

Research Summary: From dialogue towards triologue?

Research on factors enhancing the process of triologic learning

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Statement of the issue/problem:

Within agricultural vocational education there are various initiatives of collaborative innovative learning. For example: students work together in a school context on an innovative solution of an authentic entrepreneurial problem or students work together in a college company. In my view these initiatives deserve further development. My first step as a teacher-researcher was an orienting review on factors enhancing the process of collaborative innovative learning. In the follow up, I plan to collect qualitative data from case studies within agricultural vocational education focusing on the value of these enhancing factors. Case studies selected will meet the following criteria: intended knowledge creation, input of a wide variety of accessible resources to develop the artefact, duration of the process.

How your research will address the issue/problem:

Qualitative research within the context of the school to reveal the value of factors enhancing the practical process of triologue to answer these research questions:

- What are the characteristics of good practices of triologic learning in agricultural vocational education?
- What is the level of triologic learning in these practices?
- What are the factors that enhance the process of triologic learning?
- What are common aspects and what are differences between the good practices?

Research steps:

1 Literature study to find enhancing factors (this year)

2 Next year: collection of data of examples of the practice of triologic learning (written documentation)

3 Collection of qualitative data of 3 examples of good practice (half-open interview students, half-open interview teachers, video data, written documentation)

Progress to-date:

Start of literature study and inspiration: Saami Paavola, Kai Hakkarainen, 2004, The Knowledge Creation Metaphor- an emergent epistemological approach to Learning. Science & Education (2005) 14: 535-557)

Further review on triologic learning (Bereiter, 2002; Nonaka and Takeuchi 1997; Engeström, 2001; de Waal, 2005; Gasperz, 2002). In this review I had a focus on factors enhancing the process of triologic learning.

These are a few factors I selected: express intent, product search, tolerance to failures, design mindset of participants, networks, learning circles, creation techniques, competition, entrepreneurship of participants, reward, reciprocity, group composition, security and management

Major project goals:

Contribute to promoting collaborative innovative learning in agricultural vocational education. Contribute to competences of students on discussion and cooperation, creation and innovation, relations and networking, analysing and research.

Contribute to the policy of Ministry of Agriculture towards more cooperation between urban and rural society and more multicultural orientation.

Poster question:

I invite colleagues and others interested in the knowledge creation community to exchange ideas about the intended research.