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# CONNECTING WITH STUDENTS' VOICES

key elements  
for a partnership  
strategy  
transforming  
Higher Education





Competences for Universities using Technology in  
education and Institutional Empowerment

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**Authors from the CUTIE Consortium:**

Igor Balaban	Bryndís Ásta Böðvarsdóttir	Andreas Riepl
Goran Hajdin	Linda Castañeda	Helena Sigurðardóttir
Marko Matus	Valgerður Ósk Einarsdóttir	Barbara Simetzberger
Annette Pedersen	Paula Hmiedat	Ewa Zarzycka-Piskorz
Stine Klein Degerbøl	Renata Iwan	
Rasmus Dam Bonnesen	Iain MacLaren	

**Layout Designer:** Reyes Valcárcel, UM.

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## INTRODUCTION

The CUTIE Project (Competences for Universities using Technology in education and Institutional Empowerment <https://cutie.unak.is/>) is a European partnership dedicated to developing strategic approaches to enhance teachers' digital competences within Higher Education, which can be implemented at institutional and departmental levels, thus facilitating a systematic impact by taking key action steps.

CUTIE recognizes the pivotal role that the authentic inclusion of students' voices plays in the transformative journey of educational institutions. We acknowledge that fostering strategies rooted in co-creation and partnerships with students is crucial for enhancing and promoting teachers' digital competence.

However, embarking on such initiatives requires a foundational understanding of the key concepts of co-creation and partnership with students, which is often hindered by time constraints. To this end, in Work Package 3 (WP3) we carried out a comprehensive literature review to find both gaps and good examples for suggesting and trying out co-creation methods in our project partners' institutions. As a result of this work, we can identify which are the major themes being worked on in the literature and which are the unexplored spaces (that probably will be the topic of other more “academic” document). Additionally, we were able to identify more openly what we can learn from what has already been done and written worldwide in the last 15 years regarding this topic. We have also tried to condense this information using the power of our team and using some artificial intelligence (AI) applications.

This document is not intended as an academic document; rather, it aims to offer a concise yet valuable summary for teams or individuals eager to contribute to amplifying students' voices in the transformative processes of educational institutions. For this purpose, this document focuses on four fundamental questions related to co-creation and partnership with students, explored in the following sections: (1) What are the main aspects explored in the academic literature about these topics (2) general theoretical aspects, (3) benefits, (4) challenges, (5) tips for the implementation or improvement of the process, and (6) activities or dynamics that can be implemented. The final section provides some technical details on our review process, source selection, as well as a detailed explanation of the AI role and the human role in this summary.

We recognize that some of the content here may seem disconnected, while others might need further explanation for clarity. Nonetheless, our aim is to offer this initial guide full of references so you, dear reader, can explore the original literature if any ideas catch your attention.



### **The academic literature about partnership and cocreation**

What are the main aspects explored in  
the academic literature about these  
topics (p. 3).

### **Collaboration and Partnership in Higher Education**

General theoretical aspects (p. 5).

### **Benefits Of Student Partnership and Collaboration In Higher Education**

Benefits (p. 10).

### **Challenges Of Co-Creation and Partnership**

Challenges (p. 12).

### **Tips For Improving, Supporting, And Promoting Student Voice in Innovation Processes In University Institutions**

Tips for the implementation or  
improvement of the process (p. 15).

### **Dynamics to Set Co-Creation Processes in Motion**

Activities or dynamics that can be  
implemented (p. 19).

### **How We Did the Literature Review and THIS Document?**

Technical details on our review process  
and source selection (p. 26).



## 1. The Academic Literature About Partnership and Cocreation

The literature review set out to check how students and teachers can team up to make projects and products together and whether these practices match up with the [DigCompEdu framework](https://joint-research-centre.ec.europa.eu/digcompedu_en) ([https://joint-research-centre.ec.europa.eu/digcompedu\\_en](https://joint-research-centre.ec.europa.eu/digcompedu_en)).

We started by digging into databases like Web of Science, Scopus, Eric, and EBSCO, looking for papers between 2018 and 2023 in English. We found 39 papers with "student co-creation" and 199 with "student partnership." After getting rid of duplicates, we had 181 papers to check - 28 for "student co-creation" and 153 for "student partnership."

Then, UNIZG read through abstracts to weed out papers that weren't on point, leaving us with 181 papers (28 for "student co-creation" and 153 for "student partnership"). After this, the whole partnership narrowed it down to 107 papers that were relevant for student engagement in co-creation. Out of these, 49 were super relevant, and 58 were considered relevant to our project.

We then focused on those 49 super relevant papers, quickly checking them against the DigCompEdu framework and seeing how they fit into the roles of co-creation. 19 of these papers specifically dealt with teachers getting better at digital through co-creation.

The analysis of these papers found:

There are two ways students get involved in co-creation: passive and active.

### PASSIVE

Passive is like when students give feedback through interviews or surveys after the creation is done.

### ACTIVE

Active is when they're hands-on in creating, whether it's curriculum, content, or helping with teaching.

The active side has students playing roles as designers or tutors, shaping things like learning experiences, resources, curriculum, or modules.

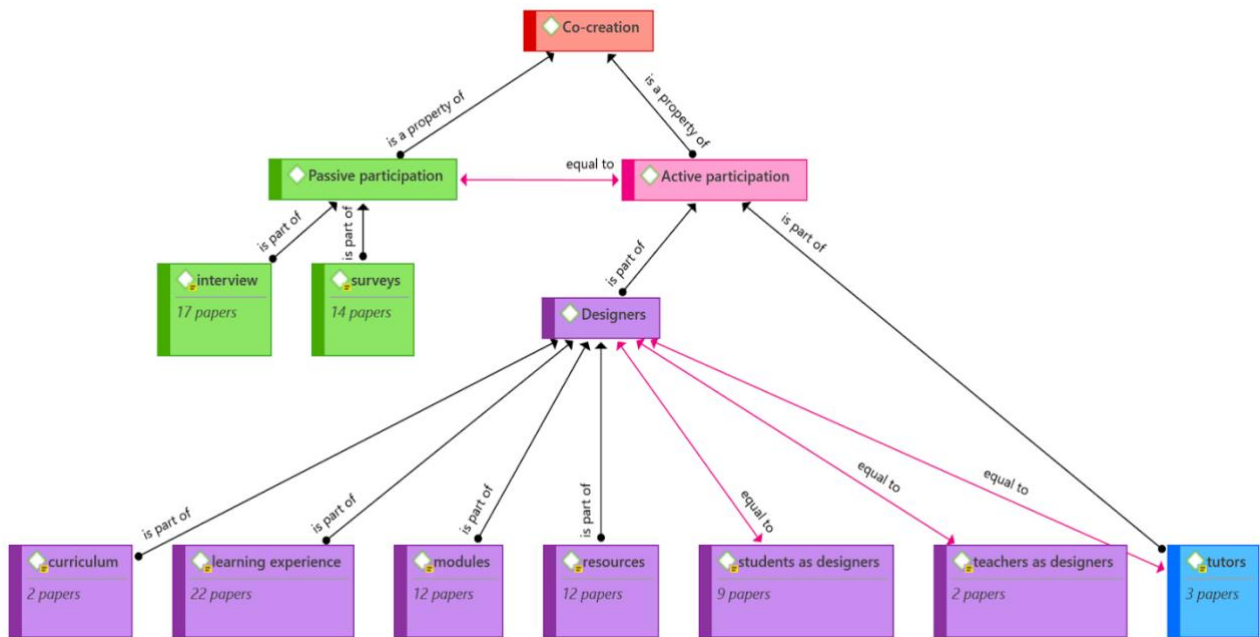
Out of the 19 papers, they all had some link to developing teachers' digital skills in the co-creation process.





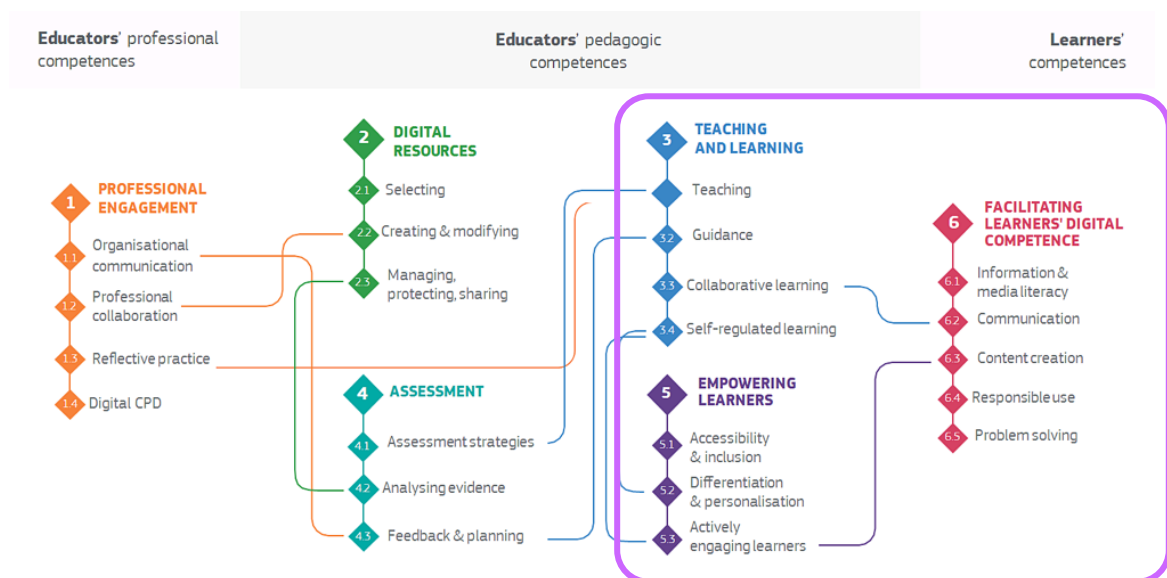


**WP3 Literature Review: Main Findings.** Figure 1 provides insights from the literature review, showcasing the relationships between active and passive methods of student co-creation engagement. It depicts the distribution of papers identified under each "key word" within the corresponding category.



**Figure 1.** Analysis of the key terms.

## The DIGCOMPEDU Framework



**Figure 2.** The relation to the DigCompEdu framework highlights three focal areas of the literature review, marked by purple squares.



## 2. Collaboration and Partnership in Higher Education

Co-creation is a collaborative process involving multiple stakeholders in the creation and development of learning resources and curriculum. It emphasizes active involvement and contributions of all participants, recognizing their expertise, perspectives, and time availability (Ruskin & Bilous, 2020). The co-creation process involves various roles, including Planners, Contributors, Creators, and Reviewers, each contributing to different aspects of the educational process. This collaborative approach aims to distribute power, promote equity, and enhance learning outcomes, while also acknowledging the university's responsibility for ensuring quality and outcomes (Ruskin & Bilous, 2020).

Partnership in higher education refers to a relationship where students and academic staff actively engage in and benefit from the process of learning and working together (Kravariti et al., 2018). The Higher Education Academy has developed a framework that outlines eight core values and four key areas of pedagogical practice, promoting a collaborative and reciprocal approach to learning and teaching (Kravariti et al., 2018). Partnership learning communities are central to this framework and involve staff and students engaging in learning and inquiry as scholars and colleagues. While partnership can present challenges and resistance, aligning it with the HEA framework can be a constructive process for shaping educational initiatives (Kravariti et al., 2018).

Scientist-Teacher-Student Partnership (STSP) is a collaborative model in STEM education involving university scientists, upper secondary science teachers, and students. It aims to increase student engagement, provide realistic experiences, and promote awareness of the work of professional scientists (Saat et al., 2023). The grounded model of STSP consists of four main themes: collaboration factors, internal factors, institutional factors, and external factors. This model has been validated and can be applied to a wider sample of STEM teachers to enhance the quality of STSP in STEM education (Saat et al., 2023).

Student partnership, on the other hand, refers to collaborative relationships between students and staff in higher education. It involves students and staff working together in decision-making processes and contributing to the development and improvement of educational practices (Baumber et al., 2020). This approach emphasizes the inclusion of diverse perspectives, experimentation with alternative approaches, and a shift towards more democratic and student-centered education. It encourages the sharing of perspectives and the creation of a collaborative learning environment (Baumber et al., 2020).



Dynamics for Partnerships in Higher Education (Baumber et al., 2020) outlines the key characteristics of effective partnerships in higher education. These include open communication, clearly defined roles and responsibilities, flexibility, experimentation, mutual learning, consideration of diverse perspectives, and the use of technology platforms to facilitate partnership dynamics. Stages of a Partnership in Higher Education (Baumber et al., 2020) highlight the progressive nature of partnerships, starting with participatory design sessions and evolving through incorporating additional knowledge, further experimentation, ongoing collaboration, mutual learning, clear roles and responsibilities, and the utilization of technology platforms.

In the context of feedback processes, partnership refers to a collaborative approach where teachers and students work together for mutual improvement and learning, challenging traditional power arrangements in higher education (Carless, 2020). This partnership approach emphasizes sustained interaction, communication, and understanding between teachers and students to improve the effectiveness of feedback exchanges, drawing from social constructivist learning theories.

Lorber et al. (2019) define partnership as a collaborative and reciprocal process in higher education where all participants can contribute equally to various aspects of education. It involves active collaboration to identify challenges and opportunities, ultimately fostering a community of practice where both learners and educators are actively engaged and share their perspectives.

In the context of student leadership and student voice literature, partnership approaches aim to foster collaboration between educational leaders and students. This approach allows for specialized policy input from specific student demographics, but it is important to address concerns about potential negative consequences, such as corruption, patronage, tokenism, and ageism (Patrick, 2023).

Partnership, as defined by Brennan & Dempsey (2018), is a collaborative approach involving academia, students, and industry to promote collaboration, facilitate curriculum and pedagogy practice, and accredit achievement for employability and global citizenship. In this context, partnership includes the active involvement of academia, students, and industry in the validation of threshold concepts and the identification of concepts with which students struggle.

Marquis et al. (2019) define partnership in the context of student-staff collaborations as a collaborative relationship where students and staff work together as active contributors to



teaching and learning initiatives. This partnership goes beyond collecting and responding to student perspectives and involves a transformative re-envisioning of roles, promoting positive change in staff teaching practices.

Matthews (2019) describes student partnership as a collaborative approach in higher education where students and faculty work together as equal partners in the teaching and learning process. It emphasizes engaging students as active participants in decision-making, curriculum design, pedagogical practices, and research activities.

Zarandi et al. (2022a) define co-creation as a collaborative process where students actively participate in the creation and design of educational experiences and services in higher education institutions. This process involves students and institutions working together to improve the quality of education by sharing ideas, knowledge, and resources. Co-creation strategies in higher education can include student involvement in curriculum design and decision-making processes.

Dollinger et al. (2023) introduce the concept of partnership in research, where students and staff collaborate as equal contributors in research projects. While partnership implies equality, there may still be some hierarchy and differences in expertise between students and staff. The goal is to create a supportive environment where students' contributions are valued and recognized while acknowledging the expertise of experienced researchers.

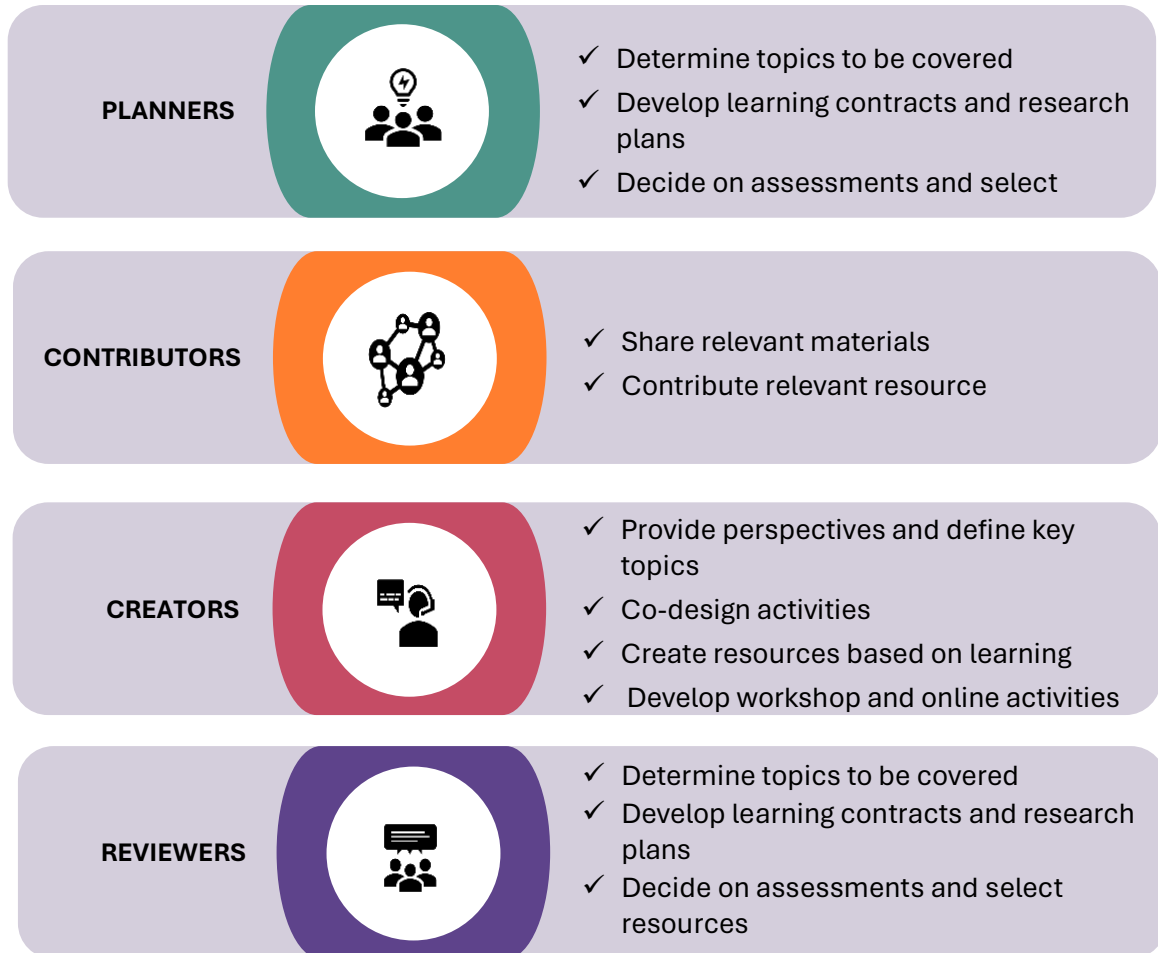
Roy et al. (2021) define partnership as a collaborative and reciprocal process in which all participants have the opportunity to contribute equally to various aspects of curricular or pedagogical activities. This partnership is characterized by mutual respect, reciprocity, and shared responsibility.

Scoles et al. (2021) discuss partnership in the context of student-staff collaborations in higher education. In this context, partnership refers to a shift in social roles, challenging traditional power dynamics and creating spaces for dialogue and meaningful engagement. It is characterized by trust, open communication, and a recognition of each other's expertise and perspectives.

Nguyen (2021) describes co-creation in higher education marketing as a collaborative process where students actively participate in shaping their educational experience and contributing to the overall value of the university. This process involves students providing feedback, ideas, or suggestions and engaging in activities that enhance their learning and the university's offerings.



■ **What Roles Could Be Assumed in a Co-Creation Higher Education Process?** Following Ruskin & Bilous (2020), participants could be:



**Figure 3.** Roles that participants can be adopt in cocreation. Ruskin & Bilous (2020).



■ **What Roles Could Be Assumed BY STUDENTS In a Co-Creation Higher Education Process?** Following Zarandi et al. (2022), students could work in a variety of roles as it is summarized in table 1:

STUDENTS ROLES	WORK THEY CAN PERFORM
<b>Students as producers</b>	<ul style="list-style-type: none"> <li>✓ Contribute to knowledge co-creation.</li> <li>✓ Emphasize their value to the educational experience.</li> </ul>
<b>Students as participants</b>	<ul style="list-style-type: none"> <li>✓ Engage in co-creation activities.</li> <li>✓ Co-create teaching approaches.</li> <li>✓ Participate in co-governance and work-integrated learning.</li> </ul>
<b>Co-Producers</b>	<ul style="list-style-type: none"> <li>✓ Actively contribute to activity design and implementation.</li> </ul>
<b>Change Agents</b>	<ul style="list-style-type: none"> <li>✓ Drive innovation and improvement through co-creation.</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>✓ Collaborate with instructors and institutions.</li> <li>✓ Shape and enhance the educational experience.</li> </ul>
<b>Participants and citizenship behavior</b>	<ul style="list-style-type: none"> <li>✓ Actively participate.</li> <li>✓ Demonstrate citizenship behavior in co-creation.</li> </ul>
<b>Co-Creators</b>	<ul style="list-style-type: none"> <li>✓ Actively participate in co-creating their higher education experience.</li> </ul>
<b>Engagement in Co-Creation</b>	<ul style="list-style-type: none"> <li>✓ Motivated by various approaches, including involvement, cognitive engagement, affiliation, and emotional engagement.</li> </ul>

**Table 1.** Roles and works that students could assume in co-creation, according to Zarandi et al. (2022).

In summary, the terms "co-creation" and "partnership" encompass a variety of collaborative approaches in higher education, each emphasizing active participation, equal contributions, and mutual respect among stakeholders. These approaches aim to enhance the quality of education and promote a more democratic and inclusive educational environment.



### 3. Benefits Of Student Partnership and Collaboration in Higher Education

Following results present benefits identified in the literature review (summarized in Fig. 4), each supported by corresponding references:

#### 1. Enhanced Learning Experiences:

- Enhances student engagement and active learning experiences (Matthews, 2019).
- Provides opportunities for students to develop critical thinking, problem-solving, and communication skills (Matthews, 2019).
- Enhances consideration of diverse perspectives and knowledge types in curriculum co-creation (Baumber et al., 2020).
- Enhances student learning experiences, procedural skills, and interests in STEM-related careers (Saat et al., 2023).
- Enhances learning outcomes and critical thinking skills for students (Ruskin & Bilous, 2020).

#### 2. Student Development:

- Promotes a sense of ownership and responsibility among students for their education (Matthews, 2019).
- Facilitates mutual learning between students and staff with diverse disciplinary backgrounds (Baumber et al., 2020).
- Develops negotiation and collaboration skills for students (Ruskin & Bilous, 2020).

#### 3. Quality Improvement and Innovation:

- Improves the quality of teaching and learning through the integration of diverse perspectives and expertise (Matthews, 2019).
- Leads to improved teaching practices and increased reflection on learning and teaching in higher education (Lorber et al., 2019).
- Enhances faculty-student relationships and promotes mutual respect and trust (Matthews, 2019).

#### 4. Employability:

- Prepares students for future careers by providing real-world, hands-on experiences (Matthews, 2019).
- Strengthens collaboration between academia, students, and industry, providing real-life learning experiences (Brennan & Dempsey, 2018).



- Aligns curriculum and pedagogy with industry needs, ensuring graduates possess necessary employability skills (Brennan & Dempsey, 2018).

#### 5. Inclusivity and Equity:

- Fosters a more inclusive and student-centered learning environment (Baumber et al., 2020; Matthews, 2019).
- Promotes a more democratic and student-centered approach to education (Baumber et al., 2020).
- Challenges traditional power dynamics and fosters inclusive participation (Kravariti et al., 2018; Baumber et al., 2020).
- Distributes power appropriately and challenges inequalities, promoting a of belonging and valuing unique contributions (Kravariti et al., 2018).

#### 6. Leadership and Collaboration:

- Fosters closer collaboration between educational leaders and students, promoting regular communication and dialogue (Patrick, 2023).
- Provides opportunities for specific student demographics to have specialized policy input, ensuring their unique needs are addressed (Patrick, 2023).
- Improves the quality of student consultations with non-student stakeholders and reaches a larger and more diverse student population (Patrick, 2023).
- Builds a strong sense of individual responsibility (Kravariti et al., 2018).



**Figure 4.** Benefits from Students Partnership and Cocreation we get in HE.





#### 4. Challenges of Co-creation and Partnership

Here are presented the challenges encountered in the co-creation process (a comprehensive summary included in Fig. 7), drawing from insights our literature review and providing references for further exploration.

1. **Lack of Student Participation:** Difficulty in engaging all students in co-creation processes, hindering the effectiveness of such activities (Sutarso et al., 2019).
2. **Power Dynamics:** Unequal power relationships between students and staff, which can affect the value of student input and create discomfort (Brennan & Dempsey, 2018; Carless, 2020; Fitzgerald et al., 2020; Marquis et al., 2019; Matthews, 2019; Scoles et al., 2021; Sutarso et al., 2019; Zarandi et al., 2022).
3. **Time and Resource Constraints:** Allocation and effective management of time and resources required for co-creation and partnership activities (Brennan & Dempsey, 2018; Carless, 2020; Marquis et al., 2019; Matthews, 2019; Ruskin & Bilous, 2020; Saat et al., 2023; Sutarso et al., 2019; Zarandi et al., 2022).
4. **Resistance to Change:** Reluctance among students and staff to embrace new approaches to education and collaborative practices (Brennan & Dempsey, 2018; Carless, 2020; Dollinger & Lodge, 2020; Marquis et al., 2019; Matthews, 2019; Roy et al., 2021; Scoles et al., 2021; Sutarso et al., 2019; Zarandi et al., 2022).
5. **Coordination and Communication:** Effective facilitation and maintenance of communication and collaboration among various stakeholders (Sutarso et al., 2019; Fitzgerald et al., 2020; Zarandi et al., 2022; Ruskin & Bilous, 2020; Saat et al., 2023; Matthews, 2019; Carless, 2020; Lorber et al., 2019; Brennan & Dempsey, 2018).
6. **Shifting Power Dynamics):** Navigating the changing power roles between students and staff in partnership work (Scoles et al., 2021).
7. **Establishing Trust and Mutual Respect:** Building trust and respect between students and staff for effective collaboration, which may take time (Scoles et al., 2021).
8. **Balancing Responsibilities:** Juggling existing responsibilities with partnership commitments, requiring careful time management (Scoles et al., 2021).



9. Addressing Resistance and Skepticism: Overcoming skepticism and resistance from staff or students about the value of partnership in various projects (Scoles et al., 2021).
10. Managing Conflicting Perspectives: Handling diverse opinions and viewpoints within partnerships to ensure productive collaboration (Scoles et al., 2021).
11. Additional Background Knowledge and Context: Providing students with the necessary context and orientation for their roles in partnership within a specific setting (Roy et al., 2021).
12. Lack of Opportunities for Collaboration: Limited chances for interaction and collaboration with various stakeholders, which affects understanding of roles (Roy et al., 2021).
13. Communication Gaps: Effective communication between students and supervisors about continued collaboration opportunities (Roy et al., 2021).
14. Discomfort and Disequilibrium: Coping with moments of discomfort and disequilibrium as traditional power dynamics are challenged (Fitzgerald et al., 2020).
15. Control and Flexibility: Balancing the need for control with the necessity for flexibility in partnership activities (Fitzgerald et al., 2020).
16. Defining Roles and Processes: Establishing clear roles and processes in partnership without creating a formal teaching environment (Fitzgerald et al., 2020).
17. Variations in Commitment: Managing differences in commitment levels among participants, some of whom may prefer flexibility (Fitzgerald et al., 2020).
18. Open Discussion and Inclusivity: Creating an inclusive space for open discussion within partnerships (Fitzgerald et al., 2020).

These challenges (summarized in Fig. 5) span issues like participation, power dynamics, resource limitations, resistance to change, and communication, affecting co-creation and partnership in higher education.

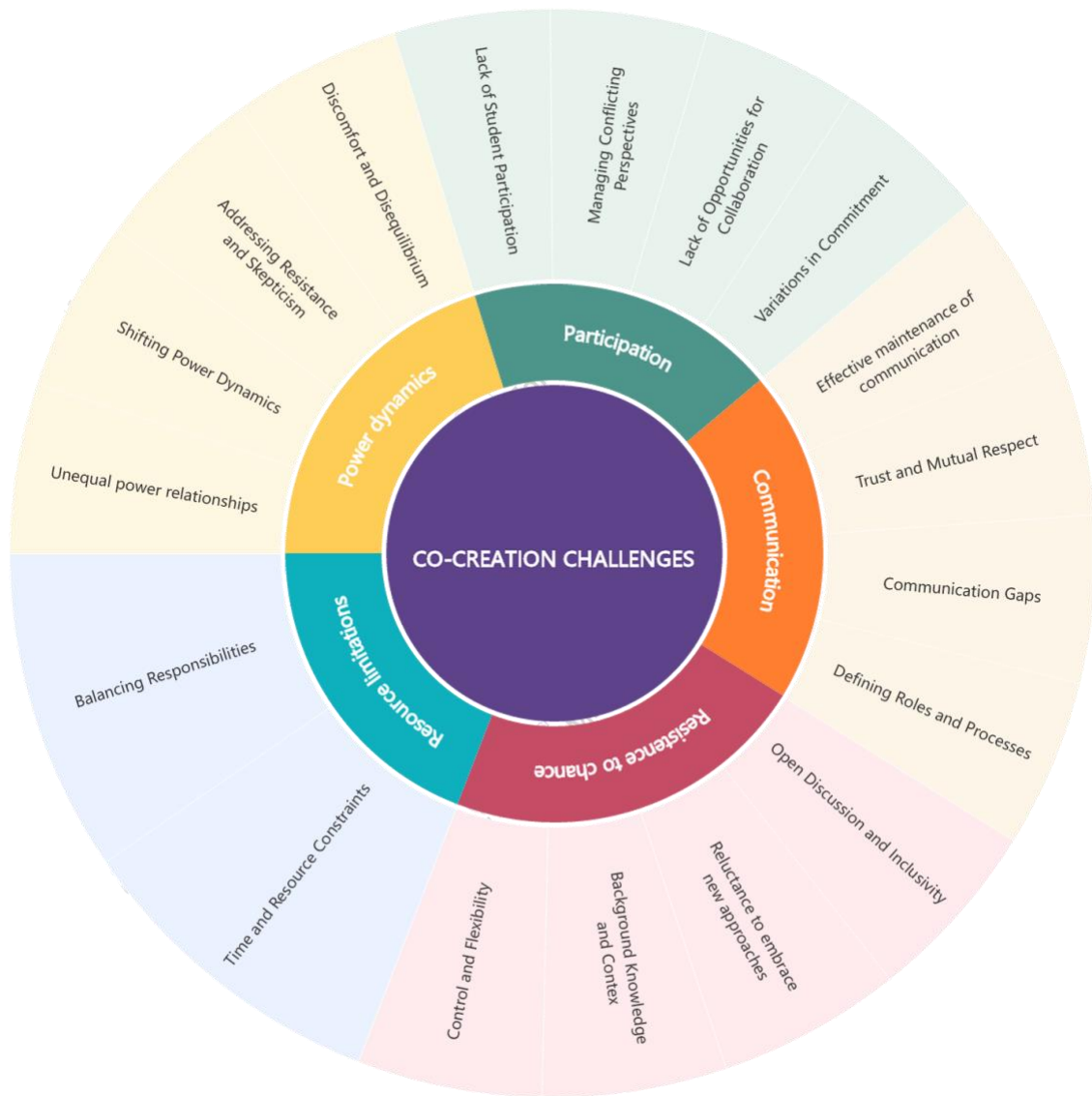


Figure 5. Challenges of Students Cocreation Higher Education.



## **5. Tips For Improving, Supporting, and Promoting Student Voice in Innovation Processes in University Institutions**

### **1. Create a Supportive Environment:**

- Foster a culture of collaboration and inclusivity: Encourage an atmosphere where individuals feel comfortable working together, irrespective of their backgrounds, and where collaboration is valued.
- Establish a culture that values and encourages co-creation: Create an institutional culture that recognizes and promotes co-creation, where students and staff are encouraged to actively participate in collaborative activities.
- Create relational and dialogic spaces: Develop spaces and environments where authentic and meaningful dialogues can take place, transcending formal institutional structures.
- Embrace radical collegiality: Encourage a form of collaboration that challenges traditional power dynamics and interactions between students and staff.
- Foster an environment where trust and mutual respect are valued: Promote trust and respect among all stakeholders, creating a safe and supportive atmosphere.
- Promote a culture of shared responsibility and mutual respect: Encourage all parties involved to share responsibility and respect each other's contributions and perspectives.

### **2. Communication and Dialogue:**

- Facilitate effective communication: Ensure that communication channels are efficient and allow for the exchange of ideas, feedback, and collaboration.
- Foster open and transparent communication channels: Encourage honesty and openness in communication between students, staff, and partners.
- Encourage open and inclusive communication: Promote an environment where everyone feels comfortable expressing their opinions and ideas.
- Establish clear communication channels and mechanisms for feedback: Create structured means for feedback and communication, ensuring that all voices are heard.



- Ensure regular communication and dialogue: Maintain ongoing conversations and discussions among stakeholders.

### 3. Guidelines and Expectations:

- Provide clear guidelines and expectations: Offer clear instructions and expectations for participants in co-creation or partnership activities.
- Define clear roles and expectations: Specify the roles and responsibilities of students, staff, and partners to ensure a smooth and productive collaboration.
- Establish trust through clear communication about partnership terms: Build trust by openly discussing and agreeing upon the terms and conditions of the partnership.
- Foster open communication and dialogue between university staff, students, and workplace partners: Ensure that all parties involved in partnerships can openly communicate and discuss matters related to the collaboration.

### 4. Training and Resources:

- Offer training and resources: Provide education and tools to enhance participants' skills and knowledge for effective collaboration.
- Support professional development and training: Facilitate ongoing development opportunities for staff and students involved in partnership or co-creation.
- Provide ongoing support and resources: Ensure that participants have access to guidance, mentorship, and relevant materials throughout the collaboration.
- Offer mentorship and guidance programs: Establish mentorship programs to facilitate meaningful interactions and support between experienced individuals and newcomers.

### 5. Recognition and Rewards:

- Recognize and reward contributions: Acknowledge and appreciate the efforts and contributions of individuals involved in collaborative activities.
- Acknowledge and appreciate the contributions of students and providers: Ensure that students and providers receive recognition and appreciation for their work.



- Recognize the conclusion of partnerships and contributions made: Celebrate the conclusion of partnerships and acknowledge the contributions made by all participants.
- Recognize the value of contributions from all stakeholders: Acknowledge and value the contributions of all individuals, regardless of their role or status.

#### 6. Continuous Evaluation and Improvement:

- Continuously evaluate and improve: Regularly assess the effectiveness of collaborative initiatives and make necessary adjustments for improvement.
- Regularly assess the effectiveness of initiatives: Continuously monitor the success and impact of projects or initiatives.
- Regularly evaluate and reflect on partnership practices: Review and analyze the practices and processes involved in partnerships.
- Regularly evaluate and reflect on the impact of partnership or co-creation: Reflect on how partnerships and co-creation initiatives have influenced outcomes and experiences.

#### 7. Power Dynamics and Equity:

- Address power dynamics: Recognize and address imbalances in authority or influence within the collaboration.
- Navigate the shifting power dynamics: Manage changes in power dynamics that may occur during the partnership.
- Embrace diverse perspectives and controversies: Encourage the inclusion of diverse viewpoints and open discussions to enrich learning and collaboration.
- Embrace the potential for power redistribution: Be open to redistributing decision-making power to create a more equitable partnership.
- Distribute power appropriately: Ensure that power and authority are distributed fairly among all participants.

#### 8. Student Engagement:

- Involve students in the design and implementation: Include students in the planning and execution of collaborative projects.



- Provide opportunities for meaningful student engagement: Create chances for students to actively participate and contribute to the partnership or co-creation.
- Encourage student agency in feedback processes: Empower students to play an active role in providing feedback and shaping their learning experiences.
- Ensure representation of diverse student populations: Promote inclusivity by involving students from various backgrounds and demographics.
- Involve students in co-creation activities: Engage students in the co-creation of educational activities, fostering a sense of ownership and agency.

#### 9. Institutional Support and Collaboration:

- Collaborate with other institutions and share best practices: Work with other educational institutions to exchange ideas and experiences.
- Foster a collaborative and reciprocal relationship with students: Establish a mutually beneficial partnership with students where all parties contribute to common goals.
- Create formal and collaborative spaces for interaction: Develop formal settings and structures that facilitate interaction and collaboration.
- Collaborate with student-led organizations: Partner with student-led groups and organizations to enhance collaboration and inclusivity.
- Collaborate with external partners and share best practices: Seek collaboration with external organizations or entities to improve partnership or co-creation activities.

These explanations provide a comprehensive understanding of the advice for supporting and fostering collaboration, partnership, and co-creation in higher education. Each idea emphasizes the importance of creating a positive, inclusive, and productive environment for all stakeholders involved.



## 6. Dynamics To Set Co-Creation Processes in Motion

The following is a collection of strategies and dynamics that have been described by authors as being useful when implementing student partnership or cocreation processes. Feel free to explore the original sources for more details on any of them.

### 6.1. Gamification

- Gamification as a tool to enhance digital competencies and the use of pre/post questionnaires (Jost & Divitini, 2021).
- Use of gamification in co-designing and the start of co-creation at the very beginning (Killam & Luctkar-Flude, 2021).

### 6.2. The Padlet Mechanism

The padlet mechanism used (Settingington et al., 2023):

- The Students as Partners (SaP) program used Padlet as a virtual bulletin board application embedded in the learning management system to streamline posting and responding to feedback.
- Padlet was used to make the entire feedback process more transparent, allowing students to post their feedback and receive responses in real-time.
- The program evaluated the Padlet posts to examine the type of feedback issues that students were reporting through the SaP system. Each feedback item posted on each course's Padlet was analyzed for common themes.
- The use of Padlet in the SaP program facilitated a streamlined system for feedback, allowing students to provide actionable feedback and for faculty to implement changes based on that feedback.

### 6.3 Quilt of Teaching Philosophies

Using a "quilt of teaching philosophies" for brainstorming. Using Teaching Philosophies for Brainstorming (Clancy et al., 2019). A Quilt of Teaching Philosophies consists of various teaching philosophies expressed in a creative format by students as a result of their engagement in a student-faculty partnership. The quilt serves as a manifestation of the authentic learning experienced by the students through the process of engaging in partnership. The quilt is introduced to future students engaged in the nurse as educator course, serving as a basis for building community and enhancing student-faculty partnerships. The flexibility to represent their knowledge and experience in a creative format allowed students to become meaning makers and contributed to authentic learning. The quilt represents the students' understanding and knowledge of learning and teaching within a community of partnership.





## 6.4. Feedback loop

The idea of the feedback loop as a key to engaging learners and the possibility of not only asking learners for help, but of employing learners to channel that help (Settingington et al., 2023). The feedback loop consists of the following elements:

- The Students as Partners (SaP) program aimed to close the feedback loop by implementing a real-time feedback system using Padlet as a virtual bulletin board application.
- The program focused on making the responses to student suggestions as transparent as possible, ensuring that students were aware of when changes were implemented or when their suggestions were not possible.
- Students provided feedback through the SaP system, and faculty members responded to their suggestions on Padlet, creating a continuous feedback loop.
- The feedback loop allowed for real-time improvements based on actionable feedback, with faculty implementing changes to their content and curriculum based on the feedback received.
- The SaP program's real-time feedback system facilitated a streamlined system for feedback, providing a platform for the student voice and enhancing the education experience.

Overall, the feedback loop in the Students as Partners program involved students providing feedback through the SaP system, faculty responding to their suggestions on Padlet, and implementing changes based on the feedback received, thus closing the loop, and facilitating continuous improvement in curriculum delivery.

## 6.5. Living labs

Creating living labs to enhance teaching and learning practice in universities (Konstantinidis et al., 2021).

## 6.6. Interactive meetings

Methods for interactive meetings (Baumber et al., 2020):

- Use a reflexive process of mutual learning to facilitate student-staff partnerships in higher education, where staff and students have diverse disciplinary backgrounds and knowledge. This approach allows for the adaptation of curriculum co-creation processes by drawing on multiple knowledge types.
- Consider the use of technology and communication methods to facilitate partnership. However, it is important to ensure that choices around technologies do not preferentially benefit certain students over others.
- Create inclusive and equitable participation processes by implementing more equitable selection processes for students involved in participatory design and management. This helps to address power imbalances and ensure that all participants have an equal role in co-creation.
- Explore the concept of co-management, which implies an ongoing management role for students beyond the design phase. This can help to empower students and give them a sense of ownership.

## 6.7. Workshop to learn

Creating a SPECIFIC workshop to learn how to cocreate to students in the preparation phase is essential to give them instruments to co-create (Downing, Ed.D., 2019).



## 6.8. Participatory Workshop

Steps to Conduct a Participatory Workshop (Galpin et al., 2022).:

- Identify the values attached to education and the curriculum through co-creation workshops with staff and students.
- Define the focus for re-innovation based on the identified values.
- Ideate potential solutions to meet student needs in collaboration with staff and students.
- Facilitate the co-creation of ideas between staff and students.
- Create a library of student work and generate student-generated content using digital tools.
- Implement peer-assisted learning to encourage collaboration and knowledge sharing among students.
- Provide students with ownership over their choice of real-world case study to enhance engagement and autonomy.
- Incorporate real-world topics to trigger learning about cognitive theories in first-year modules.

## 6.9. Team

Designing a Team (Galpin et al., 2022).:

- Identify the roles and responsibilities required for the team based on the project or task at hand.
- Consider the skills and expertise needed for each role and ensure a diverse range of skills within the team.
- Foster a collaborative and inclusive team culture that encourages open communication and idea sharing.
- Establish clear goals and objectives for the team to work towards.
- Provide opportunities for team members to participate in decision-making processes and contribute their ideas.

## 6.10. Cogenerative Dialogs

The method of Cogenerative Dialogs may be transferable (Hsu, 2019). Cogenerative Dialogs (cogens) consist of the following elements:

- Cogens are a pedagogical tool used to improve partnerships between high school students and scientists. They aim to enhance science learning by facilitating dialogue and collaboration between these two groups.
- Cogens involve students and scientists engaging in discussions, networking, brainstorming, troubleshooting, and sharing ideas related to scientific concepts and processes. They provide a platform for students to build a stronger bond with scientists and develop a deeper understanding of science.
- Cogens are considered critical to the scientific process as they allow scientific ideas to bloom. They help students realize the importance of dialogue and collaboration in generating and refining scientific ideas.
- Overall, cogens serve as a mean to bridge the gap between students and scientists, promoting authentic science learning experiences.



### 6.11. Questionnaires, Card Sort Activity, and Focus Groups

- Questionnaires, card sort activity, and focus groups could be used to find out what competencies teachers lack (Jewitt, 2020).

### 6.12. Workshops by Faculty

- Would be a good idea doing codesign workshops by faculty (Downing, Ed.D., 2019)

### 6.13. The Third Space

The implementation of "The Third Space" (McIntosh et al., 2020) in advising refers to the use of technology and collaborative partnerships between staff and students to create a space outside of traditional advising settings. This approach encourages students and staff to work together to co-create knowledge, validate experiences, and improve the learning culture of the organization. It involves utilizing technology such as blended learning environments, ePortfolio systems, social media, and videoconferencing to facilitate communication and collaboration.

The Third Space allows for a shift in focus from the development of advisors to the development of staff-student partnerships, emphasizing the importance of student voice and agency in the advising process. By engaging students as partners, this approach aims to enhance student self-efficacy, independent learning, and overall student outcomes.

### 6.14. Flipped Advising

The model of flipped advising (McIntosh et al., 2020) consists of the following elements:

- Flipped advising focuses on the development of quality staff-student partnerships, where students and staff work together to create and validate knowledge, connect experiences, and improve the learning culture of the organization.
- Technology is used to create and facilitate "Third Space" advising, which encourages staff and students to work together outside of conventional on-campus spaces. This includes using blended learning environments, ePortfolio systems, student dashboards, early alert systems, social media, video-conferencing systems, and the Learning Management System (LMS) or Virtual Learning Environment (VLE).
- The LMS or VLE is specifically highlighted as a key technological interface for "flipped advising" and can be used to constitute "The Third Space" in advising. It is suggested that the LMS can be used to facilitate better staff-student partnerships.
- The concept of Students as Partners (SaP) and "The Third Space" offer important lenses to shift the focus of advising practice away from the development of advisors and towards the development of staff-student partnerships.



### 6.15. Challenge/competition Between Teams

The idea of a challenge/competition between teams can be useful (Celuch et al., 2018).

### 6.16. Future Retrospective' Panels

'Future retrospective' panels would be form of consulting students (Priestley et al., 2022). Future retrospective refers to a process of envisioning and reflecting on the future state of a particular subject or area. In the context of the provided sources, the concept of future retrospective is not explicitly mentioned. However, the sources discuss student perceptions and proposals for promoting mental health and wellbeing through social relationships at university. They also highlight the challenges and opportunities in supporting students' social relationships with peers, academic staff, and the local community at UK universities. While the sources do not directly address the concept of future retrospective, they provide insights into student perspectives and proposals for enhancing interpersonal interactions and social relationships, which can contribute to a better understanding of the future state of student mental health and wellbeing at universities.

### 6.17. Illustrate Different Dimensions

Examples of actions that illustrate different dimensions of the framework explained on Williams et al. (2020) can serve as inspiration.

### 6.18. Redesigning Teams

Redesigning teams in academic development (Felten et al., 2019) can be approached by considering the following steps:

- Reimagining roles and relationships: Academic development should re-examine its relationship with students and reimagine their roles, allowing them to have more agency in the process.
- Embedding student representation: Integrating student representation into decision-making processes at all levels can help reshape the nature of partnership in academic development.
- Recognizing students as essential actors: Shifting the perspective from students as consumers to active participants and agents of change can transform the dynamics of academic development.
- Creating inclusive practices: By embracing more generative and inclusive practices, academic development can foster collaboration and engagement among team members.
- Promoting dialogue and reflection: Stimulating reflection and dialogue can encourage academic development practitioners to reimagine ways to create more inclusive and collaborative practices in their own contexts.

By implementing these steps, teams in academic development can be redesigned to foster a more inclusive and collaborative partnership between students and staff.



## 6.19. Feedback on Teaching

The idea of feedback on teaching (Felten et al., 2019) would be useful.

- Formative feedback: Incorporate mid-semester formative feedback from students to improve teaching and learning, allowing students to have a voice in the process.
- Undergraduate student consultants: Engage paid undergraduate student consultants to provide formative feedback on teaching, extending the reach of academic development units and fostering empathy and trust between students and teachers.
- Rethinking roles: Reconsider the traditional roles of students in their education and position them as co-creators of teaching approaches, course design, and curricula.
- Humanizing the relationship: By involving students in the feedback process, the relationship between students and teachers can be humanized, leading to a generative culture of teaching and learning.
- Reflective practices: Encourage reflection and dialogue among academic development practitioners to reimagine feedback practices and create more inclusive and collaborative approaches.
- Inclusive feedback mechanisms: Implement inclusive practices that allow for diverse perspectives and ensure that feedback mechanisms are accessible to all students.

## 6.20. Collaborative Autoethnography

The collaborative autoethnography (CAE) (Alhadad et al., 2021) would be useful as Methodology to evaluate the program:

- The evaluation methodology involved using collaborative autoethnography (CAE) to gather a richer understanding of student-staff experiences and power dynamics in the students as partners (SaP) program.
- Collaborative autoethnography (CAE) is a research method that combines personal narratives and reflections from multiple participants to explore and understand social phenomena. It involves collective reflections on power imbalances and growth beyond the context of SaP.
- The CAE process helped participants recognize the complexity and multi-layered nature of power asymmetry in SaP programs. It highlighted the need for deliberate strategies and intentional designs to address power imbalances.
- Through CAE, the evaluation aimed to foster self-awareness, mutual trust, respect, and the acknowledgement of others in student-staff partnerships. It provided a powerful way to foster self-awareness, mutual trust, respect, and the acknowledgement of others in student-staff partnerships.

The evaluation also revealed the importance of deliberate design for equity and power towards consequential learning and transformational change.



## 6.21. Focus Groups

Recommendations for Focus Groups (Marra & McCullagh, 2018):

- Ensure that focus group meetings are set up in collaboration with students to encourage their voluntary participation and genuine interest.
- Verbal feedback can be collected through focus groups, which offer an invaluable source of rich feedback.
- Verbal feedback can help achieve a closer connectedness with students' international backgrounds and a fuller recognition of differences.
- Create a relaxed and open atmosphere during focus group discussions to facilitate honest and open feedback. Address any power-distance issues to ensure all participants feel comfortable sharing their opinions.
- Choose an appropriate timing for collecting feedback, such as mid-year after exams or at the end of the year, to ensure students are well-informed and settled in the program.
- Consider collecting feedback earlier in the academic year but be cautious of potential biases due to students' limited experience with certain aspects of the program.



## 7. How We Did the Literature Review and THIS Document?

The literature review set out to check how students and teachers team up for co-creating and if these practices fit with the DigCompEdu framework.

We started by digging into databases like Web of Science, Scopus, Eric, and Ebsco, looking for papers between 2018 and 2023 in English. We found 39 papers with "student co-creation" and 199 with "student partnership." After getting rid of duplicates, we had 181 papers to check - 28 for "student co-creation" and 153 for "student partnership."

Then, UNIZG read through abstracts to weed out papers that weren't on point, leaving us with 181 papers (28 for "student co-creation" and 153 for "student partnership"). We tossed all these papers into a Microsoft Teams folder for a closer look.

Each paper got a second look based on criteria like how relevant it was to student engagement, the methods used, what the co-creation was about, how students were involved, if it linked to teachers' digital skills, the number of students, how long the co-creation lasted, the context (like higher education or adult education), and what parts could be useful for our project.

After this, we narrowed it down to 107 papers that were relevant regarding student engagement in co-creation. Out of these, 49 were super relevant, and 58 were kinda relevant to CUTIE.

We then focused on those 49 super relevant papers, quickly checking them against the DigCompEdu framework and seeing how they fit into the roles of co-creation. Nineteen of these papers specifically dealt with teachers getting better at digital products through co-creation.

Once the main analysis of all the papers selected was completed (the "main literature review"), the whole sample (107) papers were manually reclassified –by members of the project– using the answers provided in the qualitative questions: "comments" and "What elements (if any) are transferable to the CUTIE project?". For this classification we utilized four categories (1) useful as examples, (2) useful as theoretical background, (3) useful as activities for working with students, (4) not useful at all.

With those categorized in the category number 2, and supported by some AI tools, we have created some general summaries (the content of this deliverable) that we consider would be useful for the CUTIE work and for other similar projects.

The same CUTIE members did the last categorization have worked with IA in the creation of the summaries as follows: Each of the papers selected, has been interrogated individually regarding

the specific aspect we were interested on (general theory, benefits, challenges, etc.), using the Scispace's Copilot (<https://typeset.io/>), trying to standardize the questions for similar papers, but conserving the focus pointed by the original reviewer comment.

Once collected the answers from each paper in one document by aspect, we used ChatGPT (<https://chat.openai.com/>) to help us to condensate the ideas. For this purpose, for each aspect of interest, we created a prompt that asked the AI to organize the ideas we provided (coming from the collection we previously did) in an organized list, classifying them into groups, but conserving all the references and ideas included in the text we provided each time. After some iterations, the result was refined by the humans in charge and is what you have read in this document.

In the particular case of first and third category, we included in the summaries all the useful comments included in Q8 and "Comments" almost verbatim, and, if the comment was just suggesting that the paper includes an specific type of information (p.e. "The padlet mechanism would be useful"), we have interrogated the paper to look for specific ideas using SCISPACE's Copilot <https://typeset.io/>.

Additionally, for the purpose of the CUTIE dissemination, we have developed some Instagram Carrousels (Fig 6, 7 and 8) to present each part of this job ([https://www.instagram.com/cutie\\_erasmus\\_project/](https://www.instagram.com/cutie_erasmus_project/) or in our Website <https://cutie.unak.is/>).





## WP3 infographics



Figure 6. WORK PACKAGE 3 (WP3) – Integrating students' voices via co-creation.

## WP3 Quantitative literature infographic



Figure 7. WORK PACKAGE 3 (WP3) – Quantitative systematic literature review.

## WP3 Qualitative literature infographic



Figure 8. WORK PACKAGE 3 (WP3) – Qualitative systematic literature review.



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