

Chapter 7

Culture of Co-Creation

ABSTRACT

This chapter has important significances of understanding co-creation, regarding PBL as a co-created curriculum, and proposing strategies of shaping culture of co-creation in Chinese universities. Particularly, a socio-cultural model of creativity should be paid attention as it is shaped by interplays between individuals, fields, and domains. The strategies include how universities should break some barriers that facilitate the changes towards PBL, and how teaching portfolio is accordingly seen as a useful tool to enhance reflective capabilities in staff development. This chapter contributes to future reforms in Chinese universities.

INTRODUCTION

The purpose of creative teaching is to foster a ‘responsible environment’ through diverse strategies such as high level of teaching enthusiasm, appreciation of individual differences, giving respect of students’ interests, and so on. This implies teachers should construct a comfortable learning environment, such as PBL, to learn and apply creativity techniques in a systemic problem-solving process which is the core of shaping a creative learning environment (Zhou, 2012; Zhou & Zhu, 2019). A significant part of the work of the educational developers and leaders is in supporting the teaching staff both in the curriculum design and in the practical work of designing learning activities and assessment practices that ensure the conditions of shaping a culture of co-creation.

DOI: 10.4018/978-1-7998-3527-1.ch007

The co-creation-based view has had great influence in higher education. Within the literature (Bovill, 2014), there are growing arguments highlighting the roles of active student participation in a range of student engagement, student-centered learning and enquiry-based learning initiatives - for example, Problem-Based Learning (PBL). By these initiatives, students are not submissive, silent individuals in the learning environment, but rather they are viewed as motivated partners in a collaborative enquiry based on dialogue, experimentation and mutual learning for teachers and students (Tan, 2009; Bovill, 2014). Teaching staff and students are partners in learning processes and become co-producers of knowledge. In this sense, the PBL environment can be seen as a model of a co-created curriculum, as it meets all elements of designing a co-created curriculum design (Bovill, 2014):

- a) students' active and reflective participation,
- b) changes of teachers' role towards becoming facilitators of learning,
- c) a dynamic and interactive process of teaching and learning,
- d) multiple channels of resources of teaching and learning, and
- e) increased levels of individual and collective students' responsibility for their learning

These elements indicate that we can regard a co-created curriculum as a basis for facilitating all learners and teachers are reflective partners who contribute to mutual engagement, a joint enterprise and a shared repertoire (Wenger, 1998). We have seen it involves a dynamic and interactive process of teaching and learning, and multiple channels of resources of teaching and learning. A co-created curriculum also involves other elements, such as students' active and reflective participation, changes of teachers' role towards facilitation and increased levels of individual and collective students' responsibility for their learning (Bovill, 2014). In other words, PBL locates all learners in a community of practice where there is an aggregation of people who, through joint engagement in some enterprise, come to develop and share ways of doing things, ways of talking, beliefs, values - in short, practice. This requires a wide range of capabilities - knowing facts, concepts, and principles; understanding social relations and norms of interaction; knowing how to communicate and how to interpret documents and other information sources (Irills, 2007).

This further reflects the concept of culture. Culture represents the typical pattern of behavior by people and the artifacts they use and produce while implicit culture comprises the values, beliefs and norms that underpin behavior

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