Co-creating Learning and Teaching
Towards Relational Pedagogy in Higher Education
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Book summary

Co-creating learning and teaching involves students and staff co-designing curricula or elements of curricula and has been described as one of six key pedagogical ideas in higher education (Ryan and Tilbury, 2013). In this book, I argue that meaningful student engagement through co-creating learning and teaching relies upon good relationships between the teacher and students and between students and their peers. Equally, co-creating learning and teaching contributes to building good relationships. Higher education classrooms (whether face-to-face or online) are a key site of collegial and inclusive possibility that are currently, often an under-utilised opportunity to develop relational and co-created learning and teaching. Drawing on literature from schools education and higher education, and using a range of examples of co-created learning and teaching from universities internationally, the book highlights the benefits of relational pedagogy and co-creation. Relational pedagogy and co-creation have the potential to lead to more human and engaged forms of learning and teaching in higher education. These are forms of learning and teaching that challenge accepted power relations between teacher and students, enhance inclusivity, increase the relevance of learning to learners and that enable students to practice and develop democratic skills and capabilities they need in their current and future lives.
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