

Co-Creating Academic Induction

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TEACHING & LEARNING CONFERENCE
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What This Session is About?

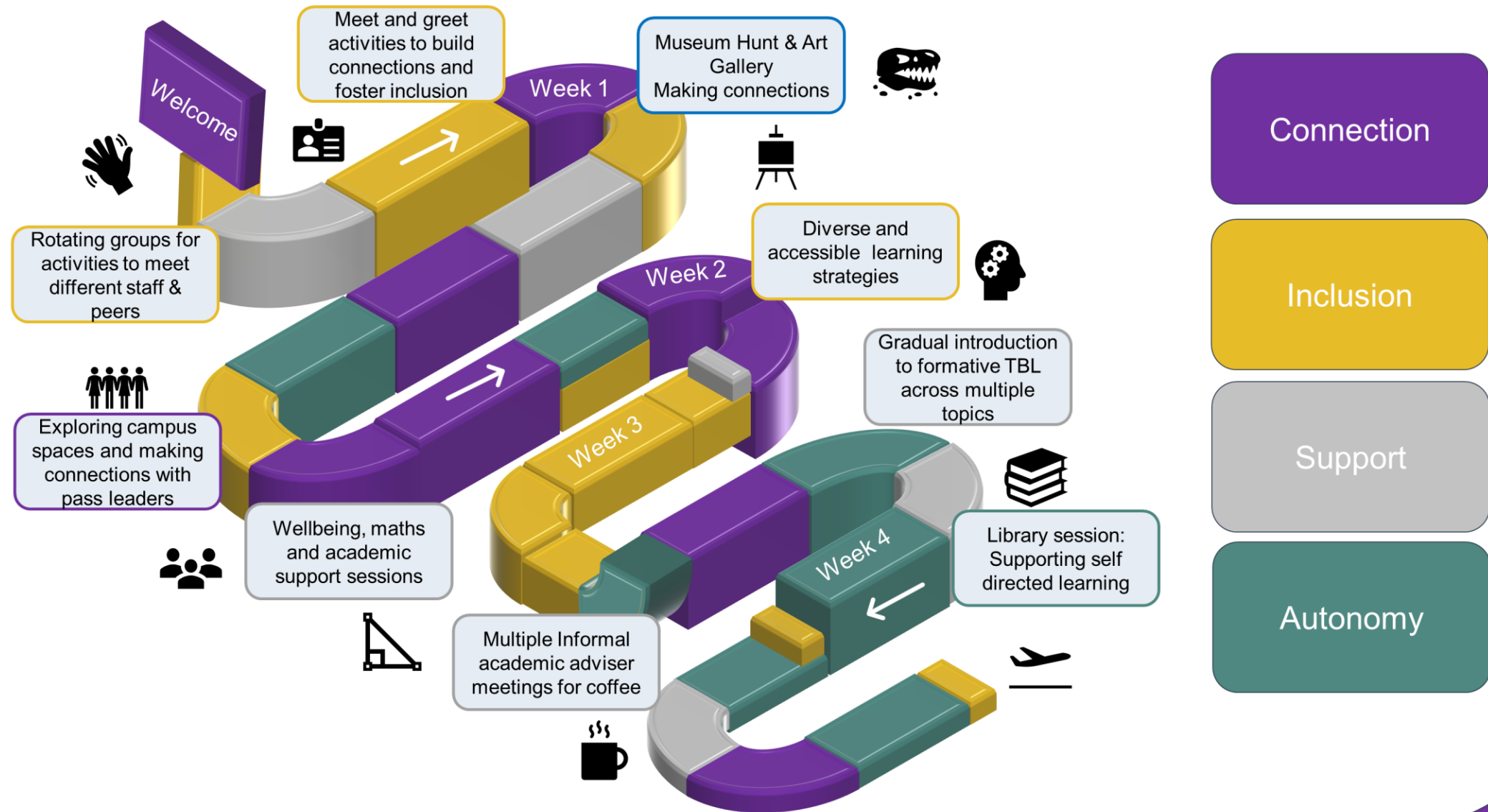
Induction is often treated as admin, not pedagogy

Student feedback prompted us to rethink the design of one academic induction session

Whole-cohort participation explored if a more collaborative model could improve relevance and preparedness

Evaluated traditional vs new formats across cohorts (incl. same students)

Belonging



How The Redesign Started

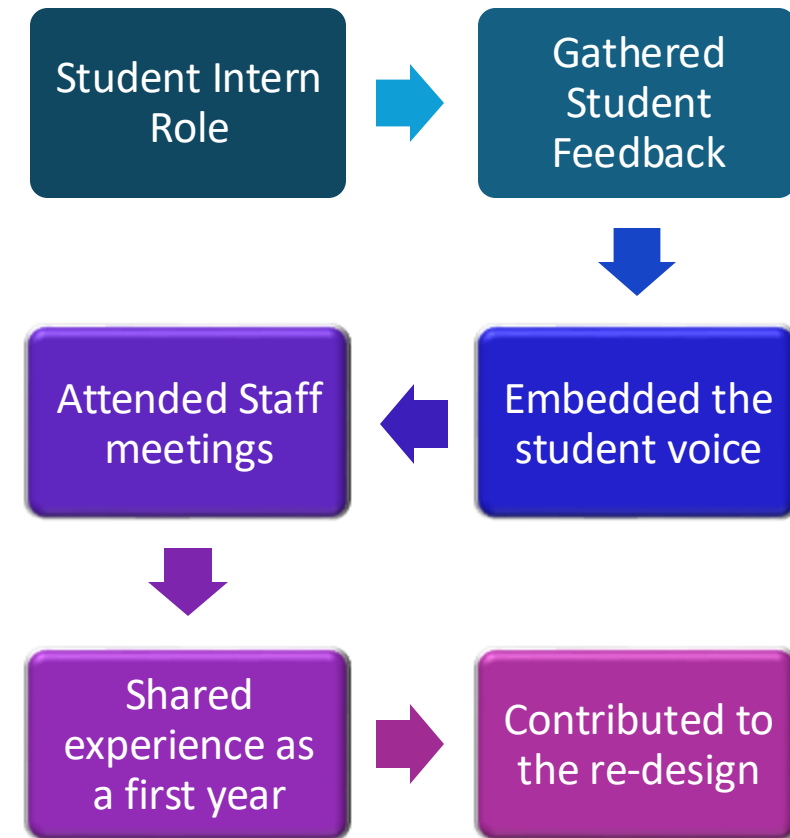
- Redesign sparked by a Communities of Practice workshop at UoM led by Beverley and Étienne Wenger-Trayner
- I realised we could structure participation around shared academic challenges.
- This aligned with our programme's emphasis on early collaboration and belonging



The aim was to explore a more participatory model of induction

Co-Creation in Practice

- The redesign was a collaboration with the library team, who brought expertise in academic skills and student support & year 1 student intern
- Brought lived experience of original session
- Focus on real academic challenges
- Library, academic, and student input
- Students chose topics they wanted help with

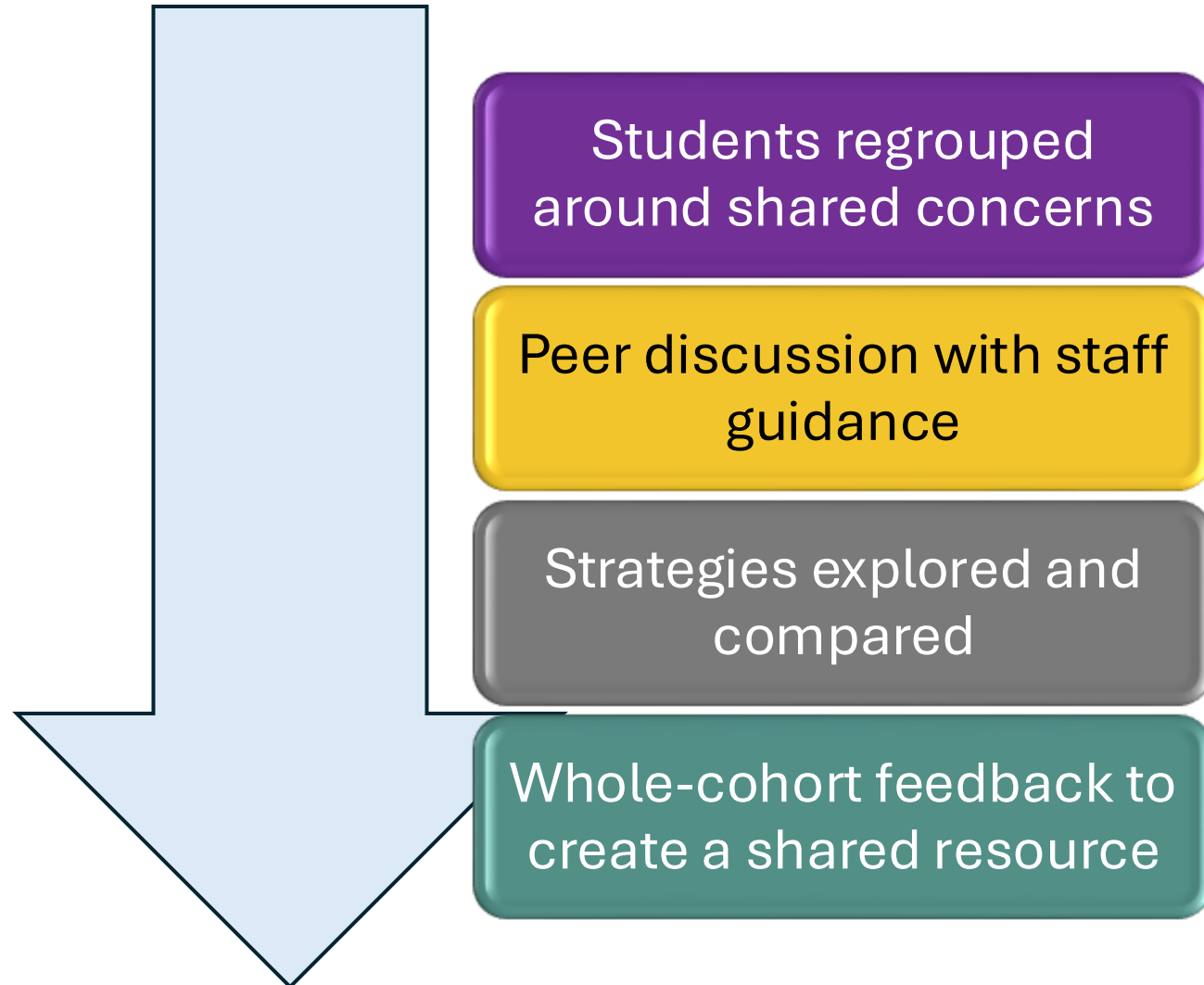


Session Design: Phase 1

**Focus is on surfacing
challenges, not solving them**



What Happens Next? Phase 2



Staff input is responsive and contextual, shaped by student discussions rather than pre-planned content.

What did Students Actually Produce?

Students generated highly specific, usable strategies:

- Managing lecture overload
- Defining “good enough” notes
- Long-term retention & revision
- Using AI to support learning

concerns

- How to take notes efficiently on the lectures
- Overwhelmed with the content
- Distractions (managing Time)
- Finding apps to help with revision

Solutions

- A3 piece of paper write all notes needed for the topic
- Split up lectures to help with feeling overwhelmed
- Create a timetable even on days off
- Study Bunny , Flora help with studying and distractions



Shared Problems to Shared Practice

Students developed and compared approaches:

Student concern	Student-generated solution
'Taking 2 hours for a 20 min video	2x speed, transcripts, chunking
'Organising notes	Summary sheet, mind maps
Remembering long term	Flashcards, blurting, teaching others

AI and Learning Strategies

Using AI to support learning

- Generate questions from transcripts
- Create revision prompts
- Tools like scite-AI for academic sources

Critical use of AI

- Supporting understanding—not replacing thinking
- Not used to generate notes

Active and social learning

- Teaching peers
- Recording explanations
- Group topic-sharing



Challenges

- Time management needed
- Some students reluctant to contribute
- Structured participation requires careful facilitation and time
- Takes longer than a traditional lecture
- Staff adaptation to the new format.



Key Findings

- Higher perceived relevance
- Improved preparedness

“Much more useful and engaging compared to last year”

Traditional Format:

- “Not fully connected with the course”



New Participatory Format:

- “More tailored to us... more relevant... more beneficial”

Where does Academic Success sit in Induction?

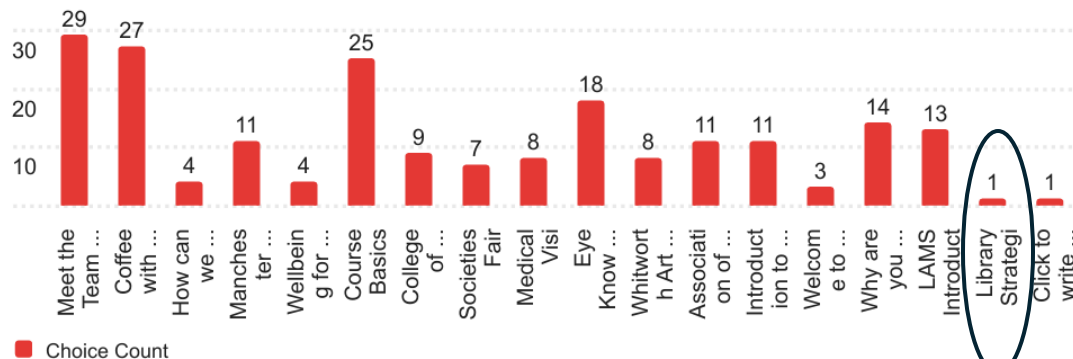
- Not among most “enjoyed” sessions
- Selected as valuable by students
- Distinct role within induction design

This session was designed to be academically useful, not the most enjoyable.

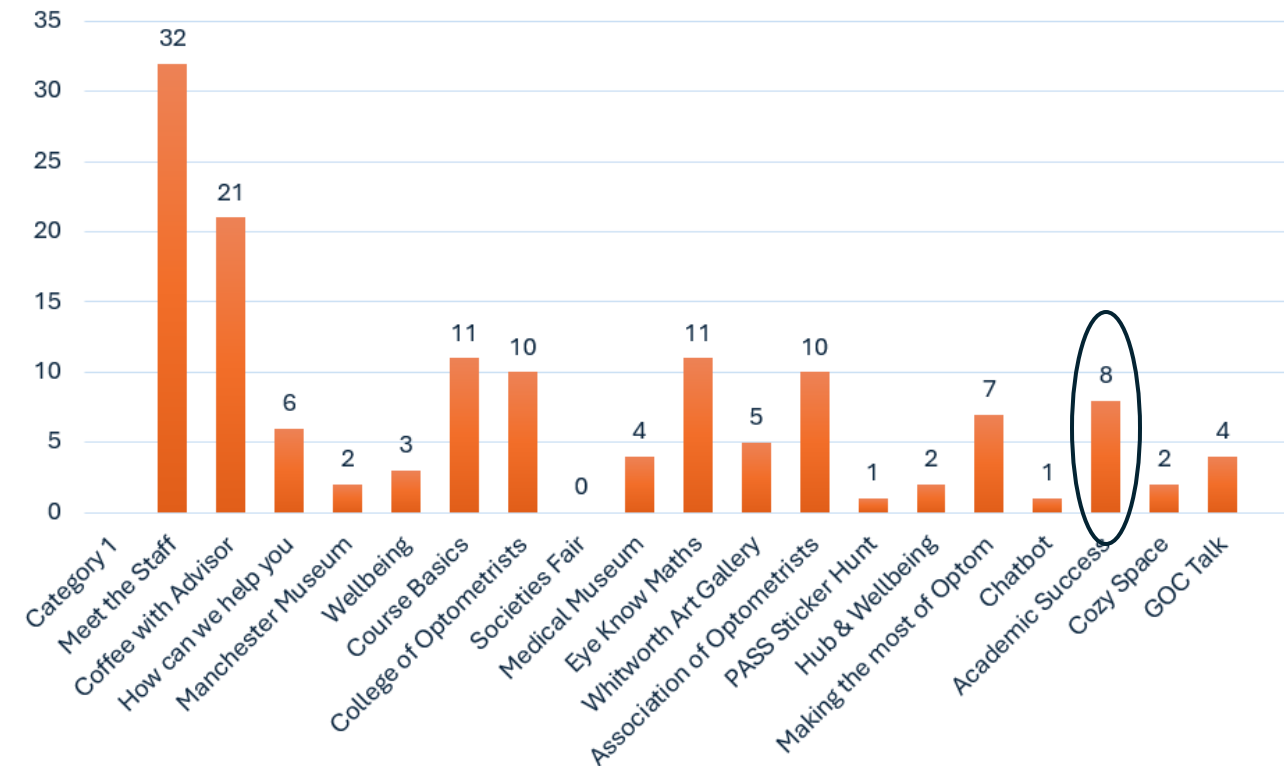
The data shows that students recognised and valued that distinction

Year 1 Comparison Data: Most Valuable

Which of the following sessions did you find the most valuable? (please pick 3)



Traditional
Format
2024/25



New Participatory
Format 2025/26

Feedback Year 2 Data

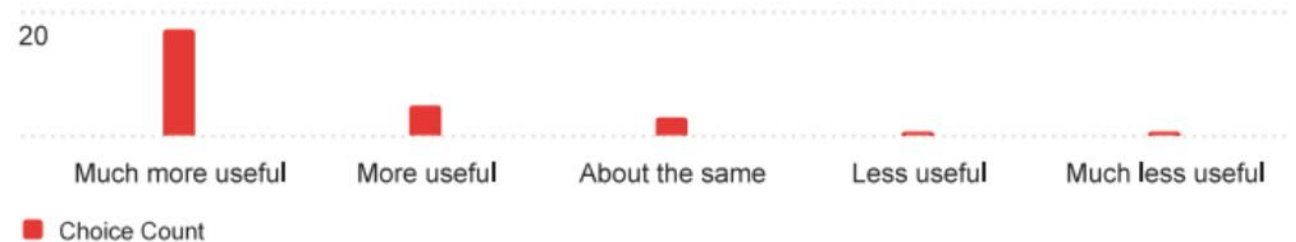
New Format 25/26

Year 2 Cohort 1

Much more engaging than
last year

It was more tailored to us
hence more
relevant....more beneficial

Q6 - Compared to the first-year library session lecture format, I found this session was:



Q3 - Choosing discussion topics ourselves made the session more relevant to my academic needs.



Student Voice

"It was great to see how different people approach the study problems"

Comparing approaches

"Listening to peers made me aware of ideas I wouldn't have thought about"

Understanding Expectations

"I can try different things that might work for me"

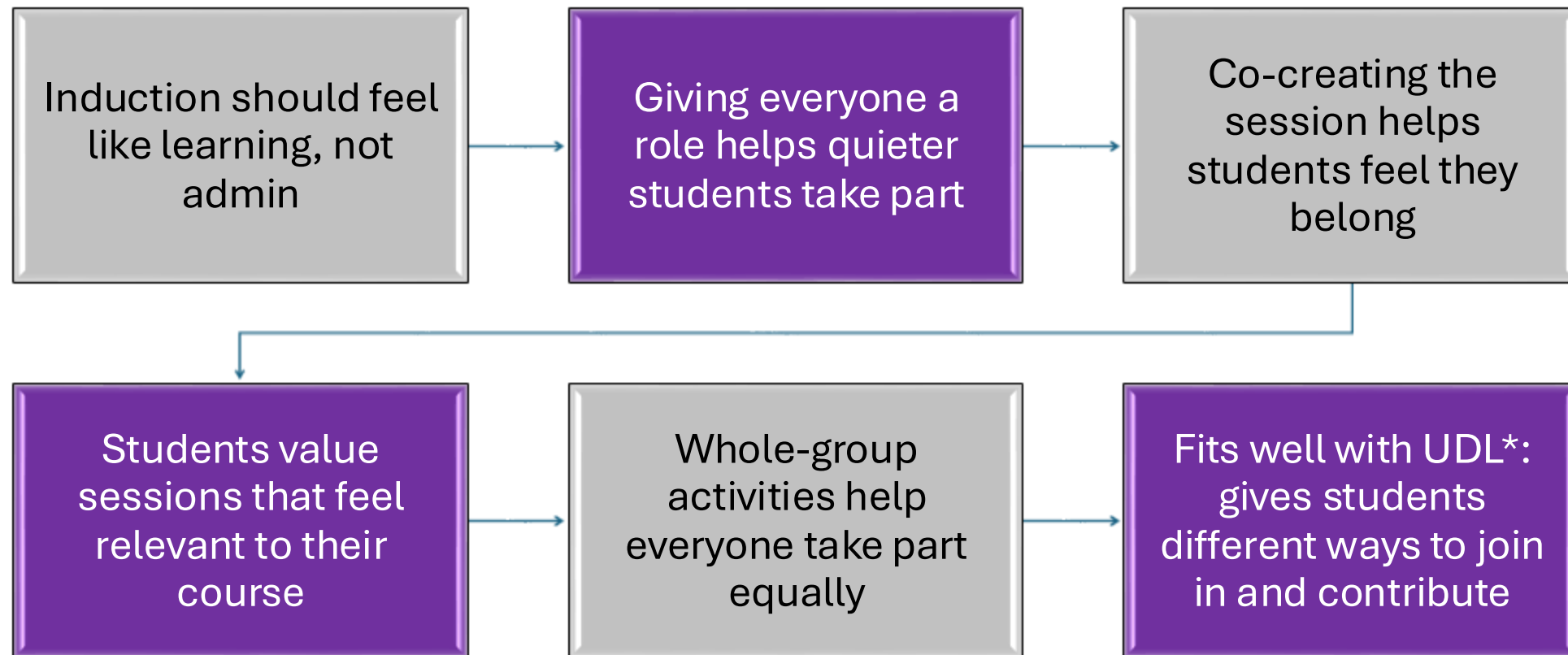
Applying Strategies

Value Creation Framework

Value Type	Example from student feedback	Evidence Source
Immediate	“Engaging session centred around students’ needs”	Post-session survey
Potential	“Listening to peers made me aware of ideas I wouldn’t have thought about”	Post-session survey
Applied	“I can try different things that might work for me”	Year-2 reflection
Realised	“More tailored... more relevant... more beneficial”	Comparative evaluation

Framework adapted from Wenger-Trayner et al.(2011)

Implications for Inclusive Pedagogy and Belonging



Conclusion

Benefits to Students

- Created a rich resource of co-created revision and study techniques by the students for the students
- Students develop shared understanding of expectations

Benefits to Academic Staff

- Identified areas that students struggled with
- Provided real insights into student concerns
- Identified unfamiliar online resources and apps used by the students
- Insight into how AI was used to aid study & revision



“It was pretty useful
and a good way to
share ideas with
one another.”

Thank You

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Image by author

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