

Learner-Educator Co-Creation in Health Care Higher Education: A PhD Project Proposal Examining Definitions and Experiences

Laura A. Killam

PhD student at Queen's University

Candidate, Preparing for my Proposal Defense, Year 2

Supervisor: Dr. Marian Luctkar-Flude

Traditional approaches to education often fail to engage learners in authentic learning that transfers to solving problems in new contexts. In contrast, co-creation is a strategy that aims to move students beyond information recall into the zone of proximal development where they can accomplish more through partnering with an educator than they could alone. When learners and educators co-create, I argue that more meaningful and authentic learning may occur. Examples of co-creation that involve all learners in a health care higher education course are difficult to identify in the literature. Little is known about student and educator experiences of co-creation, particularly when it is used during assessments. This presentation focuses on describing my proposed doctoral study on improving learner empowerment during course delivery through learner-educator co-creation in health care higher education contexts. The overarching goal of this project is to answer the question: What are student and educator definitions, experiences, and distinguishing characteristics of co-creation when it is used with a whole-class in healthcare education? This project has three main components: A scoping review, qualitative descriptive study, and phenomenography study.