

23.8.2025

Author

BOVILL, Catherine

Title

Co-creation in learning and teaching : the case for a whole-class approach in higher education /

Catherine Bovill

Publication year

2020

Source/Footnote

In: Higher education. - 79 (2020) 6, S. 1023 - 1037

Inventory number

49433

Keywords

Studiendauer, Studienerfolg : allgemein ; Studentenschaft : Studienverhalten ; Lehre

Abstract

There is a wide range of activity in the higher education sector labelled ‘students as partners’ and ‘co-creation in learning and teaching’. Several frameworks have been proposed to map and categorise existing partnership and co-creation roles, activities, research, and practice. In this paper, I synthesise some of these frameworks to illustrate how the predominant focus in the international literature has been on partnership projects that select small groups of often already super-engaged or privileged students to participate. In contrast, co-creation in learning and teaching, embedded within the curriculum and involving a whole class of students, has been largely overlooked. I explore the potential of co-creating learning and teaching with a whole class of students (including face-to-face, blended, and online settings, and including lectures, tutorials, laboratories, and other methods of teaching); in other words, it is co-creation integral to students’ programmes and courses of study. I argue that whole-class approaches to co-creation may be inherently more inclusive of students than other approaches to co-creation and that this approach both relies upon, and contributes towards,

23.8.2025

building positive relationships between staff and students, and between students and students. I explore some of the challenges of whole-class co-creation in learning and teaching, and I also argue that the benefits suggest this is currently an underutilised and researched approach internationally.

(HRK / Abstract übernommen)