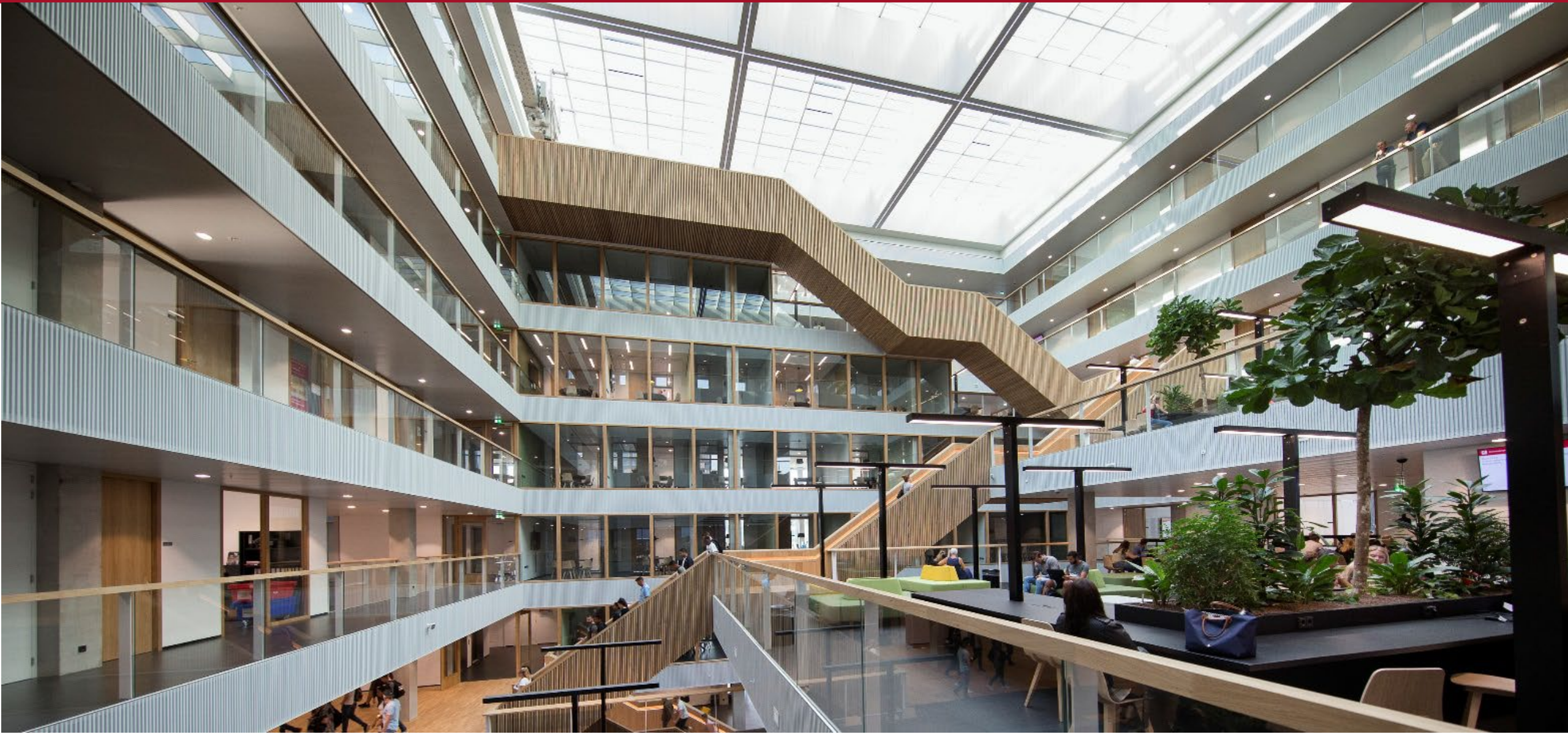


# Co-creating curriculum with students

BUSINESS SCHOOL





# Today's Presenters:



Nicolette Hougee  
Senior Lecturer



Rose Webb  
IBL student



Lina Stenzel  
IBA student



Shane Jafar  
IB year 1 student



Letitia Vlad  
IB year 1 student



Patricia Matei  
IB year 1 student



Dilara Bilgic  
IBM year 2 student



Emma Riley  
IBS year 2 student



Fumiko Inoue  
Principal Lecturer

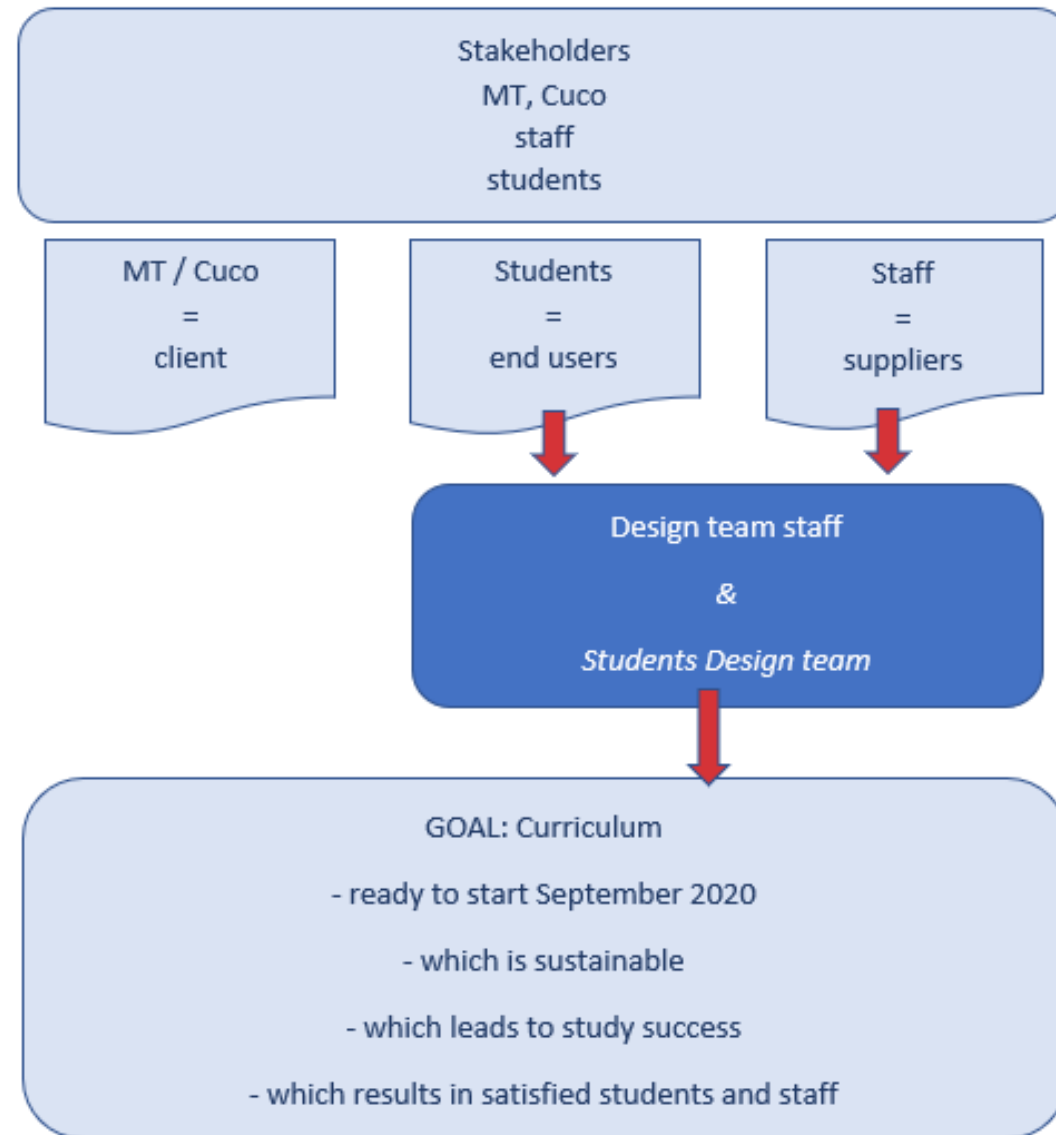


Carmen Timon  
IBL student

What springs to mind when you hear the word co-creation?



# How it all started at International Business (RUAS)








# Definition of co-creation



*“Co-creation of the curriculum is one form of engagement in undergraduate learning and teaching in which students and staff work in partnership so that each has a voice and a stake in curriculum development”.*

# Levels of co-creation

	INFORM	CONSULT	INVOLVE	PARTNER	CONTROL
					
GOAL	To provide students with balanced and objective information to assist them in understanding the problem, alternatives and solutions.	To obtain student feedback on analysis, alternatives and/or decisions.	To work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood.	To partner with students in each aspect of the initiative from identification to solution.	Students design and lead initiatives that matter to them and are in control of final decision-making.
STYLE	"Here's what's happening."	"Here are some options, what do you think?"	"Here's a problem, what ideas do you have?"	"Let's identify the issues and work together to develop a plan and implement a solution."	"You care about this issue and are leading an initiative, how can we support you?"

Adapted by Student Voice Australia from © International Association for Public Participation Spectrum of Public Participation [www.iap2.org](http://www.iap2.org)

## Benefits

- Enhanced level of student engagement
- Insight in students' learning experiences
- Improve understanding of learning
- Extra help designing

## Pitfalls

- Relational issues
  - Power structures between staff – students
  - Poor communication
  - Lack of confidence and trust
  - Different goals and motivation
  - Lack of experience how to start a partnership relationship
- Logistical issues

2019-2020: 4<sup>th</sup> block → Dream design team (pilot)

Level co-creation: consult

Reactions lecturers: positive

Reactions students:

2020-2021: 2<sup>nd</sup> semester

→ Design team 20-21

→ 18 students, 8 sub design teams

Level of co-creation: involve/consult



How did students  
experience being  
involved in co-creation  
this year?



Topics to be addressed:

- Initial motivation: why did students want to join the Design team 20-21?
- Expectation versus reality
- Experiences
  - What worked?
  - What did not work?
  - What worked but could be improved?

Practical information:

Three rooms (yellow, orange, red)

Students will be present in each room and answer all questions on the topics above

Back at 12:00 for plenary wrap up



# Welcome back!

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What are the takeaways from the break out sessions?

Briefly: some experiences from lecturers involved

"They did a good job under the circumstances. We were a bit chaotic which made it hard to let them help out as much. But they did everything quite well when we asked them to help with something."

"Constructive!"

"I think their contribution was of high quality. Their feedback was always meaningful and detailed. They did not just say that the other person has already said what I wanted, but they all came up with original ideas, including criticism sometimes. It was very good that they dared to criticize the modules, and it was most of the cases constructive criticism that we took seriously."

Questions?







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