

## Mind the gap

Values in socio-material environments

Olsen, Poul Bitsch

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# 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 three .

Time

Space

(and maybe numbers)

# Background Montreal Univ., Comm. Dept.

- Traditional structure, departments, one or few disciplines .
- Specialization and socialization into a specific scientific 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

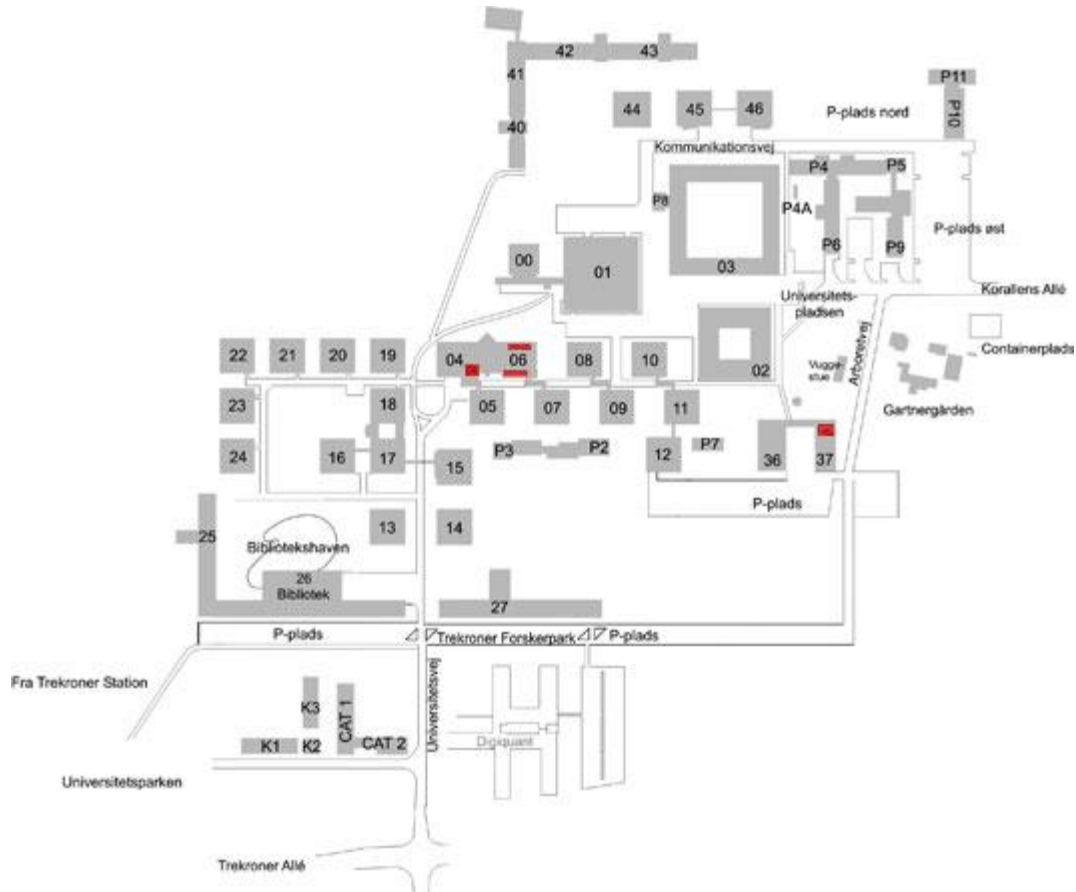
**SPACE**

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



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+1 6			436	1114	21 grp.	94 stud	

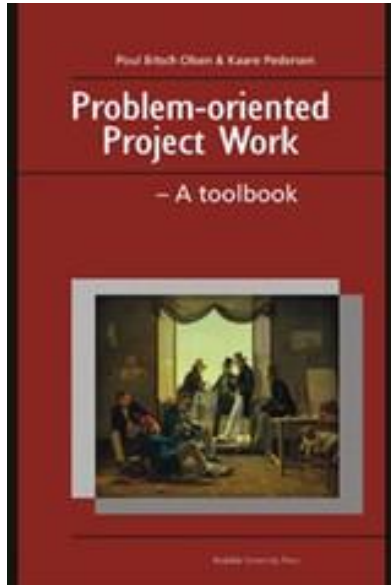
Dedicated books makes a collective basis for the students and researchers to enact values and standards; and to interact with common grammar and symbols .

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

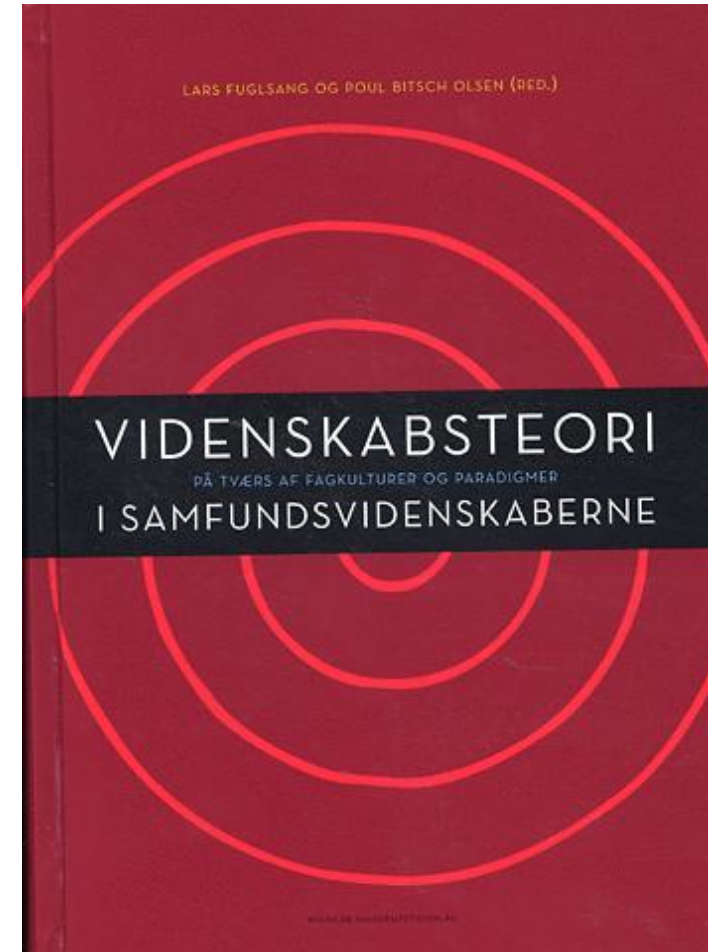
A third semester item creates a common ability to perspectivism and construction and deconstruction of researchers philosophy.

## **NUMBERS - ARTEFACTS**

# Dedicated literature



Books have to be including, instead of excluding opposing philosophies





# Interdisciplinarity

- Interdisciplinarity is itself an 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