

SUMMARY

March 2023

This report is embedded in Work Packages 4-6 with the goal to strengthen reflexive institutionalization of responsible and co-creative teaching and research practice at the EuroTeQ universities. The report provides indicators for co-creation teaching based on fieldwork throughout the EuroTeQ alliance. The report provides insights understand the practices, synergies, and differences between the EuroTeQ universities in this regard, with a specific focus on student-teacher-stakeholder interaction in the classroom. The indicators offer a tool to guide future steps towards concerted action for co-creation teaching.

What exactly is co-creation?

Co-creation is defined as “an opportunity for making innovation processes more socially inclusive and responsible because it allows innovators to integrate diverse actors into the innovation process”. As co-creation emerges as a malleable concept adapted and redefined in various contexts, the following characteristics are defined as central:

- Co-creation as a **mutually beneficial process**, where participants are not only contributing to increased economic revenues, but where ideas around **responsible innovation** are regarded as important; actively involving society in partnership-building, including all relevant stakeholders
- Participatory character of co-creation practices aligning with liberal **values of democracy and equality**, where new forms of decision-making processes between **several areas of expertise** are practiced; university projects carried out in collaboration with external stakeholders, focusing on **increased societal wellbeing**, inclusion and access, and **the contribution to sustainable development**
- **Importance of the local context** and a **systemic view** on social, natural, technical, and political systems; instead of a one-size-fits-all approach, different implementation of co-creation activities due to **place-specific histories and relations**.

Indicators of co-creation

In the report, three major indicators of co-creation teaching (with three to four sub-indicators each) are described which were derived from interviews and course observations. Co-creation is hereby considered a spectrum, with some courses integrating more indicators, and others less, for varying reasons and rationales. The following are the indicators that emerged as central in the material:

Indicator	Collaboration in a real-life context	Holistic student experience	Pedagogical setup supporting multi-layered learning experience
Sub-indicators	<ul style="list-style-type: none"> • “Real-life” case • Complex problem framing • Engagement with different forms of expertise • Dedicated time & space for proximity-seeking activities 	<ul style="list-style-type: none"> • Student ownership and emotional experience • Dialogical engagement with co-creators • Working through different value-systems 	<ul style="list-style-type: none"> • Teacher as “scaffolder” of learning journey • Mixture of theoretical and hands-on sessions • Application of methods for exploration and reflection • Complex learning goals and multi-layered evaluation

Contact



Corinna N. Voll

Researcher
cnavo@dtu.dk



Lisa Hasenbein

Project Manager
lisa.hasenbein@tum.de



Further documents

More information and further documents can be requested by contacting Lisa Hasenbein.

Project Information

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035802

www.euroteq.eu/boosteuroteq