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KEY ACTION 2 – ADULT Cooperation Partnership in Adult Education

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Unit 6: The Role of Educators in Supporting Co-Creation Dynamics Within a Group

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TOPIC 6: The Role of Educators in Supporting Co-Creation Dynamics within a Group

Objective of the learning module:

- To understand the concept and benefits of co-creation in learning and teaching
- To explore the role of educators in facilitating and supporting co-creation processes with a whole class of learners
- To apply co-creation principles and tools to design and implement a co-created learning activity

Skills to be acquired:

- Critical thinking and reflection on co-creation practices and challenges
- Collaborative and participatory skills for working with diverse stakeholders
- Creative and innovative skills for designing and delivering co-created learning experiences

Image chosen for the learning module:



Figure 1: Educator and Group of Learners. Source: Freepik



Keywords:

Co-creation, partnership, collaboration, participation, innovation, service, social, learning, teaching, educator, learner, stakeholder, model, tool, framework, design, implementation, evaluation

STRUCTURE OF THE ARGUMENT AND CONTENTS

1. INTRODUCTION

Co-creation is a collaborative and participatory approach to learning, where learners and educators work together to co-design, co-produce, and co-evaluate learning outcomes and experiences. Co-creation can foster learner engagement, motivation, creativity, and ownership of their learning process. However, co-creation also involves complex group dynamics that can affect the quality and effectiveness of the co-creation process and outcomes. In this module, you will learn about the role of educators in supporting co-creation dynamics within a group, such as:

- How to form and manage co-creation groups that are diverse, inclusive, and balanced
- How to foster a positive and productive group climate that encourages communication, collaboration, and trust
- How to deal with potential conflicts and challenges that may arise during the co-creation process
- How to promote peer learning and feedback among co-creation group members
- How to facilitate group reflection and self-regulation during and after the co-creation process

By the end of this module, you will be able to apply the principles and practices of co-creation dynamics to your own teaching context and enhance your learners' co-creation experience and outcomes.



2. HOW TO FORM AND MANAGE CO-CREATION GROUPS THAT ARE DIVERSE, INCLUSIVE, AND BALANCED



Figure 2: Co-creation Group Source: Freepik

One of the key challenges of co-creation is how to form and manage co-creation groups that are diverse, inclusive, and balanced. Diversity refers to the variety of backgrounds, perspectives, and experiences that co-creation group members bring to the process. Inclusion refers to the extent to which co-creation group members feel valued, respected, and involved in the process. Balance refers to the distribution of roles, responsibilities, and contributions among co-creation group members.

Diversity, inclusion, and balance are important for co-creation because they can enhance the quality and creativity of the co-creation outcomes, as well as the satisfaction and learning of the co-creation group members. However, they also pose significant challenges and require careful planning and management from educators. Here are some strategies that educators can use to form and manage co-creation groups that are diverse, inclusive, and balanced:

- **Forming co-creation groups:** Educators can use different criteria to form co-creation groups, such as learners' interests, preferences, skills, knowledge, or learning styles. Educators can also allow learners to self-select or negotiate their co-creation groups, as long as they ensure that the groups are diverse and balanced. Educators should avoid forming co-creation groups based on superficial or irrelevant factors, such as gender, race, or appearance, as they may reinforce stereotypes or biases.



- **Managing co-creation groups:** Educators can use different methods to manage co-creation groups, such as providing clear guidelines, expectations, and feedback; facilitating communication and collaboration; monitoring progress and performance; and intervening when necessary. Educators should also encourage co-creation group members to establish their own norms, roles, and goals, as well as to respect and appreciate each other's differences and contributions. Educators should avoid imposing their own views or preferences on co-creation groups, as they may hinder their autonomy or creativity.

3. HOW TO FOSTER A POSITIVE AND PRODUCTIVE GROUP CLIMATE THAT ENCOURAGES COMMUNICATION, COLLABORATION, AND TRUST



Figure 3: Group Climate Source: Freepik

A positive and productive group climate is essential for effective learning and co-creation among students and educators. There are many factors that can influence the group climate, such as the group size, composition, diversity, goals, norms, roles, and leadership. However, some general principles and strategies can be applied to foster a positive and productive group climate in any educational setting. Here are some of them:

- Communicate common goals - A clear and shared vision of the group's purpose and objectives can help align the group members' expectations and motivations. It can also create a sense of belonging and commitment to the group. Educators can facilitate this process by clarifying the learning outcomes, providing feedback, and monitoring the group's progress.
- Set expectations for collaboration - Collaboration is a key skill for co-creation and innovation. It involves sharing ideas, resources, and responsibilities among group members. Educators can foster collaboration by designing tasks that require interdependence, diversity, and creativity. They can also model and teach collaboration skills, such as active



listening, constructive feedback, conflict resolution, and decision making.

- Appreciate individual strengths - Each group member has unique talents, abilities, and perspectives that can contribute to the group's success. Educators can help group members discover and utilize their strengths by providing opportunities for self-assessment, peer feedback, and recognition. They can also encourage group members to appreciate and respect each other's strengths and differences.
- Foster open communication - Communication is the foundation of any group interaction. It involves exchanging information, opinions, and emotions among group members. Educators can foster open communication by creating a safe and supportive environment where group members can express themselves freely and honestly. They can also promote communication skills, such as asking questions, paraphrasing, summarizing, and clarifying.
- Celebrate successful teamwork - Teamwork is the outcome of effective group work. It involves achieving the group's goals and satisfying the group's needs. Educators can celebrate successful teamwork by acknowledging and rewarding the group's achievements, efforts, and improvements. They can also celebrate the group's process, such as how they worked together, solved problems, and learned from each other.
- Utilize collaboration tools - Collaboration tools are technologies that can enhance the group's communication, collaboration, and co-creation. They can include online platforms, applications, software, and devices that enable group members to share, edit, and produce digital content. Educators can utilize collaboration tools by selecting the appropriate tools for the group's tasks, providing guidance and support, and evaluating the group's use and outcomes.
- Build relationships - Relationships are the bonds that connect group members and influence their attitudes and behaviours. They can affect the group's cohesion, climate, and performance. Educators can build relationships by establishing rapport and trust with the group members, facilitating social and emotional interactions, and addressing interpersonal issues and conflicts.



4. HOW TO DEAL WITH POTENTIAL CONFLICTS AND CHALLENGES THAT MAY ARISE DURING THE CO-CREATION PROCESS



Figure 4: Group Challenges Source: Freepik

Co-creation is a process of collaborative innovation that involves multiple stakeholders, such as educators, learners, researchers, and practitioners, in generating new knowledge, solutions, or products. Co-creation can offer many benefits for education, such as enhancing learning outcomes, fostering creativity, and increasing engagement. However, co-creation also poses some potential conflicts and challenges that may arise during the process, such as:

- Divergent interests and expectations- Different stakeholders may have different goals, motivations, and perspectives on the co-creation process and outcomes. This can lead to disagreements, misunderstandings, or dissatisfaction among the participants.
- Power imbalances and inequalities - Some stakeholders may have more influence, resources, or authority than others in the co-creation process. This can create feelings of dominance, dependence, or exclusion among the participants.
- Communication and coordination difficulties - Co-creation often involves working across disciplines, cultures, and contexts - This can pose challenges for effective communication and coordination among the participants, especially when using online or digital tools.
- Ethical and legal issues - Co-creation may involve sensitive or confidential information, intellectual property rights, or ethical dilemmas. This can raise questions about the ownership, protection, and use of the co-created outputs.

To deal with these potential conflicts and challenges, educators can play a key role in supporting co-creation dynamics within a group by applying some of the following strategies:



- Establish a clear and shared vision - Educators can help the group define and communicate the purpose, objectives, and expected outcomes of the co-creation process. They can also facilitate the alignment of the group members' interests and expectations, and monitor the group's progress and feedback.
- Promote a participatory and inclusive culture - Educators can encourage the group to adopt a participatory and inclusive approach to co-creation, where all stakeholders are valued, respected, and involved. They can also foster a sense of trust, openness, and mutual learning among the group members.
- Enhance communication and coordination skills - Educators can provide the group with appropriate communication and coordination tools and techniques, such as online platforms, applications, software, and devices - They can also train the group members on how to use these tools effectively, and how to overcome communication and coordination barriers, such as language, culture, or context.
- Address ethical and legal issues - Educators can inform the group about the ethical and legal implications of co-creation, such as data protection, privacy, consent, and intellectual property. They can also guide the group on how to comply with the relevant ethical and legal standards and regulations, and how to resolve any ethical or legal conflicts or dilemmas.

5. HOW TO PROMOTE PEER LEARNING AND FEEDBACK AMONG CO-CREATION GROUP MEMBERS



Figure 5: Peer Learning Source: Freepik

Peer learning and feedback are important aspects of co-creation, as they enable group members to learn from each other, improve their performance, and enhance their satisfaction. Educators can promote peer learning and feedback among co-creation group



members by using some of the following strategies:

- Design cooperative learning tasks - Cooperative learning is a type of group work that involves positive interdependence, individual accountability, and group processing. Educators can design cooperative learning tasks that require group members to share their knowledge, skills, and perspectives, and to work together to achieve a common goal. For example, educators can use the jigsaw technique, where each group member becomes an expert on a subtopic and then teaches it to the rest of the group.
- Provide guidelines and criteria for peer feedback - Peer feedback is a process of giving and receiving constructive comments and suggestions among group members. Educators can provide guidelines and criteria for peer feedback that help group members to focus on the strengths and weaknesses of the co-created outputs, and to offer specific, actionable, and respectful feedback. For example, educators can use the sandwich method, where feedback starts and ends with positive comments, and includes constructive criticism in between.
- Facilitate peer assessment and reflection - Peer assessment is a process of evaluating and grading the co-created outputs or the group members' contributions by their peers. Educators can facilitate peer assessment and reflection by providing tools and methods that enable group members to rate and rank their own and their peers' performance, and to justify their ratings and rankings. For example, educators can use peer assessment forms, rubrics, or online platforms to collect and analyse peer assessment data.
- Encourage peer recognition and reward - Peer recognition and reward are ways of acknowledging and appreciating the group members' efforts and achievements by their peers. Educators can encourage peer recognition and reward by creating opportunities and incentives for group members to celebrate and reward their peers' contributions and accomplishments. For example, educators can use peer nominations, certificates, badges, or points to recognize and reward peer excellence.



6. HOW TO FACILITATE GROUP REFLECTION AND SELF-REGULATION DURING AND AFTER THE CO-CREATION PROCESS



Figure 6: Group Reflection Source: Freepik

Group reflection and self-regulation are essential skills for co-creation, as they enable group members to evaluate and improve their learning process, outcomes, and motivation. Educators can facilitate group reflection and self-regulation during and after the co-creation process by using some of the following strategies:

- Provide prompts and questions for group reflection - Prompts and questions can guide group members to reflect on various aspects of their co-creation experience, such as the group goals, roles, dynamics, challenges, achievements, and feedback. Educators can provide prompts and questions before, during, and after the co-creation process, and adjust them according to the group's needs and progress.
- Use reflective tools and methods - Reflective tools and methods can help group members to document, organize, and analyse their co-creation process and outcomes. Educators can use reflective tools and methods such as learning journals, portfolios, concept maps, diagrams, or online platforms to support group reflection. They can also teach group members how to use these tools and methods effectively, and how to interpret and apply the results.
- Encourage self-regulation strategies - Self-regulation strategies are techniques that group members can use to monitor, control, and regulate their learning behaviour, cognition, and motivation. Educators can encourage self-regulation strategies such as goal setting, planning, self-monitoring, self-evaluation, self-feedback, and self-reward. They can also model and teach these strategies, and provide feedback and support to group members.
- Create a supportive and reflective culture - A supportive and reflective culture is a learning environment that values and promotes group reflection and self-regulation. Educators can



create a supportive and reflective culture by establishing trust and rapport with the group members, providing positive and constructive feedback, recognizing, and celebrating group achievements, and fostering a growth mindset and a learning orientation.

7. CONCLUSIONS

In conclusion, co-creation is a promising and powerful approach to enhance the quality, relevance, and impact of learning and teaching. Co-creation involves learners as active and equal partners in the design, delivery, and evaluation of their learning experiences. Co-creation can have various benefits for both learners and educators, such as increasing their engagement, motivation, ownership, satisfaction, learning outcomes, and professional development. However, co-creation is also a challenging and complex process, that requires a shift in the mindset and culture of both educators and learners, as well as the development of new skills, tools, and frameworks to support and guide the co-creation process. One of the key challenges of co-creation is how to involve a whole class of learners, rather than a small group of selected or privileged students, in the co-creation process. This challenge relates to the issues of inclusion, diversity, representation, and power that are inherent in co-creation. The role of educators in facilitating and supporting co-creation processes with a whole class of learners is crucial and complex. Educators need to adopt a facilitative, supportive, and flexible approach, and use appropriate tools and frameworks to enable, support, and guide the co-creation process.

ACTIVITIES

- **Activity 1: Collaborative Brainstorming Sessions**
 - Organize brainstorming sessions where learners collectively generate ideas, solutions, or project topics.
 - Encourage open dialogue, active listening, and respectful feedback.
 - Use tools like mind maps, sticky notes, or digital collaboration platforms to capture and organize ideas.

- **Activity 2: Design Thinking Workshops**
 - Introduce learners to design thinking principles, emphasizing empathy, ideation, prototyping, and testing.
 - Guide them through the process of identifying real-world problems, brainstorming solutions, and creating prototypes.
 - Foster a collaborative environment where learners work together to address challenges.

- **Activity 3: Project-Based Learning (PBL) Teams**
 - Form interdisciplinary teams within the class to work on PBL projects.
 - Assign roles (e.g., researcher, designer, presenter) to each team member.
 - Encourage learners to co-create project goals, milestones, and deliverables, fostering a sense of ownership and collaboration.

Remember, co-creation involves active participation, shared decision-making, and collective creativity. Educators play a crucial role in nurturing these processes and empowering learners to



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become co-creators of their learning experiences.

REFERENCES

- [“Co-creation in Learning and Teaching: The Case for a Whole-Class Approach in Higher Education”](#)
- [“The Role of Teachers as Facilitators: Empowering Student-Centered Learning”](#)
- [“What Is Co-creation in Higher Education?”](#)

OTHER MATERIALS

- [“Facilitating and Encouraging Learning: A Teaching Guide”](#)
- [“Co-creation and Decision-Making with Students about Teaching and Learning”](#)

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