

## SUMMARY

March 2023

This report is embedded in Work Packages 4-6 with the goal to strengthen reflexive institutionalization of responsible and co-creative teaching and research practice at the EuroTeQ universities. The report provides indicators for co-creation teaching based on fieldwork throughout the EuroTeQ alliance. The report provides insights understand the practices, synergies, and differences between the EuroTeQ universities in this regard, with a specific focus on student-teacher-stakeholder interaction in the classroom. The indicators offer a tool to guide future steps towards concerted action for co-creation teaching.

### What exactly is co-creation?

Co-creation is defined as “an opportunity for making innovation processes more socially inclusive and responsible because it allows innovators to integrate diverse actors into the innovation process”. As co-creation emerges as a malleable concept adapted and redefined in various contexts, the following characteristics are defined as central:

- Co-creation as a **mutually beneficial process**, where participants are not only contributing to increased economic revenues, but where ideas around **responsible innovation** are regarded as important; actively involving society in partnership-building, including all relevant stakeholders
- Participatory character of co-creation practices aligning with **liberal values of democracy and equality**, where new forms of decision-making processes between **several areas of expertise** are practiced; university projects carried out in collaboration with external stakeholders, focusing on **increased societal wellbeing**, inclusion and access, and the **contribution to sustainable development**
- **Importance of the local context** and a **systemic view** on social, natural, technical, and political systems; instead of a one-size-fits-all approach, different implementation of co-creation activities due to **place-specific histories and relations**.

### Indicators of co-creation

In the report, three major indicators of co-creation teaching (with three to four sub-indicators each) are described which were derived from interviews and course observations. Co-creation is hereby considered a spectrum, with some courses integrating more indicators, and others less, for varying reasons and rationales. The following are the indicators that emerged as central in the material:

Indicator	Collaboration in a real-life context	Holistic student experience	Pedagogical setup supporting multi-layered learning experience
Sub-indicators	<ul style="list-style-type: none"><li>• “Real-life” case</li><li>• Complex problem framing</li><li>• Engagement with different forms of expertise</li><li>• Dedicated time &amp; space for proximity-seeking activities</li></ul>	<ul style="list-style-type: none"><li>• Student ownership and emotional experience</li><li>• Dialogical engagement with co-creators</li><li>• Working through different value-systems</li></ul>	<ul style="list-style-type: none"><li>• Teacher as “scaffolder” of learning journey</li><li>• Mixture of theoretical and hands-on sessions</li><li>• Application of methods for exploration and reflection</li><li>• Complex learning goals and multi-layered evaluation</li></ul>

# Contact



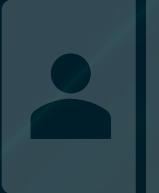
**Corinna N. Voll**

Researcher  
cnavo@dtu.dk



**Lisa Hasenbein**

Project Manager  
lisa.hasenbein@tum.de



## Further documents

More information and further documents can be requested by contacting Lisa Hasenbein.

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