Engaging and Learning through Co-Construction

Key Words

Learning, Engagement, Student voice, Co-construction, Gamification

Abstract

For many years research has advocated for a more student-centred curriculum, one where students are involved in co-creating the curriculum and assessment processes. However, practices fail to show that the student voice has been integrated into curriculum development (Bovill, Cook-Sather, & Felten, 2010). A move from a teacher-focused curriculum to one that recognises and incorporates students as full partners in the process is time consuming and challenging. Such a partnership requires the teacher to relinquish complete ownership of the curriculum, which alters the power distribution between teacher and student. In order to foster success Bovill, Morss, & Bulley (2009) suggest that academic developers do not start to redesign the whole curriculum as a co-creation project, but attempt something small and manageable. Involving students as co-creators promotes engagement in authentic learning processes and encourages critical thinking and problem solving (Freire, 2003). Hattie (2008) purports that student learning is deepest when they become their own teachers and when their teachers are learning from them. This paper will report on the co-creation of a four-day bridging program for diploma students entering the second year of their degree. Three content specific programs were initially developed; Business, Early Childhood Education and Nursing & Dermal Sciences. The programs incorporated gamification principles and involved a third year student and an academic support lecturer co-creating the bridging program. The programs used a backward design approach where the program goals and then pedagogical strategies were developed. The student provided expertise in the gamification process while the academic support lecturer was the content expert. The shared learning experience meant that both the student expert and lecturer were engaged and motivated throughout the learning and creating process. This presentation will outline the theory behind the program, the developmental processes as well as the challenges and learning experiences for both the student and lecturer.

References

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