Thanks for coming to the Course Leader Fest session on Co-Design

I wanted to follow up from the suggestions that you made during and at the end of the session.

There were requests for further reading and examples. I am attaching some bibliographies with relevant material. I’m attaching a short one featuring my personal favourite selections and a really long one.

You might also be interested in the PG Cert and [MA in Student Engagement](https://www.winchester.ac.uk/study/postgraduate/courses/ma-student-engagement-in-higher-education/) at the University of Winchester (blended learning delivery, but mostly remote) if you are super keen.

The Cathy Bovill chapter that was part of the preparation pack does include a number of examples from a range of different universities, and there are more in her [book](https://www.criticalpublishing.com/co-creating-learning-and-teaching), *Co-Creating Teaching and Learning* (2020). I would also recommend that you join a sector-wide community of practice. I heartily recommend [Researching and Inspriring Student Engagement](http://www.raise-network.com/home/) (RAISE). There is a [reading group session](https://connect.advance-he.ac.uk/events/34518) on July 7th 4-5pm, focusing on Co-Creation, if you are interested.

Some participants wanted more in terms of teaching tips, and examples of co-creation in online settings. Hopefully the resources listed above will also help with this, but I just wanted to point out a few of the implicit tips co-designing online teaching from the activity today.

1. **Preparatory materials and welcome documents.** These are very important, and I’m sorry these did not get to you on time. I’m afraid I wasn’t in control of that end of the process. It does show how important these are for online teaching/design sessions though, and the number of comments I had back about that does underline that emphatically.
2. **Welcome**. I hope you felt welcome at the beginning of the session. It is difficult to build a learning community online from scratch in an hour; the break-out rooms were a particular function for that. (I’m sorry we ran out of time to sum up the outcomes from those groups).
3. **Participant leadership**: I did invite one of the participants of the day to take over the ‘chat management’. This is an example of a student co-leadership activity, and although may not seem like much, does give students a bit of control over a session (being able to stop and start and being given clear permission to interrupt). Students can also manage break-out rooms too if you have a bit more time to set that up.
4. **Tailored content:** In the requests at the beginning of the session, for your anticipated content, and in the choices made of which ‘room’ you went into, participants had some choice over tailoring the content of the session to their interests. In those breakout rooms, the content was what people brought to the session themselves (and in the feedback, people noted that this shared experience was helpful). If we were to have a sequence of sessions, we could build outputs from those break out rooms week on week.
5. **Polling and chat.** The use of the polling and the chat and the screen annotation functions are all digital engagement strategies, and they help to keep participants engaged and also give you as session leader a sense of what else might be needed.
6. **The end-of-session questionnaire**: if this session were part of a sequence, I could make sure I provided more of what you wanted for next time. I am hoping this post-session round-up fills in some of the gaps. But you are my co-creators, telling me what you want more of, so I can help you find it.
7. **Module evaluation questionnaires**: I can’t promise these can be changed as some folks are very wedded to them, but I am working with the StEER team and a group of our student researchers to evaluate the existing practice. We hear you.

Please feel free to contact me on j.lebihan@shu.ac.uk if there is anything I have missed or anything else you think we could help you with.

You might also want to visit the [Teaching Delivery blog,](https://blog.shu.ac.uk/teachingdelivery/student-engagement/) which has quite a lot of practical suggestions for blended learning.

# Selected Further Reading on Student Engagement and Co-design

Bovill, C. (2020) Co-creating Teaching and Learning: Towards Relational Pedagogy in Higher Education. UK: Critical Publishing.

Bryson, C. (ed.) (2014) Understanding and Developing Student Engagement. London: Routledge.

Bryson, C. and Hardy, C. (2011) Student engagement: Paradigm change or political expediency? *—* ADM-HEA. Available at: http://www.adm.heacademy.ac.uk/resources/features/student-engagement-paradigm-change-or-political-expediency/

Bryson, C. et al (eds) (2018) ‘Proceedings of the RAISE International Colloquium on Partnership’. Student Engagement in Higher Education Journal, 2, 1. https://journals.gre.ac.uk/index.php/raise/article/view/Bryson

Deeley, S.J. and Bovill, C. (2015) ‘Staff student partnership in assessment: Enhancing assessment literacy through democratic practices’, Assessment & Evaluation in Higher Education, pp. 1–15. doi: 10.1080/02602938.2015.1126551.

Healey, M., Flint, A. and Harrington, K. (2014) Engagement through partnership: Students as partners in learning and teaching in higher education. Available at: https://www.heacademy.ac.uk/sites/default/files/resources/engagement\_through\_partnership.pdf (Accessed: 6 April 2016).

Lowe , T. & El Hakim, Y. (2020) A Handbook for Student Engagement in Higher Education: Theory into Practic*e*, Routledge.

Piper, R. and Emmanuel, T. (2019)Co-producing Mental Health Strategies with Students: A Guide for the Higher Education Sector. Available online: https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/cpdn\_document\_artwork.pdf Published under Creative Commons License for Student Minds.

Streeting, W. and Wise, G. (2009) Rethinking the values of higher education -consumption, partnership, community? Available at: http://www.sparqs.ac.uk/ch/F2%20Rethinking%20the%20Values%20of%20Higher%20Education.pdf (Accessed: 14 December 2015).

Wright, H. (2015) Guild HE Student Engagement Report. Available at: http://www.guildhe.ac.uk/wp-content/uploads/2015/11/6472-Guild-HE-Student-Engagement-Report-36pp.pdf (Accessed: 14 December 2015).

Wright, S. (2016) ‘The Imaginators of English university reform’, Higher Education, Stratification, and Workforce Development, pp. 127–149. doi: 10.1007/978-3-319-21512-9\_7.