

## **1C Staff and students co-creating the curriculum: the influence of underpinning motivations**

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Increasing attention is being given to providing opportunities for students to participate in, and shape their learning within the higher education sector, which is one way in which learning and teaching conventions are being challenged. Much of the debate to date has focussed on student participation through representation, internships and as co-researchers. However, there are perhaps fewer examples of students co-creating the curriculum – whether an entire curriculum or co-creation of curricular elements such as choosing a text book or co-designing assessments.

This workshop will start by outlining examples of co-created curricula and we will invite participants to share other examples. This will be informed by sharing higher education curriculum definitions (Fraser and Bosanquet, 2006), as well as a framework for higher education curricula (Barnett and Coate, 2005) to explore how definitions and conceptualisations can influence what we co-create and how we approach co-creation.

The main focus of the workshop will explore different motivations for co-creating curricula. Drawing on research literature we outline a range of motivations that lead staff to consider co-creating curricula with students. We explore participants' motivations and how motivations can influence the forms of co-created curricula that result. Other themes we will discuss include the conventions about who has authority and expertise in curricula design, disciplinary conventions and regulations as well as the influence of individual teaching philosophies. This workshop relates directly to the University's Learning and Teaching Strategy objective 'to continue to build on our strong student-staff partnership to promote student engagement with learning...'

### **References**

Barnett, R. & Coate, K., (2005) Engaging the curriculum in higher education. Maidenhead: Open University Press.

Fraser, S. & Bosanquet, A. (2006) The curriculum? That's just a unit outline, isn't it? *Studies in Higher Education*, 31 (3), p. 269-284