Beneath the colours of Vinikunka (Rainbow Mountain)

Tensions, possibilities and the impact of Co-Creation in business studies

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WESTMINSTER BUSINESS SCHOOL

Content

- Student as co-creators (SCC)
- Vinikunka (The Rainbow Mountain)
- Vinikunka and SCC similarities
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  - Challenges
- University of Westminster
- SCC guide at WBS
  - Managing Expectations
  - Team Formation
  - Transparent decision making
  - Training and Continuous Feedback
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- Conclusions

STUDENT AS CO-CREATOR (SCC)

- **Characteristics**
  - Different names: students as partners (SaP) (Cook-Sather, Bovill & Felten, 2014), Students as co-researchers (Healey & Jenkins, 2009), Students as co-designers (Nahar & Cross, 2020)
  - Collaborative generation of knowledge and value through reciprocal engagement (Okuogume & Toledano, 2024).
  - Promotes redistribution of power and positions students as agents with voice and agency (Omland et al., 2025).
  - Contribution to curriculum design, assessment planning, pedagogical innovation, and research (Geurts et al., 2024).

Vinikunka (The Rainbow Mountain)

Background information

- Cusipata district, Quispicanchi province, Cusco region (5,200 metres (17,060 feet),
- Mining concession (2015-2018): Minquest Perú SAC
- Land ownership:
  - 4 native communities: de Chillihuani, Llacto, Tintinco y Paucarpata

Vinikunka and SCC similarities

- **Vinikunka advantages:**
  - Mining company / government → mineral / economic
  - Local community → aesthetic / cultural / economic (entrance fees, transportation, etc)
  - Tourists → Natural beauty; personal achievement; social media
  - Government → economic benefit, national branding.

- **SCC advantages** (Lubicz-Nawrocka, 2023; Bovill, 2020)
  - Students → Transferable competencies: critical thinking, communication, teamwork, confidence, self-efficacy (Geurts et al., 2024)
  - Lecturer → :Student engagement, motivation, scholarly outputs (Mercer-Mapstone et al., 2017).
  - HE institution → The strengthening of the relationships between students and staff
  - HE institution → Inclusive curriculum and learning environment

Vinikunka and SCC similarities

- Vinikunka challenges:
  - Social challenges: tension (land ownership): Chillihuani y Llacto (Rodriguez-Jimenez, 2024)
  - Governance challenges: managing social conflict (El Diario, 2025)
  - Environmental challenges: trail erosion, waste / pollution (Tomczyk and Ewertowski, (2023).

- SCC challenges (Bovil et al., 2016; Bell, 2016; Smith et al., 2024)
  - Time constraints / workload and student engagement (Robinson and Woodward, 2023)
  - Tensions regarding the dual roles of educator – student
  - Traditional hierarchy structures
  - Difficulty sharing authority; students may struggle to transition to active partners (Geurts et al., 2024)

University of Westminster

Total students:

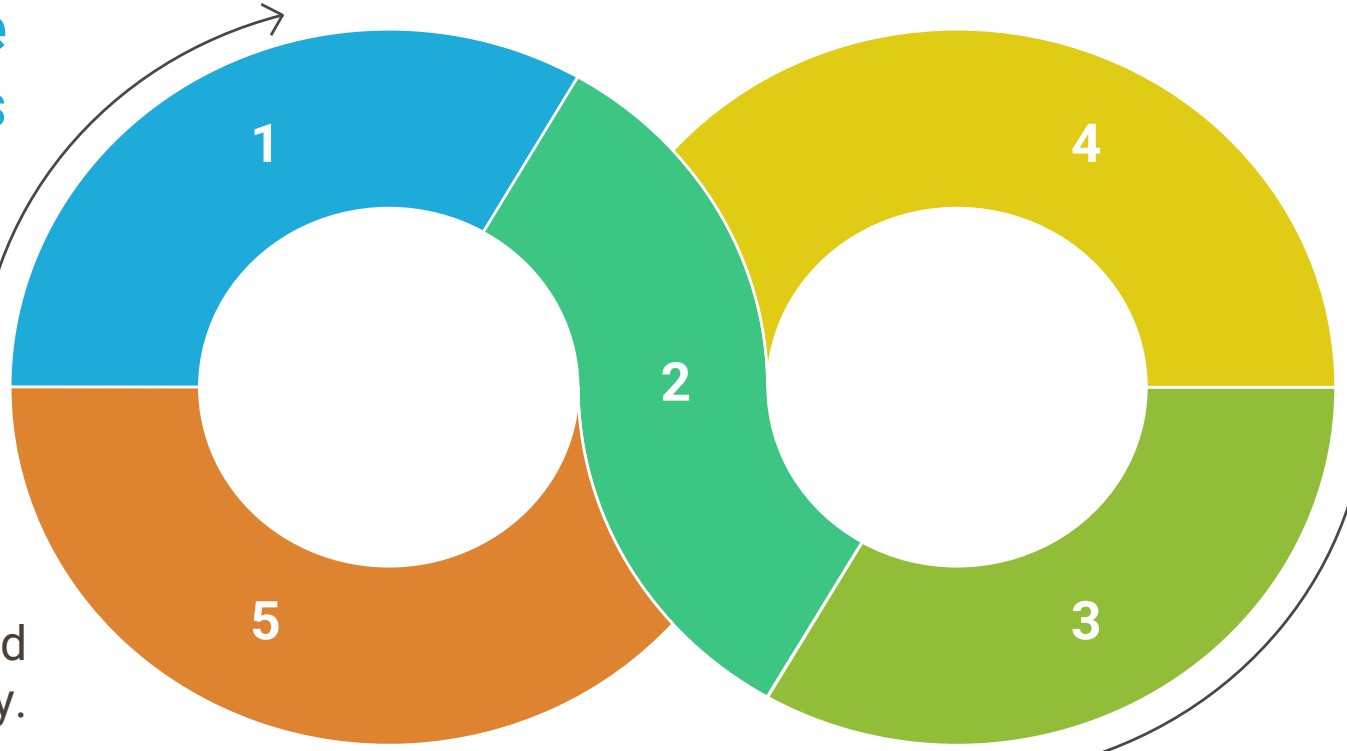
- Over 20,000 from more than 156 countries
- WBS serves over 5,000 students,

International students: 6,800 approx (30%)

Teaching and research: more than 80 countries

One of the UK's most diverse universities

SCC guide at WBS



Manage Expectations
Align partner's expectations for the project success.

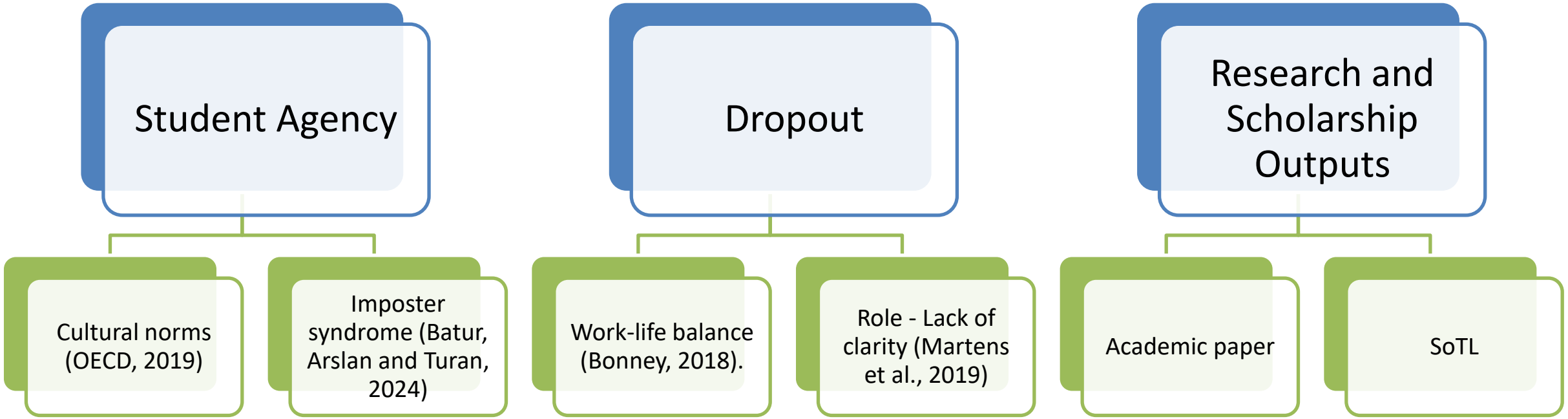
Training and Feedback
Provide ongoing training and feedback.

Disseminate Outputs
Share results and insights widely.

Transparent Decision Making
Ensure open and clear decision processes.

Team Formation
Assemble a diverse and skilled team.

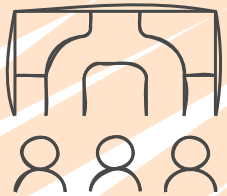
Managing Expectations



Team Formation

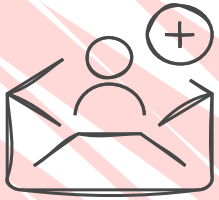
Capabilities

Identify the capabilities and resources available.



General invitation

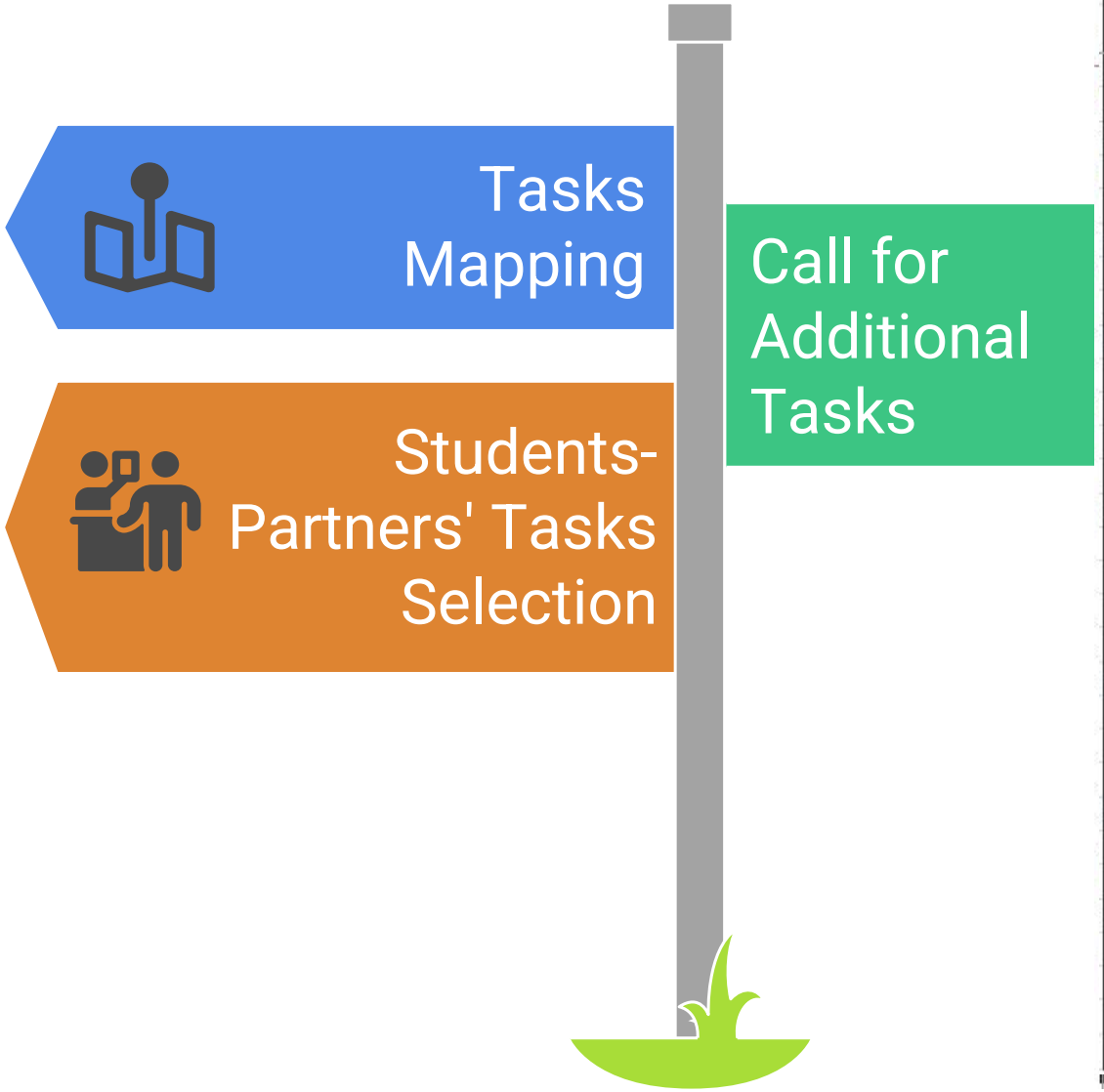
Through module / course VLE



Customise call

Send customised email to specific groups of students

Transparent decision making



SCC report - UDL					
SECTIONS	**Gustavo**	**Noor**	**Marta**	**Pattarika**	**Alejandro**
Section 1. Executive Summary (300-400 words)	X				
Section 2. Background and Aims (200-300 words) -					
To sumarise content according to wordcount	X	X			
Section 3. Methods (150-300 words)					
To sumarise content according to wordcount	X		X		
Section 4. Results					
UDL Principle 1: Multiple means of representation	X	X			
UDL Principle 2: Multiple means of action and expression	X			X	
UDL Principle 3: Multiple means of engagement	X		X		
Section 5. Discussion (300-600 words)					
UDL Principle 1: Multiple means of representation	X	X		X	
UDL Principle 2: Multiple means of action and expression	X			X	
UDL Principle 3: Multiple means of engagement	X		X		
Section 6. Conclusions and Recommendations (200-300 words)					
Conclusions	X				
Recommendations	X				
Section 7. Dissemination (200-300 words)					
To sumarise content according to wordcount	X				
Section 8. Reflection (200-300 words)					
Reflection of student 1	X	X	X		
Reflection of student 2	X			X	
Number of task per person	14	4	4	4	0

Training and Continuous Feedback

Customise training

CETI

LinkedIn, etc

Feedback environment

Individual and team

Different spaces

Dissemination of

Row Labels	Count of Attendee First Name
England	33
Iceland	1
Ireland	2
Scotland	7
Wales	1
Grand Total	**44**

- Timeframe of Outputs

Understanding Students' preferences for Blended Learning approaches

Cite | Download (1.49 MB) | Share | Embed | + Collect

USAGE METRICS

811 views | **200** downloads | **0** citations

Presentation posted on 2025-01-16, 16:34 authored by Gustavo R. Espinoza-Ramos, Mahima Singh

This Students as Co-Creators (SCC) project investigated students' preferences regarding the design of blended learning modules at the Westminster Business School. This project used mixed methods; the data was collected by using an online survey questionnaire that was conducted between 1st April and 30th June, and semi-structured interviews were carried out between June 30th and July 20th, 2024. In addition, the data were obtained from 111 University of Westminster students via an online survey questionnaire, followed by ten semi-structured interviews.

Case Study: SSC at Westminster Business School

SCC projects 2022 - 2026

Year	Title	Student level	Level	Grade	Academic partners	Outputs
2022/23	A Student led exploration of productive and ethical use of AI in Business Education	Zarah Mohmed Maharshi – Tejas Vyas Harpreet Mann	MBA MBA MBA	Distinction Distinction Distinction	Rachel Lander Kamala Balu Gustavo Espinoza-Ramos	UoW Teaching and Learning Symposium 2023 SEDA article
2022/23	Promotional video about personal tutoring sessions	Aadharsh Jeyavel Pandiyan Vignesh Amundhu Mohan Marin Muns Vicky Valer	3rd year 3rd year	Upper Second Honours Upper Second Honours	Setenday Dilel Fidler Gustavo Espinoza-Ramos	Video > 120 views UoW Teaching and Learning Symposium 2023
2023/24	Understanding Students' preferences for Blended Learning approaches at WBS	Drilena Ukpe Diya Chhilla Mahima Sin			ilel Fidler noza-Ramos	Times Higher Education Webinar - CETI (Talkteaching) >800 views; 200 downloads, 44 attendees Conference proceedings UoW Teaching and Learning Symposium 2025 Academic article?
2024/25	Student perceptions of UDL effectiveness in enhancing learning and engagement at WBS	Noor Ghumr Marta Dermaku Pattarika Sae Alejandro Nor			noza-Ramos	Times Higher Education Webinar - CETI (Talkteaching) Conference proceedings Academic article?
2025/26	Enhacing employability for business students - PODCAST and BLOGs	Mannat Aggar Pooja Ajgoan Alessandro Spa Ashley Luon Kamile Miliskeviciute Fabian Brady Anna Gennotte Yick Tam Fatumata Nimaga Ceesay	2nd year 3rd year 2nd year 3rd year 3rd year	First Honours First Honours	noza-Ramos	Blogs Podcasts Reels Conference proceedings? Academic article?
2025/26	Students as Partners in AI Research and Practice in Higher Education	Mahima Singh Noor Ghumran Yick Tam	3rd year* 3rd year* 3rd year*	First Honours First Honours First Honours	Gustavo Espinoza-Ramos	Book chapter: Student–Staff Co-creation of Generative AI Guidelines for Business Research

- "You truly **treated me as a partner** rather than just a student, which helped me develop research and collaborat **SSC Student Partnership Impact Award in 2025**, about **s incredibly rewarding and has had a positive impact on rofile**" (student partner, 2023/24)
- "The **confidence and co-creation project influenced me to participate in being ty-held Climate Assembly**. I feel that I have the **ability llaboratively** to help participants to articulate ideas so that UoW can make more sustainable changes" (student partner, 2024/25)

Recommendations

- Clearly communicate benefits to students: financial (bursaries), academic (dissertations, research), employability (blogs, webinars, LinkedIn).
- Academic partners should actively participate alongside students, fostering equality and shared ownership.
- Adopt diverse dissemination strategies to decolonise knowledge: webinars, podcasts, blogs, presentations, publications (Bhambra, Gebrial & Nişancıoğlu, 2018)

Conclusions

- SaP enhances student development, employability, and professional identity
- Academic staff benefit via pedagogical innovation and engagement with SoTL.
- SCC Framework at WBS: Manage Expectations, Team Formation, Transparent Decision Making, Training and Feedback, and Disseminate Outputs
- Research Gaps: Long-term impact on employability, career progression, scalable institutional strategies, and comparative effectiveness of dissemination methods remain underexplored (Temple Clothier & Matheson, 2019; Dollinger & Lodge, 2020).

Thanks

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