
CONFERENCE ABSTRACT

Learning podium for experience 'An Integrated Personalised Care Approach.

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Introduction

Due to technological developments such as robotization, digitization and globalization, the labor market is changing. The government expects current jobs to become insecure. In order to be prepared for labor market developments, employees and future employees must be well trained and they must continue developing their knowledge and skills. Hence, the government stimulates 'lifelong learning' and, within this context, self-learning is of great significance (Pleijers, 2016). For this reason, self-learning has become an important subject for education.

Theory /Methods

Self-learning assumes that the students' and teachers' attitude towards learning changes. Instead of passively receiving information, students should be proactive in self-learning. Vermunt (1992) indicates that reflecting is an essential part of self-learning.

By stimulating intrinsic motivation for the learning process, the self-learning skill of students of employees is stimulated (Deci and Ryan, 2000). However, interviews show that reflecting is often seen by employees or students as a 'required number', which is in fact contrary to intrinsic motivation. The central part of this supportive narrative is therefore the question:

How can reflective interventions increase the intrinsic motivation of the learning process?

In this iterative design research, tests were conducted with participants. Musical interventions, with theater as a tool, played an important role in this research. The research methods that were used, include desk research, interviews with experts and user-completed surveys and test groups.

Results

By creating a crossover of musical interventions (musework) – with 'theater as a tool' – to higher education, participants are encouraged to reflect by means of co-creation. Musework asks participants to perceive situations by the act of making, telling, playing and sharing. One reflects through the act of observing thoughtfully (musing).

Discussions

In order to answer the question how trainers can implement musical interventions within their training practice, a number of recommendations have been made for the optimization of the trainers work and attitude. In addition, five work forms were developed, the so-called guiding cards. These guiding cards serve as an example to inspire trainers.

Conclusions (comprising key findings)

Musework creates the conditions for both pleasure and the sense of connection. Pleasure is part of intrinsic motivation (Deci,2000). In the tests, 93% of the participants experienced pleasure, which shows that the used work forms had the intended effect.

The sense of connection/relationship is one of three conditions for stimulating intrinsic motivation. Musical interventions initiate co-creation by creating the conditions for reciprocity and connection.

Lessons learned

The tests showed that both pleasure and the sense of connection, play an important role in stimulating intrinsic motivation by means of reflective interventions.

Limitations

To reflect, the participant must be susceptible to the interventions of musework.

Suggestions for future research

In the near future, the training will be developed further with the experts who are already involved with the project. More guiding cards will be developed and, together with the training, this will eventually result in a module that can be used by employees, employers and healthcare professionals.