

Welcome



enhancement
themes

Enhancement and Innovation in Higher Education

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10 years of enhancing the student experience



The Learner Journey Designed Through a Participatory Process

Linda Drew

Catherine Docherty

What is co-creation?

- *'...any act of collective creativity, i.e. creativity that is shared by two or more people. Co-creation is a very broad term with applications ranging from the physical to the metaphysical and from the material to the spiritual...'*
- *'...co-design is a specific instance of co-creation. Co-design refers, for some people, to the collective creativity of collaborating designers...the creativity of designers and people not trained in design working together in the design development process.'* (Sanders and Stappers, 2008, p 6)

co-creation



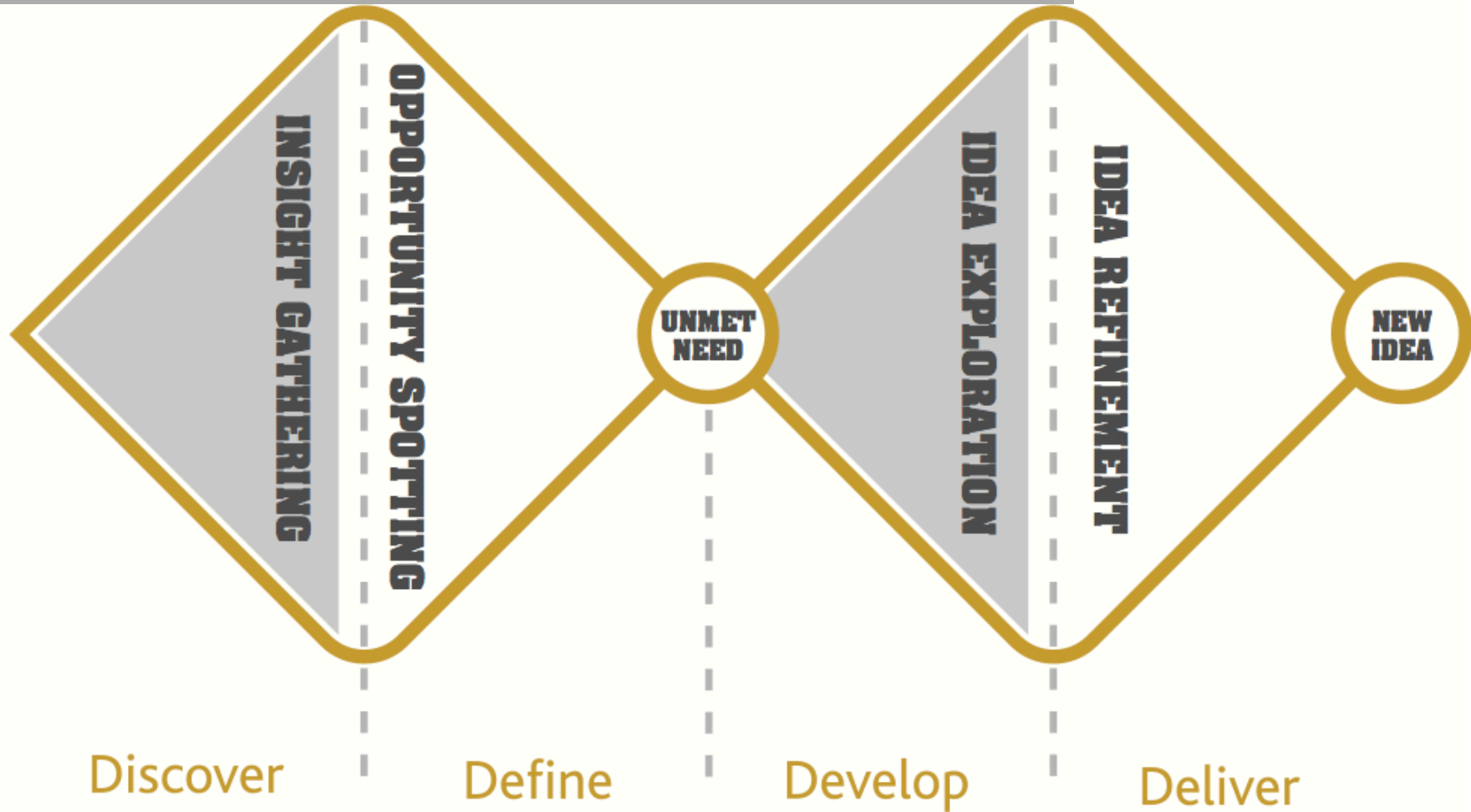
Design Thinking

- Focus on the use of co-creation strategies in an education setting at the *fuzzy front end* of the problem phase of idea generation.
- The use of such processes is well understood in business and marketing situations as well as in co-creation approaches to participatory design.
- In design education however, the teacher or researcher is often required to produce course designs (modules, courses, learning outcomes etc) in less than participatory circumstances.
- How might co-creation be applied to the design of our own education contexts?

Engaging Stakeholders



Structured Co-creative Process



SOURCE: Design Council



User input from staff and students through interviews and video.

WORKSHOP
Staff, students and external guests identify emerging themes from Design Innovation Studio research findings before suggesting propositions to take forward for exploration.

Design Innovation Studio analyse propositions and create clusters of similar ideas.

WORKSHOP
Staff, students and external guests explore clusters.

Design Innovation Studio package and present project outputs for implementation.

DIVERGENT THINKING



7
THEMES

19
PROPOSITIONS

10
CLUSTERS

43
ACTIONS

PROJECT HANDOVER

CONVERGENT THINKING

PROJECT START



Planning & Research

Idea Generation: Insights & Opportunities

Analysis & Synthesis

Idea Development & Action Plan

Phase 1

Phase 2

Phase 3

Phase 4

Phase 1: Research & Planning

Learner Journey Spectrum

PHASE 1 S4 - S6

WP VISIT SCHOOL	S5 PUPIL OPEN DAY VISIT	S6 PUPIL APPLIES	PUPIL ACCEPTED
Pupil aware of GSA & its offer in HE. Pupil enrolled & kept in touch with.	Pupil invited to Open Day. Visits different Depts to further knowledge.	Pupil submits application & E-Folio. Invited for interview.	Informed via UCAS with a follow-up letter of acceptance.

PHASE 2 Y1 - Y4

STUDENT MATRICULATES	FIRST PROJECT	2ND YR FOCI	3RD YR EXCHANGE	FINAL PROJECT	EXTENDED ESSAY	PASSES DEGREE
First week at GSA. Informed of support mechanisms.	Poor marks in first project. Learning Support offer help with planning.	Student seeks help with essay from FOCI staff.	Student seeks financial support to sustain themselves on exchange.	Department tutor assists on 1-to-1 basis through final project.	Student has dedicated FOCI tutor for support during writing.	Successful pass. Notified with letter from registry.

PHASE 3 ALUMNUS

GRADUATION	INVITED TO PRESENT	GSA MARKETING SUPPORT
Seeks support from staff re. employment (references etc).	Graduate invited back to GSA to present work to new students.	Graduate part of exhibition. GSA Marketing cover the event.

Phase 1: Research & Planning

Student Insights



Phase 2: Idea Generation

Insights + Opportunities = 19 Propositions

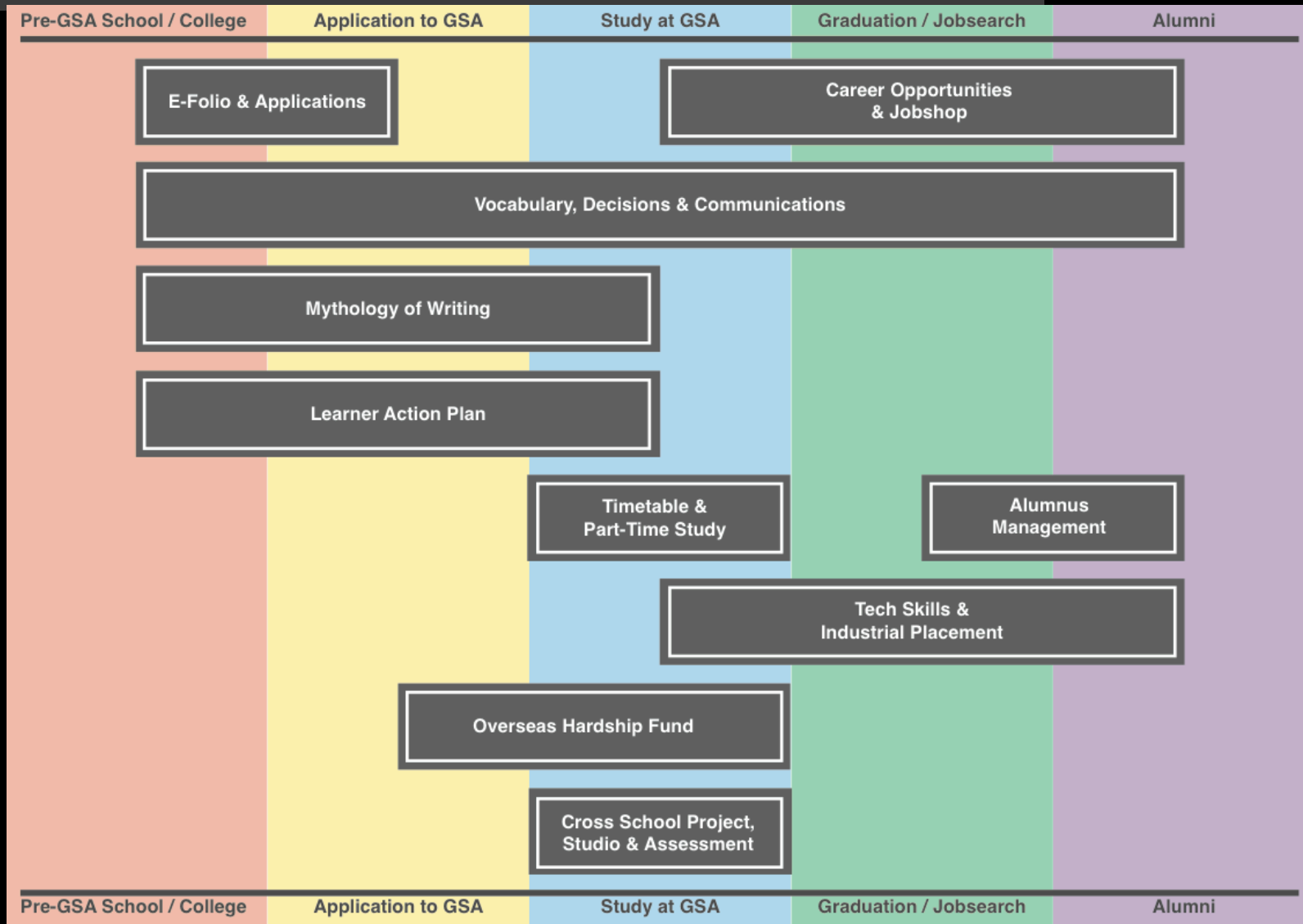
32 Staff, 9 Students, 2 externals:

- Unpacking the issues
- Widening participation overview
- Idea exploration
- Brainstorm solutions
- Proposition template x 19

WORKSHOP I

Phase 3: Synthesis & Analysis

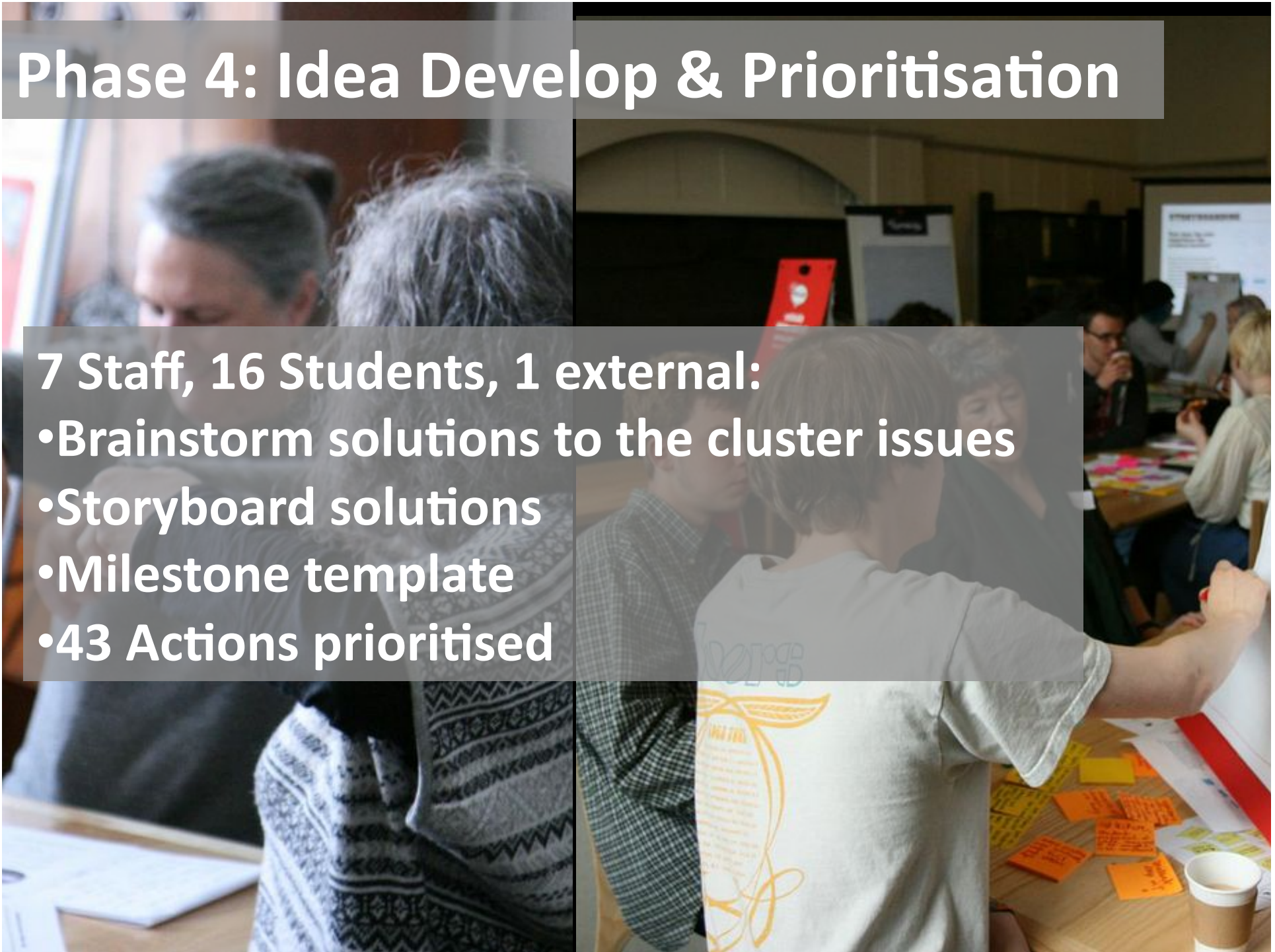
10 Thematic Clusters



Phase 4: Idea Develop & Prioritisation

7 Staff, 16 Students, 1 external:

- Brainstorm solutions to the cluster issues
- Storyboard solutions
- Milestone template
- 43 Actions prioritised



Phase 4: Idea Develop & Prioritisation

A collection of colorful sticky notes on a white background, organized into a grid. The notes contain various ideas and notes related to the 'Mythology of Writing' project, such as 'Mentor of Learning', 'Tutor of Writing', and 'Private Group'.



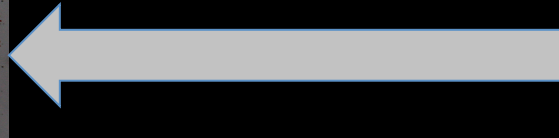
A printed document titled 'PROPOSITIONS' with a section for 'MYTHOLOGY OF WRITING'. It includes a 'Problem' section (writing and making an engaging piece), an 'Objective' section (clarity of purpose and connection to practice), and a 'Benefit' section (increased student skill set and diversified learner journey). It also features a 'Resources required' table and a 'Potential delivery partners' table.



A hand-drawn sketch titled 'Mythology of Writing'. It features three panels: 'TUTOR: I WILL DELIVER WHAT I SAY I WILL DELIVER' (with a 'GF' icon), 'MAC STUD 10 11' (with a person icon), and 'FACEBOOK PRIVATE GROUP' (with a group icon). Below the panels, there are handwritten notes: 'There are 18 presentations and 18 electives, I'm very confused!', 'It's a good job my tutor has visited my studio to advise an appropriate elective.', 'Dear student, I am answering your question, do not hesitate to contact me again. Scheduled tutorial will take place sooner.', and 'I'm glad they capped this class, it's small though for me to have regular contact with my tutor'. A '1st choice' icon is also present.



THEMATIC CLUSTER: Mythology of Writing	OBJECTIVE: CLARITY OF PURPOSE & UNDERSTANDING OF DIVERSITY OF WRITING PRACTICES	PROJECT OWNER: HEADS OF FOCI AND DEPARTMENTS	GROUP: 1				
LEARNER STAGES: Pre-OSA Study	BENEFIT: INCREASES STUDENT / GRADUATE SKILL SET OVERSPANNING THE LEARNER JOURNEY	MEASURES OF SUCCESS	BARRIERS				
	ACTIONS	3 MONTH	6 MONTH	9 MONTH	12 MONTH	6 MONTH	12 MONTH
ESTABLISH A STRUC TO FACILITATE COMMUNICATION BETWEEN FOCI AND ALL DEPARTMENTS	FACEBOOK GROUP SET UP & EMAIL EXCHANGE	→	→	→	CROSS-DEPT COOPERATION		
ESTABLISH ON-LINE PLATFORM FOR EACH COURSE LINKED TO RESOURCES AND TO ENABLE DISCUSSION	SYSTEM SET UP	REVIEW			TUTOR RESISTANCE		
IMPLEMENT TUTORIAL SYSTEM: GROUP & ONE-TO-ONE SCHEDULED IN COURSE	FIND ONLINE ESSAYS FOR EACH COURSE	LIST OF ONLINE ESSAY STYLES	SPECIFIC ESSAY WRITING SKILLS DELIVERED BY TUTOR & SUPPORT				
ESSAY WRITING RESOURCES BANK LINKED TO COURSE	DIFFERENT METHODOLOGY EXPLORED	OPEN ON-LINE DISCUSSION PAGE & SCHEDULED WITH	MUCH IMPROVED STUDENT - REP SYSTEM IN PLACE	IMPLEMENTED & TESTED FEEDBACK PROCESS IN PLACE			
PROPER FEEDBACK MECHANISM IN PLACE					STAFF TIME (BUT COULD BE PART OF 2hr slot)		WORRIES ABOUT ANONYMITY



A hand-drawn sketch titled 'BARCLAYS' and 'FEEDBACK FORM TO TUTOR IN DETAIL'. It includes a 'BARCLAYS' logo and a person icon. Text includes: 'Your foci tutor attended me your essay, some great points you made, maybe you should look at...'. Below, it says 'we've been provided a resource bank of exemplar essay types. WAHECY!'. A 'FEEDBACK FORM TO TUTOR IN DETAIL' icon is shown. A person icon says 'I don't feel ignorant and the not scared anymore! Thanks FOCI, you're the Upomo!'. At the bottom, it says 'FOCI TUTOR: THANKS FOR USEFUL FEEDBACK. NOW I CAN CHANGE MYSELF!'. There are also handwritten notes about 'collaboration between both of my tutors has led to a great integration between writing + practice'.

Findings: Peer-to-peer facilitation



- Valued by attendees
- Recognition of shared issues across GSA

'Good to discuss issues and hear methods and strategies from across school.'

'Mixing with people across all depts. Hearing about their GSA experience and ideas.'

Findings: Peer-to-peer facilitation

- Confidence in exploring issues

'There are solutions for most problems.'

'That we can think about changing anything.'



Benefits of co-creation

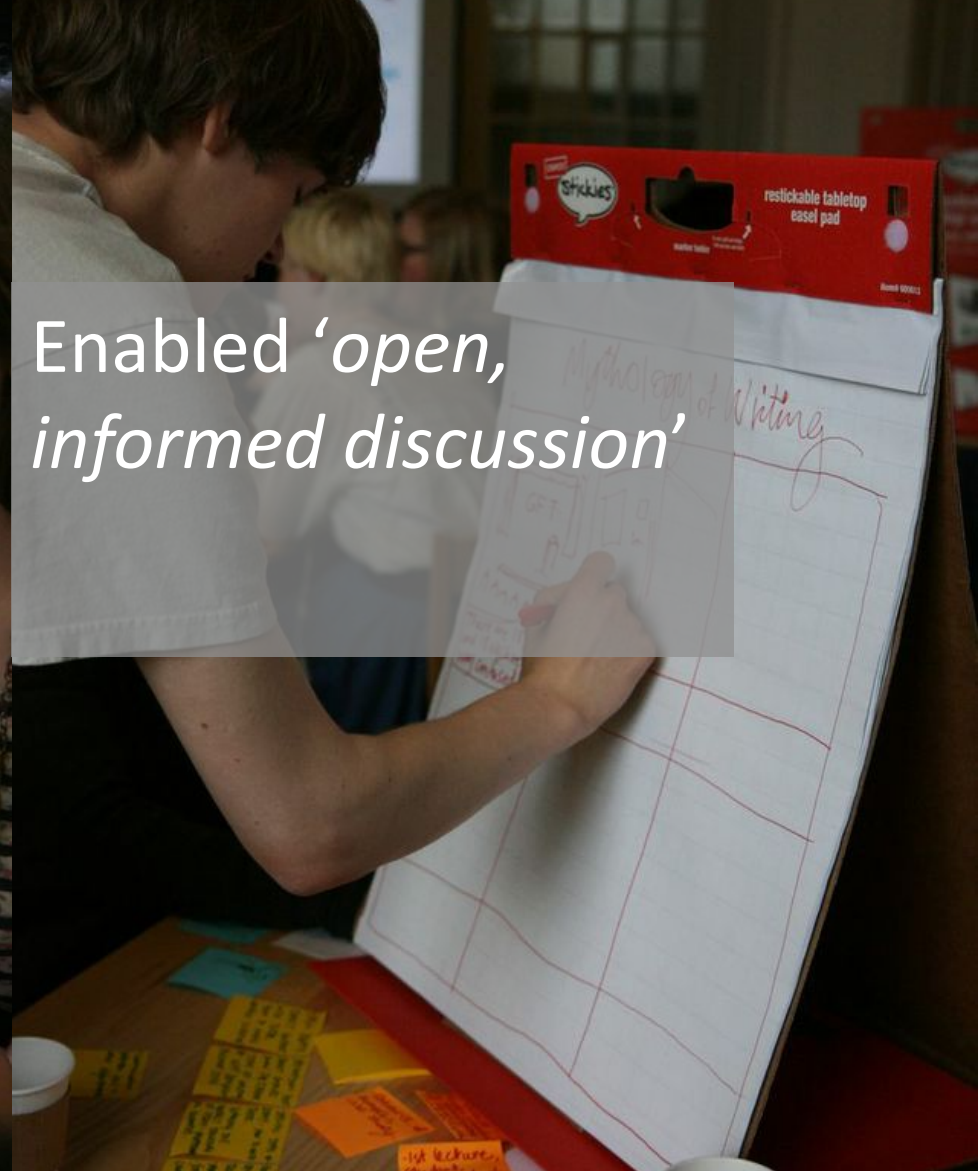
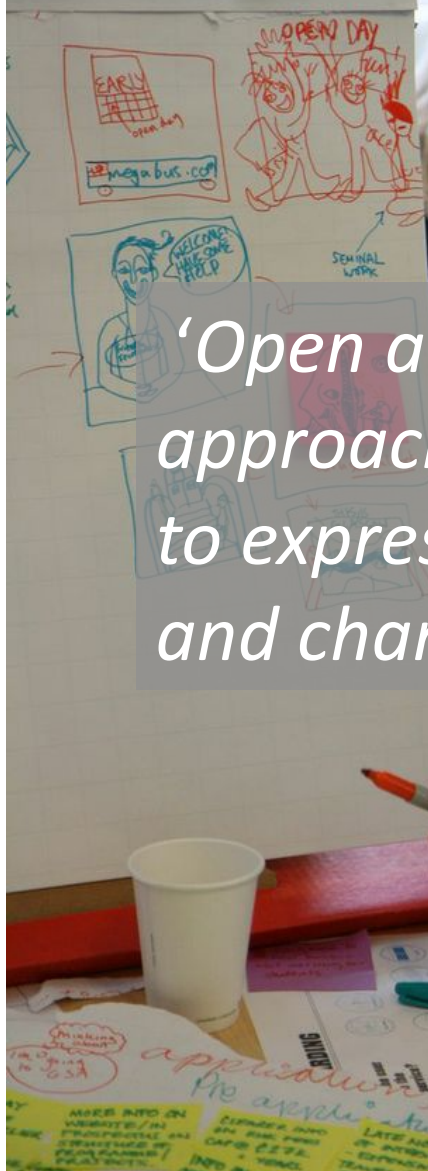
- Student input: was of high quality and 'invaluable'
- Students appreciated the opportunity to be part of shaping the future of GSA



Benefits of co-creation

'Open and approachable way to express opinion and changes'

Enabled 'open, informed discussion'



Issues and Challenges

- **Commitment from the institution** - *ensure practical steps to implementation – not tokenistic exercise*
- **Resource limitations should be acknowledged** – *time, finance*
- **Small Specialist Institution** – *staff*
- **Diversity of opinion is vital** – *across schools, studio, staff & students*
- **Nurture a culture of positive participation** – *communication, value input*
- **Raise the awareness of non-curricular institutional support and its impact:** *widening participation, student services, careers advice*
- **Communication is vital** – *at all levels within and outwith the organisation*