



# Co-create your own adventure

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*Co-creation occurs "when staff and students work collaboratively with one another to create components of curricula and/or pedagogical approaches" (Bovill et al., 2016)*

But what exactly does this mean? What components or approaches can we co-create, and what does co-creation look like within a higher education classroom? Although we have literally co-created fieldwork journeys with students (Daae et al., 2025), we will here welcome you to join us on a metaphoric co-creation journey through the landscape of opportunities guided by the Norwegian mountain code (Røde Kors, ND). The mountain code (dating back to 1952) is well-known in Norway; kids learn it early, and it is even printed on the wrapping of the popular hiking chocolate, *Kvikk Lunsj*!

Please consider the following rules to enjoy the co-creation adventure while ensuring you and your company stay safe.

**Planlegg turen og meld fra hvor du går.**

Plan your trip and inform others about the route you have selected.

Map the **destination** (the intended learning outcomes), the **route** to get there (the pedagogical approach), and the necessary **checkpoints** along the way (student work hand-ins, assessment). Talk to teachers from other courses and your students to distribute the workload well.

**Tilpass turen etter evne og forhold.**

Adapt the planned routes according to ability and conditions.

Who are your **travel companions** (students, teaching assistants) and how can you make the learning material **inclusive** for all? Provide multiple channels for students to let you know what they need.

**Ta hensyn til vær- og skredvarsel.**

Pay attention to the weather and the avalanche warnings.

**Check in with your students regularly.** Are you moving too fast, or is something outside the course stealing the students' attention? Is there need for modifications of the course plan, or could you provide additional resources to ensure everyone reach the destination?

**Vær forberedt på uvær og kulde, selv på korte turer.**

Be prepared for bad weather and frost, even on short trips.

Familiarize yourself with **typical misconceptions**. If the teacher knows the down pits and unsheltered parts of the route, they can prepare resources and learning activities to **help students in their sensemaking** process or build a bridge that connects one piece of the trail with the next

**Ta med nødvendig utstyr for å kunne hjelpe deg selv og andre.**

Bring the necessary equipment so you can help yourself and others.

**How can you help students that get lost** in a bog full of stinging programming bugs? And how can you keep students warm and dry and ready to learn if they forgot to bring what they needed? A targeted, easy-to-understand compendium could perhaps be helpful.

**Ta trygge veivalg. Gjenkjenn skredfarlig terreng og usikker is.**

Choose safe routes. Recognize avalanche terrain and unsafe ice.

Letting students express their opinions and take responsibility for their learning is always good and builds positive relationships. However, the teacher is the one who knows the route, the final destination, and which trails are not necessarily wise to follow. **Take actions when needed.**

**Bruk kart og kompass. Vit alltid hvor du er.**

Use a map and a compass. Always know where you are.

You will need a compass to **orient and compare the map with the true landscape**. Checking in on students regularly gives you a compass to ensure they are on track and/or can follow the pace.

**Vend i tide, det er ingen skam å snu.**

Don't be ashamed to turn around.

**Sometimes, things don't work according to plans or intentions.** Don't be afraid of turning around and/or skipping some parts of the travel. The students may make you aware of conditions that force you on a detour to, for example, pick up necessary concepts from previous courses.

**Spar på kreftene og søk ly om nødvendig.**

Conserve your energy and seek shelter if necessary.

How can you help your students conserve energy? Consider the total **workload** of the course and adjust compulsory activities and expectations of student hand-ins if necessary.

**Ta sjansen – det kan gå bra.**

Take chances – what if it works?

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Sometimes, you must **take chances and dare to try something new** to learn new ways of making the journey engaging for both the students and yourself.

