The Potential of Curriculum Co-Creation for Promoting Inclusion, Engagement, and Rewarding Learning & Teaching

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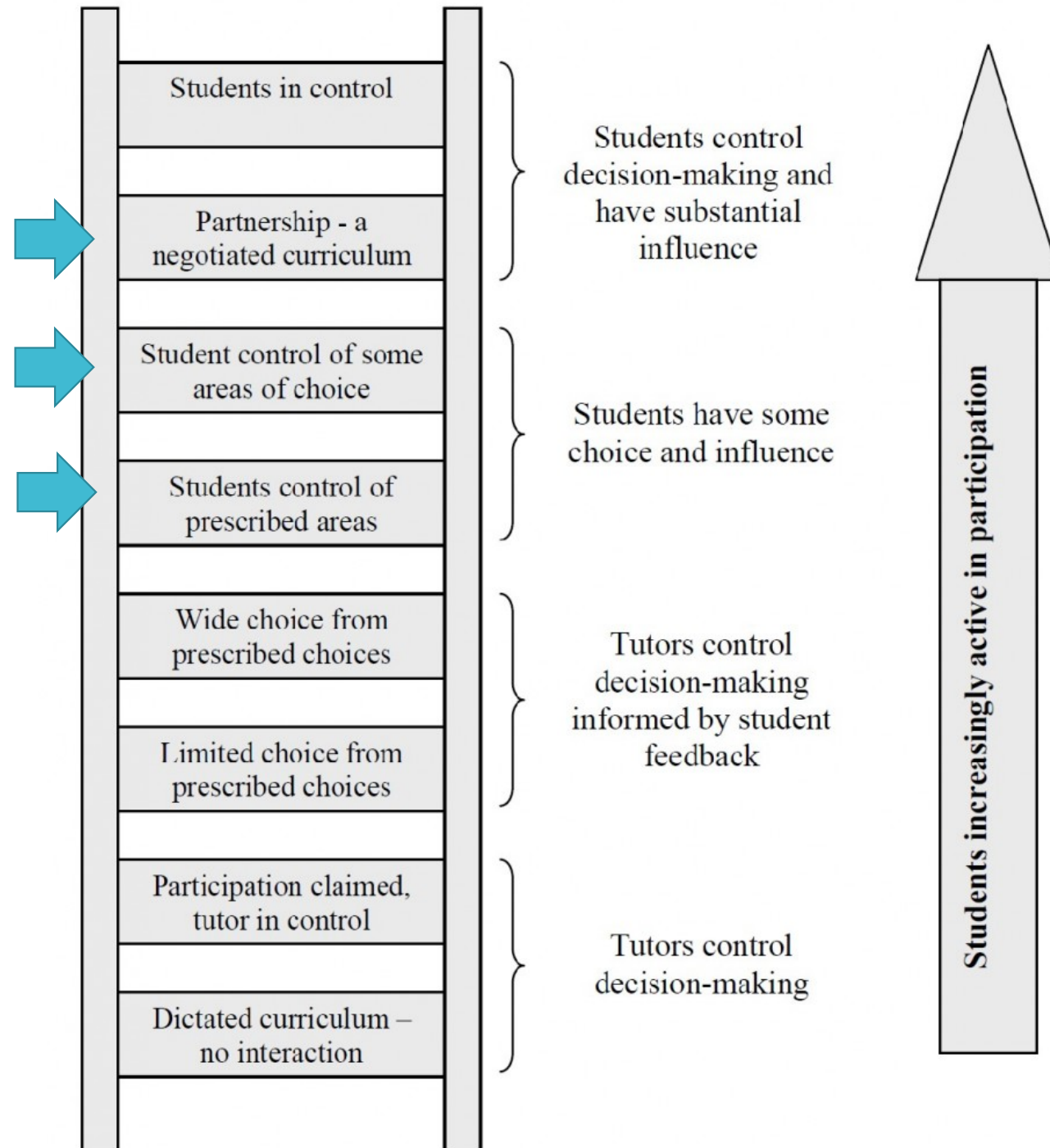NStEP Webinar on Student Partnership in the Covid Era 2020

Quick Overview

- What is curriculum co-creation?

- Themes of:
  - Inclusion
  - Engagement
  - Rewarding learning and teaching

- Challenges

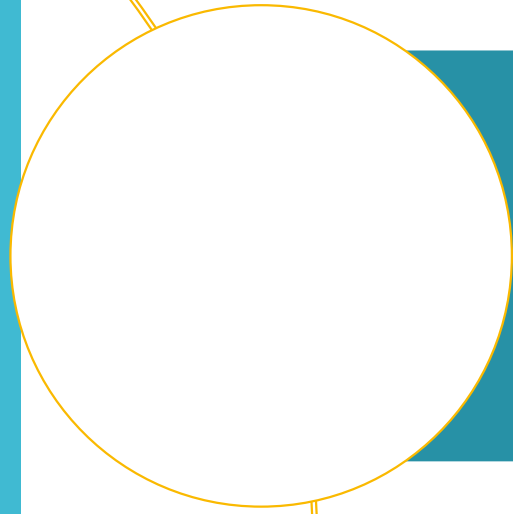- The potential of curriculum co-creation in the Covid era

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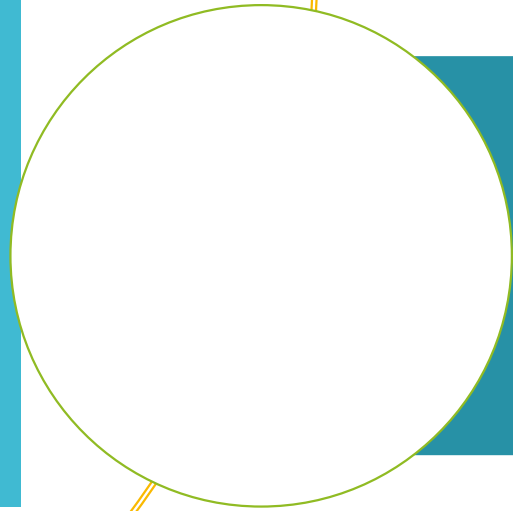*Ladder of participation in curriculum design (Bovill & Bulley, 2011, p.180)*

Students in control

Partnership - a negotiated curriculum

Students control decision-making and have substantial influence

Student control of some areas of choice

Students control of prescribed areas

Students have some choice and influence

Wide choice from prescribed choices

Limited choice from prescribed choices

Tutors control decision-making informed by student feedback

Participation claimed, tutor in control

Dictated curriculum – no interaction

Tutors control decision-making

Students increasingly active in participation

Two main types of curriculum co-creation

Whole-class co-creation:

current students on the course working with staff as the course takes place (earning course credit)

Selected co-creation:

students working with staff to co-create parts of the curriculum for future students (professional development and/or payment)

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Whole-class co-creation

Student/staff consensus on content and pedagogy/approach

- Class voting on areas to explore in depth
- Negotiating how class will be taught

Student/staff consensus on assessment and/or grading criteria

- Student-developed multiple-choice questions
- Collaboratively developing projects
- Negotiating what criteria to use in grading

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Selected co-creation

For future students: co-developing educational resources

- Summer project or internship developing videos and resources
- Peer learning

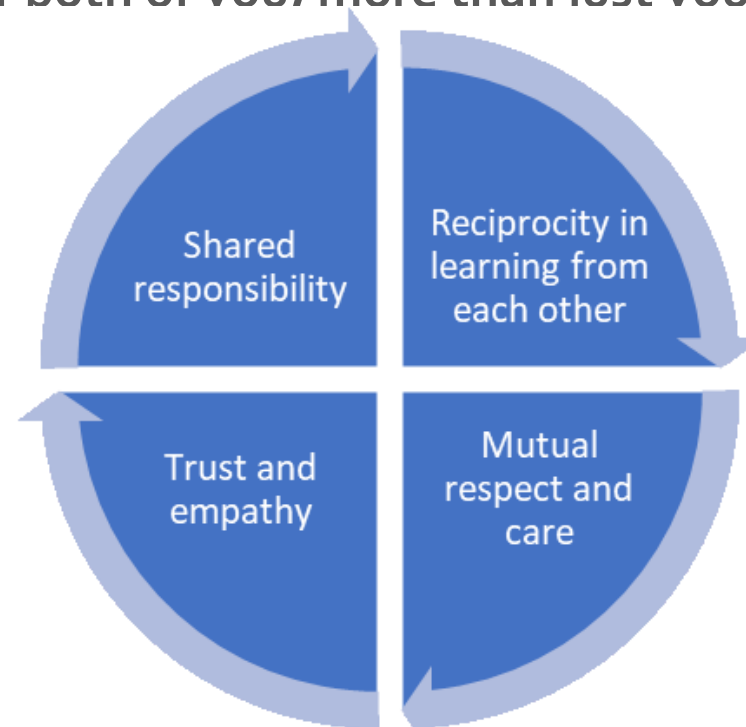## For other students: serving as consultants to give staff feedback on teaching

- Some Student Reps
- Consultants / 'peer reviewers'

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A values-based approach to learning and teaching

- My definition of curriculum co-creation:

  'The values-based implementation of staff and students working together in an **ongoing, reciprocal, creative, and mutually beneficial process** to negotiate and share decision-making regarding aspects of higher education curricula' (Lubicz-Nawrocka, 2020)

- 'It was about how everybody would come with some skills or some knowledge and **it would all go towards one goal**. ...I think it's where you know that **you can learn from each other** and **you can move forward in creating something good for both of you, more than just your own individual use**.' (Student 11)

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Inclusion

Inclusion: innovation, dialogue, community

- 'By respecting students and inviting them into curriculum development practices, co-creation of the curriculum is a **creative process that promotes inclusion of diverse individuals and perspectives**, while refuting the idea that students cannot be experts in their own learning.' (Lubicz-Nawrocka, 2019, p. 209)

  - 'the biggest resource in the room is the students themselves' (Staff 1)

  - '[We were] creating learning materials, creating learning experiences. This idea of the whole being more than the sum of its parts' (Staff 7)

Engagement

Engagement: based on empathy, trust, and respect

- 'Having that close interaction with professors, you're held accountable for more. …There was less room for me to casually do it or just pass by, which in other classes that's easier to do if there's less accountability and trust' (Student 7)

- 'It does get rid of the "them and us" barrier a bit…' (Student 4)

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Rewarding Learning and Teaching

Enjoying rewarding learning and teaching

- 'It was one of the best courses I've done in the university because you can genuinely feel like you're making a difference.' (Student 8)

- 'Everyone who I know who has done the course has loved it... [and] has been really engaged with it. ...I think a lot of people who don't do it [the co-created course] see it as a lot of work, but then I think everyone who does do it doesn't see it as a lot of work because they're enjoying it. They don't mind putting the work into it. ' (Student 5)

Challenges

Structural
- University processes & structures
- Staff often need to take the lead to offer opportunities to students

Personal
- Vulnerabilities for students
- Vulnerabilities for staff

Opportunities in the Covid Era

Resilience

- Current times have been destabilising for both students and staff

- Potential for student/staff co-creation
  - Support and engage with staff who are attempting new things online, and help build a sense of community
  - Give staff tactful feedback by discussing how you can work together to:
    - make learning more accessible and clear
    - be more inclusive so the curriculum reflects diverse identities
    - facilitate more interactive and engaging learning and teaching online

- Students can help staff as we adapt to new ways of learning and teaching to hopefully benefit everyone

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Thank you!

Questions? Comments?

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