Creative Production as a Pedagogical Strategy – examples from Theory of Science

Purpose
The purpose of this single abstract is to present and discuss results coming from a pilot study exploring how creative production can be used as a didactic framework for teaching theory of science at BA level at the university. The data consists of observations during talks and evaluations, log books of reflections, and the students’ productions.

Conceptual framework
The BA in Communication and Digital Media at AAU is based on an interdisciplinary approach involving a wide range of scientific positions of communication. Hence, the teaching of theory of science plays a central role even from the first semester to support the students’ development of not only theoretical, but also meta-theoretical awareness and agency.

As part of a new application-oriented strategy we use creative production in exchange for students passively listening and taking notes as the only mode of production during Theory of science classes. Through the making of small, digital productions the students gain personal and material experiences with meta-theoretical perspectives such as a hermeneutic notion of gaming, the phenomenological perceptions of things and social construction of meaning. Through this rather unorthodox approach to a classic, contemplative subject, Theory of Science is turned into an active and experience-oriented discipline.

Theoretical framework
We understand creative production in the light of design thinking (Ejsing-Duun & Skovbjerg, 2016). The production is a form given by using a digital tool, using text and theoretical concepts. Learning through production has an important functional aspect as it makes it possible to reflect upon one’s own learning afterwards and to discuss it with others.

This point of departure is based on a pragmatic learning perspective provided and inspired by Dewey (1976), Schön (1999) and by an understanding of learning design framed by Sørensen & Levinsen (2014). In a pragmatic understanding of learning the students must first and foremost do something with the concepts – in this perspective concepts coming from theory of science. In their forming a production the students are not only getting to know concepts of science, but they are applying them to a actual scientific practice.

Results
Our results show indications that production: 1) can facilitate knowledge sharing between students, 2) be a guide for making theoretical and abstract concepts understandable for students, when they are asked to work with them in a concrete and practical way.

References: