

# Student Voice & Student Co-Creation – In Relation to Teachers’ Digital Competencies: Mapping the National and Local Landscape

This is a template for conducting desk research in your own institution to ascertain how and where students are already involved in teachers’ digital competencies development, this was developed as part of the CUTIE project and is meant to help create an informed basis to go on to create meaningful co-creation processes with students guided by the CUTIE Student Co-Creation Guiding Principles.

## Desk Research Guidelines

The purpose of this desk research is to inform your own work and map what knowledge already exists nationally and locally that you can build upon. Hopefully creating a solid foundation on which to design your own co-creation with students.

The topic – and hence some of the questions are a little convoluted, as we are exploring regulations and practices for involving students (through participation, collaboration or co-creation) when developing teachers’ digital competencies. This desk research is exploring students’ influence on this in any way – but not exploring things like students’ digital competencies development – or the current level of teachers’ digital competencies (all interesting topics, but not the goal here).

Therefore, we are asking for information on multiple levels and from different contexts, hoping to collect information about your existing local context – to form the best starting point possible for conducting a fruitful co-creation process afterwards.

So please take your time to do the desk research – but also be aware that for your context, there may not be much to report, and that is also okay. This is supposed to inform your own work, not collect or reflect all possible information nationally. If this means there are questions missing, feel free to add them to fit your institutional context.

## If multiple departments / institutions are participating, fill in your institutional info:

Partner:

Country:

Institution:

Contact person’s name & email (who filled this in):

# 1) Student Representation in Formal Settings

(Democratic opportunities for influence)

Are there any national or regional standards, frameworks, policies, regulations, and the like that address student involvement / representation?

**Nationally/regionally:**

**Locally (your university):**

*The following questions ask for student involvement at four levels: Entire university, Faculty (of law/humanities etc.), Departments consisting of multiple programmes (eg. Modern languages, plant and environmental sciences, sports sciences etc.) and finally the individual programme level (French, Human physiology, agriculture). Your institution may not have all four levels, if so, just put N/A for the levels you don't have.*

How are students represented / involved in the University's (overall) strategic development etc...  
Eg. Academic council, boards, committees, study boards etc. through Students' Associations, unions, (elected/appointed) representatives, hearings etc.

**And if so, please explain how and to what degree etc.?**

How are students represented / involved in the Faculty's/College's/School's strategic development projects...

**And if so, please explain how and to what degree etc.?**

How are students represented / involved in the Programme's strategic development projects...

And if so, please explain how and to what degree etc.?

## **2) Student representation in strategic development work and projects?**

(Temporary, ad hoc, bottom-up, cooperative practices, creative processes)

How are students involved/represented in strategic development (outside the formal structures described in the question above). Are there local standards, frameworks, policies, regulations, and the like that address student involvement / representation / partnerships?

**Locally (your university):**

Are students formally represented in steering committees, steering councils, steering groups of strategic development projects?  
(Generally? Are there rules/guidelines? In the current strategy projects?)

And if so, how?

How are students represented / involved in the Faculty's/College's/School's strategic development projects...

And if so, how?

Are students involved in other ways, that have not been captured by the previous questions?  
(Student initiated projects, events or other things)

And if so, how?

Regarding the development of teachers' digital competencies (and the university's efforts to support this)  
how are students represented/involved in this?  
(you can refer back to your previous answers)

And if so, how?

### **3) Existing knowledge/data about student's perspectives / wishes for teachers' digital competence development at a national/regional level**

What knowledge is collected about students' perspectives already at a national level?  
National/regional knowledge surveys? (Like JISC-papers?) (Post)-covid surveys? National evaluations etc.  
Please link to and briefly describe interesting point for the CUTIE setting:  
For each project please answer (very briefly):

- a) What was the purpose
- b) Which particular questions / topics provides knowledge on students' view on developing teachers' digital competencies?
- c) How was the data collected (eg. Survey, focus groups, evaluations...)
- d) Who answered? (N=? Voluntary, across what demography?)
- e) Links to more info
- f) Which results in particularly can inform our work in CUTIE?

## **4) Existing knowledge/data about student's perspectives / wishes for teachers' digital competence development locally.**

Please link to and briefly describe any examples of projects or initiatives relevant to CUTIE's aims of which you are aware. For each project please answer (very briefly):

- a) What was the purpose
- b) Which particular questions / topics provides knowledge on students' view on developing teachers' digital competencies?
- c) How was the data collected (eg. Survey, focus groups, evaluations...)
- d) Who answered? (N=? Voluntary, across what demography?)
- e) Links to more info
- f) Which results in particular can inform our work in CUTIE?

## **5) Research on including students' perspectives in the development of teachers' digital competencies**

1. Regarding involving students in the professional competencies, standards and development of educators, to what extent is there available research in your national context (or in neighboring countries/language areas)?
2. Identify work which focuses on student involvement in developing Higher Education (or adult education), that were conducted 2010-2023. Any examples where students are involved in the professional development of staff, eg informing the design of training programmes, would be of particular interest! [Notice: there might be a lot of research related to student involvement in their own classes/teaching, it would be more interesting with involvement/co-creation in relation to the university's strategic (digital?) development]
3. Are there any particularly valuable research papers/ projects etc. that specifically use or address student involvement, co-creation etc. 3A: is the DigComp and/ or DigCompEdu used in any of this work?

## 6) Examples of best practices / projects including students' perspectives in the development of teachers' digital competencies

Briefly describe and include links to projects or best practices that you can locate in your country (or language area), that used student co-creation, student partnerships etc. - And what were the benefits?

For each project please answer (very briefly):

- a. What was the purpose
- b. How were the students involved and recruited?
- c. How was the work done (methodology, who did the work..)
- d. What came out of it?
- e. Links to more info
- f. How/which parts can we be particularly inspired by in CUTIE?

## 7) What types of ideas do you already have for local co-creation?

Do you have ideas for how to pilot student-involvement in your or other institutions already?  
Any idea about...

- 1) Ways of including students in practice (and which students to involve?) (eg. during class, hiring student helpers interested in the topic, using existing representatives)
- 2) Methods / ideas for working with the students (eg. Using future scenarios as discussion starters, design thinking...)
- 3) (How) Do you foresee using the DigCompEdu as a framework for this work?
- 4) Any particular problems / topics /areas you would like them to focus on (while still leaving the students room to co-create...)
- 5) Other thoughts?