

Title: Co-creating the student experience: accelerating and implementing change during and beyond the pandemic

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Learning Outcomes:

By the end of this session delegates will be able to:

- Identify the distinct stages of the framework
- Identify where the stages intersect with partnership values
- Explore opportunities within their own partnership projects to apply the framework

Outline:

To enhance the student experience and address student feedback the Business School engaged with the University's Connector Programme to partner with students on a series of short, focused co-creation projects. This presentation will highlight how using a co-creation framework allowed us to mitigate challenges of the past year and engage both staff and students in school based co-creation projects over short periods of time.

With two projects completed and third in its early stages, the framework we present emerged from the initial project and has been applied in the second. The completed projects occurred in very different contexts of educational development (Bovill, 2020): one where the outcome was known (assessment criteria) and one where the outcome emerged (initiatives to build community). Using the framework enabled us to communicate the phases of the project and set expectations. This allowed the projects to move at pace and be responsive to the dynamic nature of the pandemic.

The projects featured were varied in scale, the first was a School wide project designed to refresh assessment criteria and thereby involved a cross departmental group of faculty and students. The final outcome has affected all students within the Business School at every level of taught programme. The second project featured was a short, high impact project undertaken outside the curriculum and focused on one aspect of the student experience in one of the School's departments (Johinke et al., 2018). The outcome has impacted students in the relevant department.

The framework has been found to support the values that underpin co-creation work (Healey et al., 2014) and is designed to be flexible enough to adapt to projects with different aims and scalable from department to institutional level (Mercer-Capstone et al., 2017). All the projects to date have taken place virtually during the pandemic.

Activities and Approximate Timings:

Presentation format 20 minutes for presentation followed by 10 minutes for open Q&A.

References and sources:

Bovill, C. (2020). Co-creation in learning and teaching: the case for a whole-class approach in higher education. *Higher Education*, 79(6), 1023–1037. <https://doi.org/10.1007/s10734-019-00453-w>

Healey, M., Flint, A. & Harrington, K.(2014) Engagement through partnership: students as partners in learning and teaching in higher education. York, Higher Education Academy. Available from: <https://www.advance-he.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher> [Accessed 28 January 2021]

Johinke, R., Walker, K., Kirkaldy, F., Sinclair, C., Cheng, W. L., Tran, B., Williamson, E., White, G., & Pillai, S. S. (2018). Therapaws: A partnership between students, staff, and therapy dogs on a university campus. *International Journal for Students as Partners*, 2(2), 96–105. <https://doi.org/10.15173/ijasp.v2i2.3575>

Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shamma, R. and Swaim, K. (2017) “A Systematic Literature Review of Students as Partners in Higher Education”, *International Journal for Students as Partners*, 1(1). doi: 10.15173/ijasp.v1i1.3119.

Acknowledgements

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The

Connector

programme:

<http://www.sussex.ac.uk/schoolsandservices/professionalservices/student-experience/connector-programme>