



# Co-Creation in Higher Education

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(MCSHE)

# Student Roles: Then and Now



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# Students are Valuable Resources

- Knowledge

- Time

- Energy



- Perspective

- Opinions



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# Examples: Co-Creating with Users

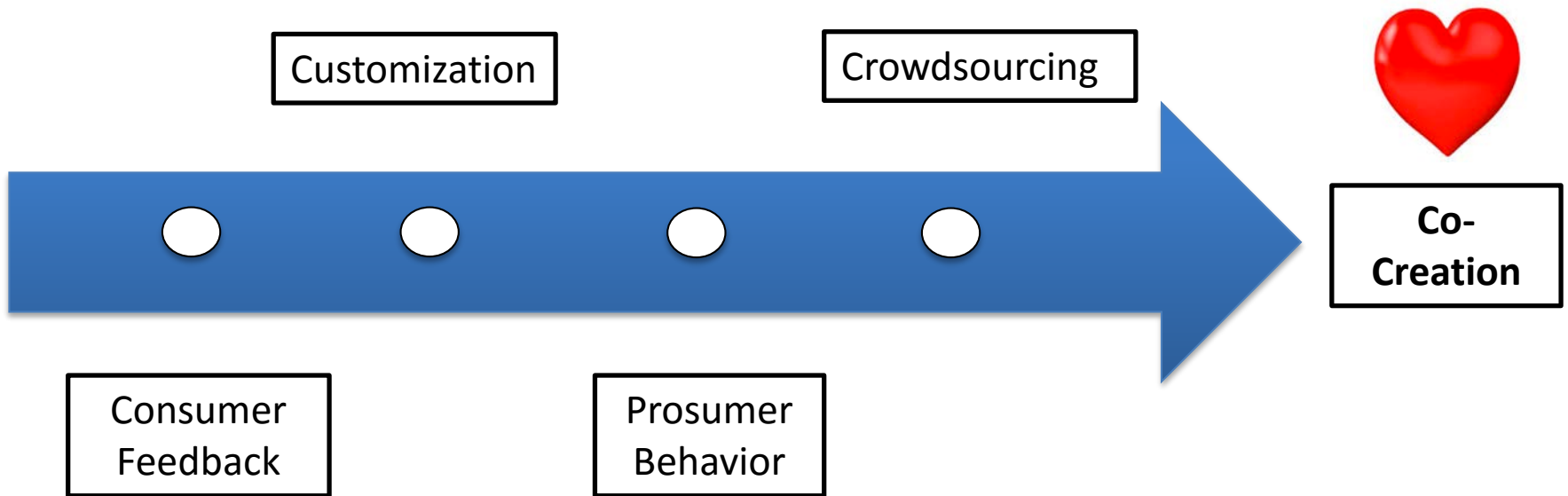


Physical  
Resources

Mental/Psychological  
Resources

Skillset  
Resources

# A love story: development of co-creation



# Example: Course Timeline

Student Feedback!!!



Pre-Course Planning/  
Design

Syllabus Draft

Initial Teaching

Mid Semester  
Review

Papers/Projects

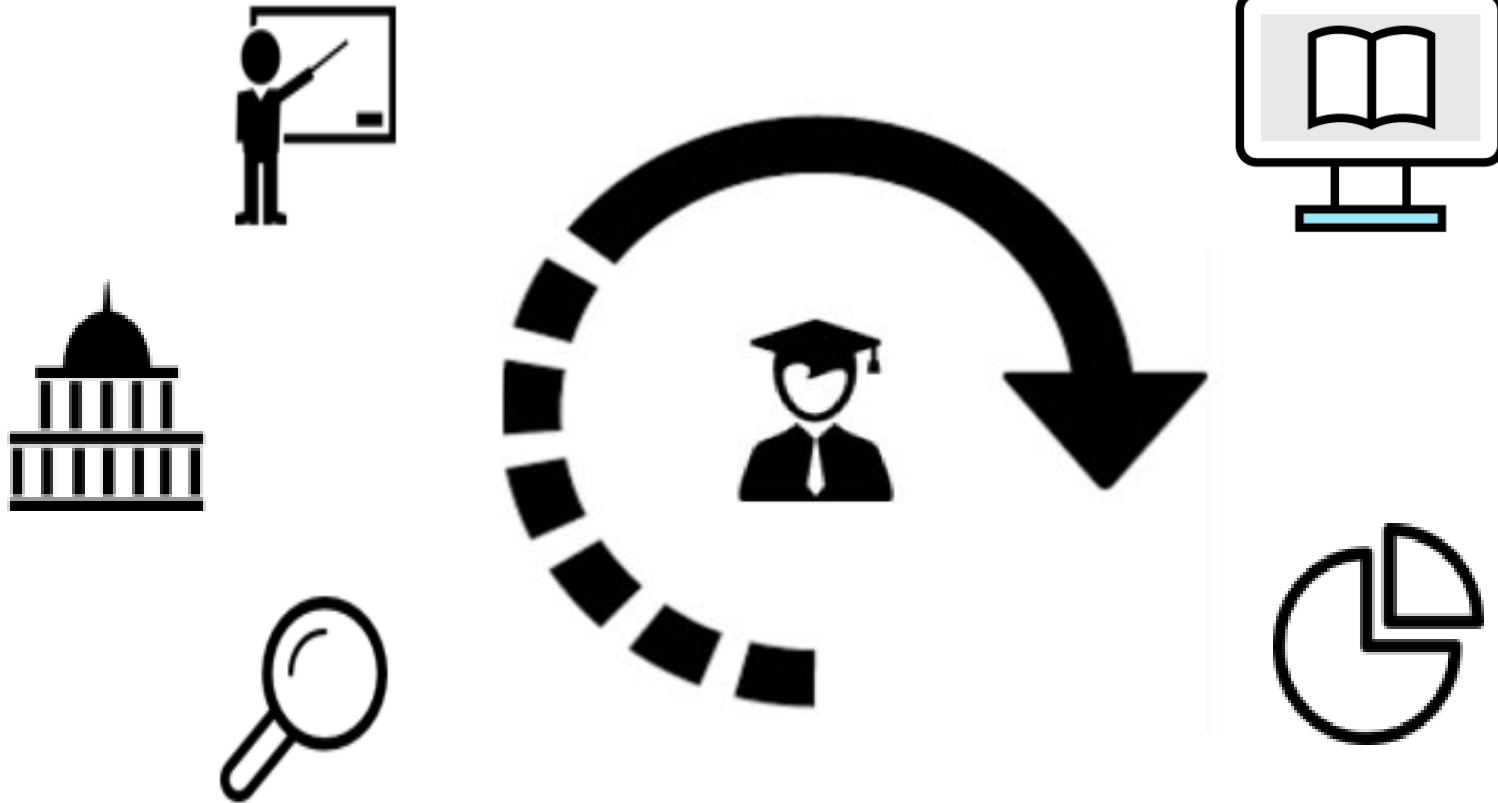
Final Test?



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# Potential for Co-Creation



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# Kick-Start Examples

## Ex. Student as consultants

- Course Topics
- LMS systems/Dashboards
- Assessment Practices
- Learning Activities

## Ex. Students as ambassadors

- Industry Interns
- Community Role Models
- Social Media Coordinators
- Policy representatives



# Not all Co-Creation is Created Equally!

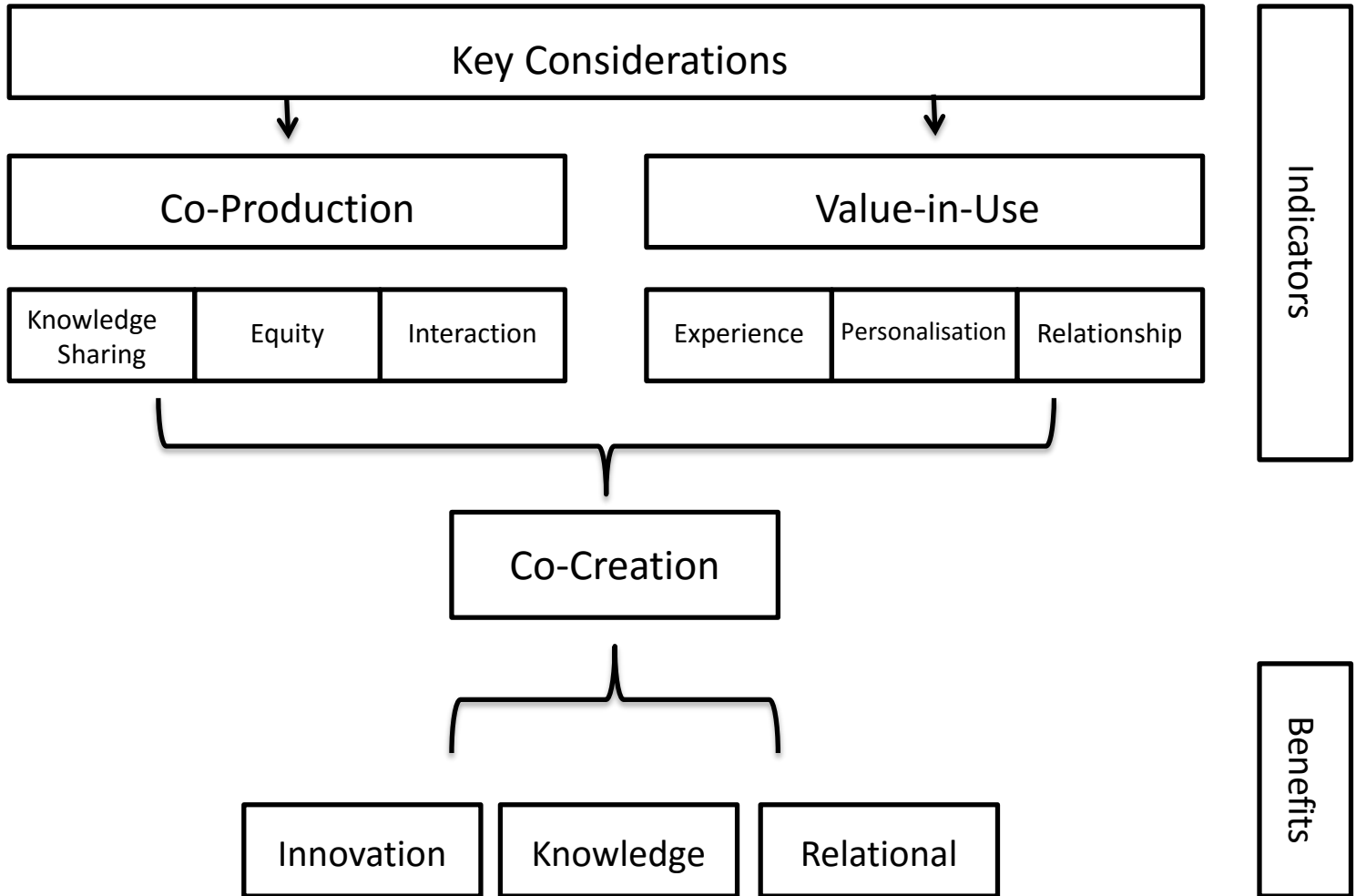
Stages	Listen	Inform	Consult	Participate	Partner	Control
<b>Inputs</b> (planning/de sign)		X				
<b>Processes</b> (structures)					X	
<b>Outputs</b> (assess, disseminate, publish)				X		

\*Informed by participation matrix in Bovill, C. (2017). A Framework to Explore Roles Within Student-Staff Partnerships in Higher Education: Which Students Are Partners, When, and in What Ways?. *International Journal for Students as Partners*, 1(1).



# Model for Exploring Co-Creation

1. What are the **antecedents** for co-creation?
2. What are the **variables/ key factors** for assessing co-creation?
3. What are the **benefits** of co-creation?



# Expanding the Benefits





# Curriculum Conceptualised\*

- Category A: The structure and content of a unit
- Category B: The structure and content of a programme of study
- Category C: The students' experience of learning
- Category D: A dynamic and interactive process of teaching and learning

\*Fraser, S. P., & Bosanquet, A. M. (2006). The curriculum? That's just a unit outline, isn't it?. *Studies in Higher Education*, 31(03), 269-284.



# Two Cases of Co-Created Curriculum

**ENG:** Leading Change in a Complex World



**WIL:** Management Consulting

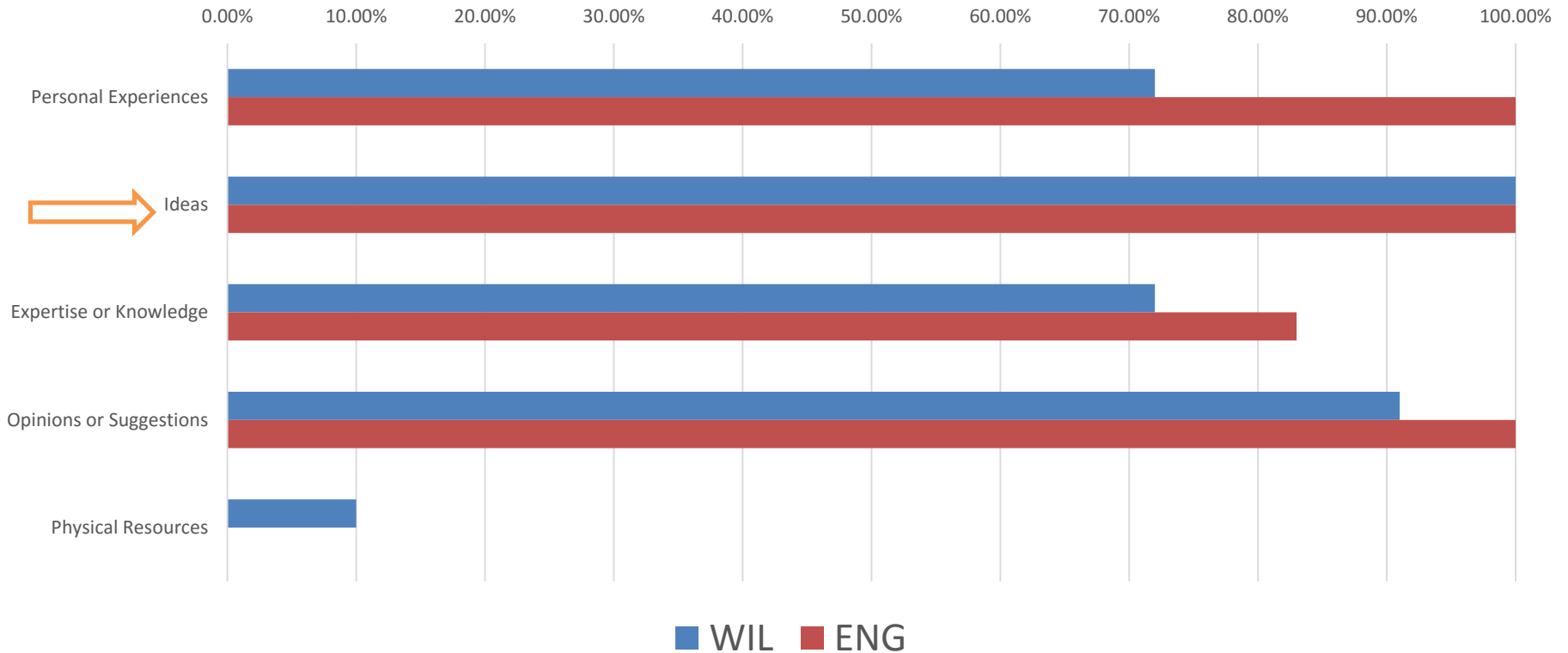


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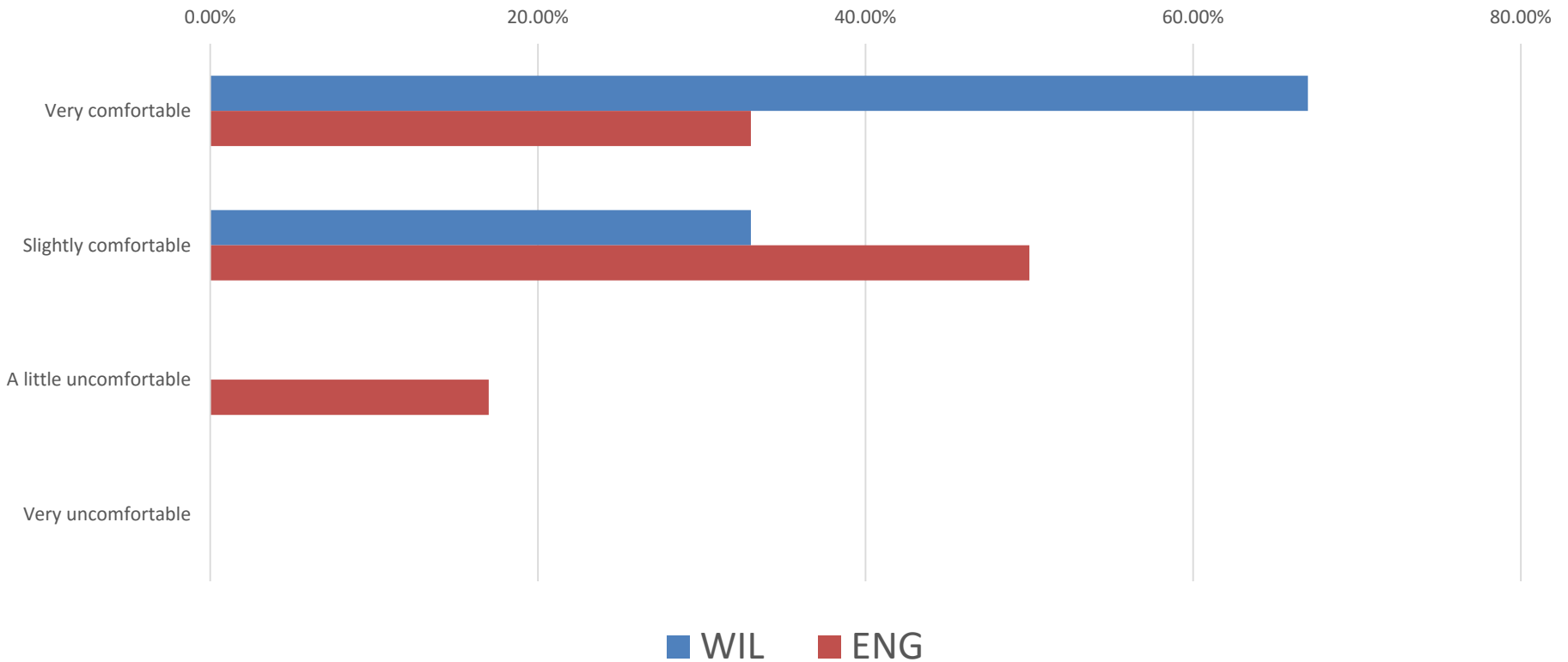




# What kind of contributions did students make?



# Did students feel comfortable contributing?



# Benefits to Students: Comparison

## ENG

- Self-awareness
- Engagement
- Ownership
- Student Voice



## WIL

- Motivation
- Teamwork
- Breadth of knowledge
- Work Experience



# Have you ever co-created?

## ENG

Yes. I teach two subjects where I

-suggested a video for a lecturer to show in the next iteration was called for) on what I believed was lacking in the undergraduate students brainstorm and co-create the criteria by which our file sharing resources on Facebook pages and padlet walls

As a Science ambassador I've worked with faculty staff to promote ScienceNews newsletter. I have also been involved with some although this was more a case of me being told what to do and learning, the closest I've got to some level of co-creation activity offered to show us their research if we emailed them to set up the fluid mechanics section in the department of infrastructure grounded my study. Actually, one other BIG activity - I was in a documentary for the ABC, I said yes, and as a student volunteer engineering group, which meant that myself and the lecturer : a seaweed brick.

In the subject 'leading change in a complex world' we receive :

## WIL

No

No.

NO

As a member of the Career Mentoring Program Committee in organise networking events for students and mentors.

No.

Various assessment items for Management Consulting where faculty provide coaching on the consulting process and soft skills

Have received help and feedback from tutors but haven't created

an advertisement for the collusion campaign. i was an extra.

Yes, to some extent in Management Consulting academic staff 50/50 contribution.

no



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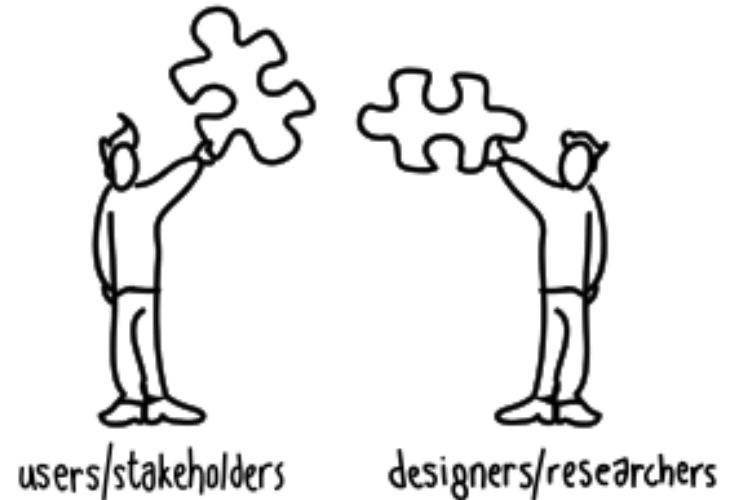


# Take-Aways

1. Students feel like **they contribute more** and with greater diversity **when they have more control**
2. However, students may feel **less comfortable** in more co-created situations
3. Ultimately, the **benefits seem rich** and broad
4. \*\*Yet classification of 'co-creation' may not always be clear

# Moving Forward

1. More case studies and deeper comparison is necessary
2. Exploring and linking *specific factors* to *specific outcomes*



# Want to get involved?

- Mapping the Australian context
- Know of an existing co-creation example?
- Want to start a co-creation case study?

Contact me!

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