

FIG Report
Winter/Spring 2024
Engaging Students as Partners: Exploring a Co-Created Curriculum Model

Members:

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Members of the faculty inquiry group explored the pedagogical framework of co-creating a curriculum using the book *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty* (Cook-Sather, Bovill, & Felten, 2014). The group also referenced *Co-Creating Learning and Teaching: Towards Relational Pedagogy in Higher Education* (Bovill, 2020) as supplemental material. The purpose was to integrate practices we already use into a co-created curriculum model. After exploring the model during the winter term, members would implement some form of co-creation in one course during the spring term.

The first meeting was used to introduce the members and provide an overview of the co-creation curriculum model. We then spent time discussing the concept of co-creation and the work and research Laura had done in the area. We also discussed the FIG timeline and the intent of each member to implement co-creation during the spring term.

The winter term meetings were used to discuss the common read, discuss the benefits and challenges of using a co-created curriculum model, and determine an implementation plan for the spring term. Some members chose to start small implementing only small changes with the co-creation design. Other members chose to utilize a larger approach to co-creation, negotiating multiple areas of their curriculum with students.

During the spring term, we discussed how implementation was going, what challenges we faced, and what success we experienced. We applied to present our experiences at the 2024 Spring Conference/CTL Symposium and were accepted for a breakout session. We held a special work-session meeting to discuss our preparations for the symposium and created a handout describing the what, why, and how of co-creation for those in attendance. In our final meetings, we discussed the symposium breakout session, the assessment of our co-created classes, and plans for moving forward. We want the co-creation work to move forward and grow, so we have made plans to continue meeting during the next academic year, perhaps using teaching squares,

and to create standards for a course designator for co-created courses, much like the OER designator.

This project has allowed members to collaborate and negotiate with students about the course curriculum. The benefits to instructors include gaining students' perspectives and voices regarding curriculum, increased engagement with their courses, flexibility in the classroom, understanding teaching philosophies and pedagogies, and building class community. Members have found benefits for themselves and for their students by implementing a co-created curriculum model and plan to continue refining and using the model in the future.

While we did share at the spring conference, we also have plans to share with colleagues in our respective divisions and hope to create standards for co-creation that we can share across campus as we continue to refine our skills and experiences with co-creation. Members of the campus have already shown interest in the pedagogical model and we are hoping to get more faculty members involved in the future.