

The impact of student co-creation on student engagement and active learning

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ABSTRACT

The online learning platform has been widely adopted in global university education, particularly after the outbreak of COVID-19. The issue is how the educator can make good use of the online learning platform to encourage the students to actively learn and co-create course learning materials with peers and educators. The adoption of co-creation in higher education has been emerging and developing, though rare, in tertiary education (Pee 2019; Doyle, Buckley and McCarthy 2021). The research indicates both educators and students can gain the benefit from co-creation practice. The construction of Multiple-Choice Questions (MCQ) designed by the students is considered one of the co-creation activities (Doyle, Buckley and McCarthy 2021). Palmer and Devitt (2006) suggest designing MCQ can be a learning method to stimulate students to learn and understand a topic. Students need to understand the relevant learning material before and during the drafting process of MCQ (Draper 2009; Galloway and Burns 2015). Student engagement in content generation facilitates deep learning and comprehension of the learning concept (Draper 2009). This study attempts to examine the degree to which student co-creation in the content generation of MCQ can enhance active learning, student engagement and learning experiences by adopting an online learning platform connected to tokenised incentives.

Keywords: Co-creation, multiple choice questions, student engagement, active learning