Mind the gap

Values in socio-material environments

Olsen, Poul Bitsch

Publication date:
2010

Document Version
Early version, also known as pre-print

Citation for published version (APA):
Olsen, P. B. (2010). *Mind the gap: Values in socio-material environments*. Paper presented at EASST 010 - Practicing Science and Technolopgy, Performing the Social. Engineering Practice: Performing a Profession, Constructing Society, Trento, Italy.

Mind the Gap

Poul Bitsch Olsen, Business Studies,
Dept of Communication, Business and Information Technologies, Roskilde University
Lorna Heaton, Communication Department, University of Montreal, CA,

Issue

An investigation of academic education and how values are transformed in the light of the participants resilience and productive involvement.

In different academic environments.

Researchers/teachers' practice and perspective and students' practice

Bulmer's impact on Becker's analysis.

"Think about that being a student – routinely involves people in particular kinds of situations, and creates particular problems for them to solve.

To do that you need a theory of student and teachers, a theory of schools, a theory of hierarchically organized activity, a theory of socialization – you need in short, theories about particular aspects of the real world."

Randall Collins, 1981

There are two macro-dimensions in social life, maybe thee .

Time

Space

(and maybe numbers)

Background Montreal Univ., Comm. Dept.

- Traditional structure, departments, one or few disciplines .
- Specialization and socialization into a specific scinetific culture.
- Communication dept-, somewhat more diverse.
- General rules, courses and structure are anchoring orientations as well as architecture.

Background RU

1972

- Problem orientation
- Interdisciplinarity
- No compulsory courses in social sciences and humanities (→ flexible interdisciplinarity)
- Collective work processes
- Student's responsibility for own research processes and burning issues

Today

Few aspects have changed.

Roskilde – based on creativity-enhancing ideas

- 1972 – a university experiment based on problem-based learning
- Purpose-built
- Problem-based learning
  - project work in teams (50%)
  - inter-disciplinary approach to problems
  - Participant-led
  - Two-year basic studies programme followed by disciplinary specialisation
  - More than 30 subject-specific study programmes can be combined within and across faculties

From rector Poul Holm's presentation 2006-8:

Simple examples of change

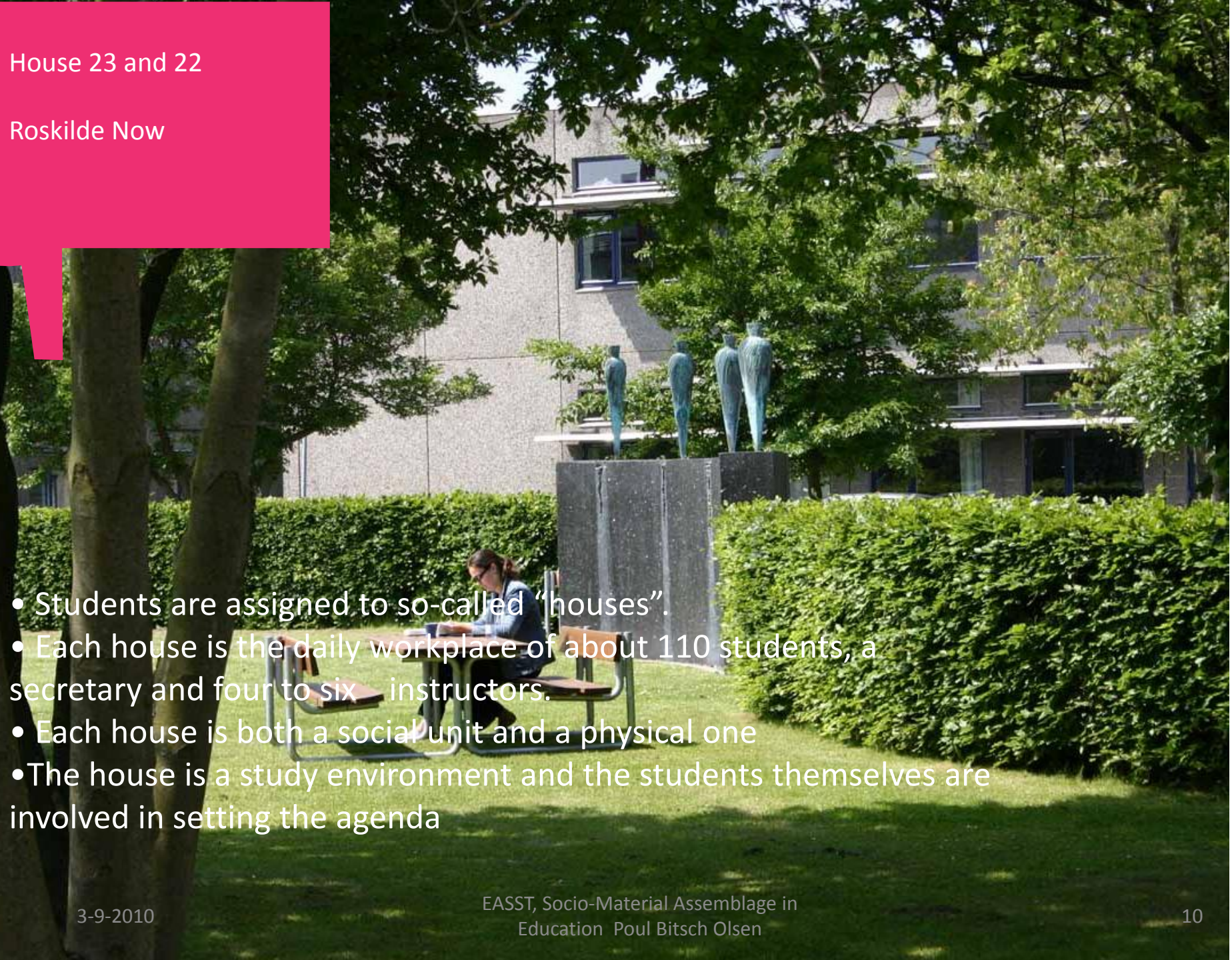
- Shorter project reports, better formulation and aggregation, less emphasis on data presentation, but more on data evaluation.
- Smaller groups
- Shorter project periods
- Individual examination
- Less collective seminars and common themes
- More fixed (compulsory) courses

Architecture – “the house” must be there to organize in this way

SPACE

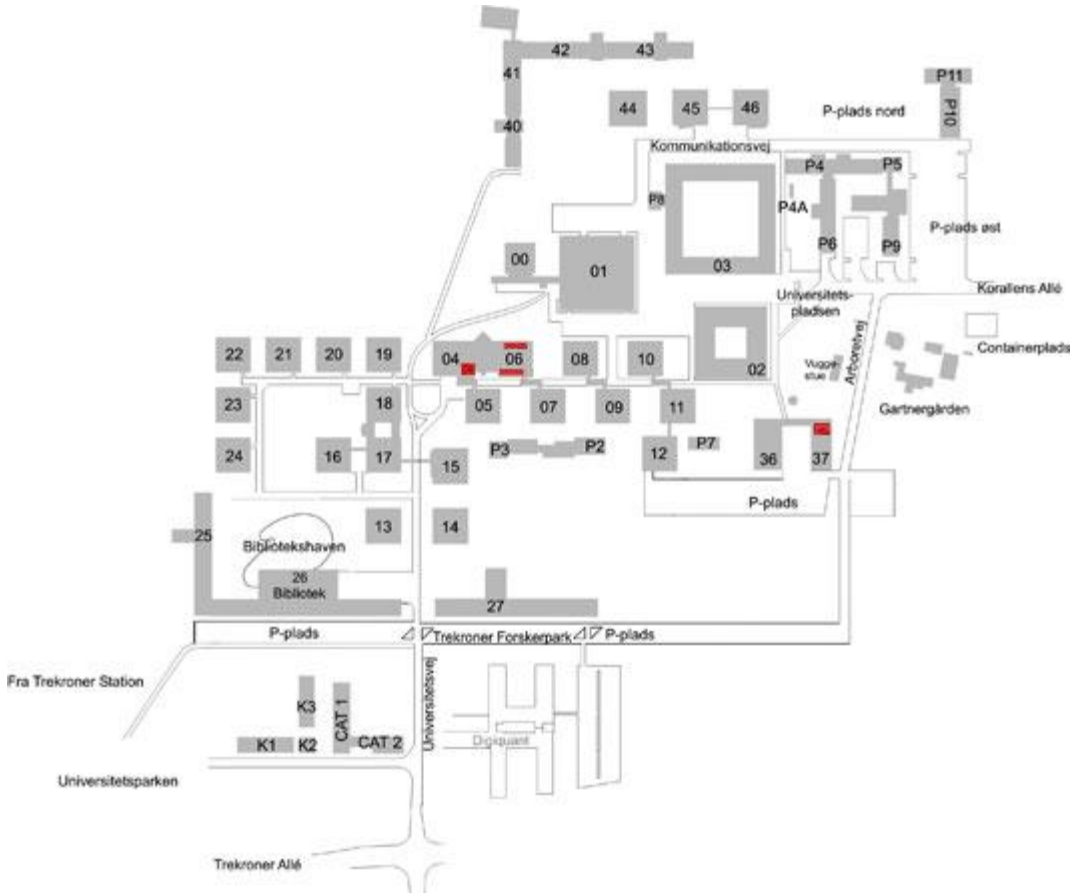
House 23 and 22

Roskilde Now



- Students are assigned to so-called “houses”.
- Each house is the daily workplace of about 110 students, a secretary and four to six instructors.
- Each house is both a social unit and a physical one
- The house is a study environment and the students themselves are involved in setting the agenda

The plan


42
43
41
40
44
45
46
P-plads nord
P11
P10
Kommunikationsvej
P4
P5
P8
P4A
P-plads øst
P6
P9
00
01
03
Universitets-
pladsen
Korallens Allé
22
21
20
19
04
06
08
10
02
Containerplads
Gartnergården
23
18
05
07
09
11
24
16
17
15
P3
P2
12
P7
36
37
P-plads
25
Biblioteketshaven
13
14
26
Bibliotek
27
P-plads
Trekroner Forskerpark
P-plads
Fra Trekroner Station
K3
CAT 1
K1
K2
CAT 2
Universitetsvej
Universitetsparken
Trekroner Allé

The structure of problem orientation is maintained by formalized or high profiled standards over time.

The presence in the process of research is repeated 7-9 times.

50 % is ‘independent’ academic research.

Progression is organized by reflection on standards and values in relation to time.

TIME

Use of 1553 hours, House 22.1, autumn 2007, date 19 September 2007 PBO

2/3 hours is spent on support to and examination of the projects.

Budget hours	Teachers Superv.	**Seminar class.**	**MS VT**	**Other**	**meetings etc**	**Teaching total**	**Hours for supervision + exam**	**Groups**		
448	**Hans**	**33+7**	**35+4**		**10**	**89**	**359**	**7 =371**	**30 stud**	**left -12 hours**
475	**Ole Erik**	**33+7**	**35+4**		**10**	**89**	**386**	**7 = 371**	**34**	**Left 15 hours**
250	**Pbo+45**		**35+4**	**Coord 70**	**10**	**119**	**131**	**3 = 159**	**11**	**Left – 28 hours**
280	**Maria**	**33+7**	**35+4**		**20**	**99**	**181**	**3 = 159**	**15**	**Left 22 hours**
100	**XX**	**33+7**				**40**	**60**	**1= 53**	**4**	**Left 7 hours**
	1553 Hours in budget		**140+16**			**436**	**1114**	21 grp.	**94 stud**	

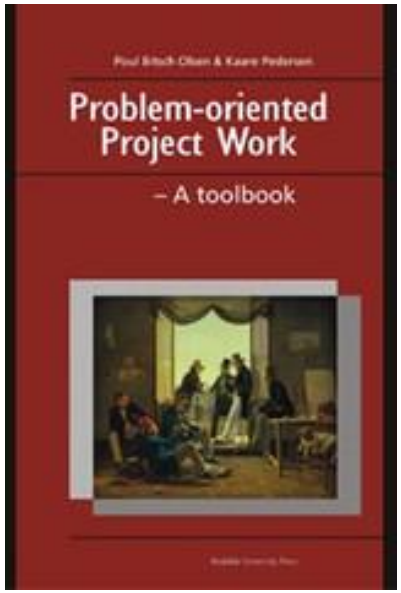
Dedicated books makes a collective basis for the students and researchers to enact values and standards; and to interact with common grammar and symbols .

A first semester item creates a common methodology for all within social sciences.

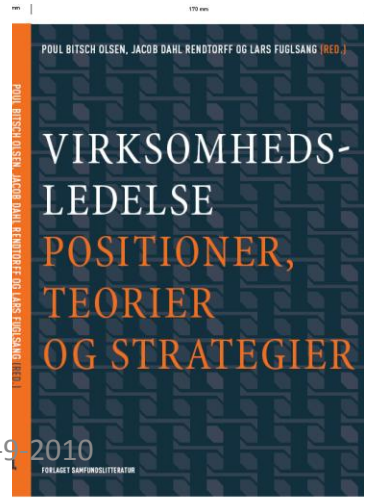
A third semester item creates a common ability to perspectivism and construction and deconstruction of researchers philosophy.

NUMBERS - ARTEFACTS

Dedicated literature



Books have to be including, instead of excluding opposing philosophies



Interdisciplinarity

- Interdisciplinarity is itself en actual quality motivated by contextualisation of academic activity
- And an outcome of problem orientation

Interdisciplinarity.
Including philosophy

- The students are allowed to take any position, and must be able to defend it.
- Teachers have to teach how to defend several positions
- The students are allowed to integrate different perspectives into transparent constructions
- Teachers are not alike, they are very different, and the students must learn to live with these differences