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Co-creation for collaborative curriculum design: An exploration into a staff-student partnership in learning and teaching

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An Introduction

Elodie Wakerley

An **Education Developer** at Birmingham City University with specialisms around curriculum co-creation and student partnerships.

Elodie comes from an **education studies** background and is passionate about using creative digital approaches to enhance student experiences.

Shivani Wilson-Rochford

An **Education Developer** at Birmingham City University with specialisms around feedback, assessment literacy and design and academic integrity.

Shivani comes from an **applied linguistics** background and has a keen interest in the way language shapes learning and academic development.

Birmingham City University

- Over 30,000 students from 100 countries
- Four faculties
 - Arts, Design and Media
 - Computing, Engineering and Built Environment
 - Health, Education and Life Sciences
 - Business, Law and Social Sciences
- Over 2,500 staff
- Transnational Education partners across the globe



Sector Priorities

Academic Experience (B1) – Resources, Support and Student Engagement (B2) – Student Outcomes (B3) –
Assessment and Awards (B4) – Sector recognised awards (B5) – TEF (B6)



Transforming
assessment

Inclusive curriculum

Staff-student
partnerships (co-
creation)

Technology
Enhanced Learning

Embedding
academic skills into
curriculum

Co-Creation in HE

- Co creation is a process in which educators are working with students to create meaningful learning opportunities (THE, 2021)
 - students as partners and agents of change
- Co-creation is constructivist in nature where learning occurs through action (Jonassen, 1994 in Doyle, Buckley & Whelan, 2019)
- Can take a variety of forms including evaluating course content and redesign of courses and assessment (Doyle, Buckley & Whelan 2019)



Co-Creation in HE

- **Drive** excellence in learning, teaching and assessment
- **Provide** an opportunity for the student voice to be heard and recognised in curriculum design
- **Develop** a sense of community and belonging
- **Design** and **deliver** engaging learning experiences – in particular in our SEDA Introduction to Learning and Teaching in HE course which is aimed at those new to HE
- **Increase** student confidence in communicating and collaborating with educators

ChangeMakers at BCU

- Staff-student partnerships established practice at BCU (Thomas, 2012)
- Staff student partnerships relaunched as ChangeMakers
- Nomination and interest led recruitment approach aimed to encourage and empower students
- Share good practice more widely and measure impact





ChangeMakers at BCU

Peer Navigators

To encourage and support the student experience and engagement by role modelling, sign posting and acting as a 'student voice'

Curriculum Partners

To explore, highlight, co-create and disseminate good practice across the university

Peer Tutors

To develop and facilitate peer study support working within the Centre for Academic Success

ChangeMakers as Curriculum Partners

Purpose

- **Utilise** lived experience of students to explore, highlight and celebrate good practice and exemplary activity in learning and teaching
- **Led and supported** by the Digital Academic Practice Team in EDS
- **Involves** student developed content structured around the idea of highlighting good practice, tapping into student resources and disseminating innovative strategies



ChangeMakers as Curriculum Partners

Person Specification

Essential

- Existing BCU student
- Evidence of participation in learning experiences
- Good communication skills
- Experience and/or desire to want to support other students

Desirable

- Evidence of wider university engagement (e.g. SU, clubs, CAS etc.)
- Experience of range of social media platforms as content creator (e.g. blogs, Tik Tok, YouTube)
- Experience of editing video and audio
- Knowledge of online education tools
- Understanding of principles of pedagogy



SEDA Introduction to Learning and Teaching in Higher Education



- SEDA accredited staff CPD course
- Compulsory for all new academic staff - embedded within Post Graduate Certificate in Higher Education
- Also, completed by PHD students, Overseas Partners, Visiting Lecturers, Professional Services and Graduate Student Success Advisors
- Designed to be an overview of learning and teaching at BCU



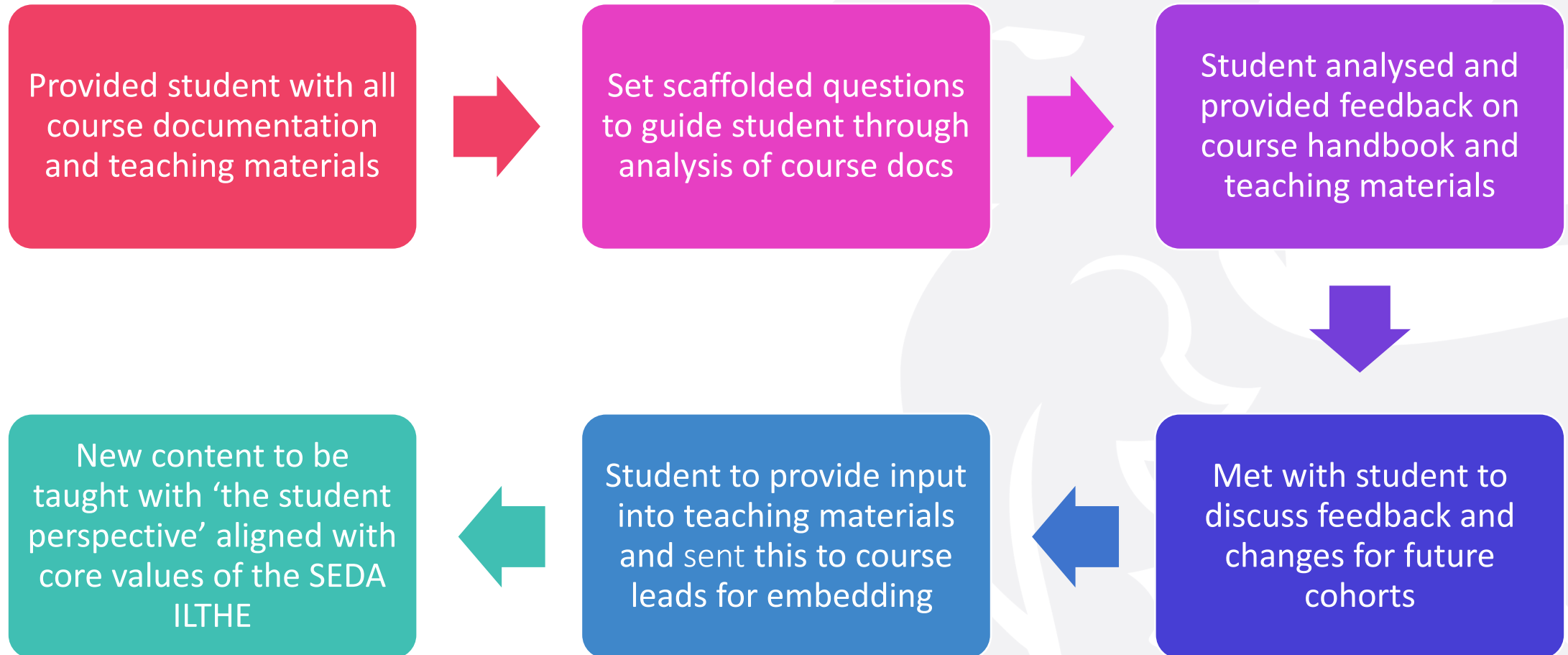


Rationale for student partnership

- SEDA ILTHE has been running at BCU since 2002 with little to no student involvement
- Looking to revise content to reflect post covid student body
- Pilot project for new ChangeMakers scheme
- Passion project for Course Leaders



A Co-Creative Approach



Outputs

- **Revise** course handbook, for example, clarify language to describe course participants, BCU students and staff members
- **Clarify** jargon throughout materials and documentation
- **Change** order of content to highlight BCU strategies at beginning of sessions
- **Include** student perspective for each learning and teaching activity highlighted during course
- **Develop** and include new content around mental health support and inclusivity of academia based on student feedback
- **Brainstorm** more authentic assessment ideas



Going forward

- **Plan** to co-create content with student
- **Include** more student perspectives
- **Explore** ways to further embed student voice i.e. video resource or attendance at sessions
- **Evaluate** success through student and staff feedback
- **Co-deliver** course with students





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Thank you for attending!

Any Questions?



References

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