

# An exploration of student engagement in co-created learning environment

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**ABSTRACT: Background and aim:** When teachers grade a large number of assignments, the students often end up receiving less feedback on their work. Writing and solving problems promotes learning, but without feedback, the learning is limited. Research has shown that students are a valuable resource in higher education, and the idea of students as partners in their own learning has been the subject of increasing interest in recent years (Bovill, Cook-Sather, Felten, Millard & Moore-Cherry, 2016). According to Baxter-Magolda (2006) students who take responsibility for the educational process shift from being passive recipients to active agents. However, the challenges teacher and students experience in co-creating teaching and learning are every now and then related to real concerns about capabilities and risk (Bovill et.al., 2016). The present inquiry was motivated by a group of teachers interest in testing a new grading practice and to guide future strategic teaching and learning.

**Methods:** A group of undergraduate students (1st semester, N=74) at the Department of Law, Aarhus University, Denmark, were offered to participate in an online peer-grade activity, which involved optional individual online assignments followed by anonymous online peer-grading. The aim was twofold: a) To provide novice students with the opportunity to develop methodological and self-regulatory skills, and b) to monitor student performance and provide an overview of the quality of the hand-ins and the feedback given. The 74 students were then, together with the remaining 1.semester students (N=368), invited to participate in an online survey conducted by Center for Teaching and Learning, BSS, Aarhus University.

The survey explored students perception and experience concerning: 1) course alignment (activities and materials), 2) expectations, 3) online activities, 4) contribution to transferable skills, 5) interaction and feedback, and 6) loyalty among fellow students. The survey also included variables concerning 7) motivational factors, e.g., student engagement, self-efficacy, and test anxiety and 8) work effort. Agreement was scored on a 5-point Likert scale. Additional questions include age, gender, and open-ended questions to give students an opportunity to explain their answers or add further comments.

**Results:** The results for the two groups will be presented and discussed.

## REFERENCES

- Bovill, C., Cook-Sather, A., Felten, P., Millard, L., Moore-Cherry, N. (2016) Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education*. Vol.71, pp 195-202.
- Baxter-Magolda, M.B. (2006) Intellectual development in the college years. *Change: The magazine of Higher Education*, vol. 38 (3) pp 50-54