The Learner Journey Designed Through a Participatory Process

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What is co-creation?

• ‘…any act of collective creativity, i.e. creativity that is shared by two or more people. Co-creation is a very broad term with applications ranging from the physical to the metaphysical and from the material to the spiritual…’

• ‘…co-design is a specific instance of co-creation. Co-design refers, for some people, to the collective creativity of collaborating designers…the creativity of designers and people not trained in design working together in the design development process.’ (Sanders and Stappers, 2008, p 6)
co-creation
Focus on the use of co-creation strategies in an education setting at the *fuzzy front end* of the problem phase of idea generation.

The use of such processes is well understood in business and marketing situations as well as in co-creation approaches to participatory design.

In design education however, the teacher or researcher is often required to produce course designs (modules, courses, learning outcomes etc) in less than participatory circumstances.

How might co-creation be applied to the design of our own education contexts?
Engaging Stakeholders
Structured Co-creative Process

1. Discover
2. Define
3. Develop
4. Deliver

- Opportunity Spotting
- Insight Gathering
- Unmet Need
- Idea Exploration
- Idea Refinement
- New Idea

SOURCE: Design Council
**User input from staff and students through interviews and video.**

**Phase 1:** Planning & Research

**Phase 2:** Idea Generation: Insights & Opportunities

**Phase 3:** Analysis & Synthesis

**Phase 4:** Idea Development & Action Plan

**Design Innovation Studio analyse propositions and create clusters of similar ideas.**

**Staff, students and external guests explore clusters.**

**Design Innovation Studio package and present project outputs for implementation.**
### Phase 1: Research & Planning

#### Learner Journey Spectrum

<table>
<thead>
<tr>
<th>Phase</th>
<th>Event</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td><strong>WP VISIT SCHOOL</strong></td>
<td></td>
<td>Pupil aware of GSA &amp; its offer in HE. Pupil enrolled &amp; kept in touch with.</td>
</tr>
<tr>
<td><strong>S5 PUPIL OPEN DAY VISIT</strong></td>
<td></td>
<td>Pupil invited to Open Day. Visits different Depts to further knowledge.</td>
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<tr>
<td><strong>S6 PUPIL APPLIES</strong></td>
<td></td>
<td>Pupil submits application &amp; E-Folio. Invited for interview.</td>
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<tr>
<td><strong>PUPIL ACCEPTED</strong></td>
<td></td>
<td>Informed via UCAS with a follow-up letter of acceptance.</td>
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### Phase 2: Y1 - Y4

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<thead>
<tr>
<th>Phase</th>
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<tbody>
<tr>
<td><strong>STUDENT MATRICULATES</strong></td>
<td></td>
<td>First week at GSA. Informed of support mechanisms.</td>
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<tr>
<td><strong>FIRST PROJECT</strong></td>
<td></td>
<td>Poor marks in first project. Learning Support offer help with planning.</td>
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<tr>
<td><strong>2ND YR FOCI</strong></td>
<td></td>
<td>Student seeks help with essay from FOCI staff.</td>
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<tr>
<td><strong>3RD YR EXCHANGE</strong></td>
<td></td>
<td>Student seeks financial support to sustain themselves on exchange.</td>
</tr>
<tr>
<td><strong>FINAL PROJECT</strong></td>
<td></td>
<td>Department tutor assists on 1-to-1 basis through final project.</td>
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<tr>
<td><strong>EXTENDED ESSAY</strong></td>
<td></td>
<td>Student has dedicated FOCI tutor for support during writing.</td>
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<tr>
<td><strong>PASSES DEGREE</strong></td>
<td></td>
<td>Successful pass. Notified with letter from registry.</td>
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### Phase 3: Alumnus

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>GRADUATION</strong></td>
<td></td>
<td>Seeks support from staff re. employment (references etc).</td>
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<tr>
<td><strong>INVITED TO PRESENT</strong></td>
<td></td>
<td>Graduate invited back to GSA to present work to new students.</td>
</tr>
<tr>
<td><strong>GSA MARKETING SUPPORT</strong></td>
<td></td>
<td>Graduate part of exhibition. GSA Marketing cover the event.</td>
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Phase 1: Research & Planning

Student Insights

Lauren
FA Photography Year 2

Gordon
Environmental Art Year 4 (2nd Year Direct Entry)

Murray
Design Innovation PG

David
Painting & Printmaking Year 2

Claudia
Product Design Year 2

Billy
Architecture Year 3
Phase 2: Idea Generation
Insights + Opportunities = 19 Propositions

32 Staff, 9 Students, 2 externals:
• Unpacking the issues
• Widening participation overview
• Idea exploration
• Brainstorm solutions
• Proposition template x 19
Phase 3: Synthesis & Analysis
10 Thematic Clusters

- E-Folio & Applications
- Career Opportunities & Jobshop
- Vocabulary, Decisions & Communications
- Mythology of Writing
- Learner Action Plan
- Alumnus Management
- Timetable & Part-Time Study
- Overseas Hardship Fund
- Tech Skills & Industrial Placement
- Cross School Project, Studio & Assessment
Phase 4: Idea Develop & Prioritisation

7 Staff, 16 Students, 1 external:
• Brainstorm solutions to the cluster issues
• Storyboard solutions
• Milestone template
• 43 Actions prioritised
Phase 4: Idea Develop & Prioritisation

Mythology of Writing

Mythology of Writing
Findings: Peer-to-peer facilitation

- Valued by attendees
- Recognition of shared issues across GSA

‘Good to discuss issues and hear methods and strategies from across school.’

‘Mixing with people across all depts. Hearing about their GSA experience and ideas.’
Findings: Peer-to-peer facilitation

- Confidence in exploring issues

‘There are solutions for most problems.’

‘That we can think about changing anything.’
Benefits of co-creation

• Student input: was of high quality and ‘invaluable’
• Students appreciated the opportunity to be part of shaping the future of GSA
Benefits of co-creation

‘Open and approachable way to express opinion and changes’

Enabled ‘open, informed discussion’
Issues and Challenges

• **Commitment from the institution** - *ensure practical steps to implementation – not tokenistic exercise*

• **Resource limitations should be acknowledged** – *time, finance*

• **Small Specialist Institution** – *staff*

• **Diversity of opinion is vital** – *across schools, studio, staff & students*

• **Nurture a culture of positive participation** – *communication, value input*

• **Raise the awareness of non-curricular institutional support and its impact**: *widening participation, student services, careers advice*

• **Communication is vital** – *at all levels within and outwith the organisation*