

# Knowledge production in Engineering Education

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# Agenda

***Introduction***

***Hands-on activity***

- Part A
- Part B

***Wrap up and discussion***

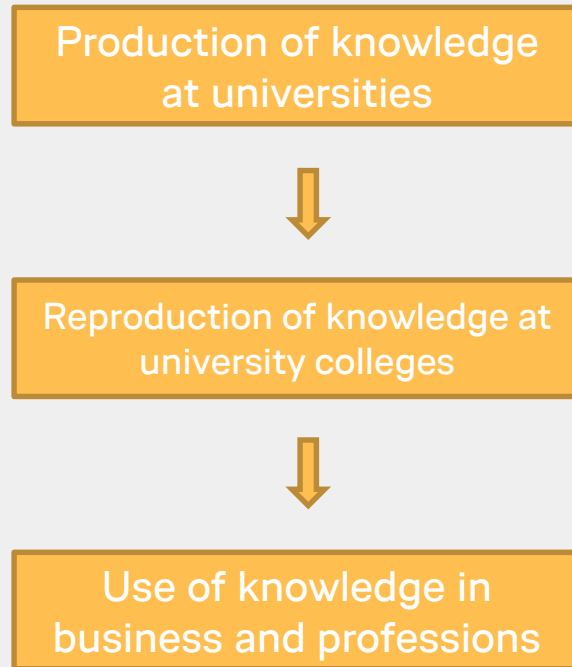
# Background

Higher education – and engineering education in universities of applied science – are affected by various drifts:

- Academic drift: transforming former occupational non-university education to resemble traditional academic university education
- Applied drift: From Mode 1 research to Mode 2 research
- Third mission drift: Knowledge transfer to companies and society

# Knowledge production in Universities of Applied Science

## Transmission model



## Circulation of knowledge model

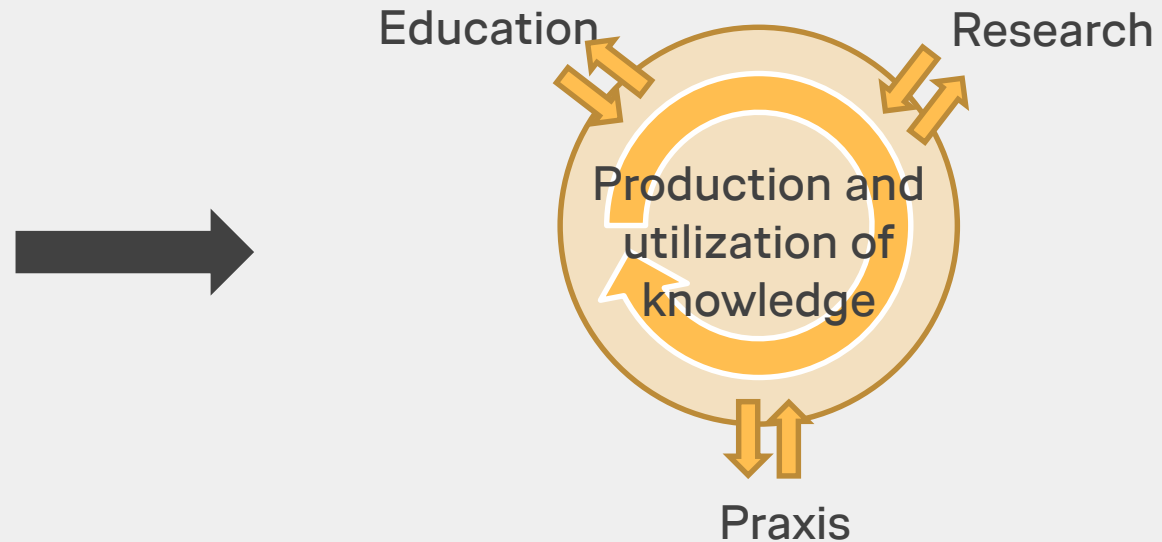
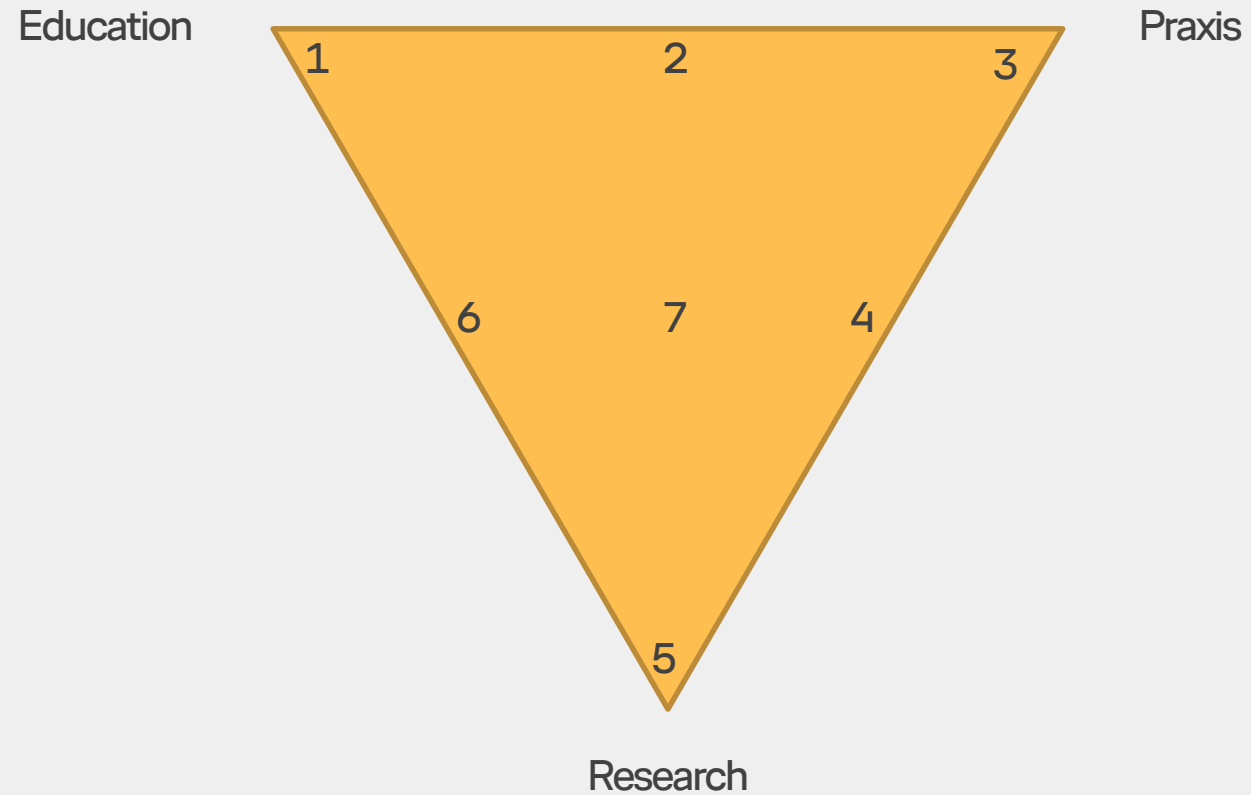
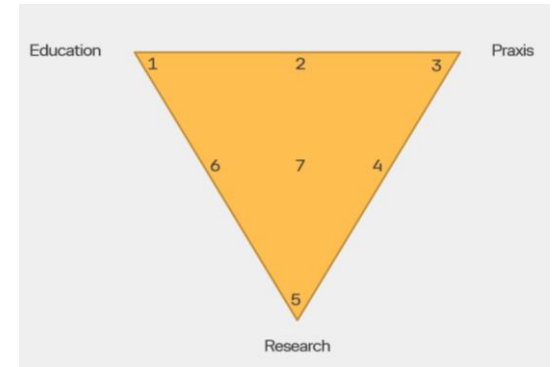


Figure 1: From knowledge transmission to knowledge circulation (translated from EVA. p. 20)

# Knowledge production



# Hands on session – part A



- 1) Select a project/"situation" where you do/conduct knowledge production
- 2) Give a short presentation of the project to the person next to you
- 3) Mark on the triangle where you see yourself

Switch, so the person next to you presents

If you have time, please also consider the following:

- Which stakeholder/partner is the idea man behind your project/situation?
- Which stakeholder/partner is the person doing the project?
- What are the different roles of the stakeholders in the project?

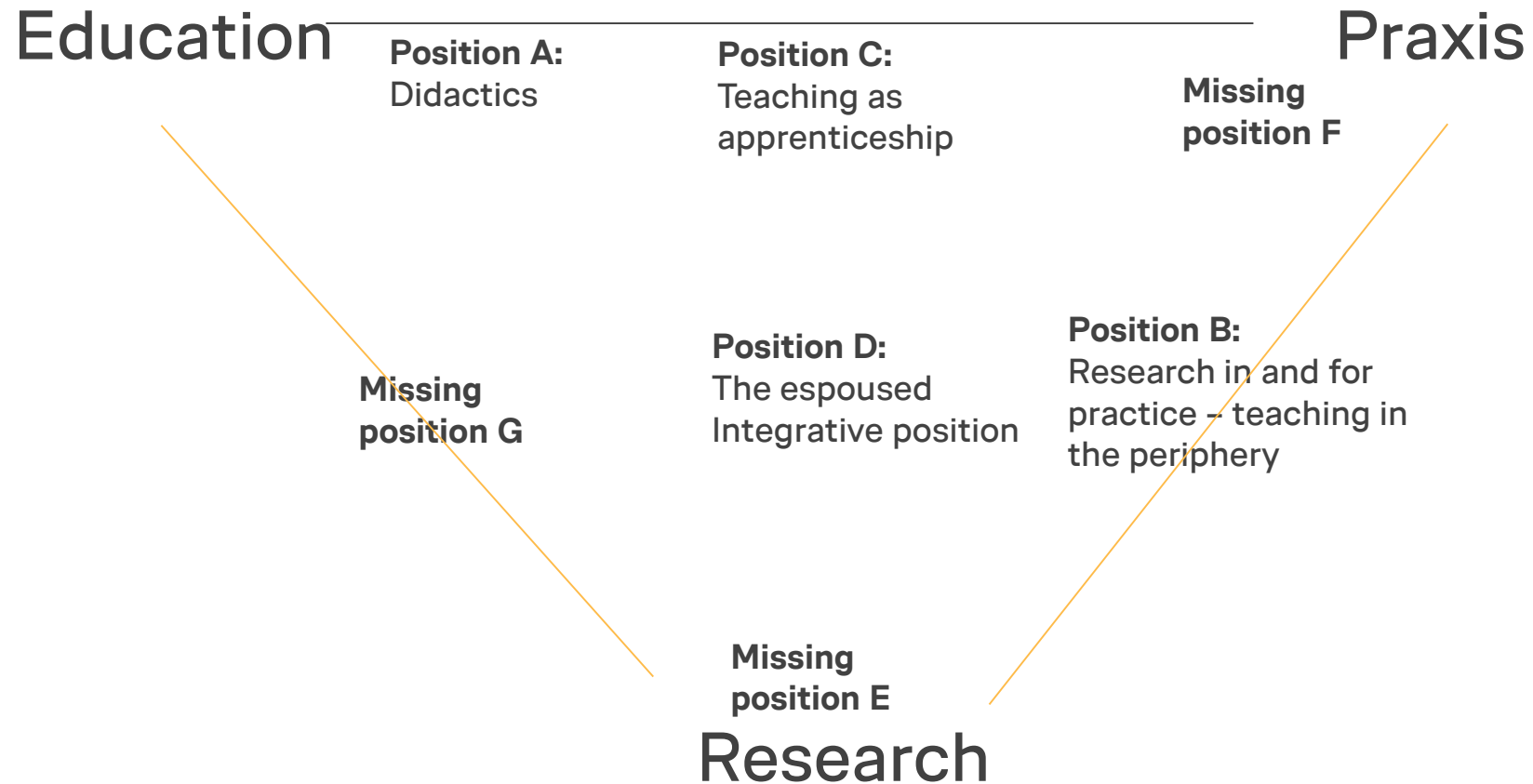
# Sum up Part A

# Hands on session – part B

- Start to shortly present yourself
- In groups discuss the Teaching-Research-Practice-Nexus and how it is at your university
- What barriers are there? How they can be overcome to enter the middle of the triangle?



# Discursive positions in the Teaching-Research-Practice-Nexus



# Strategies for achieving knowledge circulation

- Embracing the integrative position – achieved through ‘nudging’
- Embracing diversity – different positions supplement one another
- Recruiting faculty to achieve integration or diversity

# Acknowledgement

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