



REFLECTIONS ON EXPERIENCES OF CO-CREATION

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Getting Started

- Co-creation was introduced as part of 'Programme Leaders new to HE'
- Plan to research further as part of remission

Initial Plans for Co-creation

- Incorporate co-creation into the curriculum for Personal and Professional Development module – FdA CYPF.
- Rationale:
 - module underpinned with ‘Continuous Professional Development (CPD)’
 - students in practice have more of an understanding of what types of CPD is currently needed
 - encouraging them to share their expertise with me and each other would not only inform within the session, but support me to consider key aspects of the curriculum for the next year.

Initial Plans for Co-creation

- Incorporate co-creation into the BA Hons Criminology – Green Criminology Module (Level 6)
- Rationale:
- Students are new to the concept of green criminology – allowing for a learn from and learn together approach.
- Assignment allowed for students to create content beyond written work.
- Potential to showcase to other departments.
- Allowed for development of the module in future.

Initial Reflections

- Is this co-creation? Is it not interactive teaching?

Buckley (2014, cited in Bovill, 2019) discusses the divide between pedagogical and political student engagement which helped to reinforce the focus on pedagogical engagement.

- Doubts – curriculum design

Bovill & Woolmer (2018) discuss the difference between co-creation ‘of the curriculum’ and ‘in the curriculum’. Confirmed thoughts that ideas constituted co-design of learning and teaching during the course.

The Co-Creation Activity - Approach

Having explored how CPD in children and young people's services needs to be responsive to local and national initiatives, students were asked to:

- Explore current offerings of CPD in their workplace
- Recognise any CPD that is helping to respond to national/local need or initiatives
- Identify any current gaps

What might CPD look like to address these gaps?

The Co-Creation Activity - Approach

After the initial session students were asked to engage in 'what I saw this week' specific to the topic of 'green crime' and to find a topic they were passionate about.

This led to discussion at the start of each session led from the students' perspectives to encourage:

- Student led discussion
- Highlight ideas of both theory and practice
- Showcase the students as a creator of knowledge, not just participant
- Help them work toward their assignment

The Co-Creation Activity - Delivery

Themes for presentations included:

- Safeguarding disabled children and young people, incl. the importance of alternative communication
- Emotion coaching for school staff
- Practising mindfulness in the workplace
- ACEs informed practice
- Meeting the basic needs of young people before educating
- Supporting young people with budgeting and finance skills
- Using a therapeutic approach with young people (The Window of Tolerance)

The Co-Creation Activity - Delivery

Themes for the video campaigns and weekly 'what I have seen this week':

Air pollution (indoor and outdoor)

Fast fashion

Corporate Social Responsibility

Water pollution

Animal testing

Students were given the opportunity to control their narrative of the discussion and allow for input from each other.

What Was Important?

- Student-led
- Enjoyable
- Effort/academia
- Outcome
- Inclusive

Bovill (2019) suggests that this type of whole-class approach is generally more inclusive and supports relationship building

Immediate Feedback

- Enjoyed delivering without the pressure of being assessed.
- Felt more free to explore topics that were of interest to me, i.e. the safeguarding of children with disabilities
- Not having to worry about time limits or criteria
- Enjoyed the lack of structure
- Felt more able to deliver a topic confidently

General discussion about the freedom of choosing topics – some recognised how they have struggled with this for assignment purposes, but not for this task

What do you understand co-creation to mean?

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- Anonymous** 2mo
Learning from one another - bringing together ideas.
- Anonymous** 2mo
To work in a team effectively and supporting each other in developing further knowledge
- Anonymous** 2mo
to learn from each others knowledge and interests
- Anonymous** 2mo
To work together with different professionals/ organisations with different approaches and skills in order to learn from one another

Add comment

What was the value of having a student-led session?

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- Anonymous** 2mo
Interesting - Good to see what other students are interested in
- Anonymous** 2mo
content was on the same kind of academic level as ourselves.
- Anonymous** 2mo
learning from each other
- Anonymous** 2mo
Was fun and different to other lessons, was good to sit and watch other students
- Anonymous** 2mo
It was interesting to learn what others think should be promoted within their role. Learnt new things. Was different from other lessons.

Add comment

Did you learn from your peers? If so, what?

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- Anonymous** 2mo
I learnt about the bloom theory.
- Anonymous** 2mo
learnt more about theory
- Anonymous** 2mo
I learnt new skills for budgeting
- Anonymous** 2mo
I have never heard of the bloom theory before so that was interesting.

Add comment

Good discussions in class, very informative	Make it mandatory	Very enjoyable
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<ul style="list-style-type: none">- interesting assignments instead of just essays- lots of group discussions- relevant to contemporary issues	None	This has made me more aware and interested in green issues that I didn't care much about before.
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Good teacher, good content , and a surprise of me liking a topic I never understood	It doesn't need to improve	No it was more interesting then I thought it would be
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Student Engagement

- Initially – unclear how much students' planned to engage
- Avoiding temptation to 'interfere'
- Session – facilitated by me, student-led in terms of delivery
- Follow up – perceived reluctance to engage in conference/recorded delivery.

Reflections

- Importance of the student/teacher relationship – reflected on previous training ‘The Seven Cs of the Human Dimension’ – Contact; Contract; Clarify; Challenge; Choose; Change; Close. (Oasis School of Human Relations, 2006)
- Student-led – is less teacher facilitation needed?
- Follow up – would a staged approach be beneficial?

In their discussion about barriers to co-creation, Dollinger & Lodge (2020) recognise that students can feel unfamiliar in partnership relationships and lack confidence in what they can contribute to the university.

- What other approaches can be used to develop confidence?

Further Thoughts

Equity Accelerator (2022, pg. 3) discuss four key elements for co-creation, “individual mindset; inter-personal relationships; community culture and structural and systemic supports”

- Already focused on how important the inter-personal relationship is to the success of co-creation activities
- Connection between student’s perceived ‘reluctance’ to get involved beyond the classroom and the concept of community culture.

Is there a lack of collective academic commitment? How can this be further developed?

Could anything more be done from an institutional perspective, in terms of structural/systemic support?

Any thoughts?

References

Bovill, C. (2019) Co-creation in learning and teaching: the case for a whole-class approach in higher education. *Higher Education (2020)* 79: 1023-1037.

Bovill, C & Woolmer, C. (2018) How conceptualisations of curriculum in higher education influence student – staff co-creation *in and of the curriculum*. *Higher Education (2019)* 78: 407-422.

Dollinger, M and Lodge, J. (2020) Student-staff co-creation in higher education: an evidence-informed model to support future design and implementation. *Journal of Higher Education, Policy and Management (2020)* 42: 5: 532-546

Equity Accelerator. (2022) *Elevating Student Voice, Agency and Co-creation*. Available at: [Elevating Student Voice, Agency, and Co-Creation \(wested.org\)](https://www.wested.org/elevating-student-voice-agency-and-co-creation)