Preface

Tim Stafford (University of Hertfordshire)

Once again, co-creation and partnership are at the heart of this issue's articles, although the ways in which these collaborations have manifested are fascinatingly varied. Lucy Bamwo and her co-authors report on staff- and student-led module reviews which provide valuable support for staff when designing their modules, a process that has proved to be extremely useful and popular. Such collaboration guarantees that the student voice is heard at a vital stage in module design and has even led to the creation of a Curriculum Consultant role for students.

As ever, assessment is an ongoing theme. From a perspective which is different, yet related to Lucy Bamwo and her co-authors' work, Iker Hernaez Sanz and co-authors at University College London discuss the co-creation of a first year capstone assessment in undergraduate Integrated Medical Sciences. The case study details how students, in partnership with staff, 'craft[ed] a comprehensive and student-centric capstone assessment framework'. This framework consisted of co-designing and co-creating a capstone assessment timetable, assessment format, clinical scenarios, marking rubric and teaching and assessment activities. Taking a different approach to module design, Jonathan Jackson and co-authors explore the value of using external, real-world 'live briefs' in Enterprise Systems Development. While there are clearly many advantages to incorporating such elements, this article argues that 'live briefs with a significant social or civic focus can be of greater pedagogical value' and that 'the context of a real-world problem … engages [students] with societal issues at an emotional level'.

The UCL capstone assessment was first conceived in response to the substantial disruption that the pandemic caused in universities and everywhere else. The effects of the pandemic arise again in Alicia Gonzalez-Buelga and co-authors' discussion of a longitudinal study which

aimed to provide clarity over students' responses to online learning. While the authors learned that students held a variety of views about the ways in which online learning has changed university study, they have drawn a number of recommendations from the process, including 'building a cohesive community, supporting blended teaching and learning approaches, and improving feedback' which will be taken into account in 'the department's strategy moving forward'. Significantly, the project will run for another year.

Alison Cook-Sather and Mary Cott offer a valuable perspective on co-creation with their analysis of reflective writing on co-creation, 'a review of 13 years' worth of reflective essays published in *Teaching and Learning Together in Higher Education*'. This work argues that co-creation creates opportunities for 'confidence boosting, responsive practices, and relationship-centred community building', which in turn enhance wellbeing. The review acts as an important reminder that 'the premises of respect, reciprocity, and shared responsibility that underlie partnership emphasise the human, the relational, and the attention and care necessary to nurture both individuals and the interactions among them'. On a related note, we also have a book review by Mara Wald, of Alison Cook-Sather's *Co-creating Equitable Teaching and Learning: Structuring Student Voice into Higher Education*.

This issue also features a timely article by Abbie King and Fiona Wilkie, focusing on generative AI. The work has arisen out of a ChangeMakers project which aimed 'to facilitate dialogue between students and staff through which they could explore the challenges and opportunities presented by the advancements of generative AI tools like ChatGPT.' Here, the authors explore the differences in staff concerns (how students might be using it and how they could support them in this) and student concerns (what they were permitted to use, how it might assist their studies and how to avoid the more negative connotations of AI as 'cheating'). The article draws some fascinating conclusions, articulating 'a cautious optimism' about AI while also addressing concerns, presenting both the student and staff perspectives.

Another popular theme in HE is addressed by Aikaterini Tsatse and Elton M. D. Rodrias's study of another ChangeMakers project concerning peer tutoring. The project, which saw 'ten second year undergraduate students … participate in three workshops focusing on computational Process Systems Engineering and technical writing, in order to explore the potential benefits of peer-tutoring' was developed in response to a substantial increase in student intake and some feedback from the NSS in Chemical Engineering. The peer tutoring

project was a success, helping students to develop their knowledge and understanding of course material and their 'technical and communication skills', and assisting staff in gaining an understanding of the areas students may struggle in, thereby allowing them to target their enhanced support.

Finally, Sem Lee and Dr Gemma Moore report on a project for selected cohorts of MSc students, in which students and tutors co-created 'a toolkit of resources that would support students' dissertation research journeys and help them to understand how they can communicate to wider audiences for impact', an often under-researched area. Students provided positive feedback about the research's focus groups and workshops. An indicator of the project's success and value is noted by the authors: 'Although the initial aim … was to develop a communications toolkit, the students delivered and developed a larger toolkit of resources that could help current students through their research journey on their dissertations. We also set up and provided external mentorship support with past students to help with pastoral support and support for students with similar experiences and/or topics'.

We hope you enjoy this issue!