Empowering Students: Engagement in Co-Creating the Future of Occupational Therapy Education

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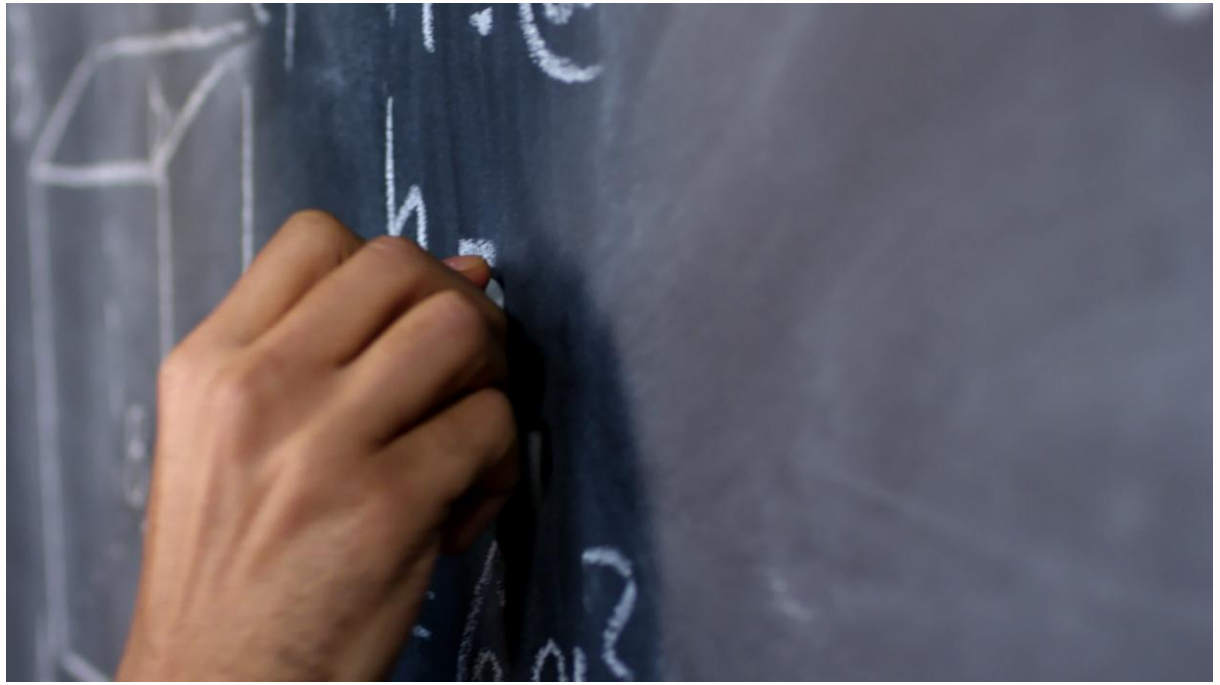
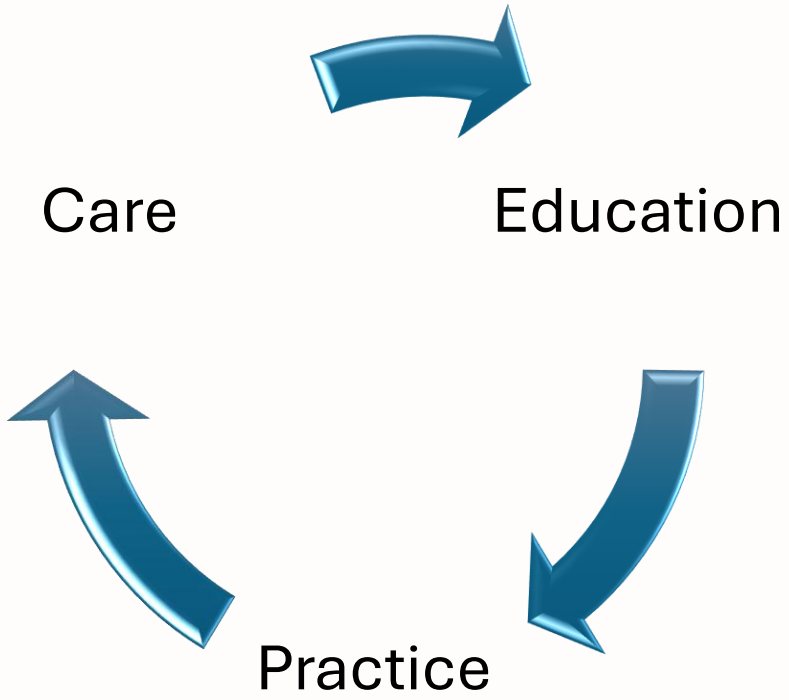
Why this matters?





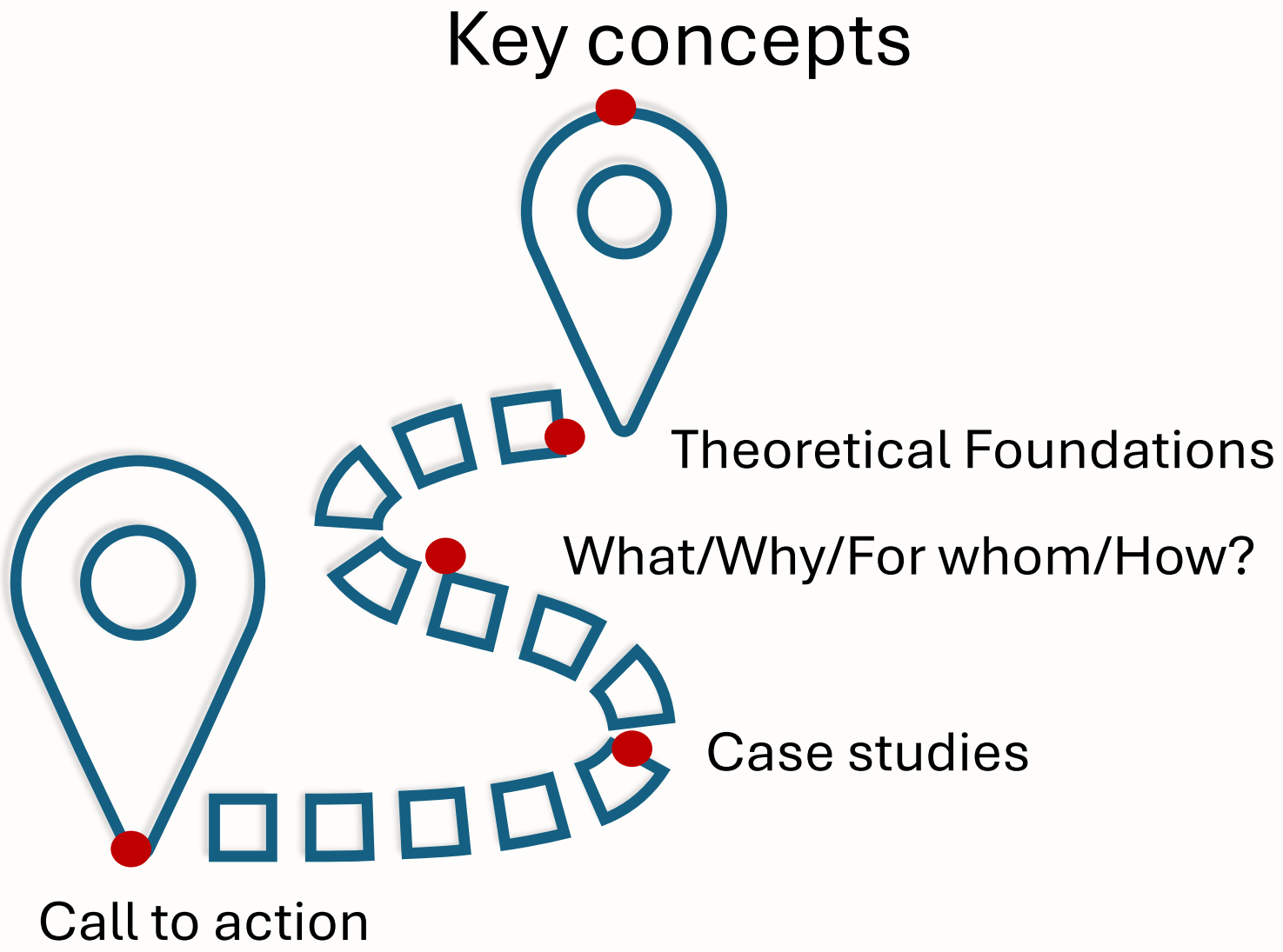
«The way we teach becomes the way we care.»

STUDENT ENGAGEMENT

Before we begin;

“How would you describe or visualize the term of *Student Engagement*?”

Index

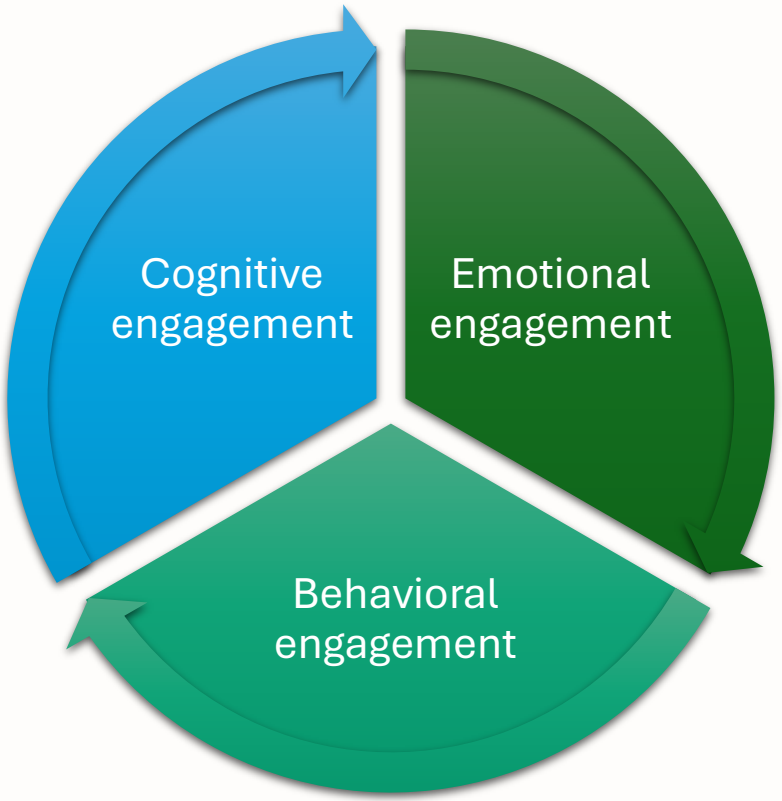

Key concepts
Theoretical Foundations
What/Why/For whom/How?
Case studies
Call to action

Key concepts



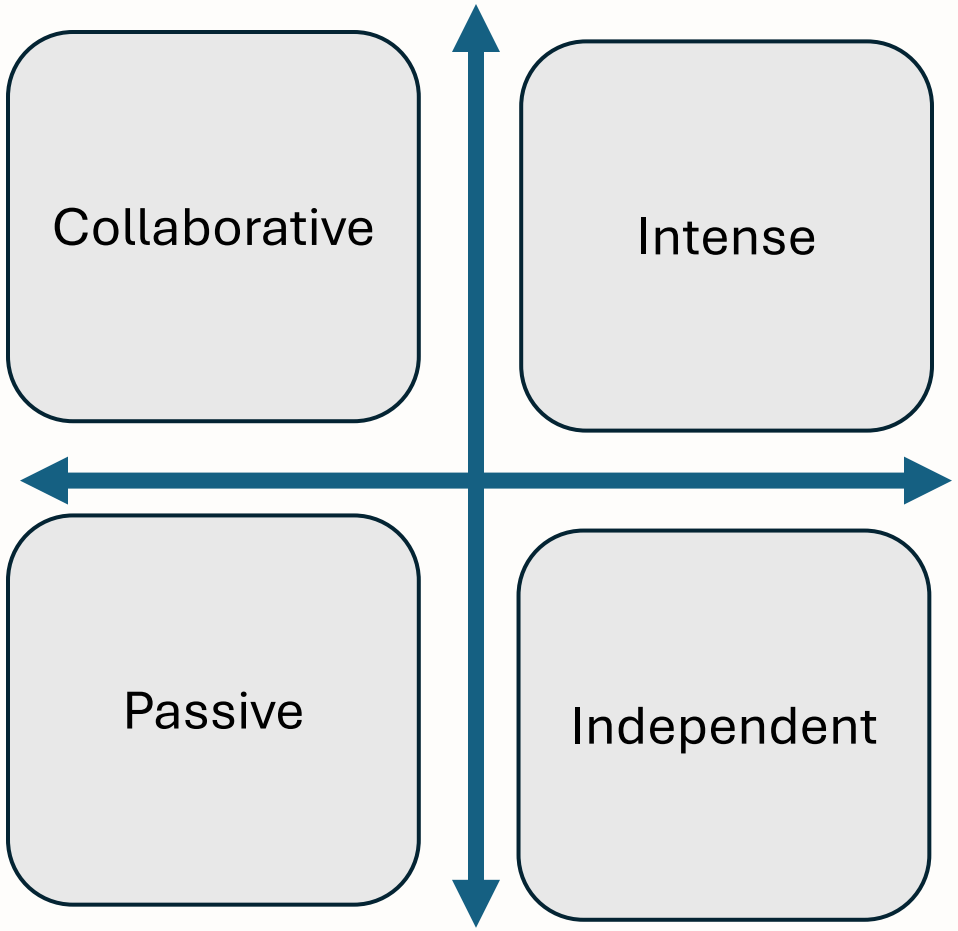
What is student engagement?

Engagement is a dynamic process where students act as intentional agents in their education.



True engagement Bloom, 1956

Bloom, B .S . (ed .) (1956) Taxonomy of Educational Objectives: the Classification of Educational Goals . New York: D McKay & Co, Inc .



Typologies of Student Engagement

Coates, H. (2007). A model of online and general campus-based student engagement. *Assessment & Evaluation in Higher Education*, *32*(2), 121–141. https://doi.org/10.1080/02602930600801878


Involvement
Partnership
Co-production
Co-design
Student participation
Interaction
Inclusion
Participatory learning
Collaboration
Student engagement
Engagement
Co-creation
Sense of belonging
Participation
Involvement
Inclusive learning
Connection
Students as Partners
Active participation

What is co-creation?

and teaching challenges these traditional norms and practices regarding the 'academic' and 'student' roles within higher education and advocates a greater democratisation of the educational process. Co-creation of learning and teaching occurs when staff and students work collaboratively with one another to create components of curricula and/or pedagogical approaches.

Emerging research demonstrates that students are a valuable and often unrealised resource in higher education (Gärdebo and Wiggberg 2012) and that academic staff and

(Bovill et. al, 2016)

cess is expected to construct communal values among the participants through enabling autonomy, shared experience, and improved relationships.

The focus of co-creation can be on any aspect of educational practice, environment, or policy. Examples include, curriculum design, teaching enhancement, research, embedding social justice, and academia-industry collaboration. The practice may originate at any stage of a project or process and continue to its any stages or across all stages including problem identi-

(Jamil and Matthews, 2024)



Co-creation as a pathway to inclusion

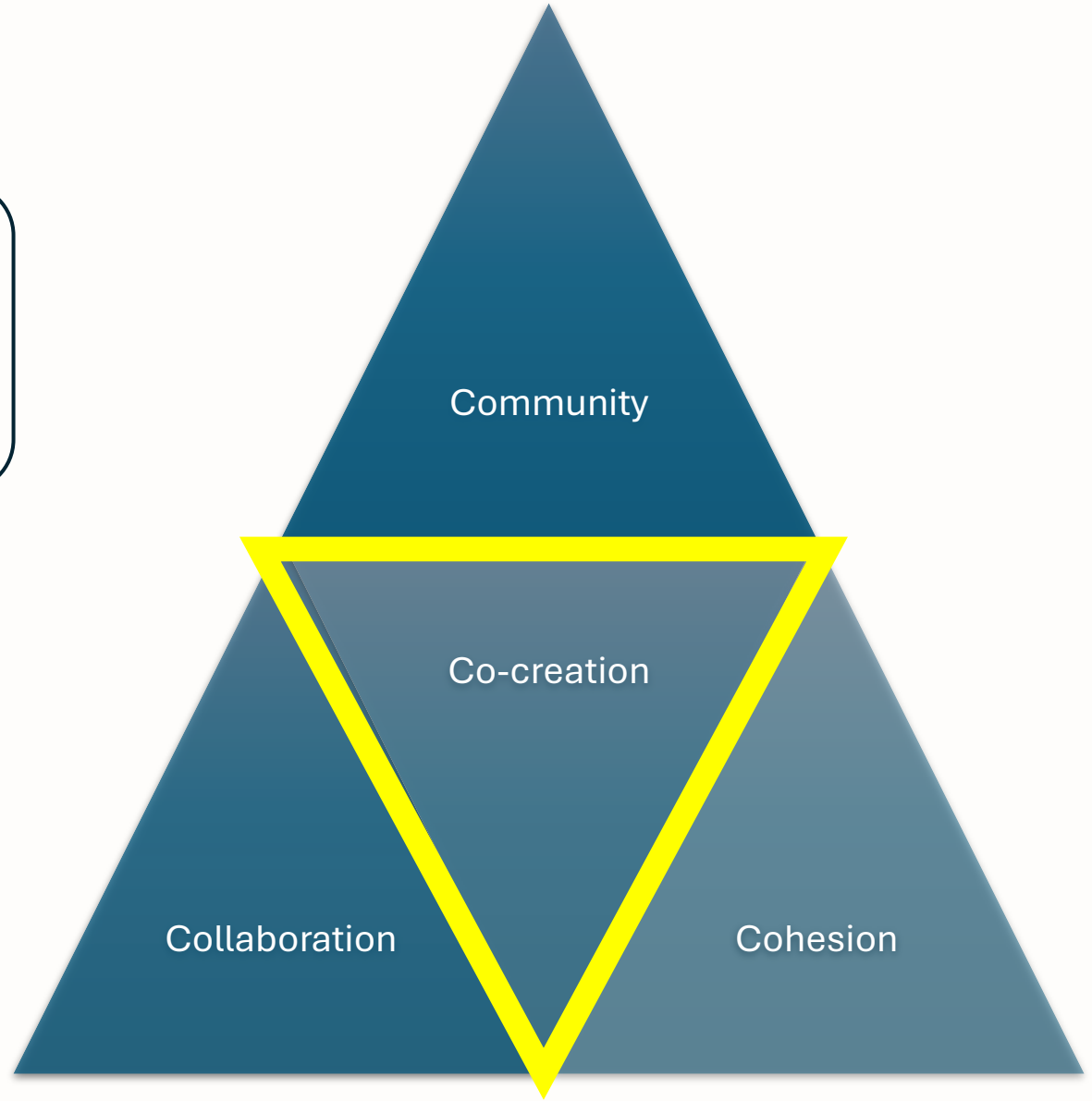
- Co-creation is a collaborative process where stakeholders actively participate in designing educational strategies and curriculum to support inclusion.

facilitate collaborative and creative learning environments by maintaining openness, transparency, and respect. The general aim of co-creation at this university is to achieve a fair sharing of power between staff and students in all academic activities and institutional change processes in which they feel engaged and empowered.

We acknowledge that defining co-creation is not straightforward

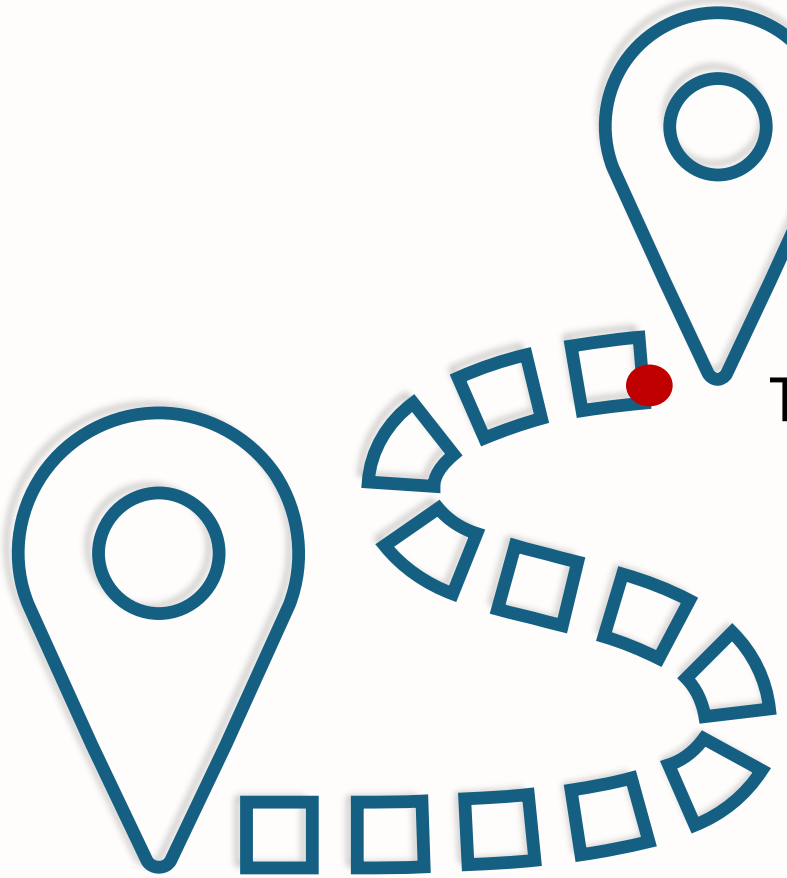
(Jamil and Matthews, 2024)

The 3 C's Model is rooted in **Freirean and social constructivist theory.**



The 3 C's model of co-creation (McIntosh & May, 2024)

Index



Theoretical Foundations

Theoretical frameworks supporting engagement

Theory	Key Concepts
Constructivist Learning Theory (Piaget, Vygotsky)	• Active Knowledge Building • Collaboration & Scaffolding • Interaction & Reflection
Transformative Learning Theory (Mezirow, 1997)	• Perspective Transformation • Critical Reflection • New Ways of Thinking & Acting
Communities of Practice (Lave & Wenger, 1991)	• Learning via Participation • Community Context • Professional Identity

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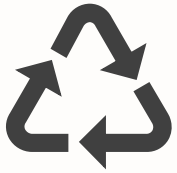

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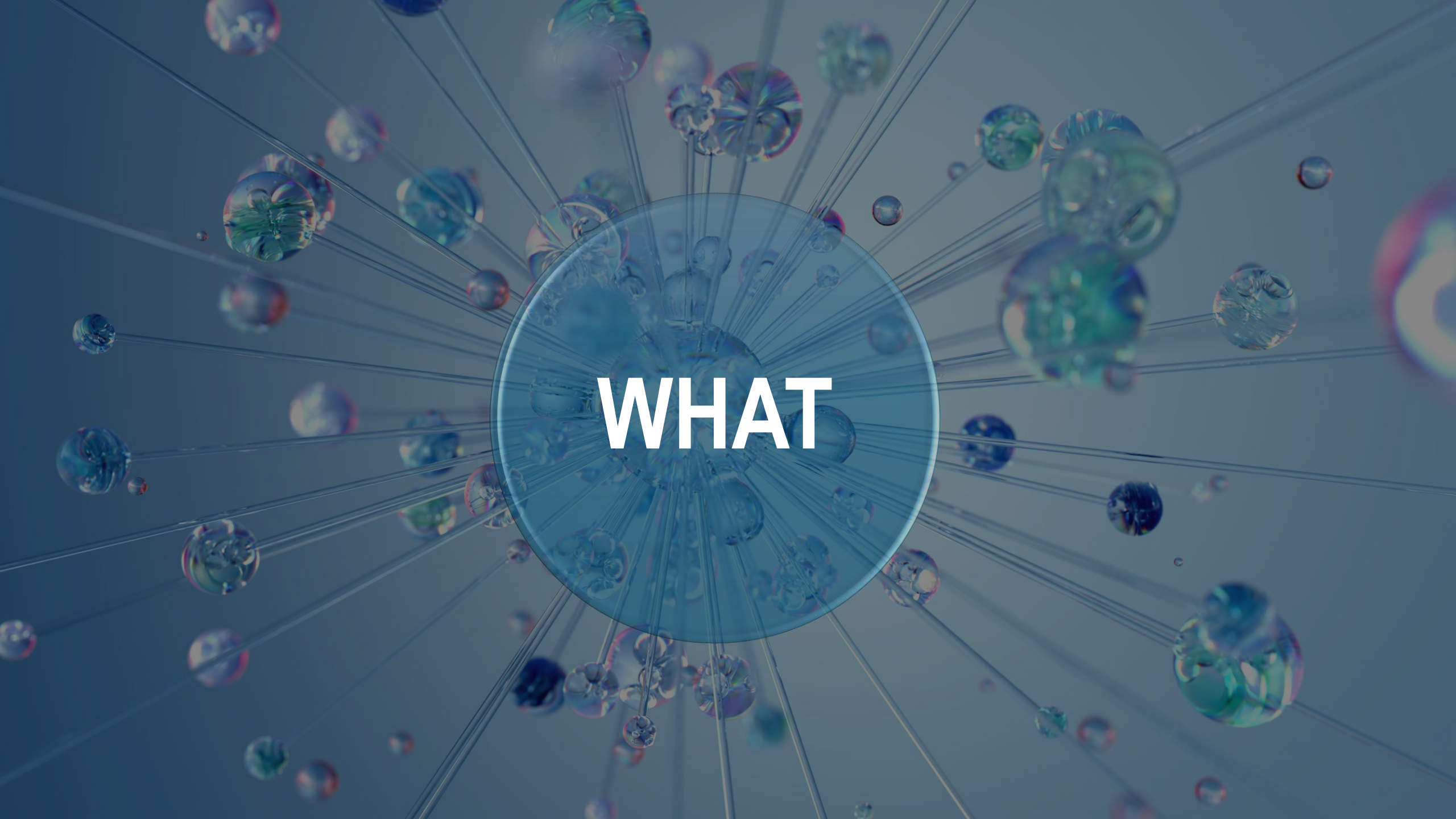
Index



What/Why/For whom/How?


WHAT





- Design of learning & assessment
- Integrated academic & social belonging
- Accessible tools & technology
- Extra-curricular activities
- Sustainable institutional environment

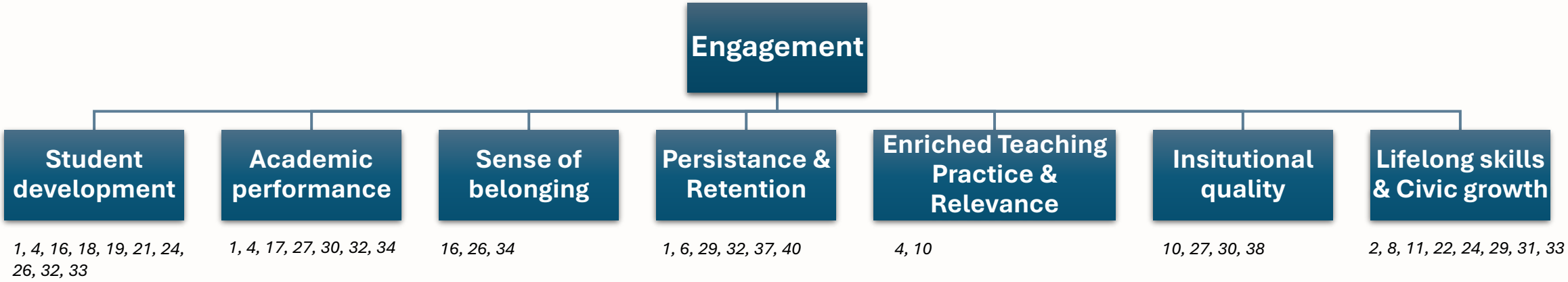


What are the key engagement factors?

4, 5, 7, 9, 12, 14, 18, 19, 21, 22, 23, 26, 34, 36, 38

WHY

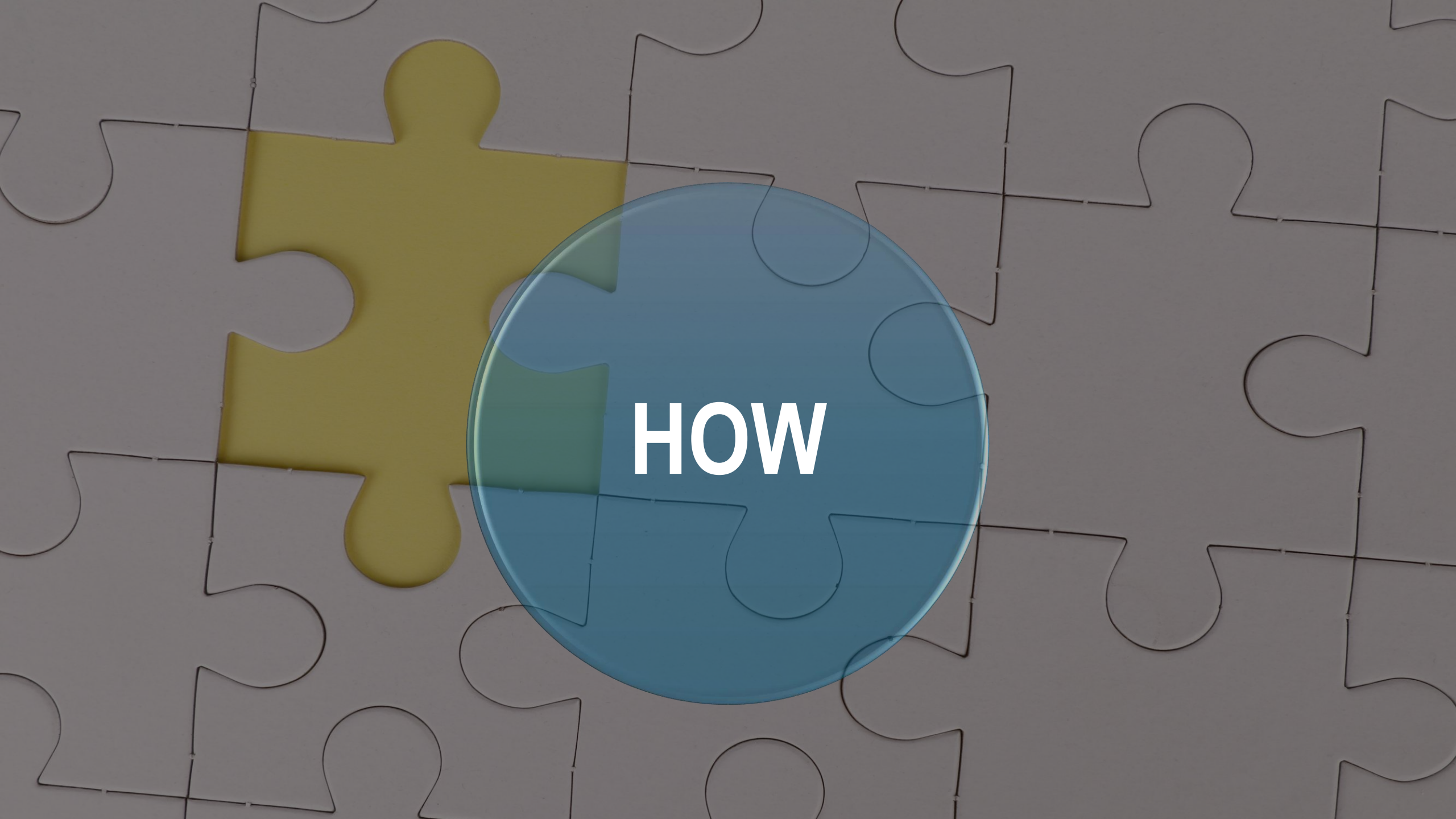
Why Engagement Matters: Real Outcomes




FOR
WHOM

Who is involved?




HOW

Shared roles in student engagement

Students

Active participation & self-directed learning

Co-creation & innovation in learning
Reflection & feedback

Peer collaboration

Civic & extracurricular engagement

Educators

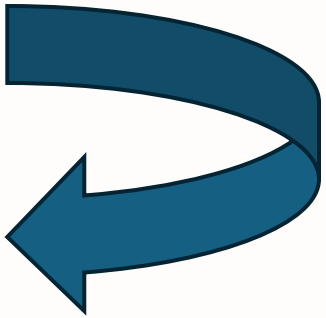
Mentorship & guidance

Facilitation & inclusive spaces

Curriculum design & co-decision making

Feedback & support





Society

Community partnerships & real-world application

Recognition & shared value creation

Shaping norms through culture & values

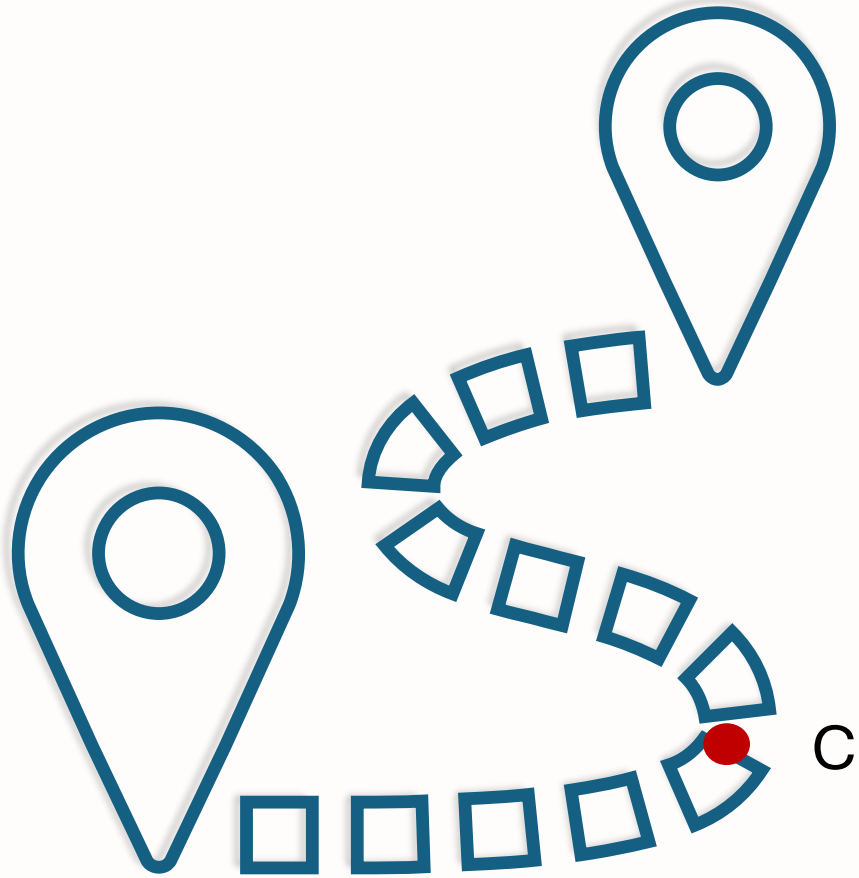
Institution

Structure for engagement

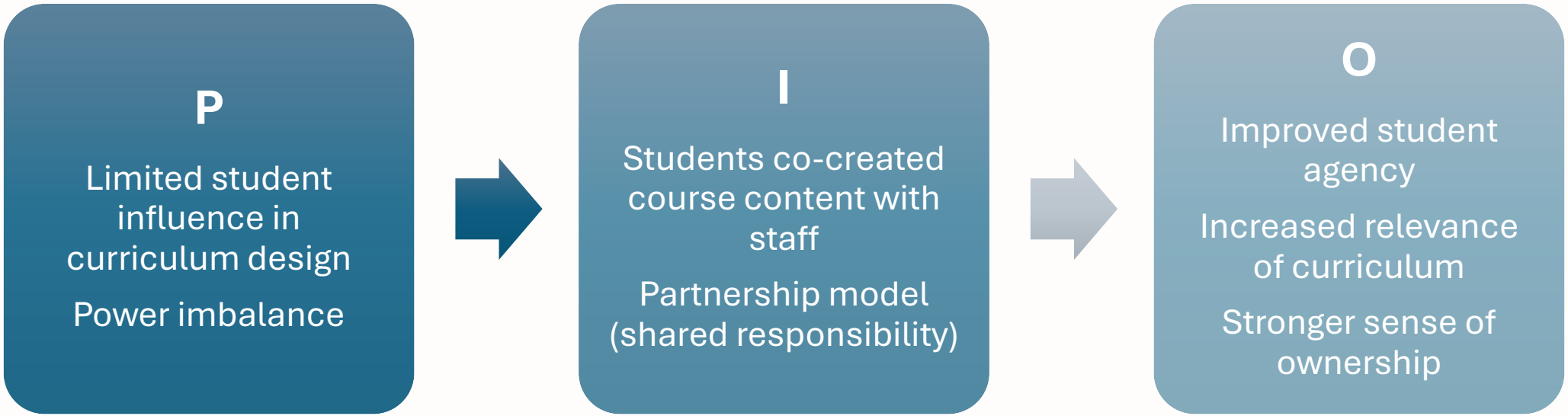
Inclusive & supportive culture

Development & resource provision

Evaluation & improvement



Case studies



"Whole-class co-creation disrupts traditional roles and fosters a collaborative learning environment." — Bovill (2019)

*Bovill, C. Co-creation in learning and teaching: the case for a whole-class approach in higher education. High Educ **79**, 1023–1037 (2020). https://doi.org/10.1007/s10734-019-00453-w*

P

Lack of guiding principles

I

Development of a **values framework** (equity, respect, reciprocity)

Used values to shape co-creation practices

O

More authentic student–staff partnerships

Higher trust and sustainability

Engagement embedded in culture

Galpin, A., Beevers, D., Cassidy, S., Short, B., Panagiotidi, M., Bendall, R. C., ... & Thompson, C. (2022). Values-led curriculum co-creation: A curriculum re-innovation case study. The Curriculum Journal, 33(4), 553-569.

SPOTeurope

Student Platform Occupational Therapy Europe

- Amplify student voices & foster collaboration in OT education



ENOTHE
European Network of Occupational Therapy in Higher Education

Project

Aim

- Explore OT student engagement and involvement in HEIs
- Support student-centered approaches

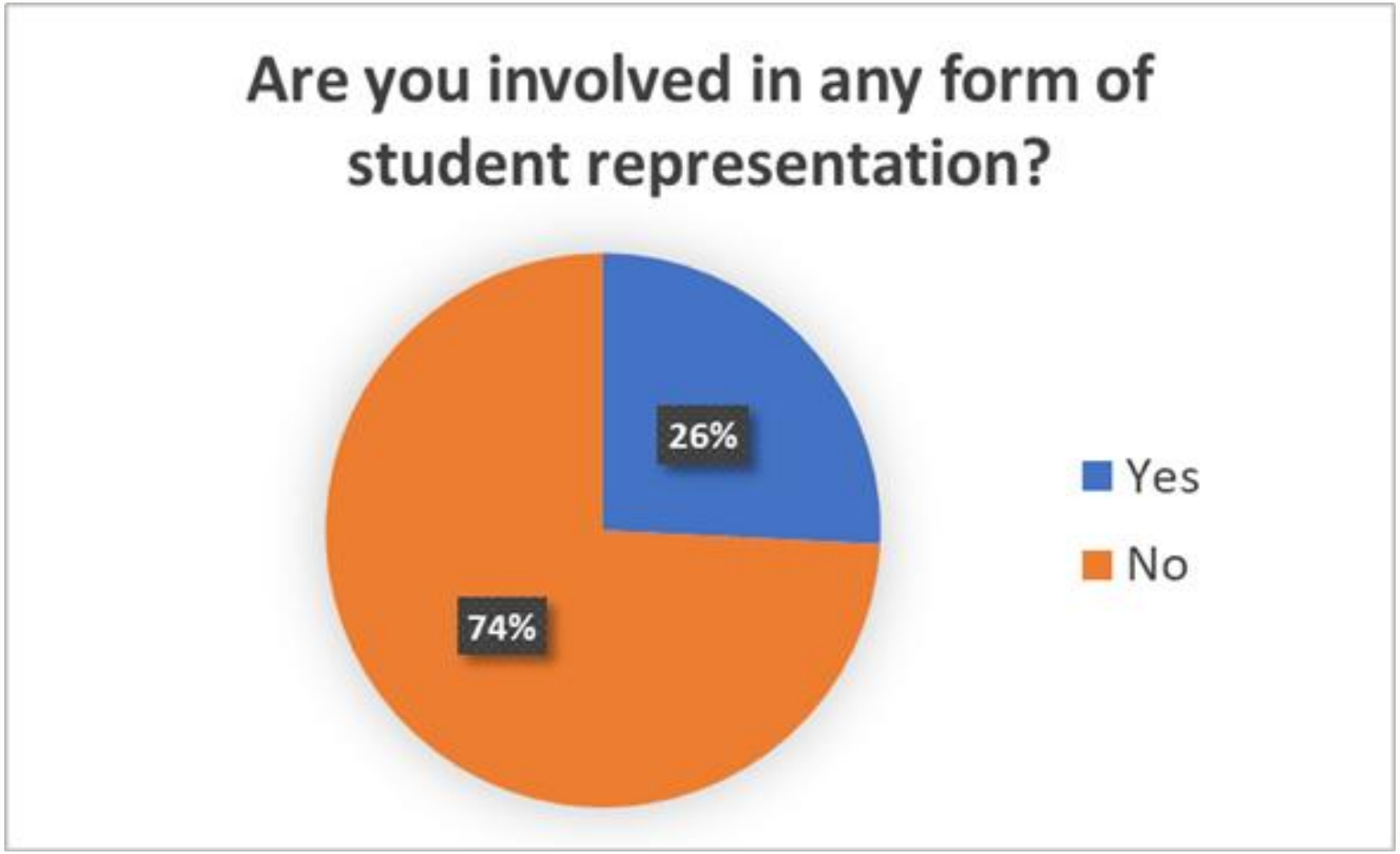
Objectives

- Understand current student engagement in higher education
- Identify strategies to integrate student perspectives

Implementation

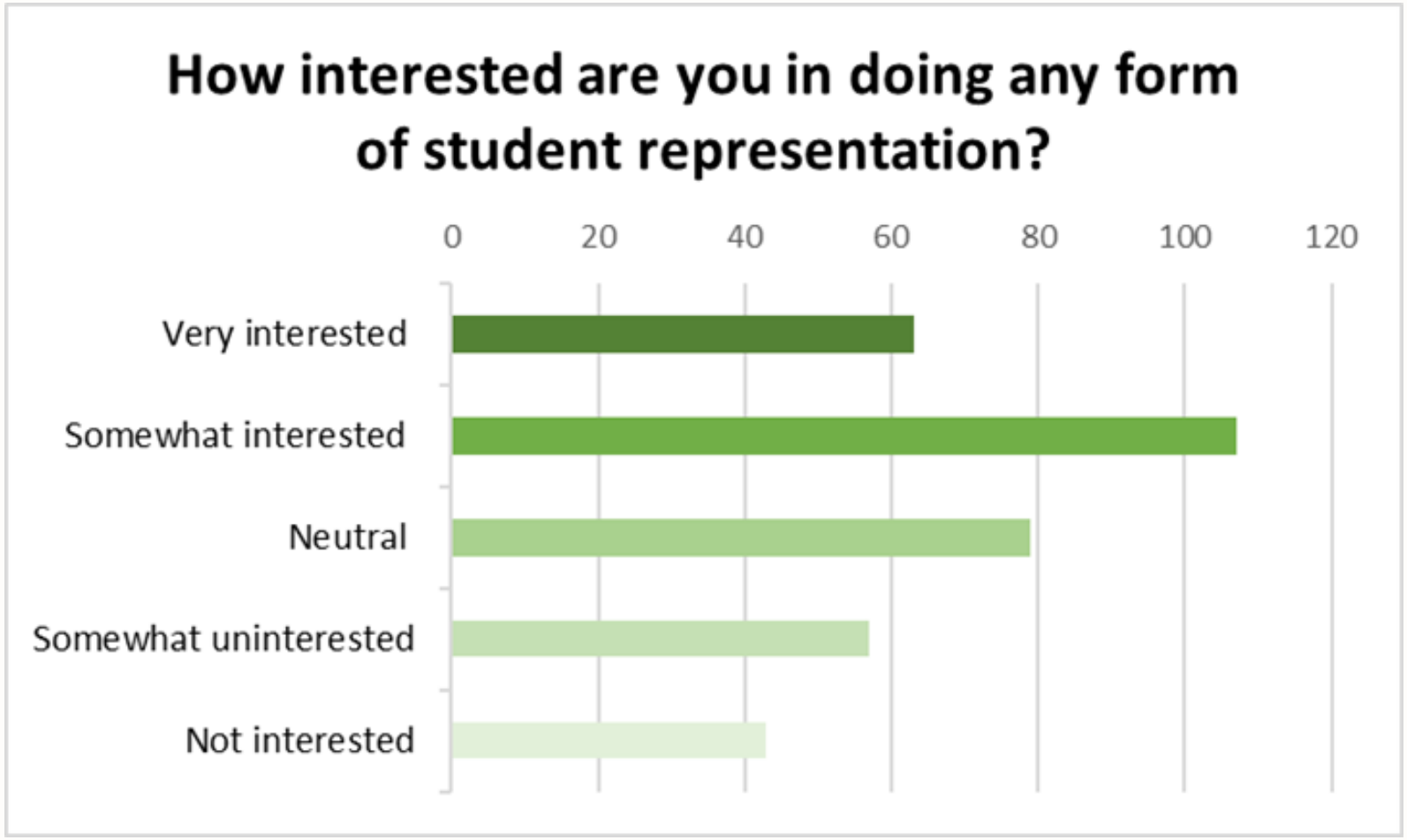
- Online survey
- 349 participants
- 28 countries
- 17 questions, key findings

Student Representation



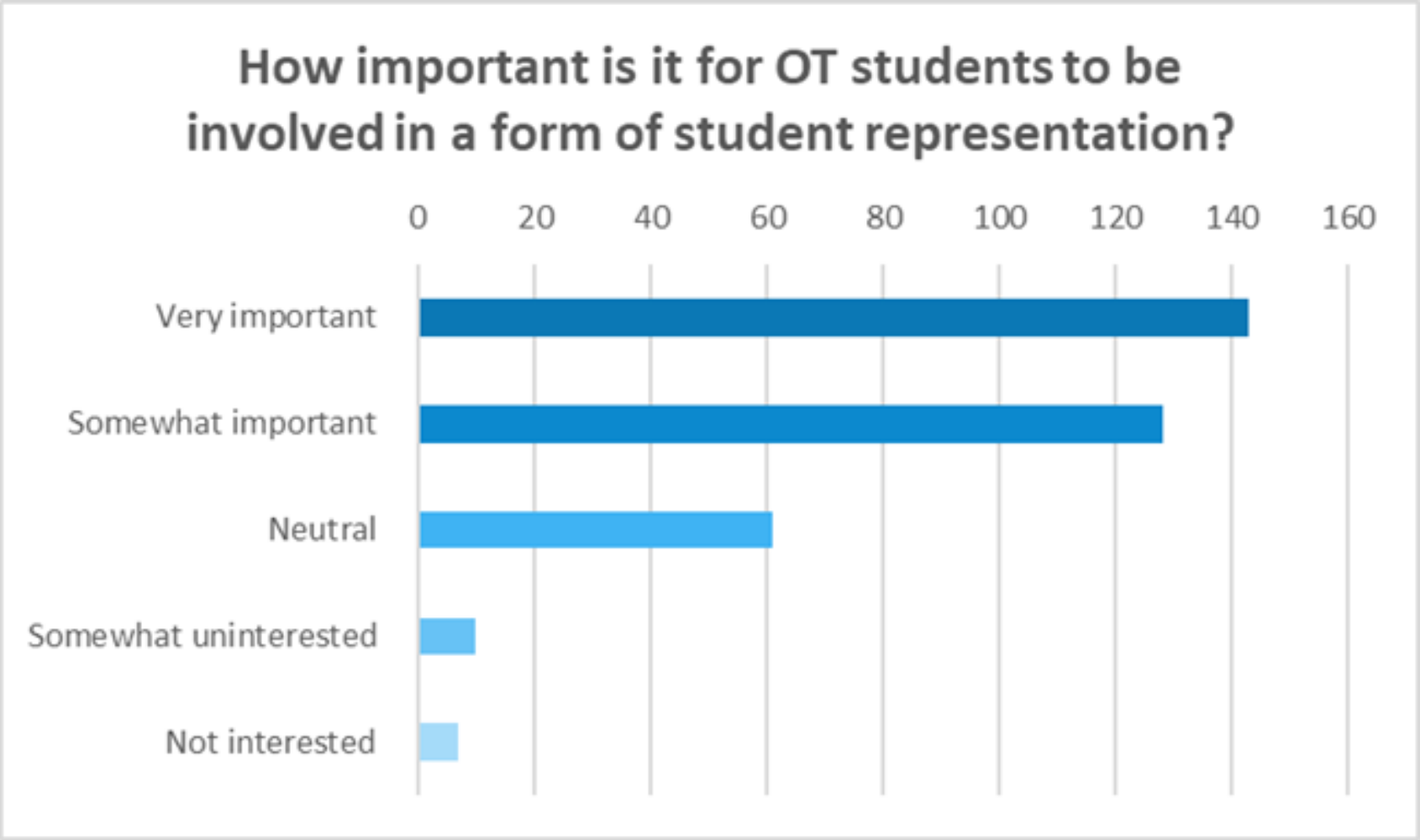
Level of Interest

- Very Interested 18.08%
- Somewhat Interested 30.51%
- Neutral 22.60%
- Somewhat Uninterested / Not Interested 28.81%



Level of Importance

- Very important 40.96%
- Somewhat important 36.72%
- Neutral 17.51%
- Somewhat uninterested 2.82%
- Not interested 1.98%



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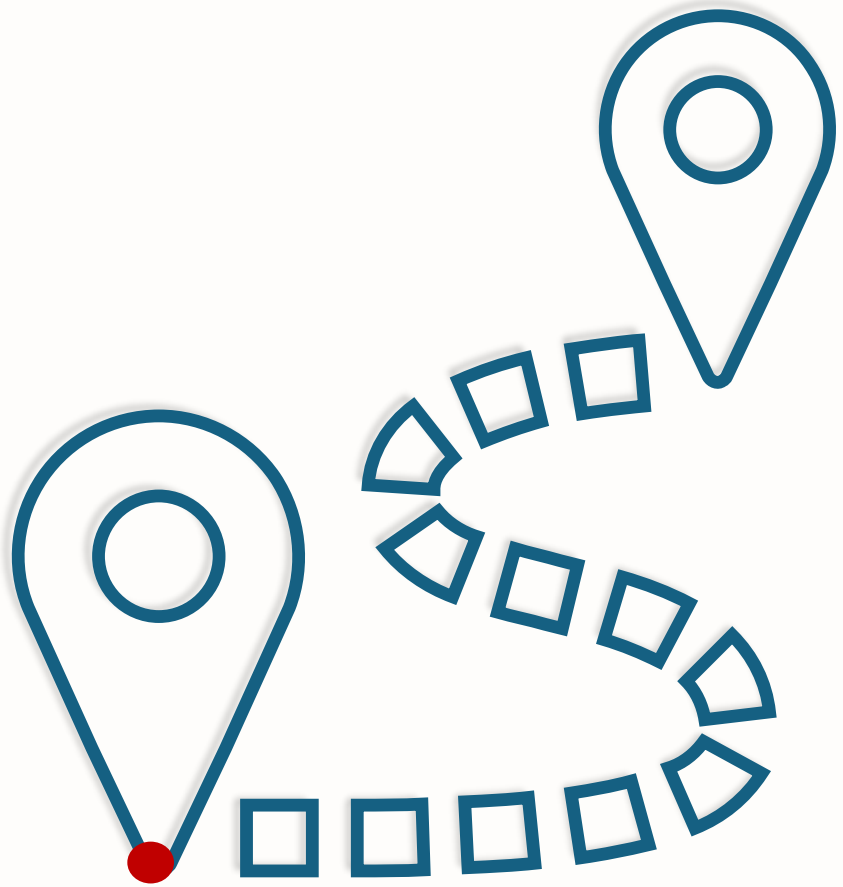
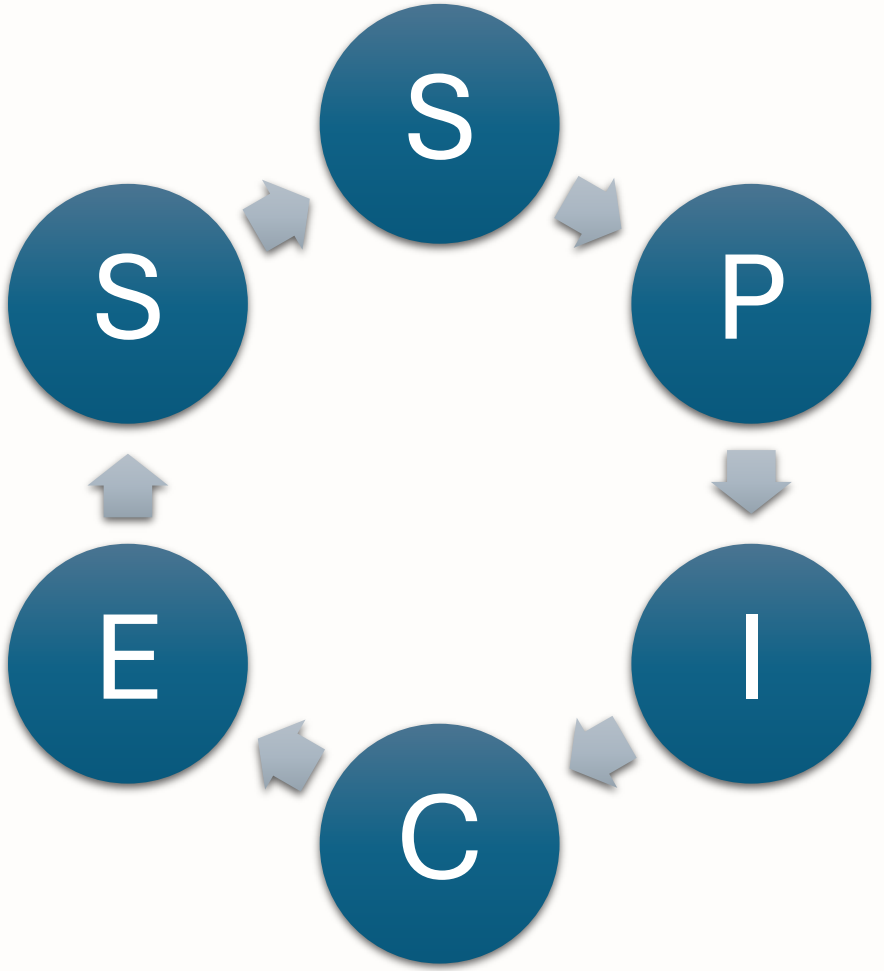


Call to action

The SPICES model

Misganaw, E., Yigzaw, T., Tezera, R., Gelitew, A., & Gedamu, S. (2022). The promise of the new educational strategy for curriculum development (SPICES) model on the development of students' clinical reasoning ability. A comparative cross-sectional study. Advances in Medical Education and Practice, 71-79.

Asgari, P., Navab, E., & Bahramnezhad, F. (2019). Comparative study of nursing curriculum in nursing faculties of Canada, Turkey, and Iran according to SPICES model. *Journal of Education and Health Promotion*, *8*(1), 120.

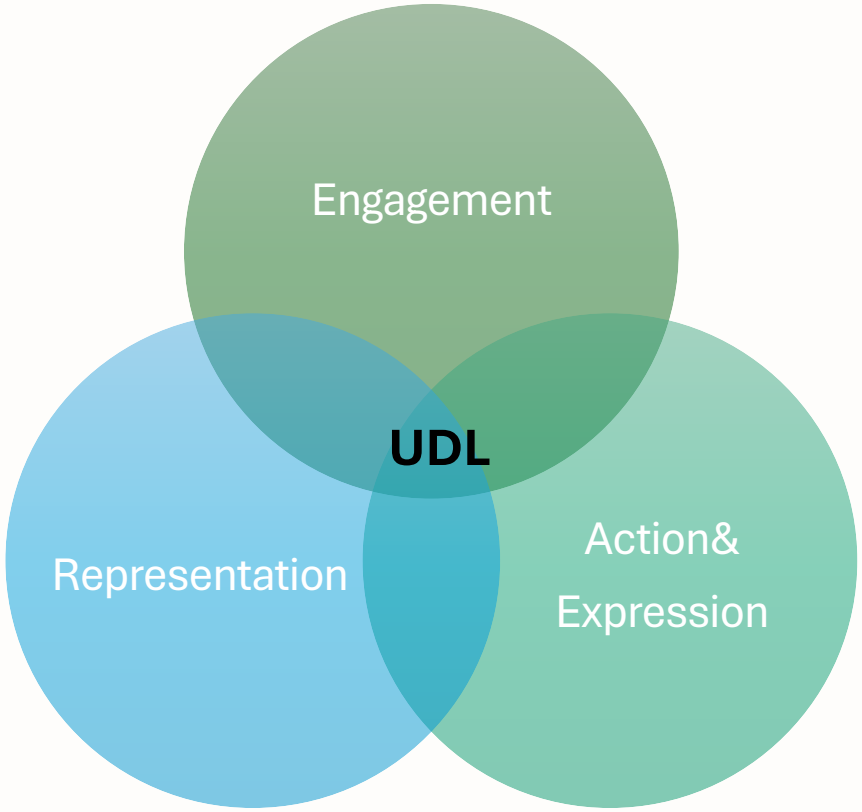


The Universal Design for Learning Guidelines (UDL)

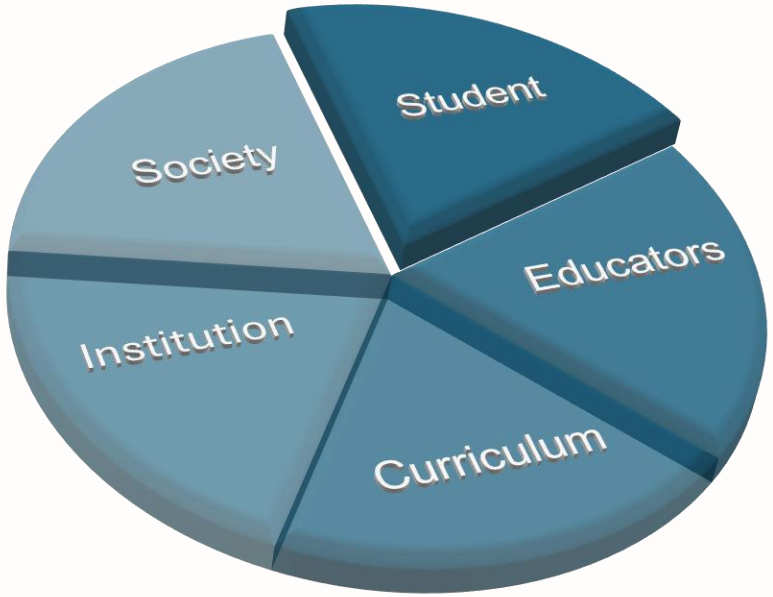
Roski, M., Walkowiak, M., & Nehring, A. (2021). Universal Design for Learning: The More, the Better? *Education Sciences*, *11*(4), 164. https://doi.org/10.3390/educsci11040164

Cumming, T. M., & Rose, M. C. (2022). Exploring universal design for learning as an accessibility tool in higher education: A review of the current literature. *The Australian Educational Researcher*, *49*(5), 1025-1043.

Beck Wells, M. (2022). Student perspectives on the use of universal design for learning in virtual formats in higher education. *Smart Learning Environments*, *9*(1), 37.



Engagement is a Shared Responsibility



3 KEY MESSAGES



Reflection

- What role do you see for yourself as the participant of engagement process?

- What would co creation look like in your class tomorrow?

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