

Bringing in the experts – an example of pro-active co-planning of a second semester bachelor course

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SUMMARY

Co-creation course development with 5 students had strong positive influence on course evaluations. More importantly, it started a collaboration between students and staff that is rapidly spreading through several bachelor courses. We see benefits for those who participate; how can we extend the co-creation possibilities to more students?



How can we include all interested students in co-creation? Follow the link to suggest and comment!

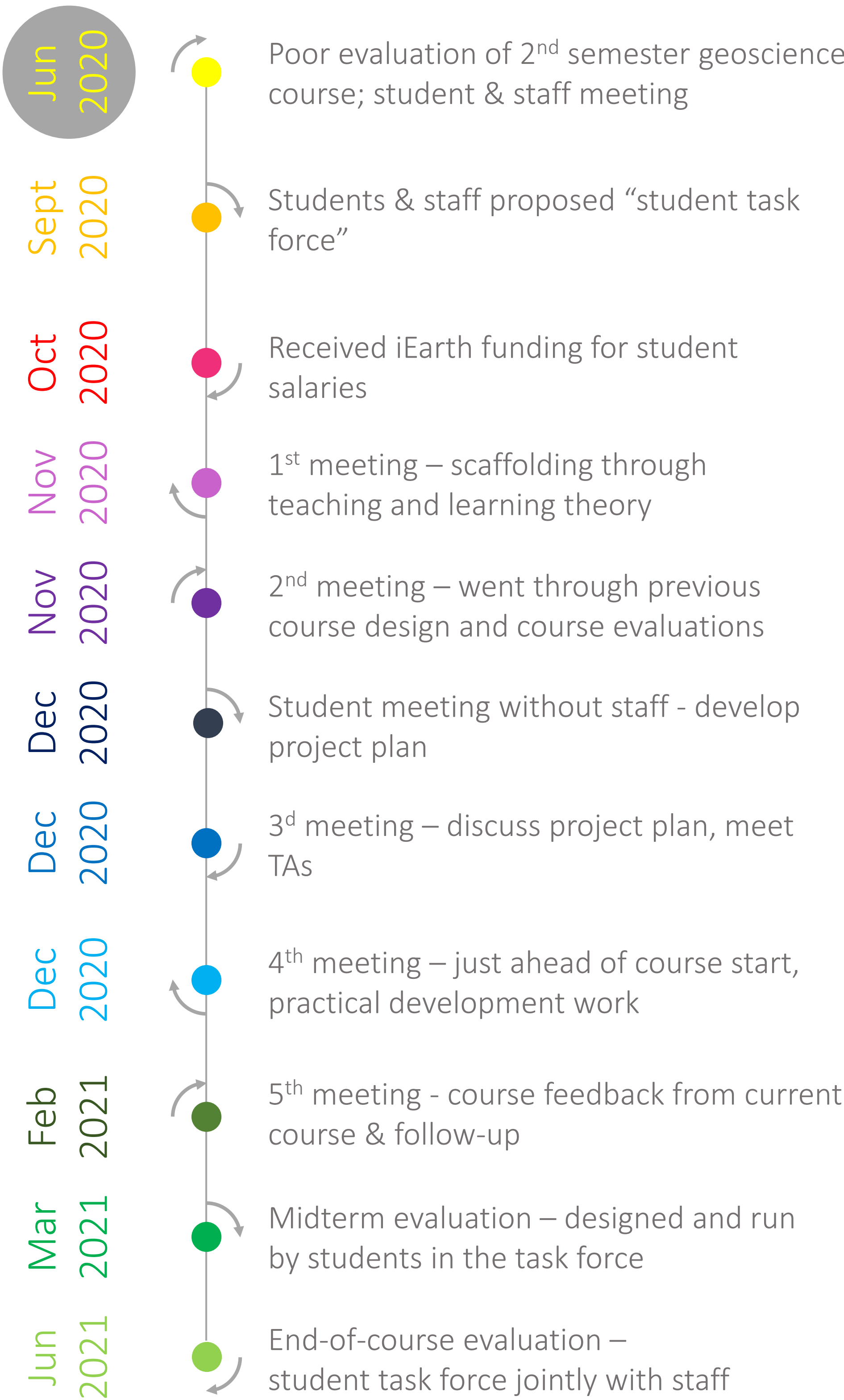


Fig. 1. Timeline of the «student task force» project.

REFERENCES

Barrineau et al. (2019). An active student participation companion. Avdelningen för kvalitetsutveckling-Enheten för universitetspedagogik. Biggs and Tang (2011) Teaching for quality learning at university. McGraw-hill education (UK). Eccles and Wigfield (2002) Motivational beliefs, values, and goals. Annual review of psychology, 53, 109-132.

1) CHALLENGE

The suddenly digital 2nd semester geoscience course received poor student evaluations in 2020 (Fig. 1). The students requested a meeting; the course failed to build on students previous knowledge, lacked coherence across modules and didn’t communicate what the students were supposed to learn.

2) SOLUTION?

Students and staff came up with the idea of a «student task force» from current (2021), 2020 and 2019 cohorts to work on course development with staff in advance of and during the 2021 course.

3) SCAFFOLDING

To talk education development staff and students need a shared language. We looked at parts of Ch. 1 and 2 in Biggs and Tang (2011), and backwards design. (To students’ amusement, this was introduced through a traditional lecture.) We then looked at the old course design and student feedback to understand challenges and possibilities.

4) STUDENT CONTRIBUTIONS

Students can contribute in many different ways to co-creation (Barrineau et al. 2019). The students had the final word in what they worked on. It turned out to be a lot (Fig. 2).

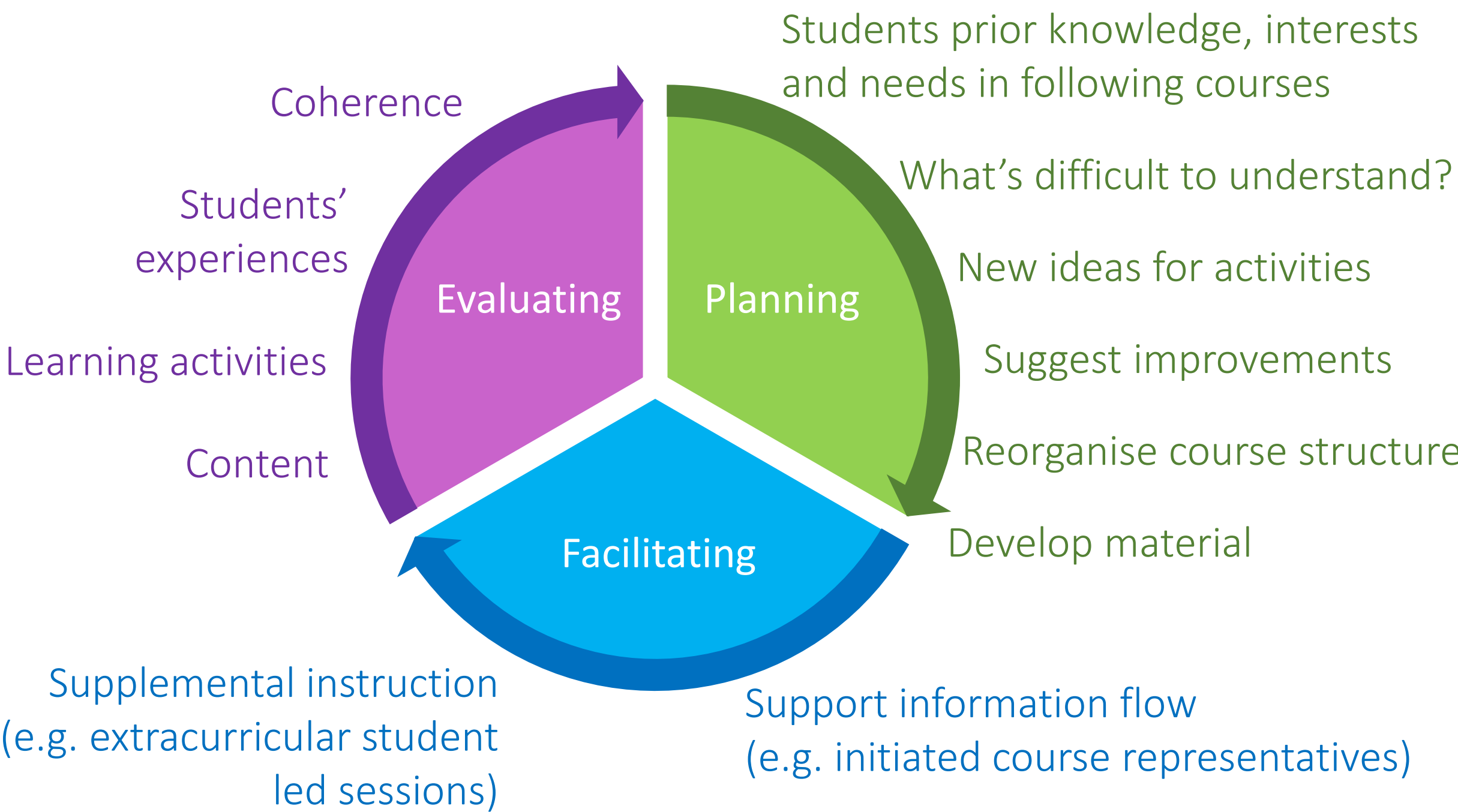


Fig. 2. Three activities in course development (Barrineau et al. 2019), and areas of the student task force contributions.

5) EVALUATION

Open-answer mid-term and end-of-course evaluations. Reflection notes from the students and teachers working on co-creation.

6) OUTCOMES

Course evaluations improved markedly, as expected. Comments such as “Good coherence, it’s obvious that [this course] builds on the previous one”, testify to the impact of the student task force. What surprised us was the power of student – staff co-creation. Reflection notes and discussions suggest that the participants changed their views on staff and student roles. All participants saw the value in the co-creation. Student comments such as “before this I didn’t realize that students could change the courses” suggest positive self-efficacy effects. Several students also reported a changed approach to their own learning. Realising the value of the approach, and that it can be done, has us working on spreading co-creation (Eccles and Wigfield 2002). To our surprise we find ourselves pushing at open doors. Co-creation is an idea whose time has come!