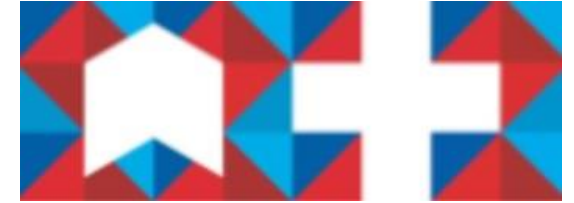


Co-created Interactive Courseware

CIC NEXTBOOK



Project No: 2019-1-UK01-KA203-061669

# Co-Creation & Participation: The CIC Project

30.11.2022

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P. PORTO



# ROADMAP

Perspectives about Co-creation  
and Participation \_

The CiC Project \_

context, objectives, implementation

Conclusions \_

# Perspectives about Co-creation and Participation

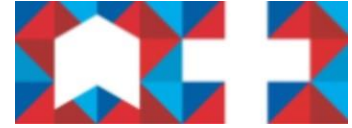


# Perspectives about Co-creation and Participation



# Perspectives about Co-creation and Participation





Learning is a social action.

Knowledge is built by interacting with others.

Discussing about contents and subjects leads to knowledge understanding and consolidation, favouring academic success.

## **CHALLENGE**

**assure students' active participation**

*(online, in presence, blended)*



## In the Literature...

**“institutions and students working together** to improve students’ experience and enhance their ability to act as partners in the learning processes”

**“students involved in the diverse facets of knowledge-building,** including course material, learning tasks, peer assessment, feedback and feedforward to peers”

Bovill (2014, 2015, 2019, 2020); Dollinger et al. (2018); Kahu (2013); Owens et al. (2020); Ramaswamy & Ozcan (2018); Rengel et al. (2019); Mihans et al. (2008); Rock et al. (2015); Luescher-Mamashela (2013); Exetera et al. (2010)



## Co-created Interactive Courseware Project...

“Process of **student engagement** that **encourages students and staff members to become partners who have a voice and a stake in curriculum development and knowledge building.**”

*CIC Partners (2021)*





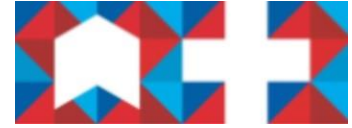
## Students' roles \_examples\_

- intervenient in educational institutions school management (Carey, 2013; Mercer-Mapstone & Bovill, 2020)
- collaborators in research projects side by side with teachers and researchers (Werder and Otis, 2010)
- change agents (Dunne and Zandstra, 2011)
- evaluators and feedback providers about the education processes (Cook-Sather et al., 2014)



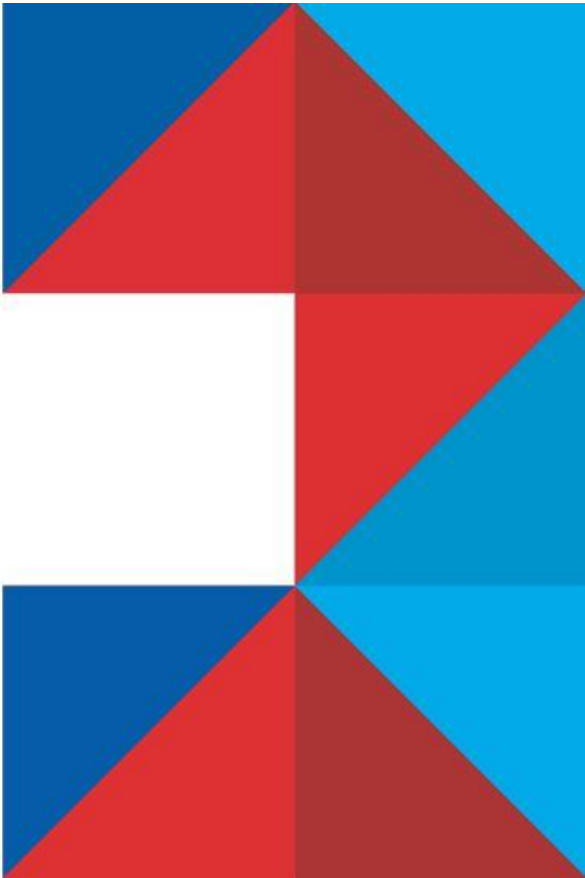
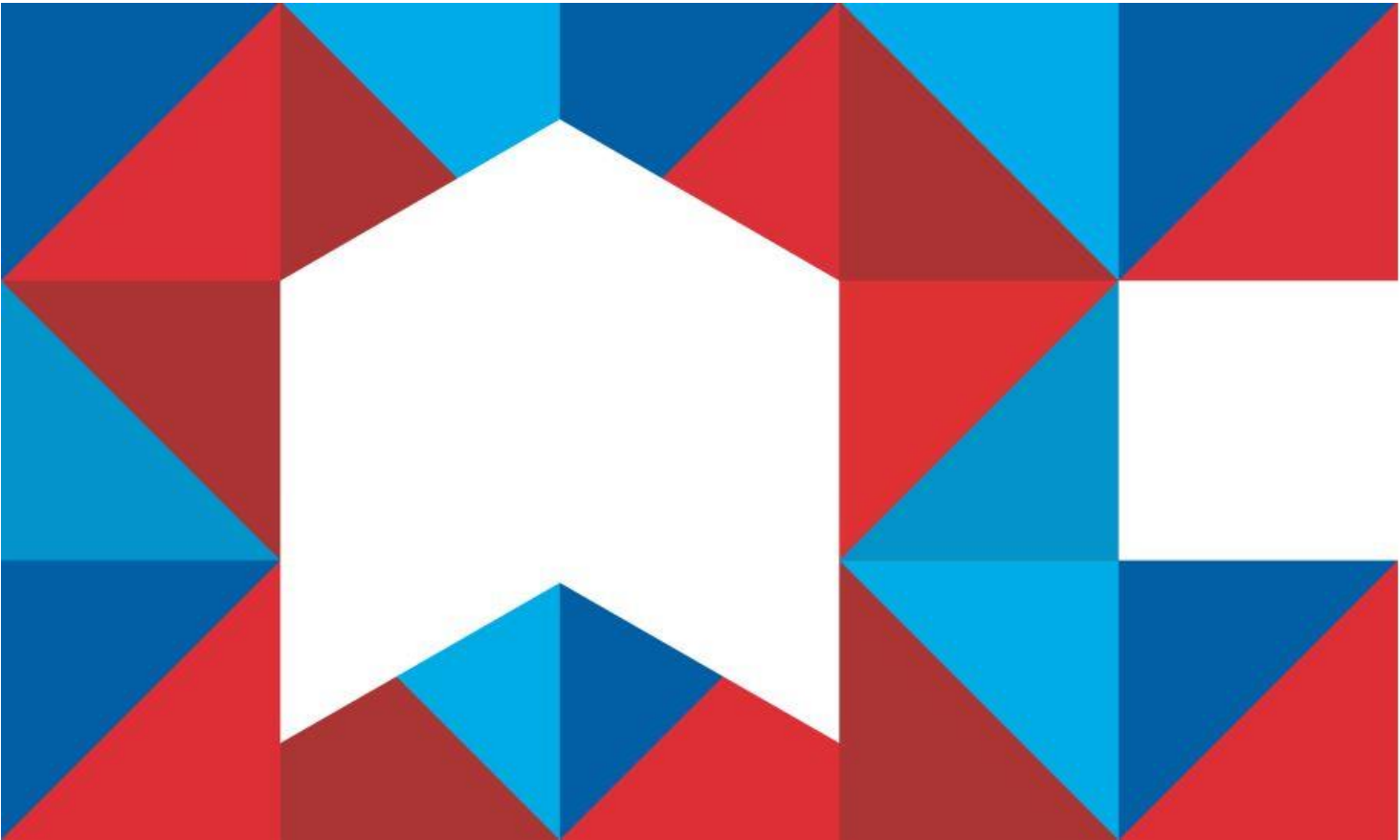
## Challenges \_literature\_

- Lack of students' involvement due to unawareness about essential practices (Owens et al., 2020)
- Extra effort in active building of knowledge when compared to the methodologies that rely teacher-centred instruction (Owens et al., 2020)
- Integrating the diverse "actors" in an enriching and balance manner (Kahu, 2013)



## Opportunities \_literature\_

- Developing further and more effective methodologies to motivate and enlarge learning, critical thinking, constructive argumentation, creative capabilities (Owens et al., 2020)
- Involving students in large classes (more than 50 students) (Exeter et al., 2010)
- Integrating the diverse “actors” in an enriching and balance manner (Kahu, 2013)
- Accessing, retrieving, understanding, evaluating and using, creating as well as sharing information and media content in all formats (UNESCO, n.d. op. cit. Drotner, 2020)





United Kingdom



Belgium

## Partners



Belgium



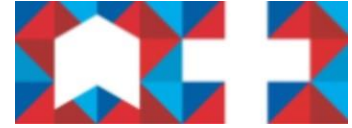
GAMES  
INTERACTION AND  
LEARNING TECHNOLOGIES

Portugal



University of Maribor

Slovenia



## Context

- papel fundamental das tecnologias nos diversos cenários educativos
- relevância em promover o desenvolvimento das “21<sup>st</sup> century skills” [pensamento crítico, aprendizagem ativa, colaboração, cooperação multidisciplinar...]
- plano estratégico para a cooperação nas áreas da educação e da formação da União Europeia que sublinha a importância de “melhorar a qualidade e a eficiência” para se “realçar a criatividade e inovação” (EU, 2020)
- expectativas, maior exigência, abrem caminho para a necessidade de evolução e criação de ferramentas que promovam envolvimento, colaboração, criatividade



Foster students'  
engagement in  
the learning  
process,  
combining

**3 fundamental  
solutions**

- **Social environment** where students may help each other in their learning and follow their path
- **A fully automated publishing flow** where authors can publish their existing (static) courseware and transform it into interactive material
- **Learning analytics engine** offering the professor/teacher insight into the full learning trajectory of their students



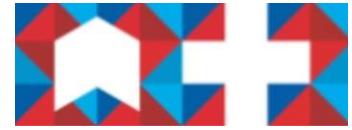
# Implementation

## Nextbook

- Interactive textbook
- Social reading & annotation
- Video, 3D models, ...
- Quizzes
- Open-end questions
- Flexible reading (scaling, free font choice)
- Reading out loud
- Marking
- Notes
- Asking & answering questions
- Up/down-voting



# CIC Project\_context, objectives, implementation

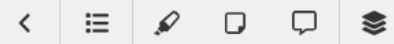
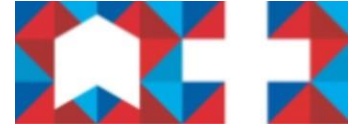


Biblioteca Ana

## Seus livros

Mais recentemente lido

	<p>Métodos de Estudo</p> <p>Ana Barata</p>	<p>The Philosophical Underpinnings of Educational Research</p>	<p>À Procura da Origem do Melhor Amigo</p>	<p>Learning analytics for co-creation and interactive courseware</p> <p>Tinne De Laet</p>	<p>EXAMPLE</p> <p>Ana Barata</p>
<p>Review of the Literature on Vaccination Processes</p>	<p>Team Building Values</p> <p>Ana Barata</p>	<p>Customer Relationship Management and Customer Insight</p>	<p>Discussing the importance of ontology and epistemology...</p>		



PREVIOUS SECTION

Introduction

NEXT SECTION

Who is the customer?

## Customer Relationship Management (CRM) So what is CRM?

Stone *et al.* (2000) describe it as:

"The use of a wide range of marketing, sales, communication, service and customer care approaches to:

- identify a company's named individual customers;
- create a relationship between the company and its customers that stretches over many transactions;
- manage that relationship to the benefit of the customers and the company

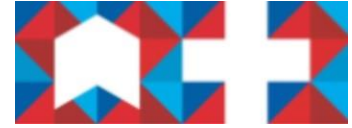
They go on to say that if customers asked a company what CRM meant, the company could say:

"It is how we:

- find you;

find synonyms to this term.

You  
Reply  
Send



## Advantages

- **Intervenção direta nos materiais** \_comentários, questões, dúvidas, respostas
- **Entreajuda na aprendizagem** \_ estudantes podem ver as questões dos outros colegas, as respostas do/a professor/a e toda a discussão associada, enquanto utilizam o material
- **Tracking do progresso** \_ professores têm uma visão global das dificuldades e também de oportunidades para aprofundar e melhorar continuamente o material de trabalho
- **Discussão sobre os conteúdos** \_ propicia o contexto social de aprendizagem e reforça a interação entre os estudantes e entre os estudantes e os professores

# Conclusions\_ [Delphi study]



## **Most impacting features**

Possibility to directly contributing to the materials  
Involving students on design and implementation  
Possibility to directly ask questions

## **\_sum up\_**

Immediate, on-space feedback  
Student-to-student feedback  
Autonomous, self-paced learning  
Collaborative tasks, sharing ideas, open discussion  
on site course material



## Challenges

Resistance to change

Integrating in the already-in-use platforms

Integrating in the diverse teaching-learning practices and scenarios

Involving all stakeholders in the planning and implementation processes



## **Benefits**

Major students' involvement

Facilitator of academic success

Students' satisfaction



## Challenges

Reflect about pedagogical approaches in use

Identify opportunities for improvement

Rethink, redesign, restructure

Reduce the “loop” on the support given to students in the learning processes



[CiC Project Website](http://cic.um.si) cic.um.si

[Example of Nextbook use \(Case-study\)](#)

Tinne De Laet (KU Leuven)

[Sign up to Nextbook](http://nextbook.io) nextbook.io





# Obrigad@!

CiC\_Co-created Interactive Courseware  
Nextbook

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