Facilitating student-led teaching and content creation through technology: 
Use cases, instructional design & delivery responsibilities

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Abstract
User-led design reflects a paradigm shift in pedagogic practice, re-envisioning the role of students as producers rather than consumers of learning (Bruns, 2006). Implicit in this design approach is an acknowledgement that students have the skills and capability to engage in collaborative knowledge creation activities and to develop their learning as producers of ‘content’ (Bruns, et al., 2007).

Through a presentation of case examples from the University of York, we report on how user-led principles have been applied to the design of blended learning courses, with learning technology employed to support active learning opportunities for our students. The blended courses each incorporated activities encouraging participants to develop their own learning and teaching resources, engaging them in the mastery of key skills and concepts. We present an engagement model for active learning derived from the case examples, and use this as a stimulus for a broader discussion on effective design approaches to support student-led teaching and content creation activities.

We then go on to discuss the instructional responsibilities associated with the successful delivery of student-led activities within blended courses. Research tells us that instructional support for online learning requires differing strategies to facilitate effective group learning and participant-led activities (Harper & Nicolson, 2013) and can lead to instructors assuming different roles in their online interactions with students (Danielsen & Nielsen, 2010). Reflecting on the case studies, we discuss common challenges that instructors may face in the design of student-led activities and present strategies for the effective delivery of student-led teaching and content creation activities, based on a five-stage blended delivery model that we have developed to guide academic staff at York.

References
