

# Exploring curriculum co-creation as a process of networked learning

Tanya Lubicz-Nawrocka and John Owen



The University of Manchester



# 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?

Type your answer here...

40 characters remaining

Submit

# Networked Learning

## 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

# Networked Learning

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)

# Example

## 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



### **Mama, how are babies made? —The taboo around sexual health in Pakistan**

As a young pre-teen growing up in a posh suburb of Karachi, Pakistan I was exposed to a mixed, or better put, a confused culture. On one...

 Hussain Mandviwalla  
Oct 27, 2022 · 3 min read



### **A tale of two nationalities**

Before I started medical school, I believed health mainly involved the care of individuals with disease and illness. I had not yet realized...

 SA  
Oct 27, 2022 · 3 min read



### **MY JOURNEY WITH SAMIRA CHANGED MY CONCEPT OF HEALTH**

Samira was an 8-year-old girl in my community (Mabeta), zealous, full of life, and expressive. She always told me her passion was to be a...

 Wilfred Ekokobe  
Oct 19, 2022 · 3 min read



### **Because Mental Health matters...**


Belonging to a third world country like Pakistan and pursuing training in Ireland was one hell of an experience. I always wanted to be the...

 Farhana Begum  
Oct 19, 2022 · 3 min read



### **I resorted to turn my pain into action...**


My dream had always been to be at the forefront of healthcare provision in my community. I always admired how the nurses and doctors at my...

 Mudakura Kudzai  
Oct 13, 2022 · 3 min read



### **Time and Compassion: Ingredients to Overcoming Healthcare Inequalities**

As a paediatric dentist working in a busy hospital within the United Kingdom, I have witnessed extreme cases of dental neglect. I am also...

 Segun Olujide  
Oct 12, 2022 · 3 min read

# 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)



# Activity 1

:Padlet

Tanya Lubicz-Nawrocka • 1m

## 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/:w:/g/personal/t116\\_stir\\_ac\\_uk/EdcyP9N9aJtIcc-DpZh3LoB5jEuBGMDkPDteLP3\\_0V0ig?e=3yxBtv](https://stir-my.sharepoint.com/:w:/g/personal/t116_stir_ac_uk/EdcyP9N9aJtIcc-DpZh3LoB5jEuBGMDkPDteLP3_0V0ig?e=3yxBtv) 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](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

LATER: examples of engagement and co-creation promoting multiple networked learning processes (please cite relevant #s)

How have you found the networked learning framework useful in thinking about dimensions of student engagement and co-creation?

Describe any challenges in applying the networked learning framework

- 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](https://stir.ac.uk/9hw)

# Summary

- Review Padlet
- Reflections on framework and co-creation
- Further participant contribution –  
[john.owen@manchester.ac.uk](mailto:john.owen@manchester.ac.uk)  
[tanya.lubicz-nawrocka@stir.ac.uk](mailto: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)
- Hodgson, V., McConnell, D. Networked Learning and Postdigital Education. *Postdigit Sci Educ* **1**, 43–64 (2019). <https://doi.org/10.1007/s42438-018-0029-0>
- Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: Overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education*, 71(2), 195-208. <https://doi.org/10.1007/s10734-015-9896-4>
- Lubicz-Nawrocka, T., Owen, J. Curriculum Co-creation in a Postdigital World: Advancing Networked Learning and Engagement. *Postdigit Sci Educ* **4**, 793–813 (2022). <https://doi.org/10.1007/s42438-022-00304-5>
- 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>