Students as Producers
An International Perspective

Helen Keegan @heloukee

LTI @ LSE NetworkED seminar series - 05/11/2014

Students as active collaborators

Learners as active agents rather than passive consumers
Staff and students working in partnership, blurring boundaries
Authentic engagement - transformative potential?

Resistance can be linked to consumerist discourse
Challenges traditional roles and hierarchical relationships
Giving up control, tensions, unknown outcomes
HEA: Engagement through partnership

https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education

Conceptualisations

“students as researchers and inquirers” (Healey and Jenkins 2009; Levy 2011)
“student as producer” (Neary 2012)
“student as collaborator and producer” (Taylor and Wilding 2009)
“student as co-producer” (McCulloch 2009)
students as co-authors (Healey, Marquis and Vajoczki 2013a).
“learners and teachers” (Cook-Sather 2011)
“co-creators” in the learning experience (Bovill, Cook-Sather and Felten 2011; Bovill 2013)
“students as consultants” (Cook-Sather 2009; Crawford 2012)
“students as change agents” (Dunne and Zandstra 2011; Healey 2014)
“students as change entrepreneurs” (Ryan et al. 2013)
“student engagement in educational development and quality enhancement” (Gibbs 2013)
Students as partners: an overview model

Ultimate goal - develop new ways of seeing and learning through collaborative study of internet technologies and emerging forms of digital creativity, learning from one another's disciplinary perspectives and cultures.
International partnerships

iCollab

UK, NZ, ES, DE, IR

Audio production, PR, Web Science, Educational Research, Architecture

Multiple platforms, social technologies

PRODUCTION: Student-produced OERs (2011)

PRODUCTION and PEER REVIEW ASSESSMENT: Transmedia Reports (2012)

PEER TEACHING and CRITIQUE: Geolocation and research (2013)

RESPONSIVE, JUST IN TIME CURRICULUM DEVELOPMENT
ELVSS: The Team

ELVSS
Entertainment Lab for the Very Small Screen
WHAT WORKED WELL: Small numbers, balanced teams, Google hangouts – things we could easily monitor/manage/control

WHAT DIDN’T WORK SO WELL: Films themselves – hangouts/online documentation took effort away from actual productions

SO how to bring back IMAGINATION and CREATIVITY? Would something more open/abstract lead to more experimentation and creative and imaginative filmmaking?

ELVSS 2013
State of Being
State of Being
Saturday 10th August 20:10-21:40 & Sunday 11th August, 2013

Warwick Blair Ensemble
Music: Warwick Blair
Video and libretto content managed by Laurent Antonczak and Max Schleser

Music Director: Michael Smedley
Concept Board/Video diffusion: Warwick Blair
Soprano: Nia Coleman
Mezzo-soprano: Sara Louise Perry
Baritone: Edmund Caird
Baritone/Saxophones/Flutes: Nicholas Charles
Percussion: Andrew Spicoley

State of Being is an inspiring, sometimes harrowing, journey through the human psyche. The opera presents a powerful series of emotional states of being that depict an individual’s struggle for survival and redemption. The opera interpolates live and recorded music with video and theatre to produce a compelling synaesthetic experience.

Contains scenes of a sexual nature

Challenges

Semester dates
Imbalanced student numbers
Too hard to manage/monitor
Too ‘out there’? Too right brained? Too much?
Too much frustration
Platform preferences (tutors/students – disciplinary/cultural)
#MoCo360
Mobile film community
Learner-generated projects
11/5/2014

moco360

Feeling very lucky to be working with such creative, imaginative students - exciting stuff :)
#mobile4life #MoCap15
24 Feb 2014
24 Feb 2014

I think Goodnight Shining by Yixi Kim and Haoen Kim was best out of everyone.
#moco360 #moco youtu.be/4flsP432QJ4
24 Feb 2014
24 Feb 2014
Hello World!
Example projects

---

**Example Of Idea For MoCo360**

---

**The Forced Perspective Project**

---

**Mini Mobilementary**

---

**1kHertzHands**

---

**Hello everyone. I have an idea for a mobile film and I think it could work with heaps of multiple people or a couple of people in the different areas working in a small group. The (not complete) idea is to do with Place. We would film people yourself spinning around with a similar frame showing a place behind them. My idea is to then hopefully link each of these places to a page/split screen/something that shows the location on a map and then ask the person to write a short blurb about what they like don't like about the place - what brought them there there etc. These pieces might not even have to be displayed as a film but be an interactive webpage or something instead. If anyone is interested in helping me develop the idea further please comment below 😊**
Hi guys! Here's a google doc of "Here and there" idea
https://docs.google.com/document/d/1AnGoRjJiMfVUXzUWA9zre1DoKPaLxGNjWDasQR0h3v9Y/pub If you want to be part of it, make a sphere photo with sphere app, enter your data in this doc, and let's work all together each other. Just give me your gmail e-mails

Here 'n there Storyboard

DOCS.GOOGLE.COM
“Students and academic staff have different expertise to bring to the process, and there will be times when staff may appropriately have more voice, and other times when students may appropriately have more voice. Co-creation is not about giving students complete control, nor is it about staff maintaining complete control over curriculum design decisions. The relative levels of control over decision making and appropriate levels of partnership are likely to depend upon the context…”

(Bovill 2013b, p. 464)
“Developing a co-learning, co-inquiring, co-developing, co-designing and co-creating approach challenges traditional power relationships and involves a cultural change in how much of higher education is organised. Building genuinely inclusive student and staff academic communities of practice is challenging – that is, both difficult and destabilising, effortful and provocative. Change can be experienced as deeply threatening to one’s personal and professional identities, and the degree of resistance that can be mobilised to prevent having to learn new ways of learning and working should not be underestimated for all parties. However, it is also true that where resistance is most pronounced, the potential for powerful and transformative learning and change is greatest.”

(Williamson 2013/Healey 2014)