



THE UNIVERSITY
of EDINBURGH



Co-creation of
learning and teaching
manifesto

Co-creation of the learning and teaching manifesto

Catherine Bovill, Head of Academic Development

Celine Caquineau, CMVM

Heather McQueen, Professor of Biology Education, CSE

Rea Michalopoulou, PhD Student, CAHSS

Callum Paterson, Design Lead (Student Voice), Registry Services

Neneh Rowa-Dewar, Director of Students, EFI

Haolan Tu, PhD Student, CMVM



THE UNIVERSITY
of EDINBURGH



Co-creation of
learning and teaching
manifesto

Introduction

- Background - Student Engagement Strategy Group.
- Staff and student co-creation group: exploring literature, how can we promote co-creation further at UOE, rationale for manifesto, provoking discussion, co-creating the manifesto, testing the manifesto.
- RAISE presentation 2025, UOE Learning and Teaching Conference 2025.
- Dissemination in Schools – local teaching networks.
- Ran a Student Design competition- Logo and colour theme.
- Agreement with senior leadership for linking co-creation with the L&T strategy.



Defining co-creation

“...staff and students working together in an ongoing, reciprocal, creative, and mutually beneficial process **to negotiate and share decision-making...**”

(Lubicz-Nawrocka, 2020)





Evidence of benefits

- Enhanced engagement, meta-cognitive awareness and sense of identity, improved teaching and classroom experiences (*Cook-Sather, Bovill & Felten, 2014*).
- Enhanced belonging, relationships, confidence, trust (*Mercer-Mapstone et al, 2017*).
- Boost in engagement and motivation, leading to improved academic performance (*Bovill, 2014; Deeley & Bovill 2017; Lubicz-Nawrocka & Bovill, 2021; Mercer-Mapstone et al, 2017*)
- Shift in focus from grades to learning (*Delpish et al 2010*).
- Practice at working democratically (*Bergmark & Westman 2016*).
- More culturally responsive and inclusive practices (*Cook-Sather & Agu 2013*).



Learning and Teaching should be with students, not done to students

- Co-creation transforms everyone: students, staff and institutions
- Learning and Teaching should be with students, not done to students
- Co-created learning, teaching and assessment is inherently inclusive
- Co-creation is built on mutual respect, trust, and open minds
- All staff have a responsibility to plan and enable co-creation opportunities
- All students have a responsibility to bring their views and expertise to co-creation activities
- Institutions have a responsibility to enable and reward student and staff co-creation

How to co-create?

- Offering choice between meaningful options in course content, learning activities and assessment
- Nurturing genuine engagement through dialogue
- Fostering mutual respect, responsibility, and reciprocity
- Seeking agreement and developing understanding through respectful negotiation
- Promoting student agency
- Sharing power, ownership, and decision making





THE UNIVERSITY
of EDINBURGH



Co-creation of
learning and teaching
manifesto

Co-creation examples

Learning outcomes,
Assessment criteria, rubrics

Co-Developing
Course
Elements

Co-Deciding
Course
Elements

Assessment formats,
weightings, topics

Co-Creation
Starter Points

Learning names,
Offering choice,
Making teaching
more interactive,
Building good
relationships with
students

Within & outside
classroom

Co-Developing
Resources

Co-Designing
Course

Co-Teaching

Group work,
Peer learning



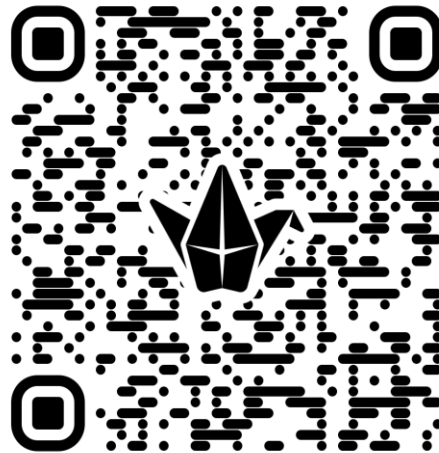


THE UNIVERSITY
of EDINBURGH



Co-creation of
learning and teaching
manifesto

Please visit our Padlet and tell us about the types of co-creation you have tried already or would like to try.



[Link to live Padlet](#)



THE UNIVERSITY
of EDINBURGH



Co-creation of
learning and teaching
manifesto

Call for Action- Are you in?

- Endorse the manifesto by sharing it with colleagues.
- Add your examples of co-creation in the Padlet below:

