

Pedagogy and Practice: Research on Students as Co-Creators

Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: Implications for academic developers. *International Journal for Academic Development*, 16(2), 133. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/1360144X.2011.568690>

This article looks at both the theory and the practice of utilizing student voices within the classroom. While describing concrete examples of the method in practice, the authors describe the opportunities this approach creates for instructors and institutions.



Cook-Sather, A., Bovill, C., Felten, P., & Cook, M. (2014). *Engaging students as partners in learning and teaching: A guide for faculty* (First;1st ed.). San Francisco: Jossey-Bass.

This e-book examines both the theory and the practice behind engaging learners in creating learning tools and activities as part of a student-faculty partnership. The book aims to balance “theory, step-by-step guidelines, expert advice, and practitioner experience [in a] comprehensive why- and how-to handbook for developing a successful student-faculty partnership program” (Cook-Sather et al., 2014).

Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: Overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education*, 71(2), 195-208. doi:10.1007/s10734-015-9896-4



This article focuses on addressing the challenges inherent in collaborating on course curriculum with students. By acknowledging the concerns that have arisen from real-world practice, the authors categorize the challenges and discuss ways to resolve and reimagine each issue as an opportunity for growth and refinement. They highlight the need for engagement in all levels of the process.

Gros, B., & López, M. (2016). Students as co-creators of technology-rich learning activities in higher education. *International Journal of Educational Technology in Higher Education*, 13(1), 1-13. doi:10.1186/s41239-016-0026-x

Gros and Lopez discuss the value and limitations of using the Learner Centric Ecology of Resources perspective (Luckin 2006) within course design, specifically in the selection of resources and learning tools for an online course.

Rector-Aranda, A., & Raider-Roth, M. (2015). "I finally felt like I had power": Student agency and voice in an online and classroom-based role-play simulation. *Research in Learning Technology*, 23(1), 25569-13. doi:10.3402/rlt.v23.25569

Rector-Aranda and Raider-Roth (2015) look at a specific case study in which students were able to develop their own agency and voice through their deliberate interaction in the development of course materials.

Collaborative Tools for the Classroom: Facilitating the Co-creation of Ideas



<https://padlet.com/>

Padlet is a collaborative, online tool that allows students to maintain an electronic inventory using a familiar paper-based tool: sticky notes. Students can create and comment on their “notes” while adding in images, videos and other online materials. Unlike Pinterest, students can reorganize their notes and create meaningful online dialogues on progress.



<https://www.slack.com/>

SLACK is a messaging and collaboration service that is fully online. It allows teams to share files as well as maintain online discussions. Discussions can be categorized into “channels” for easy organization and includes an easy file share option with search feature. **SLACK** is also available as an app which increases its accessibility for students.

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