

Learning and Teaching Conference 2012

Abstract 2A

Staff and students co-creating curricula: conceptualisations and practical guidance.

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The higher education sector is becoming increasingly interested in empowering students within their own learning experiences with students becoming co-creators, co-producers and co-designers of learning (Collis and Moonen, 2005; McCulloch, 2009; Neary, 2011). There are also growing interest in students participating in curricula design in higher education with growing evidence of positive outcomes for students that relate to a range of graduate attributes (Bovill et al, 2011; Cook-Sather, 2010; Delpish et al, 2010).

Along with a colleague, I have adapted Arnstein's (1969) model of citizen participation to enhance the model's relevance to different possible and desirable levels of student participation in curriculum design – The 'Ladder of student participation in curriculum design' model (Bovill & Bulley 2011). The intention of creating this ladder model is to illustrate a continuum of possible and desirable levels of student participation in curriculum design.

In this presentation, I intend to present examples of students co-creating curricula and to map these against the 'Ladder of student participation in curriculum design' model. I also intend to present some practical guidance for those interested in undertaking co-created curricula in their own practice.

References

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Outcomes

- identify rationales for pursuing co-created curricula designs - distinguish between different levels of student participation that are possible in curricula design - draw upon a range of practical guidance and examples for co-creating curricula in their own practice