

# Co-Designing our Degree

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## **University of Southampton DigiChamps**

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# Plan for the session

- What is co-design?
- Co-design at Southampton
- Students as teachers – with peer feedback
- Next steps

## A bit of background...

- New undergraduate programme in Business Management now ending its second year
- Over 400 students across the two years
- Large increase in applications for 2017-8 (other programme numbers are down)
- Student involvement in programme co-design supported as a special project (EEF) for first 2 years
- Significant work in early stages by Student Digital Champions ([Digichamps](#))

# Underlying principles of Co-design

- Staff/students need to collaborate to enhance experiences
  - Regular and close interaction builds empathy and trust
  - Working with/across boundaries
- Co-design is open to all members of the module/programme community
  - Participation is action-oriented and fluid
- Staff and students take joint ownership of the learning environment

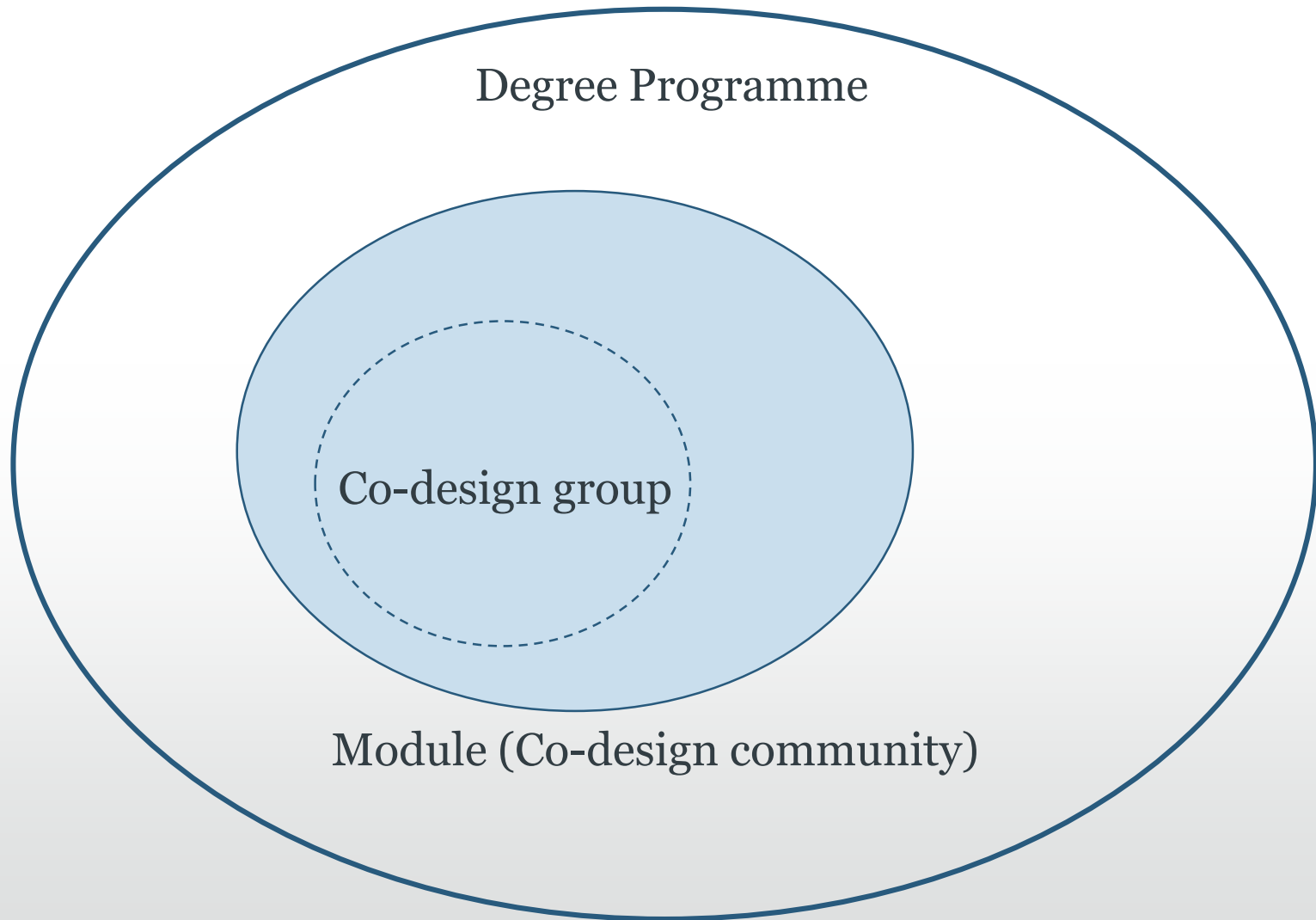
# How does co-design work?

- Regular meetings (with co-led agendas)
  - 60 students over 3 years
  - Share experiences / build trust / collaborative
- Workshops and design projects
  - Co-design components of module
  - Co-ownership of creative output > understanding and satisfaction with outcome

# How does co-design work? (2)

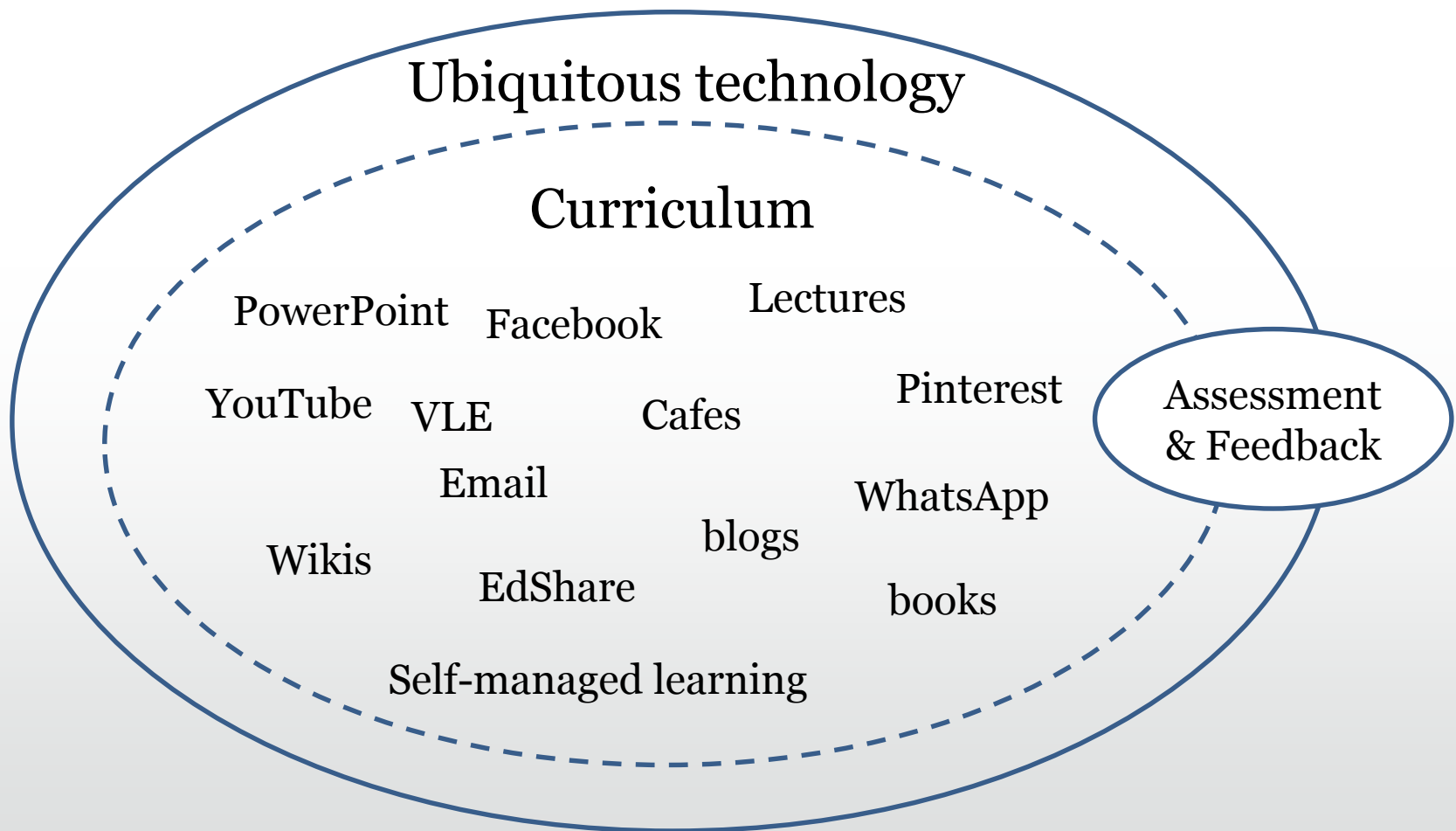
- Blog and social media
  - Student-edited blog: over 50 contributors
  - 300 students following the Co-design Twitter feed
  - VLE Award in 2015/16 for MANG1020
- Events and Conferences
  - Students design their own conference
  - Attending research and teaching conferences to learn and share ideas (e.g. CABS, BAM, AoM, RAISE)

# Co-design structure





# ‘Blended’ delivery



# Chartered Association of Business Schools



# Southampton VLE Awards 2016



# MiiTel Summer Institute, Toronto





# Consultancy at Newcastle University



# Student Organised Course Conference



# Video Submission to EduLearn 2016





# Business Programmes Blog

UNIVERSITY OF  
Southampton

Studying Business at Southampton

Home

SACACA Project Progress

General Interest

Lectures

Societies and Opportunities

From the Web

**MWR: Are We Dedicating too Much Time to the Workplace?**

The first article of a new series entitled "Making Our Work Real" (MWR), these posts will explore various aspects of the business world, as seen by first year students at the Southampton Business School. Intertwined with coursework prescribed in MANG1018 and MANG1020, this will see student assessment contribute, and be a part of, the wider academic debate surrounding the business world. In a society where the 74.

[Continue reading →](#)

Sameena Ramsden  
March 20, 2017  
[Leave a comment](#)

Digital Literacies: An Introduction

**Book Review - "Never Eat Alone"**

It was March 1st when I noticed 'Never Eat Alone' popping on my Amazon 'suggested items' feed. Honestly, I didn't read the abstract or any comments, I just liked the picture on the cover and decided to give it a try. What a better time to start reading a book than midterm semester at University? I had so much work to do, that finally gave up and had a good stretch on the couch cuddling with a nice business book. [Continue reading →](#)

Ivan Ivanov  
March 15, 2017  
[Leave a comment](#)

**MANG1021: What We're Reading**

As part of the MANG1021 module, participants have been asked to submit a book review around a book of their choice. We thought it would be beneficial and interesting to all to share the books that everyone is reading. Please find all of the title on the Pinterest Board embedded below. <https://uk.pinterest>. [Continue reading →](#)

Tom Davidson  
March 8, 2017  
[Leave a comment](#)

**Student Teachers on MANG1022**

Another year, another quest

**Topics**

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- [Lectures](#)
- [Making Work Real](#)
- [Module Features](#)
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**Twitter**

Business Co-Design  
Retweeted

**RSA The RSA**  
@theRSAorg

Society is preoccupied with success, but we should learn to see the value in failure too [medium.com/rsa-journal/th...](https://medium.com/rsa-journal/th...)

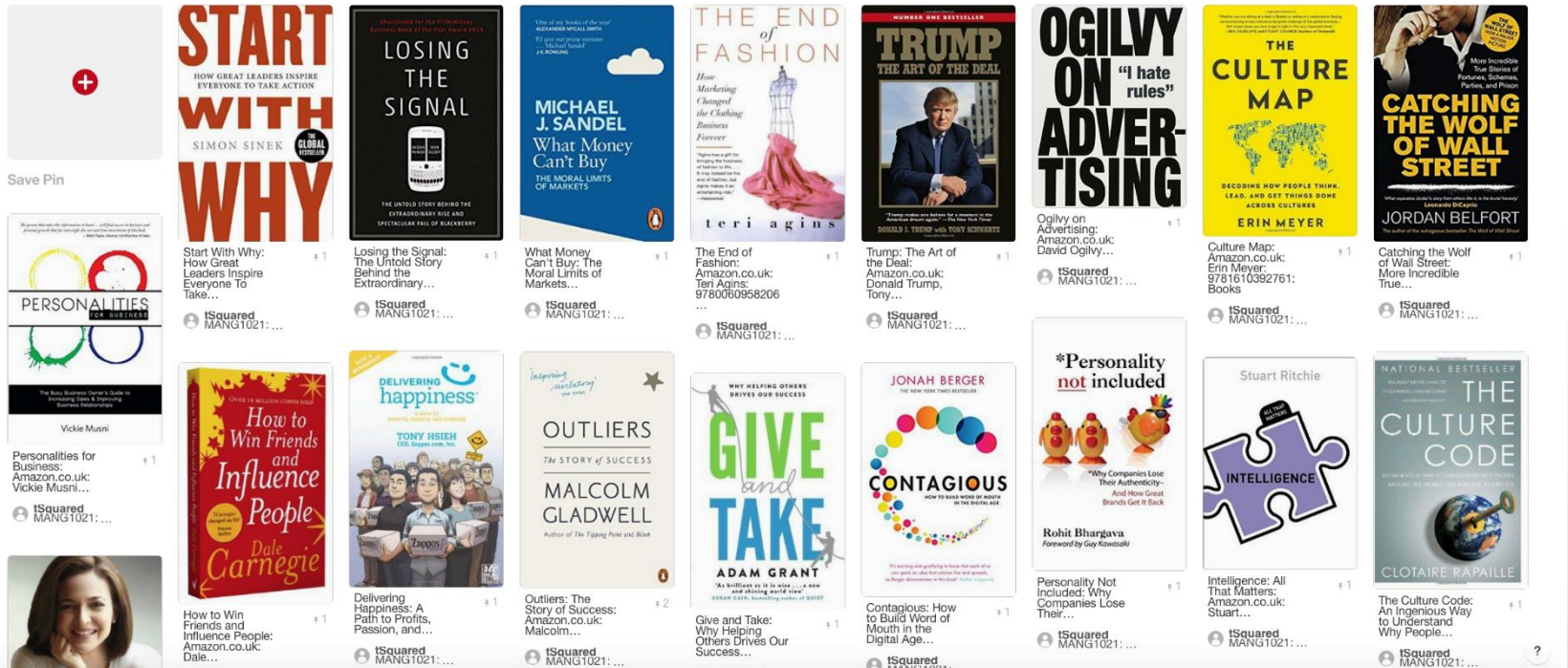
The role of failure in success...



# Pinterest Student Reading Boards

## MANG1021: What We're Reading

39 Pins  
2 Followers



# Business Programmes Twitter



# Publications

## CREATING AND SHARING CONTENT THROUGH OPEN VIRTUAL PLATFORMS: THE STUDENT PERSPECTIVE

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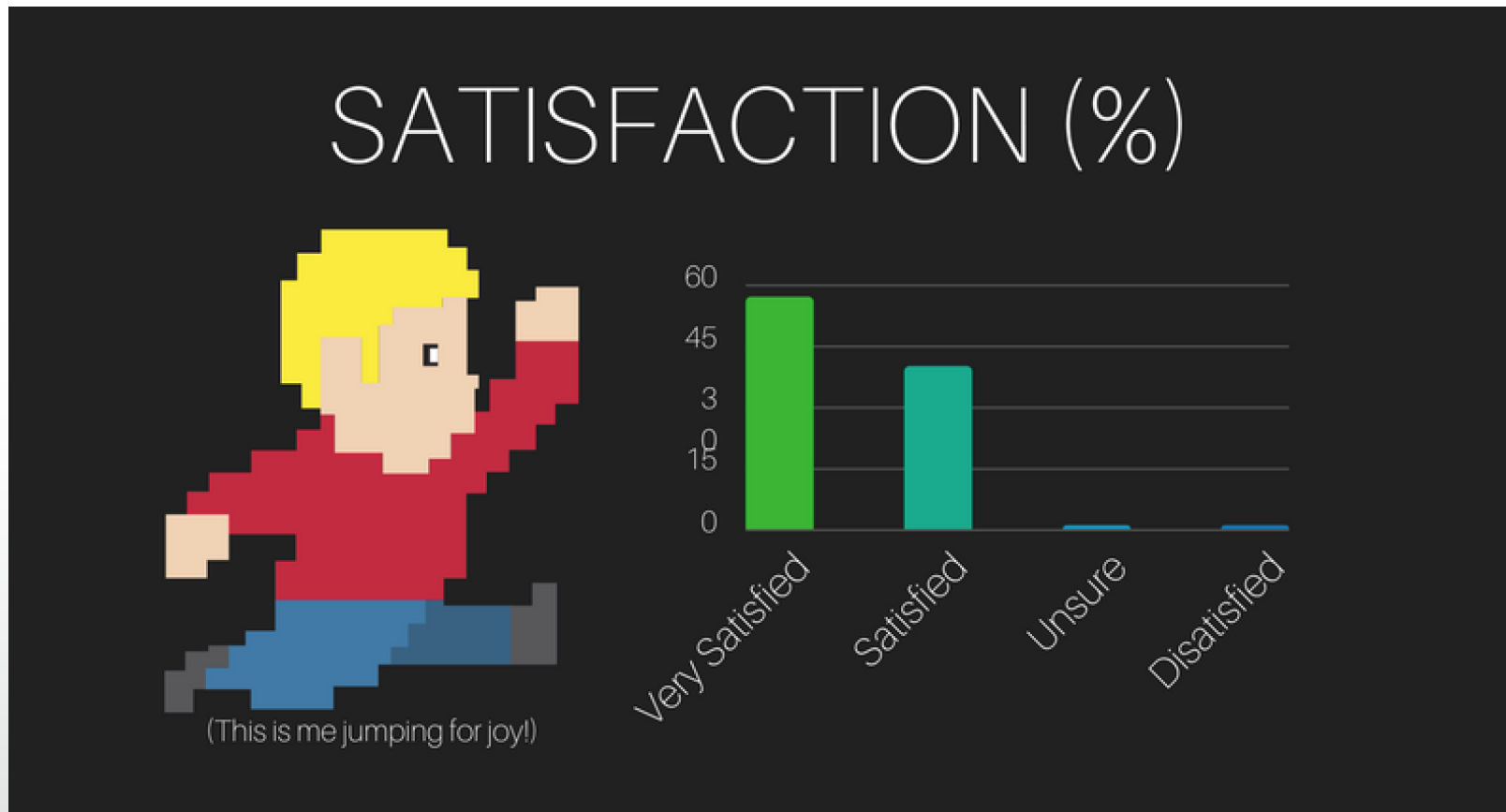
### Abstract

**This paper focuses on a project to encourage student-created learning at the University of Southampton Business School. The pedagogical theory of socio-technical learning provides context for the ensuing discussion of student-created learning, which has been directly authored by two of the students themselves. They present a student perspective on the increasingly central role played by technology in engaging fellow first year undergraduates more actively in their learning, integrated with the part that the students themselves play in the knowledge creation process. The students conclude by reflecting on their experience in terms of the key successes and challenges faced by the project thus far.**

### 1 INTRODUCTION

The Higher Education (HE) landscape has been transformed over the previous two decades in line with wider social and technological changes. [1] As people's behaviours and goals have become ever more closely entwined with the technological affordances of the Web and mobile devices, the way we teach and learn has also taken a socio-technical turn [2; 3; 4; 5; 6; 7]. Information has become widely distributed in a range of media (text, visual, video, audio), interactions with individuals are often through social media across wider geographical distances, and accessing both information and people can occur at any time and in any place. This has led to HE students becoming increasingly more networked. They sit at the centre of their Personal Learning Network [8; 9], which they grow, manage and activate using the devices and services of their choosing, where, when and with whom they want. They also want their HE modules and institutions to recognise and incorporate this in their learning journey [14].

# Students as Teachers



# What was the best part of the session?

- Finding out how much they knew
- Knowing how exposed I am to the internet
- Looking at the google maps about where I have been
- Seeing what info is held and how easy it is to access
- Understand the power of data
- Finding things I didn't know which could affect my career
- Relatable to young people, interesting topic that affected everyone
- Learning that everything is being tracked

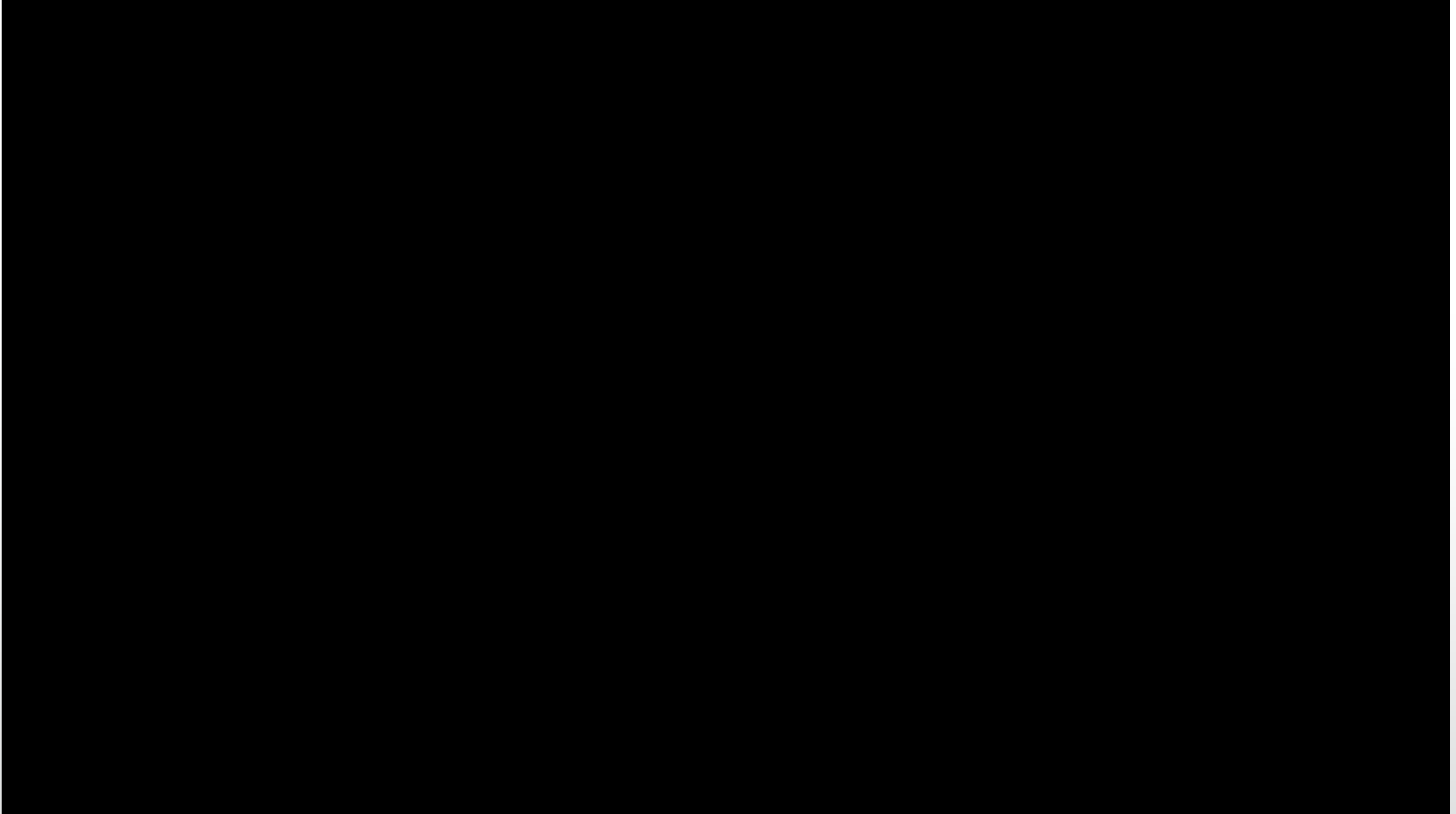
# Comments on being taught by students

- He was like us so it was a lot easier to interact with him
- It's a very good way of teaching us
- The session is great and I would love to join in more such things
- He was young so I could relate to what he was saying
- Made the experience more personal and better
- Awesome!
- I prefer it to teaching staff due to the connection and more casual nature of it
- Good to see a change in teaching styles

# Student as Teachers - Reflections

- Opportunity to teach Digital Literacy was invaluable for personal learning experience
- Students appreciated being taught by other students – with relatable content
- An unexpected number of students knew very little about aspects of digital literacies
- [Blogpost](#) detailing peer feedback

# Student Teaching Experiences Cont.





# What have we learned?

- Greatly improved staff/student communication and understanding
- Not all students or staff are supportive – seen as threatening by some
- As co-design was applied to a large new programme, there is no direct before/after comparison to evaluate
- More comprehensive research proposed for 2017/8 (Catalyst B)
- Major culture change required for wider take up