

Session B3 - English posters

Students' as co-creators of research. Reflections on a recent experience

Program text

Reflections on the dimensions framing a recent example of co-created educational research are presented.

Abstract

Co-creation is the development of student-led, collaborative initiatives leading to co-created outputs. The outputs may be part of the curriculum or co-curricular. Researchers and undergraduate students may for example collaborate on educational research. Student-teacher co-publication of undergraduate research may foster co-creation and be a means to authentic exposure of co-created outputs. Often the product of undergraduate research is mainly assessed summatively by supervisors and external examiners, and the final product is not necessarily disseminated any further. However, dissemination of research results is an essential and integral part of the research process, which allows students to develop graduate attributes. Without a systematic plan for dissemination of results, there is a 'gap' in the research cycle for undergraduate research students [1].¹ Students are highly motivated by the publication of their research. They raise their attainment when they know that their work is not just for assessment by one or two university lecturers, but will be recognized by a broader range of people and receive authentic exposure [1,2]. Authentic exposure may also promote university teacher's motivation for co-creative research. The aim of this presentation is to 1) present an example of a recent co-created undergraduate research paper on the topic of quality assurance of multiple choice exams, which was aimed at international publication and had a medical student as the first author, and 2) to reflect on dimensions framing this particular example of co-creation, and on the possibilities for co-creation and authentic exposure in all undergraduate research.

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Literature

1. Spronken-Smith RA, Brodeur J, Kajaks T, Luck M, Myatt P, Verburgh A, Walkington H, Wuetherick B. Completing the research cycle: A framework for promoting dissemination of undergraduate research and inquiry. *Teaching & Learning Inquiry: The ISSOTL Journal* 2013;1(2):105-118.
2. Walkington, H. *Students as researchers: Supporting undergraduate research in the disciplines in higher education*. York: The higher Education Academy 2015.