



UNIVERSITY OF LINCOLN

A Model for Analysing the Challenges and Opportunities in Co-production

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The contested nature of the debate

Education is ‘a *dialogue between ourselves and students, between students and their own experiences, among students themselves and... a dialogue of students with publics beyond the university*’ (Burawoy 2005:9).

Contested terms and concepts;

- Power
- Equality
- Empowerment
- Control



Changing views: Changing language

- ‘Co-creators of curricula’ (Bovill 2009)
- ‘Co-constructors in schools’ (Cook-Sather 2009)
- ‘The student as producer’ (Neary and Winn 2009)
- ‘Experts by experience’ (Beresford and Croft 2001)

Students bring with them insights, capabilities, knowledge and self understanding

(Rudduck and Fielding 2006).



The crux of the debate concerns ‘relationship’ and the changing nature of relationship within a teaching environment – whatever language you choose.



Our learning and experiences that underpin this workshop

- We are academics in the School of Health and Social Care with a range of experiences of developing student participation in its widest sense;
- Our reflections over a number of projects, but also listening to students we have worked with and considering their reflections (Jones *et al* 2012);
- Recognition of the importance of professional background and understandings;
- Acknowledgement that Student as Producer has many benefits and that our experience of working with students (and graduates) has been largely positive;
- Awareness that there are difficulties and challenges that need to be articulated.



Examples from our work

- *'From enjoyment to employment'* - A research project (HEA funded) exploring how student volunteering activity influenced employability. The research team comprised four undergraduate student researchers and four academics;
- *'Students as mentors: Changing the Next Generation'* - A research project (SWAP funded) exploring the impact of a student volunteer mentoring project on student development (Crawford *et al*, 2013). Undergraduate and post-graduate students on project advisory group;
- *'Open Educational Resources (OER) for students and educators on professional awards'* – one part of an institution-wide project (JISC and HEA funded), undergraduate and post-graduate students as partners in the project group and engaged in production of OER;
- Redeveloping and revalidating professional programmes with students informing and co-producing the curricula, approaches to teaching, learning and assessment, and participating in quality processes.



Opportunities and challenges

'When I applied for this placement, I had no idea it would be as 'hands on' as it has been because we were undergraduates working with lecturers and other staff members and were classed as 'student researchers'.

The amount of control and input we have had during this project has been invaluable. So many skills have been obtained such as designing questionnaires and interview schedules whilst adopting a mature approach to research' (Leanne).

(Jones *et al* 2012)

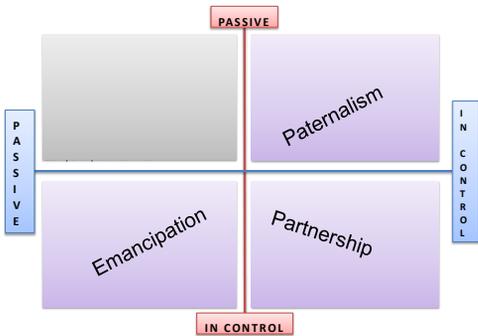


Opportunities and challenges

'I was nervous about meeting the team for the first time and to begin with I felt there was a divide between the lecturers and student researchers. This may have been because they had control over procedures and who was selected to be involved, and they had more experience in this area of research.

*The fact that the lecturers did not teach my ... course helped the transition from thinking of lecturers having control to working as colleagues in a productive team. As we had more meetings it became clear that although the lecturers were there to support and guide the project, it was a cooperative effort as I was able to influence decisions and my suggestions were considered' (Eleanor),
(Jones et al 2012)*





Workshop activity

In your mixed groups work together to undertake the following activities;

1. Each group member to introduce themselves and describe one example of student co-production from their own practice;
2. Through discussion and using the model, as a group 'plot' each example onto the axes of the model.

Consider your responses as a group to the following questions;

3. How far does the model assist in articulating and exploring the student-staff relationships in approaches to co-production?
4. In using the model against your experiences are there aspects of it need to be revised? If so, what are they?



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