Exploring curriculum co-creation as a process of networked learning

Tanya Lubicz-Nawrocka and John Owen
Welcome

• Dr Tanya Lubicz-Nawrocka
  Academic Development Partner, University of Stirling
• John Owen
  Lecturer in Technology Enhanced Learning, University of Manchester

• Background and collaboration
Workshop Overview

Explore connections between curriculum co-creation and networked learning as ways to facilitate high levels of student engagement in teaching, learning and assessment.

Research project – participation is optional

Overview of concepts...
Student Engagement

AnswerGarden » What does student engagement mean to you?
What is Networked Learning?

• learning in which information and communications technology (ICT) is used to promote connections: between one learner and other learners, between learners and tutors; between a learning community and its learning resources
• 1980s – 1990s, ICT, the Internet, WWW
• Lancaster University, computer mediated MA in Management Development (1989)
• [students] working as a ‘learning community’, sharing resources, knowledge, experience, and responsibility through reciprocal collaborative learning. (McConnell 1998)
• [Networked Learning]... places emphasis on networking people and resources; and on collaboration as the major form of social relationships within a learning context. The emphasis is empathically on learning and not on technology” (McConnell 1999).
• promotes connections: between people; between sites of learning and action; between ideas, resources, and solutions; across time, space, and media
The six key practices that are present in high-quality networked learning
1. Democracy and openness in the educational process
2. Self-determined/managed learning that facilitates participants freedom to learn
3. A real purpose in the cooperative process
4. A supportive learning environment
5. Collaborative assessment of learning
6. Evaluation of the ongoing learning process

(Hodgson and McConnell 2019: 51–52)

Synergies with curriculum co-creation (Lubicz-Nawrocka and Owen, 2022)
Why Public Health?

• reflect on their personal motivations for studying
• responsibility to (self)determine their own topics
• opportunity to co-create and knowledge-make through the open blog publication
• collaborative and supportive learning environment - peer feedback on draft blogs
• agency over learning - enhanced sense of purpose
• peer-to-peer bonds early in the module and programme
Activity 1

- Research project - voluntary participation
- Don’t add identifiable info to the Padlet

- Reflecting on networked learning in theory and practice, work in small groups to discuss student engagement activities from your practice that map onto one of the 6 key practices of networked learning

- Add your examples to the Padlet - https://stir.ac.uk/9hw

(see next slide)
Exploring Student Engagement and Curriculum Co-Creation as Processes of Networked Learning

Sharing your ideas via this Padlet during the workshop will contribute to a bank of ideas to advance student engagement and curriculum co-creation. By contributing, you also consent that your ideas may serve as data used in a research project on these topics. Please do not include any identifying details. To learn more about the research, see the participant information sheet at https://stir-my.sharepoint.com/:g/personal/tlj6_stir_ac_uk/PcGyP99N9aJl1cc-DpZh310b85fu85MDkkDgIU.P3_0V0lg7w=3xy8Btv. To withdraw from the research, you can delete any posts you contributed within two weeks of the workshop taking place (or email Tanya.Lubicz-Nawrocka@stir.ac.uk with any technical difficulties).

(1) Student engagement examples: democracy and openness
(2) Student engagement examples: self-determined learning
(3) Student engagement examples: purpose in the co-operative process
(4) Student engagement examples: supportive learning environments
(5) Student engagement examples: collaborative assessment of learning
(6) Student engagement examples: evaluation of the ongoing learning process
Activity 1

Padlet - https://stir.ac.uk/9hw
Curriculum Co-creation

‘co-creation of learning and teaching occurs when staff and students work collaboratively with one another to create components of curricula and/or pedagogical approaches’
(Bovill et al. 2016: 196)

This 'values-based, creative process helps staff and students work together to share and negotiate decision-making about aspects of curricula, which often leads to mutual benefits for learners and teachers.’
(Lubicz-Nawrocka 2022: 35)
Activity 2

- Work in small groups to develop ideas for learning activities that will facilitate high levels of student engagement and potential opportunities for students to co-create curricula.

Aim for the activities to span multiple key practices of networked learning if possible.

- Add your activities to the Padlet and cite the number of the relevant principles they cover.

- If you have time, reflect on:
  - How you found the networked learning framework in thinking about dimensions of student engagement and co-creation.
  - Any challenges in applying the framework.

- Get ready to briefly share your ideas with the rest of the group.

- Padlet - https://stir.ac.uk/9hw
Summary

• Review Padlet
• Reflections on framework and co-creation
• Further participant contribution –
  john.owen@manchester.ac.uk
tanya.lubicz-nawrocka@stir.ac.uk
Resources

Workshop resources

- Participant information sheet for this project
- Workshop Padlet
- Why Public Health?

Further reading

- An introduction to student and staff co-creation of the curriculum (Teaching Matters Blog)
- The potential for co-created learning and teaching in digital and hybrid spaces (Teaching Matters Blog)
- Lubicz-Nawrocka, T. (2022). Conceptualisations of curriculum co-creation: ‘it is not them and us, it is just us’. *Curriculum Perspectives*. [https://doi.org/10.1007/s41297-022-00180-w](https://doi.org/10.1007/s41297-022-00180-w)