

Students as Co-Creators Symposium 2024: 'What works?'

31 January 2024, Virtual delivery

Session abstracts

Session 1.1, 10:15 – 10:55, Zoom 1

Session 1.1a

Design and development of an employability toolkit for biomedical engineering – A pedagogic toolkit developed 'by students for students'

Dr Vivek Padmanaabhan Indramohan and Katie Whitehouse, Birmingham City University
Oral presentation

The session aims to elucidate the pedagogic project accomplished by Biomedical Engineering staff and student members in collaboration with colleagues from the HELS careers team and the University Grad+ team to design and develop an employability toolkit for undergraduate and postgraduate students. Valuable information pertaining to; Student career choice, precise transferrable / technical skills, various non-scholastic activities, student responsibilities and ownership including engagement at modular levels to achieve their career goals, were obtained via focus group discussions facilitated by student researchers. The data obtained via such discussions, were analysed by the project team to then devise an Employability toolkit.

Session 1.1b

Students of colour ambassadors: Students as co-creators to embed belonging for students from racialised backgrounds

Dr Carl Harrington and Kaainat Khan, University of East Anglia
Oral presentation

We report on a successful students as co-creators project to embed student belonging for racialised backgrounds with University of East Anglia staff, students and Student Union working together. The Students of Colour Ambassadors project is a scheme where students run events and support fellow students throughout the year around settling in, meeting and sharing with others, and celebration. They also help shape school inclusive curriculum practice. The scheme is student led, meaning content and delivery is based on students identifying needs. Our session, co-delivered by a School of Biological Sciences staff and student member, will discuss challenges faced and successes.

Session 1.2, 10:15 – 10:55, Zoom 2

Session 1.2a

Co-creating opportunities to enhance students' employability

Chloe Devlin, University of Strathclyde
Oral presentation

This presentation examines the experience of one student who has co-created with a lecturer a series of three employability podcasts, designed to explore what employability means to students, how universities' employability language and activities are understood by students, what employers value in university graduates, and to chart the journey into the workplace of previous graduates. The presentation will be co-delivered and will focus on the process of co-creating the podcasts. The student will also reflect on the rewards of the experience, on the knowledge, skills and contacts developed that will help her prepare for the transition out of university.

Session 1.2b

Co-creation: Stories of change and recognition at Queen Mary

Dr Ana Cabral, Louise Younie, Max Addo and Marianne Melsen, Queen Mary University of London

Oral presentation

We will reflect on the role of Queen Mary's recognition scheme for rewarding students' contribution to co-creation (SEED Award - Student Enhanced Engagement and Development). We will draw on students' voices and share stories of change involving curriculum design, supporting learning, creating resources, and developing effective learning environments. Findings from research we conducted on lived experience and the experience of co-creation and student recognition indicate that co-creation across students and educators invites flourishing through greater belonging, engagement and connection. Students and educators speak of the joy of engaging in meaningful work and the result of creating better learning experiences or developing the curriculum.

Session 1.3, 10:15 – 10:55, Zoom 3

Session 1.3a

Co-creation dynamics in the design of a digitally gamified initiative to enhance student engagement and employability in higher education

Associate Professor Elena Moschini and Professor Jan Bamford, London Metropolitan University

Oral presentation

The presentation focuses on a digitally gamified educational initiative co-designed with students and aimed to promote, enhance and reward student learning, engagement and employability. The co-designers included the academics, students and professional services. The student co-designers were involved in all aspects of the project, as well as in the co-design of its evaluation and in the dissemination of the research results. The presentation will highlight the lessons learned from the iterative process. It will also discuss the result of the evaluation, the impact on the student co-designers and participants as well as on the academic staff involved.

Session 1.3b

Empowering students from disadvantaged backgrounds through co-creation

Dr Sayjda Talib, Eleanor Dove and Safiya Kheratkar, Lancaster University

Oral presentation

Empowering students from disadvantaged backgrounds through co-creation, has the potential to have a disproportionately greater impact on the student's sense of belonging and consequently, their academic attainment. Lancaster University, Widening Participation team uses co-creation as a critical tool to empower students on their institutional Role Model Ambassador (RMA) programme, to support students from non-traditional backgrounds, to inspire and guide pre-entry young learners from similar backgrounds. Students are given the opportunity to co-design active learning sessions, including the session content, online resources, activities, and campus tours.

Session 1.4, 10:15 – 10:55, Zoom 4

Session 1.4a

Co-creating learning hubs

Dr Ivana Lessner Listiakova and Faraz Gull, University of Suffolk

Oral presentation

Learning Hubs are spaces with online activities where students at the University of Suffolk can develop their academic, transferable and employability skills and gain ideas for supporting their wellbeing. Learning Hubs were co-created by students, academic and

professional staff. They are based on principles of best practice and include active learning opportunities with immediate feedback, related to module assessment and allow for individualisation of learning. The co-creators share their experience of being involved in the project, the impact it has had on them and the university.

Session 1.4b

Student-led staff training: Innovative approaches to co-create inclusive education

Emily Roisin Reid, Catherine Fenn, Katherine Owen, Kaldora Ibekwe, Isabelle Gallier-Birt, Charlotte Pemberton, Tom Paddock, Georgie Webster, Linta Nasim, Benedict Richards and Paulo Arroyo, University of Warwick

Case study

This session highlights two co-creation case studies: a student-led virtual reality training for facilitators on intervening when microaggressions occur, and a novel student-led staff training relating to Equity, Diversity, Inclusion, and Justice (EDI&J) at Warwick Medical School. You'll learn about our rationale behind Student-Led training of faculty, our approach to co-design of content, feedback on the benefits of this interactive approach to training staff, and student perceptions of the benefits to their own professional development. Notably, staff displayed high motivation to engagement and found the sessions to be of merit, and the initiatives led to mutual learning and skill development.

Session 2.1, 11:10 - 11:50, Zoom 1

Session 2.1a

The Graduate Voices Project: Identifying barriers to higher education through student and alumni collaborative interviews

Dr Alexander Reid and Emily Flack, University of York

Oral presentation

This project aimed to inform and develop the teaching and learning experience for STEM students from widening participation (WP) backgrounds at the University of York by drawing on the lived experiences of alumni from similar backgrounds. We recruited 10 paid WP students and trained them to approach and interview 31 WP alumni. Interns collaboratively created six short form videos derived from emergent themes that constitute a set of interview-based resources to inform curriculum development and provide a 'peer voice' to increase student engagement. We, along with some of our interns, will discuss the successes and challenges of our approach.

Session 2.1b

Students as peer researchers: Co-creating curriculum change

Dr Louise Warwick-Booth and Ruth Cross, Leeds Beckett University

Oral presentation

This oral presentation reports on a co-creation project which involved training students as peer researchers, who then undertook a pedagogically focused study. If you have ever considered working with your students as part of your research practice, this presentation will give an example model of how you can work with students as peer researchers, based on our own practice. We will outline the advantages and challenges of this type of co-creation and leave you with some top tips to take away.

Session 2.2, 11:10 - 11:50, Zoom 2

Session 2.2a

"Ultimately proved to be an invaluable learning experience": Improving curriculum consultants at the University of Leicester

Claire Ashdown, University of Leicester

Oral presentation

The Curriculum Consultants initiative has had varied formats since the pilot in 2019. Our aim to make students' experiences more inclusive and representative has been consistent from the start. We'll be talking about the changes, challenges and benefits of our journey. Longer term evaluation plans are underway, and we can already see the immediate benefits for the student Consultants. We are on the right track for our university as we aim to balance a structure that supports our Consultants and staff, facilitates meaningful projects, and preserves the value of our students' inputs.

Session 2.2b

The Undergraduate Research Hub at the University of Greenwich

Dr Louise Hewitt, Dr Sarah Kilbane, Dr Guglielmo Rossi, Mark Hawkey, Louis Dawn, Janika Karaenen and Alzbeta Tumova, University of Greenwich

Case study

The Undergraduate Research Hub at the University of Greenwich is a resource for students to explore the concept of undergraduate research, generating a community of practice to support undergraduate students in finding their own research paths. The Hub funds research projects, where students are partners or co-creators. Successful projects help students foster a sense of belonging and engagement, enabling sustainable learning through the development of research and employability skills. This case study will focus on two very different research projects from Design and Criminology showcasing what was done and the impact it has had on both students and staff.

Session 2.3, 11:10 - 11:50, Zoom 3

Session 2.3a

Collaborative scholarship: Students as partners in editing and publishing

Madeleine Bracey, Coventry University and Dr Hilary Emmett, University of East Anglia

Case study

This presentation describes and discusses the pedagogical and professional rewards of an ongoing teaching project at UEA, now in its fourth year. Academics in the field of American children's literature edit and publish new scholarly editions of neglected literary texts through the UEA Publishing Project in collaboration with the students enrolled on their module. This case study will be presented jointly with an alumna of the project, who has gone on to postgraduate education. It will reflect on the demonstrable benefits to the students and staff involved, as well as the emerging benefits to the field of American children's literature.

Session 2.3b

The value of student research as a learning tool

Jane Stonestreet, Bobby Francis and Elsa Chongo, Westminster University

Case study

This session presents student and academic lead reflections on the design of and engagement in a research exercise in which students investigated their own curriculum. The students will reflect on the benefit of this activity for their own learning. The session will consider these outcomes from a practical perspective. It will also consider whether this participatory activity has disrupted existing power relationships, and developed the concept of student partnership to one of student ownership of both the activity and their own learning

Session 2.4, 11:10 - 11:50, Zoom 4

Session 2.4a

Be colleagues

Sheryl Mansfield, University of Northampton

Oral presentation

Learning Development Mentors (LDMs) replicate the Student Learning Assistant Model (Price et al., 2018) with all offering peer support to fellow students from any discipline throughout the institution. Nine LDMs are recruited into an annual fixed term contract and are made up of second- and third-year undergraduate students. LDMs work four hours a week as members of the Learning Development Team offering peer perspective to study skills at drop-ins, bookable tutorials as well as hosting study skills session and events. The LDMs support the key driver for the initiative which is to engage those who do not currently use the service. The LDMs have supported this goal by developing resources in physical spaces and digital platforms previously unused in our work (e.g., in student halls and using platforms like Discord and TikTok). The LDMs are colleagues bringing their expertise of being a student to the department. This perspective is valued and utilised when co-designing and co-producing projects. The LDMs are fully trained, and clear roles and responsibilities defined allowing the initiative to thrive. This presentation will include insights from the current and graduating LDMs outlining their thoughts on the success of the initiative

Session 2.4b

Collaborative experiential learning and the co-creation of knowledge: How can students and staff learn from each other's professional experiences?

Dr Asad Ghalib, Liverpool Hope University

Oral presentation

This classroom-based experiential learning and teaching model explores a novel and innovative approach. It is built around personalising the students' learning journey through cases that they derive and write from their own professional experience. Both staff and students learn from one another by sharing each other's experiences, based on the models studied in class, but grounded in real-life professional experiences. Participants have found the model to be profoundly enriching given their rich national and cultural diversity and the huge variety of the cases written and discussed. The model contributes to building a deeper understanding of subject-related topics through discussions with the tutor and peers.

Session V1, 11:55 - 12:30, Zoom 1

Session V1.4

Co-creating the sustainability voice

Katy Boom, Sam Collett and Dr Sian Evans, University of Worcester

Vlog

Listen to students, academic and professional services staff discussing how they co-created a 10 year long sustainability magazine, to raise awareness and promote impactful actions to help people make changes to their lifestyles at work and study. This 'magazine' www.susthingout.com in its 10th year, co-commissions, co-designs, and co-delivers content from a mixed editorial team. Both paid 'earn as you learn' students are employed and academic colleagues offer work placements, and summative assignments as a 'live' brief based on its content. This presentation explores the challenges of authentic partnerships and how these have been successfully overcome.

Session V1.6

Co-creating digital access to a local green space

Dr Simon Hutchinson and Marta Strzelecka, University of Salford

Vlog

Virtual Peel Park (VPP) is an innovative project which sees Peel Park, Salford transformed into a publicly accessible digital tool. With information on transport links, accessibility, biodiversity and cultural heritage, Virtual Peel Park aims to make the park more accessible. The VPP project was created in collaboration with Salford Ranger Team, Salford students, staff and local residents. In co-creation sessions (AQA-certified courses) participants from the university and beyond contributed to the creation of VPP using a Thinglink platform, as

well as Go Pros action cameras and mini drones. VPP has been nominated as finalist in the prestigious Green Gown Awards.

Session V2, 11:55 - 12:30, Zoom 2

Session V2.2

What works?: Creating a university-wide learning circle to recognise and foster staff-student co-creation

Dr Stephany Veuger, Northumbria University

Vlog

We developed a university wide learning circle to effectively showcase high quality collaboration between staff and students. The learning circle seeks to understand the mechanisms that shape effective co-creation as well as recognise the impact this has on all stakeholders to enable others to develop effective and authentic partnerships. This session shares reflections from staff and students from across the university who are involved in a range of co-creation projects covering the whole co-creation cycle. We highlight the importance of collating and sharing across the whole institution.

Session V2.4

Students as leaders in co-creation: The evolution of Worcester's library student team

Anastasia Kennett, Victoria Collins and Madalene George, University of Worcester

Vlog

This co-presented vlog will show how the University of Worcester's Library Student Team evolved during its first year, elevating the role of the students in the partnership, and moving from the early co-created projects, which were instigated by staff, with student input, to projects instigated and led by students, with staff supporting and facilitating. We will assess how the scheme moved up Bovill and Bulley's "ladder of student participation", and share our reflections on the best way to facilitate this transition.

Session V2.7

The ways in which the Student Callers Team have brought enhancements at Middlesex University

Behlul Sulimani, Middlesex University

Vlog

The Middlesex University Student Callers Scheme provides peer-to-peer support for students showing early indications of low engagement with learning and low attendance. We will explore the initiative which combines the benefits of a personalised student support approach with the benefits of a well-integrated and automated student engagement process.

Session V3, 11:55 - 12:30, Zoom 3

Session V3.1

Values-led curriculum co-creation: A curriculum re-innovation case study

Dr Robert Bendall, University of Salford

Vlog

Personal values influence goals and motivate actions. This co-creation project explored whether an understanding of values provides a useful framework to guide the co-creation of an undergraduate curriculum. Staff and students ran co-creation workshops to explore underlying values which were translated into curriculum ideas. The activities revealed values that were salient when imagining future curriculum designs. We describe our process for eliciting values and suggest that whilst using values to frame co-creation allows for deeper insight into how to embed curriculum re-innovation, it is important to attend to the value system of co-creation and those who do not participate.

Session V3.6

Designing together: Re-imagining the role of students in academic development

Jess Humphreys, Nikita Asnani and Inca Hide-Wright, University of Warwick

Vlog

Design practices, mindset and tools offer new possibilities for capturing feedback and solving innovation challenges in Higher Education (HE). Engaging students and staff as equal partners and co-creators of their experience lies at the very heart of the design ethos. The education community is standing at the crossroads. We either fall back to the 'familiar' tools and ways of thinking or collectively explore the opportunities, new language, and innovative methods of capturing feedback which allow us to work alongside each other to understand the felt student experience. In this session, co-created and co-delivered by students and staff, you will hear about Designing Together, a design thinking based project that reimagined the role of students in academic development.

Session V4, 11:55 - 12:30, Zoom 4

Session V4.3

Co-creativity through student-led fusion of the arts and sciences

Dr Carys Watts, Jane Nolan and Damiana Arvayova Newcastle University

Vlog

We describe a co-creativity project with students of Music, Fine Art and Biomedical Sciences. Project funding enabled a student team of interns and participants to take part in workshops, plan and purchase consumables, collaborate and co-create, culminating in a successful student-led exhibition. We (academics and student creators) reflect on pre-conceptions, expectations, and the reality of interdisciplinary co-creation over several months and the associated challenges. We will display the outputs of the project with the student creators, to understand how we learn and interpret concepts and ideas and importantly the value added to the lived experience of the students involved.

Session V4.4

A strategic programme to support co-creation of a renewed medical school curriculum

Professor Graham Easton and Rob Tucker, Queen Mary University of London

Vlog

Our 3-minute vlog showcases how we are driving radical co-creation of our refreshed medical undergraduate curriculum with students, through a programme of student and faculty training supported by our institution's education development academy. Hear from students and faculty about how we are working together, guided by a co-creation roadmap and led by a dedicated Co-creation Fellow in a 1-year post, to develop bespoke training workshops and resources for students and faculty to collaborate respectfully and effectively.

Session 3.1, 13:45 - 14:25, Zoom 1

Session 3.1a

Digital student interns: Collaboration to drive digital change

Scott Farrow, Edge Hill University

Case study

Our Digital Student Internship programme has been delivered over 3 years now, where 20 students collaborate with academics and other support staff to evaluate, develop and enhance digital spaces prior to the upcoming academic year. This strategic, enhancement-focused and highly collegial project has resulted in gains in accessibility, improvements in the organisation, management and quality of online materials, as well as students' digital confidence and graduate employability skills.

Session 3.2, 13:45 - 14:25, Zoom 2

Session 3.2a

Digital skills training: For students, by students

Satu Kapiainen and Maksims Galkins, The University of Edinburgh

Case study

This session discusses the University of Edinburgh Digital Skills and Training team's approach to delivering programming training. Supported by the organisation's commitment to providing work experience for students, the training offering is created and delivered entirely by students, and its aim is to introduce other students (and members of staff) to popular programming concepts and languages. In this session a student digital skills trainer and team manager discuss the experience, strategy and success of this approach.

Session 3.2b

Co-creating with student ambassadors to address societal issues and HE agendas

Dr Ivana Lessner and Mark Bush, University of Suffolk

Oral presentation

In this session we will reflect on the experience of students, academics, teachers and other stakeholders co-creating outreach activity. This co-creation activity was part of an Erasmus+ project working with other European HEIs focusing on developing training for student ambassadors. We have found that co-creation is extremely valuable in maximising benefits to student ambassadors and in ensuring outreach activity is pedagogically rich and relevant for particular school contexts. This co-creation activity chimes with the civic mission of HEIs, by embedding community partnerships, promoting engagement with big societal issues and encouraging university students and staff to develop a shared sense of civic responsibility.

Session 3.3, 13:45 - 14:25, Zoom 3

Session 3.3a

A co-creation journey: Building a peer-support scheme with the Student Digital Champions at the University of Plymouth

Vivian Hocking and Dr Christie Pritchard, University of Plymouth

Case study

The University of Plymouth supports co-creation through the employment of student workers, acting as Student Digital Champions. The initiative facilitates the strategic goals of the University around digital transformation and facilitating the student voice, drawing upon experiences of existing students to provision peer support. The creation of a Senior role has earned both scheme and role holders recognition as key change agents, with membership of our steering groups, project and working groups, which lead and oversee widespread change in areas such as our digital learning ecosystem and our guidance and resources for both staff and students.

Session 3.3b

Co-Creation of STEM module in Transnational Education (TNE)

Dr Habiba Akter, Queen Mary University of London

Oral presentation

Since 2010, Transnational Education (TNE) has become popular. With time, the preference for Chinese Institutions has become more inclined toward UK universities and hence the importance of TNE is also increasing in the UK. This abstract focuses on the co-creation of an Engineering module in the Transnational Education (TNE), more specifically, in the Joint Program (JP) between the Beijing University of Post and Telecommunication (BUPT) and Queen Mary University of London (QMUL). The co-evaluation of the teaching delivery method, innovative assessment, and formative feedback will also be presented with the help of some data collected through surveys and staff-student meetings.

Session 3.4, 13:45 - 14:25, Zoom 4

Session 3.4a

Achieve for students

Also Budo and Anthony Amamchukwu, University of Sunderland in London

Case study

Achieve for Students is a pilot co-designed by the Digital Learning Team at the University of Sunderland in London and our students, to enhance student digital skills, both for their learning and for their employability, while strengthening not their engagement but their investment with the university as they co-design their learning experience. This case study touches on the 3rd key theme of the symposium. We will discuss the student digital skills feedback, our experiences from designing a programme where students co-create the curriculum, as well as results on the "Achieve for students 1.0" and the current state of the programme.

Session 3.4b

Co-creation for Ukraine education reconstruction

Professor Gwen van der Velden and Dr Bozhena Kelestyn, University of Warwick and Ivanna Kurtyk, Ukrainian Leadership Academy

Case study

This case study sets out the way Ukrainian participants have co-created a postgraduate award with the University of Warwick aimed at reconstruction and reform of the Ukrainian Education sector. All participants lead education organisations at various levels, and steer the learning undertaken on the Warwick programme. It is focused on leading during war, supporting displaced and war affected learners, reform towards European models of Education and ensuring inclusion and student engagement across all parts of the education sector. The session will be presented together with one of the participants on the programme.

Session 4.1, 14:35 - 15:35, Zoom 1

Session 4.1a

Co-creation via student internships

Diane Butler and Dr Andrew Potter, The Open University

Oral presentation

Internships offer an attractive model to facilitate student co-creation. This session will look at the benefits of such an approach in a project focussing on the employment of student interns within the STEM faculty of the Open University. Interns were recruited exclusively from minoritised student groups as defined by the University's Access and Participation Plan. Project evaluations demonstrated both the importance of intern autonomy in the design of the project and the associated high-quality impact of the intern voice in staff training and development spaces.

Session 4.1b

Co-creativity through student-led fusion of the arts and sciences

Dr Carys Watts, Jane Nolan and Damiana Arvayova Newcastle University

Oral presentation

We describe a co-creativity project with students of Music, Fine Art and Biomedical Sciences. Project funding enabled a student team of interns and participants to take part in workshops, plan and purchase consumables, collaborate and co-create, culminating in a successful student-led exhibition. We (academics and student creators) reflect on pre-conceptions, expectations, and the reality of interdisciplinary co-creation over several months and the associated challenges. We will display the outputs of the project with the

student creators, to understand how we learn and interpret concepts and ideas and importantly the value added to the lived experience of the students involved.

Session 4.1c

Co-creation as a diverse and inclusive approach to discussing the past, a reflection

Dr Helen Jackson, Ulster University

Oral presentation

This session reflects on the outcomes of co-creation models of engagement between Interactive Media undergraduates at Ulster University, and key cultural and heritage stakeholders in the region. While primarily engaged to provide unique skills and knowledge to local agencies that lack digital media expertise, this session reflects on how these student-centric modes of delivery can operate beyond capacity building interventions, to supporting innovation in how heritage is defined. Tracing the impact of issues connected to access, engagement, protection, enhancement, and restoration through a co-creation heritage project, this reflection analyses how co-creation can offer a more diverse and inclusive approach to discussing the past.

Session 4.2, 14:35 - 15:35, Zoom 2

Session 4.2a

Co-creating wellbeing pedagogies in degree apprenticeships

Dr Stavroula Bibila, University of Exeter and Dr Chinny Nzekwe-Excel, Birmingham City University

Oral presentation

In supporting the wellbeing of degree apprentices, we cannot easily dismiss that, they are University students and employees on top of managing their personal lives, circumstances and family commitments. Supporting their wellbeing, therefore, creates additional levels of complexity and requires a collective and collaborative approach by all parties involved. This session re-examines the steps taken to co-create well-being pedagogies at a modular level as a valuable way of working with apprentices to create solutions, promote engagement and set the everyday necessary conditions for wellbeing. As we answer the question of 'What worked', we are also asking 'Will it work elsewhere?'

Session 4.2b

Re-imagining assessment and feedback together

Dr Tom O'Mahony and Dr Aoife McCarthy, Munster Technological University

Oral presentation

Re-imagining Assessment & Feedback Together (RAFT) is an institutional initiative that is being piloted at Munster Technological University. RAFT is a year-long action research initiative where staff are supported to design, implement and explore the impact of an assessment and feedback intervention. A key focus of the RAFT initiative is that staff would work with students as curriculum co-creators or pedagogical consultants. Over the past years, over 40 staff have engaged with this initiative. This contribution will outline how RAFT has been implemented and present examples of the assessment and feedback interventions that staff have co-created with their students.

Session 4.2c

We are chemistry: Overcoming the challenges of co-creation

Dr Tom Ritchie, Adam Alcock, Jessica Man, Aashna Dwyer and Ayra Kaisar, University of Warwick

Case study

We are Chemistry is a co-created, award-winning programme that has had a significant impact on the student experience, engagement, and recruitment at the University of Warwick. This session will explore the co-creation principles and practicalities behind the programme, and discuss how it was designed with the active participation of students at all

levels. The session will also feature details on how the programme's collaborative approach has influenced curriculum design, inclusive education activities, and helped students develop skills and knowledge that have led to graduate careers. This session will be of interest to students, academics, practitioners, and policymakers who are interested in learning more about co-creation and how it can be used to improve the student experience.

Session 4.3, 14:35 - 15:35, Zoom 3

Session 4.3a

Reaching the SUMMiT: Co-designing a tool for student mental health

Dr Chris Blackmore and Sanjana Mehrotra, University of Sheffield

Oral presentation

In 2022-23, a group of 20 students from the University of Sheffield worked with an academic partner and an external design agency to co-create SUMMiT - a digital tool to help students with mental health problems make successful transitions in to their University lives. This session reports on the process of co-creating the tool, the outputs of the project (the SUMMiT tool, which will be used by new students at the University of Sheffield) and the impact on the students themselves of taking part.

Session 4.3b

Can co-created zines impact teaching and learning strategy?: A case study in student-staff partnership at the University of Reading

Victoria Grace-Bland, Mat Haine, Aaliya Williams and Michael Kilmister, University of Reading

Oral presentation

Can co-created zines impact teaching and learning strategy? This session will discuss how student voices impact and influence strategic priorities at the University of Reading (UoR), and will explore the creative institution-level co-creation projects and reflect on the factors that lead to their success. We will discuss how highly interactive workshops can effectively break down barriers and offer a safe and enjoyable space for students, and often underrepresented voices, to explore topics such as diversity, inclusion and decolonisation at UoR.

Session 4.3c

Developing pedagogical partnerships: Working with undergraduate finalists

Nicholas Glover, Dr Amanda Naylor, Dr Katie Smith and Adam Frankland, University of York

Oral presentation

This reflection outlines how institutional funding and support enabled the piloting of co-creative approaches in a Stage Three BA Education Module. The module incorporated elements of co-creation between students-staff and students-students, including the co-creation of evaluative approaches, content and teaching, as well as peer feedback and co-assessment. The session will reflect positively on the value of adopting a 'whole-class co-creation' approach, which Bovill (2019) defines as inviting a whole group of students who are studying together, to actively collaborate and negotiate with the teacher and each other, elements of the learning process.

Session 4.4, 14:35 - 15:35, Zoom 4

Session 4.4a

Examining the co-creation of induction activities through student partnership: Two architecture case studies at Cardiff University

Caroline Almond, Laura Barritt, Borislava Mekushina and Benjamin Cook, Cardiff University

Case study

Effective co-creation is integral to successful Student Partnerships in learning (Healey et al. 2014) but are they universally positive experiences or always appropriate (Bovill 2017)? If we understand co-creation partnerships to be mutually beneficial, with all collaborators empowered to make active contributions, when measuring the impact of such projects, how do we know that Partnership has been worthwhile for all contributors? In this case-study session, Partners will reflect on their experiences to collectively consider how co-creation can be successfully negotiated between staff, students and other partners in different scenarios to ensure a beneficial learning experience for all involved.

Session 4.4b

Co-creating a module enhancement review process

Susan Hardman, Brunel University London

Case study

How do you discover what students are really thinking about your courses? How do you know whether they use all those resources you signpost on your VLE, especially the reading list? How do they interpret your assignment brief? To answer these questions, encourage innovation in teaching and learning, respond to advances in learning technologies, and ensure fair, equal access to successful outcomes, we piloted a co-created, review of selected modules, employing UG students on a 10 week, fully paid internship. The outcome was an in-depth view of the student experience, beyond the limitations of surveys and developed student creativity.

Session 4.4c

Applied humanities: Using coaching as a tool for collaborative learning and teaching

Dr Charlotte Lewandowski, Dr Emma Folwell, Dr Kristin O'Donnell, Patience Nkomo and Chloe Figgett, Birmingham Newman University

Case study

While coaching is a well-established practice in the business and sporting worlds, its potential in an academic setting has yet to be widely recognised by HEIs. This case study, from Birmingham Newman University, explores the transformative value of coaching in fostering students as co-creators of BA Applied Humanities, a two-year accelerated degree programme committed to providing flexible and personalised learning.