

CED WEBINARS

Value creation in a teaching context – how
creating value for others might enhance
students' learning



AARHUS
UNIVERSITY

CENTRE FOR EDUCATIONAL DEVELOPMENT

ULTRA SHORT BIO

- Academic background in communication in organisations and learning situations
- Been working with innovation and entrepreneurship education at university-level for 20 years
- Started to wonder how to provide more students with innovative and entrepreneurial competences
- Value creation as an answer?
- For the last 3 years I have been with CED focusing on curriculum development



AGENDA

Why integrate a value creation perspective?

What does value and value creation mean – a diversified understanding

How might you integrate a value creation perspective?:

- Parameters to consider when integrating the perspective
- Formats for integrating the perspective

Break-out room: what could be relevant trying out in your context?

WHY INTEGRATE A VALUE CREATION PERSPECTIVE?

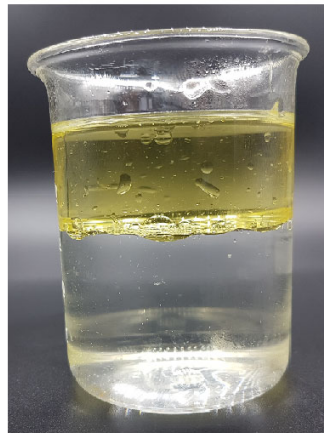
WE SHOULD MIX LEARNING AND VALUE CREATION

In HEI's and other types of educational settings

Too much focus on learning and too little focus on value creation

In the corporate world/work life

Too much focus on value creation and too little on learning



Inspiration from Martin Lackeus,
<https://vcplis.com/2018/10/19/mixing-learning-and-value-creation/>

BENEFITS (APARTS FROM THE ABILITY TO CREATE VALUE/IMPACT FOR OTHERS)

Breaking down walls between
university and surrounding world

Students' motivation

Deep learning

Authentic exams

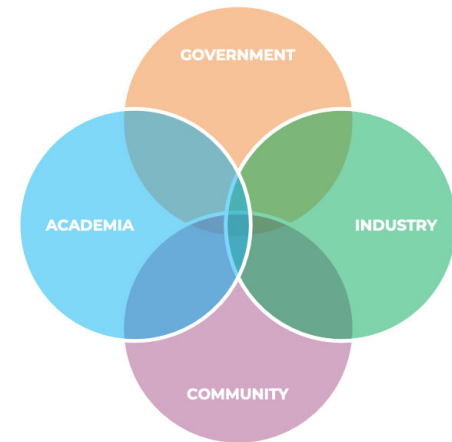
BREAKING DOWN WALLS BETWEEN UNIVERSITY AND SURROUNDING WORLD

—
Guest lecturers, cases >< project placement & interships -
NOT new

BUT this perspective encourage the middle road

AND

- Interaction
- Co-creation
- Collaboration resulting in new ideas and solutions/products



Triple/Quadruple helix

STUDENTS' MOTIVATION AND ENGAGEMENT

Probably all types of action-based education have this benefit (Naidu & Bedgood 2012)

BUT doing good (creating value) for someone is really enhancing student engagement. Experienced empirically, but there's research backing this: Lackeus 2020, Neergard et al. 2020

This also leads to more emotions than usual university teaching

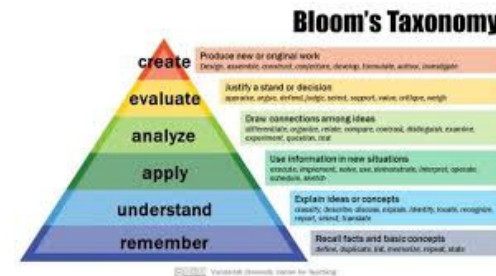
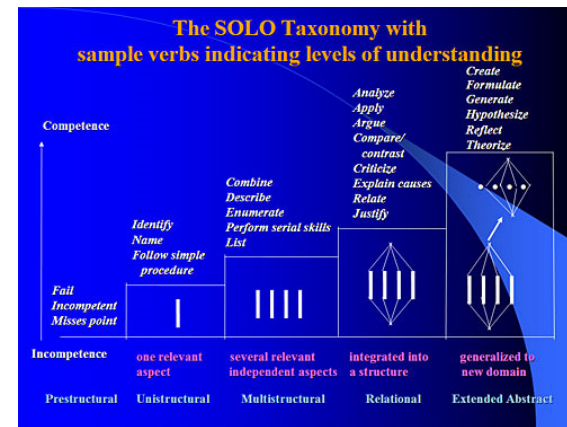


DEEP LEARNING

The engagement and emotions lead to deeper learning (to some extent due to students working harder)

Lackeus 2013, Neergard et al. 2020

Also creating value for others will inevitably involve learning on higher taxonomic level (e.g. Blooms taxonomy, SOLO taxonomy etc.)



ASSESSMENT

A value creation element is not necessarily directly assessed, but it can be part of the

- Formal assessment (summative/formative)
- Informal assessment: e.g. written/oral feedback on presentations, prototypes, exhibitions etc.



AUTHENTIC ASSESSMENT

Villarroel et al. (2017): authentic assessment as a way to promote learning, autonomy, motivation, self-regulation and metacognition (highly related to employability) BUT not easy

Dimensions of authentic assessment:

- Realism
- Cognitive challenge
- Evaluative judgement

McArthur (2022): broaden the term to include more than "work life" and economic value. Not just about providing student with an authentic task, but also consider the relevance of the task. → student as member of a society – increased self-worth and well-being

WHAT DOES VALUE CREATION MEAN?

– a diversified understanding

“VALUE” - OXFORD DICTIONARY OF ENGLISH

- ❑ *The relative worth, usefulness, or importance of a thing or (occasionally) a person; the estimation in which a thing is held according to its real or supposed desirability or utility.*
- ❑ *The principles or moral standards held by a person or social group; the generally accepted or personally held judgement of what is valuable and important in life.*
- ❑ *The material or monetary worth of something; the amount at which something may be estimated in terms of a medium of exchange, as money or goods, or some other similar standard*

<https://www.oed.com/view/Entry/221253?result=1&rskey=jXDqX6&>

THE CONCEPT OF VALUE

Is often an ingredient in current definitions of innovation and entrepreneurship.

Innovation

Innovations create value by definition, being new to all and useful to some actors, but also tend to destroy value, being harmful to some actors (Schumpeter, 1942 in Grandstrand & Holgersson, 2020 in Technovation)

Entrepreneurship

*“Entrepreneurship is when actions take place on the basis of opportunities and good ideas, and these are translated into **value** for others. The value thus created can be of an economic, social or cultural nature.”* (FFE-YE, 2011)

I WOULD LIKE TO TAKE A BROAD/DIVERSE APPROACH TO VALUE AND VALUE CREATION ...

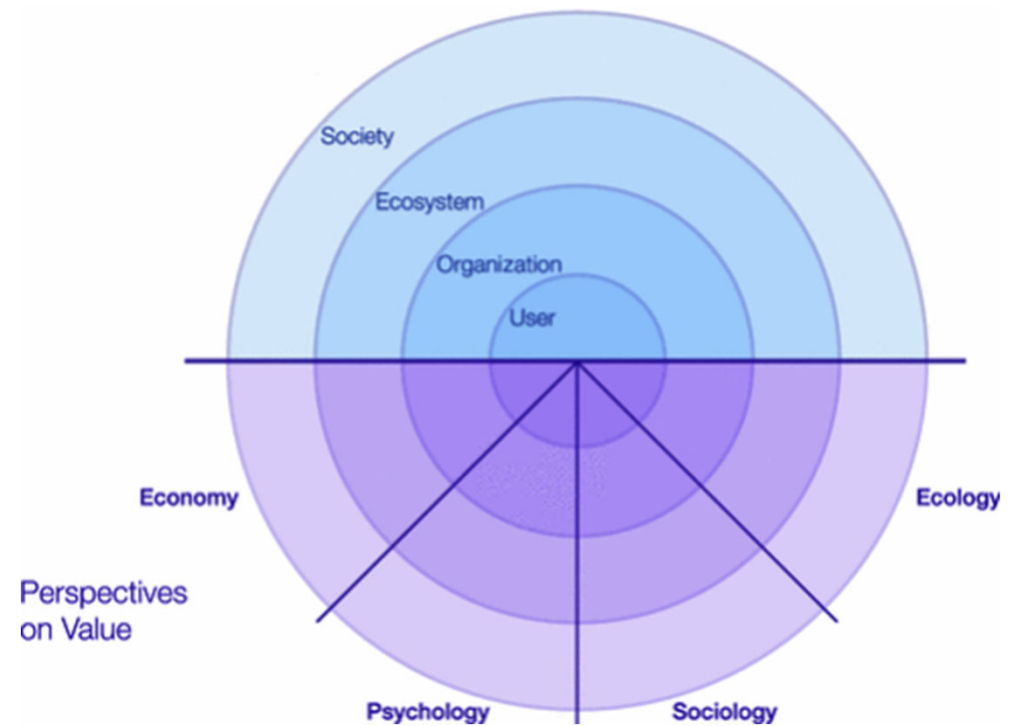


MULTIFACETTED UNDERSTANDING OF VALUE – SOURCES FOR INSPIRATION

Ouden (2012)

Focus on innovation

4 different types of value on different levels



MULTIFACETTED UNDERSTANDING OF VALUE – SOURCES FOR INSPIRATION

Lackeus (2018): What is value?

Focus on entrepreneurship,
entrepreneurship education and value
creation pedagogy

Based on literature studies on value
(economics, psychology, sociology)

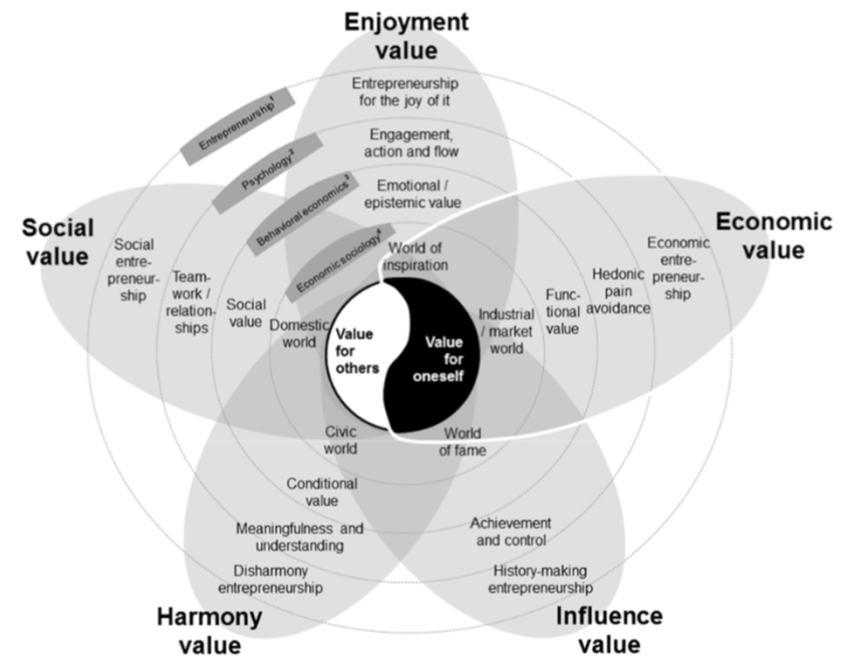


Figure 1. Framework for five different kinds of value.

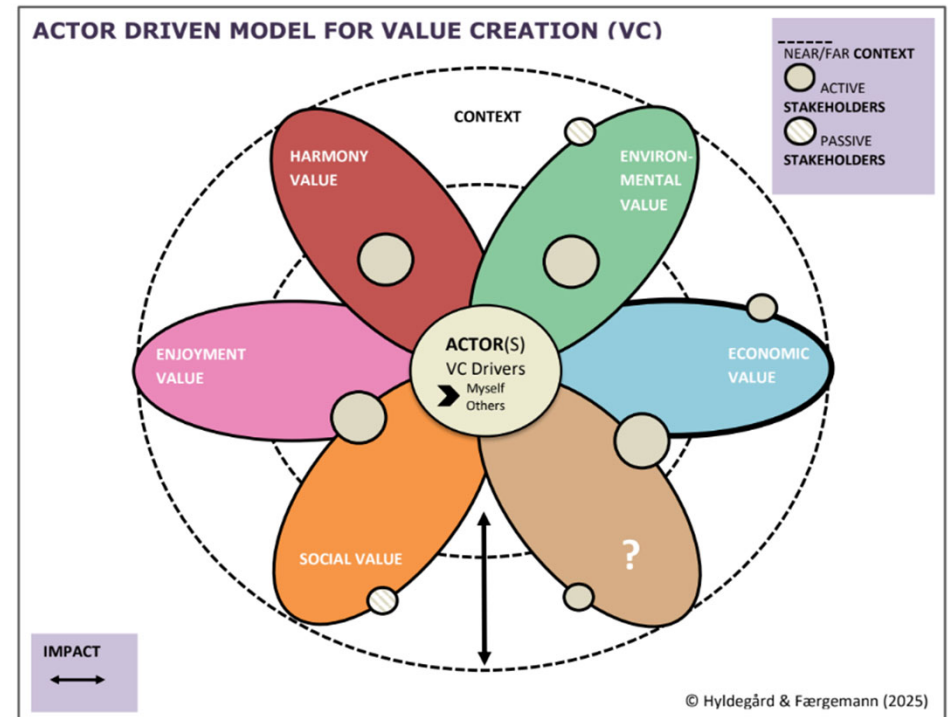
Notes: 1: Korsgaard & Anderson, 2011; Goss, 2005; Tan et al., 2005; Blenker et al., 2012; Spinoza et al., 1999.
2: Fiske, 2008; Seligman, 2012; Frankl, 1985. 3: Sheth et al., 1991. 4: Boltanski & Thévenot, 1991.

MY (OUR) MULTIFACETTED UNDERSTANDING OF VALUE

Hyldegård & Færgemann (2022-2025)

Interested in value creation in relation to education in HEI's

Both innovation and entrepreneurship education and other action oriented educational formats (project-based teaching, practice-oriented teaching etc.)



VALUE FOR OTHERS VS VALUE FOR ONESELF

- A bit of an intense dispute
- I find that students creating value for others based on academic knowledge during a degree program is the most unique about this perspective.
- But both are important and related



” *Let students learn by applying their existing and future competencies in attempts to create something, preferably novel, of value to at least one external stakeholder outside their group, class or school.* ”

Lackeus, M. 2022.

<https://www.studentlitteratur.se/kurslitteratur/lararutbildning-och-pedagogik/allmandidaktik/den-vardeskapande-eleven/>

HOW MIGHT YOU INTEGRATE A VALUE CREATION PERSPECTIVE?

Parameters to consider when integrating the
perspective

Formats for integrating value creation

OVERVIEW OF PARAMETERS

Academic context: discipline(s), level, amount of ECTS

Overall aim

Expectations: learning objectives & assessment

Relationship with surrounding world: distance, contact

Student collaboration



THE FOLLOWING FORMATS ARE BASED ON

Real-world cases from universities and other HEI's in Nordic countries from different disciplines

Collected during the last two years

Multiple case study as conference paper, hopefully also journal paper



FORMAT 1 WITH A FOCUS ON CAREER DEVELOPMENT

Arts department, master-level (just before thesis), mandatory, 20 erts

Aim: becoming aware of and learn to activate academic competences to create value with your academic competences, building network, develop career ideas.

Mentioned as learning goal and formally assessed

Students contact an organization that typically would not hire graduates with this academic profile and establish a partnership

Possible to work individually or in pairs



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21. JANUAR 2025

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FORMAT 2: BUSINESS AND VALUE CREATION MINDSET

Health/sport department, master-level, elective, 5 ECTS

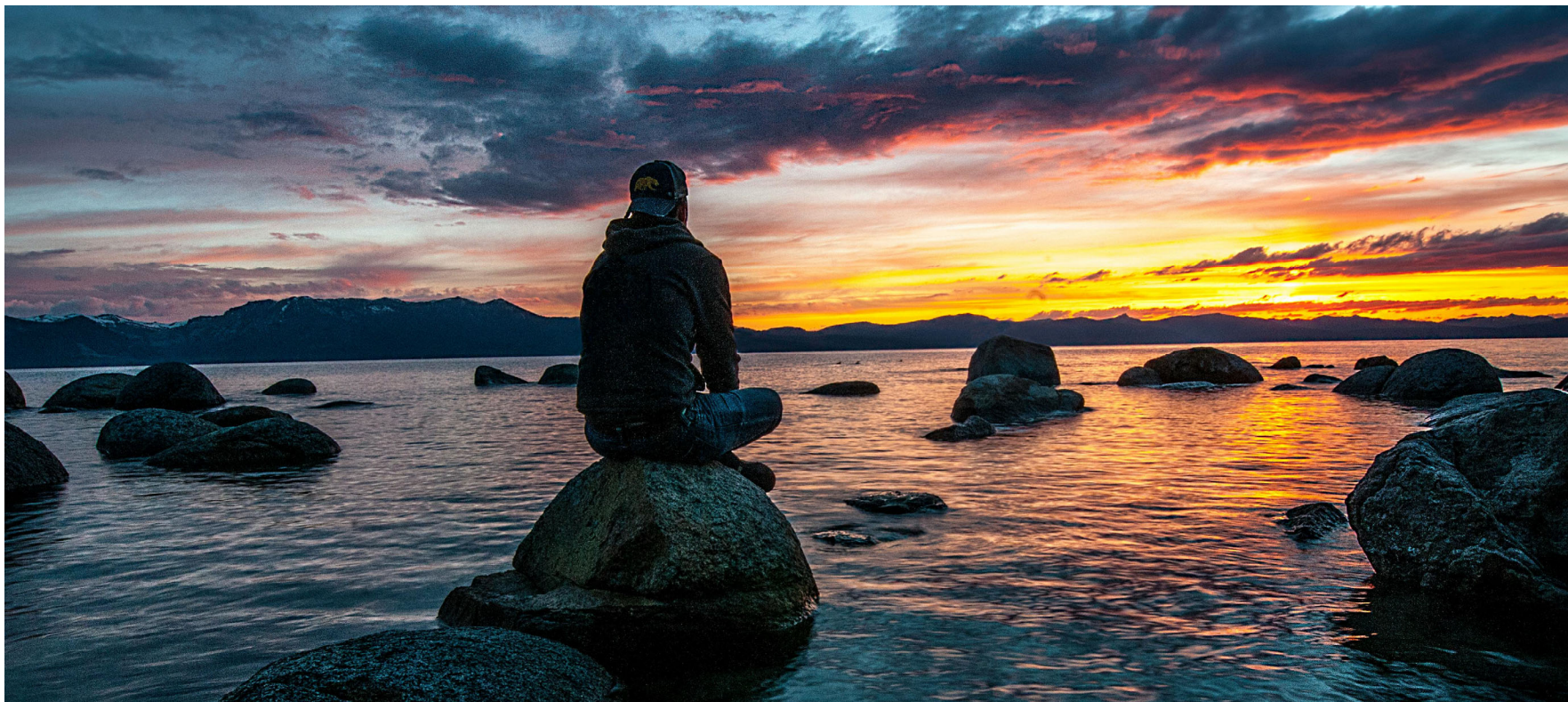
Aim: understanding of business logics and value creation, some kind of experience with value creation based on academic competencies and a new mindset.

Value creation is a learning objective and formally assessed

The students pick a fictive stakeholder/user/customer or other target group

Group work in selv-selected groups

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FORMAT 3: KNOWLEDGE, SKILLS AND COMPETENCIES IN THE INNOVATION FIELD

Engineering department, bachelor-level, elective summer university course, 5 ECTS

Aim: acquire knowledge, skills and competences about tech innovation.

Not part of formal assessment, but presenting prototypes and a business model for stakeholders and a "fictive investor panel" and receive feedback.

Students have to find an organization to do field studies in and have some level of contact with afterwards

Group work in groups formed by the teacher

REFLECTIONS



FORMAT 4 VALUE CREATION AS A WAY TO ACQUIRE CORE KNOWLEDGE, SKILLS AND COMPETENCES

Literature studies, bachelor-level (1st semester), mandatory course, 10 ECTS

Aim: Acquire core academic knowledge, skills and competencies through value creation for others. The value creation element can be seen as a tool to ensure motivation, relevance, and (deep) learning.

The students are not assessed on their ability to create value.

The course is organized in collaboration with a public institution, typically a library (contact established by teacher)

The students work in teams that appoint 1 member each to a steering committee

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SUMMING UP THE 4 FORMATS

Format 1: career
development

Format 2: Business &
value creation
mindset

Format 3: innovation
knowledge, skills &
competences

Format 4 value
creation for learning
core knowlege, skills
and competences



YOUR REFLECTIONS



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CED WEBINARS

Generative AI in the feedback process –
implications of introducing adaptable and
scalable GAI feedback

March 5 from 14.00-15.00



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