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Industry cooperation as a motivational factor: A student perspective

Within the field of real estate education there is a broad consensus to align the education with the industry (see for example: Calnan et al., 2019; Galoppo & Worzala, 2004; Hardin, 2000; Manning, 2002; Sauza, 2000; or Worzala, 2002). This to address two important features; Industry relevant content and future work-life requirements are implemented into courses (Harding, 2000). One way to ensure that a course has a clear connection to the industry and the students future work-life requirements is to involve guest-lectures from the industry. However how industry involvement into the classroom giving guest lectures, in perspective from the student point of view in relation to motivation is not well investigated.

This paper aims to investigate how lectures from industry representatives is perceived to motive students to perform better in their project work and in addressed in relation to their written exam.

The specific questions addressed are:

How do students perceive guest lecturers from the industry to motivate them to perform better in their project work?

How do students perceive guest lecturers from the industry to help them in their understanding of the field in relation to the written exam?

The research involves three sub-studies; An in-class quick evaluation after each guest lecture (One Minute-Paper); course evaluation that is given after the course; and a focus group interview conducted after the course.

All three sub-studies address the same question, how the students experience the motivation to learn in relation to the guest lectures, the project work and their written exam. Both the one-minute paper and the course evaluation can be quantified and the focus group interview is qualitative. The one-minute paper also provides the research with qualitative data as the student expressed how they perceived the guest lecture in words and not in numbers.

Minute papers and course evaluations were done “as usual” during the class and after the course without introducing it as a part of a pedagogical project for the students. It was not until we invited students to participate in the group interviews the students were informed about that the interviews were part of a pedagogical development project.

Initial findings suggest that the student do not regard the guest lectures from the industry as something that motivates them to perform in their project work or help them in their understanding in relation to the written exam. However, they regard the guest lectures from the industry as something inspiring and motivating factor that gives them an insight in their future working life.

