



ST00CG60-3001 Developing future technological solutions for health and wellbeing (5 ECTS), ISP 15.-26.3.2021

CHALLENGE: LEARNING

Assignment

The aim of the learning challenge assignment is to reflect your own learning process, analyze your own competence and learning goals.

- In the learning challenge, you combine what you have learned in the course with your previous knowledge.
- The learning challenge assignment is written regularly during the intensive course, preferably after each day. Length of the text should not be considered as a priority but writing about max one page per day is reasonable. In the learning diary you can comment for example:
 - the lecturer's thinking in relation to your own way of thinking and relevant literature,
 - examine the content related to the previous knowledge you have from the topics,
 - what new ideas the content provided for you,
 - how the topics were related to your future profession.
- The learning challenge assignment includes *an introduction*, which is written at the beginning of the intensive course. In this introduction, you *list your learning goals* and expectations for the course – your learning challenge. Note the course learning outcomes when you list your own learning goals:
 - After the study programme, you should be able to:
 - recognize differences and similarities in digital services of social and health used nationally in partner countries
 - identify future technological solutions and innovations for social and health care
 - analyze ethical aspects in health and wellness related technology
 - apply service design and co-creation methods for developing technological solutions for social and health care

- End of the assignment includes *a summary* that evaluates the whole learning process and the relationship between expectations and realizations, as well as learning in relation to the learning outcomes of the course and the learning goals you have set for yourself. Remember to also add the *reference list*.
- The purpose is not so much to analyze what the intensive course was like; these comments are better suited to the actual course feedback which is collected at the end of the intensive course.
- An additional part of the learning diary is to **assess your digital competences**. Attached here below is the digital competence assessment template (Appendix 1). Please fill up the template, add it to your learning challenge assignment, and also reflect your digital competences in the assignment.

NOTE: Use your universities' thesis template and writing instructions for the assignment.

Submit your learning diary latest **5.2.2021** to the Moodle.

Assessment

Pass – Fail (to be completed)

- The learning challenge is not evaluated how the course topics were repeated or presented but is assessed by the depth of your reflection. In the learning challenge assignment you show your competence to present the content in your own words, to combine what you have learned during the intensive course in relation with previous knowledge, and how you are able to apply, analyze and evaluate the received information.
- One way to grasp the depth of thinking is through Bloom's taxonomy. The six levels are outlined for thinking, each of which is always more demanding than the previous one:
 - Knowing. Show that you know.
 - Understanding. Show that you understand.
 - Applying. Show that you can use what you have learned.
 - Analyzing. Show that you can find the essentials from the content.
 - Synthesizing. Show that you can create new and innovative thoughts and larger wholeness of the content.
 - Assessing. Show that you can critically evaluate ideas, information, procedures and solutions.

Passing the learning challenge assignment, you should be able to show your competence for reflection in all these levels of thinking.

Appendix 1.

Student **digital competence feedback** template

Assess your digital competences by answering each of the argument below especially in the context of health and wellbeing (H&W):

Competence area	Argument My competence on:	1 very poor	2 Poor	3 Satis- factory	4 Good	5 Excellent
Information and data literacy	Browsing, searching and filtering H&W data, information and digital content					
	Evaluating H&W data, information and digital content					
	Managing data, information and digital content					
Communication and collaboration	Interacting through digital technologies with the clients, colleagues and stakeholders					
	Sharing through digital technologies					
	Engaging in professional community through digital technologies					
	Collaborating through digital technologies					
	Netiquette					
	Managing digital identity					
Digital content creation	Developing digital H&W content					
	Integrating and re-elaborating digital H&W content					
	Copyright and licences					
	Programming					
Safety	Protecting devices					
	Protecting personal data and privacy					
	Protecting health and well-being					
	Protecting the environment					
Problem solving	Solving technical problems					
	Identifying needs and technological responses					
	Creatively using digital technologies					
	Identifying digital competence gaps					

Modifies from: Van den Brande L. 2016. The European Digital Competence Framework for Citizens. European Union. DOI: 10.13140/RG.2.1.4687.1281