies and procedures to bring about social change, keeping in mind the needs of future generations"* (Canadian Nurses Association, 2002 Code of Ethics for Registered Nurses, p.15).

2007 Student Contributors

HANA MINARIKOVA, RN GNC(C)

I was born and raised in Most, Northern Bohemia, Czechoslovakia, now the Czech Republic. After graduating with Distinction from the Most Nursing School, I worked in the Most Regional Hospital on a variety of surgical units (trauma, pediatric unit, small operating room) for eight years, then immigrated to Canada in 1991. I received my Canadian license in 1994 and worked at St. Paul's Hospital as an I.V. nurse and at the Yaletown House and Kiwanis Care Centre as a casual nurse. I completed the NCLEX exam in California in 1995, the VCC Nurse Management Course in 2003, and earned my CNA Gerontology Specialty certificate, GNC(C), in 2004. I enrolled in Kwantlen University College BSN Completion Program for RNs in 2006. At the present time, I work as a Resident Care Coordinator at Kiwanis Care centre (six units) since 2006. I work and live in North Vancouver and I like to bike to work as much as my work and weather allows it.

Students

Some BSN and BPN nursing students at Kwantlen University College have contributed to the development of this site. Read Student Bios....

Author

June Kaminski has taught in the BSN nursing program at Kwantlen since 1989. She is dedicated to guiding students and practicing RNs in developing nursing informatics, activist, and ecological awareness skills so they

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The primary impetus for this site is the critical importance of raising human awareness of the Earth's plight Students can be involved in this action, by helping to co-create meaningful content.

They help to shape this online space intended for nurses to find the time and space to dialogue, reflect, engage in both praxis and action, to collaborate and support one another to raise public awareness as well as our own, in order to protect this planet we call home.

Students become aware that this is a critical time in history where action is crucial if we are to preserve our quality of life for ourselves and for future generations.

Co-Creation Case Study # 2

Nurse Activism

http://nurse-activism.com/

The site has been created to offer theory, resources, examples, research, news, and tools to help nurses unite, organize, and participate in activist initiatives that contribute to the health, well-being, peace, and harmony of humanity and all of Planet Earth. This site includes student contributions and research assistance, intended to provide an online repository of resources and theory to support

Nurses in honing activist abilities.

Nurse Activism

A REPOSITORY OF RESOURCES, THEORY, AND TOOLS FOR THE ENGAGED NURSE

Take a Stand!

Nurses are Activists!

They just need support, knowledge & tools!

This site has been created to offer theory, resources, examples, research, news, and tools to help nurses unite, organize, and participate in activist initiatives that contribute to the health, well-being, peace, and harmony of humanity and all of Planet Earth.

Media is Key!

The advent of the Internet and other communicative and creative technologies has
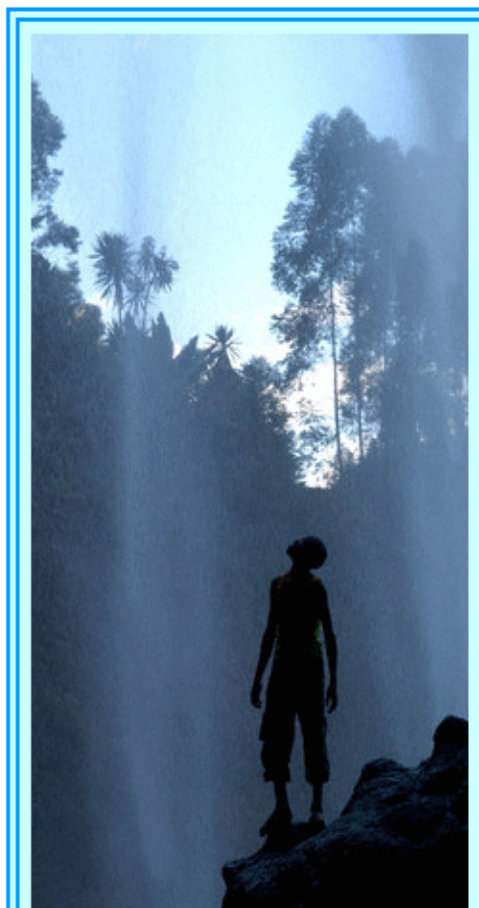
READ THE NURSE ACTIVISM BLOG

NEWS, IDEAS & VIEWS

There are so many causes and events worth noting in our global landscape. This blog will present highlights of initiatives that deserve attention and participation by nurses and society at large. **Visit our Blog to read about the latest entries. ...**

Awareness is the first step, reflection and planning the second step, action and raising a critical mass is the third.

NURSING ACTIVIST RESEARCH

JOIN THE MOVEMENT!

Nursing Research related to social justice and activism to promote global health and well-being for all are active foci of this site. Nursing researchers and nursing students are engaging in study and praxis to create this site.

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Students have expressed both pride and a sense of accomplishment when they view their work online on the Nursing Activism and EcoNurse sites.

They recognize that what they create has value, and can be used to enlighten, influence, and guide others in healthy living and ecological practices, and nurses to become activists.

They also value that they are receiving academic credit for usable, 'real world' relevant projects. The focus of a student's work within these courses is comprehensive, since they often devote all of their assignments to one self-selected issue of interest.

For instance, a student may choose to focus on childhood obesity, domestic violence, or eating disorders and concentrate all course assignments on this selected topic of interest. They gain expertise of the topic in the process.

Planning & Assessment

- **CHOICE:** It is critical that the students can choose the topic and 'cause' that they wish to focus for commitment and passion to develop.

- **CREATIVITY:** Students should be encouraged to tap their inner creativity when planning, designing, and finalizing their projects.

- **VENUE FOR DISSEMINATION**: If a web site venue is to be used, the means to design and maintain the foundational site is important.

- **STUDENT SUPPORT**: If possible, time during the course classes or lessons should be built in to offer support and tutoring to students. Technological support will also be necessary

Assessment

Assessment of the students' work can be done in two ways:

- Using a standardized format with clear assessment indicators organized in a rubric or grid.

- Using a co-assessment format where each student decides how their project will be assessed in collaboration with the educator.

Summary

Education in the 21st century must go beyond preparing students to work within an increasingly corporate run and competitive world. The design and delivery of course assignments that enrich activism and advocacy theory, skills, and values help to equip students with experiences that can serve to spark an interest in, and dedication to promoting human rights, protecting global resources, and improving the future.

Food for Thought

"If higher education is to be a crucial sphere for creating citizens equipped to understand others, exercise their freedoms, and ask questions regarding the basic assumptions that govern democratic political life, academics will have to assume their responsibility as citizen-scholars, take critical positions, relate their work to larger social issues, offer students knowledge, debate, and dialogue about pressing social problems, and provide the conditions for students to have hope and believe that civic life not only matters but that they can make a difference in shaping it" (Henry Giroux, 2006, p. 74).

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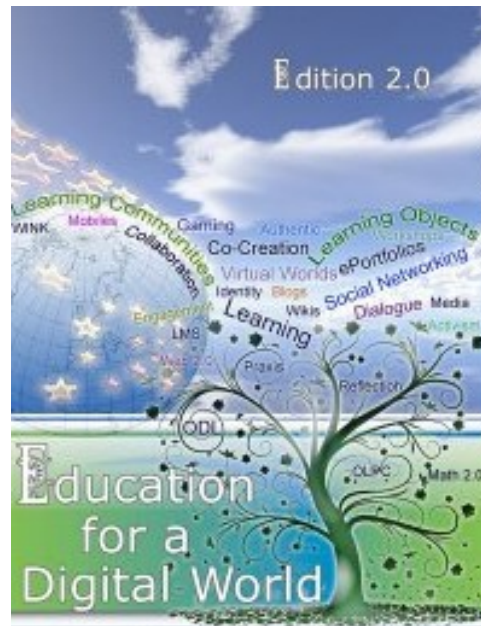
For More Information

Contact June Kaminski at june@econurse.org

Watch for the publication of our new book Education for a Digital World edition 2.0 on Facebook:

http://www.facebook.com/l/9842f;doodle.com/ep2a7vwpium39mn9#!/group.php?gid=5045281940&ref=ts

Webcast Archive: http://scope.bccampus.ca/mod/resource/view.php?id=6801

Book Cover by

June Kaminski

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