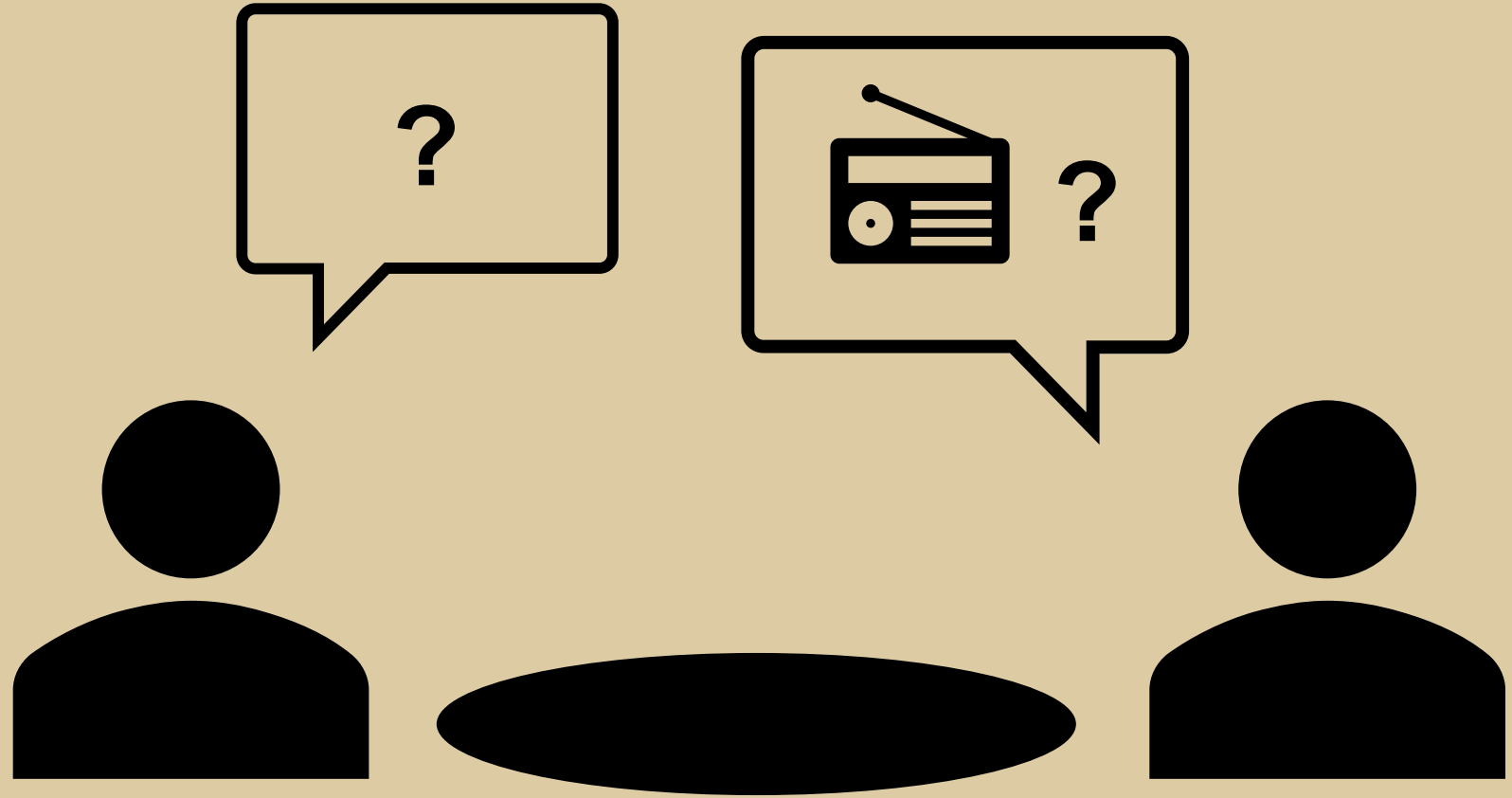


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En simpel metode til facilitering af emnevalg og -afgrænsning i starten af vejledningsforløbet



Problemet

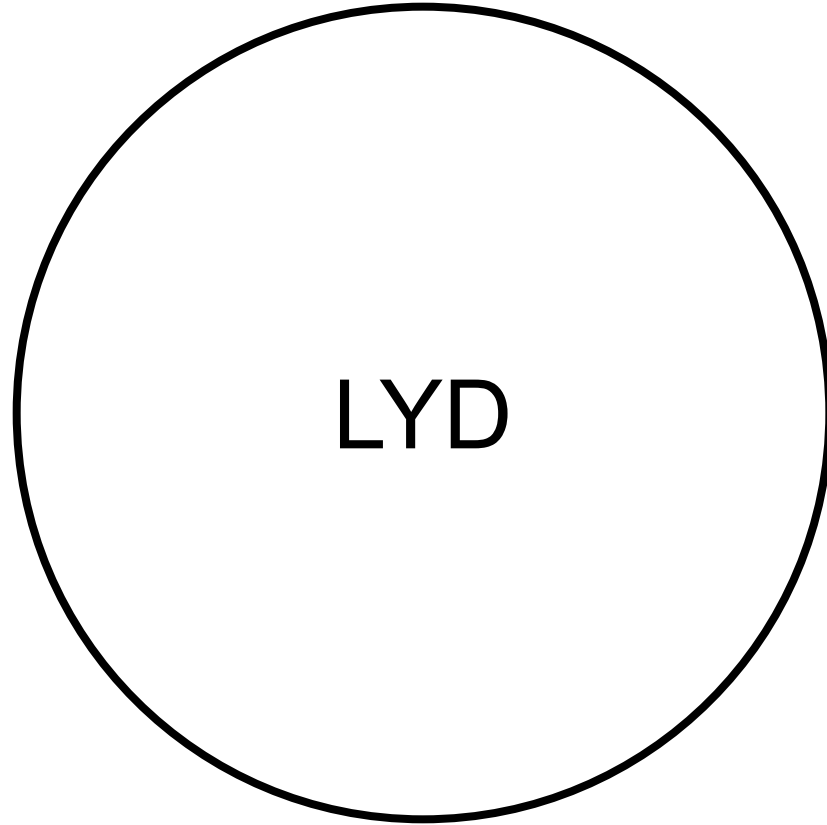


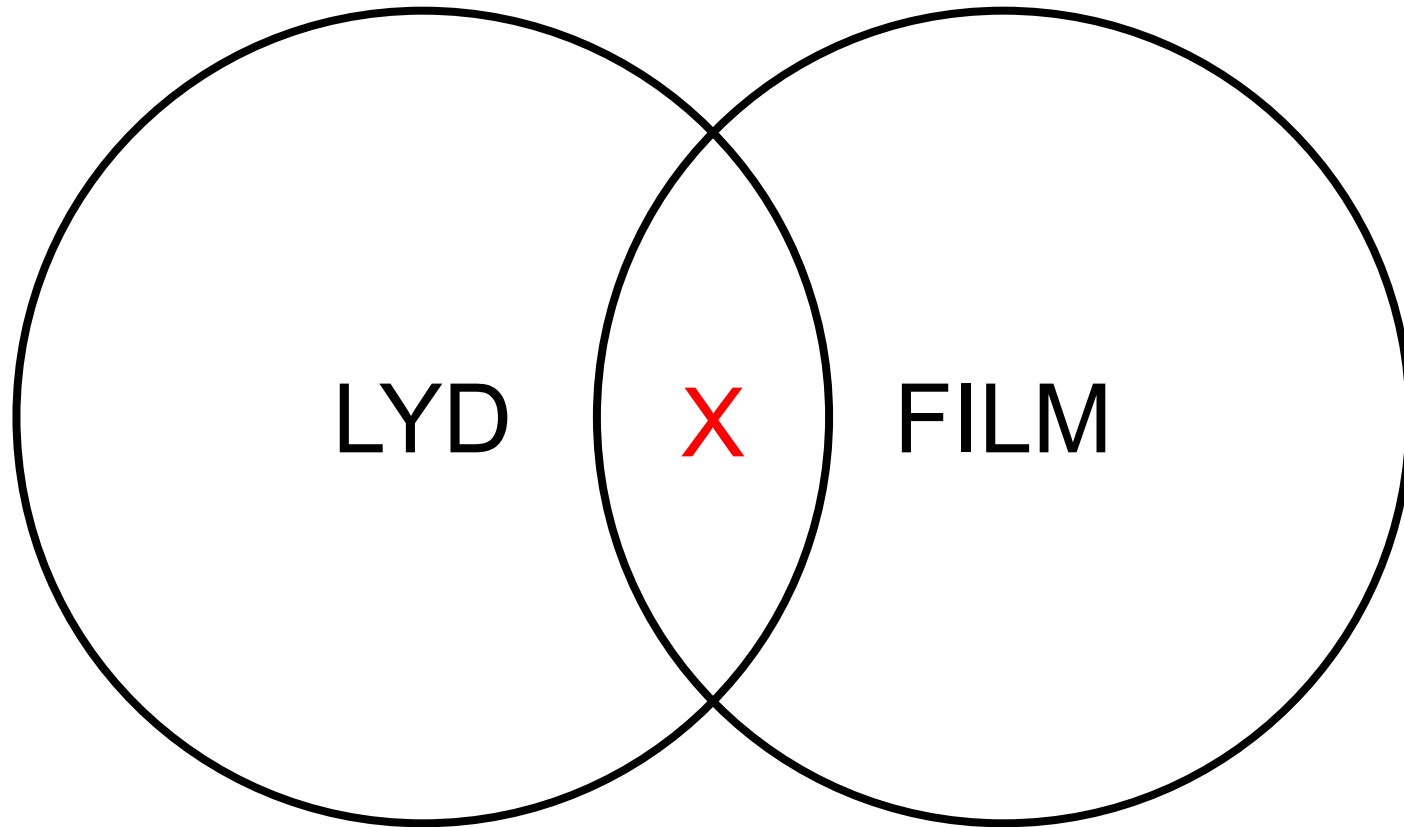
Værktøjet

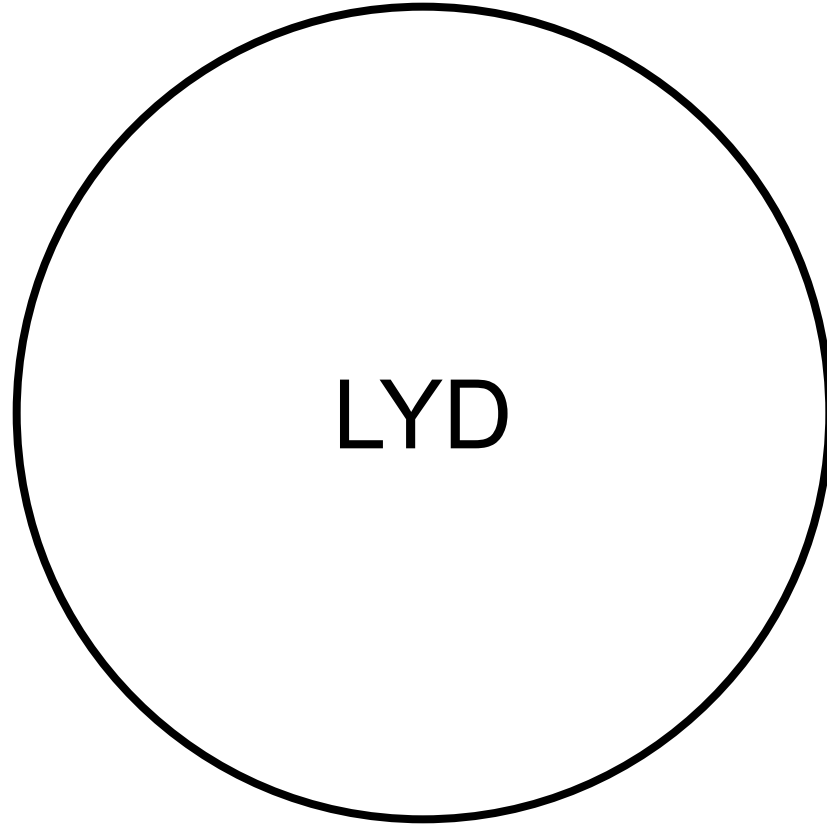
- Vejleder + studerende
- Studerende på egen hånd
- Vise (visuelt) bredden i emne
- Bruges i idéproces
- Koblinger og indsnævring
- Springbræt til problemformulering

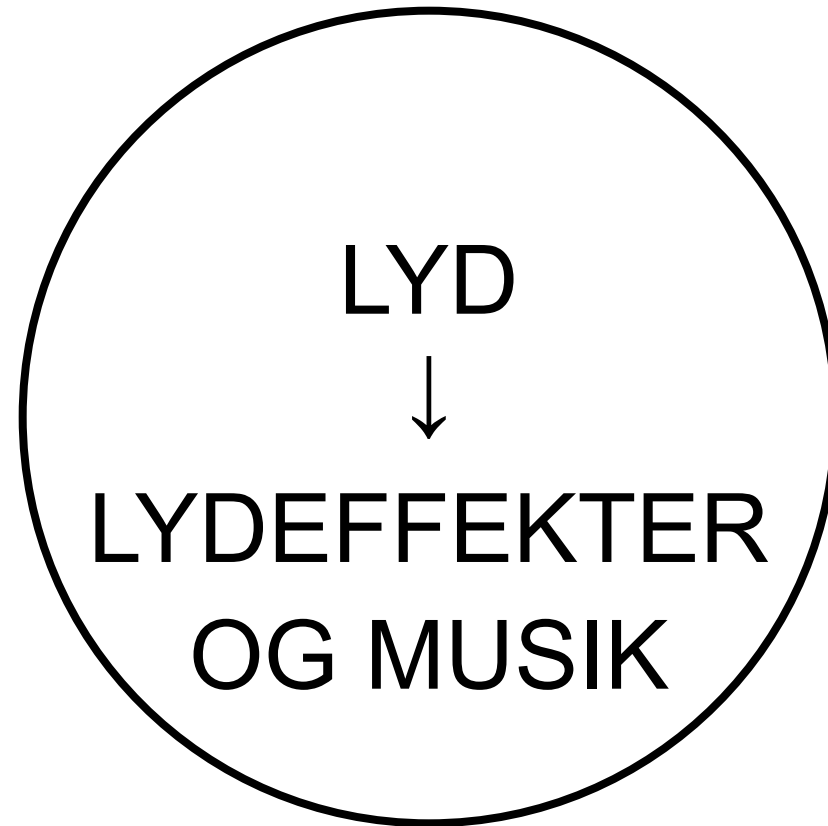
Erfaringer

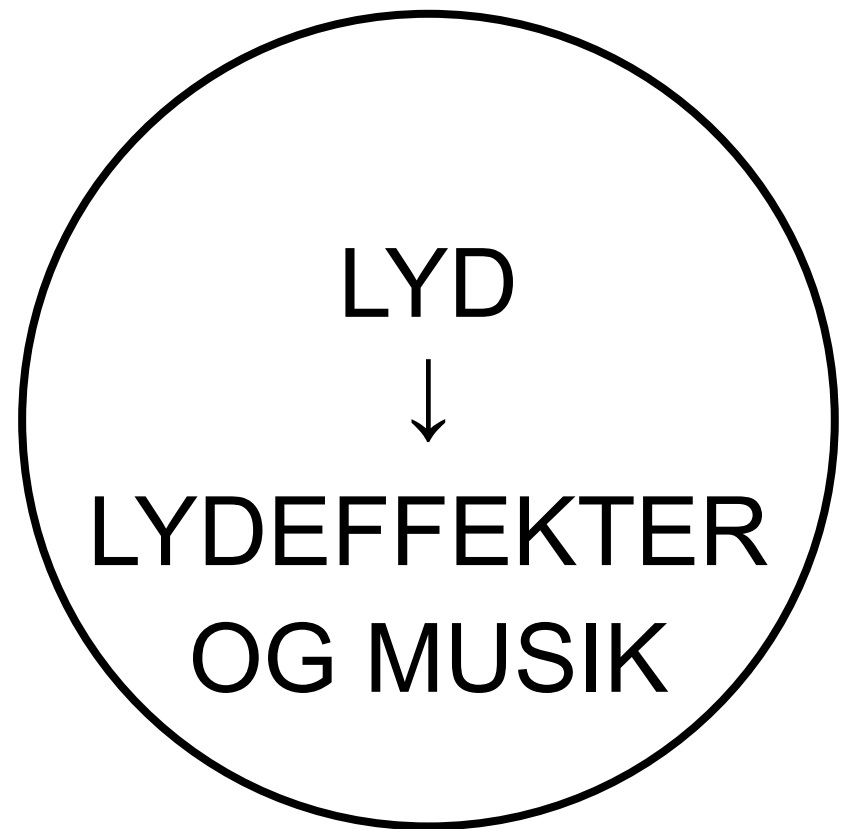
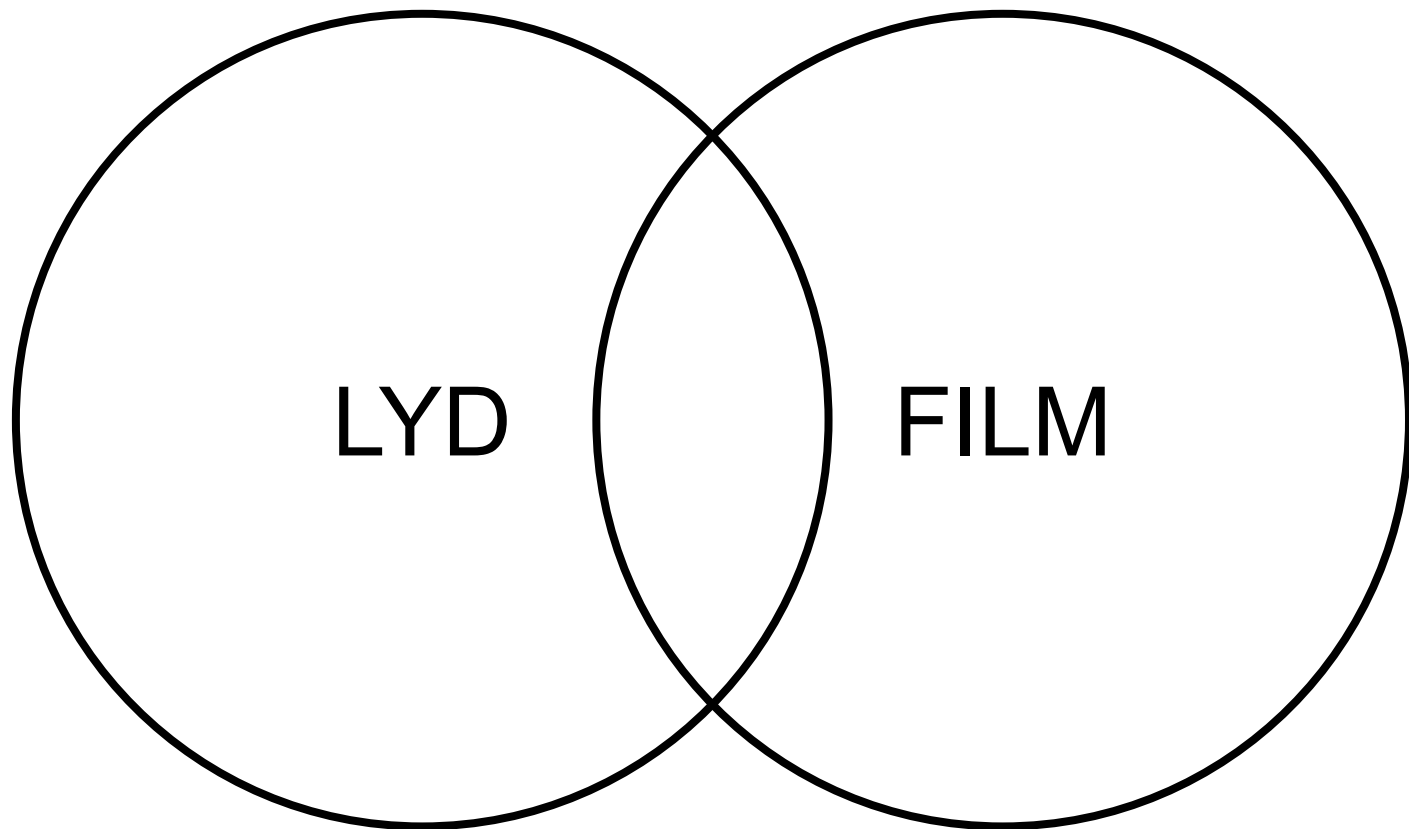
- Vejledning
- Fri hjemmeopgave
- Praktikrapport
- BA-projekt
- Speciale
- Ph.d.-projekt
- Mig selv samt kolleger
- 10+ år

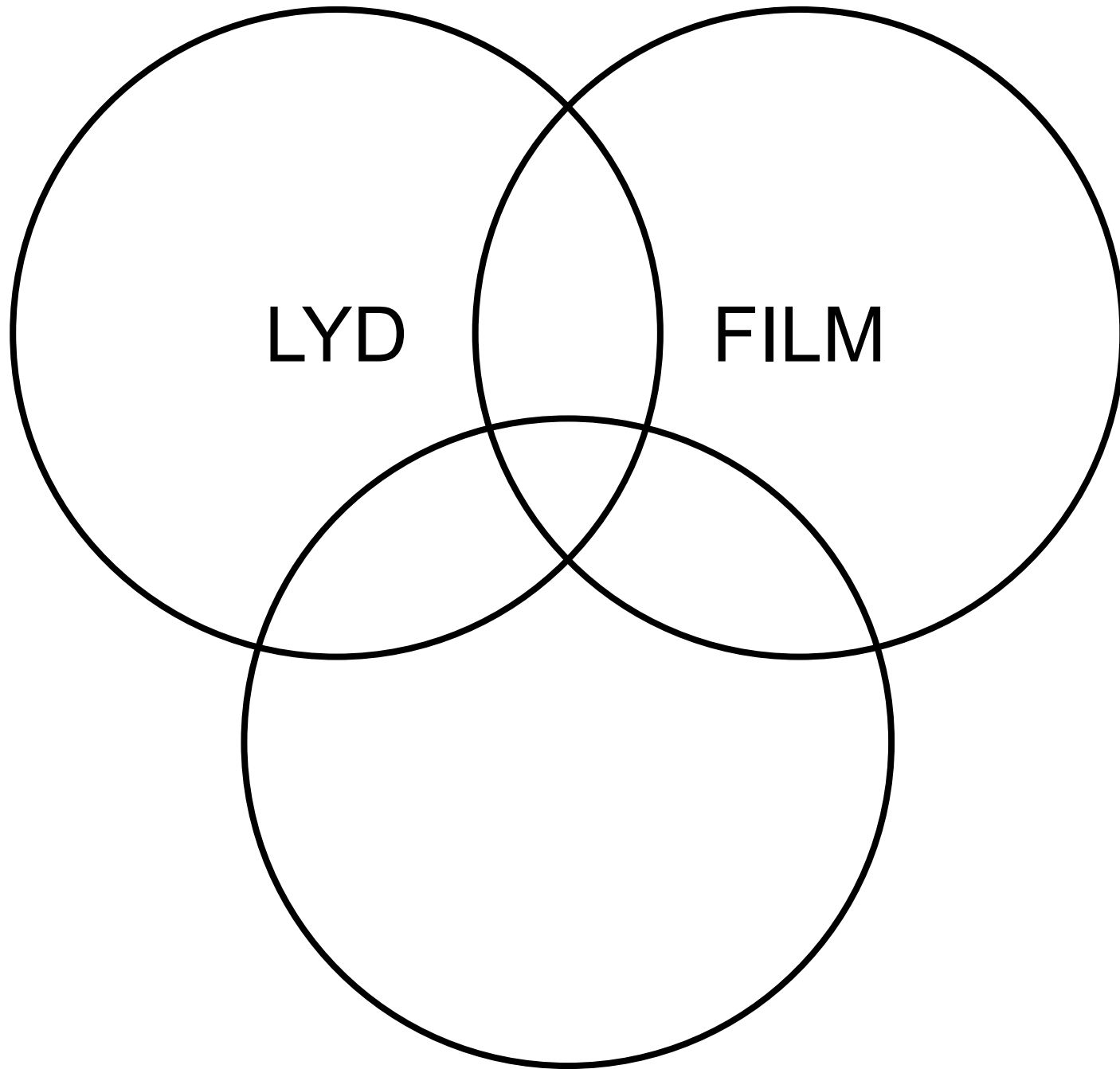


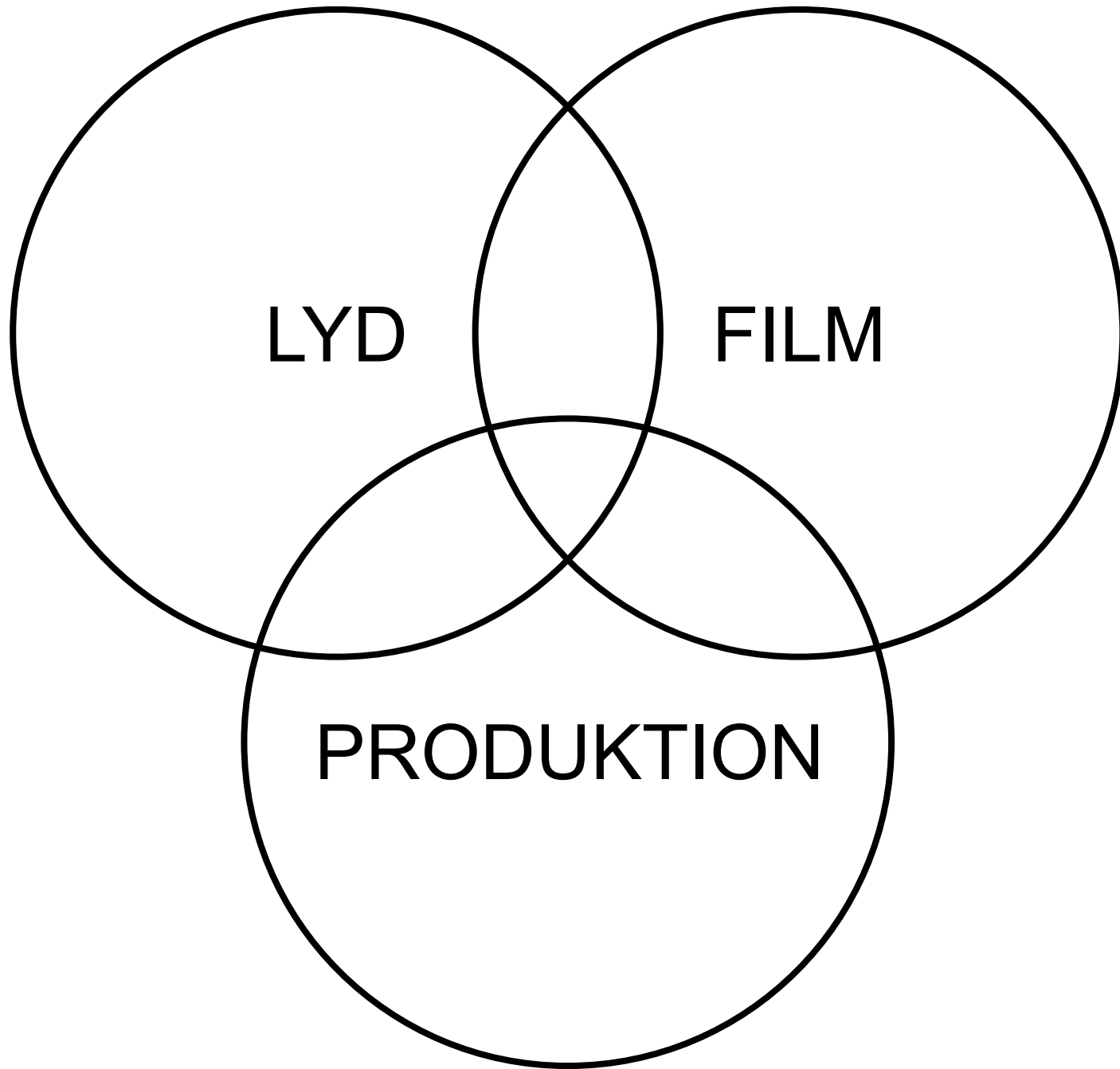


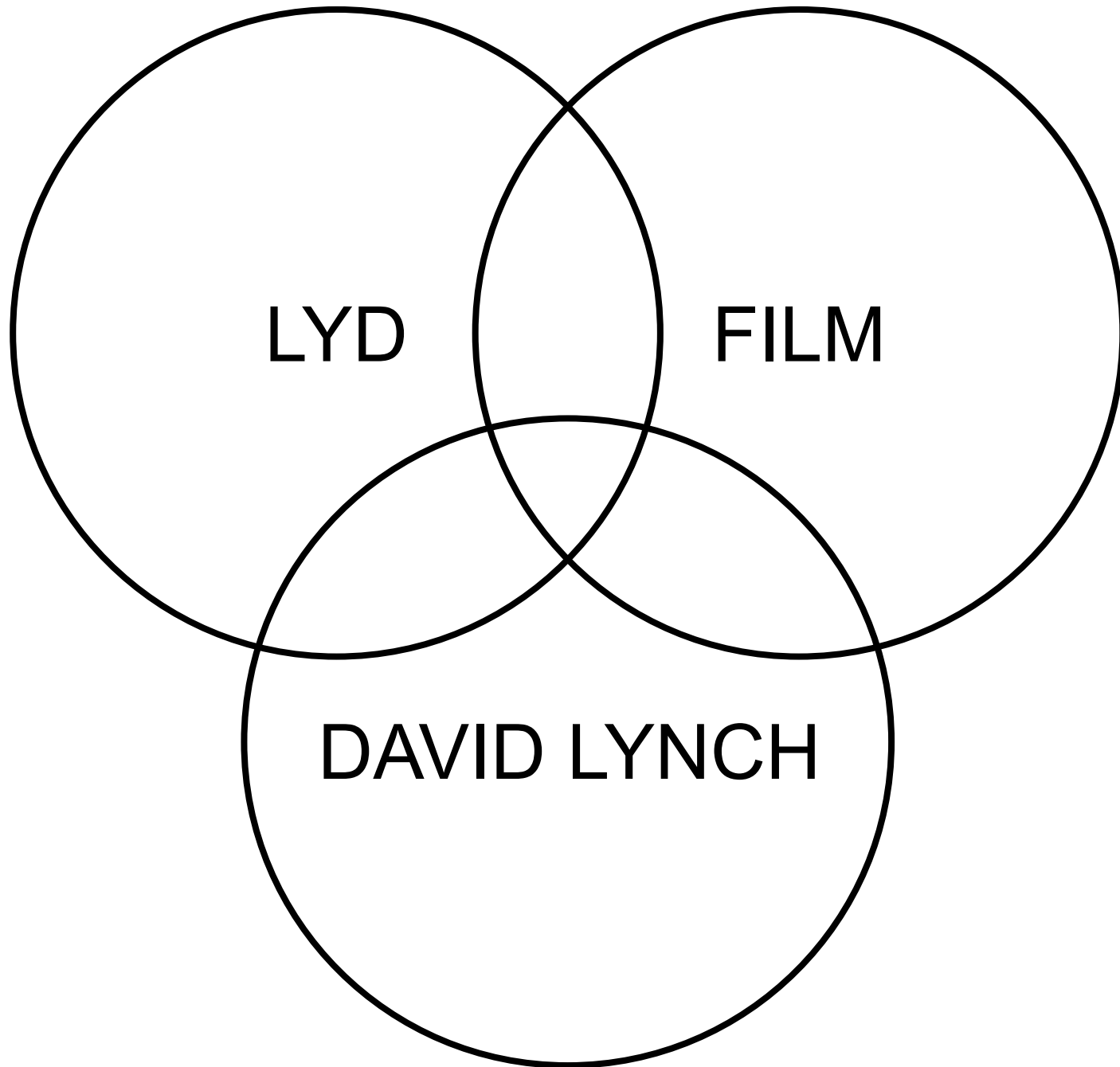


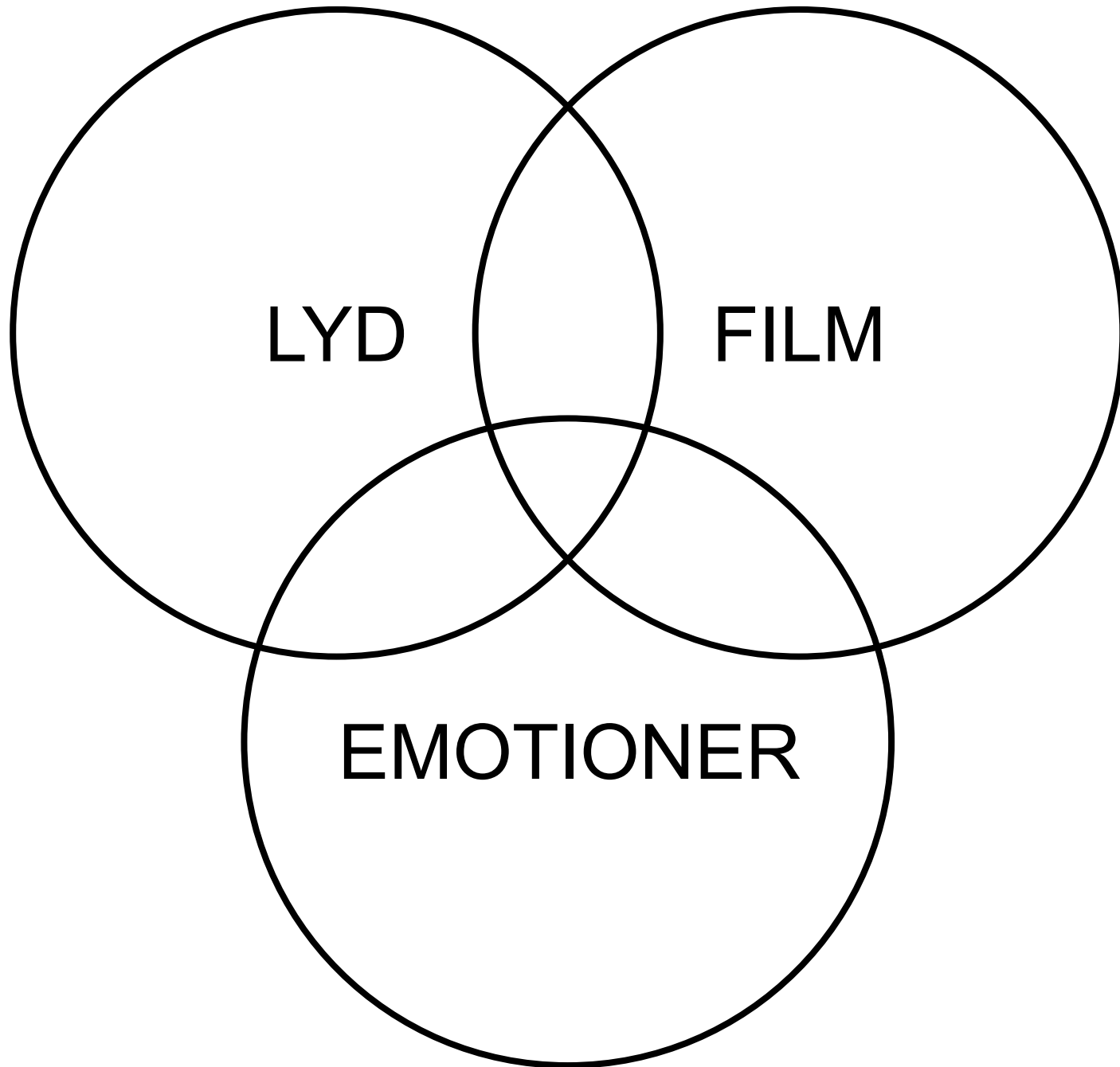


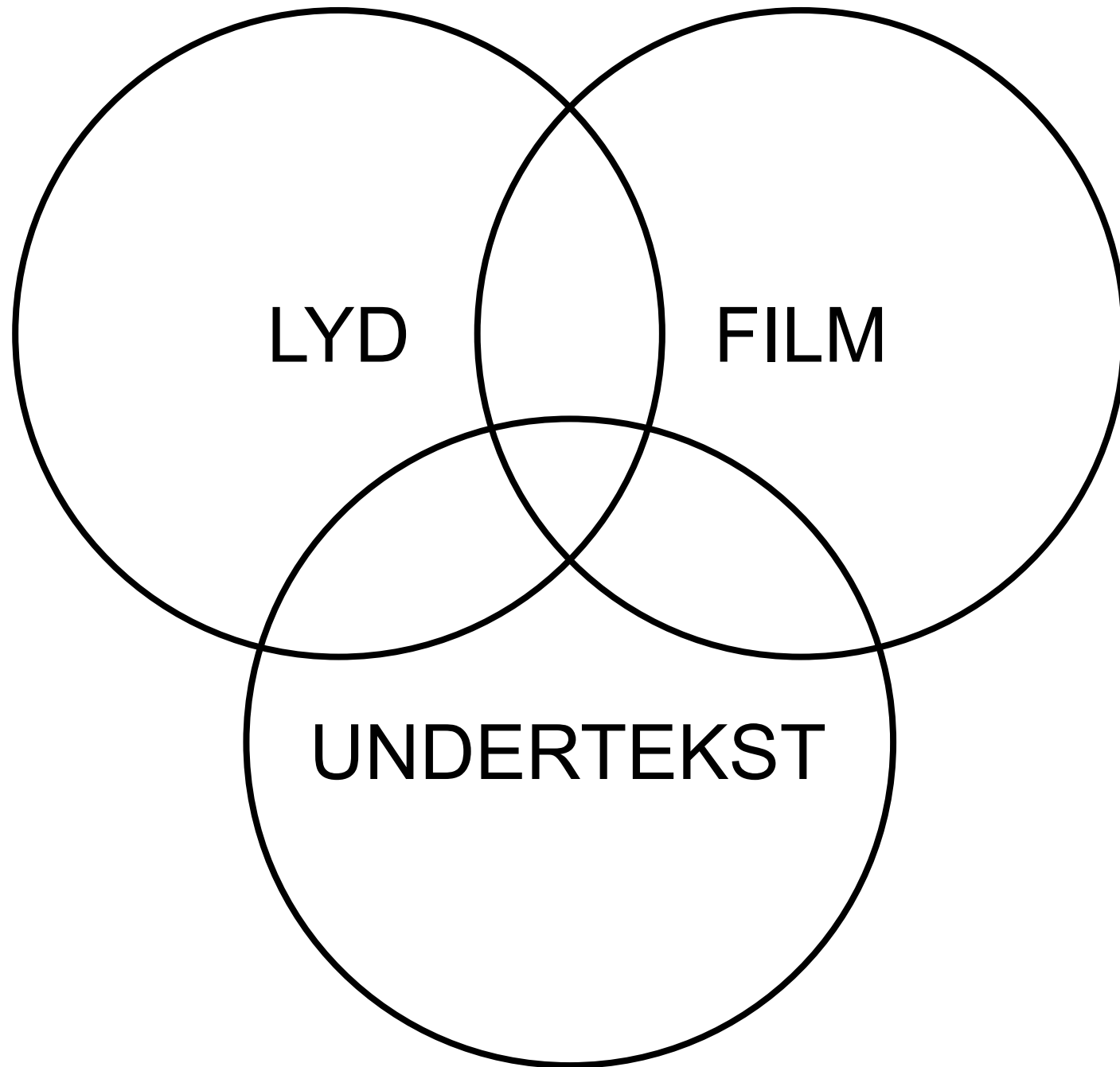


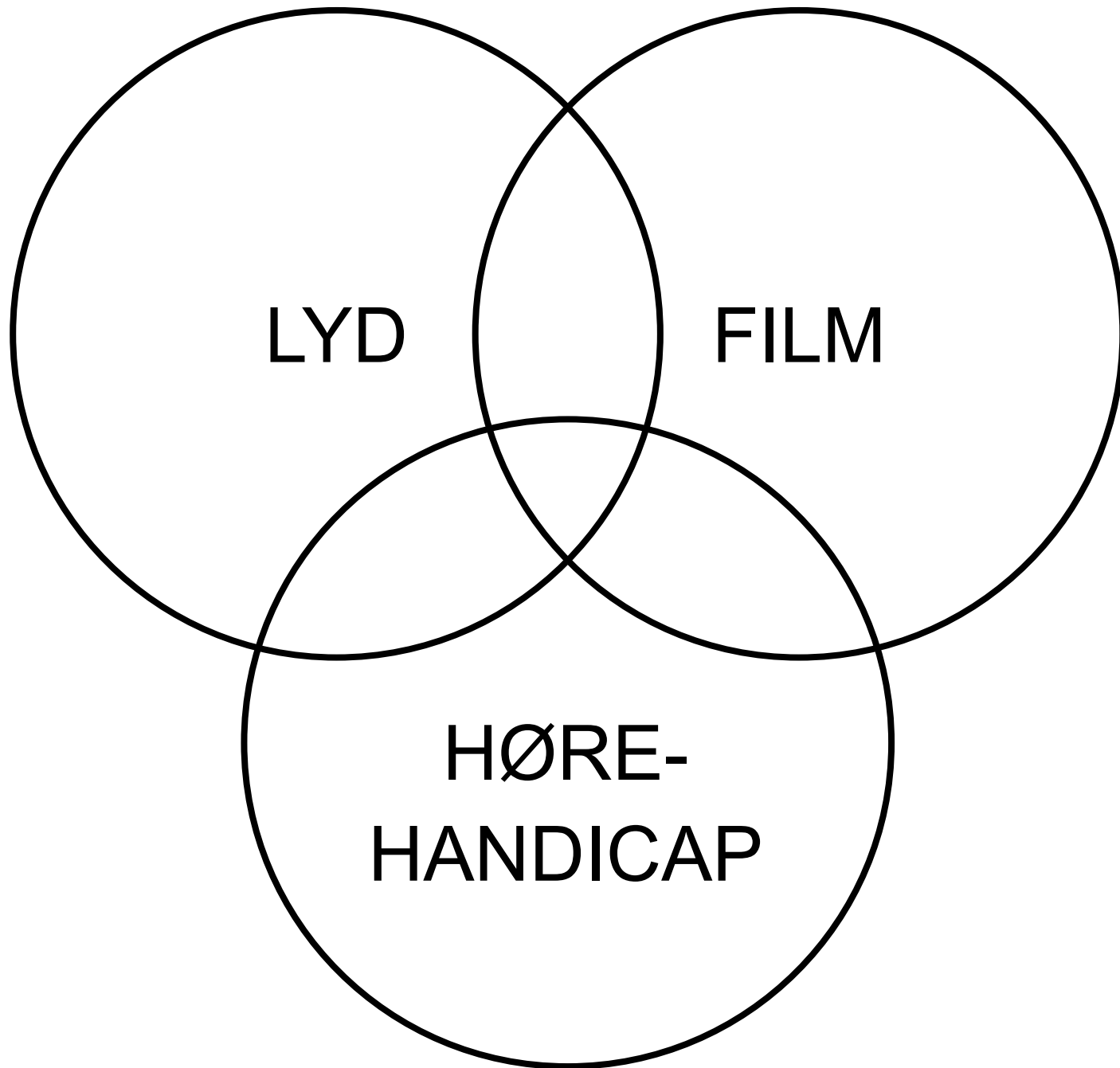


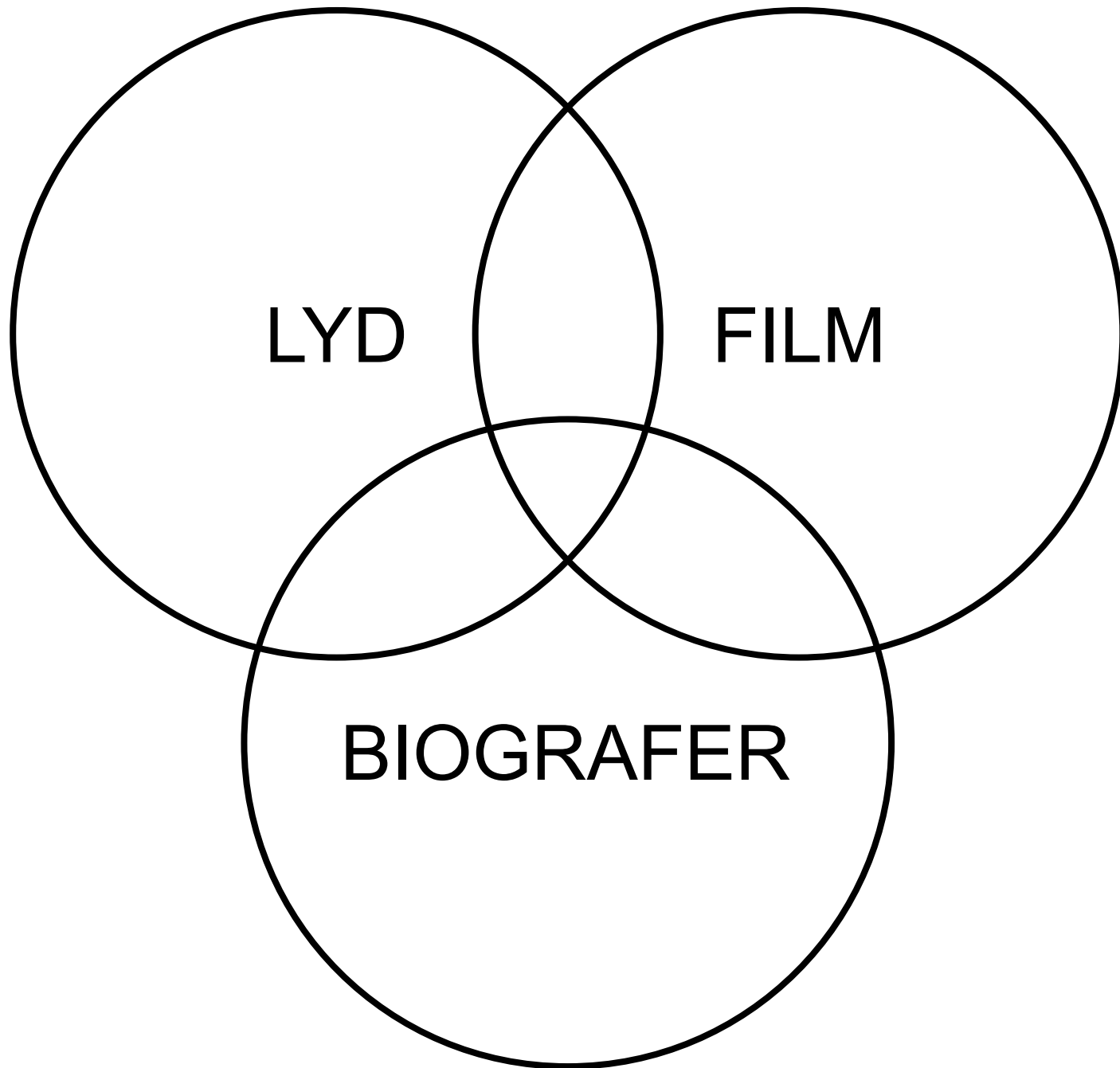


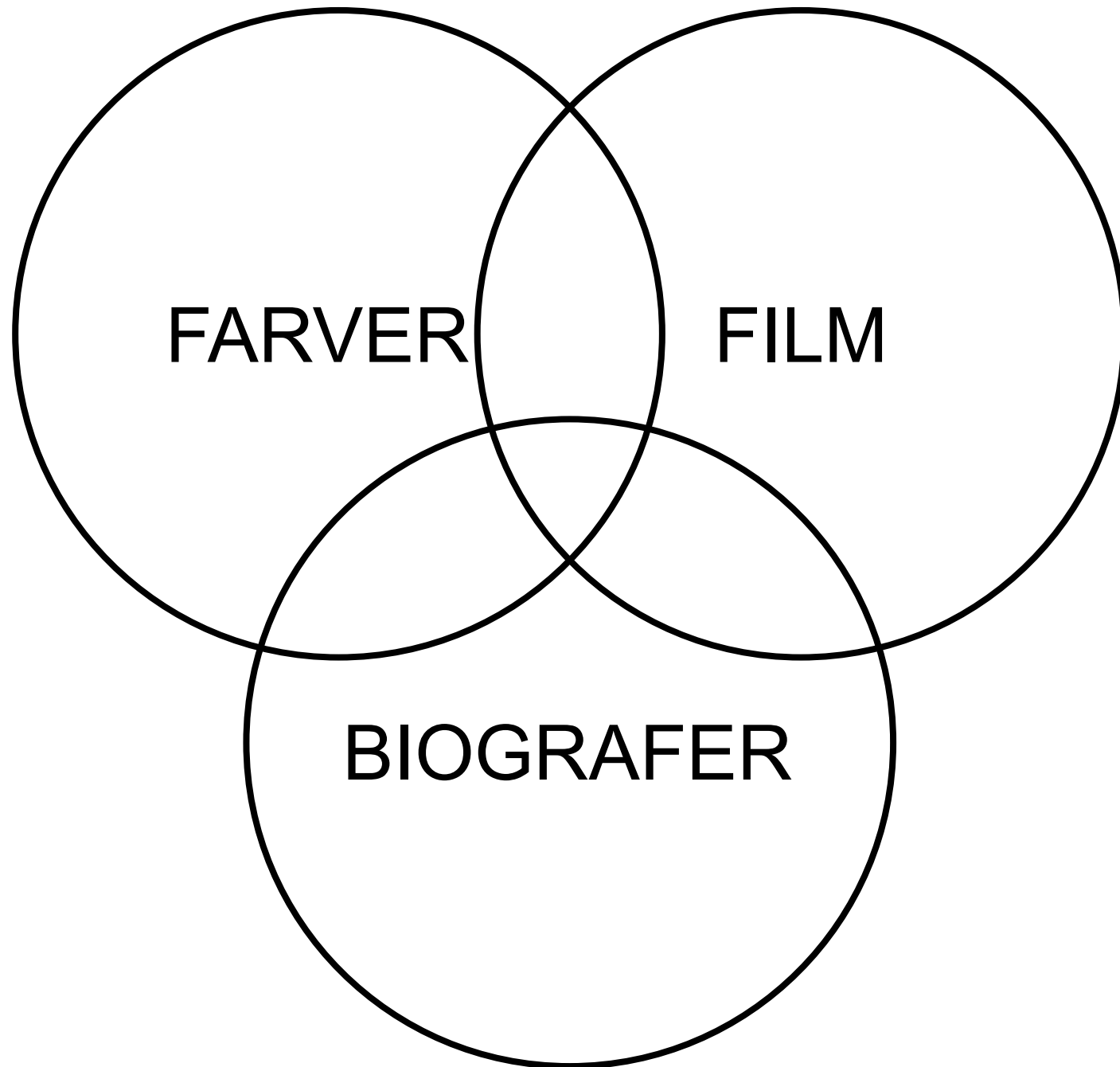


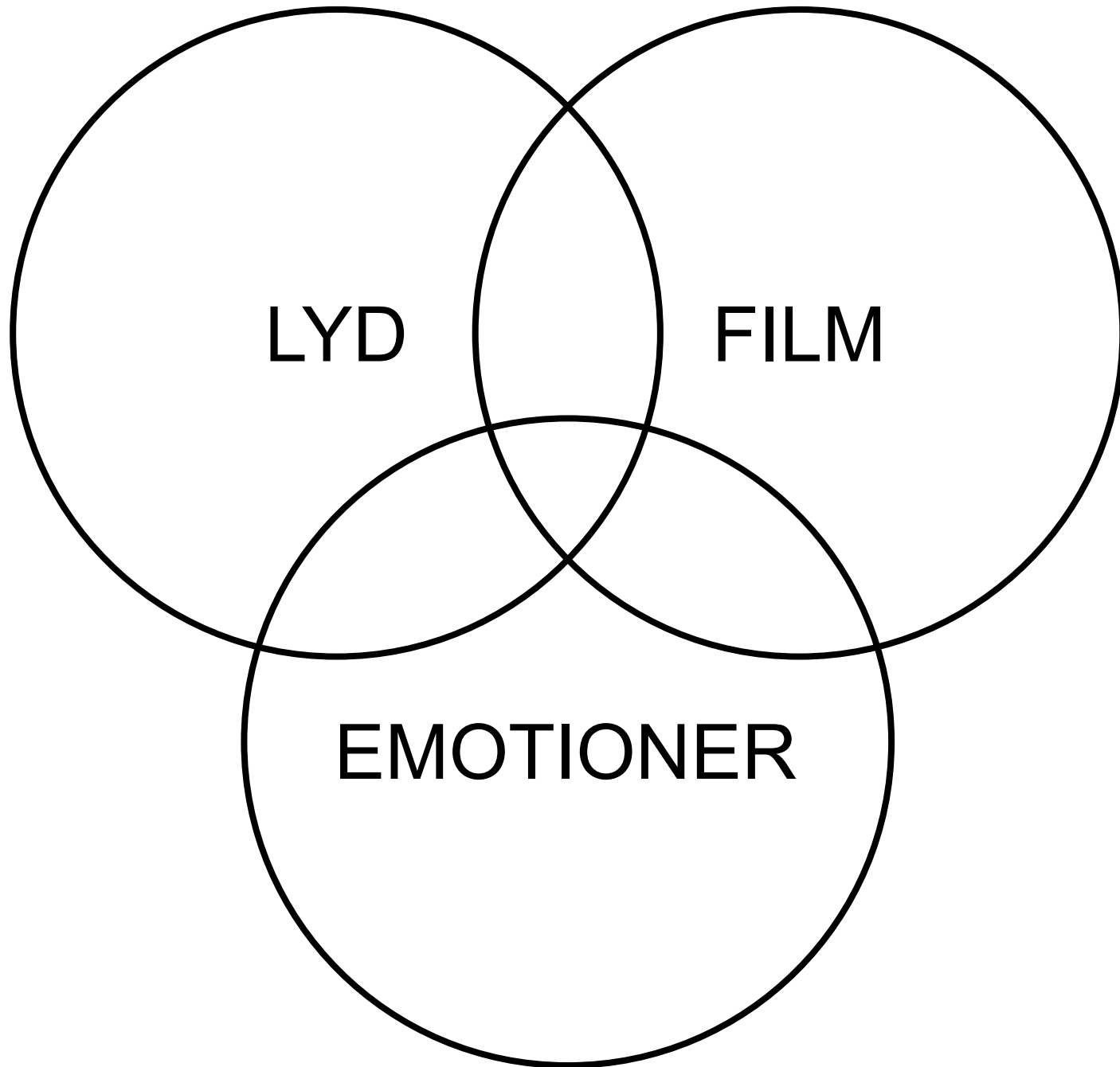


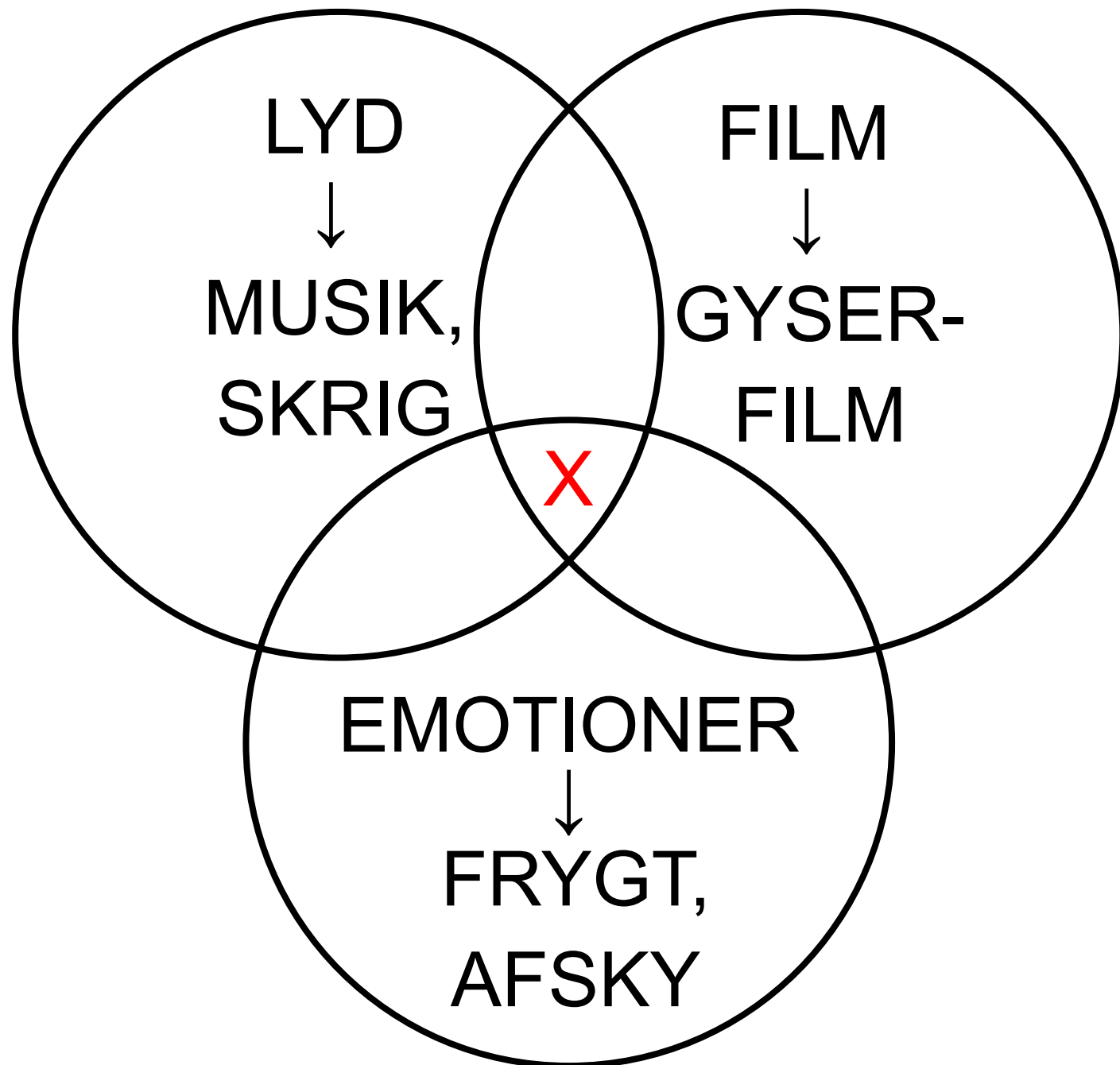


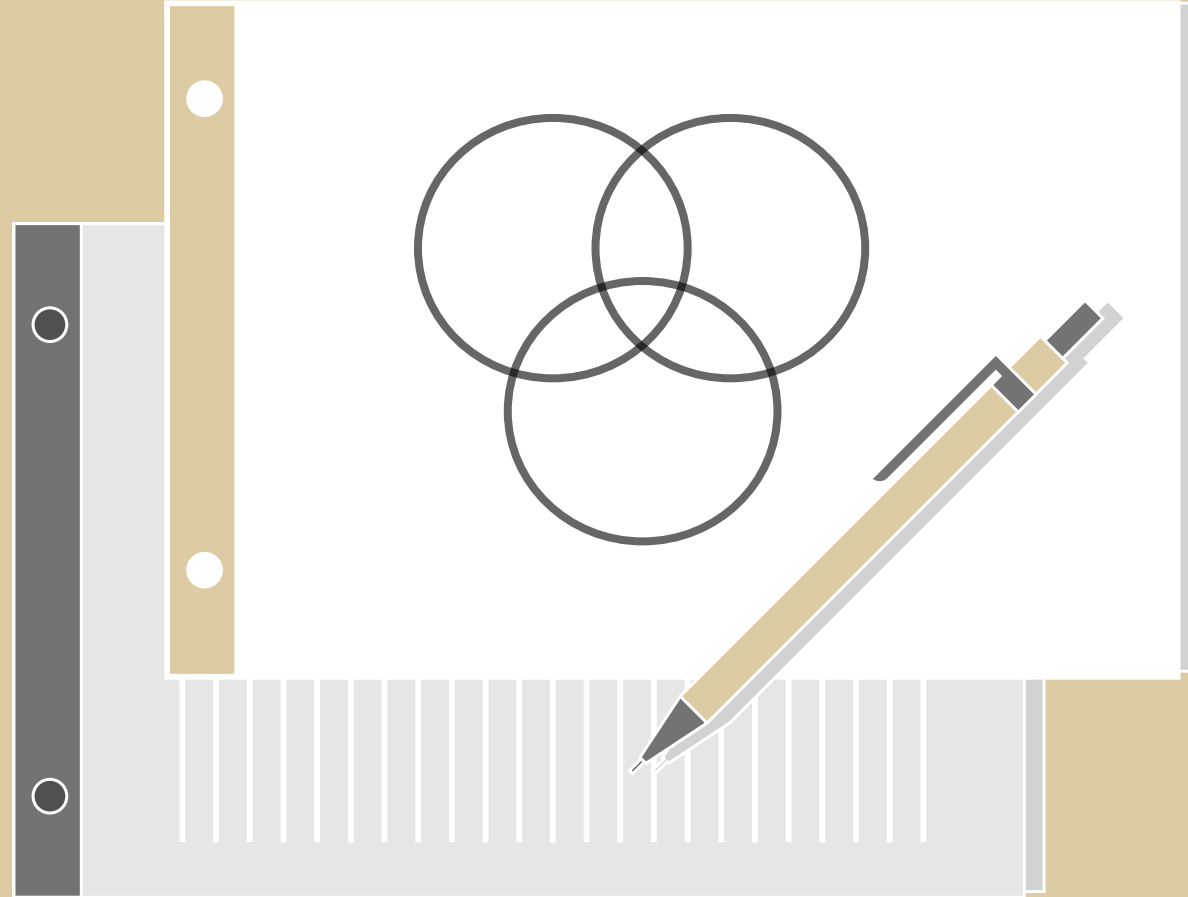












Styrker og svagheder

→ Styrker

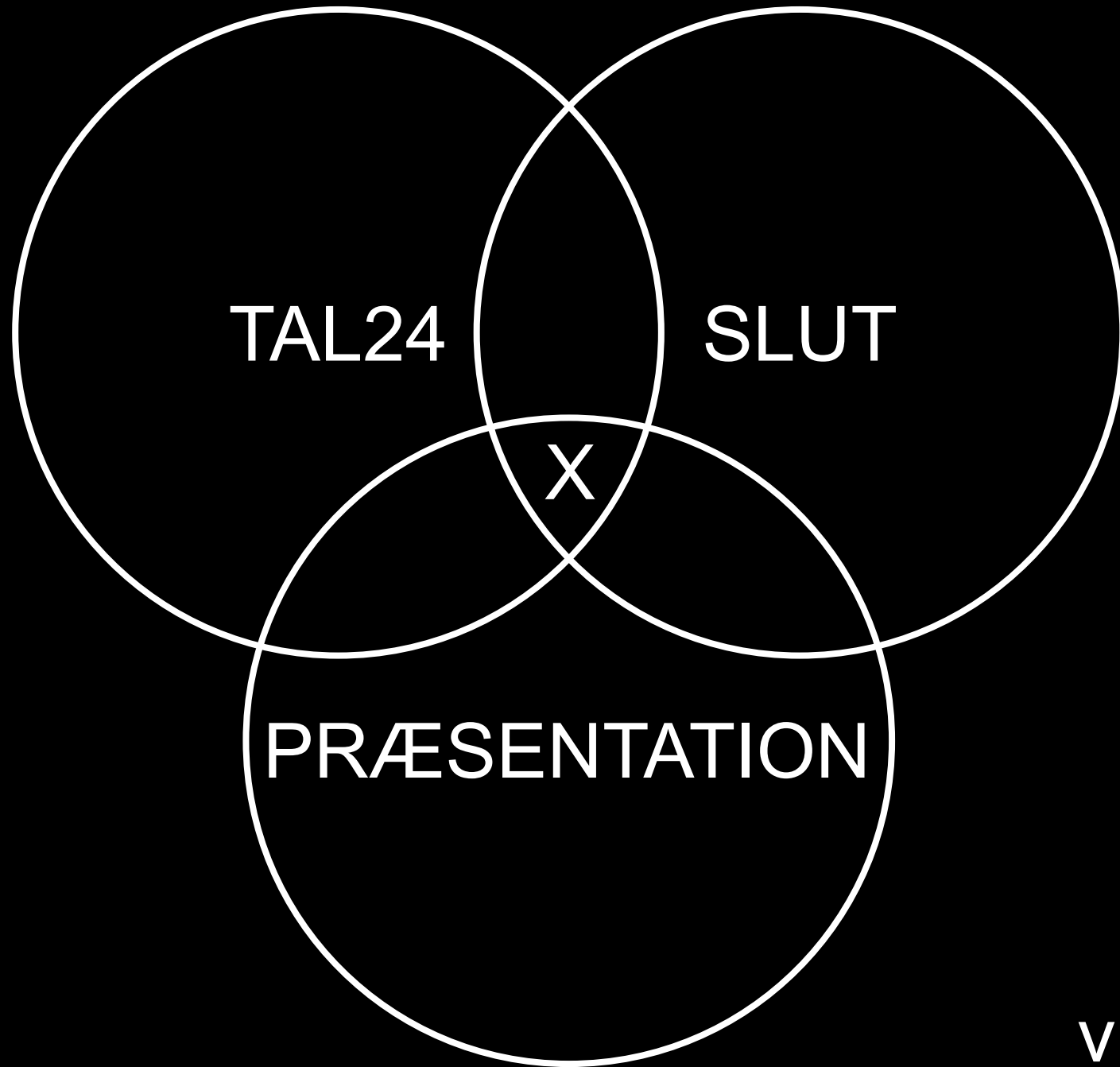
- Hurtig og fleksibel (alle steder alle tider)
- Sjovt at eksperimentere og lege
- Ingen stor investering = undgå "sunk cost fallacy"
- Klart kommunikationsprodukt ml. vejleder og studerende

→ Svagheder

- Cirkler kan blive for ens (giver ikke meget ekstra)
- Giver ikke svaret på, hvornår det er "snævert nok"
- Nogle studerende har ikke papir og pen(!), og metoden kan være lidt mere bøvlet digitalt

Refleksioner

- Mangler et navn (cirkeløvelsen, OL-ringene, trippelmodellen osv.)
- Kunne afprøves i andre kontekster, fx til at formulere faglige interesser el. kompetencer ifm. employabilitet
- Den tredje (åbne) cirkel kunne måske bruges med story dice eller andre eksterne input



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