PEER-TO-PEER SUPPORT – CDIO ACTIVITY TO SHARE AND LEARN

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OVERVIEW OF WORKSHOP

One of the values of being in the CDIO community is the opportunity to share and learn from one another. This has primarily been realized in international CDIO conferences and meetings. In recent years several projects have been run to introduce other possibilities to share and learn from others. Last autumn the community decided to start an updated and simplified version of sharing and learning called *peer-to-peer support*.

The basic idea of the process is to allow participating programs to share practices and enhance their programs continuously, have critical friends reviewing for their program, learn from the experiences of their peers and involve new staff members in CDIO activities. To put it in short – the peer-to-peer support activity provides your program with an opportunity to share your good practices and at the same time learn from your peers.

For the CDIO community, the activity builds up a history of evidence about the positive impact of CDIO on the quality of engineering education and its graduates. It makes it possible to identify regional or global trends that give guidance to the advancement of the CDIO Initiative

and engineering education in general. Engaging in peer-to-peer support will make the CDIO network more active and collaborative, delivering a whole new and interesting experience to experienced CDIO members.

This workshop focuses on explaining the entire peer-to-peer support process to potential participating programs. Furthermore, it presents the templates and how they are to be used. After the workshop, your program can quite easily initiate your journey in peer-to-peer support activity.

KEYWORDS

Peer-to-peer support, share and learn, collaboration, Standards: all

DURATION

60 minutes.

ACTIVITIES

Activity 1. Peer-to-peer support introduction

This activity gives necessary background information to the participants. It introduces shortly how this process has evolved to this latest form. The activity allows participants to discuss the goals and expectations of peer-to-peer support.

Activity 2. Understanding the process

In this activity, the focus is on understanding how the whole process works and how participants can join this activity.

Activity 3. Templates

This activity guides participants through the templates and their usage. The participants have time to work on their Registration of interest -template.

Activity 4. Finding a peer

The final part of the workshop is used for finding a peer for your program either from participants or from the CDIO depository.

TARGET AUDIENCE

This workshop is for CDIO collaborators looking for an additional way of deepening collaboration with other CDIO universities/programs by sharing and learning.

OUTCOMES

After the workshop, participants understand the peer-to-peer support activity and are ready to enroll in the activity. At best, the participants will find a peer to start working with during the workshop.

BIOGRAPHICAL INFORMATION

Juha Kontio is a Doctor of Sciences in Economics and Business Administration. He received the M.Sc. degree in Computer Science from the University of Jyväskylä in 1991 and the D.Sc.

degree in Information Systems from Turku School of Economics in 2004. At the moment he is the Dean of the Faculty of Engineering and Business at Turku University of Applied Sciences. His research interest is in higher education-related topics. He is currently the co-chair of the CDIO council and former co-leader of the European CDIO region.

Helene Leong is the Director of the Educational Development Department at Singapore Polytechnic. She and her team lead educational initiatives and professional development which focuses on CDIO, Flipped Learning, Self-directed Learning and Analytics in Education in the polytechnic. She is currently the co-chair of the CDIO council and regional co-leader of the Asian region.

Jens Bennedsen is Senior Associate Professor in engineering didactics. He received the M.Sc. degree in Computer Science from Aarhus University in 1988 and a Dr Philos degree in Computer Science from Oslo University in 2007. His research area includes educational methods, technology and curriculum development methodology, and he has published more than 70 articles at leading education conferences and journals. He has been co-leader of the European CDIO region and a member of the CDIO Council.

Paul Hermon is a Senior Lecturer (Education) in the School of Mechanical and Aerospace Engineering at Queen's University Belfast, and co-chair of the UK & Ireland region of CDIO. An academic since 2005 he has been Programme Director for the Product Design Engineering degrees (until 2017) and Director of Education in the School (2017-2022). A graduate Mechanical Engineer (MEng, QUB 1987), he worked as a process development engineer in the electronics manufacturing industry for both Lucas Industries and Digital Equipment Corporation. Prior to taking up an academic post he also had 15 years' experience as an engineering and product design consultant working across a broad range of industry sectors. This work involved 3D CAD design and analysis combined with rapid prototyping as well as supporting design process implementation in a number of companies as they adopted new design technologies and methodologies.

Sin-Moh Cheah is the Lead Teaching and Learning Specialist in the School of Chemical and Life Sciences, Singapore Polytechnic, as well as the Head of the school's Teaching & Learning Unit. He spearheads the adoption of CDIO in the Diploma in Chemical Engineering curriculum. His academic interests include curriculum revamping, academic coaching and mentoring, and using ICT in education.

Nicoleta **Maynard** is a Professor in Engineering and the Director of Engineering Education at Monash University, Australia. In her role, Nicoleta is working with the engineering staff to enhance design thinking and teamwork skills development in the engineering curriculum, scholarship of teaching and learning and education research. Her work and contributions to educational leadership, teaching innovation and engineering education research have been recognised by a number of national and international awards, peer review journal publications, presentations and invitations for participation in technical panels.

Sarah Junaid is a Senior Lecturer and Programme Director in Mechanical Engineering at the Department of Mechanical, Biomedical and Design Engineering at Aston University, UK. Her pedagogical research interests include student learning, engineering ethics and professional skills development.

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