



Nottingham Trent  
University

# Exploring the value of cross-functional, cross-disciplinary action learning sets for curriculum co-creation

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# A learning-rich action learning set

## NTU staff

- Three academics in the fields of museums (Charlie Gregson), animation (Andy Love) and academic literacies (Lia Blaj-Ward) respectively
- A library-based learning and teaching specialist (Sarah Johnson)
- A digital learning designer (Aneka Bartley)

## Other learning set members

- A PGT museums alumna (Amy Elmughrabi)
- Two UG (L5) animation students (Ksusha Mishkovich & Gabriel Nepomuceno)
- Two PGR library-based student mentors (Mollie Smith & James Hardy)



# How the learning set formed



- Lia, Charlie, Sarah & Amy developed the *Framework for creating inclusive, reflective learning communities* in 2022 (see [https://utaresources.mmu.ac.uk/euro\\_sotl/Proceeding%20Papers.pdf](https://utaresources.mmu.ac.uk/euro_sotl/Proceeding%20Papers.pdf), pp. 15-28)
- Andy & Aneka were invited to join the action learning set and further develop a toolkit around the framework
- Ksusha & Gabe worked with Andy to co-create learning resources (UG animation)
- Mollie & James (PGR library-based mentors) stepped in to offer sounding-board-type input.

# One outcome of our learning together



- Andy, Ksusha & Gabe reflected on module content and co-created an avatar to help deliver complex and challenging material in Andy's UG (L5) animation module
- This was supported by Charlie & Amy, building on their 2022 experience (PGT assessment, live brief)
- Example of tutorial developed <https://www.youtube.com/watch?v=uPC74mB0hak>
- Avatar-linked tutorials will be formally integrated into the module in the following academic year, but can also be accessed by the current cohort.



**Learning experiences (for students, staff and other stakeholders) are richer, more inclusive and impactful when they have cross-functional, cross-disciplinary input...**

**...although institutional structures and the rhythm of the academic year need to be carefully negotiated so that they don't inadvertently become barriers to learning.**



# What we (NTU staff) benefited from

- Co-creation time ring-fenced in workloads (one month's equivalent sabbatical funding for each), but spread over the duration of a full academic year
- Action learning set members with varied types of expertise and at different stages in the co-creation journey, who acted as mentors and sounding boards
- A shared view of curriculum as inclusive of core academic as well as other learning experiences at NTU (important to clarify assumptions from the start)
- Student willingness and enthusiasm to participate in co-creation.



# Where are we taking the learning next

- We are founding members of a practice and scholarship group with institution-wide membership at NTU (Student-Staff Co-Creation, launched this academic year and led by Ana Souto)
- We have shared insights about cross-functional learning in a blogpost <https://www.whenequality.org/blog/mentoring>
- We are putting the finishing touches on a toolkit to encourage engagement in student-staff co-creation of various curriculum aspects (broadly and inclusively defined) at NTU.



# Our questions to you

## To discuss on tables and reflect back

1. Where are you placed in relation to the 'curriculum' in your university and how does that positioning impact on your ability to engage in co-creation of learning and teaching with students and with other stakeholders (internal or external)?
2. To what extent does the *Framework for creating inclusive, reflective learning communities* resonate with your experience of co-creation? (see [https://utaresources.mmu.ac.uk/euro\\_sotl/Proceeding%20Papers.pdf](https://utaresources.mmu.ac.uk/euro_sotl/Proceeding%20Papers.pdf), pp. 15-28)





# If you have any other questions for us...

...please email

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