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STUDENT-TO-STUDENT
CO-CREATION THROUGH
PEER LEARNING AND
SUPPORT

TEN CASE STUDIES
OF PRACTICE



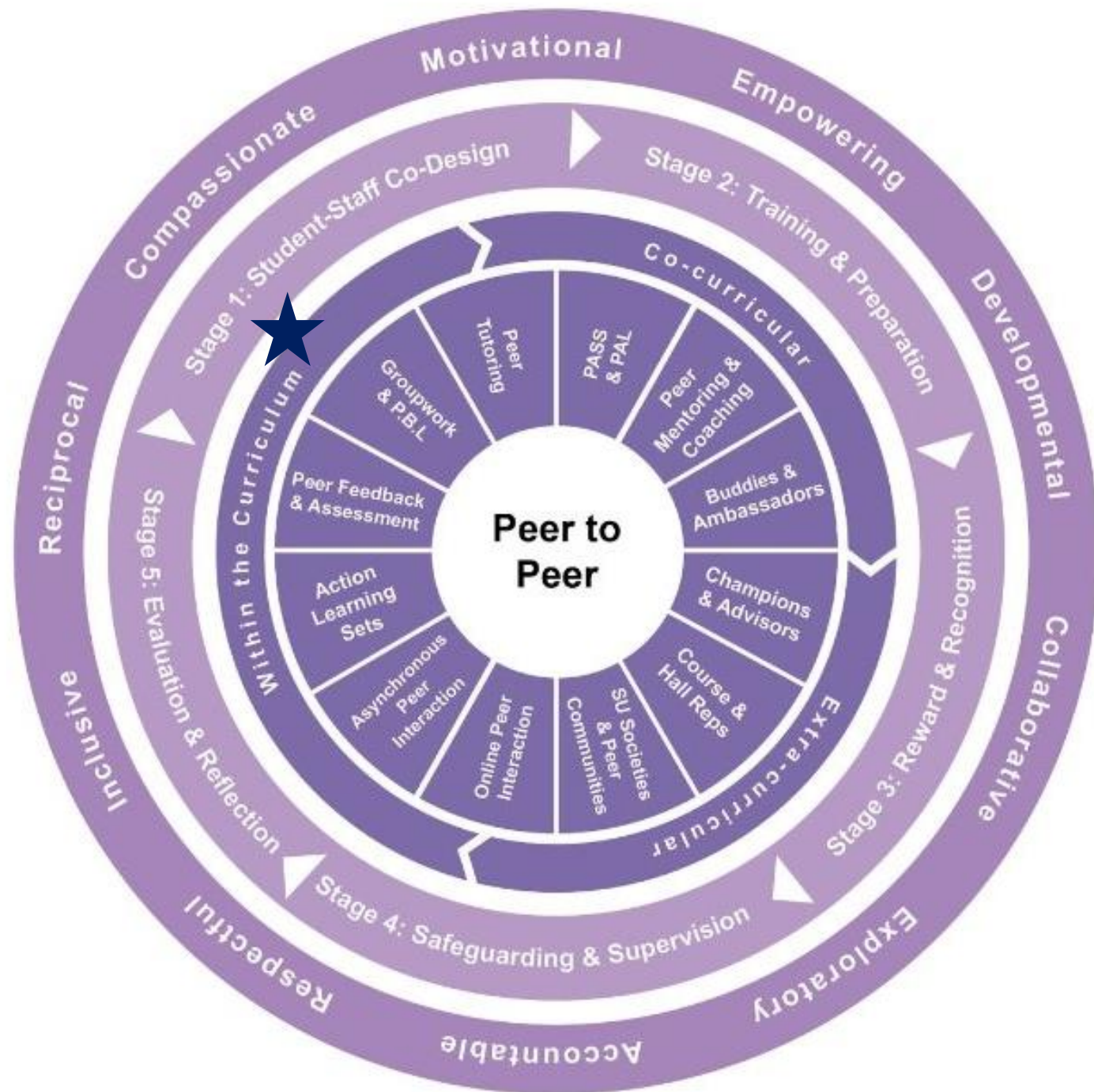
CONTEXT

- 2024 Student-Led Peer Learning and Support report; a review of the past decade since Keenan's 2014 report (Mapping Student-Led Peer Learning in the UK Report)
- Call for contributions highlighted a huge area of opportunity to explore
- Ten case studies: Attainment, Transition, Diversity, Employability, Co-Creation; Co-Curricular
- Enough submissions to produce another publication

Take a look: tinyurl.com/AdvanceHEPeers



ALIGNMENT WITH THE PEER-TO-PEER FRAMEWORK



CURRICULAR

- Build upon the experience of the students; promote active learning by providing students the opportunity to take the lead in modules they are studying.
- Allow students to have a voice in the design and direction of their own learning.
- A lesson from the pandemic; online platforms can be fundamental for fostering curriculum-based asynchronous collaboration.
- Students are a beacon of support for one another; encourage them to do more than hear the lesson - invite them to **be** the lesson.

"Don't second guess students' perspectives; react to them appropriately to improve their experience."

CO-CURRICULAR

- Enhance the quality of the student experience by engaging students as collaborative partners.
- Offer students opportunities to build confidence as well as develop their professional profiles.
- Evidence of enhanced assessment pass rates through student involvement.
- Students feel appreciated and heard, while staff recognise the importance of student perspectives.
- Provides opportunities to reflect on current learning activities and utilise student feedback to effect positive and sustainable changes.

*“There is huge value in students helping staff to work out the best way to provide feedback – a **learning community** is developed, and mutual respect and understanding manifests.”*

EXTRA-CURRICULAR

- Through the co-creation project, we learned that students value opportunities to engage in authentic, meaningful work that directly impacts their peers.
- This work provides a valuable student perspective, which can be extremely helpful when developing bespoke embedded content.
- Students can create subject-specific guidance to other students, such as providing their own tips and advice on how to interpret questions, create essay plans and be critical when writing.
- Developing the peer session through a collaborative approach not only helped inform the content but also helped us understand how we could capture the challenges students face through lived experience.

*"developing the session through a collaborative approach not only helped inform the content but also helped us understand how we could capture the challenges students face through **lived experience**."*

CONCLUSION

- Collective efforts between students can lead to enhanced academic outcomes, stronger community bonds, and a more ***inclusive learning environment***.
- By actively engaging in the co-creation process, students deepen their own understanding and contribute to knowledge, offering opportunities for ***reciprocity and compassion*** among students.
- The diverse approaches highlighted in these case studies demonstrate the ***versatility and adaptability*** of co-created peer learning and support strategies.
- They reveal that when students take ownership of their learning and support each other, they develop critical skills such as communication, teamwork, and problem solving, which are essential for their future ***professional lives***.
- Valuable insights for educators and institutions looking to foster a culture of ***collaboration and mutual support***.
- Creation of a more ***dynamic and responsive learning environment*** that meets the needs of more students.
- They inspire a vision of education where students are not just passive recipients of the activities and programmes devised for them by staff, but instead, can be ***active participants*** in the design and delivery of their own exciting educational initiatives.

ACKNOWLEDGEMENTS

With thanks to the contributors of each case study who have generously shared their co-creation practices with the higher education community.

- Biwei Cong - Liverpool University
- Dr Gary F. Fisher & Rachel Tulloch - University of Derby
- Dr Tom Ritchie - University of Warwick
- Angela Kubacki, Dr Jennifer Collom & Dr Leo Hudson - St George's, University of London
- Dr Helen Hull, Simon Archer & Dr Marta Roldo - University of Portsmouth
- Dr Karen Angus-Cole - University of Bath
- Hannah Gibson & Holly Dyer - University of Derby Students' Union
- Heather Johnston, Dr Bryony Parsons & Lisa Hawksworth - University of Liverpool
- Kate Wrigglesworth, Dr Lisa Nowak, Michael Traynor, Alison Boyle & Ian McLean - Scotland's Rural College