

## **Faculty and Student Co-Creation of Virtual Online Simulations: Towards The Development of Critical Consciousness**

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Critical thinking is essential for nursing students to develop because it is needed to solve problems in complex environments as well as provide safe, efficient, and skillful care. Unfortunately, in many courses a banking approach to education is used where students are not liberated to develop the skills to think critically. Paulo Freire described the concept of banking education as an oppressive system where educators are positioned as sole experts that deposit information into idle and unquestioning student minds. In these traditional lecture-style approaches, students do not remember or internalize information.

We need to move away from the notion that educators are responsible for creating learning opportunities and invite students to take a more active role in the creation of learning experiences. Adult learning theory, critical caring pedagogy, person-centered education, and open pedagogy are a few examples of educational theories that support co-creation to facilitate student learning. The concept of co-creation is not new, but it is poorly understood. Despite recommendations in the literature that educators should co-create learning experiences with students to promote their critical thinking and long-term knowledge retention, there remains a paucity of literature defining it or describing the role of educators in a co-created learning space. Identifying what literature exists to guide the quest for co-creation within a classroom is essential for planning and evaluating future interventions.

I plan to conduct a scoping review to identify the definitions, descriptions, conceptual or theoretical frameworks that are available to inform the design, implementation, and evaluation of assignments where pre-registration nursing students are learning through co-creation. It is anticipated that a concept analysis will need to be completed following this review. In addition, a qualitative study using phenomenography to unearth the meaning of learning through co-creation of virtual online simulations for nursing students within a specific course is planned.

Word Count: 300