



UNIVERSITY OF  
PORTSMOUTH

# Co-Creation Success

12<sup>th</sup> eSTEEeM Annual Conference

Open University, 19 April 2023

Dr Harriet Dunbar-Morris PFHEA, NTF

Dean of Learning and Teaching, Reader in Higher Education

 @HE\_Harriet [harriet.dunbar-morris@port.ac.uk](mailto:harriet.dunbar-morris@port.ac.uk)



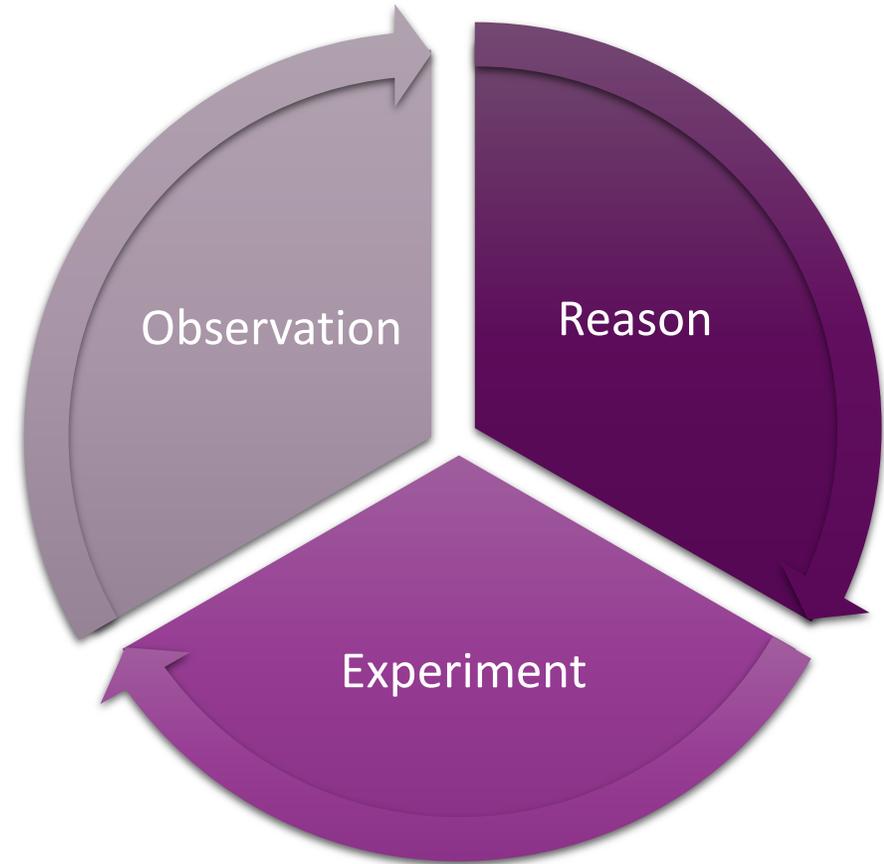
# Authentic Leadership

Self-awareness

Balanced processing

Relational transparency

Internalized moral perspectives



Scientific method

Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., and Peterson, S. J. (2008). Authentic leadership: development and validation of a theory-based measure. *J. Manag.* 34, 89–126. doi: 10.1177/0149206307308913

Dunbar-Morris, H. 'Purposeful working – authentic leadership to enhance the student experience' in McIntosh, E. and Nutt, D. (Eds) (2022) [The Impact of the Integrated Practitioner in Higher Education](#). Routledge.

# Content Capture



## What is Content Capture?

The University's recently reviewed and adopted Content Capture policy has a core underlying principle: *all students should have access to learning from all formal teaching sessions regardless of whether they are able to physically attend*. Our blended and connected approach to teaching makes this core principle even more important. To ensure clarity a separate policy has been created for staff members and students as well as a Frequently Asked Question document about the policy itself.

The policy provides staff with the scope to generate a range of content that meets the core principle. For example, this might mean creating support materials such as enhanced notes for lecture slides or written summaries of sessions. Content capture can also mean the recording of slides on your computer with audio and/or video – for which the University specifically purchased the ideal system: **Panopto**.

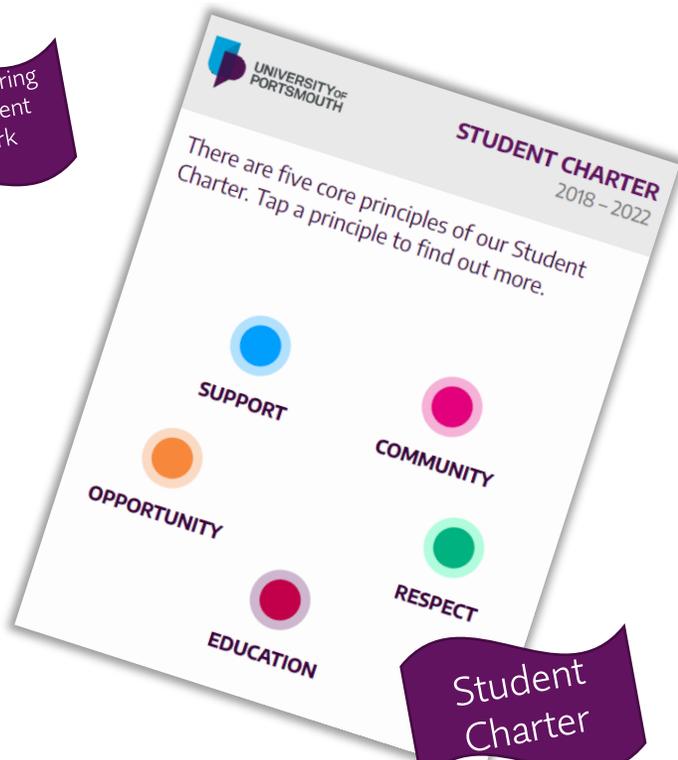


Content Capture Policy

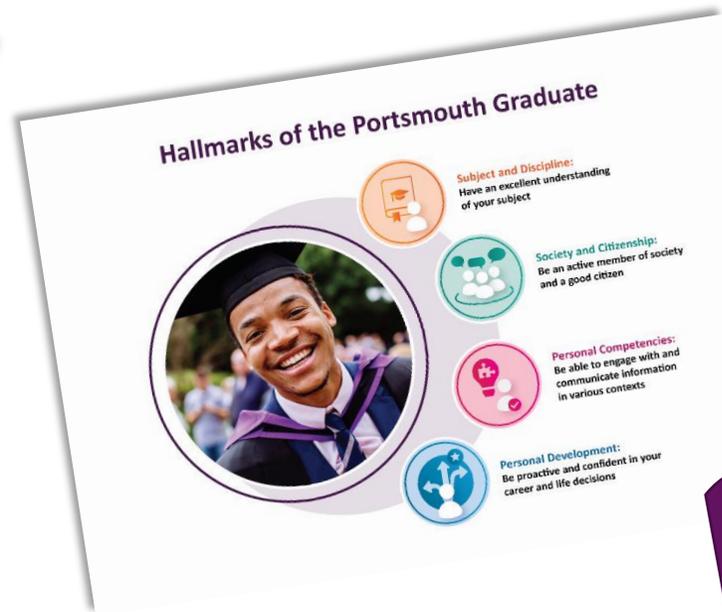
Blended & Connected Learning



Personal Tutoring & Development Framework



Student Charter



Hallmarks



# CO-CREATION

- ▶ Right people in the room (students, academics, professional services)
- ▶ Facilitator (authentic leader) - all voices are heard
- ▶ Data (quantitative and qualitative)
- ▶ Clear objective



# PARTNERSHIP-WORKING

- ▶ Differing Perceptions of Quality of Learning
- ▶ Charrettes
- ▶ Student Charter
- ▶ Curriculum 2019 incl. Hallmarks & Assessment for Learning
- ▶ Blended and Connected Learning incl. Content Capture & Personal Tutoring and Development Framework (PTDF)
- ▶ Being, Belonging, Becoming (BBB)



# Differing perceptions of the quality of learning

- ▶ QAA-funded project about students' perceptions of the quality of learning and teaching in the context of the Covid-19 pandemic
- ▶ A focus on how these perceptions differ by ethnicity
- ▶ A collaborative project with four universities
  - ▶ University of Portsmouth (lead)
  - ▶ Manchester Metropolitan University
  - ▶ Solent University
  - ▶ University of Nottingham

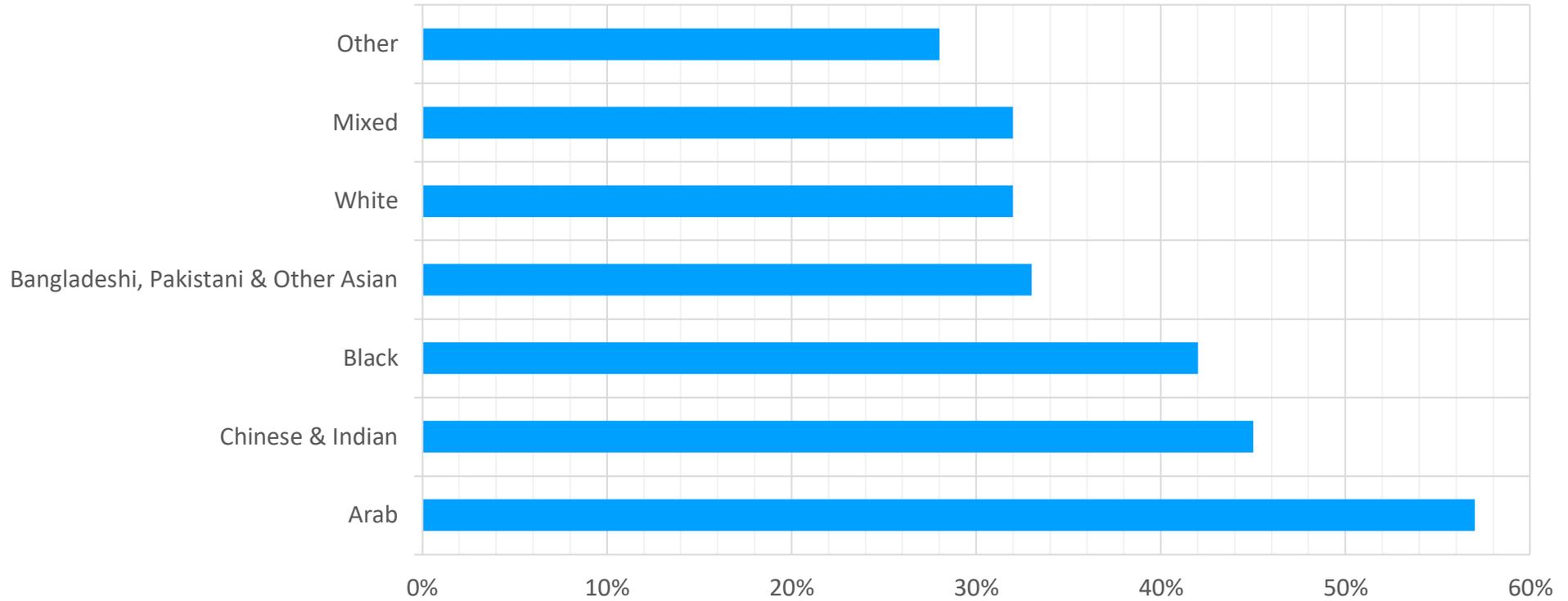


# Differing perceptions of the quality of learning

- ▶ 835 first- and second-year UG students
- ▶ survey and focus groups
- ▶ data collection: 10 May – 9 June 2021
- ▶ broader context: awarding gap
- ▶ 2020/21 academic year
- ▶ perceptions/experiences of teaching/learning
- ▶ analysis by ethnicity group, by subject area, and by whole sample

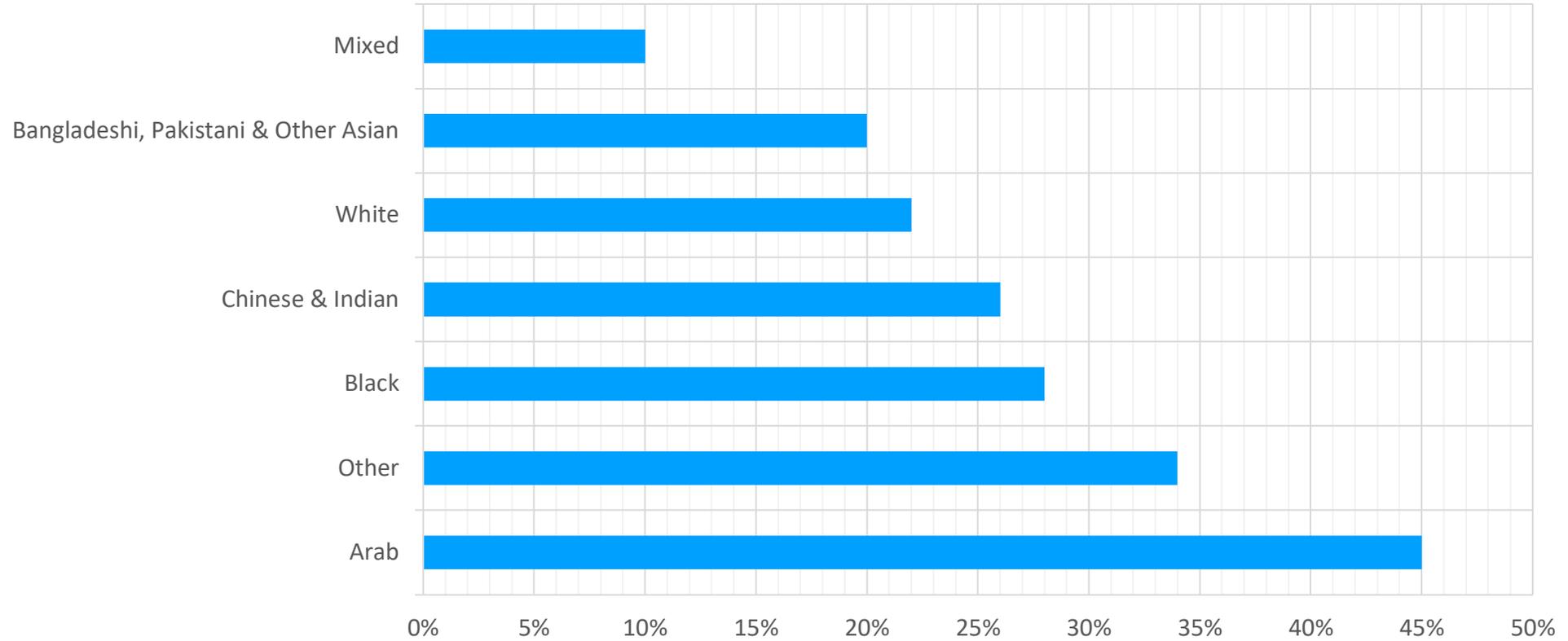


## Overall satisfaction with teaching and learning varies by ethnicity



	Arab	Chinese & Indian	Black	Bangladeshi, Pakistani & Other Asian	White	Mixed	Other
Overall satisfaction with teaching and learning varies by ethnicity	57%	45%	42%	33%	32%	32%	28%

## Preference for online studying varies by ethnicity



	Arab	Other	Black	Chinese & Indian	White	Bangladeshi, Pakistani & Other Asian	Mixed
■ Preference for online studying varies by ethnicity	45%	34%	28%	26%	22%	20%	10%

## FOCUS GROUP

*“I really struggled with groups this year, but that is literally because my group mates just didn't communicate at all. I do think trying to put people in groups is really important because most of the time when I was struggling, it was other people on my course that helped me. Not that my lecturers didn't help, but it's obviously a lot easier to talk to your peers.”*

*#student V (Not known, Other Sciences)*

## FOCUS GROUP

*“For me it [the key factor of the year] was the huge amount of information and lecture recordings and tasks and quizzes and material for study. The availability of it. It was all online so I could access anything I wanted, whenever I wanted, so it was fairly easy to get access to study materials.”*

*# Student S (Black African, Other Sciences, focus group)*



# Recommendations – practice and policy

38%

perceived group work to be valuable/very valuable

Improve future design/implementation of group work  
*It is still valuable, but has had limited impact online in 2020/21*

In co-creation with students – padlets & jamboards for virtual design sessions

Use of EVOLVI video-tagging tool

Explore the potential of recordings  
*Learning strategies; students as creators*

73%

perceived recordings to be valuable/very valuable

Transition to blended learning  
Wellbeing  
Connectedness  
Community  
Engagement

Flexible provision of personal tutorials  
*to match blended learning*

At Portsmouth we co-created our PT Framework which includes online tutorials

Students value facilitator support but need to ensure the facilitator-student relationship does not become one of dependency – develop staff & student skills for online engagement & co-creation

Integrate external networking and community opportunities  
*into courses from the start*

External facilitators & mentors; project work; connecting to course/module in other HEI

Encourage student participation  
*in policy, co-creation activities, and further research*

Listening to the student voice

Use the open access survey tool

Conduct local research on how to offer distance learning in context

# Charrette model

- ▶ Staff and student teams
  - ▶ One challenge
  - ▶ Staged inputs
  - ▶ Design solution
  - ▶ Present solution
  - ▶ Take away solution for further work
- ▶ Facilitator team
  - ▶ Provide pre-reading
  - ▶ Provide staged inputs
  - ▶ Do not provide input to design
  - ▶ Keep teams on track
- ▶ Can be done quicker and on more focused area



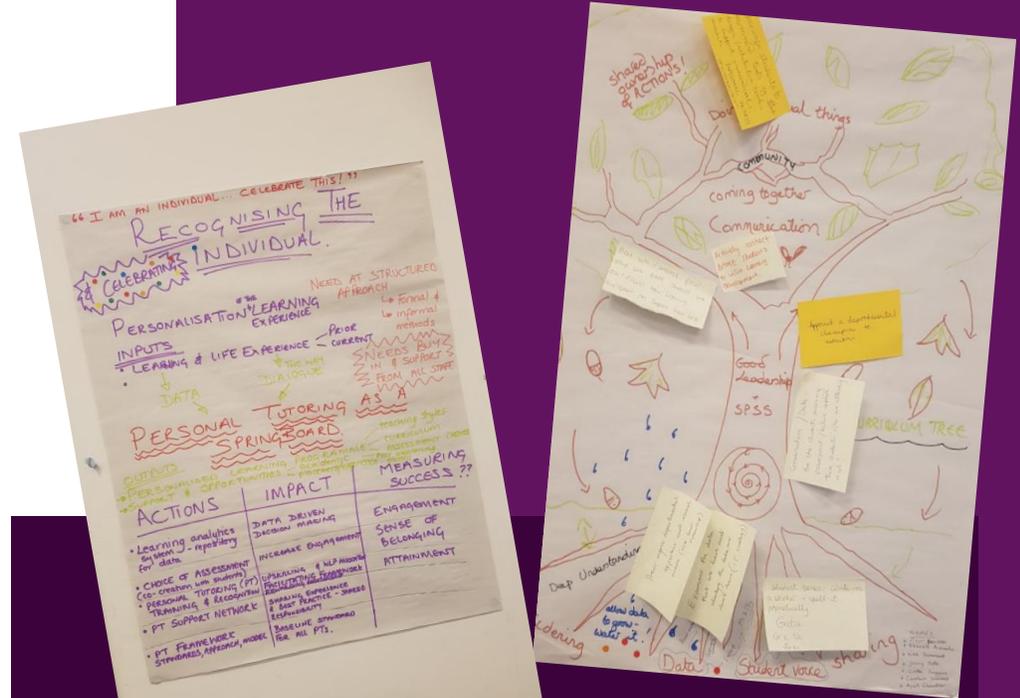
# Charrette model in practice

- ▶ Facilitators with expertise
- ▶ Staff and student teams
- ▶ Evidence-based
  - ▶ Pre-reading
- ▶ Address the Awarding Gap (objective of our Access and Participation Plan)
  - ▶ Particular focus on black students and males from the most deprived areas
  - ▶ Consider changes to be made within classrooms and in the curriculum
- ▶ Set of solutions available for all
- ▶ ‘Magic wand’ and ‘car park’ to enable creativity





- ▶ Action plans and evaluation plans
  - ▶ Assessment design
  - ▶ Personal tutoring
- ▶ Activities to raise understanding of the student experience of students from minoritised ethnicities and backgrounds
- ▶ A series of Charrettes across the institution led by the trained facilitators at subject/course level



**Portsmouth Sandpit - Strategic Longer Term Action Plan**

By the end of this academic year... we will...	Who is the action aimed at (e.g. year 1, final year etc.)?	What are the aims of the action?	How will it impact on student experience / outcomes?	What do you need to do to make this happen? Magic wand
Have a learning analytics system	All students + staff	Know our students better - target support	Close attainment gap	Spend money on LA system etc.
Have a health resources page on course website	see all students	Meet BTECA goal challenge - increase engagement	10%	Have staff begin
PT training + recognition	Staff	Support + recognise the key PT role	individualised student experience	WIP allocated on ground to PT
PT support network in place	Staff	"	"	True.
PT framework	Staff	"	"	Working group.

# Faculty and School Charrettes



- ▶ Anchoring the conversation
- ▶ Aligning to strategy
- ▶ School & course buy-in
- ▶ Getting the right people in the room
- ▶ Winning hearts and minds
- ▶ Rationale behind the Charrette approach
- ▶ Outline key priorities
  - ▶ Transition to HE for 'BAME' students
  - ▶ Ongoing sense of belonging
  - ▶ Creating effective and meaningful ongoing partnerships with students

*'Our focus was to set out a data-informed approach to make it clear to staff just how much ground we had to make up. We were also very keen to ensure that colleagues were clear that there were institutional drivers for this [...] We stressed the importance of a level playing field for students and our commitment to support every student to achieve their full potential. We felt winning hearts and minds was vital if we wanted to see that trickle-down effect to bring about change on the ground.'*

**- Faculty Associate Dean**

# Faculty and School Charrettes



- ▶ Making space for discussion
- ▶ Focus and reflection
- ▶ Creation of data - informed action plans
- ▶ Empowered attendees at Faculty Charrettes to run their own departmental Charrettes, focus on
  - ▶ Identifying barriers
  - ▶ Partnerships with students
  - ▶ Course level action plans
  - ▶ Assessment changes for inclusivity
  - ▶ Proactive personal tutoring\*

Changes enacted at local levels include:

- ▶ staff & students examining content of modules & reading lists and making them more inclusive
- ▶ removal of examinations by one School
- ▶ names, images & scenarios in teaching made more inclusive
- ▶ designed more inclusive, outwards-looking & global view courses & modules
- ▶ undertook TESTA workshops with additional EDI questions
- ▶ used inclusive assessment toolkit to review assessments

# Success



- Students from the 'BAME network' developed and delivered training for staff to share their authentic experience. This included students explaining how the classroom feels to them and how it affects their learning. Along with other work (e.g. Charrettes, decolonising the curriculum), this contributed to reducing the Black awarding gap from 26% (2017/18) to 19% (2020/21)
- Students who undertook TESTA workshops with EDI questions said: *'I found that students with minoritised characteristics were able to successfully integrate in group work'* ; *'As a person with minoritised characteristics, I never felt that the environment was not inclusive'*
- Working with SU on early interventions and resolution via co-creation (e.g. BN (Hons) Nursing students about practice placements) led the University to allocate funding to SU for the 'Better Student Outcomes' initiative, including a 'Seven Steps to Success' programme. Collaboratively developed with Sabbatical Officer, supports students to work through 7 steps to enhance employability skills gained at university, within and beyond the curriculum, and relate them to our co-created 'Hallmarks'

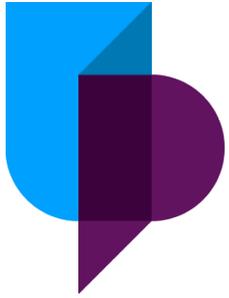
# Success

- The Faculty of Humanities and Social Sciences, linking to TESTA outcomes, in order to promote consistency between modules and courses, with greater emphasis on progressively developing students' understanding of standards, reviewed marking and feedback practices. They triangulated external examiner, module and NSS feedback and held student focus groups. This resulted in new Faculty-wide marking and feedback guidance, marking rubrics and an aggregated marking scheme. This Faculty-wide development contributed to our rise in NSS results for *“the criteria used in marking have been clear in advance”* to 73% in 2022, which is above the sector average of 69%
- In 2021, in collaboration with AdvanceHE, our Academic Development Unit and School of Law worked with students to develop guiding principles from which the School developed its own tailored Assessment & Feedback Strategy. The impact is demonstrated in enhanced NSS scores: From 2020 to 2022, NSS feedback for Q8 (criteria) increased from 72% to 82%; Q9 (fair marking) increased from 56% to 66%; and Q11 (helpful comments) increased from 60% to 72%



# REFERENCES

- Armellini, A., Dunbar-Morris, H., Barlow, A., and Powell, D. (2022). Student engagement in blended and connected learning and teaching: a view from students. *Student Engagement in Higher Education Journal*
- Dunbar-Morris, H. (2023). Charrettes for success – A case study of a collaborative workshop approach to driving curriculum change to address awarding gaps. *Equity in Education & Society*, 0(0). <https://doi.org/10.1177/27526461231166011>
- Dunbar-Morris, H. (2023) Climbing hills – enhancing student experience through partnership-working. SEDA Blog. <https://thesedablog.wordpress.com/2023/02/22/climbing-hills-enhancing-student-experience-through-partnership-working>
- Dunbar-Morris, H. 'Purposeful working – authentic leadership to enhance the student experience' in McIntosh, E. and Nutt, D. (Eds) (2022) [The Impact of the Integrated Practitioner in Higher Education](#). Routledge
- Dunbar-Morris, H. Authentic Leadership for Student Engagement. In Lowe, T. (Ed) (Forthcoming) *Critically Reflecting on Student Engagement in Higher Education: Lessons for Educational Developers*
- Dunbar-Morris, H., Ali, M., Brindley, N., Farrell-Savage, K., Sharp, L., Sidiropoulou, M.P., Heard-Laureote, K., Lymath, D., Nawaz, R., Nerantzi, C., Prathap, V., Reeves, A., Speight, S., and Tomas, C. (2021). *Analysis of 2021 Differing Perceptions of Quality of Learning* (final condensed report). University of Portsmouth <https://doi.org/10.6084/m9.figshare.16892560.v1>
- QAA Project website: <https://sites.google.com/port.ac.uk/qaa-bame-enhancementproject>



UNIVERSITY OF  
PORTSMOUTH

Thank you

[harriet.dunbar-morris@port.ac.uk](mailto:harriet.dunbar-morris@port.ac.uk)

 @HE\_Harriet

