



## TEACHING AND LEARNING TOGETHER IN HIGHER EDUCATION



### **\* CALL FOR SUBMISSIONS \***

### **CO-CREATION OF TEACHING, LEARNING AND ASSESSMENT AT GREENWICH BUSINESS SCHOOL**

[TEACHING AND LEARNING TOGETHER IN HIGHER EDUCATION \(TLTHE\)](#) serves as a forum for the reflective work of faculty, staff, students, and others working together to explore and enact effective classroom practice. Published three times per year, the journal is premised on the centrality to successful pedagogy of dialogue and collaboration among faculty, staff, and students in explorations and revisions of approaches to teaching and learning in higher education. The journal has several aims:

- To include student perspectives and voices in analyses, affirmations, and revisions of educational practice at the tertiary level
- To offer windows onto the development of pedagogical insights that faculty, staff, and students gain when they collaborate on explorations of classroom and institutional practice and systematically reflect on that collaboration
- To create forums for dialogue among faculty, staff, and students whose work is featured in this journal and others engaged in similar work
- To explore in particular the challenges and possibilities of such collaborations

This set of essays will focus on the ongoing, evolving, and aspirational co-creation work at Greenwich Business School.

**Guest Editors:** [Dr Katharina De Vita](#), [Dr Guido Conaldi](#), [Dr Sara Gorgoni](#), [Prof Riccardo De Vita](#)

#### **Call for Papers:**

*Teaching and Learning Together in Higher Education (TLTHE)* invites Greenwich Business School educators, researchers, and practitioners to contribute to a dedicated issue on “Co-Creation of Teaching, Learning and Assessment at Greenwich Business School.” This dedicated issue aims to explore and advance our understanding of the concept of co-creation in higher education in this particular context, focusing on how students and industry partners can be active participants in shaping the educational experiences and curricula at Greenwich Business School. The guest editors are especially interested in receiving reflective essays and other shorter pieces (not research papers) that involve collaboration with students and industry partners as co-authors.

## **Background:**

In recent years, the paradigm of higher education has shifted towards recognizing students as active partners in their own learning journey (Bovill, 2014; Cook-Sather, 2022). Concepts like student-centered learning, staff-student partnerships, problem-based learning, and student engagement have become integral to the higher education landscape (Zhou et al., 2017). The idea of co-creation in higher education goes beyond the traditional roles of educators and students. It emphasizes the need for a deeper and more meaningful relationship between these stakeholders, where education itself is viewed as a shared enterprise (Bovill, 2020). This shift in perspective recognizes that students are not passive recipients of knowledge but active contributors to their own learning experiences. It encourages educators to engage with students as partners in shaping curricula, assessment methods, and teaching practices, thereby fostering a more inclusive and dynamic educational environment. Furthermore, it fosters heightened student engagement by involving them in decision-making, resulting in more dynamic and student-centered educational experiences. Moreover, co-creation supports inclusion and equity efforts by amplifying the voices of marginalized groups, ultimately advancing social justice (de Bie et al., 2021) and promoting fairness.

Industry partners also play an active role in the co-creation of teaching, learning, and assessment in higher education. Collaborations between Greenwich Business School and industry stakeholders have taken various forms, including, but not limited to, live projects involving real clients and the establishment of school boards with industry representatives. These types of initiatives have brought the expertise, perspectives, and real-world relevance of industry professionals directly into the educational process. The involvement of industry partners in co-creation initiatives helps bridge the gap between academic knowledge and practical application, ensuring that educational programs align with the evolving needs of industries and the job market (Boud, 2012; Korhonen-Yrjanheikki, Tukiainen and Takala, 2007). Moreover, it provides students with valuable opportunities to work on authentic projects and gain hands-on experience, making them better prepared for their future careers (Jackson, 2015). Also, it fosters a sense of partnership between academia and industry, where both parties mutually benefit from the exchange of insights and resources. Although collaboration with industry and community partners commonly takes place and the benefits of such efforts are evident, the co-creation process often does not incorporate workplace partners as stakeholders. This gap poses a significant challenge, especially in the context of work-integrated learning (WIL), where students participate in genuine professional experiences like internships or projects as integral components of their education (Ruskin and Bilous, 2020).

The paradigm shift in higher education towards co-creation reflects a broader movement that recognizes the importance of collaboration, inclusivity, and active student participation. This evolution not only transforms the way education is delivered but also extends to industry partnerships, where the co-creation of teaching, learning, and assessment enriches the educational experience, equips students for the real world, and strengthens the connection between academia and industry. Partnership in such a context can be defined as *“a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis.”* (Cook-Sather, Bovill and Felten, 2014, pp. 6-7).

While the potential benefits of involving students and industry partners in the co-creation of teaching, learning, and assessment practices are evident, this collaborative approach also presents certain challenges. One pivotal aspect involves crafting strategies for the management and implementation of co-created assessments that not only meet with quality assurance standards and accreditation requirements but also adhere to the required educational standards. Maintaining consistency and fairness in assessment processes is paramount, especially when diverse stakeholders, including students and industry partners, actively participate in shaping these assessments. A critical question and challenge arise when considering who should be engaged from the student community to ensure that co-creation outcomes truly embody accessibility and inclusivity. Although collaborating with student representatives to grasp their perspectives and empowering them to address issues relevant to their experiences is a valuable and common approach to student engagement, it can still be selective in nature. This selectivity has the potential to inadvertently involve students in the conventional practice of speaking on behalf of others, as highlighted by Kandiko Howson and Weller (2016). Such a practice tends to portray students as a homogenous entity, thereby underestimating the importance of recognizing their diverse intersectional backgrounds and unique experiential differences. Other challenges include the management of differing expectations among stakeholders, allocating the necessary resources for sustained co-creation efforts, overcoming resistance to change from traditional practices, and ensuring the validity and reliability of co-created assessments (Cook-Sather, 2022; Healey, Flint & Harrington, 2014). Sustainability over the long term, addressing ownership concerns, and establishing effective mechanisms for evaluation and feedback are also significant challenges. Scaling up successful initiatives, considering cultural and contextual differences, and providing adequate training opportunities for all involved further add to the complexity of co-creation endeavors. Addressing these multifaceted challenges requires careful planning, open communication, and a commitment to adaptability to ensure the success of co-creation initiatives in higher education.

The objective of this dedicated issue is to examine diverse forms of co-creation in the context of teaching, learning and assessment practices at Greenwich Business School. Furthermore, we encourage researchers to advance and emphasize potential research opportunities in the field by providing reflections, conceptual guidance and inspiration in relation to co-creation with students and industry partners. We invite reflective essays and other shorter articles that focus specifically on co-creation at Greenwich Business School.

### **Topics of Interest:**

We invite reflective essays and other shorter articles that address various aspects of “Co-Creation of Teaching, Learning and Assessment at Greenwich Business School”, including but not limited to:

- **Models and Frameworks for Co-Creation:** Explore and propose models, frameworks, and theoretical perspectives that underpin co-creation practices in teaching, learning, and assessment within the context of Greenwich Business School.
- **Student-Centered Learning:** Investigate the implementation and impact of student-centered learning approaches, emphasizing student agency and active participation in shaping their educational experiences.

- **Staff-Student Partnerships:** Examine the dynamics of staff-student partnerships and their role in co-creating curricula, assessment methods, and teaching practices. Explore best practices and challenges in fostering meaningful collaborations.
- **Problem-Based Learning:** Assess the effectiveness of problem-based learning in promoting co-creation and experiential learning opportunities for students, particularly in relation to the involvement of industry partners.
- **Industry Engagement and Collaboration:** Explore case studies and strategies for involving industry partners in co-creating educational content, including live projects, internships, and collaborative research initiatives.
- **Equity, Inclusion, and Diversity:** Investigate how co-creation practices can be leveraged to enhance equity and inclusion in higher education. Address the challenges of representing diverse student voices and experiences.
- **Quality Assurance and Assessment Standards:** Examine approaches to ensuring the alignment of co-created assessments with quality assurance standards and accreditation requirements while maintaining fairness and consistency.
- **Scaling Up and Sustainability:** Discuss strategies for scaling up successful co-creation initiatives and sustaining long-term partnerships with students and industry stakeholders. Consider the challenges of resource allocation and institutional support.
- **Resistance to Change:** Explore strategies to overcome resistance to change from traditional educational practices and promote a culture of co-creation among faculty and students.
- **Evaluation and Feedback Mechanisms:** Investigate effective mechanisms for evaluating co-creation initiatives, gathering feedback from stakeholders, reflecting on student success KPIs (e.g., NSS, graduate outcomes) and using this data and feedback to inform improvements in teaching, learning, and assessment practices.
- **Cultural and Contextual Considerations:** Examine how cultural and contextual factors influence the implementation and outcomes of co-creation initiatives, particularly within the unique context of Greenwich Business School.
- **Training and Capacity Building:** Discuss the importance of providing training and capacity-building opportunities for all stakeholders involved in co-creation efforts, including faculty, students, and industry partners.

**Please note:** TLTHE primarily publishes reflective essays and other shorter pieces rather than research papers. The reflective style of these articles is intentionally embraced to make the journal more inclusive to a broader range of authors and readers. Some authors of reflective essays see the opportunity to publish in *TLTHE* as a preparation to develop a longer, more research-focused article as well as a refreshing opportunity in and of itself to write in a less formal way about their experiences (see guidelines: p. 6-7). We also encourage you to review the following article:

Cook-Sather, A., Abbot, S., & Felten, P. (2019). Legitimizing Reflective Writing in SoTL: “Dysfunctional Illusions of Rigor” Revisited. *Teaching & Learning Inquiry*, 7, 2, 14-27. <https://doi.org/10.20343/teachlearning.7.2.2>

## References

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- Bovill, C. (2014). An investigation of co-created curricula within higher education in the UK, Ireland and the USA. *Innovations in Education and Teaching International*, 51(1), 15-25.
- Bovill, C. (2020). Co-creation in learning and teaching: The case for a whole-class approach in higher education. *Higher Education*, 79, 1023-1037. <https://doi.org/10.1007/s10734-019-00453-w>
- Cook-Sather, A., Bovill, C. and Felten, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. San Francisco: Jossey-Bass.
- Cook-Sather, A. (2022). *Co-creating equitable teaching and learning: Structuring student voice into higher education*. Harvard Education Press.
- de Bie, A., Marquis, E., Cook-Sather, A., & Luqueño, L. P. (2021). *Promoting Equity and Justice through Pedagogical Partnership*. Sterling, Virginia: Stylus Publishers.  
<https://www.centerforengagedlearning.org/books/promoting-equity-and-justice-through-pedagogical-partnership/>
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- Ruskin, J. and Bilous, R.H. (2020). A tripartite framework for extending university-student co-creation to include workplace partners in the work-integrated learning context. *Higher Education Research & Development*, 39(4), pp.806-820.
- Zhou, C., Ravn, O. and Du, X. (2017). Facilitating Reflective Learning and Co-Creative Teaching by Portfolios in Problem-Based Learning (PBL). In *Co-Creation in Higher Education* (pp. 31-47). Brill.

## Timeline:

- **Mid-February 2024:** Submission deadline for outlines to present at the SEBE Symposium.
- **End of February 2024:** SEBE Symposium “Co-Creation of Teaching, Learning and Assessment at Greenwich Business School”.
- **March 2024:** Invitations to contribute to the dedicated *TLTHE* issue (SEBE members only).
- **June 2024:** Learning and Teaching Festival with a special track on “Co-Creation of Teaching, Learning and Assessment at Greenwich Business School”. Selected invitations to contribute to the dedicated *TLTHE* issue (GBS staff).
- **July 2024:** Paper Development Workshop (by invitation) for shortlisted participants from the SEBE Symposium and Learning and Teaching Festival.
- **December 2024:** First draft of papers due to co-editors.
- **January 2025:** Feedback from co-editors.
- **April 2025:** Final submissions from authors.
- **May 2025:** Publication.
- **June 2025:** Showcase and dissemination event at the Learning and Teaching Festival.

## The following are guidelines for essays submitted to *TLTHE*:

- **LENGTH:** Essays are between 3 and 10 pages (from around 500 to up to around 3000 words).
- **STYLE:** Essays should be written in an informal/conversational style, using first person pronouns, and be (very) light on citations (including few or none). The idea is to provide a forum for in-process work, exploration, experimentation, and reflection.
- **FOCUS:** All essays should focus on the experience of or plans for co-creation with students and/or industry partners at GBS. Here are some examples of previous issues of *TLTHE*:
  - Pedagogical Partnerships: Creating and Cultivating Authentic Relationships in Minority-Serving Institutions  
(<https://repository.brynmawr.edu/tlthe/vol1/iss41/1>)
  - Exploring the Development of Pedagogical Partnerships in Asian Contexts  
(<https://repository.brynmawr.edu/tlthe/vol1/iss39/>)
  - Developing partnership work at Tufts University  
(<https://repository.brynmawr.edu/tlthe/vol1/iss37/1>)
  - Developing partnership work at Vassar College  
(<https://repository.brynmawr.edu/tlthe/vol1/iss36/>)

- Developing partnership work at Northeastern University  
(<https://repository.brynmawr.edu/tlthe/vol1/iss32/>)
- Playing with partnership approaches in higher education in New Zealand  
(<https://repository.brynmawr.edu/tlthe/vol1/iss25/>)
- Partnership in Australian higher education  
(<https://repository.brynmawr.edu/tlthe/vol1/iss21/>)
- Partnership approaches in Italy  
(<https://repository.brynmawr.edu/tlthe/vol1/iss20/>)
- Partnership work at Bridgewater State University  
(<https://repository.brynmawr.edu/tlthe/vol1/iss16/>)

○ **AUTHORSHIP:** Essays can be:

- authored by individuals (a student, faculty member, and/or staff member)
- co-authored by pairs of student, faculty, or staff members
- co-authored by a group from a particular context or across contexts

○ **CONSIDERATIONS:** Contributors are encouraged to consider the guidelines offered in Chapter 18: Revealing the Process: Reflective Essays in *Writing about Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations across a Range of Genres* as they draft and revise their essays. Here is a link to the chapter, which is available for free downloading:

<https://www.centerforengagedlearning.org/books/writing-about-learning/part-4/chapter-18/>