

# Students as co-creators of quality culture

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**FACULTY  
OF ECONOMICS AND SOCIOLOGY**  
University of Lodz



# Agenda



- Introductions (10 min)
- Mini-lecture (10 min)
  - ✓ *What is the student vision of an ideal University?*
  - ✓ *What do students think about their co-creation potential?*
  - ✓ *How is quality culture developed in higher education?*
- Group tasks (40 min)
- Sharing session, reflections and workshop summary (30 min)

# Introductions

- Introduce yourselves to each other at the tables
- Say why are you here?
- What perspectives are you bringing to the group?



# The workshop's aim

## **Develop a list of top-down and bottom-up initiatives**

- A. at micro level (class/department/institute/school)
- B. at meso level (institutional/university)
- C. at macro level (national and international)

## **promoting shared values**

- academic freedom & institutional autonomy
- student participation in governance of higher education institutions
- inclusion and equity

**and co-created by students**



# Ideal University – Student Growth Incubator

*I can also add that it's definitely a place where I'll find my interest, and I'll have **satisfaction from learning**. And then I'll know that this is what interests me. And this University will give me these **opportunities to realize myself**. And studying there, in fact, it **will give me pleasure**, and I will have the impression that I am in a **good place, and this place helps me to develop. Not only in the chosen field, but just broadly.** (S34)*

*I also think that **the requirements should go hand in hand with this human understanding and the desire to really understand each other.** Because, you know, you can't understand this big community, but the **individual approach** seems to me to be the key here, looking at us this way as separate individuals. (S40)*

# The student co-creation power

*If the lecturer gives space for such a discussion, for such a reflection, it engages the student to better acquire knowledge, and it also engages him to create and contribute to the creation of classes. It is not only a one-sided transfer of knowledge but created jointly by both parties. (S63)*

*I think that a very important factor is the choice of whether to put the student in a situation where he/she has to choose a certain path or join a project from the available pool.... This models the student's interactions with the university in a completely different way. (S10)*



## Student insights on what an Ideal University entails

1. If the lecturer gives space for such a discussion, for such a reflection, it engages the student to better acquire knowledge, and it also engages him to create and contribute to the creation of classes. It is not only a one-sided transfer of knowledge but created jointly by both parties. (S63)
2. It is transparent, and most importantly, they communicate with students from the beginning and throughout their studies about why they have this and not that curriculum, what the purpose of each course is and how it will be delivered. (S19)
3. They should talk about who this major is for; for example, what you can change after this major, how people after this major impact the world. (S49)
4. It is an institution that is curious about my opinion of it, willing to meet my expectations and which I can co-create. (S43)
5. I think that a very important factor is the choice of whether to put the student in a situation where he/she has to choose a certain path or join a project from the available pool.... This models the student's interactions with the university in a completely different way. (S10)
6. The ideal university is created first and foremost by community. In my opinion, human relations based on trust and understanding are the foundation. The whole should be complemented by an individual approach (as much as possible, of course). Openness to cooperation and willingness to broaden one's horizons are qualities that should concern each of us—regardless of our academic position. (S40)



# University Quality Culture

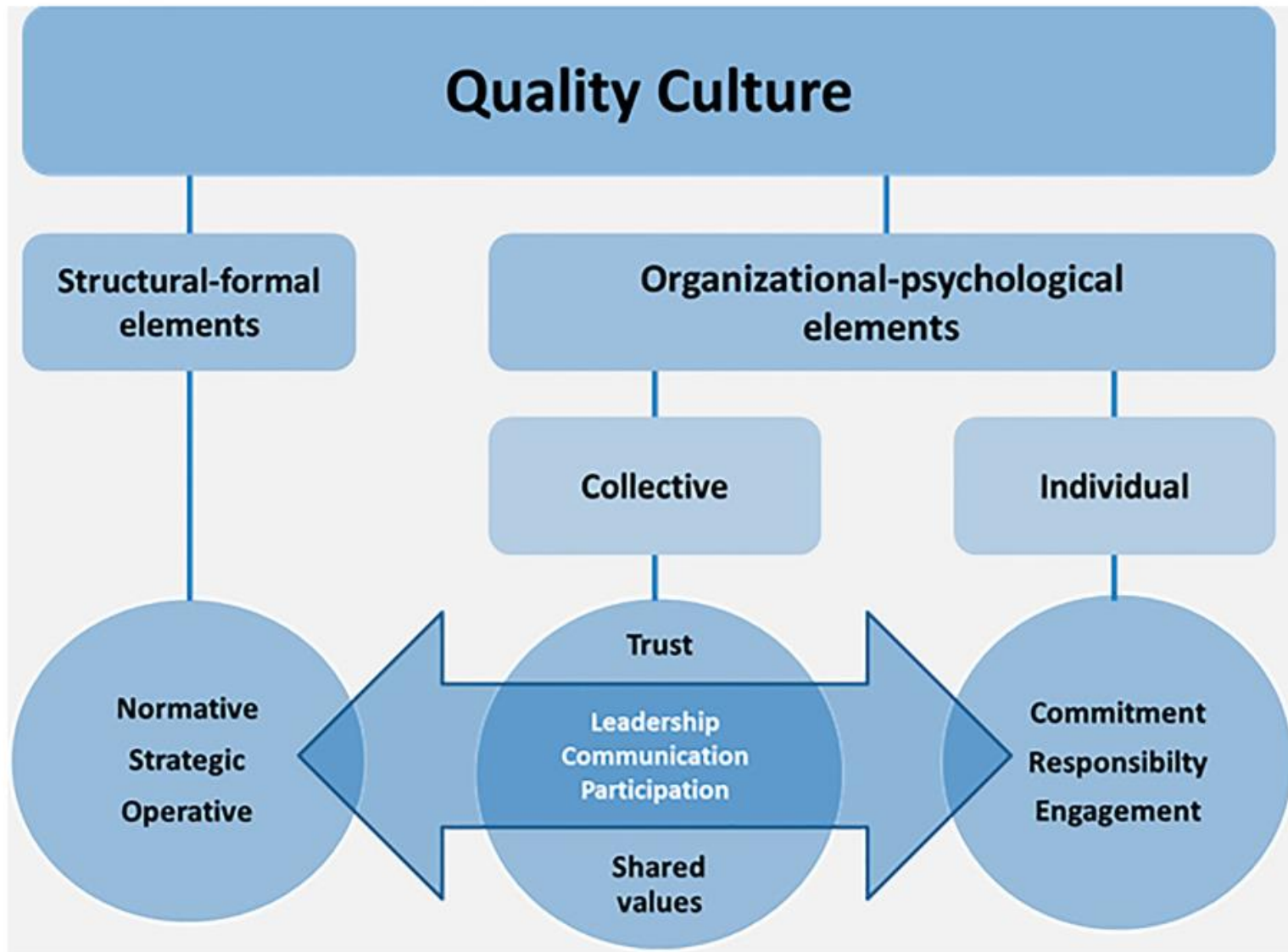
Structural-managerial  
elements



Psychological-  
cultural elements

(EUA, 2006; Loukkola & Zhang, 2010; Rapp, 2011; Vettori, 2012)





**Figure 1.** Final assessment model of quality culture.

(Hildesheim C. and Sonntag K., 2020)

### Enablers

- Including students and staff in decision-making
- Transparency of decisions, procedures and responsibilities
- A balance between top-down and bottom-up initiatives
- Empowering environments favouring the coexistence of various quality subcultures
- Promoting processes favouring the distribution of ownership, sharing responsibility and awarding involvement
- Recognition of common values, building trust

(Dzimińska et al., 2018)

# Group work

## Develop a list of top-down and bottom-up initiatives

- A. at micro level (class/department/institute/school)
- B. at meso level (institutional/university)
- C. at macro level (national, international)

## promoting shared values

- academic freedom & institutional autonomy
- student participation in governance of higher education institutions
- inclusion and equity

## and co-created by students

	Top-down initiatives (formal and informal)	Bottom-up initiatives (formal and informal)
Micro level (class/department/ institute/school)	<i>e.g. initiated by teachers, deans, department/institute/school authorities</i>	<i>e.g. initiated by individual students, student groups, departmental student associations</i>
Meso level (institutional/university)	<i>e.g. initiated by Rectors, Chancellors, Managers</i>	<i>e.g. initiated by university student associations</i>
Macro level (national and international)	<i>e.g. initiated by national bodies, agencies, organizations, etc.</i>	<i>e.g. initiated by national and international student bodies</i>

# Brainstorming and mind-mapping

1. Reading the handout with student insights 5 min.
2. Individual brainstorming (one idea on one post-it) 5 min.
3. Group brainstorming (sharing all ideas and jointly coming up with new ones) 15 min.
4. Arranging the ideas into a group mind-map or a poster 15 min.

# A walk-through

- Sharing the mind-maps & posters exchanging ideas (15 min.)





# Summary & reflections

- What is your power to initiate/encourage initiation of any of these ideas?
- What stops you from this?
- What do you need to get involved?





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# Thank you

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